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FOREIGN LANGUAGES EDUCATION

Department of English Language Education

**TEACHING ESP TO THE STUDENTS OF NURSING AT SİNOP
UNIVERSITY THROUGH SITUATIONAL DIALOGUES**

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MASTER THESIS

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English: Teaching ESP to the Students of Nursing at Sinop University through Situational Dialogues

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To 'MY BELOVED FAMILY' who has endless support all my life...



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ÖZ

Bu çalışmanın amacı, Mesleki İngilizce dersi alan hemşirelik öğrencilerinin dil eğitiminde durum diyaloglarını etkin bir şekilde kullanmaktır. Bu çalışmada ayrıca, gerçek hayatta karşılaşılan diyaloglarının Sinop Üniversitesi Hemşirelik Yüksekokulu öğrencilerinin Mesleki İngilizce öğrenme sürecine olan katkısı araştırılmıştır. Diyalogların kelime, okuma- yazma, dilbilgisi ve çeviri becerileri alanlarında öğrencilerin başarı puanlarını hangi ölçüde etkilediği incelenmiştir. Çalışmada deney ve kontrol olmak üzere iki gruptan oluşan toplam 60 öğrenci ile çalışılmıştır. Deney grubu öğrencilerine çalışmanın konusu olan diyaloglar ile dil öğretimi gerçekleştirilirken; ders içeriği kontrol grubu öğrencilerine geleneksel yöntem ile verilmiştir. Çalışma 2014-2015 akademik yılı bahar ders dönemi boyunca devam etmiştir. Her iki ünitenin ardından deney ve kontrol grubu öğrencilerine başarı testi uygulanmış ve öğrencilerin başarı puanları hesaplanmıştır. Veri analizinde öğrenci başarı puanları normal dağılım gösterdiğinde t- test kullanılmıştır; normal dağılıma uygun düşmediğinde is Mann-Whitney U testi kullanılmıştır. Çalışma verilerinden elde edilen sonuçlara göre, durum diyaloglarının Hemşirelik Yüksekokulunda Mesleki İngilizce dersi öğrenme sürecinde daha etkili olduğu söylenebilir.

Anahtar Kelimeler: Mesleki İngilizce, Durum Diyaloğu, Hemşirelik

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TEACHING ENGLISH TO THE STUDENTS OF NURSING AT SINOP UNIVERSITY THROUGH SITUATIONAL DIALOGUES

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ABSTRACT

The aim of this study is to implement situational dialogues and use them effectively in the teaching process ESP of Nursing Students. Additionally, this study has investigated situational dialogues' contribution to the language learning process of students studying at Sinop University School of Nursing. The effect of situational dialogues on students' achievement scores has been analysed in terms of vocabulary, reading, writing, grammar and translation. It was conducted to 60 nursing students taking ESP course who were studying at 3rd and 4th class at Sinop University. The experimental group students have been taught with real-life situational dialogues, which is subject to this study whereas traditional teaching method has been used for the control group students. The study lasted during the spring term of 2014 - 2015 academic year. Achievement tests have been given in each two weeks to both groups and students' achievement scores have been evaluated. The variance of the data in the two groups have been analysed within the statistical analysis. For the reason that the achievement scores of the students showed a normal distribution in the groups, the unpaired two-sample t- test has been used. However, when the variation of the data didn't suit with the normal distribution, the Mann-Whitey U test has been used for cross tables to define whether there was a significant variance. The answers for the open-ended questions in each quiz were classified as logical and structural. Pearson's chi-square test has been applied to give the relations between the groups. When findings have been taken into account, the situational dialogues can be said to be more effective in improving ESP in the department of Nursing at Sinop University. Furthermore, situational dialogues may be suggested to be implemented in teaching of ESP at Schools of Nursing.

Key Words : **ESP, Situational Dialogues, Nursing**

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: Prof. Dr. Nalan KIZILTAN



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LIST OF ABBREVIATIONS

ANA American Nurses Association

BSN Bachelor of Science in Nursing

CC Communicative Competence

EAP English for Academic Purposes

ESP English for Specific Purposes

MSN Master of science in nursing

YOK Turkish Council of Higher Education

SPLT Specific Purpose Language Teaching

CHAPTER ONE

I. INTRODUCTION

1.1 Background to the Study

Teaching English has been a concern for many linguists, teachers, and scientists. Turkish ESP experts plan many different kinds of ESP courses such as English for police officers, for legal staff, for vocational school students, for nurses and medical students etc. nowadays. These ESP courses have been essential in our fast growing world particularly in our century immediately after our country applied for full membership of the European Union. Since then, Turkey has been subjected to many economic, national and international political changes. Consequently, these transformations established the need for relevant and learner-centred ESP courses in the developing world.

Nursing personnel are required to chat with many diversified kinds of people on a different range of topics. They function as the contact person between patients, doctors, family members, and other staff. Nurses must keep medical information in their minds and organize work to fit within a limited time while doing all the things at the same time. There are many unforeseen interruptions and emergencies and it can be busy, noisy, demanding, and depressing. Patients and visitors are often under a huge stress. Accordingly, many aspects can influence communication between patients and hospital personnel, such as sleep deprivation. Giger and Davidhizar (2004) list some of the aspects affecting the communication practice, such as a patient's physical health and feelings, the senses such as hearing, seeing, tasting... and their functional capability, and distractions in the noisy and hustling hospital environment. The patient's family life, social, cultural, , and philosophical values, education level, as well as experiences relating to the current situation will have an effect on his or her understanding of the situation and its meaning (Medlin, 2009).

Human lifetime boosted due to the progress in medicinal technology, treatments and interventions. As people have longer life spans, they often develop age-related health problems and because of this, they need much more medicinal awareness and consequent hospitalizations. Nettina (2006) claims that “by the year 2030, the over age 65 population will more than double to about 70 million. Almost 50% of the U.S. population has one or more chronic conditions” (p.173).

As elderly populations increase, the healthcare industry needs more and more workers. Additionally, as Syrian people are bound to migrate to other countries, especially to our country, Turkey; nurses and other hospital staff are in need to communicate with them in a shared language, English.

It is for this reason that if the ESP lecturers are deficient in the basic insight and experience about how to plan effective useful course that will encompass the specific language needs of their students; they often confront with various complexities and problems. Due to this reason, many instances of ESP course design in our country are often ad-hoc and not entirely based on comprehensive needs analyses. All ESP course designers should know that the job of an effective ESP course design includes:

- ✓ Planning and designing an appropriate course suitable for the target ESP groups
- ✓ Deciding on the practical type of syllabus that well meets the basic requirements of the ESP course participants

In spite of moving away from the classical trends in ELT, it is associated with need analysis and training learners to establish effective communicative base in the tasks related to their branch of study or work. Therefore, the teaching of ESP is considered as a separate activity within ELT. For Bilokçuoğlu (2012), its own methodological base is the main property what distinguishes it from other different disciplines. Primarily, the need for teaching specific knowledge and the knowledge, which is related to the learners’ needs, provide the base of ESP.

English for Specific Purposes (ESP) is a learner-centred approach to teaching English as a second language focusing on developing communicative competence in a specific field such as Agriculture, Horticulture, Business, IT, Medicine,

Engineering, etc. Although it is not a new "trend" in foreign language teaching, as its origins go back to the period between the two world wars (Adam et. al., 2013).

Because of all the reasons showed above, the teaching of ESP has been a separate activity within ELT. The main distinguishing property its own methodological base as well as its own research from different disciplines including applied linguistics.

1.2 Problem Statement

Dudley-Evans (1998) stated that the study of languages for specific purposes has a long and varied history. In recent years, the focus of research and curriculum development has been upon English, as it has gained importance in international science, technology, and trade. As TESOL enters its second quarter century, the demand for English for specific purposes (e.g., English for science and technology, English for business, vocational ESL) continues to increase and expand throughout the world.

According to Adam and his colleagues in this globalized society, nurses in their home countries inevitably need to care for patients from foreign countries, and nurses often migrate to other countries for work. In both these cases, English is often the most common language. In the latter case, when a foreigner nurse migrates to an English-speaking country, a certain level of English fluency is essential for their clinical duties because miscommunication may lead to medical errors, conflicts among colleagues, and conflicts with patients, all of which subsequently can result in poor quality of care. Recent studies on English proficiency in non-English speaking nurses/nursing students highlighted the needs of improving their English especially in the workplace.

Additionally, the nursing profession requires high levels of language from students as they need to readily chat with patients, family and staff to build rapport, which entails familiarity with everyday language including slang, and carry out the business of nursing by communicating health information using professional terminology (Malthus et al., 2005).

1.3 Purpose of the Study

This study investigates situational dialogues' contribution to the English learning process of ESP students studying at Sinop University School of Nursing. At the end

of the study, a questionnaire was applied to students at School of Nursing who take ESP course to find out how effective the situational dialogues are, which are uttered between patient-nurse, patient-patient and patient-doctor and results will be analysed accordingly. The aims of the study are to find out whether situational dialogues affect the English learning processes of the ESP Students and to understand real-life situational dialogues help students learn English better.

1.4 Significance of the Study

English for Specific Purposes is another part of English language learning and teaching. For this study, students who take ESP course dealt with Medicine English for an academic year. Students have practicum hours at the city hospital and they face many different situations every day while practicing at hospitals. For this reason having lessons enriched with real-life situational dialogues are thought to contribute to their learning process much and they were thought to be more enthusiastic to bring some different kinds of dialogues into the English Language classrooms. By this way, they were thought to be able to see the one-to-one correspondences of their experiences with their English learning and they will learn better.

1.5 Research Questions

The research questions guiding the current study are as follows:

- (1) To what extent do situational dialogues affect the English learning processes of the ESP students?
- (2) To what extent may the situational dialogues affect the students' achievement scores in vocabulary, reading grammar, translation and writing skills?
- (3) Are there any significant differences between the achievement scores of the students in terms of the control and experimental groups?
- (4) Are there any significant differences between the achievement scores of the students in terms of gender?

1.6 Assumptions of the Study

In this study, it is hypothesized that students who take ESP course will learn English better with the help of situational dialogues. Nursing students have practicum hours and they communicate with a lot of patients and hospital staff. They confront many

different kinds of dialogues every day at Hospital Practices. During their ESP lessons, some dialogues have been given in some certain situations and they read the dialogues and act out to make practice. With this study, it is assumed that they will learn English with the help of their experiences and it is assumed that they will be more attentive and more autonomous in their language learning.

1.7 Limitations of the Study

In this study, patient-patient, nurse-patient, doctor-patient and doctor-nurse possible dialogues have been reflected into English Language learning process of the ESP students at Sinop University School of Health. However, one of the limitations faced during the lessons is using the same kind of dialogues. All of the dialogues turn around the hospital environment and this led the students to get bored sometimes. Another point is that the choice of lexicon stayed at the same level for the reason that patients utter nearly same words to define their problems and similarly doctors and nurses choose some definite and specific words in their conversations as well. Similarly, students were asked if they would like to show in the video being recorded while they were having the lessons, but their answers were negative giving the reasons that they would not be comfortable and they could not listen to the lesson with close attention. For this reason video was not be able to taken. However, interviews with the groups were held and their opinions about the process and the pros and cons were gathered.

1.8 Definition of Terms

In this study, some key words have been used to define some terms.

1.8.1 English for Specific Purposes (ESP)

ESP consists of English language teaching which is designed to meet specified needs of the learner. Additionally it is related in content (i.e., in its themes and topics) to particular disciplines, occupations and activities and it is centred on the language appropriate to those activities in syntax, lexis, discourse, semantics, etc., and analysis of this discourse (cited in Dudley-Evans and John, 1991). ESP may use, in specific teaching situations, a different methodology from that of General English. ESP is likely to be designed for adult learners, either at a tertiary level intuition or in a professional work situation. It could however, be used for at secondary school level.

It is generally designed for intermediate or advanced learners. Most ESP courses assume basic knowledge of the language system but it can be used with beginners.

ESP is considered as a part of EAP (English for Academic Purposes) by some scholars and for some ESP is teaching English for any purpose that could be specified. In addition, Dudley-Evans and St. Jones (1991) describe it as the teaching of English used only in academic studies or the teaching of English for vocational or Professional purposes (cited in Bilokçuoğlu, 2012)

According to Hutchinson and Water's definition (1987), ESP is an *approach-meaning*, rather than a product, that involves no particular type of language teaching material or methodology. For those researchers the basic question of ESP should be 'why does the learner need to learn a foreign language?' (p.89). They define ESP as an approach to language teaching in which all decisions as to content and method are shaped according to the learner's reasons for learning. However, Antony (1997) finds some weak points in their definition giving the reason that many non-specialist ESP teachers apply an ESP approach based upon learner needs analysis and their own knowledge of English, yet the border between the ESP and General English is never clear. Robinson (1991) suggests two criteria for the definition of ESP; the first one is that ESP is normally *goal-oriented* and the second is a *needs analysis*, which is required to develop ESP courses.

For Perren (1974), the terms '*special language*' and '*specialized aim*' refer to different notions. Likewise, Mackay and Mountford (1978) suggest that teaching of English for a functional purpose has a definition for the two notions. They define the notion of '*special language*' as a narrow list of words, expressions picked from the whole language to provide the necessary requirement for a task or profession. On the other hand, the term '*specialized aim*' is used to refer the reason beyond the learner's learning. El-Minyavi (1984) states as "ESP courses are based on the need to transfer the ideas which students need to be able to read and speak about them confidently" (cited in Bilokçuoğlu, 2012).

Having been aware of all those debates on the issue what ESP really means, the main speaker at the Japan Conference on ESP, Dudley- Evans (1998) suggests variable characteristics of ESP.

1.8.2 ESP vs. GE

As Bilokçuoğlu (2012) cites, Hutchinson (1987) gives an answer to the question what is the difference between the ESP and General English as: “in theory nothing, in practise a great deal” (p.102). Bilokçuoğlu (2012) finds this idea strongly true giving the reason that in 80’s, teachers would seldom apply a needs analysis to find out what was needed, also teachers can now choose materials which fits better the aim of the learner. In addition, he gives the basic distinctions between ESP and GE can be drawn as follows:

“Learners

ESP – specially designed for (working) adults

GE – specially designed for high school students

✓ Aims

ESP – the objective is to meet the needs of particular learners

GE – to improve overall English competence involving a range of skills (reading, writing, speaking, listening, vocabulary, grammar, pronunciation, etc.)

✓ Concerns: sphere of interest

ESP – to design suitable courses for different types of groups of learners in accordance with their needs

GE – designing courses targeting vocabulary work, spelling, grammar, pronunciation, language function, etc.” (Bilokçuoğlu, 2012, p.54).

1.8.3 Situational dialogues

The definitions given for situational dialogues are as follows:

- ✓ To act out the roles of some characters in some situations (Merriam Webster English Dictionary)
- ✓ To represent in action (Merriam Webster English Dictionary)
- ✓ The acting out or performance of a particular role, either consciously (as a technique in psychotherapy or training) or unconsciously, in accordance with the perceived expectations of society as regards a person’s behaviour in a particular context (Oxford English Dictionary).

CHAPTER TWO

II. REVIEW OF LITERATURE

2.1 Situations

The notion that there is a strong and constant relationship between the language we use in a particular situation and certain features of that situation is not a new phenomenon. Similar languages are used for similar situations; yet, it cannot be claimed that same language is used for the same situation. Although any case of language is unique, it is related to some other instances and the crucial predictability patterns that can be traced between situation and language. When a political article in a magazine is read or a welcoming speech is listened to, anyone has an idea of the topic what is going to be comprehended, since there is an alliance between the language and its social context. Moreover, Catford (1965) states as “the concept of a –whole language- is so vast and heterogeneous that it is not operationally useful for many linguistic purposes, descriptive, comparative, and pedagogical. It is therefore desirable to have a framework of categories for the classification of ‘sub-languages’ or varieties within a total language”. Lima, Corrigan and Iverson (1994) assert that the concept we have of language is associated with our knowledge and observation of, and taking part in, actual circumstances of language-which are called language events. A remarkable part of those language events are transient and occur in an order, as they are continuing within the entangled process of social activity. In spite of its being sequential and transitory, it is not open to investigate at the time of their actual occurrence. Therefore, for their opinion, we have alternative records of those events through our memory, through the recordings and the scripts, written either in conventional orthography or in some form of phonetic codes and learned recognition of what is likely in the specific language.

For Lima et. al. (1994), language events do not occur separately from other aspects of human behaviour; even more, we know that they operate within the diversified complex of social behaviour and are jointly related to it. For Gregory and Susan (1998), they develop in situations, which is the third aspect of language event that

Halliday (1975) defines it as ‘the environment in which text comes to life’. Thereupon, situation can be considered as the relevant extra-textual linguistic and non-linguistic circumstances of the language event or the text in subject. As Halliday (2004) states, those language events can be identified with the levels or layers of language and linguistic description. The lexicon-grammatical level which comprises syntax, morphology and vocabulary is concerned with form while contextual relations between situation and form associate with semantics and form and substance is bound together with phonology.

Another definition made by Rauthmann and his colleagues (Rauthmann, Sherman, and Funder, 2015) proposes to see situations as sets of fleeting, dynamic, and temporary circumstances that do not lie within persons, but in their environments.

It is widely known that every purposeful oral or written expression is built in a specific situation or context for a specific purpose in order to understand its purpose and act in response to it. Therefore, it is crucial to know about the situation in which the expression is constructed. In order to know about the situation, it is necessary to understand the contextual orientation. Contextual orientation cannot be thought separately from foreign language teaching and learning. Wilkins (1972) says that situation could be connected to assets where apparent features are detectable even without reference to the language that is produced. Situation is important because it has possible applications to language teaching. Language is used in situations as in shopping in a supermarket, ordering a coffee or meal, asking for directions, telling a health problem and so forth. The context of situation is used as a technical term to mean the situation, which serves as an appropriate environment for a given piece of language (Widdowson, 1988).

There are certain ways of using language. From time to time, people can have difficulties in understanding the situations and being in such troublesome conditions, which lead them to behave wrong in spite of a misunderstanding. Likewise, one can feel uncomfortable when a language item is used inappropriately. On the other hand, some bias is based on the conscious borrowing of language features from one context to another which shows the relationship between language and situation. Some specific situations may have an impact that one expects a certain type of language and when language does not meet our expectation, we may be surprised, sad,

diverted or puzzled. The term “context of situation” is associated with Firth (1957), who thought of meaning in terms of the situation in which language is used. The term “context of situation” consists of the actual events as well as a part of the social process. For Firth (1957, p.86), “context is a linguistic apparatus that can be applied to language and it includes:

- ✓ the relevant objects
- ✓ the participants
- ✓ the effects of the verbal action

Every verbal articulation occurs in a certain situation, which includes the speaker and the hearer, the actions they are performing at the time and various external objects and events.

White (1988, p.77) states that “situation refers to the contexts in which language and behaviour occurs in the real world, outside the classroom.” Similarly, Al-Hamash (1980, p.67) asserts “it is not a factor in speech, but is the setting in which speech becomes effective.”

While it is widely argued that situation includes not only the admissible objects and actions taking place at the time, but also the knowledge shared by the speaker and the hearer; it also includes the latent agreement by the speaker and the hearer of all relevant conventions, beliefs and suppositions of members of the speech-community to which the speaker and hearer reside (Lyons, 1981). The elements of situation are the setting, the participants and the relevant objects. Such a combination of elements will be associated with language, in lexical, structural and functional / interactional terms, e.g.

A- Good afternoon. Could I cash some traveller's cheques, please?

B- Yes. What currency are they?

A- Sterling. They are Thomas Cook cheques.

B- Will you fill in this form, please? And can I have your passport?

Any communication, therefore involves the situational factors as setting or location, participants, topic of discourse, function, other language activities and medium of communication. Each interaction occurs in a setting or a location, such as a street, a department store, a hospital or a public place in an urban surrounding.

Furthermore, setting or location is related to the type of place and occasion in which the interaction occurs. A setting can be a street or a public place in an urban environment. The participants are defined as the roles communicators play, e.g. foreign stranger, a patient, or a passer-by. The multiplex interaction of situational factors will regulate stylistic features, and provided that one factor is changed, there will be subsequent changes in language social relationships and the type of occasion will also have eloquent effects.

2.1.1 Types of Situational Features

Context is known to form relationship between the situational features and formal items or categories (lexico-grammatical items). The situational features may be categorized in three types as Cognitive (Psychological), Environmental (Sociological), and Institutional.

When the first type is scrutinized, it is appeared that the cognitive level gives us information about the speaker's and the hearer's developing a thought of the real world phenomena including participants, processes, circumstantial and logical relations, informational and discourse features (Ibrahim, 2008). Furthermore, the environmental level is related to the cultural representation of the world phenomena and it includes a given speaker's attitude, temperament, mood and the presence of the physical objects at the time of speech act. The cognitive level material is indicated to a large extent in the semantic layer of the contextual interval whereas the environmental level material gets reflected in the pragmatic layer of the contextual interval. The semantic and pragmatic layers cannot be thought apart. As a third type, the institutional level is a paralinguistic or extra-linguistic level, which accounts for language diversity at the level of form. Actions and reciprocations in various situations are ascertained by cultural background of people, which includes people's heritage, customs, traditions, and ways of thinking and mannerism of behaving. What is accepted in an exact situation in a specific culture may not be done or accepted in a similar situation in a different culture.

2.2 Language Competences

2.2.1 Communicative Competence

For at least four decades, even though communicative competence is an envision that has been a topic of interest, recent trends have put less emphasis on structural and cognitive characteristics of communication and more on the endless social, cultural, and pragmatic implications of what it means to communicate in a second language. Zuengler and Cole (2005) assert that the concept of language socialization in language learning is of outstanding importance in researching language acquisition,. For Brown (2007), this new wave of interest brings social constructivist aspects into central focus and draws our attention to language as interactive communication among individuals, each with a sociocultural identity. Lately, discourse, interaction, pragmatics, and negotiation, among other things are widely an issue of interest by researchers. Teachers and writers are thinking the language classroom as a site of meaningful, authentic transactions among users of a language. Therefore, it is widely viewed that foreign language learning is not just as a potentially foreseeable phenomenon but also as the formation of meaning through interpersonal intervention among learners.

Communicative competence became a household phrase in SLA, and with its pedagogical counterpart, communicative language teaching, still stands as an appropriate term to capture many of the most recent trends in research and teaching. When we look at the definitions of its definitions, as Savignon (1983, p.95) notes, "communicative competence is relative, not absolute, and depends on the cooperation of all the participants involved." Similarly, Hymes (1972) defines communicative competence as that aspect of our competence that enables us to send and understand messages and to negotiate meanings interpersonally within specific contexts.

Seminal work on defining communicative competence was carried out by Canale and Swain (1980), still the reference point for virtually all discussions of CC in relation to second language teaching. In Canale's (1983) definition, four different components, or subcategories, made up the construct of CC. The first two subcategories reflected the use of the linguistic system itself; the last two defined the functional aspects of communication.

2.3 English for Specific Purposes (ESP)

The opinion of teaching languages for restricted objectives, instead of general mastery, was born as a necessity to produce pragmatic results in a limited amount of time. Essentially, it has mostly implemented on adults as the demands of language training and the subject area are competing with each other. On one hand, many students lack the patience and motivation to join English classes if the syllabus is not based on everyday communicative deals, which are vital for their career or studies. Additionally, insufficiency in country resources directs the education system accordingly. For all these reasons, and more, ESP teaching is addressed to satisfy the needs of specific groups of students in the settings of specific countries. English for Specific Purposes (ESP) is a learner-centred approach which centres on building and intensifying of communicative competence in a particular field such as Agriculture, Horticulture, Business, IT, Medicine, Engineering, Nursing, etc. Despite of being an old issue on foreign language teaching, which dates back to 1930s, there were noticeable arguments about what ESP means at first. Hutchinson and Waters assume as ‘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), on the other hand some authors, such as Anthony (1997), debate that there isn’t a clear boundary between the beginning and the ending of the ESP and general English courses. For this reason, many instructors, who are not specialized on ESP, based their syllabi on analysis of learner needs and their own personal knowledge of using English for real communication. After all, current definitions given dictionaries are as follows:

It is defined as “the technique of teaching English to students who need it for a particular purpose, such as business dealings” by the free Oxford English Dictionary. Similarly, Collins dictionary gives the definition for ESP as ‘the teaching of English to students whose first language is not English but who need it for a particular job, activity, or purpose’. Also, Macmillan Dictionary describes ESP as English taught to people whose first language is not English, but who need to know technical, scientific, and other English vocabulary from specific fields for their careers or education’ accentuates the particularity of ESP courses based on the similar limited field of learner interest.

There are almost as many definitions of ESP as the number of scholars who have attempted to define it. Many others have tried to define ESP in terms of what it is not

rather than in terms of what it really is, but we will disregard their definitions to concentrate on finding out what ESP really means. Mackay and Mountford (1978) defined ESP as the teaching of English for a “clearly utilitarian purpose” (p. 2). The purpose they refer to is defined by the needs of the learners, which could be academic, occupational, or scientific. These needs in turn determine the content of the ESP curriculum to be taught and learned. Mackay and Mountford also defined ESP and the special language that takes place in specific settings by certain participants. They stated that those participants are usually adults. They focused on adults because adults are usually highly conscious of the reasons to attain English proficiency in a determined field of specialization, and because adults make real use of special language in the special settings they work. They also argued that there is a close relationship among special settings and adults and the role, usually auxiliary, that English plays in those particular settings for those particular people.

Despite having many definitions, ESP community does not have a precise definition of what ESP means in fact. Arguments concerning the scope of ESP say that ESP is a way of teaching English for any specified purpose while some say that it's need to be assumed as a part of EAP (English for Academic Purposes). Hutchinson and Waters (1987) define ESP as an *approach-meaning* which involves no specific type of language teaching material or methodology. For Hutchinson and Waters, the fundamental principle of learning English is the ‘purpose’ why the learner is learning the language. Therefore, they claim that the main question of ESP should be as follows: “why does this learner need to learn a foreign language?” Additionally, they specify as “ESP is an approach to language teaching in which all decisions as to content and method are based on the learner’s reasons for learning” (Hutchinson and Waters, 1987, p.19)

The study of languages for specific purposes has a long and varied history (Stevens, 1977). Currently, research and curriculum development in English Language has gained much more importance since it has become one of the most dominant units in international science, technology and trade. The interest for English for science, technology, business, health and English for vocational purposes has increased and widened throughout the world.

A carefully planned research and a model of teaching materials and activities for a specific group of adult learners within a specific learning context are needed for ESP (Johns and Dudley-Evans, 1991). These specific learning contexts include various academic *Englishes*, e.g., English for science and technology, English for graduate teaching assistants, and “general” English for academic purposes, alongside the business purposes, e.g., English for business, English for the workplace.

Additionally, Strevens (1988), contributed with some extended definitions of the term ESP. For the scholar, a definition of ESP needs to differentiate four ‘absolute’ and two ‘variable’ characteristics:

“1) Absolute characteristics:

ESP consists of English language teaching which is:

- designed to meet specified needs of the learner
- related in content (i.e., in its themes and topics) to particular disciplines, occupations and activities
- centred on the language appropriate to those activities in syntax, lexis, discourse, semantics, etc., and analysis of this discourse
- in contrast with "General English"

2) Variable characteristics:

ESP may be, but is not necessarily:

- restricted as to the language skills to be learned (e.g., reading only)
- not taught according to any pre-ordained methodology

Claims: the claims for ESP are

- being focussed on the learner's need, wastes no time -is relevant to the learner
- is successful in imparting learning
- is more cost-effective than ‘General English’” (p.62)

According to Johns and Dudley-Evans (1998), however the ESP based itself on being a more individual and genuine activity in English language teaching, the main discussion focused on the efficacy of the approach. The question arises on the fact

that ESP may be more efficient than English for general purposes for the students or adults whose study field requires more communication.

Higgins (1966) and Allen and Widdowson (1974) argued the case for ESP by their essays and were of the leaders of establishing the movement. At that time (late 1960s, early 1970s), ESP activity evoked much attention from applied linguists such as Barber (1962/1988) and Lackstrom, Selinker, and Trimble (1972). The materials production of ESP practitioners such as Herbert (1965), Swales (1971), and Bates and Dudley-Evans (1976) seemed to complement the more hypothetical work of applied linguists. In the late 1970s and 1980s, hypothetical work seemed to lose its importance against materials development.

Nowadays, ESP seems not to be forced to argue the case for its own presence any further. This may stem from its having been accepted internationally, and its offering many career opportunities for teachers working in EFL fields. For Johns and Dudley-Evans (1991), some debates as follows still remain although being a movement within English language teaching field:

- “1. How specific should ESP courses and texts be?
2. Should they focus upon one particular skill, e.g., reading, or should the four skills always be integrated?
3. Can an appropriate ESP methodology be developed?” (p.36).

Accordingly, there raised some views on the question how specific ESP courses and texts be. One belief which corroborates ‘wide-angle’ approach was suggested by R. Williams (1987), supporting that language skills are taught through topics that are drawn from a variety of subjects rather than from the students’ own discipline or profession. Similarly, Hutchinson and Waters stated that narrow angle approach have some hindering effects on students.

Most definitions of what ESP is concur on three key topics: the nature of language to be taught and used, the learners, and the settings in which the other two would occur. These three aspects of ESP are closely connected to each other, and can be combined to establish that ESP is the teaching of specific and unique English (specialized discourse) to learners (adults in their majority), who will use it in a particular setting

(laboratory, mine, police station, hospital, etc.) in order to achieve a utilitarian goal or purpose (communicate linguistically correct), which in turn will fulfil additional personal goals (promotional, economical, etc.) What ESP specialists do not seem to agree on is what type of language should be taught (vocabulary, register, jargon, etc.) and how to teach it (in context with content knowledge, communicatively, collaboratively, etc.). However, even though there is this agreement and discrepancy among ESP scholars, it is important to note that their many definitions are unequivocally linked to how ESP has developed since it was first spoken of in the 1960s.

2.4 Historical Development of ESP

A number of studies about the origins of ESP have been conducted and most researchers agree that ESP has gone through five stages of development since it began in the 1960s or even before. The first stage relates to the origins of ESP going back to older times, when according to some researchers, language was generally recognized as authentic, such as language a banker would use in a transaction in a foreign country (Robinson, 1980, p. 15). Hutchinson and Walters (1987) mentioned one of the oldest ESP materials: a book of phrases for tourists was published in 1576. Strevens (1977) also referred to one of the earliest Specific Purpose Language Teaching (SPLT) materials in the course-type “German for Science Students.” Other researchers, such as Tickoo (1976), based their views on the development of ESP on trends in linguistic analysis and in materials selection. They also argued that the first approaches to ESP were more comprehensive and pre-linguistic, and saw scientific language as literature, not complicated but different in terms of vocabulary and style. In a second stage, during the 1960’s and 1970’s, the trend in ESP began to direct towards the study of register analysis, based on work conducted by Peter Strevens (Halliday, McIntosh and Strevens, 1964), Jack Ewert (Ewert and Latorre, 1969), and John Swales (1971). Register analysis is based on the hypothesis that, for example, the language of architecture is different from that of nursing, and the analysis of discourse made up of recognising the grammatical and lexical features of such fields. With this, it was aimed to organize ESP courses that were more compatible to the learners’ linguistic needs since the goal was to concentrate on the language forms learners would commonly come across within their fields of specialization, rejecting

those that were not relevant. Perren (1969) argued that it is useful to recognize language for special purposes or a variety of registers according to the different fields of specialization where they are used. Lee (1976) considered two aspects in the study of register. First, a lexical analysis of the language to deal with, focusing on frequency of occurrence of items and their presence or absence in the language used in specific settings and for specific purposes. Second, he referred to the syntactic analysis of that language. Robinson (1980) suggested that ESP must imply special language or special register. She added that often register is a term used to mean simply vocabulary and language use (collocations). Even though sometimes there is no agreement on how to approach and define register, there is agreement on the need for greater precision and less generalization when it comes to describing the characteristics of “special registers.” By describing register, curriculum developers were able to tailor their programs to the needs of their learners in their specific settings of use. On this, Spencer (cited in de Grève, 1972), criticized register studies because they were text oriented and suggested a shift to the use of role activities where, according to Candlin (1978) language can be used to achieve communicative purposes. Widdowson (1979) advocated a shift from a quantitative approach (the analysis of register and lexis) to a more qualitative approach (the development of learners’ communicative competence as they perform language in role- plays.) He also argued that such a qualitative approach needed to be perfected and advocated an emphasis on discourse analysis. According to Hutchinson and Waters (1987), the third stage of ESP was characterized by a switch from register analysis and the grammatical and lexical level of the sentence to the study of discourse or rhetoric analysis. Robinson (1980) referred to register as spoken interaction that is made up of units of meaning that have a certain hierarchy. She also defined register as a group of words spoken or written that had to be analysed in terms of cohesion. Widdowson suggested that such groups of words should be called text and not discourse because text would allow for the visualization of devices that signal structuring above the sentence level. The devices Widdowson referred to are complex grammar structures and linguistic rhetorical devices that put together make up the text ESP learners would usually encounter in their fields of specialization. Hutchinson and Waters (1987) generalized the meaning of discourse to include considerations of “rhetorical functions for communicative purposes” (p. 20). Robinson (1980) cited Todd, Trimble

and Trimble (1977), who identified description, definition and classification as the most common rhetorical functions, and rhetorical techniques such as time order, space order, and causality. They also mentioned two important rhetorical functions common to many scientific textbooks: interpretation of figures, and the rhetoric of instructions. Mackay and Mountford (1978) added some other important functions such as the ones that involve learners in defining, identifying, comparing, classifying, organizing abstract and concrete phenomena.

Moreover, Allen and Widdowson (1974) put forth the argument that the needs of ESP learners should be met by courses that teach learners how sentences are combined and used to perform precisely and completely to operate such rhetorical functions in distinct communicative settings. In the fourth stage of its improvement, having been replaced with a more communicative approach to the teaching of foreign languages, ESP shifted its attention to target situations. Hutchinson (1987) said that a target situation is one in which learners will use the specific language they are acquiring. He also said that during this stage, ESP curricula focused on identifying those special target situations for settled groups of learners in order to interpret the linguistic features common to those situations. For instance, target situation analysis is seen as a forerunner of linguistic and situational analysis. One of the most popular examples of a situation analysis and communicative settings is the one developed by John Munby (1978) in *Communicative Syllabus Design*. There he analysed learners' needs in terms of communication goals, the setting in which specific language would be used to communicate important information, means of oral and written communication, language skills possessed by learners, function, and structures. Munby (1978) argued that if learners need to meet communication goals, they need to be proficient and adequate in the use of English in their specific vocational, scientific, or work settings. The emphasis on target situations as a form of needs analysis then involves what researches have called linguistic competence. Linguistic competence is understood on the basis of linguistic performance, the ability to use language accurately, proficiently and fluently in a broad variety of settings. Based on this description, linguistic competence can be understood as made of grammatical, pragmatical, socio-linguistic, strategic, and communicative sub-competencies. In turn, this concept is linked to what language ability means in the context of specific language use settings. Douglas (2002) stated that language performances always vary

in terms of the different directions science and humanities have taken (specialization), and that a learner's language ability will be different from one performance target situation to another. Therefore, while a learner might have a great deal of knowledge about computer science, another might have less or greater knowledge in a different science, such as medicine, laboratory work, and others. By understanding those differences and by clearly defining the subject matter or specialization, curriculum developers will have a good starting point for developing appropriate curricula for ESP settings. What is more, it must also be acknowledged that learning the needs ESP learners have would greatly influence the other elements of an ESP curriculum. It is because of this that needs analysis must be learner-centred (West, 1984).

Douglas (2002) also argued that the language used in the different academic, vocational, and professional fields has become very precise. This means that communicative functions in those fields have become specific in terms of syntax, morphology, semantics, phonology, vocabulary, and discourse to the extent that for anyone who is outside those fields, the language used in them may seem like a question. For instance, laboratory technicians or professionals who take samples of blood, tissues, plasma, etc. to be analysed by using electronic microscopes, contrasting colours, centrifuges and other instruments, etc. in order to find out viruses, microbes, cysts, etc. or for physicians to prescribe fungicides, medicines, etc. This kind of language and setting would be "mystery land" for a professional specialized in mining procedures for example. A similar example can be found in the realm of morphology, where language (i.e. specific vocabulary) is shaped by the use of prefixes and suffixes, especially from Greek and Latin. For example, the prefix *a*(without) attached to the root *sepsis*(infection) forms the word *asepsis*, which means *without infection*; the suffix *ology* (study of) attached to the root word *cardio*(heart) to form *cardiology* must be understood as very precise both by instructors and learners in a hospital setting. The discourse (uttered by a nurse): "The quicker we can get people up and walking and the sooner we can get them coughing and breathing, we're preventing potential complications that could be life-threatening" refers to patients, not construction workers. In it, complications refer to illnesses and not all the red-tape constructors have to deal with in order to obtain permission to

build a building. This particularity of language then is a key factor to determine what type of curriculum is necessary for different ESP courses.

