

A Constructivism Of Learning English As Foreign Language For Nursing Students (An English For Specific Purpose (Esp) Course In Shaping Learning Goals)

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A CONSTRUCTIVISM OF LEARNING ENGLISH AS FOREIGN LANGUAGE FOR NURSING STUDENTS (AN ENGLISH FOR SPECIFIC PURPOSE (ESP) COURSE IN SHAPING LEARNING GOALS)

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ABSTRACT

ESP program provides systematic procedure of English teaching and learning process in which students learn English for any specific purpose. The purpose of teaching English relies on what ESP carries out the students to the obvious learning goals. TEFL for nursing students in ESP program is adequately preserved for equipping them to learn English specifically that it enable nursing students to learn English practically and to the manifestation of English for medical services. Constructivism sees them being able to construct their English skill through their own ability that it is attainable by providing materials and certain activities based on constructivist theory. Besides, among learning materia⁴ learning method, and also learning goal, there should be based on the nursing students' needs in learning English. As these all around, this study used descriptive qualitative with needs analysis approach. It was intended to describe nursing students' needs in an ESP program and formulate them into a map of learning goals. Observation and questionnaire were used to collect data dealing with the nursing students' needs of learning English in ESP program.

Key words: ESP, Constructivism, Needs Analysis

INTRODUCTION

The activities of teaching English as a foreign language should be able to build learners' language skills. Focusing on English teaching to learners is not merely a way of transferring knowledge, but rather bridging learners' difficulties to the problem solving. It thus comes to their own quality of learning which can improve their English skills. However, the goal is not only at this point, but also how the English academic activities can be various that they will be engaged to be communicative (Gao & Barlett, 2014, p. 13). This is what English teachers should intentionally look at these as students' needs. Regarding to what English teachers can do, Hall (2011, p. 21) further defines good English teachers are able to teach their learners through diverse instruction based on their own personality and beliefs, contextual background, and learners' needs.

English for specific purposes have been applied since there is a consideration to give them a specific English content. For particular⁸ reason, learners tend to have certain knowledge to be used on their particular subject of work. Tomlinson (2003, p. 307) points out English for Specific Purpose is referred to a teaching particular study given in language learning. It is likely quite obvious that ESP provides some aspects which it attributes English teaching and learning to a particular target language. The aspects should include content and aims of the language learning which are specified based upon particular group of learners' needs (Richards & Schmidt, 2010, p. 198).

In a previous study, Saragih (2014) described how importance needs analysis is in ESP course design. He described the procedures of needs analysis conducted to identify nursing students' needs which were used to determine specific contents the learners need. It was found that learners need English for communicating to the patients. By this needs analysis, an ESP⁵ course design was addressed with high reliability and validity of needs analysis procedures that educating the patient, telephone skills, giving advice, giving instructions, checking understanding, explaining drug interactions and administering medication were the themes of materials the learners need to learn most. Moreover, Miyake and Tremarco (2005) administered questionnaires and interviews to explore the needs of their nursing students in a college as a basis of course design and implications for EFL teachers. Their study showed that most of their English was used to communicate to their patients and the technology providing English nursing

utilities were limited. These findings led to the attempt and uncovered learner's most skills wanted, speaking and listening.

Referring to the results above, English for specific purposes can be differently proposed according to which language content is needed to be taught or who the learners are. English for Nursing students, one of the examples, should be able to present English learning activities which the learners need to learn specifically. Of course, the design of learning should be authentically addressed to determine the [12](#) but as needs-specific materials through needs analysis (Bielwska, 2015, p. 2). In this case, needs analysis is the main source of ESP learning design.

The program of this ESP for three-years nursing students aims at giving them knowledge of how English is used at hospital and allowing them to be able to use it in the area of English for hospital, like reading texts of diseases, wards and units identification at the hospital, how to observe a patient, how to take care patient, hospitality vocabularies, and etc. The process of learning focuses on learners centered approach. This also refers to learners-task oriented which engages learners to work collaboratively across given tasks and come up to their strategy of problem solving. It claims that task-based instruction provides results of creating interactional process (Richards, 2006, p. 30). It seems that the process requires interaction and communication between teacher and learners toward the accomplishment of task. Nunan (2015, p. 19) also adds that interaction is supposed to build a collaborative process which involves learners in making decisions of what to learn, how to learn, and how to be assessed. These will instead help teacher much to determine or map learning goals.

