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Designing English course for nurses of Saurashtra

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Abstract

In the 21st Century the importance of English language has been felt in many countries including India. So there is demand for courses designed for the specific needs of the learners for their improvement in English. Vocational purpose is kept in mind during course design. Although there has been a need for ESP courses in India, this study is pioneer project in this field. This study is an attempt for ESP course in an area where English is needed. Nurses have to use English in their work field. This study is made with the help of 22 Nurses of Saurashtra. It aimed at catering for the linguistic inadequacy observed in the area. This article sheds light on the nature of the service of Nurses. It depicts different aspects of course design. It has devised syllabus for the course after having observed the Nurses. Present research article is about the actual teaching of the course to the Nurses. It discusses observations during the course. There are presentation of different methodologies and techniques to teach the Nurses. Article also depicts the improvement in the linguistic competence of the Nurses which was observed at the end of the course.

Keywords: English language, Saurashtra, Teaching Plans, Nurses, Future Tense

Introduction

The present article has depicted the application of what has been introduced so far after analyzing of course design for ESP learner. The research article describes lesson plans for Nurses and the results of the teaching.

The Teaching Plans

Number of participants: 22

Session Date Topic Duration

- 1 18 April 2016 Self introduction 2 hours
- 2 19 April 2016 Sounds in English 2 hours
- 3 20 April 2016 Test
- 4 23 April 2016 Present Tense
- 5 24 April 2016 Future Tense
- 6 25 April 2016 Conditional Tenses
- 7 28 April 2016 Test 2 hours
- 8 29 April 2016 Imperative and Interrogative 2 hours
- 9 1 May 2016 Word Power 2 hours
- 10 5 May 2016 The Practice Session 2 hours
- 11 6 May 2016 Test and Feedback 2 hours

Activities based Teaching

Role Play Activities: Role play provides practice of language in a situation. It is important to set a time limit for preparation to ensure smooth going of these activities. It avoids long discussions. Role play is done in front of the class. It is appropriate to discuss the features of the role first and then corrections are made at the end.

Games: Games make learning of the language easy because language learning can sometimes be difficult. Games are helpful and encourage the learners. Game creates context that would be very useful in class.

Computer and Laptop: These are useful devices. These can be used in the classroom to show videos. For example videos of self-introduction are shown to the learners.

Pictures: Many new ideas can be triggered in minds of the learners by showing pictures. It makes class more active and appealing.

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Lessons plans and observations of the actual implementation of Teaching

| Day 1 Context | | |
|---|--|----------------------------|
| Date: 18 April 2016 | Topic: Self introduction | Time: 2 hours |
| There was lack of confidence in learners while introducing themselves before the lesson. They could not express formal requests. After the lesson learners will know one another and also introduce themselves | | |
| Preparation | Objectives | |
| To develop learners' sentence structure and selection of words during self-introduction, To increase self-confidence, to teach expression, structure, and vocabulary, Tasks: Group activity | | |
| Lesson Delivery | | |
| Warm Up | Time 15 minutes | Course introduction |
| Presentation of Content | Time: 15 minutes | |
| Introduced the kinds of questions patients may ask them to the class. Nurses have to write down what their job profile is, Then points should be discussed and written on the board. A video of introduction is shown | | |
| Components and features | Time: 30 minutes, Application: Learners should be given 30 minutes to introduce themselves. Observation of the learners will be done. They asked to take note of the mistakes which they observed their classmates make. | |
| Review: The mistakes are discussed and feedbacks are given | | |

Observation: Nurses were not able to present themselves since they had lack of confidence. Therefore they stopped introducing. So that the advice was given to use English as much as possible. Learners were asking their co learners 'Could you tell me your name?' or 'Would you introduce

yourself?' At the end of the session, they had confidence of introducing themselves. Some learners don't know the sequence of the introduction. For example, they would speak about the report before introducing their job. This problem was discussed and solved.

| Day 2 Context | | |
|--|---|------------------------|
| Date: 19 April 2016 | Topic: Sounds in English | Time: 2 hours |
| There was lack of confidence in learners while introducing themselves before the lesson. They could not express formal requests. After the lesson learners will know one another and also introduce themselves | | |
| Preparation | Objectives | |
| To understand the articulation of sounds in English with focus on aspirated and [the] sounds, Supplementary Materials: paper, Tasks: Group Activity | | |
| Lesson Delivery | Warm Up | Time 15 minutes |
| Lesson introduction: Learners are asked to hear audio the interview and they asked to note down the words which were not clear to them | | |
| Components and features | Presentation of Content: Time: 15 minutes | |
| | Learners would be explained the importance of articulation, pronunciation and the right sounds of words. Time: 30 minutes They are explained the difference among the pronunciation of /the/, /\$/and /t/. Learners are given a list of words of medical field to read aloud one by one. They are as below: There, this, that, thanks, telephone, test, therefore, either, arthritis, asthma, genetic, growth. The position of the tongue is also explained. | |
| | Time: 45 minutes: To explain aspirated sounds /p/, /t/ and /k/. List of words would be given to learners for practice. There are words which they come across are: Please, can, take care, test, etc. | |

Observation: Learners had improved their pronunciation. They also improved their difficulties of aspirated sounds. Lesson has improved their communication.

whether the syllabus we have set up is providing us our objectives as far as curriculum is concerned. Thus, learners are instructed to present themselves. At this stage their performance was satisfactory. Some learners were made note on a paper. They were provided some more time so that they were able to make the presentation without the paper.

