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THESIS REPORT:

THE DEVELOPMENT OF ORAL SKILLS IN THE ENGLISH LANGUAGE FOR SPECIFIC PURPOSES (ESP) OF THE 6TH LEVEL NURSING STUDENTS AT PUCE ESMERALDAS, 2018.

TESIS DE GRADO:

EL DESARROLLO DE HABILIDADES ORALES EN EL IDIOMA INGLÉS PARA FINES ESPECÍFICOS (ESP) DE LOS ESTUDIANTES DE ENFERMERÍA DE 6º NIVEL EN LA PUCE ESMERALDAS, 2018.

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Final approval and acceptance of this dissertation is contingent upon the candidate's submission of the final copies of the dissertation to the Graduate College. I hereby certify that I have read this dissertation prepared under my direction and recommend that it be accepted as fulfilling the dissertation requirement.

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STATEMENT BY THE AUTHOR

I, Gladys Romina Estupiñán García affirm that the investigation in the present thesis report is totally unique, authentic, and personal.

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

Gladys Romina Estupiñán García.

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ABSTRACT

With the purpose of analyzing the development of the oral skills in ESP in the students of the 6th level of the Nursing career, a descriptive quanti-qualitative investigation was done, with the use of the methods of analysis, synthesis, hermeneutics and the technique of survey, which was applied to 37 Nursing-students at PUCE Esmeraldas from January to September 2018. The results revealed that the students considered that it would be good and efficient to improve the English level, so that they can have enough knowledge about ESP. It would be beneficial if the teachers teach the English language with medical terms in the different levels of English in the career so that the students could develop in the professional practice. This coincides with previous studies to use the elements of ESP in the English Teaching-Learning process in order to activate the process. It is concluded that teachers need to use appropriate methodologies and techniques to facilitate the teaching-learning process.

Keywords: Oral skills; English language; Nursing-students; English for Specific Purposes.

RESUMEN

Con el propósito de analizar el desarrollo de las habilidades orales, se realizó una investigación descriptiva, cuanti-cualitativa, con el uso de los métodos de análisis y síntesis. , hermenéutico y la técnica de encuesta, la que se aplicó a 37 estudiantes de enfermería en la PUCE Esmeraldas de enero a septiembre de 2018. Los resultados revelaron que los estudiantes consideraron que sería bueno y eficiente mejorar el nivel de inglés para que puedan tener conocimientos suficientes sobre ESP, a partir de los cuales se desarrolla el resto de las habilidades lingüístico-profesionales. Sería beneficioso si los maestros enseñaran el idioma inglés con términos médicos en los diferentes niveles de inglés en la carrera de Enfermería, para que los estudiantes puedan desarrollarse en la práctica profesional. Esto coincide con estudios previos del uso de los elementos de ESP en la enseñanza de inglés para activar el proceso de enseñanza-aprendizaje. Se concluye que los docentes necesitan utilizar metodologías y técnicas apropiadas para facilitar el proceso de enseñanza-aprendizaje.

Palabras clave: habilidades orales; Idioma Inglés; estudiantes de enfermería, inglés con Propósitos Específicos.

Introduction

Theme presentation

The English language is of a great importance in the current world in which we live as it allows us to communicate with people from other countries, it allows us to know the culture of other people, it provides job opportunities and people can know the different political aspects of a society.

The teaching of the English language through the use of oral skills for specific purposes (ESP) for university students of the nursing career at PUCE Esmeraldas, is a little difficult because they do not have a good level of English. During the career, students have completed English levels in each semester and in other words, before graduating they have problems in communicating in English. In addition, they have lack of vocabulary of that language to develop themselves in their workplace, so they cannot communicate with their patients when interacting with them.

It is very necessary that nursing students can increase their understanding of the messages they send to their future patients. Achieving clear communication helps to avoid misunderstandings, possible conflicts with others at the time of communication and it is significant to have a lot of fluency to speak the English language.

Problem statement

The most important difficulties the students of the nursing career at the Catholic University of PUCE Esmeraldas have is the lack of medical vocabulary when communicating in this language and for this reason, this research will be based on the development of oral skills by nursing students to implement the use of ESP in the English Teaching-Learning process. Therefore, when they meet an English speaker in their practices or their future work, students perform well and understand the patient and manage to provide good health.

Consequently, they will be trained on the bases of ESP by teachers, who want to teach English for Specific Purposes by communicative activities.

That is why the problem of this investigation is:

How can oral skills in the English language for Specific Purposes be developed in students of the 6th level of the Nursing career?

