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DEVELOPING ENGLISH SPEAKING COMMUNICATIVE SKILLS FOR NURSES AT BUDDHACHINARAJ HOSPITAL, PHITSANULOKE, THAILAND THROUGH MULTI-METHODS TEACHING

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The methods that have been developed for teaching English for communication are various. Every method aims to develop English communication skills among the learners. Learning to speak English is an important goal for it equips learners with a set of skills they can use for their lives. If basic instruction and opportunities to practice speaking are available, learners position themselves to accomplish a wide range of goals and to be useful members of their communities and work places. This paper used the multi process of teaching English for communication for nurses at Buddhachinarai Hospital, Phitsanuloke, Thailand, since it is essential for these nurses to have basic English language skills in order to communicate effectively with foreign patients.

The purposes of this research were: 1) To develop an instructional package by using multi methods of teaching, based on the 80/80 standard criteria. 2) To compare the learners' English communication skills before and after being taught using the multi method instructional package. 3) To determine the level of student satisfaction towards this instructional package. The subjects of this study were 30 nurses who work in Buddhachinaraj Hospital, Thailand. The data were collected by using a standard test of English speaking abilities and a survey to determine the level of learners' satisfaction with the instructional package. The statistics used in the data analysis were arithmetic mean ($\bar{X}$), standard deviation (S.D), and a dependent t-test.

The research results revealed that the efficiency of the instructional package was 88.17/86.86 which is higher than the standard level 80/80. The English speaking abilities of the nurses after learning with this package were significantly improved with a mean score before and after studying of 11.00 and 16.93 respectively. The results also showed that the satisfaction of learners towards learning English using the multi method teaching package was at a high level ($\bar{X} = 4.83$).

Keywords: Multi- method, Satisfaction, English for specific purposes, Communicative skills.

Introduction

As the demand for developing the English skills of nurses to meet their career needs grows, English for communication has been playing an increasingly important role in facilitating nurses' preparation for professional requirements, training and study so that they can communicate with their foreign patients in English effectively. Over recent years, there has been an increase in the number of foreigners who come to work, live, and travel in Thailand. There are more and more requirements and opportunities for nurses

to actually use English in their career tasks. English for communication and English for specific purpose skills are important for nurses in order to communicate with foreign patients effectively.

Many nurses have been out of nursing school for a long time. At the time they were in school, the English courses were probably taught the traditional way where students were required to memorize a large corpus of words and English structure, but in which students rarely practiced in real life situations. This strategy was not very effective and the long term retention of vocabulary was often low (Idoine-Shirai 2007). Moreover, while in class students might get bored with boring lectures which were the main tool for broadcasting knowledge and from textbooks whose exclusive aim was to prepare the students for answering examination questions. This is called 'passive learning'. Passive learning discourages students from active learning (Ulrich 2011).

This traditional teaching leaves students with a knowledge of English but also an inability to use English as a tool in communication.

In real life situations, to use language effectively, students should know not only vocabulary and structure but they should also know how to apply them in appropriate situations. For example, the sentences "What is your name?" and "May I have your name, please?" request the same information but in some situations some people might feel offended by the first sentence. Therefore, it is important to teach a language and its implications in real life situations, using methods that lead to successful communication.

The methods developed for teaching English for communication are various. Every method aims to develop the English communication skills of the learners. Well-known approaches in teaching English are teaching English for a communicative approach and teaching English for a specific approach (ESP).

As Robinson (1984) makes the crucial point, an ESP course should focus on facilitating more successful performance in professional roles, and it is based on a rigorous analysis of learner's need and should be 'tailor-made'.

The basis of ESL is the teaching of language using content or subject matter. In ESP, any teaching activity, whether its aim is to teach language or skills, is presented in a context.

So, an authentic topic is chosen to function as the context, as a vehicle to "carry" the real content, which may be certain language forms. For example, in a lesson on preparing and administering an injection, by teaching the language of the various steps in a sequence, the task of giving the injection would function as the carrier content, while the language of sequence is the real content. Thus actual workplace situations can be used to teach adults in ESP classes (Medlin 2009).

