

Engaging nurse students in a meaningful English learning: Step by step of nursing simulation technique

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Abstract

English for Specific Purposes, which has been so called ESP, created to achieve specific learning goals for specific students in a specific field. Therefore, an ESP instructor is required to find specific teaching techniques in order to meet students' learning needs. This in-practice article reports the implementation of step by step of teaching nursing English through a simulation technique. This study attempted to examine the impact of this teaching technique on the improvement of students' language skills. There have been abundant resources of research findings in the field of English for Specific Purposes. However, there is still little known study in field of nursing English, particularly, the investigation of the impact of nursing simulation technique on nurse students' language learning achievement. To fill this void, the current study invited 58 nurse students to participate in this research. The simulation teaching technique was introduced to a nursing English class. After that, students' responses were documented through questionnaires and interviews. The data indicated that there have been positive attitude of the students toward this teaching technique even though time allocation and students' language proficiency remains problematic to the language learners. The implication of this research may expand the research findings in the field of TESOL Methodology, particularly, English for Nursing.

Keywords: nursing simulation, nurse students, ESP instructor, students' language proficiency

INTRODUCTION

The main purpose of learning a language is that students are able to use that language for communication in the right context. Teachers' task is to create a learning atmosphere that may make students immersed and enjoy the learning process. This is a core objective of the simulation technique in a foreign language classroom. In principle, simulation is a learning activity driven by a presented problem where a real context is used as the setting of the communication (Hyland, 1993). In other word, students are given a task within a certain context and they have to perform it either with their peers or in a group. This is not a freely designed simulation, but, the simulation should be performed based on the settings and procedures that the teacher assign students to do.

There have been several studies on the use of simulation technique in either teaching English or teaching nursing subject. A research on the effectiveness of the high fidelity simulation based practice on the learning outcomes in nurse practitioner program indicated that this method improved students' knowledge and confidence, they are happier to use this method. (Warren, Luctkar-Flude, Godfrey, & Lukewich, 2016). Another study on the role of simulation for pre-registration nursing program showed that students' confidence was increased and they were ready for a real setting of nursing communication (Ricketts, 2010). In another research context, simulation also help teachers make a priority of learning goals they want the students to achieve. A research on the simulation designed for a non-manikin learning activity to teach prioritized skills to undergraduate nurse student has proved that this technique can be used to assist students to gain the required nursing skills (Harder, Stevenson, & Turner, 2019).

Not only in the field of nursing, simulation is also used as a teaching method in midwifery, particularly in the discipline of obstetrics. The benefits of this method outweighed those of the traditional teaching format where it enhance clinical skills of the students as well as make the teaching more efficient (Cooper et al., 2012). Despite the aforementioned potential of simulation technique, there are also several studies that shed light on the effectiveness of this method for teaching English to nursing students. A quasi experimental study by (Chang, Chan, & Siren, 2013) proved that this method increased students' reading proficiency. Chang conducted a study on 101 students consisted of 48 students for intervention group and 53 students for control group. The results indicated the intervened group perform better in reading proficiency after being treated by a simulation method. More comprehensively, (Hyland, 1993) states the following reasons that motivate him to use simulation technique for teaching English : *students motivation, fluency development, integration of English skills, active participation, and reduced anxiety.*

Although there have been many studies on the use of simulation technique as we have discussed at the outset. Little is still known the effectiveness of this method for teaching nursing English, especially, for the core skills of English. Thus, this research is intended to examine the impact of this technique on nurse students' language proficiency.

METHOD

This study used qualitative methods with a phenomenological approach (Padilla-Díaz, 2015), with the aim of investigating students' attitude toward the use of simulation technique for their nursing English class. There were fifty eight nurse students who participated in this research. The simulation teaching technique was introduced to a nursing English class. After that, students' responses were documented through questionnaires and interviews. Questionnaires result were tabulated and stand out features were identified and discussed based on the supporting theories and concepts. The narrative of respondents were transcribed, analyzed within the framework of phenomenology. The following are step by step of analysis procedure adopted from

(Moustakas, 1994): 1) the interpretation of the phenomenon discussed; (2) statements (through interviews or other sources) are documented about the phenomenon; (3) data classification into larger units or themes; (4) data are juxtaposed with the theme (textural description) and its example; (5) describing the phenomenon occurs in relation to the setting and context (structural description); (6) combining textural descriptions and structural descriptions, thus describing the essence of the phenomenon that displays the peak aspects of phenomenological research.