Justification

Through the development of the oral skills of the English language, it is established to carry out an in-depth investigation of the different difficulties that the students present during the Teaching-Learning process of the different levels of English in the Nursing career. Therefore, one of the difficulties is the lack of oral skills of the students of the nursing career in the English language for Specific Purposes. This research is of great importance because it aims to improve the teaching of the English language for Specific Purposes to break the communication barriers, the various problems that exist at the time of learning a new language, the teacher's performance will be very important to apply the strategies and methods to improve the students' learning process. Finally, it is expected to have a success in the development of the training of the students from the six level of English on oral skills in the nursing career at PUCE Esmeraldas. Some strategies and methods will be applied to improve the level of English of these students, they are going to learn the correct use of medical vocabulary and they would use the communicate functions correctly in their professional life.

Objectives

General Objective

To analyze the development of the oral skills in ESP in the students of the 6th level of the Nursing career, at PUCE Esmeraldas, 2018.

Specific Objectives

- To determine the vocabulary 6th level Nursing students need to know in relation to ESP.
- To determine the communicative functions 6thlevel Nursing students need to know in relation to ESP.
- To identify some activities to develop Nursing students' oral skills in ESP.

CHAPTER I:

THEORETICAL FRAMEWORK

1.1.-SCIENTIFIC THEORETICAL FOUNDATION

Hutchinson and Waters (1987) traced the early origins of English for Specific Purposes (ESP) to the end of Second World War. In the new commerce-driven world, many saw the need of learning English, which was considered the accepted international language.

The origins of the language are very important factors as the appearance of a new world; in which the people, had the obligation to learn English for specific purposes that at that time had established itself as the most commonly accepted language. Finally, Hutchinson and Waters (1987) polished the concept of ESP and established the importance of teaching students the skills and language that they need to achieve their desired language performance. Therefore, ESP has evolved in such a way that the teaching processes have been more understandable, for the development of the skills that a language has and the models over time to obtain the desired result.

1.1.2 What is ESP?

English for Specific Purposes (ESP) is defined as "a language course or program of instruction in which the content and aims of the course are fixed by the specific needs of a particular group of learners" (Richards and Schmidt, 2010 p. 122).

ESP helps learner to comprehend the English language in the academic sphere, in the professional field like engineers, doctors, nurses, secretaries, to communicate by means of the use of the oral skills to be able to develop these skills; since one of the main requirements in any job is to know how to speak English as a universal language, this allows people to grow in the workplace, opens up opportunities for better jobs, both nationally and internationally, to interact with foreign people and thus be able to work in other countries to achieve success every day. With the use of ESP, it is possible to satisfy

the needs of the learners through a specific vocabulary to teach the English language that is practical, dynamic and easy to understand.

Over the years, the development of the communication skills of the English language for nursing students with specific aims, ESP, has been evolving to improve communication with patients, to understand their vocabulary, to know the different needs, to discover a good diagnosis about health and to achieve good results in the labor field.

1.1.3. CHARACTERISTICS OF ESP

ESP has its own characteristics, as any form of teaching may have. Among them, Dudley-Evans and St. Johns (1998) established some absolute and some variable characteristics to clarify ESP:

ABSOLUTE CHARACTERISTICS OF ESP

It is defined to meet specific needs of the learners.

It makes use of an underlying methodology and activities of the discipline it serves;

It is centered on the language (grammar, lexis, and register), skills, discourse and genre appropriate to these activities.

VARIABLE CHARACTERISTICS OF ESP

It may be related to or designed for specific disciplines;

It may use, in specific teaching situations, a different methodology from that of

General English;

It is likely to be designed for adult learners, either at a tertiary level institution or in a professional work situation. It could, however, be for learners at secondary school level; ESP is generally designed for intermediate or advanced students.

Most ESP courses assume some basic knowledge of the language systems, but it can be used with beginners (p. 4).

According to this information on the characteristics of ESP, there are two most important ones; the absolute is based on evidencing the needs that students present when creating activities, focusing on grammar, lexicon and register while the variable is different because, according to the group or level that is going to work, a specific methodology is usually created.

1.1.4. TASKED-BASED LANGUAGE LEARNING (TBL)

According to Willis (1996 p.23), "A Task can be defined as an activity where the target language is used by the learner for a communicative purpose in order to achieve an outcome"

This author mainly defines a task as an action where the English language is spoken, it explains why it will be used and how it will develop; with this definition we can realize that the student can learn the target language that will be taught in order to communicate effectively.

Task-based learning is a very useful method of teaching languages; it allows to be able to help language students by being in a habitual moment; task-based learning has the advantage of making students use their skills at their current level; also to obtain that the student focuses on achieving a goal in which the language becomes a tool so that its use is necessary.

According to Harmer (2007) there are two versions of the Task-Based Learning method. In one of them, students perform the tasks and focus on language form while they do the tasks and/or as a result of having done them. In the second one, the teacher provides students with some of the language to do the tasks before they perform them.