Day 3. 20 April 2016 Test: Evaluation of the learners plays very important part in the course. It provides feedbacks for both the learners and the trainer. Evaluation gives result of

| Day 4 Context | | |
|--|--|----------------------|
| Date: 23 April 2016 | Topic: Present Tense | Time: 2 hours |
| Preparation Objectives: To enable students to use the simple present tense correctly especially the third person singular Supplementary Materials: Blackboard, Pictures, Tasks: Class activities | | |
| Components and features | Lesson Delivery | |
| | Warm Up Time: 15 minutes, Course Introduction: Few sample videos should be shown. | |
| | Presentation of Content: Time: 30 minutes Examples of the sentences would be given on the board in the present tense. Learners are taught first person singular, first person plural, third person singular and third person plural with examples. From the observation, the rules of the present tense are noted down. Then learners have to give examples of sentences. Practice Time: 45 minutes The pictures of the process of the blood are given to the learners. They are asked to describe the process using the present tense. Five minutes would be given to them to go through the pictures | |



1. The nurse takes the blood sample from the patient.
The patient needs to give his arms for the extraction of blood.
2. The Nurse pierces the finger of the patient.
The patient spreads the blood on a blade.

Observation: The learners could handle the task well. They used the rules. However, there were difficulties to find the words for describing the action or the process. However, they were not criticized for that, because they could write the verbs correctly.

| Day 5 Context | | |
|---|--|----------------------|
| Date: 24 April 2016 | Topic: Future Tense | Time: 2 hours |
| Preparation: Objectives: Students would become able to use the future tense at the appropriate moment Improve speaking skills Supplementary Materials: Blackboard Tasks: Role play | | |
| Components and features | Lesson Delivery | |
| | Warm Up Time: 45 minutes Course Introduction: Few examples of the future tense would be given on the board and the learners will be asked to underline the verbs. They will be explained why future tense is used. They have to find keywords which indicate the future tense, for example tomorrow, next week, etc. | |
| | Presentation of Content and practice: Time: 45 minutes Learners will be asked to come on the stage and pretend they are sick. They have to make sentences of future tense. Examples: You will get well soon. Time:15 minutes | |

Observations: Since the rules of the future tense are very easy the nurses learnt the lesson easily. Practice session makes learning interesting. It adds creativity in the

presentation of the learners. Chances of mistakes are lesser due to practice.

| Day 6 Context | | |
|--|---|----------------------------|
| Date: 25 April 2016 | Topic: Conditional Tense | Time: 2 hours |
| Preparation | | |
| Objectives: Improve speaking skills. Students will be able to use the conditional tense when needed. Supplementary Materials: Blackboard Tasks: Role play | | |
| Lesson Delivery | | |
| Warm Up | Time 30 minutes | Course Introduction |
| Learners will be shown dialogues in the conditional tense on the video | | |
| Components and features | Examples: If you go to Shimla, you'll have a wonderful time, If you go to New York, you might see the statue of the liberty, Presentation of Content and practice: Time: 30 minutes, Explanation of the conditional sentences related to the nurses: If there is a problem, you can call any nurse | |
| | Time: 30 minutes Learners are divided into two groups. One of the group is asked to form the 'if clause' and others have to complete the sentences. However, the sentences should be according to questions of the patients | |

Observation: Conditional tenses play significant role in grammar. They depict the conditions and the results. Learners were confused on how to use conditional tenses before this lesson. There were few mistakes during the exercise given to them which were immediately corrected. They got efficiency to use conditional tenses in their day to day conversation.

Day 7.

Date: 28 April 2016

Test and Feedback

Test covers three parts: Reading, Picture Description, Conversation Learners have to read given dialogue. Their

intonations, word stress and aspects of phonetics are tested. In the second part the learners are asked to describe the processes in pictures. In the third section, the learners are asked questions by trainer. Questions such as: 1) what are the features of their job that they like? 2) What will you tell a patient if he is not ready to take the test? 3) What are the precautions they have to take? Present section will give confidence to talk and will test their ability to use language.

