

**PONTIFICAL CATHOLIC UNIVERSITY OF ECUADOR
IN ESMERALDAS**



APPLIED LINGUISTICS SCHOOL

THESIS REPORT:

***BOOK TO TEACH ENGLISH FOR SPECIFIC PURPOSES (ESP) TO
STUDENTS FROM THE APPLIED LINGUISTICS SCHOOL WHO
WORK AS TRANSLATORS IN THE ECUADENT PROGRAM IN
ESMERALDAS***

TESIS DE GRADO:

***LIBRO PARA LA ENSEÑANZA DE INGLÉS CON FINES
ESPECÍFICOS (IFE) PARA ESTUDIANTES DE LA ESCUELA DE
LINGÜÍSTICA APLICADA QUIENES TRABAJAN COMO
TRADUCTORES EN EL PROGRAMA ECUADENT EN
ESMERALDAS***

PRIOR TO THE ACADEMIC DEGREE IN:
APPLIED LINGUISTICS IN TEACHING ENGLISH

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DISSERTATION COMMITTEE

As members of the Dissertation Committee at PUCESE, we certify that we have read the dissertation prepared by LUISA MARÍA MURILLO OYARVIDE entitled BOOK TO TEACH ENGLISH FOR SPECIFIC PURPOSES (ESP) TO STUDENTS FROM THE APPLIED LINGUISTICS SCHOOL WHO WORK AS TRANSLATORS IN THE ECUADENT PROGRAM IN ESMERALDAS, and recommend that it be accepted as fulfilling the dissertation requirement for the Degree of Bachelor of Applied Linguistics in Teaching English.

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Final approval and acceptance of this dissertation are 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.

Thesis Director

STATEMENT BY THE AUTHOR

I, Luisa María Murillo Oyarvide, affirm that the investigation in the present thesis report research is totally unique, authentic, and personal.

The content of this research is a limited legal and academic responsibility of the author and “PUCESE.”

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ABSTRACT

With the aim of designing a book for the teaching of English for Specific Purposes for the students from the Applied Linguistics School at PUCE Esmeraldas who work as translators in the ECUADENT program, a mixed investigation, quantitative and qualitative was carried out with the analytical-synthetical and hermeneutic methods and the techniques of survey and test, which were applied to a sample of 13 students of 5th and 8th level from the Applied Linguistics School who have participated in the referred program. The results showed students' lack of knowledge about communicative functions which are essential for the doctor-patient, doctor-nurse, doctor-relative interaction and also lack of medical lexicon in English which allows having communication and appropriate translation in the health care. Besides, the lack of a book to use as a didactic material for the training of the students was revealed. The diagnosis allowed the design of a book to teach English for Medical and Dental Purposes for the program referred which has six didactic units with related contents to maxillofacial plastic surgery and odontology.

Key words: English for Medical and Dental Purposes, ECUADENT program, book, communicative functions, vocabulary.

RESUMEN

Con el objetivo de diseñar un libro para la enseñanza del idioma inglés con fines específicos para los estudiantes de la Escuela de Lingüística Aplicada de la PUCE Esmeraldas, que trabajan como traductores en el programa ECUADENT en la provincia, se realizó una investigación de tipo mixta, cuantitativa y cualitativa, con los métodos analítico-sintético y hermenéutico y las técnicas de encuesta y test, aplicadas a una muestra de 13 estudiantes de 5to y 8vo nivel de Lingüística que han participado en el programa mencionado. Los resultados revelaron desconocimiento, por parte de los estudiantes, de las principales funciones comunicativas necesarias para la interacción médico-paciente, médico-enfermera (técnico) y médico-familiar, así como de léxico médico en inglés que permita establecer la comunicación y una correcta traducción en el servicio de salud. Se reveló, además, la carencia de un libro que pueda ser utilizado como material didáctico para el entrenamiento de estos estudiantes. El diagnóstico permitió el diseño de un libro para la enseñanza de inglés con fines médicos para el programa referido, que consta de 6 unidades didácticas con contenidos relacionados a especialidades de maxilo- facial, cirugía estética y odontología.

Palabras clave: inglés para fines médicos y odontológicos-programa ECUADENT-libro-funciones comunicativas-vocabulario

1. INTRODUCTION

For many years, English has been considered as a universal language. It provides satisfactory results of its use; it has made most people speak English around the world, although one of their principles reasons to learn this important language is the necessity to speak English for Specific Purposes (ESP) based on their needs.

According to this information, most of the authors who have studied this kind of language have the same idea about ESP, which is an approach that is directed to the learners need. This is the case of the students from the Applied Linguistics School who work as translators in a prestigious program like ECUADENT.

The ECUADENT Program has given an excellent service to the community in Esmeraldas. This is a foundation formed by American doctors who give free service to specific communities from Ecuador where there is not access to healthcare. The American physicians, as native speakers of English, need English speakers who could help them translate during the medical service, either from Spanish to English (from patients and relatives and other medical staff to the American Physicians) or from English to Spanish (From the American Physicians to patients, relatives and other medical staff). That is why through the Navy Hospital, they always request help to the PUCESE, especially to the Applied Linguistics School, for the provision of students to work as translators during one or two weeks. But the referred students have lack of knowledge about medical terminology in English, which make translations difficult.

Apart from lack of medical terminology, these students also show difficulties in the comprehension of some communicative functions proper to medicine and dentistry, especially when they have doctor-patient, doctor-relative, doctor-nurse communication. So, it sometimes creates confusion, what may hinder the medical attention.

The problematic stated may be caused because the students from the Applied Linguistics School, who are part of this program, do not receive English for Medical and Dental purposes as preparation before working as translators. This has been proved by my own experience on February 2016.

This situation may be solved through a book that could be used in a course of English for Medical and Dental purposes.

That is the reason why the scientific problem of this investigation is:

How can a book to teach English for Specific Purposes to students from the Applied Linguistics School who work as translators in the ECUADENT program be designed?

Other important questions were considered:

What theories support the teaching of English for Medical and Dental Purposes and materials design?

What terminology and communicative functions do the students who participate as translators in the ECUADENT program need to learn?

How can the didactic units, with contents and methodology, be organized?

1.2 OBJECTIVES

1.2.1 GENERAL OBJECTIVE

- To design a book to teach English for Medical and Dental Purposes for students from the Applied Linguistics School at PUCE-ESMERALDAS who participate as translators in the ECUADENT program.

1.2.2 SPECIFIC OBJECTIVES

- To find out theories that support the teaching English for Medical and Dental Purposes and materials design.
- To determine the terminology and communicative functions that the students who participate as translators in the ECUADENT program need to learn.
- To organize the didactic units with all the necessary contents and methodology to be used for teaching.

2. THEORETICAL FRAMEWORK

2.1 TEACHING ENGLISH FOR SPECIFIC PURPOSES (ESP) GENERAL CONSIDERATIONS

Since many years ago, teaching English for specific purposes has been important because it has been based on the development of the communicative functions of English as a foreign Language according to the needs of the students.

It is important to highlight one of the ideas by Eddine (2016) where he says: “Since the 1960s ESP has become one of the most active branches of Applied Linguistics in general, and of Teaching English as a Foreign Language (TEFL) in particular”(p.12).

The necessities have increased in the population so people want to find a solution in one of the branches of Applied Linguistics or Teaching English. Moreover, Eddine (2016) stated that ESP emerged of how teachers can find the correct way to teach based on the situations and necessities to acquire this kind of English, so it means that it is important to take into account different features to have a better comprehension.

