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AUTHENTIC READING TEXTS: THE UNDERSTANDING OF TEXT  
STRUCTURE IN NEWS ARTICLES TO IMPROVE READING  
COMPREHENSION SKILLS OF THIRD YEAR NURSING STUDENTS AT UCSH

TESIS PARA OPTAR AL GRADO DE MAGÍSTER EN  
ENSEÑANZA APRENDIZAJE DEL INGLÉS COMO  
LENGUA EXTRANJERA (TEFL)

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## **ABSTRACT**

The present research aims to study the effect of students' understanding of text structure in news articles on the development of elementary reading comprehension skills of nursing students.

The method for this quasi-experimental study was the teaching of text structure through the use of authentic reading materials namely news articles to support students' reading comprehension skills.

The participants were forty students studying their third year at the Nursing programme, who were enrolled in the course 'English for Nursing II' at Universidad Católica Silva Henríquez. The results show that it is possible to say that the effect of text structure in news articles on the development of elementary reading comprehension skills of nursing students can be described as follows: better understanding of key elements in authentic informational texts through the practice of the main features, such as: presentation of content, description of professionals in the area of nursing, description of a problem or the effect of certain actions on people's lives. After the analysis of data obtained from pre-test and post-tests, it is possible to confirm that nursing students can work with authentic materials, they can use knowledge of specialist area, text structure and work experience to understand texts and use authentic reading texts inside the ESP classroom.

**Keywords:** ESP instruction – Authentic materials– News articles – Reading comprehension skills.

## RESUMEN

La presente investigación tiene como objetivo estudiar el efecto de la comprensión de los estudiantes de la estructura del texto en artículos de noticias sobre el desarrollo de las habilidades de comprensión de lectura elementales de los estudiantes de enfermería.

El método para este estudio cuasi-experimental fue la enseñanza de la estructura del texto mediante el uso de materiales de lectura auténticos, es decir, artículos de noticias para apoyar las habilidades de comprensión de lectura de los estudiantes.

Los participantes eran cuarenta estudiantes que cursaban su tercer año en el programa de Enfermería, quienes se inscribieron en el curso "inglés para Enfermería II" en la Universidad Católica Silva Henríquez.

Los resultados muestran que es posible decir que el efecto de la estructura del texto en los artículos de noticias sobre el desarrollo de las habilidades de comprensión lectora elemental de los estudiantes de enfermería se puede describir de la siguiente manera: mejor comprensión de los elementos clave en textos informativos auténticos a través de la práctica de los principales características tales como: presentación de contenido, descripción de profesionales en el área de enfermería, descripción de un problema o el efecto de ciertas acciones en la vida de las personas. Después del análisis de los datos obtenidos en las pruebas previas y posteriores, es posible confirmar que los estudiantes de enfermería pueden trabajar con materiales auténticos, pueden usar el conocimiento del área de especialidad, la estructura del texto y la experiencia laboral para entender textos y usar textos de lectura auténticos dentro de la clase de inglés con Propósitos Específicos.

Palabras claves: Enseñanza del inglés con propósitos específicos – materiales auténticos – artículos noticiosos – habilidades de comprensión lectora.

## INTRODUCTION

It is my role as a current English for Specific Purposes (herein ESP) teacher to reflect on my teaching practices and update my teaching methodologies to meet students' education needs and select proper material to incorporate in the ESP classroom.

Through previous classroom observation, during the last five years of experience in tertiary education, it has been possible to detect that students in the undergraduate Nursing programme at Universidad Católica Silva Henríquez have had serious problems understanding information from different types of texts. This phenomenon has taken place mainly because students have not had a good command of the English language. Perhaps, they have not received enough instruction on text structure and key elements in them that could have helped them understand main ideas, supporting ideas and key elements to get the big picture of contents in those texts. This has hindered their opportunities to develop reading comprehension skills. Therefore, there is a need to use a learner-centred approach that could allow students to explore different procedures to organize information in order to retrieve essential aspects of texts. Forty decades ago, Mitchell (1979) presented the problem behind teaching materials for English for Specific Purposes courses. In Chile, this author stated that there was a conceptual gap between ESP teachers and knowledge of the specialist area of study, and how Chilean teachers dealt with specific terminology and procedures to make use of proper materials for ESP lessons. Mitchell had the idea that authentic materials and authentic tasks were good sources to create materials that promoted the understanding of reading texts to incorporate in ESP lessons.

Regarding this, Swales (1980) also stated that there were two variables that interfered in the effectiveness of classroom materials in an ESP course, i.e. the structure of textbooks and how ESP learners interact with them.

Regarding this point, Swales (2000) also concluded that English Language for Specific Purposes (herein LSP) practitioners as he called ESP teachers, need to get involved in the fields and professions of those students who they will be training in order to decide on materials and language exposure they need. He also states that ESP teachers must have some notions of how

discourse works in the field of medicine, business, health and safety, and electrical engineering, among others.

Bosher (2008, p.264) a specialist in the area of needs analysis concluded that some of the contents that nursing students must learn in ESP courses concern the acquisition of academic and clinical skills which are necessary for success in Nursing programmes. Bosher asserts that nurses need to apply reading strategies and skills to complex reading material.

Saragih (2014, p.68), who also researched on needs analysis of Nursing students, and came to the conclusion that Indonesian nurses mostly needed necessary language skills to perform the following daily routines: “educating the patient, telephone skills, giving advice, giving instructions, checking understanding, explaining drug interactions and administering medication”

Fundamentally, this means that students should be exposed to class activities that include these types of tasks that they will fulfil in their jobs.

In order to achieve this task, this project aims to implement in an ESP nursing group a methodology that includes a four-week reading instruction programme focused on text structure in news articles which contain relevant topics for students to read. These news articles contained cause and effect, problem and solution, and descriptive text structures.

The ultimate goal of this study is to identify to what extent students can make use of text structure in authentic reading texts to understand to understand key information from authentic reading texts.

This quasi-experiment includes a pre-test and a post-test to observe the effect that this type of methodology has on the improvement of students’ elementary reading comprehension skills.

Finally, it is important to observe that ESP instruction is based on a learner-centred approach that also emphasises teachers’ involvement, i.e. teachers who study different factors that take part in the ESP classroom, such as: students’ knowledge of area of study, time devoted to studying, classroom environment, language mostly used by professionals in the area of study, and proper selection of materials in order to offer students challenges to train their communication skills (Paltridge and Starfield, 2013).

Consequently, ESP teachers are in charge of giving their students real sources of authentic language and prepare them to understand both spoken and written language used in the workplace.

## **1. Research questions**

### **1.1 Central research question**

1.1.1 What is the effect of students' understanding of text structure in news articles on the development of elementary reading comprehension skills of nursing students?

### **1.2 Sub-research questions**

1.2.1 To what extent do Nursing students develop elementary reading comprehension skills using authentic reading texts inside the ESP classroom?

## **2. Objectives**

### **2.1 General objective**

To research into the effectiveness of students' understanding of text structure in news articles to improve elementary reading comprehension skills in third year Nursing students.

### **2.2 Specific objectives**

2.2.1 To identify to what extent students can make use of text structure in authentic reading texts to understand news articles.

2.2.2 To determine students' ability to retrieve information from authentic reading texts.

2.2.3 To find out students' ability to understand information in authentic reading texts.

### **3. Thesis justification**

This research started as one of my prior duties as an ESP teacher. This concerns students' development of reading comprehension skills.

Due to the fact that nursing students need to be exposed to the English language and need to train their language skills, it was necessary to include the use of authentic reading materials along with some methodology to facilitate text comprehension.

In Chile, Teaching English for Specific Purposes (ESP) seems to be a field that needs to be improved and enhanced by researches that promote the use of different didactic and pedagogical materials. There is a need to implement strategies to achieve students' development of literacy skills. ESP offers English language teachers a big challenge that involves knowledge of students' specialist area of study, and knowledge of didactic strategies to teach English in a more communicative way. This is the reason for this project to be implemented in the area of English for Specific Purposes at tertiary education level. It is assumed that these students have more consolidated knowledge of the specialist area of study. This allows them to make use of the English language in familiar contexts and become encourage to use authentic materials. Thus, authentic materials can be used along with the use of certain strategies properly used in different contexts of the area of text analysis as it is the case of text structure or text genre studies.

Other reasons for the project to be feasible concerns the origins of ESP instructions, which lie on the findings obtained in rhetorical analysis of professional discourse of doctors, health professionals produced by well-known authors such as Swales (2000), and Boshier (2008)

Text genre has promoted different views to the effect of text structure in students' understanding of spoken and written texts. This is due to the fact that it is possible to teach students how to understand reading texts through the use of specialised discourse used by nurses and doctors and specialised terminology and common problems in their area. These are some important reasons for this project to be implemented and revised.

## **4. Theoretical framework**

### **4.1 Teaching English for Specific Purposes (ESP)**

To begin with, ESP is a learner-centred approach based on learner need that according to Hutchinson and Waters (1987) started from the combination of three different factors: the view of English as an international language, the need to study language use in real communication and finally, the need to focus on learners' area of study.

In this regard, Paltridge and Starfield (2013, p.2) state that:

“A key feature of an ESP course is that the content and aims of the course are oriented to the specific needs of the learners. ESP courses, then, focus on the language, skills, and genres appropriate to the specific activities the learners need to carry out in English”

In fact, ESP instruction concerns the acquisition of knowledge of the English language through knowledge of a specialist area of study. So as to meet students' education needs, it is important that teachers perform a needs analysis process to design the course syllabus, materials for writing, and adapt them toward the evaluation process. Thus, the ESP teacher can select materials that contain subject knowledge to achieve coherence between linguistic contents and contents of the specialist area of study, this means these materials must include vocabulary and reading passages related to specialist area of study. To do this, ESP teachers need to make use of specialised texts to make the language more relevant to the learners (Hutchinson and Waters, 1987). To this point, it is vital that ESP teachers play their pedagogical role and start thinking about getting involved in collaborative work with subject specialists. It implies that the teacher plays the role of a negotiator who maintains contact with experts in the area, teachers of the nursing academic programme who can serve as a source to be exposed to real contexts for language use in order to offer students materials that provide real language situations. This will allow them to plan course contents and the distribution of students' tasks inside the ESP classroom. Hence, ESP teachers could play different roles in education.

According to Javid (2015) the ESP teacher can play the role of a course designer and material provider, collaborator in the learning process, researcher and evaluator.

In terms of teacher interactions with nurses and health professionals, these professionals could contribute to transmit to the ESP teacher, essential matters that are part of their students' professional daily work routines. Thus, both teachers and students get familiarized with specific terminology, procedures, documentation and contexts that are part of the Nursing programme and work area.

One way to show students real uses of language can be through the use of authentic reading materials, which will prepare them to understand the language that is used in real contexts. For instance, when reading patient records, and operating medical equipment such as an ECG (electrocardiogram machine). This machine requires that nurses understand the meaning of information in all parts that compose this machine. Other examples may be reading medication labels, reading about medical procedures, reading a patient's medical history. It is evident that all these different nursing tasks involve the development of reading skills.

On the one hand, there are some researches stating that authentic reading materials can serve as sources to encourage students to become more aware of different genres of the professional community (Berardo, 2006; Torregosa and Sanchez-Reyes, 2012). This means that students can understand the information in authentic materials by focusing on specific vocabulary and language structures people in the specialist area of study employ.

On the other hand, some authors assert that authentic reading materials can show students vocabulary and promote a positive attitude toward the English class (Kozhevnikova, 2014; Al Azri and Al- Rashdi, 2014; Nagrad, 2017). This implies that authentic materials can be used as a tool to show students the main contents in an ESP class.