Learning goals will determine the content and materials accordingly and provide a frame of a shape and structure of a course design (Graves, 2000, p. 125). English learning process is unlikely successful unless the teachers consider learning goals. In a main point of view, organizing a course is underlain by what learning goals have been set up. In line, the program proposed to the nursing students is English for specific purpose which needs specific contents. This will carry out what and how a course design established and followed by design of curriculum, material selection, methodology, and evaluation through needs analysis (Flowerdew, 2013, p. 325). Nunan (2015, p. 19) has obviously described about the implication of learners-centered approach that it encompasses decision making about what to learn, how to learn, and how to be assessed which works a long with the settlement of learning goals defining learners' skills of needs and preferred way of learning.

The interaction may vary at its implementation. How students can achieve learning goals refers to their interaction among goals, learning materials, or their across-cultural communication to peers. Jenks and Seedhouse (2015, p. 3) elaborate that classroom interaction is a phenomenon which is conceptualized into point of delivery, different aspects to be taught, cross-communication delivery, or teaching methods or materials are delivered. Learners interact through various domains to gain their own learning experiences. When the process is meaningful and can build their learning experiences, then the input can assure to the construction of their knowledge. Thus, this becomes the essential of constructivism. In a constructivist view, learning to create learning experiences can result physical, mental, or social experiences (Palmer, 2005, p. 1854). Physical experience is triggered through learners' interaction among objects in their learning environment. Nursing students often need some artificial objects to be manipulated as learning media which eases them to interpret materials. Mental experience can be defined as their way of thinking to what and how they observe. While manipulating objects, learners also try to think what to do purposively. The other one is social experience which learners' ability is to interact appropriately to their surroundings, including peers and also teachers.

One of the studies has proven the importance of constructivist approach. Yang and Wilson (2006) investigate [11](#) the notion social constructivism to reading skill. It was found that this approach offered tools and principles for language teachers to involve learners into energetic participation and active dialogue. Engaging learners through learning tasks, leading to gain effective learning experience and guiding to build their own knowledge are some of the aspects offered by constructivism. It can be seen that learners construct their own knowledge by encountering problems they have to solve, connect their knowledge to learning situation (Lesgold, 2004, p. 497). In addition, under the implementation of constructivist approach, it is

more suggested for the teachers to be able to motivate them. This motivation will be beneficial to empower their self esteem to be always involved in learning activities. Palmer (2005, p. 18) points out some strategies to increase learners' motivation as follows:

1. Challenge students by setting tasks at a moderate level of difficulty so they can regularly experience success.
2. Use variety of different types of activities and tasks.
3. Allow students to be active participants in the lesson.
4. Increase the meaningfulness of content and tasks by relating them to the students' lives.
5. Allow students a realistic level of choice in work partners, activities and task formats.

METHOD

This study emphasized on describing the nursing students' needs which were used to determine and map their learning goals on their ESP program within constructivist approach. At these all around, qualitative research was used. This qualitative approach provided the study to see the individuals' behavior and their existence (Ary, Jacobs, & Sorensen, 2010, p. 23). Since the base of this study was ESP learners, needs analysis (NA) approach was also applied. This needs analysis was to identify learners' needs which showed that different language learners might have restricted needs they want to study (Richards, 2001, p. 32). He further points out the purposes of needs analysis that it is to find out what language skill learners need to have for a particular role.

This study used needs analysis procedures; questionnaire, observation, and textual analysis. It meant that triangulation was used as it applied more than one instruments to collect and have valid data (Cohen, Manion, & Morrison, 2000; Richards, 2001). They were addressed to the three – years nursing students as the respondent of the study who were under the program 'English for Hospital. They consisted of 12 students; 1 males and 12 females. Questionnaire given to them was administered to collect data related to nursing students' needs while the observation was used to find out their learning activities. On the other hand, learners' work results were also analyzed to see their ability of language literacy.

DISCUSSION 9

As this study was to investigate how the implementation of an ESP program for nursing students was and to find out students' needs to map learning goals, some data analyses were required. Moreover, ESP students must have specific learning outcome after the course. That it referred to the achievement of learning goals and how they learnt during the course can be reflected into the design or the delivery of materials. It is because they play vital role in ESP which show that the materials are based on the consideration of how they depend on learning methods applied, the course needs, the achievement of learning objectives, and its syllabus (Hyland, 2006, p. 89). At this point, this study tried to present the students' needs and how they learnt.