On the other hand, Hutchinson and Waters (1987) established that ESP was not a planned movement, but rather a phenomenon about a number of converging trends. Summarizing this idea, it is possible that English for specific purposes has not been planned; maybe it emerged from the necessities of people who wanted to learn a different language from their language.

Most linguists emphasize that ESP emerged because most of the important areas like economic, technical and scientific started to increase, so they found the necessity to search solutions for the English communication in each specific area. Also, they searched motivation to give reasons to the students to learn ESP according to their areas.

2.2 WHAT IS ESP?

As an approach, most of the authors made some definitions which are very important to consider when teaching ESP. Most of them think it is important to start with a question like why do students need to learn a foreign language?

Hutchinson and Waters' (1987) state: "ESP ... is an approach to language teaching in which all decisions as to content and method are based on the learner's reason for learning" (p. 19).

This approach is directed to people who have different reasons to learn, according to their needs, because most of the time there are jobs where the use of the specific and technical English is necessary to communicate or manage different kinds of machine so workers have a better development in their roles.

On the other hand, Robinson (1980) made emphasis on ESP as the teaching of English to the learners who have specific goals and purposes. This definition clarified that ESP involves a teaching approach which is beneficial for specific students with their purposes and in order to achieve this, the teaching of this type of English could help to solve some needs in some areas of education where they need to speak a more technical or specific language, so, in this way they could save their future at having more opportunities of jobs thanks to the management of ESP. In addition, Mackay and Mountford (1978) refer that the most mentioned academic, professional and scientific aspects depend on the learner's needs.

Definitely, ESP is the branch of General English (GE) which satisfies the students' need because they are in situations or environment where teachers use a more technical vocabulary so they could make their goals or purposes through the learning of ESP and also they have a better development in their role as students of a specific kind of area.

2.3 THE DIFFERENCE BETWEEN ESP AND GE

Most of the time, people confuse the meaning of ESP with General English. Hutchinson and Waters (1987) emphasized that there is no difference between the two in theory

because there is a great deal of difference in practice. For example, ESP, like any other language teaching activity is based on language nature and learning but it is contrasted with General English.

However, it is important to know that ESP is an approach which is directly used for learner's needs and goals, while General English is an approach focused on the development of all the linguistic skills and the sociocultural English.

Besides, Robinson (1980) referred that General English makes emphasis on the General education for life, culture, and literature oriented language as a subject but ESP identifies the needs so according to that, teachers teach a correct vocabulary.

On the other hand, Basturkmen (2006) made emphasis on the fact that General English comes from a definite point to an indeterminate point about the teaching aspects but ESP is based on the specific objective.

According to all information, they show every branch of English has a different objective to teach this language in order to satisfy the goals for the teacher and the student.

2.4 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, the absolute characteristics are specific to ESP because the most important thing is the needs of the students to design activities, but the variable features show that ESP could be designed for a group with a specific methodology. Also, it could be as an approach to the teaching of languages which makes emphasis on specific reasons.

2.5 TYPES OF ESP

Hutchinson and Waters (1987), in their tree of English language teaching, show that ESP is divided into three branches: English for Science and Technology (EST), English for Business and Economics (EBE), and English for Social Studies (ESS), but these branches are again divided into branches as English for Academic Purposes (EAP) which involves English for Medical Purposes (EMP), English for Dental Purposes (EDP).

2.5.1 ENGLISH FOR ACADEMIC PURPOSES

Some authors have established this type of ESP, sometimes it is referred as EOP. Moreover, one of them like Jordan (1997) said: "EAP is usually defined as teaching English with the aim of assisting learners' study or research in that language."(p.1)

It means that teachers have to cover all the communicative areas. According to Dudley-Evans (2001), EAP tends to be practical to understand the most typically way to have a better comprehension of this language it is necessary to put in contact with the content.

2.5.1.1 ENGLISH FOR MEDICAL-DENTAL PURPOSES GENERATION

EMP is one of the branches of EAP which is used by doctors. One of the authors, Belcher (2009) makes an important point that EMP is based on the teaching of English by ESL to the medical personal in different areas. It means that the content about EMP is specific terms or information which is going to be useful for this professional area.

Moreover, J. Allum (2012) highlights that English for medical purposes covers the English language which Health Care Professionals need to be able to practice safely and confidently.

EMP has a big medical environment which is often difficult because it is affected by the communicative functions or different subareas about medicine like the job of doctors, nurses, certified nursing assistants, home careers, physiotherapists, occupational therapists, radiologists, pharmacists, psychologists, optometrists, audiologists, and dentists.

One of the subgroups of EMP, English for dental purposes (EDP) is based on the different kinds of specialized terminology in the dental area which shows the parts of the buccal area, illness, and tool to use in the buccal area.

2.5 NEEDS ANALYSIS

Most of the ESP situations start with the considerations about the students' needs and also what they have to do, but it is important to clarify the definition of needs which make the differentiation between the situations in relation to an important question and the desired state.

Moreover, Hutchison and Waters (1987) emphasized ESP comes from the needs and the way that the students will learn the knowledge. In other words, ESP is influenced by some important points like the reasons and methodology in which students are going to acquire the language. Besides, if the teacher knows perfectly what the learners need, it will be easier to apply the correct methodology, but it will appear if the teacher makes a previous diagnosis in which teacher can note specific points of each student.

Furthermore, ESP specialists like (Hutchinson & Waters 1987 and Robinson 1980, 1991) are agreeing about the term needs as the learner's requirements aiming at communicating effectively. For this reason, Hutchison and Waters (1987) make a division about target needs, gathering information about target needs, learning needs and analyzing needs.

2.7 TARGET NEEDS

As Hutchison & Waters (1987) say: “Target needs is something of an umbrella term, which in practice hides a number of important distinctions”. (p. 55)

It means that there are some linguistics elements which need specific communicative purposes. Besides, it is better to understand target need through situations like Hutchison & Waters (1987) studied, for example, necessities, lacks and wants.

Necessity is one of the important points teachers take into account, which determine the type of learner’s need. For example, this is the case of the students from the Applied Linguistics School which need to understand the language about Medicine or Dentistry, or they need communicative functions where they can find phrases, expressions, and questions, so they need appropriate terminologies.

On the other hand, it is relevant to know the lack of because it allows determining the specific needs; first, it is better to know different kinds of features in the learners. These kinds of features are what they know and what they do not know about their branch.

Apart from the ‘necessities’ and ‘lacks’, the perceptions of the other parties like the teachers and courses so to start an SP course it is important to make emphasis on what they want to learn in order to cover their necessity, because most of the time students want to learn specific aspects of ESP.

2.8 GATHERING INFORMATION ABOUT TARGET NEEDS

There is a lot of kind of ways to have the information about needs but the most commonly established by Hutchison & Waters (1987) are questionnaires, interviews, observation, data collection and informal consultations with some people like sponsors, learners, etc.

The most common to determine the target situation is through different kinds of questions about the situation or level.

2.9 LEARNING NEEDS

Hutchison & Waters (1987) studied that ESP starts with the question What do the learners need to learn? ‘But it could be established in any course like General English or

English for Specific Purposes so it could not be sufficient to ESP to specify the objective about the question ‘How will the learners learn?’ and ‘What do learners need to do to acquire the knowledge’?. In this way, learning needs look for data in relation to the learning situation which take into consideration learners’ type, cultural awareness and proficiency level in English, the available materials, resources so it could help teachers know what the appropriate way to teach ESP is.

2.10 MATERIALS DESIGN

The teaching of ESP requires a didactic material for a better practice. Moreover, it is considered as an important feature to teach ESP. According to this stage, Hutchison and Waters (1987) mentioned some reasons to use it which are based on the tradition of ESP teachers.

