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LICENCIATURA EN LENGUA INGLESA

Tesis de Licenciatura

THE TEACHING OF READING SKILLS IN ENGLISH FOR NURSING PURPOSES COURSES: INTEGRATED OR SEGREGATED-SKILL INSTRUCTION?

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LICENCIATURA EN LENGUA INGLESA

Dissertation

THE TEACHING OF READING SKILLS IN ENGLISH FOR NURSING PURPOSES COURSES: INTEGRATED OR SEGREGATED-SKILL INSTRUCTION?

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*"*Knowing how well something has worked is not significant on its own. Understanding why will enable us to repeat success and avoid the less successful."

(Dudley-Evans and St John, 1998: 129)

"If 'variety is the spice of life', it is certainly the spice of the language class."

(Meziani, 1987: 17)

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Dedications

To my beloved parents, María and Francisco, who taught me with their example the values of responsibility, honesty and hard work.

To my family and friends for their support and encouragement.

To my god-children, Irina and Juán Matheo, and Bautista.

To the doctors and nurses who heal not only the bodies but also the souls of their patients.

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Abstract

The present paper explores to what extent the teaching of the macro-skill of Reading is integrated with the macro-skills of Writing, Speaking and Listening in English for Nursing Purposes courses in the Third Year of Nursing School in four institutions in the districts of San Isidro, San Fernando, San Miguel and Malvinas Argentinas (Buenos Aires province). The secondary aim of this paper is to investigate the feasibility of the implementation of an integrated-skill course, such as *content-based instruction*. This research further addresses some issues regarding the English for Special Purposes field, the role of each macro-skill in English for Nursing Purposes as well as the advantages and disadvantages of teaching approaches which segregate, partially integrate or fully integrate language skills. To achieve triangulation, twenty-four English for Nursing Purposes classes were observed, eighty Nursing students answered a questionnaire, four English for Nursing Purposes teachers were interviewed, ten instructors teaching the same subject in the area or nearby answered a questionnaire and ten nurses graduated from

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different institutions and working in different clinics/hospitals were interviewed. The results evince that the teaching of the macro-skill of Reading is partially integrated with the macro-skills of Writing, Speaking and Listening. It is also shown that teachers use the *skills-centred* approach emphasising Reading. Responses reveal that the teaching of the macro-skill of Reading fully integrated with the other macro-skills might be beneficial for Nursing students and nurses therefore content-based instruction might be implemented in English for Nursing Purposes courses.

Key words: English for Special Purposes – English for Nursing Purposes – segregation of skills – partial integration of skills – full integration of skills – content-based instruction

Resumen

En este trabajo se explora la enseñanza de la macro-habilidad de la lectura con respecto a su grado de integración con las macro-habilidades de la escritura, habla y escucha en cursos de inglés en tercer año de Enfermería en cuatro instituciones ubicadas en los municipios bonaerenses de San Isidro, San Fernando, San Miguel y Malvinas Argentinas. Como objetivo secundario, se investiga la viabilidad de la implementación de un curso de inglés para Enfermería que aplique el enfoque denominado *instrucción basada en contenido*. Se abordan algunos temas concernientes al área de inglés para fines específicos, el rol que cada macro-habilidad tiene en él y se analizan algunas de las ventajas y desventajas que poseen los enfoques de enseñanza de macro-habilidades en forma segregada, parcialmente integrada o totalmente integrada. Con el fin de triangular toda la información obtenida, se observaron veinticuatro clases de inglés para Enfermería, se encuestaron ochenta de sus estudiantes, se entrevistaron cuatro docentes de la materia y se encuestaron a otros diez en la zona y

en localidades vecinas. También se entrevistaron diez enfermeros/as egresados de diversas instituciones y provenientes de diferentes clínicas/hospitales. Los resultados evidencian que la enseñanza de la macro-habilidad de la lectura se halla parcialmente integrada con las de la escritura, habla y escucha. También se observa que los docentes utilizan el enfoque *centrado en las macro-habilidades* enfatizando la de la lectura. Las respuestas revelan que podría ser beneficioso para los estudiantes y los enfermeros que se les enseñara la macro-habilidad de la lectura integrada totalmente con las demás macro-habilidades y, en consecuencia, la *instrucción basada en contenido* podría ser implementada en cursos de inglés para Enfermería.

Palabras claves: inglés para fines específicos – inglés para Enfermería – segregación de macro-habilidades – integración parcial de macro-habilidades – integración total de macro-habilidades – instrucción basada en contenido

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Introduction

It is undeniable that English has become a world language and that it is a necessary requirement in many jobs and in further education. Maher (1986: 209, as cited in Ostbye, 1997: 97) highlights the importance of English "as a supranational language and lingua franca within the international scientific/academic community."

Maher (1986: 209, as cited in Ostbye, 1997: 97) also points out that "specialised medical literature is published in English" so it might be inferred that many students in Argentinean universities and colleges may have the need to read subject texts in English because such texts are unavailable in their mother tongue. Therefore, there has been an increase in the demand of courses that cater for these students' specific needs. Brunton (2009: 8) emphasises that "it seems with increasing globalization and mobility of the world's workforce that the demand for specific courses will not decrease but only rise."

During the last two decades, different approaches have been applied to English for Specific Purposes (ESP). Hutchinson and Waters (1987) state that the skills-centred approach to ESP, which emphasises mainly the macro-skill of Reading, is the one that has been most widely applied, especially in Latin American countries. Alternatively, the integration of language macro-skills, particularly Reading and Writing as well as Reading and Listening, seems to form natural connections in academic settings. According to Grabe and Stoller (2002: 87) "reading is commonly combined with writing to summarise

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information, take notes … Reading, [writing] and listening combine naturally …
when students listen to lectures related to something previously read or to be
read and take notes on the topic."

The present research paper focuses on the branch of ESP known as
Vocational English, "which is concerned with the language of training for
specific trades or occupations" (Dudley-Evans and St John 1998: 7) and more
specifically on English for Nursing Purposes (ENP).

In Argentina, a great number of nurses with tertiary or university level
degrees may need to develop their macro-skill of Reading to keep updated with
the rapid advances in the field of the Health Sciences. A smaller number might
also need to develop their macro-skills of Speaking and Listening, at least at a
basic level, to assist foreign tourists who have health problems during their stay
in Argentina, to attend lectures or to work abroad. In addition, the macro-skill of
Writing may be useful not only to take notes but also to write application letters
to have access to congresses, seminars, scholarships or jobs abroad. Some
nurses may even need to develop this macro-skill to write their own research
papers.

As stated before, Hutchinson and Waters (1987) presume that the skills-
centred approach is the most widely used in Latin America. Unfortunately, if
teachers follow this approach in their courses, the macro-skill of Reading may
prevail over the macro-skills of Writing, Speaking and Listening and the
development of the latter skills may not be contemplated. Consequently, their

students' future possibilities regarding opportunities to have access to better jobs or further studies may potentially be diminished.

The idea of integration of language skills is considered by Hutchinson and Waters (1987: 76), who show "how factors concerned with learning may affect the design of the course, sometimes in total contradiction to the apparent needs of the target situation" but with eventual benefits for the students' command of the language. They enquire whether students can only learn to read effectively by reading or if the development of the macro-skills of Writing, Speaking and Listening can help the learners to become better readers. Moreover, Hutchinson and Waters (1987: 75) contend that having a mono-skill focus can "lead to lack of variety in lessons or a limited range of exercise types which will induce boredom in the learners." The aforementioned authors express that the learning-centred course design reinforces the idea that it might be preferable to select an approach which integrates the four macro-skills.

Following this line of thought, the purpose of this research paper is to examine English for Nursing Purposes courses in the Third Year of Nursing School in four different tertiary level institutions in the districts of San Isidro, San Fernando, San Miguel and Malvinas Argentinas (Buenos Aires province) to explore to what extent the teaching of the macro-skill of Reading is integrated with the macro-skills of Writing, Speaking and Listening. As a secondary aim, the present paper also purports to evaluate the feasibility of the implementation at Nursing School of an integrated-skill course, such as content-based instruction (CBI) to enhance the students' command of the language. The term

evaluate is humbly used here with Dudley-Evans and St John's (1998: 129) terms, referred to in the epigraph, when they state that "knowing how well something has worked is not significant on its own. Understanding why will enable us to repeat success and avoid the less successful."

This research paper is informed by the following Research Question:

- To what extent is the teaching of the macro-skill of Reading integrated with the macro-skills of Writing, Speaking and Listening in English for Nursing Purposes courses in the Third Year of Nursing School in four institutions in the districts of San Isidro, San Fernando, San Miguel and Malvinas Argentinas (Buenos Aires province)?

The study is guided by the following basic hypotheses:

1. The teaching of the macro-skill of Reading might not be fully integrated with the teaching of the macro-skills of Writing, Speaking and Listening in English for Nursing Purposes courses in the Third Year of Nursing School.

2. The *skills-centred* course design – with emphasis on the macro-skill of Reading only – may be the most widely used in English for Nursing Purposes courses in the Third Year of Nursing School.

3. The development of the macro-skills of Writing, Speaking and Listening might be beneficial for the development of the

undergraduates' macro-skill of Reading in English for Nursing Purposes courses in the Third Year of Nursing School.

4. The teaching of the macro-skill of Reading integrated with the macro-skills of Writing, Speaking and Listening might be beneficial for the postgraduates' future professional improvement.

5. An integrated-skill course, such as content-based instruction (CBI), may be implemented at Nursing School to enhance the students' command of the language.

It is important to highlight that Dudley-Evans and St John's (1998) definition of the term *skills* will be adopted in this research paper. They point out that this term can be used at two levels: macro-skills and micro-skills. Dudley-Evans and St John (1998) explain that:

> Macro-skills refer to the major skills …: reading, writing, speaking, listening and speaking and listening to monologue. A macro-skill can be broken down into a number of micro-skills. Micro-skills refer to the lower-level skills that constitute a macro-skill. Listening to monologue, for example, can be broken down into micro-skills such as the ability to identify purpose and scope of lecture …(p.xv)

Overview

This research paper is divided into six chapters, Chapters 1-3 being the Literature Review.

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In Chapter 1, some key issues regarding the ESP field will be explored. Some integrated components of ESP teaching such as needs analysis, evaluation and course design will be considered.

In Chapter 2, a brief historic overview of the treatment of the macro-skills will be offered. In addition, some aspects of language that are emphasised in different approaches to language teaching will be explored. Finally, the importance that each of the four macro-skills has in ESP and in ENP will be dealt with.

Chapter 3 will address the topic of segregation, partial integration and full integration of language macro-skills in ESP, analysing some possible advantages and disadvantages as well. In addition, content-based instruction (CBI) will be considered briefly as an example of an approach that focuses on content and the integration of skills.

Chapter 4 will deal with the Research Design and Methodology. The data collection methods which were used will be explained and the participants will be described.

Chapter 5 will be devoted to the Analysis of Results, expounding the information obtained from each of the five instruments used for data collection.

In Chapter 6, the Discussion, the Conclusion, the Limitations of the Study as well as some Ideas for Further Research will be explored.

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Literature Review

Introduction

As it may be recalled, the purpose of this research paper is to examine English for Nursing Purposes courses in the Third Year of Nursing School in four different tertiary level institutions in the districts of San Isidro, San Fernando, San Miguel and Malvinas Argentinas (Buenos Aires province), to see to what extent the teaching of the macro-skill of Reading is integrated with the macro-skills of Writing, Speaking and Listening. The secondary aim of the present paper is to evaluate the feasibility of the implementation at Nursing School of an integrated-skill course, such as CBI, to enhance the students' command of the language for their future professional needs.

The review of the literature is divided into three chapters where the following topics will be explored:

Chapter 1 will be devoted to some key issues regarding the ESP field.

In Chapter 2, the four macro-skills will be addressed.

In Chapter 3, the question of integrated or segregated-skill instruction will be dealt with.

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Chapter 1: Some Key Issues regarding the ESP field

Definition and Objectives in Teaching ESP

Although ESP has increasingly been incorporated into the tertiary and university level curricula for the past decades in Argentina, there is still some disagreement among different authors as to what is understood by ESP as regards its definition. Hutchinson and Waters (1987: 19), for example, state that ESP is based on this "simple question: *Why does a learner need to learn a foreign language?"* Dudley-Evans and St John (1998: 3) argue that "the answer to this question relates to the learners, the language required and the learning context." Harding (2007) believes that there are two elements in common in all definitions: the sense of purpose and the sense of vocation. The former gives language work an immediacy and relevance not found in the teaching of General English. The latter, in his opinion, engulfs the teaching of English to a wide range of professionals. Rahimy (2008) adds that ESP centres its attention on how well it prepares learners to perform the tasks required of them.

Regarding the objectives in teaching ESP, Basturkmen (2006) asserts that:

> Until recently, it had been commonly assumed that ESP teaching was a benign and neutral operation that simply set out to help nonnative speakers of English to cope with language demands in their target environments. This assumption has now been questioned and calls have been made for a critical approach to ESP teaching. (p.133)

On the other hand, Basturkmen (2006: 141) warns readers that "a potential drawback of leading ESP students to critique the established practices and status quo is that it might result in a situation where doors will be closed to students." Nevertheless, she reports that:

> Pennycook and other proponents of critical approaches argue that this is not the case. Leading students to critique established practices helps them to modify the practices to better suit their needs and this opens doors to them, making it easier for them to function in or gain access to their chosen environments. (p.142)

Divisions in ESP

There are sub-divisions under the umbrella term of ESP. Dudley-Evans and St John (1998: 6) provide a classification by professional areas. In their view, ESP is divided into different branches, as shown in Table 1.

Table 1: ESP branches

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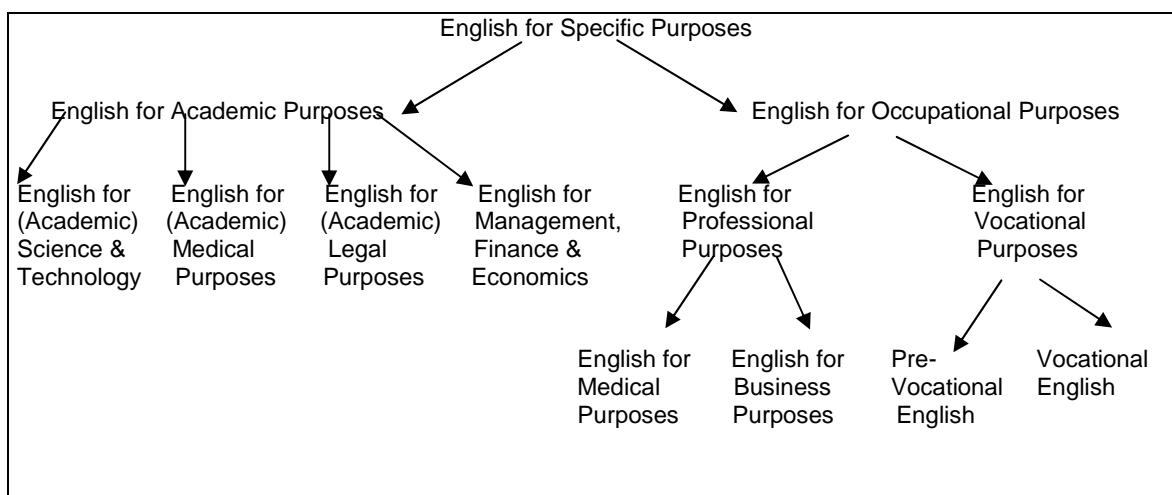
Harmer (1991) believes that the interesting aspect of this division is that the type of English which students need to learn may be different. Nevertheless, this author highlights that it is not as simple as that and "many ESP students may also want to do other things with the language rather than just restricting themselves to the specific purpose they are studying for," (p. 9) thus reinforcing the idea of the need to integrate the four macro-skills.

History

Several authors have written accounts on the history of ESP. Among the most recent ones, Orr's (2008) account shows that the history of ESP can be divided into three phases: First Generation English for Specific Purposes, Second Generation English for Specific Purposes and Next Generation English for Specific Purposes.

Firstly, Orr (2008) states that it is difficult to date the beginning of First Generation English for Specific Purposes but that it started after World War II when the first non-native speakers of English moved to English speaking countries to live and work and English instruction for academic and occupational purposes was required to provide access to new opportunities in education or employment. This phase ended in the middle of the 20th Century.

Secondly, the aforementioned author expresses that Second Generation English for Specific Purposes started in the second half of the 20th Century and still continues growing rapidly today in many countries which had not previously implemented ESP, such as mainland China and parts of Latin America. It is

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characterised for providing needs-based, purpose-driven language instruction. During this phase, the teaching of ESP became a profession and a growth was experienced in the fields of research, publishing and professional events. In those days, some well-known authors such as Hutchinson and Waters, Dudley-Evans and St John, Harding, Orr, Douglas and Basturkmen published some of the books which have contributed to the development of ESP professionals. Countries which have a longer history of ESP have been experiencing changes since 1990, leading to the next phase.

Thirdly, Orr (2008) states that Next Generation English for Specific Purposes started in the 1990s due to the rapid changes in technology, economics and culture, replacing Second Generation English for Specific Purposes when former practices no longer produced satisfactory results. ESP training moved out of the English departments into schools of science, law, medicine and engineering. More specialization is required for ESP staff working in a specific field. Orr (2008: Changes in ESP content, ¶ 1) asserts that the English content "goes beyond the basics taught at the introductory level, incorporating language instruction across a broader range of topics that is better integrated with the professional development goals of the target discipline" to meet the needs of 21st Century professionals. He explains that content is delivered 24 hours a day by machines, for example computers and iPods, but the work which machines cannot do best (discussions, debates and other genres of communication) is still left to humans.

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The Importance of ESP

To have a clearer view of the role that English plays in the Nursing profession, it may be useful to discuss the reasons that have placed ESP in a more important position in language teaching. Harding (2007) attributes the growing importance of ESP to three factors:

- Firstly, the increase of more practical and application-oriented learning and training because economies demand jobs for people with vocational skills.

- Secondly, globalisation has chosen English as the language of international communication. Its use is spreading to groups of people who have never needed English before, for instance, hotel receptionists, nurses and site foremen.

- Thirdly, because General English is being taught at earlier ages, there is a trend not to repeat a traditional General English syllabus at tertiary level, regardless of how competent students are. Harding (2007: 7) considers that, at that level, "their English studies need an application, a purpose."

Additionally, Ammon (2003, as cited in Ferguson, 2007: 10) "reports that by 1995, English accounted for 87.2% of journal publications in the natural sciences (e.g. biology, chemistry, physics, medicine and mathematics)". Rahimy (2008: 7) expresses that "the world's most widely cited medical journals are published in English. As such clinicians and researchers whose native language

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is not English must learn it to avail themselves to the large body of medical knowledge published in English."

Regarding English for Nursery in particular, Rahimy (2008) states that:

> The purpose of ESP for the students of Nursery is their familiarity with scientific texts and sources as well as the lexicon and necessary expressions related to Nursery. Also, the goal is to achieve the ability of understanding nursery concepts and to employ scientific books and research journals published on nursery in order to increase the level of professional knowledge. (pp.12-13)

Due to all these reasons, Lee (1998) believes in the importance of offering English for Nursing Purposes (ENP) courses to students, especially to those who will eventually work in big cities.

The ESP Teacher

ESP instructors have a key role and special tasks to perform in their courses. With regard to the roles of the ESP teacher, Dudley-Evans and St John (1998) as well as Gatehouse (2001) and Harding (2007: 7) agree on the five key roles of the ESP practitioner: "teacher or language consultant, course designer and materials provider, researcher …, collaborator … and evaluator."

In the case of people employed in the Health Sciences, Gatehouse (2001) believes that there are three abilities that teachers need to develop in their students for successful communication: firstly, the ability to use the particular jargon of their specific occupational context; secondly, the ability to use a more

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generalised set of academic skills and thirdly, the ability to use the language of informal talk to communicate effectively, regardless of the occupational context. She points out that "the task of the ESP developer is to ensure that all three of these abilities are integrated in the curriculum" (Gatehouse, 2001, Abilities Required for Successful Communication in Occupational Settings, ¶ 4).

Moreover, Fiorito (2005) advises ESP teachers to work cooperatively with teachers of specific subjects to design the lessons in the subject matter field they are teaching.

Being an ESP instructor may not be easy. Hassan (2002) considers that some of the limitations that they may face can include time constraints regarding teaching hours, which are normally fixed by the institutions concerned, in addition to availability of specific teaching materials and resources at their disposal.

As regards teacher training, it may be important to highlight that de Escorcia (1985: 235) believes that most South American countries, with the exception of Chile, only offer specific ESP training at graduate level or in-service to teachers who traditionally have been "exclusively oriented towards the humanities."

The ESP Learner

ESP learners have specific characteristics that need to be taken into account by their instructors. Harding (2007: 8-9) describes the ESP learner as someone who "…is learning English in order to achieve something specific beyond the language itself" and "has often not succeeded as a language learner in the past

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– after all, they have chosen to pursue a vocation and a purpose that is not language-based." These students will probably be studying English together with many other subjects in their specialism so they may be tired and distracted in class.

Harding (2007) also stresses that another characteristic in ESP courses is that students in the same class will probably have mixed levels of English. Hassan (2002: 137) points out that students "come to ESP courses with different levels of linguistic competence" therefore, to solve this problem, she suggests that "…provision will have to be made for remedial work or self-access material or even the division of students into different groups according to their level of competence." She also states that even though ESP students consider English a means of communication in their studies and job-related activities, it may not be accompanied by an equally positive attitude.

Integrated Components of ESP Teaching

In the preceding sections, two central issues have been considered: firstly, *why* ESP is important for nurses and secondly, *who* the central actors in the teaching-learning process are. The purpose of the following section is to discuss *how* an ESP course is organised.

Needs Analysis

Dudley-Evans and St John (1998: 121) express that "the key stages in ESP are needs analysis, course (and syllabus) design, materials selection (and production), teaching and learning, and evaluation." They stress the fact that

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these stages overlap and are interdependent. While needs analysis establishes the *what* and *how* of a course, evaluation establishes the effectiveness. These authors highlight that both processes need to be on-going.

Hutchinson and Waters (1987: 12) maintain that the purpose of an ESP course is "to enable students to function adequately in a target situation". Therefore, these authors assert that the first stage of the process involves "identifying the target situation" and the second stage requires "carrying out a rigorous analysis of the linguistic features of that situation" (p. 12). This process is usually known as *needs analysis* or *target situation analysis*. Hutchinson and Waters (1987: 53) state that "what distinguishes ESP from General English is not the *existence* of a need as such but rather an *awareness* of the need." Hutchinson and Waters (1987) as well as Chien, Lee and Kao (2008) remark that courses designed to satisfy the students' needs are more motivating and educationally more effective. Sysoyev (2000: Students' Analysis, ¶ 1-2) affirms that "it is very important to start the course-developing process with an analysis of the target group of students" because it provides teachers with relevant information, such as, the students' "current level in their L2-ESP, … their motivation" and "what learners want to achieve."

What is meant by target needs?

Hutchinson and Waters (1987: 55) contend that "*target needs* is something of an umbrella term, which in practice hides a number of important distinctions. It is more useful to look at the target situation in terms of *necessities, lacks* and

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wants."[1] From their point of view, *necessities* is what the learner has to know in order to function effectively in the target situation. Teachers also need to be aware of what students already know to decide which of the necessities the learners lack. This is defined as *lacks.* Hutchinson and Waters (1987) highlight the fact that, so far, there is no active role played by the learners, who also have a view of what their needs are. These are defined as *wants.* Although awareness is a matter of perception, the above-mentioned authors say that awareness of need characterises the ESP situation. They express that the students' involvement in the learning process plays an important part in their motivation.

In tune with this view, Sysoyev (2000: Students' Analysis, ¶ 6) calls the readers' attention to the issue that, "even though [it is] very important, students' data should not be overused. Finding out this information does not mean that teachers should teach only what their students want." Nevertheless, Sysoyev (2000: Students' Analysis, ¶ 6) adds that teachers should also remember that teaching cannot take place in isolation so the students' analysis will help them to "bring together the required and the desired in formulating goals and objectives."

A current concept of needs analysis and its non-uniqueness.

Dudley-Evans and St John (1998) argue that there is a confusing and excessive variety of terms when the concept of *needs analysis* has to be defined. They include in their current concept of needs analysis quoted below

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[1] Italics as in original

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aspects of previous authors such as Hutchinson and Waters (1987), Brindley (1989) and Berwick (1989). Dudley-Evans and St John (1998) state that:

> Needs analysis in ESP now encompasses determining:
>
> A. professional information about the learners, the tasks and activities learners are/will be using English for – *target situation analysis* and *objective needs*
>
> B. personal information about the learners: factors which may affect the way they learn such as previous learning experiences, cultural information, reasons for attending the course and expectations of it, attitude to English – *wants, means subjective needs*
>
> C. English language information about the learners: what their current skills and language use are – *present situation analysis* – which allows us to assess (D)
>
> D. the learners' lacks; the gap between (C) and (A) – *lacks*
>
> E. language learning information: effective ways of learning the skills and language in (D) – *learning needs*
>
> F. professional communication information about (A): knowledge of how language and skills are used in the target situation – *linguistic analysis, discourse analysis, genre analysis*
>
> G. what is wanted from the course
>
> H. information about the environment in which the course will be run – *means analysis.* (p.125) [2]

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[2] Italics as in original

Concerning the non-uniqueness of needs analysis, Dudley-Evans and St John (1998: 126) stress that "the findings from needs analysis are not absolute but relative and there is no single, unique set of needs." Therefore, users of needs analysis are advised to make sure that the view of the world that is applied is not in conflict with the situation because this view affects what is prioritised within a given set of needs when a course is being designed.

Matching needs analysis to situation.

Dudley-Evans and St John (1998: 126) state that "in theory, needs analysis is a first step carried out before a course so that a course outline, materials and other resources can be in place before teaching begins." However, in their view, it may be quite different in practice because needs analysis and courses are often developed around the human and material resources available at the moment and sometimes there is no possibility to obtain information from participants until they arrive. Under these circumstances, the aforementioned authors believe that the practical approach is to get that information on arrival and evaluate it and adapt it throughout the course. In addition, they point out that it is not enough to ask students what they need English for (*overall needs*). It is also relevant to ask what students need and want from the course (*course needs*). Dudley-Evans and St John (1998) admit that ESP courses are rarely long enough to cover all the needs that learners may have. Therefore, teachers generally use the information gathered through needs analysis to help them select and prioritise among all these needs.

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Needs analysis and evaluation.

Harding (2007: 17) asserts that "… one of the main contributions of ESP to the wider world of English Language Teaching has been the development of thorough needs analysis." He expresses that teachers need to know as much as possible about the learning situation of their students in particular: their immediate needs – needs students have at the time of the course –, their delayed needs – those that will become more significant later – as well as their students' level of English to act accordingly to the homogenous or heterogeneous level of the group. Harding (2007: 17) further elaborates that it is important to establish if the course is designed by the teacher or the institution or if it is negotiated with the learners, but, he admits that even though a "strict external syllabus has to be followed, that does not negate the need for your own needs analysis." This author states that needs analysis is not just an initial one-off activity; it is an on-going process.

Consequently, evaluation seems to be the instrument which is most frequently used to gather information to take this on-going process to practice. Dudley-Evans and St John (1998: 128) define evaluation as "a whole process that starts determining what information to gather and ends with bringing about change in current activities or influencing future ones." They call the readers' attention to the fact that evaluation must include action. In their opinion, the main sources of data for needs analysis are the learners, people working or studying in the field, ex-students, documents relevant to the speciality, clients, employers, colleagues and ESP research in the area. When discussing data

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collection methods for needs analysis, they include questionnaires, structured interviews, observation and assessment, among others.

In summary, Dudley-Evans and St John (1998: 139) argue that "behind a successful ESP course is a continuous process of questioning" and that according to the stage that evaluation takes place, its results provide information to set objectives and determine the approach (*initial needs analysis*), to revise objectives and modify teaching and/or materials (*on-going needs analysis/formative evaluation*) and to inform about the future and justify measures (*summative evaluation*).

Some criticisms to needs analysis.

Basturkmen (2006) cites several authors who posit that some criticisms can be made to the seemingly neutral enterprise of carrying out needs analysis in the field of ESP. Among them, the following are worth mentioning:

- The information too often comes from the institutions themselves, who already have definite expectations about what the students should be able to do, and thus needs analysis serves the interests of the institutions, often at the expense of the learners (Auerbach, 1995).
- The learners are often asked for their perceptions of needs but they may not be reliable sources of information about their own needs, especially if they are relatively unfamiliar with the job they are to perform or subject they are to study (Long, 1996).

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- Objective needs are not necessarily the same as subjective needs or wants. … Students may objectively need to deal with written texts concerned with technical matter but may want to read topics in English on other general interest subjects. Using technical texts, topics, or tasks may turn out to be demotivating. (Basturkmen, 2006)

  …

- Asking learners about their language needs can be problematic because they may lack awareness or metalanguage to describe these needs in any meaningful way. It is improbable that students with unsophisticated knowledge about language would make sound decisions about their needs (Chambers, 1980).

- Basing course designs on needs analysis may lead to language training rather than language education. Learners are trained to perform a restricted repertoire of the language rather than develop underlying linguistic competence of the language because they are deprived of the generative basis of the language (Widdowson, 1983).

- Needs analysis is a means of fitting outsiders into the communicative practices of linguistically privileged in-groups. Needs analysis purports to be a neutral enterprise but in fact is often used by institutions to get others to conform to established communicative practices (Benesch, 2001). (Basturkmen, 2006: 19-20)

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Course Design

Hassan (2002: 137) considers that ESP teachers have to "…increase and develop, in a given period of time, the linguistic potentialities of either tertiary students who need the language either to acquire or update knowledge in their specialities … or adults who need the language for job-related activities." She posits that the content of the course will have to be determined by an analysis of the learners' needs to be able to succeed in fulfilling them. In her opinion, the next stage involves assessing the communicative needs and translating them into detailed language and language-related skills. As a final stage, teachers are ready to start designing activities to develop the previously established language and language-related skills.

Following Hassan's (2002) line of thought, once the learners' needs have been determined and the communicative needs have been asserted and translated into detailed language and language skills, teachers are ready to start considering which course design to adopt to fulfil these requirements.

According to Hutchinson and Waters (1987: 65) course design is "the process by which the raw data about a learning need is interpreted in order to produce an integrated series of teaching-learning experiences, whose ultimate aim is to lead the learners to a particular state of knowledge." Although the aforementioned authors admit that there are as many approaches to ESP course design as there are course designers, they distinguish three types*:*

- *language-centred course design*

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- *skills-centred course design* and

- *learning-centred course design.*

They are described briefly below.

Language-centred course design.

Hutchinson and Waters (1987: 65) state that the language-centred course design is "the simplest kind of course design process and is probably the one most familiar to English teachers." It aims at drawing a direct connection between the analysis of the target situation and the content of the ESP course. It has a logical procedure: it starts with the learners' target situation, and afterwards there is an analysis of the needs and the identification of the linguistic features of the target situation. These stages are followed by the creation of a syllabus and the design of materials to exemplify the syllabus items. Finally, evaluation procedures are established to test the learners' acquisition of the syllabus items.

In Hutchinson and Waters' (1987) opinion, one disadvantage of this approach is that learners are used as a means to identify the target situation and thereafter they play no further part in the process. Another drawback is that it becomes learner-restricted since only the restricted area of language that has been identified will be taught. These authors also regard the approach as static and inflexible due to the fact that it takes little account of unsuspected or developing influences and no feedback channels are built in. They conclude expressing that the alluring feature of the model, that it seems so logical and

systematic, also becomes its weakness. To put it into Hutchinson and Waters' (1987: 68) words, "it fails to recognise the fact that, learners being people, learning is not a straightforward, logical process."

Skills-centred course design.

Hutchinson and Waters (1987: 69) assert that "the skills-centred approach to ESP has been widely applied in a number of countries, particularly in Latin America. Students in universities and colleges there have the limited, but important need to read subject texts in English, because they are unavailable in their mother tongue." As a result, most of the work in the area has concentrated on developing reading strategies. Flowerdew and Peacock (2001a, as cited in Basturkmen, 2006: 26) support this line of thought and report that "many learners in South America have traditionally needed only a reading knowledge of English. Studies often focus on identifying the skills needed for a particular workplace or study in a discipline."

Hutchinson and Waters (1987: 69) explain that the theoretical principle behind this approach is that "underlying any language behaviour are certain skills and strategies which the learner uses in order to produce or comprehend discourse." It aims at looking at the competence that underlies the performance. The same authors proceed to explain the pragmatic principles for the skills-centred approach, which derive from the distinction made by Widdowson (1987) between *goal-oriented* and *process-oriented* approaches.

According to Widdowson (1987: 99), the *goal-oriented* approach "focuses on the selection of language by reference to the ends of learning, allowing the means to be devised ad hoc." This approach can only be pursued by following models of linguistic description which will define the course content and it assumes that the completion of the course marks the completion of learning. Therefore, all the student has to do is apply the knowledge acquired in the course.

On the other hand, as described by Widdowson (1987: 100), the *process-oriented* approach focuses on the "presentation of language by reference to the means of learning and allows the ends to be achieved by the learner by exercising the ability he or she has acquired." Widdowson (1987: 100) further maintains that this approach "can only be pursued by reference to some idea about how people learn" so it assumes that learning will continue after the completion of the course because its concrete aim is to activate learning strategies.

Hutchinson and Waters (1987) compare the skills-centred approach with the language-centred approach and they affirm that:

> The skills-centred approach, therefore, can certainly claim to take the learner more into account than the language-centred approach:
> a) It views language in terms of how the mind of the learner processes it rather than as an entity in itself.
> b) It tries to build on the positive factors that the learners bring to the course, rather than just on the negative idea of 'lacks'.

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c) It frames its objectives in open-ended terms, so enabling learners to achieve at least something. (p.70)

In addition, Hutchinson and Waters (1987) remark that this type of course design sees the learners as users of language rather than learners of the language because it is concerned with the processes of language use not of language learning. It helps learners to develop skills and strategies that will continue to develop even after the end of the ESP course.

Learning-centred course design.

So far, Hutchinson and Waters (1987) have explained that:

A language-centred approach says: This is the nature of the target situation performance and that will determine the ESP course.

A skills-centred approach says: That is not enough. We must look behind the target performance data to discover what processes enable someone to perform. Those processes will determine the ESP course.

[And then they add:] A learning-centred approach says: That's not enough, either. We must look beyond the competence that enables someone to perform, because what we really want to discover is not the competence itself, but how someone acquires that competence. (pp. 72-73)

Hutchinson and Waters (1987) also postulate that learning is not just a mental process: it can and should be seen as a process of negotiation between individuals and society. These authors affirm that "society sets the target (in the case of ESP, performance in the target situation) and the individuals must do

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their best to get as close to that target as is possible (or reject it)" (p. 72). In their view, the aim of this approach is to maximise the potential of the learning situation and consider the learner at every stage of the design process.

Hutchinson and Waters (1987) assert that the first implication of this concept is that course design is a negotiated process where no single component of the course has a determining influence on it. These authors contend that each of the components will influence and be influenced by the others. The second implication is that course design is a dynamic process. It does not move linearly from the initial analysis to the end of the course therefore, it needs to have built-in feedback channels to adjust to the variations that may occur during the course.

In addition, Hutchinson and Waters (1987) provide the following example to explain how integration can be used to acquire competence when teaching and learning skills.

> If an image gets into the brain through a number of different pathways – by hearing, reading, writing and speaking – that image is likely to be a richer image than if it gets in through only one pathway. The image will thereby be much stronger and much more easily accessible, since it will have more connections into the network. The fact that the learner will eventually use the knowledge gained only for reading is largely irrelevant. What is of most concern is how the learner can learn that knowledge most effectively. If the effectiveness of the process can be

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enriched by the use of other skills, then that is what should be done.
(p.75)

It is precisely this thought that has guided the exploration of the issue of integrated and segregated-skill instruction in English for Nursing Purposes that will be addressed in more detail in Chapter 3.

Parameters of Course Design

Dudley-Evans and St John (1998: 145) consider that "there are a number of parameters that need to be investigated in making decisions about course design." They provide nine questions as a guideline (Appendix A), four of which will be discussed below due to their relevance to the present research paper. Dudley-Evans and St John's (1998) four questions are:

- Should the course deal with *immediate* needs or with *delayed* needs?
- Should the course have a *broad* focus or a *narrow* focus?
- Should the group taking the course be *homogeneous* or should it be *heterogeneous?*
- Should the course design be *worked out by the language teacher* after consultation with the learners and the institution, or should it be *subject to a process of negotiation* with the learners? (p.146) [3]

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[3] Italics as in original

Immediate or delayed needs?

The first question discussed by Dudley-Evans and St John (1998) is whether the course should deal with immediate needs or with delayed ones – even though they admit that most courses fall on a continuum between these two points.

The above-mentioned authors point out that the English course often runs parallel with the other subjects in the students' first years of their specific course but that the students' actual needs for the language usually become more relevant in the later years of the course or after graduation when they need to consult sources in English for professional or academic purposes. Dudley-Evans and St John (1998: 149) maintain that it is logical to run the English course in the final year of academic studies where "there is the possibility of integrating the course into subject courses that also prepare students more specifically for professional work."

Broad focus or narrow focus?

In the second question, Dudley-Evans and St John (1998) deal with the course focus, which can be either broad or narrow.

Broad focus courses concentrate on a range of target events, for example study or professional skills but this does not imply that the skills are taught in a general way. The main advantage of this type of courses is that a number of skills can be dealt with even if the actual need is only one skill. As a result, these courses become especially useful for groups where motivation is a

problem. Although students may be satisfied with a specific focus on a certain skill in the ESP course, they may welcome the practice of other skills as a change to normal routine. On the other hand, these authors find this focus more difficult to apply when learners find in variety a distracting factor or when there are time constraints.

Dudley-Evans and St John (1998) then explain that narrow focus courses concentrate on few target events, for example just one macro-skill but this does not necessarily mean that specific carrier content (the subject matter of an exercise) will be used for teaching material. They consider a narrow focus appropriate when the needs are limited and the students are convinced that they will benefit if they concentrate just on those needs.

Basturkmen (2006: 25) affirms that Dudley-Evans and St John (1998) "approach the question of specificity as a practical problem related to the specificity of needs" and that "where needs are limited, a narrow-angled course may be appropriate and the course can legitimately focus on a few target events and use content or topic from one discipline." On the other hand, Basturkmen (2006: 25) states that when needs are more general, "the course can focus on a wider range of target events and use content and topics from a range of disciplines."

Basturkmen (2006: 18) considers that "as students in ESP classes often have restricted time to learn English, it makes sense to teach them only the bits of English they need. Thus the task of the ESP course developer is to identify the needs of the learner and design a course around them"

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Homogeneous or heterogeneous groups and motivation?

The third question brings forward the issues of homogeneous or heterogeneous groups regarding ESP disciplines, English level and motivation. Dudley-Evans and St John (1998) state that considering the students' needs and wants and having homogeneous groups of ESP disciplines contribute to the learners' motivation and allow teachers to have more flexibility and a wider possibility of choice when they adopt teaching materials and select class activities.

Furthermore, when Dudley-Evans and St John (1998) discuss the issue of which group should be prioritised, either homogeneous or heterogeneous groups regarding ESP disciplines or English level, they assert that:

> One other aspect of the homogeneous/heterogeneous question is the language level of the students. In ESP work, especially if we are trying to run the ESP course with groups homogeneous from a study or work point of view, it may be very difficult to ensure that groups are also homogeneous in their language level. It is generally advantageous in language learning to divide groups by level – but in ESP homogeneity in the learners' specific purpose is more important. (p.153)

Fixed course design or negotiated course design?

The fourth question addresses the issue of a fixed course design and a flexible negotiated course design.

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Nunan (1988, as cited in Dudley-Evans and St John, 1998: 153) distinguishes between a fixed course design, which is "laid down in advance of the course and is rarely deviated from" and a flexible and negotiated course design which "allows room for change based on feedback from the learners." Nunan (1988, as cited in Dudley-Evans and St John, 1998) emphasises that a fixed course design is suitable when the English course is

> … part of the subject time and is assessed because it guarantees that all the students have covered the same material. … If, however, teachers or the institution follow the philosophy that learners need to be involved in making decisions about their learning and in assessing their own progress, then a flexible negotiated syllabus is important. (p. 154)

Dudley-Evans and St John (1998) describe a middle position with either a more or less fixed design which allows learners to raise issues and topics of their interest or a negotiated course which has pre-planned components.

Trying to find the balance.

To conclude this chapter, it may be worthwhile considering Hassan's (2002) opinion about the design of an English for Vocational Purposes (EVP) course, a task which she describes as a challenge. She states that:

> [It] is normally the result of a compromise between external and internal factors. The former relate to what the institution is willing to grant in terms of resources and time facilities and what it expects from the course requested. Internal factors include, among others, the public's

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view of the student's language needs, his/her previous EFL experience and his/her expectation. (p.140)

Furthermore, she believes that the teachers' viewpoint, their approach to language acquisition and their previous experience in ESP teaching are key factors that influence the design and development of courses. Hassan (2002: 140) finally concludes that "success will come if the course designer has the expertise required and the necessary flexibility to blend these seemingly conflicting interests in both the planning and implementing stages."

Dudley-Evans and St John (1998) similarly express that ESP teachers should try to balance all the parameters when they are planning a course and consider the options and limitations that arise from the expectations of both the institution and the learners. To quote Dudley-Evans and St John's (1998: 159) own words, "course design is based on intelligent juggling of all the course parameters and on experience of how best to match them with the learners' needs." Along these lines, the aforementioned authors observe that taking advantage of what the teachers themselves and others have done is helpful because "evolution rather than revolution or invention may be the route for innovation" (p. 162).

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Chapter 2: The Four Macro-Skills

Introduction

Even though a historic overview is not a central issue to this research paper, it may be useful to consider it in order to better understand the importance given to each macro-skill in ESP in the Health Sciences nowadays. Krzanowski's (2008) brief historic review of the treatment of skills from the 1840's to the 1980s will be included in this chapter. Meziani (1987), Basturkmen (2006) and Hinkel (2006) will provide their review from the 1980s to the 2000s. In addition, Snow's (1992) reflection on the aspects of language which are emphasised in some approaches to language teaching and Hinkel's (2006) explanation on how skills are taught in integrated instruction will contribute to a greater understanding of the issue. Finally, Basturkmen (2006) will be used to explain two options in ESP available for teachers today.

This will be followed by a definition of the term *skill* and the discussion of the role that the macro-skills of Reading, Writing, Speaking and Listening have in ESP and, more specifically, in ENP. The macro-skill of Reading will have a relevant place because it is the focus of this research paper and, therefore, some definitions of Reading will be included as well as some contributions to the approach to Reading in ESP. Extensive and intensive reading and the purposes for reading will be discussed. Finally, there will also be a section devoted to translation and Reading in ESP.

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Historic Overview of Treatment of Skills

As far as different approaches to language teaching are concerned, Basturkmen (2006: 114) maintains that "it is debatable whether ESP has a distinctive methodology." However, Robinson (1991, as cited in Basturkmen (2006: 114) argues that "methodology in English Language Teaching (ELT) and ESP differ little and that it is not possible to say whether general ELT has borrowed ideas for methodology from ESP or whether ESP has borrowed ideas from general ELT." Therefore, what applies to the history of general ELT, can also apply to the history of ESP.

Krzanowski (2008) makes a historic overview of the treatment of skills in English Language Teaching having Richards and Rodgers (2001) as a source. He starts with the *Grammar-Translation Method* (1840s–1940s), which had Reading and Writing as its focus. He believes that the major deficiencies of said method were the lack of context and that skills were practised only at sentence level.

Krzanowski (2008) believes that with the *Reform Movement* (1880s onwards) there was a focus on spoken language and speaking skills. Then he goes on to describe the *Direct Method* (late 1860s), which emphasised oral communication skills and excluded the mother tongue from classroom instruction. With the *Oral Approach & Situation Language Teaching* (1930s – 1960s), skills were taught implicitly, new language was introduced situationally and oral skills preceded written skills.