Thus, according to Oakhill, Cain & Elbro (2015) there is a possibility that students can develop certain types of strategies to understand authentic reading texts, namely expository texts, this could be possible by comparing their structure to the narrative text structure to get the main idea and main organization features. This means that through the analysis of text structure, students could make use of different resources such as previous experiences with topics discussed in these types of texts and an understanding of different text structures of

informational texts which could offer them certain guidance to interpret information by focusing their attention on images, titles, abbreviations, proper names, cause and effect structure and problem and solution structures. Oakhill et al. (2015, p.82) state that

“Readers who are familiar with the particular structure of the genre of the text have several advantages. They know what to expect from different parts of the text, where to search for particular types of information, and how the different parts of the text are linked together”

As a matter of fact, there is enough evidence to confirm that previous knowledge or experiences and contextual variables surrounding the text, intertwine to offer students enough tools to understand an authentic reading text and could be a good source to encourage students to make use of the English language inside the classroom.

McNamara (2007, p.200) supports this point and highlights the role of text structure and the role of background knowledge on technical text comprehension. To this respect the author asserts that:

“There may be explicit markers in the surface text that guide the reader, such as signal words and phrases like first or “as a result.” These words identify the particular genre of the text (narrative or expository) and the particular type of structure within a genre”.

Another aspect of text comprehension that facilitates text comprehension is specific subject knowledge of the specialty.

As it is possible to see in figure 1, there are many different varieties of English for Specific Purposes courses that depict kinds of knowledge of the subject area students must be familiarized and the types of activities that they are likely to carry out in each course.

Branch	Sub Branches	Example
English for Academic Purposes (EAP)	English for General Academic Purposes (EGAP)	English for academic writing
	English for Specific Academic Purposes (ESAP)	English for law studies
English for Professional Purposes (EPP)	English for General Professional Purposes (EGPP)	English for the health care sector
	English for Specific Professional Purposes (ESPP)	English for nursing
English for Occupational Purposes (EOP)	English for General Occupational Purposes (EGOP)	English for the hospitality industry
	English for Specific Occupational Purposes (ESOP)	English for hotel receptionists

*Figure 1 Areas of ESP*

*Teaching in Basturkmen (2010, p.6)*

By observing figure 1, we may conclude that there is one important component that must be considered when teaching ESP English, the ultimate goal of ESP instruction which should be to meet students' education needs according to their field of study, and necessary English language features students need to identify and learn.

Regarding this, Basturkmen (2010) states that the real focus of ESP lessons is to engage students in situations that could allow them to develop linguistic competencies required in the workplace. But one important point must be considered and this is related to the learners' experiences with the language, i.e. This author classifies ESP courses according to learners' experience with specialist knowledge of the subject matter they are studying. This means that many factors such as: learners' experiences with writing tasks, reading tasks, speaking tasks and listening tasks should be considered in order to design course programmes, lesson plans, and syllabi. These factors that Bastrukmen consider as follows: pre-experience, during experience and post- experience learners. This means that when designing an ESP course, students need to receive the kind of input that could meet their education needs, in terms of the amount of knowledge they have about the specialist area of study, which could allow them to understand teaching materials by making use of top-down processing.

According to Paltridge and Starfield (2013) ESP instruction requires the use of classroom-based research, which supports the teacher's job inside the classroom. This is the

case of needs analyses that could be carried out through a diagnostic test that will give teachers the opportunity to gather valuable information in order to design classroom tasks that foster students' education needs such as: checking nursing duties, talking about medication, describing activities of daily living among others. These nursing duties could involve several types of lexical structures, grammatical aspects, and language conventions that students must be trained to use. Perhaps, students could benefit by receiving some instruction on the use of specific vocabulary and verb structures that will be present most of the time in their professional careers.

Then, it is vital that teachers draw their attention to the central objectives of the course in order to analyse the type of skills that are important to encourage students to train and the type of classroom tasks they will perform.

To this point, Paltridge and Starfield (2013) suggest that:

“learning to become effective physicians and nurses in English as a second language would involve not only acquiring specialized vocabulary and literacy skills to process technical reports but also critical awareness of how social categories might influence communication, a crucial component of medical practice”. (p.484)

Besides, what Paltridge and Starfield attempted to explain concerned socio-cultural factors that interfere with ESP courses, material design, curriculum and assessment that must be considered to be discussed in ESP materials.

Consequently, health professionals who spend most of their time communicating with patients, need to mind the use of correct language utterances to achieve communication goals effectively and cope with social categories that influence communication.

In this regard, Salmani (2015), in an interview with Ann Johns, states that the teaching context and students' characteristics define the type of authentic material ESP students must work with inside the classroom. In the case of nursing students, they should be exposed to texts and materials that provide them with different problems and scenarios that could help them understand how language is used in certain contexts.

This new variable indicates that both the context and student's knowledge define the type of necessary input that must be given to ESP students in order to achieve the goal of making them aware of essential strategies to understand different types of authentic reading texts, they will encounter in the workplace.

## **4.2 Authentic materials**

Some of the most important authentic classroom materials used by ESP includes news articles, radio interviews, scientific news, and research papers, among others. These materials allow learners to be exposed to real samples of the language in use, in their own specialist area of study.

Hence, the ESP teacher's job consists in offering student classroom activities that could allow them to enter the workforce and match their learning experiences to real working scenarios. This is possible when students are exposed to authentic materials.

Regarding this, Widdowson (1978, p.14) states that students should be exposed to language structures that are coherent and useful for the learning purposes. To do this the teacher must select materials of the highest potential value for learners to perform the kinds of acts of communication the learner needs to face in the workplace.

According to Hyland (1999, p.3) the different roles that teachers play inside the classroom can encourage students to observe the English class as an opportunity to understand how people interact in the workplace and observe how the contents, they have studied in other courses are presented, and how they can access them in a meaningful context. This could be possible if teachers enhance classroom discussion about main contents in authentic reading texts, and relate these topics with the units studied in classes.

According to Celce-Murcia (2001, p.275), authentic materials can offer students the opportunity to assimilate real uses of language in communicative contexts and present language in a meaningful way.

Other authors, among them, McDonough and Shaw (2003, p.43), state that authentic materials provide students with an approximation of the world outside the classroom.

Nevertheless, this approximation should consider students' active participation in class activities.

Regarding this, Berardo (2006) and Blagojević (2013) emphasise that the use of authentic reading texts fosters students' abilities to decode language and motivate students to use the language outside the classroom and develop knowledge of the specialist area and how language is used in the working context. In order to understand the implications of material development, it is important to observe that authentic materials support language acquisition, because they awaken students' curiosity to understand the information on them.

In addition, Widdowson (1978) defined authentic texts as the type of texts that are aligned with learners' interests, and learners must be given some lessons to identify communicative purpose of a text and its structure to understand it.

To this respect, Widdowson (1978, p.80) asserts "Authenticity is a characteristic of the relationship between the passage and the reader and it has to do with appropriate response". Thus, authentic materials are good sources of real language use which provide students with meaningful exposure to the language which allows them to feel encouraged to make use of the language.

On this point, Berardo (2006) agreed on the fact that authentic materials can promote language awareness and can help ESP teachers to prepare students to get involved in future vocational settings. Therefore, authentic materials can promote opportunities for students to observe different aspects, factors and characteristics of their future careers, in this case the nursing career, which implies that students will get prepared to use the language in different contexts beyond the educational context.

Perhaps, in the case of English for Nursing courses, authentic materials represent the starting point toward a long range of language experiences that will allow students to state connections between all the aspects that surround medical procedures as it is the case of nurses making requests, giving medical instructions, and filling hospital papers among other nursing duties.

For instance, other authors as Torregosa and Sanchez-Reyes (2012), have stated that authentic materials facilitate students' participation in different communicative tasks in spite of the fact that it is not easy to adjust them to all students' language proficiency level. It is possible

to anticipate to the idea that different events can take place inside the classroom if authentic reading materials related to the specialist area of study are presented to students who are using English as a tool for communication. On the one hand, students could react erratically and feel that these materials do not meet their education needs, on the other hand, students could feel that authentic reading materials engage them in different interesting language tasks, and on the other hand, authentic materials cannot meet students' education needs.

Alternatively, authentic materials can be beneficial for students to become aware of cultural aspects of other communities. As Kozhevnikova (2014, p.4465) states "authentic materials are sometimes the only way of exposure to foreign culture and language and provide the only source of cultural and non-verbal information for students in some countries and communities". This is the case of different authentic materials used for oral practice tasks or to encourage learners to produce language utterances. Mcgrath (2013, p.13) classifies authentic materials into teacher-prepared materials mostly retrieved from the internet, within these materials there are authentic print materials such as: newspapers and articles that are not elaborated for teaching purposes. He asserts that it is essential that authentic materials be presented through the use of the target language to encourage language use.

### **4.3 Authentic materials and teaching methods supporting their implementation**

One of the teaching methodologies that encourages the use of authentic materials is Communicative Language Teaching, (herein CLT) whose main characteristics are described by Richards (2006, p.2) as follows:

“Language is best learnt when it is used in a context, no attention to grammar, people learn a language using it, no attention to errors is paid, CLT is focused on teaching speaking, students performed real communication tasks, no use of dialogues, accuracy and fluency are equally important, CLT is considered as a teaching method”.

As a method, it deals with classroom specifications that contribute to fulfil learning objectives of a given course; language must promote opportunities for real communication.

With regard to types of classroom tasks, Richards (2006, p.20) asserts that these should be connected to real life and “as far as possible mirror the real world and use real world or “authentic” sources as the basis for classroom learning”.

This implies that the teacher has the responsibility of focusing on certain strategies to deal with curriculum and classroom issues when designing course materials and attempt to organise pedagogical strategies to deal with the interaction between materials and students’ comprehension of them. In the field of ESP instruction, the implementation of authentic materials could be achieved through the use of updated methodologies that mix global and specific goals that could offer teachers and students active participation in the classroom, teachers should be capable of dealing with different contents that must be covered by enhancing the role of the language and their pedagogical role to foster learning and achieve learning objectives.

Communicative Language Teaching can enhance the role of authentic materials and their relevance. It can give students the sense that they are exposed to real sources of information that boost them to communicate with others.

According to Dörnyei (2009, p.164) the problem lies on the lack of interaction between implicit and explicit learning processes. In order to solve this problem, he proposes seven principles related to these categories: class context that promotes dynamic classroom context

that promotes language awareness through the practice of certain language features stating focus on meaning, language exposure to foster implicit learning mechanisms, and focus on the practice of language.

Dörnyei (2009) states that language awareness is achieved through “the creative integration of meaningful communication with relevant declarative input and the automatization of both linguistic rules and lexical items”. This type of teaching methodology is known as the Principled Communicative Approach (herein PCA) that in formal terms, consists of a more communicative approach inside the EFL classroom.

Within this approach, it is possible to find seven important principles that can help student achieve language awareness inside the classroom, these are: The personal significance principle, the declarative input principle, the controlled practice principle, the focus-on-form principle, the formulaic language principle, the language exposure principle and the focused interaction principle (Arnold, Dörnyei and Pugliese (2016).

In a thorough revision of CLT, the authors behind PCA methodology consider seven principles; the principle of personal significance principle and the language exposure principle, are two of the most suitable aspects to pay attention when using authentic reading texts.

In addition, Arnold, Dörnyei and Pugliese (2015, p.10) in their revision on CLT (Communicative Language Teaching) methodology, asserts that it is important that teachers promote a meaningful interaction with students, this interaction must engage and develop their linguistic knowledge through: explicit instruction, a controlled practice stage, and open-ended practice stage.

#### **4.4 Text structure in authentic reading texts and the development of elementary reading comprehension skills**

To begin with, the study of technical discourse in specialist areas of study began with the emergence of genre studies which according to Swales (1990) refers to research performed in order to find out the information exchange between professionals of certain specialist areas of study, who interact; and make use of certain language structures commonly used in their daily professional life.

According to Swales (1990, p.26), discourse communities make use of specific lexis and grammar to achieve fluent communication between experts. In the field of ESP, specific vocabulary and grammar become one of the most interesting and effective way to engage students into types of tasks that can make them practice, recycle and apply knowledge that could be useful in future working scenarios.