When teachers have the raw data, it is necessary to establish a plan to solve. In this case, the solution is a material design like a book which is material compounded by a lot of information.

On the other hand, Hutchison and Waters (1987) state that teachers have to take into account different important points to make materials design of a course. For example, objectives, materials design model and the syllabus.

2.10.1 OBJECTIVES

Teaching is a hard work so teachers must consider the use of materials and why they are going to use that material. Hutchison and Waters (1987) presented some objectives such as the materials which provide a motivation to learn, to help to have an organized class, provide experiences with the language etc. All of these objectives are important for the teaching of ESP because according to the students’ needs, teachers are going to design the materials.

2.10.2 MATERIALS DESIGN MODEL

Furthermore, four elements for materials design were considered by Hutchison and Waters (1987), they are input, content focus, language focus and task. First, it is input that is based on the dialogue between the learners which provides a motivation to learn more. Second, it is the content focus which is based on a meaningful communication in the classroom. Third, it is language focus which allows the use of the language by each student. Finally, there is a term called task which allows the use of the material designed.

2.10.3 SYLLABUS

The syllabus makes the sense of the book. This compounds different contents or aspect the teacher is going to teach to learners.

It is totally true that each author has their own type of syllabus to create a material like a book, but Hutchison and Waters (1987) show two models of them:

- a) Predictive: This is the kind of model that provides the generative framework within which creativity can operate. It is a model that enables the operator to select, organize and present data.
- b) Evaluative: This kind of model acts as a feedback device to tell you whether you have done what you intended.

If these models are not used correctly, the results of the language learning process will not be satisfactory.

2.11 ECUADENT PROGRAM

Around the world, there are different kinds of organizations or foundations to help people; this is the case of the ECUADENT program, which was founded by Tammy Fesche in 1990. During 25 years, it has provided different kinds of services like preventive and restorative dental and care Cleft lip and palate corrective surgery. They make a point to reach those which have no access to healthcare in neglected regions of Ecuador. Besides, hosted by the Navy of Ecuador, ECUADENT volunteers are able to make full use of the local hospitals' modest facilities. They have come to Esmeraldas on

more than two occasions. They have worked at the Naval Hospital and have paid attention to a lot of patients.

2.12 THE SOCIO-CULTURAL APPROACH BY LEV VYGOTSKY

Vygotsky (1978) emphasized the fact that learning occurs first interpersonally, by the relationship between two or more people, and then intrapersonally, in the mind of the individual. For language learning, it is very important to provide materials with activities that permit the students' interaction since the very beginning, and not only interaction among them, but also between them and the contexts they read.

It is important to consider Vygotsky's construct of the *zone of proximal development* (ZPD), which he defines as "the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance, or in collaboration with more capable peers" (Vygotsky, 1978, p. 86).

McLeod (2010) referring to Vygotsky states that this author views interaction with peers as an effective way of developing skills and strategies. He suggests the use of cooperative work where less competent children develop with help from more skillful peers - within the zone of proximal development.

The use of a book will be very important for helping students achieve their potential development of learning.

2.13 TASK-BASED LANGUAGE LEARNING (TBL)

This method is based on the use of tasks in the learning of the target language. A task is divided in pre-task, task cycle, and language focus. Pre-task refers to the introduction of the topic and what the task will be. Task cycle is the part where students are going to plan the task, do activities using the language and students produce the writing or oral performance that the task is demanding. Finally, the language focus involves the analysis that students make of the language they used for the task. They have either to make improvements or practice the language that needs repair or development. For that reason, teachers use different kinds of activities where students have to use the language

in order to develop them. Besides, using tasks in the lessons will motivate and engage students in the environment. As a result, this method will engage students to use the language communicatively.

2.14 PREVIOUS STUDIES

Fernández et. al. (1988) in their books about Dentally Speaking show specific communicative functions and terminology used in the dental area. They elaborated two volumes of books, each with six units, with some sections according to the situation, including vocabulary proper to each communicative function.

Leyva, M., Ortuzar, O. and Torres, I. (2011) presented a glossary as a reference tool to teachers who want to teach EMP specially medicine, dentistry, and nursery to help students familiarize with the terminologies of these specialties. They organized the glossary according of the situations which this group of people has in its area.

Besides, Ramirez (2012) did an investigation about Cuban Medical Doctors' needs to learn EMP to work in English Speaking Countries. She designed a book entitled Bedside English which was divided into eight didactic units about different medical specialties, with different sections dealing with medical vocabulary, communicative functions, and tasks to practice the four most important language skills listening, speaking, reading and writing.

Also, the same author, Ramírez, H, et al (2016) carried out an analytical- quantitative-qualitative investigation to determine the level of knowledge in ESP for the Nursing profession that the students from the Nursing School, at the Pontifical Catholic University in Esmeraldas, have. The participants were 34 students from the 9th level of the Nursing School, and 14 Nursing professionals who work in different areas of health service in Esmeraldas. The results showed that the students and professionals of this specialty have learning needs concerning ESP, either in medical terminology or in communicative functions like interviewing patients, relatives, presenting cases, orienting patients about treatment and diagnosis. These investigators designed a didactic model and an upgrading course for ESP based on the needs diagnosed.

No antecedents about materials design for combining English for Medicine and Dental practice was found. There were no preceding investigations concerning linguistic preparation of students who work for the ECUADENT program in Ecuador.

2.15 LEGAL BASES

The politics “*Plan Nacional del Buen Vivir*” which has as one of its objectives to recover the State and its role in planning, administrating, executing, distributing and redistributing, has also been vital to guarantee and open up opportunities for participation of communities, people and nationalities in order to formulate, implement, evaluate and oversee 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 of services of attention that form the National System of Inclusion and Social Equality. It allows the regulation of norms, rules and controls the quality of the services of education, health, attention and daily care, special protection, social rehabilitation and other services of the National System of Inclusion and Social Equality, in its different levels, modalities, typologies and service workers. Also, it proposes to improve the implementation of the processes of professional development, continuous formation, evaluation, certification and working recategorization for professionals of education and health and for the professionals and technicians of the daily attention and care service.

3. METHODOLOGY

3.1 TYPE OF INVESTIGATION

This research was a descriptive, quantitative, longitudinal one because the students’ situation concerning their needs of EMP and EDP is diagnosed and described; the results of a survey were quantified and presented.

3.2 VARIABLES OF THE RESEARCH

This study used the following variables:

Dependent: The teaching of English for Specific Purposes

Independent: Book

3.3 METHODS

The methods used in this investigation were: analytical and synthetical, hermeneutic and statistical. Analytical and synthetical because of the theories and results were analyzed and then a synthesis was done. The hermeneutic method because the data obtained were interpreted to arrive to conclusions and the statistical method to process the data obtained and then a synthesis of the most relevant information was done. Besides, the hermeneutic method was used because the information acquired the interpretation of data results. In addition, a statistical method was used to process the data obtained.

3.4 POPULATION AND SAMPLE

The investigation was carried out at the Applied Linguistics School at PUCE ESMERALDAS, where there are two levels which are divided in 5th and 8th.

The participants of this research were 13 students from the mentioned school who worked as translators in the ECUADENT Program during the years 2015-2017. They were divided; into two groups, 11 women and 2 men from both levels, with different ages.

3.5 TECHNIQUES AND INSTRUMENTS

3.5.1 TECHNIQUES

The following techniques were used:

Survey: one survey was applied. It was applied to 13 students to determine their knowledge in the Medical-Dental English.

Test: this technique permitted the tabulation about the specific problems which students have with specific terminology or communicative functions about medical and dental terminology.

