
NEEDS ANALYSIS: ESP SYLLABUS DESIGN FOR INDONESIAN EFL NURSING STUDENTS

Ni Kadek Ary Susandi¹, Ni Luh Putu Krishnawati²

¹Sekolah Tinggi Ilmu Kesehatan Bali
(Institute of Health Sciences Bali)
arysusandi.stikesbali@gmail.com

²Jurusan Sastra Inggris, Universitas Udayana
(English Department, Udayana University)
inacrisna@gmail.com

Abstract

Language in the field of English for Specific Purposes (ESP) is learnt to equip the learners for entry into a more specific linguistic environment, thus the most prominent feature in ESP course design is that the syllabus is based on an analysis of the students' needs (Basturkmen 2006). The aims of this study are to explore the needs of nursing students, faculty members in the nursing department and professional nurses to design an ESP syllabus for Indonesian nursing students; also to discuss the implications for EFL teachers who teach English for Nurses. The needs analysis were conducted by distributing questionnaires to and interviewing the respondents. The answers from the respondents were analyzed based on comprehensive concept of need analysis proposed by Dudley-Evans and St. John. The findings showed that most students consider themselves as poor in vocabulary and weak in speaking, listening, writing and pronunciation. Hence, it is crucial to improve their skills to enable them communicating effectively with foreign patients and avoiding misunderstanding which may happen when interacting with foreign patients. The innovative ESP syllabus for Indonesian nurses was then developed based on these findings and the theory of material development proposed by Harding.

Keywords: *needs analysis, nursing students, ESP*

1. INTRODUCTION

Curriculum has been defined as an extensive statement of philosophy, purposes, design and implementation of a whole language teaching program, whereas syllabus differs in that it refers more specifically to the essential specifications and ordering of content within a course (Graves, 1996, as cited in Basturkmen, 2006). Nevertheless, the processes of either curriculum or syllabus design both involve the embracing of goals, methods and materials which may be specified in a lesson plan, be it for future intentions or existing practices. The curriculum or syllabus is then designed based on a set of values and beliefs about what students should learn. In any event, the curriculum or syllabus of a tertiary institution should be inclusive of and in respond to the university's or college's graduate capabilities framework.

The design of English for Specific Purpose (ESP) course can equip learners for professional communication. Richardson (2001) stated that the ESP approach to language teaching is a response to a number of practical matters, such as the need to prepare teaching materials to teach students who have mastered the general English but then need to use English for a more specific working situation, in this case, the nurses need to learn English in order to be able to communicate effectively with foreign patients.

The background of the English course designed for the nursing field in Indonesia is cannot be separated from the fact of Indonesia, especially Bali as a famous tourist destination. Bali local government has been trying to improve its services not only by building its infrastructure, but also by developing its people who involves in tourism and public services. One of its main concerns is the health services for tourists and foreigners or expatriates who resides in Bali. There are several international hospitals and clinics have been built for the past ten years, and the need of English-speaking nurses then become very crucial and immediate.

Realizing the urgent needs of English-speaking nurses, an innovative syllabus of ESP is needed to aid EFL (English as a Foreign Language) teachers in deciding what to teach and how to implement the most suitable method to help learners achieving fulfilling learning experience. According to Nicholls (1983, as cited in White, 1988), syllabus innovation can be considered as an idea, object or practice, recognized as something new by individual(s), with the purpose to bring about improvement to the current curriculum or syllabus. Innovation of a curriculum or syllabus is a complex matter since it deals not only with the educational institution itself but also with the individuals who are directly related to and affected by it, particularly teachers and learners (White, 1988).

The innovative syllabus presented in this paper is adapted from the existing syllabus of English for Nurse of the Baccalaureate degree program and Diploma III (3 years) Nursing program in the Institute of Health Sciences Bali (STIKES Bali). The innovation was implemented in order to improve the current syllabus and more effectively to accomplish the goals of English language teaching in this Institute. Although the current syllabus is fairly sufficient, according to the lecturers involved, it is not entirely practical in terms of topic arrangement and is apparently difficult to implement in classroom teaching. It is therefore important for improvements on the syllabus to be made, so that a lack of suitability between the learner's needs and the items taught can be avoided, and both teachers and learners can work together towards mutual goals.