In stage five, ESP had to do with the mental processes that imply the use of language, focusing on the development of skills and strategies learners need in order to acquire a second language. Hutchinson (1987) stated that there are reasoning and interpreting processes underlying all types of language use and that those processes enable people to extract and handle meaning from discourse. He argued that some of those processes could be understood, for example, as the ability to guess the meaning of a word from the context in which it is presented, the use of words that are similar in both L1 and L2, the use of discourse markers to ask for clarification or keep a conversation going, and others. As consequence, no attention was given to special registers or subject registers because no specific underlying processes are needed to interpret them.

Hutchinson (1987) said that even though the focus of ESP courses has been on what people actually do with language (the surface and underlying forms of language and the mental processes learners use to deal with it), a more clear understanding of the processes of language learning is a more valid approach to ESP. In this sense, he also argued that everything in the teaching process should aim at helping learners use their learning strategies in order to meet their learning goals. In order to do this, ESP curricula developers are encouraged to involve learners in the making of curricula from the beginning focusing on what their learning needs are and how they learn. Needs analysis has then become a vital part of the designing and setting of any curriculum, especially in the ESP areas. The importance of conducting a needs analysis exercise lies in the fact that through it, curricula-designers can learn first-hand two important things: (1) what general and specific language proficiency learners have, and (2) what general and specific language proficiency learners need to acquire. Once curricula-designers discover these two important student-related facts, then they can write the course objectives, make decisions on what to include in the syllabus or for example, what functions, topics, vocabulary, and other language procedures should be given emphasis over others that students already master. Once the syllabus is in place, then decisions about how to teach it and when to teach it should be made.

2.5 Nursing

‘The language of the hospital is derived from and includes the language of medicine’ (Medlin, 2009). The art of *medicine* is concerned with diagnosing and treating diseases. Medicine is applied by physicians, surgeons, and other medical professionals, and English for medical purposes is, by definition, used by those specialists. Contrary to those specialists, nurses look after patients by following the orders of physicians and treating the patients’ *response* to illness. According to the American Nurses Association (ANA), definition of nursing work is as follows: “Nursing is the diagnosis and treatment of human responses to actual and potential health problems. (Nettina, 2006, p.2). “The Nursing Process is a deliberate, problem-solving approach to meeting the health care and nursing needs of patients” (p. 5). This consists of checking the patient and collecting data, establishing a nursing diagnosis, and making a plan of nursing care for the patient.

As human life span has been lengthened with the developments in medicine and technology, people often tend to have age-related health problems which need medical attention and subsequent hospitalization. Since elderly population rise, so will professions in the healthcare industry. Thus, many areas will seek more qualified nurses with communication skills in different languages to make contact with patients. Moreover, many factors such as sleep deprived patients, or patients taking narcotic medication can affect communication between especially nurses who care for them and sufferers. Giger and Davidhizar (2004) detail some of the factors influencing the communication process, such as a patient’s physical health and emotional well-being, the sensations involved and their functional ability (such as hearing), and distractions in the noisy and frantic hospital area. In addition, the patient’s background, including cultural, social, and philosophical values, level of education, as well as past experiences relating to the current situation will have an effect on his or her perception of the situation being discussed and its meaning (cited in Medlin, 2009).

Nursing gained importance in Turkey after the First World War. Despite the improvements in the medical profession, developments in nursing profession occurred late, because the presence of Turkish women in the working life was hindered due to negative social and political sanctions (women used to be seen as individuals who only arrange the house order, raise children and do not work outside

the house) and nursing was perceived as a women-job (because nurse means ‘sister’ in Turkish) (Özaydın, 2006; Baser, 1997). After the proclamation of the Republic (1923), the status of Turkish women within the society improved in accordance with the contemporary reforms made by Mustafa Kemal Atatürk, the great leader and establisher of the Turkish Republic, and the number of professional, working women increased expeditiously. It was asserted even in those days that humans have a restricted time in the world, which should be spent in contentment, life should worth living and rational orders between themselves and nature, society, environment, others should be established and maintained, and these can be achieved only through science and research. It was stated that, the most important element for science and research (Özaydın, 2001), naturally for the development of nursing as well was a contemporary and of high quality education, and the situation reached nowadays was indicated.

Bahçecik and Alpar (2009) give some detailed information about developments in nursing in their article showing Perihan Velioglu, one of the Turkish nurse leaders, as reference: In her speech in 1996, Velioglu pointed out nine stages as prominent factors in the development of nursing and nursing education in Turkey since 1956. The nine milestones which are unquestionably significant in the development of nursing practice in Turkey are as follows:

- “1. The establishment of Ege University School of Nursing (Izmir) in 1955, in response to nurses’ demands to be a part of universities,
2. The establishment of Florence Nightingale School of Nursing in Istanbul and Hacettepe University School of Nursing in Ankara (1961),
3. The positive effects of a series of scientific meetings carried out and continued in cooperation with eligible universities in Europe and USA,
4. The participation of some senior nurses to the ‘’ Workgroup of European Nurse Researchers’’, indicating the acceptance of the international level of Turkish nursing practice,
5. The recommendation of two Turkish nurses for the ‘’World Trade Organization Europe Area Nursing Department Directorship’’ position, at the end of the 1980s, by their European colleagues,
6. Acknowledgement of Professorship, Associate Professorship and Doctorate titles in Nursing Science with the Law No. 2547 that came into effect in 1981,

7. Efforts of Nursing Schools to function as faculties,
8. The establishment of ‘‘Nursing and Midwifery Advisory Board’’ affiliated to the Supreme Council of Health,
9. The establishment of Nursing Associate Degree programs at the mass education for occupational high-schools of health graduates’’ (Velioglu, 1996).

2.6 History of Nursing Education

Modern nursing in Turkey dates back to the time after the World War II. The old origins are linked by the efforts of Florence Nightingale who cared for wounded English and Turkish soldiers in Selimiye Barroks in Istanbul (Eren and Uyer, 1991; Erhan, 1978) for two years during the Crimean War. However, the nursing profession in Turkey was not affected considerably by her tenet and discipline. During Tripoli and Balkan Wars many difficulties were faced in caring for the wounded soldiers. The deficiencies in patient caring resulted in a lot of deaths in the army. Physicians, Dr Besim Ömer and Dr Nihat Reşat Belger, who attended the Red Cross Congress in Washington in 1912, observed that nursing was beginning to be regarded as a profession. Upon their arrival in Turkey, they contacted the Turkish Red Crescent Society (which was called as Hilal-iAhmer at that time), emphasized the need for nursing in Turkey, and encouraged the opening of a school of nursing. The Turkish Red Crescent Society responded by allocating money for a six-month nursing education course for volunteers in Kadırga Maternity Hospital. The first course was taught by Prof Dr Besim Ömer Akalın. Thereby, the year 1912 became the beginning year of nursing occupation in our country.

In Turkey higher education of nursing has sixty years of background. The level of education and the nature of training programs for nurses have gone through substantial changes over the years. In 1913 and 1914 plenty of students joined in-service trainings on nursing which were organized at İstanbul University. The first formal nursing education program was started in 1920. Three types of educational programs have been created since 1920: diploma, associate degree, and baccalaureate programs. The 3-year diploma program began in the 1920s with students who had less than a high school education. The first nursing school of Turkish Republic was opened in 1925 in İstanbul under the name of ‘‘Kızılay Özel Hemşire Okulu’’

(Ökdem et al., 2000). For Bahçecik and Alpar (2009), nursing education, which used to continue at the secondary and high school levels was moved to university level and had its way on bachelor's education in 1955. In 1958, the 3-year-diploma program was extended to 4 years, but half the content covered general high school topics. Graduates of these programs received diplomas after attending 3,700 hours of training. The curriculums were prepared by the officials of the National Ministry of Health. Master's program in nursing was opened in 1968, and Ph.D. programs were opened in 1972. In 1950's twelve nurses had the chance of scholarship in order to achieve nursing BSN (bachelor of science in nursing) and MSN (master of science in nursing) degrees at Colombia University in the USA; subsequently they meet nursing programs in Turkey based on USA nursing models (Robertson et al., 2002; Senturk, 2006; Thobaben et al., 2005). Ege University School of Nursing, founded in 1955, is the first academy in our country, which gave education on university level. It is stated in the literature that, the school is also the first academy opened in Europe. Afterwards, in 1965 a nursing school on the university level was established in England, (Erdil, 2005; Kum, 1992). Higher education of nursing in our country, as well as the other trainings at the graduate level, is given for four years (4600 hours of theoretical and practical education) after a total twelve years of primary, secondary and high school education. Hacettepe University acquired 'College of Further Education affiliated to the Rectorate' status in 1972, and the others in 1982. All higher education schools were connected to University rectorates after the academic year 1982-83, and began to educate nurses for BS degrees.

In Turkey, the numbers of nursing programs in state universities has waved among 76-90 in the period of 2000-2017. Although there were only 4 programs in private universities in 2000-2001, the number has risen to 34 in 2017-2018 showing a growth of 8.5 times. Currently, nursing education is given by 124 Higher Education Schools of Health (Council of Higher Education, 2017). Students' contingents have been increasing rapidly since 1996. The number was 644 in 1996- 1997 while it was tripled in 2000-2001. Likewise, it became 5757 in 2007-2008 and went on rising gradually. The student contingent of nursing education was 14048 in 2015-2016 (Kocaman, and Yürümezoğlu, 2015). Consequently, a gratifying new ground was broken at the nursing education in our country. Turkey was one of only five

European countries providing a basic university level nursing education. The other countries were England, Belgium, Iceland and Greece (Thobaben et al., 2005).

It has been through this Turkish Nurses Association that the nurses in Turkey have been able to have their voice heard by the Ministry of Health and other official organizations within the Turkish government. The first Turkish Nurses Association was established in 1933 and it has been a member of the International Council of Nurses since 1949.

2.7 ESP in Nursing

Most of the nurses actively working in nursing are graduates of associate-degree programs. In 1985, upon the launch of associate-degree programs in universities, nurses who were then working as graduates of health professional high schools desired also hold an associate-degree. Because of the availability of open education, most of the nurses who were initially educated in high schools completed associate-degree programs. However, only a small portion of all practicing nurses holds a baccalaureate degree. Nurses who do hold baccalaureate degrees work primarily in big cities and at university and private hospitals. Nursing and medical work adopts many concepts, descriptions, and terminology in English. For Robinson (1984), the need for ESP was considered as a socioeconomic phenomenon. Over years, English for Specific Purposes has been regarded by many English scholars and teachers as having compelling effects on meeting students' career demands. It is important for nursing students to take ESP courses. ENP is, basically, a specialised area of English for nursing and medical areas. It prepares students for such job-related English as terminology and medical abbreviations that they will use in daily career tasks. Hence, advanced study requires sufficient English ability in many areas especially health.

In Turkey, Nursing Education is placed at universities within Faculties of Health Sciences, Schools of Nursing, and Faculties of Nursing Gazi University and Marmara University have Nursing Departments within their Faculties of Health Sciences while Ege University, Dokuz Eylül University and Hacettepe University have their Faculties of Nursing. Similarly, İstanbul University has its Faculty of Nursing (Florence Nightingale Faculty of Nursing), one of the most prominent ones. Sinop University, Hatay Mustafa Kemal University, Karabük University and Bozok

University give Nursing Education under Nursing Departments within Schools of Health. At Marmara University Faculty of Health Science ESP Course takes place as selective course for four terms. At Ege University Faculty of Health Sciences ESP Course is given as selective course at only 3rd grade in two terms. Gazi University Faculty of Health Science Nursing Department gives the course at 3rd grade in two terms and at 4th grade for only one term. Similarly, nursing students have ESP as selective course at Dokuz Eylöl University Faculty of Nursing at 1st, 2nd and 4th grades one term each. At Florence Nightingale Faculty of Nursing ESP course is given at 3rd and 4th as obligatory course and at 2nd grade as selective course.



2.8 Gender Difference in Language Use

As for Xia (2013), the study of gender is important to the study of language, and the first step to study gender is to explore the difference between men and women. The fact that men and women have a lot of differences in many fields is an undeniable issue. For instance, most females do have less muscle physically; men are stronger than women. Additionally, women and men have differences in their ability of work. Besides some physical reasons, it is widely believed that some factors related to community may lead some of the differences. The variations in job skills may be expounded with the factors by which they are grown up. Furthermore, language use is another field that men and women differ.

Since language demonstrates, reports, and transmits social differences, so we should not be surprised to find reflections of gender differences in language, for most societies differentiate between men and women in various notable ways. The differences may be classified in short in the following aspects (Xia, 2013):

Differences in Pronunciation

The speech of men and women has been observed in a wide variety of languages. According to a study conducted by Shuy (1969), it has been observed that usually women's pronunciation is better than men's. The percentage of the men who pronounced "-ing" in a wrong way has been 62.2%, while 28.9% of the women could not pronounce right. This can also be shown in the learning of the second language. Usually female students have better pronunciation than male students, and that can explain the reason why more girls choose to learn language as their major than boys. Generally speaking, girls exhibit a better ability in language.

Differences in Vocabulary

It can be noted that men and women have a tendency to choose distinctive words to demonstrate their feelings. For example, when a woman is afraid of something, she usually exclaims as "I am frightened to death!" If man says this, it will probably be believed that he is easily intimidated. For Xia (2013) the differences in vocabulary can be shown in the following five aspects:

Color Words

‘There is special feminine vocabulary in English that men may not, dare not or will not use. Women are good at using color words that were borrowed from French to describe things, such as mauve, lavender aquamarine, azure and magenta, etc. but most men do not use them’ (Xia, 2013, p.1486)

Adjectives

‘In our everyday life, we can notice that women like to use many adjective, such as adorable, charming, lovely, fantastic, heavenly, but men seldom use them. When a woman leaves a restaurant, she will say “It’s a gorgeous meal”. If a man wants to express the same idea, he may only say, “It’s a good meal” (Xia, 2013, p.1486).

Using more adjectives to define objects, things and their feelings may demonstrate that women are more conscious to the environment and more likely to indicate their emotions with words.

Adverbs

As for Xia (2013) there are also differences in the use of adverbs between men and women. Women tend to use such adverbs like ‘awfully, pretty, terribly, vastly, quite’, whereas men like to use ‘very, utterly, really’. In 1992, Jespersen found that women use more so than men do, such as, “It was so interesting” is often uttered by a woman.

Diminutives

As for Xia (2013), women like to use words that have the meaning of ‘small’, such as ‘bookie’, ‘hanky’, ‘panties’. They also have a tendency to prefer words that show affections, such as ‘dearie’, ‘sweetie’. Furthermore, women like to use words that show politeness, such as ‘please’, ‘thanks’, and they use more euphemism, but ‘slang’ is considered to be men’s preference. As a result of the related studies, it can be concluded that men and women have their own vocabulary choices in achieving emphatic effects. Though in the area of vocabulary, many of the studies have focused on English, it cannot be denied that sex differences in word choices exist in various other languages.

Pronouns

Xia (2013, p.1485-1488) stated as “women prefer to use first person plural pronouns when they suggest something, even when she suggests the other person, while men tend to use first person singular pronoun, and when he is suggesting the other person, he will directly use the second person pronoun. For instance, women: We need to be in a hurry. Men: You need to be quick.”

Difference in Syntax

As Valin (2001) asserts syntax is a central component of human language. He justifies as:

It is not the case that every possible meaning that can be expressed is correlated with a unique, unanalysable gesture, be it oral or manual. Rather, each language has a basic of meaning-bearing elements and different ways of combining them to express different meanings, and these ways of combining them are meaningful. These following two English sentences *Chris gave the notebook to Dana* and *Dana gave the notebook to Chris* contain exactly the same words as meaning-bearing elements, but they have different meanings because the words are combined differently. These different combinations fall into the field of syntax; the two sentences differ not in terms of the words in them but rather in terms of their syntactic design (Valin, 2001)

Syntax can thus be given the following characterization, taken from Matthews (1982:1):

The term ‘syntax’ is from the Ancient Greek *syntaxis*, a verbal noun which literally means ‘arrangement’ or ‘setting out together’. Traditionally, it refers to the branch of grammar dealing with the ways in which words, with or without appropriate inflections, are arranged to show connections of meaning within the sentence.

Hedges

According to Holmes (2001), hedging is a way to express uncertainty and also to soften the utterances of the speaker. However, Olsson (2000) found that other researchers such as House and Kasper (1981) and Blum-Kulka and Ohlstein (1984), stated that hedging is used to modify certain types of speech acts, requests and apologies. In the light of that information, it can be stated that woman are observed to prefer hedges as ‘well’, ‘you know...’, ‘I think of...’, ‘I suppose...’, ‘kind of’, ‘a (little) bit’, ‘it seems like’ etc. while communicating. Furthermore, in a study carried out by Hanafiyeh and Afghari (2014, p.24), it has been shown that females used

lexical hedges more frequently than males did. Additionally, it is a widely observed utterance that a woman uses a more polite language when it is compared to a man. When they want to get help from others, women have a tendency to utter a sentence as *I was wondering if you can help me*; on the other hand men prefer saying *Please give me a hand*.

Tag Questions

According to Lakoff (1975), a tag question is considered as a hedging device since it shows that the speaker is not confident in making a statement. Nevertheless, men usually use tag questions to show their perception on some topics while women are seen as indecisive people and have no view of their own. As for Hanafiyeh and Afghari (2014, p.24), the percentage of females who use tag questions has been higher than males.

CHAPTER THREE

III. METHODOLOGY

3.1 Main Study

This study was conducted to 60 nursing students who were studying at 3rd and 4th class at School of Nursing at Sinop University and taking ESP course as an obligatory selected course in the Academic Year of 2014- 2015 in spring term. It lasted for the spring term of 2014-2015 for 28 hours. Each week, a 2-hour-course was conducted to both the experimental and the control group students for 14 weeks.

3.2 Research Site and Participants

School of Nursing at Sinop University serve ESP courses during 2 terms for 3rd and 4th class as obligatory selected courses. The students of 3rd year and the 4th year had been successful and passed the obligatory English Course which had been given at the first year. For the reason that they began taking ESP courses for the first time and the English level of both of the grades were the same, the study groups were formed with the 3rd and the 4th class students. Hereby, the students in 3rd class were taken as the experimental group while the students in 4th year students were taken as the control group. Experimental group consisted of 30 female and male students whereas the control group consisted of 30 female and male students. Number of the female and male students was taken randomly. The students of experimental group were exposed to situational dialogues. Whereas the students of control group were exposed to reading passages as traditional method while teaching the same subject matter of Nursing English. The experimental group students were taught with real-life situational dialogues. In order to provide the standardization, ready-made situations were used. They read, listened to, comprehended, acted out and rewrote the dialogues. On the other hand, the control group students read texts, made summaries and did comprehension activities, practiced pronouncing the vocabulary items and so forth. The two groups were exposed to different lesson plans of the same subjects.

The subjects were chosen in accordance with the syllabus. It was searched for the real situations at the Faculty Hospital of 19th May University; however, because of inadequate number of foreign patients and nurses who communicate in English, the dialogues were adapted from course books which were written and published in English in UK. Each week two different lesson plans were developed and implemented for each group. In total there were 10 subjects. They were as follows: Respiratory System, Accidents, Emergencies and First Aid, Digestive system, Maternity Nursing, Paediatric Nursing, Surgical Nursing, Home health Nursing, Public Health Nursing Geriatric Nursing and Psychiatric Nursing.

After each two subjects, a quiz was given to both the experimental and the control group students to check how successful they were in learning the subjects. At the end of the term, 5 quizzes in total were conducted and their success points were added to the final exam points. Each quiz is consisted of 5 sections. The first section is to evaluate how well they learnt vocabulary, including 4 matching exercises. The second section assessed the communication skill for comprehending and answering back to a sentence with 4 cloze tests. Likewise, the third section is to test grammar knowledge with 4 multiple choice questions. The fourth section includes 4 translating questions to see how well they can translate a sentence or expression in the target language into their mother tongues. Finally, the fifth section is for assessing their productivity in writing. The last part compromises various exercises, such as completing a patient information sheet as an emergency room nurse, writing the pros and cons of a situation, maintaining a dialogue between a patient and a nurse, writing the symptoms of an illness, and so forth. Each section is calculated of 4 points, thus 20 points are calculated for all of the five sections.

3.3 Situational Dialogues

The situational dialogues which were on nursing education were used to teach the subject matter to the experimental group students. They were between a nurse and a patient, a nurse and a parent, and so forth. For chapter 1 Respiratory System, a nurse and a patient who had been having some respiratory problems had a dialogue before the visiting the doctor. Likewise, for chapter 2 Digestive system, a nurse and a patient who had been having a stomach ache for some time had a conversation about the possible diagnosis and procedure. For chapter 3 Accidents, Emergencies and First

Aid, an emergency nurse and a patient who had an accident at work had a dialogue. Furthermore, for chapter 4 Maternity Nursing, a nurse at OB triage unit and a pregnant woman who was about to labor had a conversation. At chapter 5, Pediatric Nursing, a nurse and a parent whose new-born baby had some skin colour problems had a conversation. Likewise, for chapter 6, Surgical Nursing, a nurse and a doctor who had an operation had a conversation about a scheduled operation and its preparations. For chapter 7, Home health nursing, the conversation was between a nurse who worked for a private Healthcare Service and a patient who needed some help to manage his health at home. For chapter 8, Public health Nursing, a nurse and a speaker who gave a speech at a health fair had a conversation. Additionally, chapter 9, Geriatric Nursing a nurse and a daughter of an old patient had a conversation about health services for an old patient who had some deficiencies and needed health assistance. For chapter 10, Psychiatric Nursing, a psychiatric nurse and a radio interviewer had a conversation about the responsibilities and the work field of a psychiatric nursing.

3.4 Research Design

A quasi-experimental research design with repeated measures has been used to collect the data. The data have been collected and analysed through both qualitative and quantitative means for within-subjects and between-subjects comparisons. Firstly, the topic ‘Respiratory System’ was introduced and given to the experimental group for the second week of the term (see Appendix 6). A communicative course design, after a small needs analysis to see what the students need and wish to learn, was carried out and it lasted 90 minutes. At one time, the topic ‘Respiratory System’ was taught to the control group with traditional teaching methods. The researcher entered the classroom and introduced the topic with some concept checking questions on breathing, respiratory system to warm the students up. Upon talking about some illnesses that the students had already known related to respiratory problems, experimental group students were given a situation and the control group

students were given a reading text both of which focused on respiratory system. The experimental group students were made listen to the situation twice; one was for overall comprehension and the other one was for details by using skimming and scanning methods. Likewise, the control group students were assigned to read the subject material twice, using skimming and scanning methods. As follow-up activities, both groups were instructed to answer some comprehension questions. Later on, both groups were directed to think about unknown vocabulary and infer the meanings of unknown vocabulary items from context. The experimental group students, who studied situations, were asked to play roles, and act out the situations. Their attention was taken to the idiomatic expressions and they were taught and encouraged to create their own sentences using those expressions. Finally, students were asked to fill out a patient information form. On the other hand, the students of the control group were made to make a summary of the reading text. At the end of the course, control group students were asked to fill out a patient information form.

Second week, the topic 'Digestive System' was introduced and given to the experimental group for the third week of the term (see Appendix 7). A course design which centred on communication was carried out and it lasted 90 minutes. At one time, the topic 'Digestive System' was given to the control group with traditional teaching methods. The researcher entered the classroom presented the topic with some visuals to warm the students up. The researcher got student attentions to visuals and they tried to find some problems related to digestive system organs. The experimental group students were instructed to listen to the dialogue twice; one was for overall comprehension and the other one was for details by using skimming and scanning methods. Likewise, the control group students were assigned to read the text twice, using skimming and scanning methods. As follow-up activities, both groups were asked to answer some comprehension questions. Later on, both groups were directed to think about unknown vocabulary and infer the meanings of unknown vocabulary items from the context. The experimental group students, who

studied situations, were assigned to play roles, and act out the situations. Their attention was taken to the idiomatic expressions and they were taught and encouraged to create their own sentences using those expressions. Finally, the students were asked to fill out a patient information form. On the other hand, the students of control group made a summary of the reading text. At the end of the course, the control group students were asked to fill out a patient information form. The course ended. Then quiz 1 for Respiratory System and Digestive System was delivered to both of the experimental and the control group students. The students answered the 20 questions in 25 minutes. The student points were announced orally and 10 % of the total points of 5 quizzes given were added to the final exam points at the end of the term.

For the third week, the chapter ‘Accidents, Emergencies, First Aid’ was implemented (see Appendix 8). The researcher entered the classroom and greeted the students. She had a piece of current news telling about an accident. They began talking about the details of the accident, and discussed what should have been done as first aid. The experimental group students were instructed to listen to the dialogue twice related to the chapter ‘‘Accidents, Emergencies, First Aid’ twice; one of which was for overall comprehension and the other one was for details by using skimming and scanning methods. Likewise, the control group students were assigned to read a reading passage related to ‘Accidents, Emergencies, and First Aid’ at least twice. As follow-up activities, both groups were instructed to answer some comprehension questions. Later on, both groups were directed to think about unknown vocabulary, and infer the meanings of unknown vocabulary items from context. The experimental group students, who had studied situations, were asked to play roles, and act out the situations. Their attention was taken to the idiomatic expressions, and they were taught and encouraged to create their own sentences using those expressions. Finally, they were asked to fill out a patient information form. On the other hand, the control group students were instructed to make a summary of the reading text. At the end of the course, they were asked to fill out a patient information form. In 90 minutes, the course ended.

The fourth week, the topic ‘Maternity Nursing’ was introduced and given to the experimental group for the fifth week of the term (see Appendix 9). A course design, which centred on communication was carried out and it lasted 90 minutes. At one

time, the topic 'Maternity Nursing' was given to the control group with traditional teaching methods. The researcher entered the classroom presented the topic with some maternal photos such as a woman carrying a baby in her to warm the students up. She got student attentions to visuals and they made a brainstorming about labor. The experimental group students were asked to listen to the dialogue twice; one was for overall comprehension and the other one was for details. Likewise, the control group students were assigned to read the text twice, using skimming and scanning methods. As follow-up activities, both groups answered some comprehension questions. Later on, both groups were directed to think about unknown vocabulary and infer the meanings of unknown vocabulary items from context. The experimental group students were asked to play roles, and act out the situations. Their attention was taken to the idiomatic expressions and they were taught and encouraged to create their own sentences using those expressions. Finally, students were asked to fill out a patient information form. On the other hand, students of control group were instructed to make a summary of the reading text. At the end of the course, control group students were asked to fill out a patient information form. The course ended. Then, quiz 2 for Accidents, Emergencies, First Aid and Maternity Nursing was delivered to both of the experimental and the control group students. The students answered the 20 questions in 25 minutes. The student points were announced orally, and 10 % of the total points of 5 quizzes given were added to the final exam points at the end of the term. For the fifth week, the chapter 'Pediatric Nursing' was implemented (see Appendix 10). The researcher entered the classroom and greeted the students. She asked some questions if students had a sister or brother or whether they had remembered their own childhood or their siblings childhood not. Having got the answers, she asked which illnesses were widespread at those times and wanted the students to write them on the board. On the board, some illnesses they remembered from their childhood or the experience they had during their practicum were written by the students. Then the experimental group students were asked to listen to the dialogue related to the topic 'Pediatric Nursing' twice using skimming and scanning methods.; one was for overall comprehension and the other one was for details. Likewise, the control group students were assigned to read a reading passage related to 'Pediatric Nursing' at least twice. As follow-up activities, both groups answered some comprehension questions. Later on, both groups were directed to

think about vocabulary items which were unknown and infer the meanings of unknown vocabulary items from context. The experimental group students were asked to play roles, and act out the situations. Their attention was taken to the idiomatic expressions and they were taught and encouraged to create their own sentences using those expressions. Finally, they were asked to fill out a patient information form. On the other hand, the students of control group were instructed to make a summary of the reading text. At the end of the course, the control group students were asked to fill out a patient information form. In 90 minutes, the course ended.

On the sixth week, the chapter 'Surgical Nursing' was introduced and given to the experimental group for the sixth week of the term (see Appendix 11). A course design which centred on communication was carried out for the experimental group. Likewise, a course design, which centred on traditional teaching method, was carried out for the control group. They both lasted 90 minutes. The researcher entered the classroom presented the topic with some photos of wounds, hurts, some serious illnesses, which required surgery. The lecturer tried to make them infer that those problems were serious and may have needed a surgery. Then they began talking about their experiences if they had seen a surgery room before. Later, the experimental group students were instructed to listen to a dialogue twice using skimming and scanning methods; one was for overall comprehension and the other one was for details. Likewise, the control group students were assigned to read the text twice, using skimming and scanning methods. As follow-up activities, both groups were instructed to answer some comprehension questions. Later on, both groups were directed to think about unknown vocabulary and infer the meanings of unknown vocabulary items from context. The experimental group students, who studied situations, were demanded to play roles, and act out the situations. Their attention was taken to the idiomatic expressions and they were taught and encouraged to create their own sentences using those expressions. Finally, students were asked to fill out a patient information form. On the other hand, students of control group made a summary of the reading text. At the end of the course, control group students were asked to fill out a patient information form. The course ended. Later on, quiz 3 for Pediatric Nursing and Surgical Nursing was delivered to both of the experimental and the control group students. The students answered the 20

questions in 25 minutes. The student points were announced orally, and 10 % of the total points of 5 quizzes given were added to the final exam points at the end of the term.

On the seventh week, the chapter 'Home Health Nursing' was taught (see Appendix 12). The researcher entered the classroom and greeted the students. She asked if students had known about home health services of the state hospital of Sinop for the reason that one of her acquaintances had some health problems due to her old age. They shared their knowledge and began sharing ideas on illnesses of old people, need for home health services, and so forth. Then the experimental group students were asked to listen to a dialogue related to the topic Home Health Nursing twice; one was for overall comprehension and the other one was for details. Likewise, the control group students were assigned to read a reading passage related to Home Health Nursing at least twice. As follow-up activities, both groups were demanded to answer some comprehension questions. Later on, both groups were asked to think about vocabulary items which were unknown and infer the meanings of unknown vocabulary items from context. The experimental group students, who had studied situations, were asked to play roles, and act out the situations. Their attention was taken to the idiomatic expressions and they were taught and encouraged to create their own sentences using those expressions. Finally, they were asked to fill out a patient information form. On the other hand, students of control group were instructed to make a summary of the reading text. At the end of the course, control group students were asked to fill out a patient information form. The course lasted for 90 minutes.

On the eighth week, the chapter 'Public Health Nursing' was introduced and given to the experimental group for the ninth week of the term (see Appendix 13). A course design, which centred on communication, was carried out for the experimental group. Likewise, a course design, which centred on traditional teaching method, was carried out for the control group. They both lasted 90 minutes. The researcher entered the classroom presented the topic with some posters and cards on city billboards, which demonstrated public health mottos. She tried to make students talk about the visuals. Immediately after the warm up activity, the experimental group students were asked to listen to a dialogue twice; one was for overall comprehension and the other one was for details. Likewise, the control group students were assigned

to read the text twice, using skimming and scanning methods. As follow-up activities, both groups were instructed to answer some comprehension questions. Later on, both groups were led to think about unknown vocabulary and infer the meanings of unknown vocabulary items from context. The experimental group students, who had studied situations, were demanded to play roles, and act out the situations. Their attention was taken to the idiomatic expressions and they were taught and encouraged to create their own sentences using those expressions. Finally, students were asked to fill out a patient information form. On the other hand, the students of control group were instructed to make a summary of the reading text. At the end of the course, the control group students were asked to fill out a patient information form. The course ended. Later on, quiz 4 for Home Health Nursing and Public Health Nursing was delivered to both of the experimental and the control group students. The students answered the 20 questions in 25 minutes. The student points were announced orally, and 10 % of the total points of 5 quizzes given were added to the final exam points at the end of the term.

Likewise, the chapter 'Geriatric Nursing' was presented and given to the experimental group for the ninth week of the term (see Appendix 14). A course design, which centred on communication was carried out for the experimental group. Likewise, a course design, which centred on traditional teaching method, was carried out for the control group. They both lasted 90 minutes. The researcher entered the classroom presented the topic with some photos of old people who had some walking problems, lied on a bed and took medication at home (See Appendix ...). She tried to make students talk about the visuals asking if the students had any ideas about the health service needed by those old people. Immediately after the warm up activity, the experimental group students were asked to listen to a dialogue twice; one was for overall comprehension and the other one was for details. Likewise, the control group students were assigned to read the text twice, using skimming and scanning methods. As follow-up activities, both groups were instructed to answer some comprehension questions. Later on, both groups were led to think about unknown vocabulary and infer the meanings of unknown vocabulary items from context. The experimental group students, who had studied situations, were demanded to play roles, and act out the situations.. Their attention was taken to the idiomatic expressions and they were taught and encouraged to create their own sentences using those expressions. Finally,

students were asked to fill out a patient information form. On the other hand, the students of control group were instructed to make a summary of the reading text. At the end of the course, the control group students were asked to fill out a patient information form and the course ended.

Finally, for the tenth week, the chapter 'Psychiatric Nursing' was introduced and given to the experimental group (see Appendix 15). A course design which centred on communication was carried out for the experimental group. Likewise, a course design which centred on traditional teaching method was carried out for the control group. The researcher entered the classroom and asked some questions if the students had any psychological problem at any time in their lives or not. Later on, they discussed the problems and the unit that a person who had such problems should have consulted to. Immediately after the warm up activity, the experimental group students were asked to listen to a dialogue twice; one was for overall comprehension and the other one was for details. Likewise, the control group students were assigned to read the text twice, using skimming and scanning methods. As follow-up activities, both groups were instructed to answer some comprehension questions. Later on, both groups were leaded to think about unknown vocabulary and infer the meanings of unknown vocabulary items from context. The experimental group students, who had studied situations, were demanded to play roles, and act out the situations.. Their attention was taken to the idiomatic expressions and they were taught and encouraged to create their own sentences using those expressions. Finally, students were asked to fill out a patient information form. On the other hand, the students of control group were instructed to make a summary of the reading text. At the end of the course, the control group students were asked to fill out a patient information form. The course ended. Later on, quiz 5 for Geriatric Nursing and Psychiatric Nursing was delivered to both of the experimental and the control group students. The students answered the 20 questions in 25 minutes. The student points were announced orally, and 10 % of the total points of 5 quizzes given were added to the final exam points at the end of the term.

CHAPTER IV

IV. FINDINGS AND DISCUSSION

4.1 Present Study

The aim of the study is to ascertain that whether using situational dialogues in teaching English to the students of School of Nursing at Sinop University has some effective contributions to effective language use as compared with the traditional English teaching techniques at the same department. Fundamentally, whereas some situations have been used in ESP (English for Specific Purposes) courses for the experimental group of the students at Nursing Department, traditional language teaching techniques have been used for the control group of the students. The students of both of the groups have been given an examination after each two courses to check their comprehension of texts and structures.

4.2 Analysis of the Data

This study have been carried out with 60 students in total which were divided into two groups as the experimental group which consisted of 30 male and female students and the control group which consisted of 30 male and female students. The variance of the data in the two groups have been analysed within the statistical analysis. For the reason that the achievement scores of the students showed a normal distribution in the groups, the unpaired two-sample t- test has been used. However, when the variation of the data did not suit with the normal distribution, the Mann-Whitey U test has been used for cross tables to define whether there was a significant variance. The answers for the open-ended questions in each quiz were classified as logical and structural. Pearson's chi-square test has been applied to give the relations between the groups. Additionally, both of the unpaired two-sample t- test and the Mann-Whitney U test have been tested at 95 % confidence level.

In this study, two different teaching methods has been used for Nursing Classes as an alternative to teaching English for Specific Purposes. 3rd graders have been separated into two groups and experimental group students have been taught with situations which are real-life dialogues in a hospital environment between nurses and other people who work or visit hospital for medical purposes.

First, general information has been given about the definition and the importance of ESP which has gained a great importance lately. The place of situations in literature has been analysed. The analysis of the experimental and control group students' achievement scores have been given in detail below.