Teaching English by using the communicative approach is also popular among educators. The communicative approach is characterized by the following: 1) concentration on use and appropriateness rather than simply on language form, 2) a tendency to favor fluency-focused rather than simply accurately-focused activities, 3) communicative tasks are achieved through the language rather than simply exercises on the language, 4) an emphasis is placed on student initiative and interaction, rather than simply on teacher-centred direction, 5) there will be a sensitivity to learners differences rather than a "lockstep" approach, and 6) there is an awareness of variations in language use rather than simply attention to the language (Maley, 1984).

The communicative approach in teaching English motivates students to get involve with class activity rather than just sitting passively in a boring lecture class. Passive learning discourages students from active learning. According to Bonwell & Eison (1991) and mentioned in Supharatyothin (2011), the opposite of passive learning is active learning. Students are involved in more than listening: less emphasis is placed on transmitting information and more on developing students' skills: students are involved in higher-order thinking (analysis, synthesis, evaluation): students are engaged in activities (e.g., reading discussing, writing), and greater emphasis is placed on students' exploration of their own attitudes and values.

According to deWilde (2010), there are many methods used in foreign language teaching, but it is rare to find one technique being used without it being influenced by others. Practicing teachers use a variety of methodologies to build up their own personal methodology which is basically whatever seems to work best in the classroom. What is clear is that grammar rules do need to be learnt to some extent at

least. While it may not be acceptable in theory, most teachers use translation when they can or really need to, listening and speaking skills play a vital role in the learning of a new language – it is just that none of these things can be done in isolation.

It can be concluded that there are numerous approaches and methods in teaching English. This paper integrated various teaching methods, called the syllabus, multi-process teaching, and used this method to teach English for nurses.

The aim of the research is to explore the following issues:

- 1) What is the effectiveness of the instructional package in teaching English for communication for nurses?
- 2) Is there any difference in their knowledge of English communication before and after being taught using the cultural instructional package?
- 3) What is the learners' satisfaction towards the multi processes of teaching used in the course?

Learning is much more effective when instructional contents match the learners' task. This research hopes to contribute to this goal by designing an short English course with specific itemized course contents for nurses.

Review of the Literature

Teaching English communication with multi-processes refers to the use of various teaching processes to teach English to learners. Different educators may use different processes in their teaching such as: teaching English through advertising, teaching through films, teaching using the Internet, teaching through the students' own research, through students' self-assessment, etc.

This current research tried to use multi-processes in teaching English speaking since using more than one process might provide learners with more points of views and provide a more enjoyable experience with a deeper retention of knowledge. There is significant research related to multi method teaching, and a communicative approach.

According to Mingers (2001), multi-method approaches help to obtain full answers and increases the robustness of our understanding. Using multi methods has the potential of gaining knowledge about different aspects of a phenomenon under study, and therefore, an overall better and more complete explanation.

Supharatyothin (2011) did research on the topic, "The Development of a Better Understanding of the Cultures of the Main English Speaking Countries, in Thai University Students, through the Use of a Multi-process Teaching." The researcher's subjects were 40 English major sophomore, university students. The research results showed that using multi process teaching approaches help improve students' knowledge and the satisfaction of students towards the learning with multi method was at a high level ($\bar{x} = 4.03$)

Wang (2002) studied the effectiveness of communication strategy training. The subjects consisted of 109 sophomore college students, divided into four parallel classes. Class one and class two were the experimental group. Class 3 and 4 were the control group. The experimental oral group met for 30 minutes before training for a period of 10 weeks, focusing on practicing three strategies: avoidance and replacement issues and quotes using filler words. The communication strategies increased the student's use of the language and a questionnaire survey showed that the students practiced the teaching communications strategies and generally has produced attitude of teaching effectiveness.

According to Anderson (1993), great success has been accomplished at the Shanghai Foreign Language School which employs communicative methods. By focusing on a completely English oral presentation and on oral practice in English classes, the students have made outstanding progress.