In the USA, the *Coleman report* (1929) promoted the acquisition of rapid silent reading skills, whereas the *Army Specialised Training Programme* (1942) had conversational proficiency as a goal. The *Army methods* exerted an influence for ten years. In 1939, the first English Language Institute was created in Michigan. In those days, the *Oral Approach*, the *Aural-Oral Approach* and the *Structural Approach* promoted the training of skills in this order: aural, pronunciation, speaking, reading, and writing.

With the arrival of the *Audiolingual Method* (1964), language was thought to be acquired through mechanical habit formation: aural-oral training needed to provide foundation for development of other skills. The order in which language skills were taught was: Listening, Speaking, Reading and Writing. Grammar was considered the central component of language and dialogues and drills had a predominant place in the class activities.

However, according to Krzanowski (2008), there was a problem: Chomsky (1965) stated that language was not a set of habits where sentences were learnt by imitation. He believed that language was generated from a speaker's competence and that skills were not acquired by means of pattern practice, drilling and memorisation.

Richards and Rodgers (2001: 87) explain that, in the mid 1920s, "developmental psychology, learning theory, and humanistic pedagogy, as well as … language teaching procedures proposed by Harold and Dorothy Palmer" were establishing the foundations of what would be the Total Physical Response (TPR) language-teaching method developed by James Asher in the

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1970s. Krzanowski (2008) further explains that in TPR, comprehension skills preceded production skills in language learning and skills were acquired through Listening and then transferred to the other skills.

Meanwhile, Krzanowski (2008) asserts that in the 1960s the *Silent Way* dealt primarily with the basic level of aural/oral proficiency. He affirms that, with the advent of more communicative language teaching approaches from 1960s onwards, teaching focused on communicative competence and had a more humanistic approach. There was a development of procedures for teaching the four skills that acknowledged interdependence of language and communication.

Terrell outlined the *Natural Approach* in 1977 and, in 1983, he published *The Natural Approach* with Krashen. This approach gave emphasis to the *i + 1* model, where *i* represents the students' current level of competence in the target language and *+1* is the level of proficiency beyond their present level. It aimed to develop *basic communication skills* at low levels.

Suggestopedia (1970s) harnessed non-rational and non-conscious influences to optimise learning. A typical lesson consisted of 3 parts: (a) the oral review session; (b) new material was presented and discussed; (c) the séance or concert session. Skills were taught indirectly.

Meziani (1987) affirms that in the 1970s the *Communicative approach* was popular. He posits that the trend of the 1980s seemed to be the integration of language skills, which involved students in meaningful tasks that demanded the application of a variety of language skills for their completion.

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Basturkmen (2006) affirms that the literature on language teaching has fairly recently renewed its interest in Vygotsky's ideas, which were proposed in the early 20th Century, that viewed learning as a social activity. Vygotsky saw learning as a two-stage process: first, intermental (social) and then intramental (individual). Mitchell & Myles (1998, as cited in Basturkmen, 2006) provide this example:

> A learner is faced with a task he or she is unable to complete with his or her present knowledge or skills. However, the learner works on the task in collaboration with a more knowledgeable or skilful individual … [who] offers supportive dialogue to the learner as they work on the task together. By means of this supportive dialogue, the learner comes to share in the more expert individual's consciousness about how to complete the task. This supportive process is known as *scaffolding.* Learning is most productive if scaffolding is offered when the learner is in the Zone of Proximal Development (ZPD) – that is, the learner is nearly ready to function independently. Collaborative dialogic support … enables the learner to "appropriate" (acquire) the concepts needed to do the task. As a result, the learner will be able to work independently on the task in the future. (p.105)

Basturkmen (2006: 105) explains that sociocultural theorists "claim that learners shape their own learning, and they do so because they have their own individual goals. This perspective, known as *activity theory,* was developed by Leontiev, one of Vygotsky's successors." Van Lier (2002: 15, as cited in Basturkmen, 2006: 106) poses that the task of the language teacher is "to create learning opportunities for the students, to encourage them to be

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engaged, and to surround them with language experiences that can become affordances through meaningful social interaction."

Although the literature regarding sociocultural perspectives in ESP is limited, Basturkmen (2006: 108) examines the implications of these views in ESP teaching, which has traditionally "centred on needs analysis and course design, with the ... implicit assumption being made that what the ESP course teaches, the students will (all being well) learn. … Teachers provide the input and students work on this to make it intake." However, Basturkmen (2006: 108) points out that due to the fact that activity theory suggests that students learn different things from the same instructional task, ESP teachers "would need to reorientate themselves away from being providers of relevant input in the classroom and toward a role of scaffolding … as they work alongside learners to complete language tasks."

Hinkel (2006: 110) explains that "… in the mid-1980s, a small number of researchers and methodologists began to voice growing apprehension about the worldwide applicability of any particular method to the enormous diversity of learners and learning needs" leading to the decline of methods. Larsen-Freeman (2000: 183, as cited in Hinkel, 2006: 111) recommends that teachers follow "principled eclecticism by blending aspects of others in a principled manner."

Regarding integrated instruction, Hinkel (2006: 109) expresses that the trends that started "… in the 1990s and the 2000s are likely to continue to affect

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instruction in L2 skills at least in the immediate future." Hinkel (2006) further elaborates that:

> In an age of globalization, pragmatic objectives of language learning place an increased value on integrated and dynamic multiskill instructional models with a focus on meaningful communication and the development of learners' communicative competence. … Integrated instruction has to address a range of L2 skills simultaneously, all of which are requisite in communication. (p.113)

Krzanowski (2008) agrees with Hinkel (2006) when he states that the 21st Century is characterised by the promotion and integration of language skills. He believes that due to the importance of the Internet and globalisation, the skills of Speaking (e.g. SKYPE) and Writing (e.g. email) are more important than ever before.

Aspects of Language Emphasised in Some of the Approaches Mentioned

Snow (1992) further elaborates about aspects of language which are prioritised in some approaches to language teaching that are directly linked to the way in which the macro-skills are taught and learnt.

He affirms that in the *Grammar-Translation Method*, vocabulary and grammar are given a place of relevance. Reading and Writing are considered primary skills whereas pronunciation and Speaking/Listening skills are not emphasised.

The *Direct Method* prioritises vocabulary over grammar. Oral communication is considered basic, with Reading and Writing based on oral practice.

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Snow (1992) explains that the *Audio-Lingual Method* emphasises language structures. Vocabulary is contextualised in dialogues but it is limited because syntactic patterns are considered more important. There is a natural priority of skills: Listening, Speaking, Reading and Writing, with emphasis on the first two.

All four skill areas are worked on in the *Silent Way* from the beginning (Reading, Writing, Speaking and Listening). Structural patterns are practised in meaningful interactions. The syllabus develops according to learning abilities and needs. Reading and Writing exercises are used to reinforce oral learning.

The aforementioned author states that in *Suggestopedia* vocabulary is prioritised. Although some explicit grammar is included, students focus on the communicative use of the language rather than on its form. The skills of Reading and Writing also have their place in this approach.

In the *Total Physical Response Method,* grammatical structures and vocabulary are emphasised. They appear imbedded in imperatives. In this method, understanding precedes production and spoken language precedes the written word.

In the *Communicative Approach*, functions are prioritised over forms. For each function, simple forms are learned at first and then more complex forms are taught. Snow (1992: ¶ 18) states that "students work at discourse level. They work on speaking, listening, reading, and writing from the beginning."

Canagarajah (2002, 2005, as cited in Hinkel, 2006: 113) explains that "in many locations around the world, learning English has the objective of learners'

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gaining access to technical, educational, or professional opportunities." Hinkel (2006: 113) then states that "commonly accepted perspectives on language teaching and learning recognize that, in meaningful communication, people employ incremental language skills not in isolation but in tandem" … and he points out that integrated instruction, which follows the principles of the communicative approach, is implemented through "an extensive array of curricula and types of instructional models."

Richards and Rodgers (2001: 165, as cited in Hinkel, 2006: 113) note that "as long as instruction engages learners in meaningful communication and enables them to attain the curricular objectives, the range of models and teaching materials compatible with integrated language teaching is unlimited."

Hinkel (2001), Lazaraton (2001) and McCarthy & O'Keeffe (2004) (as cited in Hinkel, 2006: 113) posit that due to the fact that integrated instruction deals with a variety of skills simultaneously in an effort to reflect real communication "teaching reading can be easily tied to instruction on writing and vocabulary, and oral skills readily lend themselves to teaching pronunciation, listening, and cross-cultural pragmatics."

Basturkmen (2006) asserts that there are two options in ESP available for teachers today: *genre based approaches* to course design and *deep-end classroom methodology*. The same author explains that *genre based approaches*, described in Swales (1990) and Bhatia (1993), typically use term papers, small scale research projects, seminars and research reports to centre students' attention on genres that are used by academic, professional and

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workplace target discourse communities which learners aim to enter. She states that the students' proficient use of their English language will enable them to communicate with members who already belong to that community and become part of the production of that society.

Then, Basturkmen (2006) makes reference to Dudley-Evans and St John (1998) to describe *deep-end methodology* in which students are asked to perform a task using their existing L2 competence. With the help of their peers and teachers, learners then discover where their language is adequate and where it fails. Basturkmen (2006: 4) affirms that "instruction can then focus on the aspects of language that were problematic for the learners."

The Four Macro-Skills in ESP

A definition of Skill

Due to the fact that this research paper focuses on the degree of integration of the macro-skill of Reading with the macro-skills of Writing, Speaking and Listening, it may be important to define once again the term *skill* and then look at each of the macro-skills in detail.

Farhady (1995: 486) maintains that "the first step in specifying the purpose in ESP is to determine what skill is or what skills are of the most immediate need for the learners. Of course, a clear definition of the term skill is not easy to provide."

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As it might be recalled, it has been previously stated that Dudley-Evans and St John's (1998) definition will be adopted in this research paper. They point out that the term *skills* can be used at two levels: macro-skills and microskills. Macro-skills refer to the major skills of Reading, Listening, Speaking and Writing each consisting of a number of microskills. They define microskills as "lower-level skills that constitute a macro-skill." (p.xv). Dudley-Evans and St John (1998: 95) highlight the fact that they look at each of these macro-skills in turn but that this "does not imply that we should necessarily teach them separately; an integrated approach is usually desirable."

Reading Skills in ESP

Reading skills have a relevant place in this research paper, therefore, this macro-skill will be dealt with in more detail. However, this does not imply that the remaining macro-skills do not have an important role in English for Nursing Purposes.

Grabe and Stoller (2002) stress the increasing importance that is given to Reading in second language (L2) settings in the majority of societies around the world where educated citizens are expected to function well in more than one language and particularly in English. As English has become a global language – as well as the language of science, technology and research – many people are expected to read in English to achieve personal, occupational and professional goals. In her examination of the South American context, de Escorcia (1985: 229) affirms that about 90% of the answers to questionnaires confirm that English is the language that most people need for their careers and

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"reading comprehension is the skill most widely accepted as responding to this need." Nevertheless, Grabe and Stoller (2002:2) remark that "seldom are L2 students given as much time to develop strong reading abilities, despite similarly demanding expectations for success." These authors also highlight the fact that relatively little is known about how people become proficient L2 readers.

Definitions of reading.

Goodman (1967, as cited in Hudson 1991: 81) states that "reading is not solely a process of exact identification of letters, words, and ultimately sentences leading to comprehension built from letter to word to phrase to sentence." Hudson (1991: 81) agrees with Rumelhart, (1980) and Rumelhart & Ortony (1977) when they express that "readers make use of their existing background knowledge (schemata) to make predictions about what is coming next in the text and about how some new, unfamiliar piece of information relates to what is already known". Hudson (1991: 81) follows Eskey (1987), Grabe (1985) and Rumelhart's (1977) line of thought when he contends that "it is clear that basic decoding processes are important for comprehension and are used by readers in interaction with the more complex processes of meaning generation."

Before defining what reading is, Taylor (1985) defines what it is not. First, he states that it is not the same as reading aloud because reading is basically associated with comprehension. Reading aloud has more to do with pronunciation because it involves decoding from print to sound and it does not

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necessarily imply comprehension. People can read aloud without understanding the meaning of what is being read. Smith (1982: 2, as cited in Taylor, 1985: ¶11) asserts that "reading is less a matter of extracting sound from print than of bringing meaning to print."

Taylor (1985) defines reading as purposeful, selective, anticipatory and based on comprehension. Smith (1982: 15, as cited in Taylor, 1985: ¶14) asserts that "comprehension is making sense" of a text by interpreting it in a context by using prior knowledge to make predictions. Then, he goes on to explain that comprehension is an interaction between visual information conveyed by the text and non-visual information contained in the reader's head.

Grabe and Stoller (2002: 9) provide a single-sentence definition of reading: "Reading is the ability to draw meaning from the printed page and interpret this information accurately." However, they assert that this definition is insufficient to understand the true nature of reading abilities because of four reasons:

Firstly, the fact that there are a number of ways to engage in reading is not mentioned. A reader has several possible purposes for reading each of which requiring different combinations of skills and strategies. Secondly, the many criteria that characterise the nature of fluent reading abilities are not emphasised. Thirdly, this single-sentence definition does not explain how reading is carried out as a cognitive process that operates under intense time constraints which are essential to understand how reading comprehension works for the fluent reader. Lastly, Grabe and Stoller (2002: 10) contend that "it

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does not highlight how the ability to draw meaning from a text and interpret this meaning varies in line with the L2 proficiency of the reader."

Grabe and Stoller (2002) further elaborate that these missing issues describe the nature of fluent reading abilities. They consider that reading is a learning and linguistic process which is

- rapid
- efficient
- interactive
- strategic

- flexible
- evaluating
- purposeful
- comprehending

Contributions to the approach to reading in ESP.

Regarding major contributions to the approach to reading in ESP, Johns and Davies (1983, as cited in Dudley-Evans and St John, 1998) state that one of them was the change from Text As a Linguistic Object (TALO) to Text As a Vehicle of Information (TAVI).

Johns and Davies (1983, as cited in Dudley-Evans and St John, 1998) believe that ESP learners read with the purpose of understanding the macrostructure to extract information accurately and quickly rather than dealing with language details in the text. One of the principles underlying text selection in the TAVI approach is that texts are chosen in relation to the students' needs. Whereas the TALO approach focuses on language and what is unknown as well as understanding all the words, sentences and syntax, the TAVI approach

focuses on information and what is known, guessing new words and establishing links between meaning (function) and form.

Regarding the type of teaching/learning interaction, TALO is teacher-centred and TAVI is learner and learning-centred. Dudley-Evans and St John (1998: 97) stress that the term *learning-centred* was not used in 1983 "but with their discussion on modelling how students would study their subjects outside of the English class one aspect of the concept is present in Johns and Davies' approach."

As far as follow-up activities are concerned, comprehension questions and grammar and lexis exercises are typical of TALO. On the other hand, TAVI centres on using the information in transfer, application or extension activities. It focuses on applying techniques, as well.

Dudley-Evans and St John (1998: 96) explain that in the 1980s "there was a second significant contribution to teaching reading on ESP courses: the recognition that good reading requires language and skills." These authors assert that skimming and scanning only help ESP readers to determine the relevance of a document but they then need to "read carefully, extract meaning and consider the author's attitude. Author's attitude is particularly important; it is another misconception that scientific discourse is attitude free" (p.98).

Extensive and intensive reading.

Kavaliauskienė (2005) describes reading as a complex cognitive activity which can be promoted by two approaches: *extensive and intensive* reading practice. Whereas *extensive reading* develops word recognition and general language proficiency, *intensive reading* deals with detailed comprehension and teaching reading strategies.

Kavaliauskienė (2005) further elaborates that there are two obstacles that ESP learners have to face when they read: first, long sentences and long words which are usually difficult to understand and second, non-simplified materials which can be extremely de-motivating due to their complexity. She gives some suggestions to help students solve these problems. For example, unfamiliar vocabulary should be pre-taught, learners should be encouraged to read extensively and trained to read intensively, and reading strategies should be taught.

Regarding strategies, Kavaliauskienė (2005) as well as Basturkmen (2006) agree on the issue that learners cannot ignore that there are two simultaneous ways of processing a text: *top-down processing* and *bottom-up processing.* In *top-down processing,* learners use the prior knowledge of the topic of the discourse, the situation and the script to make predictions about the text in order to understand it. Whereas in *bottom-up processing*, learners use their linguistic knowledge to recognize linguistic elements – from sounds to words and sentences – to construct meaning. Basturkmen (2006) stresses that:

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Postexperience ESP students (those who already have experience in their target workplace, professional, or academic discipline) can be encouraged to exploit the pre-existing schemata and scripts they have formed when reading texts in their specialist subjects. Preexperienced ESP students have no such ready scripts to which to refer. Teachers of such students may wish to introduce them to generic patterns of text organization to help them deal with the ambiguities that arise in interpreting texts. (p.43)

Purposes for reading.

Taylor (1985) considers that there are two purposes for reading: either for aesthetic or for efferent reasons. On the one hand, when readers read for aesthetic reasons, they read for pleasure, for the sake of reading itself. On the other hand, when readers read for efferent reasons, they read to gain information.

According to Grabe and Stoller (2002), a number of quick, unconscious decisions are made when we start to read. In academic or professional settings, information is sometimes summarised from different reading sources. The above-mentioned authors explain that this type of reading is "quite different from searching, skimming or reading for general comprehension" because it requires "a more critical set of goals … for an effective synthesis" (p.11). In these circumstances, Grabe and Stoller (2002: 11) maintain that "the reader needs to remember points of comparison or opposition, assess the relative importance of

the information, and construct a framework in which the information will be organised."

Grabe and Stoller (2002) believe that the purposes for reading can be classified into the following categories:

1. Reading to search for simple information

2. Reading to skim quickly

3. Reading to learn from texts

4. Reading to integrate information

5. Reading to write (or search for information needed for writing)

6. Reading to critique texts

7. Reading for general comprehension (p.13)

Firstly, Grabe and Stoller (2002: 13) express that reading to search for simple information is a common reading ability where readers "typically **scan** [4] the text for a specific piece of information or a specific word" or skim it**, "**sampling segments of the text for a general understanding."

Then, Grabe and Stoller (2002: 13) state that reading to learn from texts is characteristic of readers in academic or professional contexts who need to "learn a considerable amount of information from a text." They point out that this type of reading "is usually carried out at a reading rate somewhat slower than general reading comprehension" (p.14) because the reader usually has to reread and reflect to remember the information. In addition, these authors state that this type of reading "makes stronger inferencing demands than

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[4] Boldface type as in original

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general comprehension to connect text information with background knowledge"
(p.14).

Grabe and Stoller (2002: 14) highlight that the skills of reading to integrate
information, reading to write and reading to critique texts "inevitably require
critical evaluation of the information being read so that the reader can decide
what information to integrate and how to integrate it for the reader's goal."
However, they admit that "*reading to write* and *reading to critique texts* may be
task variants of reading to integrate information" [5] (p. 14).

Lastly, in Grabe and Stoller's (2002: 14) opinion, reading for general
comprehension is "the most basic purpose for reading, underlying and
supporting most other purposes for reading" because, in their view, "when
accomplished by a skilled fluent reader, [it] requires very rapid and automatic
processing of words, strong skills in forming a general meaning representation
of main ideas, and efficient coordination of many processes under very limited
time constraints." Grabe and Stoller (2002) state that:

> In L2 contexts, however, the difficulties that students have in becoming
> fluent readers of longer texts under time constraints reveal the
> complexities of reading for general comprehension. Because of its
> demands for processing efficiency, reading for general understanding
> may, at times, even be more difficult than reading to learn, an ability that

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[5] Italics as in original

is often assumed to be a more difficult extension of general comprehension abilities. (pp. 14-15)

Reading purpose is a key issue in ESP. In this respect, Hudson (1991) states that:

Reading purpose is a central concern of ESP, and purpose does not reside in the text. It resides in the language learner's relationship to the learning task. In the present context, the purpose is assumed to be comprehension of the message. Comprehension does not take place in a vacuum. Comprehension in instructional settings is translated into some product, such as completion of comprehension questions, a written summary, or an oral report. This product should provide the student some reason for reading the technical discourse at hand (Peretz, 1988). That is, the instructional task which generates the product should incorporate purpose (Long, 1985). Purpose needs to be addressed in an EST [English for Science and Technology] reading orientation which is geared to comprehension of content because it is through completing these reading tasks that reading ability improves. Approaching EST instruction through comprehension thus places ESP issues under the rubric of reading research rather than specifically in linguistic or language skills contexts. (p.81)

Translation and Reading in ESP.

During the 1st Latin American British Cultural Institutes (L.A.B.C.I.) Conference that took place in Montevideo, Masullo and Blanco (1985)

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propounded that translation could be regarded as a *super skill* because many macro-skills and microskills were involved in said process. (O. Villarreal, personal communication, May 14, 2011). It was thought to be worthwhile to continue exploring the issue but unfortunately no more information could be accessed about it.

However, it must be stressed that in the present dissertation, the term *translation* will be used following Janulevičienė and Kavaliauskienė's (2002: Introduction, ¶ 2) definition, "in the meaning of the language learning tool, but not in its another [*sic*] meaning, i.e. as a vocational skill that professional interpreters need to acquire."

The use of translation when doing reading activities in ESP courses has been a matter of controversy. Some authors' ideas about the benefits and drawbacks that the use of translation may have will now be considered.

Ostbye (1997: 100) believes that an advantage of translation is that it "is frequently useful and time saving." She reports that the results of her survey revealed that "5% of health sciences students thought that translation was exceptionally important, 30% considered it very important while 40% considered it important." According to Kavaliauskienė (2005: Introduction, ¶ 1), "many students prefer translating word by word". Grabe and Stoller (2002: 58) provide a reason why learners may find translation useful when they explain that "L2 students write out translations of texts and do their own mental translations as ways to assist comprehension."

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When dealing with the issue of learning how to read effectively, Avand (2009: 47) states that "the potential of translation remains largely unexplored" in the area of ESP. He investigated the effect of using translation on the reading comprehension of Iranian ESP students of Medicine and Nursing. The results of his findings indicate the effective role of the mother tongue on the subjects' rate of processing written discourse. Moreover, he considers translation a pedagogic tool in the ESP programme. He completely agrees with Varzgar (1990, as cited in Avand, 2009: 50) when she states that "as translation should be a subsidiary activity in TEFL, it should be an essential activity in ESP."

Janulevičienė and Kavaliauskienė (2002) also advocate the use of translation as a language learning tool in ESP. They investigated the use of L1 (Spanish) in the L2 (English) classroom based on previous research carried out by Schweers (1999). Even though Janulevičienė and Kavaliauskienė (2002: Introduction, ¶2-Results, ¶ 1) admit that the use of translation "seems to be a step backwards from the communicative approach to learning/teaching English *through* English" [6], their study shows that "82% of teachers and 88% of students believe that L1 helps to learn L2."

Linder (2000, as cited in Janulevičienė and Kavaliauskienė, 2002: Discussion, ¶ 3-4) recommends using "translation activities on a regular basis as natural language learning methods for promoting contextualised language use, discourse and textual-level language competence, and cultural transfer

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[6] Italics as in original

skills" but these activities "should be used, and they should be supported by communicative, natural language learning methods."

Turning now to the disadvantages attributed to the use of translation in the English class, Janulevičienė and Kavaliauskienė (2002: Discussion, ¶ 4) explain that "the usual objections to translation as a pedagogic tool are twofold: that it encourages a sense of false equivalence between two languages, and that it impedes automatic and fluent language use." But these authors make an interesting point when they warn readers about the possible origins of those objections. Cook (n.d., as cited in Janulevičienė and Kavaliauskienė, 2002: Discussion, ¶ 4) states that "both views are silly" and that "the outlawing of translation not only reflects the monolingual mind-set of the English-speaking world, it has also been to its political and commercial advantage. Monolingual native-speaker teachers have been privileged, and the status of local experts undermined."

Listening Skills in ESP

Regarding the importance of developing Listening skills in ESP learners, Dudley-Evans and St John (1998: 102) contend that these skills are useful because "in EOP [English for Occupational Purposes] situations, doctors and other professional people attend conferences and listen to presentations." In spite of this, Kavaliauskienė (2008) maintains that:

> [The] skills of listening have been neglected in terms of research and
>
> shifted to a secondary position … Researchers and language teachers

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have often maintained that listening skills could be picked up by the learners. Now it is generally accepted that listening skills have to be taught like any other language skills. Currently more attention is being paid to developing and researching the field of teaching listening. (Introduction, ¶ 1-2)

Dudley-Evans and St John (1998: 102) try to find linkages between reading and listening and they explain that the process of listening to monologue has much in common with the reading process due to the fact that they both involve first, "a focus on the meaning of the text" and second, "guessing the meaning of unknown words from the context." They highlight that the main difference between the process of reading and the process of listening is that, unlike the reader who can read a text as many times as he needs to understand it, the listener does not have a second opportunity to understand the meaning of a listening text.

In fact, many students may find listening activities difficult. Kavaliauskienė (2008) evaluated tertiary level students' difficulties in listening activities and analysed the learners' performance in ESP listening tests. When drawing conclusions on her research, she states that speaking speeds, pronunciation in recorded messages and vocabulary affect comprehension of many learners.

The aforementioned author tries to provide a solution to these problems. She stresses the importance of diversifying listening practice and making it individual, using online listening facilities. Kavaliauskienė (2008) further

elaborates that individual listening practice has many advantages over corporate listening activities when students are learning listening skills.

> First, a learner can work at ones [*sic*] own pace. Second, it allows a learner to concentrate on his or her assignment. Third, learners do not worry for not being able to follow everything immediately. Finally, they can analyze their performance and not lose face due to anonymity of ones [sic] performance. … Shy students are reluctant to admit if they fail to follow, thus losing an opportunity to learn. … [The] majority of students prefer [*sic*] ideal listening conditions, i.e. complete silence in the classroom, ideal quality of a record, etc., which are difficult to ensure. Consequently, individual listening practice might be beneficial to students who wish to perfect their skills of listening. Learners can practice individual listening outside English classes at their own pace and at the convenient time. (Listening online, ¶ 2-3)

Speaking Skills in ESP

Chaney (1998: 13, as cited in Kayi, 2006: Introduction) defines speaking as "the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts." Kayi (2006) emphasises that:

> Speaking is a crucial part of second language learning and teaching. Despite its importance, for many years, teaching speaking has been undervalued and English language teachers have continued to teach speaking just as a repetition of drills or memorization of dialogues. However, today's world requires that the goal of teaching speaking

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should improve students' communicative skills, because, only in that way, students can express [*sic*] themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance. (Introduction)

Regarding teaching procedures, Kimball (1996) contends that project work is a tool with which several activities such as reading, listening, interviewing, discussion, and problem solving can be inter-connected. Kimball (1993: Teaching Procedures, ¶ 4) notes the importance of the role of the teacher who "maintains responsibility for setting a coherent curriculum for the language class" but works in a close relationship "with science faculty by arranging subject-area content to complement students' other coursework." In his view, the teacher's role is to coordinate and assess the students' progress. Bruner (n.d., as cited in Kimball, 1993) describes this way of teaching as teaching in the "hypothetical mode." Kimball (1996) stresses that:

> Communication tasks, project work and reciprocal teaching suggest only a partial solution to the puzzle of teaching speaking about science. But the direction is plain. The value of such a teaching enterprise is its relevance to students' present and future needs. Language instruction that foregrounds students' needs points to meaningful practice and meaning-making skills for learners to assume responsibility for their own discovery and fulfilment. (Teaching Procedures, ¶ 6)

In his article, Kayi (2006: Conclusion, ¶ 1) suggests several activities to promote Speaking after a content-based lesson and stresses that "teaching

speaking is a very important part of second language learning. The ability to communicate in a second language clearly and efficiently contributes to the success of the learner in school and success later in every phase of life."

Considering other possible combinations of the macro-skill of Speaking with other macro-skills, Dudley-Evans and St John (1998: 106) elaborate that active listening can involve speaking to show that listeners "have been listening and understanding, and not thinking about other matters." In this case, speaking has the purpose of encouraging the speaker to tell the listener more. In the authors' view, spoken monologue (also known as oral presentations) can be particularly useful to professional people in English-medium situations.

Writing Skills in ESP

Teaching writing skills can often be a challenge. Dudley-Evans and St John (1998) advocate an approach to teaching writing that follows four stages:

-Develop *rhetorical awareness* by looking at model texts;

-Practise specific *genre features*, especially moves and writer stance;

-Carry out writing tasks showing awareness of the *needs of individual readers and the discourse community* and *the purpose of writing*;

-Evaluate the writing (through *peer review* or *reformulation*). [7] (p.118)

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[7] Italics as in original

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Regarding research on the connections of reading and writing, Kavaliauskienė (2005) states that:

> It is thought that learners' ability to write in L2 depends on efficiency in reading. Researchers have only recently begun to explore the relationship between reading and writing. Research into reading-writing connections in English for Specific Purposes (ESP) would be timely because it might offer insights into transfer between receptive and productive skills. (Introduction, ¶ 2)

Nevertheless, in Kavaliauskienė's (2005: Overview of literature, ¶ 3) opinion, "English language teachers are well aware of the fact that well-read learners are better writers, and better literacy in the mother tongue helps developing literacy skills in the second language."

As far as Writing in the Health sciences is concerned, Weissberg and Buker (1990: 1, as cited in Ostbye, 1997: 100) assert that health professionals have to be capable of reading research results as well as writing up "the results of their own research in technical reports, dissertations, research articles, research proposals, summaries and abstracts."

However, Gimenez (2008: 24) states that "very little has been researched and published about the nature and dynamics of writing in disciplines like nursing and midwifery." In his article, Gimenez (2008) suggests some genres that should be dealt with in a writing course for nurses.

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A care plan provides information about the patient's personal details (e.g., name, date of admission), their medical history (diagnoses, medication and the like) and their hospital history (e.g., their last visit), which make it quite a descriptive written record. Other genres show a … combination between description and argumentation. An article review … combines both descriptive elements, such as the bibliographical details of the article being reviewed, with evaluative elements like the value of its contributions and the possible gaps it failed to cover. … Other genres are almost predominantly evaluative and argumentative, of which the argumentative essay is a typical example. (p.27)

Gimenez (2008: 30) warns course designers that "it seems imperative to first know what genres students are going to be asked to write as to avoid including content which is only tangentially related to their needs." He reports that there is a "need for a more targeted approach to teaching academic writing to nursing students" (p. 30). Furthermore, he highlights the importance of content grading, traditionally consisting of introducing students to contents that go from easy to more difficult "to provide students with the right type of support so that they can write their assignments more effectively" (p.31).

Chapter 3: Integrated or Segregated-Skill Instruction?

Introduction

The research question and the hypotheses that inform the present paper turn around the issue of the degree of integration of the macro-skill of Reading with the macro-skills of Writing, Speaking and Listening and the potential benefits that an integrated approach might bring to undergraduate and postgraduate nurses.

Along these lines, Krzanowski (2008) looks at the degree to which specific skills are integrated or not in the teaching of English for General, Academic and Specific Purposes in the 21st Century. He divides the approaches into three groups: *discrete-skill* approaches, *semi-integrated-skill* approaches and *integrated/fully-integrated-skill* approaches. Oxford (2001) divides them into *segregated-skill* approaches, *partially-integrated-skill* approaches and *integrated-skill* approaches. To avoid confusing the reader, it is important to highlight that Krzanowski's (2008) and Oxford's (2001) definitions will be used simultaneously hence the approaches will be referred to as: *discrete/segregated-skill* approaches*, semi/partially-integrated-skill* approaches *and integrated/fully-integrated-skill* approaches.

It is also worth pointing out that along with Oxford (2001) and Krzanowski (2008), other authors are included in this chapter to provide the reader with a wider variety of opinions on the issue of segregation or integration of skills.

As it may be recalled, the last hypothesis purports to evaluate if an integrated-skill course, such as content-based instruction (CBI), might be implemented at Nursing School to enhance the students' command of the language. In consequence, the last part of Chapter 3 will focus on CBI. The following issues will be explored: definition and main features of CBI, its theory of language learning, as well as some disadvantages and advantages of its implementation.

Finally, some authors' opinions on the topic of how to choose teaching approaches taking into account the students' specific needs will be discussed briefly.

Discrete/Segregated-Skill Approaches

Some general ideas about the approach

When describing the current trends and approaches in ESP, Krzanowski (2008: 22) asserts that most of the teaching materials for ESP focus on discrete/segregated skills, offering a possibility to "…provide in-depth training in a particular skill (e.g. academic writing or presentation skills)." He further explains that "there are situations where the teaching of a discrete skill is of utmost importance, and this needs to be recognised … Grammar, pronunciation and vocabulary are taught implicitly" in this kind of approach (p. 22).

Grabe and Stoller (2002: 87) state that "much reading instruction, and most L2 instruction involves lessons in specific (and separate) language skills (e.g.

reading, writing, speaking, listening, grammar, pronunciation), or simply the use of generic textbooks that minimise the integration of language skills." Another explanation for the segregation of skills might be attributed to its links with formal assessment because Ikeguchi (2004: 23) explains that "language tests were traditionally designed to measure the four language skills separately."

Oxford (2001: Introduction, ¶ 3) explains that discrete/segregated-skill instruction is also called the "language-based approach because the language itself is the focus of instruction (language for language's sake). In this approach, the emphasis is not on learning for authentic communication." Oxford (2001: Segregated-Skill Instruction, ¶ 3) believes that this type of instruction "clashes with the direction in which language teaching experts have been moving in recent years." She enquires why teachers and administrators think it is logistically easier to adopt courses on one skill separated from the others and speculates that "they may believe that it is instructionally impossible to concentrate on more than one skill at a time" (Segregated-Skill Instruction, ¶ 2). Unfortunately, many ESP instructors cannot get rid of some myths which associate ESP to reading and segregation of skills. As revealed by Castro Guerra Ramos (2006):

> The most prevailing myth associated to ESP in Brazil … is that "ESP is reading". … As a consequence of this current myth another one comes together: "ESP is mono-skill" as any teaching action that is related to its design and implementation is devoted exclusively to one ability. However, the point to stress here is that this myth may be

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deconstructed. … Unfortunately, there are still many professionals in Brazil who still think that if you need to teach any other skill or more than one skill you are not teaching ESP. (3.The ESP Myths in Brazil, ¶1)

Advantages of segregation of language skills

Nunn, Lingley and Otlowski (2004: 3) concede that "… it may sometimes be convenient to separate skills for curriculum design, language testing, and instructional purposes."

Krzanowski (2008) states that discrete/segregated-skill approaches have three advantages:

- They offer students the possibility to explore and master a certain macro-skill and/or micro-skill.
- They give teachers the chance to specialise in a skill, for example, reading.
- Students benefit from having a focused context.

Additionally, Wu (2006: 1) believes that "undoubtedly, a separate focus on individual skills can play a useful role in accelerating students' language learning if it is well taught."

Disadvantages of Segregation of Language Skills

Widdowson (1978: 144) affirms that conventional pedagogic practice has tended to follow a basic principle which "appears to be an adherence to

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segregation rather than integration: divide and rule." He stresses that this practice does not help learners to acquire communicative competence in the language.

Krzanowski (2008: 34) believes that a shortcoming of discrete/segregated-skill approaches is that they "may unintentionally ignore the wider context, or an interdependence of one skill on another skill or on other skills." Similarly, Nunn et al. (2004: 3) explain that "teaching the language skills independently makes it difficult to coordinate across skills in terms of content aims, and does not sufficiently allow for the much needed progressive recycling of grammar and vocabulary at different times in different courses."

When Hutchinson and Waters (1987: 75) reflect on the implications of a mono-skill focus, they contend that it may "lead to lack of variety in lessons or a limited range of exercise types, which will soon induce boredom in the learners." Additionally, Yılmazer (1997, as cited in Baturay and Akar, n.d.) states that:

> Students tend to get bored when they are just handed a text and told to read and answer the questions that follow. As they do not have enough motivation, they are not actively engaged in the task they are given. Furthermore, when the comprehension questions are done and checked, the text is left out. (p.59)

Baturay and Akar, (n.d.) express that the most common pattern followed by teachers when dealing with reading activities is:

1. [The] teacher assigns a reading text,

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2. The students read the assigned text that their teacher has chosen,

3. The students answer the comprehension or true/false questions which are already given below the text,

4. The teacher checks if the students have answered the questions correctly,

5. Some study on vocabulary and grammar is done. (p.19)

This pattern reinforces the previously discussed issues that after correcting the exercises the text is left out and that these non-authentic activities decrease the students' enthusiasm and motivation.

Lucantoni (2008: slide 21) asserts that this approach "restricts language learning to very narrow range" and, according to Meziani (1987: 20), "a skill by itself is not and cannot be sufficient for the development of language acquisition." Moreover, Lucantoni (2008: slide 17) contends that "it is important to remember that in real-life language skills and subskills are rarely used in isolation." During the class period, a skill may not be explicitly practised but it can be present somehow indirectly. For example, Lucantoni (2008: slide 23) affirms that "a lesson which focuses on writing skills will without doubt include development of other language skills."

Semi/Partially-Integrated-Skill Approaches

Some general ideas about the approach

Cunningsworth (1984: 46, as cited in Baturay and Akar, n.d.) states that "in the actual language use, one skill is rarely used in isolation. Numerous

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communicative situations in real life involve integrating two or more of the four skills. The user of the language exercises his abilities in two or more skills, either simultaneously or in close succession." In tune with this view, Ikeguchi (2004: 23) remarks that "given recent trends in language teaching toward more authentic communication in the learning process, teachers have turned to instruction that combines two or more skills."

Oxford (2001) points out that, fortunately, in many cases

the segregation of language skills might be only partial or even illusory. If the teacher is creative, a course bearing a discrete-skill title might actually involve multiple, integrated skills. For example, in a course on intermediate reading, the teacher probably gives all of the directions orally in English, thus causing students to use their listening ability to understand the assignment. In this course, students might discuss their readings, thus employing speaking and listening skills and certain associated skills, such as pronunciation, syntax, and social usage. (Segregated-Skill Instruction, ¶ 6)

Grabe and Stoller (2002) as well as Krzanowski (2008: 25) state that semi/partially-integrated-skill approaches are the ones that are more frequently used because of the "commonly held view that certain skills go together or are almost inseparable (e.g. reading and writing or listening and speaking)." Nevertheless, Krzanowski (2008: 25) advocates that other alternative practices such as "reading and listening, speaking and reading, and listening and writing"

should be explored. Grabe and Stoller (2002) provide more examples on how language skills form natural connections in academic contexts.

> Reading is commonly combined with writing to summarise information, take notes, integrate information in reports, prepare for tests, [and] write short responses to reading assignments …. Reading, [writing] and listening combine naturally as well when students listen to lectures related to something previously read or to be read and take notes on the topic. (p. 87)

In the field of the Health Sciences, Ostbye's (1997: 103) opinion is that "giving priority to one skill or skill combination should be done in the light of the multidimensional factors inherent in syllabus design."

Advantages of Semi/Partial Integration of Language Skills

Hutchinson and Waters (1987) reflect whether students can only learn to read effectively by reading or if the practice of other skills can eventually help learners to become better readers. An example provided by these authors shows how the adoption of semi/partially-integrated-skill approaches can be beneficial for learners. Putting it in their words:

> A needs analysis reveals that the ESP learners need English in order to be able to read texts in their subject specialism. They have no need to write, speak or listen to English. Their sole need is to read English texts. If we followed a language-centred or a skills-centred approach to course design, we might conclude that ESP lessons would concern themselves

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only with the activity of reading texts. There would be no listening work;

all discussion would be in the native language and writing tasks would

be minimal. But if we took a learning-centred approach, we would need

to ask further questions and consider other factors, before determining

the content or methodology of the course. (p.75)

Moreover, Hutchinson and Waters (1987: 76) use that same example to illustrate "how factors concerned with learning may affect the design of the course, sometimes in total contradiction to the apparent needs of the target situation" but with eventual benefits for the students' command of the language.

To reinforce this point, Ikeguchi (2004) provides more examples. She adds that:

For instance, speaking has often been taught side by side with listening,

and its subsidiary skills of pronunciation, accent, and the like. Similarly,

reading and writing have often been integrated with vocabulary and

grammar, and found to yield more effective results rather than learning

vocabulary words separately. (p.23)

Moreover, Schmidt (1993, as cited in Ikeguchi, 2004: 24) shares this view when he asserts that "listening while reading in the target language enhances subsidiary pronunciation skills as well as increasing reading comprehension."

Turning to the issue of the choice of approaches, Tsang (1996, as cited in Grabe and Stoller, 2002: 87) stresses that it may be worth inquiring "… why so many advanced L2 curricula still separate reading and writing instruction when

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there is now strong evidence that an integrated reading-writing instructional approach has a number of learning benefits."

Furthermore, Oxford (2001) affirms that:

> Very frequently, experts demonstrate strategies as though they were linked to only one particular skill, such as reading or writing (e.g., Peregoy & Boyle, 2001). However, it can be confusing or misleading to believe that a given strategy is associated with only one specific language skill. Many strategies, such as paying selective attention, self-evaluating, asking questions, analyzing, synthesizing, planning, and predicting, are applicable across skill areas. … Common strategies help weave the skills together. Teaching students to improve their learning strategies in one skill area can often enhance performance in all language skills. (Segregated-Skill Instruction, ¶ 5)

Disadvantages of Semi/Partial Integration of Language Skills

Oxford (2001) believes that both segregated-skill instruction and semi/partial integration of language skills share the same shortcoming: the lack of connection with real life communication. She explains that:

> Even if it were possible to fully develop one or two skills in the absence of all the others, such an approach would not ensure adequate preparation for later success in academic communication, career-related language use, or everyday interaction in the language. (Segregated-skill instruction, ¶ 3)

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Similarly, Nunn et al. (2004) and Sysoyev (2000: Conceptualizing the content, ¶ 4) highlight that "…even though separated in structural charts, all skills and aspects of the language are interwoven in the real communication. Therefore, they should be treated, taught, and tested as one inseparable unit" to prepare students for authentic communication.

Not addressing this issue in a globalised world could even imply depriving professional nurses of chances of advancement in their careers. As Ostbye (1997: 103) states, students and professionals of the Health Sciences need to combine "the reading and writing skills with listening and speaking so that there is a constant interaction among the four skills … to compete in the international scientific world." Consequently, she believes that all the skills have to be considered and included in courses for Health Sciences in general because one skill is not more important than any other.

Integrated/Fully-Integrated-Skill Approaches

Some general ideas about the approach

In the late 1970s, Widdowson was already advocating for the adoption of integrated-skill approaches. Widdowson (1978: 144) stated that if the learner's aim was to develop communicative competence "… any approach directed at achieving it should avoid treating the different skills and abilities that constitute competence in isolation from each other, as ends in themselves. … It would seem reasonable to adopt an integrated approach to achieve it."

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Nunn et al. (2004: 3) assert that "clearly more could be done to teach the four skills as an integrated set contributing to a more inclusive notion of overall language competence." These authors explain that, in real life, macro-skills are used in combination, not independently from one another. Weir (1990: 84, as cited in Nunn et al., 2004: 3) proposes that "on the grounds of authenticity, or approximations to it, integrated tasks demand consideration."

Almarza Sánchez (2000: 22) explains that "the methodological principles behind this approach are equally applicable to General English as well as English for Specific Purposes." He maintains that if teachers integrate the four skills of Reading, Writing, Listening and Speaking, the language class will become more purposeful and meaningful for the learner.

Krzanowski (2008: 12) affirms that in integrated/fully-integrated-skill teaching, language learning is considered to be "holistic: all four skills should not be separated in learning and teaching" and he also points out that this type of courses are "taught predominantly by one teacher (able to control development of all students' skills and subskills)." He asserts that although this approach is normally offered in General English classes, there are some EAP or ESP books which follow this approach. Regarding course books and materials, Krzanowski (2008: 21) argues that a "reasonable level of coverage of relevant sub-skills, macro-skills and micro-skills" is offered.