Paltridge and Starfield (2013, p.80) assert that “With the use of genre analysis techniques, ESP students can be taught how to recognize (as readers) and mimic (as writers) the “schematic structure” of texts in their chosen discourse communities”. This is proof of the fact that it is possible to work with students’ context and use it as a means to transmit language knowledge.

Thus, in the field of ESP instruction, it is important to offer students different strategies to approach key elements in the type of language they will use in the working context, one way to do this, can be through the consideration of text and context. As it is possible to see in figure 2, where the goal will be to focus on organisational text structures that could grant ESP students the opportunity to analyse information in reading texts by considering context as the most important aspect to understand specialist area of study discourse.

Furthermore, Bathia (2017) focuses on the pedagogical functions of specific terminology and specific knowledge of professional context to give ESP teachers a glimpse to discover important elements to pay attention at the time they study language through the knowledge of specialist area of study.

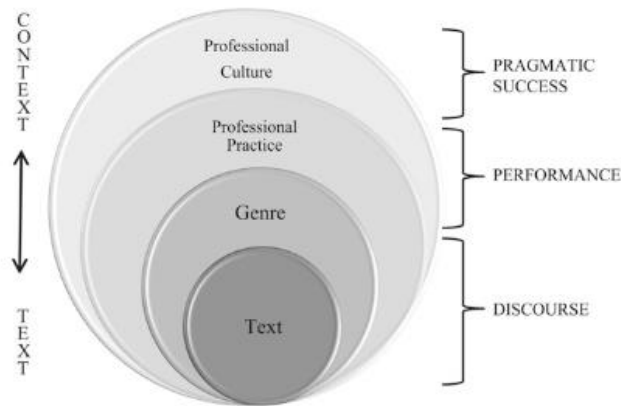


Figure 2 Levels of discourse realisation.

Retrieved from Bathia (2017)

This author structured the type of knowledge that can be transmitted in ESP classrooms; considering context and text as the most important factors that interfere in professional discourse.

In spite of the fact that there are many different types of texts that can be interesting source of real language for students to start reading, it is very important to start working with students' immediate contexts, like newspapers.

Bernadowski (2011) agrees on the fact that newspaper articles contain very simple structures that could be a valuable source of reading material that could allow students to practise basic literacy skills. This author proposes the use of anticipation guides that include dichotomic exercises, presentation of keywords in the text and small-group and whole class discussions to facilitate text comprehension. Another interesting activity in this methodology proposed by Bernadowski (2011) lies on the use of question-answer relationship exercises simplified into Question-Answer-Relationship graphic organisers. These types of activities involved three types of knowledge: knowledge of text contents, knowledge of vocabulary and context, and finally, students' own knowledge or in other words, how students apply knowledge of text content to their own reality.

Dove and Honigsfeld (2013) state that the structure of newspaper articles can encourage students to “develop skills for citing textual evidence, determining central ideas, understanding subject-specific vocabulary, identifying the organization of text structure, and evaluating as well as supporting specific claims about the text”.

Consequently, it is possible to see that learners could develop reading skills through the use of text structure in news articles but it is vital that ESP teachers search for the ones that promote knowledge of the specialist area of study, and customize the types of activities students could carry out in order to understand the main idea of a text.

Some of the advantages of using news articles as teaching materials lie on their main purpose which is to expose and explain content. This could be a great opportunity for students to develop knowledge of key vocabulary and reading strategies to interpret information used in the nursing area.

In addition, text structure could give students some clues to understand key parts of the text in order to activate schemata and identify the purpose of the text in order to interpret meaning of words and nursing procedures described in each piece of news.

Thus, text structure influences students’ understanding of key information in different types of reading practice texts. Oakhill et al. (2015) assert that “knowledge of different text structures is useful for guiding comprehension, particularly of new material”. According to these authors, if teachers make a comparison between narrative texts and informational texts, it is possible that the students can see some common points. They also highlight the role of graphic organisers as a means to organize information and teach students text structure.

Consequently, when reading there are many different difficulties that interfere with text comprehension, regarding this point, Ur (1991) states that:

“Reading means 'reading and understanding'. A foreign language learner who says, 'I can read the words but I don't know what they mean' is not, therefore, reading, in this sense he or she is merely decoding - translating written symbols into corresponding sounds” (p.138)

By analysing this idea of the reading process, it is possible to observe that reading involves a holistic view of the text, considering: text context, prior knowledge, language proficiency level of the learner, teacher's reading instruction, among others.

According to Brown (2001, p.298) reading plays a primary role in the development of language skills. This means that students should be trained into the use of both bottom-up processing activities and top-down processing activities which could allow them to organise their reading comprehension skills toward a deep understanding of the reading process. He also recommends some reading techniques that could be contextualized and customised to the level of the students, among them; there is one called "SQ3R sequence". This Survey, Question, Read, Review, and Recite sequence stands for which provide four steps to reach deep understanding of a text, these steps are listed as follows: survey, question, read, recite and review the information in a given text. The first step implies skimming and reading for GIST strategies, the second step involves students' predictions of the text, the third step consists in reading the questions and scanning the text to find the answers, the fourth step implies students' inferences and summaries of the information given by the text and finally, the fifth step deals with cognitive strategies to retrieve information in long-term memory.

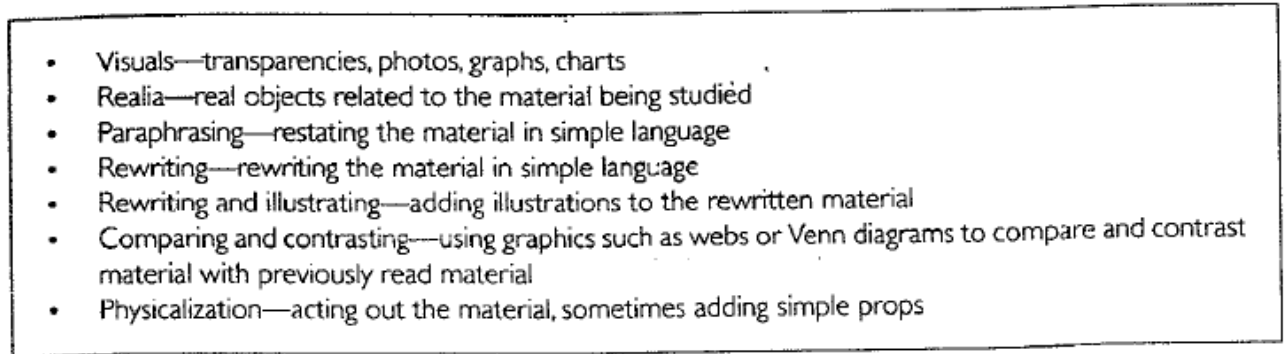
Whereas Brown (2001) analyses the reading process as the combination of students' previous knowledge and language experiences reflected in their capabilities to interact with the text, and students' interaction with what surrounds the text. Oakhill et al. (2015, p.1) analyse the terms: word reading and language comprehension, two concepts that are treated separately; they assert that if individuals cannot decode written language, it is very difficult that they can decode spoken language. But if individuals can decode written language, it is possible that they can understand spoken language. Hutchinson and Waters (1987, p. 161) stated that:

"Indeed, it may make it easier, because many such terms are internationally used. In short, the linguistic knowledge needed to comprehend the specialist text is little different from that required to comprehend the general text",

Then Hüllen (cited in Hutchinson and Waters, 1987) confirms that "the difference in comprehension lies in subject knowledge, not language knowledge". According to Herrell & Jordan (2008) who proposed fifty strategies to master students' comprehension skills, which

involves the role of previous knowledge and “highly engaging instruction that builds these skills in an ever-increasing variety of texts and genres” (p.197).

Other interesting aspect to keep in mind at the time to implement reading texts is through what Herrel & Jordan (2008, p.199) call appropriate extensions that are possible to see in figure 3.

- 
- Visuals—transparencies, photos, graphs, charts
  - Realia—real objects related to the material being studied
  - Paraphrasing—restating the material in simple language
  - Rewriting—rewriting the material in simple language
  - Rewriting and illustrating—adding illustrations to the rewritten material
  - Comparing and contrasting—using graphics such as webs or Venn diagrams to compare and contrast material with previously read material
  - Physicalization—acting out the material, sometimes adding simple props

*Figure 3* Read-Aloud Plus Extension Activities

(retrieved from Herrel & Jordan (2008))

This interesting bunch of reading activities can provide students with some different opportunities to understand the content of authentic texts.

According to Brown (2001, p. 314) when designing activities, it is important to analyse the level of authenticity and readability teaching texts present.

This author highlights the intrinsic features that authentic texts offer readers. To this regard, he asserts that “it is important to preserve the natural redundancy, humour, and other captivating features of the original material”.

This implies that Herrel & Jordan’s extension activities could be good means to present ESP students authentic materials and informative genre texts to challenge them to make use of their background schemata which according to Widdowson (cited in Paltridge and Starfield (2013, p. 78) overcomes linguistic complexity.

## 5. State of the art

ESP instruction in Chile started in the sixties with great efforts exerted by Jack Ewer at Universidad de Chile. He researched the main needs of EST practitioners, currently known as ESP teachers (Howard and Brown, 1997). The focus was on training teachers on the analysis of scientific texts, selection of materials and material design (Mahapatra, 2011).

At that time, the focus was on teaching the English language through knowledge of text structure. There was a significant need for material adaptation, and collaborative work between native English speakers and other teachers, in order to check linguistic features and teaching methodology (Mitchell, 1979).

Nowadays, some researchers have focused on English for vocational schools, and have concluded that there is a need to implement ESP as a teaching method that encourages learners to start teaching English from specific knowledge of the specialist area of study, focusing on contextualized learning (Catalán, Lizasoain, and Muñoz, 2011; Aguilar et. al, 2017).

In terms of text comprehension, the implementation of two intelligence tutoring systems (CohMetrix and i-START) at the University of Arizona: is an example of professional efforts to train students on the understanding of text structure and achieve text comprehension. (McNamara, 2004).

Furthermore, Oakhill et al. (2015, p.82) state that text structure can serve as a map or guide to reading comprehension since it can anticipate the type of information that will be presented along the text and can create a mental setting to make students focus on meaning and vocabulary.

From the point of view of students, reading strategies might be easier to learn, but everything depends on individual differences that can exist between learners, working experience among many other factors regarding individual differences.

## **6. Ethical considerations**

This project will be carried out under the supervision and permission of university directives and other professionals who work at the Nursing School of Catholic University Silva Henríquez, in Santiago, Chile.

Consequently, letters of permission to conduct research will be sent to both the Dean of the Nursing School and the Director of the International Relations and Second Languages Unit for formal authorization. One of the teachers in charge of giving lectures to one of the sections will be asked to sign a letter of permission to authorize the intervention in the section.

All of the information regarding personal details and any information about students will be confidential.

Students who do not take part in the experimental group will be in classes with the same methodology some weeks after the intervention takes place in order to compensate them.

## 7. Methodology

### 7.1 Research process timetable

Activities	August	September	October	November	December
1. Literature review	X	X			
2. Elaboration of theoretical framework					
3. Elaboration of materials	X	X	X		
4. Material assessment					
5. Letters of permission					
6. Data collection					
7. Pre- test and post-test score analysis				X	X
8. Control and experimental group score analysis					
9. Results and discussion					X
10. Elaboration of conclusions and implications.					

*Figure 4 Research Timetable*

*Prepared by Author.*

## 7.2 Participants

The participants in this study were forty, third-year nursing students, enrolled in English for Specific Purposes-course II.

The students were arranged into two groups: an experimental group made up of twenty students from section 1 and the control group, which is composed of twenty students from section 2.

On the one hand, the experimental group received formal instruction in reading skills namely the structure of news articles and carried out reading activities before and after four reading practice sessions. On the other hand, the control group only carried out traditional reading tasks; using some texts taken from the course textbook used for English for Nursing II course. These participants did not receive formal reading instruction, they only limited their classwork to perform obligatory readings and traditional reading tasks. The intervention consisted of six sessions, divided into one-hour classes per week, in each group.