Aims of Study

The study aims to address two main objectives:

- 1) To design an innovative ESP syllabus to improve Indonesian nursing students communicative skills
- 2) To discuss the implications for EFL teachers who teach English for Nurses.

2. LITERATURE REVIEW

English for Specific Purpose (ESP)

ESP is defined as "an approach to language teaching in which all decisions as to content and method are based on the learner's reason for learning" (Hutchinson and Waters, 1987). ESP has a long history in the field of language teaching, in which it was started in the 1960s when general English course could not meet the needs of language learners. There are three common to the emergence of ESP courses: the demands of Brave New World, a revolution in linguistics and focus on the learner (Hutchinson and Waters, 1987).

Celce-Murcia (2001) claimed that ESP is a movement based on the proposition that all language teachings should be tailored to the specific learning and language use needs for identified group of learners and also sensitive to the socio-cultural context in which these learners will use English. ESP is generally known as a learner-centered approach, since it meets the needs of (mostly) adult learners who need to learn a foreign language use in their specific fields, such as nursing, science, technology, hospitality, academic learning, etc. Basturkmen (2006) stated that the most prominent feature in ESP course design is that the syllabus based on analysis of the students' needs, because in ESP language is learnt to equip the learners to entry a more specific linguistic environment.

Needs Analysis

Needs analysis is generally considered the cornerstone of ESP course design (Dudley-Evans & St John, 1998). It is the basis of language learning programs which leads to a focused language learning course and aid the development and improvement on the programs. Takaaki (2006) viewed needs analysis as a systematic collection and analysis of all relevant information which meet the language learning requirements of learners within the context of particular institutions involved in the learning situations.

A needs analysis includes all the activities used to collect information about the students, learning needs, wants, etc. However, an issue in the students' needs analysis is that sometimes the students do not know what they actually need. Kavaliauskiene and Uzpalience (2003) pointed out that students often find it difficult to distinguish between the needs (the skills seen as being relevant to himself/herself) and wants (the desired competence). One of some ways to find the students' needs

is by taking a survey or interviewing the lecturers involved, as the lecturers are more experienced than the students and they also know better what the students' needs in order to be a professional English-speaking nurse.

The process of needs analysis may also involve looking at the expectations and requirements of other interested parties such as administrators, patients, employers and other people who may be impacted by the language program. Moreover, having an expert in ESP area as a consultant would also be very helpful to decide which the best is for the students. The information gained from a needs analysis can be used to help the curriculum or syllabus developer to define program goals. These goals can then be stated as specific teaching objectives, which in turn will function as the foundation to develop lesson plans, materials, tests, assignments and activities. Basically, a needs analysis serves as an aid to clarify the purposes of a language program. The syllabus which designed based on the students' needs will have great relevance of what the students studied.

Overview of the Current Syllabus

The nursing college has been highly committed to improve its students' abilities in using English for communication. Consequently, several revisions on the syllabus had been carried out. In 2002 the revised curriculum required the students to take two semesters (Diploma program) and three semesters (Bachelor program) of English as a compulsory subject; and based on the decision of the Institute Foundation in 2006 English is now taught for three semesters in the diploma program and four semesters in the Bachelor program. The additional English lesson is required in order to meet the need for English-speaking nurses in tourist-friendly Bali. General English is offered for one - two semesters in addition to two semesters of English for Nurses. The teaching-learning process is conducted through several channels via lectures, seminars, discussions and clinical practice, with a time allocation of six teaching hours per week (1 teaching hour is equal to 50 minutes).

The current ESP syllabus had been adapted from the syllabus of the School of Nursing of the University of Indonesia. The syllabus presents a list of topics or themes which are based on the communicative approach. As a result, English grammar and sentence patterns are not central aspects of the language teaching and classroom materials and activities are often authentic so as to reflect the real-life situations and demands present in nursing. For example, on the topic of *checking vital signs*, a lesson will involve a series of meaning-based tasks followed by remedial teaching, rather than being focused primarily on language. According to Richardson (2001), there are two kinds of tasks which can be claimed as the basis in designing a task-based syllabus: pedagogical task and real-world task. Real-world tasks are defined as those which are designed for learners "to practise or rehearse those activities that are found to be important in a needs analysis and that turn out to be important and useful in the real world." (Richardson, 2001: 162). A list of real nursing activities can be seen from the syllabus items, such as *Explaining medication, Asking and Showing Rooms in Hospital, Asking and Reporting Health Problems*, and so on.

