A HYBRID MODEL OF AN ESP COURSE DESIGN FOR NURSING STUDENTS

A dissertation

Submitted in Partial Fulfillment of the Requirements for
Doctoral Degree in English Education

by:
Nina Herlina
1605247

**ENGLISH EDUCATION STUDY PROGRAM
SCHOOL OF POST GRADUATE STUDIES
UNIVERSITAS PENDIDIKAN INDONESIA
2022**

PAGE OF APPROVAL

A HYBRID MODEL OF AN ESP COURSE DESIGN FOR NURSING
STUDENTS

Approved by:

Promotor,

Prof. Fuad Abdul Hamied, M.A., Ph.D.
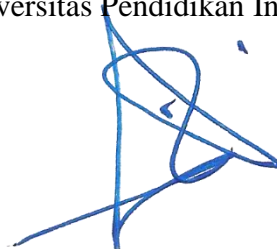
NIP. 195008211974121001

Co-Promotor,

Pupung Purnawarman, M.S.Ed., Ph.D.

NIP. 196810131998031008

Acknowledged by:

The Head of English Education Program

Universitas Pendidikan Indonesia

Prof. Dr. Didi Suherdi, M.Ed.

NIP. 196211011978121001

DECLARATION

I hereby declare that this dissertation, entitled "A HYBRID MODEL OF AN ESP COURSE DESIGN FOR NURSING STUDENTS" is completely my own work. I am fully aware that I have quoted and paraphrased some statements and ideas from a large number of sources, and they are properly acknowledged in the texts.

Bandung, January 2022

Nina Herlina

ACKNOWLEDGEMENTS

The completion of this dissertation would not have been possible without the encouragement, direction, sustained critical support and conceptual suggestions from Prof. Fuad Abdul Hamied, M.A., Ph.D. as the first supervisor and Pupung Purnawarman, M.Ed., Ph.D as the second supervisor. I cannot express how grateful I am for all of your efforts in assisting me. Dr. Fazri Nur Yusuf's support is also gratefully acknowledged. Prof. Wachyu Sundayana, who passed away while this research was being conducted, also deserves my greatest appreciation. Allahumagfirlahu, warhamhu waafihi wa fuanhu. May Allah bestow upon you the highest place in 'jannah' Aamiin.

My deep appreciations are due to Ms. Kurniasih who served as ESP teacher, and Mr. Tomy M.Pd as co-observer and co-interviewer; and also to all research participants. It would not have come into existence without their willingness to participate. I thank Dr. Erwin Rahayu Saputra, M.Pd for feedback on drafts of this dissertation. I would have lost in the middle of nowhere without their sincere assistance. My special thanks also go to all my classmates at Universitas Pendidikan Indonesia, UPI Bandung, Mr. Martin Leepert from Germany who generously supported the completion of my dissertation financially. Thanks also to Mr. Dinker Madra and his wife, Laxmi, along with their adorable kids from Australia. I cannot thank you enough for all your help.

Finally, and most importantly, my heartfelt thanks are addressed to my lovely husband, Roni Hermawan and my adorable little girl, Sydney Akhansashihaz Hermawan, my beloved Dad (Suherna) in heaven, my mom (Ati Suparti), my brothers and sisters (Nuni, Chepy, Alan, Intan, Rival, Dede). It is solely for them that I have put up such consistent work in completing this study. I could not have done it without their unwavering support, encouragement, and prayers. May Allah keep you all under His protection at all times. Aamiin.

PREFACE

Alhamdulillahirobbil'alamin, Allah Subhanahu wa ta'ala is to be praised for all of his blessings and assistance, which enabled the researcher to complete this dissertation, entitled *A Hybrid Model of an ESP Course Design for Nursing Students* as part of the Doctoral degree program in English Education at Universitas Pendidikan Indonesia.

This study will hopefully contribute to the body of knowledge regarding Hybrid Learning from a theoretical perspective and aid ESP practitioners in particular and English educators in general when it comes to putting hybrid learning into practice. Through the triangulation of data, theory, and researcher, this dissertation goes to considerable measures to accomplish impartiality in its findings. The researcher does, however, acknowledge the shortcomings of this study. Thus all adjustments, suggestions, and criticism are fully appreciated.

Bandung, January 2022

Nina Herlina

ABSTRACT

The study reports the results of a design-based research on a hybrid model of an ESP course for nursing students. Low attendance, lack of relevant printed medical English books, and ignorance of technology for learning were all expected to be addressed by the model at one of Cirebon's institutes of health science. This study focuses on four objectives: first, investigating what ESP course nursing students require to meet the healthcare industry expectations; second, specifying a hybrid model of an ESP course design that diverges traditional instructions; third, designing, developing, and refining the intervention design; fourth, discovering the effects on the ESP teaching, learning, and students' English proficiency. The blended learning framework, the language-centered approach in ESP course design and SKKNI (*Standar Kompetensi Kerja Nasional Indonesia*) or occupational competency standards, underpinned the study. Informed exploration, enactment and evaluation phases of integrative learning design framework were used. Representing state and private hospitals, 135 participants were included consisting of nursing students, ESP teachers, nursing educators, nursing instructors and users of nurses. Themes emerged from document analysis, needs analysis, field notes, student reflections, questionnaires, and interviews. Descriptive statistics and non-parametric tests wereused to analyze quantitative data from success criteria and TOIEC scores. It is recommended that ESP course be tailored to job scenarios as healthcare providers.The intervention design specifies a hybrid ESP course using online and onsite modes with synchronous and asynchronous elements. A mismatch in TOEIC score changes implies minor evidentiary difference, The SKKNI has distinct competencyunits for different industries, therefore, this study may not be applied to other ESP settings. Accordingly, research on hybrid learning in other disciplines is warranted.

Keywords: English for Specific Purposes, Hybrid learning, SKKNI.

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

REFERENCES

Abriam-Yago, K. & Yoder, M. (1999). The Cummins Model: A Framework for Teaching Nursing Students for Whom English Is a Second Language. *Journal of Transcultural Nursing,* 10 (2), 143-149. . Sage Publications, Inc.