3.5.2 INSTRUMENTS

The instruments used for each technique were:

- Survey questionnaire
- Test questionnaire

3.6 DATA PROCESSING

All the information gathered throughout the survey and the test was processed by the manual percentage method and taken to figures and tables using the Microsoft Excel program.

4. RESULTS

4.1 RESULTS OF THE SURVEY

According to the times students have participated in the ECUADENT program, as stated in figure 1. The results showed that the majority has participated twice, what means that it is a program which demands frequent participation.

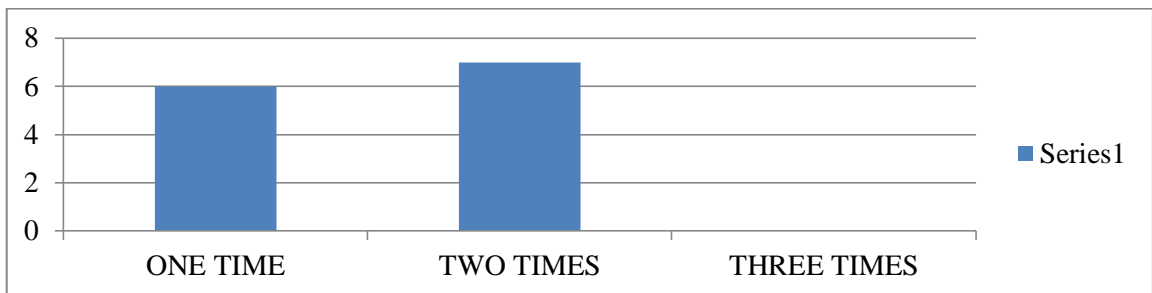


Figure 1: The times students have participated in the ECUADENT program

Source: Survey

It means that students from the Applied Linguistics School have participated in this program 'which offers a free service in some areas from Ecuador, especially in Esmeralda's city during some years.

According to figure 2, students from the Applied Linguistics show that to translate medical and dental terminology is a difficult work.

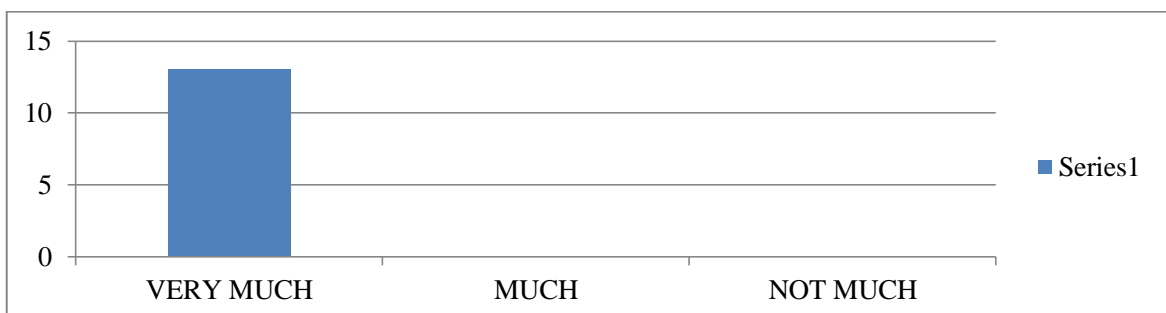


Figure 2: How difficult it is to translate the specific medical and dental terminology.

Source: Survey

This result reveals that the students do not probably have a previous knowledge of medical and dental terminology and communicative functions which make their role as translators easier.

In relation to the necessity of upgrading on medical and dental terminologies to work in the ECUADENT program, as shown in figure 3, the majority of the students revealed this necessity.

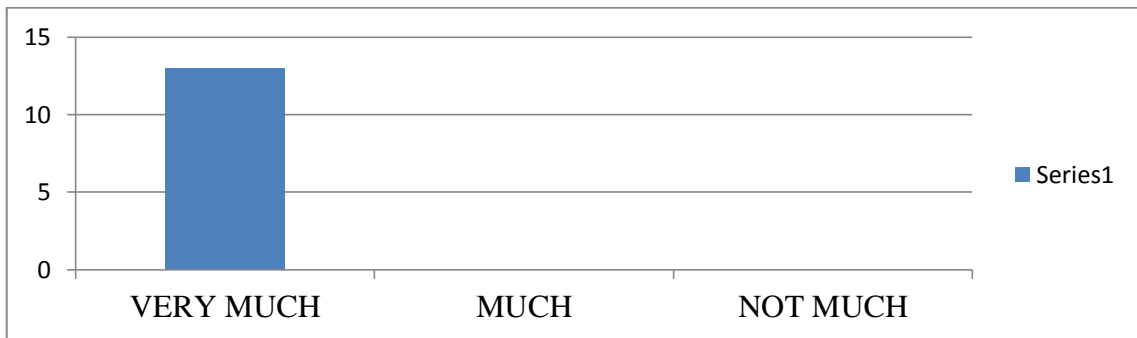


Figure 3: The necessity of upgrading on medical and dental terminologies to work in the ECUADENT program.

Source: Survey

This is why the teaching of some medical and dental terminologies to these students is very much necessary to improve the translations in the ECUADENT program.

Students have revealed their necessity to know some communicative functions for medical and dental communication as illustrated in figure 4.

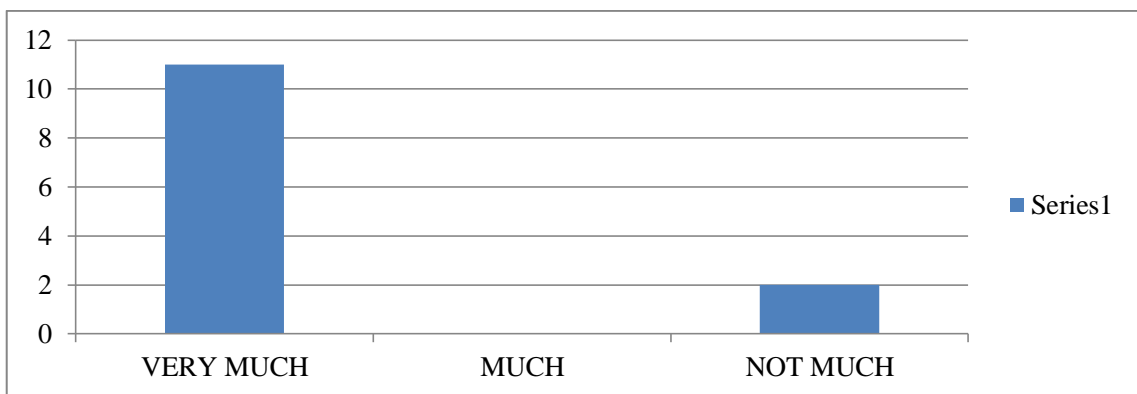


Figure 4: The necessity to know some communicative functions for medical and dental communication.

Source: Survey

Learners have made emphasis on the fact that they have a lack of knowledge about necessary communicative functions to carry out their work as translators. It shows the necessity to include them a book.

In relation to the students' necessities concerning terminology, as illustrated in figure 5, they stated that they need words related to medicine and dentistry such as abscess, complaint, diagnosis, medication, adverse reaction, analgesics, and fever, among others.

