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**PHYSICIANS' PROFESSIONAL-LINGUISTIC NEEDS TO STUDY ENGLISH
FOR MEDICAL PURPOSES, ESMERALDAS, 2018**

TESIS DE GRADO

**NECESIDADES PROFESIONALES-LINGÜÍSTICAS DE LOS MÉDICOS PARA
ESTUDIAR INGLÉS CON PROPÓSITOS MÉDICOS, ESMERALDAS, 2018**

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STATEMENT BY THE AUTHOR

I, Tania Katherine Rezabala Jama, affirm that the investigation in the present report research is totally unique, authentic, and personal.

The content of this research is a limited legal and academic responsibility of the author and PUCE Esmeraldas

Tania Katherine Rezabala Jama

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TABLE OF CONTENTS	PAGE
COVER	i
DISSERTATION COMMITTEE	ii
STATEMENT BY THE AUTHOR	iii
DEDICATION / ACKNOWLEDGMENTS	iv
LIST OF FIGURES	vii
ABSTRACT	viii
RESUMEN	viii
INTRODUCTION	1
Theme Presentation	1
Problem Statement	2
Justification	2
Objectives	3
General Objective	3
Specific Objectives	3
CHAPTER I: THEORETICAL FRAMEWORK	4
1.1. Scientific and theoretical foundation	4
1.1.1. What is English for Specific Purposes?	4
1.1.2. Aspects of ESP	5
1.1.2.2. Variable aspects	5
1.1.2.3. Absolute aspects	5
1.1.3. Types of ESP	6
1.1.3.1. English for Medical Purposes (EMP)	7
1.1.4. Needs Analysis	8
1.1.5. Materials Design	9
1.1.6. Pedagogical Foundation	9
1.2. Previous Studies	9
1.3. Legal Foundation	11

CHAPTER II: MATERIALS AND METHODS	12
2.1.Context	12
2.2. Type of Investigation	12
2.3. Population and Sample	12
2.4. Operationalization of Variables	12
2.5. Methods of Investigation	13
2.6. Techniques and Instruments	13
2.7. Data Processing	13
CHAPTER III: RESULTS	14
CHAPTER IV: DISCUSION	19
CHAPTER V: CONCLUSIONS	21
CHAPTER VI: RECOMMENDATIONS	22
REFERENCES	23
APPENDICES	26

LIST OF FIGURES

	Page
FIGURE 1. FREQUENCY OF FOREIGN PATIENTS' ASSISTANCE	15
FIGURE 2. NECESSITY TO SPEAK ENGLISH	16
FIGURE 3. MEDICAL TERMS THAT PHYSICIANS NEED TO LEARN	17
FIGURE 4. COMMUNICATIVE FUNCTIONS THAT PHYSICIANS NEED TO LEARN	18
FIGURE 7. MOST COMMON PROFESSIONAL ACTIVITIES	19

ABSTRACT

To evaluate the physicians' professional-linguistic needs in Esmeraldas, a qualitative quantitative investigation was carried out with a sample of 20 doctors from the Hospital Naval, Clínica Colón, Hospital del IESS and Hospital del Sur in Esmeraldas. The analytical - synthetic and hermeneutic methods were used. The results showed that the physicians were interested in learning the English language of their specialty and specifically medical terms to conduct patient interviews, case presentations, and present papers in medical congresses, among other activities. It is concluded that physicians in Esmeraldas have needs to learn English for Medical Purposes, specifically vocabulary and communicative functions related to their profession.

Keywords: doctors, English for Medical Purposes, communicative functions, vocabulary

RESUMEN

Para evaluar las necesidades profesionales-lingüísticas de los médicos en Esmeraldas se realizó una investigación cuali-cuantitativa con una muestra de 20 médicos de las instituciones Hospital Naval, Clínica Colón, Hospital del IESS y Hospital del Sur en Esmeraldas. Se utilizaron los métodos analítico - sintético y hermenéutico. El resultado mostró que los médicos tenían interés por aprender el idioma inglés de su especialidad y específicamente términos médicos para realizar entrevistas a pacientes, presentación de casos, presentar trabajos en congresos médicos, entre otras actividades. Se concluye que los médicos en estas instituciones tienen necesidades para aprender el inglés con Propósitos Médicos, específicamente vocabulario y funciones comunicativas relacionadas con su profesión.

Palabras clave: médicos, inglés con Propósitos Médicos, funciones comunicativas, vocabulario

INTRODUCTION

Theme presentation

Health Professionals, as other specialists of global context, need to use English in different moments of their professional live. In Ecuador, less than 50% of doctors reach the end of their career obtaining an intermediate level of English. Many of these doctors do not often have the B1 level required to work within any institution, public or private. The problem is most noticeable on the coast of the country, specifically, in the Esmeraldas province, where no more than 5% of doctors speak Basic English. Furthermore, doctors do not know English for the purpose of their specialty, which is very important because Esmeraldas is a tourist city and in many occasions physicians are in real situations such as assisting English-speaking tourists who do not speak Spanish.

Moreover, medical international conferences use English as the official language for professional communication. In addition, in some cases, physicians are in English speaking countries, and they do not know how to express themselves or to understand patients when they are working in a specific medical case or sometimes with their colleges.

English for Medical Purposes (EMP) try to meet specific medical needs for a specific group of learners, using materials, strategies, according to their learning goals, and the appropriate language centered to the activities proposed by teachers. The curriculum designed in EMP courses or guides have medical activities and medical vocabulary, which are different from those designed in English for General Purposes (EGP) courses. For instance, some of the medical vocabulary in EMP courses refer to medical tools, vital signs, symptoms, diseases, pathologies, medications, among others. Also, medical activities are centered to develop medical lexicon and practices. For example, medical activities may be developed in medical centers, such as hospitals and laboratories, where there is the appropriate environment to learn the English language.

