Evaluating an English Language Course for Nursing Students

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ABSTRACT

This study aims to investigate into the English course for nursing in the faculty of nursing at Shahid-Beheshti University. More specifically, the study aims to identify the students' and the instructor's opinions about the course suggestions as regards the improvement of the English course, and the students' need as perceived by themselves and the course instructor.

This study has been designed as a case study which uses a mixed-methods approach to research. In other words, both qualitative and quantitative data were collected through the student questionnaire and instructor interview. The participants of the study were seventy nursing students in the third and fourth years of their study and one instructor in the faculty of nursing at Shahid-Beheshti University.

The results of this study indicated that both the instructor and the students held positive attitudes toward the English course for nursing in terms of its aims and objectives, content and materials, teaching-learning process, and assessment. Also, the results highlighted the strengths of the English course for nursing as perceived by the participants of the study. Additionally, the results showed that the course had some weaknesses too.

Based on the weaknesses, the participants suggested making some changes in the English course for nursing. For example, by extending the time of the class and adding more English courses to teach the students. They mentioned that academic writing skills and listening skills be must emphasize more in this course. Also, they agreed the technology should be integrated into the English course.

Finally, the results of the study explained some implications about the English for course for nursing in the faculty of nursing at Shahid-Beheshti University in Tehran. Also, some recommendations are provided for future studies.

ÖZ

Mevcut çalışma Shahid-Beheshti Üniversitesi hemşirelik dersi için kullanılan İngilizceyi incelemeyi hedeflemektedir. Özelde, bu çalışma İngilizce dersine ilişkin öğrenci ve öğretmen görüşlerini, İngilizce dersinin geliştirilebilmesi için önerilerini ve öğrencilerin ihtiyaçlarını hem kendilerinin hem de ders öğretmeninin bakış açısından belirlemeyi amaçlamaktadır.

Bu çalışma, karma yöntem yaklaşımı kullanılarak vaka çalışması olarak tasarlanmıştır. Diğer bir deyişle, öğrenci anketleri ve öğretmen mülakatı yoluyla hem nitel hem de nicel veriler toplanmıştır. Çalışmanın katılımcıları Shahid-Beheshti Üniversitesi Hemşirelik Fakültesi'ndeki yetmiş üçüncü ve dördüncü sınıf öğrencilerinden oluşmaktadır.

Çalışmanın bulguları, hem öğretmenin hem de öğrencilerin hemşireler için İngilizce dersine yönelik amaçlar/hedefler, içerik ve materyaller, öğretim-öğrenim süreci ve değerlendirme açılarından olumlu tutumları olduğunu göstermiştir. Ayrıca, bulgular çalışmanın katılımcıları açısından İngilizce dersinin güçlü yönlerini altını çizmiştir. Bulgular, dersin bazı zayıf noktaarı olduğunu da ortaya çıkarmıştır.

Zayıf noktaların temelinde, katılımcılar hemşirelik için İngilizce dersinde ders saatinin uzatılması ve öğrenciler için daha fazla İngilizce dersinin eklenmesi gibi değişiklikler yapılmasını önermişlerdir. Ders içerisinde akademik yazma becerileri ve dinleme becerilerinin daha çok vurgulanması gerektiğinden de bahsetmişlerdir. Buna ek olarak, İngilizce dersinin teknolojinin de entegre edilmesi gerektiği konusunda hemfikir olmuşlardır.

Son olarak, çalışmanın bulguları Shahid-Beheshti Üniversitesi Hemşirelik Fakültesi'nde sunulan Özel Amaçlı İngilizce (ÖAİ) dersi için öneriler ve gelecek çalışmalar için tavsiyeler vermektedir.

Anahtar kelimeler: Özel amaçlı İngilizce (ÖAİ), Hemşirelik Amaçlı İngilizce (HAİ), İhtiyaç analizi (İA).

This Thesis is dedicated to my Parents and my sister, the hidden strength behind my every success.

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Chapter 1

INTRODUCTION

The present chapter, which is the introduction of this study contains four sections. Initially, it tends to present the background of the study. Then, the next two sections explain the statement of the problem and the aim of the study, respectively. The fourth section focuses on the research questions, and the last two sections clarify the significance of the study and the definition of terms.

1.1 Background of the Study

Jiajing (2007), and Mauranen (2009) stated that along with the growth of globalization, international trade, international networks, economic integration, and science and technology, English has established dominance as a global language as Valle, Onate, and Lopez (2007) considered. As a consequence, the students, academics, and professionals from many different fields are required to use English, and the demand for ESP language teaching has grown rapidly regarding. Dudley-Evans and St. John (1998), García Mayo (2000), Johns (2013). It can be merely defined either as the teaching of English for any specified purposes such as professional and occupational goal, or according to Anthony (1997) the teaching of English used in academic studies.

According to Hutchinson and Waters (1987), the cause of English for Specific Purposes (ESP), establishes in three occasions: the requests of a fearless modern lifestyle, an upset in semantics, and the emphasis on students. The demands of the new world determine that the exhibit that the finish of Second World War brought about a

huge development in sciences, innovation, and financial aspects in a global scale. Thus, people groups for correspondence search a similar language among all; so, English adapted a universal language. The second purpose behind setting up English for Specific Purposes (ESP) was a revolution in linguistics. Some linguists, being aware of the world changes, began to focus their studies on the ways in which language is used in real situations. Traditional approach in language study centered the attention on the grammatical rules governing the language usage. However, it was found that discourses vary according to contexts. Then, it was necessary to reorganize the teaching and learning methodologies according to the language specificities of each situation. The English needed by engineers, doctors, linguists or officers could be identified by analyzing the linguistic characteristics of their specialist area of work or study. Hutchison and Waters (1987) stated "Tell me what you need English for and I will tell you the English that you need" became the guiding principle of ESP".

Hutchison and Waters (1987) expressed since 1960s, English for Specific Purposes (ESP) has developed to wind up an imperative and distinct zone in the field of English Language Teaching. This development demonstrates an expanding requirement for students utilize English in their particular fields, for instance, occupational, medication, technology, science etc. English for Specific Purposes (ESP), which is a learner-centered methodology, described by two highlights such as, exceptional regard for students' needs, and the incorporation of extraordinary substance or content in exercises. Needs analysis is central section of any English for Specific Purposes (ESP) course, that is used for emerging materials, curriculum decisions, and teaching methods definitions. Despite the fact that there are different ideas about needs analysis, no one rejects its significance in English for Specific Purposes (ESP) courses. Needs

analysis is a necessary part of English for Specific Purposes (ESP) courses for curriculum design, materials development, educating and testing issues.

Unfortunately, there has been no formal research on investigation into the necessities of the students in bachelor degree in the English courses for nursing in the faculty of nursing at Shahid-Bbeheshti university in Iran. Some researchers studies such as, Zafarghandi, Sabet and Delijani (2017) investigated the efficiency of an ESP Course offered to Graduate Students of Psychology at Islamic Azad University of Tonekabon, Mostafaei and Ershadi (2017) evaluated certain areas of the Iranian ESP program through the lens of its immediate stakeholders, i.e. policy implementers, authors, teachers and learners, and Salehi, Davari and Yunus (2015) evaluated English for specific purposes (ESP) course book on "the ESP Course of Qur'anic Sciences and Tradition" taught at some universities in Iran.

Hutchinson and Waters (1987) mentioned that what separates general English from English for Specific Purposes (ESP) course is the "presence of need thusly yet rather attention to the need"(p.53). This mindfulness will have an impact on the content of the course in spite of the fact it may appear that English for Specific Purposes (ESP), is principally characterized by its content which is in fact secondary to needs analysis. Emphasizing the role of needs analysis, Jordan (1997) has described that in the procedure of needs analysis one should contain, "the sponsors, the subject specialists, the language course planners and educators and learners"(p.22).

There are several methodologies to needs analysis. firstly, Target Situation Analysis which could best be illustrated by the model presented by Hutchinson and Waters (1987) have discussed that the model, by concentrating on students, seems to neglect

the role of culture while needs should be determined by a negotiation between society and individual partners. Secondly, learning-centered strategy which the needs are divided into supplies, wants and lacks. Necessities are what students must know so as to impart proficiently in encouraging dialect use circumstance. Lacks discuss to what students previously know and which part of the necessities they lack. What the students want are also part of the needs because ignoring the students' want might lead to their demotivation in the course of learning.

Nunan (1988) focused on the analysis is on the method applied to effectively implemented language curriculums while the latter approach tries to modify language courses to local conditions. Duddley- Evans and St. John (1998) have pointed out that needs analysis is the procedure of setting up the what and how of a course. They differentiate between two kinds of needs; the objective needs which expressed the facts by strangers and the subjective needs which expressed from cognitive and affective aspects by insiders of a community. They remarked on the existing approaches to needs analysis as a more current approach to need analysis is critical needs analysis which is both descriptive and transformative. It is expressive for creating a list of learners' needs from the standpoint of students, ESP instructors, heads of departments and policy producers. It is also transformative because it offers suggestions for changes in the materials, content, and education methods according to Pennycook (1989), and Benesch (1996). This way to deal with wants examination contains all partners in the procedure of needs analysis and efforts to encounter the needs stated by different partners while concentrating on the needs of the learners.

1.2 Statement of the Problem

World Health Organization nursing and midwifery progress report (2013) stated that

the role and function of nurses expect attendants to accomplish both workmanship and science. In term of art, nurses which invest a large portion of their energy and time to support patients, peoples and groups to determine and achieve their physical, mental and social potential, and to do so within the context of the environment, need such a competence to communicate well with people. They need English, which has been a universal language, to get a better communication and contact. the English language is a vital need for nurses who are involved in medical services because the mission of the nursing faculty included to train efficient human resources in nursing, as well as producing knowledge in the nursing field in order to promote health at the social level around the world.

Therefore, the researcher found that it is quite necessary to conducted the present study, in order to evaluate both the nursing students and the course instructor attitudes toward their expectations form the English course for nursing. Also, tried to identify the students' needs and the influence of the English language regarding the general needs, academic need job opportunities.

Shahid-Beheshti University, is a famous university in Iran and its ranking is 872 in the 2018-2019 academic year and the faculty of nursing is the oldest faculty in this university. The structure of Shahid-Beheshti university was established in 1986 with the integration of many colleges affiliated to the Ministry of Health. The medium language of instruction at the faculty of nursing is Farsi. However, there is a strong need to know English in future to communicate with people and, patients depending on the situation in clinical settings, where they need to speak either English or Farsi to make small talks with each other and colleagues and understand nursing conference, and documenting the patients' records in nursing faculty. The research founded that

there is only one English course in the bachelor degree in their educational curriculum in the faculty of nursing at Shahid-Behetshti university. Accordingly, the researcher believed that the evaluation of the English course was essential to handle the present research to provide the nursing students and their instructor's attitudes, and expectations from the English course for nursing.

1.3 Aim of the Study

The present study, which was conducted in the Faculty of Nursing in the Shahid-Beheshti University in Tehran, aimed to investigate into and evaluate the English course for nursing course, to improve the course, i.e. to make it better address the needs of the students and teachers. More specially, this study investigates into the nursing students` and teachers` opinions about the English for Nursing course. This study also explored the students` and teachers` suggestions for the improvement of the course, and identify the students` needs as perceived by the students and their teacher.

Overall, the present study attempted to investigate to what extent English course in the nursing faculty at Shahid-Behshti university is effective and addresses the needs of the students, as perceived by the instructor and the students. To this aim, it focuses on identifying their beliefs about the English for nursing course, as well as their idea about the students' needs.

1.4 Research Questions

The following research questions have been formulated to address the purpose of the study which is to investigate into the attitudes of both the instructor and the students towards English for nursing course, as well as in to their suggestions as regards as improving the English course for nursing:

1) How do the nursing students and the course instructor evaluate the English

language course in terms of its aims and objectives, content and materials, teaching-learning process, and assessment?

2) What do the nursing students and the course instructor suggest for the improvement of the course?

3) What are the insights of the nursing students and the course instructor regarding the students' needs in this course?

1.5 Significance of the Study

The findings of this study are expected to increase the awareness of the students and their instructor in the English course for nursing in the faculty of nursing at Shahid-Beheshti university about the importance the English course for nursing. As a result, it may promote the English course for nursing into the courses in the curriculum. In addition, the findings may shed some light on the needs, expectations and suggestions of the stakeholders. Rodgers (1969) stated this occurred through the expression of the fundamental value of the learners and their attitude towards learning. Learners were perceived to have various needs which would have a major determinative factor on their motivation to learn, hence on the effectiveness of their learning. This gave support to the development in which the connection to the needs and interest of the learners was the most important.

1.6 Definition of Terms

Need Analysis: (NA), that determining the language needs of language learners and arrangement of the needs according to their priority. Lawson (1979). defines "need" as "something that is recognized but it is not in any sense "discovered", and its "existence" derives from whatever criteria are thought to be relevant in making the diagnoses" (p.37). According to Dudley-Evans and St John (1998), mentioned that need analysis is the process of determining the language needs of language learners

and arrangement of the needs according to their priority (p.123).

English for specific purposes: teaching specific content and skills of English to *the* specific group of learners aiming at communicating effectively in academic or professional situations.as Hutchinson and waters (1987), claimed that the ESP should suitable approach to base on the learner's reason for learning. It means the content, materials and the curriculum must match with learners need (p.8). Also, Mackay and Mountford (1978), defined that the ESP is generally used to refer to the teaching of English for a clearly practical purpose**.** That is to say, that English should be taught to achieve specific language skills using real situations (p.2).

1.7 Summary

This chapter has introduced the study by giving the background of study, stating the problem, providing research questions and discussing the significance of the study. In the next chapter, the relevant literature about English for specific purpose ESP is reviewed. In the third chapter, the methodology of study is discussed and in the fourth chapter the results of the study are presented. And in the last chapter the results of the study are discussed under the research questions and some implications for practice are given. Moreover, the limitations are explained and some recommendations for future research are presented.

Chapter 2

LITRATURE REVIEW

In this chapter, the review of related literature as it relates to the study is presented. The chapter reviews different definitions of English for specific purposes alongside its history and classification. Furthermore, need analysis and the theory behind it is considered and the evaluation and program evaluation, its history, and different framework are explained. Finally, the chapter reviews some studies on language program and ESP program evaluation.

2.1 Definitions of English for Specific Purposes

Dudley- Evands and St John (1998.p.4) defined that ESP is a conspicuous movement of English language teaching with some specific characteristics which focus on language (grammar, lexis, register), skills, discourse and genre appropriate to these activities. It may be related to or constructed for specific discipline as it is designed to meet the specific needs of the learners. Most ESP courses assume some basic knowledge of the language system.

Mayo (2000) stated that ESP can be used in any situation. Therefore, ESP must be put in to the learners' needs. Hence, some others explained the strategy of language teaching is the substance and system based on the learner's goal for education. Hutchinson and Waters (1987) expressed that ESP as "An approach to language teaching which all decisions as to content and method are based on the learner's reason for learning" (p.16).

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The 21st century ESP researchers defined ESP in relation to the needs of the learners for their subject-specific work and experience. Basturkmen (2003) explained ESP relevant to the needs of the language use that learners will encounter in their specific work or study-related situation. Similarly, Master (2005) argued that ESP focuses on the importance of various elements in real language situations that learners will encounter. Johns and Salmani (2015) agreed with Dudley-Evans and St. John's (1998) the definition of ESP and strongly supported the view that ESP is most effective when it is relevant to adults' academic and professional contexts.

Furthermore, Alfehaid (2011) added to these definitions, suggesting that apart from developing learners' knowledge of English in context, ESP should focus on developing learners' language skills and study skills to help them in their discipline. Generally, the definitions of ESP as above mentioned focus on the three main concepts such as, the specific language needed, the learners' specific purposes for learning, and the specific contexts in which language is taught and used, whether in academic or professional contexts.

2.2 History of English for Specific Purposes

Although it is difficult to establish a specific date for the origin of English for specific purposes, many researchers such as Basturkmen (2010), García Mayo (2000), and Rahman (2015) agreed that ESP was developed formally during the mid-sixties, after the Second World War and the transition period to the scientific and technical world.

Dudley-Evans and St Johns (1998) assumed that the root of the English for specific purposes came from the Greek and Roman empires (p.1). Strevens (1997) stated that the history of ESP related to the minimum half a century. According to Dudley-Evans

and St. John (1998), Gatehousen (2001), and Hutchinson & Waters (1987) the English language had become the accepted international language of technology and commerce, in a variety of contexts and situations where the specific needs, demands, and wishes of the learners had to be considered rather than those of the teachers. A combination of these important factors expanded the demand for English to suit particular needs and thus the requirement for increased ESP courses. These needs then acted as a guide to design ESP course materials.

After 1945, the New world knew an age of enormous and extraordinary growth in all the activities, especially the economic, technical and scientific controlled by two contradictory forces, automatically endangers a demand for an international language. This revaluation was officially recognized in the English language for various reasons. Consequently, it created a new generation of learners who knew specifically why they were learning a language as Hutchinson and Waters (1987) mentioned aiming at fulfilling the daily requirements which consisted in the comprehension of the simplest manuals to the most complicated genre of discourse as law texts and scientific articles (p.6).