Table 1: Frequency of the students' answers in Vocabulary Part in the First Quiz

Quiz 1		Experimental group					Control group					
Vocabulary												
Number of the Question	Correct Answers n	Correct Answers %	Wrong Answers n	Wrong Answers %	Total Answers n	Mean Score	Correct Answers n	Correct Answers %	Wrong Answers n	Wrong Answers %	Total Answers n	Mean Score
1	10	33,3	20	66,7	30		25	83,3	5	16,7	30	
2	7	23,3	23	76,7	30	2,5	24	80,0	6	20,0	30	3,2
3	25	83,3	5	16,7	30		23	76,7	7	23,3	30	
4	30	100,0	0	0	30		23	76,7	7	23,3	30	

p=0,02

The achievement scores of the experimental group and the control group in the Vocabulary Part of the 1st quiz have been compared and the statistical analyses have been given in Table 1. The questions from 1 to 4 check the terminology related to Respiratory System and Accidents, Emergencies and First Aid. The experimental group students were given two situations for each two chapters. For Respiratory System, a nurse and a patient who had been having some respiratory problems had a dialogue before the visit of the doctor. The nurse asked some questions to the patient to have an idea about the illness and gave some advice to make her quit smoking. In the dialogue the lexical items, such as *asthma, lung cancer, smoking, stomach, respiratory system, risk, bronchial tube, bronchitis, and lung* were given. Likewise, for chapter 2 Digestive System, a nurse and a patient who had been having a stomach ache for some time had a conversation about the possible diagnosis and the treatment procedure. Whereas the second dialogue consisted of the lexical items, such as *stomach, pain, ulcer, appendicitis, deadly, colonoscopy, and intestine* words. On the other hand, the control group students were given the reading texts related to Respiratory System for the first week and the Digestive System for the second week. While the first text gave basic information about Respiratory System of human beings, the second text informed the students about Digestive System. The students in both groups were asked to match 4 related words (lung, bronchial tube, stomach, lung cancer) to their definitions which were given in a mixed order. Since there are not unanswered questions, they seem to be successful.

For the first lexicon item, *lung*, 33, 3 % of the experimental group students gave correct answers while 83, 3 % of the control group students have in their communicative competence. Likewise, for the second vocabulary item, *bronchial tube*, 23, 3 % experimental group students gave correct answers, whereas 80,0 % students answered correctly in the control group. Achievement scores of the both groups may indicate that since these two vocabulary items are parts of their daily lives, for this reason they may have given correct answers. The results support the idea that the first two lexicon

items are the ones, which students already know from their daily lives. However, for the third vocabulary item, *stomach*, 83, 3 % of the experimental group students gave correct answers and 76, 7 % of the control group students replied similarly. Furthermore, all of the experimental students responded correctly for the fourth vocabulary item, *lung cancer*, and 76, 7 % of the control group students gave correct answers correspondingly. Hereby, the results verify that situations may have assisted the students to give the correct answers. This result may lead a significant difference between achievement scores of the experimental and those of control group. In terms of the mean scores of part one, because of their daily life both groups seem successful except for the questions number three and four.

Furthermore, a significant difference between the achievement scores of the experimental and the control groups has been detected. As Table 1 illustrates, the mean scores of the control group are closer to the total point, which is totally 4.

Table 2: Frequency of the students' answers in Vocabulary Part in the First Quiz

QUIZ 1		Experimental Group						Control Group								
Reading																
Number of the Question	Correct n	Correct %	Wrong n	Wrong %	Unanswered n	Unanswered %	Total Answers n	Mean Score	Correct n	Correct %	Wrong n	Wrong %	Unanswered n	Unanswered %	Total Answers n	Mean Score
1	12	40,0	2	6,7	16	53,3	30		2	6,7	10	33,3	18	60,0	30	
2	13	43,3	8	26,7	9	30,0	30	1,87	4	13,3	11	36,7	15	50,0	30	0,53
3	15	50,0	5	16,7	10	33,3	30		9	30,0	5	16,7	16	53,3	30	
4	7	23,3	8	26,7	15	50,0	30		1	3,3	9	30,0	20	66,7	30	

p=0,00

The achievement scores of the experimental group and the control group in the Reading Part of the 1st quiz have been correlated and the statistical analyses have been shown in Table 2. The questions from 5 to 8 test the reading skill related to Respiratory System and Accidents, Emergencies and First Aid. The students of both of the groups were asked to comprehend the expressions and complete the blanks accordingly by asking questions or giving appropriate answers. The questions are as follows:

5. *Nurse: It also gives damage to your lung and bronchial tubes.*

Patient:

6. *Nurse:*

Parent: Yes, I know it causes cancer.

7. *Nurse : How are Virginia?*

Parent:

8. *Patient : Does the doctor know what is wrong?*

Nurse: Well,.....

For all the four questions 5 to 8, half of the students on average of both experimental and control groups gave no answers.

For the fifth question, 40, 0 % of the experimental group students gave correct answers while 6, 7 % of the control group students answered correctly. Likewise, for the sixth question, 43, 3 % experimental group students gave correct answers, whereas 13, 3 % of the students answered correctly in the control group. Additionally, for the seventh and eighth questions, 50,0 % and 23,3 % of the experimental group students have been shown to score better than the control group whose percentages were 30,0 % and 3,3 % respectively. Hereby, the results verify that situations may have assisted the students to give the correct answers. This result may lead a significant difference between achievement scores of the experimental and those of control group. In terms of the mean scores of part

two, it can be said that situations have contributed a lot to experimental group students' learning in all four question items.

Moreover, a significant difference between the achievement scores of the experimental and the control groups has been detected. As Table 2 illustrates, the mean scores of the experimental group are closer to the total point, which is totally 4.



Table 3: Frequency of the students' answers in Grammar Part in the First Quiz

QUIZ 1		Experimental Group							Control Group								
Grammar																	
Number of the Question	Correct n	Correct %	Wrong n	Wrong %	Unanswered n	Unanswered %	Total Answers n	Mean Score	Correct n	Correct %	Wrong n	Wrong %	Unanswered n	Unanswered %	Total Answers n	Mean Score	
1	21	70,0	9	30,0	0	0	30	2,20	2	6,7	28	93,3	0	0	30	1,03	
2	16	53,3	14	46,7	0	0	30		12	40,0	18	60,0	0	0	30		
3	17	56,7	11	36,7	2	6,7	30		11	36,7	19	63,3	0	0	30		
4	12	40,0	17	56,7	1	3,3	30		6	20,0	24	80,0	0	0	30		

p=0,00

The achievement scores of the experimental group and the control group in the Grammar Part of the 1st quiz have been analysed and the statistical analyses have been shown in Table 3. The questions from 13 to 16 below are to test the grammar knowledge of the students related to the structures given in Respiratory System and Accidents, Emergencies and First Aid chapters.

9. *She is also diarrhea.*
a. is experiencing b.experience c.to experience d.experienced
10. *The patient appendicitis.*
a.have b.has c.having d.had
11. *Smoking extensive damage to the respiratory system.*
a.caused b.cause c.have caused d.causes
12. *People around you are*
a. for risk b.risky c.at risk d.to risk

They were asked to choose the best answer for each four multiple choice questions. Since there are not any unanswered questions except for three experimental group students on 11th and 12th questions, they both seem to be successful.

For the ninth question, 70, 0 % of the experimental group students gave correct answers while 6, 7 % of the control group students answered correctly. This question item results showed that situational dialogues may have helped affluently. Likewise, for the tenth question, 43, 3 % experimental group students gave correct answers, whereas 13, 3 % students answered correctly in the control group. Additionally, for the seventh and eighth questions, 50,0 % and 23,3 % of the experimental group students have scored better than the control group whose correct answer percentages were 30, 0 % and 3, 3 % respectively. Hereby, the results verify that situational dialogues may have assisted the students to give the correct answers. This result may lead a significant difference between achievement scores of the experimental and those of control group. In terms of the mean scores of part two, it can be said that situations have contributed a lot to experimental group students' competence in all four question items.

In addition, a significant difference between the achievement scores of the experimental and the control groups has been detected. As Table 2 illustrates, the mean scores of the experimental group are closer to the total point, which is totally 4.

Table 4: Frequency of the students' answers in Translation Part in the First Quiz

QUIZ 1		Experimental Group							Control Group									
Trans- lation		Number of the Question	Cor- rect n	Cor- rect %	Wrong n	Wrong %	Unan- swered n	Unan- swered %	Total Answers n	Mean Score	Cor- rect n	Cor- rect %	Wrong n	Wrong %	Unan- swered n	Unan- swered %	Total Answers n	Mean Score
1		13	43,3	9	30,0	8	26,7	30	1,40	6	20,0	13	43,3	11	36,7	30	1,33	
2		11	36,7	5	16,7	14	46,7	30		5	16,7	1	3,3	24	80,0	30		
3		7	23,3	9	30,0	14	46,7	30		21	70,0	2	6,7	7	23,3	30		
4		8	26,7	14	46,7	8	26,7	30		7	23,3	11	36,7	12	40,0	30		

p=0,701

The achievement scores of the experimental group and the control group in the Translation Part of the 1st quiz have been compared and the statistical analyses have been given in Table 4. The questions from 13 to 16 have been given in order to evaluate the students' translation skills on Respiratory System and Accidents, Emergencies and First Aid. The students of both groups have been asked to translate 4 sentences into Turkish. The expressions are as follows:

13. Smoking can hurt the people around you.

.....

14. Not smoking or quitting can decrease your chances of developing these diseases.

.....

15. She is complaining about sharp stomach pain.

.....

16. The patient's discomfort is caused by an ulcer.

.....

For the 13th and the 14th questions, almost half of the students in both experimental and control groups have not given answers. For the thirteenth question, 43, 3 % of the experimental group students gave correct answers while 20, 0 % of the control group students have answered correctly. Likewise, for the fourteenth question, 36, 7 % of experimental group students have given correct answers, whereas 16, 7 % of students have given correct answers in the control group. However, 80, 0 % of the control group students have not answered the fourteenth question whereas 46, 7 % of the experimental group students have not given an answer. Because of the negation in syntactic structure of the fourteenth question, the students in the control group cannot have given any answers. It may be because of the fact that they cannot have visualized the situation where smoking is forbidden. On the other hand, for the fifteenth question, 23,3 % of the experimental group students have answered correctly while the percentage has been 70,0 % for the students of control group. Since the achievement rates are a lot more in control group than the experimental group, it can be said that situations may have had a negative effect for this translation item. Correspondingly, 26, 7 % of the experimental group students and 23, 3 % of the control group students have given correct answers for the sixteenth question. In terms of the mean scores of part three, it can be said that situations and traditional method have worked at equal amounts. Furthermore, a significant difference between

the achievement scores of the experimental and the control groups has not been found. As Table 4 illustrates, the mean scores of the experimental and the control group seem close to each other since there is no significant difference between the achievement scores of the both groups.



Table 5: Frequency of the students' answers in Writing Part in the First Quiz

QUIZ 1		Experimental Group									Control Group										
Writing																					
Number of the Question	Correct n	Correct %	Wrong n	Wrong %	Unanswered n	Unanswered %	Incomplete n	Incomplete %	Total Answers n	Mean	Correct n	Correct %	Wrong n	Wrong %	Unanswered n	Unanswered %	Wrong %	Incomplete n	Incomplete %	Total Answers n	Mean
1	20	66,7	0	0	6	20,0	4	13,3	30	2,8	16	53,3	0	0	7	23,3	0	7	23,3	30	1,6
2	20	66,7	0	0	9	30,0	1	3,3	30		5	16,7	1	3,3	21	70,0	3,3	3	10,0	30	

p=0,02

The achievement scores of the experimental group and the control group in the Writing Part of the 1st quiz have been compared and the statistical analyses have been given in Table 5. The two questions in the last part of the first quiz are to check the writing skill of the students related to Respiratory System and Accidents, Emergencies and First Aid. The experimental group students were given two situations for each two chapters. For Respiratory System, a nurse and a patient who had been having some respiratory problems had a dialogue before the visit of the doctor. The nurse asked some questions to the patient to have an idea about the illness and gave some advice to make her quit smoking. Likewise, for chapter 2 Digestive System, a nurse and a patient who had been having a stomach ache for some time had a conversation about the possible diagnosis and the treatment procedure. On the other hand, the control group students were given the reading texts related to Respiratory System for the first week and the Digestive System for the second week. While the first text gave basic information about Respiratory System of human beings, the second text informed the students about Digestive System. The students of both of the groups were asked to write the dangers of smoking and benefits of quitting smoking. The mean score for the writing part is 2,8 while it is 1,6 for the experimental group which shows that experimental group students scored better than the control group students writing about smoking, which checks the students' productive skill. The 66,7 % of the control group students gave correct answers for the first categorization which is related to the dangers of smoking while 53,3 % of the experimental group students gave correct answers which mean they both gave correct answers at close rates. In both groups there are not any students who have given wrong answers. However, 20 % and 23,3% of the control and experimental group students have had no idea and have not given any answers for the dangers of smoking respectively. Likewise, 13,3% of the control group students gave incomplete answers which may have meant that they had some ideas which are not enough about the dangers of smoking while 23,3 % of the experimental group students gave insufficient answers for the same part. It may have resulted because of the fact that situational dialogues helped much more than reading texts when we consider the situation in the first chapter in which the nurse and the patient were talking about the dangers of smoking. On the other hand, for the part of benefits of quitting, 66,7% of the control group students gave correct answers, whereas the rate is 16,7 % for the control group. There is no wrong answer in the control group while there is only one wrong answer in the experimental group, which equals to 3,3% of the total answers. 30 % of the control group students did not write anything while 70% of the experimental group students left the part unanswered. It may be because of the fact that the dialogue between the nurse and the patient before the visit of

doctor about smoking contributed the control group students considerably. 3,3% and 10% of the control and experimental group students could not give complete answers respectively. Additionally, as Table 5 illustrates, there is a significant difference between the achievement scores of the groups in favour of the experimental group.



Table 6: Frequency of the students' answers in Vocabulary Part in the Second Quiz

QUIZ 2		Experimental Group								Control Group							
Vocabulary																	
Number of the Question	Correct n	Correct %	Wrong n	Wrong %	Unanswered	Unanswered	Total Answers n	Mean Score	Correct n	Correct %	Wrong n	Wrong %	Unanswered	Unanswered	Total Answers n	Mean Score	
1	27	90,0	3	10,0	0	0	30		24	80,0	6	20,0	0	0	30		
2	26	86,7	4	13,3	0	0	30	3,27	13	43,3	17	56,7	0	0	30	2,47	
3	25	83,3	5	16,7	0	0	30		21	70,0	9	30,0	0	0	30		
4	24	80,0	5	16,7	1	3,3	30		13	43,3	17	56,7	0	0	30		

p=0,012

The achievement scores of the experimental group and the control group in the Vocabulary Part of the 2nd quiz have been compared and the statistical analyses have been given in Table 6. The questions from 1 to 4 check the terminology related to Accidents, Emergencies and First Aid and Maternity Nursing. The experimental group students were given two situations for each two chapters. For Accidents, Emergencies and First Aid, a nurse and a patient who have had a burn in hand due to an accident at work and had a dialogue while applying emergent treatment. The nurse asked some questions to the patient to have an idea about the accident and made him relief noticing the degree of his burn was not a third-degree burn. In the dialogue the lexical items, such as *bandage, blister, hurt, burn, rescue breathing, paramedics, CPR* given. Likewise, for chapter 4 Maternity Nursing, a nurse and a pregnant woman who had been having some contractions for some time had a conversation about the possibility of her labor. Whereas the second dialogue consisted of the lexical items such as *contraction, bloody show, labor, discharge, OB Triage Unit, pregnancy, water break, and frequent* words. On the other hand, the control group students were given the reading texts related to the same topics for the same weeks. While the first text gave basic information about First Aid, the second text informed the students about the third trimester and signs of labor. The students of both of the groups were asked to match 4 related words (contraction, sterilise, labor, and blister) with their definitions scrambled. Since there are not any unanswered questions except for one for two groups, they both seem to be successful.

- | | |
|-----------------------|---|
| 1. <i>Contraction</i> | a. <i>a tensing of the uterus during labor</i> |
| 2. <i>Sterilize</i> | b. <i>a natural childbirth process</i> |
| 3. <i>Labor</i> | c. <i>Making something unable to transmit disease</i> |
| 4. <i>Blister</i> | d. <i>a kind of swelling resulting from a burn or an injury</i> |

For the first lexicon item, *contraction*, 90 % of the experimental group students gave correct answers while 80 % of the control group students answered correctly. Likewise, for the second vocabulary item, *sterilize*, 86, 7 % experimental group students gave correct answers, whereas 43,3 % students answered correctly in the control group. Achievement scores of the both groups may indicate that since these two vocabulary items are parts of their daily lives, they may have given correct answers. The results support the idea that the

first two lexicon items are the ones in students' competence because of their daily life experience. However, for the third vocabulary item, *labor*, 83, 3 % of the experimental group students gave correct answers and 70 % of the control group students replied similarly. Furthermore, 80 % of the experimental students responded correctly for the fourth vocabulary item, *blister*, and 43,4 % of the control group students gave correct answers correspondingly. Hereby, the results of the first and third item verify that situations may have assisted the students to give the correct answers. However, this result may lead a significant difference between achievement scores of the experimental and those of control group. In terms of the mean scores of part one, experimental group students may have seemed successful.

Furthermore, a significant difference between the achievement scores of the experimental and the control groups has not been detected. As Table 6 illustrates, the mean scores of the control group are closer to the total achievement score.

Table 7: Frequency of the students' answers in Reading Part in the Second Quiz

QUIZ 2		Experimental Group								Control Group							
Reading		Correct n	Correct %	Wrong n	Wrong %	Unanswered n	Unanswered %	Total Answers n	Mean Score	Correct n	Correct %	Wrong n	Wrong %	Unanswered n	Unanswered %	Total Answers n	Mean Score
1		17	56,7	5	16,7	8	26,7	30		9	30,0	7	23,3	14	46,7	30	
2		19	63,3	5	16,7	9	20,0	30	2,80	10	33,3	8	26,7	12	40,0	30	0,93
3		22	73,3	3	10,0	5	16,7	30		4	13,3	12	40,0	14	46,7	30	
4		20	66,7	5	16,7	5	16,7	30		5	16,7	12	40,0	13	43,3	30	

p=0,000

The achievement scores of the experimental group and the control group in the Reading Part of the 2nd quiz have been correlated and the statistical analyses have been shown in Table 7. The questions from 5 to 8 test the reading skill related to Maternity Nursing and Accidents, Emergencies and First Aid. The students of both of the groups were asked to comprehend the expressions and complete the blanks accordingly by asking questions or giving appropriate answers. The questions are as follows:

5. *Nurse:* ?

Patient: *My shoulder hurts very badly.*

6. *Nurse:* *What happened?*

Patient:

7. *Nurse :* *Do you know if your water broke already?*

Patient:

8. *Patient :* *Hi, I'm experiencing some contractions.*

Nurse:

For all the four questions 5 to 8, half of the students on average of control group gave no answers.

For the fifth question, 56,7 % of the experimental group students gave correct answers while 30 % of the control group students answered correctly. Likewise, for the sixth question, 63, 3 % experimental group students gave correct answers, whereas 33, 3 % students answered correctly in the control group. Additionally, for the seventh and eighth questions, 73,3 % and 66,7 % of the experimental group students have been shown to score better than the control group whose percentages were 13,3 % and 16,7 % respectively. Hereby, the results verify that situations may have assisted gradually to write the correct answers. This result may lead a significant difference between achievement scores of the experimental and those of control group. In terms of the mean scores of part two, it can be said that situational dialogues have contributed a lot to experimental group students' learning in all four question items. For all of the four items, prominently the third, experimental group students could have comprehended and asked and gave proper answers which fit the

blanks. Therefore, it can be concluded that situations may have a facilitating impact on communicative and reading skill of the students.

Additionally, a significant difference between the achievement scores of the experimental and the control groups has been found. As Table 7 illustrates, the mean scores of the experimental group are much closer to the total score of 4.



Table 8: Frequency of the students' answers in Grammar Part of the Second Quiz

QUIZ 2		Experimental Group							Control Group								
Grammar																	
Number of the Question	Correct n	Correct %	Wrong n	Wrong %	Unanswered n	Unanswered %	Total Answers n	Mean Score	Correct n	Correct %	Wrong n	Wrong %	Unanswered n	Unanswered %	Total Answers n	Mean Score	
1	22	73,3	8	26,7	0	0	30		10	33,3	17	56,7	3	10,0	30		
2	26	80,0	4	20,0	0	0	30	2,47	16	53,3	12	40,0	2	6,7	30	1,50	
3	10	33,3	20	66,7	0	0	30		15	50,0	13	43,3	2	6,7	30		
4	17	56,7	13	43,3	0	0	30		4	13,3	23	76,7	3	10,0	30		

p=0,001

The achievement scores of the experimental group and the control group in the Grammar Part of the 2nd quiz have been analysed and the statistical analyses have been shown in Table 8. The questions from 9 to 12 below are given to test the grammatical competence of the students related to the structures given in Maternity Nursing and Accidents, Emergencies and First Aid chapters.

9. *A machine fire behind me.*
a. *catch* b. *caught* c. *have caught* d. *to catch*

10. *My finger hurts very badly, I think it is*
a. *fine* b. *clean* c. *burned* d. *fire*

11. *It still though.*
a. *hurts* b. *hurted* c. *sprained* d. *pain*

12. *Well, it sounds like you are not actually*
a. *in labor* b. *in pregnancy* c. *in bloody show* d. *in emergency*

They were asked to choose the best answer for each four multiple-choice questions. Since there are not any unanswered questions experimental group students seem to be successful.

For the ninth question, 73,3 % of the experimental group students gave correct answers while 33,3 % of the control group students answered correctly. The results of this question showed that situational dialogues may have helped amply. Likewise, for the tenth question, 80% experimental group students gave correct answers, whereas 53, 3 % students answered correctly in the control group. However, for the eleventh question, 33,3 % and 50 % of the of experimental and control groups have given correct answers respectively. Hereby, the results verify that experimental group students had some difficulties in Simple Present third person singular. For the last item, 56, 7 and 33,3 percentages show that situations may have assisted the students to give the correct answers. This result may lead a significant difference between achievement scores of the experimental and those of control group. In terms

of the mean scores of the part two, it can be said that situations seem to have contributed a lot to experimental group students' comprehension skills.

As Table 8 illustrates, the mean scores of the experimental group are closer to the total score 4. Also, a significant difference between the achievement scores of the experimental and the control groups has been detected. 4.



Table 9: Frequency of the students' answers in Translation Part of the Second Quiz

QUIZ 2		Experimental Group							Control Group								
Translation																	
Number of the Question	Correct n	Correct %	Wrong n	Wrong %	Unanswered	Unanswered	Total Answers n	Mean Score	Correct n	Correct %	Wrong n	Wrong %	Unanswered	Unanswered	Total Answers n	Mean Score	
1	16	53,3	12	40,0	2	67	30		12	40,0	6	20,0	12	40,0	30		
2	7	23,3	10	33,3	13	43,3	30	2,13	16	3,3	1	46,7	14	50,0	10	1,27	
3	22	73,3	2	6,7	6	20,0	30		11	36,7	7	23,3	12	40,0	30		
4	19	63,3	7	23,3	4	13,3	30		14	46,7	7	23,3	9	30,0	30		

p=0,014

The achievement scores of the experimental group and the control group in the Translation Part of the 2nd quiz have been compared and the statistical analyses have been given in Table 9. The questions from 13 to 16 have been given in order to evaluate the students' translation skills on Maternity Nursing and Accidents, Emergencies and First Aid. The students of both groups have been asked to translate 4 sentences into Turkish. The expressions are as follows:

13. Are the contractions becoming more frequent?

.....

14. That should make it a bit better.

.....

15. If the contractions increase in strength and frequency, come to the OB Triage Unit.

.....

16. I can see that. But I don't think it's too serious.

.....

For the thirteenth question, 53,3 % of the experimental group students gave correct answers while 40,0 % of the control group students have answered correctly. Yet, 40% of the control group students have left the question unanswered. Likewise, for the fourteenth question, 23,3 % of experimental group students have given correct answers, whereas 3,3 % of students have given correct answers in the control group. It may have been because of the fact that the fourteenth item have seemed challenging, since it has been an idiomatic expression. On the other hand, for the fifteenth question, 73,3 % of the experimental group students have answered correctly while the percentage has been 36,7 % for the students of control group. Correspondingly, 63,3 % of the experimental group students and 46,7 % of the control group students have given correct answers for the sixteenth question.

It may have been concluded that situations may have supported to comprehend the expressions in their mother tongues, since the number of unanswered items are high in control group, In terms of the mean scores of part three, it can be said that the situational dialogues have helped the experimental group students more than the

traditional method. Furthermore, a significant difference between the achievement scores of the experimental and the control groups has not been found.



Table 10: Frequency of the students' answers in Writing Part of the Second Quiz

QUIZ 2		Experimental Group									Control Group									
Writing																				
Number of the Question	Correct n	Correct %	Wrong n	Wrong %	Un-answered n	Un-answered %	In-complete n	In-complete %	Total Answers n	Mean Score	Correct n	Correct %	Wrong n	Wrong %	Un-answered n	Un-answered %	In-complete n	In-complete %	Total Answers n	Mean Score
1	28	93,3	2	6,7	0	0	0	0	30		26	86,7	1	3,3	3	10,0	0	0	30	
2	24	80,0	3	10,0	3	10,0	0	0	30	2,60	12	40,0	5	16,7	10	33,3	3	10,0	30	1,97
3	20	66,7	6	20,0	1	3,3	3	10,0	30		10	33,3	7	23,3	11	36,7	2	6,7	30	

p=0,048

The achievement scores of the experimental group and the control group in the Writing Part of the 2nd quiz have been compared and the statistical analyses have been given in Table 10. The three questions in the last part of the first quiz are to check the writing skill of the students related to Maternity Nursing and Accidents, Emergencies and First Aid. The students of both of the groups were asked to fill out a patient form.

<i>Patient:</i>
<i>Emergency Nurse:</i>
<i>How did problem occur?</i>
<i>Treatment:</i>

Figure 1: Patient Notes in Writing Part of Quiz 2

The mean score for the writing part is 2,60 while it is 1,97 for the experimental group which shows that experimental group students scored better than the control group students filling out a patient note. The 93,3 % of the control group students gave correct answers for the first categorization which is related to professional identity information while 86,7 % of the experimental group students gave us many correct answers as the control group which mean they both gave correct answers at close rates. In both groups there are not any students who have given incomplete answers. On the other hand, for the part of problem, 80 % of the control group students gave correct answers whereas the rate is 40 % for the control group. Lastly, for the third item 66,7 % and 33,3 % of experimental and control group students gave correct answers respectively. 3,3 % experimental group students have left the item unanswered while 23,3 % of control group students. This may have meant that for treatment procedure, situational dialogues seem to have helped considerably to the students' writing skill, as well. writing skill also. Moreover, as Table 10 shows, there is not a significant difference between the achievement scores of the groups.

Table 11: Frequency of the students' answers in Vocabulary Part of the Third Quiz

QUIZ 3		Experimental Group						Control Group					
Vocabulary		Correct	Correct	Wrong	Wrong	Total	Mean	Correct	Correct	Wrong	Wrong	Total	Mean
Number	of the	n	%	n	%	Answers	Score	n	%	n	%	Answers	Score
Question						n						n	
1		27	90,0	3	10,0	30		29	96,7	1	3,3	30	
2		27	90,0	3	10,0	30	3,77	29	96,7	1	3,3	30	3,83
3		29	96,7	1	3,3	30		30	100,0	0	0	30	
4		30	100,0	0	0	30		29	96,7	1	3,3	30	

p=0,655

The achievement scores of the experimental group and the control group in the Vocabulary Part of the 3rd quiz have been correlated and the statistical analyses have been shown in Table 11. The questions from 1 to 4 check the terminology related to Pediatric Nursing and Surgical Nursing. The experimental group students were given two situations for each two chapters. For Pediatric Nursing, a nurse and a parent whose new born baby had some symptoms of jaundice had a dialogue on the telephone. The nurse asked some questions to mother to diagnose the illness and gave instructions to make her baby on the safe side. In the dialogue the lexical items, such as *skin, yellow, new-born, jaundice, case, serious* were aimed to teach. Likewise, for chapter 6 Surgical Nursing, a doctor and a nurse had a conversation about the operation, which would be held in operation room four. Additionally, the second dialogue was consisted of the lexical items such as *operation, surgical, unsafe procedure, miscommunication, tools, and sterile* words. On the other hand, the control group students were given the reading texts related to Pediatric Nursing for the fifth week and the Surgical Nursing for the sixth week. While the first text gave information about some new-born illnesses, the second text informed the students on surgical procedures. The students of both of the groups were asked to match 4 related words (surgery, sanitise, jaundice, abdomen) to their definitions which were given in a mixed order. Since there are not any unanswered questions, they seem to be successful.

For the first lexicon item, *surgery*, 90 % of the experimental group students gave correct answers while 96,7 % of the control group students answered correctly. Likewise, for the second vocabulary item, *sanitise*, 90 % experimental group students gave correct answers, whereas 96,7 % students answered correctly in the control group as well. Achievement scores of the both groups may indicate that since these two vocabulary items are parts of their daily lives, for this reason they may have given correct answers. The results support the idea that the first two lexicon items are the ones which students already know from their daily lives. However, for the third vocabulary item, *jaundice*, 96,7 % of the experimental group students gave correct answers and 100 % of the control group students replied similarly. Furthermore, all of the experimental students responded correctly for the fourth vocabulary item, *abdomen* and 96, 7 % of the control group students gave correct answers correspondingly. Hereby, the results verify that situations may have had a

slight effect on students' learning, since the items have been a part of their daily lives. This result has not caused a significant difference between achievement scores of the experimental and those of control group. In terms of the mean scores of part one, because of their daily life both groups seem successful at same rates on average. Besides, a significant difference between the achievement scores of the experimental and the control groups has not been detected. As Table 11 illustrates, the achievement scores of the control group are slightly more than the experimental group. It may mean that both groups were able to use their linguistic competence well.



Table 12: Frequency of the students' answers in Reading Part of the Third Quiz

QUIZ 3		Experimental Group							Control Group							
Reading		Number of the Question	Correct n	Correct %	Wrong n	Wrong %	Unanswered	Total Answers n	Mean Score	Correct n	Correct %	Wrong n	Wrong %	Unanswered	Total Answers n	Mean Score
1	14	46,7	6	20,0	10	33,3	30		13	43,3	7	23,3	10	33,3	30	
2	22	73,3	5	16,7	3	10,0	30	2,23	14	46,7	5	16,7	11	36,7	30	1,77
3	17	56,7	9	30,0	4	13,3	30		16	53,3	2	6,7	12	40,0	30	
4	13	43,3	9	30,0	8	26,7	30		9	30,0	8	26,7	13	43,3	30	

p=0,224

The achievement scores of the experimental group and the control group in the Reading Part of the 3rd quiz have been correlated and the statistical analyses have been shown in Table 12. The questions from 5 to 8 test the reading skill related to Pediatric Nursing and Surgical Nursing. The students of both of the groups were asked to comprehend the expressions and complete the blanks accordingly by asking questions or giving appropriate answers. The questions are as follows:

5. *Nurse: Excuse me, Dr Jenkins do you have a moment?*

Doctor:

6. *Nurse: How old is your son?*

Parent:

7. *Nurse : Don't worry. Tell me, is his abdomen yellow?*

Parent:

8. *Nurse : Why don't you bring him in?*

Parent:

For all the four questions 5 to 8, one third of the students of both experimental and control groups gave no answers.

For the fifth question, 46,7 % of the experimental group students gave correct answers while 43,3 % of the control group students answered correctly. On the other side, for the sixth question, 73, 3 % experimental group students gave correct answers, whereas 43, 3 % students answered correctly in the control group. This difference may have stemmed from the dialogue that nurse and parent had about her baby's symptoms. Additionally, for the seventh and eighth questions, 56, 7 % of the experimental group students have been shown to score and the control group whose percentages were 53, 3 % gave correct answers. Both groups have had achieved at same rates since the seventh item may have heard in some platforms in their daily lives. For the last item, 43,3 % and 30% of the experimental and control group students gave correct answers accordingly. Hereby, the results verify that situations may have assisted the students to give the correct answers in all four items but majorly for the sixth and seventh ones. In terms of the mean scores of part two, it can

be said that situations have supported the experimental group students' learning in all four question items.

As Table 12 illustrates, the mean scores of the experimental group are almost closer to the total score 4. Furthermore, significant difference between the achievement scores of the experimental and the control groups has not been detected.



Table 13: Frequency of the students' answers in Grammar Part of the Third Quiz

QUIZ 3		Experimental Group							Control Group							
Grammar																
Number of the Question	Correct n	Correct %	Wrong n	Wrong %	Unanswered	Unanswered	Total Answers n	Mean Score	Correct n	Correct %	Wrong n	Wrong %	Unanswered	Unanswered	Total Answers n	Mean Score
1	21	70,0	9	30,0	0	0	30		14	46,7	15	50,0	1	3,3	30	
2	16	53,3	13	43,3	1	3,3	30	2,33	11	36,7	17	56,7	2	6,7	30	1,63
3	19	63,3	11	36,7	0	0	30		14	46,7	15	50,0	1	3,3	30	
4	15	50,0	15	50,0	1	0	30		6	20,0	23	76,7	1	3,3	30	

p=0,023

The achievement scores of the experimental group and the control group in the Grammar Part of the 3rd quiz have been measured and the statistical analyses have been shown in Table 13. The questions from 13 to 16 below are to test the grammar knowledge of the students related to the structures given Pediatric Nursing and Surgical Nursing chapters.

5. *She is also diarrhea.*

- a. is experiencing b. experience c. to experience*
d. experienced

6. *The patient appendicitis.*

- a. have b. has c. having d. had*

7. *Smoking extensive damage to the respiratory system.*

- a. caused b. cause c. have caused*
d. causes

8. *People around you are*

- a. for risk b. risky c. at risk d. to risk*

They were asked to choose the best answer for each four multiple choice questions. For the ninth question, 70, 0 % of the experimental group students gave correct answers while 46, 7 % of the control group students answered correctly. This question item results showed that situations may have helped adequately. Likewise, for the tenth question, 53, 3 % of experimental group students gave correct answers, whereas 36,7 % students answered correctly in the control group. Additionally, for the eleventh question, 63,3 % of the experimental group students have scored better than the control group whose correct answer percentages were 46,7 %. Additionally, 50% and 20% of the experimental and control group students have chosen appropriate answers respectively. Hereby, the results verify that situations may have assisted the students to give the correct answers. Since the twelfth item is an idiomatic expression, experimental group students scored higher with the help of one to one conversation. This result may lead a significant difference between achievement scores of the experimental and those of control group. In terms of the mean scores of part two, it can be said that situations seem to have a reasonable impact on the students' grammatical competence in the experimental group students.

All in all, a significant difference between the achievement scores of the experimental and the control groups has not been found. As Table 13 illustrates, the mean scores of the experimental group are closer to the total score 4.



Table 14: Frequency of the students' answers in Translation Part of the Third Quiz

QUIZ 3		Experimental Group							Control Group									
Trans lation		Number of the Question	Correct n	Correct %	Wrong %	Wrong n	Unan- swered	Unan- swered	Total Answers n	Mean Score	Correct n	Correct %	Wrong n	Wrong %	Unan- swered	Unan- swered	Total Answers n	Mean Score
		1	26	86,7	10,0	3	1	3,3	30		16	53,3	6	20,0	8	26,7	30	
		2	22	73,3	20,0	6	2	6,7	30	2,23	16	53,3	6	20,0	8	26,7	30	2,03
		3	10	33,3	46,7	14	16	20,0	30		17	56,7	2	6,7	11	36,7	30	
		4	9	30,0	53,3	16	5	16,7	30		11	36,7	12	40,0	7	23,3	30	

p=0,63

The achievement scores of the experimental group and the control group in the Translation Part of the 3rd quiz have been compared and the statistical analyses have been given in Table 14. The questions from 13 to 16 have been given in order to evaluate the students' translation skills on Pediatric Nursing and Surgical Nursing. The students of both groups have been asked to translate 4 sentences into Turkish. The expressions are as follows:

13. *It is hard I mean his skin is yellow all over.*

b. is telling b.tell c.to tell d.telling

14. *His skin yellow.*

a.sees b.looks c.see d.look

15. *After the operation please the room four.*

a.sanitize b.have c.take d.clean

16. *To be on the side, why don't you bring him in?*

a. beautiful b.bad c.good d.safe

For the thirteenth question, 86,7 % of the experimental group students gave correct answers while 53,3 % of the control group students have answered correctly.. Likewise, for the fourteenth question, 73,3 % of experimental group students have given correct answers, whereas 53,3 % of students have given correct answers in the control group. Unanswered questions' percentage is 26,7% for the control group for the first two items which is a lot higher than other group. This may have been because of the fact that control group students have not had any ideas to write while translating. However, 33,3 % of the experimental group students have answered the fifteenth question correctly whereas 56, 7 % of the control group students have answered appropriately. Because of the negative prefix in a lexical item of the fourteenth question, correct answer rate may have been low. Similarly, for the sixteenth question, 30,0 % of the experimental group students have answered correctly while the percentage has been 36,7 % for the students of control group. Since the achievement rates are low in both groups, it can be said that a vocabulary item which had been used unfrequently have made the sentence much more complex. As Table 14 illustrates, the mean scores of the experimental and the control group

seem close to each other since there is no significant difference between the achievement scores of the both groups.