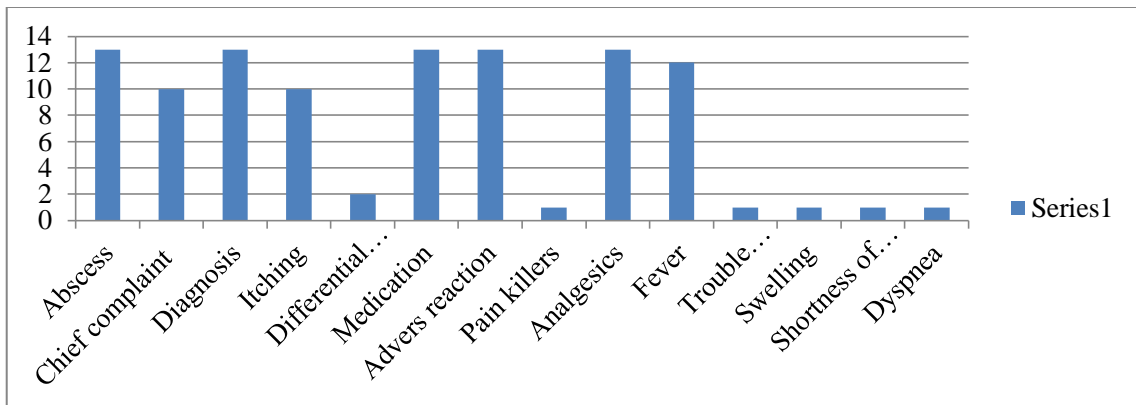


Figure 5: The terminologies related to medicine and dentistry which they think is necessary for them.

Source: Survey

Most of the terminology exposed in the figure has been related to the situations where they have needed specific terms to express sentences, questions or expressions. However, they do not know exactly which are specific terminologies about medicine and dentistry.

Apart from the medical and dental terms which have been exposed, some communicative functions have been established as revealed in figure 6. They show as necessity all the communicative functions but two of them are the most important, to their point of view; interviewing a patient and giving instructions about the medicine which the patient has to take.

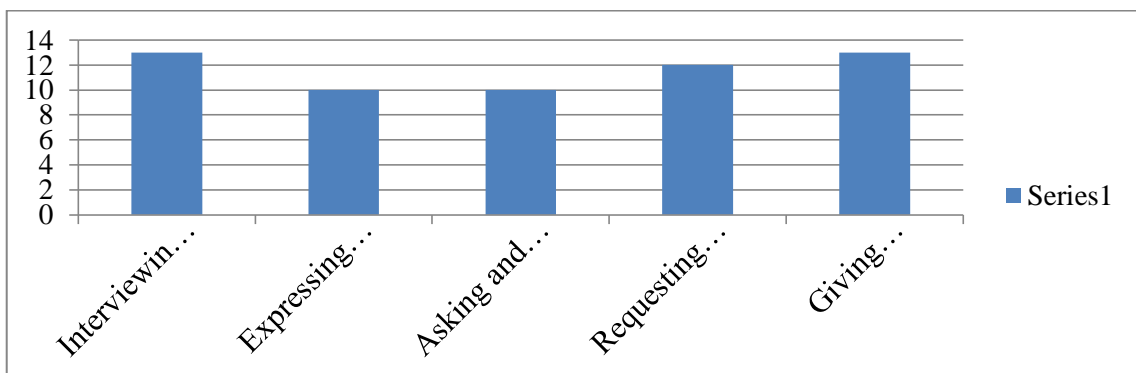


Figure 6: Communicative functions necessary to know

Source: Survey

Students have a low level about which are the specific communicative functions used in a medical and dental environment because the expressions are not the same to the ones which people use in a normal dialogue with another person.

4.2 RESULTS OF THE TEST

To determine the specific knowledge of the students from the Applied Linguistics School about medical and dental terms, it was necessary to apply a test that allows knowing the needs the students have. One of them is shown in figure 7. It shows that some terms are known for them. They are palate, surgeon, and instruments.

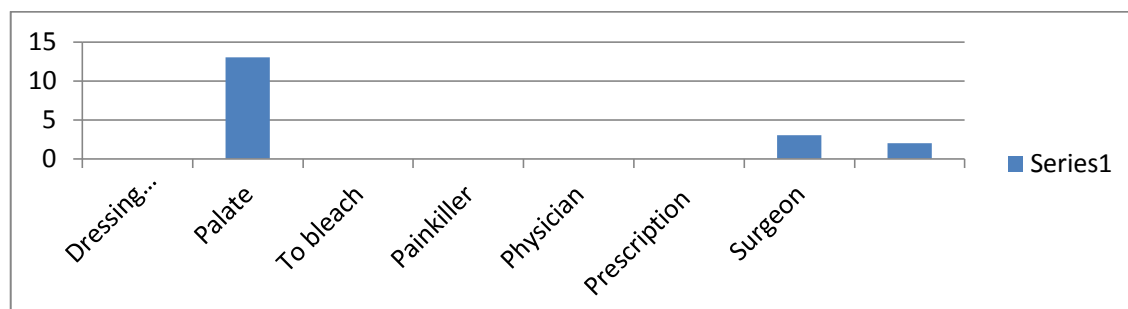


Figure 7: Knowledge about specific medical and dental terms

Source: Test

Learners do not know some terms which are important and specific in the medical and dental area. Also, according to this figure, they are not in contact with this kind of vocabulary because they are related to the medical context.

The students translated some important words about medicine and dentistry, which are shown in figure 8. This figure shows that they made a lot of mistakes in the translation of some words like gauze, syringes, toothache, tooth brush, and jaw.

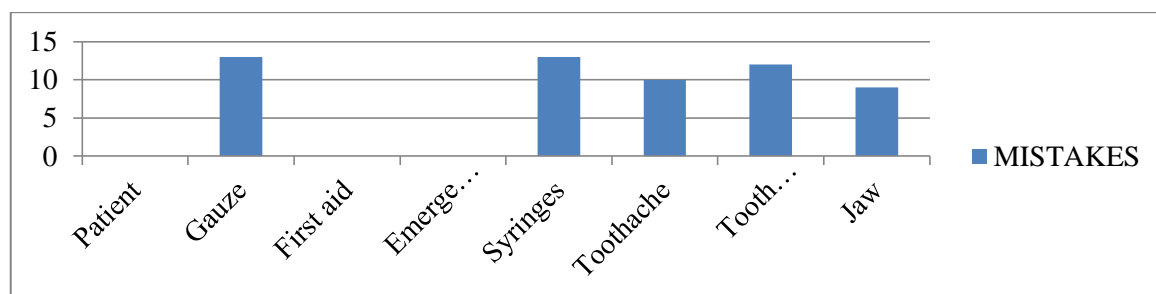


Figure 8: Translation of medical and dental terms

Source: Test

Students have a lack of knowledge in order to translate terms of medicine and dentistry because there are few terms which they have used in their communication, so it creates a frustration to translate.

Figure 9 shows the mistakes the students make when they are translating medical and dental terms in some questions and phrases.

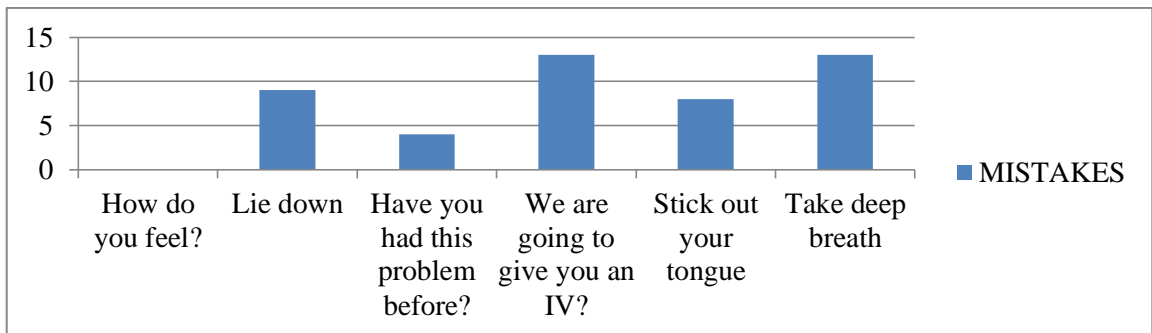


Figure 9: Translation of medical and dental communicative functions
Source: Test

Learners have a little knowledge of some questions, sentences, and phrases proper of the communicative functions related to medicine and dentistry. It makes the communication difficult when the students are going to translate specially from patient to doctor or doctor to patient.