Aebersold, M., Tschannen, D. (2013). Simulation in nursing practice: The impact on patient care. *OJIN The online Journal of Issues in Nursing*, 18(2), 6.

Agustina, T. (2014). English for specific purposes (ESP): An approach for English teaching for non-English department students. Beta, 7(1), 37-63.

Aji, M.P.P. (2017). English listening blended learning: the implementation of blended learning in teaching listening to university students. *Kajian Linguistik Sastra,* 2(1), 25-32.

Akker, J. van den (1999). Principles and methods of development research. In J. van den Akker et al. (Eds.), Design approaches and tools in education and training (1-14). Dordrecht: Kluwer Academic Publishers.

Alammary, A., Sheard, J., & Carbone, A. (2014). Blended learning in higher education: Three different design approaches. *Australasian Journal of Educational Technology*, *30*(4).

Aldrich, C. (2006). Simulations and The Future Learning: An innovative and perhaps revolutionary approach to e-learning, San Francisco: Pfeiffer.

Alekya, C., & Ramani, B.V. (2019). Scope of blended learning approach in English language teaching for secondary level students. IOSR *Journal of Humanities & Social Science,* 24(7), 11-15.

Alebaikan, R., & Troudi, S. (2010). Blended learning in Saudi Universities: Challenges and pespectives. ALT. Journal of Reseach in Learning Technology, 18(1), 49-59.

Ali, P.A., & Watson, R. (2018). Language barriers and their impact on provision of care to patients with limited English proficiency: Nurses' perspectives. J Clin Nurs, 27(5-6), e1152-e1160.

Allan, H.T., Cowie, H., & Smith, P. A. M. (2009). Overseas nurses' experiences of Discrimination: A case of racist bullying. Journal of nursing management, 17(7), 898-906.

Allen, S. (2007). The importance of language for nursing: does it convey commonality of meaning and is it important to do so. Australian Journal of Advanced Nursing, 7 (24), 47-51.

Allen, I.E., Seaman, J., Garrett, R. (2007). Blending in: The extent and promise of blended education in the United States. The Sloan Consortium, Needham.

Allen, I. E., & Seaman, J. (2014). Grade change: Tracking online education in the

United States. Babson Park, MA: Babson Survey Research Group and Quahog Research Group, LLC. Retrieved from https://www.onlinelearningsurvey.com/reports/gradechange.pdf

Ana M.B. Pavani, W. S. Barbosa. (2016). IFAC Papers Online 49(6), 198-202.

Anderson, T., & Shatuuck, J. (2012). Design-based research A decade of progress in education research. Educational Researcher, 41 (1), 16-25.

Angeli, C., & Valanides, N. (2009). Epistemological and methodological issues for the conceptualisation, development and assessment of ICT-TPCK: Advances in technological pedagogical content knowledge (TPCK). Computers and Education, 52(1), 154–168.

Arbaugh, J.B., Cleveland-Innes, M., Diaz, S.R., Garrison, D.R., Ice, P., Richardson, & Swan, K.P. (2008). Developing a community of inquiry instrument: Testing a measure of the Community of Inquiry framework using a multi-institutional sample. *The Internet and higher Education*, 11(3-4), 133-136.

Athmika, T. (2020). Instructional design strategy: These are the 7 advantages of using videos in E-learning. Retrieved from https://blog.commlabindia.com/elearning-design/7-advantages-of-using-videos-in-elearning.

Auster, C.J. (2016). Blended Leanring as a potentially winning combination of face to face and online learning: An exploratory study. Sage publication. American Sociology education, 44(1), 39-48.

Banditvilai, C. (2016). Enhancing students; language skills through blended learning. *The Electronical Journal of e-Learning*. 14(03), 220-229.

Barab, S. (2014). Design-based research A methodological toolkit for engineering change. In the Cambridge handbook of the learning sciences (2nd ed., 151-170). Cambridge University Press.

Barab, S., & Squire, K. (2004). Design-based research: Putting a stake in the ground. Journal of the Learning Sciences, 13, 1–14.

Babb, S., Stewart, C., & Johnson, R. (2010). Constructing Communication in Blended Learning Environments: Students' Perceptions of Good Practice in Hybrid Courses. MERLOT Journal of Online Learning and Teaching. 6(4), 735-753.

Bath, D. & Bourke, J. (2010). Getting started with blended learning. Griffith Institute for Higher Education. Retrieved from: www.griffith.edu.au/gihe.

Bhatia, V., Anthony, L., & Noguchi, J. (2014). ESP in the 21st century: ESP theory and application today. Proceeding of the JACET 50th commemorative international convention. 143-150.

Bannan, B. (2013). The Integrative Learning Design Framework: An Illustrated Example from the Domain of Instructional Technology. In J. v. Akker, B. Bannan, A. E. Kelly, N. Nieveen, T. Plomp, T. Plomp, & N. Nieveen (Eds.), Educational Design Research - Part A: An Introduction (114-133). Netherlands Institute for Curriculum Development.

Bannan-Ritland, B. (2003). The role of design in research: The integrative learning

design framework. Educational researcher, 32(I), 21-24.

Bandura, A. (1986). Social Foundations of Thought and Action: A Social cognitive theory. Englewood Cliffs, N.J: Prentice-Hall.

Barge, P. & Londhe, B.R. (2014). From Teaching, Learning to Assessment: Moodle experience at B'School in India. Symbiosis Institute of Management Studies Annual Research Conference (SIMSARC13). Procedia Economics and Finance 11, 857 – 865. Elsevier.

Beagle, L., & Davies, G. (2013). A blended learning course for the aviation industry: A case study. In B. Tomlinson, & C. Whittaker (eds.) Blended Learning in English Language Teaching: Course Design and Implementation (141-146). London: British Council.

Bergmann, J & Sams A (2012) *Flip your classroom: talk to every student in every class every day*. International Society for Technology in Education.