Benesch (2001) expressed the teaching of English for specific purposes in its early days was largely encouraged by the demand to communicate across language in areas such as commerce and technology. This has now expanded to other areas as Belcher (2009) mentioned that the English for academic purposes, English for occupational purposes, English for vocational purposes, English for medical purposes, English for business purposes, English for legal purposes, and English for socio-cultural purposes.

Shohamy (1995) and Douglas (2000) stated that a major characteristic of English for

specific purposes is that the content and objectives of the course are conformed to the specific needs of the learners. English for specific purposes then targets the language, skills, and genre appropriate for the particular activity the learners need to carry out in English. As with most development in man activities, Douglas (2000) claimed that English for specific purposes was not a prearranged and tenacious motion but instead, a manifestation that originated out of a number of connecting perceptions. These perceptions have functioned in different ways around the world but three main reasons can be identified in relation to the emergence of English for specific purposes.

2.2.1 The Demands of the World

Hutchinson and Waters (1987) in their book revealed that the end of the Second World War in 1945 publicized a period of immense and unprecedented enlargement in the scientific, technical and economic activity on an international standard. This growth brought about a world merged and controlled by two physical phenomenon commerce and technology which in their continual progress soon gave rise to a need for an international language. For different reasons, most notably the economic power of the united states in the post- world war. This responsibility fell to English.

The result was to build an entire new assemblage of people wanting to learn English, not for the joy or prestige of knowing the language but because English became the key to the international medium of exchange of commerce and technology. Formerly, the rational motive for learning English or any other language had not been well defined. The knowledge of a foreign language had been specifically considered as a sign of a well-rounded education but few had really queried why it was important learning a language was so-to-speak its own explanation. But, English became the recognized international language of commerce and technology, it built a new

generation of learners who knew specifically why they were learning a language as explained by Basturkmen, (2010) and García Mayo (2000).

Gatehouse, (2001), and Hutchinson & Waters (1987) expressed businessmen and women who wanted to market their products, mechanics who had to read machines instructional manuals, doctors who needed to be up to date on the development in their fields and a whole range of students who needed to read textbooks and journals only available in English. All these and many others needed English and most importantly, they knew why they needed it, and demands of people.

2.2.2 Linguistics Development

The need was growing for English courses designed for specific needs, impactful new ideas began to surface in the study of language. Conventionally, the objective of linguistics had been to clarify the rules of English usage. That is the grammar. However, Widdowson (1987) shifted attention away from clarifying the nominal characteristics of the usage of language to discovering the way in which language is actually used in real communication. The finding related to the language we speak differs considerably from the language we write and in a number of different ways from one discourse to another. In English language teaching, this gave rise to the perspective which there are important differences, for example, the English of commerce and engineering. These opinions came up naturally with the growth of English courses for the specific group of learners. Hutchinson and Waters (1987) claimed that if language differs from one position of use to another, it should be possible to ascertain the characteristics of specific situations and then make these characteristics the foundation of the learners' course. The simple guiding principle of English for specific purposes presented by Rahman (2015), "Tell me what you need

English for, and I will tell you the type of English you need".

2.2.3 The Learner Needs

Another thing that contributed to the rise of English for specific purposes related to the improvement in educational psychology. Rodgers (1969) stated this occurred through the expression of the fundamental value of the learners and their attitude towards learning. Learners were perceived to have various needs which would have a major determinative factor on their motivation to learn, hence on the effectiveness of their learning. This gave support to the development in which the connection to the needs and interest of the learners was the most important. The best way of making this possible was to take texts from learners' specialist area. The premise underlying this approach was that the broad relevance of the English course to their demand would make the motivation of the learners better, thereby making learning easier and faster as Hutchinson and Waters (1987) explained. Additionally, Carter (1983), and Hutchinson and Waters (1987) stated that the development of English for specific purposes then was made possible by a joint force of three important factors which are; the expansion of demand of English to meet specific needs and growth in the field of linguistics and educational psychology.

Needs analysis is a stage in the ESP course development cycle. Regarding, Ahour and Mohseni (2015) "The needs analysis should guide the development of the course objectives, and then this leads to further steps in the ESP course development cycle" as Dudley-Evans and St. John explained (1998). The various ESP researchers have discussed the development of needs analysis approaches and models. Huhta, Vogt, Johnson, and Tulkki (2013) classified the development of needs analysis approaches into two groups. The first group focused exclusively on functions and notions and on

the four skills of speaking, listening, writing, and reading. This group such as Munby (1978) and Dudley-Evans and St. John (1998) refered to language centered approaches. The second group has confirmed that a comprehensive task-based approach, as can be seen in Long (2005), whose needs analysis is primarily based on tasks. However, a later approach by Huhta, Vogt, Johnson, and Tulkki (2013) did not suggest a clear division between the two groups of needs analysis approaches.

Dudley-Evans and St. John (1998), and Hutchinson and Waters (1987) asserted that the Strategy analysis" or "learning needs" is often a factor in needs analysis and refers to the route or the process of learning. In order to analyses "learning needs" as Hutchinson and Waters (1987) explained that it should be taken into account, including the learning situation, the learner's knowledge, skills, strategies, and motivation.

 Astika (1999) noted that how the learners learn the language, why they learn it, what resources are available to help them learn. In fact, Dudley-Evans and St. John (1998) mentioned that different learners have different ways of learning. A learning needs analysis is linked to "target situation analysis" in that "target situation analysis" determines the destination or objectives of a course, whereas "learning needs" served as the vehicle and guideline to get to the destination. It should be the learners themselves and the other learning factors that affect their learning. Kern (2013) suggested using technology to teach ESP because it makes learning the language more effective or efficient and simulates the real life work situation while giving students the opportunity to acquire and practice essential professional skills. This concept is relevant to the context of this present study.

Within the wider area of "learning needs analysis" in the ESP context, many different learning styles and strategies have been seen to affect students' learning. Learning styles can be seen as general approaches to acquiring and processing language. Cohen and Macaro (2007), and Oxford (1990) explained that learning strategies are specific processes that learners use to deal with language tasks in the target situations. Oxford (1990) classified learning styles into four dimensions such as, "sensory preferences, personality types, desired degree of generality, and biological differences" (p.2).

Some scholars believed that applying appropriate learning strategies can improve the second language learners' perception, reception, storage, retention, and retrieval of language information by Anderson (2005), Cohen and Macaro (2007). Also, Horwitz (2012). They believed that the lower proficiency of the learners would benefit from learning the strategies of higher proficiency learners (as cited in Al-Saraj 2014).

2.3 Categorization of ESP

David Carter (1983) identified three types of English for specific purposes which are;

a. English as restricted language

b. English for academic and occupational purposes

c. English with specific topics

The language used by air traffic controllers or by waiters are examples of English as a restricted language. Mackay and Mountford (1978) illustrated the difference between restricted language and language with this statement:

The language of international air-traffic control could be regarded as 'special', in the sense that the repertoire required by the controller is strictly limited and can be accurately determined situationally, as might be the linguistic needs of a dining-room

waiter or air-hostess. However, such restricted repertoires are not languages, just as a tourist phrase book is not grammar. Knowing a restricted 'language' would not allow the speaker to communicate effectively in novel situation, or in contexts outside the vocational environment (pp. 4-5).

The second type of ESP identified by Carter (1983), it was related to the English for Academic and Occupational Purposes. In the 'Tree of ELT' according to Hutchinson and Waters, (1987) ESP is broken down into three branches. Firstly, English for Science and Technology (EST), secondly, English for Business and Economics (EBE), and thirdly, English for Social Studies (ESS). Each of these subject areas is further divided into two branches: English for Academic Purposes (EAP) and English for Occupational Purposes (EOP). The example of EOP for the EST branch was 'English for Technicians' whereas, an example of EAP for the EST branch was 'English for Medical Studies.

Hutchinson and Waters (1987.p.16) noted "There is not a clear-cut distinction between EAP and EOP, people can work and study simultaneously". Also, they stated that in many cases the language learnt for immediate use in a study environment will be used later when the student takes up, or returns to, a job. Carter's explained the rationale for categorizing EAP and EOP under the same type of ESP. It appeared that Carter was implying that the end purpose of both EAP and EOP are one in the same employment. However, despite the end purpose being identical, the means taken to achieve the end is very different indeed.

The final type of ESP identified by Carter (1983) was the English with specific topics. Carter noted that it is only here where emphasis shifts from purpose to topic. This type

of ESP uniquely, concerned with anticipated future English needs. For example, scientists requiring English for postgraduate reading studies, attending conferences or working in foreign institutions. However, this situational language has been determined based on the interpretation of results from the needs analysis of the authentic language used in target workplace settings.

2.4 Needs Analysis

There are different definitions of need analysis and each definition depends on the aim of analysis. Lawson (1979.p.37) defined "need" as something that is recognized but it is not in any sense "discovered", and its "existence" derived from whatever criteria are thought to be relevant in making the diagnoses. This simply means that some assessments and evaluations should be carried out on the existing situation in order to recognize needs and the diagnosis of assessment results would reveal some deficiency.

Widdowson (1981.p.2) explained the differences between "goal-oriented" definition and "process-oriented" definition of needs. He defined goal oriented need as what the learners need to do with the language once he or she has learned it and process-oriented need as what the learner needs to do in order to acquire the language. This definition showed that it is important to identify the present condition of the learner as far as language learning is concerned, and the target situation where the learner will be required to use the language. The "goal-oriented" definition as Widdowson (1983.p.20) expressed, it has to do with program aims while the "process-oriented" definition relates to pedagogic objectives. Hutchinson and Waters (1987) gave a clear difference between "target needs" and "learning needs". The target need referred to what the learner needs to do in the specific situation, and the learning need referred to what the learner needs to do in order to learn (p.54). Further, Hutchinson and Waters

(1987) subdivided target need into three which are; necessities, lacks, and wants. Hutchinson and Waters (1987) explained necessities as what the learner has to know in order to function effectively in the target situation; lack as the discrepancy between necessity and what the learner already knows, and wants as what the learner actually wants to learn or what they feel they need. This involved that how learners learn the language, why they learn the language and the resources available to help them learn (pp.62-63).

Altman (1980) claimed the types of learner needs according to individual differences within the framework of learner-centered language teaching. According to Altman (1980), the learners should be properly positioned based on their age, level of language proficiency, maturity, time available. There is a need for the institution to make flexible educational arrangements to allow all learners access to learning which is appropriate to the types of needs they have. In this way, the content and mode of learning will be influenced by the options available at their disposal. The types of modifications of learning resources are made accordingly to meet the kinds of individual differences with regard to time, goals, mode, or expectations of learning (p.9).

2.4.1 Target Situation Analysis (TSA)

Needs analysis was firmly established in the mid-1970s by West (1998). In the earlier periods needs analysis was mainly concerned with linguistic and register analysis, and as Dudley-Evans and St. John (1998) suggested, needs were seen as discrete language items of grammar and vocabulary. With the publication of Munby's Communicative Syllabus Design (1978) needs analysis moved towards placing the learner's purposes in the central position within the framework of needs analysis. Consequently, the

notion of target needs became paramount and research proved that function and situation were also fundamental. The term Target Situation Analysis (TSA). In fact, the first used by Chambers (1980.p.29), tried to clarify the confusion of terminology. as "Communication in the target situation". In his work Munby (1978) introduced "Communicative Needs Processor (CNP)". As Hutchinson and Waters (1987) said:

> With the development of the CNP it seemed as if ESP had come of age. The machinery for identifying the needs of any group of learners had been provided: all the course designers had to do was to operate it (p.54).

In Munby's CNP, the target needs and target level performance are established by investigating the target situation, and his overall model clearly establishes the place of needs analysis as central to ESP, indeed the necessary starting point in materials or course design by West (1998). Munby 1978 stated that "The variables that affect communication needs by organizing them as parameters in a dynamic relationship to each other" (p.32).

Dudley-Evans and St. John (1998) presented a modern and comprehensive concept of needs analysis (p.125) following:

- Environmental situation - information about the situation in which the course will be run (means analysis);

- Personal information about learners - factors which may affect the way they learn (wants, means, subjective needs);

- Language information about learners - what their current skills and language use are (present situation analysis);

- Learner's lacks (the gap between the present situation and professional information about learners);

- Learner's needs from course - what is wanted from the course (short-term needs);

- Language learning needs - effective ways of learning the skills and language determined by lacks;

- Professional information about learners - the tasks and activities English learners are/will be using English for (Target Situation Analysis and objective needs);

- How to communicate in the target situation – knowledge of how language and skills are used in the target situation (register analysis, discourse analysis, genre analysis).

2.5 Program Evaluation

Kiely and Rea-Dickins (2005) noted that the evaluation has different some definitions in the literature because of its nature. Therefore, they defined "a form of inquiry, ranging from research to systematic approaches to decision-making" (p.6). Weir and Roberts (1994) described the evaluation as the process of gathering information about a program in order to declare the value in a systematic way.

Further, Brown (1989.p.222), expounded the evaluation as the systematic collection and analysis of all relevant information necessary to promote the improvement of the curriculum, and assess its effectiveness and efficiency, as well as participants' attitudes within a context of particular institutions involved (cited in Weir and Roberts, 1994, p.4). Albright's et al. (1998.p.1) specified the evaluation should show what actually occurred, whether it had an impact, expected or unexpected and what links exist between a program and its observed impacts. The simple description declared by Trochim (2002.p.1) "The evaluation is the systematic acquisition and assessment of

information to provide useful feedback about some object". In the same manner, Worthen et al. (1997) remarked the evaluation as "…the act of collecting and providing information to enable decision makers to function more intelligently" (p.5).

Trochim (2002) expressed the evaluation as "Evaluation is the systematic acquisition and assessment of information to provide useful feedback about some object" (p. 1). Worthen et al. (1997) described the evaluation as "…the act of collecting and providing information to enable decision makers to function more intelligently" (p.5).

The program was defined by Weir and Roberts (1994) as "Any organized educational activity offered on a continuous basis" (p.3). The types of program come at varying levels such as mega, macro, and micro and types, such as educational, advisory, regulatory, case management, product, or service provision programs (Owen, 2007). When a program was implementing, it became subject to evaluative inquiry for various purposes. According to Royse, Thyer, and Padgett (2010) suggestion, the reason why services that are already-settled undergo evaluative inquiry was that "there are always alternatives and sometimes better ways to solve problems" (p.2). Therefore, evaluation is a means of deciding the worth of a program through a body of knowledge coming from systematic investigations, which in turn enables decision-makers to arrive at conclusions on steps to be taken by Owen (2007), Weir and Roberts (1994). Those who made these kinds of decisions might be people within or outside the system and while the insiders aim to enhance the program, the outsiders seek ways for deciding on the policy and budget issues by Weir &Roberts (1994). Further, Weir and Roberts (1994) gave a clear difference between the two purposes of evaluation which are accountability and development.

Owen (2007), and Royse et.al (2010) said that usually, program evaluation is important because it is necessary to know whether a program is a "good" one. According to Royse et al. (2010), "good" is a vague term and is open to subjective appraisal; therefore, it is of importance to set an operational definition of "good". Basically, good programs work in relation to their goals, serve their intended uses, and has a lot of benefits for their users. However, this does not imply that all programs which are fully functioning are good. In some cases, "good" might not stand as an all-or-nothing criterion, but a continuum. Owen (2007) gave an example of the typical program evaluation questions, as "How good is this program?" and "Did the program work?" as well as other questions relating to the needs of the program, the requirements to meet those needs, what is happening in the program itself, the way through which there could be improvement, and the possible implementation of the success of the program in other contexts (p.17).

2.5.1 History of ESP Program Evaluation

The program evaluation is the key of ESP because, it estimated the goals and outcomes, then find advantages and disadvantages to improve the plan. The history of the ESP program evaluation and many types of research showed the importance of ESP of the issue. Regarding, Swan (1986) the ESP program evaluation took time and some special tools needed. There are many frame-work as regards as the ESP program evaluation. But, they did not reflect effective elements, such as validity, learner self-rule, and learning assignment that recent literature suggests as contributing significantly to the understanding of language learning by Dickinson (1995) and Gilmore (2007).

2.5.2 Program Evaluation Models or Frameworks

Bennett (2003) explained that "the model describes an approach which has been

developed by a particular person" (p.17). Due to the fact that needs are unstable in different ESP program, different evaluation processes have brought various program evaluation approaches or models into the field. Additionally, Worthen and Sanders (1987.p.60) considered their common characteristic such as, Objectives-oriented evaluation approaches, Management-oriented evaluation approaches, Consumer-oriented evaluation approaches, Expertise-oriented evaluation approaches, Adversary-oriented evaluation approaches, Naturalistic and participant-oriented evaluation approaches.

Objectives-oriented evaluation approaches can be used in order to reset or reorganize an existing program to be able to identify the outputs. The objectives-oriented evaluation approaches according to Hogan (2007) focused on identifying the goals and objectives of the current program, Hogan stated that "I order to know if the goals and objectives have been achieved". This approach is majorly appropriate for evaluating the outcomes and the goals of the activities which exist in the program.