The Steps of Teaching Nursing English Simulation

First of all the lecturer tells to the class what nursing intervention that will be simulated. She also tells about the urgencies of using related Nursing SOP in doing intervention to the client

Then she tells the steps that must be passed for that nursing simulation. Firstly, she drills some common nursing expression for the intervention, as follow in the table below:

NO	STEPS	NOTE
1	Opening the class	<p>Warming up to the class.</p> <p>Give background knowledge about the theme which is discussed to the student</p> <p>Example by showing the picture that is related to the theme so the students know what the material about</p>
2	Read the example of the conversation that is written at their Nursing Simulation Book	Read and Discuss the conversation (It must have correlation with nursing intervention that will be asked to have simulation)
3	Mastery Language Focus	Understanding the form of language expression which is used in the theme discussed
4	Get Closer to the nursing simulation	<p>Study Nursing Language Expression of Nursing SOP that relates to the theme steps by steps. In this case the lecturer drills them with some example of nursing language expression in each step.</p> <ol style="list-style-type: none"> 1. Orientation : <ul style="list-style-type: none"> - Great the client - Time contract - Explaining the purpose of the nursing intervention while doing the procedure

		<ul style="list-style-type: none">- Give instruction to the client- Give time to ask to the client- Ask a permission for the procedure that will be taken to the client or the client's family <ol style="list-style-type: none">2. Working stage<ul style="list-style-type: none">- The students start to act their simulation based on related Nursing SOP3. Termination stage<ul style="list-style-type: none">- Telling the result of the procedure that has be done- Giving simple health promotion- Having time contract for the next nursing intervention- Say Hamdallah and pray for the client healthy
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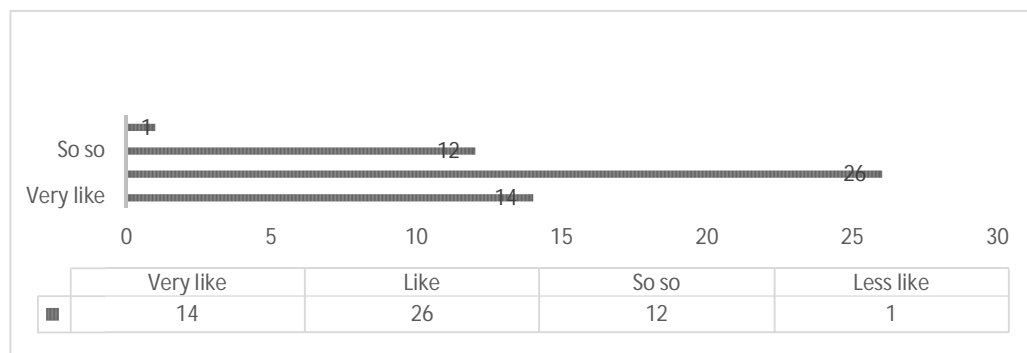
After that the lecturer gives example how to do the nursing simulation (relates to the theme, example checking the vital sings) by having the model and using appropriate medical equipment.

The last the lecturer divides them in group of simulation, gives the health cases then ask them to simulate the cases by using appropriate medical equipment and based on the steps in nursing SOP.