Collier (1989, as cited in Ikeguchi, 2004) recommends that:

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Integrated academic skills instruction should take place in the beginning of language learning. This will prepare students for the more demanding tasks ahead that build upon simple tasks at the early stage of study. As the academic content of study becomes more complex, and with increased time spent on the subject, students progress in their language development as well. (p.24)

Ikeguchi (2004: 23) remarks that "integration of language skills takes place when communication practice occurs in the classroom, and when practice with any one [*sic*] of the skills strengthens the other skills." Moreover, the aforementioned author emphasises that "the goal of language learning is to provide maximum practice for language use in real life and to prepare students for communication outside the classroom" (p.23).

Advantages of Integration/Full Integration of Language Skills

Ikeguchi (2004: 23) maintains that "those that argue for the teaching of two or more, or all the four skills simultaneously say that the merits outweigh the demerits." Oxford (2001, as cited in Ikeguchi, 2004) enumerates several advantages of using integration of skills in the classroom. They include:

- Students can experience the richness and complexity that language has in real-life communication.

- Integration fosters interactive growth in all the macro and microskills.

- Language is no longer considered an object for learning but a real means of communication.

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- Instructors can monitor their learners' progress in various skills at the same time.

Nunn et al. (2004) describe more benefits of the approach. They expound that:

> If we consider language in terms of discourse, a multi-skills curriculum allows recycling of the same language area in different contexts using different text genres and skills. All of these are then contributing to a more unitary notion of competence.
>
> Vocabulary is another micro-linguistic skill in need of a more integrated recycling approach in different skills contexts. These integrated recycling methods of vocabulary learning through reading, writing, and speaking activities replicate Nation's (2001) suggestions for successful academic vocabulary learning and help the learner to become more familiar with a specialized vocabulary using all four skills. (p.5)

Nunn et al. (2004: 5) further elaborate that the integration of skills improves academic performance due to the fact that "students who gather information for an assignment from a variety of spoken and written sources and activities not only learn to structure their own learning but also make rapid progress in both spoken and written production skills."

Almarza Sánchez (2000) explains that other advantages of integrating skills include:

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- Students are able to understand and produce the language that they need developing their autonomy in language use.

- Integrating skills provides a certain input that becomes the basis for further output, which in turn will be new input.

- Students move from the role of consumers in the classroom towards the role of producers, fostering, in this way, their autonomy and creating a sense of achievement.

- It makes learning more meaningful and purposeful.

- It also introduces variety in the classroom dynamics and facilitates understanding of language areas and vocabulary fields to be dealt with in an oral or written passage at later stages. (pp.23-25)

Moreover, Abbot, Wingard and Mckeating (1981, as cited in Baturay and Akar, n.d.: 19-20) propound that "there are psychological and practical reasons" to integrate the four skills because "when analyzed, there is a large overlap among the component skills of … listening, speaking, reading and writing. Although there are differences, many elements are in common. Therefore, to teach these four skills in close association facilitates learning." These authors maintain that integration stimulates the students' different types of learning abilities in addition to catering for the learners' personal interests. Abbot et al. (1981: 93, as cited in Baturay and Akar, n.d.) assert that:

… People have differences in their ability to learn through the ear, the eye and muscular movement. Integration makes use of all these abilities so that everyone can learn something from this process.

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… If something is taken in through more than one channel, it is more likely to be learned well. Practices in these skills can be mutually reinforcing; that is, the channels can reinforce each other.

… Students even of the same age, sex and cultural background are often not interested in the same thing. Similarly, their interests over the skills activities may have differences. (p.20)

Oxford (2001), Wu (2006) and Krzanowski (2008: 33) coincide that integrated/fully-integrated-skill approaches "promote holistic learning" because they are "capable of replicating real life situations more faithfully than discrete skills approaches". In addition, these approaches offer teachers more choices for adding variety to the class. Krzanowski (2008: 33) asserts that integrated/fully-integrated-skill approaches also "enable the learner to shine in the sub-skills they are best at."

Davies and Pearse (2002: 99, as cited in Wu, 2006) highlight that:

[A] successful integrative approach may help a teacher to make the lessons dynamic, involving the learners in varied activities and interactions, which can create plenty of opportunities for students to participate in class and raise their motivation to learn English. Secondly, integration of skills satisfies students' different learning styles in that the extroverts may speak a lot, the introverts prefer to listen or read, and the analytically or visually oriented learners like to see how words are written and sentences constructed. Integrating skills helps the students to learn English willingly and comfortably. As a matter of fact, a vivid and effective communicative class is supposed to be the integration of

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the four language skills training, in which the teacher needs to establish a positive atmosphere, plan appropriate activities, encourage learners and deal with problems sensitively. (p.2)

Fotos (2001, 2002), Ellis (2003) and Snow (2005) (as cited in Hinkel, 2006: 114) assert that many L2 teachers and curriculum designers find that integrated instruction "… increases learners' opportunities for L2 purposeful communication, interaction, real-life language use, and diverse types of contextualized discourse and linguistic features, all of which have the goal of developing students' language proficiency and skills."

Krashen and Terrell (1983: 55, as cited in Meziani, 1987: 16-17) remark that "the integration of skills provides the learner with a large amount of vocabulary, and with more vocabulary, there will be more comprehension and with more comprehension there will be more acquisition." These authors note that approaches which integrate skills improve communicative competence because they focus on meaning much more than on form.

Meziani (1987) considers that, when integrating language skills, activities are dependant on one another therefore:

This is a crucial factor in learning in general, and in language learning in particular. What we have here, then, is a kind of recycling which allows the learner to recognise and use the same linguistic material. This recycling allows the learners to familiarise themselves with the same linguistic material in both the spoken and the written modes. Besides,

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this recycling allows for variety in the classroom, and if "variety is the spice of life", it is certainly the spice of the language class. (p.17)

As far English for Health Sciences is concerned, Ostbye (1997: 103) expresses that "integration stimulates new pedagogical perspectives" and, in her view, these approaches provide students and professionals with the necessary autonomy to interact in the scientific community. She remarks that:

> The course should integrate the main stages of students' needs for communication: from direct communication with patients and the analysis of research projects, diagnosis and investigation into medical treatment and health prevention. The students can best carry out these responsibilities by combining the reading and writing skills with listening and speaking so that there is constant interaction among the four skills. (p.103)

In a globalised world, Hinkel (2006) stresses the importance of adopting approaches that integrate the teaching of macro-skills because their main advantage is that they focus on developing meaningful communication in the learners who need English to gain access to further educational/professional development.

Disadvantages of Integration/Full Integration of Language Skills

Krzanowski (2008: 33) explains that a disadvantage of integrated/fully-integrated-skill approaches is that they can "unintentionally… ignore deeper aspects of a particular skill."

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Nunn et al. (2004: 5) make an interesting point when they state that "… setting up an integrated multi-skills intensive course requires financial, administrative, and academic commitment …."

For instance, Wu (2006: 2) points out that "using integrative approach in a communicative classroom requires a teacher to make more effort in choosing materials and designing activities in comparison with the traditional English teaching." The same author asserts that "differences among students should also be taken into account, getting and keeping students' attention and their positive participation may be one of the teacher's greatest challenges" (p.5). Moreover, she explains that there are two other issues that may interfere with the application of the approach: "the limited time and large class size" (p.5).

As regards the problem of having a limited amount of time, Swan (2005) and Ur (1996, as cited in Hinkel, 2006: 114) emphasise that "… L2 proficiency cannot be developed when learning is limited to 1–3 hours of classroom instruction and input" therefore, the implementation of this type of instruction may not be the most appropriate or practical one.

Content-Based Instruction: An Example of Integration

Definition and Main Features of CBI

Wesche (1993: 57-58, as cited in Basturkmen, 2006) provides the following definition of content-based instruction (CBI):

Content-based language teaching is distinguished first of all by the concurrent learning of specific content and related language use skills in a "content driven" curriculum, i.e. with the selection and sequence of language elements determined by content. …Essential to all content-based instruction is a view of language acquisition which emphasises the incidental internalisation of new knowledge by the learner from rich target language data, while focusing on meaning to be communicated. (p.101)

Brinton, Snow and Wesche (1989, as cited in Ikeguchi, 2004: 24) explain that "integration in content-based instruction means the students learn content areas such as science, social studies and mathematics while engaging in activities that use specific language skills."

It has been argued by Mohan (1986, as cited in Ikeguchi, 2004) that:

Content learning and language learning should be inter-related in such a way that language is used as the medium of learning, and the role of context in communication is given a high priority. The goal of content-based instruction is to use language skills effectively in various real-life settings for social and academic purposes, presupposing the integration of the four language skills and the subsidiary skills. (p.24)

Basturkmen (2006: 103-104) briefly describes the features of CBI.

- "Content is the organising unit of course design.
- Skills are integrated.
- Language is approached holistically.

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- Extensive use of authentic texts is made."

Richards and Rodgers (2001) refer to a number of assumptions that underlie CBI. They assert that:

- Language is text and discourse-based

  CBI addresses the role of language as a vehicle for learning content. … The focus of teaching is how meaning and information are communicated and constructed through texts and discourse.

- Language use draws on integrated skills

  CBI views language use as involving several skills together. In a content-based class, students are often involved in activities that link the skills, because this is how the skills are generally involved in the real world. Hence students might read and take notes, listen and write a summary, or respond orally to things they have read or written. And rather than viewing grammar as a separate dimension of language, in CBI grammar is seen as a component of other skills. [These] courses provide a good basis for an integrated skills approach because the topics selected provide coherence and continuity across skill areas and focus on the use of language in connected discourse …

- Language is purposeful

  Language is used for specific purposes. … [It] contains great potential for communicating meaning. In order to make content comprehensible to learners, teachers need to make the same kinds of adjustments and simplifications that native speakers make in communicating with second language learners. The discourse that results from these simplifications is often referred to as "foreigner talk." (pp.208-209)

CBI and ESP

When Richards and Rodgers (2001) explain the role of content in Language for Specific Purposes course designs, they consider that:

> Language for Specific Purposes (LSP) is a movement that seeks to serve the language needs of learners who need language in order to carry out specific roles (e.g., student, engineer, technician, nurse) and who thus need to acquire content and real-world skills through the medium of a second language rather than master the language for its own sake. (p.207)

Basturkmen (2006: 103) asserts that "ESP makes extensive use of content-based approaches." In tune with this idea, Kavaliauskienė (2004) explains that:

> Traditionally ESP syllabus comprises a number of professional themes and aims at developing students' language skills within the subject contents with emphasis on the communicative language use. Therefore, CBI does not look like an innovative way of teaching and learning at tertiary level. (Research into CBI incorporation, ¶ 1)

In summary, Richards and Rodgers (2001) state that Content-Based Instruction (CBI) has been widely used since the 1980s in ESP, EOP and vocational courses in EFL among others. Moreover, Ostbye (1997:97) contends that CBI meets "the short-term and long-term needs of Health Science students."

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Theory of Learning

Richards and Rodgers (2001: 204) explain that CBI "draws on the principles of communicative language teaching, as these emerged in the 1980s." They add that Language for Specific Purposes (LSP) can be included among other educational initiatives that since the late 1970s have also emphasised "the principle of acquiring content through language rather than the study of language for its own sake" (p. 204).

Shedding more light on the theory of learning underlying CBI, Richards and Rodgers (2001: 209) propound that "people learn a second language most successfully when the information they are acquiring is perceived as interesting, useful, and leading to a desired goal." The aforementioned authors also argue that "students learn best when instruction addresses students' needs" (p.210). They further explain that CBI "seeks to build on students' knowledge and previous experience. Students do not start out as blank slates but are treated as bringing important knowledge and understanding to the classroom" (p.211).

Turning now to the stage of learning at which CBI should be introduced, Collier (1989, as cited in Ikeguchi, 2004) as well as Richards and Rodgers (2001: 216) contend that "CBI can be applied to the design of courses for learners at any level of language learning."

Regarding the issue of what is considered to be the best combination to integrate language skills in the classroom, Scarcella (1992, as cited in Ikeguchi, 2004: 24) states that "integrated skills instruction can be either partial or total

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integration." Additionally, Oxford (2001, as cited in Ikeguchi, 2004: 24) states that "there is no best combination offered, but research in the past has suggested the strengths of two forms of integrated-skills instruction: theme-based instruction and task-based instruction."

Similarly, Richards and Rodgers (2001) expound that theme-based language instruction and skills-based approach are two examples of CBI at the university level.

- Theme-based language instruction

  This refers to a language course in which the syllabus is organized around themes or topics such as "pollution" or "women's rights." … A topic might be introduced through a reading, vocabulary developed through guided discussion, audio or video material on the same topic used for listening comprehension, followed by written assignments integrating the information from several different sources. Most of the materials used will typically be teacher generated …

- Skills-based approach

  This is characterized by a focus on a specific academic skill area (e.g., academic writing) that is linked to concurrent study of specific subject matter in one or more academic disciplines. This may mean that students write about material they are currently studying in an academic course or that the language or composition course itself stimulates the academic process (e.g., mini-lectures, readings, and discussion on a topic lead into writing assignments). … Writing is integrated with

reading, listening, and discussion about the core content … (pp.216-217)

Disadvantages of CBI

As far as the drawbacks of CBI are concerned, Richards and Rodgers (2001: 213) warn teachers that "some students are reported to have experienced frustration and have asked to be returned to more structured, traditional classrooms."

Kavaliauskienė (2004: Research into CBI incorporation, ¶ 1-2) is also concerned about a negative attitude that 30% of the students involved in her research showed towards the approach at the beginning of the course due to the fact that they were not used to doing communicative activities and they were "not ready to produce reasonable work" at the beginning of the ESP course.

Richards and Rodgers (2001: 220) also emphasise that "critics have noted that language teachers have been trained to teach language as a skill rather than to teach a content subject." These authors explain that "almost all participating instructors comment on the large amounts of time and energy involved in Content-Based Instruction" (p.215) and they also point out that many instructors describe CBI as "a major challenge" (p.215).

Brinton et al. (1989, as cited in Richards and Rodgers, 2001: 214) state that "Content-Based Instruction places different demands on teachers from regular ESL teaching." They identify the following issues:

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- Availability of specifically trained instructors to teach the courses.

- Possibility of offering incentives (e.g., salary increases, smaller class sizes) to instructors who use CBI.

- Reassignment of instructors who do not want or are not qualified to participate in CBI.

- Determination of type of instruction (pre-service or in-service) for teachers who adopt the approach

- Balance of language and content teaching: should the focus be on content teaching, on language teaching or should equal attention be paid to both?

- Content-specific language-teaching materials: who will develop them? If teachers are expected to do it, will training and guidelines be provided?

Kavaliauskienė (2004: Background Research, ¶ 4) stresses that a potential problem related to CBI is that since it is not explicitly focused on language learning, it "might lead to overuse of students' native language and a direct copying of information from materials without evaluating its reliability."

In the conclusions of his study on CBI implementation, Hudson (1991) maintains that there is

> … a need to address several types of evaluation in ESP projects. Evaluation is an area sadly lacking in most ESP, indeed in most EFL/ESL, work. Too often unsubstantiated claims are made about what programs should look like or should do … there should be a more detailed examination of student reactions to [CBI] instruction. Finally,

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research should be conducted to examine whether the content comprehension approach works better or less well than other approaches to EST. (p.95)

Advantages of CBI

In spite of the disadvantages mentioned above, Richards and Rodgers (2001: 220) maintain that CBI "can be applied in many different ways and is widely used as the basis of many kinds of successful language programs" and they consequently predict that "we can expect CBI to continue as one of the leading curricular approaches in language teaching."

Albeit some students may express a negative attitude towards the approach at the beginning of their ESP courses, Kavaliauskienė (2004: Research into CBI incorporation, ¶ 4) asserts that "eventually, negotiating (with learners) a selection of authentic materials and appropriate classroom activities [makes] a great change to learning environment and relationships within the classes. [The] challenge of CBI incorporation methods [has] proved beneficial in fostering learner autonomy."

Moreover, Richards and Rodgers (2001: 208) affirm that "when learners focus on the purpose of the language samples they are exposed to, they become engaged in following through and seeing if the purpose is attained and how their own interests relate to this purpose (or purposes)."

The use of CBI has produced successful results in English for Science and Technology. Parkinson (2000, as cited in Basturkmen, 2006: 102) attributes

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them to the fact that "the learners were able to build on their previous knowledge, were exposed to the contextualized uses of language, and were able to prepare for the eventual uses to which the language would be put."

To reinforce this point, Hudson (1991) reports on the results of his studies on the effectiveness of CBI to the teaching of reading in English for Science and Technology at a university in Mexico. He states that:

> Students receive instruction in language structure, listening, speaking, and writing only as these serve to enforce the students' ability to read technical English. The goal of the project is for students to become autonomous readers ... After instruction in the content comprehension approach, student scores were significantly higher on the three reading subtests than when they started the program. … The implications are that a content comprehension approach to reading can be an effective basis for a program to improve reading ability. (p.95)

In tune with these opinions, Stryker and Leaver (1993: 286, as cited in Richards and Rodgers, 2001: 213) assert that learners develop their autonomy and "understand their own learning process and … take charge of their own learning from the very start."

Likewise, when Kavaliauskienė (2004) draws her conclusions on her research into the integration of CBI into the ESP classroom, she reflects that:

> ESP is best acquired through the subject matter basically due to learners' genuine interest in it. Subject matters can be introduced by

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English language teachers throughout English classes by employing vocational materials.

Content-based instruction comprises steps of vocabulary acquisition, oral and written summarizing, making oral presentations and participating in project preparation and delivery. All these stages employ learners' professional knowledge and prompt them to activate it in a foreign language. Being content-related, the described areas of language learning allow learners to develop competence in the ESP through a sequence of thematically organized tasks. (Conclusions, ¶ 1-2)

Kavaliauskienė (2004: Conclusions, ¶ 3) recommends the adoption of CBI using the following terms: "Our research has shown that on the whole learning outcome through CBI has been successful and deserves being employed in ESP classroom."

Choosing Approaches Based on Students' Specific Needs

Almarza Sánchez (2000) asserts that teachers have the important task of adapting approaches to

… the different age groups, backgrounds, needs, interests and abilities, as well as syllabuses and resources that we must follow or make use of. Only in this way will we be able to make in-classroom and out-of classroom events come closer for the students to make the most of our work and their own effort. (p.40)

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Grabe and Stoller (2002) provide two possible ways to respond to the dilemma of integrating skills.

> First, we can initiate a version of content-based instruction that is responsive to the teaching of integrated language skills, with emphasis on academic reading abilities … and organise reading and writing tasks around texts and visual resources on a coherent theme. A second response … involves action research on the place of integrated-skills in our classes [so that] … we can focus on … tasks that would be most appropriate for our students (assessed in terms of text and task difficulty, student needs, student motivation, teacher resources and so forth). (p. 88)

Krzanowski (2008: 49) contends that "the survey of integration of skills in the first decade of the 21st Century seems to show that English language teachers have been applying a vast range of approaches." He further elaborates that:

> The degree of integration varies, ranging from classic applications of integrated skills aimed at promotion of holistic learning, via semi-integrated skills paradigms geared towards combining certain skills for a more thorough study, to a specific focus on a discrete skill for in-depth examination, and more comprehensive learning of that discrete skill. (p.49)

When Hudson (1991) draws his conclusions and states that CBI can be an effective basis for a program to improve reading ability, he stresses the fact that:

The implications of these findings are not that other approaches to instruction and syllabus design are either ineffective or logically flawed. … This approach does not impede the development of other language components. … [These] projects should consider the content comprehension approach but should also examine various other models and perhaps be eclectic in their application. (p.95)

In his conclusions, Krzanowski (2008: 49) affirms that teachers are free to choose which approach to take based on their students' specific needs further arguing that "… we need to avoid binary oppositions and should not say that one approach is better than the other. A complementary and inclusive attitude may well be the answer."

Chapter 4: Research Design and Methodology

Introduction

Schutz, Chambless and DeCuir (2004) express that:

> A paramount goal for all researchers in the social sciences should be to employ the methods that best answer their proposed research questions. Because the people we study often have different worldview assumptions that are sociohistorical constructed, it is only fitting that we use more than one method to attempt to capture experiences. This means that researchers should be receptive to using both qualitative and quantitative approaches. We do realize, however, that complete acceptance of multimethods research will be a lengthy process. (p.281)

Following this line of thought, a multimethods research methodology for data collection was used to obtain data from five sources. It involved:

- Nonparticipant observation of the lessons

- Questionnaire to teachers

- Questionnaire to students

- Interview to teachers

- Interview to graduate nurses

Wallace (1998: 151) asserts that questionnaires are used "when we are going for *breadth,* (i.e. wanting to get responses from a comparatively large number of people" whereas interviews are used "when we want to investigate

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people's … experiences etc, *in depth*."[8] Following Wallace's (1998: 138) advice, questionnaires and interviews were "framed in the mother tongue to make sure that you are getting valid data."

Eight months were devoted to the field work. First, the rough versions of the class observation grid, the questionnaires to eighty students and ten teachers as well as the interviews to four teachers and ten graduate nurses were prepared. During those months, the class observation grid, the interviews and questionnaires were shown to the tutor and piloted with eight colleagues. After receiving their feedback, the necessary changes were made. The interviews and questionnaires were finally administered and twenty-four classes (six in each institution) were observed.

Six months were devoted to the tabulation of results and to the analysis of material obtained in the field work. Then the data obtained were compared to achieve triangulation. There was a constant revision of the literature during these two stages.

Participants

A total of eighty students in the Third Year of Nursing School from four institutions in the districts of San Isidro, San Fernando, San Miguel and Malvinas Argentinas (Buenos Aires province) took part in the research. Twenty students from each institution were selected at random and presented with a

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[8] Italics as in original

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Dissertation: The teaching of the macro-skill of reading in English for Nursing Purposes courses: Integrated or segregated-skill instruction?
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questionnaire which was answered in class in approximately twenty-five minutes.

The four English teachers of the aforementioned institutions were interviewed for approximately thirty minutes. In addition, a questionnaire was administered to ten English teachers in charge of the same type of courses at Nursing Schools in San Fernando, San Isidro, San Miguel, Vicente López, Ramos Mejía, Morón, and Santos Lugares due to the small number of teachers working in the areas where the four institutions were situated.

Ten nurses graduated from different private and state institutions and working in different clinics/hospitals were interviewed for about twenty minutes.

Data Collection

A detailed description of the research methods used for Data Collection is included in the section below. This is followed by a description of the class observation grid and the questionnaires and interviews to participants.

Methodology

Nonparticipant Observation of the Lessons

Observation is a type of qualitative research method which can vary according to the extent of the observer's participation. Ary, Cheser Jacobs and Razavieh (1996: 483) affirm that "in nonparticipant observation, the researcher observes but does not participate in the activity being observed." These authors

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express that the observer makes no attempt to alter the situation or the natural behaviour of the group involved. In the present research, this type of observation was selected because the researcher simply observed and recorded the information, some of which was used to take percentages (quantitative research) for later data analysis. The information that could not or did not need to be quantified was summarised in charts when the tabulation of results took place.

First, four Nursing schools which included English in their curricula had to be found. It is important to highlight that there were private and state Nursing institutions which did not include the teaching of English at the time that the field work was done either because they still did not have students in the third year or because different study plans were followed. After being duly authorised, six classes of English for Nursing Purposes courses in the Third Year of Nursing School were observed in four different institutions in San Isidro, San Fernando, San Miguel and Malvinas Argentinas (Buenos Aires province). The observations were recorded by hand using a grid. It was an effective way of having a direct experience of their class activities and comparing in practice the information that the teachers had given in their interviews and what students had expressed in their questionnaires.

Questionnaire to Teachers

Cohen and Manion (1994: 88) state that "despite the disadvantages that arise from their non-representativeness, … [non-probabilistic samples] can

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prove perfectly adequate where researchers do not intend to generalize their findings beyond the sample in question…" The type of quantitative research methodology of *non-probabilistic sample* known as *Snowball sampling* was selected due to the fact that there was only one teacher working in each of the four institutions. These teachers were asked to provide the names of other potential questionnaire respondents teaching English for Nursing Purposes courses in the Third Year of Nursing School. As Cohen and Manion (1994: 89) explain, in *Snowball sampling* "researchers identify a small number of individuals who have the characteristics that they require. These people are then used as informants to identify others who qualify for inclusion and these, in turn, identify yet others."

According to Ary et al. (1996: 21-22), "quantitative research may be further classified as either experimental or nonexperimental…Survey research [a form of nonexperimental research] uses instruments such as questionnaires and interviews to gather information from groups of subjects." Therefore, a *semi-structured questionnaire* to gather information through self report was delivered to each of the ten teachers, either by hand or electronically via e-mail.

Questionnaire to Students

Once more, quantitative research methodology was selected. A *non-probabilistic convenience sampling* was used. Cohen and Manion (1994: 88) assert that this type of sample "involves choosing the nearest individuals to serve as respondents … Captive audiences such as pupils … often serve as

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respondents in surveys based upon convenience sampling." Eighty Nursing students doing English in the Third Year of Nursing School, twenty from each of the four above-mentioned institutions, were randomly chosen as the nearest individuals to serve as respondents of the semi-structured questionnaire.

Interview to Teachers

With the aim of determining the possible degree of importance of the macro-skills needed in the nursing profession as well as other influencing factors, four instructors (chosen using *non-probabilistic convenience sampling,* as defined by Cohen and Manion, 1994) teaching English for Nursing Purposes courses in the Third Year of Nursing School in the four above-mentioned institutions were interviewed (quantitative research methodology, Ary et al., 1996). The *semi-structured interview* lasted thirty minutes on average. The interview data were registered by note-taking.

Interview to Graduate Nurses

Graduate nurses were thought to be a relevant source of data because they were already working in the field and developing professionally. Ten graduate nurses were interviewed to get a deeper idea of the type of English instruction they had received when they were at Nursing School and to establish the possible degree of relevance of the macro-skills needed in their daily work and in their development in the Nursing profession. The *non-probabilistic sample* known as *Snowball sampling* was used, following Cohen and Manion's (1994) aforementioned definitions*.*

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A *semi-structured interview* – quantitative research methodology, Ary et al., (1996) – of approximately twenty minutes was conducted. The data obtained were recorded by note-taking.

Description of the interview to four teachers.

The interview (see Appendix B Part 1) consisted of twenty questions. Five questions were open-ended because, as Wallace (1998: 135) explains, they are "more likely to yield more unexpected (and therefore, perhaps, more interesting) data." Twelve questions were closed-ended, which according to Wallace (1998: 255), are "questions which allow only a limited range of answers." These questions had ranking, checklist or scaled items as possible answers.[9] The remaining three questions were a combination of open-ended and closed-ended questions, a choice which, in Wallace's (1998) opinion, is feasible. Each of the questions are analysed below.

Questions 1 and 2 focused on who determined the course design.

Questions 3 and 4 were directly related to needs analysis. As it was mentioned in Chapter 1, needs analysis and course design were defined as ESP components that influenced the teachers' decision at the time of adopting integrated or segregated-skill approaches.

Questions 5 to 10 concentrated on the frequency with which the macro-skills of Reading, Writing, Speaking, Listening, reading to translate from English to

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[9] All the terms defined in this section to describe the instruments used in the present research follow Ary et al.'s (1996) classification

Spanish and reading to translate from Spanish to English were practised by students during the course. The students' answers were expected to determine if there was a prevalence of any skill. The choices in the answers were provided in the form of scaled items ranging from *almost always* to *hardly ever*. It must be highlighted that the adverbs of frequency listed below conveyed the following meanings whenever they were used throughout this paper.

Almost always: (90-80% of the class)

Often: (79-50% of the class)

Sometimes: (49-30% of the class)

Hardly ever: (29-10% of the class)

In tune with the views expressed by Oxford (2001)[10] and Lucantoni (2008)[11], it is important to explain that the item *always* was not included as it was thought to be unlikely to devote 100% of a class to the practice of only one skill. Similarly, the term *never* was excluded because it was considered that, even if a skill was not the explicit focus of an exercise, it was always practised in an indirect manner. For instance, even though a listening exercise was not openly included, if the teacher gave instructions in English or when students corrected an exercise listening to what a companion was reading aloud, learners were indirectly using the skill of Listening.

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[10] See Chapter 3, p.70
[11] See Chapter 3, p.69

Question 11 was concerned with the level of English the students had at the beginning of the course because, according to the authors mentioned in the Literature Review, this was another important variable that teachers took into account when they made their choice to adopt among approaches which focused on segregation, partial integration or full integration of skills.

In Question 12, teachers were asked if students used English in other subjects at Nursing School. This question was related to the hypothesis which stated that the development of the macro-skills of Writing, Speaking and Listening might be beneficial for the development of the undergraduates' macro-skill of Reading in English for Nursing Purposes courses in Third Year of Nursing School.

Questions 13 and 14 analysed the relevance of the use of English skills in the graduates' daily jobs and for their future professional development.

Questions 15, 16, 17 and 18 aimed to discover possible difficulties students had that might have influenced the degree of integration of the macro-skills in class.

In Question 19, teachers were asked if the lack of integration of the macro-skills in class could potentially limit their students' future possibilities regarding opportunities to have access to better jobs or further studies.

Question 20 welcomed teachers to make any other comment they considered necessary or useful.

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Description of the questionnaire to ten teachers.

This questionnaire (see Appendix C Part 1) had a similar structure to the interview to the four teachers but it was slightly shorter.

Questions 1 and 2 also focused on course design while Questions 3 and 4 related to needs analysis.

Questions 5 to 10 concentrated on the frequency with which the macro-skills of Reading, Writing, Speaking, Listening, reading to translate from English to Spanish and reading to translate from Spanish to English were practised by the students during the course.

Question 11 regarded the level of English the students had at the beginning of the course.

In Question 12, teachers were asked if students used English in other subjects at Nursing School.

Questions 13 and 14 analysed the relevance of English for the graduates' daily jobs and future professional development.

Questions 15, 16, and 17 aimed to discover possible issues that might have influenced the degree of integration of the macro-skills in class.

In Question 18, teachers were asked if the lack of integration of the macro-skills in class could potentially limit their students' future possibilities regarding opportunities to have access to better jobs or further studies.

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Description of the questionnaire to eighty students.

Due to the fact that this questionnaire (see Appendix D Part 1) was directed to a large number of respondents, ten out of its eleven questions were closed-ended. Wallace (1998: 134) explains that "in a questionnaire the respondent may be asked to choose from a limited range of possible answers. Questions of this type are sometimes called *closed* questions."[12] This type of question was chosen because the questionnaire was directed to students and, as Wallace (1998: 135) expresses "closed questions… make the questionnaire easier and quicker to fill in."

In Question 1, students were asked what their English level was before entering Nursing School and in Question 2 where they had acquired that knowledge. The two questions were asked with the aim of determining if the English course at Nursing School had produced any improvement in their level of proficiency. Both questions were related to Question 11 in this questionnaire.

Questions 3 to 8 focused on the frequency with which the macro-skills of Reading, Writing, Speaking, Listening, reading to translate from English to Spanish and reading to translate from Spanish to English were practised by students during the course.

In Question 9, students were asked if they used English in other subjects at Nursing School.

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[12] Italics as in original

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In Question 10, students were asked to assess their English level in the macro-skills of Reading, Writing, Speaking, Listening, reading to translate from English to Spanish and reading to translate from Spanish to English. Answers were provided in the form of scaled items ranging from *excellent* to *poor.*

Question 11 regarded the issue of the lack of integration of the macro-skills in class and if said issue could potentially limit their future possibilities regarding opportunities to have access to better jobs or further studies. In the open-ended part of the question, the students who answered positively were asked to explain how briefly.

Description of the class observation grid.

From mid-August to the first week of December, a total of twenty-four classes, six in each of the four Nursing Schools, were observed and the data were registered in a grid designed for that purpose (See Appendix E Part 1). Three institutions had English lessons for 120 minutes once a week in their last year of studies. The remaining institution had English classes for 80 minutes once a week because English was taught in two years of their course of studies. A total of 2640 minutes of class were observed.

A register was kept of the time (in minutes) devoted to the practice of the macro-skills and the materials used with that purpose. A brief description of the activities was included as well as a general description of the difficulties the group experienced. Whenever it was felt necessary, some comments were added.

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Description of the interview to ten graduate nurses.

A *Semi-structured interview* (See Appendix F Part 1) was used. Wallace (1998: 259) defines it as "formal conversation or discussion for which the researcher has prepared the key questions, but is also able to ask supplementary questions, depending on the responses received."

In Question 1, graduate nurses were asked what their English level was before entering Nursing school and in Question 2 where they had acquired that knowledge. Both questions were asked with the intention of determining if the English course at Nursing School had produced any improvement in their level of proficiency. Both questions were clearly related to Questions 10 and 14 in this interview.

Questions 3 to 8 centred on the frequency with which the macro-skills of Reading, Writing, Speaking, Listening, reading to translate from English to Spanish and reading to translate from Spanish to English were practised when they were studying at Nursing School. The answers to these questions aimed to offer a possible explanation to the answers given in Questions 1, 2, 10 and 14 in this interview.

In Question 9, graduate nurses were asked if they had used English in other subjects when they were at Nursing School.

In Question 10, nurses provided information about English courses they had attended after graduating from Nursing School.

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Questions 11, 12 and 13 analysed the relevance of the English language in the graduates' daily jobs and for their future professional development.

In the same way as in the students' questionnaire, in Question 14, graduate nurses were asked to assess their English level in the macro-skills of Reading, Writing, Speaking, Listening, reading to translate from English to Spanish and reading to translate from Spanish to English. Answers were provided in the form of scaled answers ranging from *excellent* to *poor*.

Due to the fact that the interviewees already had experience in the practice of the Nursing profession, Question 15 regarded the issue of the lack of integration of the macro-skills in their English training and if said issue could potentially limit their possibilities regarding opportunities to have access to better jobs or further studies. The nurses who answered positively were asked to explain how briefly.

Question 16 welcomed graduates to make any further comment they considered necessary or useful.

Chapter 5: Analysis of Results

Introduction

The present chapter deals with the analysis of the results obtained from the data collected in the interviews to four teachers, the questionnaires to ten teachers, the questionnaires to eighty students, the twenty-four class observations and the interviews to ten graduate nurses. Graphs and tables are included to facilitate the understanding of the results.

Interview to Four Teachers

The Data matrix can be seen in Appendix B, Part 2.

According to the four teachers who were interviewed, the contents of the English course at Nursing Schools were determined by Dirección General de Cultura y Educación (DGCyE) of the province of Buenos Aires and Dirección Provincial de Educación de Gestión Privada (DIPREGEP), which provided the guidelines. In the different institutions, the headteachers and the Head of the English Department together with the English teachers could adapt those guidelines to suit their students' needs. One interviewee explained that the institution where she taught had several branches that were independent and free to design their own syllabuses.

Half of the teachers who were interviewed (50%) remarked that there were basic guidelines for all the Nursing Schools whereas 25% answered that there were not. The remaining 25% admitted they did not know.

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50% of the respondents affirmed that they carried out a needs analysis of their group of students at the beginning of the course. The methods used to collect that data included diagnostic tests as well as the informal evaluation of the students' oral and written production in class during the first weeks of instruction.

After that, the four teachers who were interviewed described the degree with which each of the macro-skills was practised in class during the course.

According to the four respondents, Reading Comprehension activities were carried out *almost always* (75%) or *often* (25%). The answers *sometimes* and *hardly ever* were not selected by any of the participants.

Graph 1: Frequency of practice in Reading Comprehension (per class)
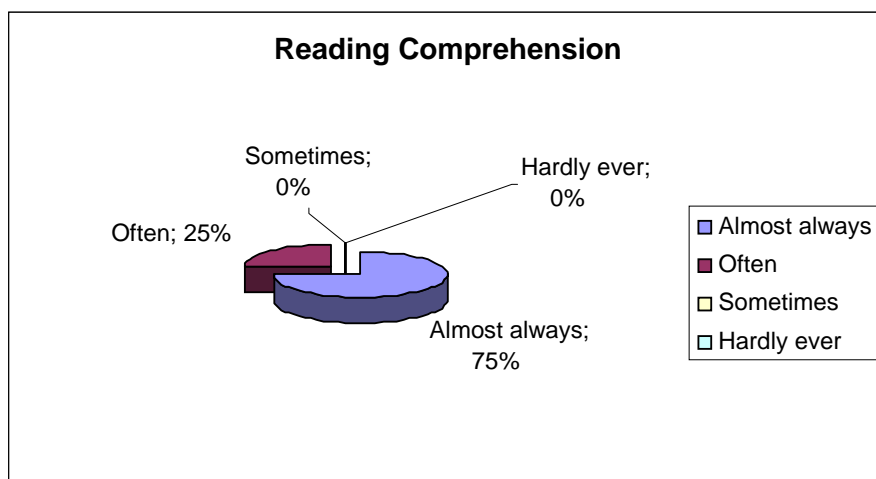
Regarding the macro-skill of Writing, the answers were evenly distributed among the four possible options, i.e.: *almost always, often, sometimes* and *hardly ever,* with 25% for each option.

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Graph 2: Frequency of practice in Writing (per class)

Writing

Hardly ever; 25%

Almost always; 25%

Sometimes; 25%

Often; 25%

- Almost always
- Often
- Sometimes
- Hardly ever
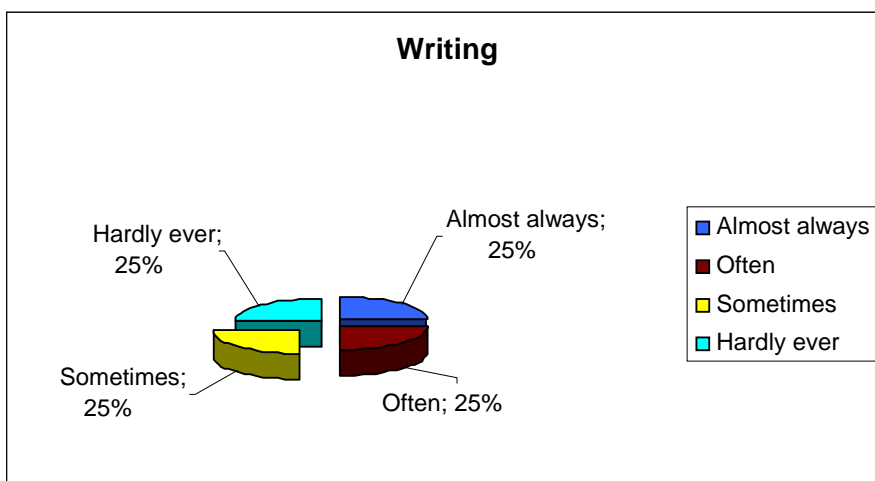
25 % of the teachers in this sample said that students *sometimes* practised the macro-skill of Speaking while 75 % of them admitted their students *hardly ever* did so. No teacher (0%) selected the other options, i.e., *almost always* and *often*.

Graph 3: Frequency of practice in Speaking (per class)

Speaking

Often; 0%

Almost always; 0%

Sometimes; 25%

Hardly ever; 75%

- Almost always
- Often
- Sometimes
- Hardly ever

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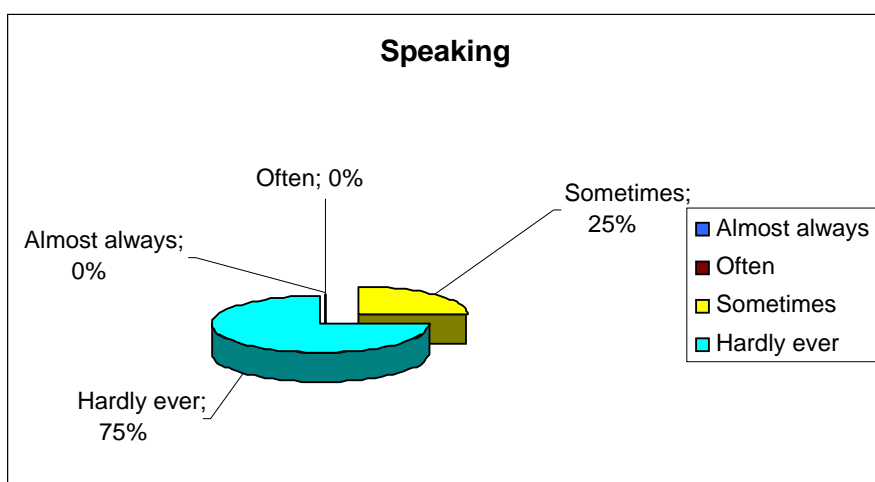
75% of the teachers surveyed *sometimes* provided students with opportunities to develop their Listening skills as opposed to the 25 % who *hardly ever* did. No teacher (0%) selected the other options, i.e., *almost always* and *often.*

Graph 4: Frequency of practice in Listening (per class)

Listening

Almost always; 0%

Hardly ever; 25%

Often; 0%

- Almost always
- Often
- Sometimes
- Hardly ever
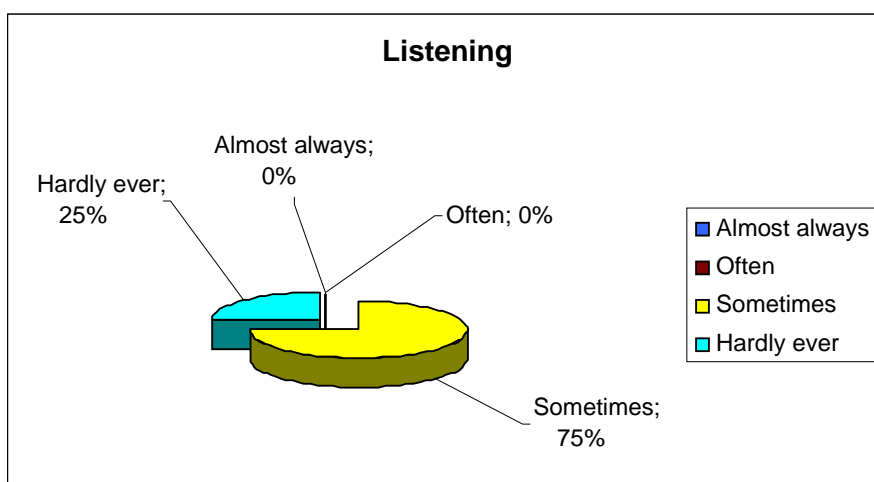
Sometimes; 75%

As far as translation from English to Spanish is concerned, the option *almost always* was selected by 75 % of the teachers in the sample, followed by *often* with 25 %. No respondent (0%) chose the options *sometimes* or *hardly ever.*

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Graph 5: Frequency of practice in translation from English to Spanish (per class)

Translation (English to Spanish)

Sometimes; 0%

Hardly ever; 0%

Often; 25%

Almost always; 75%

- Almost always
- Often
- Sometimes
- Hardly ever
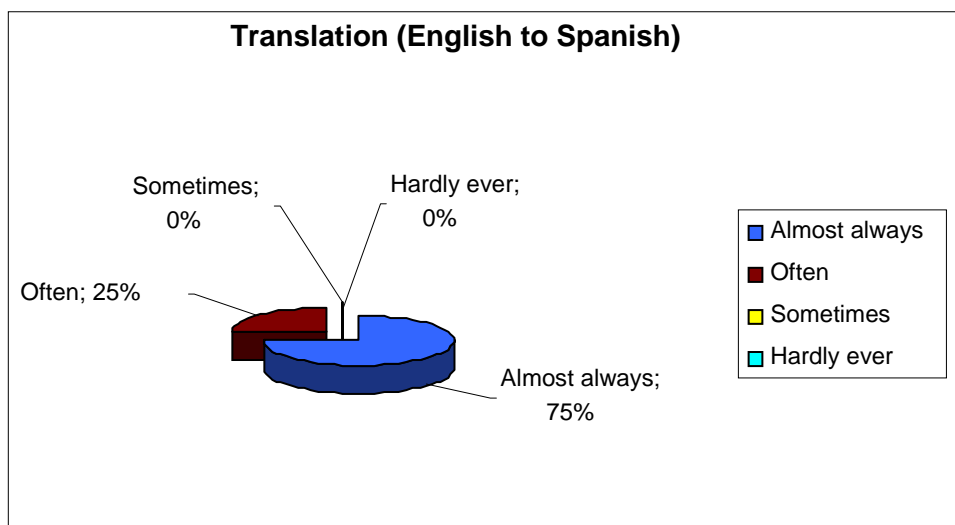
Conversely, according to the participants in this sample, translation from Spanish to English was *sometimes* or *hardly ever* practised, with each of the answers getting 50%. No teacher (0%) selected the options *almost always* and *often*.