Taking into account the lack of knowledge about medical and dental terminology, also the lack of communicative functions related to these specialties in the students who work as translators in the ECUADENT program in Esmeraldas, it is a demand to design a book to train these students.

5. DISCUSSION

This investigation was aimed at designing a book to teach English for Medical and Dental Purposes for the students from the Applied Linguistics School at PUCE-ESMERALDAS, who participate as translators in the ECUADENT program. This general objective was fulfilled by a bibliographical revision about English for specific purposes, a diagnosis of the students' learning needs and the organization of the didactic units. As a result, a proposal concerning a booklet allows the learning acquisition of medical and dental terminology and communicative functions.

The results coincided with the investigation carried out by the Leyva, M., Ortuzar, O. and Torres, I. (2011) who presented a glossary as a reference tool to teachers who want to teach EMP especially in dentistry, medicine, and nursery because they think it is important that students with this kind of profile have an instrument which provides an information from their area but in a different language.

Moreover, the surveys and test coincided with the analytical- quantitative-qualitative investigation to determine the level of knowledge in ESP for the Nursing profession that the students from the Nursing School at the Pontifical Catholic University in Esmeraldas have, developed by Ramírez et al (2016). It showed that the students and professionals of this specialty have learning needs concerning ESP, either in medical terminology or in communicative functions like interviewing patients, relatives, presenting cases, orienting patients about treatment and diagnosis.

The results concerning the importance of task-based language learning method in a didactic material like a book which were got, coincided with those provide by Ramírez (2012) who made books with medical terminology with different sections dealing with medical vocabulary, communicative functions, and tasks to practice the four most important language skills listening, speaking, reading and writing.

To have more prepared professionals who manage the English of medicine areas, it is necessary to provide an instrument which can allow the improvement or development of their job and their social attention to the community.

This is why the book English for Medical and Dental Purposes was designed with the Task-Based Approach (Willis, 1996). It consists of four main didactic units covering the most important terminologies and communicative functions of these specific fields.

6. CONCLUSIONS AND RECOMMENDATIONS

6.1 CONCLUSIONS

- The fundamental linguistic theory that supports the book design is the teaching of English for Specific Purposes, as stated by Hutchinson and Waters (1987), who affirm that English should be taught according to the learners' needs. From the psychological and pedagogical points of view, the Sociocultural Approach to Language Teaching and The Zone of Proximal Development, by Vygotsky (1978), were considered.
- The terminology regarding Medical and Dental English that should be included in the book design are related to medication, instruments, symptoms, signs, instructions, and recommendations.
- The communicative functions that the students of the Applied Linguistics School need to learn and should be included in the book are, among others: interviewing patients, giving instructions, recommending, and giving advice.
- The contents of the book should be organized into four didactic units, according to the students' learning needs regarding English for Medical and Dental Purposes that facilitate their linguistic preparation to work as translators in the ECUADENT Program.

6.2 RECOMMENDATIONS

- Students from the Applied Linguistics School must be linguistically prepared before their participation in the ECUADENT program.
- Teachers from the Applied Linguistics School at PUCE Esmeraldas who teach ESP, may use the proposed book.
- To carry out a pedagogical experiment with the use of the book designed to teach

English for Medical and Dental Purposes to students who participate in the ECUADENT program.

7. PROPOSAL

ENGLISH FOR MEDICAL AND DENTAL PURPOSES

FOR THE ECUADENT PROGRAM

AUTHOR: LUISA MARÍA MURILLO OYARVIDE

Contents

Introduction

Unit 1. I need an operation

- 1.1 Communicative function**
 - 1.1.1 Interviewing a patient**
- 1.2 Vocabulary focus**
- 1.3 Grammar focus**
 - 1.3.1 The use of the Present Perfect**

Unit 2. In the operating room

- 2.1 Communicative functions**
 - 2.1.1 Giving instructions**
 - 2.1.2 Recommending**
- 2.2 Vocabulary focus**
- 2.4 Grammar focus**
 - 2.4.1 The use of Modal Verbs (Should/Must)**

Unit 3. In the recovery room

- 3.1 Communicative functions**
 - 3.1.1 Giving instructions to nurses**
- 3.2 Vocabulary focus**
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Unit 4. I have a beautiful smile

- 4.1 Communicative functions**
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- 4.4 Grammar focus**
 - 4.4.1 The use of Modal Verbs (Must/Mustn't)**

INTRODUCTION

English for Medical and Dental purposes is a book for the students from the Applied Linguistics School who work as translators in the ECUADENT program. It covers the skills of listening, writing and reading.

This book aims to help them translate communicative functions or vocabulary proper to medicine and dentistry which can improve the doctor-patient, doctor-nurse and doctor-relative interaction. The author aims pairs interaction and group interactions which can allow an active learning. Besides, the tasks are designed to improve the way the expressions are acquired. It will help them translate in a better way.

The book is divided into four units which are in relation with some situations. Also, each of them are designed with some tasks by means of which students can learn communicative functions and terms proper to medicine and dentistry.

Book components

Pre-task:

It refers to the introduction of the topic and what the task will be. At the beginning of each one, there is a dialogue according to the situation which introduces it. It will clarify the environment where they are going to be involved.

Task cycle:

This is the part where students are going to plan the task, do activities using the language and students produce the writing or oral performance that the task is demanding. In order to practice, students are going to develop some activities where they are going to create or respond to activities based on some medical situations. Here the students carry out the language focus.

Post task:

In this post task, the students are going to simulate other situations of the medical and dental practice.

BRIEF METHODOLOGICAL ORIENTATIONS

The book is organized in four units. These units are focused on the Task Based Language Learning (TBL) which is divided in PRE-TASK, TASK CYCLE and POST TASK. They involve some activities related to situations similar to the medical or dental situation.

The Pre-task presents some introductory activities where students have to list some probably words and read phrases according to the situation. Moreover, the teacher could explain about what is going to be the unit about and ask them if they know terms or expressions.

On the other hand, the Task Cycle shows the way that students are going to plan the activities. Therefore, teacher reads many times the dialogue and they listen. Besides, through this dialogue, the teacher could make some activities where the students notice the relevant words or expressions, practice in a role play and translate the dialogue. Also, this didactic material shows the grammar for each situation like the present perfect tense and the modal verbs which allow the elaboration of a simulation similar to the dialogue. The students are going to simulate dialogues in situations that can be faced in the medical or dental practice.

Finally, there is a final step or Post Task where teachers make pairs so students are going to simulate other medical and dental situations and they will practice the translation of that simulation. The students are going to be organized in pairs or groups to facilitate their interchange and their collaborative work. The teacher will give the students the opportunity to participate actively in class.

The teacher's role in the Task-Cycle will be that of a monitor and guide, helping students manipulate the language. Error correction may be done immediately, of course, never ridiculizing the students.

In Post-task, when the students are using the language, the teacher never interrupts the students for correction. The teacher just jots down the mistakes for further correction, which may be done at the end of the class or in the next lesson. The mistakes detected may be used for planning remedial teaching.

1. I NEED AN OPERATION

➤ PRE-TASK

When a patient comes to the hospital for a reconstructive surgery, there are important words and also communicative functions that may be used for the doctor-patient communication.