FINDINGS

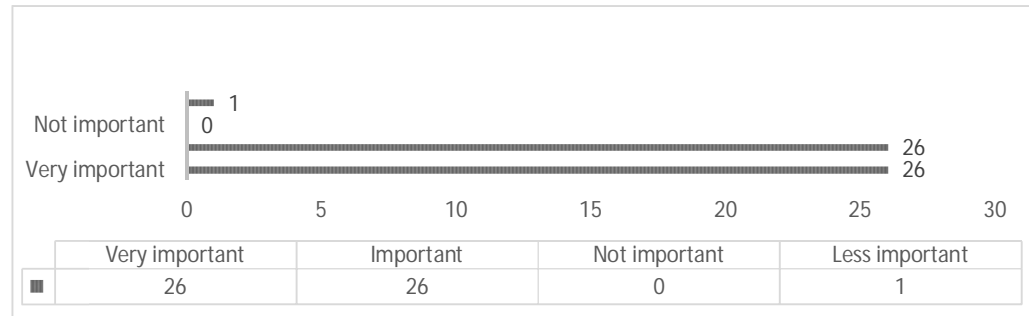
Questionnaire results

1. The nursing students attitude toward English



The chart indicated that the majority of students felt “so so” toward the simulation technique. It is understandable that because this is something new for them and they need time to adjust this new method.

2. The importance of learning English for nursing



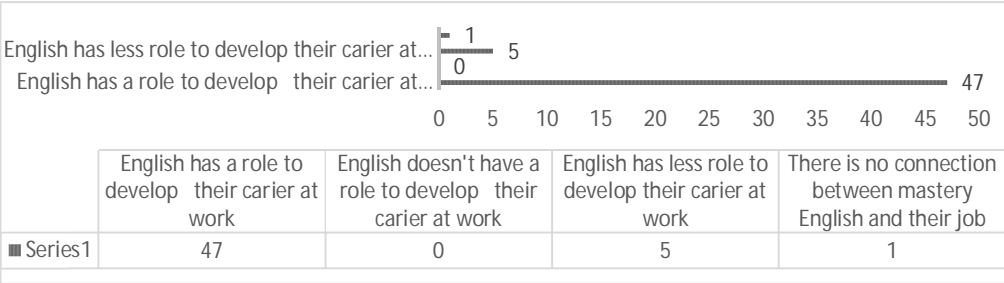
Students have realized the importance of learning nursing English. This is indicated by the majority of students; respectively 26 responses for choosing “important” and 26 responses for choosing “very important”.

3. The nursing student’s opinion about the benefits of English



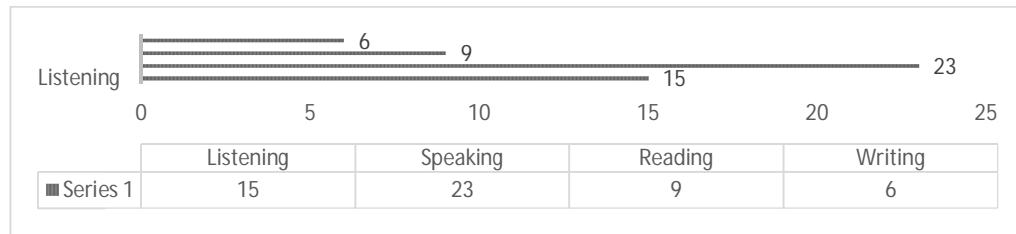
The majority of student are aware of the importance of mastering English skill for their future jobs. It is indicated by almost 85% (45 responses out of 53 responses) of respondents stated that English benefited them for their future career.

4. English mastery and students future job



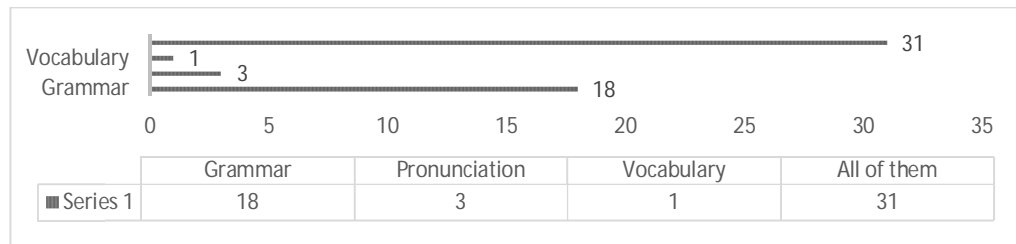
Again, when specifically surveyed, students responded that English mastery contribute to the development of their competence for future career. There are 47 responses out 53 chose that English has a role in developing their career competence.