Mizikaci (2006), and Ravia (2003) expressed that *Management-oriented evaluation approaches* are most appropriate when there is a need to make a decision on possible and necessary changes on behalf of administrative part Administrator uses this evaluation approach for making-decision. Different decisions are made to include "inputs, processes, and outputs" Worthen and Sanders (1987. p.77). In other words, this evaluation model is used in order to examine the current situation and identify the necessary changes needed in the program.

Consumer-oriented evaluation approaches used a set of checklist to evaluate product effectiveness. Various checklists have emerged in order to assess the products by

considering students' satisfaction and pleasure about the program. Hogan (2007) noted that these government agencies and consumer promoters use these checklists to be able to evaluate the product's effectiveness. The most popular checklists in this approach are Scriven's concerns and checklists by Worthen and Sanders (1987).

Expertise-oriented evaluation approaches, Worthen and Sanders (1987) defined as the approaches were used by expertise in a program or school to analyze a program content, by considering the actions taking place in the curriculum as examining the effectiveness of the theories used in the program.

Adversary-oriented evaluation approaches, considered both the weaknesses, and strengths of a program. This is done majorly for comparison and for enhancement of a program. Eisner recommend the educational criticism and connoisseurship as a way of evaluating a curriculum. He defines connoisseurship as the art of appreciating the significant situation within educational organization (Ornstein & Hunkins, 1998; Worthen & Sanders, 1987). The role of the evaluator described the real scene of an existing situation. Therefore, observation, especially participant observation, was the main instrument to collect data.

Naturalistic and participant-oriented evaluation approaches, aimed to gather information about learners' concerns, values, and problems. In order to do this, a natural situation which is in the artificial environment which program is being held must be put into consideration. According to Hogan (2007), "The participant-oriented approach allows for the evaluator to engage with the stakeholder as a partner in solving the problems" (p. 9).

In addition to these six approaches to program evaluation, eight questions and answer framework was developed by Nunan (1992) for evaluating the effectiveness of a program:

1. What is the purpose of the evaluation?

2. Who is the audience for the evaluation?

3. What principles of procedures should guide the evaluation?

4. What tools, techniques and elements are appropriate?

5. Who should carry out the evaluation?

6. When should it be carried out?

7. What is the time frame and budget for the evaluation?

8. How should the evaluation be reported? (p. 196).

2.5.3 Studies on ESP Program Evaluation

The program evaluation is crucial in English for Specific Purposes (ESP) because it is used to measure whether the goals of an ESP program have been met, also to ensure the program's continuous improvement. Despite the importance of program evaluation, the history of the ESP program evaluation is still scarce and somewhat dated such as, Hutchinson and Waters (1987), McGinley (1984), and Swan (1986).

The reasons for the lack of related ESP program evaluation history according to Swan (1986) have been attributed to the short duration of ESP courses, the difficulties in the instrumentation and the application of the time-consuming program evaluation processes, and the challenges involved in measuring learning transfer from school to the workplace by James (2010). Hutchinson and Waters' (1987) book, presented a useful, though somewhat outdated, ESP evaluation approach in which two levels of evaluation which are course evaluation and learner assessment, are discussed.

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Regarding, the course evaluation, Hutchinson and Waters (1987) suggested that there should be appropriate data collection in order to understand how learning needs are being served. They also suggested that basic test types such as placement, achievement and proficiency tests should be used to perform learner assessment.

Watanabe, Norris, and Gonzalez-Lloret (2009) made a more recent model for evaluating language programs, they developed a well-rounded framework for foreign language (FL) program evaluation. Different from the Hutchinson and Waters framework above, this framework considers a cross-section of views through an analysis of stakeholders such as policy-makers, program designers, community members (the public and parents), sponsors, program designers, instructors, and students. An additional important premise of this framework is its focus on the positive aspects of evaluation, such as a participatory model, professional accountability, and teacher empowerment. Their approach moved language program evaluation from an externally mandated process to an internally motivated process in which evaluation results are no longer used just for judgment but also for enabling program participants to benefit from the process. As valuable as these two frameworks are, they do not consider several important factors, such as authenticity, learner autonomy, and learning transfer that recent literature suggests as contributing significantly to the understanding of language learning by Dickinson (1995) and Gilmore (2007).

2.6 Studies on Program Evaluation

There are many evaluation studies conducted in the field of teacher education since program evaluation is crucial in education. Some of these studies made a thorough program evaluation, while some others choose to evaluate only one particular part of a program. Most of these studies focused majorly on the identification of the

effectiveness of the language program. These evaluative studies generally considered the strengths and weaknesses of the language program and attempt to give some recommendations for program improvement.

2.6.1 Studies on Language Program Evaluation

Another major study conducted by Akar (2009) aimed to find out the effectiveness of the foreign language teacher training colleges (FLTTC) in Poland. The researcher used a case study and survey to get in-depth information related to the purpose and process of this program. From the result of the study, the participants generally had positive perceptions of their teaching in the classroom.

Erdem (1999) carried out a study to explore the effectiveness of English language curriculum at METU Foundation High School. Data were collected through questionnaires, interviews, observations and written curriculum documents from teachers, students, and school principals. The findings revealed that the current program was teacher-centered and it should be replaced with a student-centered one. Also, the ongoing curriculum evaluation system is needed to improve the in-service training.

Further, Nam (2005) conducted a study in South Korea on the perceptions of college students and teachers regarding the new communication-based English curriculum and instruction. The findings revealed that the opinions about the effectiveness of the new curriculum vary, while students seemed to have somewhat negative opinions, teachers, on the other hand, have a positive opinion. A similar study was conducted by Şahin (2006) on the effectiveness of the in-service teacher training program, run jointly the Department of Basic English (DBE) and the Department of Modern Languages (DML) at Middle East Technical University (METU). In order to determine, whether the

program achieved its objectives. The findings showed that the program was effective in achieving its objectives. Nevertheless, there were drawbacks which show that improvements are needed in certain components of the program.

In the similar way, Yanık (2007) evaluated the English language curriculum of 6th, 7th, and 8th grades from the teachers' and students' perspectives in Turkey. Data were collected through question and the results revealed that the program was effective, but the facilities of the schools and classrooms were found insufficient.

Another study by Erozan (2005) aimed to evaluate the language improvement courses of the undergraduate ELT program at Eastern Mediterranean University. The opinion of instructors and students were solicited with interviews, observations, and document analysis. The findings of the study revealed that language improvement courses are perceived positively by students and instructors.

Khalid, A. (2016) evaluated the existing English for Nursing Purposes curriculum of (BSCN) programme prescribed by HEC/PNC to corroborate its relevancy, and adequacy in preparing the musing professionals for their professional English language requirements by using Stufflebeam's curriculum evaluation framework. This study measured the level of existing linguistic (in)adequacy of the professional nurses pertaining to the specific roles they are required to perform so that their problematical areas could be identified systematically and subsequently reported with recommendations. A qualitative research approach has been used to measure the needs of the nurses. The tools such as, open-ended questionnaires and semi-structured interviews have been used to collect data from the sample sizes nursing heads and language instructors consecutively. The findings of the study divulged that the course

was inadequate and yet relevant. This research study recommended to review the English language curriculum considering the needs of the nurses for their work-place that may improve the standards of nursing English in Pakistan.

Further, Topkaya and Küçük (2010) conducted a study to detect 4t[h] and 5th grade English teachers' perceptions on the content, outcome and general characteristics of the English program. The findings revealed that the program is clear and understandable and can be a guide to preparing lesson plans. However, the teachers thought that the program is not applicable in all parts of Turkey.

2.6.2 Studies on ESP Course Evaluation

Manoochehri and Nemati (2016) focused on the ESP course in the field of computer engineering in the current situation of Iranian universities by examining the students' attitudes. The participants were selected through simple randomization. There were 132 undergraduates consisting of 64 males and 68 females from five Iranian universities. The data were gathered by employing a researcher-made questionnaire as well as four open-ended questions. The results indicated that the ESP students' attitudes toward their ESP course were below expectations. As the findings revealed that the current situation of the ESP courses in Iran was actually problematic and needed to be rectified.

Zafarghandi, Sabet and Delijani (2017) investigated the efficiency of an ESP Course offered to Graduate Students of Psychology at Islamic Azad University of Tonekabon. To this end, a needs analysis was carried out to establish the major needs of the students and evaluate the course according to these needs. The need analysis was performed by administering a questionnaire at the beginning of the course the results of which were compared with the course evaluation at the end of the ESP program. The findings of

these questionnaires indicated that the students felt that they needed the language to improve their test scores first, and then to read and write academic articles. The evaluation of the course also distinguished the efficient parts of the program and identified the parts which needed major or minor adaptations. In this regard, the course book seemed insufficient and incompatible with the students' needs, although the teacher's presentation was believed to be comprehensive. The ESP course, therefore, required some modification in the both material, and in some particular techniques to help students achieve their objectives.

Mede, Koparan, and Atay (2018) evaluated the perceptions of Turkish ESP students, teachers and graduates regarding the English course designed for Aviation Cabin Crew Members. The data were collected by means of semi-structured interviews and analyzed through pattern coding. The results revealed similar perceptions including the three groups of participants' expectations, experiences, challenges and respective solutions about the development of the existing ESP course which will serve as a reference in designing similar programs to facilitate learning English for specific disciplines.

Salehi, Davari and Yunus (2015) executed that the evaluation of the English for specific purposes (ESP) course book on "the ESP Course of Qur'anic Sciences and Tradition" taught at some universities in Iran. To accomplish this objective, a researcher-made questionnaire and an interview protocol were used. The example of this examination comprised of 80 master students majoring in Qur'anic Sciences and Tradition and 6 educators showing this course. The textbook was assessed as far as four elements including content and exercises, topics, skills and strategies, and teaching methodology. According the findings, the ESP textbook was appropriate for

the students who should pass the Qur'anic Sciences and Tradition course. However, the students did not give a high assessment of the certain issues. The discoveries of this investigation would empower the ESP instructors to adjust to the Qur'anic Sciences and Tradition textbook more relevant to the students' needs.

Chen (2009) assessed the English training courses in a four-year bachelor degree in Applied English Department in Taiwan. The opinions and beliefs of the instructors, students, and the graduates of the department were sampled. Data was collected through questionnaires, interviews and document analysis. The findings revealed that both students and alumni are satisfied with the course contents and the materials in the program have concluded that the goals and the objectives of the courses meet their needs and expectations.

Mostafaei and Ershadi (2017) evaluated certain areas of the Iranian ESP course through the lens of its immediate stakeholders, i.e. the policy implementers, the authors, the teachers, and the learners. Using questionnaires, interviews and classroom observations through a quantitative-qualitative mixed-method design, the collected data were analyzed. The results of the study indicated that the program is suffering from lack of systematic observation and evaluation policy, and its stakeholders, especially in the users' strand, they are not satisfied with the program's current status, goal, methodology, and the textbooks. The origin of the problems and dissatisfaction in the program was found to have varying shares from different sources. Contextual factors, improper policies, unprincipled teaching methodology, and old-fashioned spiritless textbooks were found and concluded to have their impending roles in the Iranian ESP program achievement and satisfaction.

2.7 Summary

English for specific purposes (ESP) is a recognizable activity of English language teaching with some specific characteristics which focuses on language (grammar, lexis, register), skills, discourse and genre appropriate to these activities. It may be related to or constructed for the specific discipline as it is designed to meet the specific needs of the learners. In this chapter, the literature on definitions of English for specific purposes (ESP), History of English for Specific Purposes, Classification of English for Specific Purposes, Needs Analysis, Theoretical Basis of Needs Analysis, Evaluation and Program Evaluation, History of Program Evaluation, Program Evaluation Models or Frameworks and Studies on Language Program and ESP Evaluation has been examined.

Finally, some studies have been reviewed about the English for Specific Purposes (ESP), Need analysis and Language Program and English for Specific Purposes (ESP) Evaluation.

Chapter 3

METHOD

This chapter introduces the methodology of the research study. It has seven parts. The first part explains the overall research design. The second and third parts introduce data about the context and research questions. The participants of the study are described in part four. Part five is about data collection instruments, and part six is about data collection procedures. The last part is about data analysis.

3.1 Research Design

This study was designed as a case study which used a mixed-methods approach to research. In other words, both qualitative and quantitative data were collected to investigate into the instructor's and the students' attitudes towards the evaluations of the English for nursing course offered in the Faculty of nursing at Shahid-Beheshti University in Iran.

Yin (2014) defines case study as "an empirical inquiry that investigates a contemporary phenomenon (the 'case') in depth and within its real-world context" (p. 16). Moreover, Mackey and Gas (2005) stated that "case studies provide detailed descriptions of specific learners within their learning setting" (p.171).

As it is mentioned previously, a mix-methods approach was employed in this study to collect both qualitative and quantitative data. The researcher aimed to combine the two approaches together in order to strengthen the validity of the research study. Five basic

purposes of the application of mixed-methods approach have been declared by the scholars in the literature as triangulation, complementarity, development, initiation, and expansion (Greene et al., 1989). One of the highlighted aims of using the mixed-methods design is 'triangulation'. According to Greene et al. (1989) "The core premise of triangulation as a design strategy is that all methods have inherent biases and limitations, so use of only one method to assess a given phenomenon will inevitably yield biased and limited result" (p.256).

Furthermore, they declared that "complementarity seeks elaboration, enhancement, illustration, clarification of the results from one method with the results from the other method" (p. 259). Another purpose of the mixed-methods research is development which refers to the "sequential use of qualitative and quantitative methods, where the first method is used to help inform the development of the second" (Greene et al., p. 260). Moreover, 'initiation' which is considered as another purpose of the mixed-methods design seeks to discover contradiction, paradox, and new frameworks. The 'expansion' of the research intends to increase the scope of the study by selecting the most appropriate method (Greene et al., 1989). Finally, Dörnyei (2015) and Hashemi (2012) indicated that mixing quantitative and qualitative methods would provide the researchers a better understanding as well as a deeper investigation into the case.

3.2 Setting

The present study was conducted with 3th and 4th year of the bachelor nursing students and their instructor in the Faculty of Nursing at the University of Shahid-Beheshti in Tehran in the Fall semester of 2017-2018 academic year.

Shahid-Beheshti University (SBU) established in 1959 it is one of the most reputable

universities in Iran., SBU syndicates the tradition of a classical university with the dynamic character of a modern and interdisciplinary scientific enterprise. Since 1990, the university has set more accentuation on postgraduate, specifically, Ph.D. and research curriculums, the university and the memberships of academia are at the forefront of world research in various fields, and the teaching is informed by the very latest improvements in each discipline. At the present time, it has 860 academic memberships and 18,000 students, and among them, 300 are international from twenty countries as stated on (http://en.sbu.ac.ir/About/Pages/About%20S.B.U.aspx).

Additionally, since 1947 the faculty of Nursing at Shahid-Beheshti university has been one of the oldest nursing schools at the national level. The missions of the SBMU School of Nursing is to train efficient human resources in nursing, as well as producing knowledge in the nursing field in order to promote health at social level. Additionally, the current structure of the nursing faculty at Shahid-Beheshti University was established in 1986 with the integration of many colleges affiliated to the Ministry of Health, according (http://sbmu.ac.ir/index.jsp?fkeyid=&siteid=243&pageid=12816).

The students in 3th or 4th years of their study can register to study English for nursing course, and there is only one course in the bachelor degree. The hour of the English course for nursing was 4 hours in the week, in other hand, they have two part English class each and each part of the class has two hours. Also, there is one instructor who is teaching English course in the bachelor degree. The objective of English for nursing course program is to provide understanding of the meaning of the vocabularies and idioms related to the nursing and medicine and it helps to communicate to patients and partners and staffs. Also, the English language is effective at the job opportunity in the future. The goal of this research is to evaluate the English course of nursing which has

the maximum benefits in the shortest period of time for second language nurse learners, teachers in Iran.

3.3 Research Questions

The present study aims to investigate into the attitudes of both the students and the instructor towards English for nursing course. The study also aims to identify their needs, expectations and suggestions as regards English for nursing. Accordingly, the study tries to answer the following research questions:

1- How do the nursing students and the course instructor evaluate the English language course in terms of: aims and objectives, content and materials, teaching-learning process, and assessment?

2- What do the nursing students and the course instructors suggest for the improvement of the course?

3- What are the insights of the nursing students and the course instructor regarding the students' needs in this course?

3.4 Participants

The present study was conducted with the 3rd and 4rd year bachelor nursing students and their instructor (one) in the Faculty of Nursing at Shahid-Beheshti University, Tehran Province. Overall 70 students and only one instructor participated in this study.

3.4.1 Students

The student participants of this research were bachelor degree of nursing students in the Nursing Faculty and they all gave consent to join this thesis study. The number of the students were 70 which included both males and females. The students who participated in this study, were 39 females (54.3%), and 31 males (45.7%) of the nursing students. All of the students were Iranian; also, all of them had Persian language as their native language. the age range of the students was between 20 to 28.

75.7% were between, and 21.4% of them were between 23-25 was, and 2.9% of them were between 26-28.the students agreed they have English course before with 66.7% and 41.7% of them expressed they have English course more between 1-2 years. Also, 62.9% of the students mentioned their English was satisfactory totally.