First of all, the experimental group received training in reading strategies through text structure which required that students be exposed to reading activities that led them to focus their attention on text structure in news articles during every session.

The first reading tasks included the use of graphic organizers to help them perform basic reading tasks, such as skimming, scanning, and detecting the structure of informative texts, purpose of reading in order to help students develop strategies to identify the following types of text structures such as: cause and effect, problem and solution, description, sequence, etc.

## **7.2.1 Pre and post-intervention tests, training and reading sessions**

### **Pre-test**

This section describes the main contents and reading comprehension activities included in the entry test designed to assess students' reading abilities and ability to work with specific vocabulary.

In summary, this test offered students' different types of authentic reading texts containing different topics strictly focused on key vocabulary from the units studied in English I, in the previous semester.

Students had to read two infographics that involved child care and the difference between HIV and AIDS. There were different types of exercises; firstly, matching activities, multiple choice exercises, error correction exercises focused on vocabulary and some basic grammar structures, and an authentic reading text that involved the use of a medication label that contained specific vocabulary related to health, common illnesses and patient care measures.

#### **Session 1 (1-hour session in each group)**

In parallel sessions, both the experimental group and the control group were asked to take a pre-test where they had to analyse three infographic authentic texts.

The students read the texts and completed some activities: a graphic organizer and multiple-choice items.

The researcher selected the topics for the test from the course contents to ensure that students felt engaged and encouraged to answer the questions and complete the test.

As part of the intervention, this test was analysed to be compared with the results that students obtained in the post-test.

### **7.2.2 Session 2 (1-hour session each group)**

#### Experimental group

Students were given a news article titled: What does a nurse do? Can we and should explain? taken from the digital newspaper: The Nursing Times, students received a reading training session that included written tasks to check students' comprehension skills, some reading activities that included exercises such as: a graphic organizer, question and answer relationship exercise, and cloze exercises to summarise the main purpose of the text.

The first task involved understanding the purpose of the text and text genre. Then, students completed a graphic organizer and completed a summary; using writing prompts.

The students were encouraged to examine the main structure of this text and they were taught to identify the main idea using scanning and skimming reading strategies, students also focused on question- answer relationship exercises.

#### Control group

Students read a text taken from the course textbook used by the teacher, students started to answer some questions and do some macro-cloze tasks to summarise and discuss the main ideas in the text.

Students were asked to take a look at the text and read pre and post-reading activities.

The teacher explained traditional strategies for students to read. Finally, students discussed the main idea in the text.

### **7.2.3 Session 3 (1-hour session each group)**

#### Experimental group

Students received a text titled: 10 Best technology advances of 2016. They started doing some pre-reading activities that acted as anticipatory guides that involved the action of making some predictions about the text, they were told to read: the headings, look at pictures, in order to come up with the main idea, do a question-answer relationship exercise that would help them complete

a dichotomic item, closely related to vocabulary acquisition training exercises; after students finished answering the questions, in small groups of three students, they started a class discussion activity to check comprehension, sharing their answers and presenting them to the class. Then, students developed their ideas in the graphic organizers.

After they completed the graphic organizer, the students did some peer assessment and checked the information in their reading task worksheets.

Control group:

Students read a text from the course textbook, students did some vocabulary tasks, answered some questions about the text and did peer assessment to check their answers to the text.

Finally, students discussed their ideas about the text with members of different groups.

#### **7.2.4 Session 4 (1-hour session each group)**

Experimental group

Students worked in groups of three, they received a text titled: Assisting patients with eating and drinking to prevent malnutrition.

Students did some pre and post-activities to check comprehension. Then, students started focusing on definitions in order to find specific concepts in the text. Students were told to focus on specific vocabulary used in the nursing field, students performed some exercises to identify the main topic in the news article. Students were trained to identify the key elements of a problem and solution structure of news articles. These elements were listed as follows: identifying the main problem appears in the first paragraph, underlining the names of institutions or scientific researches that appear to support the solution to the problem; finding phrases that remarked the effectiveness of something, the importance of some actions. This exercise helped students complete a macro-cloze task to summarise and discuss the main ideas in the text.

Control group:

Students worked in groups of three; they received a text taken from the course textbook. Students did some pre and post-activities and completed a graphic organizer that were checked collectively.

After that, students completed a cloze exercise; scanning the text in order to find the main ideas that summarised the text. Students answered some questions about the text and discussed them in groups.

### **7.2.5 Session 5 (1-hour session each group)**

Experimental group

In pairs, students read a text titled: Cholera counts reaches 500.000 in Yemen, taken from the website World Health Organization (herein WHO).

Firstly, students completed a question-answer relationship exercise to get to the main purpose of the text. They were asked to decide in the structure of the text followed a problem and solution sequence or a cause and effect sequence, student had to focus on the following details: if there were one or more causes and effects explained with the linking words: because, since, as a result, reasons why, etc. On the other hand, students had to identify a problem stated and various solutions presented by the author; and introductory phrases such as: the problem is, a solution is, the question is, one answer is, etc.

Finally, students completed a graphic organizer to structure the main information in the news article; then, they discussed it and presented it to the class.

Control group:

In pairs, students read a text about common diseases taken from the course booklet, students did some pre and post-reading activities and complete a graphic organizer.

After they checked their graphic organizer, they did some peer assessment activity to check their written work.

## **8. Post-test application**

Both the experimental and control groups took a post-test that consisted of a reading passage titled: The right nursing shoes and proper foot care go hand in hand.

This text included vocabulary about parts of the body, it required students' analysis of lexical groups containing typical health problems nurses had in their feet, analysis of the main idea of the text by skimming headings, abbreviations, names of hospital professionals and the roles that these professionals had in foot care.

The test was divided into four parts, the first part contained a dichotomic exercise to anticipate to the role of people in the text; next part included two answers to encourage students to perform scanning reading strategy and organise their ideas into lexical groups; in part number three, students had to skim the text and reading for gist, this drew students' attention to a graph located at the end of the text, finally, the last section, comprised some questions to motivate students to reflect on the main purpose of the text, and it presented a big challenge to retrieve information from a specific section containing tips and main elements of an informational text.

## **9. Analysis and discussion of the results**

This chapter consists of an analysis of the results students in the control and experimental groups obtained in the pre-test and post-test, and a comparison of both group results in post-tests.

The kind of information that was analysed concerns the following goals in this study: to identify to what extent students can make use of text structure in authentic reading texts to understand news articles (chart 3), to find out students' ability to understand information in authentic reading texts (Chart 1 and 2); and to determine students' ability to retrieve information from authentic reading texts (chart 2)

## 9.1 Control Group test scores

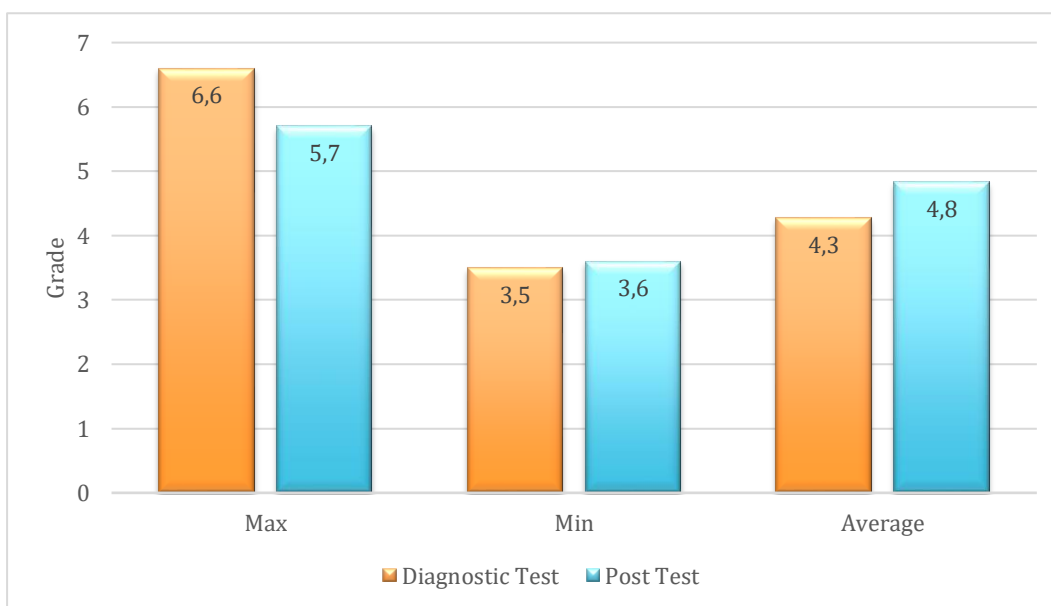


Figure 5: Control Group test scores

Prepared by Author.

This chart illustrates the scores that participants in the control group, obtained in both the pre-test and post-test. By observing maximum and minimum scores, it is possible to see that students' performance in pre-test differ dramatically with students' performance in the post-test. This may be due to the fact that students' experiences with informative texts namely infographics could have been richer than their experiences with the structure in news articles. Students who were members of the control group were taking part of practical courses in their area of study that could have granted them the ability to decode information in an easier way. It indicates that students had some previous experiences reading similar texts, such as: medication labels, reading hospital infographics and they felt familiarised with these types of text structures that were included in the pre-test.

On the other hand, by observing the average scores, it is possible to perceive that in spite of the fact that participants in the control group, received neither exposure to authentic reading texts nor instruction on how to work with authentic reading texts, they were able to cope with

language knowledge and knowledge of the specialist area of study. This phenomenon probably took place due to their participation in the practical course mentioned above, so they could have had more exposure to the language. Perhaps, this factor helped them to obtain good results in terms of the course mean or average score.

Besides, students had to complete reading tasks after reading traditional texts, texts adapted for teaching purposes and they did not receive any reading instruction.

## 9.2 Experimental Group test scores

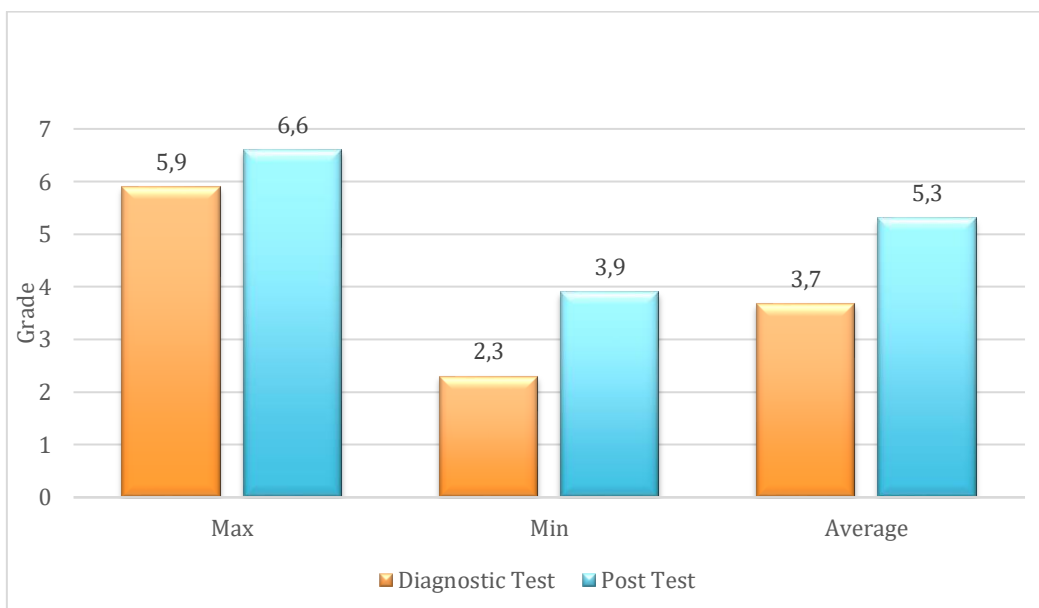


Figure 6: Experimental Group test scores

Prepared by Author

This chart illustrates the scores that participants in the experimental group obtained in both the pre-test and post-tests.

