

## Developing Materials for English Specific Purposes in Hospital Administration Department

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### ABSTRACT

In teaching English specific Purposes (ESP), the teachers should have proper materials. The materials should have relation with the students' needed and field of study. To cover suitable materials, the teacher should design and make it properly to make the students well prepared for real life situations of the target language. This study aims to describe and presents a course outline to develop materials for ESP class that used by EFL teachers with an ESP students. This research focuses on ESP for Hospital Administration. The texts used are taken from authentic sources. Firstly, the researcher discussed the main problems teachers usually face when designing ESP material. Then, the researcher presents a course outline to develop the materials ESP for Hospital Administration. The texts used for the materials development are taken from authentic sources.

**Keywords:** material Development, Course Outline, ESP, Hospital Administration.

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## INTRODUCTION

The description about ESP cannot be separated from the history of English as the international language. As Hutchinson and Waters (1991) explain, after second world war II was over, the expansion of scientific, technical and economic activity on an international scale were booming up. This development created a world without any border and dominated by two forces, technology and commerce, which generates a demand of international language for various reasons. Because of the economic power of the United States, the role of international language fell to English.

Material development is one of important factor in teaching. It included as a one of curriculum component. In teaching English as Foreign language student, the teachers should design attractive and communicative materials. The main purpose of EFL is that the students be able to understand the target language both written and spoken. Materials could be guidance for the teachers on both the intensity of coverage and the amount of

attention demanded by a particular content or pedagogical task. They provide ideas how to plan and design a teaching technique that will use by the teachers. If they could make the best materials, it can be a useful professional development tool. Based on some interview with the ESP teachers, some of them did not use proper material. It means that they did not design materials related to the students needed or field of study. Trisyanti on her research (2009) stated that teachers usually discover that the chosen textbook doesn't contain exactly what their students need to learn. In order that the content covered in the materials are suitable to the learner's need and the students are properly prepared for the real life situation of the target language, teachers are often required to write their own instructional materials.

Learning materials that can be used to teaching language can be in the form of a textbook, a workbook, a cassette, a CD-ROM, a video, a photocopied handout, a newspaper, a paragraph written on a whiteboard. In other words, materials refer to the written and oral languages that can be used to facilitate the learning language. Harsono (2007) explains materials development as a field of study and a practical undertaking. Material development as a field of study means that it studies the principles of material and the procedures of materials development whereas the materials development as a practical undertaking involves the production, evaluation, and adaptation of language teaching materials.

The purpose of this paper is to provide ESL instructors as ESP class designer a model of material for ESP class. This paper begins with a discussion of the origin of ESP, characteristics of ESP courses and materials development for ESP. In addition, this paper also investigates the problems that faced by the teacher in teaching ESP and describe a course outline to develop the ESP materials.

## **LITERATURE REVIEW**

### **Previous Research**

Developing teaching/learning materials for ESP is more required than that for general English because the accessibility of the ESP learning materials in public is very rare. Because of this, it is suggested that ESP teachers develop their own specific materials for their own target language learners. In developing the ESP learning materials, the teachers can apply the principles of materials and procedures of language teaching materials

including formulating their teaching objectives and syllabus based on the learners' needs, adapting or supplementing the existing materials, or creating their own materials.

Then it was inevitably a process of trial and error. On her research, (Marjanaoviky, 2019) stated that unlike professional course book writers who probably have in mind only the type of materials they would like to use with a particular group of students, ESP teachers actually teach in a particular situation with a certain group of students which should make their task of writing materials a lot easier. However, it is more than convenient to bear in mind that materials which are appropriate for a particular ESP course may not prove so efficient for other similar ESP courses.

In designing materials the teachers should some steps in order to make the easier. Based on Biolosova (2017), there are three main stages which should never be neglected. There are setting the objectives of the course on the basis of learning needs analysis; choice of the appropriate teaching theory; and choice of the appropriate teaching materials which, in our case, were done through adaptation of authentic texts. By following these steps, a course designer has the chance of designing an ESP course that really meets the requirements of the target learners

Based on those statements, in developing the ESP materials the teachers should face some important process. A variety of published teaching materials that is aimed at specific levels for specific purposes and cover a full range of skills are available now. Some EFL teachers spend a great deal of time searching for textbooks appropriate to their learner needs. Teachers usually discover that the chosen textbook doesn't contain exactly what their students need to learn. In order that the content covered in the materials are suitable to the learner's need and the students are properly prepared for the real life situation of the target language, teachers are often required to write their own instructional materials. Some of the materials focus on the study of English for specific purposes. Students in specific fields need to focus their attention on the kind of language used within their particular field. These materials are geared specifically toward people working in different service industry occupations such as hotel employees, healthcare services, restaurant chefs, factory workers and secretaries as well as toward students in academic.