Table 15: Frequency of the students' answers in Writing Part of the Third Quiz

QUIZ 3		Experimental Group									Control Group									
Writing																				
Number of the Question	Correct n	Correct %	Wrong n	Wrong %	Unanswered n	Unanswered %	Incomplete n	Incomplete %	Total Answers n	Mean Score	Correct n	Correct %	Wrong n	Wrong %	Unanswered n	Unanswered %	Incomplete n	Incomplete %	Total Answers n	Mean Score
1	29	96,7	0	0	0	0	1	3,3	30		22	73,3	2	6,7	6	20,0	0	0	30	
2	28	93,3	0	0	9	0	2	6,7	30	3,20	18	60,0	3	10,0	8	26,7	1	3,3	30	2,27
3	12	40,0	8	26,7	8	26,7	2	6,7	30		17	56,7	3	10,0	9	30,0	1	3,3	30	

p=0,165

The achievement scores of the experimental group and the control group in the Writing Part of the 3rd quiz have been compared and the statistical analyses have been given in Table 15. The three parts in the writing part have been formed in order to check the writing skill of the students related to Pediatric Nursing and Surgical Nursing. The students of both groups were asked to fill out a three-category patient form as a parent whose baby had jaundice. The first category has been comprised of *Nurse, Patient, and Problem sections*. Students had been expected to write their names and the name of the illness in those categories. Second category has been formed of *How did the problem occur?* And the third has stood for *Treatment*.

<i>Nurse:</i>
<i>Patient:</i>
<i>Problem:</i>
<i>How did problem occur? :</i>
<i>Treatment:</i>

Figure 2: Patient Notes for Writing Part

The mean score for the writing part is 3,20% for experimental group while it is 2,27 for the control group which shows that experimental group students scored better than the control group students completing a form of a patient. The 96,7 % of the experimental group students gave correct answers for the first categorization and only 3,3 % have not completed their answers. Since there are no wrong or unanswered items, it can be said that the conversation between the patient and the parent who had a new-born baby may have made a great positive impact on using written language. 73,3 % of control group students gave correct answers while 20% left the first item unanswered. In both groups there are not any students who have given wrong answers. However, 20 % of the control group students have had no idea and have not given any answers for the dangers of smoking respectively. On the other hand, for the second item, 93,3 % and 60% of the experimental and control

group students have given correct answers respectively. This great difference may have occurred because of the fact that situational dialogues may have helped much more than reading texts when we consider the situational dialogue in the fifth chapter in which the nurse and the parent talked about the contingency of symptoms. In contrast, in treatment category, 40% of the experimental group students gave correct answers, whereas the rate is 56,7 % for the control group. Surprisingly, percentages of unanswered items have been close, whereas wrong answers have been higher than the control group. This result may be because of the fact that experimental group students had lack of professional knowledge for jaundice treatment. Additionally, as Table 15 illustrates, there is no significant difference between the achievement scores of the groups, while the total mean score is detected as higher in the experimental group.

Table 16: Frequency of the students' answers in Vocabulary Part of the Fourth Quiz

QUIZ 4		Experimental Group					Control Group					
Vocabulary												
Number of the Question	Correct n	Correct %	Wrong n	Wrong %	Total Answers n	Mean Score	Correct n	Correct %	Wrong n	Wrong %	Total Answers n	Mean Score
1	30	100	0	0	30		29	96,7	1	3,3	30	
2	28	93,3	2	6,7	30	3,83	27	90,0	3	10,0	30	3,67
3	29	96,7	1	3,3	30		28	93,3	2	6,7	30	
4	28	93,3	2	6,7	30		28	93,3	2	6,7	30	

p=0,394

The achievement scores of the experimental group and the control group in the Vocabulary Part of the 4th quiz have been contrasted and the statistical analyses have been given in Table 16. The questions from 1 to 4 check the terminology related to Home Health Nursing and Public Health Nursing. The experimental group students were given two situations for each two chapters. For Home Health Nursing, a home health nurse and an old patient who had some help managing her health at home had a dialogue on the telephone. The nurse asked some questions to the patient to have an idea about the types of problems she had and wanted to offer home health service. In the dialogue the lexical items, such as *medical care, insulin shots, dosage, prescriptions, mobility, grooming and injury* were focused to teach. Likewise, for Public Health Nursing, a nurse and a speaker who had given a speech at a health fair on epidemics. After her speech, a nurse asked some extra questions in order to get informed more about the conference topic and they had a conversation about possible spreading reasons of epidemics. The second dialogue was consisted of the lexical items, such as *epidemics, spread, disease, preventative, infectious, and isolate*. On the other hand, the control group students were given the reading texts related to Home Health Nursing for the seventh week and the Public Health Nursing for the eighth week. While the first text gave basic information about the policy of a private Home Healthcare Service, the second text made students read about infectious diseases on the conference programme of a Public Health Fair. The students of both of the groups were asked to match 4 related words (mobility, grooming, epidemics, and preventative) with their definitions which were scrambled. Since there are not any unanswered questions, both groups seem to be successful.

For the first lexicon item, *mobility*, 100 % of the experimental group students gave correct answers while 96,7 % of the control group students answered correctly, which shows a tremendous success in both groups. Likewise, for the second vocabulary item, *grooming*, 96, 7 % experimental group students gave correct answers, whereas 93,3 % students answered correctly in the control group. For the third vocabulary item, *epidemics*, 93, 3 % of the experimental group students gave correct answers and 90 % of the control group students replied correctly. Furthermore, all of the experimental and control group students responded correctly at the same rate for the fourth vocabulary item, *preventative*, which is 93,3 %. Hereby, the results show that because of their daily life both groups seem successful

at very close rates. In terms of mean scores, a significant difference between the achievement scores of the experimental and the control groups has not been detected. As Table 16 illustrates, the mean scores of the experimental group are closer to the total score 4.



Table 17: Frequency of the students' answers in Reading Part of the Fourth Quiz

QUIZ 4		Experimental Group								Control Group							
Reading																	
Number of the Question	Correct n	Correct %	Wrong n	Wrong %	Unanswered	Unanswered	Total Answers n	Mean Score	Correct n	Correct %	Wrong n	Wrong %	Unanswered	Unanswered	Total Answers n	Mean Score	
1	21	70,0	3	10,0	6	20,0	30		8	26,7	9	30,0	13	43,3	30		
2	14	46,7	8	26,7	8	26,7	30	2,33	11	36,7	6	20,0	13	43,3	30	1,37	
3	17	56,7	7	23,3	6	20,0	30		11	36,7	4	13,3	15	50,0	30		
4	20	66,7	2	6,7	8	26,7	30		11	36,7	3	10,0	16	53,3	30		

p=0,017

The achievement scores of the experimental group and the control group in the Reading Part of the 4th quiz have been compared and the statistical analyses have been shown in Table 17. The questions from 5 to 8 test the reading skill related to Home Health Nursing and Public Health Nursing. The students of both of the groups were asked to discern the expressions and complete the blanks accordingly by asking questions or giving appropriate answers. The questions are as follows:

5. Nurse: We can get those medicines for you.

Patient: Oh , thank you. I can't always

6. Nurse: Are there any other problems we should know about ?

Patient:

7. Nurse : What services would you need?

Patient: I have a few prescriptions for my

8. Nurse : I have a few questions if you

Doctor: Sure. What would like to know?

For all the four questions 5 to 8, half of the students on average control groups gave no answers which may be because of the fact that those expressions are parts of communication that needs spoken interaction. Half of the control group students have had no idea since they have been exposed to traditional teaching method which was oriented with reading passages.

For the fifth question, 70, 0 % of the experimental group students gave correct answers while 26, 7 % of the control group students answered correctly. The divergence in the achievement scores of the first item in reading part have been in favour of the experimental group, which have been caused due to the situations. Additionally, for the sixth question, 46, 7 % experimental group students gave correct answers, whereas 36,7 % students answered correctly in the control group. Also, for the seventh and eighth questions, 56,7 % and 66,7 % of the experimental group students have been shown to score better than the control group whose percentages were 36,7 % and 36,7 % respectively. Hereby, the results verify that situations may have boosted the sociolinguistic, communicative and linguistic

competence of the students. This result may lead a significant difference between achievement scores of the experimental and those of control group. In terms of the mean scores of part two, it can be said that situations have contributed a lot to experimental group students' learning in all four question items especially for the first item. When an overall analysis has been made, 36, 7 % of the control group students answered correctly at for all three question items which may have meant that those items are a part of their communicative competence.

Moreover, a significant difference between the achievement scores of the experimental and the control groups has not been spotted. As Table 17 illustrates, the mean scores of the experimental group are closer to the total score 4.



Table 18: Frequency of the students' answers in Grammar Part of the Fourth Quiz

QUIZ 4		Experimental Group							Control Group								
Grammar																	
Number of the Question	Correct n	Correct %	Wrong n	Wrong %	Unanswered	Unanswered	Total Answers n	Mean Score	Correct n	Correct %	Wrong n	Wrong %	Unanswered	Unanswered	Total Answers n	Mean Score	
1	28	93,3	2	6,7	0	0	30		16	53,3	13	43,3	1	3,3	30		
2	24	80,0	5	16,7	1	3,3	30	3,40	21	70,0	8	26,7	1	3,3	30	1,87	
3	27	90,0	3	10,0	0	0	30		1	3,3	29	96,7	0	0	30		
4	27	90,0	3	10,0	0	0	30		16	53,3	14	46,7	0	0	30		

p=0,00

The achievement scores of the experimental group and the control group in the Grammar Part of the 4th quiz have been analysed and the statistical analyses have been shown in Table 18. The questions from 9 to 12 below are to test the grammar knowledge of the students related to the structures given in Home Health Nursing and Public Health Nursing.

9. *I need some help my health.*

c. to manage b.managing c.manage

d. d.have managed

10. *That's what*

a.we for are here b.here for we are

c.we are here for d.for here we are

11. *I was in your talk epidemics this morning.*

a.in b.at c.from d.on

12. *People can still spread the disease before they the symptoms.*

a.show b.learn c.talk d.think

They were asked to choose the most appropriate answer for each four multiple choice questions. Since there aren't any unanswered questions except for one experimental group student on 10th question and two control group students for the 9th and 10th questions each, they both seem to be successful.

For the ninth question, 93,3 % of the experimental group students gave correct answers while 53,3 % of the control group students answered correctly. This question item results showed that situations may have helped substantially. It may be due to the fact that bare infinitive verb structure has been comprehended better in experimental group. Students may have kept the structure in their minds with the help of the dialogue. Similarly, for the tenth question, 80 % of experimental group students gave correct answers, whereas 70 % of students answered correctly in the control group. Contrarily, for the eleventh question, 90,0 % of the experimental group students have given correct answers while 3,3 % of the control group have answered correctly. Hereby, the results verify that communication between the nurse and the conference speaker has certainly had a tremendous impact on the

achievement of experimental group because of the fact that this prepositional item had been a part of their speech. Likewise, 90,0 % of the experimental group students have given correct answers, whereas 53,3 % of the control group have answered correctly. This result may lead a significant difference between achievement scores of the experimental and those of control group.

What is more, a significant difference has been revealed between the achievement scores of the experimental and the control groups. As Table 18 demonstrates, the mean scores of the experimental group are closer to the total score 4.



Table 19: Frequency of the students' answers in Translation Part of the Fourth Quiz

QUIZ 4	Experimental Group								Control Group								
	Trans- lation	Number of the Question	Correct n	Correct %	Wrong n	Wrong %	Unan- swered	Unan- swered	Total Answers n	Mean Score	Correct n	Correct %	Wrong n	Wrong %	Unan- swered	Unan- swered	Total Answers n
	1	23	76,7	5	16,7	2	6,7	30	2,97	26	86,7	1	3,3	3	10,0	30	3,37
	2	21	70,0	7	23,3	2	6,7	30		3	10,0	27	90,0	0	0	30	
	3	19	63,3	6	20,0	5	16,7	30		25	83,3	2	6,7	3	10,0	30	
	4	26	86,7	2	6,7	2	6,7	30		23	76,7	4	13,3	3	10,0	30	

p=0,041

The achievement scores of the experimental group and the control group in the Translation Part of the 4th quiz have been correlated and the statistical analyses have been given in Table 19. The questions from 13 to 16 have been given in order to evaluate the students' translation competence on Home Health Nursing and Public Health Nursing. The students of both groups have been asked to translate 4 sentences into Turkish. The expressions are as follows:

13. *What would like to know?*

.....

14. *The disease spread quickly.*

.....

15. *Nurses can provide infusion therapy.*

.....

16. *We will assist you with mobility and bathing .*

.....

For the thirteenth question, 76,7 % of the experimental group students gave correct answers while 86,7 % of the control group students have answered correctly. However, for the fourteenth question, 70 % of experimental group students have given correct answers, whereas 10 % of students and 90 % of students have given correct and wrong answers respectively in the control group. This may have resulted because of the fact that control group students lack the meaning of the word *spread*. Additionally, 63,3 % of the experimental group students have given correct answers for the fifteenth question, whereas 83,3 % of the control group students have scored successfully. Because of the keyword *provide* in the third item that control group students may have inferred from the context, they may have scored higher. On the other hand, for the sixteenth question, 86,7 % of the experimental group students have answered correctly while the percentage has been 76,7 % for the students of control group. In terms of the mean scores of part three, it can be said that traditional method may have a positive impact except for the second item and fourth item partly. Furthermore, a significant difference between the achievement scores of the experimental and the control groups has not been measured. As Table 19 illustrates, the mean scores of the experimental and the control group seem closer to each other, since there is no significant difference between the achievement scores of the both groups.

Table 20: Frequency of the students' answers in Writing Part of the Fourth Quiz

Quiz 4		Experimental Group									Control Group										
Writing		Correct n	Correct %	Wrong n	Wrong %	Unanswered n	Unanswered %	Incomplete n	Incomplete %	Total Answers	Mean Score	Correct n	Correct %	Wrong n	Wrong %	Unanswered n	Unanswered %	Incomplete n	Incomplete %	Total Answers	Mean Score
1		30	100,0	0	0	0	0	0	0	30		19	63,3	3	10,0	8	26,7	0	0	30	
2		19	63,3	6	20,0	0	0	5	16,7	30		12	40,0	5	16,7	10	33,3	3	10,0	30	
3		14	46,7	7	23,3	2	6,7	7	23,3	30	2,80	5	16,7	4	13,3	14	46,7	7	23,3	30	1,57

p=0,001

The achievement scores of the experimental group and the control group in the Writing Part of the 4th quiz have been measured and the statistical analyses have been given in Table 20. The two questions in the last part of the first quiz are to check the writing skill of the students related to Home Health Nursing and Public Health Nursing. The experimental group students were given two situations for each two chapters. For Home Health Nursing, a home health nurse and an old patient who had some help managing her health at home had a dialogue on the telephone. The nurse asked some questions to the patient to have an idea about the types of problems she had and wanted to offer home health service. Similarly, for Public Health Nursing a nurse and a speaker who had given a speech at a health fair on epidemics had a conversation. Students were asked to complete the form accordingly below.

<i>Patient's name:</i>
<i>Summary of medicines and services:</i>
<i>Problems he/she encountered:</i>

Figure 3: Patient Notes in Writing Part of Quiz 4

The experimental group students have shown an entire success for the first question with 100 % correct answer rate. On the other hand, 63,3 % of the control group students have given correct answers for the first question, while 26,7 % have left the item unanswered. This may have been because of the fact that which is related to the dangers of smoking while 53,3 % of the experimental group students gave correct answers which mean they both gave correct answers at close rates. For the second item, 63,3 % and 40% of experimental and control groups have given correct answers respectively. Yet, 33,3 % have given no answers in the control group while experimental group students have not had unanswered question. Moreover, 46,7 % and 16,7% of the experimental and control group students have given correct answers for the problems that an old patient may have had respectively. Still, 46,7% of the control group students have given no answers which may have meant that they

have not had any ideas. When the rates of unanswered items analysed, it shows that control group students' achievement scores are considerably far higher than the other group. It may have resulted because of the fact that situational dialogues may have helped much more than reading texts when we consider the situation in the first chapter in which the nurse and the patient talked about the possible solutions of diseases that an old person may have. Additionally, as Table 20 illustrates, there is a significant difference between the achievement scores of the groups in favour of the experimental group. In terms of the mean scores, it has been clear that experimental group students scored better than the control group students for writing about a home health procedure form.



Table 21: Frequency of the students' answers in Vocabulary Part of the Fifth Quiz

QUIZ 5		Experimental Group					Control Group					
Vocabulary												
Number of the Question	Correct n	Correct %	Wrong n	Wrong %	Total Answers n	Mean Score	Correct n	Correct %	Wrong n	Wrong %	Total Answers n	Mean Score
1	28	93,3	2	6,7	30		29	96,7	1	3,3	30	
2	29	96,7	1	3,3	30		28	93,3	2	6,7	30	3,73
3	23	76,7	7	23,3	30	3,37	29	96,7	1	3,3	30	
4	23	76,7	7	23,3	30		30	100,0	0	0	30	

p=0,111

The achievement scores of the experimental group and the control group in the Vocabulary Part of the 5th quiz have been compared and the statistical analyses have been given in Table 21. The questions from 1 to 4 check the terminology related to Geriatric Nursing and Psychiatric Nursing. The experimental group students were given two situations for each two chapters. For Geriatric Nursing, a nurse and a patient's daughter, whose dad was in need of assisted living at home, had a conversation about possible service to take for her dad. The woman asked some questions whether nursing home or assisted living was convenient for her dad. In the dialogue the lexical items, such as *facility, assistance, immobility, incontinence, geriatric, dizziness, bed sore Alzheimer's disease supervision and hearing loss* were aimed to teach. Likewise, for Psychiatric Nursing, a psychiatric nurse and a radio interviewer had a talk about what a psychiatric nursing exactly is. Therefore, the second dialogue was consisted of the lexical items such as *bipolar, addiction, hospitalized, mental illness, rehabilitation, schizophrenia, eating disorder, dementia* words. On the other hand, the control group students were given the reading texts related to Geriatric Nursing for the ninth week and the Psychiatric Nursing for the tenth week. While the first text told about a private Nursing home institution and its policy, services, and specialities; the second text informed the students about Psychiatric Nursing in the form of a newspaper article. The students of both of the groups were asked to match 4 related words (geriatric, assistance, incontinence and bipolar disorder) to their definitions which were given in a mixed order. Since there aren't any unanswered questions, they seem to be successful. The items are as follows:

- | | |
|-----------------------------|---|
| 17. <i>geriatric</i> | a. <i>inability to control one's bladder</i> |
| 18. <i>assistance</i> | b. <i>related to the care and treatment of the old people</i> |
| 19. <i>incontinence</i> | c. <i>help</i> |
| 20. <i>bipolar disorder</i> | d. <i>a condition characterized by two moods</i> |

For the first lexicon item, *geriatric*, 93, 3 % of the experimental group students gave correct answers while 96, 7 % of the control group students answered correctly. Likewise, for the second vocabulary item, *assistance*, 96,7 % experimental group students gave correct answers, whereas 93,3 % students answered correctly in the control group. Achievement scores of the both groups may indicate that since these

two vocabulary items are parts of their daily experiences, they may have given correct answers. The results support the idea that the first two lexicon items have been the ones which students have already had as a result of their communicative competence . However, for the third vocabulary item, *incontinence*, 76,7 % of the experimental group students gave correct answers and 96, 7 % of the control group students replied similarly. Furthermore, all of the control group students responded correctly for the fourth vocabulary item, *bipolar disorder*, and 76, 7 % of the experimental group students gave correct answers correspondingly. Hereby, the results verify all the four items, prominently the third and fourth, are parts of students' daily lives. In terms of the mean scores of part one, because of their daily life both groups seem successful.

Additionally, a significant difference between the achievement scores of the experimental and the control groups has not been detected. As Table 21 illustrates, the mean scores of the control group are closer to the total score 4.

Table 22: Frequency of the students' answers in Reading Part of the Fifth Quiz

QUIZ 5		Experimental Group							Control Group								
Reading																	
Number of the Question	Correct n	Wrong n	Unanswered	Total Answers n	Correct %	Wrong %	Unanswered	Mean Score	Correct n	Wrong n	Unanswered	Total Answers n	Correct %	Wrong %	Unanswered	Mean Score	
1	12	7	11	30	40,0	23,3	36,7		4	4	22	30	13,3	13,3	73,3		
2	18	7	5	30	60,0	23,3	16,7	1,57	9	1	20	30	30,0	3,3	66,7	0,77	
3	8	11	11	30	26,7	36,7	36,7		3	6	21	30	10,0	20,0	70,0		
4	9	6	15	30	30,0	20,0	50,0		5	4	21	30	16,7	13,3	70,0		

p=0,012

The achievement scores of the experimental group and the control group in the Reading Part of the 5th quiz have been correlated and the statistical analyses have been shown in Table 22. The questions from 5 to 8 test the reading skill related to Geriatric Nursing and Psychiatric Nursing. The students of both of the groups were asked to comprehend the expressions and complete the blanks accordingly by asking questions or giving appropriate answers. The questions are as follows:

21. Patient: *I'm looking for different facilities for my dad. Can you help me*

Nurse: *Sure.*

22. Patient: *My dad has some problems*

Nurse: *Ok, I understand.*

23. Interviewer : *What is nursing?*

Nurse: *It cares for people with mental illnesses such as bipolar disorder, dementia.. etc.*

24. Nurse : *We work in a hospital setting or*

Interviewer: *You work outside also.*

For all the four questions 5 to 8, a great amount of control group students on average gave no answers. For the fifth question, 40, 0 % of the experimental group students gave correct answers while 13,3 % of the control group students answered correctly. Likewise, for the sixth question, 60 % experimental group students gave correct answers, whereas 30 % of students answered correctly in the control group. Additionally, for the seventh and eighth questions, 26,7 % and 30 % of the experimental group students have been shown to score better than the control group whose percentages were 10 % and 16,7 % respectively. Hereby, the results verify that situations may have facilitated the students to give the correct answers. This result may lead a significant difference between achievement scores of the experimental and those of control group. In terms of the mean scores of part two, it can be said that situations have contributed a lot to experimental group students' learning process in all four question items.

Consequently, as Table 22 illustrates, the mean scores of the experimental group are closer to the total score four. A significant difference between the achievement scores of the experimental and the control groups has not been detected.



Table 23: Frequency of the students' answers in Grammar Part of the Fifth Quiz

QUIZ 5		Experimental Group							Control Group								
Grammar																	
Number of the Question	Correct n	Wrong n	Unanswered	Total Answers n	Correct %	Wrong %	Unanswered	Mean Score	Correct n	Wrong n	Unanswered	Total Answers n	Correct %	Wrong %	Unanswered	Mean Score	
1	12	18	0	30	40,0	60,0	0	2,27	4	26	0	30	13,3	86,7	0	1,73	
2	23	5	2	30	76,7	16,7	6,7		26	4	0	30	86,7	13,3	0		
3	9	21	0	30	30,0	70,0	0		1	29	0	30	3,3	96,7	0		
4	24	6	0	30	80,0	20,0	0		21	9	0	30	70,0	30,0	0		

p=0,007

The achievement scores of the experimental group and the control group in the Grammar Part of the 5th quiz have been analysed and the statistical analyses have been shown in Table 23. The questions from 9 to 12 below are to test the grammar knowledge of the students related to the structures given in Maternity Nursing and Accidents, Emergencies and First Aid chapters.

25. *What kind of facility are you ?*

a. Interest in b. interested in c. in interest d. interested

26. *You can ask assistance when you need.*

a. of b. in c. for d. on

27. *What does your work ?*

a. involved b. to involve c. involving d. involve

28. *What special training do you ?*

a. need b. to need c. needed d. needing

They were asked to choose the best answer for each four multiple choice questions. Since there are not any unanswered questions except for two experimental group students on the 10th questions, they both seem to be successful.

For the ninth question, 40, 0 % of the experimental group students gave correct answers while 13,3 % of the control group students answered correctly. This question item results showed that situations may have helped affluently. Likewise, for the tenth question, 76,7 % experimental group students gave correct answers, whereas 86,7 % students answered correctly in the control group. Additionally, for the seventh and eighth questions, 30,0 % and 80 % of the experimental group students have scored better than the control group whose correct answer percentages were 3, 3 % and 70, 0 % respectively. Hereby, the results verify that situations may have assisted the students to give the correct answers. This result may lead a significant difference between achievement scores of the experimental and those of control group. In terms of the mean scores of part two, it can be said that situations have contributed a lot to experimental group students' grammatical competence.

Moreover, as Table 23 illustrates, the mean scores of the experimental group are closer to the total score which is 4. A significant difference between the achievement scores of the experimental and the control groups has not been detected.



Table 24: Frequency of the students' answers in Translation Part of the Fifth Quiz

QUIZ 5		Experimental Group							Control Group								
Trans- lation		Correct n	Wrong n	Unan- swered n	Total Answers n	Cor- rect %	Wrong %	Unan- swered	Mean Score	Cor- rect n	Wrong n	Unan- swe- red	Total Answers n	Cor- rect %	Wrong %	Unan- swered	Mean Score
1		17	12	1	30	56,7	40,0	3,3		28	1	1	30	93,3	3,3	3,3	2,97
2		20	7	3	30	66,7	23,3	10,0	2,77	10	18	2	30	33,3	60,0	6,7	
3		25	3	2	30	83,3	10,0	6,7		25	4	1	30	83,3	13,3	3,3	
4		21	6	3	30	70,0	20,0	10,0		27	1	2	30	90,0	3,3	6,7	

p=0,396

The achievement scores of the experimental group and the control group in the Translation Part of the 5th quiz have been compared and the statistical analyses have been given in Table 24. The questions from 13 to 16 have been given in order to evaluate the students' translation competence on Respiratory System and Accidents, Emergencies and First Aid. The students of both groups have been asked to translate four sentences into Turkish. The expressions are as follows:

29. *Problems may include schizophrenia and depression.*

.....

30. *I do most of my work at people's homes.*

.....

31. *Which one is the best for my father?*

.....

32. *Our staff include 20 professional nurses.*

.....

For the thirteenth question, 56,7 % of the experimental group students gave correct answers while 93,3 % of the control group students have answered correctly. Likewise, for the fourteenth question, 66, 7 % of experimental group students have given correct answers, whereas 33,3 % of students have given correct answers in the control group. On the other hand, for the fifteenth question, 83,3 % of the experimental and control group students have answered correctly. Since the achievement rates are a lot more in the control group than the experimental group, it can be said that situations may have had a negative effect except for the second translation item. Correspondingly, 70 % of the experimental group students and 90 % of the control group students have given correct answers for the sixteenth question. In terms of the mean scores of part three, it can be said that situations and traditional method have worked at equal amounts. Furthermore, a significant difference between the achievement scores of the experimental and the control groups has not been found. As Table 24 illustrates, the mean scores of the experimental and the control group seem close to each other since there is no significant difference between the achievement scores of the both groups.

Table 25: Frequency of the students' answers in Writing Part of the Fifth Quiz

QUIZ 5		Experimental Group									Control Group									
Writing																				
Number of the Question	Correct n	Wrong n	Unanswered n	Incomplete n	Total Answers n	Correct %	Wrong %	Unanswered %	Incomplete %	Mean Score	Correct n	Wrong n	Unanswered n	Incomplete n	Total Answers n	Correct %	Wrong %	Unanswered %	Incomplete %	Mean Score
1	28	0	2	0	30	93,3	0	6,7	0		22	3	5	0	30	73,3	10,0	16,7	0	
2	21	2	2	5	30	70,0	6,7	16,7	6,7	2,90	13	4	13	0	30	43,3	13,3	43,3	0	1,77
3	17	0	10	3	30	56,7	0	33,3	10,0		8	4	18	0	30	26,7	13,3	60,0	0	

p=0,002

The achievement scores of the experimental group and the control group in the Writing Part of the 5th quiz have been measured and the statistical analyses have been given in Table 25. The two questions in the last part of the first quiz are to check the writing skill of the students related to Home Health Nursing and Public Health Nursing. The experimental group students were given two situations for each two chapters. For Home Health Nursing, a home health nurse and an old patient who had some help managing her health at home had a dialogue on the telephone. The nurse asked some questions to the patient to have an idea about the types of problems she had and wanted to offer home health service. Similarly, for Public Health Nursing a nurse and a speaker, who had given a speech at a health fair on epidemics, had a conversation. Students were asked to complete the form accordingly below.

<i>Patient's name:</i>
<i>Problems of an old patient:</i>
<i>Treatment suggestions:</i>

Figure 4: Patient Notes in Writing Part of Fourth Quiz

The experimental group students have shown a great amount of success for the first question with 93,3 % correct answer rate. On the other hand, 73,3 % of the control group students have given correct answers for the first question while 16,7 % have left the item unanswered. For the second item, 70 % and 43,3% of experimental and control groups have given correct answers respectively. Yet, 16,7 % and 43,3 % have given no answers in experimental group and control group respectively. Moreover, 56,7 % and 26,7% of the experimental and control group students have given correct answers for the problems that an old patient may have had respectively. Yet, 60 % of the control group students have given no answers, which may have meant that they have not had any ideas. When the percentages of unanswered items analysed, it shows that control group students' rates are considerably far more than the other group. It may have resulted because of the fact that situations helped much more than

reading texts when we consider the situational dialogue in the tenth chapter in which the nurse and the patient talked about the possible problems of that an old person may have. Additionally, as Table 65 illustrates, there is a significant difference between the achievement scores of the groups in favour of the experimental group. In terms of the mean scores, it has been clear that experimental group students achieved better than the control group students writing about a home health procedure form.



4.2.1 Analysis of the students' answers in terms of Gender

The achievement scores of female and male students in the experimental group for all the five parts of the 1st quiz have been compared and the statistical analyses have been given in Tables 25, 26, 27, 28 and 29. When the statistics of Vocabulary part have been analysed (see Appendix 1, Table 26), for the first lexicon item, *lung*, 31,6 % of the female students have given correct answers while 36,4 % of the male students have given correct answers. Likewise, for the second vocabulary item, *bronchial tube*, 21, 1 % female students gave correct answers, whereas 27,3 % of the male students answered correctly.. Similarly, for the third vocabulary item, *stomach*, 84, 2% of the female students gave correct answers and 81,1 % of the male students replied similarly. Furthermore, all of the female and male students responded correctly for the fourth vocabulary item, *lung cancer*.

Furthermore, when the results of Reading Part have been considered (see Appendix 2, Table 27), for the fifth question, 42, 1% of the female students gave correct answers while 36, 4 % of the male students answered correctly. Likewise, for the sixth question, 42, 1 % female students gave correct answers, whereas 45, 5 % of the male students answered correctly. Additionally, for the seventh and eighth questions, 57, 9 % and 36,4 % of the female and male students have been given correct answers respectively. However, the last item in reading part may have been uttered to show a difference in students' achievement points since male students have given no correct answers compared to 36,8 percentage in the female group. The item questioned has been given below.

Patient: Does the doctor know what is wrong?

Nurse: Well,

This may have resulted because of the use of *well* in the sentence. This lexicon item is called as hedges and for Holmes (2001), it is a way to express uncertainty and also to soften the utterances of the speaker. Furthermore, in a study carried out by Hanafiyeh and Afghari (2014, p.24), it has been shown that females used lexical hedges more frequently than males did. That may have created a case that male students did not comprehend the sentence to make it continue appropriately. Consequently, it can be asserted that higher percentage in female students'

achievement scores have stemmed from females' higher preference of use of hedges in communication.

On the other hand, results of Grammar Part (see Appendix 3, Table 28), have shown that except for the first item, all the three question items have been answered accurately or incorrectly at close rates both by female and male students. The first grammar question have been answered correctly by 89,5 % of female students while only 36,4 % of male students have given correct answers.

She is also diarrhea.
a. experiencing b.experience c.to experience d.experienced

The consequence may have resulted because of the fact that male students do not know Present Progressive Tense since the other three items are related to other structures rather than Present Progressive Tense. In translation part (see Appendix 4, Table 29), a gender based difference has not been observed in achievement scores of experimental group students. Any statistical difference has not been found when the two gender groups have been compared. In the last part, which quantifies writing skill (see Appendix 5, Table 30), correct answers have been shown to be at close rates for both female and male students. Whereas, wrong answers have been proved to be at different portions, which have revealed that female students had preferred giving any appropriate answers even totally correct or not. On the other hand, male students have chosen to leave the items unanswered. This may have been resulted because of the fact that female students have had some ideas related to the question item whereas male students have not. Furthermore, a significant difference between the achievement scores of the experimental and the control groups has not been detected. As shown above, the mean scores of the female and male students are mediocre and close to each other, which have demonstrated that gender may have not played a certain role in experimental group students' achievement scores.

The achievement scores of female and male students in the control group for all the five parts of the 1st quiz have been compared and the statistical analyses have been given in tables 31, 32, 33, 34 and 35 respectively. When the statistics of vocabulary part (see Appendix 6, Table 31), have been analysed, for the first lexicon item, *lung*, 80,0 % of the female students have given correct answers while 100,0 % of the male students have given correct answers. Likewise, for the second vocabulary item, *bronchial tube*, 76,0 % female students gave correct answers, whereas 100,0 % of the male students answered correctly. Similarly, for the third and fourth vocabulary items, *stomach* and *lung cancer* 80,0 % of the female students gave correct answers and 60,0 % of the male students replied similarly.

Furthermore, when the results of Reading Part have been considered (see Appendix 7, Table 32), for the second question, 8,0 % of the female students gave correct answers while 40,0 % of the male students answered correctly. As it has been clear from the statistical analyses, female students have had difficulties while comprehending and giving appropriate answer for the item below. As Newman, Groom, Handelman and Pennebaker (2008) cited McMillan et al. (1977) had concluded in their early studies that women asked more questions and inserted more tag questions into their sentences. Nonetheless, Newman, Groom, Handelman and Pennebaker (2008) defended that in conversations, men use many more negations, negative emotion words and present tense verbs. The negative effect that the word *cancer* created may have hindered the female students' ability to comprehend. Additionally, Simple Present Tense structure was needed for the question item aforementioned, that may have been one of the factors of male students' achievement being over the female ones.

Nurse:

Parent: Yes, I know it causes cancer .

Contrarily, for the grammar part (see Appendix 8, Table 33), female and male students in the control group scored similarly. It may have been said that gender may not make any difference in linguistic knowledge of the control group students.

In translation part (see Appendix 9, Table 34), a gender based difference has not been observed in achievement scores of experimental group students. Yet, for the first, second and fourth translation item male students scored more successfully when

it has been compared to female students. In the last part, which quantifies writing skill (see Appendix 10, Table 35), correct answers have been shown to be at close rates for both female and male students. As shown above, the mean scores of the female and male students are close to each other, which have shown that gender may have not played a certain role in control group students' achievement scores either. Moreover, a significant difference between the achievement scores of the experimental and the control groups has not been detected in all five sections of the first quiz.



The achievement scores of female and male students in the experimental group for all the five parts of the 2nd quiz have been compared and the statistical analyses have been given in tables 36, 37, 38, 39 and 40. When the statistics of Vocabulary part (see Appendix 11, Table 36) have been analysed, for the first lexicon item, *contraction*, 88,0 % of the female students have given correct answers while 100,0 % of the male students have given correct answers. Likewise, for the second vocabulary item, *sterilize*, 88,0 % female students gave correct answers, whereas 75,0 % of the male students answered correctly.. Similarly, for the third vocabulary item, *labor*, 80,0 % of the female students gave correct answers and 100,0 % of the male students replied similarly. Additionally, 80,0% of the female and 75,0 % of the male students responded correctly for the fourth vocabulary item, *blister*.

Similarly, for the reading and grammar parts, (see Appendix 12 and 13, Table 37 and 38) female and male students in the experimental group have given answers at similar percentages. It may have been said that gender may not make any difference in reading and linguistic skills of the experimental group students.

Correspondingly, in translation part (see Appendix 14, Table 39) a gender based difference has not been observed in achievement scores of experimental group students except for the second question item below:

That should make it a bit better.

.....

19,2 % of the female students have given correct answers while the rate has been 50,0 % for the male students. Although Hanafiyeh and Afghari (2014, p.24) claimed that women tend to use hedges more than men while communicating, the higher percentage in male students' correct answers have shown a contrary situation. This may have resulted because of the fact that female students have had some difficulties with comparative structure. In the last part (see Appendix 15, Table 40), which quantifies writing skill, correct answers have been shown to be at close rates for both female and male students. Moreover, any statistical difference has not been found when the two gender groups have been compared in terms of language skills. As shown above, the mean scores of the female and male students are at medium level and close to each other, which have demonstrated that gender may have not played a certain role in experimental group students' achievement scores.