On the contrary, vocabulary and activities in English for General Purposes courses use and apply general English, like simple exercises based on daily routine, food, general things that

you can find in your house, school, and other places. Moreover, the activities can be practiced in different environments depending on the topic.

Problem statement

In Ecuador, medical university students study General English during their carriers, and just do a little study of Medical English. Therefore, physicians from health institutions in different provinces, such as Esmeraldas, have a little knowledge about EMP, what makes it difficult for them to carry out professional activities using English as the global language, for example: medical consultations, medical international conferences, among others. In addition, it is difficult for physicians to upgrade scientifically because the most updated materials they need to read are usually published in English.

It would be good to design an EMP course to Physicians, but to be able to do this; a diagnosis of their linguistic and professional needs to study EMP should be made. Therefore, the fundamental research question in this investigation that becomes the problem to be solved is:

Which are the professional–linguistic needs of physicians in Esmeraldas to study English for Medical Purposes?

Justification

Learning a new language is a complex process, especially when you are learning a language for specific purposes, specifically for medical purposes. The medical terminology about medicines or symptomatology, is complex and difficult for physicians who have basic knowledge of English, or who have never studied it.

Nowadays, most of the doctors from public or private institutions in Esmeraldas, do not have enough knowledge of English according to the area in which they have had specialized. For this reason, it is important to make a diagnosis of their professional-linguistic needs to study EMP, to design courses or other materials that would be helpful to teach them.

With this investigation, the professional-linguistic needs to study English for Medical Purposes of physicians from health institutions in Esmeraldas were determined. This diagnosis may contribute to the future design of upgrading courses and didactic materials

that may help to prepare the mentioned professionals in EMP, what will allow their better national and international health service.

OBJECTIVES

General objective:

To analyze the professional-linguistic needs of physicians in Esmeraldas to study English for Medical Purposes.

Specific objectives:

- 1.-To diagnose the frequency in which physicians of Esmeraldas assist foreign patients in the different health institutions.
2. - To identify the vocabulary related to EMP that physicians from health institutions in Esmeraldas need to learn.
- 3.-To determine the communicative functions related to EMP that physicians from health institutions in Esmeraldas need to learn.
4. - To distinguish the professional activities for which physicians from health institutions in Esmeraldas need to study EMP.

CHAPTER I

THEORETICAL FRAMEWORK

1.1. Scientific - theoretical foundation

1.1.1. What is English for Specific Purposes (ESP)?

Since 1960, ESP has developed a great deal and has become one of the most prominent and important areas on the teaching of English (TE). Hutchinson and Waters (1987; p.19) stated that ESP is an approach in which content, methods and strategies are all based on the learners' purpose for learning. It means, if the learner needs to study Medicine, the course will be for medical purposes. For this reason, English for Specific Purposes (ESP) is defined as English Teaching that is used with students with an academic level and specific goals. ESP courses are learners centered since they have different needs and interests for learning.

According to Dudley-Evans and St John (1998), ESP is the use of a methodology and different activities that contribute with specific information to the subject or contents learnt that help to develop knowledge. Also, ESP is mostly guided and focused on education at a specific area. In addition, there are three factors that help in the development of ESP: The necessity to learn English directed to specific needs, it means that the learner will have all the information needed to learn content about medicine, philosophy, education, among others, also the specific strategies, techniques, activities, and methodology used to teach that specific subject- area. In ESP courses, students learn specific vocabulary related to the area studied, grammatical structures and important expressions to use in every situation. Moreover, textbooks and workbooks are designed for each area to have the most relevant and important content, skills and activities to develop. The increase in educational psychology has helped in the development of ESP because it has focused on the learners as center of the teaching/ learning process, how to motivate them to learn actively. In addition, it has helped to design better courses, which help to meet learners' needs effectively.

1.1.2 Aspects of ESP

English for Specific Purposes (ESP) is described as English Language teaching, which is designed to meet specific needs of the learner; therefore, it has four absolute aspects and two variable aspects, which were proposed by Strevens (1988). On the other hand, these are the types or aspects that the referred author proposed of how to design content for specific needs to learn, as well as activities where students can practice syntax, lexicon and so on:

1.1.2.1. Absolute aspects

ESP consists of English language teaching which is:

- Designed to meet specified needs of the learner.
- Related in content to disciplines and activities.
- Centered on the language appropriate to those activities in syntax, lexis, discourse, semantics, etc., and analysis of this discourse.
- In contrast with General English.

1.1.2.2. Variable aspects

ESP may be, but is not necessarily:

- Restricted as to the language skills to be learned
- Do not teach according to any pre-ordained methodology (1988, pp.1-2)

On the other hand, Dudley-Evans, and St. John (1998) modified Strevens' original aspects to make them easier for teaching ESP.

- ESP may be designed for specific disciplines;
- It may use a different methodology from that of General English;
- It is likely to be designed for adult learners in a professional work situation;
- It is generally designed for intermediate or advanced level;
- Most ESP courses assume some basic knowledge of the language system, but it can be used with beginners (Dudley-Evans and St. John, 1998, pp. 4-5).

1.1.2.3. Absolute aspects

- ESP is defined to meet specific needs of the learner
- It makes use of the underlying methodology and activities of the discipline it serves
- It is centered on the language skills, discourse, and genres appropriate to these activities

1.1.3. Types of ESP

According to Hutchinson and Waters (1987), ESP is divided in three branches which are: **English for Science and Technology (EST)**, **English for Business and Economics (EBE)** and **English for Social Studies (ESS)**; but afterwards, these areas were subdivided in two branches which are: **English for Academic Purposes (EAP)** and **English for Occupational Purposes (EOP)**. For instance, English for Medical Purposes come from the EAP and it is significantly present in this investigation.

