

Designing A Syllabus of English Teaching For Nursing Study Program

Asef Wildan Munfadhila
Stikes Bina Sehat PPNI Mojokerto

Abstract

Teaching English model for nursing students need recommendation from subject lecturer's involvement in the curriculum design. This paper wrote the process of designing a syllabus for ESP teaching in nursing context. As a part of curriculum design, this ESP syllabus focused on content area reading of English for nursing. Several text types commonly used in nursing skill and vocabulary building of academic word lists and the ones related to nursing area study were elaborated as well. The method used Research and development R&D with procedures need analysis, development, expert validation, and final product. This paper concluded that the application of syllabus needs high recommendation and commitment from the stakeholders in order to make the program successfully implemented.

Keywords: English teaching, nursing Study Program, syllabus design

INTRODUCTION

Designing a syllabus of English for nursing teaching in this paper deals primarily with the innovation for non-English department students in which the issues indicated much failures due to less interesting course designed to fulfill the need of English for Specific Purposes (ESP) learners. The proposed syllabus mainly concerns with the English teaching for nursing Study Program which recommendation the subject lecturers to get collaboration in designing curriculum in the overall planning, implementation and evaluation.

The basis of development, this paper begins with the reason of designing a syllabus for English teaching, followed by the background of writing the syllabus including the curriculum, collage, learners and the status of ESP, as well as the aims and objectives of designing the syllabus. The explanation of the syllabus will be written in details at the end of this paper.

LITERATURE REVIEW

Teaching ESP has been reported to have never achieved the set of aims intended as the purpose of teaching and learning due to several constraints influencing the implementation in all levels of its operation (Winarni, 2005:93). Problems identified include the middle level of students' English proficiency on entry to college and the fact that remedial English programs lack prestige and resources, take place in large classes, are timetabled for antisocial hours, are allocated 5 semester credit units, are non-selective by language competence, extremely heterogeneous both inter-institutionally and even intra- institutionally (Sadtono, 1995; Coleman, 1997).

A more recent study on teaching English for students of non- English department at Brawijaya University found that the background knowledge of instructors was also a potential difficulty (Winarni, 2005). Most had graduated with degrees in English

Education, Applied Linguistics, and English Literature.

Such a condition would lower the motivation of the students and meaningful learning is not likely to take place. Further, Winarni (2005) stated that there was mismatching between the students' need, the English teachers' want and the subject lecturers' requirements. It was recommended that there would be a model of English teaching that could accommodate the three parties involved.

Collaboration between English teacher and subject lecturers can serve as a bridge between the students and the English teacher's viewpoint and what the subject lecturer require. Little (2005, p. 85) that collaborative teaching establishes confidence and positive relationship between team teachers and students. This positive relationship could be in the form of action which is always previously based on negotiation on disciplinary cultures (Barron, 2002, p. 303). Supporting this, Dudley-Evans & John (1998, p. 42-48) stated that collaboration is a continuum, from low interaction (cooperation) to high interaction (team teaching).

Collaborative Teaching comprises teaching a class with two adult educators who may not be from the same field of teaching and who share planning, teaching and evaluating responsibilities (Little, 2005). This is different from the typical EAP teaching in which the English teacher has to work by him/herself to decide the goal of EAP teaching. There is no coordination between

English teacher and subject lecturer in designing EAP curriculum. Each of them works alone without cooperating pedagogically. This kind of EAP teaching technique is risky for weaknesses that could affect the students' low achievement in English. In order to overcome such problems collaborative English teaching is recommended to undertake.

METHOD

As this study is conducted to develop teaching syllabus, the suitable research design of the study is Research and Development (R&D). Research and Development (R&D) is a research conducted to develop and validate educational products such as textbook, instructional media, teaching method, syllabus, and so forth (Borg and Gall, 1983). In addition, Latief (2012) defines R&D as a research design aimed at developing educational products such as curriculum, syllabus, text books, instructional media, modules, assessment instruments, etc. In other words, R&D creates an educational product as the result of the research. In this study, the final output is the ESP syllabus used for nursing Study Program in stikes bina sehat PPNI.

According to Borg and Gall (1983), the steps in the R & D cycles used to develop the syllabus consist of research and information collecting, planning, preliminary form of product development, preliminary field testing, and main product revision. While Latief (2012) stated the steps to be conducted in R&D are identifying classroom problems,

reviewing related references, planning, reviewing the product, validating the product to related experts, trying out the product in a small scale and revising, and the last publishing the final product. On the other words, several steps must be accomplished in conducting R&D.

Due to the lack of ESP curriculum in Stikes Bina Sehat PPNI, this syllabus is designed for the students of nursing Study program to raise the motivation in learning English using more relevant teaching materials. The course seeks to enable the students to recognize their strengths and needs in language learning and to give them the confidence to use English more effectively to achieve their own goal in nursing. It also seeks to develop the students' skills of independent learning outcome of the classroom. This syllabus will be designed specifically to fulfill the need of ESP curriculum at Stikes Bina Sehat PPNI, one of the nursing college in Indonesia, which is located in Mojokerto, East Java. Stikes Bina Sehat PPNI is health Science College that has 3 study program. They are Bachelor of nursing, diploma of nursing, and diploma of midwifery. The designed syllabus was for third grade students. The number of the students at Stikes bina sehat ppni annually with different level of English proficiency. The compulsory status of ESP for the university students does not go with the absence of the ESP curriculum. Therefore, this syllabus is proposed to fulfill the need of ESP teaching and learning for the college level.