The syllabus also has a functional/notional aspect. Brumfit and Finocchiaro (1983) stated that the communicative purpose of a speech act is the major prominence in a functional/notional approach which focuses on what people want to achieve through speech. This is illustrated within the theme *Establishing Relationship*, in which the purpose is to teach students how to develop a relationship with a patient, and so is taught by focusing on the language functions involved, such as greetings and self-introductions.

3. RESEARCH METHOD

The research used both quantitative and qualitative methods and was carried out to explore a learner-centred specialized English curriculum for Indonesian EFL Nursing students. Quantitative method was used to gain information from all respondents (nursing students, nursing lecturers and professional nurses); meanwhile the qualitative method (interview) was used to gain more insight from the professional nurses regarding the use of English in their daily life as a nurse in hospitals or other health centres.

Participant

The participant of this study were forty-one Indonesian nursing students selected randomly. Twenty-one students were from the Bachelor Program and another twenty students were from the Diploma Program in a tertiary institution, STIKES Bali, Denpasar, Indonesia. All students are native speakers of Bahasa Indonesia, and have been learning English since junior high school for at least six years. In addition to students, two teaching staffs and five professional nurses were also involved as participant.

The participants were selected due to convenient accessibility and proximity to the researchers. In addition, one of the researchers is an EFL teaching staff in this Institute (not involve as participant of this study) and the innovation was implemented in order to improve the current syllabus and more effectively to accomplish the goals of English language teaching in this Institute.

Instrument

The data was collected from multiple sources, including the students, teaching staffs and professional nurses to provide different points of view which enable the researchers to look at things from a variety of perspectives for more comprehensive understanding on the matters investigated (Wiersma and Jurs, 2009). For this study, there is one set of questionnaire used and distributed to all respondents. The questionnaire was divided into four sections: (a) personal information of respondents; (b) identification of current strength and weakness of their English proficiency; (c) identification of the degree of importance of nursing skills/activities; and (d) identification of topics that would interest the respondents.

Their responses on the section about their English proficiency were measured by five-point scale, ranging from “very weak” to “very good”; and on the section about the importance of nursing activities, their responses were also measured by five-point scale ranging from “little important” to “highly important”. On the section about the topics that interesting to them, their responses were measured by a three-point scale ranging from “It is not helpful” to “It is important and it’s interesting to learn more about it”.

An additional set of open questions was given to the professional nurses. Each interviewee was asked five questions. Upon the implementation of the new syllabus, teachers were also given an open question to gain information on the implication for them in designing classroom activities. All interviews were carried out in both English and Indonesian to eliminate any possible misunderstanding.

Procedure

The needs analysis for innovation of the current syllabus was conducted by providing questionnaires to the students in the classrooms and the questionnaire for nurses and lecturers were sent through e-mail. The students’ objective needs (Hutchinson & Waters, 1987), which are defined as the language-related tasks and activities, was not included since the current syllabus had initially been designed based on this analysis, through global observation on course lectures, labs, clinical visits as well as through discussions with the academic staff. Thus in order to bring about innovation to the current syllabus, the subjective needs (Hutchinson & Waters, 1987) were gathered and determined by the analysis of student questionnaires, specifically students’ opinions of the degree of importance of each lesson topic and whether or not the topic is of interest to them.

In addition, target-situation analysis (Hutchinson & Waters, 1987) was also conducted through phone and e-mail interview to five employed nurses in public hospital and private international hospitals in Bali in order to ascertain the real target situation and activities as well as the frequency of using English for communication in the target environment.

The data obtained from the needs analysis was interpreted to find out what learners would want to learn from this module as well as their views on the current syllabus which is used in the nursing college. This includes feedback from experts such as nurses in the hospital as well as lecturers who teach this module.

4. DATA ANALYSIS AND DISCUSSION

Quantitative Data from the Questionnaire

The following section outlines the results from the questionnaire, which is divided into two parts. The first part presents the participants' personal information and English proficiency (table 1 and 2). The second part describes the data about the topics needed and wanted by nurses to be included in the ESP course (table 3 and 4).

Table 1 shows the personal information of the respondents (students and nurses).