Through of these differences, both TBL approaches achieve the development of significant tasks as a feature of the central axis of the learning process; the goal is for students to learn if they are focused on completing a task as effectively as if they were focused on the language form and in this TBL method students face a task to do or a problem to solve.

1.1.5. COMMUNICATIVE LANGUAGE TEACHING

Communicative language teaching can be understood as a set of principles about the goals of language teaching, how learners learn a language, the kinds of classroom activities that best facilitate learning, and the roles of teachers and learners in the classroom Richards (2001).

This author mentions that Communicative Language Teaching (CLT) is the way in which students learn a language and in what way the teacher can implement activities to the students so that they can comprehend the learning of the language and thus improve the teaching given in the classroom.

Communicative language teaching rose to prominence in the 1970s and early 1980s as a result of many disparate developments in both Europe and the United States. First, there was an increased demand for language learning, particularly in Europe. The advent of the European Common Market led to European migration, and consequently there was a large population of people who needed to learn a foreign language for work or for personal reasons (Bachman, E 1990).

This is a brief review of the history of the teaching of the communicative language from which this method originated in countries the need for people to use it; with what purpose they did it to develop in different social environments of daily life at that time.

Communicative language teaching or the communicative approach, is an approach to language teaching that emphasizes interaction as both the means and the ultimate goal of study. Language learners in environments using (CLT) techniques, learn and practice the target language through the interaction with one another and the instructor, the study of "authentic texts" (those written in the target language for purposes other than language learning), and through the use of the language both in class and outside of class Nunan (1990).

This author mentions the definition of the teaching method of the CLT; how students can learn the language in a communicative way; by applying the correct use of language within the class and outside the CLT techniques which should be used to develop this method.

1.2. PREVIOUS STUDIES

Nursing students study general levels of English during their university career; However, English language learning has not been implemented for specific purposes to be a guide in which future professionals can be helped to conduct an appropriate doctor-patient

interview, which is an essential step in establishing a successful clinical diagnosis of the patient's disease. According to Ramirez et al (2016), it is important to connect content knowledge and communication skills for teaching. This author did an analysis of content knowledge and oral skills for the teaching of ESP from the emergence of ESP to the present, with a pedagogical experience carried out at Las Tunas School of Medicine, Cuba, and at the Pontifical Catholic University of Ecuador in Esmeraldas, when teaching English for Specific Purposes to doctors and nursing professionals.

Romo (2006) did an investigation where he designed and implemented a plan on English studies for Specific Purposes in which he prepared English students to become Certified Nursing Assistants (CNA) at Utah Valley Regional Medical Center (UVRMC) in Provo, Utah. UVRMC to get them to acquire the new skills they could use in better jobs to succeed in their professional future, the English language is one of the most used languages worldwide that evolves for the training of quality specialists.

The use of teaching material allows us to meet the needs and oral skills of students, as well as the development of knowledge through oral language, therefore, it is important to use the teaching materials in order to advance in an education that promote the stimulation of the senses and imagination, giving way to meaningful learning. Saragih (2018), show how to design the teaching materials in which it is evaluated and adapted to specific terms and how it will be oriented towards the students' needs and learning through the use of didactic materials. ESP was used to develop studies in the Needs Analysis for Specific Projects at School of Teaching and Education in the University of Prima in Indonesia.

Hussin (2002), describe the context of the program and each of these three methods of teaching; which will be based on the distinctive features of the program, it includes the use of Gender Analysis in Task-based Learning for the development of practical strategies and also the collection of oral interaction samples that provide information on aspects of language use that they require more investigation. The Bachelor of Nursing (Overseas Qualified) at Flinders University prepares migrant nurses of language backgrounds other than English for registration as nurses in Australia and entry into the workforce.

1.3. Legal Foundation

The legal basis of this research is represented by The Ministry of Education statement in the Article 4 in coordination with the official universities establish the relevant plans, programs, methods, techniques, processes and mechanisms, as well as the hour load necessary for the learning of the English language to be effective in the official schools. This law is about the fact that teaching English as a foreign language is established in all schools within the curriculum.

In Ecuador, due to the demand of nursing students, it has been emphasized to learn English for Specific Purposes since it is a necessity because there are many foreigners who are English speakers and it is important that students have a good level of English when dealing with their future profession in a English speaking context.

CHAPTER II:

MATERIALS AND METHODS

METHODOLOGY

This research was carried out at the Pontifical Catholic University of Ecuador (PUCE) in Esmeraldas, at the School of Nursing will be with nursing students, specifically in the teaching of English.

TYPE OF INVESTIGATION

This was quantitative-qualitative research.

POPULATION AND SAMPLE

The research was carried out in the nursing career at PUCE Esmeraldas, where 37 students from 6th level were selected; the sample coincided with the population.