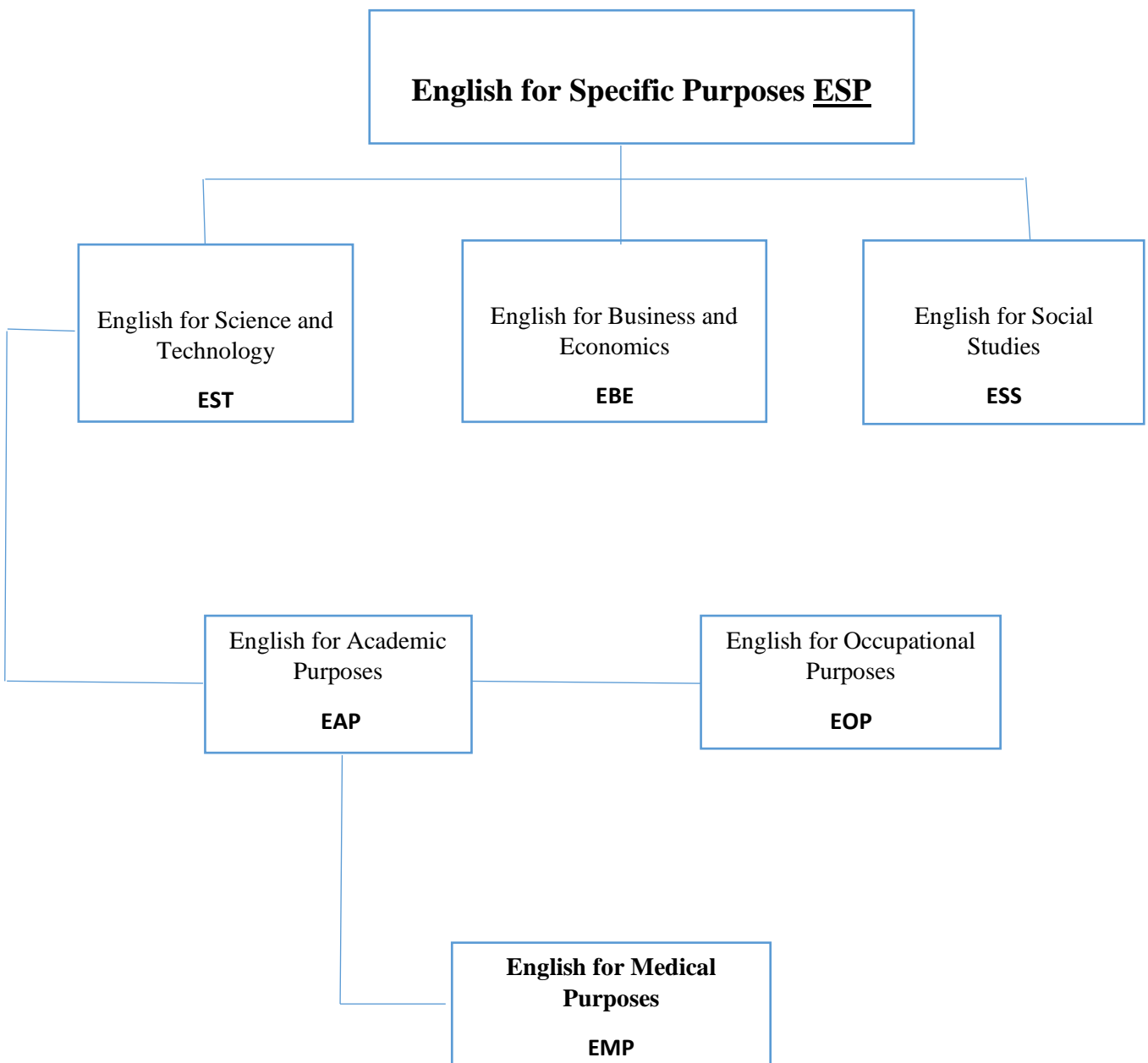


Figure 1. Branches of ESP

Source: Hutchison and Waters (1987) ESP book English for Specific Purposes.

1.1.3.1. English for Medical Purposes (EMP)

The medicine world is very extensive and a little complicated, therefore, it is divided into many branches such as General Medicine or General Physicians, Nursing, Dentistry, Psychology, Ophthalmology, Gynecology, among others. Consequently, some ESP researchers like Hutchinson and Waters (1987), Robinson (1991), and West (1993) agree on the needs that professionals present when they are learning the English language. In the case of EMP, these needs may be in relation with specific lexicon and communicative functions related to Medicine.

General Physicians. - The general physicians are the persons who are highly trained in different areas and provide medical treatment, but not surgical. Sometimes, they follow an unusual problem and then they continue with the case, process and then give a diagnosis of any patient. Roles of general physicians are global approach, complex care, procedures, diagnosis, treatment, and pre – and post – operative assessment.

Nursing.- Individuals who are responsible for the care of ill patients that are hospitalized, that will have disabled health or maybe dying people, also the care of physically ill, mentally ill, and disabled people of all ages. Nurses play a fundamental role in the health institution, either in a health center or in a community center. In addition, they are helpful because they provide the medications indicated by the doctors and sometimes explain the medical instructions. Besides, the unique functions of nurses are to care for individuals who could be sick or health.

Dentistry. - Is one of the branches of medicine, this profession concerns to the study of oral care, the treatment, diseases, diagnosis, but also this one is in charge of the healing of the soft tissues of the mouth, diseases of the teeth, the oral mucosa, among others.

Psychology. - Is the scientific study of the mind and the human behavior, is the study of many fields, one of them is the clinical Psychology who is in charge of diagnosing and treating disorders of the brain, of the emotional disturbances, and behavioral problems of the human being.

Ophthalmologist. - is a physician that detects the diseases of the eye, each evaluation that is done on the eye need to be done by an area specialist. Also, he/she is sufficiently trained to perform basic and complex operations.

Gynecologist. - is a physician responsible of female patients with pregnancy and childbirth, menstruation and fertility issues, hormone disorders, sexually transmitted infections, and other kinds of female diseases.

Besides, Allum (2012) points out that EMP covers the needs that physicians have to communicate, since this helps them in their professional life to make their work in a better way, with more satisfaction, safe and with confidence.