5. The English skill preference



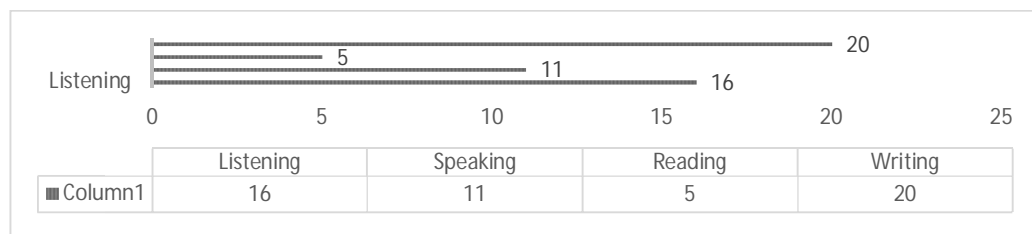
Statistically speaking, dominantly students opted for speaking skills (23 students out of 53) as the most important skill to master for their future job opportunity, whereas very few students perceived that writing is as important as speaking (6 out of 53 responses).

6. The challenges of learning nursing English



Even though, the integration of macro skills of English is essential in learning English, however, the majority of learners still perceived that those skills are hard to learn. They indicated that vocabulary, pronunciation, and grammar are difficult (31 responses out of 53 responses). There are few students who like grammar lesson (18 students out of 53) as their learning interest.

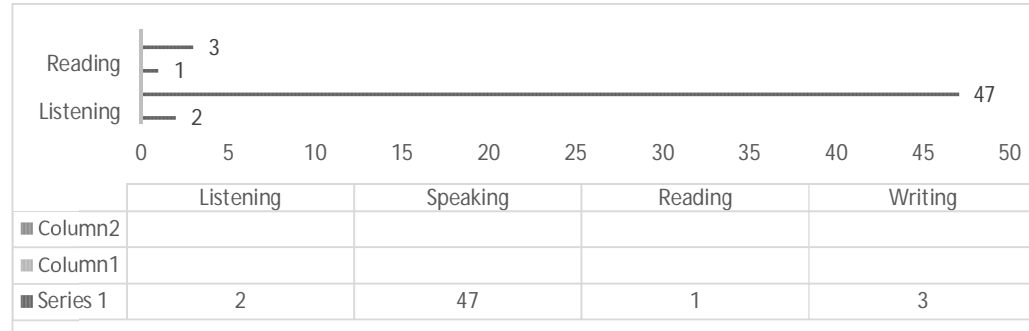
7. The most dislike English lesson



From the chart above, it is clearly seen that students do not really like learning writing (20 out of 53) whereas reading lesson is the least dislike subject for students (5 out of 53). Another English skill that students do not really like to

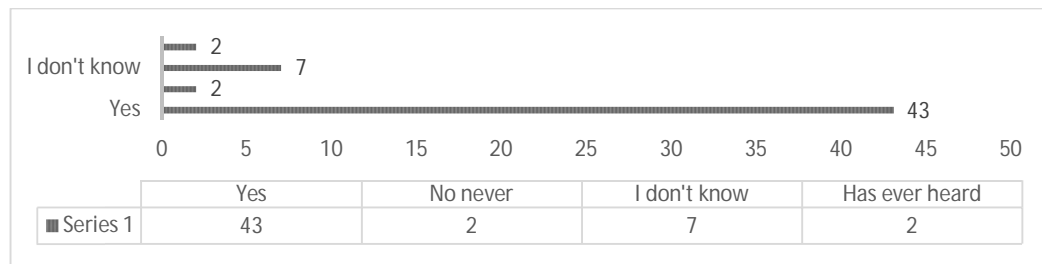
learn is that listening (16 out of 53) while speaking is perceived as a fairly famous subject to learn by students (11 out of 53).