The achievement scores of female and male students in the control group for all the five parts of the 2nd quiz have been compared and the statistical analyses have been given in Tables 41, 42, 43, 44 and 45. When the statistics of vocabulary part have been analysed, as shown in Table 41 (see Appendix 16), for the first lexicon item, *contraction*, 72,4 % of the female students have given correct answers while 100,0 % of the male students have given correct answers. Likewise, for the second vocabulary item, *sterilize*, 36,4,0 % female students gave correct answers, whereas 62,5 % of the male students answered correctly. However, for the third vocabulary item, *labor*, 59,0 % of the female students gave correct answers and 100,0 % of the male students replied similarly. The difference on this vocabulary item may have stemmed from the general knowledge of male students since there has been no gender based significant difference on achievement scores in the experimental group. Additionally, 36,0 % of the female and 37,0 % of the male students responded correctly for the fourth vocabulary item, *blister*.

Similarly, for the reading and grammar parts (see Appendix 17 and 18, Table 42 and 43), female and male students in the experimental group have shown similar achievement scores.

Nurse : Do you know if your water broke already?
Patient:

For the reading part, (see Appendix 17, Table 42), the third question item above have differed in terms of correct answer percentage as it has been 18,2 % and 50,0% for female and male students respectively. As it has been reasoned previously, Simple Present Tense structure was well understood and used by the male students of the control group for the question item already stated. As a result, it can be considered one of the positive factors in male students' achievement.

Contrarily, in translation part, as shown in Table 44 (see Appendix 19), a gender based difference has not been observed in achievement scores of control group students except for the second question item below:

That should make it a bit better.

50,0 % of the female students have given correct answers while the rate has been 12,5 % for the male students. In the experimental group, the result has been contrast

as the male students have been more successful for the same translation item. While experimental group female students have failed to answer the item, control group female students have managed to give correct answers for the mentioned item above. Since the sentence has a lexicon, *should*, which classified as hedges, the result may have been demonstrated as a supportive idea to Hanafiyeh and Afghari's (2014, p.24) claim which defends that women tend to use hedges more than men while communicating, the female students have given more correct answers. In the last part, which quantifies writing skill (see Appendix 20, Table 45), correct answers have been shown to be at close rates for both female and male students. Moreover, any statistical difference has not been found when the two gender groups have been compared in terms of language skills. As shown above, the mean scores of the female and male students are at medium level and close to each other, which have demonstrated that gender may have not played a certain role in control group students' achievement scores.

The achievement scores of female and male students in the experimental group for all the five parts of the 3rd quiz have been compared and the statistical analyses have been given in Tables 46, 47, 48, 49 and 50. When the statistics of vocabulary part have been analysed see Appendix 21, Table 46), for the first lexicon item, *surgery*, 88,0 % of the female students have given correct answers while 100,0 % of the male students have given correct answers. Likewise, for the second vocabulary item, *sanitize*, 88,0 % female students gave correct answers, whereas 100,0 % of the male students answered correctly. Additionally, for the third vocabulary item, *jaundice*, 96,0 % of the female students gave correct answers and 100,0 % of the male students replied similarly. The difference on this vocabulary item may have stemmed from the general knowledge of male students since there has been no gender based significant difference on achievement scores in the experimental group. Additionally, 100,0 % of the female and 100,0 % of the male students responded correctly for the fourth vocabulary item, *abdomen*.

Similarly, for the reading and grammar parts, (see Appendix 22 and 23, Table 47 and 48) female and male students in the experimental group have written and chosen the correct answers at close percentages.

Nurse : Don't worry. Tell me, is his abdomen yellow?
Parent:

For the reading part, the third question item above have differed in terms of correct answer percentage as it has been 64,0 % and 20,0% for female and male students respectively. It may be said that female students have faced such a situation more often than male students. Additionally, Gleser, Gottschalk, and Watkins (1959) studied women and men language and it was revealed that, as in other studies, women used significantly more words implying feeling, emotion, or motivation (whether positive, negative, or neutral); they made more self-references and used more auxiliary words and negations. In the light of this study result, the female students have written correct answers since the nurse shows her feelings and tries to make the parent calm down. Contrarily, in translation part, a gender based difference has not been observed in achievement scores of the experimental group students see Appendix 24, Table 49). In the last part, which quantifies writing skill, correct answers have been shown to be at close rates for both female and male students (see

Appendix 25, Table 50). Moreover, any statistical difference has not been found when the two gender groups have been compared in terms of language skills. As shown in the table, the mean scores of the female and male students are at medium level and close to each other, which have demonstrated that gender may have not played a certain role in control group students' achievement scores.



The achievement scores of female and male students in the control group for all the five parts of the 3rd quiz have been compared and the statistical analyses have been given in Tables 51, 52, 53, 54 and 55. When the statistics of vocabulary part have been analysed (see Appendix 26, Table 51), for the first lexicon item, *surgery*, 95,0 % of the female students have given correct answers while 100,0 % of the male students have given correct answers. Likewise, for the second vocabulary item, *sanitize*, 95,0 % female students gave correct answers, whereas 100,0 % of the male students answered correctly. However, for the third vocabulary item, *jaundice*, 100,0 % of the female students gave correct answers and 100,0 % of the male students replied similarly. The difference on this vocabulary item may have stemmed from the general knowledge of male students since there has been no gender based significant difference on achievement scores in the experimental group. Additionally, 95,5 % of the female and 100,0 % of the male students responded correctly for the fourth vocabulary item, *abdomen*.

Similarly, for the reading (see Appendix 27, Table 52) and grammar parts, female and male students in the control group have accomplished at adjacent rates.

His skin yellow.
a.sees b.looks c.see d.look

For the grammar part (see Appendix 28, Table 53) the second question item above have differed in terms of correct answer percentage as it has been 27,3 % and 62,5% for female and male students respectively. The claim of Newman et al. (2008) may have proven that men lean on using present tense verbs more often than women. Another cause may have been considered as female students' having some difficulties in use of Present Simple Tense. Contrarily, in translation part (see Appendix 29, Table 54), a gender based difference has not been observed in achievement scores of the experimental group students. In the last part (see Appendix 30, Table 55), which quantifies writing skill, correct answers have been shown to be at close rates for both female and male students. Moreover, any statistical difference has not been found when the two gender groups have been compared in terms of language skills. As shown above, the mean scores of the female and male students are at medium level and close to each other, which have demonstrated that gender may have not played a certain role in control group students' achievement scores.

The achievement scores of female and male students in the experimental group for all the five parts of the 4th quiz have been compared and the statistical analyses have been given in Tables 56, 57, 58, 59 and 60. As shown in Appendix 31 (Table 56) for the first lexicon item, *mobility*, 100,0 % of the female students have given correct answers while 100,0 % of the male students have given correct answers. Likewise, for the second vocabulary item, *epidemics*, 95,0 % female students gave correct answers, whereas 100,0 % of the male students answered correctly. Correspondingly, for the third vocabulary item, *grooming*, 91, 0 % of the female students gave correct answers and 100,0 % of the male students replied similarly. The difference on this vocabulary item may have stemmed from the general knowledge of male students since there has been no gender based significant difference on achievement scores in the experimental group. Additionally, 95,0 % of the female and 100,0 % of the male students responded correctly for the fourth vocabulary item, *preventative*.

Similarly, for the reading and grammar parts (see Appendix 33, Table 58), female and male students in the experimental group *have provided* similar answers.

Nurse: What services would you need?

Patient: I have a few prescriptions for my

For the reading part, (see Appendix 32, Table 57), the third question item above have differed in terms of correct answer percentage as it has been 66,0 % and 16,0% for female and male students respectively. It may be said that female students have faced such a situation more often than male students. Contrarily, in translation part (see Appendix 34, Table 59), a gender based difference has not been observed in achievement scores of the experimental group students. In the last part, which quantifies writing skill (see Appendix 35, Table 60), correct answers have been shown to be at close rates for both female and male students. Moreover, any statistical difference has not been found when the two gender groups have been compared in terms of language skills. As shown above, the mean scores of the female and male students are mediocre and close to each other, which have demonstrated that gender may have not played a certain role in experimental group students' achievement scores.

The achievement scores of female and male students in the control group for all the five parts of the 4th quiz have been compared and the statistical analyses have been given in Tables 61, 62, 63, 64 and 65. When the statistics of vocabulary part have been analysed (see Appendix 36, Table 61), for the first lexicon item, *mobility*, 96,0 % of the female students have given correct answers while 100,0 % of the male students have given correct answers. Likewise, for the second vocabulary item, *epidemics*, 88,0 % female students gave correct answers, whereas 100,0 % of the male students answered correctly. Likewise, for the third vocabulary item, *grooming*, 92,0 % of the female students gave correct answers and 100,0 % of the male students replied similarly. This slight difference on this vocabulary item may have stemmed from the general knowledge of male students since there has been no gender based significant difference on achievement scores in the experimental group. Additionally, 92,0 % of the female and 100,0 % of the male students responded correctly for the fourth vocabulary item, *preventative*.

Similarly, for the reading grammar, and translation parts (see Appendix 37, 38 and 39, Table 62, 63 and 64), female and male students in the control group have shown to be successful at similar rates.

In the last part, which quantifies writing skill, correct answers have been shown to be at close rates for both female and male students (see Appendix 40, Table 65). However, the first part of the writing section has differed in favour of female students. That is to say, female students could write the name and treatment needed more clearly than male students in the control group. Moreover, any statistical difference has not been found when the two gender groups have been compared in terms of language skills. As shown above, the mean scores of the female and male students are mediocre and close to each other, which have demonstrated that gender may have not played a certain role in control group students' achievement scores.

The achievement scores of female and male students in the experimental group for all the five parts of the 4th quiz have been compared and the statistical analyses have been given in Tables 66, 67, 68, 69 and 70. When the statistics of vocabulary part have been analysed, for the first lexicon item, *mobility*, 100,0 % of the female students have given correct answers while 100,0 % of the male students have given correct answers. Likewise, for the second vocabulary item, *epidemics*, 95,0 % female students gave correct answers, whereas 100,0 % of the male students answered correctly. Also, for the third vocabulary item, *grooming*, 91,0 % of the female students gave correct answers and 100,0 % of the male students replied similarly. The difference on this vocabulary item may have stemmed from the general knowledge of male students since there has been no gender based significant difference on achievement scores in the experimental group. Additionally, 95,0 % of the female and 100,0 % of the male students responded correctly for the fourth vocabulary item, *preventative* (see Appendix 41, Table 66).

Similarly, for the reading and grammar parts (see Appendix 43, Table 68), female and male students in the experimental group have replied similarly.

Interviewer : What is Nursing?

Nurse: It cares for people with mental illnesses such as bipolar disorder, dementia.. etc.

For the reading part, (see Appendix 42, Table 67), the third question item above have differed in terms of correct answer percentage as it has been 36,4 % and 0% for female and male students respectively. It may be said that female students have known the definition of geriatric nursing. That is why they scored better. Contrarily, in translation part (see Appendix 44, Table 69). a gender based difference has not been observed in achievement scores of the experimental group students. In the last part, which quantifies writing skill, correct answers have been shown to be at close rates for both female and male students (see Appendix 45, Table 70). Moreover, any statistical difference has not been found when the two gender groups have been compared in terms of language skills. As shown above, the mean scores of the female and male students are mediocre and close to each other, which have demonstrated that gender may have not played a certain role in experimental group students' achievement scores.

The achievement scores of female and male students in the control group for all the five parts of the 4th quiz have been compared and the statistical analyses have been given in Tables 71, 72, 73, 74 and 75. When the statistics of vocabulary part have been analysed, for the first lexicon item, *mobility*, 96,0 % of the female students have given correct answers while 100,0 % of the male students have given correct answers. Likewise, for the second vocabulary item, *epidemics*, 88,0 % female students gave correct answers, whereas 100,0 % of the male students answered correctly. Similarly, for the third vocabulary item, *grooming*, 92,0 % of the female students gave correct answers and 100,0 % of the male students replied similarly. The difference on this vocabulary item may have stemmed from the general knowledge of male students since there has been no gender based significant difference on achievement scores in the experimental group. Additionally, 92,0 % of the female and 100,0 % of the male students responded correctly for the fourth vocabulary item, *preventative* (see Appendix 46, Table 71).

As in the other parts, for the reading, grammar, and translation parts female and male students in the control group have shown to be successful at similar rates (see Appendix 47, 48 and 49, Table 72,73 and 74).

In the last part, which quantifies writing skill, correct answers have been shown to be at close rates for both female and male students. However, the first part of the writing section has differed in favour of female students as in the experimental group (see Appendix 50, Table 75). That is to say, the female students in both of the experimental and control groups could write the name and treatment needed more clearly than male students in the control group. Moreover, any statistical difference has not been found when the two gender groups have been compared in terms of language skills. As shown above, the mean scores of the female and male students are mediocre and close to each other, which have demonstrated that gender may have not played a certain role in control group students' achievement scores.

CHAPTER V

V. CONCLUSION

5.1 Concluding Remarks

English for Specific Purposes is another part of English language learning and teaching. For Hutchinson and Water (1987), the basic question of ESP should be ‘why does the learner need to learn a foreign language?’ (p.89). They define ESP as an approach to language teaching in which all decisions as to content and method are shaped according to the learner’s reasons for learning. For this reason that ESP courses in Turkey have mainly centred around vocabulary and grammar-based teaching, it has been aimed to scrutinize the effects of a different teaching technique which is rarely used with the following research questions:

- (1) To what extent do situational dialogues affect the English learning processes of the ESP students?
- (2) To what extent may the situational dialogues affect the students’ achievement scores in vocabulary, reading grammar, translation and writing skills?
- (3) Are there any significant differences between the achievement scores of the students in terms of the control and experimental groups?
- (4) Are there any significant differences between the achievement scores of the students in terms of gender?

For this study, students who take ESP course dealt with Nursing English for an academic year. Students have practicum hours at the city hospital and they face many different situations every day while practicing at hospitals. For this reason having lessons enriched with real-life situational dialogues are thought to contribute to their learning process much and they were thought to be more enthusiastic to bring some different kinds of dialogues into the English Language classrooms. By this way, they were thought to be able to see the one-to-one correspondences of their experiences with their English learning and they will learn better.

School of Nursing at Sinop University serve ESP courses during 2 terms for 3rd and 4th class as obligatory selected courses. The students of 3rd class and the 4th class had been successful and passed the obligatory English Course which had been given at the first grade. For the reason that they began taking ESP courses for the first time and the English level of both of the years were the same, the study groups were formed with the 3rd and the 4th class students. Hereby, the students in 3rd year were taken as the experimental group while the students in 4th year students were taken as the control group. Experimental group consisted of 30 female and male students whereas the control group consisted of 30 female and male students. Number of the female and male students was taken randomly.

This study was conducted to 60 nursing students who were studying at 3rd and 4th class at School of Nursing at Sinop University and taking ESP course as an obligatory selected course in the Academic Year of 2014- 2015 in spring term. It lasted for the spring term of 2014-2015 for 28 hours. Each week, a 2-hour-course was conducted to both the experimental and the control group students for 14 weeks. The students of experimental group were exposed to situational dialogues. Whereas the students of control group have been exposed to reading passages as traditional method while teaching the same subject matter of Nursing English. The experimental group students have been taught with real-life situational dialogues. In order to provide the standardization, ready-made situations have been used. They read, listened to, comprehended, acted out and rewrote the dialogues. On the other hand, the control group students read texts, made summaries and did comprehension activities, practiced pronouncing the vocabulary items and so forth. The two groups have been exposed to different lesson plans of the same subjects.

The subjects were chosen in accordance with the syllabus. It was searched for the real situations at the Faculty Hospital of 19th May University; however, because of inadequate number of foreign patients and nurses who communicate in English, the dialogues were adapted from course books which were written and published in English in UK. Each week two different lesson plans were developed and implemented for each group. In total there were 10 subjects. They were as follows: Respiratory System, Accidents, Emergencies and First Aid, Digestive system, Maternity Nursing, Paediatric Nursing, Surgical Nursing, Home health Nursing, Public Health Nursing Geriatric Nursing and Psychiatric Nursing.

After each two subjects, a quiz was given to both the experimental and the control group students to check how successful they were in learning the subjects. At the end of the term, 5 quizzes in total were conducted and their success points were added to the final exam points. Each quiz is consisted of 5 sections. The first section is to evaluate how well they learnt vocabulary, including 4 matching exercises. The second section assessed the communication skill for comprehending and answering back to a sentence with 4 cloze tests. Likewise, the third section is to test grammar knowledge with 4 multiple choice questions. The fourth section includes 4 translating questions to see how well they can translate a sentence or expression in the target language into their mother tongues. Finally, the fifth section is for assessing their productivity in writing. The last part comprises various exercises, such as completing a patient information sheet as an emergency room nurse, writing the pros and cons of a situation, maintaining a dialogue between a patient and a nurse, writing the symptoms of an illness, and so forth. Each section is calculated of 4 points, thus 20 points are calculated for all of the five sections.

First, general information has been given about the definition and the importance of ESP which has gained a great importance lately. The place of situations in literature has been analysed. This study investigates situational dialogues' contribution to the English learning process of ESP students studying at Sinop University School of Nursing. At the end of the study, a questionnaire was applied to students at School of Nursing who take ESP course to find out how effective the situational dialogues are, which are uttered between patient-nurse, patient-patient and patient-doctor and results will be analysed accordingly. The aims of the study are to find out whether situational dialogues affect the English learning processes of the ESP Students and to understand real-life situational dialogues help students learn English better.

When the results are evaluated, it may be said that students who take ESP course will learn English better with the help of situational dialogues. Nursing students have practicum hours and they communicate with a lot of patients and hospital staff. They confront many different kinds of dialogues every day at Hospital Practices. During their ESP lessons, some dialogues have been given in some certain situations and they read the dialogues and act out to make practice. With this study, it is assumed that they will learn English with the help of their experiences and it is assumed that they will be more attentive and more autonomous in their language learning. The

findings have revealed that situational dialogues contributed much more than the traditional teaching method. First, it was found that situational dialogues and traditional teaching method have had equal impacts on students' vocabulary, grammar and translation skills except for a few items. On the other hand, it has been found out that in writing and reading skills real life dialogues have had affected the learning process more positively than the traditional teaching method since students' answers have been more accurate in those areas. This may have been because of the fact that reading and writing skills need communicative competence; comprehending the utterances and replying or giving answers accordingly.

In terms of gender, slight differences have been observed in the achievement scores of the groups mainly in vocabulary, grammar, reading, and translation and writing parts. As it is a known fact that women and men express themselves divergently. According to Lakoff (1975), gender differences in language use reflect different and unequal roles and status. Because of the lower status of women in society they are pressured to talk like a lady. Therefore, it results in women using more hedges and intensifiers compared to men. Women and men use the language according to the society's beliefs of how both sexes should communicate. The results obtained from the study revealed that men and women differ in their number of use of hedges, intensifiers and tag questions.

The study results have shown that the female students have been more successful to express their feelings; they have easily figured out the sentence structures which appealed to patients' or parents' feelings and given responses accordingly. Since the hospital environment is uncomfortable and not so pleasant because of the illnesses and patients' psychological moods, female nurse candidates, the female students in both groups, have observed to use more euphemism, tag questions and hedges. However, the male students have been monitored to use the verb tenses more appropriately.

5.2 Suggestions

In this study, only Nursing Students have been dealt with. Further studies can be focused on other faculties or Vocational Schools, which offer ESP courses no matter selective or obligatory. Prominently, in Vocational School of Tourism, ESP courses contain a great deal of burden, which requires communication. Moreover, actual classroom practices can be observed in terms of integrating role playing into language teaching and studies and actual practices may provide invaluable insight for teacher educators to develop a promising curriculum.



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APPENDICES

Appendix 1

Table 26: Frequency of the students' answers according to gender in the experimental group

QUIZ 1 Vocabulary		Female					Male					
Number of the Question	Correct n	Correct %	Wrong n	Wrong %	Total Answers n	Mean Score	Correct n	Correct %	Wrong n	Wrong %	Total Answers n	Mean Score
1	6	31,6	13	68,4	19		4	36,4	7	63,6	11	
2	4	21,1	15	78,9	19	2,42	3	27,3	8	72,7	11	2,64
3	16	84,2	3	15,8	19		9	81,8	2	18,2	11	
4	19	100,0	0	0	19		11	100,0	0	0	11	

p=0,735

Appendix 2

Table 27: Frequency of the students' answers according to gender in the experimental group

QUIZ 1 Reading		Female							Male							
Number of the Question	Correct n	Correct %	Wrong n	Wrong %	Unanswered n	Unanswered %	Total Answers n	Mean Score	Correct n	Correct %	Wrong n	Wrong %	Unanswered n	Unanswered %	Total Answers n	Mean Score
1	8	42,1	1	5,3	10	52,6	19		4	36,4	1	9,1	6	54,5	11	
2	8	42,1	5	26,3	6	31,6	19	1,84	5	45,5	3	27,3	3	27,3	11	1,91
3	11	57,9	3	15,8	5	26,3	19		4	36,4	2	18,2	5	45,5	11	
4	7	36,8	5	26,3	7	36,8	19		0	0	3	27,3	8	72,7	11	

p=0,891

Appendix 3

Table 28: Frequency of the students' answers according to gender in the experimental group

QUIZ 1		Female							Male								
Grammar		Correct n	Correct %	Wrong n	Wrong %	Unanswered n	Unanswered %	Total Answers n	Mean Score	Correct n	Correct %	Wrong n	Wrong %	Unanswered n	Unanswered %	Total Answers n	Mean Score
Number of the Question																	
1		17	89,5	2	10,5	0	0	19		4	36,4	7	63,6	0	0	11	
2		10	52,6	9	47,4	0	0	19	2,16	6	54,5	5	45,5	0	0	11	2,27
3		12	63,2	6	31,6	1	5,3	19		5	45,5	5	45,5	1	9,1	11	
4		8	42,1	10	52,6	1	5,3	19		4	36,4	7	63,6	0	0	11	

p=0,774

Appendix 4

Table 29: Frequency of the students' answers according to gender in the experimental group

QUIZ 1		Female							Male								
Translation		Correct	Correct %	Wrong	Wrong %	Unanswered	Unanswered	Total Answers	Mean Score	Correct	Correct %	Wrong	Wrong %	Unanswered	Unanswered	Total Answers	Mean Score
1		9	47,4	4	21,1	6	31,6	19		4	36,4	5	45,5	2	18,2	11	
2		8	42,1	2	10,5	9	47,4	19	1,53	3	27,3	3	27,3	5	45,5	11	1,18
3		5	26,3	4	21,1	10	52,6	19		2	18,2	5	45,5	4	36,4	11	
4		6	31,6	8	42,1	5	26,3	19		2	18,2	6	54,5	3	27,3	11	

p=0,553

Appendix 5

Table 30: Frequency of the students' answers according to gender in the experimental group

QUIZ 1		Female									Male											
Writing		Number of the Question	Correct n	Correct %	Wrong n	Wrong %	Unanswered n	Unanswered %	Incomplete n	Incomplete %	Total Answers	Mean Score	Correct n	Correct %	Wrong n	Wrong %	Unanswered n	Unanswered %	Incomplete n	Incomplete %	Total Answers	Mean Score
1	14	73,7	0	0	2	10,5	3	15,8	19	6	54,5	0	0	4	36,4	1	9,1	11				
2	14	73,7	0	0	4	21,1	1	5,3	19	2,68	5	54,5	0	0	6	45,5	0	0	11	3,00		

p=0,553

Appendix 6

Table 31: Frequency of the students' answers according to gender in the control group

QUIZ 1		Female					Male					
Vocabulary												
Number of the Question	Correct n	Correct %	Wrong n	Wrong %	Total Answers n	Mean Score	Correct n	Correct %	Wrong n	Wrong %	Total Answers n	Mean Score
1	20	80,0	5	20,0	25		5	100,0	0	0	5	
2	19	76,0	6	24,0	25	3,00	5	100,0	0	0	5	4,00
3	20	80,0	5	20,0	25		3	60,0	2	40,0	5	
4	20	80,0	5	20,0	25		3	60,0	2	40,0	5	

p=0,129

Appendix 7

Table 31: Frequency of the students' answers according to gender in the control group

QUIZ 1		Female							Male								
Reading		Correct n	Correct %	Wrong n	Wrong %	Unanswered n	Unanswered %	Total Answer s n	Mean Score	Correct n	Correct %	Wrong n	Wrong %	Unanswered n	Unanswered %	Total Answer s n	Mean Score
1		2	8,0	9	36,0	14	56,0	25		0	0	1	20,0	4	80,0	5	
2		2	8,0	10	40,0	13	52,0	25	0,54	2	40,0	1	20,0	2	40,0	5	0,50
3		8	32,0	4	16,0	13	52,0	25		1	20,0	1	20,0	3	60,0	5	
4		1	4,0	7	28,0	17	68,0	25		0	0	2	40,0	3	60,0	5	

p=0,940

Appendix 8

Table 32: Frequency of the students' answers according to gender in the control group

QUIZ 1		Female							Male								
Grammar		Correct	Correct	Wrong	Wrong	Unan-	Unan-	Total	Mean	Correct	Correct	Wrong	Wrong	Unan-	Unan-	Total	Mean
Number	of	n	%	n	%	swered	swered	Answers	Score	n	%	n	%	swered	swered	Answers	Score
the	Question					n	%	n						n	%	n	
1		1	4,0	24	96,0	0	0	25		1	20,0	4	80,0	0	0	5	
2		11	44,0	14	56,0	0	0	25	1,04	1	20,0	4	80,0	0	0	5	1,0
3		8	32,0	17	68,0	0	0	25		3	60,0	2	40,0	0	0	5	
4		5	20,0	20	80,0	0	0	25		1	20,0	4	80,0	0	0	5	

p=0,820

Appendix 9

Table 33: Frequency of the students' answers according to gender in the control group

QUIZ 1		Female							Male								
Translation		Correct	Correct	Wrong	Wrong	Unan-	Unan-	Total	Mean	Correct	Correct	Wrong	Wrong	Unan-	Unan-	Total	Mean
Number	of the	n	%	n	%	swered	swered	Answers	Score	n	%	n	%	swered	swered	Answers	Score
Question						n	%	n						n	%	n	
1		3	12,0	11	44,0	11	44,0	25		3	60,0	2	40,0	0	0	5	
2		3	12,0	0	0	22	88,0	25	1,04	2	40,0	1	20,0	2	40,0	5	2,50
3		17	68,0	2	8,0	6	24,0	25		4	80,0	0	0	1	20,0	5	
4		4	16,0	11	44,0	10	40,0	25		3	60,0	0	0	2	40,0	5	

p=0,004

Appendix 10

Table 34: Frequency of the students' answers according to gender in the control group

QUIZ 1		Female										Male									
Writing																					
Number of the Question	Correct n	Correct %	Wrong n	Wrong %	Unanswered n	Unanswered %	Incomplete n	Incomplete %	Total Answers n	Mean Score	Correct n	Correct %	Wrong n	Wrong %	Unanswered n	Unanswered %	Incomplete n	Incomplete %	Total Answers n	Mean Score	
1	13	52,0	0	0	6	24,0	6	24,0	25		3	60,0	0	0	1	20,0	1	20,0	5		
2	3	12,0	1	4,0	18	72,0	3	12,0	25	1,58	2	40,0	0	0	3	60,0	0	0	5	1,67	

p=0,881

Appendix 11

Table 35: Frequency of the students' answers according to gender in the experimental group

QUIZ 2		Female					Male					
Vocabulary												
Number of the Question	Correct n	Correct %	Wrong n	Wrong %	Total Answers n	Mean Score	Correct n	Correct %	Wrong n	Wrong %	Total Answers n	Mean Score
1	23	88,5	3	11,5	26		4	100,0	0	0	4	
2	23	88,5	3	11,5	26	3,35	3	75,0	1	25,0	4	2,75
3	21	80,8	5	19,2	26		4	100,0	0	0	4	
4	21	80,8	5	19,2	26		3	75,0	1	25,0	4	

p=0,461

Appendix 12

Table 36: Frequency of the students' answers according to gender in the experimental group

QUIZ 2 Reading		Female							Male							
Number of the Question	Correct n	Correct %	Wrong n	Wrong %	Unan- swered n	Unan- swered %	Total Answers n	Mean Score	Correct n	Correct %	Wrong n	Wrong %	Unan- swered n	Unan- swered %	Total Answers n	Mean Score
1	14	53,4	4	15,4	8	30,8	26		3	75,0	1	25,0	0	0	4	
2	17	65,4	3	11,5	6	23,1	26	2,88	2	50,0	2	50,0	0	0	4	2,25
3	19	73,1	2	7,7	5	19,2	26		3	75,0	1	25,0	0	0	4	
4	18	69,2	3	11,5	5	19,2	26		2	50,0	2	50,0	0	0	4	

p=0,425

Appendix 13

Table 37: Frequency of the students' answers according to gender in the experimental group

QUIZ 2 Grammar		Female							Male							
Number of the Question	Correct n	Correct %	Wrong n	Wrong %	Unanswered n	Unanswered %	Total Answers n	Mean Score	Correct n	Correct %	Wrong n	Wrong %	Unanswered n	Unanswered %	Total Answers n	Mean Score
1	19	73,1	7	26,9	0	0	26		3	75,0	1	25,0	0	0	4	
2	20	76,9	6	23,1	0	0	26	2,42	4	100,0	0	0	0	0	4	2,75
3	8	30,8	18	69,2	0	0	26		2	50,0	2	50,0	0	0	4	
4	14	53,8	12	46,2	0	0	26		3	75,0	1	25,0	0	0	4	

p=0,576

Appendix 14

Table 38: Frequency of the students' answers according to gender in the experimental group

QUIZ 2 Translation	Female								Male								
	Number of the Question	Correct n	Correct %	Wrong n	Wrong %	Unanswered n	Unanswered %	Total Answers n	Mean Score	Correct n	Correct %	Wrong n	Wrong %	Unanswered n	Unanswered %	Total Answers n	Mean Score
1	14	53,8	11	42,3	1	3,8	26		2	50,0	1	25,0	1	25,0	4		
2	5	19,2	9	34,6	12	46,2	26	2,08	2	50,0	1	25,0	1	25,0	4		2,50
3	19	73,1	2	7,7	5	19,2	26		3	75,0	0	0	1	25,0	4		
4	16	61,5	7	26,9	3	11,5	26		3	75,0	0	0	1	25,0	4		

p=0,571

Appendix 15

Table 39: Frequency of the students' answers according to gender in the experimental group

QUIZ 2		Female										Male									
Writing																					
Number of the Question	Correct n	Correct %	Wrong n	Wrong %	Unanswered n	Unanswered %	Incomplete n	Incomplete %	Total Answers n	Mean Score	Correct n	Correct %	Wrong n	Wrong %	Unanswered n	Unanswered %	Incomplete n	Incomplete %	Total Answers n	Mean Score	
1	25	96,2	1	3,8	0	0	0	0	26		3	75,0	1	25,0	0	0	0	0	4		
2	21	80,8	2	7,7	3	11,5	0	0	26	2,46	3	75,0	1	25,0	0	0	0	0	4	3,50	

p=0,425

Appendix 16

Table 40: Frequency of the students' answers according to gender in the control group

QUIZ 2		Female					Male					
Vocabulary												
Number of the Question	Correct n	Correct %	Wrong n	Wrong %	Total Answers n	Mean Score	Correct n	Correct %	Wrong n	Wrong %	Total Answers n	Mean Score
1	16	72,7	6	27,3	22		8	100,0	0	0	8	
2	8	36,4	14	63,6	22	2,18	3	62,5	5	37,5	8	3,25
3	13	59,1	9	40,9	22		8	100,0	0	0	8	
4	8	36,4	14	63,6	22		5	37,5	3	62,5	8	

p=0,425

Appendix 17

Table 41: Frequency of the students' answers according to gender in the control group

QUIZ 2 Reading		Female							Male							
Number of the Question	Correct n	Correct %	Wrong n	Wrong %	Unanswered n	Unanswered %	Total Answers n	Mean Score	Correct n	Correct %	Wrong n	Wrong %	Unanswered n	Unanswered %	Total Answers n	Mean Score
1	6	27,3	5	22,7	11	50,0	22		3	37,5	2	25,0	3	37,5	8	
2	7	31,8	6	27,3	9	40,9	22	1,09	3	37,5	2	25,0	3	37,5	8	0,50
3	4	18,2	8	36,4	10	45,5	22		4	50,0	4	50,0	0	0	8	
4	4	18,2	9	40,9	9	40,9	22		1	12,5	3	37,5	4	50,0	8	

p=0,237

Appendix 18

Table 42: Frequency of the students' answers according to gender in the control group

QUIZ 2		Female							Male								
Grammar		Correct n	Correct %	Wrong n	Wrong %	Unanswered n	Unanswered %	Total Answers n	Mean Score	Correct n	Correct %	Wrong n	Wrong %	Unanswered n	Unanswered %	Total Answers n	Mean Score
1		6	27,3	14	63,6	2	9,1	22		4	50,0	3	37,5	1	12,5	8	
2		12	54,5	9	40,9	1	4,5	22	1,45	4	50,0	3	37,5	1	12,5	8	1,63
3		11	50,0	10	45,5	1	4,5	22		4	50,0	3	37,5	1	12,5	8	
4		3	13,6	17	77,3	0	9,1	2		1	12,5	6	75,0	1	12,5	8	

p=0,708

Appendix 19

Table 43: Frequency of the students' answers according to gender in the control group

QUIZ 2		Female							Male								
Translation		Correct	Correct	Wrong	Wrong	Unan-	Unan-	Total	Mean	Correct	Correct	Wrong	Wrong	Unan-	Unan-	Total	Mean
Number of the Question	n	%	n	%	swered n	swered %	Answers n	Score	n	%	n	%	swered n	swered %	Answers n	Score	
1	8	36,4	6	27,3	8	36,4	22		4	50,0	0	0	4	50,0	8		
2	11	50,9	0	0	11	50,0	22	1,23	1	12,5	3	37,5	4	50,5	8	1,38	
3	8	36,4	4	18,2	10	45,5	22		3	37,5	3	37,5	2	25,0	8		
4	11	50,0	4	18,2	7	31,8	22		3	37,5	3	37,5	2	25,0	8		

p=0,909

Appendix 20

Table 44: Frequency of the students' answers according to gender in the control group

QUIZ 2		Female										Male								
Writing																				
Number of the Question	Correct n	Correct %	Wrong n	Wrong %	Unanswered n	Unanswered %	Incomplete n	Incomplete %	Total Answers n	Mean Score	Correct n	Correct %	Wrong n	Wrong %	Unanswered n	Unanswered %	Incomplete n	Incomplete %	Total Answers n	Mean Score
1	25	96,2	1	3,8	0	0	0	0	26	2,18	3	75,0	1	25,0	0	0	0	0	4	1,38
2	21	80,8	2	7,7	3	11,5	0	0	26		3	75,0	1	25,0	0	0	0	0	4	

p=0,110

Appendix 21

Table 45: Frequency of the students' answers according to gender in the experimental group

QUIZ 3		Female					Male					
Vocabulary												
Number of the Question	Correct n	Correct %	Wrong n	Wrong %	Total Answers n	Mean Score	Correct n	Correct %	Wrong n	Wrong %	Total Answers n	Mean Score
1	22	88,0	3	12,0	25		5	100,0	0	0	5	
2	22	88,0	3	12,0	25	3,72	5	100,0	0	0	5	4,00
3	24	96,0	1	4,0	25		5	100,0	0	0	5	
4	25	100,0	0	0	25		5	100,0	0	0	5	

p=0,704

Appendix 22

Table 46: Frequency of the students' answers according to gender in the experiential group

QUIZ 3		Female							Male								
Reading		Correct	Correct	Wrong	Wrong	Unan-	Unan-	Total	Mean	Correct	Correct	Wrong	Wrong	Unan-	Unan-	Total	Mean
Number	of the	n	%	n	%	swered	swered	Answers	Score	n	%	n	%	swered	swered	Answers	Score
Question						n	%	n						n	%	n	
1		12	48,8	4	16,0	9	36,0	25		2	40,0	2	40,0	1	20,0	5	
2		18	72,0	4	16,0	3	12,0	25	2,24	4	80,0	1	20,0	0	0	5	2,20
3		16	64,0	6	24,0	3	12,0	25		1	20,0	3	60,0	1	20,0	5	
4		11	44,0	7	28,0	7	28,0	25		2	40,0	2	40,0	1	20,0	5	

p=0,952

Appendix 23

Table 47: Frequency of the students' answers according to gender in the experimental group

QUIZ 3		Female							Male								
Grammar		Correct n	Correct %	Wrong n	Wrong %	Unanswered n	Unanswered %	Total Answers n	Mean Score	Correct n	Correct %	Wrong n	Wrong %	Unanswered n	Unanswered %	Total Answers n	Mean Score
Number of the Question																	
1		17	68,0	8	32,0	0	0	25		4	80,0	1	20,0	0	0	5	
2		14	56,0	11	44,0	0	0	25	2,44	2	40,0	2	40,0	1	20,0	5	1,80
3		17	68,0	8	32,0	0	0	25		2	40,0	3	60,0	0	0	5	
4		14	56,0	11	44,0	0	0	25		1	20,0	4	80,0	0	0	5	

p=0,229

Appendix 24

Table 48: Frequency of the students' answers according to gender in the experimental group