Graph 6: Frequency of practice in translation from Spanish to English (per class)

Translation (Spanish to English)

Often; 0%

Almost always; 0%

Hardly ever; 50%

Sometimes; 50%

- Almost always
- Often
- Sometimes
- Hardly ever

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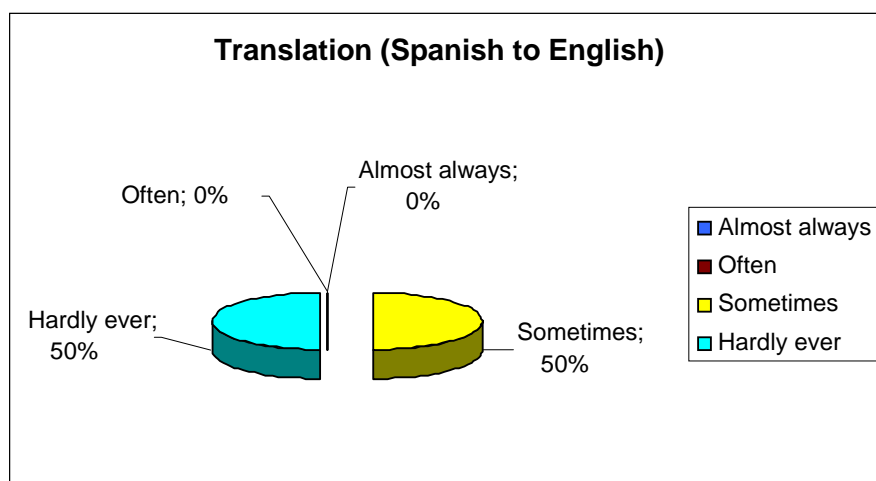
All the teachers surveyed (100 %) agreed that their students' level of English remained heterogeneous during the course.

25% of the teachers interviewed asserted that students needed to use their English knowledge in other subjects while studying at Nursing School, for example, in Anatomy. However, 75% expressed that English was not needed in other subjects.

The following percentages reflect the profile of the graduates regarding the use of each of the macro-skills in two situations: daily jobs and further studies. After a detailed explanation, both results are summarised in Table 2 below.

When the participants were asked about the profile of the graduates regarding the use of each of the macro-skills in their daily jobs, they all agreed (100%) that the most important one was Reading Comprehension followed by translation from English to Spanish in the second place.

75% thought that Listening was the third most used skill while 25% thought it was Speaking.

Half of the teachers (50%) expressed that Writing ranked fourth while the other half (50%) said it was Speaking.

The fifth place was shared by translation from Spanish to English, Writing, Speaking and Listening, all with 25% each.

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Therefore, the fourth and fifth places were shared by Writing and Speaking because both macro-skills appeared with the same percentages in the same rankings.

Finally, 75% of the teachers who were interviewed ranked translation from Spanish to English in the sixth place – the least used – while 25% ranked Writing.

As far as ranking the skills that graduate nurses needed the most if they wanted to continue studying, 100% of the teachers contended that Reading Comprehension was the first and translation from English to Spanish was the second.

The third place corresponded to Listening (50%), Speaking (25%) and Writing (25%).

In the participants' view, Speaking (50%) as well as Writing and Listening – both with 25% each – ranked fourth.

Writing (25%), Speaking (25%), Listening (25%) and translation from Spanish to English (25%) all shared the fifth place. Due to the fact that Speaking, Listening and translation from Spanish to English clearly appeared in other places with higher percentages, Writing was ranked in the fifth place.

Lastly, translation from Spanish to English (75%) and Writing (25%) appeared in the sixth place.

Table 2: Use of macro-skills in nurses' daily jobs and further studies according to 4 teachers who were interviewed

Ranking	Nurses' daily jobs	Nurses' further studies
1	Reading Comprehension	Reading Comprehension
2	Translation from English to Spanish	Translation from English to Spanish
3	Listening	Listening
4	Shared by Writing and Speaking	Speaking
5	Shared by Writing and Speaking	Writing
6	Translation from Spanish to English	Translation from Spanish to English

The four teachers in the sample then explained the difficulties they observed in their students in connection to each of the macro-skills, which are shown in Table 3 below.

Table 3: Students' difficulties in each of the macro-skills according to 4 teachers who were interviewed

Teacher	Reading	Writing	Speaking	Listening	Translation from English to Spanish	Translation from Spanish to English
1	Different English levels, lack of vocabulary in Spanish	Spelling mistakes	Loose words	Lack of training & vocabulary, speed of speaker	Word order, grammar	Spanish only used to help/guide students
2	Lack of vocabulary	Insecurity about own knowledge	Lack of practice	Lack of practice	No problem	Lack of knowledge

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Teacher	Reading	Writing	Speaking	Listening	Translation from English to Spanish	Translation from Spanish to English
3	Poor vocabulary	Lack grammar knowledge	Lack of practice- only used to socialise	Speed of speaker. Not practised in the course	No problem, lots of practice.	Not practised in the course
4	No inference: Students want to follow an easy "rigid recipe"	Poor grammar. Not practised, even in Spanish	Not practised the in course	Not practised in the course because students wouldn't understand	Reading comprehension problems	Not practised in the course

When teachers were inquired if the difficulties mentioned above affected the frequency with which they integrated the macro-skills, their opinions were divided: half of them (50%) answered positively while the other half (50%) answered negatively. The latter group explained that students were expected to understand – by which they meant read and translate – and not to produce. 25% of the teachers added that approaches that focused on the integration of skills were used in General English courses, not in ESP.

The interviewees who answered positively explained which factors affected integration of skills. They attributed the lack of integration activities to two reasons: few class periods and groups with students with heterogeneous levels of English. These four teachers expressed that their classes had a slow pace because weak learners needed more time to understand so the interviewees said they lacked the necessary time to integrate all the skills.

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In tune with the issue of lack of time, 25% of the teachers surveyed believed the number of periods devoted to the teaching of English were not enough to develop the undergraduates' macro-skills to use them in other subjects in the Third Year of Nursing School. However, 75% thought the time devoted to English was enough.

There was complete agreement among the teachers surveyed (100%) when they observed that the class periods were not enough to develop the macro-skills graduates needed for their professional development or in their daily jobs.

Furthermore, 50% of the respondents thought that the development in all the macro-skills could be beneficial for the postgraduates' professional improvement. The interviewees explained that nurses who could not pay for translations of the bibliography required in further studies that was available only in English or could not afford interpreters when attending congresses/seminars were deprived of important sources of improvement. Moreover, one teacher exemplified that when hospitals were selecting Nursing staff, if there were two candidates with the same mark in their application tests, the nurse with better English level, which was tested by means of the translation of a text from English to Spanish, was the one who was chosen.

Questionnaire to Ten Teachers

The Data matrix can be seen in Appendix C, Part 2.

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The ten teachers who answered the questionnaires as well as the four teachers who were interviewed provided similar answers to the first question. According to the respondents, the design of the English course at Nursing Schools was determined by the Ministry of Education of the province of Buenos Aires, Dirección General de Cultura y Educación (DGCyE) of the province of Buenos Aires and the Health Ministry of the province of Buenos Aires. The headteachers, the Head of the English department and the teachers of the different institutions adapted the contents of the Career Plan to suit their students' needs. One of the institutions had several branches that were independent and had the freedom to design their own syllabuses.

80% of the respondents explained that there were basic guidelines for all the institutions while 20% admitted they did not know. No teacher (0%) said there were no guidelines.

30% of the instructors who answered the questionnaire pointed out that they did not survey their students' needs at the beginning of the course. However, 70% did. They collected information with oral and written diagnostic tests and surveys of the students' needs and course expectations. Some others evaluated their students' work informally throughout the first weeks of the course, taking into account the questions learners asked and the doubts they had while they were solving the exercises in class.

Then, the teachers in the sample explained how often each of the macro-skills was practised in class during the course.

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Their answers revealed that 80% of the teachers surveyed *almost always* provided their students with Reading Comprehension practice. 10% *often* did and the remaining 10% *sometimes* did. The option *hardly ever* was not selected.

Graph 7: Frequency of practice in Reading Comprehension (per class)

Reading Comprehension

Sometimes;
10%

Hardly ever; 0%

Often; 10%

Almost always;
80%

- Almost always
- Often
- Sometimes
- Hardly ever
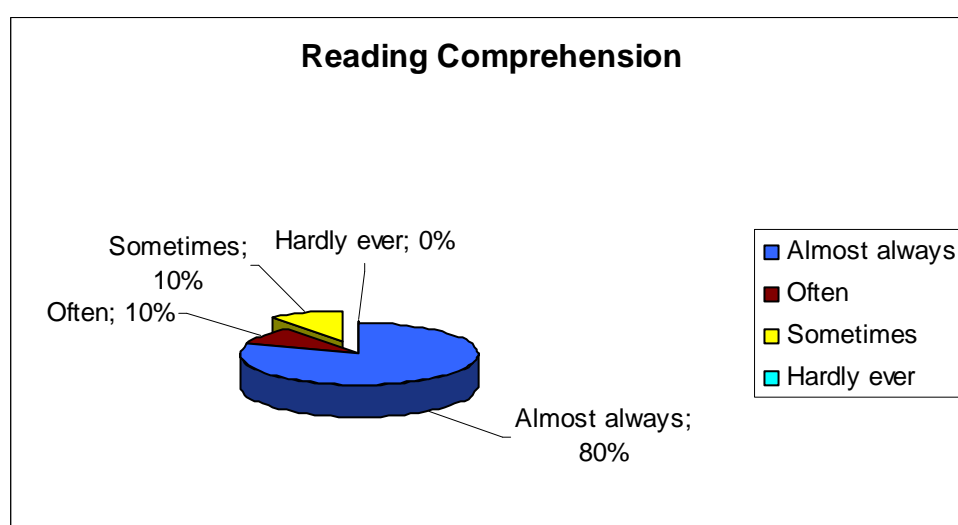
Regarding the macro-skill of Writing, respondents stated that it was *almost always* (20%) or *often* (40%) practised in their courses. 10% *sometimes* gave their students this type of activity whereas 30% *hardly ever* did.

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Graph 8: Frequency of practice in Writing (per class)
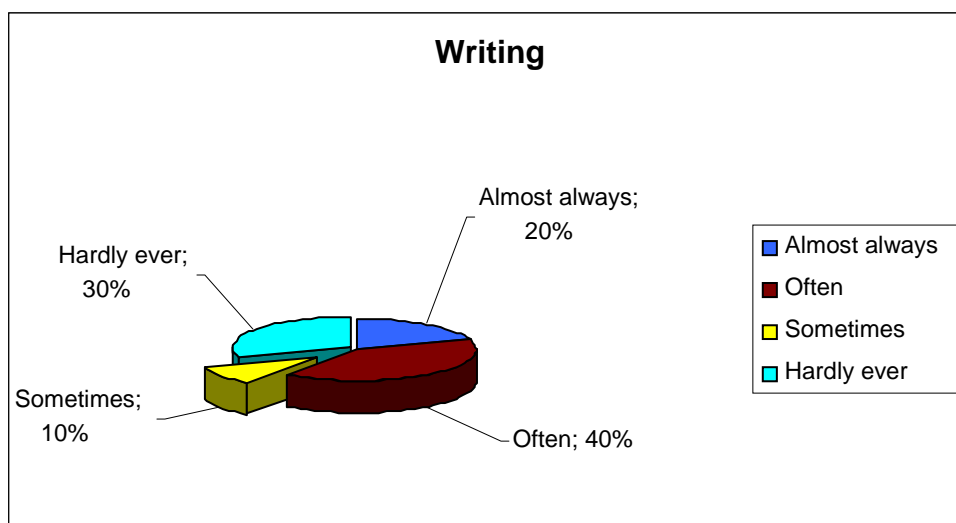
According to the respondents, Speaking was *hardly ever* (70%) practised in class. Speaking activities were *often* (20%) or *sometimes* (10%) done by Nursing students during the lesson. The option *almost always* was not selected by any of the participants (0%).

Graph 9: Frequency of practice in Speaking (per class)

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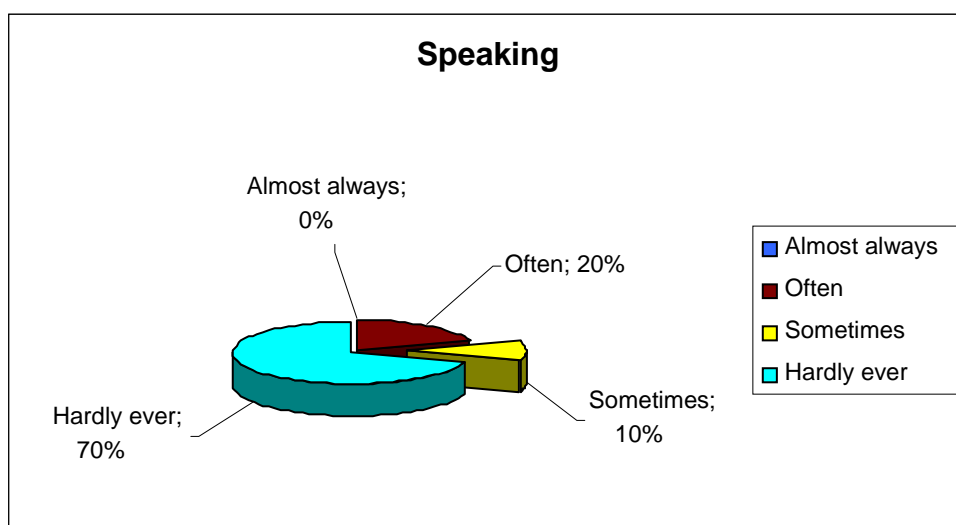
The results showed that Listening activities were *hardly ever* (60%) done. Only a small group (10%) of teachers *almost always* included this type of activities in their lessons, while 30% *sometimes* did. No respondent (0%) selected the option *often.*

Graph 10: Frequency of practice in Listening (per class)
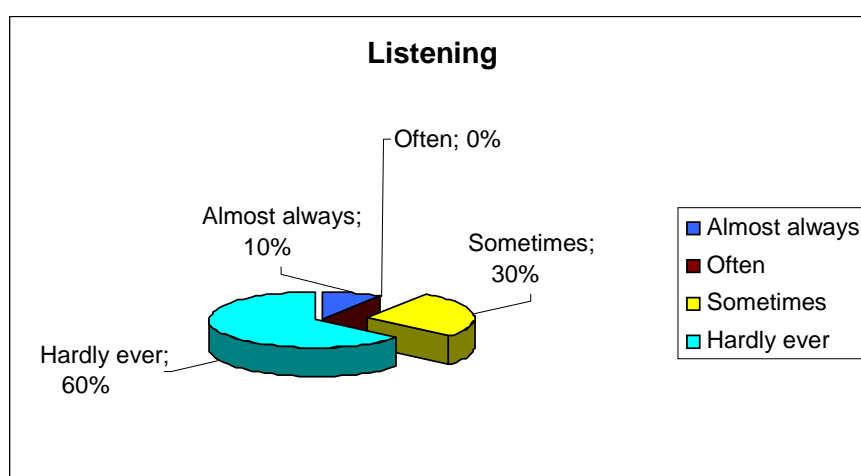
A high percentage of interviewees (90%) reported that they *almost always* made their students translate from English to Spanish as opposed to 10% who only *sometimes* asked students to do this kind of exercise. Two categories were not chosen: *often* and *hardly ever.*

Graph 11: Frequency of practice in translation from English to Spanish (per class)

Translation (English to Spanish)

Sometimes; 10%

Hardly ever; 0%

Often; 0%

Almost always; 90%

- Almost always
- Often
- Sometimes
- Hardly ever

Teachers who participated in the sample contended that they *hardly ever* (80%) made students translate from Spanish to English. 20% revealed they *sometimes* did. No respondent (0%) selected the options *almost always* and *often.*

Graph 12: Frequency of practice in translation from Spanish to English (per class)

Translation (Spanish to English)

Almost always; 0%

Often; 0%

Sometimes; 20%

Hardly ever; 80%

- Almost always
- Often
- Sometimes
- Hardly ever

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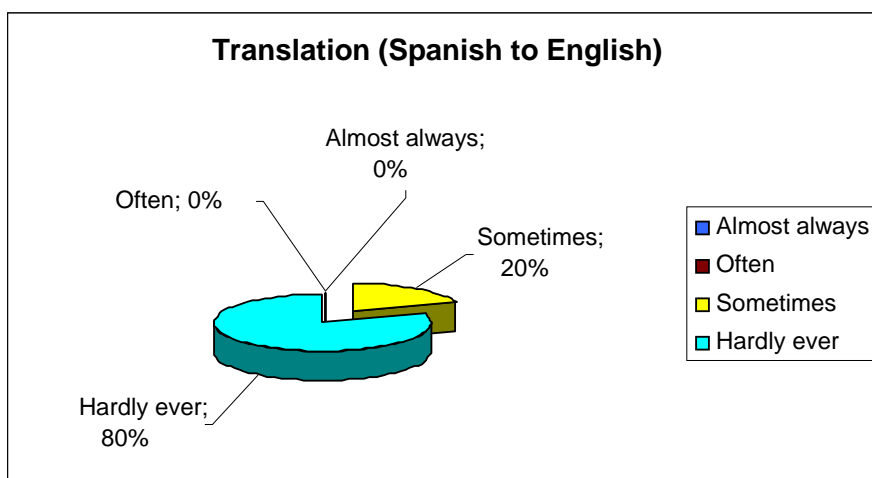
100% of the teachers manifested that the English level of the group remained heterogeneous throughout the school year.

30% of the interviewees considered that learners needed to use their English knowledge in other subjects while they were studying at Nursing School. However, 70% disagreed with that statement.

The following percentages reflect the profile of the graduates regarding the use of each of the macro-skills in their daily jobs and in their further studies. After a detailed explanation, both results are summarised in Table 4 below.

In these ten teachers' opinion, the frequency with which the graduates would need to use each of the macro-skills in their daily jobs was:

100% of the respondents believed that the most frequently used macro-skill was Reading Comprehension. The same percentage of teachers (100%) agreed that translation from English to Spanish ranked in the second place.

40% stated that Listening was the third most used skill, 30% thought it was Writing and 30% reported it was translation from Spanish to English.

40% of the respondents expressed that Listening ranked fourth. It was followed by Writing and Speaking, both with 30% each.

Due to the fact that both Listening and Writing appeared in the third and fourth places with the same percentages and that translation from Spanish to English and Speaking appeared in other places with higher percentages,

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Listening (40%) was ranked in the third place while Writing (30%) was ranked in the fourth place.

Speaking appeared in the fifth place with 50%, followed by Writing with 30% and translation from Spanish to English with 20%.

Lastly, 50% of the teachers in the sample ranked translation from Spanish to English in the sixth place – the least used. 20% ranked Speaking, another 20% ranked Listening while the remaining 10% ranked Writing.

Regarding the skills that graduate nurses needed the most in their further studies, 100% of the teachers contended that Reading Comprehension was the first. 80% stated that translation from English to Spanish was the second.

40% expressed that Listening was the third most frequently used skill, 30% stated that it was Writing and 20% believed it was translation from Spanish to English. The remaining 10% ranked Speaking in the third place.

40% ranked Listening fourth, followed by Speaking and Writing – both with 20% each. Translation from English to Spanish and from Spanish to English also appeared with 10% each.

Once again, there was a repetition of macro-skills in the third and fourth places so Listening was ranked third because it had a higher percentage than Writing, which was consequently ranked fourth.

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The respondents placed Speaking (40%) in the fifth position. Writing (20%) and translation from Spanish to English (20%) followed it. Listening (10%) and translation from English to Spanish (10%) also appeared in the ranking.

Finally, translation from Spanish to English (50%) and Speaking (30%) ranked in the sixth place. Writing and Listening were also mentioned with 10% each.

Table 4: Use of macro-skills in nurses' daily jobs and further studies according to 10 teachers who answered questionnaire

Ranking	Nurses' daily jobs	Nurses' further studies
1	Reading Comprehension	Reading Comprehension
2	Translation from English to Spanish	Translation from English to Spanish
3	Listening	Listening
4	Writing	Writing
5	Speaking	Speaking
6	Translation from Spanish to English	Translation from Spanish to English

90% remarked that there were factors that affected the frequency with which they integrated the macro-skills in class. They attributed them to:

- A reduced timetable and groups with numerous students with low English level left little time for integration so priority was given to Reading.

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- Several English levels in a class: the majority of students with a very low level, a smaller group with a simple but good base and a few students with an advanced level.

- Students worked slowly in class. They had little time to study and gave priority to Nursing subjects, not to English.

- Integration was not required by the curriculum. Teachers only focused on reading comprehension, which was poor due to the students' low English level.

- Lack of materials.

Regarding the number of periods devoted to the teaching of English, 20% of the teachers in the sample believed they were enough to develop the undergraduates' macro-skills to use them in other subjects in The Third Year of Nursing School. On the other hand, 80% thought the periods were insufficient.

20% of the respondents asserted that the class periods were enough to develop the macro-skills graduates needed for their professional development or in their daily jobs. Conversely, 80% believed they were not.

In addition, 80% expressed that the development in the four macro-skills could be beneficial for the postgraduates' professional improvement. They maintained that:

- Nurses needed to have access to authentic sources in their specialism, only available in English, to develop professionally and update their

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knowledge because their work required them to keep up with new advancements in Science.

- Some nurses worked in places where English knowledge was required. Its lack would imply no possibility of getting those jobs.

- Not knowing English also meant missing the chance to apply for jobs abroad and to be paid higher salaries, for example in the United States, where there was a big demand for nurses.

- If nurses were ever required to use English, their low level could be a potential source of misunderstanding of what they were expected to do. Nurses might mistakenly follow the wrong procedures with serious consequences, especially for the patients.

Questionnaire to Eighty Students

The Data matrix can be seen in Appendix F, Part 2.

When the eighty students in the sample were asked about their English level before entering Nursing School, 76.25 % expressed it was elementary, 22.5% intermediate and only 1.25% considered it was advanced.

Graph 13: Students' English level before entering Nursing School

English Level

Advanced; 1.25%

Intermediate; 22.50%

Elementary; 76.25%

- Elementary
- Intermediate
- Advanced
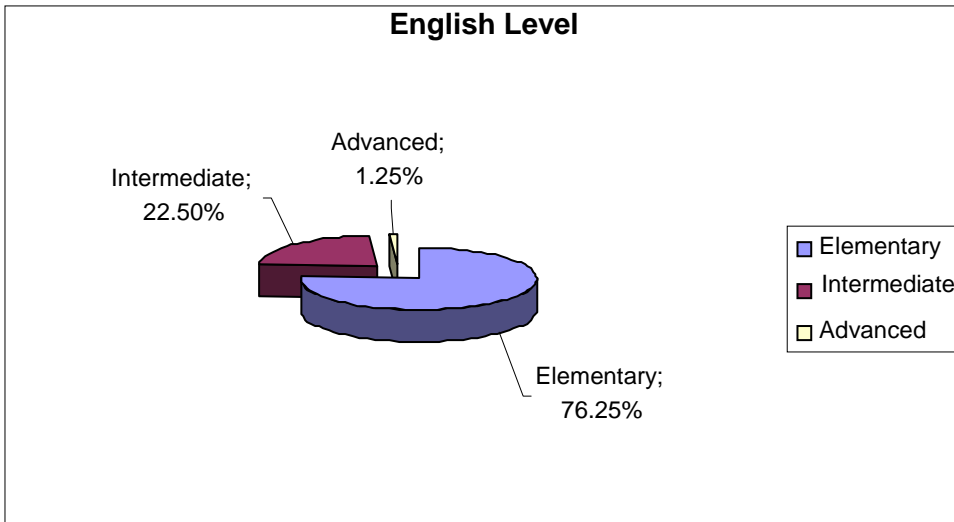
They were then asked where they had studied English and 91.25% answered it was at Secondary School. 6.25% had also studied English in institutes and only 2.5% had taken private tuition.

Graph 14: Students' previous English studies (Places)

Previous English Studies (Places)

Institutes; 6.25%

Private tuition; 2.50%

Secondary school; 91.25%

- Secondary school
- Institutes
- Private tuition

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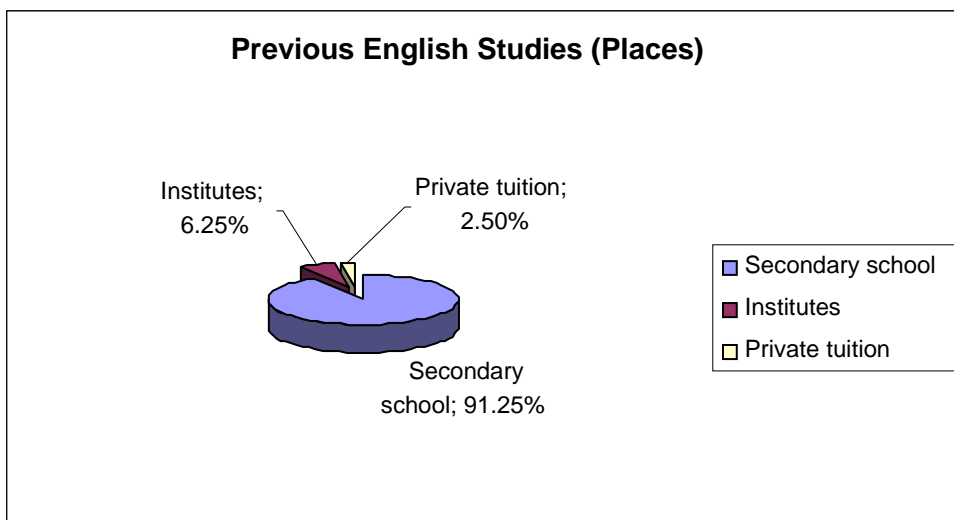
Regarding how often each of the macro-skills was practised in class in their last year of English studies, it was found out that:

53.75% of the students in the sample manifested that they *sometimes* practised Reading Comprehension. 17.50% was *often* engaged in this type of activity, 16.25% *almost always* was whereas 12.50% expressed that they *hardly ever* were.

Graph 15: Frequency of practice in Reading comprehension (per class)
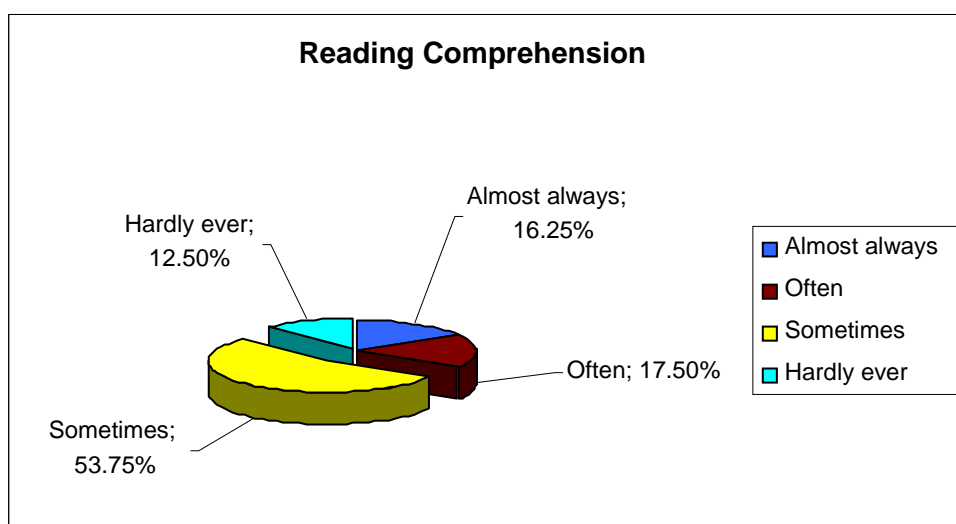
When asked about the macro-skill of Writing, data indicated that the frequency of practice reported by the participants was the following:

Almost always: 22.50%

Often: 23.75%

Sometimes: 42.50%

Hardly ever: 11.25%

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Graph 16: Frequency of practice in Writing (per class)
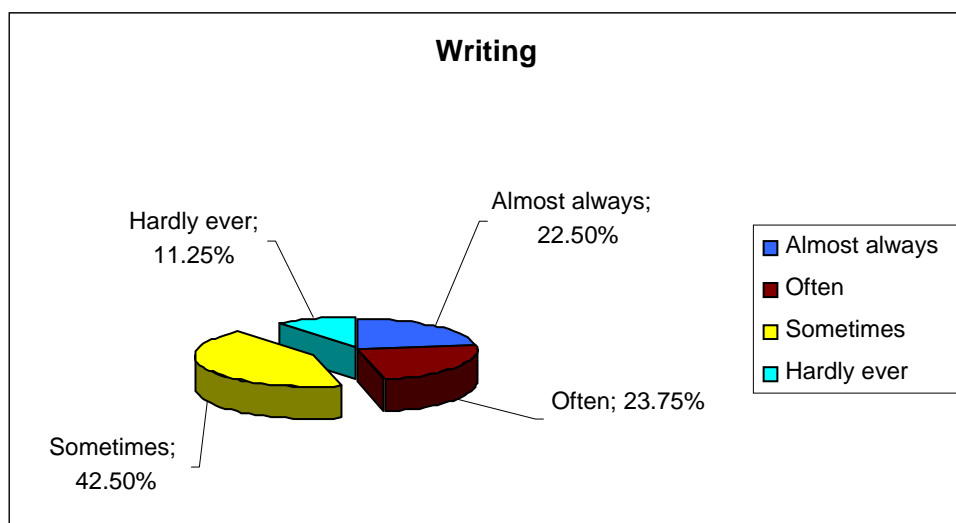
The macro-skill of Speaking was *almost always* practised by only 5% of the students surveyed and *often* practised by a 17.50%. The highest percentages were registered in *sometimes* (40%) and *hardly ever* (37.50%).

Graph 17: Frequency of practice in Speaking (per class)
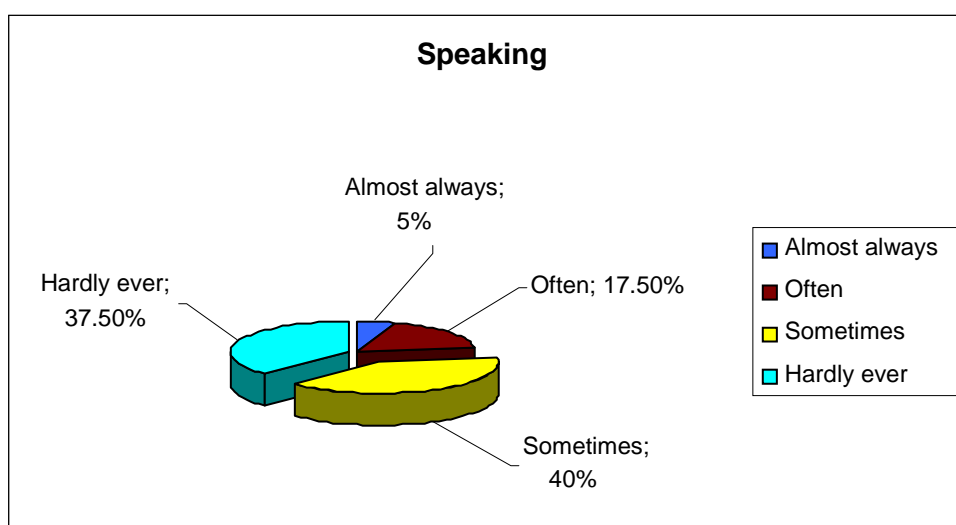
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As far as the macro-skill of Listening was concerned, the lowest percentages were registered in *almost always* (1.25%) and *often* (7.50%). 38.75% of the participants *sometimes* practised Listening whereas more than half of them (52.50%) *hardly ever* did.

Graph 18: Frequency of practice in Listening (per class)
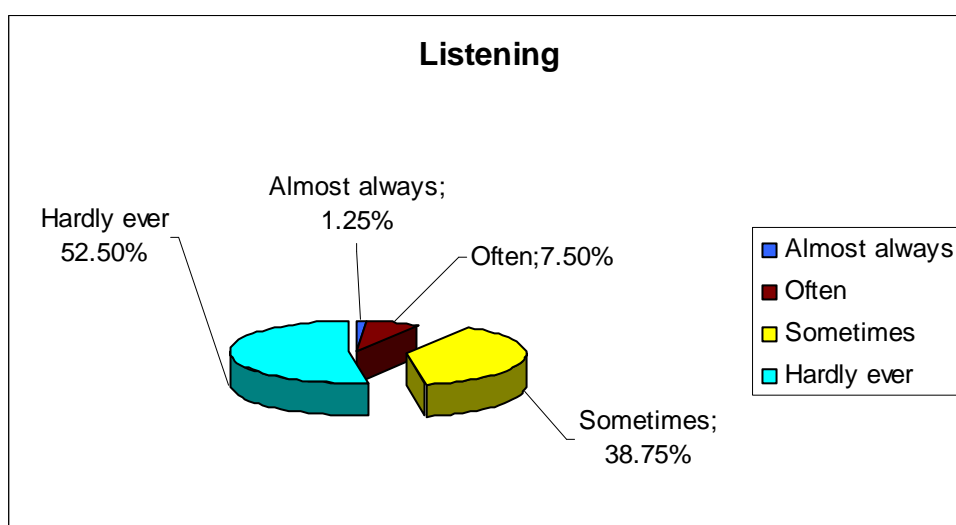
Regarding how often the students surveyed translated from English to Spanish, 50% asserted they *almost always* did. From the remaining half, 27.50% *often* did, 16.25% *sometimes* did while 6.25% *hardly ever* did.

Graph 19: Frequency of practice in translation from English to Spanish (per class)

Translation (English to Spanish)

Hardly ever;
6.25%

Sometimes;
16.25%

Almost always;
50%

Often; 27.50%

- Almost always
- Often
- Sometimes
- Hardly ever
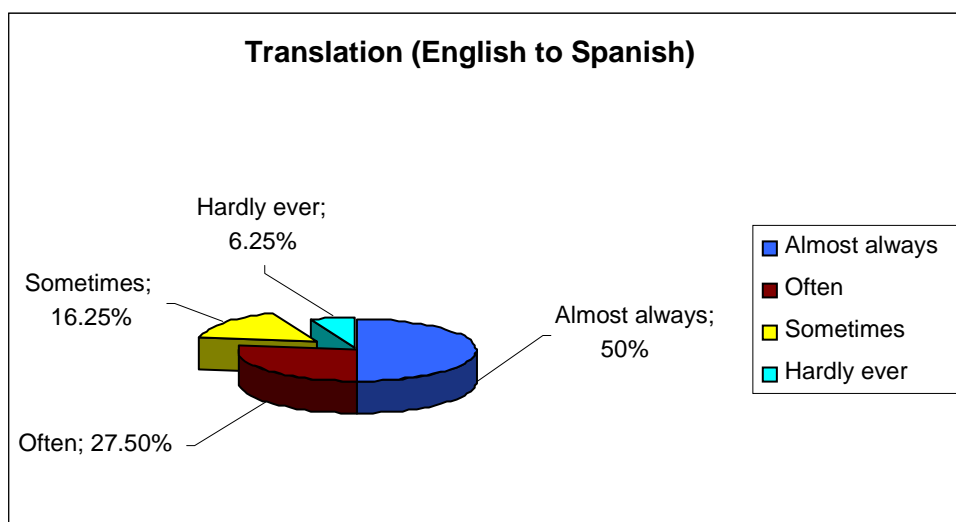
When participants were inquired about Translating from Spanish to English, data indicated that the frequency of practice reported was:

Almost always: 7.50%

Often: 18.75%

Sometimes: 27.50%

Hardly ever: 46.25%

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Graph 20: Frequency of practice in translation from Spanish to English (per class)

Translation (Spanish to English)

Almost always; 7.50%

Often; 18.75%

Hardly ever; 46.25%

Sometimes; 27.50%

- Almost always
- Often
- Sometimes
- Hardly ever
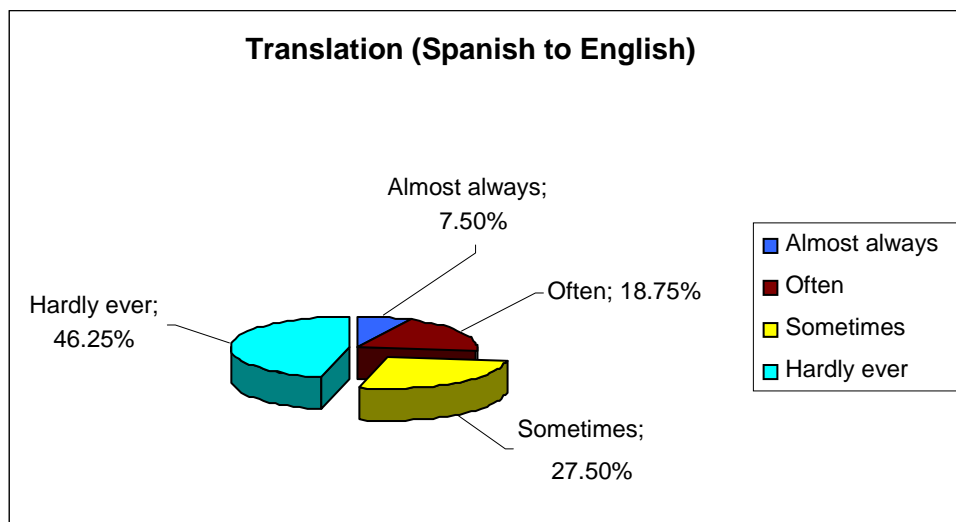
36.25% of the undergraduates who completed the survey maintained that they had used their English knowledge in other subjects during their studies at Nursing School whereas 63.75% expressed they had never needed it.

Graph 21: Use of English in other subjects at Nursing School

Use of English in other subjects at Nursing school

Yes; 36.25%

No; 63.75%

- Yes
- No

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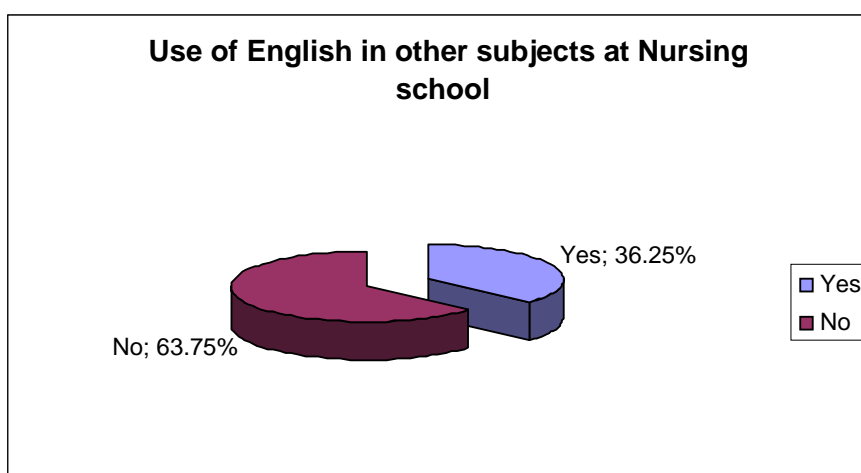
Students were also asked to assess their English level in each of the macro-skills when they were almost finishing their English course at Nursing School and their answers showed that:

Only 1.25% of the participants in the sample believed their Reading Comprehension skill was *excellent*, 7.5% expressed it was *very good* while 30% said it was *good*. 38.75% assessed it as *fair* and 22.50% regarded it as *poor*.

Graph 22: Students' assessment of their own Reading Comprehension skills
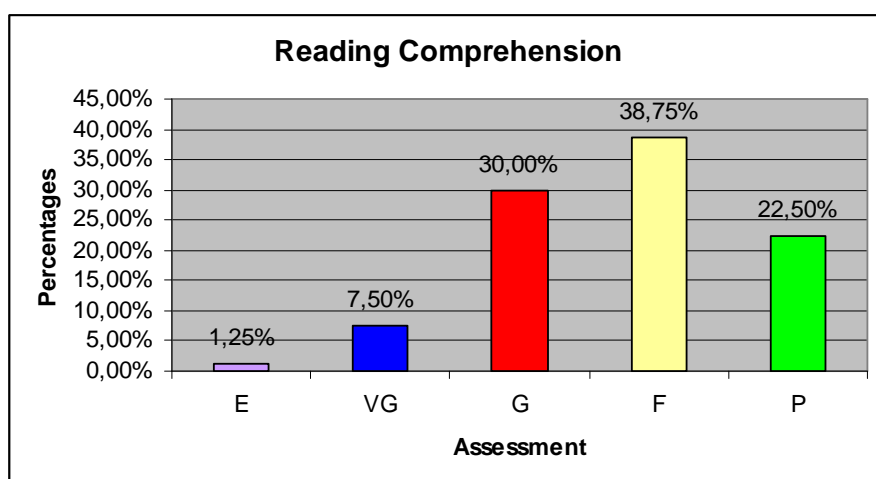
7.5% of the respondents believed their Writing skill was *very good* while 28.75% said it was *good*. 45% assessed it as *fair* and 18.75% regarded it as *poor*. No student surveyed (0%) expressed it was *excellent*.

Graph 23: Students' assessment of their own Writing skills
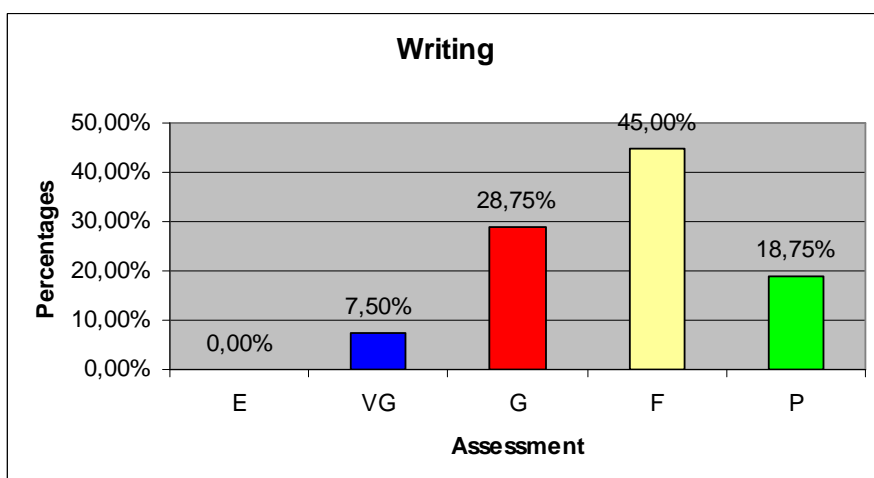
When respondents were asked to assess their Speaking skill, 3.75% of them maintained it was *very good* while 18.75% said it was *good*. 37.50% regarded it as *fair* and 40% admitted it was *poor*. Nobody (0%) believed it was *excellent*.

Graph 24: Students' assessment of their own Speaking skills
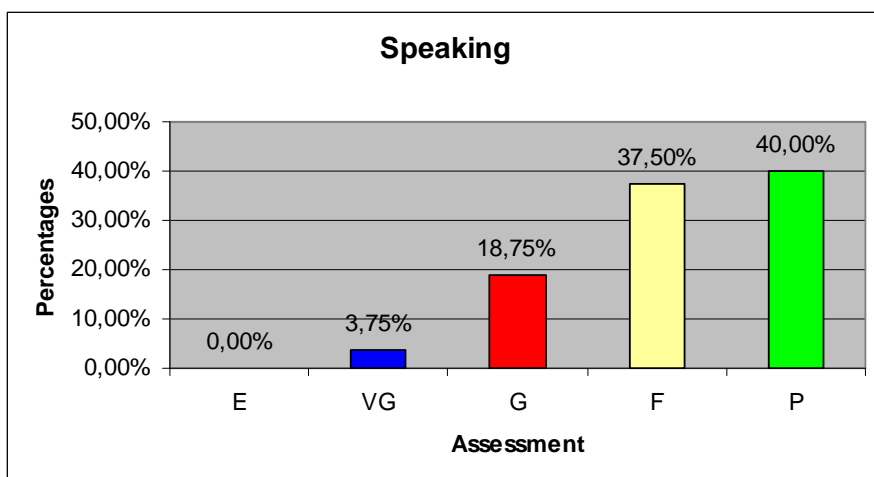
As far as Listening Comprehension skills were concerned, 5% of the respondents expressed they were *very good* while 33.75% said they were *good*. 32.50% assessed them as *fair* and 28.75% regarded them as *poor*. No student (0%) assessed them as *excellent*.