Graph bars indicating minimum and maximum scores in pre-test and post-test shows the difference between minimum and maximum scores is 12 marks and 6 marks of difference in post-test results. This means that students' performance in post-tests can be a sign of progress in students' comprehension of informative texts. Students could have familiarised with the type of text structure and knowledge of the specialist area could have played a significant role in the development of students' elementary reading comprehension skills.

As can be observed, students obtained a considerably better result in the course average score which indicates that students developed the ability to determine central areas of the text, through skimming and scanning reading strategies triggered through open-questioned exercises, dichotomic exercises and exercises to work with lexical groups and get the big picture of the

text. Students could have also based their predictions and vocabulary findings on the following sequence: skimming headings, abbreviations and proper names in the text, then, looked for problems or causes of health problems and focused on phrases inside speech marks. Phrases inside speech marks were taught as opinions to come up to the main idea of the text that could present a solution to given problems.

### 9.3 Post -test scores

This chart illustrates the scores that participants in both the control and experimental groups obtained in the post-test. To begin with, by comparing the results obtained by students in the control group in post-tests, it is possible to see that the difference between maximum and minimum scores is 5 marks out of 17 total score.

On the other hand, the results obtained by the students in the experimental group in post-tests differ from 6 marks out of 17 total score.

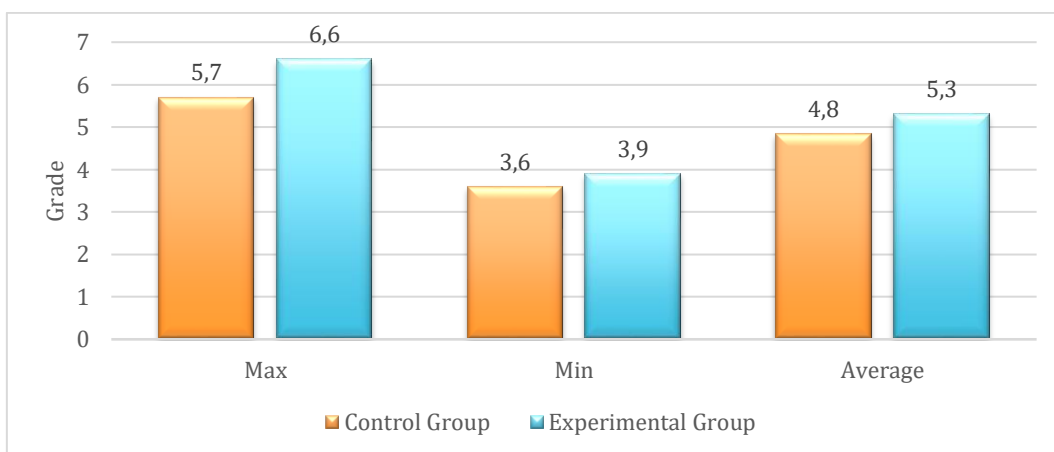


Figure 7: Post test score

Prepared by Author

As it is observed in the bars indicating highest scores, students from the experimental groups could reach the goal of structuring information from multiple-choice questions, students could get to the main ideas in the text using anticipation guides proposed by Bernadowski (2011), the use of signal words and graphic organisers helped students structure the information in a better way so that they could make use of common sense, especially in the dichotomic exercise.

## **DISCUSSION OF RESULTS**

After analysing the results, it is possible to confirm what Bernadowski (2011) asserted about the benefits of using newspaper articles to practise basic literacy skills.

As a result, it is possible to say that the effect of text structure in news articles on the development of elementary reading comprehension skills of nursing students can be described as follows: better understanding of key elements in authentic informational texts through the practice of the main features, such as: presentation of content, description of professionals in the area of nursing, description of a problem or the effect of certain actions on people's lives.

After the analysis of data obtained from pre-test and post-tests, it is possible to confirm that nursing students can work with authentic materials, they can use knowledge of specialist area, text structure and work experience to understand texts and use authentic reading texts inside the ESP classroom.

The theory proposed by Oakhill et al. (2015) contributed to help students organise the key elements in an informational text.

Thus, text structure could have served as a map or guide to reading comprehension since it could have anticipated the type of information that would be presented along the text and could have created a mental setting to make students focus on meaning and vocabulary (Oakhill et al.,2015, p.82).

Also, Widdowson's theory of authenticity (1978) that states that "Authenticity is a characteristic of the relationship between the passage and the reader and it has to do with appropriate response" could have been more effective if students had had more time to interact with the text.

## CONCLUSIONS

It is important to see that authentic materials increased students' motivation, due to that fact that they felt curious about the content of those texts and this made them develop some strategies to cope with decoding the contents in every text.

What made the structure of news articles an interesting strategy was the fact that it promoted some opportunities for students to focus on meaning, the same process that children learning their mother tongue come across when their parents correct their utterances instead of their grammatical structures.

Authentic materials could help ESP students to develop intuition, knowledge of vocabulary, they can provide students with authentic and genuine pieces of real-world concerns and facilitate collaborative work among peers.

At the beginning of these experiment, I could see that text structure and test structure had a big impact on students' strategies to work in class, when test activities were presented from the beginning, students felt relaxed and immediately understood the purpose of the class activity, and started to pay attention to instructions and felt anxious to start doing the tasks. But when, the exercises were presented on the back page, they felt that reading the texts and doing the activities were going to be hard tasks to accomplish.

This episode took place when students were presented the texts in different formats; for instance, when they received the first activity and this activity involved the following organization: text on the front page and the test on the back page; they got confused about where to start working.

Firstly, students started from doing some basic comprehension tasks, such as extracting textual excerpt from the texts to complete a cloze exercise and then interpret the information to fill in a graphic organizer.

These tasks took students more than the scheduled time proposed by the teacher, which encouraged the teacher to reformulate reading activities. The way to reformulate and reorganise

reading tasks was through the organization of reading texts as follows: exercises on the front page and text on the back page.

Some of the most interesting findings of this research had to do with how authentic materials helped students assimilate syntactic rules, specific vocabulary used in the nursing field.

The results could give us a hope that teaching text structure in English for Specific purposes courses contributes to improve students' reading comprehension skills at a certain point, namely the ability to form lexical groups in order to have a broader perspective of text contents, the ability to connect previous knowledge related to the specialist area of study with information in authentic reading texts, and the ability to read an authentic reading text using strategies that do not interrupt the flow of decoding.

Most of the students in the experimental group, reached the goal to retrieve information from authentic reading texts and report it by linking the main ideas they get from observing titles, abbreviations, pictures, capitalized terms, lexical groups, diagrams, among others.

On the other hand, differences in the results obtained in post-test showed slight variations between control and experimental groups which shows that there were other factors that influenced their performance in post-tests.

In spite of these slight differences in post-test scores, it is possible to assert that if ESP teacher encouraged our students to study text structure and if we focused on the development of reading comprehension skills in some of our classes, we would achieve better results in terms of students' learning.

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## APENDIXES

### APENDIX 1: Consent form 1

Ref: Solicitud de Intervención en aula con fines de investigación

 Universidad Metropolitana de Ciencias de la Educación  
Facultad de Historia, geografía y Letras  
Departamento de Inglés

Santiago, 27 de septiembre, 2018

Señora  
Maribel Vásquez Valenzuela  
Directora  
Carrera de enfermería  
Universidad Católica Raúl Silva Henríquez  
PRESENTE

Como docente adjunto a la Dirección de Relaciones Internacionales y Segundos Idiomas y estudiante egresada del programa de Magister en Enseñanza-Aprendizaje del Inglés como Lengua extranjera proveniente de la Universidad Metropolitana de Ciencias de la Educación; me encuentro desarrollando mi tesis que lleva por nombre AUTHENTIC READING TEXTS: THE UNDERSTANDING OF TEXT STRUCTURE IN NEWS ARTICLES TO IMPROVE READING COMPREHENSION SKILLS OF THIRD YEAR NURSING STUDENTS AT UCSH (textos auténticos: comprensión de la estructura de artículos de noticias para mejorar habilidades de comprensión lectora de estudiantes de tercer año de enfermería de la Universidad Católica Silva Henríquez).

Este proyecto tiene como finalidad investigar la efectividad de textos auténticos dentro del aula de inglés con fines específicos; específicamente, inglés para profesionales de la salud y su efecto en el desarrollo de habilidades de comprensión lectora de estudiantes de tercer año de la carrera de enfermería; a través de la comprensión de la estructura de textos informativos tales como: artículos de noticias.

Por medio de la presente, y para fines del desarrollo de esta investigación, es que solicito a usted el permiso correspondiente firmado (adjuntado en la siguiente hoja) para realizar una intervención en la actividad curricular: Inglés II para estudiantes del nivel 600 de la carrera de enfermería, durante el período de 6 sesiones de una hora y veinte minutos cada una; aplicando nuestros instrumentos de evaluación (prueba de diagnóstico, prueba posterior a la intervención y 5 controles escritos), los que fueron debidamente revisados con mi tutora de tesis de la UMCE, profesora María Eugenia Hernández Vásquez, con antelación a ser empleados en el aula.

Agradezco de antemano su tiempo y colaboración.

Saluda atentamente,  
Verenice Zuta Castillo  
Licenciada en Educación, profesora de inglés.  
Candidata a Magister en Enseñanza del Inglés como Lengua Extranjera.

**APENDIX 2: Consent form 1 (signed by Nursing Programme Director)**



FACULTAD DE CIENCIAS  
DE LA SALUD  
Escuela de Enfermería

Ref: Aceptación de Intervención  
en aula con fines de  
investigación

Santiago, 27 de septiembre, 2018

Señorita:

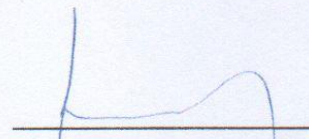
Verenice Zuta Castillo

PRESENTE

Estimada Verenice:

Conforme a lo siguiente, yo Maribel Vásquez Valenzuela en mi cargo de Directora de la carrera de enfermería, autorizo la realización de esta investigación que lleva por nombre AUTHENTIC READING TEXTS: THE UNDERSTANDING OF TEXT STRUCTURE IN NEWS ARTICLES TO IMPROVE READING COMPREHENSION SKILLS OF THIRD YEAR NURSING STUDENTS AT UCSH (efectividad del uso de textos auténticos y actividades de apoyo en el desarrollo de habilidades de comprensión lectora de estudiantes de tercer año de enfermería de la Universidad Católica Silva Henríquez), durante los tiempos solicitados y con la aplicación del instrumento de evaluación propuesta.

Saluda atentamente,



Señora Maribel Vásquez Valenzuela  
Directora de la carrera de Enfermería  
Universidad Católica Raúl Silva Henríquez

## APENDIX 3: Consent form 2

Ref: Solicitud de Intervención en aula  
con fines de investigación



Universidad Metropolitana de Ciencias de la Educación  
Facultad de Historia, geografía y Letras  
Departamento de Inglés

Santiago, 27 de septiembre, 2018

Señor  
Willem Sebastiaan Hekman  
Director  
Dirección Relaciones Internacionales y Segundos Idiomas  
Universidad Católica Raúl Silva Henríquez  
PRESENTE

Como docente adjunto a la Dirección de Relaciones Internacionales y Segundos Idiomas y estudiante egresada del programa de Magister en Enseñanza-Aprendizaje del Inglés como Lengua extranjera proveniente de la Universidad Metropolitana de Ciencias de la Educación; me encuentro desarrollando mi tesis que lleva por nombre AUTHENTIC READING TEXTS: THE UNDERSTANDING OF TEXT STRUCTURE IN NEWS ARTICLES TO IMPROVE READING COMPREHENSION SKILLS OF THIRD YEAR NURSING STUDENTS AT UCSH (textos auténticos: comprensión de la estructura de artículos de noticias para mejorar habilidades de comprensión lectora de estudiantes de tercer año de enfermería de la Universidad Católica Silva Henríquez).