QUIZ 3		Female							Male								
Translation		Correct n	Correct %	Wrong n	Wrong %	Unanswered n	Unanswered %	Total Answers n	Mean Score	Correct n	Correct %	Wrong n	Wrong %	Unanswered n	Unanswered %	Total Answers n	Mean Score
1		21	84,0	3	12,0	1	4,4	25		5	100,0	0	0	0	0	5	
2		17	68,0	6	24,0	2	8,0	25	2,20	5	100,0	0	0	0	0	5	2,40
3		9	36,0	11	44,0	5	20,0	25		1	20,0	3	60,0	1	20,0	5	
4		13	32,0	8	52,0	4	16,0	25		1	20,0	3	60,0	1	20,0	5	

p=0,787

Appendix 25

Table 49: Frequency of the students' answers according to gender in the experimental group

QUIZ 3		Female										Male									
Writing																					
Number of the Question	Correct %	Wrong %	Unanswered	Unanswered %	Incomplete	Incomplete %	Total Answers	Mean Score	Correct %	Wrong %	Unanswered	Unanswered %	Incomplete	Incomplete %	Total Answers	Mean Score					
1	24	96,0	0	0	0	0	1	4,0	25	5	100,0	0	0	0	0	0	0	0	5		
2	23	92,0	0	0	0	0	2	8,0	25	5	100,0	0	0	0	0	0	0	0	5		
3	10	40,0	5	20,0	8	32,0	2	8,0	25	2	40,0	3	60,0	0	0	0	0	0	5		
										3,12											3,60

p=0,208

Appendix 26

Table 51: Frequency of the students' answers according to gender in the control group

QUIZ 3		Female					Male					
Vocabulary												
Number of the Question	Correct n	Correct %	Wrong n	Wrong %	Total Answers n	Mean Score	Correct n	Correct %	Wrong n	Wrong %	Total Answers n	Mean Score
1	21	95,5	1	4,5	22		8	100,0	0	0	8	
2	21	95,5	1	4,5	22	3,77	8	100,0	0	0	8	4,00
3	22	100,0	0	0	22		8	100,0	0	0	8	
4	21	95,5	1	4,5	22		8	100,0	0	0	8	

p=0,730

Appendix 27

Table 50: Frequency of the students' answers according to gender in the control group

QUIZ 3		Female							Male								
Reading		Correct	Correct	Wrong	Wrong	Unan-	Unan-	Total	Mean	Correct	Correct	Wrong	Wrong	Unan-	Unan-	Total	Mean
Number	of the	n	%	n	%	swered	swered	Answers	Score	n	%	n	%	swered	swered	Answers	Score
Question						n	%	n						n	%	n	
1		9	40,9	6	27,3	7	31,9	22		4	50,0	1	12,5	3	37,5	8	
2		10	45,5	3	13,6	9	40,9	22	1,50	4	50,0	2	25,0	2	25,0	8	2,50
3		11	50,0	1	4,5	10	45,5	22		5	62,5	1	12,5	2	25,0	8	
4		5	22,7	6	27,3	11	50,0	22		4	50,0	2	25,0	2	25,0	8	

p=0,156

Appendix 28

Table 51: Frequency of the students' answers according to gender in the control group

QUIZ 3		Female							Male								
Grammar		Correct n	Correct %	Wrong n	Wrong %	Unanswered n	Unanswered %	Total Answers n	Mean Score	Correct n	Correct %	Wrong n	Wrong %	Unanswered n	Unanswered %	Total Answers n	Mean Score
1		11	50,0	10	45,5	1	4,5	22		3	37,5	5	62,5	0	0	8	2,00
2		6	27,3	14	63,6	2	9,1	22	1,50	5	62,5	3	37,5	0	0	8	
3		11	50,0	10	45,5	1	4,5	22		3	37,5	5	62,5	0	0	8	
4		4	18,2	17	77,3	1	4,5	22		2	25,0	6	75,0	0	0	8	

p=0,232

Appendix 29

Table 52: Frequency of the students' answers according to gender in the control group

QUIZ 3		Female							Male							
Translation																
Number of the Question	Correct n	Correct %	Wrong n	Wrong %	Unanswered n	Unanswered %	Total Answers n	Mean Score	Correct n	Correct %	Wrong n	Wrong %	Unanswered n	Unanswered %	Total Answers n	Mean Score
1	14	63,6	2	9,1	6	27,3	22	2,09	2	25,5	4	50,0	2	25,0	8	1,88
2	12	54,5	4	18,2	6	27,3	22		4	50,0	2	25,5	2	25,5	8	
3	12	54,5	2	9,1	8	36,4	22		5	62,5	0	0	3	37,5	8	
4	8	36,4	9	40,9	5	22,7	22		3	37,5	3	37,5	2	25,5	8	

p=0,716

Appendix 30

Table 53: Frequency of the students' answers according to gender in the control group

QUIZ 3		Female										Male								
Writing																				
Number of the Question	Correct	Correct %	Wrong	Wrong %	Unanswered	Unanswered %	Incomplete	Incomplete %	Total Answer	Mean Score	Correct	Correct %	Wrong	Wrong %	Unanswered	Unanswered %	Incomplete	Incomplete %	Total Answer	Mean Score
1	17	77,3	1	4,5	4	18,2	0	0	22	2,36	5	62,5	1	12,5	2	25,0	0	0	8	2,00
2	14	63,6	1	4,5	6	27,3	1	4,5	22		4	50,0	2	25,5	2	25,5	0	0	8	
3	13	59,1	1	4,5	7	31,8	1	4,5	25		4	50,0	2	25,5	2	25,5	0	0	8	

p=0,696

Appendix 31

Table 54: Frequency of the students' answers according to gender in the experimental group

QUIZ 4		Female					Male					
Vocabulary												
Number of the Question	Correct n	Correct %	Wrong n	Wrong %	Total Answers n	Mean Score	Correct n	Correct %	Wrong n	Wrong %	Total Answers n	Mean Score
1	24	100,0	0	0	24		6	100,0	0	0	6	
2	22	91,7	2	8,3	24	3,79	6	100,0	0	0	6	4,00
3	23	95,8	1	4,2	24		6	100,0	0	0	6	
4	22	91,7	2	8,3	24		6	100,0	0	0	6	

p=0,781

Appendix 32

Table 55: Frequency of the students' answers according to gender in the experimental group

QUIZ 4		Female							Male								
Reading		Correct	Correct	Wrong	Wrong	Unan-	Unan-	Total	Mean	Correct	Correct	Wrong	Wrong	Unan-	Unan-	Total	Mean
Number	of the	n	%	n	%	swered	swered	Answers	Score	n	%	n	%	swered	swered	Answers	Score
Question						n	%	n						n	%	n	
1		16	66,7	3	12,5	5	20,8	24		5	83,3	0	0	1	16,7	6	
2		12	50,0	6	25,5	6	25,5	24	2,42	2	33,3	2	33,3	2	33,3	6	2,0
3		16	66,7	5	20,8	3	12,5	24		1	16,7	2	33,3	3	50,0	6	
4		17	70,8	2	8,3	5	20,8	24		3	50,0	0	0	3	50,0	6	

p=0,462

Appendix 33

Table 56: Frequency of the students' answers according to gender in the experimental group

QUIZ 4 Grammar		Female							Male							
Number of the Question	Correct n	Correct %	Wrong n	Wrong %	Unanswered n	Unanswered %	Total Answers n	Mean Score	Correct n	Correct %	Wrong n	Wrong %	Unanswered n	Unanswered %	Total Answers n	Mean Score
1	22	91,7	2	8,3	0	0	24	3,38	6	100,0	0	0	0	0	6	3,50
2	18	75,0	5	20,8	1	4,2	24		6	100,0	0	0	0	0	6	
3	21	87,5	3	12,5	0	0	24		6	100,0	0	0	0	0	6	
4	21	87,5	3	12,5	0	0	24		6	100,0	0	0	0	0	6	

p=0,705

Appendix 34

Table 57: Frequency of the students' answers according to gender in the experimental group

QUIZ 4		Female							Male								
Translation		Correct n	Correct %	Wrong n	Wrong %	Unanswered n	Unanswered %	Total Answers n	Mean Score	Correct n	Correct %	Wrong n	Wrong %	Unanswered n	Unanswered %	Total Answers n	Mean Score
1		18	75,0	4	16,7	2	8,3	24	3,04	5	83,3	1	16,7	0	0	6	2,67
2		18	75,0	5	20,8	1	4,2	24		3	50,0	2	33,3	1	16,7	6	
3		15	62,5	4	16,7	5	20,8	24		4	66,7	2	33,3	0	0	6	
4		22	91,7	1	4,2	1	4,2	24		4	66,7	1	16,7	1	16,7	6	

p=0,595

Appendix 35

Table 58: Frequency of the students' answers according to gender in the experimental group

QUIZ 4		Female										Male								
Writing																				
Number of the Question	Correct n	Correct %	Wrong n	Wrong %	Unanswered n	Unanswered %	Incomplete n	Incomplete %	Total Answers n	Mean Score	Correct n	Correct %	Wrong n	Wrong %	Unanswered n	Unanswered %	Incomplete n	Incomplete %	Total Answers n	Mean Score
1	24	100,0	0	0	0	0	0	0	24	2,88	6	100,0	0	0	0	0	0	0	6	2,50
2	17	70,8	3	12,5	0	0	4	16,7	24		2	33,3	3	50,0	0	0	1	16,7	6	
3	12	50,0	5	20,8	2	8,3	5	20,8	24		2	33,3	2	33,3	0	0	2	33,3	6	

p=0,781

Appendix 36

Table 59: Frequency of the students' answers according to gender in the control group

QUIZ 4 Vocabulary		Female					Male					
Number of the Question	Correct n	Correct %	Wrong n	Wrong %	Total Answers n	Mean Score	Correct n	Correct %	Wrong n	Wrong %	Total Answers n	Mean Score
1	24	96,4	1	4,0	25		5	100,0	0	0	5	
2	22	88,0	3	12,0	25	3,60	5	100,0	0	0	5	4,00
3	23	92,0	2	8,0	25		5	100,0	0	0	5	
4	23	92,0	2	8,0	25		5	100,0	0	0	5	

p=0,589

Appendix 37

Table 60: Frequency of the students' answers according to gender in the control group

QUIZ 4		Female							Male								
Reading		Correct n	Correct %	Wrong n	Wrong %	Unanswered n	Unanswered %	Total Answers n	Mean Score	Correct n	Correct %	Wrong n	Wrong %	Unanswered n	Unanswered %	Total Answers n	Mean Score
1		7	28,0	8	32,0	10	40,0	25		1	20,0	1	20,0	3	60,0	5	
2		9	36,0	5	20,0	11	44,0	25	1,32	2	40,0	1	20,0	2	40,0	5	1,60
3		10	40,0	3	12,0	12	48,0	25		1	20,0	1	20,0	3	60,0	5	
4		10	40,0	2	8,0	13	52,0	25		1	20,0	1	20,0	3	60,0	5	

p=0,706

Appendix 38

Table 61: Frequency of the students' answers according to gender in the control group

QUIZ 4		Female							Male								
Grammar		Correct n	Correct %	Wrong n	Wrong %	Unanswered n	Unanswered %	Total Answers n	Mean Score	Correct n	Correct %	Wrong n	Wrong %	Unanswered n	Unanswered %	Total Answers n	Mean Score
1		14	56,0	10	40,0	1	4,0	25		2	40,0	3	60,0	0	0	5	
2		19	76,0	5	20,0	1	4,0	25	1,96	2	40,0	3	60,0	0	0	5	1,40
3		1	4,0	24	96,0	0	0	25		0	0	5	100,0	0	0	5	
4		13	52,0	12	48,0	0	0	25		3	60,0	2	40,0	0	0	5	

p=0,481

Appendix 39

Table 62: Frequency of the students' answers according to gender in the control group

QUIZ 4		Female							Male								
Translation		Correct n	Correct %	Wrong n	Wrong %	Unanswered n	Unanswered %	Total Answers n	Mean Score	Correct n	Correct %	Wrong n	Wrong %	Unanswered n	Unanswered %	Total Answers n	Mean Score
1		21	84,0	1	4,0	3	12,0	25		5	100,0	0	0	0	0	5	
2		22	88,0	0	0	3	12,0	25	3,28	5	100,0	0	0	0	0	5	3,80
3		20	80,0	2	8,0	3	12,0	25		5	100,0	0	0	0	0	5	
4		20	80,0	2	8,0	3	12,0	25		3	60,0	2	40,0	0	0	5	

p=0,706

Appendix 40

Table 63: Frequency of the students' answers according to gender in the control group

QUIZ 4		Female										Male									
Writing		Correct n	Correct %	Wrong n	Wrong %	Unanswered n	Unanswered %	Incomplete n	Incomplete %	Total Answers	Mean Score	Correct n	Correct %	Wrong n	Wrong %	Unanswered n	Unanswered %	Incomplete n	Incomplete %	Total Answers	Mean Score
1	18	72,0	3	12,0	4	16,0	0	0	25	1,56	1	20,0	0	0	4	80,0	0	0	5	1,20	
2	11	44,0	5	20,0	6	24,0	3	12,0	25		1	20,0	0	0	4	80,0	0	0	5		
3	4	16,0	4	16,0	10	40,0	7	28,2	25		1	20,0	0	0	4	80,0	0	0	5		

p=0,746

Appendix 41

Table 64: Frequency of the students' answers according to gender in the experimental group

QUIZ 5		Female					Male					
Vocabulary												
Number of the Question	Correct n	Correct %	Wrong n	Wrong %	Total Answers n	Mean Score	Correct n	Correct %	Wrong n	Wrong %	Total Answers n	Mean Score
1	20	90,9	2	9,1	22		8	100,0	0	0	8	
2	21	95,5	1	4,5	22	3,23	8	100,0	0	0	8	3,75
3	16	72,7	6	27,3	22		7	87,5	1	12,5	8	
4	16	72,7	6	27,3	22		7	87,5	1	12,5	8	

p=0,320

Appendix 42

Table 65: Frequency of the students' answers according to gender in the experimental group

QUIZ 5		Female							Male								
Reading		Correct n	Correct %	Wrong n	Wrong %	Unanswered n	Unanswered %	Total Answers n	Mean Score	Correct n	Correct %	Wrong n	Wrong %	Unanswered n	Unanswered %	Total Answers n	Mean Score
Number of the Question	1	10	45,5	5	22,7	7	31,8	22		2	25,0	2	25,0	4	50,0	8	
	2	15	68,2	4	18,2	3	13,6	22	1,77	3	37,5	3	37,5	2	25,0	8	1,0
	3	8	36,4	6	27,3	8	36,4	22		0	0	5	62,5	3	37,5	8	
	4	6	27,3	5	27,3	11	50,0	22		3	37,5	1	12,5	4	50,0	8	

p=0,188

Appendix 43

Table 66: Frequency of the students' answers according to gender in the experimental group

QUIZ 5		Female							Male								
Grammar		Correct n	Correct %	Wrong n	Wrong %	Unanswered n	Unanswered %	Total Answers n	Mean Score	Correct n	Correct %	Wrong n	Wrong %	Unanswered n	Unanswered %	Total Answers n	Mean Score
Number of the Question	1	9	40,9	13	59,1	0	0	22		3	37,5	5	62,5	0	0	8	
	2	16	72,7	5	22,7	1	4,5	22	2,32	7	87,5	0	0	1	12,5	8	2,13
	3	5	22,7	17	77,3	0	0	22		4	50,0	4	50,0	0	0	8	
	4	19	86,4	3	13,6	0	0	22		5	62,5	3	37,5	0	0	8	

p=0,662

Appendix 44

Table 67: Frequency of the students' answers according to gender in the experimental group

QUIZ 5		Female							Male								
Translation		Correct n	Correct %	Wrong n	Wrong %	Unanswered n	Unanswered %	Total Answers n	Mean Score	Correct n	Correct %	Wrong n	Wrong %	Unanswered n	Unanswered %	Total Answers n	Mean Score
1		11	50,0	10	45,5	1	4,5	22		6	75,5	2	25,5	0	0	8	
2		14	63,6	5	22,7	3	13,6	22	2,59	6	75,5	2	25,5	0	0	8	3,25
3		18	81,8	2	9,1	2	9,1	22		7	87,5	1	12,5	0	0	8	
4		14	63,6	5	22,7	3	13,6	22		7	87,5	1	12,5	0	0	8	

p=0,129

Appendix 45

Table 68: Frequency of the students' answers according to gender in the experimental group

QUIZ 5		Female										Male								
Writing																				
Number of the Question	Correct n	Correct %	Wrong n	Wrong %	Unanswered n	Unanswered %	Incomplete n	Incomplete %	Total Answers n	Mean Score	Correct n	Correct %	Wrong n	Wrong %	Unanswered n	Unanswered %	Incomplete n	Incomplete %	Total Answers n	Mean Score
1	22	100,0	0	0	0	0	0	0	22	3,27	6	75,0	0	0	2	25,0	0	0	8	1,88
2	18	81,8	1	4,5	1	94,5	2	9,1	22		3	37,5	1	12,5	4	50,0	0	0	8	
3	15	68,2	0	0	4	18,2	3	13,6	22		6	75,0	2	0	0	25,0	0	0	8	

p=0,040

Appendix 46

Table 69: Frequency of the students' answers according to gender in the control group

QUIZ 5 Vocabulary		Female					Male					
Number of the Question	Correct n	Correct %	Wrong n	Wrong %	Total Answers n	Mean Score	Correct n	Correct %	Wrong n	Wrong %	Total Answers n	Mean Score
1	25	96,2	1	3,8	26		4	100,0	0	0	4	
2	25	96,2	1	3,8	26	3,76	3	75,0	1	25,0	4	3,60
3	26	100,0	0	0	26		3	75,0	1	25,0	4	
4	26	100,0	0	0	26		4	100,0	0	0	4	

p=0,787

Appendix 47

Table 70: Frequency of the students' answers according to gender in the control group

QUIZ 5 Reading		Female							Male							
Number of the Question	Correct n	Correct %	Wrong n	Wrong %	Unanswered n	Unanswered %	Total Answers n	Mean Score	Correct n	Correct %	Wrong n	Wrong %	Unanswered n	Unanswered %	Total Answers n	Mean Score
1	4	15,4	4	15,4	18	69,2	26		4	100,0	0	0	0	0	4	
2	9	34,6	1	3,8	16	61,5	26	0,92	4	100,0	0	0	0	0	4	0,00
3	3	11,5	6	23,1	17	65,4	26		4	100,0	0	0	0	0	4	
4	5	19,2	4	15,4	17	65,4	26		4	100,0	0	0	0	0	4	

p=0,169

Appendix 48

Table 71: Frequency of the students' answers according to gender in the control group

QUIZ 5		Female							Male								
Grammar		Correct n	Correct %	Wrong n	Wrong %	Unan- swered n	Unan- swered %	Total Answers n	Mean Score	Correct n	Correct %	Wrong n	Wrong %	Unan- swered n	Unan- swered %	Total Answers n	Mean Score
1	4	15,4	22	84,6	10	0	26	1,72	4	100,0	0	0	0	0	4	1,80	
2	23	88,5	3	11,5	0	0	26		3	75,0	1	25,0	0	0	4		
3	26	100,0	0	0	0	0	26		1	25,0	3	75,0	0	0	4		
4	18	69,2	8	30,8	0	0	26		3	75,0	1	25,0	0	0	4		

p=0,746

Appendix 49

Table 72: Frequency of the students' answers according to gender in the control group

QUIZ 5 Translation		Female							Male							
Number of the Question	Correct n	Correct %	Wrong n	Wrong %	Unanswered n	Unanswered %	Total Answers n	Mean Score	Correct n	Correct %	Wrong n	Wrong %	Unanswered n	Unanswered %	Total Answers n	Mean Score
1	25	96,2	0	0	1	3,8	26		3	75,0	1	25,0	0	0	4	
2	9	34,6	15	57,7	2	7,7	26	3,00	3	75,0	1	25,0	0	0	4	2,80
3	22	84,6	3	11,5	1	3,8	26		4	100,0	0	0	0	0	4	
4	23	88,5	1	3,8	2	7,7	26		3	75,0	1	25,0	0	0	4	

p=0,481

Appendix 50

Table 73: Frequency of the students' answers according to gender in the control group

QUIZ 5		Female									Male										
Writing		Cor- rect n	Cor- rect %	Wron g n	Wron g %	Unan- - swere d n	Unan- - swere d %	Incom- - plete n	Incom- - plete %	Total Answer s n	Mean Score	Cor- rect n	Cor- rect %	Wron g n	Wron g %	Unan- - swere d n	Unan- - swere d %	Incom- - plete n	Incom- - plete %	Total Answer s n	Mean Score
1	21	80,8	3	11,5	2	7,7	0	0	26	2,00	3	75,0	0	0	1	25,0	25,0	0	4	0,60	
2	13	50,0	4	15,4	9	34,6	0	0	26		4	100,0	0	0	0	0	0	0	4		
3	8	30,8	4	15,4	14	53,8	7	0	26		4	100,0	0	0	0	0	0	0	4		

p=0,036

Appendix 51 - Quiz 1

A. Match the words with their definitions.

- | | |
|------------------|--|
| 1. lung | a.the organ that we keep our food in |
| 2. brochial tube | b. the organ used to breathe |
| 3. stomach | c. the passage that carries air from the windpipe to the lungs |
| 4. lung cancer | d. a dangerous disease that effects lungs |

B. Complete the blanks remembering the situations.

5. Nurse: It also gives damage to your lung and bronchial tubes.
Patient:

6. Nurse:
Parent: Yes, I know it causes cancer. .

7. Nurse :How are Virginia?
Parent:

8. Patient : Does the doctor know what is wrong?
Nurse: Well,
.....

C. Choose the correct answer.

9. She is also diarrhea.
e. is experiencing b.experience c.to experience
d.experienced
10. The patient appendicitis.
a.have b.has c.having d.had
11. Smoking extensive damage to the respiratory system.
a.caused b.cause c.have caused
d.causes
12. People around you are
a. for risk b.risky c.at risk d.to risk

D. Translate the sentences into Turkish.

13. Smoking can hurt the people around you.
.....
14. Not smoking or quitting can decrease your chances of developing these diseases.
.....
15. She is complaining about sharp stomach pain.
.....
16. The patient's discomfort is caused by an ulcer.
.....

E. Fill out the notes thinking a patient who smokes.

Appendix 52 - Quiz 2

A. Match the words with their definitions.

- 1. Contraction a. a tensing of the uterus during labor
- 2. Sterilize b. a natural childbirth process
- 3. Labor c. Making something unable to transmit disease
- 4. Blister d. a kind of swelling resulting from a burn or an injury

B. Complete the blanks remembering the situations.

5. Nurse: ?
Patient: My shoulder hurts very badly.

6. Nurse: What happened?
Patient:

.....

7. Nurse : Do you know if your water broke already?
Patient:

8. Patient : Hi, I'm experiencing some contractions.
Nurse:

C. Choose the correct answer.

9. A machine fire behind me.
a. catch b.caught c.have caught d.to catch

10. My finger hurts very badly, I think it is
a.fine b.clean c.burned d.fire

11. It still though.
a.hurts b.hurted c.sprained d.pain

12. Well, it sounds like you are not actually
a. in labor b.in pregnancy c.in bloody show d.in emergency

D. Translate the sentences into Turkish.

13. Are the contractions becoming more frequent?
.....

14. That should make it a bit better.
.....

15. If the contractions increase in strength and frequency, come to the OB Triage Unit.
.....

16. I can see that. But I don't think it's too serious.
.....

E. Fill out the notes thinking an emergency room in an hospital

Appendix 53 - Quiz 3

A. Match the words with their definitions.

- | | |
|-------------|--|
| 1. Surgery | a. sterilize |
| 2. Sanitize | b. operation |
| 3. Jaundice | c. a newborn disease that gives yellow colour to the skin |
| 4. Abdomen | d. a part of the body containing the stomach and intestine |

B. Complete the blanks remembering the situations.

5. Nurse: Excuse me , Dr. Jenkins do you have a moment?
Doctor:

6. Nurse: How old is your son?
Parent:

7. Nurse : Don't worry. Tell me , is his abdomen yellow?
Parent:

8. Nurse : Why don't you bring him in?
Parent:

C. Choose the correct answer.

9. It is hard I mean his skin is yellow all over.
a. is telling b. tell c. to tell d. telling

10. His skin yellow.
a. sees b. looks c. see d. look

11. After the operation please the room four.
a. sanitize b. have c. take d. clean

12. To be on the side, why don't you bring him in?
a. beautiful b. bad c. good d. safe

D. Translate the sentences into Turkish.

13. I think Alan might have jaundice.
.....

14. If his eyes are yellow, it might be a serious case
.....

15. There must be a miscommunication between the nurses and the cleaning staff
.....

16. We have a surgery scheduled in operating room four.
.....

E. Fill out the notes thinking a parent. Her child has jaundice and they are at hospital.

Appendix 50 - Quiz 5

A. Match the words with their definitions.

- 1. geriatric a. inability to control one's bladder
- 2. assistance b. related to the care and treatment of the old people
- 3. incontinence c. help
- 4. bipolar disorder d. a condition characterized by two moods.

B. Complete the blanks remembering the situations.

5. Patient: I'm looking for different facilities for my dad. Can you help me

Nurse: Sure.

6. Patient: My dad has some problems

Nurse: Ok, I understand.

7. Interviewer : What is nursing?

Nurse: It cares for people with mental illnesses such as bipolar disorder, dementia.. etc.

8. Nurse : We work in a hospital setting or

Interviewer: You work outside also.

C. Choose the correct answer.

9. What kind of facility are you ?

- g. Interest in b. interested in c. in interest d. in interested

10. You can ask assistance when you need.

- a. of b. in c. for d. on

11. What does your work ?

- a. involved b. to involve c. involving d. involve

12. What special training do you ?

- a. need b. to need c. needed d. needing

D. Translate the sentences into Turkish.

13. Problems may include schizophrenia and depression.
.....

14. I do most of my work at people's homes.
.....

15. Which one is the best for my father?
.....

16. Our staff include 20 professional nurses.
.....

E. Think about an old patient, write some problems he/she may have.

Appendix 56

Maternity Nursing

Grenville Health Clinic for Women

Women in the end stages of pregnancy often wonder if certain movements mean they're starting labor. Yet there are many occurrences that just mean your baby is moving and healthy.

In the weeks before labor, lightening may occur. Women often feel more pressure near the pelvis after this. You may also notice an increase in discharge or bloody show. This does not mean labour has started.

When labor does start your contractions may become stronger. Do not confuse labor with Braxton-Hicks contractions, which are natural and happen long before labor starts. However, contractions that grow more frequent indicate that labor is close. Your water breaking is another sign that labor will occur soon.

Signs of labor do vary. Remember to continue performing fetal movement counts to monitor your baby's health in the final weeks of pregnancy. Women who suspect something is wrong should call an OB Triage unit immediately. An emergency C-section can be performed if complications occur.

Newborns: Common Illnesses

Remember, not every illness requires a doctor's visit. Review the following common illness to know when you should or shouldn't bring in your new son or daughter.

Jaundice occurs in almost half of all babies. It is caused by elevated levels of a chemical called bilirubin in the baby's blood. This results in yellowing skin. Most cases are resolved with phototherapy. Mild jaundice may be treated with sunlight. Serious cases, in which a baby's entire abdomen or eyes appear yellow, require hospitalization and Bili lights.

Erythema toxicum is a bumpy rash that develops on most babies. It is usually harmless and should disappear within a matter of days. Schedule a visit if it remains for longer than a week.

Oral Thrush is a painful disorder marked by sores and a white film in a baby's mouth. It is caused by a yeast infection, which new-born's undeveloped immune system cannot combat. As such, it requires immediate professional treatment.

Surgical Nursing

Operating Room Preparation and Surgical Procedures

Surgical Nurse shifts begin approximately one hour before the first scheduled surgical procedure. Please see that the operating room is fully prepared fifteen minutes prior to use. When it's ready, notify Dr Jenkins, Operating Room Coordinator. Always follow these steps to ensure the safety and health of both patients and staff.

1. With the assistance of cleaning staff, ensure that the room is sterile.
2. Gather and sterilize all surgical tools, including scissors, forceps, retractors, and scalpels.
3. Set up sterile table with tools, sponges, towels, and medications.
4. Stock the scrub room with bactericidal soap, gowns, gloves, hairnets, masks, and shoe covers.
5. Assist the surgeons in scrubbing and gowning.
6. Pass tools to the surgeons during operations.
7. After each procedure, transport the patient to the post-operative unit. Then work with the cleaning staff to clean and sanitize the operating room and all equipment.

Appendix 59

Home health Nursing

Arbor Home Healthcare

At Arbor Home Healthcare, we know that an illness or injury can make even simple tasks seem impossible. We also understand that comfort and happiness aid recovery. That's why our trained and licensed nurses come to assist and treat you where you're most comfortable: at home. We offer a range of services.

Medication- We work with your physician and pharmacy to pick up and administer prescriptions.

Injections- Nurses can provide single injections or infusion therapy.

Wound care- Our nurses will help you clean and bandage your wound to ensure proper healing.

Personal care- We will assist you with mobility, bathing, and grooming.

Household assistance- We can help with chores and meal preparation.

Advocacy- Our nurses can accompany you during appointments to help you understand options and make decisions.

Arbor Home Healthcare accepts most major insurance providers. For out-of-network patients, our friendly administrative staff can negotiate lower rates for most services.

Appendix 60

Public Health Nursing

Lamont University Public Health Fair

Welcome to the annual Lamont University Public Health Fair! Today's keynote speaker will be Karen Netherwood, MSN. Miss Netherwood will address the role of public health nurses in shaping government policies. We will also have several other speakers from the field of public health nursing. We hope you can join us for all of these informative discussions.

Schedule of Events

09:00 a.m. 'Responding to Epidemics' with Steven Landers, MD. Dr Landers will discuss epidemics and preventative measures in large populations such as cities, states, and countries.

11:00 a.m.

'Infectious Disease: A Twenty- First Century Perspective' WITH Barbara Johnson, RN. Miss Johnson will present recent statistics on communicable diseases from the CDC. She will also talk about effective methods prevention in densely populated urban areas.

12:00 a.m.

Lunch.

2:00 p.m.

Workshop on outreach within homeless communities. Gloria Escher, MSN will moderate a dialogue about successful techniques for treating outbreaks among the homeless.

5:00 p.m.

Keynote address with Karen Netherwood, MSN

Appendix 61

Psychiatric Nursing

A challenging Career: Psychiatric Nursing

If you would like to specialize in one of nursing, psychiatric nursing could be the right thing for you. It's a growing field, and nurses work in a wide range of locations, using surprisingly diverse therapies.

Psychiatric nursing is the care of people with mental illnesses. Such problems may include dementia, schizophrenia, bipolar disorder, eating disorders, depression and addiction. Nurses use the DSM-IV as their main reference source.

Nurses may work in a hospital setting, but they are also likely to meet patients in their own homes, or even in prisons, as many nurses are involved in the rehabilitation of those who have been hospitalized or imprisoned.

Psychiatric nursing involves a range of different interventions. Nurses need skill in the administration of medicines, both orally and through intramuscular injection. Nurses may also treat patients using electroconvulsive therapy. Nurses may also be involved in delivering psychotherapy to aid patients' recovery and manage any future crises in their medical health.

If you would like any further details on a career in Psychiatric Nursing, please contact Wendy Stevens at the Center for Psychiatric Training at w.stevens@cpt.org.

Appendix 62

Dialogue 1 Maternity Nursing

Nurse: OB Triage unit. How can I help you?

Woman: Hi. I'm experiencing some 2.contractions. I think I might be in labor

Nurse: Okay. Stay calm. Have you noticed an increase in discharge or any bloody show?

Woman: No, I haven't.

Nurse: Do you know if your 3. water broke already?

Woman: Not really. They're all about twenty minutes apart.

Nurse: Alright. Are the contractions becoming more 4.stronger?

Woman: Not really. They're all about twenty minutes apart.

Nurse: Well, it sounds like you're 5.not actually in labor. The contractions you feel are Braxton-Hicks Contractions.

Woman: Oh. So I shouldn't do anything right now?

Nurse: For now just continue the fetal movement counts. And if the contractions increase in strength and frequency, come to the 6.OB Triage unit.

Appendix 63

Dialogue 2 Pediatric Nursing

Nurse: Thompson Pediatrics, Nurse Jackson speaking.

Parent: Hi, this is James Roberts. My son Alan is a new patient at your practice.

Nurse: Is 1. something wrong Mr. Roberts?

Parent: Well, I think Alan might have 2. jaundice . His skin looks yellowish.

Nurse: And how old is he?

Parent: He was just born a week ago.

Nurse: Well, don't worry. Many newborns get jaundice and most cases are mild.

Tell me, is his abdomen yellow?

Patient: It's 4. hard to tell. I mean, his skin is yellow all over.

Nurse: Okay, can you check his eyes? If they are yellow, it might be a serious case.

Parent: Actually yes, his eyes are 5. a bit yellow.

Nurse: Hmm. To be on the safe side, why don't you bring him in?

Parent: We'll be right in, thanks.

Appendix 64

Dialogue 3 Surgical Nursing

Nurse: Excuse me, Dr Jenkins? Do you have a moment*

Doctor: Of course. How can I help ?

Nurse: Well, we have a 1.surgery scheduled in operating room four at noon. That's ten minutes from now.

Doctor: Correct. Is there a problem?

Nurse: Unfortunately, yes. I don't think anyone 2.sterilized the room after the operation this morning.

Doctor: We can't perform a surgical procedure in an unclean room, it's unsafe. Are you sure?

Nurse I am. The instruments from the last 3. operation are still in there.

Doctor: So there are used 4. scalpels and scissors still in the room?

Nurse: Exactly. There must have been a miscommunication between the nursing and cleaning staff.

Doctor: Okay. 5. Here's what we'll do. Operating room two hasn't been used all day. We'll do the surgery there.

Nurse: Great. I'll bring in a sterile set of tools.

Doctor: Thanks. After that, 6.please sanitize room four.

Appendix 65

Dialogue 4 Home health Nursing

Nurse: Hello, Ms. Jackson. Welcome to Arbor Home Healthcare.

Patient: Thanks. I've decided I need some help managing my health.

Nurse: That's what we're here for. 1. _____ your medical care. What services would you need?

Patient: I have a few prescriptions for my blood pressure. And my daily insulin shots.

Nurse: Okay. We can 2 _____ for you.

Patient: That'd be great. I can't always get to the pharmacy.

Nurse: And the shots, 3 _____ those administered?

Patient: Definitely. I've been having trouble 4 _____ the dosages.

Nurse: Got it. Now, are there any 5 _____ issues we should know about?

Patient: I hate to say it, but yes. I can't always reach what I need or get to the phone on time.

Nurse: But 6 _____, those you still take care of just fine?

Patient: Oh yes.

Appendix 66

Dialogue 5 Public Health Nursing

Nurse: Hi, Dr Landers. I was in your talk on epidemics this morning.

Doctor: Oh, good. What did you think?

Nurse: It was really informative, thanks. But I do have a question or two, 1 _____
_____ .

Doctor: Sure. What would you like to know?

Nurse: Well, you said that the most important part of responding to an epidemic is
2 _____, right?

Doctor: Yes. Isolating infected people stops them from spreading the disease.

Nurse: But people can still spread 3 _____ before they show
symptoms.

Doctor: That's true. It's a definite challenge in stopping epidemics.

Nurse: So, wouldn't it be better to shut down 4 _____ where people get
sick? Like movie theatres?

Doctor: Actually, 5 _____ spread in those places.

Nurse: Really? So what do you do instead?

Doctor: We 6 _____ people about preventative measures, like hand washing.

Appendix 67

Dialogue 6 Psychiatric Nursing

Interviewer: Penny, what exactly is 1) psychiatric nursing?

Nurse: Psychiatric nurses care for people with mental illnesses, such as 2)....., dementia and so forth.

Interviewer: Are you 3) ?

Nurse: Personally no. I do most of my work at people's homes.

Interviewer: Really?

Nurse: Yes, my work involves the 4) of people back into society.

Interviewer: People have been previously hospitalized because of 5)..... issues, you mean?

Nurse: Yes, and also people with mental illnesses who have been imprisoned.

Interviewer: Fascinating. And what does your work involve?

Nurse: I'm trained in a range of 6)..... . I use many of the same skills as regular nurses. But I'm also trained in 7)..... .

Interviewer: And is electricity still used in psychiatric treatment?