Even so, EMP is related to the communication of medical environments such as: the patient's medical interaction, the clinical history, the laboratory exams of the diagnosis and their respective treatment, and even the medication for the patient. EMP also shows the correct use of English teaching for medical purposes, the correct use of medical vocabulary, methodology, strategies, and activities.

1.1.4. Needs Analysis

According to Iwai et al. (1998-1999), the term “needs analysis” generally refers to the activities that are involved in collecting information that will serve as the basis for developing a curriculum that will meet the needs of a particular group of students” (p. 2).

Needs analysis is a new term in the teaching of languages. At the beginning this term was used by teachers in an informal way to evaluate what the students' problems with the language were and what they needed to learn. Teachers scored the exam as one of placement test and had different ways to apply it.

With the pass of time and the updating of information. As pointed out by Iwai et al. (1998-1999), the needs analysis has been developed and now it is applied in both ways: informal, to evaluate in general terms the needs of the students (EGP), and formal to assess the specific needs of students within a specific area, for example (ESP).

The specific needs of physicians to learn medical English, should be diagnosed because they permit the creation of a course by means of which they can develop their lexicon and communicative functions in Medical English.

1.1.5. Materials Design

Tomlinson (1998) stated that materials are anything in linguistic, visual, auditory, and kinesthetic forms used to facilitate the teaching learning process. This indicates that the design of materials helps to better the reception of information, and the way of learning will be better and more effective, thus the information that the students receive will be faster and the production will be better. In addition, materials are important tools for the teachers to carry out the teaching learning process, because they can become important mediators which help students improve their learning.

1.1.6. Pedagogical Foundation

For the pedagogical foundation of this investigation, Vygotsky's theory of the Zone of Proximal Development was considered.

Physicians need to study and learn Medical English for them to have linguistic tools to interact with patients, relatives and other professionals.

According to Vygotsky (quoted by Vera & Holbrook, 1996), the ZPD is "the distance between the actual developmental level as determined through independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers" (p.86). For instance, the zone of proximal development greatly influences the communicative development of physicians. This means, in the daily conversation between patient and physician, or among colleagues, speaking and using vocabulary, grammar rules, pragmatics, syntax and semantics, will significantly increase the development and use of language.

In the case of a course design to teach EMP, the physicians will have an important resource, which is considered a mediator, with information provided by the diagnosis of the needs' analysis made, to help them go from what they already know, to a higher level of Medical English, what refers to lexicon and communicative functions in relation to the medical profession.

1.2. Previous Studies

In international universities, many investigations concerning the teaching of English for the Medical Specialty have contributed to English for Medical Purposes (EMP). In the Institute

for Applied Language Studies of the University of Edinburgh, James (1989); MacLean. (1987); and Glendinning, E. (1999) designed useful didactic materials. In order to design those materials, the mentioned authors investigated the physicians' learning needs concerning the medical context. They designed materials to teach English as a second language and as a foreign language. Some of them were used to teach in Scotland and England, and with global results.

In Cuba, Valois (1999); González (2006); Sánchez (2007), Puig (2008), Ramírez (2012), contributed to the design of upgrading courses for developing the physicians' communicative competence in the English language. They diagnosed the physicians' learning needs, which consisted mainly of vocabulary in relation to medications, diseases, laboratory tests; also, communicative functions, such as interviewing patients, discussing diagnosis, instructing relatives and patients, among others.

Ramírez (2012) carried out a qualitative- quantitative investigation about the needs that some physicians had to communicate with patients at the moment of rendering their services in English speaking countries and could verify that the knowledge in the area of Medical English was low. Then, with the results of the diagnosis, she designed a book of English for Medical Purposes, to be used in postgraduate and undergraduate courses. This book is divided into eight different didactic units where the author deals with the main vocabulary, communicative functions, and professional activities. The medical terms were related to diseases, symptoms, signs, medications, laboratory tests, etc. The principal communicative functions included were interviewing patients, instructing content, physical examination, presenting and discussing cases, explaining test results.

In Ecuador, Colobón (2016) carried out an investigation about the analysis of English teaching methods for English for Medical Purposes and nurses from "Delfina Torres de Concha" public hospital in Esmeraldas. Her investigation showed up that from the 104 surveyed officials, 84(81%) chose the method of grammar translation, 76(73%) audio-lingual and communicative methods, 70(76%) chose community language learning, 66(63%) audio visual, 63(51%) the natural method and 47(45%) chose the direct and silence method, for learning English effectively.

Ramírez, Rodríguez and Más (2016) proposed the epistemology of the process of development of the Medical Professional Communicative Competence in the English language in which they identify the importance of this competence for physicians' cultural, technical and scientific training. In addition, it is relevant for their correct professional performance in English speaking contexts.

In Ecuador, in the PUCE Esmeraldas, Murillo (2018) carried out an investigation about the linguistic needs that the students from the Linguistics School must work as translators in the ECUADENT Programme, in the assistance of patients by American physicians in the Naval Hospital. She assessed the vocabulary and communicative functions needs that the students had, which are summarized in vocabulary about diseases, medication, instructions to patients, surgical instruments, among others.

1.3. Legal Foundation

The Ecuadorian state promotes an improvement in teaching and learning English in article 350 of The Ministry of Education.

This article states that the Higher Education System aims to the academic and professional training with scientific, technological and humanistic vision; which permits the innovation, promotion, development and dissemination of knowledge and cultures; the construction of solutions to the problem of the country, in relation to the objectives of the development scheme. For the improvement of this vision in physicians, the knowledge of the English language is very important.

This research about the physicians' development in the English language also helps the fulfillment of public policies and public services (Article 70). The objective of the mentioned policy is directed to enhance the quality of life of the population, so it includes the orientation to promote the improvement of the quality service, which includes health services. In addition, it proposes to improve the implementation of the processes of professional development, continuous formation, evaluation, certification and working, re-categorization of professionals of education and health and of the professionals and technicians of the daily attention and care service.