Este proyecto tiene como finalidad investigar la efectividad de textos auténticos dentro del aula de inglés con fines específicos; específicamente, inglés para profesionales de la salud y su efecto en el desarrollo de habilidades de comprensión lectora de estudiantes de tercer año de la carrera de enfermería; a través de la comprensión de la estructura de textos informativos tales como: artículos de noticias.

Por medio de la presente, y para fines del desarrollo de esta investigación, es que solicito a usted el permiso correspondiente firmado (adjuntado en la siguiente hoja) para realizar una intervención en la actividad curricular: Inglés II para estudiantes del nivel 600 de la carrera de enfermería, durante el período de 6 sesiones de una hora y veinte minutos cada una; aplicando nuestros instrumentos de evaluación (prueba de diagnóstico, prueba posterior a la intervención y 5 controles escritos), los que fueron debidamente revisados con mi tutora de tesis de la UMCE, profesora María Eugenia Hernández Vásquez, con antelación a ser empleados en el aula.

Agradezco de antemano su tiempo y colaboración.

Saluda atentamente,

Verenice Zuta Castillo

Licenciada en Educación, profesora de inglés.  
Candidata a Magister en Enseñanza del Inglés como Lengua Extranjera.

**APENDIX 4: Consent form 2 (signed by International Relations and Second Languages Director)**



UNIVERSIDAD CATÓLICA  
SILVA HENRÍQUEZ



VICERRECTORÍA ACADÉMICA  
DIRECCIÓN DE  
RELACIONES  
INTERNACIONALES Y  
SEGUNDOS IDIOMAS

Ref: Aceptación de Intervención en  
aula con fines de investigación

Santiago, 1 de octubre de 2018

Señorita:  
Verenice Zuta Castillo  
Profesora de Inglés  
Presente

Estimada Verenice:



Conforme a lo siguiente, yo Willem Sebastiaan Hekman en mi cargo de Director de la Dirección de Relaciones Internacionales y Segundos Idiomas, autorizo la realización de esta investigación que lleva por nombre AUTHENTIC READING TEXTS: THE UNDERSTANDING OF TEXT STRUCTURE IN NEWS ARTICLES TO IMPROVE READING COMPREHENSION SKILLS OF THIRD YEAR NURSING STUDENTS AT UCSH (efectividad del uso de textos auténticos y actividades de apoyo en el desarrollo de habilidades de comprensión lectora de estudiantes de tercer año de enfermería de la Universidad Católica Silva Henríquez), durante los tiempos solicitados y con la aplicación del instrumento de evaluación propuesta.

Saluda atentamente,

**Willem Sebastiaan Hekman**  
Director de Relaciones Internacionales  
y Segundos Idiomas

Dirección de Relaciones Internacionales y Segundos Idiomas - Carmen 350, 3er piso - Santiago, Chile  
Teléfono. 22 443 1437 - Celular: +569 8 8834279

## APENDIX 5: Pre-test

	UNIVERSIDAD CATÓLICA SILVA HENRÍQUEZ	Pre test							
Name: _____ Course name: _____ Date: _____									
I.- Look at the infographics and do the activities below.									
<b>Reading n1</b>									
									
<a href="https://publichealthmatters.blog.gov.uk/2016/05/12/health-matters-giving-every-child-the-best-start-in-life/">https://publichealthmatters.blog.gov.uk/2016/05/12/health-matters-giving-every-child-the-best-start-in-life/</a>									
<b>Before reading</b>									
I.- Match the following concepts									
<table border="1"><tr><td>a. Newborn</td></tr><tr><td>b. Brain</td></tr><tr><td>c. Relationships</td></tr><tr><td>d. reliable</td></tr></table>	a. Newborn	b. Brain	c. Relationships	d. reliable	<table border="1"><tr><td>___ Mind</td></tr><tr><td>___ secure</td></tr><tr><td>___ Baby</td></tr><tr><td>___ family connection</td></tr></table>	___ Mind	___ secure	___ Baby	___ family connection
a. Newborn									
b. Brain									
c. Relationships									
d. reliable									
___ Mind									
___ secure									
___ Baby									
___ family connection									

II.-According to the title, what do you think the poster is about?

- a. It is about orphans
- b. It is about childcare
- c. It is about pre-school education

While reading activities

III.-Find the equivalent term for each of these definitions?

- a.- Free from danger or attack \_\_\_\_\_
- c.- The act or process of growing and progressing \_\_\_\_\_
- d.- Feeling love; affectionate \_\_\_\_\_

After reading activities

Find five mistakes in the following text.

*Sensitive periods of brain development*

Babies is born ready to learn, and their brain develop through use. So, your children needs a stimulating environment with lots of activities different that give her plenty of ways to play and learn, and lots of chances to practise what they is learning.



Reading n1

III.-Read the infographics and check the information in each question. Drug facts label

Reading n3

**Drug Facts**

**Active ingredient (in each Tablet)**

**Purpose** Chlorpheniramine maleate 2 mg..... Antihistamine

**Uses** temporarily relieves these symptoms due to hay fever or other upper respiratory allergies:

Sneezing ■ runny nose ■ itchy, watery eyes ■ itchy throat

**Warnings**

**Ask a doctor before use if you have**

■ glaucoma ■ a breathing problem such as emphysema or chronic bronchitis ■ trouble urinating due to an enlarged prostate gland

**Ask a doctor or pharmacist before use if you are taking tranquilizers or sedatives**

**When using this product**

- Drowsiness may occur ■ Avoid alcoholic drinks
- Alcohol, sedatives, and tranquilizers may increase drowsiness
- Be careful when driving a motor vehicle or operating machinery
- Excitability may occur, especially in children

**If pregnant or breast-feeding, ask a health professional before use.**

**Keep out of reach of children. In case of overdose, get medical help or contact a Poison Control Center right away.**

**Directions**

Adults and children 12 years and over	take 2 tablets every 4 to 6 hours; not more than 12 tablets in 24 hours
Children 6 years to under 12 years	take 1 tablet every 4 to 6 hours; not more than 6 tablets in 24 hours
Children under 6 years	ask a doctor

**Drug Facts (continued)**

**Other information**

store at 20-25°C (68-77°F) ■ Protect from excessive moisture

Inactive ingredients D& C yellow no. 10, lactose, magnesium stearate, microcrystalline cellulose, pregelatinized starch

1.-What is the purpose of the warnings section?

- (A) to show medicine components
- (B) to exhibit people's habits
- (C) to display people's medical history
- (D) to inform people about medical considerations.

2.- According to the drug label, what must people do when taking tranquilizers and sedatives?

- (A) Call the hospital helpline
- (B) Ask a healthcare professional
- (C) Stop taking this medicine
- (D) Take this medicine

3.- Children under 12 years taking this medicine must:

- (A) take 4 to 6 tablets a day
- (B) take not more than 4 tablets a day
- (C) receive medical advice
- (D) take 2 tablets every 4 to 6 hours

4.-What is this medicine for?

- (A) Glaucoma
- (B) Allergies
- (C) Abdominal pains
- (D)Diarrhea

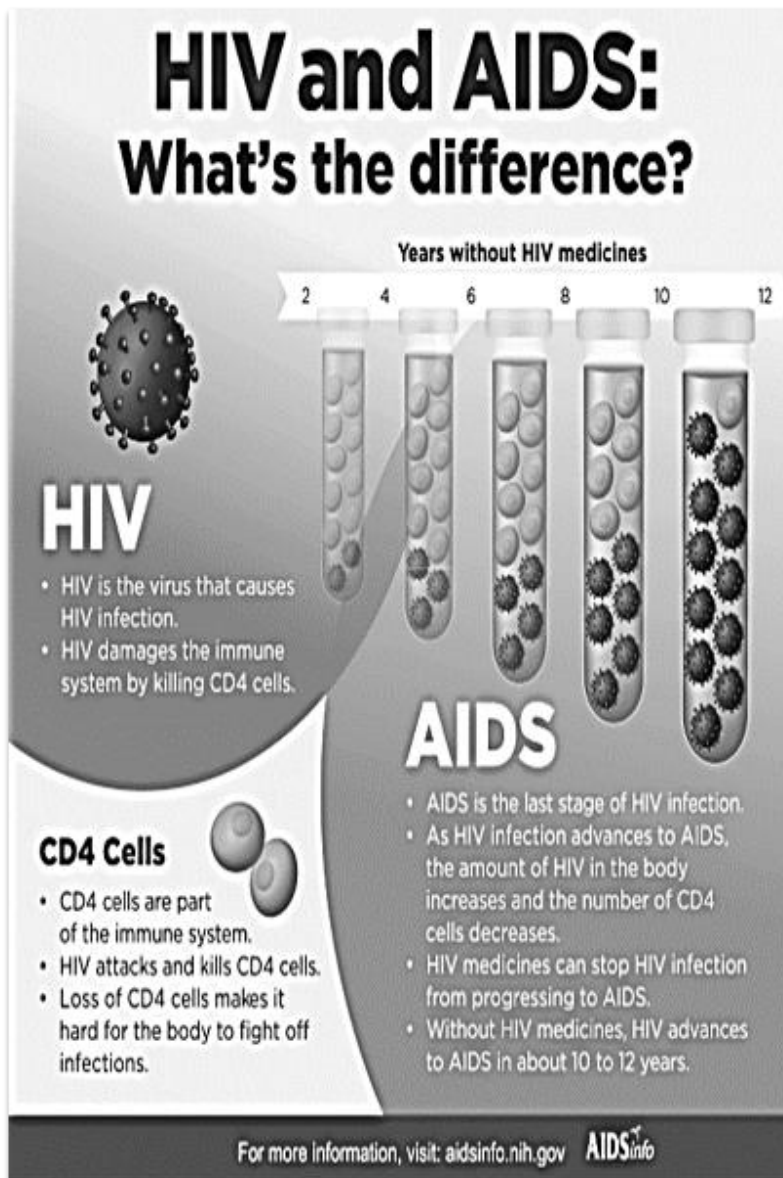
5.-Patients taking this medicine must NOT:

- (A) smoke cigarettes
- (B) drink alcohol
- (C) use mobile phones
- (D) sleep for long hours

III.-Read the infographics and check the information in each question.

Reading n3

1. If a person infected with HIV does not receive treatment...



- (A) AIDS evolves and becomes IHV
- (B) IHV can fade away
- (C) CD4 cells gets stronger
- (D) Loss of CD4 cells can cause death

2. CD4 cells are killed by...

- (A) HIV
- (B) AIDS
- (C) Medicines
- (D) Illnesses

3. Which of these statements is true about HIV and AIDS?

- (A) AIDS is the virus and HIV the syndrome
- (B) AIDS is the end of HIV.
- (C) AIDS involves CD4 cells increase.
- (D) Both HIV and AIDS are viruses

## APENDIX 6: Post- test

### Post test

Names: \_\_\_\_\_

#### Pre-reading exercise

I.-Decide if these statements are true (T) or false (F).

1. \_\_\_ At the beginning, Erika Hussain says that she feels very happy and comfortable about her Nurse shoes.
2. \_\_\_ Erika Hussein and Kate Clayton-Jones are colleagues.
3. \_\_\_ Tamika Saunders and Erika Hussein are registered nurses.

II.- Answer the following questions based on the text.

1.-What typical health problems can you find in nurses' feet?

\_\_\_\_\_

2.-Who are experts in foot care: Hussein, Clayton-Jones, Saunders?

\_\_\_\_\_

III.-Look at the graph (What is the main point (if any) of your current pair of shoes?) and additional information (other takeaways) on the back page and decide if these statements are true (T) or false (F).

1. \_\_\_ Female and male nurses did not report any pain points.
2. \_\_\_ Male nurses think that they wear wrong shoes that get wet and smell bad.
3. \_\_\_ Female nurses think that their shoes are very sexy.
4. \_\_\_ Female nurses think that their shoes are very comfortable.