3.4.2 Instructor

The instructor who participated in this study was only one teacher, who was teaching English more than 12 years in the faculty of nursing at the Shahid-Beheshti University, Tehran Province. Also, the instructor had experience in English teaching in the different faculties like Dentistry and the other universities that one of them is faculty of nursing, Shahid-Beheshti University.

3.5 Data Collection Instruments

In the present research study, the main data were obtained from 3rd and 4rd year students' questionnaire and a teacher's interview.

The student questionnaire and the instructor interview were used to obtain qualitative and quantitative data. Questionnaires can be regarded as one of the most useful instrument to obtain data. The instruments were adapted from Dafa-Allah (2012) and Erozan (2005). The aim of the questionnaire was to identify the students' attitudes about English for nursing course, get them to evaluate it and give suggestions to make it better address the needs of the Nursing students, as well as to identify their needs regarding English course for nursing students and as future nurses.

3.5.1 Student Questionnaire

The student questionnaire (Appendix C) aimed to investigate into the students' attitudes towards the English course for nursing in the faculty of nursing at Shahid-Beheshti university in some of the departmental courses such as aims and objectives,

content and materials, teaching-learning process courses, and assessment and need analysis. as well as their expectations and suggestions as regards English course for nursing. Regarding the reliability of the student questionnaire, the obtained Cronbach Alpha value was.930.

The student questionnaire consisted of three major parts. In the first part, the main focus was on the students' personal information including their age, gender, nationality, native language, and their class. Then asked them to explain they had the English course before (if yes how many years), then 6 closed-items [*Very good, Good, Not Satisfactory, Poor*] asked them to rate their English Language in the reading, listening, speaking, writing, grammar, and vocabulary. Additionally, 6 closed-items [*A lot of difficulties, Some difficulties, Little difficulties, No difficulties*] focused on the students' difficulties in understanding English or communicating in English in different areas such as reading, listening, speaking, writing, grammar, and vocabulary.

The second part totally, consisted of 55 five point Likert-scale type of closed-items [*Strongly agree (5), Agree (4), Not sure (3), Disagree (2), Strongly disagree (1)*], which investigated the students' attitudes towards the English for nursing course. Firstly, aims and objectives included thirteen closed-items with five point Likert-scale [*Strongly agree (5), Agree (4), Not sure (3), Disagree (2), Strongly disagree (1)*], and 2 open-ended questions to evaluated the students' expectations in the English course for nursing. Secondly, twenty-three closed-items questions five point Likert-scale [*Strongly agree (5), Agree (4), Not sure (3), Disagree (2), Strongly disagree (1)*], evaluated the course content and materials, and also it included 3 open-ended questions which focused on the students' attitudes and their suggestions in the content and materials in the English course for nursing. Thirdly, teaching-learning process

consisted of nineteen closed-items questions five point Likert-scale [*Strongly agree (5), Agree (4), Not sure (3), Disagree (2), Strongly disagree (1)*], and three open-ended focused on the students' attitudes and their suggestions regarding the methodology and activities in the English course for nursing. Then, three open-ended questions investigated the assessment in the English course for nursing and the students' suggestions. Finally, the overall evaluation with three open-ended questions focused on the performance and suggestions of the English course for nursing and the students and need analysis. Also the students' needs and their expectations regarding the English course were evaluated.

In the third part of the student questionnaire, totally 20 closed-items with five-point Likert-scale [*Very desirable (5), Desirable (4), Neutral (3), Undesirable (2), Very undesirable (1)*], identified the nursing students' needs of the English course for nursing analyzed. Concerning the need analysis, six closed-items questions with five-point Likert-scale [*Very desirable (5), Desirable (4), Neutral (3), Undesirable (2), Very undesirable (1)*], which focused on the general needs of the nursing students, eight closed-items questions with five-point Likert-scale [*Very desirable (5), Desirable (4), Neutral (3), Undesirable (2), Very undesirable (1)*], which evaluated the academic needs of the nursing students, and six closed-items questions with five point Likert-scale [*Very desirable (5), Desirable (4), Neutral (3), Undesirable (2), Very undesirable (1)*], which focused on the job needs of the nursing students.

3.5.2 Instructor Interview

After obtaining the consents of the instructor, one instructor volunteered to take part in the interview sessions (Appendix D), and she responded to the questions of the interview. Accordingly, six section were adapted from Dafa-Allah (2012), and Erozan

(2005). In order to identify the attitudes, the instructor as well as the student's and the instructor 's needs, and their expectations regarding English for nursing courses. Also, she was asked to indicate her recommendations and opinions as regards English course for nursing.

The first part included 5 questions related to the instructor's beliefs and evaluation of the course aims and objectives. The second section of the teacher's interview had 5 questions which focused on the investigation of the English course content and materials for nursing and some recommendations of the teacher about the changes of course and material. The third section of the instructor's interview consisted of 4 questions related to evaluation and the teacher's beliefs regarding the process of the teaching-learning in English course for nursing students and asked some suggestions about changes in learning- teaching process in the faculty of nursing at Shahid-Beheshti university. The fourth section included 4 questions tried to investigate the instructor's beliefs regarding the assessment and evaluation of the English course for nursing students. The fifth section of the teacher's interview consisted 3 overall evaluation questions related to the teacher's evaluations of the strengths and the weakness of the English course for nursing and the teacher's suggestions to improve the English course. The sixth section of the instructor's interview included 1 question regarding the need analysis focused on the instructor's opinions and beliefs in fields of general needs, academic needs, and job needs of the nursing students.

3.6 Data Collection Procedures

The data for this study were collected in the Fall semester of 2017-2018 academic year. Some steps were taken orderly by the researcher in order to collect the data: (1) the permission letter (Appendix A) was collected from the Faculty of the nursing at

Shahid-Beheshti university, (2) The approval letter (Appendix B) was collected from the Ethics Committee of Eastern Mediterranean University. (3) Consent forms and the questionnaires were distributed among the students in the Faculty of Nursing, and after collecting the Consent forms, the participants spent roughly 30 minutes to respond to the questionnaire. Then, it was requested from the whole students that sign the consent form and reply to student questionnaire. (4) Likewise, the Consent form for the interview was signed by the instructor. Lastly, the researcher took appointment from one teacher for conducting interview. The interview took 20 minutes and the researcher audio recorded the interview.

3.7 Data Analysis

Since the present research study included both qualitative and quantitative data, the data analysis was done through different phases. As regards the analysis of the quantitative data which were collected from closed-items in the student questionnaires. The researcher used the Statistic Package for Social Sciences (SPSS) in order to analyze the data, and means were calculated through descriptive statistics.

On the other hand, for analyzing the qualitative data, the researcher applied content analysis. As for the qualitative data the open-ended questions in student questionnaire, and the instructor interview were taken into account. Regarding the qualitative data, the students' questionnaires contained open-ended questions, the researcher categorized similar responses under different themes, and then the themes and keywords were coded by the researcher, and lastly, the frequencies were calculated from the coded data.

Additionally, as regards the analysis of the instructor interview, the researcher firstly transcribed the audio-recorded interview Then, the researcher analyzed the data.

3.8 Summary

In this chapter, presented the methodology of the present study was. The first, and the second sections were about the research design and the setting. The third and fourth sections were related to the research questions and participants of the study. After that, the data collection instruments and procedures were introduced. Lastly, the data analysis procedures in this study were in the next chapter, the results will be presented.

Chapter 4

RESULTS

The results of the present research study are explained in this chapter. Initially, the results of the student questionnaire are provided which are followed by the results of the teacher's interview.

4.1 Results of the Student Questionnaire

The questionnaire was administered to the students of the department of nursing to find out about their attitudes toward the English course for nursing. The questionnaire contains three sections and the findings have been presented under these sections.

4.1.1 General information about the Nursing Students' Level of English

In the first section of the questionnaire, in response to the sixth question asked *(Did you take any English courses before?)*, 66.7% of the students answered "Yes", with 41.7%, and 33.3% answered "NO".41.7% of them mentioned they had English course 1-2 years,37.5% of them mentioned they had English course less than one year, 12.5% reported that they had English course for 5 years or more, 8.3% said they had English course for 3-4 years with. In question 7, the students were asked to rate themselves regarding English in general (*Very Good, Good, Satisfactory, Poor)*. The great majority of the students (62.9%) expressed that their English is satisfactory in general, and 21.4% of them agreed that their English in general was good, 12.9% mentioned that their English in general was poor, and only 2.9% thought that their English was very good.

In Question 8, the students were asked to rate themselves as very good, good, satisfactory or poor in terms of the four skills and two language area (i.e. grammar and vocabulary). The results presented in Table 4.1 below.

Table 4.1: The Students' Rating Themselves in English in the four skills, Grammar and Vocabulary

Skills	Very Good	Good	Satisfactory	Poor
Reading	1.42	41.42	50	7.14
Listening	2.8	25.71	51.42	20
Speaking	1.42	34.28	48.57	15.71
Writing	2.8	27.14	50	20
Grammar	2.8	27.17	58.57	11.42
Vocabulary	2.8	37.14	51.42	8.57

According the results, the highest percentage related to the students' English were satisfactory in the four skills (reading, listening, speaking, writing and grammar and vocabulary). The highest one related to the *Grammar* with 58.57%, *Listening* with 51.42%, and *Vocabulary* with 51.42%. Regarding the *Reading* skill, the student expressed their *Reading* was good with 41.42%, and Speaking with 34.28%. The lowest one related to the *Listening* with 25.71%.

Totally, 62.9% of the students agreed that their English in (reading, listening, speaking, writing and grammar and vocabulary) were satisfactory, and 21.4% of the mentioned their English were good in four skills and grammar and vocabulary. Additionally, 12.9% of the nursing students mentioned their English in four skills, and grammar, and vocabulary were poor. Only 2.9% of them agreed their English knowledge were in very good in four skills, and grammar, and vocabulary.

The next question in this section focused on the difficulties that the nursing students have in understanding or communicating in English class. The results can be seen in Table 4.2 below.

Table 4.2: English Language Difficulties of the Nursing Students in Understanding or Communicating in English Class.

Skills	A lot of difficulties	Some difficulties	Little difficulties	No Difficulties
Reading	3.5	33.6	10.5	1.4
Listening	9.8	23.1	14	2.1
Speaking	4.2	26.6	16.8	1.4
Writing	12.6	24.5	10.5	1.4
Grammar	4.2	26.6	18.2	-
Vocabulary	2.1	21.7	23.8	1.4

The results demonstrated that in General English of nursing students of Shahid-Beheshti University, there are some difficulties in Reading, Listening, Speaking, Writing, Grammar and Vocabulary. And a few of the students are professional in these parts. For example, the highest percentages related to the nursing students had Some difficulties in the *Reading* with 68.5%, Speaking with 54.2%, and some difficulties in Grammar with 54.2%. Additionally, 50% of them mentioned they have some difficulties in *Writing*, and *Listening* skill with 47.1%. Also, 44.2% of the nursing students mentioned they have little difficulties in Vocabulary.

4.1.2 The Questionnaire

The questionnaire included five parts. The first had thirteen closed-items part with thirteen closed-items (five-point Likert scale), which focused on the aims/objectives of the English course for nursing. The second part contained twenty-three closed-items in the form of five-point Likert scale, which aimed to evaluated the course content and materials of the English course for nursing. The third with twenty questions (closed-

items in the form of five-point Likert scale), evaluated the teaching-learning process in the English course for nursing. The fourth part consisted of three open-ended questions to evaluated the assessment in the English course for nursing. Lastly, the fifth part contained three open-ended question which asked the students to do an overall evaluation of the English for nursing course. The results for each part are presented separately below.

4.1.2.1 Aims and Objectives of the Course

In this part of the questionnaire, first the students were asked thirteen closed-items in the form of types of closed-items to indicate to what extent the course helped them to achieve the course aims and objectives. The results can be seen in table 4.3 below.

Table 4.3: Aims/Objectives of the English Course for Nursing

English for Nursing course has helped me to…	5 SA	4 A	3 N	2 D	1 SD	MEAN
1 develop *translation* skills.	54.3	32.9	10	1.4	1.4	4.4
2 develop *listening* skills as required by the nursing field.	10	12.9	10	45.7	21.4	2.4
3 develop *speaking* skills as required by the nursing field.	30	30	20	20	-	3.7
4 develop *reading* skills as required by the nursing field.	35.7	38.6	20	5.7	-	4.0
5 develop *writing* skills as required by the nursing field.	28.6	41.4	22.9	7.1	-	3.9
6 develop basic communication skills.	28.6	35.7	28.6	5.7	1.4	3.8
7 raise my awareness of code of ethics regarding the fields of the nursing and medicine.	28.6	37.1	30	2.9	1.4	3.9
8 develop nursing and medicine related *vocabulary* knowledge.	44.3	40	10	4.3	1.4	4.2
9 develop my *grammar* knowledge.	44.3	34.3	12.9	8.6	-	4.1

English for Nursing course has helped me to…	5 SA	4 A	3 N	2 D	1 SD	MEAN
10 raise my awareness regarding the use of technology in learning English.	27.1	34.3	30	8.6		3.8
11 practice using English.	58.6	22.9	14.3	2.9	1.4	4.3
12 develop self-study skills.	35.7	30	28.6	5.7	-	3.9
13 develop collaborative skills (i.e. working with my friends).	27.1	30	37.1	4.3	1.4	3.8

As can be seen in Table 4.3 more than half of the students agreed with item 1 (*The English course for nursing has helped me in translation*), and the highest mean among all the items was for this item with 4.4. Likewise, the majority of the students strongly agreed (SA) with item 11 *(The English course for nursing has helped to develop me in practice using English)* with 58.6% and the mean for this item was 4.3. In item 8 *(The English course for nursing has helped me to develop nursing and medicine related **vocabulary** knowledge)* 44.3% expressed strongly agreement, and in item 9 *(The English course for nursing has helped me to develop my **grammar** knowledge)* 44.3% of the students reported strongly agreement (SA). The mean for item 8 was 4.2, it was 4.1 for item 9. On the other hand, while 38.6% agreed (A) with item 4 *(The English course for nursing has helped me to develop **reading** skills as required by the nursing field)* 35.7% strongly agreed with it. Also, item 12 received 35.7% strongly agreement and 30% agreement from the students. The mean for item 4 was 4.0 and it was 3.9 for item 12.

Additionally, 60% of the students showed strongly agreement (SA), and 30% agreement (A) in item 3 *(The English for nursing course has helped me to develop*

speaking *skills as required by the nursing field*). A great majority of the students' agreement (A) with item 5 (*The English course for nursing has helped me to develop writing skills as required by the nursing field)* with 41.4%, and item 6 (*The English course for nursing has helped me to develop basic communication skills)* with 35.7%, agreed (A) and item 7 (*The English course for nursing has helped me to raise my awareness of code of ethics regarding the fields of the nursing and medicine)* with 37.1% of the students agreed (A). The results show that the majority of the students agreed with most of the above-given items.

On the other hand, there are few items in which comparatively fewer students expressed agreement. To exemplify, only 10% of the students strongly agreed (SD) with item 2 (*The English course for nursing has helped me to develop listening skills as required by the nursing field),* and 12.9% agreed (A) with it. Also, 28.6% of the nursing students strongly agreed (SA) with item 7 *(The English course for nursing has helped me to raise my awareness of code of ethics regarding the fields of the nursing and medicine).* Also, item 6 *(The English course for nursing has helped me to develop basic communication skills)*, and item 5 (develop *writing* skills as required by the nursing field.) with 28.6%. Additionally, 27.1% of the students strongly agreed (SA) with item 10 *(The English course for nursing has helped me to raise my awareness regarding the use of technology in learning English)*, and item 13 *(The English course for nursing has helped me to develop collaborative skills i.e. working with my friends).*

Regarding the percentage of disagreement (D), and strongly disagreement (SD) among all the items, the highest disagreement was related to item 2 *(The English course for nursing has helped me develop **listening** skills as required by the nursing field*) with 45.7% disagreed (D), and item 3 (*develop speaking skills as required by the nursing*

field) with 20% (D). item 9 *(The English course for nursing has helped me to develop my **grammar** knowledge)* with 8.6% and item 10 *(The English course for nursing has helped me to raise my awareness regarding the use of technology in learning English)* with 8.6%. The lowest ones are item 6 *(The English course for nursing has helped me to develop basic communication skills)*, and item 11*(The English course for nursing has helped me to practice using English)* with 2.9% (D).

The highest strongly disagreement was with item 2 *(The English course for nursing has helped me to develop **listening** skills as required by the nursing field)* with 21.4%. The highest percentage of students who chose nature was item in 10 (*The English course for nursing has helped me* to *raise my awareness regarding the use of technology in learning English)*, and item 7 (*The English course for nursing has helped me to raise my awareness of code of ethics regarding the fields of the nursing and medicine*), with 30% and the lowest one was with item 1 (*The English course for nursing has helped me to develop translation skills*), item 2 (*The English course for nursing has helped me to develop listening skills as required by the nursing field)*, and item 8 (*The English course for nursing has helped me* to *develop nursing and medicine related **vocabulary** knowledge)* with 10%.