Bergstrand,. Kelly,. & Scott V. Savage. (2013). "The Chalkboard Versus the Avatar: Comparing the Effectiveness of Online and In-class Courses." Teaching Sociology 41(3):294–306.

Bernard, J. S. (2015). The Flipped classroom: Fertile fround for nursing education research. *International Journal of Nursing Education Scholarship,* 12(1), 99-109.

Berret, D. (2012). How flipping the classroom can improve the traditional lecture. February 19. The Chronicle of Higher Education, 12, 1-14.

Betheni, G. (2016). TNTP Blended Core Teaching Rubric: A tool for conducting standards-aligned classroom observations in blended setting.

Bielousova, R. (2017). Developing Materials for English for Specific Purposes Online Course within the Blended Learning Concept. TEM Journal. Vol 6, issue 3, 637-642.

Bilash, O. (2011). "The Value of Observation." University of Alberta, Edmonton, AB, Canada, T6G 2G5 Retrieved June 17, 2014 from http://www.educ.ualberta.ca/staff/olenka.bilash/best%20of%20bilash/obse rvation.htl.

Bielousova, R. (2017). Developing materials for for English for Specific Purposes online courses within hybrid learning concept. TEM Journal, 6(3), 637-642.

Bleed, R. (2001). A Hybrid campus for the new millennium. EDUCAUSE Review, 36(1), 16-24.

Bloom, B.S. (1956. Taxonomy of educational objectives: The classification of Educational goal. Handbook I Cognitive domain, New York, NY David McKay Company.

Bodnar, T. O. (2021). Motivational components of a blended learning system for teachers and students. Scientific Bulletin of Mukachevo State University.

Boelen, R., Van Laer, S., De Wever, B., & Elen, J. (2015). Blended learning in adult education: Towards a definition of blended learning. Adult Learners Online, 1-2.

Bonakdarian, E., Whittaker, T., & Yang, Y. (2010). Mixing it up: more experiments

in hybrid learning. Journal of Computing Sciences in Colleges, 25(4), 97-103.

Bonk, C.J., & Graham, C. R. (Eds) (2006). The handbook of blended learning. Pfeiffer, San Francisco.
Pedagogy and Psychology series, 7(1), 36-43.

Bowen, G. A. (2009). Document analysis as a qualitative research method. Qualitative Research Journal, 9(2), 27-40.

Bracaj, M. (2014). "Teaching English for Specific Purposes and Teacher Training". *European Scientific Journal.* 10, (2), 40-49.
and Implementation for Novice Researcher". *The Qualitative Report.* 13, (4), 544-559.

Brindley, G. (1989). The Role of Needs Analysis in Adult ESL Programme Design. In R. Johnson (Ed.), The Second Language Curriculum (pp. 43-78). Cambridge: Cambridge University Press.

Brown, A. (1997). Features of an effective online course. *Australian Journal of Education and Technology*, 13, 115–126.

Buran, A., & Evseeva, A. (2015). Prospects of blended learning implementation at Technical University. Procedia-Social and Behavioral Sciences, 206, 177-182.

Carini, R. M., Kuh, G. D., & Klein, S. P. (2006). Student engagement and student learning: Testing the linkages. Research in Higher Education, 47(1), 1–3
Douglas, D. (2000). Assessing Language for Specific Purposes. Cambridge: Cambridge University Press.

Carpenter, D., M., Crawford, L., Walden, R. (2007). Testing the efficacy of team teaching. Learn. Environ. Res. 10, 53–65.

Catalano, H. (2014). The opportunity of blended learning training programs in adult education-Ascertaining study. Elsevier. Procedia-Social and Behavioral Sciences, 142, 762-768.

Chang, L.C., Lee, G.C. (2010). A team-teaching model for practicing project-based learning in high school: Collaboration between computer and subject teachers. Comput. Educ. 55, 961–969.

Chang, H. Y. A., Chan, L., & Siren, B. (2013). The impact of simulation-based learning on students' English for Nursing Purposes (ENP) reading proficiency: A quasi-experimental study. Nurse education today, 33(6), 584-589

Chaw, L. Y., & Tang, C. M. (2018). What makes Learning Management Systems effective for learning? Journal of Educational Technology Systems. Sage Publication. 0(0), 1-18.

Chen, W., & Jia, J. (2016) "Comparison of Online and Onsite Students' Learning Outcomes and Experiences in a Massively Open Online Course in China," Journal of Educational Technology Development and Exchange (JETDE), 9(1), 5.

Chirimbu, S. (2014). Blended learning : Bridging the motivational gap in ESP

courses in The 10 th International Scientific Conference eLearning and software for Education 4.

Chostelidou, D. (2010). A needs analysis approach to ESP syllabus design in Greek tertiary education: a descriptive account of students' needs. *Procedia Social and Behavioral Sciences*. 2, 4507–4512.

Christensen, C., Johnson, J., & Horn, M. (2008). Disrupting class How disruptive innovation will change the way the worls learns. New York, NY McGrawHill.

Cleveland-Innes, M. & Wilton, D. (2018). Guide to Blended Learning. Commonwealth of Learning. British Columbia.

Cohen, L., Manion, L., & Morrison, K., (2007). *Research Methods in Education*. (6th ed). USA. Routledge.

Collins, L., White, J. (2011). An Intensive Look at Intensity and Language Learning. TESOL Quarterly Vol. 45, No. 1 (March 2011), pp. 106-133 (28 pages) Published By: Teachers of English to Speakers of Other Languages, Inc. (TESOL).

Collins, A., Joseph, D., & Bielaczyc, K. (2004). Design research: Theoretical and methodologixal isssues. Journal of the Learning Sciences, 13(1), 13-42.

Collis, B., & Moonen, J. (2001). Flexible learning in a digital world: Experiences and expectations. London: Kogan Page.

Cole, J., & Foster, H. (2008). Using Moodle: Teaching with the popular open source course management system. O'Reilly Media, Inc.

Corrizzato, S., & Goracci, G. (2013). English for nursing: the importance of developing communicative competences. The journal of teaching English for specific and academic purposes, 1(2), 177-184.