IV.-Answer the following questions.

1.-In your opinion. What is the purpose of this text? \_\_\_\_\_

2.- What does Tamika Saunders do? (what's her job?) \_\_\_\_\_

3.-What health problems can you suffer if you don't wear support hose? \_\_\_\_\_



**Nurse Forums**

**Categories**

- > Nurse Discussions
- > Nursing Specialties
- > Nursing Students

## The right nursing shoes and proper foot care go hand in hand

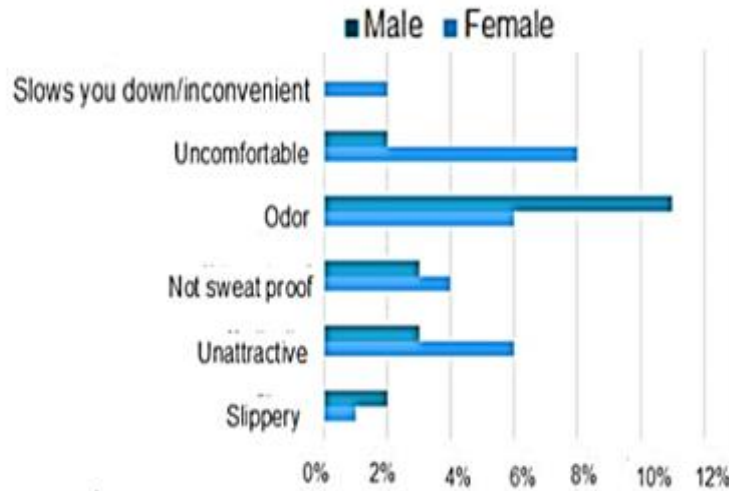
- 1 Experts focus on the feet and nursing shoes for solutions to back, knee and foot pain.
- 2 Three years ago, 55-year-old Erika Hussain, RN, was in so much pain from being on her feet 32 hours a week she considered retiring early.
- 3 Although she enjoyed working at Berkshire Medical Center in Pittsfield, Mass., Hussain had resorted to wearing five insoles in her left shoe to minimize the back and knee pain she experienced every day on the unit.
- 4 *"I felt like a cripple," she said.*
- 5 One day, she casually talked about her discomfort with another nurse, Kate Clayton-Jones, MSN, MBA, RN, who offered to perform an evaluation to better understand the source of Hussain's pain.
- 6 Clayton-Jones asked Hussain to take off her shoes and socks, watched her walk and looked for corns, calluses and other possible sources of pain. Then she picked up Hussain's shoes.



Kate Clayton-Jones, RN

- 7 *"I saw that the sole was too flexible, the shoes were not laced effectively to hold her heel in place and she was wearing the wrong type of shoe for walking on concrete every day," said Clayton-Jones, owner of FootCare by Nurses in Greenfield, Mass.*
- 8 She suggested Hussain experiment with shoes that would better support her feet, and the next day Hussain bought a pair normally used for hiking. She noticed the difference immediately.
- 9 *"I started walking better — straighter without nearly as much pain in my knee — and I even started walking after work for exercise," Hussain said. "She saved my career."*
- 10 As word started spreading at the hospital that Clayton-Jones was an expert in foot care, she started meeting more nurses who complained about pain in their legs, backs and feet. She was convinced many of these problems could be remedied or even prevented with proper foot care.

What is the main pain point (if any) of your current pair of shoes?



### Other Takeaways

- 62% of the women and 76% of men who responded did not have any pain points.
- 10% of women and 5% of men responded "other" to this question, adding their pain points included poor arch support, heel pain, back pain, lack of ankle support and no waterproofing.

## The importance of maintaining blood flow



Tamika Saunders, RN

11 Swelling in the feet and legs is another common consequence of working on the feet all day, and knee-high compression socks are a simple solution to this problem, Overstreet said.

12 She suggests that nurses use socks that are 15-20 mmHG (millimeters of Mercury). Higher levels of pressure may be uncomfortable and lower levels may not prevent swelling.

13 "Nurses who wear support hose will feel better at the end of the day and will decrease their risk of varicose veins," she said.

14 Foot care specialist Tamika Saunders, AGACNP, RN, owner of Priority Feet in Grayson, Ga., suggests nurses also take time to soak their feet in warm water with Epsom salt for about 10 to 15 minutes after work to loosen tight muscles, which can decrease inflammation and soreness in the feet.

## APPENDIX 7: Readings

### Reading 1

Reading n1

SIGN IN SEARCH THE ARCHIVE

**Nursing Times**

Time to axe parking fees for NHS staff across the UK  
STEVE FORD, EDITOR

HOME NEWS CLINICAL LEARNING UNITS AND PORTFOLIO STUDENTS OPINION EVENTS JOBS SUBSCRIPTION OPTIONS

NEWS

# What does a nurse do? Can we and should we explain?

17 AUGUST 2017

BY JENNI MOOLETON  
Former editor

Twitter LinkedIn Facebook RSS COMMENTS

So what is nursing? It seems to me that no one can really decide whether nurses should diagnose, prescribe and treat, or observe, provide personal care and assistance to patients and service users.

This week former Royal College of Nursing president Dame June Clark demanded that the college and nurses define nursing urgently.

Her calls for action came in the wake of a court case in Wales, which showed misunderstandings between the local authority and the NHS about the tasks that should be carried out by a nurse.

In order to save money, the NHS health boards were trying to pass some fundamental nursing and personal care duties to cheaper staff, reducing the need for registered nurses.

Dame June, quite rightly, was up in arms. She believes that by allowing others to determine what the profession is and should do, nursing is losing control of its own destiny. I would tend to agree.

She complained that the judge in charge of the case repeatedly asked for a definition of nursing, was told there wasn't one, and suggested the health boards and local councils sort it out between them.

**"Nurses' more advanced clinical skills and deeper knowledge mean they do far more than task itself."**

Dame June's belief is that it is the job of the profession, not health boards or local authorities, to define nursing. This has become even more important with the introduction of new roles – such as the nursing associate – which have the potential to confuse the public, and encroach on the domain of the registered nurse.

Concerns have been raised – and compounded by this court case – that such new nursing roles could remove the need for registered nurses to provide fundamental care, such as helping patients with washing, dressing, eating and drinking.

While these may seem 'easy' or 'basic' jobs that could be done by anyone, nurses' more advanced clinical skills and deeper knowledge mean they do far more than task itself.

These interventions give nurses an opportunity to observe their patients and assess their health and wellbeing. For example, when washing their patients can check the condition of their skin and ensure they are not at risk of pressure damage.

When helping them to dress, they can chat and assess patients' mental state. And experienced nurses often recognise subtle signs a patient is deteriorating before that patient's vital signs are altered.

**“Washing a patient requires skill and patience... it's not just giving someone a rub with a flannel.”**

The care provided by nurses is not a set of tasks done in isolation, to be ticked off and handed out to any pair of hands. This is a role that takes a holistic view of a complex situation, and nurses can make a huge contribution with every interaction they have with their patients.

I fear that, by trying to make nurses work 'to the top of licence', as I have heard many times during the nursing associate debate, we will put patients at risk by denying them access to a crucial set of skills and knowledge.

Nursing care can be provided by a relative or an unregistered healthcare support worker, as well as a nurse.

But what differentiates the care provided by a registered nurse from the care they can provide is the clinical judgement and expertise that will inform decision making about that care. Washing a patient requires skill, patience, an ability to assess, communicate, evaluate and treat – it is not just giving someone a rub with a flannel.

So we should be clear that nursing is a skilled profession, and not a series of tasks that can be offloaded to a cheaper substitute.

**Before reading**

I.- Skim the text and choose the correct answer.

What do you think this text is about?

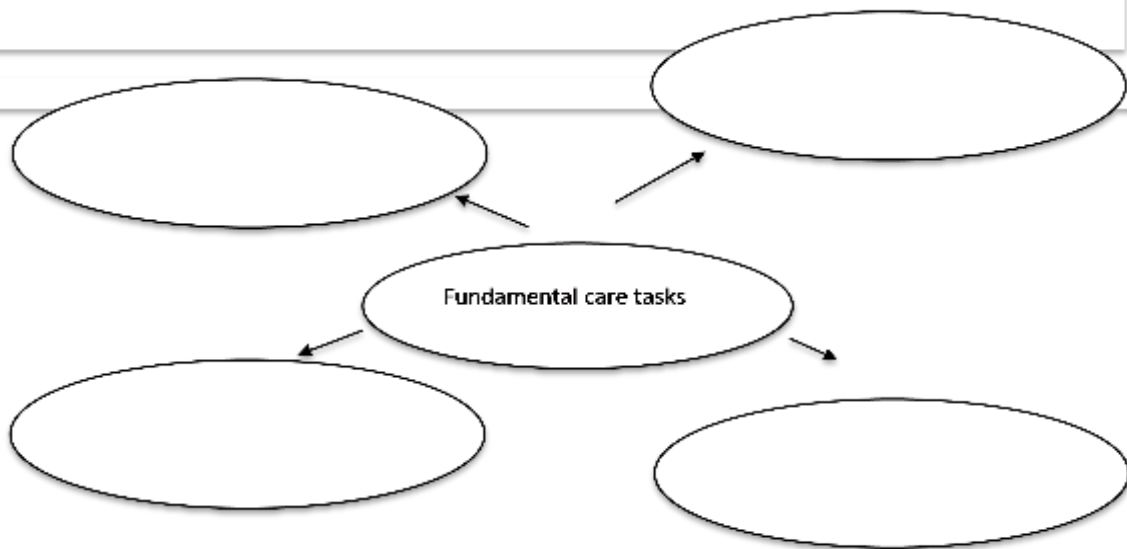
- 1- The text is about nurses' roles inside the hospital and clinical skills they have to help patients.
- 2.-The text is about how nurses work with doctors and other professionals inside the hospital.
- 3.The text is about medical centres.

II.-Find some concepts that match the following definitions:

- 1. \_\_\_\_\_ Qualified nursing staff that should work with patients.
- 2. \_\_\_\_\_ People who make use of health services.
- 3. \_\_\_\_\_ Specific set of skills that nurses, doctors and health professionals must have to treat patients.
- 4. \_\_\_\_\_ Specific set of tasks that a nurse must perform in the hospital.

**While reading**

III.-Complete the following graphic organizer with fundamental care tasks nurses perform inside the hospital



**After reading activities**

III.-Complete this summary of the text.

The main duties of a nurse inside the \_\_\_\_\_, go beyond helping patients with \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_ and drinking, it is a mixture of \_\_\_\_\_ skills, \_\_\_\_\_ knowledge. Nurses assess patients' mental \_\_\_\_\_ and recognize if \_\_\_\_\_ are altered.

Interactions with patients \_\_\_\_\_ nurses more experience and practical knowledge that combined with \_\_\_\_\_ knowledge transform them into qualified skilled staff.

## Reading 2

Paste Search Paste Paste Studio Radio daytrotter Cloud


Music Movies TV Comedy Games Books Comics Drink **Tech** Politics

### The 10 Best Technology Advances of 2016

By Luke Larsen | December 23, 2016 | 3:45pm

TECH > LISTS > BEST OF 2016

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We say it every year, but technology moves forward at a breakneck pace. Whether it's being applied to consumer-facing products today or research that'll take hold in the years to come, 2016 had its fair share of industry-shaking technology advances.

Interestingly, a bunch of the crazy forward-thinking tech that has been announced in the past couple of years actually came to life this year, which is sometimes even more exciting than whatever eccentric *new* idea Elon Musk has. Either way, this has once again been a big year for technology.

From batteries to space rockets, here are the 10 best technology advances of 2016:


#### 9. First Amazon package delivered by drone



Here's the first on the list of previously announced tech that is actually coming to life for the first time. Amazon first introduced the idea of completely autonomous drone delivery back in 2013 with a cutesy video that seemed straight out of a science fiction novel.