This program was offered to the three-years nursing students since the students tended to have more experiences in learning English. The importance of English for hospital for them was questioned to see whether it was essential for them or not. Based on the questionnaire given to the students, it was found that more than 50% of the students answered that English for hospital is important and 41.7% of them answered that it was very important.

Table 1. How importance Hospital English is

Answer	Percentage
Very Important	41,7%
Important	58,3%
Less Important	0%
Not Important	0%

From this table 1, it can be seen that although total percentage of the students who answered English for hospital was important more than the students whose answer was very important, it didn't reduce the quality of the importance of English for hospital. Furthermore,

most of them argued that as nursing students given English for hospitals seemed valuable that it gave them opportunities to have good English skills to communicate and it was important that many hospital terminologies used English and it would be helpful. Indeed, some studies have shown that English for specific purpose for nursing students has led to an account to prepare them and attempt to enter work field (Alsout, 2013; K. Boshier & Smalkoski, 2002; Orr & Burton, 2002).

In the instructional goals, what is intended to be elaborated to consider the types of learning is based on the identification of what skill is mostly given (Dick & Carey, 1994, p. 14). The language skills identified was useful to classify the goal of the learning. It seemed that most of nursing students attempt to eagerly master speaking skill. It seeks at point of ability to communicate. Nursing students are required to be able to communicate to patients or people around them in hospital area. It was supported by the contents of course design which allow them to communicate more orally then followed by other skills.

Table 2. Language Skills mostly wanted

Skills	Percentage	Skills	Percentage
Reading	-	Writing	-
Speaking	91,7%	Vocabulary	8,3%
Listening	-	Grammar	-

On the other hand, the course contents focused more on the reading skills which the students should have reading comprehension on types of diseases. Supporting this ideas, Boshier study (2013) identified both academic skills and clinical skill which covered students needed to apply reading strategies, skills to complex reading materials apply listening strategies and skills to lectures; take notes to supplement lecture outlines; study effectively for tests; participate actively in discussions; ask questions; and write research papers on various topics in nursing. However, it was an ESP subject which is very specific and determined and different subjects must have different needs. In this case, by looking at the result, they should now be utilized by speaking skill and it didn't mean that the course denied other skills. Meanwhile, an analysis of the language contents brought to map of learning materials and skills to be taught. The materials included as follows:

1. Getting Patients' Information
2. Parts of Hospital; Wards, Departments, and Units
3. Reading text; Respiratory System
4. Reading text; Cardiovascular
5. Reading text; Ear, Nose, and Throat.
6. Mobilizing Patient
7. Caring Patients after an operation

Based on these contents of materials, the students were encouraged more on reading skill. The following table shows the classification of skills to be taught.

Table 3. Course materials

Topics	Skill
Getting Patients' Information	Speaking skill
Parts of Hospital; Wards, Departments, and Units	Vocabulary
Reading text; Respiratory System	Reading
Reading text; Cardiovascular	Reading
Reading text; Ear, Nose, and Throat.	Reading
Mobilizing Patient	Reading
Caring Patients after an operation	Writing

It could mean that the course did not fulfill the students' needs. As the importance of ESP is to answer what the students expect. The design of the course should be able to encompass learning goals into the materials. Regarding to mostly-wanted skill to the learning and based on the outcomes on the syllabus design, it has been conceptualized that nursing students are expected to be able to use English as a means of communication to the patients. It has to be needs analysis base which work to frame the course design.

Constructivist approach used was intended to provide students to work collaboratively and interactively. The students' task-based instructions modified learning tasks into communicative learning. Practical learning through demonstration takes the main point of the

application of the target language. It led to the design how this ESP program/course provided communicative learning within clear and specific learning goals. Furthermore, the analysis indicated that 75% of the students needed English for practical use. They needed a demonstration as they were equipped by the learning media which most of them were hospital tools, such as wheel chair, hospital bed, crutch, etc. Yang and Wilson (2006, p. 365) define individuals in constructivism is not isolated individuals. They learn how knowledge makes sense by considering where and when we are learning in a social context. What makes it as the benefit was the students tended to work with their friends cooperatively and were together engaged to find problem solving. It was shown on the table below which told that they preferred to ask their friends help if they got difficulties.

Table 4. Students' Problem Solving Based

Strategy	Percentage
Asking teacher's help	16,7%
Asking friend's help	50%
Open dictionary	8,3%
Browse internet	25%
Doing nothing	0%

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Furthermore, the result of needs analysis to map the learning goals is presented below. This figure describes the design of the ESP course given to nursing students to specify and fulfill their learning needs.