Graph 25: Students' assessment of their own Listening skills
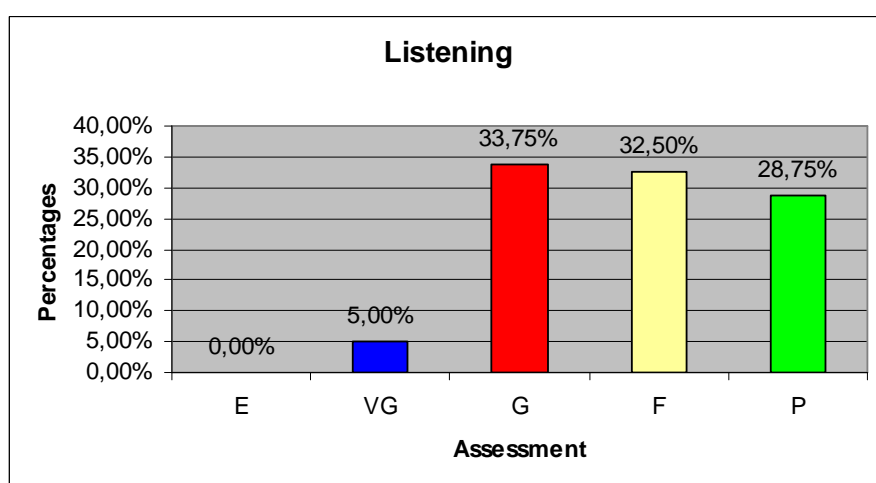
1.25% of the students surveyed further reported that they were *excellent* at translating from English to Spanish, 13.75% expressed they were *very good* while 42.50% asserted they were *good*. 31.25% remarked their translation work was *fair* and 11.25% admitted that it was *poor*.

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Graph 26: Students' assessment of their own skills in translation from English to

Spanish

Translation (English to Spanish)
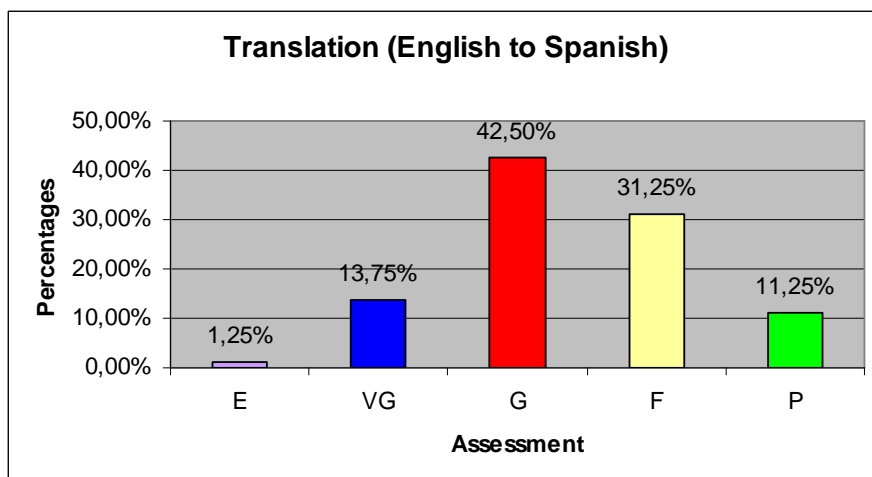
As far as translating from Spanish to English was concerned, 3.75% of the learners who answered the questionnaire expressed their skills were *very good* while 28.75% said they were *good*. 46.25% considered their translation work as *fair* and 21.25% regarded it as *poor*. No respondent (0%) believed that they were *excellent* at translating.

Graph 27: Students' assessment of their own skills in translation from Spanish to English

Translation (Spanish to English)

- E: 0,00%
- VG: 3,75%
- G: 28,75%
- F: 46,25%
- P: 21,25%

(Y-axis: Percentages, 0,00% to 50,00%; X-axis: Assessment)
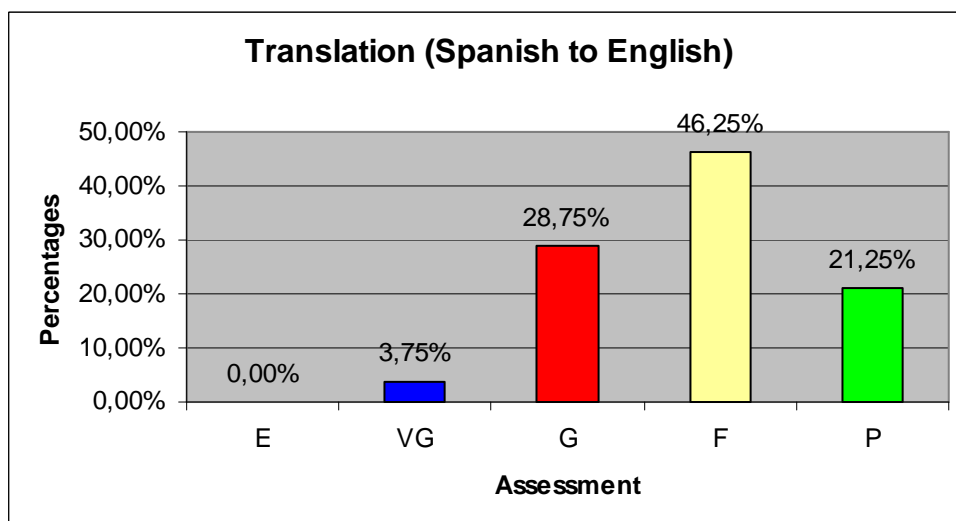
In the final question, the students surveyed were asked if the lack of fluency in each of the macro-skills previously assessed could potentially limit their future professional development. 63.75% of the respondents admitted it could whereas 36.25% asserted it could not.

Graph 28: Can lack of English limit future professional development?

Can lack of English limit future professional development?

- No; 36.25%
- Yes; 63.75%
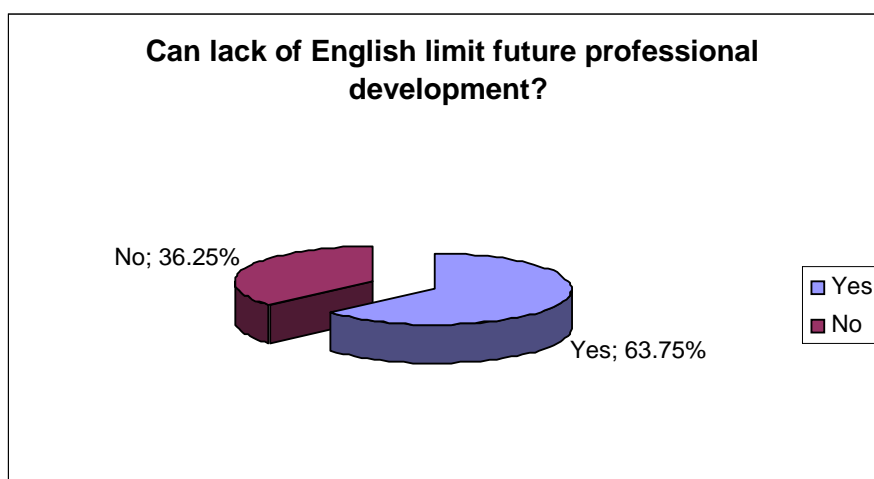
The learners who answered positively to the previous question (63.75%) were required to explain briefly how the lack of English could limit their opportunities. The limitations seemed to fall into three areas: professional development, job opportunities and daily use of English at work. In their view, English was used for professional development to understand bibliography, attend congresses and travel abroad. Knowing English also gave them access to more benefits, for instance, better chances to get jobs in Argentina (e.g., in clinics) or even abroad. One institution in the sample was military. Its students expressed that, if they had a good level of English, they could be sent abroad forming part of the Argentinean peacekeeping troops as United Nations Blue Helmets. This was a challenge as well as a great opportunity in their careers. Regarding their use of English in their work, it was mentioned that handbooks to use new technology and apparatuses came with instructions in that language. English was also used in Pharmacology therefore its knowledge was necessary to keep up to date in this area. Moreover, speaking English could even help them to communicate with foreign patients.

Class Observation

The Data matrix can be seen in Appendix E, Part 2.

Each class that was observed had an average of 35 students with heterogeneous levels of English and it should be pointed out that all the teachers were always very patient and willing to help their students whenever learning difficulties appeared.

Graph 29 below summarises the use that was made of the class time according to the activities that were done in the twenty-four classes (2640 minutes) which were observed (See Appendix E, Part 2).

Miscellaneous activities which were not connected to the development of any of the macro-skills accounted for 17.4% of twenty-four classes observed.

14.1% of the classes were devoted to the practice of segregated skills (Reading Comprehension accounted for 12.2% and Writing for 1.9%).

Only 2.5% of the class time involved the partial integration of macro-skills which did not include Reading activities. For example, Speaking and Listening accounted for 1.3% of that time while Listening and Translating from English to Spanish accounted for the remaining 1.2%.

66% of the activities included the partial integration of the macro-skill of Reading with one or two macro-skills. This number was obtained by adding up the following percentages: Reading and Writing (19.9%), Reading aloud and Listening (correction of exercises) (1.7%), Reading and translation from English to Spanish (36.4%), Listening, Reading and Writing (1.5%), Reading, Writing and translation from English to Spanish (3%), Reading, Listening and Speaking (1.3%), Reading, translation from English to Spanish and from Spanish to English (1.3%) ending with Reading and translation from Spanish to English (0.9%).

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Graph 29: Skill integration in the classes observed

Skill integration in classes observed

Miscell.(No skills); 17.40%

Segregated; 14.10%

Part (Read); 66%

Part (No Read); 2.50%

- Miscell.(No skills)
- Segregated
- Part (No Read)
- Part (Read)
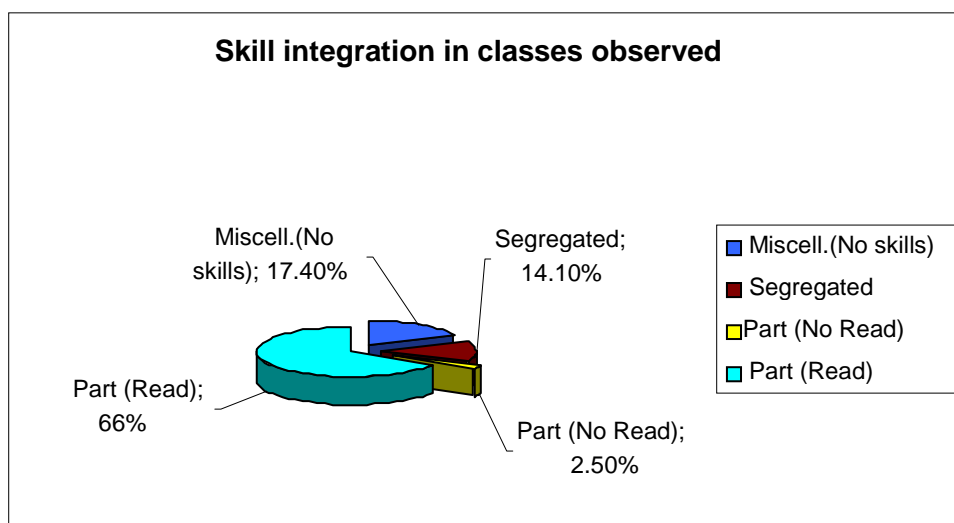
The materials used in class (booklets made by the teachers, books and photocopies) dealt with issues related to Nursing. For instance, some texts dealt with the urinary, digestive, circulatory and female/male reproductive systems. Topics such as burns, infectious diseases, fetal alcohol syndrome, thalassemia and gestational diabetes were included, as well. There were also extracts about accidents and emergencies, caring for the elderly, mobile medical units and intramuscular injections.[13]

It may be interesting to mention that it was observed that one of the groups used an English for Nursing Purposes book which offered activities covering the four macro-skills but only the exercises involving the macro-skill of Reading were done. After the lesson, the teacher explained to the researcher that

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[13] For a detailed list of all the topics, see Appendix E, Part 2: Materials used, pp.236-237

students were expected "to understand and not to produce" so most of the texts were read and then translated from English to Spanish. Therefore the activities involving the macro-skills of Writing, Speaking and Listening were skipped by this teacher.

Nevertheless, several other activities were done throughout the twenty-four classes that were observed. Table 5 below provides a brief description of these activities within each macro-skill or combination of macro-skills that were practised.

Table 5: Class observation: macro-skills practised and description of activities

Macro-skills	Activities
Reading and Writing	The students read the grammar theory and solve exercises where they have to fill in the blanks or finish questions or sentences. The students read a text and: answer questions, fill in blanks with words or phrases, reorder questions or sentences, solve puzzles, finish sentences, write words next to definitions and complete charts. The students do problem solving activities (they read information about food and create a suitable meal for an athlete, a diabetic, etc). The students read a text or exercises from the board and copy them in their folders.
Reading aloud and Listening (correction of exercises)	The teacher or a student reads aloud the answers to the exercises while the other students listen and check their own work.
Reading and translation from English to Spanish	The students read out a text in English and write the translation in Spanish. Students translate isolated words.
Reading	The students do read and match, true or false and multiple choice exercises.

Macro-skills	Activities
Listening, Reading and Writing	The students listen to a song and match columns and write the missing words in the gaps of the lyrics provided. The students listen to a dialogue and complete the blanks.
Reading, Writing and translation from English to Spanish	The students read out a text in English, provide an oral interpretation or translation in Spanish and then do written exercises. The students read out instructions, explain in Spanish what they are supposed to do in the exercise and then solve it. The students solve a Reading or Writing exercise in groups and translate it among themselves to check it.
Speaking and Listening	The teacher asks questions on the text or Nursing knowledge students are supposed to have and the students answer. The teacher asks questions about the weekend, personal experience and the students answer.
Writing	The students write sentences using new vocabulary. The students write a paragraph or sentences expressing and justifying their opinions.
Reading, Listening and Speaking	The teacher reads out a text, the students follow it in their copies. Then the teacher asks questions and the students answer them looking at the text.
Reading, translation from English to Spanish and translation from Spanish to English	The students read sentences and provide oral translations. The students read and translate when they are correcting exercises. The students read a text in English, translate it to Spanish and then match the Spanish translations to sections in a chart.
Listening and translation from English to Spanish	The teacher asks questions in English and asks students to translate them to Spanish. The teacher explains or gives instructions in English and the students translate to Spanish what he/she has said.
Reading and translation from Spanish to English	The students read a text in English and do exercises where Spanish translations (sentences, words) have to be matched to the English versions.

Even though most of the activities described above were not very demanding, several students manifested that they found it difficult to do them, thus showing the heterogeneous levels of English present in the class. Some learners did not understand the teachers' explanations or what they were supposed to do and repeatedly asked the same questions. Whenever difficult sentences appeared, students called the teacher for help. When translating from English to Spanish, there were students who produced incoherent sentences so the teacher gave them more time to re-think them. Some of the students who did not understand got distracted and started talking. To avoid these problems, teachers slowed the pace of the class and encouraged weaker students to participate.

Concerning Spanish to English translation, it was usually used to help or guide students when they had difficulties, e.g., the teacher would ask a student who did not know how to answer a question "¿Cómo dirías que hay que preguntarle al herido si puede caminar?" In other cases, translation was frequently used by insecure students who needed to check their understanding of instructions or vocabulary.

Translation from English to Spanish was practised almost all the classes because the teachers explained that the mid-term and final exams consisted exclusively of that type of activity. Students seemed to be worried about exams because they were constantly asking their teachers what exams were going to be like.

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There was only one teacher who focused explicitly on a Listening comprehension activity in the twenty-four classes that were observed. This teacher used a song – which was not connected to Nursing topics – to revise grammar and general vocabulary. Then the students were asked to listen to a CD and fill in blanks and match columns in the copies provided with the lyrics. Before the CD was played, some students complained that they were being asked to do a very difficult task which was beyond their level. The teacher encouraged them to try and played the CD four times. While the teacher was writing the answers to the exercise on the board so that the learners could correct their work, the students who had previously complained expressed that they were happy to discover that they had done better than they had expected.

Interview to Ten Graduate Nurses

The Data matrix can be seen in Appendix F, Part 2.

When the ten graduate nurses who were interviewed were inquired about their English level before entering Nursing School, 90% explained it was elementary, 10% said it was intermediate and no respondent (0%) assessed it as advanced.

Graph 30: Graduate Nurses' English level before entering Nursing School

English Level

Intermediate; 10%

Advanced; 0%

Elementary; 90%

☐ Elementary
☐ Intermediate
☐ Advanced
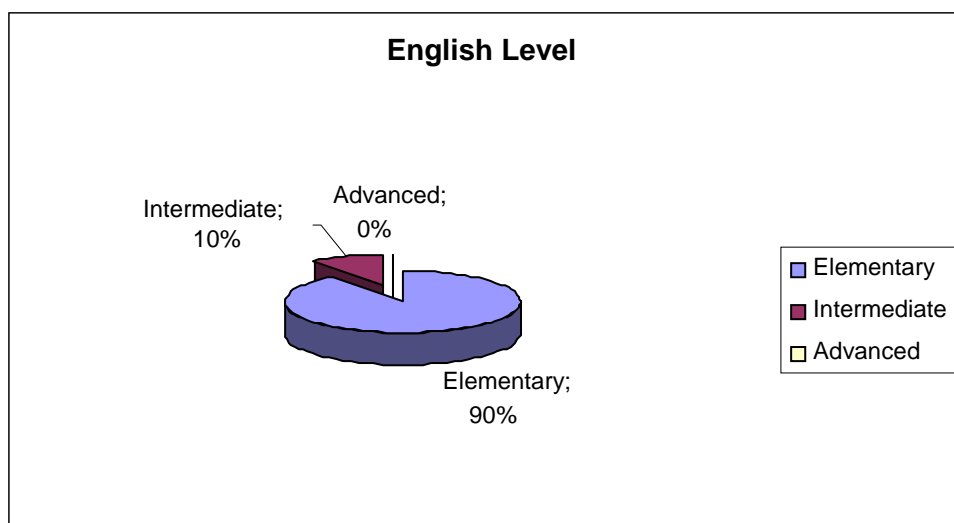
When the nurses in the sample were asked where they had studied English before entering Nursing School, 70% answered it had been only at Secondary School while 30% had also taken courses in institutes.

Concerning how often each of the macro-skills had been practised in their English classes when they were at Nursing School, their answers evinced that:

30% of the nurses in the sample had *sometimes* practised Reading Comprehension, 20% *often* had whereas 50% expressed that they had *hardly ever* done so. No respondent (0%) selected *almost always* as answer.

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Graph 31: Frequency of practice in Reading comprehension (per class)

Reading Comprehension

Almost always; 0%

Often; 20%

Hardly ever; 50%

Sometimes; 30%

Legend:
- Almost always
- Often
- Sometimes
- Hardly ever
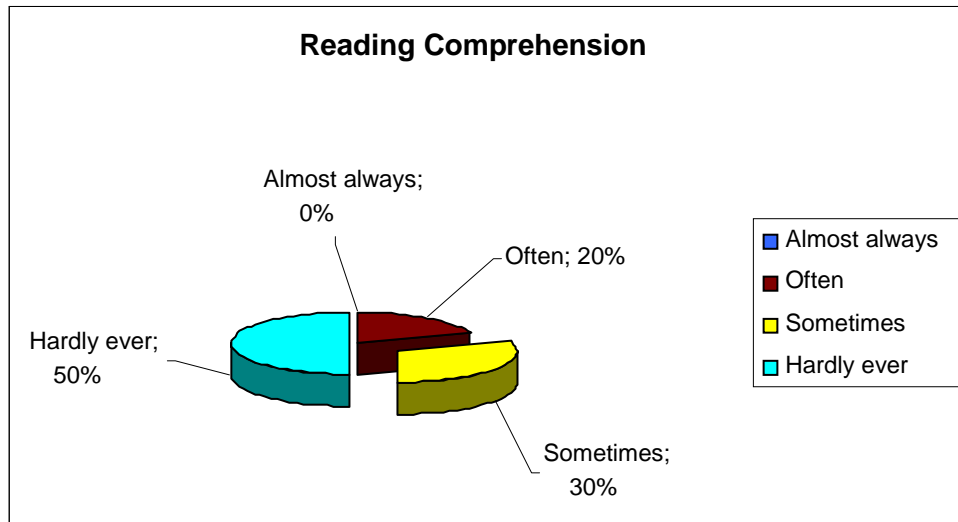
Regarding the macro-skill of Writing, the interviewees asserted that the frequency of practice had been:

Almost always: 0%

Often: 40%

Sometimes: 20%

Hardly ever: 40%.

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Graph 32: Frequency of practice in Writing (per class)
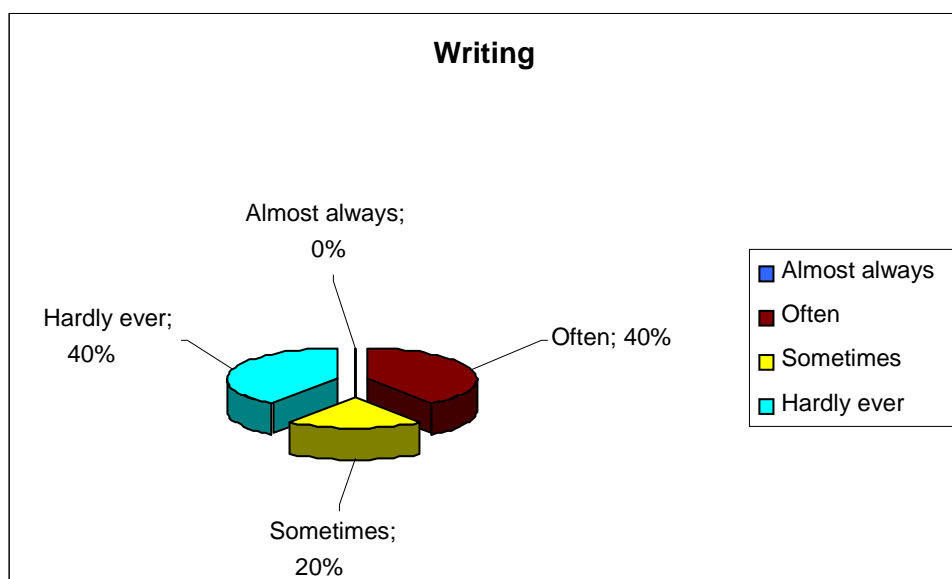
Turning to the macro-skill of Speaking, 10% of the respondents had *often* practised it when they were studying while 10% *sometimes* had. The remaining 80% had *hardly ever* done this type of activity. No interviewee (0%) selected *almost always* as an answer.

Graph 33: Frequency of practice in Speaking (per class)
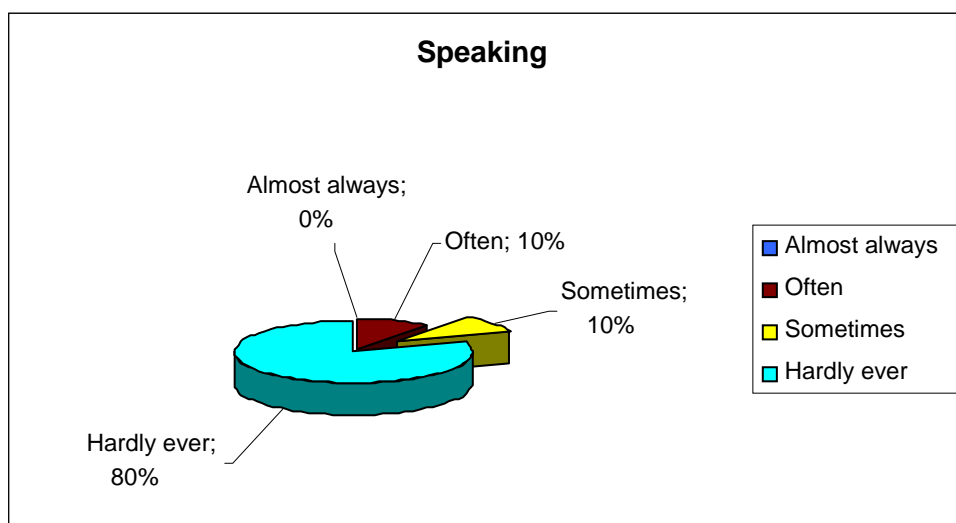
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As far as the macro-skill of Listening was concerned, the lowest percentages were registered in *almost always* (10%) and *often* (10%). 20% of the nurses in the sample had *sometimes* done listening comprehension exercises whereas 60% *hardly ever* had.

Graph 34: Frequency of practice in Listening (per class)
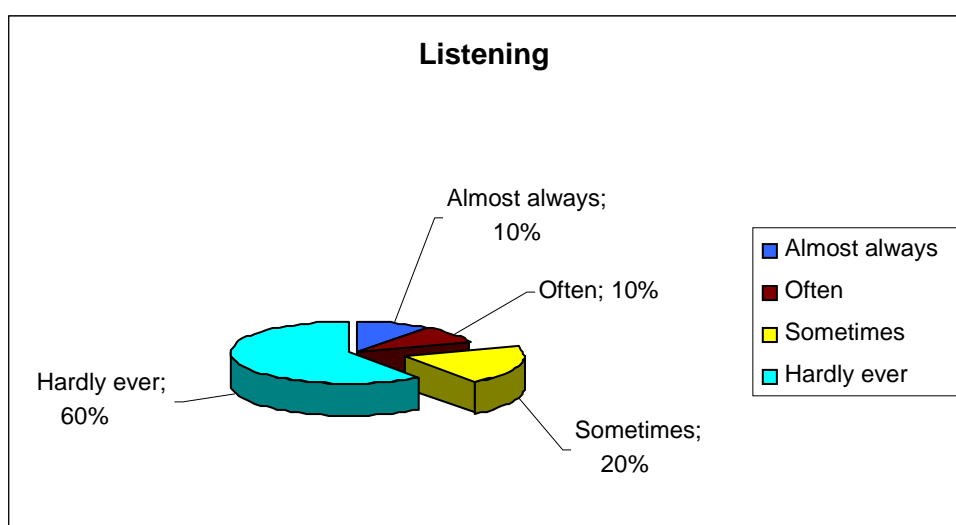
Regarding how often nurses had done translation activities from English to Spanish when they were students, 40% asserted they had *almost always* done this type of activity. Of the remaining 60%, 30% *sometimes* had and 30% *hardly ever* had. No respondent (0%) selected *often* as an answer.

Graph 35: Frequency of practice in translation from English to Spanish (per class)

Translation (English to Spanish)

Hardly ever; 30%

Almost always; 40%

Often; 0%

Sometimes; 30%

- Almost always
- Often
- Sometimes
- Hardly ever
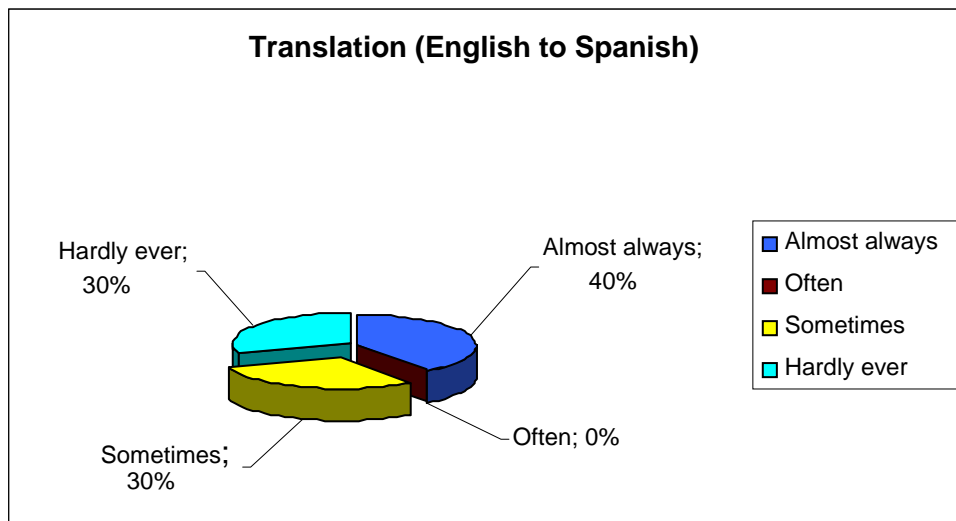
When asked about the frequency of practice in translating from Spanish to English, most of the respondents (80%) reported that they *hardly ever* did so when they were studying and 20% stated that they *sometimes* did so. No nurses 0%) in the sample selected the other options, i.e., *almost always* and *often*.

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Graph 36: Frequency of practice in translation from Spanish to English (per class)

Translation (Spanish to English)

Almost always;
0%

Often; 0%

Sometimes;
20%

- Almost always
- Often
- Sometimes
- Hardly ever

Hardly ever;
80%
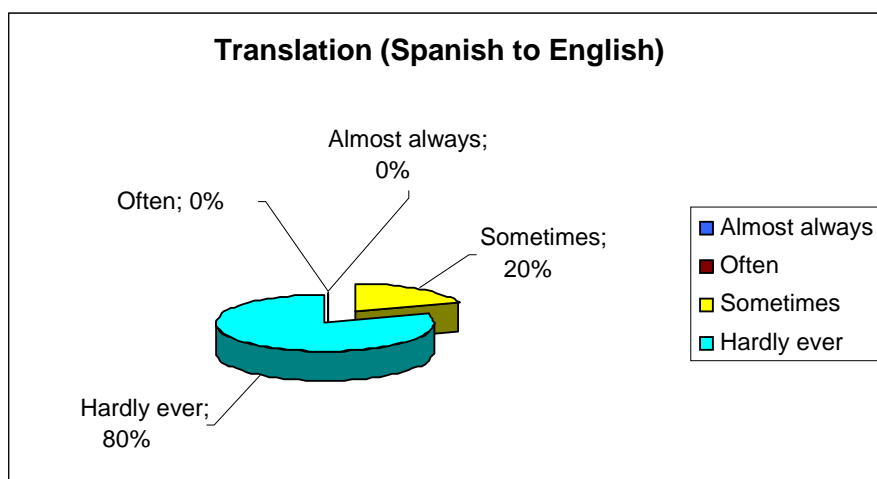
70% of the graduates surveyed maintained that they had needed to use their English knowledge in other subjects when they were studying at Nursing School. These subjects included Pharmacology and Nursing Practice, where students were expected to read bibliography, handbooks or instructions in apparatuses in English. 30% reported they had never needed it.

30% of the respondents had attended an English course after graduating from Nursing School, either while doing their Licenciaturas – 2 hours a week for one school year – or at institutes. Private tuition was generally used whenever English was needed for a specific purpose.

30% of the interviewees affirmed that English was *hardly ever* used at postgraduate level. However, 40% said it was *sometimes* used, 20% expressed it was *often* used and 10% asserted that it was *almost always* used.

The ten nurses were then asked to rank each of the macro-skills according to the importance they had in their further studies and in their daily jobs, ranging from 1 (the most frequently used) to 6 (the least frequently used). Table 6 below provides the ranking of the macro-skills in both areas.

Regarding the nurses' use of the macro-skills in their further studies, the results were:

<u>1st and 2nd Place</u>: They were shared by Reading Comprehension and translation from English to Spanish, with 50% each.

<u>3rd Place</u>: Listening (50%) – Writing (40%) – translation from Spanish to English (10%)

<u>4th Place</u>: Writing (50%) – Listening (40%) – Speaking (10%)

<u>5th Place</u>: It was shared by Speaking (40%) and translation from Spanish to English (40%). Writing and Listening followed them, with 10% each.

<u>6th Place</u>: It was shared by Speaking (50%) and translation from Spanish to English (50%).

As far as the degree to which the macro-skills were used in their daily jobs, the ranking was:

<u>1st and 2nd Place</u>: They were shared by Reading Comprehension and translation from English to Spanish with 50% each.

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3rd Place: Listening (50%) – Writing (40%) – translation from Spanish to English (10%)

4th Place: Writing (50%) – Listening (40%) – Speaking (10%)

5th Place: Speaking (50%) – translation from Spanish to English (30%) – Writing (10%) – Listening (10%)

6th Place: translation from Spanish to English (60%) – Speaking (40%)

Table 6: Use of macro-skills in nurses' daily jobs and further studies according to 10 graduate nurses who were interviewed

Ranking	Nurses' daily jobs	Nurses' further studies
1 - 2	Shared by Reading Comprehension and translation from English to Spanish	Shared by Reading Comprehension and translation from English to Spanish
3	Listening	Listening
4	Writing	Writing
5	Speaking	Shared by Speaking and translation from Spanish to English (40% each)
6	Translation from Spanish to English	Shared by Speaking and translation from Spanish to English (50% each)

Afterwards, the graduates surveyed were also asked to assess their current level of English for Nursing Purposes in each of the macro-skills. Their answers showed that:

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10% believed their Reading Comprehension skill was *excellent*, 0% considered it was *very good* while 20% said it was *good*. 30% expressed it was *fair* and 40% regarded it as *poor*.

Graph 37: Graduate nurses' assessment of their own Reading Comprehension skills
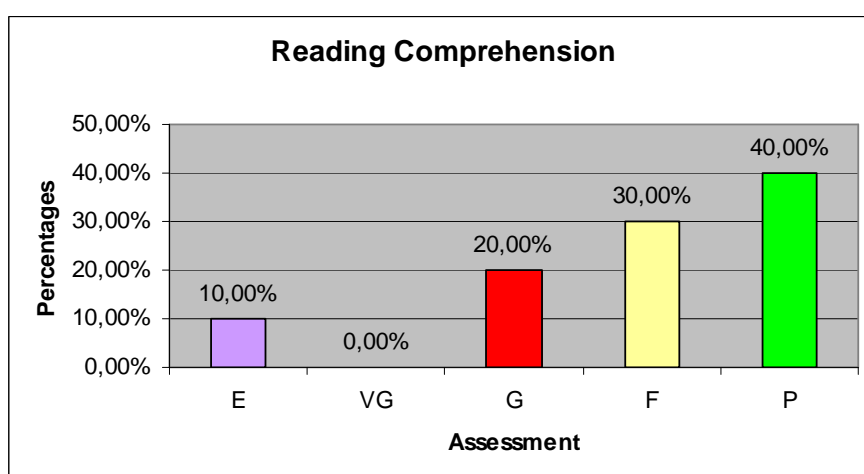
No respondent (0%) believed their Writing skills were *excellent*. 10% expressed their skills were *very good* and 20% said they were *good*. Another 20% assessed their skills as *fair* while the remaining 50% regarded them as *poor*.

Graph 38: Graduate nurses' assessment of their own Writing skills
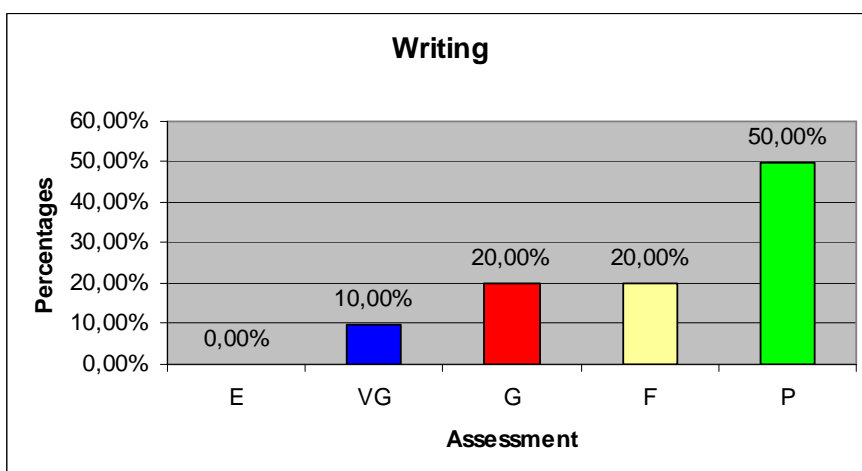
Regarding their Speaking skills, 10% of the interviewees assessed them as *excellent*. No respondent (0%) said they were either *very good* or *good*. 30% regarded their Speaking skills as *fair* whereas 60% considered them as *poor*.

Graph 39: Graduate nurses' assessment of their own Speaking skills
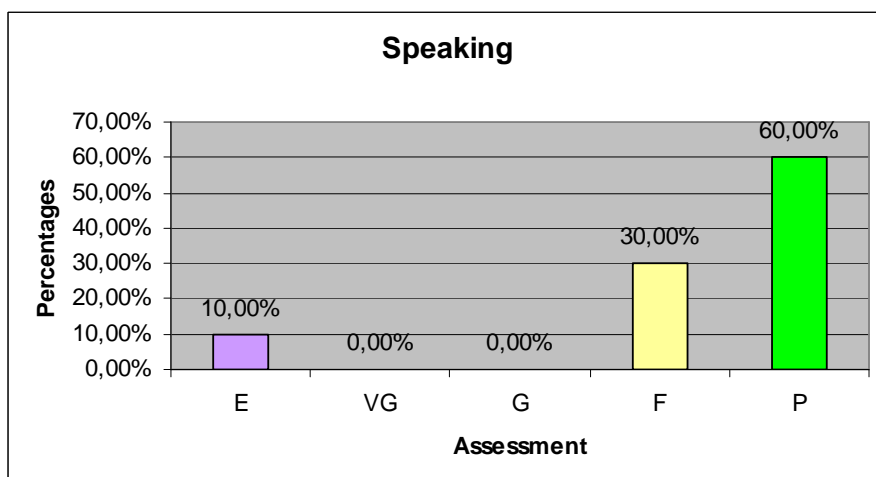
None of the respondents (0%) expressed that their Listening Comprehension skills were either *excellent* or *very good*. 10% considered their skills were *good*. The majority (60%) regarded them as *poor* while the remaining 30% assessed them as *fair*.

Graph 40: Graduate nurses' assessment of their own Listening skills
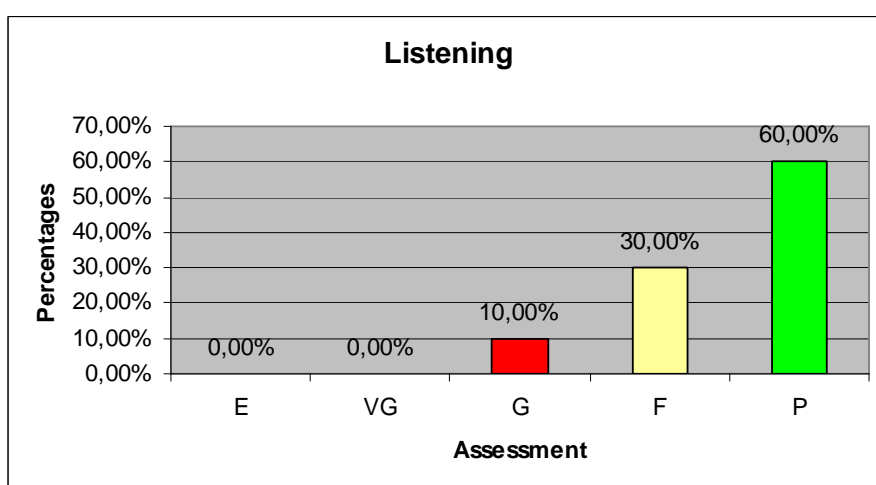
10% of the ten nurses further expressed that they were *very good* at Translating from English to Spanish and 30% defined themselves as *good* at this type of activity. 20% remarked that their translation skills were *fair* while 40% assessed them as *poor*.

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Graph 41: Graduate nurses' assessment of their own skills in translation from English to Spanish

Translation (English to Spanish)
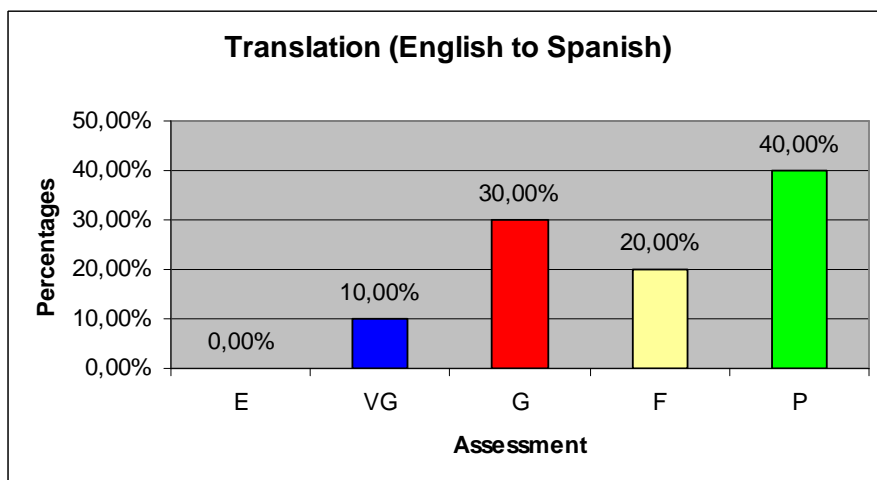
No respondent (0%) thought that they were *excellent* at translating from Spanish to English. 10% explained they were *very good* while 20% affirmed they were *good*. 20% considered their translation work as *fair* and 50% regarded it as *poor*.

Graph 42: Graduate nurses' assessment of their own skills in translation from Spanish to English

Translation (Spanish to English)

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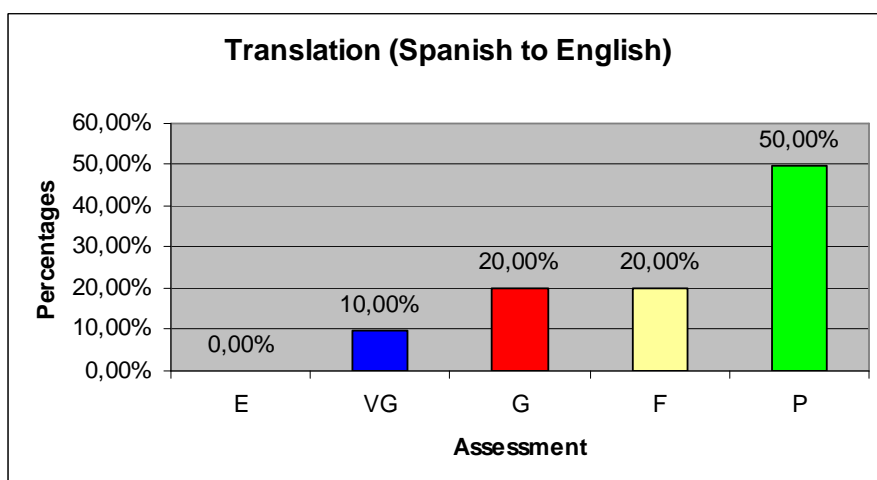
In the last question, the nurses in the sample were asked if the lack of fluency in each of the macro-skills previously assessed could potentially limit their professional advancement. 80% asserted that it could whereas 20% expressed that it could not.

The respondents who answered positively were required to explain briefly how the lack of fluency in each of the macro-skills could limit their professional development. They explained that English was used in seminars and those who did not speak it could not ask questions, express their opinion and were unable to socialise, which created in some of them a feeling of marginalisation. They also missed the opportunity to communicate with professionals from other countries. To solve those difficulties, nurses sometimes had to pay for interpreters. Unfortunately, only few nurses could afford this additional expense.

The interviewees added that specific bibliography to keep up with new advancements in the area was generally written in English so many times translators had to be paid in order to have access to that bibliography.