## Theoretical Framework

### a. English for specific purposes

Isani et al. (2013) say that ESP is as the teaching and learning of English as a second or foreign language where the goal of the learners is to use English in a particular subject. It is a way of teaching and learning English for specialized subjects with some specific vocational and educational purposes in mind. Furthermore, Basturkmen (2010) adds that ESP courses are narrower in focus than general English language teaching (ELT) courses because the center is on the analysis of learners' needs.

In addition, ESP is a set of transferable general language and literacy skills that are seen to be applicable in the majority of academic and workplace settings. (Paltridge & Starfield, 2013) It subject should have relation with the students major and workplace setting. Some people describe ESP as simply being as the teaching of English for any purposes that could be specified. Other, however, were more precise, describing it as the Teaching of English used in academic studies or the teaching of English for vocational and professional purposes. Dudley-Evans (1998) set out the definition of ESP clearly in his one hour speech, giving an extended definition of ESP in terms of absolute and variable characteristics. First, ESP is defined to meet specific needs of the learners. It makes use of underlying methodology and activities of the discipline it serves. And it is also the centered on the language appropriate to these activities in terms of grammar, lexis, register, study skills, discourse and genre. In addition, ESP may be related to or designed for specific disciplines and use in specific teaching situations, a different methodology from that of General English. ESP is likely to be designed for adult learners, either at a tertiary level institution or in a professional work situation. It could, however, be for learners at secondary school level

From the explanations above, ESP can be defined as the branch of English learning where the material and the activity focuses on the learners' specific needs. Basturkmen (2010) states that ESP is a branch of English language learning which focuses on the central importance of learners, their need and interest, and comes into being and gradually developed into a multilayered language approach primarily based on learners' specific needs required by their professions or occupations.

From the definition, we can see that ESP can but is not necessarily concerned in a specific discipline, nor does it have to be aimed at a certain age group or ability range. ESP should be seen simple as an 'approach' to teaching, or what Dudley-Evans describes as an 'attitude of mind'. This is a similar conclusion to that made by Hutchinson et al. (1987) who state that ESP is an approach to language teaching in which all decisions as to content and method are based on the learner's reason for learning.

#### **b. Developing ESP Materials**

In developing materials, ESP teachers could use one need to agree with the argument that developing new materials from mark is clearly impractical. Teacher-generated materials are indispensable to make the course successful, such as the lack of ready-made commercial materials, a gap in the course materials, etc. The decision to use teacher-contrived texts also has much to do with the role the materials are to play, with teacher-designed texts offering 'enriched input' flooded with exemplars of the target structure (Ellis, 1999).

Discussing the issue of ESP material, Hutchinson and Waters (2010) propose a materials design model, which offers a coherent framework for the integration of various aspects of learning: input, content, language and task. On other hand, Dudley-Evans and St John (2009) stated that sharing the process of preparing new materials, content that drive for the new material development come from two different sources: the availability of suitable carrier content, such as subject matter of an exercise. Hyland (2006) also claims that though the materials development process can differ widely, depending on the local circumstances.

It typically begins with the identified need or need analysis for materials, e.g. students require further practice in a particular area, which is followed by the teacher exploring a given area in order to gain a better understanding of the particular skill(s) or feature(s) involved. Second, an appropriate input source is located, such as a text or video, and applied to design interesting and credible activities or tasks that relate to learners' target needs. Finally, after being used in the classroom, the materials are assessed for their success in meeting the needs identified at the start of the materials design process, typically through teachers' judgments and learners' questionnaires.

As mentioned before, methods and tools of ESP teaching do not considerably depart from general English language teaching. What makes ESP tasks and/or exercises different from those used in English for General Purposes (EGP) is not the form, but the fact that they are oriented at a goal. Even if these assignments deal English for Specific Purposes with grammatical issues. It is only discussed to analyze language functions in a text. On other words, linguistic competence in ESP teaching helps easier to reach target professional competence.

## **METHOD**

This research used descriptive qualitative research. There were two research questions that shared by the writer. The research aim knew on the ESP teachers' problem in developing ESP material and developing course outline as the early step in designing ESP materials. This focused on teachers who teach ESP in the class, and for the second the researchers try to develop the ESP course outline for teaching Hospital Administration students. For the first research questions obtain by teacher' interview and the second were for developing the course outline for teaching Hospital administration students.

## **FINDING AND DISCUSSION**

### **The problems faced by the teachers in developing materials**

This part shared about the teachers' problems in developing materials. This data obtained by using interview questions to ten ESP teachers from different institution and field of study. After analyzing the data, researcher found several problems that faced by the teachers. First, the ESP students have different level of ability and comprehension in English. In order to develop the materials, the teachers should know the students' ability. In this case, some of the teachers said that every field of study have different background of knowledge about English, some of the have good background and ability, but some of them have an enough knowledge. When the teacher faced students who have poor comprehension, they have to think more to apply proper materials related to their field of study and Basic English knowledge. The students who have lack of background knowledge would get difficulties in understanding certain ESP material.