8. The English skill which will be used the most in future job



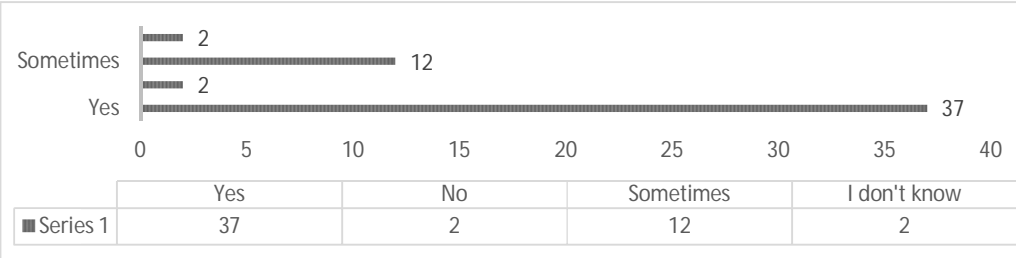
The respondents stated that speaking is the most important English skill to be mastered since it will be used in their future career (47 responses out of 53), however, only 1 student thought that reading skill is the most useful skill for their future jobs.

9. Students' experience of learning through simulation technique



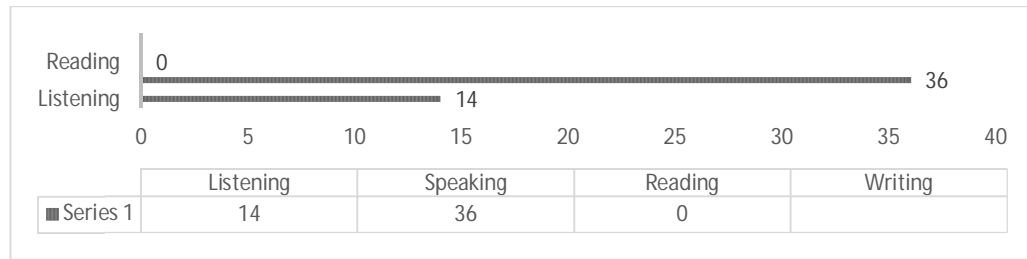
The trend indicated that almost all students ever learnt through simulation technique (43 out of 53 responses). This is make sense since they are nurse students and have many clinical practices and lessons.

10. The usability of simulation technique in implementation of nursing skill



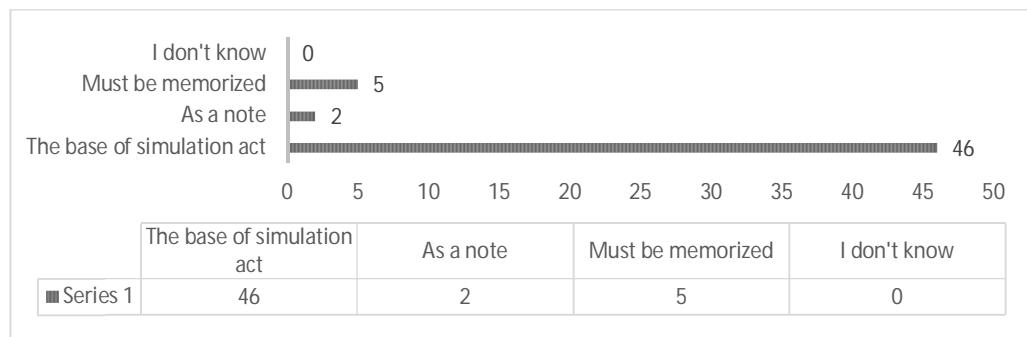
The graphic shows that simulation technique is also applicable in teaching nursing skills (37 out of 53 responses). But, they said it is not always used (12 responses out of 53 responses).