METHODS OF INVESTIGATION

The methods used were the following:

Analysis and synthesis, which permitted the analysis of the theories and of the results obtained, and the synthesis of the most important to support the investigation.

Hermeneutic, which allowed the interpretation of the theories and the results obtained.

Statistical method: which helped in the data processing.

Techniques

The following techniques used were:

Survey: one survey was applied. It was applied to 37 students to determine their knowledge in the Medical English.

Instruments

The instruments used for each technique were:

Questionnaire

Data processing

The information that was obtained from the application of a technique, which was tabulated manually. The data was taken to figures and tables using the Microsoft Excel program.

CHAPTER III:

RESULTS

SURVEY APPLIED TO 6TH-LEVEL NURSING STUDENTS

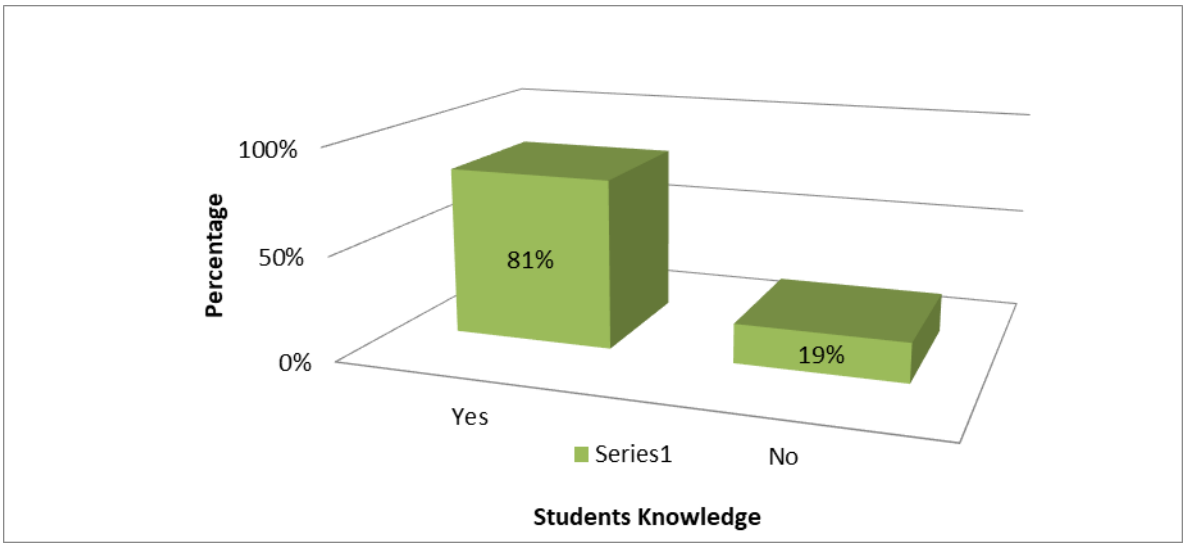


Figure 1: If students know about ESP

Source: Survey

It revealed that the majority of the respondents agreed with the writing skills. This means that students would like to know the importance of using ESP elements to be able to actively participate in professional practice. On the other hand, students said that they have a little difficult understanding. It is likely that the minority of students are unmotivated, and therefore fail to understand the English language.