In this part of the questionnaire, there were two opened-ended questions the course aims and objectives. Firstly, the students were asked to state if their expectations were met, and they were asked to explain what their needs are and what other aims and objectives should be included in the course.

According to the results showed, the first question *(The English course for nursing meet students' expectations)* with 47.14% strongly agreed (SD), and 40% of not sure

if met their expectations were met in the courses, 11.43% agreed (A), and only 1.43%. strongly agreed (SA).

Concerning the students' explanations for this item, they mentioned that they need more than one course. The students agreed that one course was not enough for nursing students. And some students mentioned that they need to learn more idioms related to nursing. The students also, explained that the English course book for nursing and the contents of the English course book were good, but some students found the of the course book ambiguous. They also, expected to focus on reading nursing articles more.

Regarding the results of the second open-ended question *(What other needs (about* **English***) do you still have? What other aims and objectives should be included in this course? Please give suggestions.)* the students stated that with more attention should be given to the listening skills in the English course for nursing. And some nursing students wanted to use audio materials. A few students expressed that they still need to have conversations in the English classroom. Also, the students explained that they needed more reading articles, to become familiar with the terminology related to the nursing field, and focus on pronunciation, too.

4.1.2.2 Course Content and Materials of the Course

This part consisted of two sections. In the first section, the evaluation of the course content and materials was done through 23 closed-items [*Strongly agree (5), Agree (4), Not sure (3), Disagree (2), Strongly disagree (1)*], and in the second section, asked the students were asked to express the strong and weak points for the first and second section. and give suggestions about changes for the improvement. The results can be seen in Table 4.4 below.

Table 4.4: Course Contents and Materials of the English Course for Nursing

		5 SA	4 A	3 N	2 D	1 SD	MEAN
1	The course content is generally interesting for me .	28.6	48.6	20	2.9	-	4.0
2	The course materials (i.e. the course book) provide me with what I need to know or do.	18.6	48.6	27.1	4.3	-	3.8
3	The content of the course is relevant to my needs as an English language learner.	21.4	57.1	17.1	2.9	-	3.9
4	The course book is suitable for my proficiency level in English.	20	58.6	18.6	1.4	1.4	3.9
5	I can easily follow the course book.	62.9	25.7	10	1.4	-	4.5
6	The course book is generally effective.	11.4	32.9	35.7	18.6	1.4	3.3
7	The course book provides an appropriate balance of the four language skills.	10	15.7	11.4	35.7	27.1	2.8
8	The course book is effective in improving my *vocabulary* knowledge.	37.1	45.7	15.7	1.4	-	4.2
9	The course book is effective in improving my *grammar* knowledge.	28.6	55.7	12.9	2.9	-	4.1
10	The course book is effective in improving my *reading* skills.	30.0	38.6	24.3	4.3	1.4	3.9
11	The course book is effective in improving my *writing* skills.	27.1	40	28.6	2.9	1.4	3.9
12	The course book is effective in improving my *listening* skills.	5.7	7.1	11.4	28.6	47.1	1.9
13	The course book is effective in improving my *speaking* skills.	8.6	14.3	34.3	22.9	20	2.7
14	The course book is effective in improving my *translation* skills.	54.3	30	12.9	2.9	-	4.4
15	The course book is appropriately priced.	77.1	8.6	7.1	5.7	1.4	4.5
16	The course book is visually attractive.	15.7	18.6	38.6	18.6	8.6	3.1

		5 SA	4 A	3 N	2 SD	1 D	MEAN
17	There is a need for extra materials to improve *listening* skills.	74.3	10	11.4	2.9	1.4	4.5
18	There is a need for supplementary materials to improve *speaking* skills.	57.1	30	11.4	1.4	-	4.4
19	There is a need for supplementary materials to improve *writing* skills.	44.3	30	22.9	2.9	-	4.2
20	There is a need for supplementary materials to improve *reading* skills.	40	37.1	20	1.4	1.4	4.1
21	There is a need for supplementary materials to improve *translation* skills.	52.9	28.6	14.3	2.9	-	4.3
22	There is a need for supplementary materials to improve *vocabulary* knowledge.	35.7	20	2.9	1.4	-	4.1
23	There is a need for supplementary materials to improve grammar knowledge.	45.7	21.4	27.1	5.7	-	4.1

As it can be seen in the results, the highest percentage of strongly agreement (SD) was

for item 17 (*There is a need for extra materials to improve **listening** skills)* with 77.1%,

while 74.3% strongly agreed (SD) with item 15 *(The course book is appropriately*

priced). With item 5 *(The content of the course is relevant to my needs as an English*

language learner), 62.9% of the students strongly agreed (SA), and item 18 *(There is*

*a need for supplementary materials to improve **speaking** skills)* with 57.1% strongly

agreed (SA). Moreover, 54.3% strongly agreed (SD) with item 14 (*The course book is*

*effective in improving my **translation** skills*), and with item 21 (There is a need for

supplementary materials to improve translation skills) 52.9% strongly agreed (SA).

The students strongly agreed item 23 (*There is a need for supplementary materials to improve **grammar** knowledge*) with 45.7%, 44.3% of them strongly agreed with item 19 (*There is a need for supplementary materials to improve **writing** skills*), 40% with item 20 (*There is a need for supplementary materials to improve **reading** skills*), and 30% with item 10 (*The course book is effective in improving my **reading** skills*). The highest mean was for item 19 (*There is a need for supplementary materials to improve **writing** skills*), with 4.2 and the lowest mean was for item 10 *(The course book is effective in improving my **reading** skills)* with 3.9.

Regarding item 4 *(The course book is suitable for my proficiency level in English)*, the students agreed (A) with 58.6%, and 57.1% agreed (A) with item 3 (*The course content of the is relevant to my needs as an English language learner*) and the mean for both items was 3.9. In item 1 (*The course content is generally interesting for me*) and item 2 (*The course materials i.e. the course book provides me with what I need to know or do*) with 48.6% agreed (A), and the mean for item 1 (*The course content is generally interesting for me)* was 4.0, and the mean of item 2 (*The course materials i.e. the course book provides me with what I need to know or do*) was 3.8.

Concerning item 10 (*The course book is effective in improving my **reading** skills*), 38.6% of the nursing students agreed (A), and with item 20 (*There is a need for supplementary materials to improve **reading** skills*) 37.1%. Item 22 (*There is a need for supplementary materials to improve **vocabulary** knowledge*) was agreed (A) by 35.7% of the nursing students, and 32.9% of them agreed with item 6 (*The course book is generally effective*).

The lowest percentage of agreement (A) with items 12 (*The course book is effective in improving my **listening** skills*) with 7.1%, item 15 (*The course book is appropriately priced*) with 8.6%, and Items 5 *(I can easily follow the course book)*, and 17 (*There is a need for extra materials to improve **listening** skills*) with 10%.

However, with item 7 (*The course book provides an appropriate balance of the four language skills*) 35.7% of the students expressed strongly disagreement (SD), 28.6% with item 12 *(The course book is effective in improving my listening skills)* strongly disagreed (SD). 22.9% with item 13 (*The course book is effective in improving my speaking skills*), 18.6% with Item 16 (*The course book is visually attractive*) strongly disagreed (SD), and 4.3% with item 2 *(The course materials i.e. the course book provides me with what I need to know or do)* and item 10 (*The course book is effective in improving my reading skills*). The mean for item 2 *(The course materials i.e. the course book provides me with what I need to know or do),* was 3.8 and for item 10 (*The course book is effective in improving my reading skills*) was 3.9.

With item 12 (*The course book is effective in improving my **listening** skill*), 47.1% of the students strongly disagreed (A) and this was the highest one in this part. Moreover, 27.1% disagreed with item 7 (*The course book provides an appropriate balance of the four language skills*). 8.6% disagreed (A) with item 16 (*The course book is visually attractive*), and with items 4 (*The course book is suitable for my proficiency level in English*), item 6 (*The course book is generally effective*), item 10 (*The course book is effective in improving my **reading** skills*), item 11 (*The course book is effective in improving my **writing** skills*), item 15 (*The course book is appropriately priced*), item 17 (*There is a need for extra materials to improve **listening** skills*), item 20 (*There is a need for supplementary materials to improve reading skills*) and item 22 (*There is a*

need for supplementary materials to improve vocabulary knowledge) only 1.4% strongly disagreed (SA).

To conclude, the results obtained for this part clearly show that most of the students in the Faculty of nursing at Shahid-Beheshi University were satisfied with the content and material of English for nursing course.

In the second section of this part of the student questionnaire, the students were asked two open-ended questions. The first open-ended question asked them to indicate the strong and weak points about the English. The students mentioned that the English course book was rich in vocabularies, idioms, and contents, and some nursing students stated that the book was good, and it was related to nursing and the course book helped them to understand nursing and medical articles. The other strong points were related to translation. A few students mentioned the grammar parts, as strong points.

With report to weak points, the students stated that they do not have audio materials like "CD, DVD" to improve their listening. Also, they expressed the book did not focus on listening skills. Some nursing students mentioned that they needed technology in English for nursing course. Also, some students expressed that the English course for nursing did not have enough conversations and speaking activities. The students needed to focus more on pronunciation. A few found the layout of the book not interesting, and suggested some changes such as the cover and putting some pictures in the book.

Concerning the second open-ended question *(What changes should be made in the English for Nursing course book? Give suggestions)*, the great majority of the students

recommended to add audio materials like CD, DVD to improve their listening skills and pronunciation. Some students suggested that the cover of the book be changed. For instance, some pictures could be added in the book related to the topic. This could make the book more attractive and interesting.

To sum up, as the results show, the students were satisfied with the content and materials in the English course for nursing. While, the students were pleased the variety of vocabularies and idioms in the course. Also, some students mentioned that they needed more listening activities, and add the technologies and audio materials in the course. The students also suggested adding more reading articles related to nursing and medicine.

4.1.2.3 Teaching-Learning Process of the Course

This part consisted of nineteen closed-items [*Strongly agree (5), Agree (4), Not sure (3), Disagree (2), Strongly disagree (1)*], and three open-ended questions regarding the teaching-learning process in the English course for nursing. The results to the closed items can be seen in Table 4.5 below.

Table 4.5: Teaching-Learning Process of the English Course for Nursing

		5 SA	4 A	3 N	2 D	1 SD	MEAN
1	There is a good student-teacher interaction in the course.	45.7	35.7	17.1	1.4	-	4.2
2	The teacher encourages the students to participate in the lessons.	51.4	32.9	15.7	-	-	4.4
3	Group/pair work is encouraged in the classroom.	14.3	32.9	50	2.9	-	3.6
4	Students talk is more than teacher talk in the classroom.	12.9	20	60	4.3	1.4	3.4
5	The class time is used efficiently.	52.9	34.2	7.1	2.9	2.9	4.3

		5 SA	4 A	3 N	2 D	1 SD	MEAN
6	I make use of the instructor's office hours.	20	14.3	25.7	32.9	7.1	3.1
7	The teaching methodology of the teacher is effective in our learning.	27.1	37.1	25.7	7.1	2.9	3.8
8	The students help each other to learn.	27.1	20	52.9	-	-	3.7
9	The teacher's instructions are clear.	44.3	31.4	21.4	2.9	-	4.2
10	I use only English in class.	51.4	24.3	22.9	1.4	-	4.3
11	The lessons are taught in an interesting way.	15.7	48.6	25.7	8.6	1.4	3.7
12	The teacher helps me to learn in this course.	60	22.9	14.3	2.9	-	4.4
13	The teacher gives sufficient feedback on our performance (i.e. written work).	55.7	32.9	10	1.4	-	4.4
14	The teacher gives equal attention to all students in the class.	54.3	28.6	14.3	1.4	-	4.4
15	The teacher correct our mistakes in an effectively way.	55.7	30	10	1.4	-	4.3
16	I prefer to work individually in class.	28.6	14.3	41.4	11.4	2.9	3.6
17	I prefer to work with (a) partner(s) in class.	15.7	22.9	54.3	4.3	2.9	3.4
18	The teacher encourages us to participation in the class.	45.7	30	20	4.3	-	4.2
19	The teacher uses technology effectively in the classroom.	14.3	7.1	5.7	22.9	50	2.1

As can be seen in Table 4.5, 60% of the students showed strongly agreement (SA) with item 12 (*The teacher helps me to learn in this course),* and the highest strongly agreement (SA) among all the items went to item 12, and the mean for this was 4.4. Furthermore, the majority of the students strongly agreed (SA) with item 13 (*The teacher gives sufficient feedback on our performance, i.e. written work*) with 55.7%,

item 15 (*The teacher correct our mistakes in an effectively way*), the students strongly agreed (SA) with 55.7% (same as item 13). Moreover, 55.1% of the nursing students strongly agreed (SA) with item 14 (*The teacher gives equal attention to all students in the class*), 52.95 with item 5 (*The class time is used efficiently*), the students strongly agreed (SA), 51.4% with item 2 *(The teacher encourages the students to participate in the lessons)*, and 51.4% with item 10 (*I use only English in class*). The mean of item 2 was 4.4 and it was 4.3 for item 10.

Additionally, 45.7% of the students strongly agreed (SA) with item 18 (*The teacher encourages us to participation in the class*), 45.7% of the nursing students strongly and item 1 *(There is a good student-teacher interaction in the course)* where as 44.3% strongly agreed (SA) with item 9 (*The teacher's instructions are clear*) with 44.3%. The mean of items 18, item 1 and item 9 was 4.2.

On the other hand, there were some items in which comparatively fewer students expressed strongly agreement (SA). To exemplify, 28.6% of the students strongly agreed (SA) with item 16 *(I prefer to work individually in class)*, and 27.1% expressed strongly agreement (SA) with item 8 *(The students help each other to learn)*. 27.1% of the nursing students strongly agreed (SA) with item 7 (*The teaching methodology of the teacher is effective in our learning)*. The mean of item 7 was 3.8 and the mean of item 8 was 3.7. 20% of the students strongly agreed (SA) with item 6 *(I make use of the instructor's office hours)*, 15.7% with item 17 *(I prefer to work with (a) partner(s) in class),* and item 11 *(The lessons are taught in an interesting way)*, the students strongly agreed (SA) with 15.7%. The mean of item 17 was 3.4 and it was 3.7 for item 11. For item 3 *(Group/pair work is encouraged in the classroom)*, the students expressed strongly agreement (SA) with 14.3%, item 19 *(The teacher uses technology*

effectively in the classroom), with 14.3%, and item 4 *(Students talk is more than teacher talk in the classroom)* with 12.9%.

Regarding the highest agreement (A) among all the items went to item 11 (*The lessons are taught in an interesting way*) with 48.6%, and the mean of item 11 was 3.7. The items which received around 30% agreement (A) were item 18 (*The teacher encourages us to participation in the class.*), and item 7 (*The teaching methodology of the teacher is effective in our learning*), with 37.1%. item 1 (*There is a good student-teacher interaction in the course*) with 35.7%, Item 5 (*The class time is used efficiently*), with 34.2%, item 2 (*The teacher encourages the students to participate in the lessons*) with 32.9%, item 3 (*Group/pair work is encouraged in the classroom*), and item 13 (*The teacher gives sufficient feedback on our performance i.e. written work*) with 32.9%. The highest mean was for item 2, item 12, and item 13 with 4.4. The mean of item 3 was 3.6. Finally, item 15 (*The teacher correct our mistakes in an effectively way*), and item 18 (*The teacher encourages us to participation in the class*) were agreed (A) by 30% of the students. The mean of item 15 was 4.3 and it was 4.2 for item 18.

However, 60% of the students were natural with item 4 (*Students talk is more than the teacher talk in the classroom*), 54.3% of them answered natural (N) with item17 (*I prefer to work with (a) partner(s) in class*) with 52.9%, item 8 (*The students help each other to learn*), 50% with item 3 (*Group/pair work is encouraged in the classroom*), and 41.4% with item 16 (*I prefer to work individually in class*).

Regarding the percentage of disagreement (D), among all the items, item 6 (*I make use of the instructor's office hours*), received the highest disagreement (SD) with 32.9%.

22.9% of the students disagreed (D) with item 19 (*The teacher uses technology effectively in the classroom*) while 50% of the students disagreed with item it.

The highest percentage of strongly disagreement (SD) was with item 19 (*The teacher uses technology effectively in the classroom*) with 50%. 7.1% of the nursing students expressed strongly disagreement (SD) with item 6 *(I make use of the instructor's office hours)*. The students mentioned strongly disagreement (SD) with Item 5 (*The class time is used efficiently*), item 7 (*The teaching methodology of the teacher is effective in our learning*), item 16 (*I prefer to work individually in class*), and item 17 (*I prefer to work with (a) partner(s) in class*) with 2.9%. The highest mean of strongly disagreement (SD) was related to item 5 with 4.3 and the lowest mean was for item 17 with 3.4. In item 4 (*Students talk is more than teacher talk in the classroom*) 1.4% of students expressed Strongly disagreement (SD), and it was the same in item 11 (*The lessons are taught in an interesting way*). The mean of item 4 was 3.4 and it was 3.7 in item 11.

In this part pf the questionnaire, the students were asked three open-ended questions to express their beliefs and suggestions about the teaching-learning process in the English course for nursing students.