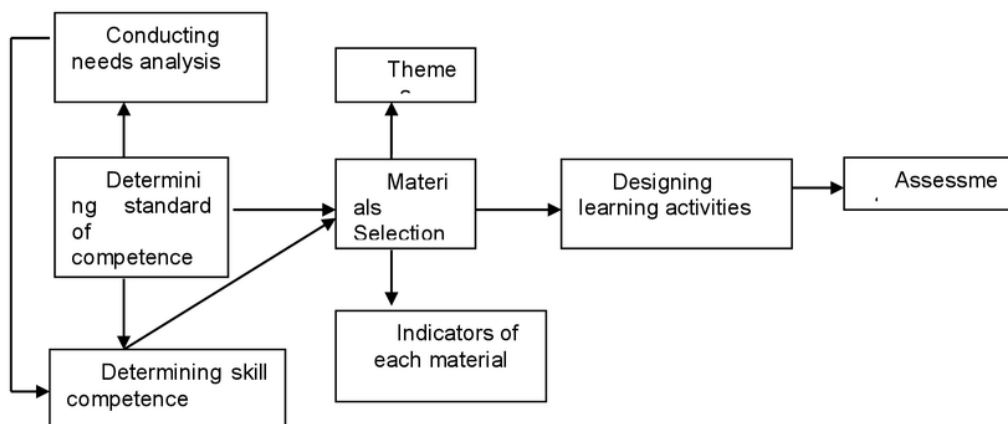


Figure 1. Design of ESP Materials
(Adapted from (Dick & Carey, 1994))

Materials Selection should represent the skills which they need most. Of course, it has to be appropriately and systematically formulated. These materials will determine types of learning activities. Between materials and activities, they closely related each other. When a teacher selects material, then he/ she should consider learning activities which cover the competence (Graves, 2000, p. 149). The result of needs analysis conducted was to find the materials which explained the scope of its materials. After having the observation and administered the questionnaire, the result presented as follows:

Table 5. Materials Selection

Materials	Value		
	Often	Rarely	Never
Getting Patients' Information	7	2	3
Admission and Patient Assessment	9	3	
Respiratory System	4	6	2
Cardiovascular	1	8	3
Observation	12		

Ear, Nose, and Throat	6	5	1
Understanding Chart	10	2	
Parts of Hospital; Wards, Departments, and Units	6	3	3
Planning for Discharge	8	4	
Mobilizing Patient	11		1
Caring Patient after an Operation	2	8	2
Medical Terminology	2	6	2
The Bed and Bed Linen	6	2	4
Pressure Areas and Pressure Sores	3		9

Based on the table 5, materials selected by the students became the main source how the course would be. It seemed that the students considered more on their needs as nursing students that they select the topics which commonly occurs in a work place. On the other hand, it also gives students opportunities to have new knowledge of something they have not got yet. Opportunities in some cases propose an active interaction which is truly demanded in constructivist view to access the negotiated meaning (Palmer, 2005, p. 1855). These selections take into an account of designing learning activities. Additionally, what makes an ESP course learning design different is that learning types should accommodate the interaction and independent learning system. It can be concluded that what materials are better to bring about to the ESP learning for nursing students are necessarily listed as the following:

1. Getting Patient's Information; Speaking and Vocabulary
2. Admission and Patient Assessment; Speaking and Vocabulary
3. Observation; Speaking and Listening
4. Understanding Chart; Speaking and Vocabulary
5. Planning for Discharge; Reading and Speaking
6. Mobilizing Patient; Reading, Speaking, and Vocabulary
7. The Bed and Bed Linen; Vocabulary and Writing

Regarding to the findings and discussion above, some aspects which are clearly identified as students' needs have determined what and how the ESP course should be conducted to the three-year nursing students. Mapping learning goals will be easy since the students' most used skill have been identified and materials are already selected based on students' needs.

CONCLUSION

Needs analysis is a starting point on finding certain needs of certain students, including nursing students. Nursing students are the students who learn specific subject. An ESP course should be able to provide the nursing students with English for nurse. Also, the learning design should be modified as interactive and communicative learning which they can maximize the learning opportunities and materials selection is as an interface between learning goals and learning activities. As a result, based on the discussion above, there are selected materials as suggested to this ESP course which represent students' needs, they are; getting patient's information, admission and patient assessment, observation, understanding chart, planning for discharge, mobilizing patient, the bed and bed linen and it was explicitly conveyed that speaking is the most skill needed by the students that it enables them to interact and communicate to the patients using English.

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