Purwakarta (2009) did research on the topic, Teaching Speaking by Using Communicative Approach. The researcher's subjects were 35 students from the fifth grade students of primary students

SDN 2 Parnoyanan who were taught speaking by using Communicative approach. The research result showed that using communicative approach contributes the improvement of students' speaking skill.

Li Liquan & Yi xiubo, (2011) studied the communicative approach to the teaching of English reading and attempted to solve the problem of "dumb" and "deaf" way of language learning. After two semesters of study they found the advantages of the communicative approach. They concluded that the communicative approach may not only improve students' overall ability in the use of language but also develop students' learning autonomy and elicit their interest in learning English.

The works of educators mentioned above show the advantage of each teaching process. This current research integrated these approaches of teaching English

The Purpose of This Study

The purposes of this research are as follows:

1. To develop an instructional package by using multi- process teaching to enhance abilities in speaking English for communication of nurses based on the 80/80 standard criteria.
2. To compare the learners' knowledge of using English for communication before and after being taught with the instructional package.
3. To determine the level of the learners' satisfaction toward learning using this instructional package.

Methodology

1. Research Questions

The research questions of the present study contain questions to be examined in relation to quantitative and qualitative methods of data collection and analysis. The general research questions of the present study are as follows:

- 1) What is the effectiveness of the instructional package in teaching learners English for communication?
- 2) Is there any difference in their knowledge of using English for communication before and after being taught using the instructional package?
- 3) What is the learners' satisfaction towards the multi processes of teaching used in the instructional package?

2. Participants

The subjects in this study were 30 nurses from Buddhachinaraj Hospital, Phitsanuloke, Thailand in 2011

3. Research Tools

3.1. The English for Nurses Instructional Package

The English for Nurses instructional package was composed of 10 lessons. Each chapter was composed of the objective, content and activity:

- 1) Welcoming Patients/Receiving Patients
- 2) Preliminary Examination
- 3) Giving Directions
- 4) Introduction to the Room for In-patients

- 5) General Care on the Ward
- 6) Taking Samples
- 7) Pre Operative Care
- 8) Post Operative Care
- 9) Giving Scans
- 10) Giving Advice to Discharged Patients

This English for Nurses instructional package of multi-process teaching was developed using the following steps:

Step 1 Content Analysis: to understand the content and details of the course and determine the order of content. The analysis followed these steps:

- 1) Develop a brainstorming chart for the entire package. The researcher identifies the English speaking for nurses topics in the middle of the chart.
- 2) Create a concept chart by analyzing the brainstorming chart to determine appropriate topics and the relationships between the topics.
- 3) Create a Content Network Chart, which shows the relationships between the contents. It is used to determine the order in which the contents should be presented.

Step 2 Design involving the following:

The chart network content validated by English native speaker experts and professional nurses is used to determine the division and sequencing into units of study (Lesson) in a package.

Step 3 Group the contents in the Lesson Unit . This process begins by writing the content within the content scope and then putting them into order.

Step 4 Create an achievement test reflecting the behavioral objectives to test the effectiveness of the instructional package. These behavioral areas include; cognition, understanding, memory, analysis, synthesis and evaluation.

Step 5 Try out each unit with the sample group and then test their understanding to determine the effectiveness of the package.

Step 6 Use the instructional package with a sample group (30 nurses who have the same knowledge level as the target group) to make sure that the instructional package is effective to use in teaching English for communication for nurses.

3.2 The User's Satisfaction Questionnaire

This questionnaire is composed of 12 questions. At the end there is a section where the students are invited to write their own personal feeling about the course of study. The items in this questionnaire asked about the students' opinions about the objective of the lesson goal, content, activity and the appropriateness of studying with this instructional package. The satisfaction questionnaires used a Likert's scale in which: 5 - extremely satisfied, 4 - very satisfied, 3 - moderately satisfied, 2- slightly satisfied, and 1- not at all satisfied.