In the first question, the students were required to explain which activities were the most useful. The second question asked them to mention which activities were not useful. and the third question asked them to give some suggestions about which activities should be added to the course to help the students more.

In response to the first question, more than half of the students mentioned that practice

with their teacher in the classroom as an effective process, and they added that this helped them to improve their English knowledge. Some students mentioned that some activities like team working and project activity were done in the classroom with the teacher and their classmates were effective. A few students expressed that the teacher helped them to do tasks in the book, and the teacher corrected their mistakes. Few students explained that reading nursing articles were useful. Other students mentioned that some activities like asking and answering questions.

Concerning the second open-ended question (*which activities are not useful in the English course for nursing),* the great majority of the nursing students did not mention anything. As the results showed, the teaching-learning process was found out to be effective and useful for them, and they were satisfied with the methodologies and processes. Only few students explained that some parts of the book were ambiguous, and they needed more explanations and examples.

The third question asked the students to suggest some other activities that should be added to the English course for nursing to help them to develop their English knowledge. Most nursing students suggested adding presentations; for example, presenting nursing articles and some parts the course book. Also, they suggested adding team working, doing some projects and reading more articles related to nursing and medicine in the English course for nursing became the course could help them to improve their English. Some students wanted to have discussion activities related to the field. Some students mentioned focusing on listening skill and the correct pronunciation of the words to improve their English. A small number of students said they still need to learn more idioms and vocabularies related to nursing, as well as, more translation (contents, articles, texts) related to nursing and medicine fields.

4.1.2.4 Assessment and Evaluations of the Course

The next part of the questionnaire was concerned with the assessment in the English course for nursing. This part assessment evaluation contained 3 questions. In the first question the students were asked to explain the methods of the assessment in the course. The results showed, all the nursing students answered the same; they were assessed or evaluated by a quiz, midterm exam and final exam.

Secondly, they were asked to express their beliefs and opinions regarding the procedures of assessment or evaluations (tasks) in the English course for nursing. Most of the students found the assessment, and the evaluation procedures good, but some of them believed that they need more assessment during the semester. Few students wanted more homework activities as the assessment and evaluation too.

Concerning the third question, nearly half of the students mentioned they need more types of evaluation in the English course for nursing. They also gave some suggestions, such as to dividing one lesson into two parts, each part has separate assessment. Some students recommended to add some projects (individually or team working), into the assessment and evaluation of the English course for nursing. Some other students agreed to present (articles, lessons) related to the nursing and medicine.as an assessment too. Few students recommended to indicated final take-home exam in the English course for nursing.

To conclude, the students were satisfied with the procedures of assessment and evaluation in the English course for nursing. But, the students suggested with adding more activities or procedures such as project, and presentation; Also, the results showed that they need more evaluations or assessments. Also, the students mentioned

that they need to do more projects in groups (with their classmates), and also to read more articles and contents related to nursing and medicine, to became familiar with vocabularies, and idioms related to nursing. Presenting the lesson and articles in the classroom must be added, too. They were also interested in having some discussions about some topics related to nursing and medicine.

4.1.2.5 Overall Evaluation of the Course

The last part included 3 questions, which focused on the overall evaluation of the course. The first question asked them to write down 3 things of the course which helped them to improve their English in the course. The next question asked the students to write down 3 things which did not help them to improve their English in the course. The third question asked the nursing students to express their suggestions in order make the English course for nursing more useful and effective.

Regarding the first question, the majority of the students mentioned focusing on the translation, the variety of vocabularies related to nursing, and learning idioms related to nursing. A few students indicated audio materials are useful for them. The other positive their materials by students follows; practicing grammar, contents and activities.

Contrary to question one, question two asked about 3 issues in the English course for nursing that did not help the students to improve their English. The great majority of the students did not any negative points. Some negative points indicated were ambiguous in the course. For example, the grammar part; the time of the class, one English course was not enough.

In the last question the students gave some suggestions for the improvement of the

course. Some students suggested reading more articles and texts related to nursing. Some others suggested using new technologies and audio materials like CD, DVD to develop their listening skill and pronunciation. Few students wanted to do projects (individually or team working). Including student presentation in the course was another suggestion. The students also demanded to focus on speaking and conversation, Also, the thought that translation tasks and more homework activities should be added to the course. Finally, they wanted to change the cover of the English course book.

4.1.3 Need Analysis

This part consisted of twenty items, in the form of five-point Likert scale [*Very desirable (5), Desirable (4), Neutral (3), Undesirable (2), Very undesirable (1)*]. The aim was to identify the students' needs in general needs, academic needs, and job needs.

4.1.3.1 General Needs

Six questions were related to the general needs of the students. The results concerning general needs can be seen in Table 4.6.

Table 4.6: General Needs

		(5) VD	(4) D	(3) N	(2) UD	(1) VUD	MEAN
1	Reading for pleasure.	54.3	27.1	12.9	5.7	-	4.3
2	Reading newspapers.	28.6	35.7	24.3	8.6	2.9	3.8
3	Survival English (being abroad as a tourist).	32.9	34.3	27.1	5.7	-	3.9
4	Conversing with fellow friends.	30	25.7	35.7	4.3	2.9	3.8
5	Writing private letters.	31.4	30	30	7.1	1.4	3.8
6	Reading English literature in the original language.	32.9	32.9	25.7	7.1	1.4	3.9

As can be seen from the results, the highest number of students (54.3%) pointed out

reading English for pleasure as very desirable (VD). *Survival English (being abroad*

as a tourist), was found to be very desirable (VD) by 32.9%. Item 6 (*reading English*

literature in the original) was the same. The mean of item 1 was 4.3 and the mean of

item 3 and 6 was 3.9. These items were followed by item 5 *(Writing private letters)*

with 31.4% desirability (VD), and item 4 (*Conversing with fellow friends*) with 30%

desirability. The lowest (28.6%) desirability (VD) was for item 2 (*Reading*

newspapers). The mean of item 2 was 3.8.

Item 4 (*learning English for Conversing with fellow friends)* was obtained to be natural

(N) by 35.7% of the students. Item 5 (*Writing private letters*) by with 30%, item 3

(*Survival English being abroad as a touris*t), and item 6 (*Reading, English literature*

in the original) by 25.7%, and item 2 (*Reading newspapers*), by 24.3%. The lowest

one was item 1 (*Reading for pleasure*) with 12.9%.

The highest undesirability (UD) was for item 2 (*Reading newspapers*) with 8.6% and

for item 5 (*Writing private letters*), and item 6 (*Reading English literature in the*

original) with 7.1%.

4.1.3.2 Academic Needs

This part consisted of eight closed-items, in the form of five-point Likert scale of

related to the academic needs of the nursing students. The results about academic needs

can be seen in Tables 4.7.

Table 4.7: Academic Needs

		(5) VD	(4) D	(3) N	(2) UD	(1) UVD	MEAN	SD
7	Understanding lectures.	60	31.4	7.1	1.4	-	4.5	.70
8	Taking part in class discussion.	48.6	35.7	12.9	2.9	-	4.3	.80
9	Reading course textbooks.	48.6	35.7	14.3	1.4	-	4.3	.77
10	Reading journals and articles.	35.7	40	20	4.3	-	4.1	.86
11	Taking notes from lectures.	40	42.9	17.1	-	-	4.2	.73
12	Writing term papers, essays or reports.	40	38.6	15.7	5.7	-	4.1	.88
13	Writing answers to examination questions.	38.6	40	20	1.4	-	4.2	.79
14	Taking notes with your professors.	34.3	48.6	10	7.1	-	4.1	.85

The most desirable academic need was *Understanding lectures*. This was followed by *Taking part in the class discussion* and *Reading course textbook*, and *Taking notes from the lectures* and *Writing term papers, easy or reports* followed there.

4.1.3.3 Job Needs

To identify job needs, six closed-items were asked students' needs and expectations in the English language in their future jobs, and the results can be seen in the Table 4.8.

Table 4.8: Job Needs

		(5) VD	(4) D	(3) N	(2) UD	(1) UVD	MEAN	SD
15	Conversing with English-speaking colleagues.	30	32.9	34.3	2.9	-	3.9	.87
16	Conversing with English – speaking patients.	10	15.7	40	25.7	8.6	2.9	1.08
17	Reading written or printed materials related to the job.	24.3	44.3	27.1	4.3	-	3.9	.83

		(5) VD	(4) D	(3) N	(2) UD	(1) UVD	MEAN	SD
18	Following in-service courses conducted in English.	24.3	35.7	35.7	2.9	-	3.8	.84
19	Writing letters, memos or reports in English.	21.4	40	32.9	4.3	-	3.8	.83
20	Reading letters, memos or reports in English.	25.7	34.3	37.1	2.9	-	3.8	.85

The most desirable job needs was *Reading written or printed materials related to the job*. This was followed by *Conversing with English-speaking colleagues*, and *Writing letters, memos or reports in English*. The least desirable job need was Conversing with English-speaking patients.

4.2 Instructor Interview

The instructor interview was done to obtain in-depth data about the instructor's opinion regarding the evaluation of the English course for nursing, and her suggestions for its improvement. Also, the instructor's opinion about the needs of the nursing students were obtained. The results of the instructor interview are presented under the headings or parts in the interview.

4.2.1 Course Aims and Objectives

This first part ne consisted of five questions which asked the instructor to focus on the aims/ objectives of the English course for nursing. To responded to the first question ("what are the aims and learning outcomes /objective of this course?"), the response on the first question, the instructor said that the main aims of the English course for nursing include improving students' speaking and reading comprehension. She believed that the students should be able to read correctly, and answer questions, as well as communicating with each other and patients. She thought that the students should be express themselves in English as they can in Farsi. For example, the

instructor stated that "the point of the English course for nursing, the course is not going to teach them issues about nursing. The nursing students know these issues in Farsi, but they have to know them in English, they have to talk about them in English, communicate about these issues that they already know in Farsi, in English." Also, teaching lots of vocabulary related to nursing and medicine, and how to use these vocabularies, and how to communicate about these things were among the aims and objectivities of the course.

In response to the second question ("Do you think all these aims and objectives have been achieved?"), she claimed that many factors influence to attain the aims and objectives regarding the English course for nursing. For instance, she explained that "sometimes we achieve the aims/objectives, sometimes we don't because it depends on the students and their power and proficiency level, the time which we have to achieve the aims/objectivities in the English course for nursing.

Regarding the third question ("Should there have been any other aims and objectives of this course?"), the instructor recommended that this course should be designed as an English for specific purposes (ESP) course, and some other aims and objectives should be added in the English course for nursing because the students in the bachelor's degree must learn many issues related to the nursing field and medicine. The nursing students should be able to write and listen in English became they did not too much. The writing and listening skills should be emphasized more and objectives related to these skills should be added to the course.

In response to the fourth question ("Do you think this course has met your student's expectations and needs?"), the instructor stated that she achieved meeting the students'

expectations in the English course for nursing. She mentioned "in the English course for nursing students don't have a lot of expectations The students just want to pass the course are not able to talk about their expectations; but it depends on many variables, for example, if the students like their teacher or not. If they like their teacher, they agree that they to achieved their expectations, if they don't like their teacher they say no and the objective is not met.

In responding to the fifth question ("What do you think your students still need in the terms of developing their English?"), the teacher expressed that nursing students need to be familiar with correct pronunciation of the words. Also, nursing students need to learn how to write correct of the sentences, and she said that the English course for nursing does not focus on the listening and writing skills, and the students need these skills. They need to have more sources regarding the English for nursing to develop their listening and writing skills.

4.2.2 Course Content and Materials

The course content and materials section contained five questions to evaluate the content and materials in the English course for nursing. The instructor stated that the students in the bachelor's program do not have enough proficiency in the English language so the content of the course is good at this level for the students because they can understand the content and the textbook.

Regarding the first question ("How do you evaluate the content of this course?"), the instructor stated that the students do not have enough proficiency in the English language so the content of the course is good at this level for the students because they can understand the content.

When asked the second question, ("what changes do you suggest in this course?"), the teacher mentioned "the course should contain writing, at least basics of writing, and integrating the technology such as CD and video clip related to nursing and medicine". Also, she recommended extending the time in the course in order to add content the staff about writing, reading and speaking, and too put more for emphasizes on writing and listening.

As to the third question ("how do you evaluate the course material i.e. course book and others?)", the instructor agreed that the course book is very effective and related to nursing. The teacher believed that "the students do not have problems with the content of the book. The students learn whatever they need to know about nursing from book" the teacher said. But, she added that the book did not include writing, reading, speaking, and listening.

In response to the fourth question ("what is good and not so good about the course materials? please explain)". She said "the course book is a perfect source to teach the students, with a suitable price. The English course book consists of many vocabularies and idioms related to nursing. Communication is important for nursing students but it doesn't concern about communication and speaking. The nursing students must learn to write reports but the English course book doesn't consist of the writing skill. Besides this book, they need another one to improve the other skills such as writing".

About the fifth question ("Do you think technology should be integrated into this course as a course material? If yes, to what extent can it be integrated and how?"), the instructor stated that technology should be integrated. She stated that "using mobile phones or lab top, and online learning can be effective but if they have enough time".

The instructor expressed:

> I bring some clips to the class show them to the students, I use the clip right, in order to make them speak the same time as writing. Watching video normally is very short, fun, short, and then they talk about it and after that, I ask them to write about it. So, speaking, writing and listening are used at the same time.

4.2.3 Teaching –Learning Process

The instructor evaluated the teaching-learning process consisted of 4 questions in the third part interview. When asked question one ("how are lessons/classes conducted in this course?"), the instructor expressed that normally, the lessons and class starting with a warm-up at the first of each lesson, and review the last lesson. Then asking and answering questions. The new lesson starts with reading of the lesson paragraph by paragraph, presenting some explanations at the end of the sentences. Additionally, writing the same word in English (synonyms).

She furthermore explained:

> The general way, the first class of the new semester is the introduction of the course and the aims of the study. When I start the new lesson, we have a warm-up at the first of each lesson, we review the issues related to the last lesson in the English class. For example, the last section we talked about auscultation, we talked about precaution then I explain what are the physical techniques we used to assess the student, for example, the patients' problem or the issues then try to stop. In each paragraph, I ask them to read sometimes they are volunteers, sometimes there is force volunteer I ask someone to do it. So, we start reading and then at the end of the sentences they stop (pause), at the end of sentences. Normally, sometimes depends on the students' power I will ask them to summarize, to tell me what they understood.

In response to the second question ("What kind of activities/tasks are done in and out of the classroom? Are they effective? What do you think?"), the instructor mentioned normally the English class starts with a warm-up, and revision of the lesson. She said she also has asking and answering questions, and then starts the new lesson. But about out of the classroom, she explained that "Each lesson of the course book has some

exercises, the students doing the exercises at home, then next class, check them together in the classroom". Additionally, she stated that:

> We have some lectures depending on the level of the class, I ask the students to prepare a lecture related to the topic, and they come to the class and give a lecture each person take time for every lecture it would be something around 5 or 10 minutes for every person (per person).

Concerning the third question ("Do you believe that the teaching-learning process in this course is effective in general? Why? why not?"), the teacher believed that the teaching-learning process was effective and she explained that the teaching-learning process were effective generally. Moreover, she explained:

> They know the issues in Farsi, but they don't know how to speak in English. As a teacher in the class, I must encourage them to learn more, normally, my goal is to encourage the students to learn more. My teaching-learning processes are effective because, I can see they are improving and I can see they start speaking in English. The results show that the processes of teaching-learning of the course were effective.

When asked the fourth question ("Do you suggest any changes in terms of the teaching- learning process in this course? If yes, what kinds of changes do you suggest?"), she responded:

> I believe changes must apply in terms of teaching-learning process of the course. The curriculum should change. I mean, the changes in education system in the university and the educational system in Iran.

4.2.4 Assessment and Evaluation

Evaluation/assessment part consists of four questions in part 4 of the instructor's interview. Concerning the first question ("Which assessment tools do you use in this course? What do you think about these assessment tools? Are they effective?"), she mentioned that "her assessment tools are not just the exam, not midterm or final exam". Normally, the teacher explained that two kinds of assessment tools or forms were used in the English course evaluation. Firstly, documenting form of assessment and

evaluation, such as asking-answering questions, and the students' participation and their potentials in every section of lesson in the classroom. Secondly, documenting assessment and evaluation, such as midterm, and final exam.

In response to the second question ("To what extent do the assessment results (student's grade) reflect your students' actual performance / success?"), the instructor claimed "we have to be realistic in evaluation and assessment of the students. The assessment and evolution in seventh or sixth sections is much more important than one section".

Additionally, the instructor further explained:

> Normally the educational system in the university assessing the students only base on the final exam or midterm exam. I believe only a midterm and a final exam are not enough. I assess my students in every section, and they get a grade from me which means every section is important for me. The grade that my students are given to manifestation of the real potentials because for every section I have some specific details for myself. Imagine something happen during midterm exam or final exam, for example, the students get sick. We are human beings, I as a teacher must be able to understand the different situation.