CHAPTER II

MATERIALS AND METHODS

2.1 Context

This investigation was carried out in health institutions from Esmeraldas Province: Hospital Naval, Clínica Colón, Hospital del IEES, and Hospital del Sur (“Delfina Torres de Concha”).

Hospital Naval is a basic general-private institution which is located in Kennedy Avenue in Las Palmas, Esmeraldas, Ecuador. In this hospital, patients can be assisted in the emergency room without appointment.

The Clínica Colón it is a specialty hospital that gives assistance for everyone, but these services are paid by the patient. This clinic is located in Colón Avenue between C Street and Imbabura Street, Esmeraldas.

Hospital del IEES is a basic hospital in which only the patients who belong to the social security are assisted. It is located in Colón Avenue between Loja and C Street, Esmeraldas.

Hospital del Sur (“Delfina Torres de Concha” Hospital) is in Tiwinza neighborhood, Esmeraldas. This hospital is public and has different medical specialties. The medical assistance is totally free for 24 hours a day.

2.2. Type of investigation

The investigation that was carried out was a descriptive quantitative one.

2.3. Population and sample

The population was formed by 150 physicians from Hospital Naval, Hospital de Sur, Hospital del IEES and Clínica Colón. The sample coincided with the population.

2.4. Operationalization of variables (Appendix A)

Dependent Variable: English for Medical Purposes (EMP)

Independent Variable: Professional-linguistic needs of physicians to study English.

2.5. Methods of Investigation

The methods used were the following:

Analysis and Synthesis: These methods were used to analyze the bibliographical information about English for Medical Purposes and the results found, and to synthesize the most relevant data.

Hermeneutics: It was used for interpreting the most relevant information analyzed in the theoretical framework. Besides, it helped to interpret the results obtained with the application of the technique.

Descriptive statistics: It was used to process the data obtained.

2.6. Technique and Instrument

The technique used was the survey, which was applied in different health institutions which have been mentioned before.

The instrument used was a questionnaire, which contained seven questions that were open and close questions in relation to the indicators evaluated. (Appendix B)

2.7. Data processing

The information was obtained from the application of the different techniques, it was tabulated manually. The data was taken to figures using the Microsoft Excel program.

CHAPTER III

RESULTS

In relation to frequency of foreign patients' assistance (figure 1), most physicians affirmed that they usually (60%) or sometimes (80%) assist foreign patients. It means that it is really important for them to learn EMP.

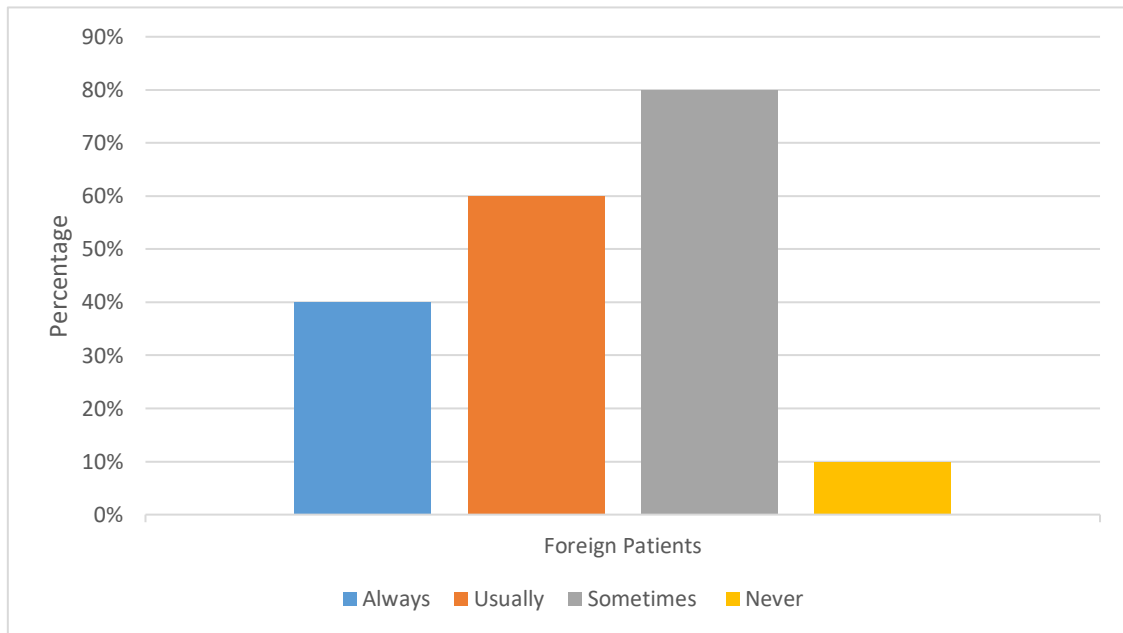


Figure1. Frequency of foreign patients' assistance

Source: Survey applied to Physicians

Regarding the necessity to speak English with foreign patients, as it can be seen in (figure 2), most physicians revealed that they had the necessity to speak English, represented by the 45% that chose the category always, the 20% chose usually, and the 95% that selected sometimes.