Observation: The result indicates that the learners are grasping the components of the course. There would be discussion after each learner's performance. Feedbacks are also given individually to learners. This format of the test is very effective and hence it will be used for the next test.

| Day 8 Context | | |
|--|--|----------------------------|
| Date: 29 April 2016 | Topic: Imperatives and Interrogatives | Time: 2 hours |
| Preparation | | |
| Objectives: It would be explained how the imperative could be used while helping the patients without being impolite or rude. | | |
| Supplementary Materials: Papers Tasks: Group activities | | |
| Lesson Delivery | | |
| Warm Up | Time 15 minutes | Lesson Introduction |
| Components and features | Time: 15 minutes Examples will be given from daily life. Learners will be asked to give examples as well | |
| | Practice: To conduct a Total Physical Response activity to teach and practice imperatives. Groups would be assigned different scenarios, such as in class, at home, on the playground and so on. Each group has to speak of the imperative sentences they may hear in those situations. For example: Take the bat! Clean the bad!, Avoid oily food! | |
| | Time: 30 minutes After understanding of the imperative sentences, learners will be asked to note down the sentences which they use in their routine. They have to read the sentences and those sentences which are wrong would be corrected. | |
| | Break: 10 minutes | Time: 20 minutes |
| | To explain conversation into the interrogative form. Some learners have to come in front of the class. They will be asked questions which they need to ask patients by the class. Course designer will intervene during wrong formation of sentences | |

Observation: Tone of learners' earlier examples of imperative sentences was in order form, and therefore nurses' tone could not be understood by them. Therefore they were explained the right tone while giving advice to the patients. The following examples were for practice:

Please collect reports at 4 pm.
Don't leave hospital without doctor's permission, Let's know what time you will be free.

| Day 9 Context | | |
|--|---|-------------------------|
| Date: 1 May 2016 | Topic: Word Power | Time: 2 hours |
| Preparation Objectives: To improve learners' communication by increasing learners' word power, Tasks: Group activities | | |
| Components and features | Warm Up | Time 15 minutes |
| | The learners will be asked to think and mention their limitations when it comes to words related to health and medical terms. The points will be written on the blackboard. | |
| | Presentation of Content | Time: 60 minutes |
| | From the points which are listed on the blackboard, a translation will be done and each learner would be given a glossary of health and medical terms for reading. It helps to understand the meaning of the terms. The learners will be asked to fill up the blanks of the questionnaires with help of the glossary. For example: 1. If the report is negative, that means the patient is not (infected). 2. If the learner is positive then s/he will be (quarantine) so that s/he does not tarnish others. 3. The risk for the diseases to be (propagate) will be high if blood is not tested. 4. Proper dose of medicines will be (prescribed) to the patient. 5. Blood (sample) is required. The nurses have to understand the proper meaning of the terms and know where and when to use them. A correction of the group will be conducted where the learners could learn from the others' mistakes | |
| | Practice Time: 15 minutes | |
| | Two boxes will be given to each learner, one with medical equipment images and one with tricky labels of the images from first box. The task is to match each image with their proper label. Examples: Lab/ Laboratory Injection, ICU Test tubes, X- ray machine Syringe, Pharmacy | |
| | Review Time: 30 minutes To check whether the learners understood the topic a group discussion will then be arranged. | |
| | Observation: This activities created interest in the learners, and also enhanced vocabulary. They were able to use words appropriately at the end of the session | |

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Day 11 **Date:** 5 May 2016

The Practice Session: For the practice of the different components which they learnt during the course, learners had been given various tasks in this session. The importance of this practice session is that learners will be tested what they have learnt in the course. This enhanced the level of their confidence in using the knowledge.

Day 12 **Date:** 6 May 2016

Test and Feedback: The achievement test has been arranged in this last session to find out the course was

helpful for the nurses. The learners were given different situations for role- playing. And the remarkable enrichment was noted in the nurses' linguistic skills. Test is the feedback both for the learners and the researcher.

Conclusion: The systematic teaching plan is helpful for improvement of the nurses' linguistic competence. For the motivation of the learners, the various interactive and task based activities were helpful. The researcher could see some improvement of their linguistic skills in every class. Feedback was served by the various tests which were conducted in these sessions. English is an official language of India. It is used in some of the most important fields. English is taught from primary schools and is the medium of instruction in schools, though the students get less linguistic

competence. People who are associated with the medical industry have to enhance their communication skills. In this way ESP courses would be useful to those who need to use it in their work place or jobs. There is need to develop ESP courses systematically because India does not have many courses of ESP except Business English. For the implementation of courses which will contribute to the field of ESP in India, training teachers in ESP could be very good. Need analysis is an important step in the designing of the course because it directs the designer of the course. Planning of lessons is very important and useful in ESP courses. For encouragement of the learners to communicate in the class, activities are very important in the ESP courses. While focusing on the listening and speaking skills the communication is very important in a language class. Learners centered activities like role play, games are important for the stimulation of the learners' interest. A course can still be planned to develop nurses' skills in their fields where they need to use English, though this research article has limitations unlike English for Tourist guides, lawyers, doctors, and so on. It is possible to improve learners' linguistic skills by giving attention on the weak areas of the learners and planning lessons accordingly. They become confident about using English and are more at ease with their jobs. Tests are very important in ESP courses. For their improvement and motivation to learn, they are effective. To examine the extent to which learners have grasped the lessons, achievement tests are conducted. Tests reveal the effectiveness of the course. The course is able to enhance the linguistic competence of the learners is shown by the achievement tests in the case of English for Nurses. The present research article demonstrates substantial development in the Nurses' use of English, level of confidence as well as motivation.

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