English was also described as a necessity in the fields of Pharmacology and Robotics, where most of the instructions and handbooks were written in English.

In addition, not having a good level of English reduced the respondents' possibilities of research because they were unable to read and/or write papers in that language.

A nurse exemplified that he had not been able to apply for a well-paid job in the United States and another had lost the chance of getting a scholarship abroad because their English level did not meet the required standards.

Furthermore, it was mentioned that English might be needed in some hospitals/clinics to have a better communication with foreign patients.

The interviewees were finally welcome to make any additional comments they considered helpful. They admitted that the English level at Nursing School had to be improved. They affirmed that Nursing students had to learn, at least, how to make presentations and write an article as well as a curriculum vitae in English. Moreover, they remarked that more English periods were needed at Nursing Schools and at Licenciaturas because knowing English was an asset that might give more prestige to their profession.

A respondent who did not have a good level of English advocated for courses to learn it in-service, acknowledging the importance the language had for nurses' professional development.

A nurse in the sample expressed that she was satisfied with her command of the language and had a good attitude towards English.

Chapter 6: Discussion and Conclusions

Discussion

As it may be recalled, the research question that informed the present paper was to what extent the teaching of the macro-skill of Reading was integrated with the macro-skills of Writing, Speaking and Listening in English for Nursing Purposes courses in the Third Year of Nursing School in four institutions in the districts of San Isidro, San Fernando, San Miguel and Malvinas Argentinas (Buenos Aires province).

The first hypothesis that guided this research paper stated that the teaching of the macro-skill of Reading might not be fully integrated with the teaching of the macro-skills of Writing, Speaking and Listening in English for Nursing Purposes courses in the Third Year of Nursing School.

If the macro-skill of Reading had been taught following a fully-integrated-skill approach, the percentages expressing the frequency of practice in class of the macro-skills of Writing, Speaking and Listening would have been similar to the percentages of the frequency of practice of the macro-skill of Reading. However, the figures obtained from the sample show that this was not the case.

Said figures can be seen in Table 7 and graphs 43-48 below, which provide a summary of the data obtained from the English teachers, Nursing students and graduate nurses who took part in the survey regarding the frequency with which each macro-skill was practised in class.

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Table 7: Summary of data obtained from English teachers, Nursing students and graduate nurses who took part in survey regarding frequency with which each macro-skill was practised in class

MACRO-SKILL	TEACHERS (Interview)	TEACHERS (Questionnaire)	STUDENTS Questionnaire)	GRADUATE NURSES (Interview)
READING	Almost always: 75% Often: 25% Sometimes: 0% Hardly ever: 0%	Almost always: 80% Often: 10% Sometimes: 10% Hardly ever: 0%	Almost always: 16.25% Often: 17.5% Sometimes: 53.75 % Hardly ever: 12.5%	Almost always: 0 % Often: 20% Sometimes: 30% Hardly ever: 50%
TRANSLATION FROM ENGLISH TO SPANISH	Almost always: 75% Often: 25% Sometimes: 0% Hardly ever: 0%	Almost always: 90% Often: 0% Sometimes: 10% Hardly ever: 0%	Almost always: 50% Often: 27.5% Sometimes: 16.25% Hardly ever: 6.25%	Almost always: 40% Often: 0% Sometimes: 30% Hardly ever: 30%
WRITING	Almost always: 25% Often: 25% Sometimes: 25% Hardly ever: 25%	Almost always: 20% Often: 40% Sometimes: 10% Hardly ever: 30%	Almost always: 22.5% Often: 23.75% Sometimes: 42.5% Hardly ever: 11.25%	Almost always: 0% Often: 40% Sometimes: 20% Hardly ever: 40%
LISTENING	Almost always: 0% Often: 0% Sometimes: 75% Hardly ever: 25%	Almost always: 10% Often: 0% Sometimes: 30% Hardly ever: 60%	Almost always: 1.25% Often: 7.5% Sometimes: 38.75% Hardly ever: 52.5%	Almost always: 10% Often: 10% Sometimes: 20% Hardly ever: 60%
SPEAKING	Almost always: 0 % Often: 0% Sometimes: 25% Hardly ever: 75%	Almost always: 0% Often: 20% Sometimes: 10% Hardly ever: 70%	Almost always: 5% Often: 17.5% Sometimes: 40% Hardly ever: 37.5%	Almost always: 0% Often: 10% Sometimes: 10% Hardly ever: 80%
TRANSLATION FROM SPANISH TO ENGLISH	Almost always: 0 % Often: 0% Sometimes: 50% Hardly ever: 50%	Almost always: 0% Often: 0% Sometimes: 20% Hardly ever: 80%	Almost always: 7.5% Often: 18.75% Sometimes: 27.5% Hardly ever: 46.25%	Almost always: 0% Often: 0% Sometimes: 20% Hardly ever: 80%

Graph 43: Summary of data obtained from English teachers, Nursing students and graduate nurses regarding Reading as being almost always practised in class

Reading
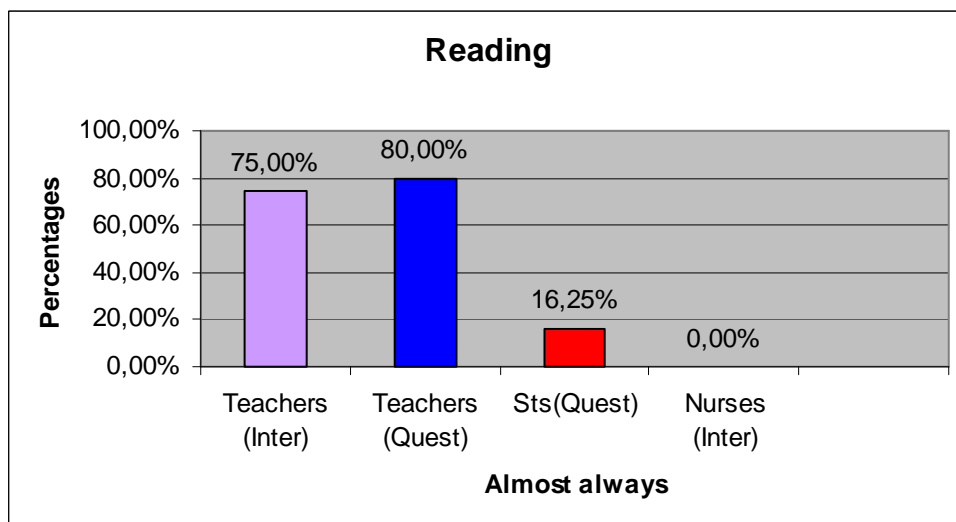
Graph 44: Summary of data obtained from English teachers, Nursing students and graduate nurses regarding translation from English to Spanish as being almost always practised in class

Translation (from English to Spanish)
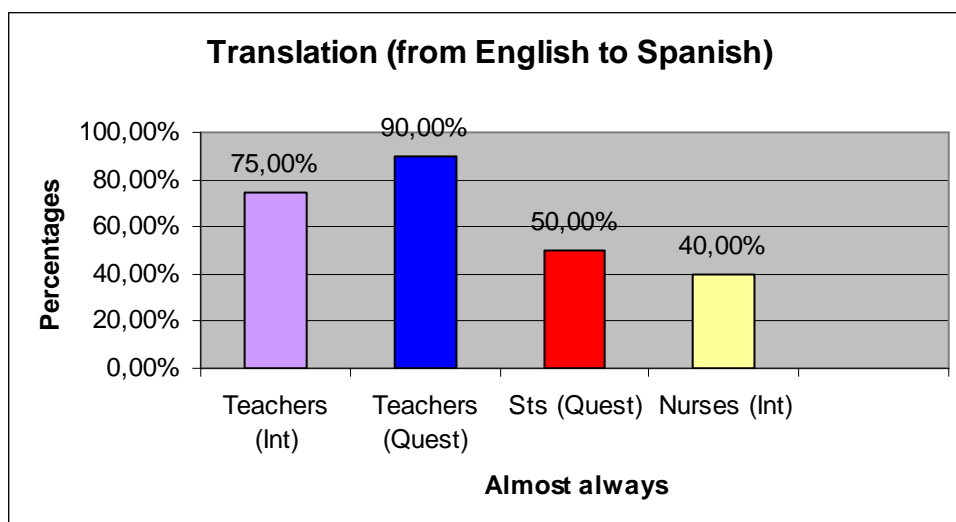
Graph 45: Summary of data obtained from English teachers, Nursing students and graduate nurses regarding Writing as being almost always practised in class

Writing
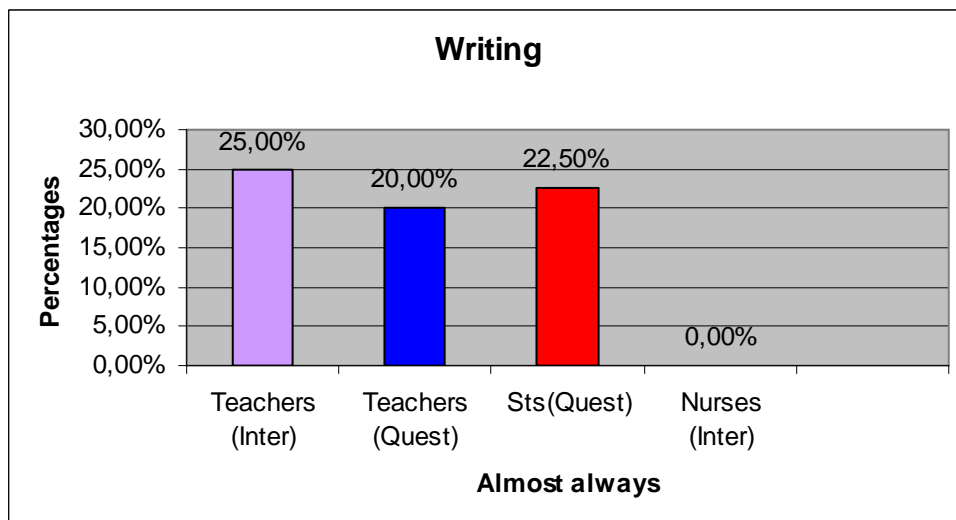
Graph 46: Summary of data obtained from English teachers, Nursing students and graduate nurses regarding Listening as being almost always practised in class

Listening

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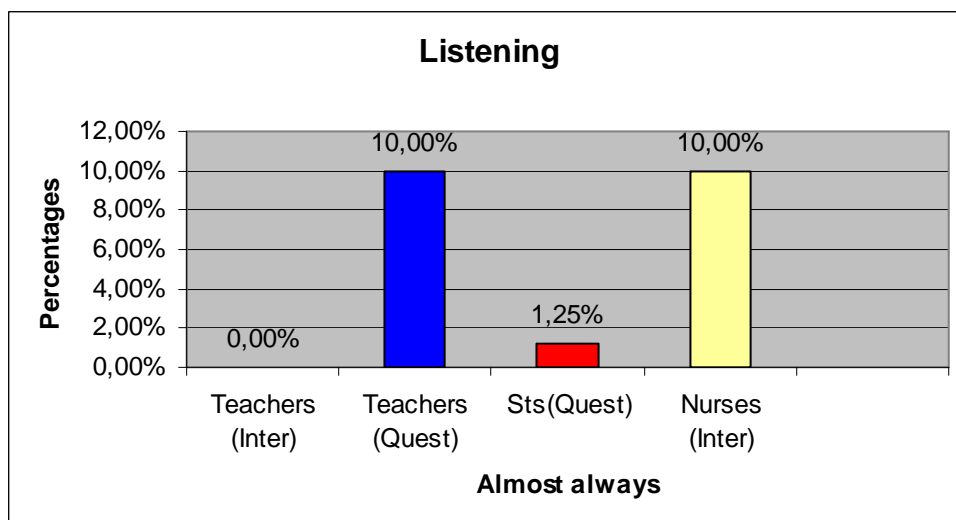
Graph 47: Summary of data obtained from English teachers, Nursing students and graduate nurses regarding Speaking as being almost always practised in class

Speaking
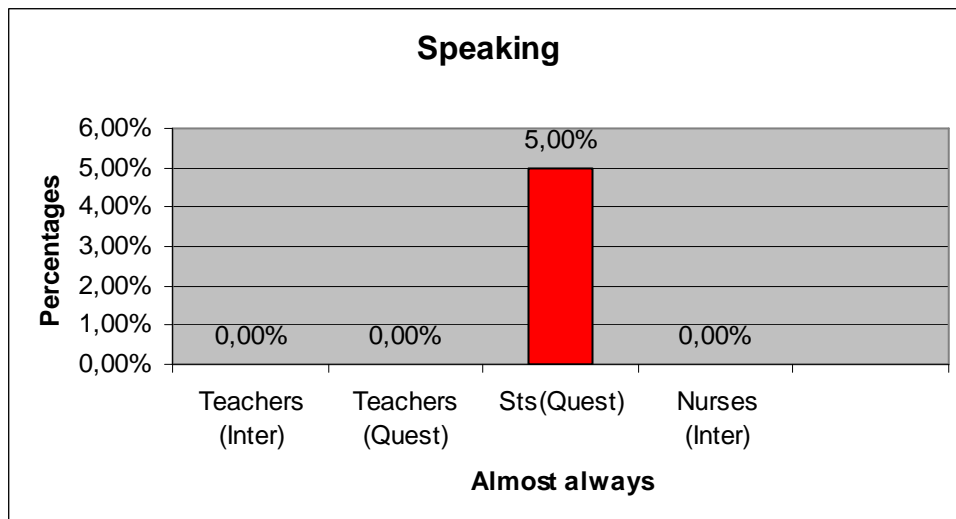
Graph 48: Summary of data obtained from English teachers, Nursing students and graduate nurses regarding translation from Spanish to English as being almost always practised in class

Translation (from Spanish to English)
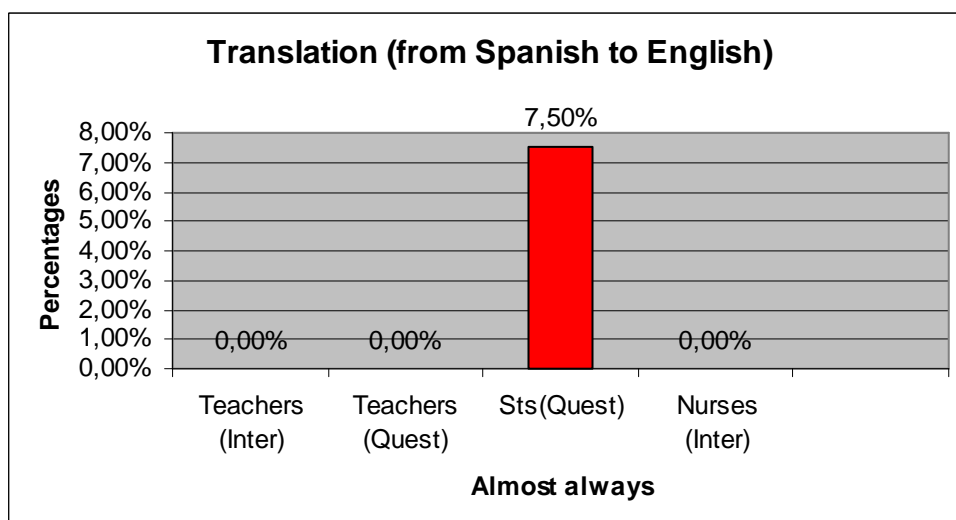
Except for the activities which involved translation from English to Spanish, the students' answers indicated variations from the rest of the respondents, which might have resulted from a different interpretation of the activities included in each macro-skill due to their lack of familiarity with such terms. Only regarding the macro skill of Writing were their answers similar to the teachers'. Additionally, the learners in the survey provided an interesting reply as far as translation from Spanish to English was concerned from which it might be inferred that they needed to rely on the use of the mother tongue to be reassured of the meaning of new vocabulary.

The answers given by the graduate nurses in the sample seemed to suggest that translation from English to Spanish was the prevailing activity practised when they were at Nursing School. The macro skill of Listening came surprisingly second – teachers and students had ranked Reading, translation from English to Spanish or Writing as second, relegating Listening to lower places in the ranking.

It is relevant to highlight that 50% of the interviewed teachers and 90% of the teachers who answered the questionnaire explained that integration was affected by two main factors. Firstly, they mentioned the reduced timetable. They stated that only 120 minutes, once a week for nine months, were devoted to the teaching of English at Nursing School and that they considered it was not enough. Secondly, these teachers manifested that their groups of students frequently had heterogeneous levels of English. Due to this characteristic, the teachers who were surveyed stated that they frequently had to slow down the

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pace of the class to help weak students overcome their difficulties and, as a consequence, they lacked the time they needed to fully integrate all the macro-skills.

Class observation in the four institutions showed that the macro-skill of Reading was taught following either a segregated or a partially-integrated approach. The use of the segregated approach accounted for 12.2% of the class time. The typical tasks used included reading a text related to the Health Sciences, looking up new vocabulary in the English/Spanish dictionary and doing three types of exercises: read and match, true or false and multiple choice. Students were free to work individually, in pairs or in groups and teachers intervened whenever they were required to do so.

During 66% of the class time observed, Reading was the focus but it was taught following a partially-integrated approach. With the aim of accounting for the different combinations of Reading with other macro-skills within this 66% of class time, it could be detailed that:

- Reading was associated to translation from English to Spanish 36.4% of the class time.

- Reading and Writing activities occupied 19.9% of the time.
- Only 3% of the time available was devoted to the association of Reading, translation from English to Spanish and Writing.

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- 2.6% of the time was shared by the integration of the macro-skills of Reading, Speaking and Listening or Reading and translation from English to Spanish and from Spanish to English, both with 1.3% each.

- Reading, Listening and Writing represented 1.5% of the class time.

- The activity of correction of exercises, which included the integration of reading aloud with the macro-skill of Listening, accounted for 1.7% of the time.

- The lowest percentage was registered in the integration of the macro-skill of Reading with translation from Spanish to English (0.9%).

Very distinctively, only 2.5% of the time was devoted to the partial integration of macro-skills which did not include Reading, for example, Speaking and Listening (1.3%) and Listening and translation from English to Spanish (1.2%). The teaching of Writing as a segregated skill accounted for 1.9% of the class time.[14]

In the light of the different data which have been previously discussed regarding the frequency with which the macro-skills were practised in class, it may be concluded that the first hypothesis was proved to be true.

The second hypothesis stated that the skills-centred course design – with emphasis on the macro-skill of Reading only – might be the most widely used in English for Nursing Purposes courses in the Third Year of Nursing School.

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[14] For more details, see Chapter 5: Graph 29, p.142 and Table 5 pp.143-144

Hutchinson and Waters' (1987)[15] contention that the skills-centred approach to ESP was widely used in many countries, especially in Latin America, where university students had the need to read subject texts in English because they were unavailable in their mother tongue, still seemed to be a deeply-rooted teaching practice in Argentina.

A characteristic of the skills-centred approach described by Hutchinson and Waters (1987)[16] was present in the classes observed: learners were seen as users of the language rather than as learners of the language. As it may be recalled, said approach focused on the processes of language use and aimed to develop in students certain skills and strategies that would continue to develop even after the end of the ESP course. The same arguments used in the discussion to prove the first hypothesis also contribute to illustrate this characteristic of developing only certain macro-skills which, in the case of this sample, was Reading.

Moreover, Castro Guerra Ramos' (2006) myth[17], which explained that there were still many teachers in Brazil who believed that if they taught more than one skill they were not teaching ESP, proved to be true also in Argentina. This might be inferred from the fact that, whenever the words *integration of skills* were mentioned in the interviews, 50% of the instructors hurried to explain that Nursing students only needed to develop their reading skills in English for Nursing Purposes (ENP) courses. 25% of the teachers who were interviewed

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[15] See Chapter 1, p.25
[16] See Chapter 1, p.27
[17] See Chapter 3, pp.66-67

considered that integrated-skill instruction could only be used in General English courses, not in ESP.

In tune with this line of thought, Flowerdew and Peacock (2001a, as cited in Basturkmen, 2006: 26)[18] described the view that South American students "traditionally needed only a reading knowledge of English" and that studies often "focus[ed] on identifying the skills needed for a particular workplace or study in a discipline." These were the central ideas present in the answers obtained from the teachers who were surveyed. They explained that the issue of integration was not present in the curriculum because Nursing professionals would only need to use their reading skills in their jobs. Therefore, teachers only focused on reading comprehension, which was poor due to the students' low English level. Interestingly, although teachers admitted that developing the remaining macro-skills could be useful for their students' future careers, 100% of the teachers who were interviewed and 80% of the teachers who answered the questionnaire affirmed that, due to the heterogeneous groups and the reduced timetables they had, they could only offer students basic reading exercises with translation from English to Spanish as one of the main activities.

Other answers obtained from the sample seemed to provide more evidence that the macro-skill of Reading had been and still remained the focus of the English for Nursing Purposes (ENP) course but, surprisingly, the circumstances under which it was practised had varied in the last few years. 70% of the ten graduate nurses who were interviewed affirmed that they had used their

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[18] See Chapter 1, p.25

Reading skills while they were at Nursing School in subjects like Anatomy, Pharmacology and Nursing Practice where they had read bibliography, handbooks or instructions in apparatuses in English. In contrast, at the time of the survey, Reading tended to be practised mainly in the ENP classes. This could be inferred from the fact that only 25% of the four teachers who were interviewed, 30% of the ten teachers who answered the questionnaire and 36.25% of the eighty Nursing students who answered the questionnaire expressed they needed to read in English for other subjects at Nursing School.

Bearing in mind that the macro skill of Reading could be described as fundamental to translate from English to Spanish, the information expressed in Table 7 – which summarised the data obtained from the ENP teachers, Nursing students and graduate nurses who participated in the survey stating the frequency with which the macro-skills were practised in class – might as well evidence that Reading was the predominant skill because they both shared the highest percentages as far as the frequencies *almost always* and *often* are concerned.

Additionally, class observation also evinced that Reading was given a predominant role in the ENP classes. It was taught in two forms:

- Following a segregated approach (12.2% of the class time).
- Partially-integrated with other macro-skills but only to emphasise the practice of Reading (66% of the class time).

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Only 4.4% of the class time was devoted to the practice of macro skills which did not include Reading, such as Speaking and Listening (1.3%), Listening and translation from English to Spanish (1.2%) and Writing (1.9%).[19]

Bearing in mind what has been expressed in the previous paragraphs, it may be concluded that the second hypothesis was proved to be true.

The purpose of the third hypothesis was to explore whether the development of the macro-skills of Writing, Speaking and Listening might be beneficial for the development of the undergraduates' macro-skill of Reading in English for Nursing Purposes courses in the Third Year of Nursing School.

To account for the absence of integration of skills, 50% of the interviewed teachers explained that students were expected to "understand" – by which they meant "read and translate" – and not to "produce" so that was why teachers did not devote class time to develop their learners' macro-skills of Writing, Speaking and Listening. Teachers manifested that they lacked materials to teach English for Nursing using an integrated-skill approach but, some books were found to be available in Argentina that could help them solve that problem.[20]

Surprisingly, the fact that 66% of the class time Reading was taught following a partially-integrated-skill approach might well show how Writing, Speaking and

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[19] As expressed in Chapter 5, p.141, miscellaneous activities which were not connected to the practice of any of the macro skills accounted for 17.4% of the classes observed

[20] See Appendix G, p.253

Listening could be used to help students enhance their reading skills. 50% of the teachers who were interviewed expressed that their students had "poor vocabulary" or "lacked vocabulary" and 25% stated that students had "reading comprehension problems" when they read before translating from English to Spanish. Vocabulary and grammar could be taught or reinforced through its practice using the other macro-skills. As Abbot et al. (1981, as cited in Baturay and Akar, n.d.: 20)[21] explained, "if something is taken in through more than one channel, it is more likely to be learned well. Practices in these skills can be mutually reinforcing; that is, the channels can reinforce each other." For example, one teacher who was observed revised grammar and vocabulary using a song in a listening comprehension exercise. Before playing the CD, some students complained that they were being asked to do a very difficult activity that was beyond their level of proficiency. The teacher just asked them to try. After correcting the exercise, most of the students who had previously complained commented to the teacher and to the class that they were happy to discover that they had done better than they had expected. This may be taken as a proof that the full integration of skills can help learners in a number of ways: on the one hand, it allows them to reinforce and/or recycle what they have learnt and on the other, it can give students a sense of achievement and enhance their motivation because they are able to use language in a meaningful situation.

Furthermore, albeit needs analysis might have revealed that the main macro-skill that Nursing students needed to develop was Reading to understand

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[21] See Chapter 3, pp.78-79

bibliography, the teaching of the remaining macro-skills could be included bearing in mind Hutchinson and Waters' (1987) question[22] which asked whether students only learnt to read effectively just by reading or if the practice of other skills could eventually help them to become better readers. Additionally, Abbot et al. (1981: 19)[23] explained that due to the fact that there was "a large overlap among the component skills of the four skills: listening, speaking, reading and writing" the integration of the four skills fostered learning.

Equally important to consider were the facts that:

- 91.25% of the Nursing students surveyed and 70% of the ten graduate nurses who were interviewed expressed that they had only studied English at Secondary school
- 76.25% of the Nursing students and 90% of the ten graduate nurses assessed their English level as elementary before entering Nursing School

Consequently, every effort made at Nursing School to reinforce the undergraduates' macro-skill of Reading might be beneficial because it was precisely there and then that a high percentage of students had the chance of acquiring the English knowledge that they might eventually need to apply in their future careers.

Therefore, it may be inferred from what was expounded that the third hypothesis was proved to be true.

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[22] See Chapter 3, p.71
[23] See Chapter 3, p.78

Regarding the fourth hypothesis, it stated that the teaching of the macro-skill of Reading integrated with the macro-skills of Writing, Speaking and Listening might be beneficial for the postgraduates' future professional improvement.

When providing the theoretical background, many authors shared Oxford's (2001: Segregated-Skill Instruction, ¶ 3)[24] idea that "even if it were possible to fully develop one or two skills in the absence of all the others, … [discrete/segregated-skill approaches] would not ensure adequate preparation for later success in academic communication, career-related language use, or everyday interaction in the language."

In tune with this view, 50% of the teachers who were interviewed, 80% of the teachers who answered the questionnaire, 63.75% of the Nursing students who answered the questionnaire and 80% of the graduate nurses who were interviewed answered that having a low level in each of the macro-skills could limit the nurses' professional development. 30% of the graduate nurses stated that they had attended an English course after finishing Nursing School because they needed to improve their level of proficiency. Conversely, 30% of the nurses who were interviewed affirmed that English was *hardly ever* used at postgraduate level. However, 70% explained that they used English in their daily jobs and in their further studies with different degrees of frequency– 40% said it was *sometimes* used, 20% expressed it was *often* used and 10% asserted that it was *almost always* used. A very important point was made by one of the teachers who stated that if English was ever needed by a student or

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[24] See Chapter 3, p.73

by a nurse, having a low level of proficiency could be a potential source of misunderstanding of what was expected of them, which might have serious consequences.

As shown in Table 8 below, it was interesting to notice that all the teachers and graduate nurses who were interviewed as well as the teachers who answered the questionnaire absolutely agreed that Reading Comprehension and Reading to translate from English to Spanish were the skills that were mostly used by nurses in their daily jobs. Additionally, it is very important to notice the high level coincidence expressed by these three different sources of information regarding the importance of the other macro-skills.

Table 8: Use of macro-skills in nurses' daily jobs according to 4 teachers who were interviewed, 10 teachers who answered questionnaire and 10 graduate nurses who were interviewed

Ranking	4 teachers (Interview)	10 teachers (Questionnaire)	10 graduate nurses (Interview)
1	Reading Comprehension	Reading Comprehension	Shared by Reading Comprehension and translation from English to Spanish
2	Translation from English to Spanish	Translation from English to Spanish	Shared by Reading Comprehension and translation from English to Spanish
3	Listening	Listening	Listening
4	Shared by Writing and Speaking	Writing	Writing
5	Shared by Writing and Speaking	Speaking	Speaking
6	Translation from Spanish to English	Translation from Spanish to English	Translation from Spanish to English

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Some examples of how nurses use each macro-skill in their jobs were provided by the teachers and nurses in this sample. They included:

Nurses needed to have access to authentic sources in their specialism, only available in English, for instance in Pharmacology and Robotics. In those areas, most of the instructions/handbooks were written in English and many Nursing professionals could not afford the translation of such material. Private tuition was generally used whenever English was needed for a specific purpose.

In some hospitals, when Nursing staff was being selected, if there were two candidates with the same mark in their application tests, they were given a text to translate from English to Spanish and the applicant who did better was the one that was given the job.

Moreover, it was highlighted that the integrated development of the macro-skill of Reading with the remaining macro-skills gave Nursing staff the chance to apply for jobs abroad and to be paid very good salaries, for example in the United States, where there was a big demand for nurses.

As it can also be seen in Table 8 above, the importance of the remaining macro-skills was equally addressed by respondents. Listening and Writing were the macro-skills that followed Reading in order of importance. A nurse who was interviewed stated that Listening skills were useful when attending congresses/seminars because many nurses could not afford interpreters in the occasional case that translation services were not included in the registration fees. Regarding Writing, knowing how to write a curriculum vitae in English was

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considered important. Some Nursing professionals who were involved in research asserted that being unable to write papers in English reduced their possibilities of publishing articles thus making the results of their research known to a larger international audience.

The group of teachers and graduate nurses who were surveyed considered that Speaking and translation from Spanish to English were the least used. However, some mentioned that speaking English was occasionally required in some hospitals/clinics to have a better communication with foreign patients.

Some graduate nurses who were interviewed expressed that students at Nursing School should learn at least how to make an oral presentation in English. In addition, the nurses in the sample affirmed that English was sometimes used in seminars and, whenever they attended one, some of the nurses who did not speak the language felt marginalised because they missed the opportunity to communicate with professionals from other countries, they could not ask them questions, express their own opinion or socialise with them.

Considering another area of the postgraduates' future professional improvement, Table 9 below shows the ranking of the use of the macro-skills in nurses' further studies. This table summarises the data obtained from the four teachers and the ten graduate nurses who were interviewed as well as the ten teachers who answered the questionnaire. Furthermore, compared with Table 8, which shows the ranking of the use of the macro-skills in the nurses' daily jobs, the results are practically the same. Undoubtedly, once again respondents

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acknowledge the importance of the macro-skill of Reading and its use to translate from English to Spanish. However, they also acknowledge the relevance of the remaining macro-skills in their professional background, which consequently might be interpreted as a demand for fully-integrated-skill instruction.

Table 9: Use of macro-skills in nurses' further studies according to 4 teachers who were interviewed, 10 teachers who answered questionnaire and 10 graduate nurses who were interviewed

Ranking	4 teachers (Interview)	10 teachers (Questionnaire)	10 graduate nurses (Interview)
1	Reading Comprehension	Reading Comprehension	Shared by Reading Comprehension and translation from English to Spanish
2	Translation from English to Spanish	Translation from English to Spanish	Shared by Reading Comprehension and translation from English to Spanish
3	Listening	Listening	Listening
4	Speaking	Writing	Writing
5	Writing	Speaking	Shared by Speaking and translation from Spanish to English
6	Translation from Spanish to English	Translation from Spanish to English	Shared by Speaking and translation from Spanish to English

It must be highlighted that the 63.75% of Nursing students who expressed in the questionnaires that the lack of English may limit their future professional development, job opportunities and cause difficulties in their daily jobs, provided identical examples to the ones just mentioned above. Knowing English was

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considered essential for many of the students from the military Nursing School especially to those who were willing to apply to be sent abroad as United Nations Blue Helmets with Argentinean peacekeeping troops.

It might be inferred from the results of this research that the integration of the macro-skill of Reading with the macro-skills of Listening, Speaking and Writing might be beneficial for nurses because, even though the latter macro-skills were not considered a main need by the teachers in this sample, their incidental practice could provide nurses with basic tools which might become useful in their jobs or future studies.

Hence, considering all the information discussed above, the fourth hypothesis was proved to be true.

A secondary aim of the present paper was to evaluate the feasibility of the implementation of content-based instruction (CBI). Consequently, the fifth hypothesis was formulated with the purpose of evaluating whether a course based on an integrated-skill approach, such as CBI, might be implemented to enhance the students' command of the language.

76.25% of the eighty students who answered the questionnaire affirmed that their English level before entering Nursing School was elementary and 91.25% explained that they had studied it only at secondary school. On the other hand, 90% of the ten graduate nurses who were interviewed expressed that their English level before entering Nursing School was elementary. 70% of the interviewees had studied English only at secondary school. Thus, for a great

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number of respondents in both groups, Nursing School was the only place where they had the possibility to have further instruction in the foreign language.

Having established these parameters as a starting point of reference, the answers provided by both graduate nurses and Nursing students regarding the assessment of their own level in each of the skills after the English course at Nursing School –in the case of the nurses– and in their last term of the course– in the case of the students – were analysed. This was done with the objective of exploring if their level in the use of the macro-skills had improved.

As it can be seen in Table 10 below, which provides a summary of the data obtained from the graduate nurses and the Nursing students' assessment, it was not surprising to discover unsatisfactory assessments in the macro-skills which were not considered to be the focus of the ENP course in this sample, such as Writing, Listening or Speaking. However, the answers concerning Reading and translation from English to Spanish, which were the most frequently practised during the classes observed, were not as good as it might have been expected. If the percentages for *fair* and *poor* were summed up to convey the idea of unsatisfactory results, they were astonishingly high compared with the satisfactory results suggested by the sum of the percentages for *excellent, very good* or *good.*

Table 10: Graduate nurses and Nursing students' assessment of their own level in each of the macro-skills after English course at Nursing School

Macro-skill	Students (Questionnaire)	Graduate nurses (Interview)
READING	Excellent: 1.25% Very Good: 7.50% Good: 30% Fair: 38.75% Poor: 22.50%	Excellent: 10% Very Good: 0% Good: 20% Fair: 30% Poor: 40%
TRANSLATION FROM ENGLISH TO SPANISH	Excellent: 1.25% Very Good: 13.75% Good: 42.50% Fair: 31.25% Poor: 11.25%	Excellent 0%: Very Good: 10% Good: 30% Fair: 20% Poor: 40%
WRITING	Excellent: 0% Very Good: 7.50% Good: 28.75% Fair: 45% Poor: 18.75%	Excellent: 0% Very Good: 10% Good: 20% Fair: 20% Poor: 50%
LISTENING	Excellent: 0% Very Good: 5% Good: 33.75% Fair: 32.50% Poor: 28.75%	Excellent: 0% Very Good: 0% Good: 10% Fair: 30% Poor: 60%
SPEAKING	Excellent: 0% Very Good: 3.75% Good: 18.75% Fair: 37.50% Poor: 40%	Excellent: 10% Very Good: 0% Good: 0% Fair: 30% Poor: 60%
TRANSLATION FROM SPANISH TO ENGLISH	Excellent: 0% Very Good: 3.75% Good: 28.75% Fair: 46.25% Poor: 21.25%	Excellent: 0% Very Good: 10% Good: 20% Fair: 20% Poor: 50%

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For instance, as shown in Graph 49, 61% of the students who answered the questionnaire assessed their Reading skills as *fair* or *poor* in contrast to 39% who assessed them as *excellent, very good* or *good.* Moreover, 70% of the graduated nurses who were interviewed assessed their Reading skills as *fair* or *poor* while only 30% described them as *excellent, very good* or *good.*

Graph 49: Comparison between Graduate nurses and Students' own assessment (Reading)
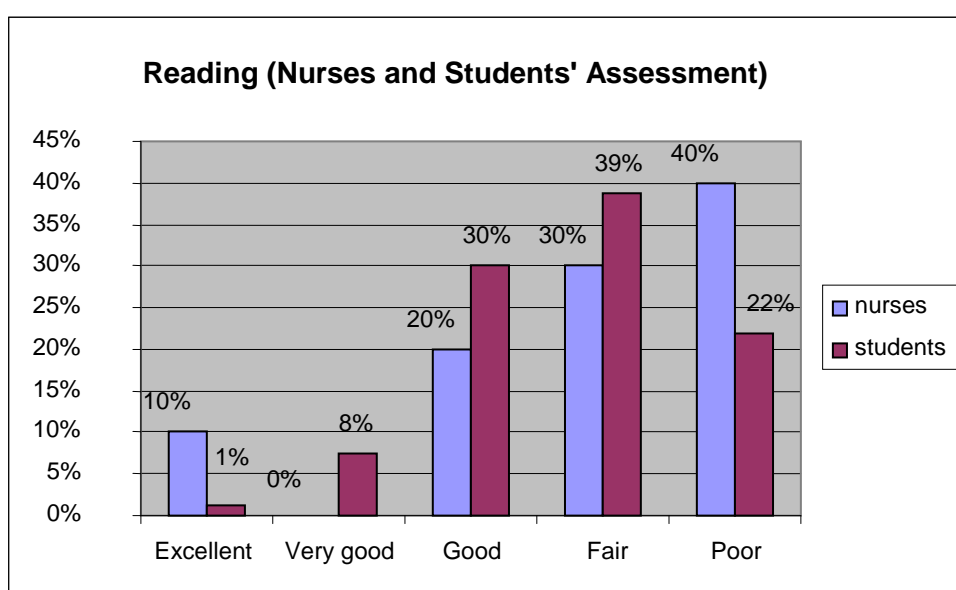
As it can be seen in Graph 50, the results were slightly more encouraging regarding translation from English to Spanish. Nevertheless, the sum of the percentages for *fair* and *poor* accounted for 42% of the students and 60% of the nurses in the sample. The remaining 58% of the students and 40% of the nurses assessed it within the parameters of *excellent, very good* or *good.*

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Graph 50: Comparison between Graduate nurses and Students' own assessment (translation from English to Spanish)

Translation from English to Spanish (Nurses and Students' Assessment)
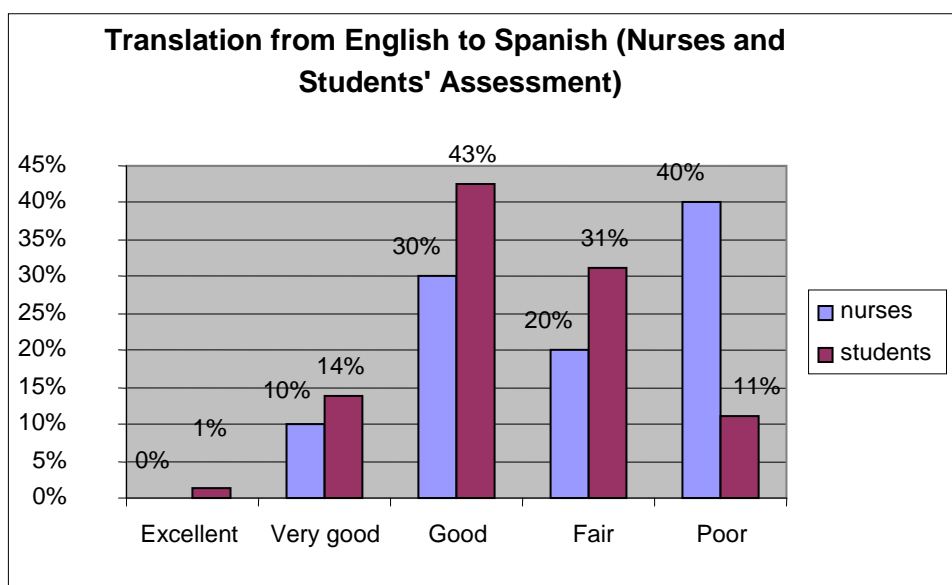
One implication of these results could be that the approach that was used in the ENP courses in the sample might have failed – among several other factors which were not the focus of the present study – to develop in Nursing students the English level that they expected. When graduate nurses were interviewed, they admitted that the English level at Nursing School could be improved. Perhaps a different approach such as CBI might be implemented to test out if the students' command of the language might be enhanced.

Teachers explained that the guidelines and some basic contents of the English course at Nursing Schools were determined by Dirección General de Cultura y Educación (DGCyE) of the Buenos Aires province and Dirección Provincial de Educación de Gestión Privada (DIPREGEP) but that each of the

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institutions was free to adapt them to suit their students' needs therefore a change to CBI would not imply going against the educational policies provided by the corresponding governmental authorities.

From what was observed in the lessons, teachers were already complying with two features of CBI described by Basturkmen (2006)[25]: firstly, they were making extensive use of authentic texts and secondly, content played a predominant role in the design of the course because the booklets, books and photocopies used in class dealt with articles/extracts related to Nursing issues.[26]

 The only characteristic of CBI that was not addressed was that language was not approached holistically, that is, the four macro-skills were not integrated. Nevertheless, the teachers who taught the classes that were observed did not seem to be too far from this feature because partial integration of skills was observed, even though it basically served the purpose of practising Reading.

The teachers who were surveyed explained that integration of skills was difficult to implement because of two factors: few class periods and big groups with heterogeneous levels of English. The decision of increasing the quantity of periods devoted to the teaching of ENP is a question beyond the teachers' control. However, the issue of the students' heterogeneous levels of English would not be a serious problem to address because, as Richards and Rodgers

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[25] See Chapter 3, pp.83-84
[26] For more details, see Chapter 5, p.142, Class observation and Appendix E, pp.236-237, Part 2, Materials used

(2001: 216)[27] explained, "CBI can be applied to the design of courses for learners at any level of language learning." But, undoubtedly, the reduction of the number of students per class would be of great help for the teachers. Therefore, two key factors that might foster the adoption of CBI would be the decision of the authorities in charge of the Nursing Schools to increase the number of periods devoted to the teaching of English and to have fewer students per class.

In the light of what was expounded, the fifth hypothesis was proved to be partially true. CBI might be implemented to enhance the Nursing students' command of the English language with certain reservations: ENP teachers and the authorities in charge of taking the decision would have to consider that it is worthwhile to explore the effects that a change of approach might have.

Conclusion

In summary, the research that took place in four Nursing institutions in the districts of San Isidro, San Fernando, San Miguel and Malvinas Argentinas (Buenos Aires province) yielded the following results:

First of all, and in answer to the research question, the data obtained in the survey evinced that the teaching of the macro-skill of Reading was partially integrated with the macro-skills of Writing, Speaking and Listening in English for Nursing Purposes courses in the Third Year of Nursing School.

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[27] See Chapter 3, p.86

Equally important was the fact that the *segregate and rule* effect of the skills-centred approach was still present in most of the teaching in this sample. However, several positive characteristics were observed that could eventually lead to the implementation of a fully-integrated-skill approach such as CBI if the authorities in change of taking the decision were willing to make some changes to address certain issues, for instance, the reduced timetable ENP seemed to have.

Lastly, albeit the needs analysis that governmental authorities and teachers carried out revealed that the main need of Nursing students was the macro-skill of Reading, the graduate nurses as well as the Nursing students in this sample stressed that the macro-skills of Listening, Speaking and Writing were frequently used especially regarding job opportunities and further studies. Therefore, the teaching of the four macro-skills could be included in the ENP course also bearing in mind that integration, as Meziani (1987)[28] contended, brought the spice of variety to the class. In his opinion, variety fostered the interactive growth in all the macro-skills and, as a consequence, it might also enhance Reading.

To conclude, a graduate nurse who was interviewed remarked that knowing English gave more prestige to their profession and provided nurses with more opportunities for further advancement in their careers. In a globalised world where some countries are already experiencing the effects of Next Generation

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[28] See Chapter 3, pp.80-81

ESP[29], developing only the macro-skill of Reading could mean condemning Argentinean nursing professionals to the passive role of readers and depriving them of being active participants in the field of the Health Sciences, where they could express their opinion and share their own research with foreign colleagues. Perhaps it is time to ponder if this situation is fair and, most importantly, whose interests it serves.[30] The teaching of the macro-skill of Reading fully integrated with the macro-skills of Writing, Speaking and Listening might offer Nursing students more variety in their classes and empower them with at least some additional basic tools to start reducing this inequality in the course of their professional life.