FINDINGS AND DISCUSSION

The Proposed Syllabus

Due to the wide scope of ESP teaching at the college level, this syllabus is limited for teaching the students of nursing Study Program. The type of syllabus used in this syllabus is a text-based and content based syllabus. A text based syllabus is a type of syllabus that is built around the texts and samples of extended discourse (Richards & Rodgers, 2001, p. 163). It is also a type of integrated syllabus because it combines elements of different types of syllabus. In addition to this, this syllabus is also arranged on the basis of content that is organized around themes, topics or other units of content. A Content Based Instruction (CBI) refers to an approach to second language teaching in which teaching is organized around the content information that students will acquire, rather than around linguistic or other type of syllabus (Richards & Rodgers, 2001, p. 204). One of the reasons of using this CBI is that it has similar characteristics of ESP teaching by Hutchinson and Waters (1987) in the way that it describes the role of learner, teachers and materials. In terms of the learner's roles, the goal of CBI is to encourage the ESP learners to become autonomous learners and equip them with collaborative modes of learning. Regarding the role of teachers, Richards and Rodgers (2001) suggest that English teachers should be equipped with content knowledge in order to make the learning more effective. In this collaborative teaching syllabus, this absence

could be fulfilled by the existence of the content subject lecturer. The materials that facilitate language learning are the materials that are used typically with the subject matter of the content course.

The aim of this syllabus is to equip the students with ability to read with understanding on basic texts in the context of nursing. The objectives of this syllabus are students Analyze and Communicate English in spoken and written text and grammatically correct reading, writing and communication techniques. In reading skill focus, the students can understand some reading strategies, identify main facts and details infer meaning from contextual clues, understand the vocabulary of academic word list, understand technical vocabularies commonly used in context of nursing and health science.

The syllabus for third grade bachelor of nursing study program.

| No | Unit | Text Types |
|----|-----------------------|------------------------------------|
| 1 | Introduction | |
| 2 | Caring for elderly | Information Text, Descriptive Text |
| 3 | Blood | Information Text, Descriptive Text |
| 4 | Mental health nursing | Information Text, Descriptive Text |
| 5 | Middle exam | |
| 6 | Personal care | Information Text, Descriptive Text |
| 7 | Elimination | Information Text, Descriptive Text |
| 8 | Medication | Information Text, Descriptive Text |
| 9 | Final exam | |

Scope and Sequence

The scope of the content includes 80% understanding language skills comprises of 30 reading comprehension skills, followed by speaking, listening and writing (each weighs 10%) and the rest 20% for understanding language components including understanding grammar and vocabularies in context.

The sequence of the contents is arranged on the basis of "whole to part" meaning that the material at the beginning of a course focuses on the overall organization of the topic. For example, Mentioning the vocabulary and useful expression, practicing conversations between nurses and patients, Reading and explaining the written text in the context of nursing, Making written and oral written text in the context of nursing Content of syllabus

The contents of the course include the following types of content:

- English skills contents focus
- Reading : including scanning, skimming, predicting and previewing
- Speaking : conversation/dialogue in the context of nursing
- Writing : summarizing text in the context of nursing
- Variety of reading texts in the context of nursing
- Variety of text types in the context of nursing
- Vocabularies of the academic words
- Technical Vocabularies commonly used in the context of nursing

CONCLUSION

This ESP syllabus is designed to fulfill the need of nursing students to understand in EFL context. The main objective is on reading and writing and strategies with three focus area namely reading comprehension skills, strategies, attitudes and behavior, reading of different text types in the context of nursing, and understand vocabularies of academic word list and their usage in some texts in the context of nursing. And also speaking skill with related for nursing care. So the non-English department students can apply English skill based on their area of nurse. Especially The English nursing program will successfully implemented.

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Appendix: Syllabus English for nursing

School : Stikes Bina Sehat PPNI
 Program : Bachelor of Nursing Study Program
 Semester : 6
 Level : Pre-Intermediate
 Subject : English for nursing

| Learning goal | Learning outcome | Topic material | source |
|---|---|---|---|
| Students are able to understand and apply English communication in oral and written text based on correct grammar and communication | Mentioning the vocabulary and useful expression, Practicing conversations between nurses and patients. | <ul style="list-style-type: none"> • Caring for elderly • Blood • Mental health nursing • Personal care | 1. Azar, Betty Schramfer. (1989) <i>Understanding and using English grammar</i> . New Jersey. Prentice Gall Regents 2. Rosh W, Bettany C. <i>English for Nursing: Vocational English Course Book 1</i> . Cambridge University Press 2009 |

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|--|---|---|---|
| <p>techniques in accurate, fluent, acceptable, and practice conversations and presentations through simulations in the academic context and nursing care</p> | <p>Reading and explaining the written text in the context of nursing, Making oral and written text in the context of nursing</p> | <ul style="list-style-type: none"> • Elimination • Medication • Final exam | <p>3. Rosh W, Bettany C. English for Nursing: Vocational English Course Book 2. Cambridge University Press 2009</p> <p>4. Grace, Tony, 2007. Oxford English for Careers: Nursing¹. Oxford University Press</p> <p>5. Grace, Tony, 2007. Oxford English for Careers: Medicine¹. Oxford University Press</p> <p>6. John east wood. 1999, Oxford practice grammar</p> <p>7. Oxford English Dictionary</p> <p>8. Oxford English Thesaurus</p> |
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