But now, Amazon has announced that it's actually completed its first delivery through its Prime Air service. From "click to delivery" it was a total of 13 minutes, which is crazy fast. You can check the video out above yourself, but the fast delivery speed was made possible thanks to Amazon's autonomous drones and a nearby warehouse just outside of town.

#### 5. Dust-sized sensors that can be implanted within the body



This might sound really creepy at first, but the technology made possible through it is endless. Engineers from Berkeley have created these sensors, which they call "neural dust." Both commercial and medical implications of such a small sensor are exciting.

Essentially, these micro-sized sensors require no power and can be implanted directly onto a nerve or muscle fiber. The technology could power the health-monitoring Fitbits of the future, or even help treat diseases such as epilepsy and internal inflammation by "stimulating" nerves and muscles.



Name: \_\_\_\_\_ Course: \_\_\_\_\_

Date: \_\_\_\_\_

1.-Look at the pictures and headings in the article above and answer the following questions

a.-What is this newspaper article about? \_\_\_\_\_

b.-What type of technology is presented in the article? \_\_\_\_\_

c.-Who is the author of this newspaper article? \_\_\_\_\_

d.-What's the name of the website? \_\_\_\_\_

e.-What medical advance can you see in the article? \_\_\_\_\_

2.-Read the following sentences and decide if they are True or False.

A \_\_\_ Amazon packages have been used for years.

B \_\_\_ Within 13 mins you will receive your Amazon package.

C \_\_\_ Amazon drones have never completed any delivery.

D \_\_\_ Micro-sized sensors are directly installed in your bones.

E \_\_\_ Neural dust is another name for Micro-sized sensors.

F \_\_\_ Dust-sized sensors do not need batteries.

G \_\_\_ Drones need to be controlled by a person otherwise they cannot operate.

H \_\_\_ Dust-sized sensors have medical implications only.

3.-Complete the mind map with the information from the text.

Main features (characteristics)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Main features (characteristics)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Reading 3

Reading 3



Names: \_\_\_\_\_ Section: \_\_\_\_\_

I.-Decide if these statements are true or false. (2')

- 1\_\_ This text is about patient with Alzheimer disease.
- 2\_\_ This text is about how to help patients with eating and drinking.
- 3\_\_ This text is about patients who do not want to eat.

II.-The following section contains words taken from the reading section. (10')

Use the new context to select the most appropriate meaning.

Sample exercise: It is very important to watch patients' diet and water consumption.

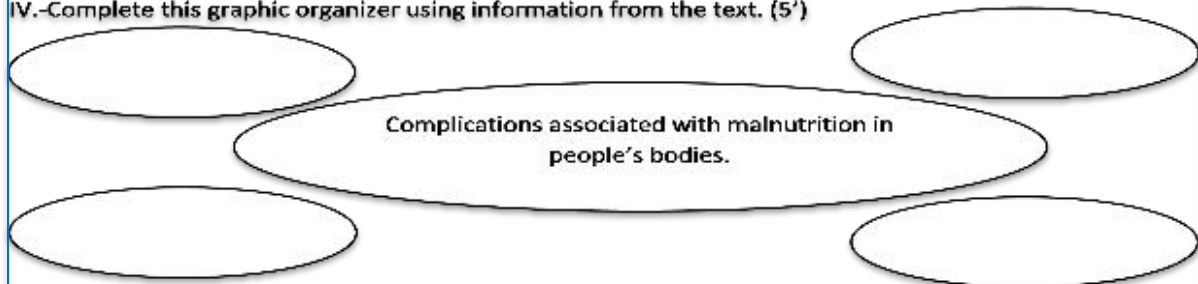
Food and fluid intake. ✓

- 1.-When you don't eat properly, your body can experiment a lack of proper nutrition, which prevent vitamins, proteins, minerals and energy from breaking down. \_\_\_\_\_
- 2.-Helping patients with eating and drinking to prevent malnutrition can be a hard task, since every patient must receive different amounts of food and at different times of day. \_\_\_\_\_
- 3.-Complications associated with malnutrition include poor healing, skin breakdown, increased risk of infection from harmful bacteria. \_\_\_\_\_

III.-Answer the following questions (10')

- 1 What is the date of this news article? \_\_\_\_\_.
- 2 What are the effects of malnutrition? \_\_\_\_\_.
- 3 What are the two most important activities that are at the heart of patient care? \_\_\_\_\_ and \_\_\_\_\_.
- 4 What are two types of infections that malnutrition can cause in people's bodies? \_\_\_\_\_ and \_\_\_\_\_.

IV.-Complete this graphic organizer using information from the text. (5')



V.- Complete the following summary of the text. (5')

Malnutrition \_\_\_\_\_ one in four people admitted to care settings. Patients with malnutrition will have a \_\_\_\_\_ of vitamins, protein, minerals, and energy. It is essential that all patients \_\_\_\_\_ adequate food and drink appropriate to their needs. All care settings are expected to demonstrate how they put \_\_\_\_\_ and hydration at the heart of patient care.



## NUTRITION

## PRACTICAL PROCEDURES

# Assisting patients with eating and drinking to prevent malnutrition

9 OCTOBER, 2017



1 COMMENT



This article outlines the procedure for helping patients to eat at mealtimes. It highlights the importance of monitoring food and fluid intake and the need for accurate documentation

## Introduction

Malnutrition costs the UK health economy £19bn a year and affects one in four people admitted to care settings (Elia, 2015). It is most prevalent in the community but nutritional status often deteriorates when patients are admitted to hospital because of acute injury or illness that can impair swallowing, appetite and gastric absorption. When patients are unwell and do not feel like eating it can be a challenge to help them meet their nutritional needs.

Patients with malnutrition will have a deficit of vitamins, protein, minerals and energy and this will have an adverse effect on the body. Complications associated with malnutrition include poor wound healing, skin breakdown, increased risk of sepsis and hospital-acquired infections, such as chest and urinary tract infections (Elia and Russell, 2009). Provision of adequate nutrition and hydration is a hallmark of good, compassionate care but remains neglected in many areas of healthcare (Leach et al, 2013).


The Hospital Food Standards Panel report (Department of Health, 2014) recommends that all NHS hospitals adhere to and be compliant with the *Ten Key Characteristics of Good Nutritional Care* (Council of Europe, 2003); this includes ensuring an environment that is conducive to patients being able to enjoy their meals uninterrupted. Good nutrition and hydration is part of the Care Quality Commission's Fundamental Standards (CQC, 2015) and all care settings are expected to demonstrate how they put nutrition and hydration at the heart of patient care.


It is essential that all patients receive adequate food and drink appropriate to their needs (Nursing and Midwifery Council, 2015) and while many will be able to manage independently, some patients will need assistance.

## Reading 4

Reading 4

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### Cholera count reaches 500 000 in Yemen

News release

14 AUGUST 2017 | GENEVA - The total number of suspected cholera cases in Yemen this year hit the half a million mark on Sunday, and nearly 2000 people have died since the outbreak began to spread rapidly at the end of April.

The overall caseload nationwide has declined since early July, particularly in the worst affected areas. But suspected cases of the deadly waterborne disease continue to rage across the country, infecting an estimated 5000 people per day.

The spread of cholera has slowed significantly in some areas compared to peak levels but the disease is still spreading fast in more recently affected districts, which are recording large numbers of cases.

Yemen's cholera epidemic, currently the largest in the world, has spread rapidly due to deteriorating hygiene and sanitation conditions and disruptions to the water supply across the country. Millions of people are cut off from clean water, and waste collection has ceased in major cities.

A collapsing health system is struggling to cope, with more than half of all health facilities closed due to damage, destruction or lack of funds. Shortages in medicines and supplies are persistent and widespread and 30 000 critical health workers have

"Yemen's health workers are operating in impossible conditions. Thousands of people are sick, but there are not enough hospitals, not enough medicines, not enough clean water. These doctors and nurses are the backbone of the health response – without them we can do nothing in Yemen. They must be paid their wages so that they can continue to save lives," said Dr. Tedros Adhanom Ghebreyesus, WHO Director-General.

WHO and partners are working around the clock to set up cholera treatment clinics, rehabilitate health facilities, deliver medical supplies, and support the national health response effort.

More than 99% of people sick with suspected cholera who can access health services are surviving. Furthermore, nearly 15 million people are unable to get basic healthcare.

"To save lives in Yemen today we must support the health system, especially the health workers. And we urge the Yemeni authorities – and all those in the region and elsewhere who can play a role – to find a political solution to this conflict that has already caused so much suffering. The people of Yemen cannot bear it much longer – they need peace to rebuild their lives and their country," said Dr. Tedros.



Reading N4



Names: \_\_\_\_\_ Date: \_\_\_\_\_ Course name: \_\_\_\_\_

I.- Look at the text on the front page and answer the following questions:

a.-What is the news article about?

\_\_\_\_\_

b.-What does the figure 500000 count for?

\_\_\_\_\_

c.-Where does this problem take place? What country?

\_\_\_\_\_

d.-What's the name of the website?

\_\_\_\_\_

e.-What do we have to do to save lives in Yemen?

\_\_\_\_\_

f.-What does the abbreviation 'WHO' stand for?

\_\_\_\_\_

g.-What is this percentage: 99% related to?

\_\_\_\_\_

h.-What are the reasons for this epidemic to happen?

\_\_\_\_\_

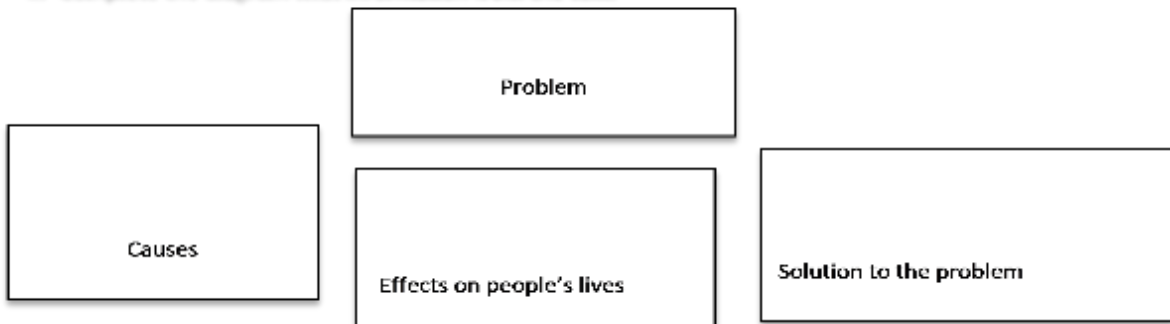
i.-What does this figure: 30.000 stand for?

\_\_\_\_\_

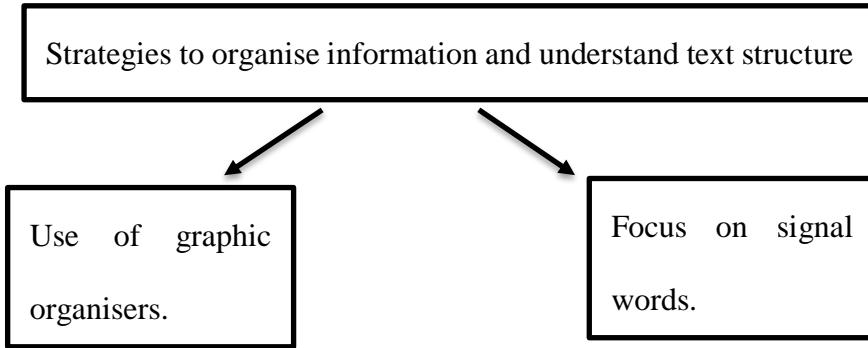
j. What are WHO and partners working for?

\_\_\_\_\_

II.- Complete the diagram with information from the text:



**APENDIX 8: Strategies to understand text structure** (Oakhill et al., 2015)



**APENDIX 9: Class activities to understand text structure in news articles.** (Bernadowski, 2011)