List some of the possible words

Read some questions and instruction that may be necessary for the interaction

- a) What is your problem?
- b) Open your mouth, please
- c) Do you suffer from any disease?
- d) Have you had a fever before?
- e) What is your name?

What other questions and instruction can you add?

➤ TASK- CYCLE (PAIR-WORK)

🔊 Listen to the following situation carefully. Then read and analyze:

Silvia Caicedo is a 12 year-old patient who came to the hospital for a reconstructive surgery. Doctor Roberts, the surgeon, asks her some questions before the operation.

Doctor Roberts: Good morning

Silvia: Good morning

Doctor Roberts: What is your name?

Silvia: My name is Silvia

Doctor Roberts: and your surname?

Silvia: Caicedo Ortiz

Doctor Roberts: Let me ask you some questions. Do you suffer from any disease? High Blood pressure? Diabetes?

Silvia: no, I don't. Not that I know.

I have never been told that I suffer from any disease.

Doctor Roberts: Have you had any fever recently? Any infectious disease? Vomiting? Flu?

Silvia: No

Doctor Roberts: Are you allergic to anything? Medication? Respiratory allergy?

Silvia: Yes, I have suffered from Asthma since childhood.

Doctor Roberts: Do you have frequent Asthma attacks?

Silvia: Once in a year

Doctor Roberts: Do you take any medication for your Asthma crisis?

Silvia: Yes, some pills.

Doctor Roberts: Do you remember how they are called?

Silvia: Ketotiphen and Prednisone

Doctor Roberts: Let me examine you briefly. It won't hurt.

Thank you

Silvia: Will the operation hurt?

Doctor Roberts: No, it won't hurt. Don't worry. It will be quick.

Language Focus

Notice some important words used to interview the patient and others related to the case

Surgery

Surgeon

Reconstructive surgery

Nose

Eyes

Face

Forehead

Suffer

Disease

Illness

Medication

Allergy

Allergic

Asthma

High Blood Pressure

Diabetes

Fever

Hurt

Attacks

Procedures

- Read the dialogue carefully.
- Role-Read the dialogue twice.
- Underline the words that appear in the dialogue
- Write sentences with each of the words
- Discuss your ideas with your partner

Grammar Focus

- **Notice the following questions**

Have you had any fever recently?

Have you had any infectious disease?

- **Present Perfect**

Have...you...had...?

Think and write two other possible questions you would ask the patient

Focusing on translation

Translate the dialogue between Mr. Roberts and Silvia Caicedo into Spanish

Planning the interview

- Organize the simulation of an interview with a patient who has come for a reconstructive surgery
- Think about the questions you may ask
- If the patient is a child, think about the questions you may ask the child's parent
- Practice in pairs for an oral presentation to the class

➤ **POST-TASK**

- Role play in front of the class, simulating an interview to a patient
- Translate the simulation of the interview

2. IN THE OPERATING ROOM

➤ **PRE-TASK**

When a patient is in reconstructive surgery, there are some important words in that situation which doctors and nurses need to use:

List some of the possible words

Read some questions and sentences that may be necessary for the interaction

How are the vital signs?

You should take the patients' blood pressure

Give me the syringe

➤ **TASK- CYCLE (PAIR-WORK)**

👂 Listen to the following conversation carefully. Then read and analyze:

A) Silvia Caicedo is a 12 year-old patient who came to the hospital for a reconstructive surgery. Doctor Roberts is going to do the operation.

Doctor Roberts: Hello, Sylvia. How do you feel today?

Silvia: I feel a little bit nervous and my parents too, Doctor.

Doctor Roberts: You should feel confident because everything will be fine.

Silvia: Yes, I know but it is my first time in an operation. How long will it take?

Doctor Robert: 2 hours, but don't worry, everything will be okay.

B) Silvia is ready for the surgery so Doctor Robert starts asking for the implements in the surgery room.

After 15 minutes...

Doctor Robert: Is it ready to start, Mr. Joseph?

Anesthesiologist-Joseph: Yes, it is. The anesthesia machine, operating table, defibrillators, electrosurgical generator and the others are ready.

Doctor Robert: Does she have anesthesia?

Anesthesiologist-Joseph: Yes, she does.

Doctor Robert: Okay. And Miss Deborah, are the instruments ready?

Nurse Deborah: Yeah.

Doctor Robert: It's time to start. So, give me the scalpel, delicate scissors, delicate dissecting forceps.

C) The surgery has finished so the doctor needs to know the reaction of the patient:

After 6 hours

Doctor Robert: How are you feeling after the surgery?

Silvia: I'm feeling terrible. I can't speak well and my mouth is dry, and I am feeling so weak and dizzy.

Doctor Robert: That is to be expected after a surgery.

Doctor Robert: Well, I'll come back in some minutes because I'm going to tell some recommendations to the nurse.

D) Doctor Roberts has to talk to the nurse because he has to suggest some recommendations before the recuperation:

Doctor Robert: Hey, Miss Deborah. How is our little patient?

Nurse Deborah: She feels dizzy.

Doctor Robert: Yes, I had talked to her. So, I have to tell you some recommendations for her, now.

During her hospitalization, she should take some pills for the pain like ibuprofen or naproxen every 6 hours. Besides, she must drink only liquids like a diet soup. Ah, and don't forget to change serum every 6 hours because it is a vitamin for her and also she should drink water.

Nurse Deborah: Okay, doctor. I have taken all the notes.

Language focus

Notice some important words used to interview the patient and others related to the case

Surgery	Blurry
Surgery room	Mouth
Anesthesiologist	Dry
Anesthesia machine	Weak
Operating table	Dizzy
Defibrillators	Nurse
Pain	Ibuprofen
Electrosurgical generator	Naproxen
Anesthesia	Diet
Scalpel	Serum
Delicate scissors	
Delicate dissecting forceps	
Attacks	

PROCEDURES

- Read the dialogue carefully.
- Role-Read the dialogue twice.
- Underline the words that appear in the dialogue.
- Write sentences with each of the words.
- Discuss your ideas with your partner.

Grammar Focus

- **Notice the following expressions in the dialogue:**

You should feel confident because everything will be fine.

She should take some pills for the pain like ibuprofen or naproxen every 6 hours.

She must drink only liquids like a diet soup

- **Modal Verbs**

You should.....

You must.....

Think and write two other possible recommendations you can give the nurse:

Focusing on translation

Translate the dialogue between Mr. Roberts and Silvia Caicedo; Mr. Roberts, Mrs. Joseph and Miss Deborah into Spanish

Planning the interview

- Organize the simulation post-operation, operation and after operation.
- Think about the recommendation you may give to the nurse.
- Practice in pairs for an oral presentation to the class.

➤ Post-Task

- Role play in front of the class, simulating post-operation, operation and after operation situations.
- Translate the simulation post-operation, operation and after operation.

3. IN THE RECOVERING ROOM

➤ **PRE-TASK**

When a patient is in the reconstructive surgery, there are some important words which doctors and nurses need to use:

List some of the possible words

Read some questions and sentences that may be necessary for the interaction

- A) She is fine
- B) She must drink

➤ **TASK- CYCLE (PAIR-WORK)**

👂 Listen to the situation carefully. Then read and analyze:

A) It has happened 10 hours so it is time to talk to the relatives.

Doctor Roberts: Hello, Mrs. Caicedo. How are you?

Silvia's mom: We feel worried because we haven't received news from Silvia. How is she?

Doctor Roberts: She is fine. She feels a little dizzy but this is one of the reactions to the anesthesia. Also, she can't speak well because as you know she had a reconstructive surgery.