Nurse: 8)? No, that's only used in a small number of cases. I've never used it myself.

Appendix 68

Dialogue 7 Accidents, emergencies and first aid

Nurse: Hello, sir. Don't worry, everything's going to be okay. What happened?

Patient: There was an 1) accident at work. A machine caught fire behind me.

Nurse: Okay. Where are you 2) injured?

Patient: My back hurts pretty badly. I think it's 3) burned.

Nurse: I can see that. But I don't think it's too serious, though.

Patient: Really? How can you tell?

Nurse: Well, it's blistering, and that's a good sign. It means it's probably not a 4) third-degree burn.

Patient: That's good. It still hurts, though.

Nurse: Of course. I'll get an icepack to 5) put on it. That should make it feel a bit better.

Patient: Thanks. I also cut my hand as we were trying to put the fire out.

Nurse: Okay, we just need to 6) sterilize it and get a bandage over it.

Patient: All right. Thank you so much.

Appendix 69

Dialogue 8 Digestive System

Nurse: How are you 1) feeling Virginia?

Patient: The same. I still have the 2) stomach pain as before.

Nurse: I'm sorry to hear that.

Patient: Does the doctor know what's wrong yet?

Nurse: Well, he doesn't think it's an 3)..... He believes you might have 4)....., though

Patient: Really? Isn't that deadly sometimes?

Nurse: Very rarely. He's also recommending a 5) colonoscopy to make sure there's nothing wrong with your colon or 6) Is that okay with you?

Patient: Yes. I'm willing to do whatever it takes.

Appendix 70

Dialogue 9 Respiratory System

Nurse: Hi Mrs. Blake. I have a few 1)..... before the doctor sees you. Are you still 2) ?

Patient: Yes, but not very much.

Nurse: Still, you need to quit. You understand the risks, don't you?

Patient: Of course. I know it causes 3)

Nurse: Yes. Plus, people around you are at risk of developing 4).....

Patient: I know. And I don't want my kids getting it. But quitting is really hard.

Nurse: It also helps heal the damage to your 5) and bronchial tubes.

Patient: Well, I'll 6)..... it.

Appendix 71

Dialogue 10 Psychiatric Nursing

Interviewer: Penny, what exactly is 1) psychiatric nursing?

Nurse: Psychiatric nurses care for people with mental illnesses, such as 2)....., dementia and so forth.

Interviewer: Are you 3) ?

Nurse: Personally no. I do most of my work at people's homes.

Interviewer: Really?

Nurse: Yes, my work involves the 4) of people back into society.

Interviewer: People have been previously hospitalized because of 5)..... issues, you mean?

Nurse: Yes, and also people with mental illnesses who have been imprisoned.

Interviewer: Fascinating. And what does your work involve?

Nurse: I'm trained in a range of 6)..... I use many of the same skills as regular nurses. But I'm also trained in 7).....

Interviewer: And is electricity still used in psychiatric treatment?

Nurse: 8)? No, that's only used in a small number of cases. I've never used it myself.

Appendix 72

Lesson Plan : 1-A

Course Name: ESP for Nursing

Subject: The Circulatory System

Level: 4th grade university students

Time: 45 minutes

Materials: Visuals, concrete objects of organs, videos

Teacher enters the classroom and greets her students. For a smooth transition to the lesson she coughs twice or three times and makes a sentence; ‘ I think I have a problem with my __circulatory__ system.’ She makes her students fill in the blank.

Afterwards, she asks some questions to warm the students up:

1. What problems do people experience related to their circulatory system?
2. What does circulatory system do?
3. Can you name some special words related to the circulatory system?

(suggested ones: vein, heart, blood.)

Then she shows the poster below and make them do exercise 1 below and read the text.

1. Complete the blanks with the correct words given.

aorta *lungs* *circulatory* *oxygen* *atrium*

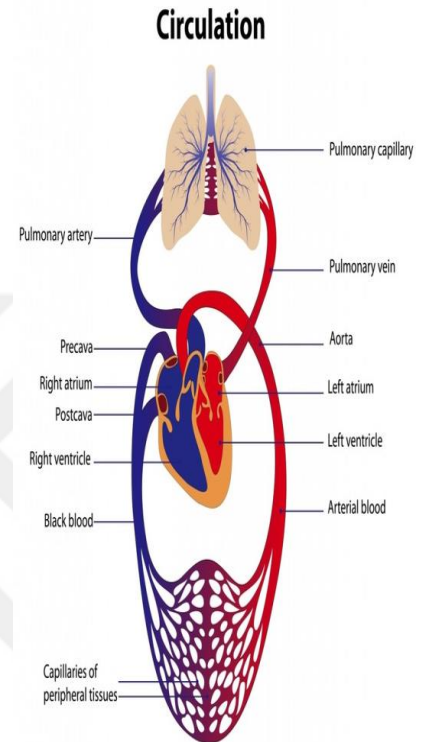
The human 1.circulatory system delivers nutrients to parts of the body. Blood enters the heart’s right 2.atrium. It travels to the right ventricle, then into the 3. lungs through pulmonary arteries. It receives oxygen and travels back to the heart. The heart pumps the blood out through the 4. aorta.The blood delivers 5. oxygen to the body.

Teacher and the students analyse the visuals of the heart. Since they know the latin words for these form their main courses, they can easily utter the names for the organs/system.

The Circulatory System

The circulatory system pumps nutrients and oxygen around the body. Blood lacking oxygen enters the right atrium of the heart through the vena cava. The heart pumps this blood through a valve and into the right ventricle. It travels through pulmonary arteries to the lungs and receives oxygen. It travels back to the heart through pulmonary veins.

The heart pumps the blood out through the aorta. It flows through capillaries I the body and delivers oxygen. The blood travels back through veins and cycle repeats. But sometimes disruptions in the cycle occur. The heart may not pump blood effectively. This is called an arrhythmia.



2. Match the words to their definitions

1. atrium __b__
2. valve __f__
3. pulmonary _d_
4. artery __c__
5. capillary __a__
6. ventricle __g__

A. a small tube that lets blood and tissue exchange nutrients

- B. one of the two upper chambers of the heart
- C. relating to the lungs
- D. a tube that carries blood from the heart to the body
- E. a structure in the heart that opens and closes
- F. a space in the heart that holds blood

3. Check the sentence that uses the underlined part correctly.

- 1 ____ A. Your heart pumps blood and keeps you alive.
 ____ B. A capillary is a structure that opens and closes.
- 2 ____ A. Your veins carry blood back to the heart.
 ____ B. An atrium is a tube in your lungs.
- 3 ____ A. The aorta sends blood from the heart to the rest of the body.
 ____ B. Your arteries carry blood back to the heart from the body.
- 4 ____ A. The vena cava lets blood and tissue exchange nutrients.
 ____ B. An arrhythmia can make your heart beat abnormally.

Teacher leads the class and makes them try to speak about the circulatory system with their own words. Later on, they fill out the note given in 5th exercise.

4. Make groups and discuss how oxygen is distributed around the body.

5. Fill out the test results form.

Medical Test Results

Patients Name:

Test Results: Detecting
an.....

Seriousness:

Treatment Plan:

Appendix 73

Lesson Plan : 1-B

Course Name: ESP for Nursing

Subject: The Circulatory System

Level: 3rd grade university students

Time: 45 minutes

Materials: Visuals, concrete objects of organs, videos

Teacher enters the classroom and greets her students. For a smooth transition to the lesson she coughs twice or three times and makes a sentence; ‘ I think I have a problem with my __circulatory__ system.’ She makes her students fill in the blank.

Afterwards, she asks some questions to warm the students up:

1. What problems do people experience related to their circulatory system?
2. What does circulatory system do?
3. Can you name some special words related to the circulatory system?

(suggested ones: vein, heart, blood.)

Then she shows the poster below and make them do exercise 1 below with their prior knowledge.

1. Complete the blanks with the correct words given.

aorta *lungs* *circulatory* *oxygen* *atrium*

The human 1.circulatory system delivers nutrients to parts of the body. Blood enters the heart’s right 2.atrium. It travels to the right ventricle, then into the 3. lungs through pulmonary arteries. It receives oxygen and travels back to the heart. The heart pumps the blood out through the 4. aorta.The blood delivers 5. oxygen to the body.

Later on, teacher asks about the communication situations at hospital within the students' practicum course and makes them listen to the dialogue below.

1. **Listen to the dialogue and fill in the blanks.**

The Circulatory System

Nurse : Good afternoon, Fred. I have your 1. test results back.

Patient: What do they say?

Nurse: Well, we're detecting an 2. arrhythmia.

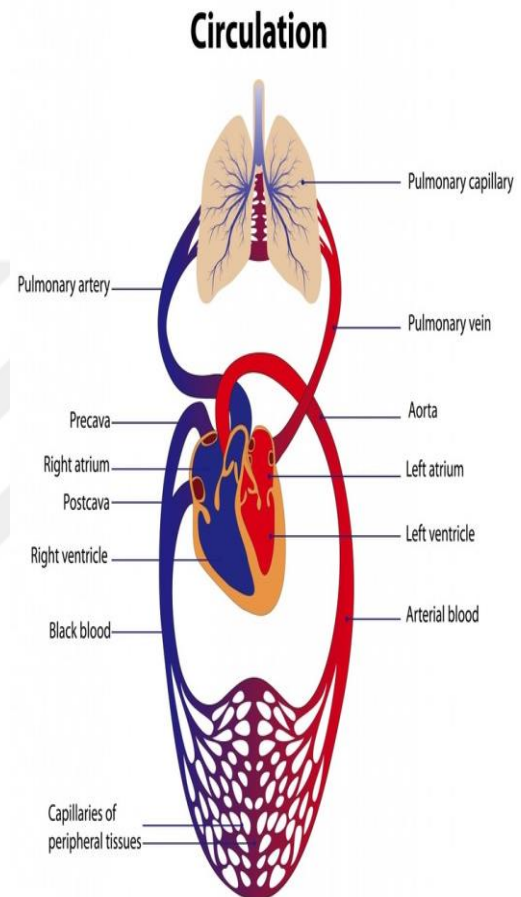
Patient: Oh. What exactly does that mean?

Nurse: It means that your heart isn't pumping blood through the 3. atria properly, which might make it beat abnormally.

Patient: Is there any 4. treatment for this?

Nurse: Yes. We're going to start you on medication and see 5. how it goes . Luckily, this form of arrhythmia isn't too serious.

Patient: Well, that's 6. comforting to hear.



2. Listen to the dialogue again and answer the questions below.

1. What is the main idea of the dialogue?

- A. explaining a patient's condition
- B. checking the results of a treatment
- C. testing a patient for a heart condition
- D. scheduling an appointment for treatment

2. What is wrong with the patient's heart?

- A. It has a small tear in it.
- B. It has a clog in the atria.
- C. It is not pumping blood fast enough.
- D. Its valves are not functioning correctly.

2. Match the words to their definitions

1. atrium b

2. valve f

3. pulmonary d

4. artery c

5. capillary a

6. ventricle g

- A. a small tube that lets blood and tissue exchange nutrients
- B. one of the two upper chambers of the heart
- C. relating to the lungs
- D. a tube that carries blood from the heart to the body
- E. a structure in the heart that opens and closes
- F. a space in the heart that holds blood

3. Check the sentence that uses the underlined part correctly.

- 1 _____ A. Your heart pumps blood and keeps you alive.
_____ B. A capillary is a structure that opens and closes.
- 2 _____ A. Your veins carry blood back to the heart.
_____ B. An atrium is a tube in your lungs.
- 3 _____ A. The aorta sends blood from the heart to the rest of the body.
_____ B. Your arteries carry blood back to the heart from the body.
- 4 _____ A. The vena cava lets blood and tissue exchange nutrients.
_____ B. An arrhythmia can make your heart beat abnormally.

4. Make groups and discuss how oxygen is distributed around the body.



5. Fill out the test results form.

Medical Test Results

Patients Name:

Test Results: Detecting
an.....
.....

Seriousness:

Treatment Plan:
.....
.....

Appendix 74

Lesson Plan : 2-A

Course Name: ESP for Nursing

Subject: The Respiratory System

Level: 3rd grade university students

Time: 45 minutes

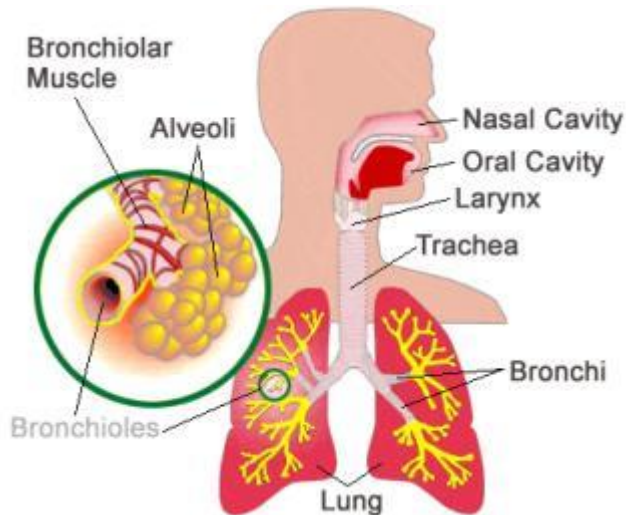
Materials: Visuals, concrete objects of organs, videos

Teacher enters the classroom and greets her students. For a smooth transition to the lesson she coughs twice or three times and makes a sentence; ‘ I think I have a problem with my respiratory system.’ She makes her students fill in the blank. Afterwards, she asks some questions to warm the students up:

1. What problems do people experience related to their respiratory system?
2. What does respiratory system do?
3. Can you name some special words related to the respiratory system?

(suggested ones: lung, bronchial tube, .)

Then she shows the poster below and make them do exercise 1 below and read the text.



SMOKING: KNOW THE RISK

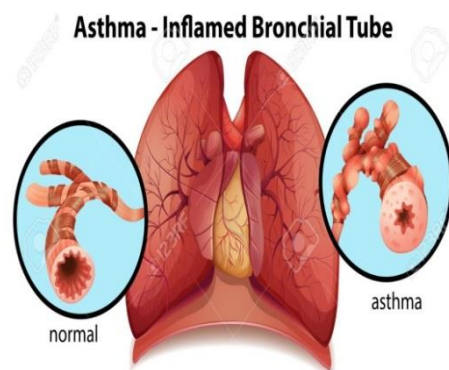
Your respiratory system is important. The oxygen you need gets to the lungs through the bronchial tubes. Alveoli in the lungs give oxygen passage into the bloodstream. It also removes toxic carbon dioxide from your body. Smoking damages every part of this process. Smoking can lead to emphysema. This disease destroys alveoli. This impairs their function, makes breathing difficult and raises carbon dioxide levels.

Smoking may also cause lung cancer. The lungs' epithelial cells

start growing uncontrollably.

Smoking can hurt people around you, too. Research suggests inhaling second-hand smoke is a leading cause of asthma. Asthma sufferers' bronchial tubes swell, making breathing difficult.

Not smoking or quitting can decrease your chances of developing these diseases.



Teacher and the students analyse the visuals of the lung. Since they know the latin words for these from their main courses, they can easily utter the names for the organs/system.

Read the hospital poster. Then, choose the correct answers

1. What is the main idea of the poster?

- A. steps to quitting smoking
- B. the illnesses that smoking causes
- C. repairing the damage caused by smoking
- D. why people have difficulty quitting smoking

2. Which of the following adds gases to the blood?

- A. lungs
- B. alveoli
- C. epithelial cells
- D. bronchial tubes

3. What can you infer about emphysema?

- A. It is caused by second-hand smoke.
- B. It destroys the alveoli.
- C. It makes the alveoli grow controllably.
- D. It decreases the amount of oxygen in the blood

2. Match the words to their definitions

1. lung cancer ____

2. oxygen ____

3. epithelial cell ____

4. emphysema ____

5. alveoli ____

6. bronchial tube ____

7. lung ____

A. A small part that makes up lining tissue

B. The organ used to breathe

C. The sacs that bring oxygen into the bloodstream

D. The gas that people breathe in

E. The passage that carries air from windpipe to the lungs

F. A condition in which cells in the lungs grow uncontrollably

G. A condition that prevents the body from properly absorbing and expelling gases

3. Fill in the blanks with the correct words and phrases from the bank.

wordBank

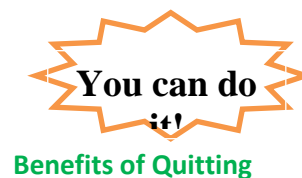
carbon dioxide

asthma

respiratory system

1. Smoking causes extensive damage to the _____ .
2. Emphysema causes higher levels of _____ in the blood.
3. Jennifer doesn't smoke, but she has _____ from being around smokers.

4. Use the conversation above to fill out the pamphlet.



Appendix 75

Lesson Plan : 2-B

Course Name: ESP for Nursing

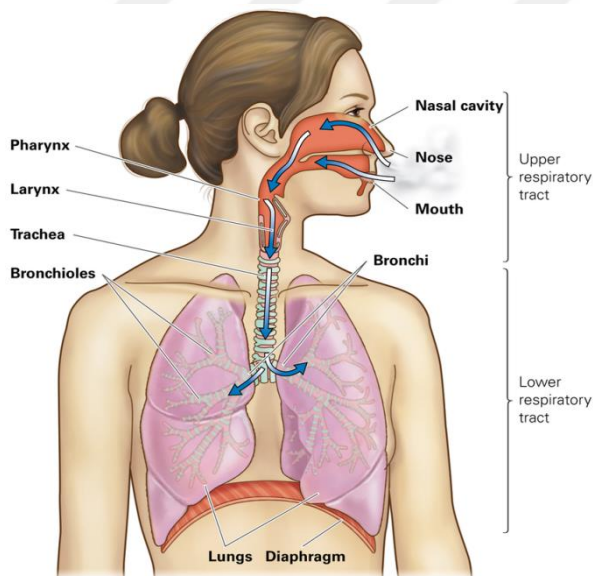
Subject: The Respiratory System

Level: 4th grade university students

Time: 45 minutes

Materials: Visuals, concrete objects of organs, videos

Teacher enters the classroom and greets her students. For a smooth transition to the lesson she coughs twice or three times and makes a sentence; ‘I think I have a problem with my respiratory system.’ She makes her students fill in the blank. Afterwards, she asks some questions to warm the students up:



1. What problems do people experience related to their respiratory system?
2. What does respiratory system do?
3. Can you name some special words related to the respiratory system? (suggested

ones: lung, bronchial tube)

4. What are some common problems with the respiratory system?

Later on, teacher asks about the communication situations at hospital within the students’ practicum course and makes them listen to the dialogue below.

3. Match the words to their definitions

lung cancer _____

oxygen _____

epithelial cell _____

lung _____

emphysema _____

alveoli _____

bronchial tube _____

- A. A small part that makes up lining tissue
- B. The organ used to breathe
- C. The sacs that bring oxygen into the bloodstream
- D. The gas that people breathe in
- E. The passage that carries air from windpipe to the lungs
- F. A condition in which cells in the lungs grow uncontrollably
- G. A condition that prevents the body from properly absorbing and expelling gases

4. Fill in the blanks with the correct words and phrases from the bank.

wordBank

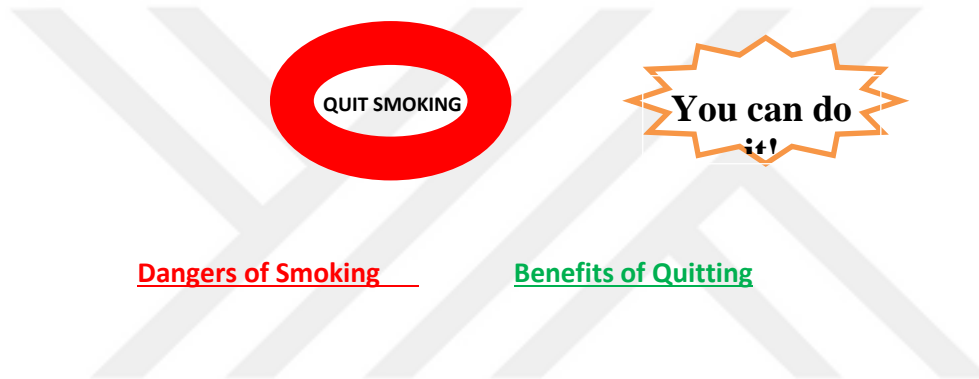
carbon dioxide

asthma

respiratory system

1. Smoking causes extensive damage to the _____ .
2. Emphysema causes higher levels of _____ in the blood.
3. Jennifer doesn't smoke, but she has _____ from being around smokers.

5. Use the conversation above to fill out the pamphlet.



Use this list to remember why you want to stop. Look at it whenever you

Appendix 76

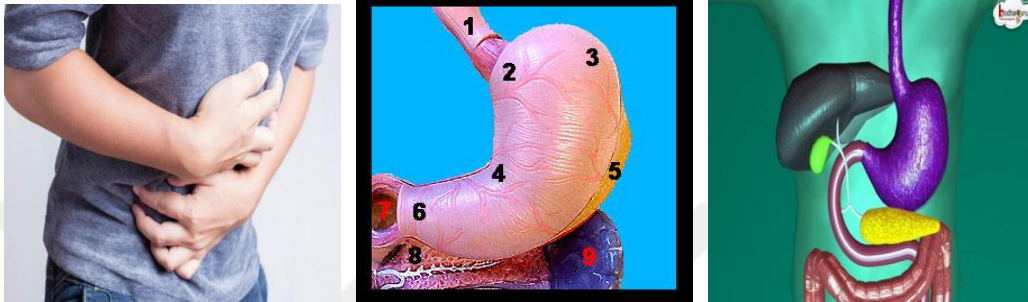
Lesson Plan : 3-A

Course Name: ESP for Nursing

Subject: The Digestive System

Time: 45 minutes

Materials: Visuals, concrete objects of organs, videos



What Happens To Your Stomach When You Eat Over-Spicy Food

Indians have a tendency to gorge on masaledar khana that uses generous amounts of spices and, of course, lots of red chilli powder. We just love turning up the heat when we eat, but did you know eating spicy foods can do more than just amp up the flavours of your dish? While eating spicy food may have some serious health benefits, it may also mess up your system, especially your stomach. So, if you have been over-indulging in hot and spicy foods then you might want to think again. Here are some reasons to bring that to a halt now.

1. Acid reflux

Spices are a combination of acids and when too many of these acids are introduced to the stomach, which also has its own acidic contents, it starts damaging the walls of the stomach.

Teacher enters the classroom and greets her students. She demonstrates a visual and a paper of news. She makes her students talk about the news and brainstorm. They talk about the following questions:

1. What are the functions of the digestive system?
2. What types of diseases affect the digestive system?

The news is related to the stomach pain/illness. Later, they read a piece of article to be informed.

Patient: Virginia Hansen

Physician: James Mc Enroy. M.D.

Reason for Visit: Virginia is complaining of sharp stomach pain and cramping. She is also experiencing occasional diarrhea.

Examination Notes: I find no evidence of throat or esophagus problems. I also do not think it is likely that the patient's discomfort is from an ulcer. It is possible the patient has appendicitis. The conducting of further tests is needed to narrow the possible causes of the patient's discomfort.

Recommendations for treatment: I am recommending a colonoscopy to rule out any damage to the colon. This procedure is to include an inspection of both the small intestine and her large intestine as well.

After reading the text, students mark the sentences as **True** or **False**.

1. The patient's discomfort is caused by an ulcer. _____
2. The doctor plans to conduct further tests. _____
3. The doctor expects to find esophagus damage. _____

For comprehension check, students are asked to do the exercises below.

Vocabulary

1. The muscular, hollow organ that contains strong acids used to digest food can expand rapidly during meals. s _ _ m _ _ h
2. Swallowing liquids that are too hot burns the mouth and muscular tube that passes food to the stomach. _ _ o _ _ g _ s

3. The final part of the digestive system plays an important part in the absorption of water. _ _ r _ e i _ _ _ s _ i _ _
4. If left untreated, the condition of having loose or liquid bowel movements can be a fatal disease. d _ _ r _ h _ _
5. The part of the digestive system where the majority of the digestion and absorption of food takes place is just as important as the stomach's function is more widely known. _ m _ l l _ n _ _ s _ _ _ e

Fill in the blanks with the correct words:

appendicitis, colonoscopy, cramping, ulcer, colon

1. John's stomach is _____ again because he ate undercooked food.
2. A(n) _____ is usually caused by acids.
3. Danny is having a(n) _____ next week to check for cancer in his digestive system.
4. The doctor said Jeremy needs to have surgery immediately because he has _____.
5. The _____ is a very important part of the large intestine.

Students take roles and act out their roles with the hospital-related objects and some kind of uniforms and they switch roles. As a last activity, students fill out the Patient Summary Form below and the course ends.

Patient Summary

Patient name: _____

Reason for Visit. _____

Examination Notes: _____

Recommendations for treatment: _____

Appendix 77

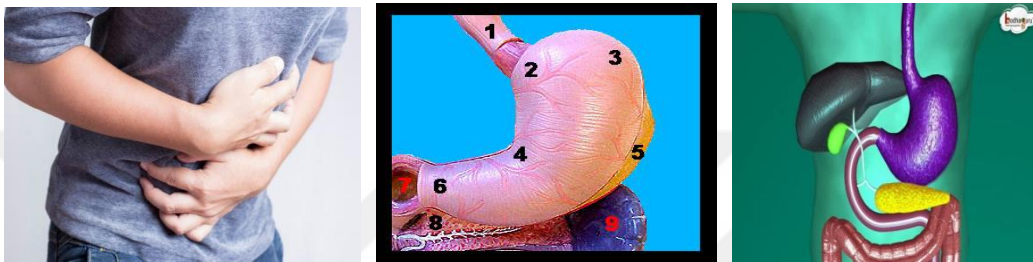
Lesson Plan : 3-B

Course Name: ESP for Nursing

Subject: The Digestive System

Time: 45 minutes

Materials: Visuals, concrete objects of organs, videos, real life hospital objects



What Happens To Your Stomach When You Eat Over-Spicy Food

Indians have a tendency to gorge on masaledar khana that uses generous amounts of spices and, of course, lots of [red chilli powder](#). We just love turning up the heat when we eat, but did you know eating spicy foods can do more than just amp up the flavours of your dish? While eating spicy food may have some serious health benefits, it may also mess up your system, especially your stomach. So, if you have been over-indulging in hot and spicy foods then you might want to think again. Here are some reasons to bring that to a halt now.

1. Acid reflux

Spices are a combination of acids and when too many of these acids are introduced to the stomach, which also has its own acidic contents, it starts damaging the walls of the stomach.

Teacher enters the classroom and greets her students. She demonstrates a visual and a paper of news. She makes her students talk about the news and brainstorm. They talk about the following questions:

1. What are the functions of the digestive system?
2. What types of diseases affect the digestive system?

The Digestive System

Nurse: How are you 1) feeling Virginia?

Patient: The same. I still have the 2) stomach pain as before.

Nurse: I'm sorry to hear that.

Patient: Does the doctor know what's wrong yet?

Nurse: Well, he doesn't think it's an 3)ulcer He believes you might have 4)appendicitis, though

Patient: Really? Isn't that deadly sometimes?

Nurse: Very rarely. He's also recommending a 5) colonoscopy to make sure there's nothing wrong with your colon or 6) intestine. Is that okay with you?

Patient: Yes. I'm willing to do whatever it takes.

Students listen to the conversation between a nurse and a patient. They listen to two times and then they do the exercises.

Choose the correct answer:

1. What is the conversation mainly about?
 - A. the results of a colonoscopy
 - B. the dangers of having appendicitis
 - C. a possible diagnosis and procedure
 - D. a patient's history of stomach pain
2. What does the man say about appendicitis?
 - A. It very rarely leads to death.
 - B. It is less painful than an ulcer.
 - C. It is more common than ulcers are.
 - D. It is usually detected by a colonoscopy.

Vocabulary

1. The muscular, hollow organ that contains strong acids used to digest food can expand rapidly during meals. s _ _ m _ _ h

2. Swallowing liquids that are too hot burns the mouth and muscular tube that passes food to the stomach. _ _ o _ _ _ g _ s

3. The final part of the digestive system plays an important part in the absorption of water. _ _ r _ e i _ _ _ s _ i _ _

4. If left untreated, the condition of having loose or liquid bowel movements can be a fatal disease. d _ _ r _ h _ _

5. The part of the digestive system where the majority of the digestion and absorption of food takes place is just as important as the stomach's function is more widely known. _ m _ l l _ n _ _ s _ _ _ e

Fill in the blanks with the correct words:

appendicitis, colonoscopy, cramping, ulcer, colon

1. John's stomach is _____ again because he ate undercooked food.
2. A(n) _____ is usually caused by acids.
3. Danny is having a(n) _____ next week to check for cancer in his digestive system.
4. The doctor said Jeremy needs to have surgery immediately because he has _____ .
5. The _____ is a very important part of the large intestine.

Students take roles and act out their roles with the hospital-related objects and some kind of uniforms and they switch roles. As a last activity, students fill out the Patient Summary Form below and the course ends.

Patient Summary

Patient name: _____

Reason for Visit. _____

Examination Notes: _____

Recommendations for treatment: _____

Appendix 78

Lesson Plan : 4-A

Course Name: ESP for Nursing

Subject: Maternity Nursing

Time: 45 minutes

Materials: Visuals, concrete objects of organs, videos

Teacher enters the classroom and greets her students. She asks if students face an emergent labor during their practicum hours at the hospital or in daily life. They try to explain how to help a pregnant woman who is about to labor and answer the following questions.

1. What are some of the signs of pregnancy and labor?
2. How can a maternity nurse help a pregnant woman prepare for labor?



Grenville Health Clinic for Women

The Third Trimester & Signs of Labor

Women in the end stages of pregnancy often wonder if certain movements mean they're starting labor. Yet there are many occurrences that just mean your baby is moving and healthy.

In the weeks before labor, lightening may occur. Women often feel more pressure near the pelvis after this. You may also notice an increase in discharge or bloody show. This does not mean labour has started.

When labor does start your contractions may become stronger. Do not confuse labor with Braxton-Hicks contractions, which are natural and happen long before labor starts. However, contractions that grow more frequent indicate that labor is close. Your water breaking is another sign that labor will occur soon.

Signs of labor do vary. Remember to continue performing fetal movement counts to monitor your baby's health in the final weeks of pregnancy. Women who suspect

something is wrong should call an OB Triage unit immediately. An emergency C-section can be performed if complications occur.

After reading the handout from the Greenville Health Clinic for Women, for comprehension check, students are asked to do the exercises below:

1. What is the main idea of the handout?
 - A. when a pregnant woman should call an OB Triage
 - B. how to correctly perform fetal movement counts
 - C. how a pregnant woman can tell if labor has started
 - D. how a woman can identify if lightening has occurred

2. What is a sign that labor will likely start soon?
 - A. a bloody show
 - B. fetal movement
 - C. water breaking
 - D. discharge

3. A pregnant woman suddenly feels more pressure closer to her pelvis. She has likely just experienced
 - A. c-section
 - B. bloody show
 - C. Braxton-Hicks contractions
 - D. lightening

Match the words with the definitions

1. Labor
 2. Bloody show
 3. Contraction
 4. Pregnancy
 5. Discharge
 6. Water breaks
 7. Braxton-Hicks contraction
-
- a. light coloured mucus that the body releases in the later stages of pregnancy
 - b. the bloody substance that the body sometimes releases in the later stages of pregnancy
 - c. when the sac around the fetus ruptures

- d. contractions that are strong, but that do not become longer like a true labor contraction
- e. a natural childbirth process in which a woman's uterus contracts in preparation to deliver the baby
- f. a tensing of the uterus during labor
- g. a state in which a woman carries a developing child inside her body

Check the sentence that uses the underlined part correctly.

1. A trimester is a period of three months of pregnancy.
 A Braxton-Hicks contraction is a true labor contraction
2. A discharge occurs when a woman's uterus tenses during labor.
 Fetal movement counts help keep track of a baby's kicks.
3. A woman who feels her fetus drop lower may have experienced lightening.
 A contraction occurs when a fluid filled sac in the body breaks
4. Bloody show usually happens very early in pregnancy.
 A woman who has complications during pregnancy may need a c-section.

As a last activity, students fill out the OB Triage Records and the course ends.

Caller Name: _____

Problem: _____

Signs: *Bloody show?* Y/N

Water broke? Y/N

More frequent contractions? Y/N

Advice given: _____

Appendix 79

Lesson Plan : 4-B

Course Name: ESP for Nursing

Subject: Maternity Nursing

Time: 45 minutes

Materials: Visuals, concrete objects of organs, videos

Teacher enters the classroom and greets her students. She asks if students face an emergent labor during their practicum hours at the hospital or in daily life. They try to explain how to help a pregnant woman who is about to labor and answer the following questions.

1. What are some of the signs of pregnancy and labor?
2. How can a maternity nurse help a pregnant woman prepare for labor?



Nurse: OB Triage unit. How can I help you?

Woman: Hi. I'm experiencing some 2. contractions. I think I might be in labor

Nurse: Okay. Stay calm. Have you noticed an increase in discharge or any bloody show?

Woman: No, I haven't.

Nurse: Do you know if your 3. water broke already?

Woman: Not really. They're all about twenty minutes apart.

Nurse: Alright. Are the contractions becoming more 4.stronger?

Woman: Not really. They're all about twenty minutes apart.

Nurse: Well, it sounds like you're 5.not actually in labor. The contractions you feel are Braxton-Hicks Contractions.

Woman: Oh. So I shouldn't do anything right now?

Nurse: For now just continue the fetal movement counts. And if the contractions increase in strength and frequency, come to the 6.OB Triage unit.

While listening to and reading the dialogue related to a pregnant woman, students are asked to fill in the blanks. Later, students are asked to decide if the statements are true or false:

1. The woman's water broke before she called. _____
2. The woman's contractions are getting stronger. _____
3. The woman is experiencing Braxton-Hicks contractions. _____

For comprehension check, students are asked to do the exercises below:

Match the words with the definitions

1. Labor
 2. Bloody show
 3. Contraction
 4. Pregnancy
 5. Discharge
 6. Water breaks
 7. Braxton-Hicks contraction
-
- a. light coloured mucus that the body releases in the later stages of pregnancy
 - b. the bloody substance that the body sometimes releases in the later stages of pregnancy
 - c. when the sac around the fetus ruptures

- d. contractions that are strong, but that do not become longer like a true labor contraction
- e. a natural childbirth process in which a woman's uterus contracts in preparation to deliver the baby
- f. a tensing of the uterus during labor
- g. a state in which a woman carries a developing child inside her body

Check the sentence that uses the underlined part correctly.

1. ___ A trimester is a period of three months of pregnancy.
2. ___ A Braxton-Hicks contraction is a true labor contraction
3. ___ A discharge occurs when a woman's uterus tenses during labor.
4. ___ Fetal movement counts help keep track of a baby's kicks.
5. ___ A woman who feels her fetus drop lower may have experienced lightening.
6. ___ A contraction occurs when a fluid filled sac in the body breaks
7. ___ Bloody show usually happens very early in pregnancy.
8. ___ A woman who has complications during pregnancy may need a c-section.

Students take roles and act out their roles with the hospital-related objects and some kind of uniforms and they switch roles. As a last activity, students fill out the OB Triage Records and the course ends.

Caller Name: _____

Problem: _____

Signs: *Bloody show?* Y/N

Water broke? Y/N

More frequent contractions? Y/N

Advice given: _____

Appendix 80

Lesson Plan : 5-A

Course Name: ESP for Nursing

Subject: Pediatric Nursing

Time: 45 minutes

Materials: Visuals, medicine and childcare objects, videos

Teacher enters the classroom and greets her students. She shows some medicine and syrups and some childcare objects. Students try to guess what they are for and share ideas on these questions:



1. What illnesses affect children most often?
2. How is treating children more difficult than older patients?

Newborns can have different illnesses and teacher writes them on the board by elicitation. Teacher arises curiosity about newborn illnesses and makes the students read the text below:

After reading the text students are asked to do the exercises:

Choose the best answer

1. What is the page mostly about?
 - A. complications of common newborn illnesses
 - B. descriptions of typical newborn illnesses
 - C. treatments for common newborn illnesses
 - D. typically confused newborn illnesses
2. What leads to jaundice in newborns?

A. yeast infections	C. overexposure to sunlight
B. high amounts of bilirubin	D. contact with infected people

3. What can you infer about oral thrush?
- A. It is a harmless rash
 - B. It occurs in most infants
 - C. It can be treated at home
 - D. It rarely affects healthy adults

Newborns: Common Illnesses

Remember, not every illness requires a doctor's visit. Review the following common illness to know when you should or shouldn't bring in your new son or daughter.

Jaundice occurs in almost half of all babies. It is caused by elevated levels of a chemical called bilirubin in the baby's blood. This results in yellowing skin. Most cases are resolved with phototherapy. Mild jaundice may be treated with sunlight. Serious cases, in which a baby's entire abdomen or eyes appear yellow, require hospitalization and Bili lights.