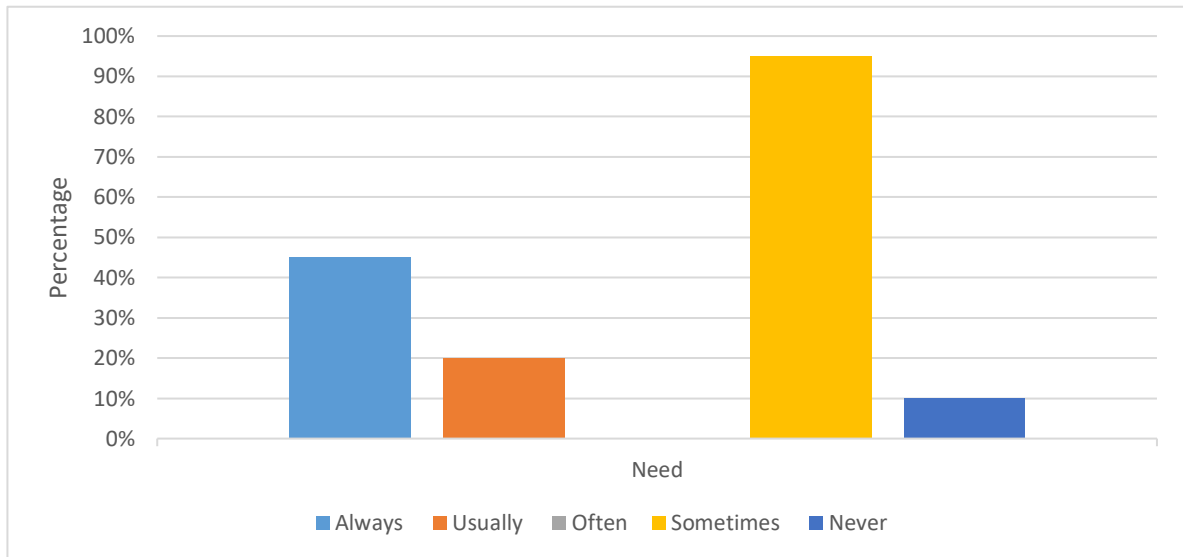


Figure 2. Necessity to speak English
Source: Survey applied to Physicians

In relation to the medical terms that physicians need to learn, figure 3, it was revealed that they needed terms related to physical signs, diseases, symptoms, such as: blood pressure, temperature, heartbeats, among others.

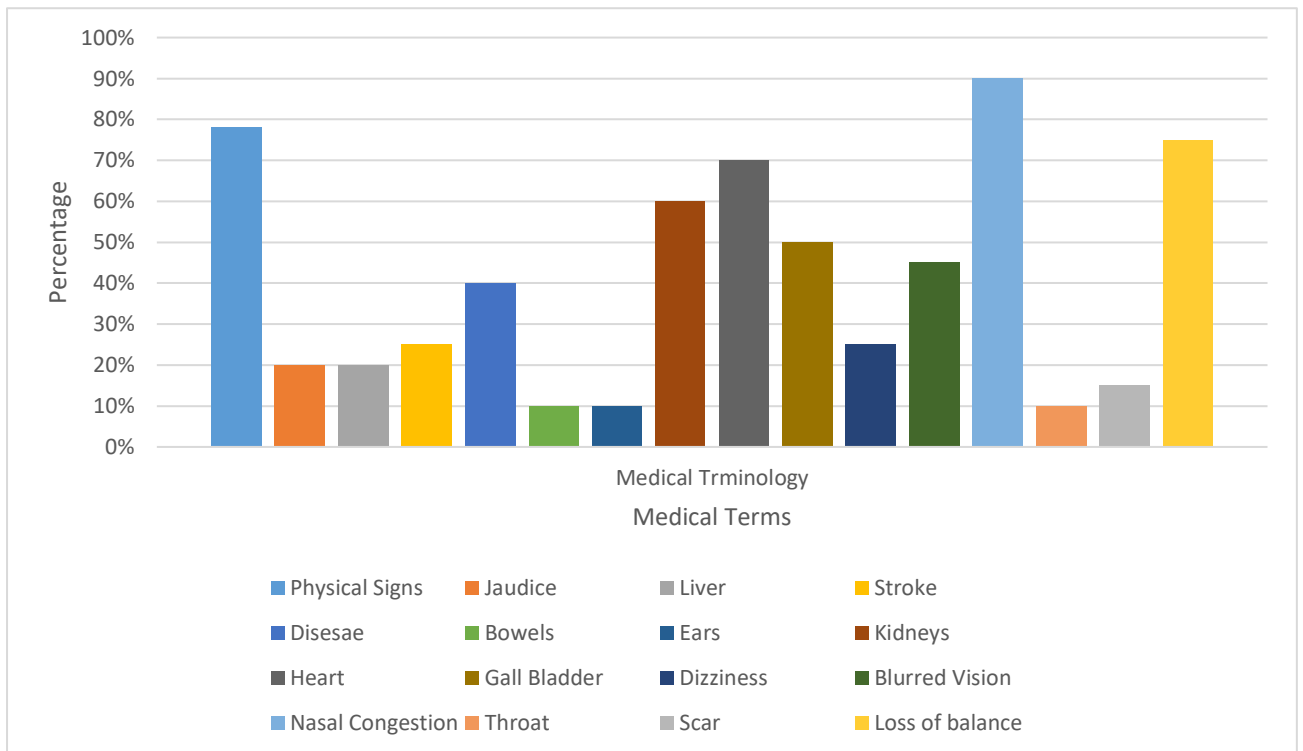


Figure 3. Medical terms that physicians need to learn

Source: Survey applied to Physicians

About the communicative functions that physicians needed to learn, (figure 4), the survey showed that they are summarized in: Interviewing Patients, instructing for the physical examination, giving instructions about medical treatment, case presentations and discussions, talking to patients' relatives, explaining test results.