Crawford, T., & Candlin, S. (2013). Investigating the language needs of culturally and linguistically diverse nursing students to assist their completion of the bachelor of nursing programme to become safe and effective practitioners. Nurse education today, 33(8), 796-801.

Critz, C. M., & Knight, D. (2013). Using flipped classroom in graduate nursing education. *Nurse Educator*, 38(5), 210-213.

Cobb, P., Confrey, J., diSessa, A., Lehrer, R., & Schauble, L. (2013). Design Cole,

J., Foster, H. (2008). Using Moodle (2nd ed.). Sebastopol: O'Reilly Media, Inc.experiments in educational research. Educational Researcher, 32(1), 9-13.

Danchak , M. M., & Huguet, M, P. (2004). Designing for changing role of the instructor in blended learning. IEEE Transactions on Professional Communication, 47(3), 200-210.

David, R S (1996). Simulations: A Tool for Testing "Virtual Reality" in the Language Classroom. In JALT' 95: Curriculum and Evaluation. Tokyo: Japan Association for Language Teaching.

Davies, R. S., Dean, D. L., & Ball, N. (2013). Flipping the classroom and

instructional technology integration in a college-level information systems spreadsheet course. Educational Technology Research and Development, 61, 563-580.

De Castro, A. B., Shapleigh, E., Bruck, A., & Salazar, M.K. (2015). Developing blended online and classroom strategies to deliver an occupational nursing overview course in multi-state region in the Unites States. Workplace health & safety. 63(3), 121-127.

Department of Health and Human Services. (2009). *Data Collection Method for Evaluation: Document Review.* Retrieved from http://www.cdc.gov/healthyyouth/evaluation/pdf/brief18.pdf.

Derose, K.P., Escarce, J.J., & Lurie, N. (20017). Immigrants and health care: sources of vulnerability. *Health affairs*, 26(5), 1258-1268.

Design-Based Research Collective (2003). Design-based research: An emerging paradigm for educational inquiry. Educational Researcher, 32, 5–8.

Deslauriers, L., Schelew, E., & Wieman, C. (2011). Improved learning in a large-enrollment physics class. Science, 332(6031), 862-864.

Dewey, J. (1938). Experience and education (7th printing, 1967). New York: Collier.

Dewi, K.C.,& et al. (2018). Critical success factor for implementing vocational blended learning. Journal of Physics. Conference Series, 953.

Dillenbourg, P. (1999). Collaborative Leanring: Cognitive and Ocmputational Approaches. Advances in Learning and Instruction Series. New York, NY: Elsevier Science, Inc.

Doyle, A. (2019). Important Nursing and Nurse Practitioner Skills for Your Resume. April 30, 2019. https://www.thebalancecareers.com/

Driesen, G. (2016). We shouldn't force those students to learn the same way we did 10 years ago.

Driscoll, M. (2002). Blended learning: Let's get beyond the hype. E-learning, 1(4), 1-4.

Dudeney, G., Hockly, N., Sharma, P., & Barrett, B. (2007). How to teach English with technology * Blended learning. *ELT Journal, 62(4), 422-424.*

Dudley, E. and St. Johns, A. M. (1998). Developments in ESP a multi-disciplinary approach. Cambridge University Press, Cambridge.

Duque, C.T (2018). Blended Learning with Moodle, The right way. June 21, 2018. Retrieved form https://www.impulse.com

Dziuban, C., Graham, C. R., Moskal, P. D., Norberg, A., & Sicilia, N. (2018). Blended learning: the new normal and emerging technologies, International Journal of Educational Technology in Higher Education, 15(1), 1-16.

Edelson, D.C. (2002). Design research: What we learn when we engage in design. Journal of the learning sciences, 11(1), 105-121.

Edgecombe, K., Jennings, M., & Bowden, M. (2013). International nursing students and what impacts their clinical learning: Literature review. Nurse education today, 33(2), 138-142.

EDUCAUSE Learning Initiative (ELI). (2012). 7 Things You Should Know about Flipped Classrooms. Retrieved from https://library.educause.edu/resources/2012/2/7-things-you-should-know-about-flipped-classrooms.

Eka, N. G, A., Houghty, G., & Juniarta. (2019). The effect of blended learning on nursing students' knowledge. Jurnal Ners, 14(3si), 1-4.

Emilia, E. (2005). A Critical Genre-Based Approach to Teaching Academic Writing in A Tertiary EFL Context in Indonesia.

Engestrom,Y. (2011). From design experiment to formative intervention: theory and physchology. 21(5), 598-628.

Enriquez, M. (2014). Students' Perception on the Effectiveness of the Use of Edmodo as a Supplementary Tool for Learning. *Paper Presented at the DLSU Research Congress 2014: Philippines. De La Salle University, Manila, Philippines. March 6-8, 2014.*

Federico, P.A. (1991). Student cognitive and performance in a computer managed instructional setting. Instruction: Theoretical and applied perspectives, 16-46.

Finch, A. (2014). Caring in English; ESP for Nurses. International Journal of English Language Teaching, 1(1).

Fisher, R., Perenyi, A., & Birdthistle, N. (2018). The positive relationship between flipped and blended learning and students engagement, performance and satisfaction. Sage pub.

Fisher, R., Ross, B., Laferriere, R., et al. (2017) Flipped learning, flipped satisfaction, getting the balance right. Teaching & Learning Inquiry 5(2): 114–27.

Fiorito, L. (2021). How is English for Specific Purposes (ESP) different from English as a Second Language (ESL), also known as general English? Retrieved from https://www.usingenglish.com/articles/teaching-english-for-specific-purposes-esp.html.

Fraenkel, J.R. et al. (2012). *How to Design and Evaluate Research in Education.* New York: Mc. Graw Hill.

Frants, M, J., Bozalek, V. (2012). The role of blended learning in the clinical education of healthcare students: A systematic review the role of blended learning in the clinical education of health care students.