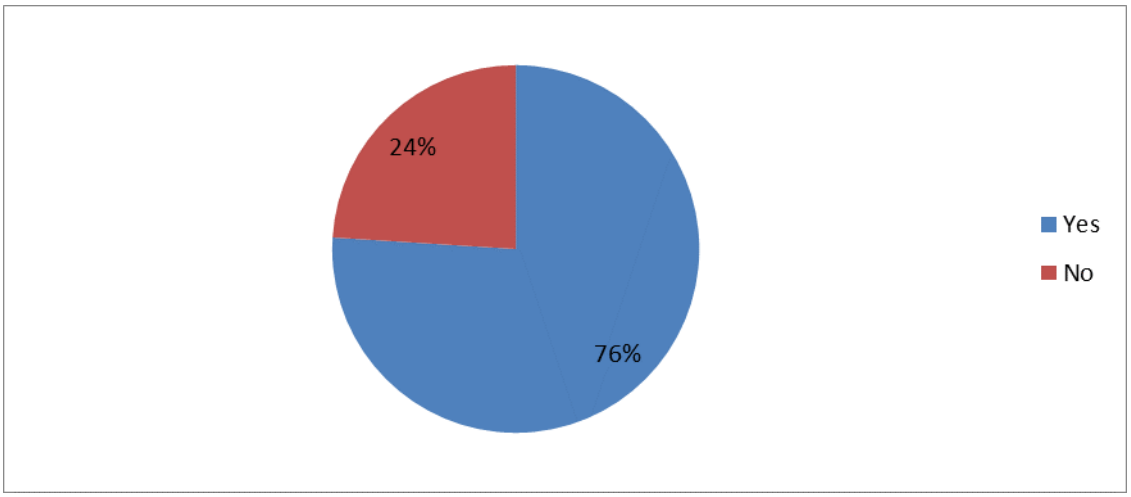


Figure 2: If teachers use elements of ESP related to nursing-students

Source: Survey

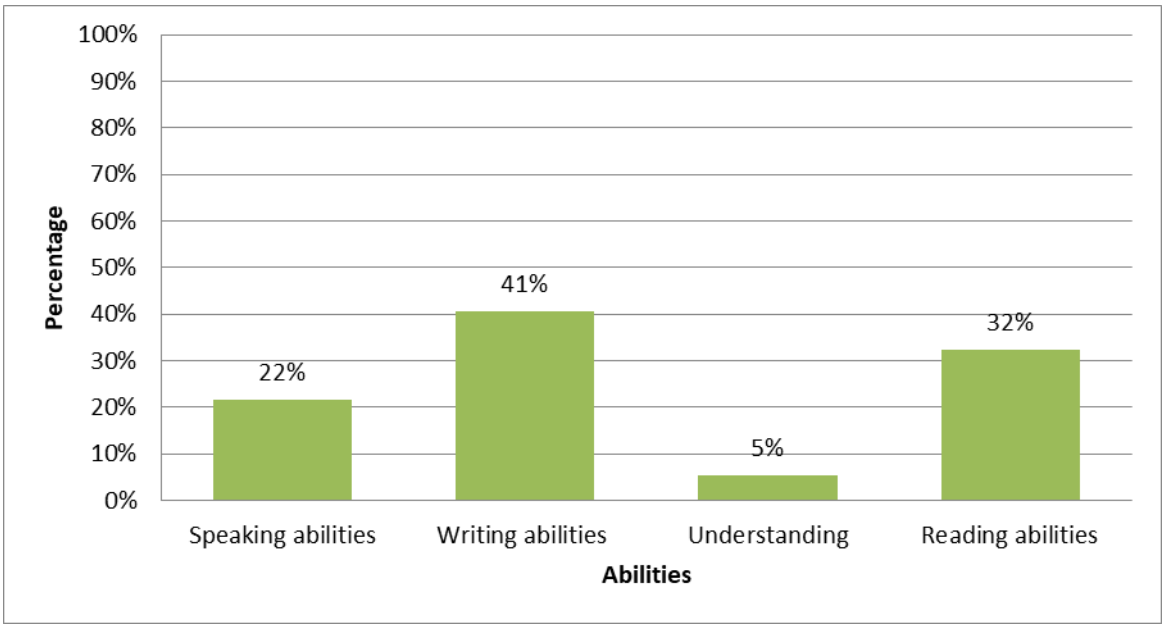


Figure 3: The development of oral skills in the English language for specific purposes

Source: Survey

This result shows the importance of the need to use ESP elements such as the skills of writing, reading, speaking and, above all, understanding.

Regarding the need to learn more vocabulary to talk about terms specify, as can be seen in figure 2, the students surveyed stated that they knew little medical terminology.