			Frequency	Percentage
1.	Gender	Female	37	80.4 %
		Male	9	19.6 %
2.	Age	19 – 21	40	87 %
		22 – 24	3	6.5 %
		25 – 28	3	6.5 %
3.	Studied English (English for Nurse) previously	Yes	46	100 %
		No	-	-
4.	Make efforts to improve English	Yes	36	78.3 %
		No	10	21.7 %
5.	Frequency of practicing English outside of campus or work / week	Not at all	11	23.9 %
		1 – 2 hours	27	58.7 %
		3 – 5 hours	5	10.9 %
		More than 5 hours	3	6.5 %

Table 1 provides the personal information of students and nurses. Most of them are female (80.4%), ranging from nineteen to twenty two years old for students and twenty two to twenty eight years old for the professional nurses. All of them have studied English for Nurse previously, however only 78.3% who make efforts to improve their English. Majority also stated that they practice English outside campus or work (76.1%), ranging from one to more than 5 hours per week.

Table 2 illustrates what the students identified as their strength and weaknesses towards their English proficiency.

	Very weak	Weak	Fair	Good	Very good
Grammar	12.2 %	31.7 %	46.3 %	9.8 %	-
Vocabulary	-	24.4 %	51.2 %	24.4 %	-
Pronunciation	-	22 %	43.9 %	34.1 %	-
Speaking	-	17.1 %	56.1 %	26.8 %	-
Listening	2.4 %	34.1 %	36.6 %	24.4 %	2.4 %
Reading	-	12.2 %	24.4 %	63.4 %	-
Writing	9.8 %	24.4 %	39 %	26.8 %	-

The data provided on table 2 describes that majority of students identifying their ability in speaking and listening, mastering grammar, vocabularies, pronunciation and writing needs to be improved. The students feel confidence with their English only on the Reading skill, in which 63.4% identifies themselves as "good" in Reading.

Table 3 ranks the nursing activities / skills that the respondent think as important

Activities / Skills	Students	Nurses	Teaching Staff
	Percentage		
Social skills	82.9%	80%	100%
Interaction with patients	78.1%	100%	100%
Administering medication	78%	80%	100%
Giving advice	73.2 %	100%	100%
Cultural differences	73.2%	80%	100%
Interpreting medical terminologies / abbreviations	73.2%	100%	100%
Interaction with fellow co-workers	70.7%	80%	100%
Report writing	70.7%	80%	100%
Presentation skills	65.8%	100%	100%
Giving instruction effectively	63.4%	100%	100%
Inquiring skills	63.4%	60%	100%
Reading and interpreting reports, prescription charts, etc.	60.9%	80%	100%

Table 3 reveals that skills related to communication are the skills that the students think as more important compared to others. Social skills, interaction with patients, administering medication, giving advice and talking about cultural differences are those on the top of the list. These findings corroborate the findings gained from the professional nurses and teaching staffs.

In addition to speaking skill, interpreting medical terminologies is also considered to be very important by students, nurses and teaching staffs. On the other hand, inquiring skills which are considered to be highly important by teaching staffs apparently is not highly important according to the professional nurses and students. This could be because nurses in hospitals mostly doing the same routine procedures on a daily basis, thus requiring new skills are something rare to do and then considered to be less important.

Table 4 illustrates the topics that interesting to them and want to be included in the ESP course.

Topics	Students	Nurses	Teaching staff
	Percentage		
Giving injection	87.8%	80%	50%
Applying an infusion	87.8%	80%	100%
Body parts	85.4%	80%	100%
Patient Assessment 3: eyes and ears	85.4%	80%	50%
Asking and reporting health problems	80.5%	60%	100%
Taking the lab sample 2: sputum, faces, urine and phlegm sample	80.5%	80%	100%
Pronunciation and description of medical equipment	78%	80%	50%
Taking the lab sample 1: blood sample	78%	80%	100%