Silvia's mom: Could we see her?

Doctor Roberts: Yes, you could

Silvia's parents saw and talked to her but they have to talk to the doctor again about the recommendations for recovery.

After 32 minutes...

Doctor Roberts: Hey, Mrs. How was the visit?

Relatives: It was good. When could we come back to home?

Doctor Roberts: You could come back tomorrow in the morning but first I must give you some recommendations.

Relatives: Okay, give us.

Doctor Robert: During 3 weeks, she shouldn't eat hard food so she is going to be fed with liquids such as water, juice and oral serum. Also, she should take these important pills for the pain like ibuprofen and phenylbutazone. These pills should be taken every 8 hours. Also, she can't brush her teeth per 2 days.

Silvia's mom: Mmm. And who is going to cure the sore?

Doctor Roberts: She should come to the hospital to the first aid, so Miss Deborah is going to help her. Ah, after 3 weeks, she has to visit the dentist.

Silvia's mom: Who is the dentist?

Doctor Roberts: He is Mr. Flower. He is the best dentist in the hospital. He is going to evaluate he results of the surgery and give you recommendations.

Grammar Focus

- **Notice the following expressions in the dialogue:**

You could come back tomorrow in the morning but first I must tell you some recommendations.

She shouldn't eat hard food so she is going to be fed with liquids such as water, juice and oral serum.

She should take these important pills for the pain like ibuprofen and phenylbutazone.

- **Modal Verbs**

You should.....

You must.....

You could

Think and write two other possible instructions the doctor gives to the relatives:

Focusing on translation

- Translate the dialogue between the relatives and doctor Roberts

Planning the dialogue

- Organize the simulation instructions to the relatives
- Think about any recommendations you can give to Silvias' relatives
- Practice in pairs for an oral presentation to the class

➤ POST-TASK

- Role play in front of the class instructions to the relatives
- Translate the simulation

4. I HAVE A BEAUTIFUL SMILE

➤ **PRE-TASK**

When a patient is in an interview with a dentist, some words some words and expressions may be used. List some of the possible words.

Read some expressions that may be necessary for the interaction

- A) Let me have a look
- B) Open you your mouth wide
- C) Lie down

➤ **TASK- CYCLE (PAIR-WORK)**

👂 Listen to the situation carefully. Then read and analyze:

Silvia Caicedo had a reconstructive operation about cleft lip and palate so now she goes to the dentist to receive a checking of her teeth and a dental cleaning.

Dentist: Hello, nice to meet you. I am Mr. Flowers, the dentist.

Silvia and her mom: Hello, nice to meet you!

Dentist: How do you feel, Silvia? Do you feel nervous?

Silvia: Yes, I feel a little bit nervous.

Dentist: Oh, no. Don't feel nervous.

Silvia: Okay!

Dentist: I forgot to present the auxiliary to you. She is Clau

Auxiliary: Hello

Dentist: Okay, Princess, lie down in the dental unit because I'm going to check your buccal area.

Dentist: Now, open your mouth wide and don't move. I know it will cause some pain but I need to check.

Please, Clau. Give me the mirror handle.

Oh, we have a little problem with the tooth so I have to remove it.

Auxiliary: Do you need another instrument, doctor?

Dentist: Yes. First, give me anesthesia in the syringe.

-Don't move, be quiet, Silvia!

Auxiliary: Do you need anything else, doctor?

Dentist: Yes, give me the extraction forceps, please.

After 2 minutes.....

Dentist: Please, Silvia use this water to wash your mouth.

Silvia: Have you finished?

Dentist: Yeah.

Silvia: Now, wait for me in the consulting room.

After 4 minutes.....

Dentist: Hey, Mrs. Caicedo, as you know I did an extraction of a tooth and a little dental cleaning. From now on, she must brush her tooth 3 times every day.

Besides, she mustn't eat hard food for 4 days, she must drink liquids.

Silvia's mom: Okay, doctor. Thanks for your suggestions.

Language focus

Notice some important words used to interview the patient and others related to the case

Auxiliary

Dental Unit

Buccal Area

Mirror Handle

Syringe

Extraction Forceps

Wash

Mouth

Procedures

- Read the dialogue carefully.
- Role-Read the dialogue twice
- Underline the words that appear in the dialogue
- Write sentences with each of the words
- Discuss your ideas with your partner

Grammar Focus

- **Notice the following expressions in the dialogue:**

She must brush her tooth 3 times every day.

She mustn't eat hard food for 4 days, she must drink liquids.

- **Modal Verbs**

You must/mustn't.....

Think and write two other possible recommendations the dentist gives to the patient:

Focusing on translation

- Translate the dialogue between the relatives and the dentist.

Planning the interview

- Organize the simulation about recommendations from the dentist to the patient and relative

- Think about the recommendation you may give to the patient and relative
- Practice in pairs for an oral presentation to the class

➤ **POST-TASK**

- Role play about recommendations from the dentist to the patient and relative
- Translate the simulation

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9. APPENDICES

9.1 APPENDIX 1: SURVEY APPLIED TO STUDENTS

PONTIFICAL CATHOLIC UNIVERSITY OF ECUADOR IN ESMERALDAS

Book to teach English for Specific Purposes (ESP) to Students from the Applied Linguistics School who work as translators in the ECUADENT program in Esmeraldas

OBJECTIVE

- To get information about medical and odontological terminologies and communicative functions necessary for translations in the ECUADENT program

Please, read carefully and answer all the questions

1. How many times have you participated in the ECUADENT program?

1 TIME	
2 TIMES	
2 TIMES	

2. Did the specific medical and odontological terminologies make the translations difficult?

VERY MUCH	
MUCH	
NOT MUCH	

3. Do you consider that you need on medical and dental terminologies to work in the ECUADENT Program upgrading?

VERY MUCH	
MUCH	
NOT MUCH	

4. Do you need to know some communicative functions for medical and dental communication?

VERY MUCH	
MUCH	
NOT MUCH	

5. What terminologies related to medicine and Odontology do you think you need?

Choose

- | | |
|-------------------------|-------------------------|
| -abscess | -trouble swallowing |
| -chief complaint | -swelling |
| -diagnosis | -shortness of breath |
| -itching | -Dyspnea |
| -differential diagnosis | -cardiopathy |
| -medication | -hypertension |
| -adverse reactions | -penicillin |
| -pain killers | -antihypertensive drugs |
| -analgesics | -pain |
| -fever | -cleft lip |

-cleftpalate

6. What communicative functions would be necessary to know?

__Interviewing patients

__Expressing past history of illness

__Asking and talking about duration of a pain

__Requesting frequency (of the pain/complaint)

__Giving instructions about treatment or medical procedures



9.2 APPENDIX 2: TEST

PONTIFICAL CATHOLIC UNIVERSITY OF ECUADOR IN ESMERALDAS

Book to teach English for Specific Purposes (ESP) to Students from the Applied Linguistics School who work as translators in the ECUADENT program in Esmeraldas

Objective:

- To identify students' needs concerning medical and dental terminologies and communicative functions

Please, read carefully and answer all the questions

1. - Mark the following medical and dental terminology you know

Dressing gown	
Palate	
To bleach	
Painkiller	
Physician	
Prescription	
Surgeon	
Surgical instruments	

2.- Read the next terminology and translate them

Patient	
Gauze	
First aid	

Emergency room	
Syrenes	
Toothache	
Tooth brush	
Jaw	

3. Read the next phrases and translate them

How do you feel?

Lie down

Have you had this problem before?

We are going to give you an IV

Stick out your tongue

Take a deep breath

9.3 APPENDIX 3: PICTURES