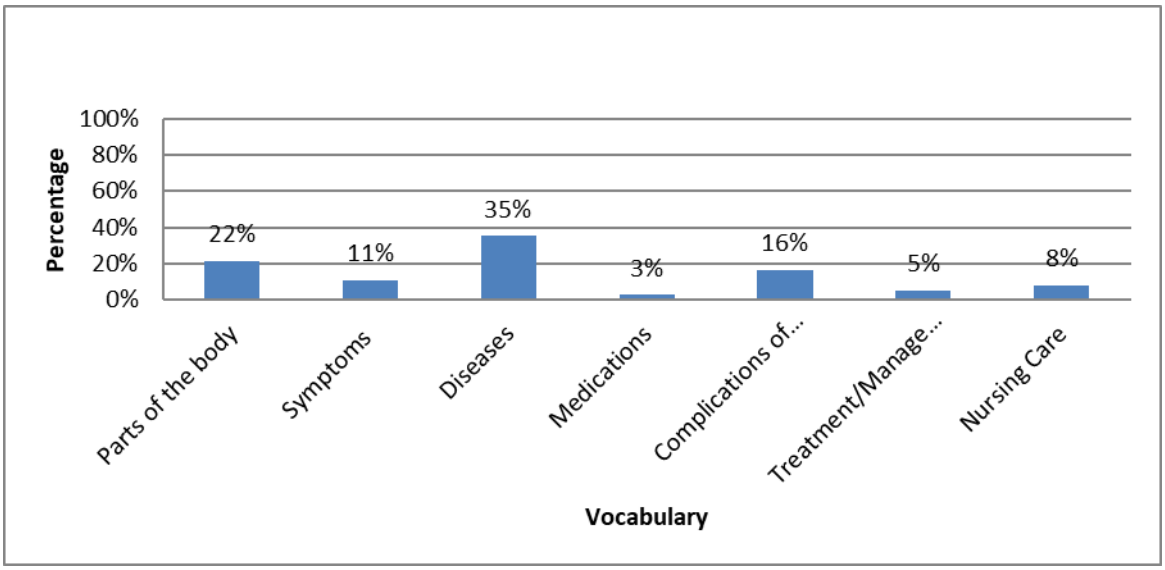


Figure 4: Necessity to learn more vocabulary to talk about specific terms

Source: Survey

It observed in the results, that the greater percentage was located in the term of diseases with (35%), the parts of the body with the (22%), complications of diseases with the (16%), the symptoms with the (11%), with (8%) Nursing care, with the (5%) Treatments / Management of patients and the lowest rate (3%) corresponded to medications.

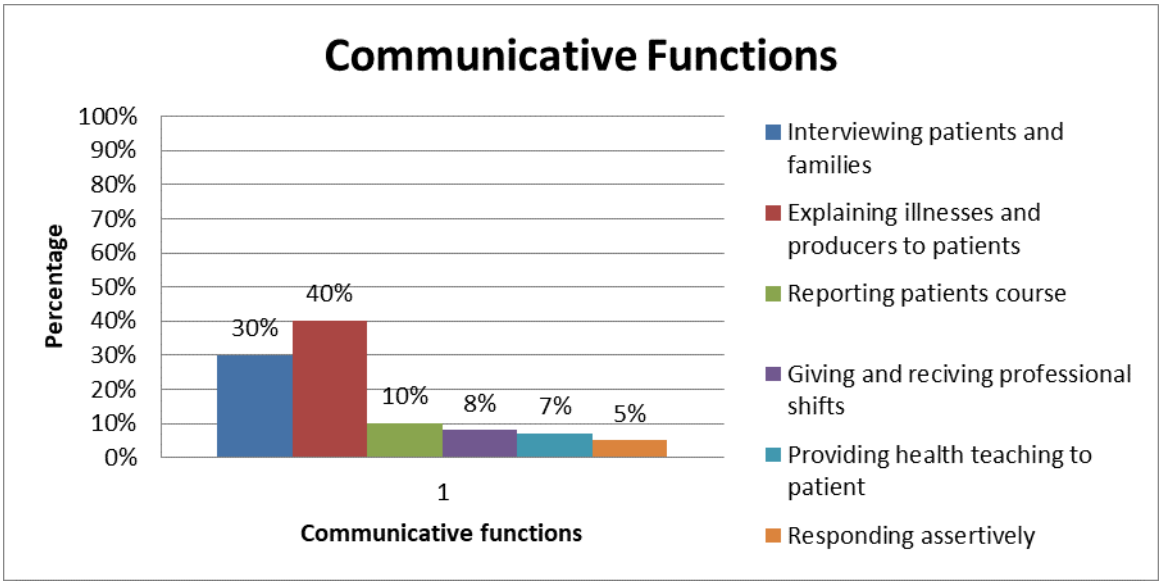


Figure 5: The different Communicative Functions used in the professional practice
Source: Survey

CHAPTER IV:

DISCUSSION

Some of the results obtained in this research coincided with those found by other authors (Hussin, 2002, Romo, 2006, Ramirez et al, 2016, Saragih, 2018) in relation to learning more vocabulary with specific terminology.

The English language is taught in almost all countries as a foreign language. In many other fields, this is the language of international conferences for the exchange of research results. Apart from science and technology, there are many other fields, where English is the means of communication used, such as trade and sports. In addition, in the United Nations Organization. It is, therefore, the international language par excellence. Why? How to teach this language, in a way that best assimilated by nursing students, has been for a long time to several generations of linguists.

The students of the Nursing School considered that it would be good and efficient to improve for the English level so that they can have enough knowledge about ESP, from which the rest is developed. Oral skills depend. It would be beneficial if the teachers taught the English language with medical terms in the different levels of English in the course of the course so that the students could develop in the professional practice.

Implement the use of didactic materials. to realize workshops that can catch the attention of the students to cover the necessities that present / display the course of the period of learning and thus to optimize good professionals with a good level of the English language.

CHAPTER V:

CONCLUSIONS

Based on the analysis of the results obtained, it can be verified that:

- 6th Level Nursing students of the parts of the Pontifical Catholic University of Ecuador, have lack of knowledge about vocabulary in relation to English for Specific Purposes (ESP), mainly in relation parts of the body and diseases, which interferes their oral skills.