11. The dominant language skill in nursing simulation



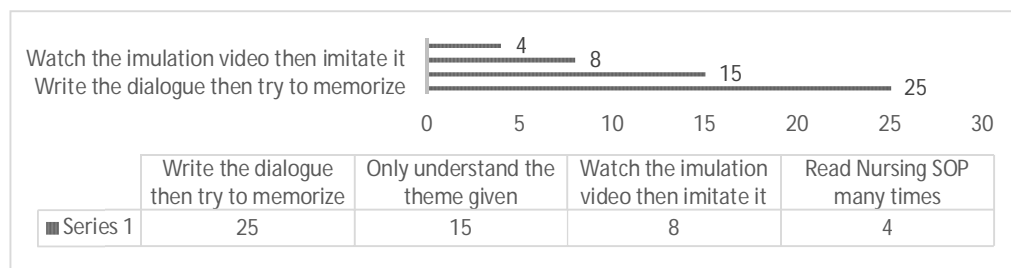
From the chart we can infer that speaking as the mostly used core skill in nursing simulation (36 out of 53 responses) whereas listening is also perceived as very frequently used skill (14 out of 53 responses).

12. The role of nursing standard operation procedure



Majority of students are aware of the role of standard operating procedures in guiding them to perform nursing simulation (46 students out of 53 students).

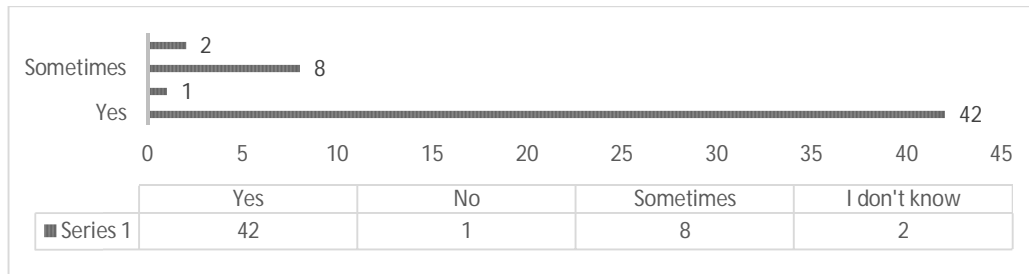
13. Student's preparation for nursing simulation



Each students has unique way before they perform the nursing simulation. The majority of students prefer to write the dialogue beforehand and then try to memorize it. Besides that, many students also understand the theme given

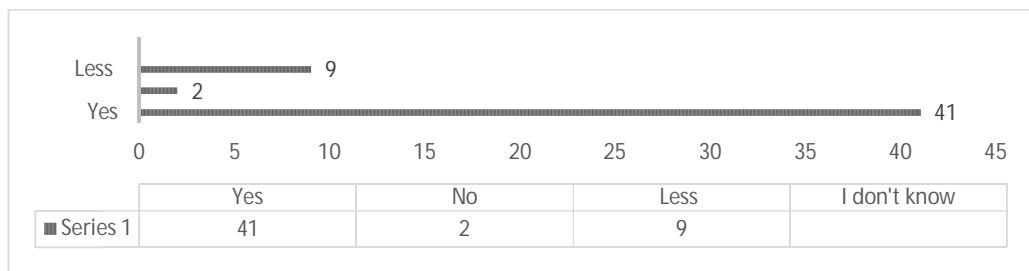
before practicing simulation technique. However, very few students who are willing to read the SOP before they performing nursing simulation.

14. The development of student's speaking skill through simulation



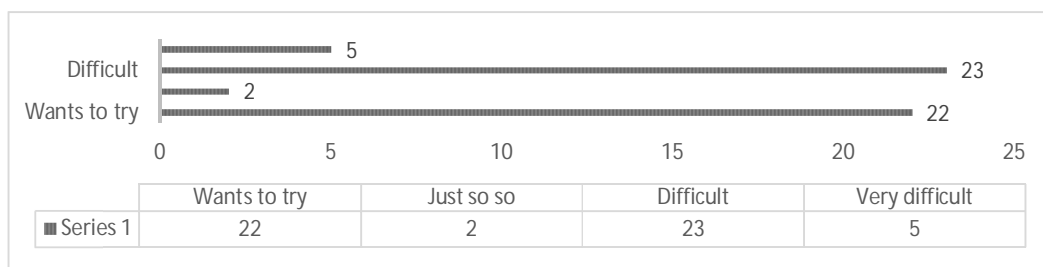
Dominantly, simulation technique has been perceived useful for the development of students' speaking skill (42 out of 53 responses). The respondents have positive attitude toward this teaching technique for their language proficiency.