Limitations of the Present Study

First and foremost, the number of respondents surveyed in the questionnaires and interviews is a limitation that needs to be addressed. Eighty students, fourteen teachers and ten graduate nurses cannot account for the vision of the Nursing community in state-run and private institutions in the districts of San Isidro, San Fernando, San Miguel and Malvinas Argentinas (Buenos Aires province) and cannot be taken to represent the reality of the Nursing profession in Argentina.

Observation has the advantage of exhibiting what is really happening in the classroom but it has the disadvantage that it takes a long time. Although observing more classes was initially contemplated, it was not done because it

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[29] For more details about the history of ESP, see Orr (2008), Chapter 1, pp.10-11
[30] For more details, see Objectives in Teaching ESP, Basturkmen (2006), Chapter 1, pp.8-9

would have been extremely time-consuming and too demanding on the teachers as well as the institutions that kindly participated. The twenty-four classes which were observed were considered enough to serve the purpose of this research paper. Nevertheless, the conclusions are limited only to this study and broad generalisations are not recommended.

Ideas for further research

Research could be done regarding ESP teacher training in English for the Health Sciences in Argentina. Investigation could focus on the availability and design of courses as well as the feasibility of their implementation while still at Teacher Training College or as a post-graduate specialisation.

A thorough study of the guidelines and contents provided by Dirección General de Cultura y Educación (DGCyE) of the Buenos Aires province and Dirección Provincial de Educación de Gestión Privada (DIPREGEP) as well as an analysis of the needs that Nursing students and professionals have in the 21st Century could be carried out with the aim of determining to what extent the curricula and course designs serve the nurses' professional needs.

It might be interesting to evaluate the English level of two groups of Nursing students in each macro-skill at the end of the year to determine the effectiveness of the approaches that are currently being used. Afterwards, an integrated-skill approach – such as CBI – could be implemented with a control group for a whole year. After implementing CBI for that period of time, new level tests in each of the macro-skills could be carried out to measure and compare

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the results to assess which improvements/difficulties were registered and which of them may be attributed to the use of said approach.

Another interesting area for research could be the ESP books available in Argentina for people working in the Health Sciences. Some possible criterion areas could be: context, level, relevance to needs, range of tasks and activities, criteria used to select them as well as the availability of learner and teacher support material.[31]

It would be important to take a critical approach to ESP to question its neutral function to help non-native speakers to have access to their target environments and explore its links with hegemony and imperialism by drawing connections with teaching methods used in Latin American countries which do not empower language learners but only turn them into passive users.

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[31] For more details, see Wallace, M. (1998). *Action research for language teachers.* Cambridge: Cambridge University Press. pp.185-190

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Appendix A

Parameters of Course Design

Dudley-Evans and St John (1998) state that:

> Our questions, as presented here, show these as choices between two poles of dichotomy. However, our discussion illustrates that these choices represent the ends of a continuum and that there are, in fact, a number of positions along that continuum. Some of the positions are pre-determined by circumstances -the client, the environment- others are determined by the course designer.

1. Should the course be *intensive* or *extensive*?

2. Should the learners' performance be *assessed* or *non-assessed*?

3. Should the course deal with *immediate* needs or with *delayed* needs?

4. Should the role of the teacher be that of the *provider* of knowledge and activities, or should it be as a *facilitator* of activities arising from learners' expressed wants?

5. Should the course have a *broad* or a *narrow* focus?

6. Should the course be *pre-study or pre-experience* or *run parallel with that study or experience*?

7. Should the material be *common-core* or *specific* to learners' study or work?

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8. Should the group taking the course be *homogeneous* or should it be *heterogeneous*?

9. Should the course design be *worked out by the language teacher* after consultation with learners and the institution, or should it be *subject to a process of negotiation* with the learners? (p.145-146)

Appendix B

Part 1: Interview to Four Teachers

1. ¿Quiénes determinan los contenidos del curso de inglés de Tercer Año?

…………………………………………………………………………………………

2. ¿Hay un marco común para todas las escuelas de enfermería?

…………………………………………………………………………………………

3. ¿Releva las necesidades de los estudiantes al inicio dicho curso?

....

4. Si su respuesta es afirmativa, explicar como (evaluación diagnóstica, encuesta a alumnos sobre necesidades, etc.)

…………………………………………………………………………………………

5. ¿Con qué frecuencia realizan sus alumnos actividades de lectura compresiva en idioma inglés en su curso?

a. Casi siempre   (90-80 % de la clase)   ………………………….
b. A menudo   (79-50 % de la clase)   …………………………
c. Algunas veces (49-30 % de la clase)   …………………………
d. Casi nunca   (29-10 % de la clase)   ………………………….

6. ¿Con qué frecuencia hace que sus alumnos escriban en inglés en su curso?

a. Casi siempre   (90-80 % de la clase)   …………………………..
b. A menudo   (79-50 % de la clase)   …………………………..
c. Algunas veces (49-30 % de la clase)   …………………………..
d. Casi nunca   (29-10 % de la clase)   …………………………..

7. ¿Con qué frecuencia hace que sus alumnos hablen en inglés en su curso?

a. Casi siempre   (90-80 % de la clase)   …………………………..
b. A menudo   (79-50 % de la clase)   …………………………..
c. Algunas veces (49-30 % de la clase)   …………………………..
d. Casi nunca   (29-10 % de la clase)   …………………………….

8. ¿Con qué frecuencia hace que sus alumnos escuchen y comprendan material en inglés en su curso?

a. Casi siempre   (90-80 % de la clase)   ……………………………
b. A menudo   (79-50 % de la clase)   ……………………………
c. Algunas veces (49-30 % de la clase)   ……………………………
d. Casi nunca   (29-10 % de la clase)   ……………………………

9. ¿Con qué frecuencia hace que sus alumnos traduzcan material del inglés al castellano su curso?

a. Casi siempre   (90-80 % de la clase)   ……………………………
b. A menudo   (79-50 % de la clase)   ……………………………
c. Algunas veces (49-30 % de la clase)   ……………………………
d. Casi nunca   (29-10 % de la clase)   ……………………………

10. ¿Con qué frecuencia hace que sus alumnos traduzcan material del castellano al inglés su curso?

a. Casi siempre   (90-80 % de la clase)   ……………………………
b. A menudo   (79-50 % de la clase)   ……………………………
c. Algunas veces (49-30 % de la clase)   ……………………………
d. Casi nunca   (29-10 % de la clase)   ……………………………

11. ¿El nivel de inglés de sus alumnos de tercer año es homogéneo o heterogéneo durante la cursada?

……………………………………………………………………………………….

12. ¿Los estudiantes de tercer año de la escuela de enfermería necesitan utilizar sus conocimientos de inglés cuando cursan el resto de las materias?

SI / NO

Si respondió afirmativamente, por favor, explique brevemente como los utilizan.

……………………………………………………………………………………

……………………………………………………………………………………

13. Perfil de Egresado: ¿Con qué frecuencia utilizará el egresado las siguientes habilidades en el desempeño cotidiano de su profesión? (Marcar del 1 al 6 siendo 1 la más frecuente. **NO REPETIR LOS NUMEROS**)

a. Lectura compresiva en inglés ………………………………..
b. Escribir en inglés ………………………………...
c. Hablar en inglés ………………………………..
d. Escuchar comprensivamente en inglés ………………………………..
e. Traducir del inglés al castellano ………………………………..
f. Traducir del castellano al inglés ………………………………..

14. ¿Qué habilidades utilizará más frecuentemente el egresado en sus estudios de perfeccionamiento / postgrado? (Marcar del 1 al 6 siendo 1 la más frecuente. **NO REPETIR LOS NUMEROS**)

a. Lectura compresiva en inglés …………………………………
b. Escribir en inglés ………………………………….
c. Hablar en inglés …………………………………
d. Escuchar comprensivamente en inglés …………………………………
e. Traducir del inglés al castellano …………………………………
f. Traducir del castellano al inglés …………………………………

15. ¿Qué dificultades tienen sus alumnos para desarrollar las siguientes habilidades:
a. Lectura compresiva en inglés …………………………………
b. Escribir en inglés …………………………………
c. Hablar en inglés …………………………………
d. Escuchar comprensivamente en inglés …………………………………
e. Traducir del inglés al castellano …………………………………
f. Traducir del castellano al inglés …………………………………..

16. Las dificultades anteriormente nombradas, ¿afectan la frecuencia con la que usted integra las actividades mencionadas en la pregunta 15? ……………

Si su respuesta es afirmativa,¿cómo? …………………………………………

……………………………………………………………………………………

……………………………………………………………………………………

17. ¿Considera usted que la carga horaria asignada a la materia inglés en tercer año es suficiente para desarrollar las habilidades en el idioma Inglés que sus alumnos necesitan para sus estudios actuales?

…………………………………………………………………………………………

18.¿Considera usted que la carga horaria asignada a la materia inglés en tercer año es suficiente para desarrollar las habilidades en el idioma que sus alumnos necesitarán para su desempeño profesional una vez graduados?

…………………………………………………………………………………………

19. ¿Puede el hecho de no poseer un manejo fluido del inglés en las cuatro habilidades limitar las posibilidades de desarrollo profesional de los futuros graduados?

 …………………………………………………………………………………………

Si es la respuesta es afirmativa, explicar brevemente como.

…………………………………………………………………………………………
…………………………………………………………………………………………
…………………………………………………………………………………………
20. Otros comentarios: …………………………………………………………………
…………………………………………………………………………………………
…………………………………………………………………………………………

Part 2: Data matrix: Interview to Four Teachers

T	Q 1	Q 2			Q 3		Q 4	Q 5				Q 6				Q 7				Q 8				Q 9				Q 10				Q 11	
		Y	N	DK	Y	N		A	B	C	D	A	B	C	D	A	B	C	D	A	B	C	D	A	B	C	D	A	B	C	D	H O	H E
1	DGCyE of the Buenos Aires Prov., institution and teachers	1	0	0	1	0	Orally: students' performance in class during the first weeks	1	0	0	0	0	0	1	0	0	0	0	1	0	0	1	0	1	0	0	0	0	0	1	0	0	1
2	Institution	0	0	1	0	1	0	0	1	0	0	0	1	0	0	0	0	1	0	0	0	1	0	0	1	0	0	0	0	1	0	0	1
3	DIPREGEP. Red Cross Branches are independent	1	0	0	0	1	0	1	0	0	0	1	0	0	0	0	0	0	1	0	0	1	0	1	0	0	0	0	0	0	1	0	1
4	DGCy E and DIPREGEP (guidelines) Institution	0	1	0	1	0	Diagnostic test and questionnaire	1	0	0	0	0	0	0	1	0	0	0	1	0	0	0	1	1	0	0	0	0	0	0	1	0	1
Total		2	1	1	2	2		3	1	0	0	1	1	1	1	0	0	1	3	0	0	3	1	3	1	0	0	0	0	2	2	0	4
%		50	25	25	50	50		75	25	0	0	25	25	25	25	0	0	25	75	0	0	75	25	75	25	0	0	0	0	50	50	0	100

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Teacher	Question 12			Question 13						Question 14					
	Yes	No	HOW	A	B	C	D	E	F	A	B	C	D	E	F
1	0	1	0	1	5	4	3	2	6	1	5	4	3	2	6
2	0	1	0	1	4	5	3	2	6	1	3	5	4	2	6
3	0	1	0	1	4	3	5	2	6	1	4	3	5	2	6
4	1	0	Anatomy	1	6	4	3	2	5	1	6	4	3	2	5
Total	1	3													
%	25	75													

Question 13	1	%	2	%	3	%	4	%	5	%	6	%
A. Reading Comprehension	4	100	0	0	0	0	0	0	0	0	0	0
B. Writing	0	0	0	0	0	0	2	50	1	25	1	25
C. Speaking	0	0	0	0	1	25	2	50	1	25	0	0
D. Listening	0	0	0	0	3	75	0	0	1	25	0	0
E. Translation (English to Spanish)	0	0	4	100	0	0	0	0	0	0	0	0
F. Translation (Spanish to English)	0	0	0	0	0	0	0	0	1	25	3	75

Question 14	1	%	2	%	3	%	4	%	5	%	6	%
A. Reading Comprehension	4	100	0	0	0	0	0	0	0	0	0	0
B. Writing	0	0	0	0	1	25	1	25	1	25	1	25
C. Speaking	0	0	0	0	1	25	2	50	1	25	0	0
D. Listening	0	0	0	0	2	50	1	25	1	25	0	0
E. Translation (English to Spanish)	0	0	4	100	0	0	0	0	0	0	0	0
F. Translation (Spanish to English)	0	0	0	0	0	0	0	0	1	25	3	75

Teacher	Question 15					
	A. Reading Comprehension	B. Writing	C. Speaking	D. Listening	E. Translation (English to Spanish)	F. Translation (Spanish to English)
1	There are different English levels in class. Students lack vocabulary even in Spanish.	Students make spelling mistakes.	Students say only loose words.	Students lack training and vocabulary. Students cannot understand because they cannot follow the speed of the speaker	Students have difficulties with word order and grammar.	This activity is scarcely done in class. Spanish is only used to help or guide students.
2	Students lack vocabulary.	Students are insecure of their knowledge of English.	Students express they lack practice.	Students express they lack practice.	Students have no problems.	Students lack basic grammar knowledge to do this type of activity.
3	Students have poor vocabulary.	Students lack grammar knowledge.	There is a lack of practice. Speaking is used only to socialise.	Students cannot follow the speed of the speaker. It is not practised in the course.	Students have no problems. They get lots of practice.	It is not practised in the course.
4	Students make no inference. They want to follow an easy "rigid recipe".	Students' grammar is poor. It is not practised even in Spanish.	It is not practised in the course.	It is not practised in course because students wouldn't understand.	Students have Reading comprehension problems	It is not practised in the course.

Teacher	Question 16			Question 17		Question 18		Question 19			Question 20
	Y	N	HOW	Y	N	Y	N	Y	N	HOW	
1	1	0	Slow class rhythm to help students understand so lack time.	0	1	0	1	1	0	Bibliography for professional development only in English.	0
2	0	1	0	0	1	0	1	0	1	0	If average mark is 6, no exam in December.
3	0	1	Sts expected to understand not to produce. Integration for General English courses, not ESP.	1	0	0	1	0	1	If students have no professional ambitions.	Some students: weak Spanish and poor English. Students with FCE/similar certificates don't do the subject.
4	1	0	Few periods, heterogeneous groups, only expected to translate.	0	1	0	1	1	0	Nurses who can't pay for translators/ interpreters no professional development.	In 2011 there will be a change in the syllabus and English will be taught in 2nd year. The teacher says it will not be good. Students will forget their English by the time they graduate. When hospitals select staff and nurses get the same mark in their exams, the nurse with better English level is given the job.
Total	2	2		1	3	0	4	2	2		
%	50	50		25	75	0	100	50	50		

Appendix C

Part 1: Questionnaire to Ten Teachers

Por favor, conteste TODAS las preguntas de este cuestionario con absoluta libertad y recuerde que sus respuestas son anónimas y confidenciales. La información relevada será utilizada solo con propósitos de investigación. Muchas gracias por su colaboración.

1. ¿Quiénes determinan los contenidos del curso de inglés de Tercer Año?

………………………………………………………………………………………

2. ¿Hay un marco común para todas las escuelas de enfermería?

……………………………………………………………………………………….

3. ¿Releva las necesidades de los estudiantes al inicio dicho curso?

....

4. Si su respuesta es afirmativa, explicar como (evaluación diagnóstica, encuesta a alumnos sobre necesidades, etc.)

……………………………………………………………………………………….

Desde la **pregunta 5 a la 10** inclusive, por favor, marque con una **X** las **opciones elegidas.**

5. ¿Con qué frecuencia realizan sus alumnos actividades de lectura compresiva en idioma inglés en su curso?

a. Casi siempre   (90-80 % de la clase)   ……
b. A menudo   (79-50 % de la clase)   ……
c. Algunas veces (49-30 % de la clase)   ……
d. Casi nunca   (29-10 % de la clase)   ……

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6. ¿Con qué frecuencia hace que sus alumnos escriban en inglés en su curso?

a. Casi siempre   (90-80 % de la clase)   ……
b. A menudo   (79-50 % de la clase)   ……
c. Algunas veces (49-30 % de la clase)   ……
d. Casi nunca   (29-10 % de la clase)   ……

7. ¿Con qué frecuencia hace que sus alumnos hablen en inglés en su curso?

a. Casi siempre   (90-80 % de la clase)   ……
b. A menudo   (79-50 % de la clase)   ……
c. Algunas veces (49-30 % de la clase)   ……
d. Casi nunca   (29-10 % de la clase)   ……

8. ¿Con qué frecuencia hace que sus alumnos escuchen y comprendan material en inglés en su curso?

a. Casi siempre   (90-80 % de la clase)   ……
b. A menudo   (79-50 % de la clase)   ……
c. Algunas veces (49-30 % de la clase)   ……
d. Casi nunca   (29-10 % de la clase)   ……

9. ¿Con qué frecuencia hace que sus alumnos traduzcan material del inglés al castellano su curso?

a. Casi siempre   (90-80 % de la clase)   ……
b. A menudo   (79-50 % de la clase)   ……
c. Algunas veces (49-30 % de la clase)   ……
d. Casi nunca   (29-10 % de la clase)   ……

10. ¿Con qué frecuencia hace que sus alumnos traduzcan material del castellano al inglés su curso?

a. Casi siempre   (90-80 % de la clase)   ……
b. A menudo   (79-50 % de la clase)   ……
c. Algunas veces (49-30 % de la clase)   ……
d. Casi nunca   (29-10 % de la clase)   ……

Por favor, en las preguntas **11 y 12, circular la opción elegida.**

11. ¿Cómo es el nivel de inglés de sus alumnos de tercer año durante la cursada?

Homogéneo / Heterogéneo

12. ¿Los estudiantes de tercer año de la escuela de enfermería necesitan utilizar sus conocimientos de inglés cuando cursan el resto de las materias?

SI / NO

13. Perfil de Egresado: ¿Con qué frecuencia utilizará el egresado las siguientes habilidades en el desempeño cotidiano de su profesión? **(Marcar del 1 al 6 siendo 1 la más frecuente. NO REPETIR LOS NUMEROS)**

a. Lectura compresiva en inglés ………..
b. Escribir en inglés ………..
c. Hablar en inglés ………..
d. Escuchar comprensivamente en inglés ………..
e. Traducir del inglés al castellano ..………
f. Traducir del castellano al inglés ………..

14. ¿Qué habilidades utilizará más frecuentemente el egresado en sus estudios de perfeccionamiento / postgrado? **(Marcar del 1 al 6 siendo 1 la más frecuente. NO REPETIR LOS NUMEROS)**

a. Lectura compresiva en inglés ………
b. Escribir en inglés ………
c. Hablar en inglés ………
d. Escuchar comprensivamente en inglés ………
e. Traducir del inglés al castellano ………
f. Traducir del castellano al inglés ………

Para las **preguntas 15 a 18**, por favor, **circular la opción elegida**.

15. ¿Hay alguna dificultad que afecte la frecuencia con la que usted integra las actividades mencionadas en la pregunta 14?

 SI / NO

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Si es la respuesta es afirmativa, explicar brevemente cuales.

………………………………………………………………………………………….

………………………………………………………………………………………….

………………………………………………………………………………………….

16. ¿Considera usted que la carga horaria asignada a la materia inglés en tercer año es suficiente para desarrollar las habilidades en el idioma Inglés que sus alumnos necesitan para sus estudios actuales?

SI / NO

17. ¿Considera usted que la carga horaria asignada a la materia inglés en tercer año es suficiente para desarrollar las habilidades en el idioma que sus alumnos necesitarán para su desempeño profesional una vez graduados?

SI / NO

18. ¿Puede el hecho de no poseer un manejo fluido del inglés en las habilidades previamente mencionadas limitar las posibilidades de desarrollo profesional de los futuros graduados?

SI / NO

Si es la respuesta es afirmativa, explicar brevemente como.

………………………………………………………………………………………….

………………………………………………………………………………………….

………………………………………………………………………………………….

Este es el fin del cuestionario. Gracias por su colaboración.

Part 2: Data matrix: Questionnaire to Ten Teachers

Teacher	Question 1	Question 2			Question 3		Question 4	Question 5			
		Y	N	DK	Y	N		A	B	C	D
1	Head of English Department and teacher. Branches are independent.	0	0	1	0	1	0	1	0	0	0
2	Ministry of Education of the Buenos Aires Province, teachers and students' needs.	1	0	0	1	0	Orally (previous knowledge and needs)	1	0	0	0
3	Ministry of Education of the Buenos Aires Province.	1	0	0	0	1	0	1	0	0	0
4	Health Ministry of the Buenos Aires Province.	1	0	0	1	0	Diagnostic test	1	0	0	0
5	Ministry of Education of the Buenos Aires Province and the headteacher.	1	0	0	1	0	Orally (previous knowledge)	0	1	0	0
6	Teacher	1	0	0	1	0	Oral and written test. Survey students' needs and expectations	0	0	1	0
7	Career Plan contents and teachers	0	0	1	1	0	Diagnostic test	1	0	0	0
8	Syllabus designed by the Ministry of Education of the Buenos Aires province and course teacher to suit the students' needs.	1	0	0	0	1	0	1	0	0	0
9	Institution, based on design from DGCyE of the Buenos Aires Province.	1	0	0	1	0	Students' class work during the first weeks	1	0	0	0
10	Institution, based on design from DGCyE of the Buenos Aires Province.	1	0	0	1	0	Informally: students' work, questions they make or doubts they have.	1	0	0	0
Total		8	0	2	7	3	0	8	1	1	0
%		80	0	20	70	30	0	80	10	10	0

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Teacher	Question 6				Question 7				Question 8				Question 9				Question 10			
	A	B	C	D	A	B	C	D	A	B	C	D	A	B	C	D	A	B	C	D
1	0	1	0	0	0	0	0	1	0	0	0	1	1	0	0	0	0	0	1	0
2	0	0	0	1	0	0	0	1	0	0	1	0	1	0	0	0	0	0	0	1
3	0	0	0	1	0	0	0	1	0	0	0	1	1	0	0	0	0	0	0	1
4	0	0	0	1	0	0	0	1	0	0	0	1	1	0	0	0	0	0	0	1
5	1	0	0	0	0	1	0	0	0	0	0	1	1	0	0	0	0	0	0	1
6	1	0	0	0	0	1	0	0	1	0	0	0	0	0	1	0	0	0	1	0
7	0	1	0	0	0	0	1	0	0	0	1	0	1	0	0	0	0	0	0	1
8	0	1	0	0	0	0	0	1	0	0	0	1	1	0	0	0	0	0	0	1
9	0	1	0	0	0	0	0	1	0	0	0	1	1	0	0	0	0	0	0	1
10	0	0	1	0	0	0	0	1	0	0	1	0	1	0	0	0	0	0	0	1
Total	2	4	1	3	0	2	1	7	1	0	3	6	9	0	1	0	0	0	2	8
%	20	40	10	30	0	20	10	70	10	0	30	60	90	0	10	0	0	0	20	80

Teacher	Question 11		Question 12		Question 13						Question 14					
	Homog	Heterog	Yes	No	A	B	C	D	E	F	A	B	C	D	E	F
1	0	1	0	1	1	5	4	6	2	3	1	5	4	6	2	3
2	0	1	0	1	1	5	4	3	2	6	1	5	4	3	2	6
3	0	1	1	0	1	3	5	4	2	6	1	3	5	4	2	6
4	0	1	1	0	1	6	5	4	2	3	1	6	5	4	2	3
5	0	1	0	1	1	5	4	3	2	6	1	2	5	3	4	6
6	0	1	0	1	1	4	5	6	2	3	1	2	3	4	5	6
7	0	1	1	0	1	4	5	3	2	6	1	4	5	3	2	6
8	0	1	0	1	1	3	5	4	2	6	1	3	6	5	2	4
9	0	1	0	1	1	4	6	3	2	5	1	4	6	3	2	5
10	0	1	0	1	1	3	6	4	2	5	1	3	6	4	2	5
Total	0	10	3	7												
%	0	100	30	70												

Question 13	1	%	2	%	3	%	4	%	5	%	6	%
A. Reading Comprehension	10	100	0	0	0	0	0	0	0	0	0	0
B. Writing	0	0	0	0	3	30	3	30	3	30	1	10
C. Speaking	0	0	0	0	0	0	3	30	5	50	2	20
D. Listening	0	0	0	0	4	40	4	40	0	0	2	20
E. Translation (English to Spanish)	0	0	10	100	0	0	0	0	0	0	0	0
F. Translation (Spanish to English)	0	0	0	0	3	30	0	0	2	20	5	50

Question 14	1	%	2	%	3	%	4	%	5	%	6	%
A. Reading Comprehension	10	100	0	0	0	0	0	0	0	0	0	0
B. Writing	0	0	2	20	3	30	2	20	2	20	1	10
C. Speaking	0	0	0	0	1	10	2	20	4	40	3	30
D. Listening	0	0	0	0	4	40	4	40	1	10	1	10
E. Translation (English to Spanish)	0	0	8	80	0	0	1	10	1	10	0	0
F. Translation (Spanish to English)	0	0	0	0	2	20	1	10	2	20	5	50

Teacher	Question 15			Question 16		Question 17		Question 18		
	Y	N	Which	Y	N	Y	N	Y	N	HOW
1	1	0	Students' English level. 2hs a week, 22 classes a year.	0	1	0	1	1	0	Difficulty to understand & apply what they have learnt.
2	1	0	Heterogeneous group previous knowledge slow classes, lack of study, difficulties to reason.	0	1	0	1	1	0	Professional information only available in English.
3	1	0	Reduced time. Numerous students in one class. Low English level.	0	1	0	1	1	0	Keeping up with new advancements.
4	1	0	Not required by curriculum. Focus only on Reading comprehension	0	1	1	0	0	1	0
5	1	0	Students' poor comprehension due to poor English level.	0	1	0	1	1	0	Limitations in job possibilities, further education and job opportunities.
6	1	0	Lack of materials.	0	1	0	1	1	0	Some nurses work in places where English knowledge is required.

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	Y	N	Which	Y	N	Y	N	Y	N	HOW
7	0	1	0	0	1	1	0	1	0	Access to authentic sources in their specialism to develop professionally and update their knowledge.
8	1	0	3 English levels in class: majority: very low level smaller group: simple but good base 2/5 students: advanced level	0	1	0	1	1	0	Wrong text interpretation and translation, seminars/conferences: cannot ask questions, no research, no communication with foreign professionals
9	1	0	Different English levels, little time so priority to Reading	1	0	0	1	1	0	Bibliography in English, no possibility to work abroad (USA) where there is demand for nurses and good salaries
10	1	0	Students work slowly: several English levels, classes with lots of students who have little time to study and choose Nursing subjects. Few English periods	1	0	0	1	0	1	0
Total	9	1		2	8	2	8	8	2	
%	90	10		20	80	20	80	80	20	

Appendix D

Part 1: Questionnaire to Eighty Students

Por favor, conteste TODAS las preguntas de este cuestionario con absoluta libertad y recuerde que sus respuestas son anónimas y confidenciales. La información relevada será utilizada solo con propósitos de investigación. Muchas gracias por su colaboración.

1. ¿Qué conocimientos de inglés tenía antes de ingresar a la Escuela de Enfermería? Por favor, **circule la opción elegida.**

Elemental / Intermedio / Avanzado

Desde la **pregunta 2 a la 8** inclusive, por favor, marque con una **X** las **opciones elegidas.**

2.¿Dónde estudió inglés antes de ingresar a la Escuela de Enfermería?

a. Escuela secundaria   ………..
b. Institutos   ..…………
c. Con profesor/a particular   ………..

3. En los cursos de inglés de la Escuela de Enfermería, ¿con qué frecuencia practicó leer compresivamente en inglés?

a. Casi siempre   (90-80 % de la clase)   ……
b. A menudo   (79-50 % de la clase)   ……
c. Algunas veces (49-30 % de la clase)   ……
d. Casi nunca   (29-10 % de la clase)   ……

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4. En los cursos de inglés de la Escuela de Enfermería, ¿con qué frecuencia practicó escribir en inglés?

a. Casi siempre   (90-80 % de la clase)   ……
b. A menudo   (79-50 % de la clase)   ……
c. Algunas veces (49-30 % de la clase)   ……
d. Casi nunca   (29-10 % de la clase)   ……

5. En los cursos de inglés de la Escuela de Enfermería, ¿con qué frecuencia practicó hablar en inglés?

a. Casi siempre   (90-80 % de la clase)   ……
b. A menudo   (79-50 % de la clase)   ……
c. Algunas veces (49-30 % de la clase)   ……
d. Casi nunca   (29-10 % de la clase)   ……

6. En los cursos de inglés de la Escuela de Enfermería, ¿con qué frecuencia escuchó cassettes / CDs y realizó ejercicios de comprensión en inglés?

a. Casi siempre   (90-80 % de la clase)   ………
b. A menudo   (79-50 % de la clase)   ………
c. Algunas veces (49-30 % de la clase)   ………
d. Casi nunca   (29-10 % de la clase)   ………

7. En los cursos de inglés de la Escuela de Enfermería, ¿con qué frecuencia practicó traducir del inglés al castellano?

a. Casi siempre   (90-80 % de la clase)   ………
b. A menudo   (79-50 % de la clase)   ………
c. Algunas veces (49-30 % de la clase)   ………
d. Casi nunca   (29-10 % de la clase)   ………

8. En los cursos de inglés de la Escuela de Enfermería, ¿con qué frecuencia practicó traducir del castellano al inglés?

a. Casi siempre   (90-80 % de la clase)   ………
b. A menudo   (79-50 % de la clase)   ………
c. Algunas veces (49-30 % de la clase)   ………
d. Casi nunca   (29-10 % de la clase)   ………

Para las **preguntas 9 a 11**, por favor, **circule la** opción **elegida.**

9. Cuando cursaba el resto de las materias en la Escuela de Enfermería, ¿necesitó utilizar sus conocimientos de inglés en alguna de ellas?

SI / NO

10. ¿Cómo califica su nivel actual de inglés en el campo de la Enfermería en las siguientes actividades?

a. Leer compresivamente en inglés:
- Excelente   - Muy bueno   - Bueno   - Regular   - Pobre

b. Escribir en inglés
- Excelente   - Muy bueno   - Bueno   - Regular   - Pobre

c. Hablar en inglés
- Excelente   - Muy bueno   - Bueno   - Regular   - Pobre

d. Escuchar y comprender en inglés
- Excelente   - Muy bueno   - Bueno   - Regular   - Pobre

e. Traducir del inglés al castellano
- Excelente   - Muy bueno   - Bueno   - Regular   - Pobre

f. Traducir del castellano al inglés
- Excelente   - Muy bueno   - Bueno   - Regular   - Pobre

11. No poseer un manejo fluido del inglés en las habilidades anteriormente mencionadas, ¿puede limitar las posibilidades de desarrollo profesional?

SI / NO

Si es la respuesta es afirmativa, explicar brevemente como.

………………………………………………………………………………………….

………………………………………………………………………………………….

………………………………………………………………………………………….

Este es el fin del cuestionario. Gracias por su colaboración!

Part 2: Data matrix: Questionnaire to Eighty Students

Students	Question 1			Question 2			Question 3				Question 4				Question 5			
	E	I	A	S	I	PT	A	B	C	D	A	B	C	D	A	B	C	D
1	1	0	0	1	0	0	0	0	1	0	0	0	0	1	0	0	0	1
2	0	1	0	1	0	0	0	0	0	1	0	0	0	1	0	0	1	0
3	1	0	0	1	0	0	0	0	0	1	0	0	1	0	0	0	1	0
4	1	0	0	1	0	0	0	0	1	0	0	0	1	0	0	0	1	0
5	1	0	0	1	0	0	1	0	0	0	1	0	0	0	0	1	0	0
6	1	0	0	1	0	0	0	0	1	0	0	0	1	0	0	0	0	1
7	1	0	0	1	0	0	1	0	0	0	1	0	0	0	0	0	0	1
8	1	0	0	1	0	0	0	0	1	0	0	0	1	0	0	0	0	1
9	0	1	0	1	0	0	0	0	1	0	0	0	1	0	0	0	1	0
10	1	0	0	1	0	0	0	0	1	0	0	0	1	0	0	0	1	0
11	1	0	0	0	0	1	0	0	1	0	0	0	1	0	0	0	1	0
12	1	0	0	1	0	0	0	0	1	0	0	0	1	0	0	0	1	0
13	1	0	0	1	0	0	0	0	1	0	0	0	1	0	0	0	0	1
14	1	0	0	1	0	0	0	0	1	0	0	0	0	1	0	0	0	1
15	1	0	0	1	0	0	0	0	1	0	0	0	0	1	0	0	0	1
16	1	0	0	1	0	0	0	0	1	0	0	0	1	0	0	0	0	1
17	1	0	0	1	0	0	0	1	0	0	0	0	0	1	0	0	1	0
18	1	0	0	1	0	0	0	0	0	1	0	0	1	0	0	0	1	0
19	1	0	0	1	0	0	1	0	0	0	1	0	0	0	1	0	0	0
20	0	1	0	1	0	0	0	1	0	0	0	0	1	0	0	0	0	1
21	1	0	0	1	0	0	0	0	1	0	1	0	0	0	0	0	1	0
22	1	0	0	1	0	0	0	0	1	0	0	1	0	0	0	1	0	0
23	0	1	0	0	1	0	0	0	1	0	0	1	0	0	0	0	1	0
24	1	0	0	1	0	0	1	0	0	0	1	0	0	0	0	1	0	0
25	1	0	0	1	0	0	0	0	0	1	1	0	0	0	0	0	1	0
26	1	0	0	1	0	0	0	0	1	0	0	1	0	0	0	1	0	0
27	1	0	0	1	0	0	0	0	0	1	0	0	1	0	0	0	0	1
28	0	1	0	1	0	0	0	1	0	0	0	1	0	0	0	1	0	0
29	1	0	0	1	0	0	0	0	1	0	0	0	1	0	0	0	1	0
30	0	1	0	1	0	0	0	1	0	0	1	0	0	0	1	0	0	0
31	0	1	0	1	0	0	0	0	1	0	0	1	0	0	0	0	1	0
32	1	0	0	1	0	0	0	1	0	0	0	1	0	0	0	1	0	0
33	0	1	0	0	0	1	0	0	1	0	1	0	0	0	1	0	0	0
34	1	0	0	1	0	0	1	0	0	0	1	0	0	0	0	0	1	0
35	1	0	0	1	0	0	1	0	0	0	1	0	0	0	0	0	1	0
36	1	0	0	1	0	0	1	0	0	0	0	1	0	0	0	1	0	0
37	1	0	0	1	0	0	0	0	1	0	0	0	1	0	0	0	0	1
38	1	0	0	1	0	0	0	0	1	0	1	0	0	0	0	1	0	0
39	0	1	0	0	1	0	0	0	1	0	1	0	0	0	1	0	0	0
40	1	0	0	1	0	0	0	1	0	0	0	1	0	0	0	1	0	0

Students	Question 1			Question 2			Question 3				Question 4				Question 5			
	E	I	A	S	I	PT	A	B	C	D	A	B	C	D	A	B	C	D
41	1	0	0	1	0	0	1	0	0	0	0	0	0	1	0	0	0	1
42	0	0	1	0	1	0	1	0	0	0	1	0	0	0	0	0	0	1
43	1	0	0	1	0	0	0	0	1	0	0	1	0	0	0	0	0	1
44	1	0	0	1	0	0	0	0	1	0	0	0	0	1	0	0	0	1
45	1	0	0	1	0	0	0	1	0	0	0	0	1	0	0	1	0	0
46	1	0	0	1	0	0	0	0	1	0	0	0	1	0	0	0	0	1
47	1	0	0	1	0	0	0	1	0	0	0	0	1	0	0	1	0	0
48	1	0	0	1	0	0	0	0	1	0	0	0	1	0	0	0	0	1
49	1	0	0	1	0	0	0	0	1	0	0	1	0	0	0	0	1	0
50	0	1	0	0	1	0	0	0	1	0	0	1	0	0	0	0	1	0
51	0	1	0	1	0	0	0	0	0	1	0	0	0	1	0	0	0	1
52	1	0	0	1	0	0	0	0	1	0	0	0	1	0	0	0	0	1
53	0	1	0	0	1	0	1	0	0	0	0	0	1	0	0	0	0	1
54	1	0	0	1	0	0	0	0	0	1	0	0	1	0	0	0	0	1
55	0	1	0	1	0	0	0	0	1	0	0	0	1	0	0	0	0	1
56	1	0	0	1	0	0	0	0	0	1	0	0	1	0	0	0	0	1
57	1	0	0	1	0	0	0	0	1	0	0	1	0	0	0	0	1	0
58	1	0	0	1	0	0	1	0	0	0	1	0	0	0	0	0	0	1
59	1	0	0	1	0	0	0	1	0	0	0	0	1	0	0	0	1	0
60	0	1	0	1	0	0	0	0	1	0	0	1	0	0	0	0	1	0
61	1	0	0	1	0	0	0	1	0	0	0	1	0	0	0	0	0	1
62	0	1	0	1	0	0	1	0	0	0	1	0	0	0	0	1	0	0
63	0	1	0	1	0	0	0	0	1	0	0	0	1	0	0	0	1	0
64	1	0	0	1	0	0	0	1	0	0	0	0	1	0	0	0	1	0
65	1	0	0	1	0	0	0	0	1	0	0	0	1	0	0	0	1	0
66	1	0	0	1	0	0	1	0	0	0	1	0	0	0	0	0	1	0
67	0	1	0	1	0	0	0	1	0	0	1	0	0	0	0	0	1	0
68	1	0	0	1	0	0	0	0	1	0	0	1	0	0	0	0	1	0
69	1	0	0	1	0	0	0	1	0	0	0	1	0	0	0	0	1	0
70	1	0	0	1	0	0	0	0	1	0	0	0	1	0	0	0	0	1
71	1	0	0	1	0	0	0	0	1	0	0	0	1	0	0	0	1	0
72	0	1	0	1	0	0	0	0	1	0	0	0	1	0	0	0	1	0
73	1	0	0	1	0	0	0	0	0	1	0	1	0	0	0	0	0	1
74	1	0	0	1	0	0	0	1	0	0	0	1	0	0	0	1	0	0
75	1	0	0	1	0	0	0	0	1	0	0	1	0	0	0	0	1	0
76	1	0	0	1	0	0	0	0	1	0	1	0	0	0	0	0	0	1
77	1	0	0	1	0	0	0	0	1	0	0	0	1	0	0	0	1	0
78	1	0	0	1	0	0	0	0	1	0	0	0	1	0	0	0	0	1
79	1	0	0	1	0	0	0	0	1	0	0	0	1	0	0	1	0	0
80	1	0	0	1	0	0	0	0	0	1	0	0	0	1	0	0	0	1
Total	**61**	**18**	**1**	**73**	**5**	**2**	**13**	**14**	**43**	**10**	**18**	**19**	**34**	**9**	**4**	**14**	**32**	**30**
Percentages %	**76,25**	**22,50**	**1,25**	**91,25**	**6,25**	**2,50**	**16,25**	**17,50**	**53,75**	**12,50**	**22,50**	**23,75**	**42,50**	**11,25**	**5,00**	**17,50**	**40,00**	**37,50**

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Students	Question 6				Question 7				Question 8				Question 9	
	A	B	C	D	A	B	C	D	A	B	C	D	Y	N
1	0	0	1	0	0	1	0	0	0	0	0	1	0	1
2	0	0	1	0	0	1	0	0	0	1	0	0	0	1
3	0	0	1	0	0	0	1	0	0	0	0	1	0	1
4	0	0	1	0	0	0	1	0	0	0	1	0	0	1
5	0	0	1	0	1	0	0	0	0	0	0	1	1	0
6	0	0	1	0	0	0	1	0	0	0	1	0	0	1
7	0	0	1	0	1	0	0	0	0	0	0	1	0	1
8	0	0	1	0	1	0	0	0	0	0	0	1	0	1
9	0	0	1	0	1	0	0	0	0	1	0	0	0	1
10	0	0	0	1	0	1	0	0	0	0	0	1	0	1
11	0	0	0	1	0	1	0	0	0	0	0	1	1	0
12	0	0	1	0	1	0	0	0	0	0	0	1	0	1
13	0	0	0	1	0	0	1	0	0	0	1	0	0	1
14	0	1	0	0	1	0	0	0	1	0	0	0	0	1
15	0	0	1	0	0	0	1	0	0	0	0	1	0	1
16	0	0	1	0	0	0	0	1	0	1	0	0	0	1
17	0	0	1	0	1	0	0	0	0	0	1	0	0	1
18	0	0	1	0	1	0	0	0	1	0	0	0	1	0
19	0	0	1	0	1	0	0	0	1	0	0	0	0	1
20	0	0	1	0	1	0	0	0	0	0	0	1	0	1
21	0	0	1	0	0	0	0	1	0	0	0	1	0	1
22	0	0	0	1	0	1	0	0	0	1	0	0	1	0
23	0	0	0	1	0	0	1	0	0	0	1	0	1	0
24	0	0	1	0	0	1	0	0	0	0	1	0	0	1
25	0	0	0	1	0	1	0	0	0	1	0	0	1	0
26	0	0	0	1	0	0	0	1	0	0	0	1	1	0
27	0	1	0	0	0	0	0	1	0	0	0	1	1	0
28	0	0	1	0	1	0	0	0	1	0	0	0	1	0
29	0	0	0	1	0	0	1	0	0	0	1	0	0	1
30	0	1	0	0	1	0	0	0	0	1	0	0	1	0
31	0	0	0	1	0	0	1	0	0	0	1	0	1	0
32	0	0	0	1	0	1	0	0	0	1	0	0	1	0
33	0	0	1	0	0	1	0	0	0	1	0	0	1	0
34	1	0	0	0	1	0	0	0	0	0	1	0	1	0
35	0	1	0	0	1	0	0	0	0	1	0	0	1	0
36	0	0	0	1	0	1	0	0	0	1	0	0	1	0
37	0	0	0	1	0	0	0	1	0	0	1	0	0	1
38	0	0	0	1	1	0	0	0	0	1	0	0	1	0
39	0	0	0	1	0	1	0	0	0	1	0	0	1	0
40	0	0	1	0	0	1	0	0	0	0	1	0	0	1

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Students	Question 6				Question 7				Question 8				Question 9	
	A	B	C	D	A	B	C	D	A	B	C	D	Y	N
41	0	0	0	1	1	0	0	0	0	0	1	0	1	0
42	0	0	0	1	1	0	0	0	0	0	0	1	1	0
43	0	0	1	0	0	1	0	0	0	0	1	0	0	1
44	0	0	1	0	0	0	1	0	0	0	0	1	1	0
45	0	0	0	1	1	0	0	0	0	0	0	1	0	1
46	0	0	0	1	0	1	0	0	0	1	0	0	0	1
47	0	1	0	0	0	1	0	0	0	0	1	0	0	1
48	0	0	0	1	1	0	0	0	0	0	0	1	0	1
49	0	0	0	1	1	0	0	0	0	0	0	1	0	1
50	0	0	1	0	1	0	0	0	0	0	0	1	1	0
51	0	0	1	0	0	0	1	0	0	0	0	1	1	0
52	0	0	0	1	1	0	0	0	0	0	0	1	0	1
53	0	0	1	0	1	0	0	0	0	0	1	0	1	0
54	0	0	0	1	0	0	1	0	0	0	0	1	0	1
55	0	0	1	0	0	1	0	0	0	0	1	0	1	0
56	0	0	0	1	0	1	0	0	0	0	1	0	0	1
57	0	0	0	1	1	0	0	0	0	0	0	1	1	0
58	0	0	0	1	1	0	0	0	0	0	0	1	0	1
59	0	0	0	1	1	0	0	0	0	0	0	1	0	1
60	0	0	1	0	0	1	0	0	0	0	1	0	0	1
61	0	0	0	1	1	0	0	0	0	0	1	0	1	0
62	0	0	1	0	1	0	0	0	0	1	0	0	0	1
63	0	0	0	1	0	1	0	0	1	0	0	0	0	1
64	0	0	0	1	1	0	0	0	0	0	0	1	0	1
65	0	0	1	0	0	1	0	0	0	0	0	1	1	0
66	0	0	1	0	1	0	0	0	1	0	0	0	0	1
67	0	0	0	1	1	0	0	0	0	0	0	1	0	1
68	0	0	0	1	1	0	0	0	0	0	0	1	0	1
69	0	0	0	1	1	0	0	0	0	0	0	1	0	1
70	0	0	0	1	1	0	0	0	0	0	0	1	0	1
71	0	0	0	1	0	0	1	0	0	0	1	0	0	1
72	0	0	0	1	0	0	1	0	0	0	1	0	0	1
73	0	0	0	1	0	1	0	0	0	0	0	1	0	1
74	0	0	0	1	0	1	0	0	0	1	0	0	0	1
75	0	0	0	1	1	0	0	0	0	0	1	0	0	1
76	0	0	0	1	1	0	0	0	0	0	0	1	0	1
77	0	1	0	0	1	0	0	0	0	0	0	1	0	1
78	0	0	0	1	1	0	0	0	0	0	0	1	0	1
79	0	0	0	1	1	0	0	0	0	0	0	1	1	0
80	0	0	0	1	1	0	0	0	0	0	0	1	0	1
Total	1	6	31	42	40	22	13	5	6	15	22	37	29	51
Percentages %	1,25	7,50	38,75	52,50	50,00	27,50	16,25	6,25	7,50	18,75	27,50	46,25	36,25	63,75

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Students	A					B					C					D					E					F				
	E	VG	G	F	P	E	VG	G	F	P	E	VG	G	F	P	E	VG	G	F	P	E	VG	G	F	P	E	VG	G	F	P
1	0	0	0	0	1	0	0	0	0	1	0	0	0	0	1	0	0	0	0	1	0	0	0	0	1	0	0	0	0	1
2	0	0	1	0	0	0	0	1	0	0	0	0	0	1	0	0	0	1	0	0	0	0	1	0	0	0	0	1	0	0
3	0	0	0	0	1	0	0	0	0	1	0	0	0	0	1	0	0	0	0	1	0	0	0	0	1	0	0	0	0	1
4	0	0	0	1	0	0	0	0	1	0	0	0	0	1	0	0	0	0	1	0	0	0	0	1	0	0	0	0	1	0
5	1	0	0	0	0	0	0	1	0	0	0	1	0	0	0	0	1	0	0	0	0	1	0	0	0	0	0	0	1	0
6	0	0	0	0	1	0	0	0	1	0	0	0	0	1	0	0	0	0	1	0	0	0	0	1	0	0	0	0	1	0
7	0	0	0	1	0	0	0	1	0	0	0	0	0	1	0	0	0	0	1	0	0	1	0	0	0	0	0	1	0	0
8	0	0	0	0	1	0	0	0	0	1	0	0	0	0	1	0	0	0	0	1	0	0	0	0	1	0	0	0	0	1
9	0	1	0	0	0	0	1	0	0	0	0	1	0	0	0	0	1	0	0	0	0	1	0	0	0	0	1	0	0	0
10	0	0	0	1	0	0	0	0	1	0	0	0	0	0	1	0	0	0	0	1	0	0	0	0	1	0	0	0	0	1
11	0	0	0	1	0	0	0	1	0	0	0	0	0	0	1	0	0	1	0	0	0	1	0	0	0	0	0	0	1	0
12	0	0	0	0	1	0	0	0	0	1	0	0	0	0	1	0	0	0	0	1	0	0	0	1	0	0	0	0	0	1
13	0	0	0	1	0	0	0	0	0	1	0	0	0	0	1	0	0	0	0	1	0	0	0	0	1	0	0	0	0	1
14	0	0	0	0	1	0	0	0	1	0	0	0	0	0	1	0	0	0	0	1	0	0	0	1	0	0	0	0	1	0
15	0	0	0	1	0	0	0	0	1	0	0	0	0	0	1	0	0	0	0	1	0	0	0	1	0	0	0	0	1	0
16	0	0	0	0	1	0	0	0	1	0	0	0	0	0	1	0	0	0	0	1	0	0	0	0	1	0	0	0	0	1
17	0	0	0	1	0	0	0	0	1	0	0	0	0	1	0	0	0	0	1	0	0	1	0	0	0	0	0	0	1	0
18	0	0	0	0	1	0	0	1	0	0	0	0	0	0	1	0	0	0	0	1	0	0	0	0	1	0	0	0	0	1
19	0	0	0	1	0	0	0	0	0	1	0	0	0	1	0	0	0	0	1	0	0	0	0	1	0	0	0	0	1	0
20	0	0	1	0	0	0	0	1	0	0	0	0	0	1	0	0	0	0	1	0	0	1	0	0	0	0	0	1	0	0

The table header "Question 10" spans columns A–F.