- The referred students have deficiencies is the use of essential communicative functions about ESP, among which the most important are interviewing patients and Explaining illnesses. Therefore, their oral skills are not satisfactory.

- The insufficiencies to develop the oral skills in ESP make the creation of a system of exercises with the communicative approach to language teaching necessary. This may contribute to eradicate them gradually.

- Teachers need to use appropriate methodologies and techniques to facilitate the teaching-learning process.

CHAPTER VI

RECOMMENDATIONS

- Teachers should review the grammar systematically at the time of teaching the English language with the application of tasks, methodologies and techniques to facilitate the teaching-learning process, to improve their students' linguistic level about ESP.

- To incorporate basic tools that develop oral skills preparing them to respond optimally to any situation in the professional field.

- Teachers should strengthen their role of facilitators and guides.

- To continue this investigation with a pedagogical experiment by means of which the proposal may be evaluated.

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APPENDICES

Appendix A. Operationalization of the variables

VARIABLES	CONCEPTUAL DEFINITION	OPERATIONAL DEFINITION	DIMENSIONS	INDICATORS
The development of the communicative skills in the ESP to Nursing students **DV**	It is a process in which Nursing students will develop the necessary communicative functions for their future profession	The development of the communicative skills taking into consideration the lexicon, communicative functions and specific themes of the Nursing specialty	The necessary vocabulary to teach ESP Communicative functions for nursing purposes Didactic strategies to develop communicative skills in ESP	ESP vocabulary(name of diseases, name of symptoms) Interviewing patients Explaining illnesses and procedures to patients Give-Receive reports Using therapeutic communication techniques Provide linguistic stimulation Assess learning systematically Using medical English The pronunciation of medical terms
IV English for specific purposes	English for Specific Purposes (ESP) is defined as a language course or program of instruction in which the content and aims of the course are fixed by the specific needs of a particular group of learners	It is a resource to teach English to nursing students that considers an adequate methodology to teach.	Methodology for teaching ESP	-Tasks based approach Communicative approach

Appendix B. Survey Applied To 6th-Level Nursing Students

Objective:

- To obtain information about the knowledge VI- level Nursing students have on ESP.
- **INSTRUCTION:**
  - **PLEASE READ THE QUESTIONS CAREFULLY BEFORE ANSWERING**

1. Do you know what ESP is?

   Yes _____ No_____

2. Have your teachers used any element of ESP related to your profession in their lessons?

   Yes _____ No_____

3. Is it important to use elements of ESP related to Nursing to improve your oral abilities?

   1.-Speaking abilities____

   2.-Writing abilities_____

   3.-Understanding_____

   4.-Reading abilities_____

4. Will you need to learn more vocabulary to talk about…?
   1. Parts of the body____
   2. Symptoms____
   3. Diseases___
   4. Medications____
   5. Complications of diseases____
   6. Treatment/Management of patients___
   7. Nursing Care___

5. Which communicative functions related to nursing abilities will you use in your professional practice?
   1. Interviewing patients and families ___
   2. Explaining illnesses and procedures to patients ___
   3. Reporting patients course ___
   4. Giving and receiving professional shifts ____
   5. Providing health teaching to patients using therapeutic communication techniques ___
   6. Responding assertively and professionally to challenging situations in an intercultural environment ___

Appendix C. Proposal

1. Propose activities to develop oral skills for nursing students during English language teaching for specific purposes.

SOME TASKS IN ORDER TO TEACH ENGLISH FOR SPECIFIC PURPOSES FOR NURSING STUDENTS

Objective: To teach English with specific vocabulary

English Level: Intermediate

OVERVIEW OF ASTHMA

Reading and Writing Skill:



1. Read Article 1 and then answer the questions.

Asthma is a disease of the lungs that is that is characterized by tightening of the air pathways. Common symptoms of asthma are wheezing, shortness of breath, coughing, chest pain, tightness or pressure. Many of these conditions are reversible with medication but not 100% reversible in all patients. Some common features of asthma are inflammation, airway obstruction and airway sensitivity. Some risk factors for asthma are a family history of asthma, regular lung infections, presence of allergies, exposure to tobacco smoke, low birth weight, and being male.

The current rise in asthma cases among children is alarming. Asthma may occur at any age but is very common in children. Approximately 10% of children have asthma and that rate may rise in the future. Experts don't agree why the rate is increasing but here are some ideas:

Children are being exposed to more triggers (things that bring on asthma attacks; dust, tobacco smoke, pollution)

- Children don't have strong immune systems (they aren't exposed to many childhood diseases.)

- Decreases in the rates of breast feeding may also play a role.