15. The use of English in nursing simulation to prepare them become professional nurse



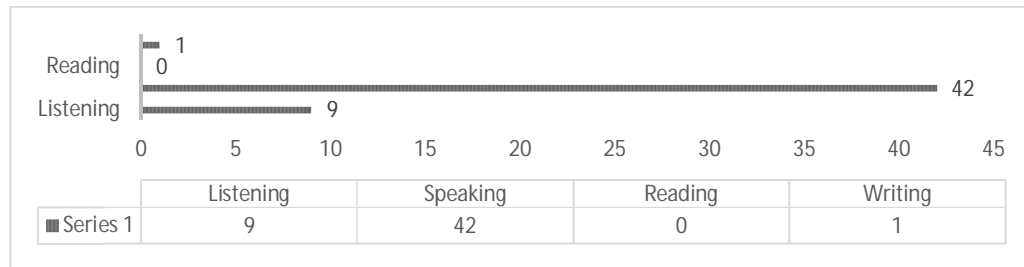
In addition to the positive responses of the effectiveness of simulation technique, the majority of students argue that this learning method may contribute to their future profession (41 out of 52 responses)

16. The student's opinion about English as language of instruction in nursing simulation



The majority students perceived that it would be difficult if nursing simulation were instructed and performed in English (23 out of 52), but, positively, they are eager to try to do it (22 responses out of 52). This indicated a positive attitude toward the use of simulation technique in nursing English class.

17. Language skill focused in English Simulation



The dominant responses indicated that speaking would be the most targeted skill emphasized in the performance of simulation technique (42 out of 52 responses).

DISCUSSION

From the findings, it can be generally inferred that students have positive attitude toward this teaching technique. The majority of students agree that learning nursing English through simulation benefitted them. They said that learning nursing English is important for their future career competence. This help them develop self-development in terms of ESP skills. However, students still perceive that learning nursing English is hard to grasp and challenging. This is reflected on their comments on the English skills that interest them the most. They had various learning interest. On top of that, they realized that speaking is the most important skill to be honed for their future communicative skill. Apart from that, specifically speaking, the teaching of nursing English through simulation has sparked students' interest to try to use it even though some adjustment and challenge need to be addressed.

Within the same vein, the interview result indicated positive attitude of students toward nursing English and the simulation technique. Student A said: *"for me, learning nursing English is so important since my future employment would require me to have a good command of English. So, this would really help"*. Also, student B stated: *"learning nursing English would give me a bigger opportunity of working overseas. Nowadays, it is hard to find nursing job in this country"*. In another word, Student C contended: *"learning English through simulation really ease me to understand the lesson. I have nursing subjects that require me to do simulation, like maternity nursing, Gerontology, and pediatric nursing, almost all of them need a simulation"*. Student D said: *"Simulation technique may enable me to learn each other through a peer study"*.

These findings are in line with a research by Warren et al., (2016) that has proved the significant improvements of students' critical thinking, self-efficacy and learning interests. This claim is also in the same vein with what Goldsworthy, Patterson, Dobbs, Afzal, & Deboer (2019) have found that this method effective in shaping students' confidence and improving student's competence in solving learning problems.

CONCLUSION

This study has shed some light on the field of TESOL methodology, particularly, in the implementation of simulation technique for a nursing English class. As a teaching technique, simulation, is still far from an ideal technique. However, it may become an alternative method for an ESP instructor in order to give a more meaningful ESP learning. Context, real setting, and exposure to the authentic situation are paramount for ESP learners. Thus, future study on those matter is needed to expand the findings in this field.

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Authors' short biography

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