Students	Question 10																													
	A					B					C					D					E					F				
	E	VG	G	F	P	E	VG	G	F	P	E	VG	G	F	P	E	VG	G	F	P	E	VG	G	F	P	E	VG	G	F	P
21	0	0	1	0	0	0	0	1	0	0	0	0	0	0	1	0	0	0	0	1	0	0	0	1	0	0	0	0	1	0
22	0	0	0	1	0	0	0	0	1	0	0	0	0	0	1	0	0	0	1	0	0	0	0	1	0	0	0	0	1	0
23	0	0	1	0	0	0	0	1	0	0	0	0	1	0	0	0	0	1	0	0	0	0	1	0	0	0	0	1	0	0
24	0	0	1	0	0	0	0	0	1	0	0	0	0	0	1	0	0	1	0	0	0	0	1	0	0	0	0	0	1	0
25	0	0	1	0	0	0	0	0	1	0	0	0	1	0	0	0	0	1	0	0	0	0	1	0	0	0	0	0	1	0
26	0	0	0	1	0	0	0	0	1	0	0	0	0	1	0	0	0	1	0	0	0	0	1	0	0	0	0	1	0	0
27	0	0	0	0	1	0	0	0	1	0	0	0	0	0	1	0	0	0	0	1	0	0	0	0	1	0	0	0	0	1
28	0	1	0	0	0	0	1	0	0	0	0	0	1	0	0	0	0	1	0	0	0	1	0	0	0	0	0	1	0	0
29	0	0	1	0	0	0	0	0	1	0	0	0	0	0	1	0	0	0	1	0	0	0	1	0	0	0	0	0	1	0
30	0	0	1	0	0	0	1	0	0	0	0	0	1	0	0	0	0	1	0	0	0	0	1	0	0	0	0	1	0	0
31	0	0	0	1	0	0	0	1	0	0	0	0	0	1	0	0	0	0	0	1	0	0	0	1	0	0	0	0	1	0
32	0	0	0	1	0	0	0	1	0	0	0	0	0	1	0	0	0	1	0	0	0	0	1	0	0	0	0	1	0	0
33	0	0	1	0	0	0	0	1	0	0	0	0	0	1	0	0	0	1	0	0	0	0	1	0	0	0	1	0	0	0
34	0	0	0	1	0	0	0	1	0	0	0	0	1	0	0	0	0	0	1	0	0	0	1	0	0	0	0	1	0	0
35	0	0	0	0	1	0	0	1	0	0	0	0	0	1	0	0	0	0	1	0	0	0	1	0	0	0	0	1	0	0
36	0	0	1	0	0	0	0	1	0	0	0	0	1	0	0	0	0	1	0	0	0	1	0	0	0	0	1	0	0	0
37	0	0	0	1	0	0	0	0	1	0	0	0	0	1	0	0	0	0	1	0	0	0	1	0	0	0	0	1	0	0
38	0	0	1	0	0	0	0	1	0	0	0	0	1	0	0	0	0	0	1	0	0	0	1	0	0	0	0	1	0	0
39	0	0	1	0	0	0	0	1	0	0	0	0	1	0	0	0	0	1	0	0	0	0	1	0	0	0	0	1	0	0
40	0	0	1	0	0	0	0	0	1	0	0	0	1	0	0	0	0	1	0	0	0	0	1	0	0	0	0	0	1	0

Students	A					B					C					D					E					F				
	E	VG	G	F	P	E	VG	G	F	P	E	VG	G	F	P	E	VG	G	F	P	E	VG	G	F	P	E	VG	G	F	P
41	0	0	1	0	0	0	0	0	1	0	0	0	0	1	0	0	0	1	0	0	0	0	1	0	0	0	0	1	0	0
42	0	0	1	0	0	0	0	1	0	0	0	0	1	0	0	0	0	1	0	0	0	0	1	0	0	0	0	1	0	0
43	0	0	0	1	0	0	0	0	0	1	0	0	0	0	1	0	0	0	1	0	0	0	1	0	0	0	0	0	1	0
44	0	0	0	1	0	0	0	0	0	1	0	0	0	1	0	0	0	1	0	0	0	0	1	0	0	0	0	0	1	0
45	0	0	1	0	0	0	0	1	0	0	0	0	1	0	0	0	0	1	0	0	0	1	0	0	0	0	0	0	1	0
46	0	0	0	1	0	0	0	1	0	0	0	0	0	1	0	0	0	1	0	0	0	0	1	0	0	0	0	1	0	0
47	0	0	1	0	0	0	0	1	0	0	0	0	1	0	0	0	0	0	1	0	0	0	1	0	0	0	0	0	1	0
48	0	0	0	1	0	0	0	0	1	0	0	0	0	0	1	0	0	0	1	0	0	0	1	0	0	0	0	0	0	1
49	0	0	0	1	0	0	0	0	1	0	0	0	0	1	0	0	0	0	1	0	0	0	1	0	0	0	0	0	1	0
50	0	0	1	0	0	0	0	0	1	0	0	0	0	1	0	0	0	1	0	0	0	0	1	0	0	0	0	1	0	0
51	0	1	0	0	0	0	0	0	1	0	0	0	0	1	0	0	0	1	0	0	0	0	0	1	0	0	0	0	1	0
52	0	0	0	1	0	0	0	0	0	1	0	0	0	0	1	0	0	0	1	0	0	0	1	0	0	0	0	0	0	1
53	0	0	1	0	0	0	0	0	1	0	0	0	0	1	0	0	0	1	0	0	0	0	1	0	0	0	0	1	0	0
54	0	0	0	0	1	0	0	0	0	1	0	0	0	0	1	0	0	0	0	1	0	0	0	1	0	0	0	0	0	1
55	0	1	0	0	0	0	1	0	0	0	0	1	0	0	0	0	1	0	0	0	0	1	0	0	0	0	0	1	0	0
56	0	0	0	1	0	0	0	0	1	0	0	0	0	0	1	0	0	0	0	1	0	0	1	0	0	0	0	0	1	0
57	0	0	0	1	0	0	0	0	1	0	0	0	0	1	0	0	0	0	1	0	0	0	1	0	0	0	0	0	1	0
58	0	0	1	0	0	0	0	1	0	0	0	0	0	0	1	0	0	0	0	1	0	0	1	0	0	0	0	0	0	1
59	0	0	1	0	0	0	0	0	1	0	0	0	0	1	0	0	0	1	0	0	0	0	1	0	0	0	0	0	1	0
60	0	0	0	1	0	0	0	0	1	0	0	0	0	1	0	0	0	1	0	0	0	0	0	1	0	0	0	0	1	0

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S	A					B					C					D					E					F				
	E	VG	G	F	P	E	VG	G	F	P	E	VG	G	F	P	E	VG	G	F	P	E	VG	G	F	P	E	VG	G	F	P
61	0	0	0	1	0	0	0	0	1	0	0	0	0	0	1	0	0	0	1	0	0	0	0	1	0	0	0	0	0	1
62	0	1	0	0	0	0	1	0	0	0	0	0	1	0	0	0	0	1	0	0	0	1	0	0	0	0	0	1	0	0
63	0	0	0	1	0	0	0	0	1	0	0	0	0	1	0	0	0	0	1	0	0	0	1	0	0	0	0	0	1	0
64	0	0	1	0	0	0	0	1	0	0	0	0	0	1	0	0	0	0	0	1	0	0	1	0	0	0	0	0	1	0
65	0	0	0	1	0	0	0	0	0	1	0	0	0	0	1	0	0	0	1	0	0	0	0	1	0	0	0	0	0	1
66	0	1	0	0	0	0	1	0	0	0	0	0	1	0	0	0	1	0	0	0	1	0	0	0	0	0	0	1	0	0
67	0	0	0	1	0	0	0	0	1	0	0	0	0	1	0	0	0	0	1	0	0	0	0	1	0	0	0	0	1	0
68	0	0	0	0	1	0	0	1	0	0	0	0	0	1	0	0	0	1	0	0	0	0	0	1	0	0	0	1	0	0
69	0	0	1	0	0	0	0	0	1	0	0	0	0	0	1	0	0	0	1	0	0	0	1	0	0	0	0	0	1	0
70	0	0	0	0	1	0	0	0	0	1	0	0	0	0	1	0	0	0	0	1	0	0	0	1	0	0	0	0	1	0
71	0	0	0	0	1	0	0	0	0	1	0	0	0	0	1	0	0	0	0	1	0	0	0	1	0	0	0	0	1	0
72	0	0	0	1	0	0	0	0	1	0	0	0	0	1	0	0	0	0	1	0	0	0	0	1	0	0	0	0	1	0
73	0	0	0	0	1	0	0	0	1	0	0	0	0	0	1	0	0	0	0	1	0	0	0	1	0	0	0	0	1	0
74	0	0	0	1	0	0	0	0	1	0	0	0	0	1	0	0	0	0	1	0	0	0	0	1	0	0	0	0	1	0
75	0	0	0	1	0	0	0	0	1	0	0	0	0	0	1	0	0	0	1	0	0	0	0	1	0	0	0	0	1	0
76	0	0	0	0	1	0	0	0	1	0	0	0	0	0	1	0	0	1	0	0	0	0	0	1	0	0	0	0	0	1
77	0	0	0	1	0	0	0	0	1	0	0	0	0	1	0	0	0	0	0	1	0	0	0	1	0	0	0	0	0	1
78	0	0	0	0	1	0	0	0	0	1	0	0	0	0	1	0	0	0	0	1	0	0	0	1	0	0	0	0	1	0
79	0	0	1	0	0	0	0	0	1	0	0	0	1	0	0	0	0	1	0	0	0	0	1	0	0	0	0	1	0	0
80	0	0	0	0	1	0	0	0	0	1	0	0	0	0	1	0	0	0	0	1	0	0	0	0	1	0	0	0	1	0
T	1	6	24	31	18	0	6	23	36	15	0	3	15	30	32	0	4	27	26	23	1	11	34	25	9	0	3	23	37	17
%	1,25	7,50	30,00	38,75	22,50	0,00	7,50	28,75	45,00	18,75	0,00	3,75	18,75	37,50	40,00	0,00	5,00	33,75	32,50	28,75	1,25	13,75	42,50	31,25	11,25	0,00	3,75	28,75	46,25	21,25

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Question 10	E	%	VG	%	G	%	F	%	P	%
A. Reading Comprehension	1	1,25	6	7,5	24	30	31	38,8	18	22,5
B. Writing	0	0	6	7,5	23	28,8	36	45	15	18,8
C. Speaking	0	0	3	3,75	15	18,8	30	37,5	32	40
D. Listening	0	0	4	5	27	33,8	26	32,5	23	28,8
E. Translation (English to Spanish)	1	1,25	11	13,8	34	42,5	25	31,3	9	11,3
F. Translation (Spanish to English)	0	0	3	3,75	23	28,8	37	46,3	17	21,3

Students	Question 11		
	Yes	No	HOW
1	1	0	professional development
2	1	0	job opportunities
3	1	0	English use daily work
4	0	1	0
5	1	0	Communication with foreign patients
6	0	1	0
7	0	1	0
8	0	1	0
9	1	0	Pharmacology & apparatuses
10	0	1	0
11	1	0	Apparatuses
12	1	0	job opportunities and professional development
13	0	1	0
14	0	1	0
15	1	0	job opportunities abroad
16	0	1	0
17	0	1	0
18	0	1	0
19	0	1	0
20	1	0	English use daily work
21	1	0	job opportunities and professional development
22	1	0	understand books & pharmacology
23	1	0	job opportunities and professional development
24	1	0	professional development
25	1	0	English use daily work
26	1	0	professional development &pharmacology
27	0	1	0
28	1	0	professional development &work abroad
29	1	0	professional development
30	1	0	job opportunities abroad
31	0	1	0
32	1	0	books, pharmacology and work abroad (peace missions)
33	1	0	job opportunities, peace missions
34	1	0	professional development
35	1	0	Apparatuses and jobs abroad
36	1	0	English use daily work
37	1	0	job opportunities
38	1	0	professional development
39	1	0	professional development
40	1	0	professional development
41	0	1	0
42	1	0	Apparatuses ,congresses
43	1	0	Apparatuses and travel abroad
44	1	0	Apparatuses and travel abroad
45	1	0	foreign patients
46	0	1	0
47	0	1	0

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Students	Yes	No	Question 11
			How
48	1	0	Foreign patients
49	0	1	0
50	1	0	Apparatuses
51	0	1	0
52	0	1	0
53	1	0	Books and apparatuses
54	1	0	Job opportunities
55	1	0	Apparatuses
56	0	1	0
57	0	1	0
58	1	0	Foreign patients & apparatuses
59	1	0	Apparatuses
60	0	1	0
61	1	0	Professional development
62	1	0	Professional development, foreign patients and apparatuses
63	1	0	Professional development
64	0	1	0
65	1	0	Handbooks and technology
66	1	0	Professional development and jobs abroad
67	1	0	Apparatuses
68	1	0	Professional development, foreign patients & clinics
69	1	0	Daily work and bibliography
70	0	1	0
71	1	0	More benefits
72	1	0	0
73	0	1	0
74	0	1	0
75	1	0	Professional development and foreign patients
76	1	0	Professional development and foreign patients
77	0	1	0
78	0	1	0
79	1	0	English use daily work
80	0	1	0
Total	51	29	
Percentages %	63,75	36,25	

Appendix E

Part 1: Class Observation Grid

Macro-skill practised	Time devoted to activity	Materials used	Brief description of activity	General description of the group and difficulties	Comments

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Part 2: Data matrix: Class Observation

Macro-skill practised	Time devoted to activity										Time	%
Miscellaneous activities	15	20	10	30	19	5	6	8	10	10	133	17,4
	10	5	45	5	10	30	5	4	3	5	122	
	10	15	10	5	15	10	5	25	10	15	205	
	15	5	5	47	3	5	5				**460**	**17,4**
Reading and Writing	14	26	22	10	20	15	20	35	20	19	201	19,9
	23	16	6	5	16	7	16	21	10	10	130	
	30	14	5	35	15	15	30	25	25		194	
											525	**19,9**
Reading aloud and Listening (correction of exercises)	3	10	5	5	5	4	10	4			46	1,7
											0	
											0	
											46	**1,7**
Reading and translation (English to Spanish)	23	15	23	19	29	32	20	20	45	30	256	36,4
	25	37	15	15	20	30	18	34	35	40	269	
	40	5	10	45	10	20	10	30	30	25	437	
	23	20	20	35	25	30	13	21	25		**962**	**36,4**
Reading	27	7	5	4	11	13	5	6	4	10	92	12,2
	15	25	40	5	4	20	15	25	10	15	174	
	25	20	10								55	
											321	**12,2**
Listening, Reading and Writing	14	25									39	1,5
											0	
											0	
											39	**1,5**
Reading, Writing and translation (English to Spanish)	45	34									79	3,0
											0	
											0	
											79	**3,0**
Speaking and Listening	5	2	7	20							34	1,3
											0	
											34	**1,3**

Macro-skill practised	Time devoted to activity											Time	%
Writing	4	15	30									49	1,9
												0	
												0	
												49	**1,9**
Reading, Listening and Speaking	10	20	5									35	1,3
												0	
												0	
												35	**1,3**
Reading, translation (English to Spanish) and (Spanish to English)	4	30										34	1,3
												0	
												0	
												34	**1,3**
Listening and translation (English to Spanish)	16	3	10	2								31	1,2
												0	
												0	
												31	**1,2**
Reading and translation (Spanish to English)	20	5										25	0,9
												0	
												0	
												25	**0,9**
Total											**Min.**	**2640**	**100**

Materials used
Booklet made by the teacher: UNIT 2 Breastfeeding Urinary System Digestive System Circulatory System Female Reproductive System Male Reproductive System Pregnancy Under the skin Aging changes in organs, tissues and cells (from Medical Encyclopaedia) Photocopies with theory & exercises on the Past Simple tense (taken from a grammar book)

Materials used
Booklet made by the teacher: UNIT 3 **Photocopies taken from a grammar book**: theory and exercises on the Present Perfect tense **Photocopies taken from a grammar book:** theory and exercises on Modal Verbs Burns Infectious Diseases Fetal Alcohol Syndrome Vitamins and Minerals
Extra photocopies about: Osteomyelitis Aging changes in hormone production Carcinoma Coronary heart disease Lungs Gestational diabetes Thalassemia **Oxford English for Careers : Nursing by Tony Grice** Unit 4: Accidents and emergencies Unit 5: Pain Unit 6: Symptoms Unit 7 Caring for the elderly Unit 8 Nutrition and obesity Reading bank Pet visits Mobile medical units Hospital error Chronic pain Leeches **Booklet made by the teacher** What is high blood pressure? Exercising and weight control Intramuscular injections First Aid Procedures **Photocopies taken from a grammar book:** theory and exercises on verb tenses **Blackboard (to explain and correct exercises)** **Tape recorder**

Macro-skill practised	Brief description of activity	General description of the group / Difficulties	Comments
Miscellaneous activities	Teacher signs class book, calls the roll. Informal talk about holidays, weekend or studies. Comments in Spanish about mid-term/final exams and practice exercises. Feedback from practice exercises. Students self-evaluate their progress. Teacher waits for students who are late. Warm-up activities in Spanish. Explanation of exercises and homework. Explanation of grammar points. Class is dismissed earlier because students have finished their work and they are tired or need a break before the next period).	Some students do not understand or are late and ask the same thing. This happens several times.	Many students are often late for several reasons. The teachers are very considerate. There is always a warm atmosphere between the teacher and the students.
Reading and Writing	Students read a text and: answer questions, fill in blanks with words/phrases, reorder quest/sentences, puzzles, finish sentences, write words next to definitions, complete charts. Problem solving activities (read information about food and create a suitable meal for an athlete, a diabetic, etc.) Sts read text/exercises from board and copy in folders.	Some students do not understand or are late and ask the same thing. This happens several times. Some students are very insecure about their knowledge.	Students hand in work for teacher to correct and mark. Three of the teachers in the sample do this to have extra marks, apart from mid-term exams. If students do not have enough time to finish, they can hand in their work the following class.
Reading aloud and Listening (correction of exercises)	The teacher or a student reads aloud answers to exercises and the others listen and check their own work.	No problems, in general.	If needed, teachers provide explanations again.

Macro-skill practised	Brief description of activity	General description of the group / Difficulties	Comments
Reading and translation (English to Spanish)	Students read out a text in English and write the translation in Spanish. Translation of isolated words.	Difficult sentences: students ask teacher for help. New vocabulary: students look up words in the dictionary. Some students provide incoherent sentences. When the teacher asks them what they mean, they answer they do not know. The teacher gives then more time to re-think them.	Students are free to work individually, in pairs or groups. Teachers walk around class helping each group/student. Students hand in work for teacher to correct and mark. Three of the teachers in the sample do this to have extra marks apart from mid-term exams. If students do not have enough time to finish their work, they can hand it in the following class. Practice for mid-term/final exams (only translation from English to Spanish).
Reading	Read and match. True-false. Multiple choice.	Students ask the teacher for help when they cannot understand difficult sentences.	Students are free to work individually, in pairs or groups.
Listening, Reading and Writing	Students listen to a song and match columns and write missing words in the lyrics provided with gaps. Students listen to a dialogue and complete blanks.	A few students complain before starting the activity saying it is too difficult. The teacher encourages them. She plays the tape four times.	Most of the students who complained were happy to discover, when correcting, that they had done better than they had expected. Problems with tape recorders (tape frequently stops, sound quality not good enough). Only one teacher offered students Reading, Listening and Writing activities.

Macro-skill practised	Brief description of activity	General description of the group / Difficulties	Comments
Reading, Writing and Translation (English to Spanish)	Students read out text in English, provide an oral interpretation/ translation in Spanish and then do written exercises.	No problems, in general.	Students need Spanish translation to reassure their knowledge.
Speaking and Listening	Teacher asks questions on a text or on nursing knowledge students are supposed to have and the students answer. Teacher asks questions about the students' weekend, personal experience and the students answer.	Some students do not understand/cannot follow teacher	Students who do not understand get distracted, start talking among themselves
Writing	Students write sentences using new vocabulary. Students write paragraph/sentences expressing and justifying their opinions	Whenever students find an activity difficult, they work in pairs.	Students hand in work for teacher to correct and mark. Three of the teachers in the sample do this to have extra marks, apart from mid-term exams. If students do not have enough time to finish, they can hand in their work the following class.
Reading, Listening and Speaking	The teacher reads a text, students follow it in their copies then the teacher asks questions and the students answer looking at the text.	Some students answer in Spanish.	The teacher accepts both types of answers. Two teachers offered students this kind of activity.

Macro-skill practised	Brief description of activity	General description of the group / Difficulties	Comments
Reading, translation (English to Spanish) and (Spanish to English)	Students read a text and translate orally. Students correct exercises. Students read a text in English, translate it to Spanish and then match the Spanish translations to sections in a chart.	Spanish to English translation are usually used to help/guide students when they have difficulties (e.g., Teacher: ¿Cómo dirías "preguntar al herido si puede caminar"?	The teachers are very patient and always willing to help their students.
Listening and translation (English to Spanish)	The teacher asks questions in English and asks the students to translate them to Spanish. The teachers explain/give instructions in English and the students translate to Spanish what they have said.	Done to help weaker students understand.	The teachers are very patient and always willing to help their students.
Reading and translation (Spanish to English)	Students read a text in English and do exercises where Spanish translations (sentences, words) have to be matched to English versions.	No problems.	This type of exercise was used only twice.

Appendix F

Part 1: Interview to Ten Graduate Nurses

1. ¿Qué conocimientos de inglés tenía antes de ingresar a la Escuela de Enfermería: elemental, intermedio o avanzado?

………………………………………………………………………………………
.

2. ¿Estudió inglés solo en la escuela secundaria o también en academias o en forma particular? Por favor, ESPECIFIQUE.

  ………………………………………………………………………………….

3. Cuando cursaba inglés en la Escuela de Enfermería ¿con qué frecuencia practicaban leer compresivamente en inglés?

a. Casi siempre   (90-80 % de la clase)   ………….
b. A menudo   (79-50 % de la clase)   ………….
c. Algunas veces (49-30 % de la clase)   ………….
d. Casi nunca   (29-10 % de la clase)   ………….

4. Cuando cursaba inglés en la Escuela de Enfermería ¿con qué frecuencia practicaban escribir en inglés?

a. Casi siempre   (90-80 % de la clase)   …………..
b. A menudo   (79-50 % de la clase)   …………..
c. Algunas veces (49-30 % de la clase)   …………..
d. Casi nunca   (29-10 % de la clase)   …………..

5. Cuando cursaba inglés en la Escuela de Enfermería ¿con qué frecuencia practicaban hablar en inglés?

a. Casi siempre   (90-80 % de la clase)   ………. ….
b. A menudo   (79-50 % de la clase)   …………..
c. Algunas veces (49-30 % de la clase)   ………. …
d. Casi nunca   (29-10 % de la clase)   ……………

6. Cuando cursaba inglés en la Escuela de Enfermería ¿con qué frecuencia practicaban escuchar y comprender en inglés?

a. Casi siempre   (90-80 % de la clase)   …………..
b. A menudo   (79-50 % de la clase)   ……….. …
c. Algunas veces (49-30 % de la clase)   …………..
d. Casi nunca   (29-10 % de la clase)   ……………

7. Cuando cursaba inglés en la Escuela de Enfermería ¿con qué frecuencia practicaban traducir del inglés al castellano?

a. Casi siempre   (90-80 % de la clase)   …………..
b. A menudo   (79-50 % de la clase)   …………….
c. Algunas veces (49-30 % de la clase)   …………….
d. Casi nunca   (29-10 % de la clase)   …………….

8. Cuando cursaba inglés en la Escuela de Enfermería ¿con qué frecuencia practicaban traducir del castellano al inglés?

a. Casi siempre   (90-80 % de la clase)   …………….
b. A menudo   (79-50 % de la clase)   …………….
c. Algunas veces (49-30 % de la clase)   …………….
d. Casi nunca   (29-10 % de la clase)   ……………..

9. Cuando cursaba el resto de las materias en la Escuela de Enfermería, ¿necesitó utilizar sus conocimientos de inglés en alguna de ellas? ¿Cómo?

………………………………………………………………………………………

………………………………………………………………………………………

10. ¿Realizó algún otro curso de inglés después de graduarse de la Escuela de Enfermería? Por favor, ESPECIFIQUE cual / cuales.

………………………………………………………………………………………

11. ¿Con qué frecuencia utiliza el idioma inglés en sus estudios de perfeccionamiento / postgrado?

a. Casi siempre   (90-80 % de la clase)   ……………………….
b. A menudo   (79-50 % de la clase)   ……………………….
c. Algunas veces (49-30 % de la clase)   ……………………….
d. Casi nunca   (29-10 % de la clase)   ……………………….

12. ¿Qué actividad realiza más frecuentemente en sus estudios de perfeccionamiento / postgrado? (Marcar del 1 al 6 siendo 1 la más frecuente.) **NO REPETIR LOS NUMEROS**)

a. Leer compresivamente en inglés ………………………………….

b. Escribir en inglés . ………………………………….

c. Hablar en inglés ………………………………….

d. Escuchar y comprender en inglés ………………………………….

e. Traducir del inglés al castellano …………………………………..

f. Traducir del castellano al inglés …………………………………..

13. ¿Qué actividad realiza más frecuentemente en su trabajo cotidiano? (Marcar del 1 al 6 siendo 1 la más frecuente.) **NO REPETIR LOS NUMEROS**)

a. Leer compresivamente en inglés ………………………………….

b. Escribir en inglés ………………………………….

c. Hablar en inglés ………………………………….

d. Escuchar y comprender en inglés …. …………………………………

e. Traducir del inglés al castellano …………………………………

f. Traducir del castellano al inglés ……………………………………

14. ¿Cómo califica su nivel actual de inglés en el campo de la Enfermería en las siguientes habilidades?

a. Lectura compresiva en inglés ………………………………….
(excelente, muy bueno, bueno, regular o pobre)

b. Escribir en inglés ………………………………….
(excelente, muy bueno, bueno, regular o pobre)

c. Hablar en inglés ………………………………….
(excelente, muy bueno, bueno, regular o pobre)

d. Escuchar y comprender en inglés …………………………………..
(excelente, muy bueno, bueno, regular o pobre)

e.Traducir del inglés al castellano ………………………………….
(excelente, muy bueno, bueno, regular o pobre)

f. Traducir del castellano al inglés . …………………………………..
(excelente, muy bueno, bueno, regular o pobre)

15. No poseer un manejo fluido del inglés en las habilidades anteriormente mencionadas, ¿puede limitar las posibilidades de desarrollo profesional? Si su respuesta es afirmativa, explicar brevemente como.

…………………………………………………………………………………………

…………………………………………………………………………………………

……………………………………………………………………………………….

16. Otros comentarios:………………………………………………………………….

…………………………………………………………………………………………

…………………………………………………………………………………………

…………………………………………………………………………………………

Part 2: Data matrix: Interview to Ten Graduate Nurses

Nurses	Question 1			Question 2		Question 3				Question 4			
	E	I	A	S	A	A	B	C	D	A	B	C	D
1	1	0	0	1	0	0	0	1	0	0	1	0	0
2	1	0	0	1	0	0	0	0	1	0	0	0	1
3	1	0	0	1	0	0	0	0	1	0	1	0	0
4	1	0	0	1	0	0	0	1	0	0	0	0	1
5	1	0	0	1	0	0	0	1	0	0	0	1	0
6	1	0	0	1	0	0	0	0	1	0	0	0	1
7	0	1	0	0	1	0	1	0	0	0	1	0	0
8	1	0	0	0	1	0	1	0	0	0	1	0	0
9	1	0	0	0	1	0	0	0	1	0	0	1	0
10	1	0	0	1	0	0	0	0	1	0	0	0	1
Total	**9**	**1**	**0**	**7**	**3**	**0**	**2**	**3**	**5**	**0**	**4**	**2**	**4**
Percentages %	**90**	**10**	**0**	**70**	**30**	**0**	**20**	**30**	**50**	**0**	**40**	**20**	**40**

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Nurses	Question 5				Question 6				Question 7			
	A	B	C	D	A	B	C	D	A	B	C	D
1	0	1	0	0	1	0	0	0	1	0	0	0
2	0	0	0	1	0	0	0	1	0	0	1	0
3	0	0	0	1	0	0	0	1	0	0	1	0
4	0	0	0	1	0	1	0	0	0	0	0	1
5	0	0	0	1	0	0	0	1	0	0	1	0
6	0	0	0	1	0	0	0	1	0	0	0	1
7	0	0	1	0	0	0	1	0	1	0	0	0
8	0	0	0	1	0	0	0	1	1	0	0	0
9	0	0	0	1	0	0	1	0	1	0	0	0
10	0	0	0	1	0	0	0	1	0	0	0	1
Total	0	1	1	8	1	1	2	6	4	0	3	3
Percentages %	0	10	10	80	10	10	20	60	40	0	30	30

Nurses	Question 8				Question 9			Question 10		
	A	B	C	D	Yes	No	HOW	Yes	No	WHICH
1	0	0	1	0	1	0	Bibliography Handbooks Equipment Apparatuses	1	0	Licenciatura: 2 hours a week for 1 year Course: 2 hours for 3 years
2	0	0	0	1	0	1	0	1	0	Private tuition
3	0	0	0	1	0	1	0	1	0	Institute: studied for 2 years
4	0	0	0	1	1	0	Bibliography	0	1	0
5	0	0	0	1	1	0	Pharmacology	0	1	0
6	0	0	0	1	1	0	Insulin pumps	0	1	0
7	0	0	1	0	1	0	Monitors and apparatuses	0	1	0
8	0	0	0	1	1	0	Insulin pumps	0	1	0
9	0	0	0	1	0	1	0	0	1	0
10	0	0	0	1	1	0	Apparatuses		1	
Total	0	0	2	8	7	3		3	7	0
Percentages %	0	0	20	80	70	30		30	70	0

Nurses	Question 11				Question 12						Question 13					
	A	B	C	D	A	B	C	D	E	F	A	B	C	D	E	F
1	0	1	0	0	1	3	5	4	2	6	1	3	5	4	2	6
2	1	0	0	0	1	5	4	3	2	6	1	5	4	3	2	6
3	0	1	0	0	1	3	5	4	2	6	1	3	5	4	2	6
4	0	0	1	0	2	3	5	4	1	6	2	3	5	4	1	6
5	0	0	1	0	2	4	6	3	1	5	2	4	6	3	1	5
6	0	0	0	1	2	4	6	5	1	3	2	4	6	5	1	3
7	0	0	1	0	1	3	6	4	2	5	1	3	6	4	2	5
8	0	0	1	0	2	4	6	3	1	5	2	4	5	3	1	6
9	0	0	0	1	1	4	6	3	2	5	1	4	6	3	2	5
10	0	0	0	1	2	4	5	3	1	6	2	4	5	3	1	6
Total	1	2	4	3												
Percentages %	10	20	40	30												

Question 12	1	%	2	%	3	%	4	%	5	%	6	%
A. Reading Comprehension	5	50	5	50	0	0	0	0	0	0	0	0
B. Writing	0	0	0	0	4	40	5	50	1	10	0	0
C. Speaking	0	0	0	0	0	0	1	10	4	40	5	50
D. Listening	0	0	0	0	5	50	4	40	1	10	0	0
E. Translation (English to Spanish)	5	50	5	50	0	0	0	0	0	0	0	0
F. Translation (Spanish to English)	0	0	0	0	1	10	0	0	4	40	5	50

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Question 13	1	%	2	%	3	%	4	%	5	%	6	%
A. Reading Comprehension	5	50	5	50	0	0	0	0	0	0	0	0
B. Writing	0	0	0	0	4	40	5	50	1	10	0	0
C. Speaking	0	0	0	0	0	0	1	10	5	50	4	40
D. Listening	0	0	0	0	5	50	4	40	1	10	0	0
E. Translation (English to Spanish)	5	50	5	50	0	0	0	0	0	0	0	0
F. Translation (Spanish to English)	0	0	0	0	1	10	0	0	3	30	6	60

Question 14	E	%	VG	%	G	%	F	%	P	%
A. Reading Comprehension	1	10	0	0	2	20	3	30	4	40
B. Writing	0	0	1	10	2	20	2	20	5	50
C. Speaking	1	10	0	0	0	0	3	30	6	60
D. Listening	0	0	0	0	1	10	3	30	6	60
E. Translation (English to Spanish)	0	0	1	10	3	30	2	20	4	40
F. Translation (Spanish to English)	0	0	1	10	2	20	2	20	5	50

Nurse	Question 14																													
	A					B					C					D					E					F				
	E	VG	G	F	P	E	VG	G	F	P	E	VG	G	F	P	E	VG	G	F	P	E	VG	G	F	P	E	VG	G	F	P
1	0	0	1	0	0	0	0	1	0	0	0	0	0	1	0	0	0	0	1	0	0	0	1	0	0	0	0	1	0	0
2	0	0	1	0	0	0	0	0	0	1	0	0	0	0	1	0	0	0	0	1	0	0	1	0	0	0	0	0	0	1
3	0	0	0	0	1	0	0	0	0	1	0	0	0	0	1	0	0	0	0	1	0	0	0	0	1	0	0	0	0	1
4	0	0	0	0	1	0	0	0	0	1	0	0	0	0	1	0	0	0	0	1	0	0	0	0	1	0	0	0	0	1
5	0	0	0	1	0	0	0	0	1	0	0	0	0	0	1	0	0	0	0	1	0	0	0	1	0	0	0	0	0	1
6	0	0	0	0	1	0	0	0	0	1	0	0	0	0	1	0	0	0	0	1	0	0	0	0	1	0	0	0	0	1
7	1	0	0	0	0	0	1	0	0	0	1	0	0	0	0	0	0	1	0	0	0	1	0	0	0	0	1	0	0	0
8	0	0	0	1	0	0	0	1	0	0	0	0	0	1	0	0	0	0	1	0	0	0	1	0	0	0	0	1	0	0
9	0	0	0	1	0	0	0	0	1	0	0	0	0	1	0	0	0	0	1	0	0	0	0	1	0	0	0	0	1	0
10	0	0	0	0	1	0	0	0	0	1	0	0	0	0	1	0	0	0	0	1	0	0	0	0	1	0	0	0	1	0
Total	1	0	2	3	4	0	1	2	2	5	1	0	0	3	6	0	0	1	3	6	0	1	3	2	4	0	1	2	2	5
%	10	0	20	30	40	0	10	20	20	50	10	0	0	30	60	0	0	10	30	60	0	10	30	20	40	0	10	20	20	50

Nurses	Question 15			Question 16
	Y	N	HOW	
1	1	0	Bibliography Scholarships abroad	Satisfied with her command of language Good attitude towards English
2	1	0	Seminars, papers in English, no questions, no opinion bibliography handbooks robotics, apparatuses	Feeling of marginalization, unable to socialise, no English in Licenciatura
3	1	0	Bibliography, no access scholarships abroad no opinion in meetings no research possibilities no communication with other countries	English level has to be improved in Nursing School, especially presentations, writing their own articles on their research or a CV
4	1	0	Couldn't apply for well-paid job in USA	English level has to be improved in Nursing School. Courses in hospitals
5	1	0	Pharmacology	0
6	0	1	0	0
7	1	0	New information	0
8	1	0	Better communication with foreign patients	0
9	0	1	0	0
10	1	0	Pay for interpreter or translator if not included in registration fee	More periods to learn English to give more prestige to profession
Total	8	2		
Percentages %	80	20		

Appendix G

Some books for Nursing available in Argentina

The five books listed below were available in four important bookstores which were visited by the researcher after some teachers mentioned in their interviews/questionnaires that they lacked materials to teach the four macro-skills following an integrated approach in the field of English for Nursing.

Three books were provided by one of the teachers who answered a questionnaire and one was bought at a bookstore. The Table of Contents of *Oxford English for Careers: Nursing 2* was retrieved on May 18, 2011 from www.oupjapan.co.jp/teachers/samples/oxengcareers.shtml

A copy of the Table of Contents of each of the books is included below.

Assis, M. & Berthe, L. (2003). *Your English Body 1.* Ciudad Autónoma de Buenos Aires: Ediciones Baobab.

CONTENTS

Allum, V. & McGarr, P. (2008). *Cambridge English for Nursing.* Cambridge: Cambridge University Press.

	Skills	Medical focus	Charting and documentation
UNIT 1 Patient admissions page 6	Taking a patient history Using active listening strategies Explaining how the heart works Putting a patient at ease Giving a nursing handover Charting blood pressure and pulse	The heart Explaining how the heart works	Patient Admission Form Patient Record Observation Chart
UNIT 2 Respiratory problems page 14	Educating patients about asthma management Giving instructions effectively Using a nebuliser Talking to a child about asthma Putting a young patient at ease Describing respiration Charting respiratory rates	The respiratory system	Respiratory rates Patient record Observation chart
UNIT 3 Wound care page 22	Discussing wound management Asking for advice Describing wounds Taking part in Continuous Professional Development Using a Wound Assessment Chart	Wound bed preparation	Wound Assessment Chart
UNIT 4 Diabetes care page 30	Discussing diabetes management Making empathetic responses Giving advice sensitively Using a Diabetic Chart	The pancreas Explaining hypoglycaemia and diabetes	Diabetic Chart
UNIT 5 Medical specimens page 38	Explaining pathology tests Asking for clarification Checking understanding Telephone skills: contacting other staff Softening a request Reading a Pathology Report	The kidneys Explaining renal failure Explaining urinary catheters	Pathology Report
UNIT 6 Medications page 46	Administering medication Doing a medication check Working as part of a team Checking medication orders for accuracy Explaining drug interactions Checking the 'five rights' of medication administration Reading a Prescription Chart	The metabolism of medication	Prescription Chart

4   Contents

	Skills	Medical focus	Charting and documentation
UNIT 7 Intravenous infusions page 54	Reviewing IV infusions Passing on instructions to colleagues Assessing IV cannulas Telephone skills: taking a message about patient care Checking IV orders Charting fluid intake and output	IV cannulas	IV Prescription Chart Fluid Balance Chart
UNIT 8 Pre-operative patient assessment page 62	Doing pre-operative checks Giving pre-operative patient education Preparing a patient for surgery Allaying anxiety in a patient Using Pre-operative Checklists	Blood circulation	Pre-operative Checklist
UNIT 9 Post-operative patient assessment page 70	Giving a post-operative handover Checking a post-operative patient on the ward Explaining post-operative pain management Dealing with aggressive behaviour Using pain assessment tools	Pain receptors	Universal Pain Assessment Tool
UNIT 10 Discharge planning page 78	Attending the ward team meeting Telephone skills: referring a patient Explaining the effects of a stroke Using patient discharge planning forms	Cerebrovascular accidents	Telephone Referral Form Katz ADL Index Discharge Plan

Glendinning, E. & Howard, R. (2007). *Professional English in Use. Medicine.* Cambridge: Cambridge University Press.

Contents

4   *Professional English in Use Medicine*

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Grice, T. (2007). *Oxford English for Careers. Nursing 1.* Oxford: Oxford University Press.

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Oxford English for Careers. Nursing 2, by the same author, is also available.

Contents

Universidad Tecnológica Nacional
Licenciatura en Lengua Inglesa
Dissertation: The teaching of the macro-skill of reading in English for Nursing Purposes courses: Integrated or segregated-skill instruction?
Prof. Rosa María Re - 2011