Freeman, S., O'Connor, E., Parks, J. W., Cunningham, M., Hurley, D., Haak, D.,& Wenderoth, M. P. (2007). Prescribed active learning increases performance in introductory biology. CBE-Life Sciences Education, 6(2), 132–139.

Friend, C.R. (2013). On Vocabulary: "Blended Learning" vs. "Hybrid Pedagogy". Retrieved from http://chrisfriend.us/Blog/ files/blended-vs-hybrid.php.

Fu, F-L., Su, S-C., Yu, S-C. (2009). EGame flow: A scale to measure learners' enjoyment of e-learning games, 52(1), 0-112.

Fuentealba, C. (2011). *The Role of Assessment in the Student Learning Process. Journal of Veterinary Medical Education, 38(2), 157–162.*

Garcia-Sanchez, S. (2016). Ubiquitous interaction for ESP distance and blended learners. *Journal of Applied Research in Higher Education*, 8(4), 489-503.

Gardiner, W. (2010). Mentoring two student teachers: Mentors' perceptions of peer placements. Teach. Educ. 21, 233–246.

Garrison, D.R. & Kanuka, H. (2004) Blended Learning: uncovering its transformative power in higher education, Internet and Higher Education, 7(2), 95-105.

Gebre, E., Saroyan, A., & Bracewell, R. (2014). Students' engagement in technology-rich classrooms and its relationship to professors' conceptions of effective teaching. British Journal of Educational Technology, 45(1), 83–96.

Gemmell, K., Relf C., Ashton R. (2015) The Write Stuff: Seven steps to written excellence. Emphasis training Ltd, Brighton.

Gormley, G.J., Collins, K., Boohan, M., Bickle, I.C., Stevenson, M. (2009) Is there a place for e-learning in clinical skills? A survey of undergraduate medical students' experiences and attitudes. Med Teach. 2009;31(1):e6–e12.

Graham, C. R. (2006). Blended learning systems: Definition, current trends and future directions. In C. J. Bonk & C. R. Graham (Eds.), The handbook of blended learning: Global perspectives, local designs.3–21. San Francisco: Pfeiffer.

Graham, C. R. (2009). Blended Leanring models. In M.Khosrow-Pour (Ed.), Encyclopedia of Information Science and Technology (2nd ed.,.375-382) Hershey, PA:IGI Global.

Graves, K. (2000). Designing language courses: A guide for teachers. London: Newbury House Teacher Development.

Groenewald, R. (2021). What is a flipped classroom model?. Fractus Learning, Agustus 17, 2021. Retrieved from https://www.fractuslearning.com/flipped-classroom-model-2/.

Gulc, E. (2006). Using Blended Learning to Accommodate Different Learning Styles. https://www.heacademy.ac.uk/system/files/2917.pdf

Guzer, B., & Caner, H. (2014). The past, present, and future of Blended learning: an in-depth analysis of literature. Procedia-Social and Behavioral Sciences, 116, 4596–4603.

Halapi, M., & Saunders, D. (2002). Language teaching through role-Pplay: A Hungarian view. Simulation & Gaming, 33(2), 169-178.

Hall, H., & Davidson, B. (2007). Social software as support in hybrid learning environments: The value of the blog as a tool for effective learning and peer support: *Library & Information Science Research*, 29(2), 163-187.

Halili, S. H., Razak, A. R., & Zainuddin. Z. (2014). Enhancing collaborative learning in flipped classroom, Austalian Journal of Basic and Applied Sciences, 9(7), 147-149.

Halili, S. H., & Zainuddin, Z. (2015). Flipping the classroom: What we know and

what we don't. *The Online Journal of Distance Education & e-learning.* 3(1), 28-35.

Hamied, F. A. (2012). English in Multicultural and Multilingual Indonesian Education. Springer. Multilingual Education (English as an International Language in Asia: Implications for Language Education), 1, 63-78.

Hancock, S., & Wong, T. (2012). Blended Learning. Retrieved from http://sites.wiki.ubc.ca/etec510/Blended_Learning#cite_note-3.

Hansen, T.I., Elf, N., Gisel, S.T., & Steffensen, T. (2019). Designing and testing a new concept for inquiry-based literature teaching: Design principles, development and adaptation of a large-scale intervention study in Denmark. L1-Educational studies in language and Literature.

Hardiany, D. R. (2018). English For Specific Purpose (ESP) Syllabus Redesigning for The Nursing Program Based on Kerangka Kualifikasi Nasional Indonesia (KKNI): A Case Study at Ngudi Waluyo University. Masters thesis, Diponegoro University.

Harmer. J. (2005). The Practice of English Language Teaching (4th ed.). Pearson.

Harmer, J. (1983). The Practice of English Language Teaching. Third Edition. Longman.

Hart, S. (2018) Measuring the effectiveness of your blended learning program. November, 20, 2018. Retrieved from https://elearningindustry.com/blended-learning-program-measuring-effectivenes.

Hart, P.A., Lachat, A.M., Fabrey, L.J. (2012). Occupational health nursing practice analysis. Retrieved from http://www.abohn.org/documents/ABOHN2011PracticeAnalysisReport.pdf.

Hattani, A., H. (2019). Media literacy in secondary school: Teachers' attitude. *Journal of Media Research*, 12(1), 5-26.

Heinze, A. (2008). Blended learning: An interpretive action research study. University of Salford.

Hermes, M., Bang, M., & Marin, A. (2012) Designing indigenous language revitalization. Harvard Educational Review, 82, 381–402.

Holton III, E. F., Coco, M. L., & Dutsch, J. V. (2006). Blended Delivery Strategies for Competency-Based Training. *Advances in Developing Human Resources*. Sage Publications, 8(2), 210-228.

Horn & Staker. (2014). Blended: Using Disruptive Innovation to Improve Schools (ebook). United Kingdom: Jossey Bass.

Hourdequin, P. (2014). Edmodo: A Simple Tool for Blended Learning. *The Language Teacher 38(1),* 34–35.

Hrastinski, S. (2019). TechTrends:What do we mean by blended learning?. Springer US., 63(5), 564–569.