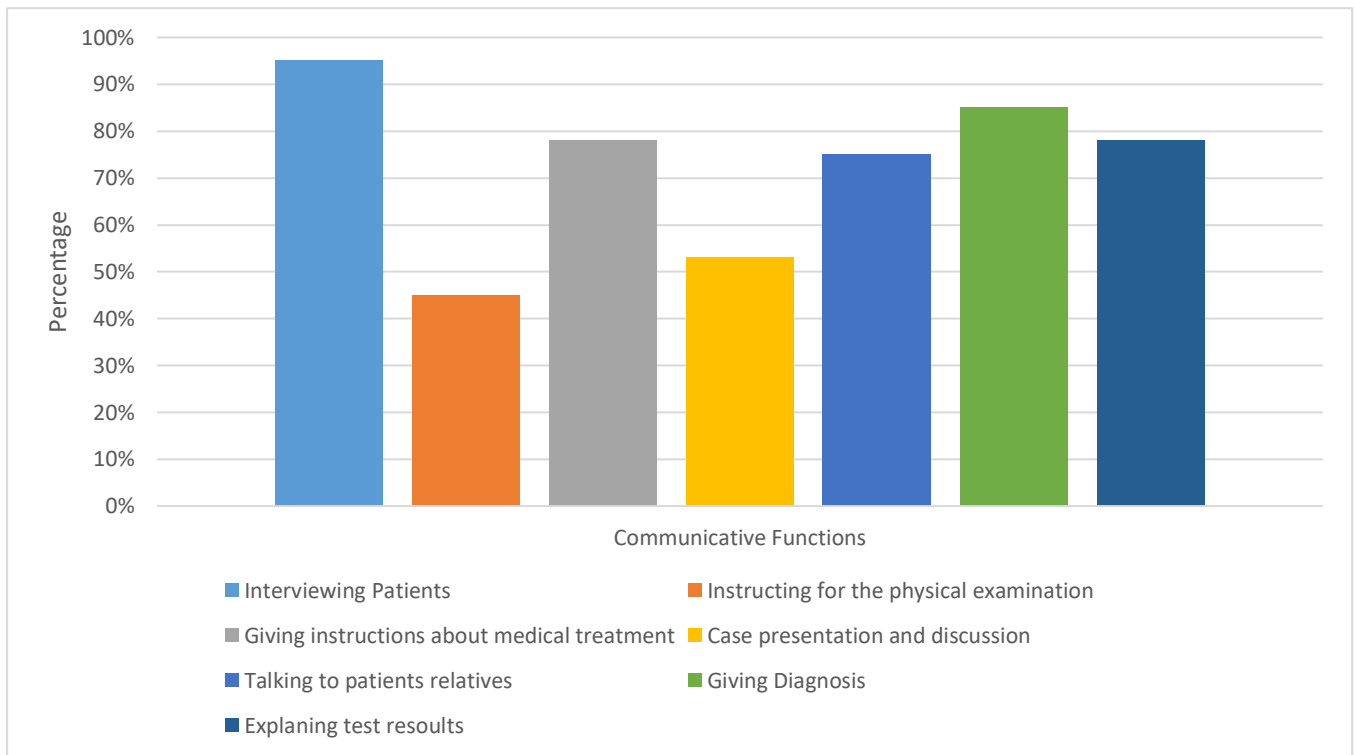


Figure 4. Communicative functions that physicians need to learn
Source: Survey applied to Physicians

Regarding the most common professional activities for which physicians need to study EMP, (figure 5), the results showed that they are: assisting patients at the emergency room, participating in ward rounds, participating in international conferences, reading, writing, and publishing medical articles.

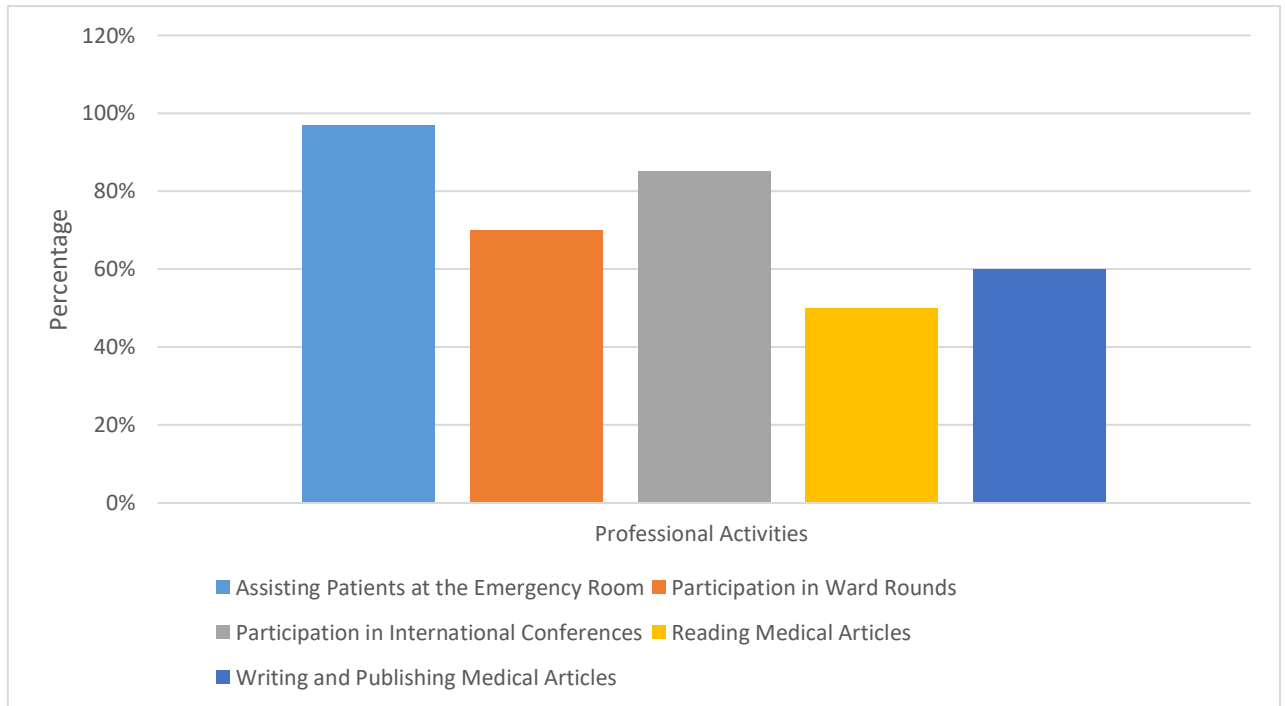


Figure 5. Most common professional activities

Source: Survey applied to Physicians

CHAPTER IV

DISCUSSION

The objectives proposed were fulfilled because the professional-linguistic needs of physicians of Esmeraldas to study English for Medical Purposes (EMP) were analyzed. To achieve this, the specific objectives were accomplished, because the frequency in which physicians of Esmeraldas assist foreign patients in different health institutions was determined. Besides, the vocabulary related to EMP, the communicative functions and the professional activities for which they need to use EMP were also determined.