Patient Assessment 2: nose, sinus, mouth and pharynx	78%	80%	100%
Giving directions	75.6%	80%	100%
Inquiring and explaining vital signs	75.6%	60%	100%
Explaining medication to patients	73.2%	80%	100%
Asking the dimension of symptom	73.2%	80%	100%
Promoting Hygiene 1: complete bathing	73.2%	60%	100%
Sharing observation	73.2%	80%	100%
Starting intervention	70.7%	80%	100%
Patient Assessment 1: head, face and neck	70.7%	80%	100%
Promoting Hygiene 2: oral hygiene and denture care	70.7%	60%	50%
Promoting Hygiene 3: assisting with elimination (bowel movement and waterworks)	70.7%	60%	50%
Explaining diet programs to patients	68.3%	80%	50%
Building relationship with patients	65.9%	80%	100%
Giving instructions / guidance to patients who need crutch walk.	63.4%	80%	50%
Discharge instruction	61%	80%	50%
Filling up forms; e.g.: pain assessment form.	58.5%	80%	50%
General duties of a nurse	51.2%	80%	50%
Obtaining personal data for admitting patients	48.8%	60%	100%
Introduction and objective of this module	48.8%	80%	50%
Ensuring mutual understanding	43.9%	60%	100%
General assessment: collecting demographic data and health status	43.9%	60%	100%
Description of time, date and doctor's schedule	41.5%	100%	100%

There are twenty five topics among thirty topics that are considered to be interesting and wanted by most students to be included in the ESP course (51.2% and above). Topics that seemed to be less interesting to the students are: obtaining personal data for admitting patients; introduction of module; ensuring mutual understanding; collecting demographic data and health status; also description of time, date and doctor's schedule. Further investigation is needed to elicit the reason behind this opinion; however, there is a possibility that students have had enough knowledge on these topics and poses relatively good English for these topics, thus learning these topics become less interesting to them.

Result from the Interview

A set of additional questions was given to five professional nurses through e-mail. In addition, interview through telephone calls was also conducted in order to get more detailed information. Four nurses reported that they serve a foreign patient every day. Their patients come from many different countries such as Australia, UK, USA, Holland, Austria, Japan, India and Arab. The nurses explained that conversation with foreign patients mostly deal with general nursing care such as obtaining information about the patient's personal data and medical history (to fill the

patients' record), explaining medications, explaining procedures such as laboratory tests, X-Ray and checking vital signs.

One nurse who work in a government-owned mental hospital mentioned that she doesn't serve foreign patient every day, because there are not so many foreign patients who are hospitalized in the mental hospital. However, she have had the experience in handling several foreign patients previously and during the patients' hospitalization, she had to communicate with the patients on a daily basis for nurse-patient counseling session. The patients came from Bulgaria, Russia and Argentina. The foreign patients that she had took care of were suffering from bipolar disorder.

All five nurses also reported that they feel excited when communicating with foreign patients. They enjoy talking to patients and they have enough confidence because their English proficiency is good enough. The only problem that they have when interacting with foreign patients is pronunciation. Sometimes, they have the difficulty in understanding the patients due to the patients' pronunciation. Patients who are not the native speakers of English and especially those who use English as a foreign language (EFL) often pronounce English words incorrectly. There are also foreign patients who do not speak English well enough and often cannot understand what the nurse say, thus misunderstanding commonly happen under these circumstance.

5. DESIGNING THE INNOVATIVE SYLLABUS

The learning-centered approach was adopted to present the planning stage of designing the innovative syllabus. The approach was also used to collaborate with the core of an ESP module which focuses on the specific needs learners require in the learning process. The evaluation will be an important aspect as learners' performances which can be obtained through performance-based tests and feedback will be required to give a more qualitative perspective on the effectiveness of the curriculum once it is implemented.

Material Development for the ESP Syllabus

Material development in teaching ESP is very essential; it shows the creativity and the awareness of the teacher towards the subject. Materials can be defined as anything or any source that can be used to assist the student in the process of language learning. It can be textbooks, workbooks, audio video, photocopied handouts, paper cutting or anything that informs the language being learned (Tomlinson, 2008). Material too can also be in the form of instructional, experiential, elucidative or exploratory (Tomlinson, 2008).

In designing the material, the designer has to ensure that the material meets the needs of the learners. Harding (2007, 10-11) suggested three recommendations to consider in designing the materials:

- 1) Use context, texts, and situations from the student' subject area – whether they are real or stimulated they will naturally involve the language the student need.
- 2) Exploit authentic materials that students use in their specialism or vocation – do not put off by the fact that it may look like 'normal English'.
- 3) Make the task authentic as well as the tasks – get the student doing things with the materials that they actually need to do in their work.

In the case of nursing students, the materials used for these students are materials integrated with the real world situation, their working situation as nurses in hospital or other health centers. However with the limited amount of time in each meeting, designing an appropriate material and syllabus for the proposed time frame are relatively complicated.