Hughes, G. (2007). Using blended learning to increase learner support and improve retention. Teaching in Higher Education, 12(3), 349-363.

Hung, H.T. (2015). Flipping the classroom for English language learners to foster active learning. Computer Assisted Language Learning, 28(1): 81–96.

Hutchinson, T., & Waters, A. (1987). English for Specific Purposes: A learning-centered approach. NY: Cambridge.

Hyland, K. (1993). Language learning simulations: A practical guide. In English Teaching Forum, 31(4), 16-22.

Ibrahim, M.M., Nat, M. (2019). Blended learning motivation model for instructors in higher educations. International Journal of Education Technology High Education. Springer, 16(12).

Ilic D, Nordin RB, Glasziou P, Tilson JK, Villanueva E. (2015). A randomized controlled trial of a blended learning education intervention for teaching evidence-based medicine. BMC Med Educ.

Ilic D, Hart W, Fiddes P, Misso M, Villanueva E. (2013). Adopting a blended learning approach to teaching evidence based medicine: a mixed methods study. BMC Med Educ. 13 (169).

Ireland, J.C.M., Martindale, S., Johnson, N., Adams, D. (2009). Blended learning in education: Effects on knoweldege and attitude. British Journal of Nursing, 18. 24-30.

Jabbarifar, T. (2009). The importance of classroom assessment and evaluation in educational system. Proceedings of the 2nd International Conference of Teaching and Learning (ICTL 2009). INTI University College, Malaysia.

Jackman, W.. (2018). Switching from Traditional to Blended Learning at University Level: Students' and Lecturers' Experiences. International Journal of Learning, Teaching and Educational Research. 17 (5) 1.

Jafari, N. & Ansari, D. N. (2012). The effect of collaboration on Iranian EFL learners' writing accuracy. Canadian Center of Science and Education. International Education Studies, 5(2), 125-131.

Jarman, B. (2019). 6 reasons why classroom should implement blended learning. January 17, 2019. Retrieved November 1, 2019 from https://www.emergingedtech.com/2019/01/6-reasons-teachers-need-to-implement-blended-learning/.

Jasso-Aguilar, R. (1999). Sources, method and triangulation in needs analysis: a critical perspective in a case study of Waikiki hotel maids. English for Specific Purposes, 18(1), 27-46.

Javid, C. Z. (2015). English for specific purposes: Role of learners, teachers and teaching methologoies. *European Scientific Journal , ESJ,* 11(20), 17-34.

Jean, M. J. (2015). Let's Zoom. Article. March 30, 2015. https://fltmag.com/lets-zoom/.

Jeczeleweski, S. (2016). Needs analysis, course design and evaluation of business English. School of Humanities. Department of English. University of Iceland.

Jones, K., Raynor, P., & Polykavoka-norwood, V. (2020). Faculty caring behaviors

in online nursing education: an integrative review. Distance education, 1-23.

Johnson, C.P. & Marsh, D. (2014). Blended Languange Leanring: An effective solution but not withour its challenges. Higher Learning Research Communications. 4(3).23-41.

Joosten, T. M., Bath, D., Harness, L., & Weber, N. L. (2014). The impact of instructional development and training for blended teaching on course effectiveness. Blended Learning: Research perspectives, 2, 173-189.

Jung, S., Son, M., Kim, C., Rew, J., & Hwang, E. (2019). Video-based learning assistant scheme for suitable education. New Review of Hypermedua dn Multimedia, 25(3), 161-181.

Kailani, A., & Murtiningsih, T. (2019). Teaching English for nursing by using task-based language teaching. International Journal of Educational Best Practices. 3(2). 28-40.

Kavaliauskienė, G. (2011). Blended Learning in ESP Listening. *English for Specific Purposes World*, *10*(31), 1-9.

Kawi, J., & Xu, Y. (2009). Facilitators and barriers to adjustment of international nurses: an integrative review. International Nursing Review, 56(2), 174-183.

Keefe, G., & Wharrad, H. J. (2012). Using e-learning to enhance nursing students' pain management education. Nurse Education Today, 32(8), e66-e72.

Kemendikbud 2020) Flipped Classroom Model: Solusi bagi Pembelajaran Darurat Covid-19 https://www.kemdikbud.go.id/main/blog/2020/07/flipped-classroom-model-solusi-bagi-pembelajaran-darurat-covid19.

Kenney, J., & Newcombe, E. (2011). Adopting a blended learning approach: Challenges encountered and lesson learned in an action research study. ERIC. *Journal Asynchronous learning Learning Network*, 15(1), 45-57.

Kenward, L., Whiffin, C., & Spalek, B. (2017). Feeling unsafe in the healthcare setting: Patients' perspectives. British Journal of Nursing , 26(3), 143-149.

Kern, J. D. (2015). Differences between blended and traditional learning in a high school government class. Baker University.

Kessler, G. (2018). Technology and the future. *Foreign Language Annals.* 51(1), 205-18.

Khogali, S.E.O,. Davies, D.A., Donnan, P.T, et al. (2011). Integration of e-learning resources into a medical school curriculum. Med Teach, 33(4), 311–318.

King, N., & Horrocks, C. (2010). Interviews in Qualitative Research. London: Sage.

Kirkpatrick, D. L. (1959). Techniques for Evaluation Training Programs. Journal of the American Society of Training Directors, 13, 21-26.

Kliger, D., & Pfeiffer, E. (2011). Engaging Students in Blended Courses Through Increased Technology. Journal of Physical Therapy Education, 25 (1), 11-14.

Krahnke, K. (1987). Approach to Syllabus Design for Foreign Language Teaching. New Jersey: Prentice-Hall.

Krasnova, T., & Demeshko, M. (2015). Tutor-mediated Support in Blended
    Learning. Procedia - Social and Behavioral Sciences, 166, 404–408.

Krefting, L. (1991). "Rigor in Qualitative Research: The Assessment of
    Trustworthiness" *American Journal of Occupational Therapy*. 45, (3), 214-
    222.