3.3 The Pre-Test/Post Test Exam

The exam used here is 'The Knowledge of English for Communication' test which is a multiple choice with 4 possible answers. There are 20 items in this exam. Each item is worth 1 point. The exam asked about the students' knowledge of English for communication used in each situation. The contents in these exams were from material related to the course description. These examinations were then validated by 3 educated English native speakers to determine the accuracy of the answers.

4. Data Collection and Analysis

In class, the teacher and students discussed the situation in which nurses will speak to their patients. The teacher familiarizes the learners with various communication strategies so that they can consciously use these strategies. Teachers provide the role play situation for the learners in each chapter.

The strategies used in this instructional package are as follows (1) When learners encounter problems in giving a literal explanation the course encourages lateral or creative thinking. (2) If the learner is unable to express their wishes using a complete sentence, the teacher can resolve this kind of situation by emphasizing the importance of key words which can facilitate a more meaningful dialogue. (3) Teachers explain word meanings as much as possible using audio and visual aids, texts, procedural forms and play acting so that the students can exercise their communicative and inter-personal skills. (4) Teachers encourage the learners to use body language, to use lively conversation, and how to interact enthusiastically with their foreign patient. These things will increase the students' confidence. .

After the completion of the course, students took the exam 'the Knowledge of English for communication' and answered the survey 'The Users' satisfaction questionnaire'.

The data was collected by using the 'the Knowledge of English for communication test and a survey was used to determine the level of students' satisfaction with the instructional package. The statistics used in the data analysis were arithmetic mean ($\bar{X}$), standard deviation (S.D), and a dependent t-test.

Finding

The research results revealed the following:

1. The efficiency of the instructional package was 88.17/86.86 which is higher than the standard level 80/80 as shown in Table 1.

Table 1. The efficiency of the instructional package.

Unit/Topic	In- Class Score		The result of consideration
	E1	E2	
1. Welcoming Patients/Receiving Patients	87.17	82.33	Higher than the criteria
2. Preliminary Examination	88.22	86.67	Higher than the criteria
3. Giving Directions	85.00	81.67	Higher than the criteria
4. Introduction to the Room for In-patients	88.89	87.50	Higher than the criteria
5. General Care on the Ward	89.11	86.50	Higher than the criteria
6. Taking Samples	88.56	88.33	Higher than the criteria
7. Pre Operative Care	88.50	84.33	Higher than the criteria
8. Post Operative Care	89.58	89.44	Higher than the criteria
9. Giving Scans	88.11	87.83	Higher than the criteria
10. Giving Advice to Discharged Patients	88.67	86.67	Higher than the criteria
The average efficiency of 88.17 percent and 86.86 of the results			
$E1/E2 = 88.17 / 86.86$			

2. The knowledge of English communication of nurses, after learning with this package, was significantly higher than before learning with this package, at .01. The mean of score before and after studying with this package was 11.00 and 16.93 respectively as shown in Table 2.

Table 2. Comparison of the learners' knowledge of English for communication before and after studying.

Achievement in using English for communication	Number of learners	$\bar{X}$	ΣD	ΣD^2	t
Pre-test score	30	11.00	178	1,312	10.941**
Post-test score	30	16.93			

* the statistic significance at .01 (t .01, 29 =2,462)

3. The results also showed that the satisfaction of learners towards learning using the package was at a high level (very satisfied) with $\bar{X} = 4.83$ as shown in Table 3.

Table 3. Student satisfaction.

Item	Questions	$\bar{X}$	SD	Level of Satisfaction
1	Factor Input The content is clear, easy to understand	4.70	0.47	extremely satisfied
2	Language and vocabulary appropriate to the abilities of students	4.87	0.35	extremely satisfied
3	Time to do activity is right	4.47	0.73	very satisfaction
4	Instructional materials and equipment are appropriate	4.67	0.48	extremely satisfied
5	Process Atmosphere in doing activity is appropriate	4.87	0.35	extremely satisfied
6	Role play activity makes it possible to get as close to real operating conditions	4.77	0.43	extremely satisfied
7	Participating in the activities helps learners to express their opinion and discuss what they have study	4.93	0.25	extremely satisfied
8	The emphasis on practical activities enable students to communicate better	4.93	0.25	extremely satisfied
9	Out put English for specific purposes enables learners to communicate clearly and meet the circumstances that apply to operational reality.	5.00	0.00	extremely satisfied
10.	Teaching with the emphasis on learners need enables learners learn what they want.	4.93	0.25	extremely satisfied
11	Learners can use knowledge gain in class to apply with their work	5.00	0.00	extremely satisfied
12	Learners are enjoyed with being taught with English for communication package.	4.83	0.38	extremely satisfied
	Overall	4.83	0.40	extremely satisfied