The findings on this study revealed that it is necessary to improve the students' English proficiency (see Table 2). The first English proficiency that needs to be improved is the speaking skill. Students identified that their speaking skill is not good enough; mostly answered that their speaking ability is weak and fair (73.2%). Further, it was also found that the important nursing skills according to the students are those which require communication with foreign patients (see table 3). During their working hours, communicating to the patient is a must in order to administer medication, give advice and/or obtain and deliver any information regarding the condition of the patient. Thus, it is obvious that students need to improve their speaking skill in order to be able to interact with their future patients.

In addition to thirty topics included on the current syllabus, some students suggested that the topic “Referring patient” should be included in the course. Referring patient is transferring a patient to another hospital due to some reasons; for instance because of the lack of facility in the hospital or the availability of specialized doctor for a specific case.

When, this kind of situation emerges, nurses must be able to communicate with the patient effectively to avoid misunderstanding and bad effect on patient’s psychology. Therefore in order to improve their speaking skill, especially concerning “Referring patient”, it would be important to add the topic on “politeness” and “apologizing”. These two topics will aid student to express their apology towards patient who needs to be referred to a different hospital due to the lack of facility in the hospital or other reasons.

Research findings also show that listening is also one of important skills to be improved. Listening is essential because communication will not happen as it should when nurses could not listen to their patients correctly. Nurses have to deal with many patients from all over the world with different accent. Generally, Indonesians are familiar with American and Australian accents but have difficulties in understanding other English accents. The teaching staffs currently use the medical-related audio tape and video to teach English for Nurse. Most of the listening materials only expose students to American and British accent and the numbers are quite limited. To fulfill the needs of students, a wide range of collection for audio and video is significantly needed. In order to solve the accent issues, a specific task will be designed for students. Student are assigned to look for foreigners whose second language is English and bring them to class. In the classroom, students and the foreigner will do a role play such as nurse-patient conversation and students will have to take a note for words they cannot hear well and/or understand. It will be a group task and the student will do it for 3 weeks (2 meetings per week), in which there will be 3 groups doing the role play each week. This task will also aid students in practicing correct pronunciation. Integrating the pronunciation practice with speaking and listening practice through a role play is a good scenario. Students can directly know whether or not they have pronounce the words correctly when the foreigner cannot understand them. The foreigner will be the indicator in assessing the pronunciation of the student.

Further, the third English proficiency that needs to be improved is the writing skill. Based on the result describes on table 2, majority of students identifying their ability in mastering grammar and writing is not good enough. 12.2% students reported that their grammar knowledge is very weak and 9.8% students said that their writing skill is very weak. In the real working world, nurses will have to write down patient assessments, such as patient’s health history and physical assessment; also writing some reports in English. Students realize that their capability in grammar is weak, thus it is crucial to improve their ability in grammar. Composing a good writing and using the right grammar will avoid misunderstanding and minimalize the incident of wrong report and/or diagnosis. In order to improve the writing and grammar skills, topics regarding writing for description and expository writing will be developed. It is expected with this two new topics student will be able to write an explanatory text describing and providing information not only to patients but more importantly to their fellow nurses and doctors. Some tasks to fill in some reports will also be given to enrich their vocabularies, especially the medical terminologies and abbreviations.

Assessment

Assessment is divided into two types of tests, a discrete point test and performance test. The discrete-point test has a constructed response format, and is conducted in order to assess several components of English knowledge, such as reading comprehension and listening (McNamara, 2000). On the other hand, the performance test demonstrates real language performance in writing and speaking skills. The writing test could be conducted by giving the students a particular task, such as writing a brief nursing report. The speaking test could be set as a role-play test held in a nursing laboratory, in order to create a real-world nursing situation, as well as to give the opportunity for the students to perform and communicate while performing typical nursing procedures.

Implication to teachers and suggested solutions

As with any new development in an already-existing curriculum, it would not be realistic to assume that a change – innovative or otherwise – would automatically proceed without complications. After the implementation of the innovative syllabus in the classroom teaching,

teachers were interviewed in order to gain information on the positive sides of the syllabus and whether they experienced any difficulty in implementing the new syllabus in the classroom setting.