Kumar, R., & Pande, N. (2017). Technology-mediated learning paradigm and the
    blended learning ecosystem: What works for working professionals?.
    Elsevier. Procedia Computer Science, 122, 1114-1123.

Kumar, S., Gankotiya, A. K., & Dutta, K. (2011). A comparative study of Moodle
    with other e-learnig systems. In electronics computer technology (ICECT),
    5, 414-418.

Kurucova, Z., Medová, J., & Tirpakova, A. (2018). The effect of different online
    education modes on the English language learning of media studies
    students. Cogent Education, 5(1), 1–13.

Kvale, S. (1996). Interviews: An introduction to qualitatice research interviewing.
    SAGE Publication Ltd.

Ladousse G.P. (1987). Role Play. Oxford University Press. Oxford.

Laeli, R.N., & Nashir, M. (2018). The Effect of Blended Learning by using Edmodo
    in Teaching English for Nursing Students. Indonesian Journal of
    Curriculum and Educational Technology Studies, 6(2), 71-76.

Lalima, D & Lata, D. K. (2017). Blended Learning: An Innovative Approach
    Univers. J. Educ. Res. 5(1), 129–136.

Larsen, J.J.E. (2012). Teacher and students perspectives on a blended learning
    intensive English program with writing course. Lowa State University.

Lee, L. T., & Hung, J. C. (2015). Effects of blended e-Learning: a case study in
    higher education tax learning setting Human-centric Comput. Inf. Sci. 5(1)1–
    15.

Lee, G., Fong, W.W., Gordon, J. (2013). Blended Learning: The view is different
    from student, teacher, or institution perspective. In Cheung S.K.S., Fong J.,
    Fong W., Wang, F.L. (eds) Hybrid Learning and Continuing Education.
    ICHL. Springer, Berlin. Heidelberg.

Lengkanawati, N.S. (2017). Learner autonomy in the Indonesian EFL setting.
    Indonesia Journal of Applied Linguistics. 6(2), 222-231.

Lindeiner-Strask, K., Stickler, U., & Winchester, S. (2020). Flipping the flipped.
    The concept of flipped learning in an online teaching environment. Open
    learning, 1-17.

Littlejohn, A., & Pegler, C. (2007). Preparing for blended e-learning. Connecting
    with e-learning. Abingdon. UK. Routlege.

Liu, J. Y., Chang, Y. J., Yang, F. Y., & Sun, Y. C. (2011). Is what I need what I
    want? Reconceptualizing college students' needs in English courses for
    general and specific/academic purposes. Journal of English for Academic
    Purposes, 10, 271–280.

Liu, P. (2016). Technology integration in elementary classroom: Teaching practices

of students teachers, Australian Journal of Teaching Education, 41(3), 87-104.

Liu, Q., Peng, W., Zhang, F., Hu, R., Li, Y., & Yan, W. (2016). The Effectiveness of Blended Learning in Health Professions: Systematic Review and Meta-Analysis. *Journal of medical Internet research*, *18*(1), e2.

Long, M. (1996). The role of linguistic environment in second language acquisition. In W. C. Ritchie & T. K. Bhatia (eds.), Handbook of second language acquisition. New York: Academic Press, 413-468.

Lu, X., Zhao, G., & Jiang, J. (2012). Influential factors of Blended learning in Chinese Colleges: From the perspective of instructor's acceptance and student' satisfaction. In International Conference on Hybrid Learning. 186-197. Springer. Berlin.

Lu, O. H., Huang, A. Y., Huang, J. C., Lin, A. J., Ogata, H., & Yang, S. J. (2018). Applying learning analytics for the early prediction of Students' academic performance in blended learning. Journal of Educational Technology & Society, 21(2), 220–232.

Luke, J. K., & Morrissey, J. L. (2014). Integrating Online Pedagogy into Kinesiology: Service Learning for Kinesiology Majors. Kinesiology Review, 3(4), 258-262.

Lungu, L. (2013). The increasing need for blended learning models in courses in Romanian Universities. Procedia-Social Behavior Sciences, 76, 470-475.

Ma, J., & Lee, C. S. (2021). Evaluating the effectiveness of blended learning using the ARCS model. *Journal of Computer Assisted Learning*, 37(5), 1397-1408.

Maul, J., Berman, R., & Ames, C. (2018). Exploring the psychological benefits of using an emerging video technology to coach and retain doctoral learners. *International Journal of Doctoral Studies*, 13, 49-78.

Maresca, C., Barrero, C., Duggan, D., & et al.Utilization of blended learning to teach preclinical endodontics. J Dent Educ. 2014;78(8):1194-1204.

Martin, S., & Notari, M. (2014). Affordances, approaches, and challenges for blended, technology enhanced learning: present and future development Educ. Res. Eval. 20, 513–515.

Martin-Blas, T., & Serrano-Fernandes, A. (2009). The role of new technologies in learning process. Moodle as a teaching tool in Physics. Elsevier. Computers & Education, 52(1), 35-44).

Masie, E. (2002). Blended learning: The magic is in the mix. In A.Rossett (Ed.), The ASTD e-learning handbook. pp55-56. New York, NY:McGraw-Hill.

Mason, G., Shuman, T., & Cook, K. (2013). Comparing the effectiveness of an inverted classroom to a traditional classroom in an upper-division engineering course. IEEE Transactions on Education 56(4): 430–35.

Matukhin, D. L., & Gorkaltseva, E. N. (2015). Teaching Foreign Language for

Specific Purposes in Terms of Professional Competency Development. *Mediterranean Journal of Social Sciences MCSER Publishing*, 6(1), 525-531.

Mazdayasna, G., & Tahririan, M. H. (2008). Developing a profile of the ESP needs of Iranian Students: The case of students of nursing and midwifery. Journal of English for Academic Purposes, 7, 277-289.

McCutheon, K., Lohan, M., & Traynor, M. (2016). A systematic review protocol on the use of online learning versus blended learning for teaching clinical skills to undergraduate health professional students. Higher Education Pedagogies, 1(1), 82-88.