Regarding the third question ("How should students' performance/success be measured in this course? which assessment methods do you suggest to be used? If you were to make some changes to your assessment procedure, what would they be?"), she explained as follows:

> To measure the performance and success of the students, look at the depth of their skills, potentials. The educational system must set some standards to the student individual differences, for instance, some people are introverted, some others are outward. The currently system do not appreciate the individuality of the students. It means that the people who are introverted, they are not able to talk, but they can write good, and the outward people speak well but, they cannot write. Moreover, I believe the assessment and evaluation methods should be the subjectively and the objectively. The subjectivity of testing refers to something but the practicality of the answers

that you get or the results that you get it something else. The results of assessment should be practical. The objectively means, the data that is collected through assessing, examining facts, and observing. I suggest to change the assessment and evaluation system and tools in the university and educational system in Iran.

When asked question four, ("Are you satisfied with your students' performance in this course?"), the instructor was satisfied with her students' performance. She stated, "I can see they are improving and I can see they start speaking in English.Also, she stated that "I see that they are progressing day by day in their lessons and have more motivation to learn".

4.2.5 Overall Evaluation

The overall evaluation part contained three questions of the instructor interview.

In response to the first question ("What are the strengths of English for nursing course?"), the teacher claimed that "the course is not going to teach them issues about nursing. The nursing students know these issues in Farsi, but they have to know them in English". Regarding the strong points in English course for nursing, the instructor mentioned to the idioms, specialized vocabularies related to nursing field, and some skills such as, translation, reading, speaking.

In response to the second question ("What are the weakness of English for nursing course?"), the instructor mentioned that "the main weakness of the English course, the insufficiently of writing and listening activities. She indicated that "the students need to learn academic writing because if they want to continue their study, they need to be able to write in the journal, and they don't know how to write in a journal".

When asked the third question ("What are your suggestions for the improvement of this course more effective and useful better adjusted to students' need? What are your

suggestion for the improvement of course?"), she claimed that "the English course for nursing can be better, and more effective with some changes". There are many ideas and insights about improving the English course book for nursing. She recommended the following:

> By extending the time of the English, I can use some other sources such as other book, or supplementary materials besides the course book to teach the students and improve their English skills. For example, focus on writing and listening skills. Also, reading articles Moreover, I believe that one English course is not enough for them.

4.2.6 Need Analysis

The need analysis section consisted of three questions. In response to the first question ("what are your students' general needs that should meet in English for nursing course?"), the instructor stated that "the general need of the nursing students is communication. She believed that "communication means, they must be able to write, speak in the English language, and comprehending issues in the nursing field".

Regarding the second question ("what are your students' academic needs that should be met in English for nursing course?"), the instructor declared "they have to know all terminologies, and specialized words related to the nursing field in English. They must be able to communicate in academic language, academic English. For example, when the nursing students are going to explain the diseases, they must be able to explain it in English correctly".

When asked the third question ("what are your students' job needs that should be met in English for nursing course?"), the instructor claimed that the nursing students need the English language in their job. She further explained:

> They need English in their job, for example, they are going to work in the international areas, they need English. They have to know English if they want to find a job and to be an academic member or to be a kind of faculty

member. I myself believe they have to know English because it is the core of the stone of everything.

4.3 Summary

In conclusion, this chapter presented the results of both the student questionnaire and the instructor interview. In general, the findings showed that the students and the instructor had positive attitudes toward the English course for nursing students. However, they were not fully satisfied with the English course for nursing, because this course (the English course for nursing) was not enough to meet all their needs and expectations. Additionally, they recommended some points which can help for the improvement of the English course, and they claimed that the English course book for nursing needs some changes in some parts. Also, they insisted that more writing and speaking skills should be focused on and practiced in the English course for nursing students. The following chapter deals with the discussion of the results in relation to the relevant literature.

Chapter 5

DISCUSSION OF RESULTS AND CONCLUSION

This chapter includes five parts. The first part discussion of the main findings under the three research questions. The second part included the conclusion of the study, and in the last three parts pedagogical implications, limitations of the study and recommendations for further research explained, respectively.

5.1 Discussion of the Results

In the following sub-sections, the research questions are answered. In other words, precise attention is paid to how the results of the present research study related to the literature when research questions are answered.

5.1.1 How Do the Nursing Students and the Course Instructor Evaluate the English Language Course in terms of its Aims and Objectives, Contents and Materials, Teaching-Learning Process, and Assessment?

The results obtained from the student questionnaire in the faculty of nursing at Shahid-Beheshti University in Tehran, mostly held positive attitudes towards the English course for nursing. More specifically, according to the results obtained from closed items in the questionnaire, the student teachers had positive views about aims and objectives. For instance, item 1 (*the English course for Nursing course has helped me to develop translation skills*). Item 5 (*the English course for Nursing course has helped me to develop writing skills as required by the nursing field*) which received more positive responses (the mean scores were higher than 4.00). Moreover, according to the results for items item 4, 6 and 7 it is obvious that the students held positive views as regards the

aims and objectives of the course. These results also pointed out the instructor positive attitudes regarding the aims and objectives of the course. A similar study was conducted by Şahin (2006) on the effectiveness of the in-service teacher training program, run jointly The Department of Basic English (DBE) and the Department of Modern Languages (DML) at Middle East Technical University (METU) in order to determine whether the program achieved its objectives. The findings show that the program was effective in achieving its objectives. Nevertheless, there were drawbacks which show that improvements are needed in certain components of the program.

More specifically, according to the results obtained from closed items in the Students' questionnaire, the students agreed the English course helped them to improve their English, and it was effective. For example, item 1 (*the English course for Nursing course has helped me to develop **translation** skills)*, and item 5 (*the English course for Nursing course has helped me to develop **writing** skills as required by the nursing field)*. Surprisingly still some students considered disagreement that *the English course for nursing has helped them to develop **listening** skills as required by the nursing field* (item4). Similar findings can be seen in other studies, such as Manoochehri, and Nemati (2016) investigated an ESP course, they claimed that "The results indicated that the ESP students' attitudes toward their ESP course were below expectations. The findings revealed that the current situation of the ESP courses in Iran was actually problematic and needed to be rectified".

Concerning the results of the instructor interview, the findings showed, communications is the general needs of the students. They must able to speak, write, read and comprehend the issues related to the nursing and helped the students to learn. According to Alfehaid (2011) stated that "The ESP course should focus on the

developing learners' language skills and study skills to help them in their discipline".

Concerning the evaluation of the **contents and materials** in the English course for the nurses, the great majority of the students agreed that they need more materials besides the course book to improve their other skills, such as listening skill, speaking skill, and translations. For example, from item 17 to 24, it is obvious that there is need supplementary materials in the course. Also, the results in a study by Zafarghandi, Sabet, and Delijani (2017) showed, the evaluation of the course also distinguished the efficient parts of the program and identified the parts which needed major or minor adaptations. In this regard, the course book seemed insufficient and incompatible with the students' needs, although the teacher's presentation was believed to be comprehensive. The ESP course, therefore, requires modification both in the material, and in some particular techniques to help students achieve their objectives.

The results showed of this part showed that more than half of students satisfied with the content of the course, for example, item 4 (*The course book is suitable for my proficiency level in English*), item 3 (*The content of the course is relevant to my needs as an English language learner*), item 2 (*The course materials i.e. the course book provides me with what I need to know or do*), and item 1 (*The course content is generally interesting for me*), the students mostly desired the inclusion of English for nursing course. Chen (2009) evaluated the English training courses in the four-year bachelor degree in Applied English Department in Taiwan. The opinions and beliefs of instructors, students and graduates of the department were sampled. The date was collected through questionnaires, interviews and document analysis. The findings revealed that both students and alumni are satisfied with the course contents and the

materials in the program having concluded that the goals and the objectives of the courses meet their needs and expectations.

Moreover, according to the results for items 7, 12, and 13, it is obvious that the English course book didn't focus on four skills. For example, the great majority of the students, had negative views with item 13 *(the course book is effective in improving my speaking skills)*, item 7 *(The course book provides an appropriate balance of the four language skills)*. Likewise, Dudley- Evands and St John (1998) noted that the ESP focused on language (grammar, lexis, register), skills, discourse and genre appropriate to these activities. It may be related to or constructed for specific discipline as it is designed to meet the specific needs of the learners.

Regarding the instructor's evaluation of the English course for nursing students in the nursing faculty of Shahid-Beheshti University, she had positive attitudes about the course contents and materials as regards as, Shohamy (1995) and Douglas (2000) stated that "Major characteristic of English for specific purposes is that the content and objectives of the course are conformed to the specific needs of the learners".

Considerably, the instructor believed the bachelor students in the nursing didn't have high proficiency in the English language so the contents and materials of the course were suitable for them, but it wasn't enough because the English course didn't attend to listening and writing skills. The students must learn to write academically. Similarity, Yanık (2007) found out the English course program was effective, but the facilities of the schools and classrooms were found insufficient.

According to the findings related to the English course for nursing, the results of the students' questionnaire and the instructor interview, the finding showed, they were satisfied with teaching-learning process generally. For example, the great majority of the students were satisfied with the teaching-learning process. The great majority of students with item 12 (*The teacher helps me to learn in this course*), item 13 (*The teacher gives sufficient feedback on our performance, i.e. written work*). Also, the students expressed their agreement with item 15 (*The teacher corrects our mistakes in the effectively way*, and item 5 (*The class time is used efficiently*). Also, more than half of them agreed with item 14 (*The teacher gives equal attention to all students in the class*), and item 2 (*The teacher encourages the students to participate in the lessons*).

Moreover, in a study by Akar (2009), aimed to find out the effectiveness of the foreign language teacher training colleges (FLTTC) in Poland. The researcher used a case study and survey to get in-depth information related to the purpose and process of this program. From the result of the study, the participants generally had positive perceptions of their teaching in the classroom. Similar findings can be seen in other study, such as Erdem (1999) which researcher explained that "The current program was teacher-centered and it should be replaced with a student-centered one". The results showed, the teacher believed "The ways which she did in her classroom are effective. She claimed that her gold topic in the teaching-learning process is motivating and encouraging the students to study more".

Watanabe, Norris, and Gonzalez-Lloret (2009) made a more recent model for evaluating language programs, their approach moves language program evaluation from an externally mandated process to an internally motivated process in which evaluation results are no longer used just for judgment but also for enabling program

participants to benefit from the process. Also, she suggested all the curriculums of the university and the educational system in Iran must change. Such findings are supported by other study, such as Mostafaei and Ershadi (2017) evaluated certain areas of the Iranian ESP program where the researchers found The origin of the problems and dissatisfaction in the program related to the contextual factors, improper policies, and concluded to have their impeding roles in the Iranian ESP program achievement and satisfaction.

Regarding the assessment and evaluation part, generally; the students and the instructor were satisfied with the evaluation and assessment procedure in the course. The finding showed, the English course assessments and evaluations included the three main examinations such as a short quiz after each lesson, midterm exam and final exam in documented form. Also, undocumented form related to the asking-answering questions in the class the students' participation on the activities.

The instructor mentioned "The evaluation and assessment must be realistic also It should not only subjectively or objectively, and it should be practical". As, Trochim (2002) stated "Evaluation is the systematic acquisition and assessment of information to provide useful feedback about some object" (p. 1).

5.1.2 What Do the Nursing Students and the Course Instructor Suggest for the Improvement of the Course?

The instructor and the great majority of students shared positive opinions about the effectiveness and various benefits of the course. For instance, variety of vocabularies and idioms related to the field, and improving the translation. Also, they made some fruitful recommendations as regards extending the time (hours) in the curriculum, also adding more English course for nursing students. Moreover, the students suggested

that they need speaking, writing and listening skills, they would like to be more involved in discussion and presentation related to the course topic.

Meanwhile, the teacher recommended that focusing on writing skill because the nursing students must be able to write academically and listening skill. According to the results obtained from the instructor who participated in this study mostly believed that the English course for nursing must focus on four main skills such as listening, speaking, writing and reading. Similarly, Alfehaid (2011) defined that the ESP apart from developing learners' knowledge of English in context, ESP should focus on developing learners' language skills and study skills to help them in their discipline.

Concerning the assessment and evaluation, both participate the instructor and the students were satisfied with the assessment and evaluation of the course. Some students suggested that to change the evaluation and assessment of the English course because the students need more evaluations in each part of the lesson. For example, dividing one lesson into the two or three parts, each part includes the exam separately.

Also, some students suggested the placement assessment in the English course for nursing students. Hutchinson and Waters' (1987) suggested "There should be appropriate data collection in order to understand how learning needs are being served". Also, they suggested the basic test types such as placement, achievement and proficiency tests should be used to perform learner assessment. Additionally, in line with what the instructor who participated in the present study suggested that some changes must be done in the assessment of the university, and the educational system in Iran. The university and educational system in Iran should set a number of standards

for the students' interpersonal differences because some people are introverted, some people are outward.

Additionally, based on the evaluation Iranian ESP program research study by Mostafaei and Ershadi (2017), the results of the study indicated that the program is suffering from lack of systematic observation and evaluation policy, and its stakeholders especially in the users' strand are not satisfied with the program's current status, goal, methodology and textbooks

As regards the needs of nursing students, both of the students and the instructor agreed that English it is the core of the stone of everything. Some recommendations made by the instructor and the students, the students must able to communicate in academic English. The general need of the students is to able to communicate in English. Communication means they must able to write report or memos, speak in the English language, and comprehending issues in the nursing field. additionally, the instructor explained that the students need English in their job, for example, they are going to work in the international areas, they need English. They have to know English if they want to find a job and to be an academic member or to be a kind of faculty member. The Similar study was related to Khalid (2016) evaluated the existing English for nursing purposes curriculum. The findings of the study divulged that the course was inadequate and yet relevant. It is recommended to review the English language curriculum considering the needs of the nurses for their work place that may improve the standards of nursing English in Pakistan.

5.1.3 What are the Insights of the Nursing Students and the Course Instructor regarding the Students' Needs in this Course?

The results of the study demonstrated that the students' need the English course in general needs, academic needs, and job needs. Benesch (2001) expressed that the teaching of the English for specific purposes in its early days was largely encouraged by the demand to communicate across language in areas such as commerce and technology. This has now expanded to other areas such as English for academic purposes, English for occupational purposes, English for vocational purposes, English for medical purposes, English for business purposes, English for legal purposes and English for socio-cultural purposes.

The results acquired from the student questionnaire and the instructor interview in the Faculty of nursing at Shahid-Beheshti University of Tehran, mostly held the general needs to learn English for the nursing students related to reading, and communication. For example, more than half of students agreed with item 1 (*learn English as reading for pleasure)*, and item 2 (*Reading newspapers*), also they learn agreed the learn English to communicate item 4 (*learn English for Conversing with fellow friends).* Carter (1983) asserted "English as a restricted language is the language used to communicate effectively in an original setting of a very specific environment".

With regard to academic needs, both the students and the instructor expressed that the academic needs related to the writing, and comprehensions, such as understanding the lessons, lectures, and conferences (item7), and item 14 (*Taking notes with your professors*) in the students' questionnaire. Johns and Salmani (2015) agreed with Dudley-Evans and St. John's (1998) "ESP and strongly supported the view that ESP is most effective when it is relevant to the academic and professional contexts".

The instructor believed that the students must know all terminologies, and specialized words related to the nursing field in English. They must able to communicate in academic language, academic English, for example when the nursing students are going to explain the diseases, they must able to explain it in English correctly. Hutchinson and Waters (1987) pointed out that there is no particular difference between English for academic purposes (EAP) and English for occupational purposes (EOP) and this is because people can work and at the same time study.

Regarding job needs, the majority students and the instructor confirmed that interaction with patients in English is their main expectation. For example, the most students agreed with item 20 (reading memos, reports, and letters in English), and item 17 (*Reading written or printed materials related to the job*).

Although the instructor had the same beliefs and even she mentioned that they need to interact in English whether, in form of speaking-listening or reading-writing in international nursing environments, seminars, conferences, and even they must able to even submit their articles to international journals in English. Besides, they need to know English because they have many job opportunities in other countries. Mackay and Mountford (1978) claimed that "The language taught in a learning environment for academic purposes can be used by the learner in an occupational environment".

Finally, both nursing students and English instructor of the nursing faculty of Shahid-Beheshti University had the strong opinion that this course and time is not enough for their needs and they need more English courses and more materials to achieve their aims. According to Altman (1980.p.9), the learners should be properly positioned based on their age, level of language proficiency, maturity, time available. There is a

need for the institution to make flexible educational arrangements to allow all learners access to learning which is appropriate to the types of needs they have. In this way, the content and mode of learning will be influenced by the options available at their disposal. The types of modifications of learning resources are made accordingly to meet the kinds of individual differences with regard to time, goals, mode, or expectations of learning.

5.2 Conclusion

Both qualitative and quantitative results in the present study indicated that they had positive views about the English course for nursing and they believed that the course helped the students to learn in the Faculty of Nursing at Shahid-Beheshti University in Tehran. Also, they stated the aims and objectives of the English course for nursing included speaking, writing, reading and comprehension the issues related to the nursing, and listening skills. Furthermore, both the instructor and the students expressed their opinions and expectations regarding the English course for nursing. For instance, they agreed that one English course was not enough, and also they suggested to more focus on writing and listening skills.