One obvious issue stated by the teachers that a significant problem within the new curriculum is that concerning the fairly large number of students that will be present within a single classroom (around fifty per class). Considering that the curriculum is geared towards being one that is highly communicative in nature in terms of role plays and discussions – among others – it would be ideal (as it would be in any learning situation) to get every student involved and participating in all the activities. Given that this is already a problem even with much smaller class sizes, and taking further into account the cultural context that the curriculum will be implemented in, the practical concerns are considerable.

Large numbers of learners within a single classroom is not an uncommon issue in any learning situation. The most common solution is to hold group activities so as to minimise time as well as effort on the teacher's part. The problem with this, however, is that often not all learners get the opportunity to truly be involved in the class activities, as there will most likely be learners who are more dominant and will 'take charge' of the task and hence carry out all the work, as well as those individuals who are more than happy to let the other group members be more actively involved. One possible method to prevent this, however, is to appoint one student to be the spokesperson of a particular group on a rotational basis, so that there will be different 'leaders' of a group each week or class period. This way, by the end of the term or semester, all students will have been actively involved and interacting with other course-mates. This particular method is really good to be implemented in the speaking listening class; it will ease the teacher's job in assessing the student and knowing the development of each student.

This will be in contrast when it comes with teaching writing for a large number of students. The teachers reported that this is a significant issue since writing involved a detail assessment in order to know the development of the learners' writing skill. The assessments include communicative aims, range of vocabulary, accuracy and organization. The possible method to be applied in the writing class is by conducting two follow up sessions. The first session will look at the issue concerning students writing performance in class. Students will be given a topic and hints on how to compose a good writing. The second session will be conducted by selecting 10 pieces of writing with different level of mistake as a representation of the works. This session will give the learners the opportunity to discuss the writing issues further. Applying this method will give a great implication to teachers; it will show a steady improvement of the writing result.

6. CONCLUSION

The purposes of changing an existing syllabus are many and varied, but two of the more commonly referred purposes are that of adapting the material to the real needs as well as interests of both teachers and learners alike, and also to bring the material up to date in terms of current theories and also degree of authenticity.

McGrath (2002) makes the further point of adapting the material according to what he terms as appropriacy and also to transform the learning environment into one which motivates the learner and leads to higher levels of achievement. The innovation developed on behalf of the existing curriculum at STIKES Bali was developed according to these principles and although the results and hence true effectiveness of the new syllabus can only be observed upon its overall implementation, it is hoped that these purposes were indeed met within all aforementioned areas.

REFERENCES

- Basturkmen, H. Ideas and Options in English for Specific Purposes. New Jersey: Lawrence Erlbaum Associates Publishers. 2006.
- Brumfit, C. & Finocchiaro M. The Functional-Notional Approach: From Theory to Practice. New York: Oxford University Press. 1983
- Celce-Murcia, M. Language Teaching Approaches: An Overview. In Celce-Murcia, M. (Ed.). Teaching English as a second or foreign language. Boston: Heinle & Heinle. 2001

- Dudley-Evans T. & St. John, M. J. Developments in English for Specific Purposes: A Multi-disciplinary Approach. Cambridge: Cambridge UP. 1998.
- Harding, K. English for Specific Purposes. Oxford: Oxford University Press. 2007.
- Hutchinson, T. & Waters, A. English for specific purposes: A learning-centred approach. Cambridge: Cambridge University Press. 1987.
- Kavaliauskiene, G. & Uzpalience, D. "Ongoing Needs Analysis as a Factor to Successful Learning". Journal of Language and Learning, 1.1 (2003): 1-6.
- McGrath, I. Materials Evaluation and Design for Language Teaching. Edinburgh: Edinburgh University Press. 2002.
- McNamara, T. Language Testing. Oxford: Oxford University Press. 2000.
- Richards, J.C. Curriculum development in language teaching. Cambridge: Cambridge University Press. 2001.
- Takaaki, K. "Construct Validation of a General English Language Needs Analysis Instrument". Shiken: JALT Testing & Evaluation SIG Newsletter, 10.2 (2006): 1-9.
- Tomlinson, B. English Language Teaching Materials. Cambridge: Cambridge University Press. 2008.
- White, R. V. The ELT Curriculum. Oxford: Basil Blackwell, Ltd. 1988.
- Wiersma, W. & Jurs, S. G. Research Methods in Education an Introduction. Boston: Pearson International Edition. 2009.