Erythema toxicum is a bumpy rash that develops on most babies. It is usually harmless and should disappear within a matter of days. Schedule a visit if it remains for longer than a week.

Oral Thrush is a painful disorder marked by sores and a white film in a baby's mouth. It is caused by a yeast infection, which new-born's undeveloped immune system cannot combat. As such, it requires immediate professional treatment.

Match the words with the definitions

Newborn

Elevated

Bilirubin

Rash

Abdomen

Immune system

Oral thrush

phototherapy

1. a pigment that can turn skin yellow
2. a disease marked by painful spots in the mouth
3. the front, middle section of the body
4. a child that is less than four weeks old
5. the body's defense against infection
6. an irritated are of skin
7. being higher than usual
8. a treatment that involves exposure to lights

Write a word that is similar in meaning to the underlined part

1. John's daughter has yellow skin. She may have a disease caused by poor liver function. J _ n _ c _
2. Place the child under the lamp that emits blue light to treat her bilirubin. _ I _ l _ g _ _ _
3. Don't worry about those marks on the child's skin. It's just a common, bumpy rash. E _ y _ e _ _ t _ i _ u _
4. The doctor applied cream to the patient's damaged area of skin. _ o _ e

As a last activity, students fill out the nurse's notes and the course ends.

Nurse's Notes

Patient: _____

Nurse answering call: _____

Caller's concern: _____

Condition/Symptoms: _____

Recommended actions: _____

Appendix 81

Lesson Plan : 5-B

Course Name: ESP for Nursing

Subject: Pediatric Nursing

Time: 45 minutes

Materials: Visuals, medicine and childcare objects, videos

Teacher enters the classroom and greets her students. She shows some medicine and syrups and some childcare objects. Students try to guess what they are for and share ideas on these questions:

1. What illnesses affect children most often?
2. How is treating children more difficult than older patients?

Newborns can have different illnesses and teacher writes them on the board by elicitation. Teacher arouses curiosity about newborn illnesses and makes the students listen to the phone conversation below:

Nurse: Thompson Pediatrics, Nurse Jackson speaking.

Parent: Hi, this is James Roberts. My son Alan is a new patient at your practice.

Nurse: Is 1. something wrong Mr. Roberts?

Parent: Well, I think Alan might have 2. jaundice . His skin looks yellowish.

Nurse: And how old is he?

Parent: He was just born a week ago.

Nurse: Well, don't worry. Many newborns get jaundice and most cases are mild. Tell me, is his abdomen yellow?

Parent: It's 4. hard to tell. I mean, his skin is yellow all over.

Nurse: Okay, can you check his eyes? If they are yellow, it might be a serious case.

Parent: Actually yes, his eyes are 5. a bit yellow.

Nurse: Hmm. To be on the safe side, why don't you bring him in?

Parent: We'll be right in, thanks.

Mark the following statements as True or False

1. The father calls because his son has a fever _____
2. The child shows signs of a mild case of jaundice _____
3. The man is going to take his child to the doctor _____

Match the words with the definitions

Newborn

Abdomen

Elevated

Immune system

Bilirubin

Oral thrush

Rash

phototherapy

1. a pigment that can turn skin yellow
2. a disease marked by painful spots in the mouth
3. the front, middle section of the body
4. a child that is less than four weeks old
5. the body's defence against infection
6. an irritated are of skin
7. being higher than usual
8. a treatment that involves exposure to lights

Write a word that is similar in meaning to the underlined part

1. John's daughter has yellow skin. She may have a disease caused by poor liver function. J _ n _ c _
2. Place the child under the lamp that emits blue light to treat her bilirubin.
_ l _ l _ g _ _ _
3. Don't worry about those marks on the child's skin. It's just a common, bumpy rash. E _ y _ e _ _ t _ i _ u _
4. The doctor applied cream to the patient's damaged area of skin. _ o _ e

Students take roles and act out their roles with the hospital-related objects and some kind of uniforms and they switch roles. As a last activity, students fill out the nurse's notes and the course ends.

Nurse's Notes

Patient: _____

Nurse answering call: _____

Caller's concern: _____

Condition/Symptoms: _____

Recommended actions: _____



Appendix 82

Lesson Plan : 6-A

Course Name: ESP for Nursing

Subject: Surgical Nursing

Time: 45 minutes

Materials: Visuals, surgery room objects, videos

Teacher enters the classroom and greets her students. She shows a scissors and asks what it is for in daily life and in a nurse's work life. Then, they watch a surgery video together and teacher introduces the topic and they answer the following questions:

1. Why must operating rooms be very clean?
2. How do nurses contribute to surgical procedures?

Later, she wants the students read the surgical procedures and do the exercises together.



Operating Room Preparation and Surgical Procedures

Surgical Nurse shifts begin approximately one hour before the first scheduled surgical procedure. Please see that the operating room is fully prepared fifteen minutes prior to use. When it's ready, notify Dr Jenkins, Operating Room Coordinator. Always

follow these steps to ensure the safety and health of both patients and staff.

8. With the assistance of cleaning staff, ensure that the room is sterile.
9. Gather and sterilize all surgical tools, including scissors, forceps, retractors, and scalpels.
10. Set up sterile table with tools, sponges, towels, and medications.
11. Stock the scrub room with bactericidal soap, gowns, gloves, hairnets, masks, and shoe covers.
12. Assist the surgeons in scrubbing and gowning.

13. Pass tools to the surgeons during operations.

After each procedure, transport the patient to the post-operative unit. Then work with the cleaning staff to clean and sanitize the operating room and all equipment.

Mark the following statements as TRUE or FALSE.

1. Operating rooms must be sanitized an hour before a surgical procedure. _____
2. Non-medical staff members participate in sterilizing operating rooms. _____
3. Nurses are not allowed in operating room during surgical procedures. _____

Match the words with the definitions

Operating room	Forceps
Bactericidal	Scrub room
Coordinator	Scalpel
Post-operative unit	retractor

1. a room where surgery is performed
2. an instrument used to hold an incision open
3. a room where doctors sanitize themselves
4. a tool used to grasp small objects
5. an instrument used to cut into a patient
6. a person who is in charge of a system
7. a room where patients heal after surgery
8. capable of killing microorganisms

Write a word that is similar in meaning to the underlined part

1. Be sure to clean all of the equipment that will be used in the surgery. _ a _ _ t _ _ _
2. The doctor needs an absorbent material to wipe away some blood. s _ _ _ g _
3. During a procedure in which doctors cut into a living body, patients are often unconscious. _ _ r _ _ c _ _ _ p _ _ c _ _ u _ _
4. Those connected, metal blades are very sharp, so be careful when using them. _ c _ _ s _ _ s

As a last activity, students fill out the Improper Procedure Report and the course ends.

Improper Procedure Report

Reporting Nurse: _____

Summary of Incident: _____

How Incident was Resolved _____

Do you believe similar incidents can be avoided? If so, how? _____

Appendix 83

Lesson Plan : 6-B

Course Name: ESP for Nursing

Subject: Surgical Nursing

Time: 45 minutes

Materials: Visuals, surgery room objects, videos

Teacher enters the classroom and greets her students. She shows a scissors and asks what it is for in daily life and in a nurse's work life. Then, they watch a surgery video together and teacher introduces the topic and they answer the following questions:

1. Why must operating rooms be very clean?
2. How do nurses contribute to surgical procedures?

Later, she wants the students listen to the dialogue and do the exercises together.



Surgical Nursing

Nurse: Excuse me, Dr Jenkins? Do you have a moment?

Doctor: Of course. How can I help ?

Nurse: Well, we have a 1.surgery scheduled in operating room four at

noon. That's ten minutes from now.

Doctor: Correct. Is there a problem?

Nurse: Unfortunately, yes. I don't think anyone 2.sterilized the room after the operation this morning.

Doctor: We can't perform a surgical procedure in an unclean room, it's unsafe. Are you sure?

Nurse I am. The instruments from the last 3. operation are still in there.

Doctor: So there are used 4. scalpels and scissors still in the room?

Nurse: Exactly. There must have been a miscommunication between the nursing and cleaning staff.

Doctor: Okay. 5. Here's what we'll do. Operating room two hasn't been used all day. We'll do the surgery there.

Nurse: Great. I'll bring in a sterile set of tools.

Doctor: Thanks. After that, 6. please sanitize room four

Choose the Correct Answer

1. What is the conversation mostly about?
 - A. Changing the time of a surgical procedure
 - B. Locating a room for a surgical procedure
 - C. Selecting tools for a surgical procedure
 - D. Sterilizing instruments for a surgical procedure
2. What can you infer from the conversation?
 - A. Operating room two is sterile
 - B. The doctor will cancel the procedure
 - C. The nurse cleaned operating room four
 - D. Only two patients are scheduled for surgery

Match the words with the definitions

Operating room	Forceps
Bactericidal	Scrub room
Coordinator	Scalpel
Post-operative unit	Retractor

1. a room where surgery is performed
2. an instrument used to hold an incision open
3. a room where doctors sanitize themselves
4. a tool used to grasp small objects
5. an instrument used to cut into a patient
6. a person who is in charge of a system
7. a room where patients heal after surgery
8. capable of killing microorganisms

Write a word that is similar in meaning to the underlined part

1. Be sure to clean all of the equipment that will be used in the surgery. _ a _ _ t _ _ _
2. The doctor needs an absorbent material to wipe away some blood. s _ _ _ g _
3. During a procedure in which doctors cut into a living body, patients are often unconscious. _ _ r _ _ c _ _ _ p _ _ c _ _ u _ _
4. Those connected, metal blades are very sharp, so be careful when using them. _ c _ _ s _ _ s

Students take roles and act out their roles with the hospital-related objects and some kind of uniforms and they switch roles. As a last activity, students fill out the Improper Procedure Report below and the course ends.

Improper Procedure Report

Reporting Nurse: _____

Summary of Incident: _____

How Incident was Resolved _____

Do you believe similar incidents can be avoided? If so, how? _____

Appendix 84

Lesson Plan : 7-A

Course Name: ESP for Nursing

Subject: Home Health Nursing

Time: 45 minutes

Materials: Visuals, home health service brochures, videos

Teacher enters the classroom and greets her students. She mentions the government's health services at home and asks if they have a chance to give treatment at home for a patient. Then the teacher introduces the topic and they answer the following questions:

1. What kind of patients need assistance at home?
2. What services can nurses provide or not provide in patients' home?



Arbor Home Healthcare

At Arbor Home Healthcare, we know that an illness or injury can make even simple tasks seem impossible. We also understand that comfort and happiness aid recovery. That's why our trained and licensed nurses come to assist and treat you where you're most comfortable: at home. We offer a range of services:

Medication- We work with your physician and pharmacy to pick up and administer prescriptions.

Injections- Nurses can provide single injections or infusion therapy.

Wound care- Our nurses will help you clean and bandage your wound to ensure proper healing.

Personal care- We will assist you with mobility, bathing, and grooming.

Household assistance- We can help with chores and meal preparation.

Advocacy- Our nurses can accompany you during appointments to help you understand options and make decisions.

Arbor Home Healthcare accepts most major insurance providers. For out-of-network patients, our friendly administrative staff can negotiate lower rates for most services

Later, she wants the students read the brochure and do the exercises together.

Mark the following statements as TRUE or FALSE.

1. Arbor Home Healthcare nurses can write prescriptions for patients. _____
2. Arbor Home Healthcare nurses help some clients make dinner. _____
3. Clients whose insurance is not accepted must pay full price. _____

Match the words with the definitions

illness	mobility	bathing
injury	out-of-network	
administrative	chore	

1. The act of cleaning oneself
2. A disease or harmful condition
3. The ability to move
4. Not covered by an insurance policy
5. Physical damage to the body
6. Related to business matters
7. A household task

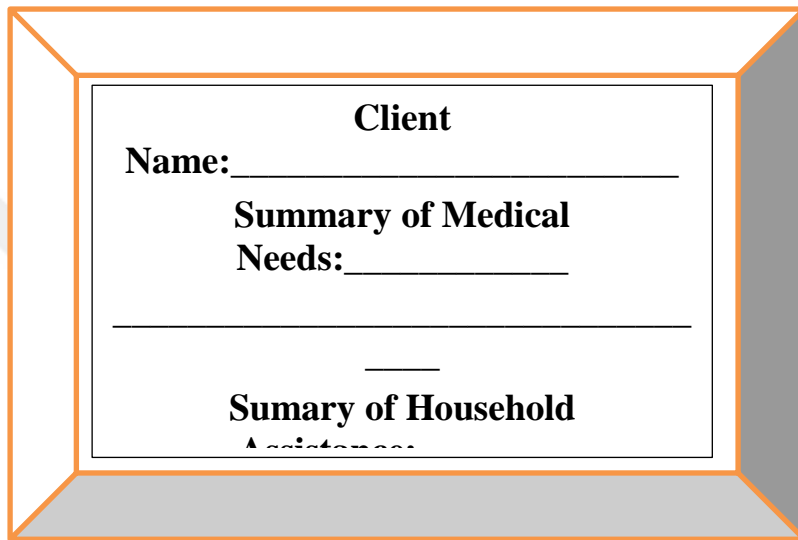
Fill in the blanks with the correct words and phrases from the word bank.

<i>grooming</i>	<i>infusion therapy</i>	
<i>recovery</i>	<i>advocacy</i>	<i>appointment</i>

1. Mark has become quite used to needles after undergoing daily _____.
2. Because of her nurse's _____, Rebecca understood much more clearly.
3. Doctors expect the man's _____ from the serious injuries to take months.

4. If you know you will miss a(n) _____, you are expected to notify the doctor's office in advance.
5. After the accident, James struggled to complete simple tasks like _____ himself and cooking.

As a last activity, students fill out the New Patient Enrollment Form and the course ends.



Client

Name: _____

Summary of Medical Needs: _____

Summary of Household Assistance

Appendix 85

Lesson Plan : 7-B

Course Name: ESP for Nursing

Subject: Home Health Nursing

Time: 45 minutes

Materials: Visuals, home health service brochures, videos

Teacher enters the classroom and greets her students. She mentions the government's health services at home and asks if they have a chance to give treatment at home for a patient. Then the teacher introduces the topic and they answer the following questions:

1. What kind of patients need assistance at home?
2. What services can nurses provide or not provide in patients' home?

Then, she wants the students listen to the dialogue and do the exercises together.

Check the tasks the client will need help

- Picking up her medicine
- Calling her doctor
- Washing herself
- Combing her hair
- Measuring her injections



Nurse: Hello, Ms. Jackson. Welcome to Arbor Home Healthcare.

Patient: Thanks. I've decided I need some help managing my health.

Nurse: That's what we're here for.

1. Let's start with your medical care. What services would you need?

Patient: I have a few prescriptions for my blood pressure. And my daily insulin shots.

Nurse: Okay. We can 2. get those for you.

Patient: That'd be great. I can't always get to the pharmacy.

Nurse: And the shots, 3. Would you want those administered?

Patient: Definitely. I've been having trouble 4. measuring the dosages.

Nurse: Got it. Now, are there any 5. mobility issues we should know about?

Patient: I hate to say it, but yes. I can't always reach what I need or get to the phone on time.

Nurse: But 6. bathing and grooming, those you still take care of just fine?

Patient: Oh yes.

Mark the following statements as TRUE or FALSE.

1. Arbor Home Healthcare nurses can write prescriptions for patients. _____
2. Arbor Home Healthcare nurses help some clients make dinner. _____
3. Clients whose insurance is not accepted must pay full price. _____

Match the words with the definitions

illness	mobility	bathing
injury	out-of-network	
administrative	chore	

1. The act of cleaning oneself
2. A disease or harmful condition
3. The ability to move
4. Not covered by an insurance policy
5. Physical damage to the body
6. Related to business matters
7. A household task

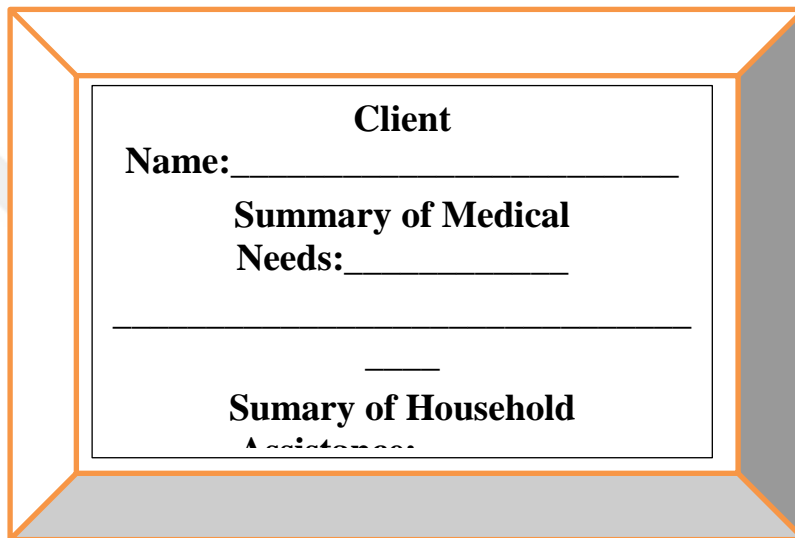
Fill in the blanks with the correct words and phrases from the word bank.

grooming *infusion therapy*
recovery *advocacy* *appointment*

1. Mark has become quite used to needles after undergoing daily _____.
2. Because of her nurse's _____, Rebecca understood much more clearly.
3. Doctors expect the man's _____ from the serious injuries to take months.

4. If you know you will miss a(n) _____, you are expected to notify the doctor's office in advance.
5. After the accident, James struggled to complete simple tasks like _____ himself and cooking.

Students take roles and act out their roles with the hospital-related objects and some kind of uniforms and they switch roles. As a last activity, students fill out the New Patient Enrollment Form below and the course ends.



Client

Name: _____

Summary of Medical Needs: _____

Summary of Household Assistance

Appendix 86

Lesson Plan : 8-A

Course Name: ESP for Nursing

Subject: Public Health Nursing

Time: 45 minutes

Materials: Visuals, home health service brochures, videos

Teacher enters the classroom and greets her students. She asks if they have been to a health fair before and shows a real life health fair announcement. Then the teacher introduces the topic and they answer the following questions:

1. How do people prevent diseases from spreading in cities?
2. What are important issues for nurses to educate the public about?

Then she shows the poster below and make them read the text and do exercises below.



Lamont University Public
Health Fair

Welcome to the annual Lamont University Public Health Fair! Today's keynote speaker will be Karen Netherwood, MSN. Miss Netherwood will address the role of public health nurses in shaping government policies. We will also have several other speakers from the field of public health nursing. We hope you can join us for all of these informative discussions.

Schedule of Events

09:00 a.m.

'Responding to Epidemics' with Steven Landers, MD. Dr Landers will discuss epidemics and preventative measures in large populations such as cities, states, and countries.

11:00 a.m.

'Infectious Disease: A Twenty- First Century Perspective' WITH Barbara Johnson, RN. Miss Johnson will present recent statistics on communicable diseases from the CDC. She will also talk about effective methods prevention in densely populated urban areas.

12:00 a.m.

Lunch.

2:00 p.m.

Workshop on outreach within homeless communities. Gloria Escher, MSN will moderate a dialogue about successful techniques for treating outbreaks among the homeless.

5:00 p.m.

Keynote address with Karen Netherwood, MSN

Choose the correct answers

1. What do all of the talks address?
 - A. treating spreading diseases
 - B. preventing disease outbreaks
 - C. managing the health of groups
 - D. affecting government decisions
2. What will NOT be discussed in Barbara Johson's talk?
 - A. Data from the CDC
 - B. Diseases that spread easily
 - C. Stopping diseases from spreading in cities
 - D. Effects of diseases in densely populated urban areas
3. What can you infer about the fair?
 - A. All of the speakers are nurses
 - B. Nurses must purchase tickets to each talk
 - C. The talks will focus on eliminating communicable diseases.
 - D. Public health nursing and government will be discussed last.

Choose where the words best fit the blanks

1. infectious/preventative

Taking _____ action will prevent the spread of the disease.
_____ diseases spread quickly.

2.outreach/epidemics

The nurses hope that the _____ program will improve local health.
_____ fade with vaccine use.

3.MSN/CDC

Nurses at the _____ can recognize the symptoms of many diseases.
Nurses with a _____ are qualified to operate independently.

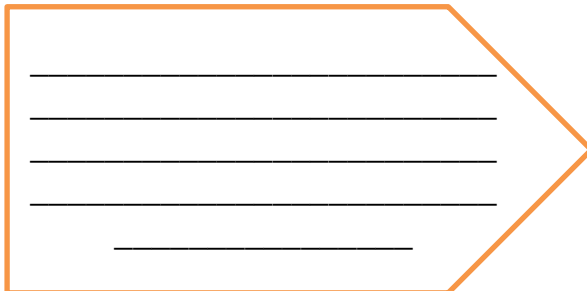
Fill in the blanks with the correct words and phrases from the word bank.

*Speaker, public health nursing, statistics,
communicable, workshop, moderate, outbreak*

1. All nurses at this hospital must attend a(n) _____ on preventing infection.
2. _____ diseases spread rapidly.
3. The _____ gave a terrific speech.
4. During a serious _____ of the flu, thousands of people became ill.
5. Dr. Stephenson was asked _____ the discussion of admittance procedures.
6. Once a relatively small field, _____ is now a major part of nursing world.
7. _____ on recovery times show that rest speeds healing.

As a last activity, students fill out the notes on the speech, Response to Epidemics below and the course ends.

Response to Epidemics--Notes



Appendix 87

Lesson Plan : 8-B

Course Name: ESP for Nursing

Subject: Public Health Nursing

Time: 45 minutes

Materials: Visuals, home health service brochures, videos

Teacher enters the classroom and greets her students. She asks if they have been to a health fair before and shows a real life health fair announcement. Then the teacher introduces the topic and they answer the following questions:

3. How do people prevent diseases from spreading in cities?
4. What are important issues for nurses to educate the public about?

Then she shows the poster below and make them read and listen to the dialogue and do exercises below.



Nurse: Hi, Dr Landers. I was in your talk on epidemics this morning.

Doctor: Oh, good. What did you think?

Nurse: It was really informative, thanks. But O do

have a question or two, 1.if you have the time.

Doctor: Sure. What would you like to know?

Nurse: Well, you said that the most important part of responding to an epidemic is 2.isolation, right?

Doctor: Yes. Isolating infected people stops them from spreading the disease.

Nurse: But people can still spread 3. communicable diseases before they show symptoms.

Doctor: That's true. It's a definite challenge in stopping epidemics.

Nurse: So, wouldn't it be better to shut down 4. public areas where people get sick?
Like movie theatres?

Doctor: Actually, 5. Few outbreaks spread in those places.

Nurse: Really? So what do you do instead?

Doctor: We 6. educate people about preventative measures, like hand washing.

Mark the following sentences as TRUE or FALSE

1. The woman was disappointed with the conference
2. Closing public areas is the most important response to an epidemic
3. Epidemics are spread by people who do not appear to be sick.

Choose where the words best fit the blanks

1. infectious/preventative

Taking _____ action will prevent the spread of the disease.
_____ diseases spread quickly.

2.outreach/epidemics

The nurses hope that the _____ program will improve local health.
_____ fade with vaccine use.

3.MSN/CDC

Nurses at the _____ can recognize the symptoms of many diseases.
Nurses with a _____ are qualified to operate independently.

Fill in the blanks with the correct words and phrases from the word bank.

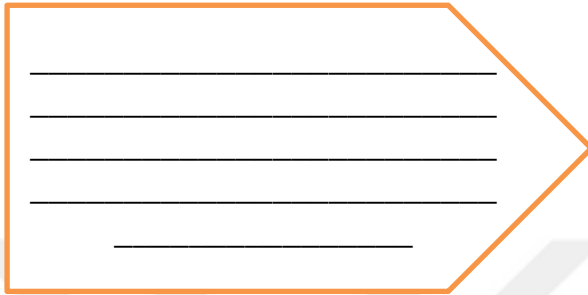
*Speaker, public health nursing, statistics,
communicable, workshop, moderate, outbreak*

1. All nurses at this hospital must attend a(n) _____ on preventing infection.
2. _____ diseases spread rapidly.
3. The _____ gave a terrific speech.
4. During a serious _____ of the flu, thousands of people became ill.
5. Dr. Stephenson was asked _____ the discussion of admittance procedures.
6. Once a relatively small field, _____ is now a major part of nursing world.

7. _____ on recovery times show that rest speeds healing.

Students take roles and act out their roles with the hospital-related objects and some kind of uniforms and they switch roles. As a last activity, students fill out the notes on the speech, Response to Epidemics below and the course ends.

Response to Epidemics--Notes



A large orange arrow-shaped box pointing to the right, containing five horizontal lines for writing notes.

Appendix 88

Lesson Plan : 9-A

Course Name: ESP for Nursing

Subject: Psychiatric Nursing

Time: 45 minutes

Materials: Visuals, home health service brochures, videos

Teacher enters the classroom and greets her students. She mentions the types of nursing and asks in what field they would like to pursue their career. Then the teacher introduces the topic and they answer the following questions:

1. What illnesses do psychiatric nurses treat?
2. What challenges to psychiatric nurses face that others do not?



**A challenging Career:
Psychiatric Nursing**

If you would like to specialize in one of nursing, psychiatric nursing could be the right thing for you. It's a growing field, and nurses work in a wide range of locations, using surprisingly diverse therapies.

Psychiatric nursing is the care of people with mental illnesses. Such problems may include dementia, schizophrenia, bipolar disorder, eating disorders, depression and addiction. Nurses use the DSM-IV as their main reference source.

Nurses may work in a hospital setting, but they are also likely to meet patients in their own homes, or even in prisons, as many nurses are involved in the rehabilitation of those who have been hospitalized or imprisoned.

Psychiatric nursing involves a range of different interventions. Nurses need skill in the administration of medicines, both orally and through intramuscular injection. Nurses may also treat patients using electroconvulsive therapy. Nurses may also be involved in delivering psychotherapy to aid patients' recovery and manage any future crises in their medical health.

If you would like any further details on a career in Psychiatric Nursing, please contact Wendy Stevens at the Center for Psychiatric Training at w.stevens@cpt.org.

Choose the best answer

1. What is the purpose of the article?

To encourage nurses to specialize in a particular field

To persuade people with mental illnesses to get treatment

To inform psychiatric nurses about new forms of treatment

To advise psychiatric nurses on how to treat particular patients.

2. Which of the following treatments do psychiatric nurses NOT use?

Psychoanalysis

Oral medicines

Intramuscular injections

Electroconvulsive therapy

3. What can you infer about psychiatric nurses?

They focus on the treatment of teens.

They are not trained to treat physical illnesses.

They work in arrange of locations

They require less education than other nurses.

Match the words with the definitions

Dementia

Schizophrenia

Depression

Eating disorder

Addiction

Bipolar disorder

1. A condition which affetes memory, commonly seen in elderly people

2. A condition in which a person cannot stop doing, eating or taking something

3. A condition in which a person cannot understand what is real and what is not

4. A condition in which a person does not eat in a healthy way

5. A condition in which a person feels sad or hopeless

6. A condition characterized by two opposing and extreme moods

Fill in the blanks with the correct words and phrases from the word bank.

Electroconvulsive therapy, *DSM-I,* *rehabilitation,*
psychotherapy, *psychiatric nursing,* *diverse*

1. The _____ is the manual used by people working in mental health.
2. There is a _____ range of jobs available in nursing.
3. Keith's job focuses on the _____ of prisoners into the community.
4. _____ is rarely used because of the dangers of electrical shocks.
5. Joan entered _____ because she wanted to improve people's mental health.
6. Psychiatric nurses use non-invasive treatments such as _____.

In the end, students take some notes on psychiatric nurse's responsibilities.

Appendix 89

Lesson Plan : 9-B

Course Name: ESP for Nursing

Subject: Psychiatric Nursing

Time: 45 minutes

Materials: Visuals, home health service brochures, videos

Teacher enters the classroom and greets her students. She mentions the types of nursing and asks in what field they would like to pursue their career. Then the teacher introduces the topic and they answer the following questions:

3. What illnesses do psychiatric nurses treat?
4. What challenges to psychiatric nurses face that others do not?



Interviewer: Penny, what exactly is 1) psychiatric nursing?

Nurse: Psychiatric nurses care for people with mental illnesses, such as 2) bipolar disorder dementia and so forth.

Interviewer: Are you 3) based in a hospital?

Nurse: Personally no. I do most of my work at people's homes.

Interviewer: Really?

Nurse: Yes, my work involves the 4) rehabilitation of people back into society.

Interviewer: People have been previously hospitalized because of 5) mental health issues, you mean?

Nurse: Yes, and also people with mental illnesses who have been imprisoned.

Interviewer: Fascinating. And what does your work involve?

Nurse: I'm trained in a range of 6) interventions I use many of the same skills as regular nurses. But I'm also trained in 7) psychotherapy

Interviewer: And is electricity still used in psychiatric treatment?

Nurse: 8) electroconvulsive therapy No, that's only used in a small number of cases. I've never used it myself.

Check the things which nurse does regularly

- Work in a hospital ____
- Work in people's home ____
- Work with former prisoners ____.
- Use psychotherapy ____.
- Use electroconvulsive therapy ____.

Match the words with the definitions

- | | |
|------------------|---|
| Dementia | 1. A condition which affects memory, commonly seen in elderly people |
| Schizophrenia | 2. A condition in which a person cannot stop doing, eating or taking something |
| Depression | 3. A condition in which a person cannot understand what is real and what is not |
| Eating disorder | 4. A condition in which a person does not eat in a healthy way |
| Addiction | 5. A condition in which a person feels sad or hopeless |
| Bipolar disorder | 6. A condition characterized by two opposing and extreme moods |

Fill in the blanks with the correct words and phrases from the word bank.

Electroconvulsive therapy, *DSM-I,* *rehabilitation,*
psychotherapy, *psychiatric nursing,* *diverse*

1. The _____ is the manual used by people working in mental health.
2. There is a _____ range of jobs available in nursing.
3. Keith's job focuses on the _____ of prisoners into the community.
4. _____ is rarely used because of the dangers of electrical shocks.
5. Joan entered _____ because she wanted to improve people's mental health.
6. Psychiatric nurses use non-invasive treatments such as _____.

In the end, students take some notes on psychiatric nurse's responsibilities.

Appendix 90

Lesson Plan : 10-A

Course Name: ESP for Nursing

Subject: Geriatric Nursing

Time: 45 minutes

Materials: Visuals, home health service brochures, videos

Teacher enters the classroom and greets her students. She asks if they have worked with old patients at home or at the hospital. Then the teacher introduces the topic and they answer the following questions:

1. What kind of illnesses affect the elderly?
2. What special care must provide for the elderly?

Then she shows the poster below and make them read the text and do exercises below.



Grace Nursing Home

About us

We at Grace Nursing Home are dedicated to providing the highest level of care to our patients. Our staff includes over twenty highly skilled nurses specializing in geriatric care. Unlike most assisted living facilities, Grace Nursing Home provides 24-hour supervision and assistance to our patients.

Our Care

Grace Nursing takes pride in providing the very best care. Our nurses are trained to recognize and treat a wide variety of conditions. We closely monitor to prevent polypharmacy problems including harmful drug interactions that can lead to dizziness, falls or strokes. We provide our patients with top-quality equipment and products, such as mattresses that help prevent bed sores. We offer a variety of activities and services to keep our patients healthy and happy.

Our Patients

At Grace we care for and treat patients with a wide variety medical problems, from immobility to incontinence. Some patients need only moderate assistance, such as those with hearing loss. Others require closer supervision, such as those suffering from Alzheimer's disease.

The patients at Grace may differ in their needs. But they all come here seeking the same thing: reliable, top-rate care. If you or your loved one is looking for such care, contact Grace today.

Choose the correct answer

1. What is the brochure mostly about?
 - A. The dangers of polypharmacy
 - B. Services provided by a company
 - C. A hospital that treats Alzheimer's
 - D. How a nursing home prevents strokes

2. The nursing home differs from assisted living facilities because it
 - A. Helps people with moderate needs
 - B. Treats patients with several conditions
 - C. Provides equipment to patients at no charge
 - D. Offers care and supervision to patients all day and night

3. According to the passage, what is not a possible effect of drug interactions?
 - A. Stroke
 - B. falls
 - C. dizziness
 - D. sores

Match the words with the definitions

incontinence

geriatric

polypharmacy

Alzheimer's disease

Supervision

Assisted living

1. The act of watching over someone
2. A brain disease that causes a person to lose memory and the ability to think clearly
3. The inability to control one's bladder or bowel movements

4. Relating to the care and treatment of the elderly
5. A living situation in which a person receives assistance with daily activities
6. The use of too many medications at once
7. A condition characterized by two opposing and extreme moods



Appendix 91

Lesson Plan : 10-A

Course Name: ESP for Nursing

Subject: Geriatric Nursing

Time: 45 minutes

Materials: Visuals, home health service brochures, videos

Teacher enters the classroom and greets her students. She asks if they have worked with old patients at home or at the hospital. Then the teacher introduces the topic and they answer the following questions:

3. What kind of illnesses affect the elderly?
4. What special care must provide for the elderly?

Then she shows the poster below and make them read the text and do exercises below.



Woman: I'm looking into different geriatric care facilities for my mum. Can you help me?

Nurse: Sure. What kind of facility are you interested in?

W: Either a nursing home or assisted living. We're not sure which is best.

N: Well, they offer similar services, but different levels of care.

W: How so?

N: Nursing homes provide around the clock supervision. With assisted living, you can ask for assistance when you need it.

W: Which do you think would be best for my mum?

N: Well, her overall health is fairly good. But she does have some incontinence problems.

W: and some problems moving around.

N: Yes there are some immobility issues. How much assistance would you say he needs with daily activities?

W: Not too much. She occasionally needs help dressing herself

N: But aside from that she is fairly independent right?

W: Yes.

Decide if the statements are TRUE or FALSE

1. The woman asks the nurse for advice _____
2. The patient has incontinence and immobility problems _____
3. The nurse recommends that the patient got to a nursing home _____

Match the words with the definitions

incontinence
geriatric
polypharmacy
Alzheimer's disease
Supervision
Assisted living

1. The act of watching over someone
2. A brain disease that causes a person to lose memory and the ability to think clearly
3. The inability to control one's bladder or bowel movements
4. Relating to the care and treatment of the elderly
5. A living situation in which a person receives assistance with daily activities
6. The use of too many medications at once
7. A condition characterized by two opposing and extreme moods



T.C.
SINOP ÜNİVERSİTESİ
İNSAN ARAŞTIRMALARI ETİK KURULU

İnsan Araştırmaları Etik Kurulu Yönetim Kurulu Kararları

Toplantı Tarihi	Toplantı Sayısı	Karar Sayısı
13.05.2015	02	2015/02

Sinop Üniversitesi İnsan Araştırmaları Etik Kurulu Yönetim Kurulu Yrd. Doç. Dr. Abdullah Nuri DİCLE başkanlığında 13.05.2015 tarihinde 15.00-15.30 saatleri arasında Eğitim Fakültesi Toplantı Salonunda toplanarak aşağıdaki kararları almıştır.

KARAR NO:2015/01

Üniversitemiz Yabancı Diller Bölüm Başkanlığı Öğutmanı Fatma SEZGİN'in 05.03.2015 tarihinde Rektörlük Makamına verdiği 12.05.2015 tarihinde eksik evraklarını tamamlayarak dilekçesine eklediği evrakları ile ilgili görüşüldü.

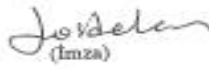
Üniversitemiz Yabancı Diller Bölüm Başkanlığı Öğutmanı Fatma SEZGİN'in yüksek lisans tezinde kullanacağı "*Intrinsic Motivation Level of ESP Students at Sinop University Through Situational Dialogues*" ve "*Teaching English to the Students of Nursing at Sinop University Through Situational Dialogues*" başlıklı envanterlerin üniversitemiz öğrencilerine uygulanmasında bir sakınca bulunmadığından "*Intrinsic Motivation Level of ESP Students at Sinop University Through Situational Dialogues*" ve "*Teaching English to the Students of Nursing at Sinop University Through Situational Dialogues*" başlıklı envanterleri uygulamasının kabulüne ve Öğutman Fatma SEZGİN'e bildirmek üzere Rektörlük Makamına arzına oybirliği ile karar verildi.



Yrd. Doç. Dr. Abdullah Nuri DİCLE
Başkan



Yrd. Doç. Dr. Hafize Gamze DEMİREL
Başkan Yardımcısı



Yrd. Doç. Dr. İshak TAŞDELEN
Üye



Yrd. Doç. Dr. Sibel İŞİK MERCAN
Üye



Yrd. Doç. Dr. Sibel İŞİK MERCAN
Üye