Besides, they made some noticeable and constructive recommendations in order to improve the courses in the curriculum. For example, the great majority of students agreed that they need supplementary materials besides the course book to improve the other skills, such as listening, speaking. they highly recommended to use the audio materials and technology, such as CD or DVD to improving their listening skills. Also, the instructor claimed that the course content and materials are suitable and effective, but it is necessary to focus on writing and listening skills more because the course book did not care about these skills too much.

In addition, it is quite noticeable that in terms of desirability in terms of teaching-learning processes both the instructors and the student in this study believed that the methodologies were effective and useful. The students suggested to add team-working, presentations, and projects activities related to the nursing field. The instructor recommended to change the assessment and evaluation procedure and set up some effective standards in the educational system at the university and Iran.

The nursing students need the English in three main assortments; general needs, academic needs, and job needs. Hutchinson and Waters (1987.p.54) gave a clear difference between "target needs" and "learning needs". The target need refers to what the learner needs to do in the specific situation and the learning need refers to what the learner needs to do in order to learn.

Concerning the general need of the students, both of the participants agreed that the general needs of the students is able to communicate in English. The instructor explained that communication means writing, speaking in the English language, and comprehension the issues in the nursing field.

Regarding the academic needs, the students must able to communicate in academic English, for example when the nursing students are going to explain the diseases, they must able to explain it in English correctly. Also the students must to know how to write the reports or memos in English Additionally, the students need English in their job if they are going to work in the international areas, they need English. They have to know English if they want to find a job and to be an academic member or to be a kind of faculty member.

5.3 Implications of the Study

This section explains the practical implications of this study as regards the English course for nursing in the Faculty of Nursing of Shahid-Beheshti University. The findings of the present study confirmed that both the instructors and the student held positive attitudes towards the acquisition of the English course for nursing. The findings may have some implications, one of which can be that the students' and the instructor's awareness as regards the effectiveness and necessity of the English for nursing course may increase.

Another practical implication of this study is that is that the ESP course must focus on the learners' needs. For example, the participants insisted on more focus on listening and writing skills, and increasing variety of activities as methodology and assessment.

Lastly, the constructive recommendations made by the instructor as well as the students regarding expectations could be considered as another implication of the present research study. For example, the participants recommended to extend the hours in the English course for nursing or put more course in the curriculum of the university. Also, the instructor believed that the educational system in the university, and in Iran must change. Accordingly, the findings may have a positive influence on improving the English for nursing course. As a result, the findings provided by this study may contribute to the mentioned educational setting.

5.4 Limitations of the Study

There are some limitations of the present study. The first one refers to the generalizability of this research study since it targeted only the instructor, and the students in the Faculty of Nursing at Shahid-Beheshti University. Hence, the results of the study are limited to this particular setting and cannot be generalized. The second limitation is related to instructor there was only one instructor, teaching this course.

The third limitation is the number of the students who volunteered (70 students) to participated in this study. Additionally, the lack of portfolios and observations could be considered as the last limitation of the present research study.

5.5 Suggestions for Further Research

As for the future research studies some recommendations can be made. Firstly, it is highly suggested that this investigation be replicated in other faculties or departments by the researcher as receiving parallel conclusions from different research studies may help the researcher to generalize the findings more confidently. Secondly, it is strongly suggested that other researchers take a step forward and collect the data through observations as an additional data collection instrument in order to obtain more in-depth data. Lastly, it is recommended that further studies investigate the actual impact of the English course for nursing sessions on the students and the teachers' teaching performances through assessment can be suggested.

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APPENDICES

Appendix A: Permission Letter

دانشکده پرستاری و مامائی

با سلام،

بدینوسیله موافقت می گردد:

سرکار خانم مهرناز دربان (دانشجوی کارشناسی ارشد آموزش زبان انگلیسی دانشگاه مدیترانه شرقی Eastern Mediterranean university) پرسشنامه و مصاحبه مربوط به پایان نامه خود را **با عنوان بررسی و ارزیابی زبان تخصصی رشته پرستاری** در بین دانشجویان پرستاری دانشکده پرستاری و مامائی دانشگاه علوم پزشکی شهید بهشتی انجام بدهند.

دکتر رقیه اسمعیلی
معاون آموزشی
دانشکده پرستاری و مامائی
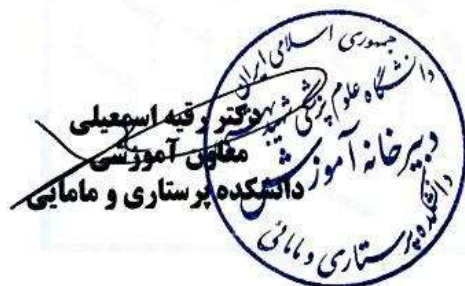
Appendix B: Approval Letter from Ethics Committee of EMU

Eastern Mediterranean University
Doğu Akdeniz Üniversitesi
"Uluslararası Kariyer İçin"
"For Your International Career"

P.K.: 99628 Gazimağusa, KUZEY KIBRIS /
Famagusta, North Cyprus,
via Mersin-10 TURKEY
Tel: (+90) 392 630 1985
Faks/Fax: (+90) 392 630 2910
bayek@emu.edu.tr

Etik Kurulu / Ethics Committee

Sayı: ETK00-2018-0194   12.06.2018
Konu: Etik Kurulu'na Başvurunuz Hk.

Mehnaz Darban
Eğitim Fakültesi
Yabancı Diller Eğitimi
Yüksek Lisans Öğrencisi

Doğu Akdeniz Üniversitesi Bilimsel Araştırma ve Yayın Etiği Kurulu'nun **29.05.2018** tarih
ve **2018/59-09** sayılı kararı doğrultusunda, **"Evaluating an English Language Course
for Nursing Students"** adlı çalışmanızı, Yrd. Doç. Dr. Fatoş Erozan'ın danışmanlığında
araştırmanız, Bilimsel ve Araştırma Etiği açısından uygun bulunmuştur.

Bilginize rica ederim.

Doç. Dr. Şükrü TÜZMEN
Etik Kurulu Başkanı

ŞT/ba.

www.emu.edu.tr

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Appendix C: Student Questionnaire

Student Questionnare Consent Form

Dear students,

I am an MA student and I am conducting my thesis on the topic of ***Evaluating an English Language Course for Nursing Students***.This questinnaire aims to identify your ideas about ***English for Nursing course*** to evaluate it and make it better address the needs of the Nursing students as well as identifying the students' needs. It is very important that you answer all the questions sincerely. Your personal information and indiviual responses will be kept cinfidential and used only for researcher purposes. You are free to withdraw from the study any time.

Thank you for your participation and cooperation.

Mehrnaz Darban	**Asst. Prof. Dr. Fatoş Erozan**
MA Student	MA Thesis supervisor
Department of Foreign Language Education Language Education	Department of Foreign
Faculty of Education	Faculty of Education
Eastern Mediterranean University	Eastern Mediterranean University
E-mail:Mehrnaz.darban@yahoo.com	E-mail: fatos.erozan@emu.edu.tr

✂- -

Consent form

I am competely aware ofthe aim of the study in general and purpose of this questionnare; therefore, I agree to participate in this study by filling in this questionnare.

Name- Surname: -----------------------------

Date: --

Signature: -----------------------------------

Course Evaluation Questionnaire

PART 1 - General information

Please complete the following as appropriate.

1. Age: _____

2. Gender: ☐ Male   ☐ Female

3. Nationality: _____ (please specify)

4. Native language: ☐ Farsi   ☐ English   ☐ Other

    _____(please specify)

5. Department: _____

6. Did you take any English courses before? If yes, how long? ☐ Yes ☐ No

    ☐ less than 1 year   1 - 2 years   ☐ 3 - 4 years   ☐ 5 years or more

7. How do you rate yourself in English in general?

    ☐ Very Good   ☐ Good   ☐ Satisfactory   ☐ Poor

8. How do you rate yourself in *English* in the following areas?

Skills	Very Good	Good	Satisfactory	Poor
Reading				
Listening				
Speaking				
Writing				
Grammar				
Vocabulary				

9. Indicate your difficulties, if any, in understanding English or communicating in English in class in the following areas.

Skills	A lot of difficulties	Some difficulties	Little difficulties	No Difficulties
Reading				
Listening				
Speaking				
Writing				
Grammar				
Vocabulary				

PART 2 – The Questionnaire

A. Course Aims/Objectives (Please mark (X) as appropriate)

5	4	3	2	1
Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

	English for Nursing course has helped me to…	5 Strongly Agree	4 Agree	3 Neutral	2 Disagree	1 Strongly Disagree
1	develop *translation* skills.					
2	develop *listening* skills as required by the nursing field.					
3	develop *speaking* skills as required by the nursing field.					
4	develop *reading* skills as required by the nursing field.					
5	develop *writing* skills as required by the nursing field.					
6	develop basic communication skills.					

English for Nursing course has helped me to…	5 Strongly Agree	4 Agree	3 Neutral	2 Disagree	1 Strongly Disagree
7 raise my awareness of code of ethics regarding the fields of the nursing and medicine.					
8 develop nursing and medicine related *vocabulary* knowledge.					
9 develop my *grammar* knowledge.					
10 raise my awareness regarding the use of technology in learning English.					
11 practice using English.					
12 develop self-study skills.					
13 develop collaborative skills (i.e. working with my friends).					

1- *English for Nursing* course met my expectations. (Indicate by marking one of the options).

☐ Strongly agree ☐ Agree ☐ Not Sure ☐ Disagree ☐ Strongly disagree

Please explain your answer:
_____
_____

2 - What other needs (about **English**) do you still have? What other aims and objectives should be included in this course? Please give suggestions.

_____
_____

B. Course Content and Materials

Please express your opinion about the following issues in ***English for Nursing*** course by marking **(x)** as appropriate.

		5 Strongly Agree	4 Agree	3 Neutral	2 Disagree	1 Strongly Disagree
1	The course content is generally interesting for me.					
2	The course materials (i.e. the course book) provide me with what I need to know or do.					
3	The content of the course is relevant to my needs as an English language learner.					
4	The course book is suitable for my proficiency level in English.					
5	I can easily follow the course book.					
6	The course book is generally effective.					
7	The course book provides an appropriate balance of the four language skills.					
8	The course book is effective in improving my ***vocabulary*** knowledge.					
9	The course book is effective in Improving my ***grammar*** knowledge.					
10	The course book is effective in improving my ***reading*** skills.					
11	The course book is effective in improving my ***writing*** skills.					
12	The course book is effective in improving my ***listening*** skills.					

		5 Strongly Agree	4 Agree	3 Neutral	2 Disagree	1 Strongly Disagree
13	The course book is effective in improving my *speaking* skills.					
14	The course book is effective in improving my *translation* skills.					
15	The course book is appropriately priced.					
16	The course book is visually attractive.					
17	There is a need for extra materials to improve *listening* skills					
18	There is a need for supplementary materials to improve *speaking* skills					
19	There is a need for supplementary materials to improve *writing* skills					
20	There is a need for supplementary materials to improve *reading* skills					
21	There is a need for Supplementary materials to improve *translation* skills					
22	There is a need for supplementary materials to improve *vocabulary* knowledge.					
23	There is a need for supplementary materials to improve *grammar* knowledge.					

Please express your opinion about the following issues in English for Nursing Course.

1- What are the strong and weak points about the course book in the *English for Nursing* course?

 ❖ **Strong points:**
 _____
 _____

 ❖ **Weak points:**

 _____
 _____

2- What changes should be made in the English for Nursing course book? (Give suggestions).

_____

_____

C. Teaching-Learning Process in the English for Nursing Course

Please express your opinion about the following issues in *English for Nursing* course by marking (x) as appropriate.

		5 Strongly Agree	4 Agree	3 Neutral	2 Disagree	1 Strongly Disagree
1	There is a good student -teacher interaction in the course.					
2	The teacher encourages the students to participate in the lessons.					
3	Group/pair work is encouraged in the classroom.					
4	Students talk is more than teacher talk in the classroom.					
5	The class time is used efficiently.					
6	I make use of the instructor's office hours.					
7	The teaching methodology of the teacher is effective in our learning.					
8	The students help each other to learn.					
9	The teacher's instructions are clear.					
10	I use only English in class.					
11	The lessons are taught in an interesting way.					

		5 **Strongly Agree**	4 **Agree**	3 **Neutral**	2 **Disagree**	1 **Strongly Disagree**
12	The teacher helps me to learn in this course.					
13	The teacher gives Sufficient feedback on our performance (i.e. written work).					
14	The teacher gives equal attention to all students in the class.					
15	The teacher corrects our mistakes in an effectively way.					
16	I prefer to work individually in class.					
17	I prefer to work with (a) partner(s) in class.					
18	The teacher encourages us to participation in the class.					
19	The teacher uses technology effectively in the classroom.					

Please express your opinion about the *teaching-learning process* in English for Nursing course.

1- Which activities do you think are *the most useful in the English for Nursing* course lessons to improve your English?

_____
_____
_____

2- Which activities do you think are ***not useful*** *in English for Nursing* course
   lessons to improve your English?

_____
_____
_____

3- What other activities should be added to *English for Nursing* to help you more in
   developing your English? (Give suggestions).

_____
_____
_____

D. Assessment in English for Nursing course

1-How are your assessed or evaluated in this course?

_____
_____
_____

2-What do you think about assessment or evaluation procedures (tasks) in this course?
_____
_____
_____

3- How would you like to be assessed or evaluated in this course? Give suggestions.
_____
_____
_____

E. Overall Evaluation

1. List 3 things in this course that ***help*** you the most to improve your English. (3

   positive aspects of the course).

_____
_____
_____

2. List 3 things in this course that ***do not help*** you to improve your English. (3 negative aspects of the course).

_____
_____
_____

3. List your suggestions to make this course more useful and better.

_____
_____
_____

Part 3- Needs Analysis

What do you need English for? Indicate your answer by marking(x) one of the options.

5	4	3	2	1
Very desirable (VD)	**Desirable (D)**	**Neutral (N)**	**Undesirable (UD)**	**Very undesirable (VUD)**

General Needs:

		Very desirable (5)	**Desirable (4)**	**Neutral (3)**	**Undesirable (2)**	**Very undesirable (1)**
1	Reading for pleasure.					
2	Reading newspapers.					
3	Survival English (being abroad as a tourist).					
4	Conversing with fellow friends.					
5	Writing private letters.					
6	Reading English literature in the original.					

A) Academic Needs:

In your field of specialization (Nursing), you need English for…

		Very desirable (5)	Desirable (4)	Neutral (3)	Undesirable (2)	Very undesirable (1)
7	Understanding lectures.					
8	Taking part in class discussion.					
9	Reading course textbooks.					
10	Reading journals and articles.					
11	Taking notes from lectures.					
12	Writing term papers, essays or reports.					
13	Writing answers to examination questions.					
14	Taking notes with your professors.					

B) Job Needs:

In your future job, what do you expect you may need English for…

		Very desirable (5)	Desirable (4)	Neutral (3)	Undesirable (2)	Very undesirable (1)
15	Conversing with English-speaking colleagues.					
16	Conversing with English – speaking patients.					
17	Reading written or printed materials related to the job.					
18	Following in- service courses conducted in English.					
19	Writing letters, memos or reports in English.					
20	Reading letters, memos or reports in English.					

Appendix D: Instructor Interview

English for Nursing Course

Teacher Course Evaluation Interview

Part1-*Course aims/ objectives*

1- What are the aims and learning outcomes/objectives of this course?
2- Do you think all these aims and objectives have been achieved?
3- Should there have been any other aims and objectives of this course?
4- Do you think this course has met your student's expectations and needs?
5- What do you think your students still need in term of developing their English?

Part2-ized*Course content and materials*

1- How do you evaluate the content of this course?
2- What changes do you suggest in this course?
3- How do you evaluate the course material (course book and others)?
4- What is good and not so good about the course materials? (please explain)
5- Do you think technology should be integrated into this course as a course material? If yes, to what extent can it be integrated and how?

Part3- *Teaching –Learning process*

1- How are lessons/classes conducted in this course?
2- What kind of activities/ tasks are done in and out of the classroom? Are they effective? What do you think?
3- Do you believe that the teaching-learning process in this course is effective in general? Why? Why not?
4- Do you suggest any changes in terms of the teaching- learning process in this course? If yes, what kinds of changes do you suggest?

Part4 – *Evaluation / assessment*

1- Which assessment tools do you use in this course? What do you think about these assessment tools? Are they effective?

2- To what extent do the assessment results (student's grade) reflect your students' actual performance / success?

3- How should students' performance/ success be measured in this course? which assessment methods do you suggest to be used? If you were to make some changes on your assessment procedure, what would they be?

4- Are you satisfied with your students' performance in this course?

Part5- *Overall evaluation*

1- What are the strengths of this course (English for nursing)?

2- What are the weakness of this course (English for nursing)?

3- What are your suggestion for the improvement of this course more effective and useful better adjusted to students' need? What are your suggestion for the improvement of course?

Part6- *Need analysis*

1- What are your students'

a) General needs

b) Academic needs

c) Job/ Professional needs

That should meet in this course (English for Nursing)?