With the instrument used, the survey applied to physicians, an analysis was done to see if physicians were interacting with English speakers, and if they really needed to learn and interact with the English language. As asserted by James (1989), MacLean. (1987), and Glendinning, E. (1999) Medical English is necessary for these professionals to learn. These authors designed useful didactic materials which contributed to teach EMP in different countries.

In Cuba, some authors like Valois (1999), González (2006), Sánchez (2007), Puig (2008), Ramírez (2012), and others, have made a diagnosis of the importance to provide physicians with some medical terms and communicative functions which are necessary for them to communicate with patients at the emergency room, interviewing them or their relatives, also in ward rounds, case presentations and discussions. They proposed upgrading courses and strategies for teaching EMP with good results. In this research, the author makes a diagnosis of the physicians' learning needs in Esmeraldas and have found out that they need to learn medical terminology and communicative functions related to the medical practice.

Regarding the professional activities for which the physicians in Esmeraldas need to study EMP, there was a coincidence with the results obtained by Ramírez (2012) who stated that physicians need to use EMP in hospital ward rounds, when foreign patients are admitted, also at the emergency room when physicians need to interview patients and sometimes do not have the linguistic tools for that. This also coincided with Colobón's results (2016) who noticed that in this area of the hospital physicians sometimes face the need to assist foreign patients.

There was also coincidence with Ramirez (2012) about the need that physicians have to use medical English for participating in international conferences, where the scientific papers are generally presented in the English language. Besides, this author's results coincided in the fact that physicians need to learn Medical English for scientific updating and publishing in international journals for which the English language use is predominant.

Physicians need to study English and develop their Medical Professional Communicative Competence to assist patients better. This was stated by Ramírez, Rodríguez and Más (2016) and coincided with the real necessities of physicians of Esmeraldas. As Esmeraldas is a touristic city, many foreign patients come and may have the necessity to interact with a physician. English is the means of interaction because it is the international language of communication.

CHAPTER V

CONCLUSIONS

Most of the physicians assist foreign patients at the different health institutions of the city, because at being a touristic place, many tourists come from English speaking countries or others, with whom English is the language to communicate. Therefore, physicians need to study Medical English to give them a good medical assistance.

The physicians under study need to know Medical English terminology related to physical examination, diseases, symptoms, among others, together with some communicative functions related to the medical practice such as giving instructions about medical treatment, presenting, and discussing cases and talking to patients' relatives.

The physicians of Esmeraldas need to learn Medical English for the following professional activities: assisting patients at the emergency room, participating in ward rounds, in international conferences, reading, writing, and publishing medical articles.

RECOMMENDATIONS

For the researchers and EMP teachers to use the results of this investigation to design and teach an upgrading course for physicians of Esmeraldas city. Besides, to use the results obtained to design a didactic material about EMP vocabulary and communicative functions.

For managers of the health institutions under study, to motivate physicians to participate in the EMP courses that may be designed and arranged by the PUCESE.

For physicians, to engage in the professional upgrading about EMP to better their professional communication with foreign patients, either English speakers or not since English is the international language of communication.

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APPENDICES

Appendix A

Variable	Conceptual Definition	Operational Definition	Dimensions	Indicators
DV English for Medical Purposes (EMP)	The teaching of English based on physicians' specific needs.	The teaching of English based on physicians' specific needs with an adequate method to do it.	Method	Interactive tasks Translation Repetition
Qualitative variables Professional Linguistic Needs Professional needs Linguistic Needs	 The physicians' professional needs to study English for Medical Purposes The physicians' linguistic needs to study English for Medical Purposes	 The physicians' needs to study English taking into consideration two dimensions: working needs and upgrading needs. The physicians' needs to study EMP, into two dimensions: vocabulary and communicative functions.	 Working Upgrading needs Vocabulary Communicative functions	 Patient's admission Hospital ward rounds Bibliographical research Medical congresses Medical vocabulary about: -Diseases -Medications -Medical Instruments Symptoms -Signs Communicative functions: -Interviewing patients -Instructing for the physical examination -Giving instructions about medical treatment -Case presentation and discussions

Appendix B.

SURVEY

Objective: To determine the physicians' professional - linguistic needs to study English for Medical Purposes

Read the following questions and choose the answer that you consider:

Medical Institution: **Private** **Public**

1. How often do you assist foreign patients?

	5	4	3	2	1
Always					
Usually					
Often					
Sometimes					
Never					

2. Have you had the necessity to speak English with foreign patients?

	5	4	3	2	1
Always					
Usually					
Often					
Sometimes					
Never					

3. Do you think that you need to know Medical English terminologies?

Very Much	Much	Not Much

4. Can you translate these medical terms?

Sick	
Nurse	
Blood	
Nose	
Appointment	
Patients	

5. Choose the words that you consider you need to learn about English for Medical Purposes

- ___physical signs
- ___jaundice
- ___liver
- ___stroke
- ___disease
- ___bowels
- ___ears
- ___kidneys
- ___heart
- ___gall bladder
- ___dizziness
- ___blurred vision

___nasal congestion

___throat

___scar

___lose of balance

6. What communicative functions do you think you need to learn?

___interviewing patients

___instructing for the physical examination

___Giving instructions about medical treatment

___Case presentations and discussions

___Talking to patients' relatives

___Giving diagnosis

___Explaining tests results

Others _____

7. Select the professional activities for which you need to learn EMP.

___Assisting patients at the Emergency Room

___Participation in Ward Rounds

___Participation in international conferences

___Reading medical articles

___Writing and publishing medical articles

Others _____