These findings answer the research questions respectively.

Discussion

Based on table 1, the efficiency of the instructional package was 88.17 / 86.86 which was higher than the standard level 80/80. This indicated that this instructional package is effective to use in teaching. Its effectiveness partially the result of the organization of the contents. It begins with Welcoming Patients/Receiving Patients, Preliminary Examination, Giving Directions, Introduction to the Room for In-patients, General Care on the Ward, Taking Samples, Pre Operative Care, Post Operative Care, Giving Scans, and Giving Advice to Discharged Patients respectively.

When learners learn English in a real context, step by step, starting from welcoming patients to discharging patients, learners have insights into creating speech that they will use in the future to communicate with patients. This leads learners to use English that is more appropriate to a given context and situation.

Based on the findings in table 2, there was a significant difference in mean percentage between the pre-test and post-test at .01. This indicates that learners' knowledge of English for communication was higher after their English for communication instructional studies.

The satisfaction of students using the instructional package is shown in table 3. The overall level of satisfaction was 4.83 and the S.D was 0.40. This indicates that the learners were in general, very satisfied with the multi-processes educational system. It also indicated that learners were extremely satisfied with the way teachers gave students opportunities and encouragement to create their own speech using role play. In each chapter, students were assigned to do a role play in which they had fun and learnt to use language in real situations. Most learners stated their opinions in the questionnaire form and at the open end part of the 'The User's satisfaction questionnaire' as shown below:

This course is a very good practice for me.

This course is really useful to me.

When I participated in role-playing, I was shy to speak at the first time, but later on I had more self confidence and could speak English more than in the past.

We admire teachers who teach this course. The style of teaching is impressive and the material is very appropriate. It is the best course I have ever studied.

This course helps me have more self confidence in speaking with foreigners

In short, most students' comments showed that they thought they had gained considerable knowledge about English speaking for communication from being taught by multi- process teaching. They learned both from their own role play and from listening to their peers role play in class. They also enjoyed and were happy with this method. This finding supports Robinson (1984) who mentions that an ESP course facilitates more successful performances in professional roles.

Through the use of multi-process teaching, students are required to be active by speaking, creating their own speech by role playing in situations similar to those in their work place by watching their peers role playing, and through power point presentations. Students gradually found it enjoyable and they learned better when they got involved. This finding is consistent with Hwang, Lui, and Tong (2005) who also determined that students in an active learning classroom performed better than students in a passive classroom. In general, this study supports the idea of teaching English for communication through multi-process teaching

Suggestions for Teaching Implimentation

I have found that teaching English for communication for nurses through multi processes such as: role playing, watching peers speaking, listening to English native speakers conversation, and learners creating their own situations, is very effective. This method can be applied to teaching in other areas. Teachers can assist students by using multi-processes by providing them with information and experiences which will enable them to bridge the gaps between their own native languages and the new target one. The ideas to

be taught should always be related to relevant frameworks held by the learners.. It is important to allow the students to explore their own ideas in a non-threatening environment. Teachers should also devise strategies for encouraging students' exploration and for creating the necessary classroom climate. Teachers need to observe the performance of students while they are studying since some students may be shy or fear being thought ignorant if they ask questions. Teachers cannot expect that all students will focus attention on key aspects of the learning activity without deliberate action on the teacher's part. Using the multi-process in teaching English is an effective strategy in the teaching process since it provides various activities to promote and encourage student learning.

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