Second is difficult in finding authentic materials related to their field of study. Before having the class, the teachers should look for the appropriate authentic materials; it could be a text or something else. Teaching ESP in heterogeneous classes such as when the

students were from different disciplines, professions or levels might also create difficulties for the teachers to find the materials, textbooks and activities which were common to everyone in the group and to produce specific work. In most cases, even modifying existing materials to suit learners' needs is difficult enough when the learners are from different field of study. Falaus (2017) on his research stated that in a needs analysis process, the ESP teachers should aware of all the necessary elements and materials that are meant to be included in the future course, whether he/she chooses to design a syllabus by themselves or make use of the textbooks available, supplementing the given activities with extra materials. The material was represented by the students. They know exactly what they want to achieve, their goals are very well defined and their knowledge of the subject matter might be an essential asset in the course development. Another source might be the collaboration with specialists in the field, these being able to offer assistance and guidance in what concerns the specialized books and materials to be used.

Third, the ESP teachers of complained about the administrations. They claim that their administrations were not helpful and supportive whenever ESP teachers want to adapt the course materials or implement something new into the syllabus. It also stated in Falaus (2017), some of the topics provided by the administration were not relate with the students' field of study and conditions. In order not to have any disagreements, each step should be discussed with and approved by them beforehand. Consequently, ESP teachers can take this evidence into consideration when they design ESP courses.

### **Course outline for Hospital Administration**

In hospital administration, the writers tried to develop an ESP course outline. It implemented in 2 semesters. The syllabus design is topic based, covering the issues in hospital administration, and something related to hospital administration. The activities in the course were design for four English skills; there were speaking, reading, listening, and writing. Grammar and structure also delivered for analyzing the language use in the text. As well as the language use is needed for the students to communicate effectively in various professional setting in the target language. The framework for the course book being proposed as follows:

*Table 1 Course Outline for Hospital Administration*

| Topics                  |
|-------------------------|
| Hospital Administration |

|                                                                                                                        |
|------------------------------------------------------------------------------------------------------------------------|
| <b>Materials : Main Idea, Topic, &amp; Mind mapping</b>                                                                |
| <b>Health Public Figure</b><br>Materials : Biography and Authobiography, Personal data, Simple present tense           |
| <b>Healthcare Quality</b><br>Materials : Dialogue text (Listening), Simple presents continuous, verb, adjective, nouns |
| <b>Profession and duties in hospital</b><br>Materials : Descriptive text                                               |
| <b>Patient Safety</b><br>Materials : Procedure text, chronological order                                               |
| <b>Healthcare Insurance</b><br>Materials : Exposition, countable and uncountable noun                                  |
| <b>Hospital Department</b><br>Materials : Explanation, asking and giving direction, preposition                        |
| <b>The usage of antibiotics for baby under 1 year old</b><br>Materials : cause and effect, argumentative text          |
| <b>Health Insurance</b><br>Materials : News item text, Fact and opinion                                                |
| <b>Patients Hygiene</b><br>Materials : Compare and contrast, simple past tense                                         |
| <b>Hospital Accreditation</b><br>Materials: Short functional text e.g : Brochure, Poster, and announcement.            |
| <b>Clinical Risk</b><br>Materials: Simple future tense                                                                 |
| <b>Health Policy</b><br>Materials : Formal and Informal letter                                                         |

Those topics above were selected based on the students need and related with their field of study. Those topics obtained from collaboration and discussion with the subject teachers. It was important to do, because the subject teachers understand more what are the topics and issues on that department. The writer also putted the materials in each topic, the grammar and structure used for analyzing the language used.

### Map of the Lesson Plan

After developing course outline, the writer tried to share and expand the general map in each topic.

*Table 2 Map of Lesson Plan*

| Activity    | Detail       |
|-------------|--------------|
| Pre reading | Ice breaking |

|                    |                                                 |
|--------------------|-------------------------------------------------|
|                    | Warming up<br>Making prediction                 |
| While Reading      | Skimming<br>Scanning<br>Mind mapping            |
| Post Reading       | Analyzing<br>Identifying<br>Summarizing         |
| Language in focus  | Analyzing the language use                      |
| Meaning in context | Vocabulary reinforcement                        |
| Writing            | Listing the main idea and important information |
| Speaking           | Share the information in spoken form            |

## CONCLUSION

.ESP teachers' role is a complex and responsible one than teaching General English. Some of ESP teachers faced difficulties in developing ESP materials. There were difficulties in looking for applicable source, heterogeneous students, and the administration related to the institutions. The ESP teachers not only teach but also provide materials, design a syllabus, developing course outline, collaborates with subject specialists, conducts research and evaluates the course and the students. In developing the course outline, the ESP teachers should have collaboration and discussion with the subject teachers. It would guide the ESP teachers for deciding the topics on ESP Courses. They were to be aware of the course objectives; have a sound understanding of the course content and be flexible with the learners. A professional ESP teacher must be able to switch from one professional field to another without being appreciative to spend months on getting started. They simply brought the necessary tools, frameworks and principles of course design to apply them to new material.

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