Asthma is a disease that causes many problems for the patient. However, it can be controlled. With the right information and medical attention medical professionals can prevent many deaths.

1. What are some common symptoms associated with asthma?

A. shortness of breath

B. coughing

C. chestpain

D. all of the above

2. What age does asthma present at?

A. any age

B. childhood

C. 30s

D. 10-12 years

3. Asthma is _____ of the lungs.

A. a part

B. a disease

C. a risk factor

D. a symptom

4. Recently, there has been an increase in asthma cases among _____.

A. young adults

B. IV drug users

C. the elderly

D. children

5. Many of the symptoms of asthma are 100% _____ with medication in some patients.

A. reversible

B. stronger

C. avoidable

D. sensitivity

6. What percent of children have asthma?

A. 20%

B. 1%

C. 10%

D. 15%

7. What is one idea why the asthma rate is increasing in children?

A. Children are being exposed to more triggers.

B. Children have strong immune systems.

C. Breast feeding has increased.

D. More children are smoking.

2. Writing Skill:

✓ Fill in the blanks, with information on the asthma article.

Asthmais a disease of the [ ] that is that is characterized by tightening of the air pathways. Common symptoms of asthma are wheezing, shortness of [ ], coughing, chest pain, tightness or pressure. Many of these conditions are reversible with medication but not 100% reversible in all patients. Some common [ ] of asthma are inflammation, airway obstruction and airway sensitivity. Some [ ] [ ] for asthma are a family history of asthma, regular lung infections, presence of allergies, exposure to tobacco smoke, low birth weight, and being male.

The current rise in asthma cases among [ ] is alarming. Asthma may occur at [ ] age but is very common in children. Approximately 10% of children have asthma and that rate may rise in the future. Experts don't agree why the rate is increasing but here are some ideas:

- Children are being exposed to more [ ] (things that bring on asthma attacks; dust, tobacco smoke, pollution)

- Children don't have strong [ ] (they aren't exposed to many childhood diseases.)
- Decreases in the rates of breast feeding may also play a role. Asthma is a disease that causes many [ ] for the patient. However, it can be controlled. With the right information and medical attention, medical professionals can prevent many deaths.

Link:http://www.hospitalenglish.com/students/asthma.php

- ✓ **Write the meaning of each term in the space provided.**
- ✓ **Combining Forms**

1. Cry/o _____
2. My/o _____
3. Neur/o_____
4. Hepat/o _____
5. Cyt/o _____
6. Oste/o _____

- **Suffixes**

7. version _____
8. –itis _____
9. –osis _____
10. –ology _____
11. –algia _____
12. –pathy _____

- **Prefixes**

13. Carcin-_____
14. Later-_____
15. Path-_____
16. Quad-_____
17. Hypo-_____
18. Onc-_____

✓ **What term is used to describe the meaning: study of(-logy)?**

19._____Study of nerves and the brain and spinal cord.

20._____Study of disease.

21._____Study of the mind and mental disorders.

22._____Study of muscles.

23._____Study of the heart.

✓ **What term is used to describe the following inflammations(-itis)?**

24._____Inflammation of the skin.

25._____Inflammation of the stomach.

26._____Inflammation of a joint.

27._____Inflammation of the liver.

28._____Inflammation of a tendon.

✓ **Give meanings for the following suffixes.**

29.–cyte_____

30.–emia_____

31.–pnea_____

32.–scopy_____

33.–trophic_____

34.–vert _____

✓ Circle the **bold** term that best completes the meaning of the sentences in the following medical studies:

35. Paul ate a spicy meal at a local Thai restaurant. Later that night he experienced (**laryngitis, gastroenteritis, appendicitis).** Luckily the cramping and diarrhea subsided by morning.

36. Mrs. Roberts was having problems with her knee. Her doctor had told her the small fluid-filled sacs around her knee joint were inflamed **(arthritis, bursitis, tendonitis).** He had prescribed an anti-inflammatory medication, had suggested her using ice a few times a day until the swelling goes down, and limiting activities that might aggravate her knee joint.

Abbreviation

Atrophy

Anemia

Cytology

Hypersecretion

Neuralgia

Contraindications

Scoliosis

Myalgia

37.The term for nerve pain is _____.

38._____is the study of cells.

39.A deficiency or lack of hemoglobin or the number of red blood cells is called_____.

40.A _____is any physical, emotional, or mental condition that may cause a particular massage treatment to be unsafe to detrimental to the client's well-being.

41._____refers to wasting away or a decrease in size of cells within an organ.

42._____is a lateral S curvature of the spine and may be structural or functional.

43._____is a condition of pain in a muscle.

44.A shortened form of a word or phrase is an _____.

45.An abnormally high amount of production of a substance is _____.

Link: https://studylib.net/doc/8970751/medical-terminology-worksheet