McDonald, P. L. (2014). Variation in adult learners; experiences of blended learning in higher education. Blended Learning: Research perspectives, 2, 215-234.

McDonough, J. (1984). *ESP in Perspective: A Practical Guide.* London. Hazell Watson & Viney Limited.

McEachin, A., Schweig, J., Perera, R., & Opper, I. M. (2018). Validation study of the TNTP teaching core rubric. Santa Monica, CA: RAND Corporation. Retrieved from https://www.rand.org/pubs/research_reports/RR2623.html.

McKenney, S., & Reeves, T.C. (2013). Systematic review of design-based research progress: Is a little knowledge a dangerous thing?. Sage Publication, 42(2), 97-100.

McLaughlin, J. E., Griffin, L. M., Esserman, D. A., Davidson, C. A., Glatt, D. M., Roth, M. T., & Mumper, R. J. (2013). Pharmacy student engagement, performance, and perception in a flipped satellite classroom. American Journal of Pharmaceutical Education, 77(9), 1–8.

McLaughlin, J. E., Roth, M. T., Glatt, D. M., Gharkholonarehe, N., Davidson, C. A., Griffin, L. M., Mumper, R. J. (2014). The flipped classroom: A course redesign to foster learning and engagement in a health professions school. *Academic Medicine*, 89(2), 236-243.

McLaughlin, J. E., Gharkholonarehe, N., Khanova, J., Deyo, Z. M., & Rodgers, J. E. (2015). *The Impact of Blended Learning on Student Performance in a Cardiovascular Pharmacotherapy Course.* American Journal of Pharmaceutical Education, 79(2), 24.

Means, B., Toyama, Y., Murphy, R., Bakia, M., & Jones, K. (2009). Evaluation of evidence-based practices in online learning: A meta-analysis and review of online learning studies. Washington, DC: U.S. Department of Education.

Medina, L., C. (2018). Blended Learning: Deficits and prospects in higher education. Australasian Journal of Educational Technology. 34(1), 42-56.

Mersal, F. A., & Mersal, N.A (2014). "Effect of Blended Learning on Newly Nursing Student's Outcomes Regarding New Trends in Nursing Subject at Ain Shams University." American Journal of Educational Research, 2(11), 6.

Meyers, G.L., Jacobsen, M., Henderson, E. (2018) Design-Based Research:

Introducing an innovative research methodology to infection prevention and control. Canadian Journal of Infection Control. 33(3), 158-164.

Meydanlioglu, A. & Arikan, F. (2014). Effect of hybrid learning in higher education. International Journal of Social, Behavioral, Educational, Economic, Business and Industrial Engineering, 8(5), 1283–1286.

Mirriahi, N., Alonzo, D., & Fox, B. (2015). A blended learning framework for curriculum design and professional development. Research in Learning Technology, 23.

Missildine, K., Fountain, R., Summers, L., & Gosselin, K. (2013). Flipping the classroom to improve student performance and satisfaction. Journal of Nursing Education, 52(10), 597–599.

Mitnik, R., Recabarrren, M., Nussbaum, M., Soto, A. (2009). Collaborative Robotic Instruction: A graph Teaching Experience. Computer & Education, 53(2). 330-342.

Monash University. (2016). An inside look at how Monash University's blended learning transformation is improving student outcomes. Blended Learning, 20–21 October. Retrieved from https://blended-learning .iqpc.com.au/downloads/an-inside-look-at-how-monash-universitys-blended-learning-transformation -is-improving-student-outcomes.

Moradimokhles, H., & Hwang, G.J. (2020). The effect of online vs blended learning in developing English language skills by nursing students: An experimental study. Interactive Learning Environments, 0(0), 1-10.

Moskal, P., Dziuban, C., & Hartman, J. (2013). Blended learning: A dangerous idea?. Elsevier. The Internet and Higher Education, 18, 15-23.

Muijtjens, A. M. M., Hoogenboom, R. J. I., Verwijnen, G. M., & van der Vleuten, C. P. M. (1998). *Advances in Health Sciences Education, 3(2), 81–87.*

Muller, A. (2016). Language proficiency and nursing registration. International Journal of Nursing Studies. 54. 132-140.

Mulyadi, D., Hersulastuti., & Purnama, Y. (2019). Students' Perceptions of Blended Learning in Mastering English for Specific Purposes. International Conference Computer Science and Engineering. IOP Publishing.

Mulyono., H. (2016). Using Quipper as an Online Platform for Teaching and Learning English as a Foreign Teach. English with Technol. 16, 1 p. 59–70.

Munby, J. (1987). Communicative syllabus design. Cambridge: Cmabridge University Press.

Munir, A. R., & Prem, K. D. (2014). Implementing blended learning into the academic programs of Rajiv Gandhi University of Health Sciences, Karnataka. Journal Of Complementary & Integrative Medicine, 11(2), 147.

Murray, C. D., & Wynne, J. (2010). Researching community, work and family with an interpreter. Community, work & Family, 4(2), 157-191.

Nadia, R. Yansyah,. & Radifiyah, D. (2021). Designing an online work related language skill for nursing students a developmental research. Journal of English Education Society. 6(1).

National Council of State Boards of Nursing. (2021). The world leader in nursing regulatory knowledge. NCSBN, Leading regulatory excellent. Refrieved from https://www.ncsbn.org/index.htm.

Newby, T.J., Stepich, D.A., Lehman, D.J., & Russell, J.D.(2006). Educational technology for teaching and learning. 3rd Edition. Prentice-Hall, Upper Saddle River, New Jersey.

Ngo, J., & Ngadiman, A, (2019). The impacts of Edmodo on Students' performance in ESP classrooms, Kne Social Sciences, 3(10), 369-378.

Nguyen, T. C. (2010). Challenges of learning English in Australia towards students coming from selected Southeast Asian countries: Vietnam, Thailand, and Indonesia. International Education Studies, 4(1), 13–20.

Nguyen, H.B.N., & Nguyen, T. P. (2019). Edmodo use in ESP writing: Students' perceptions. *European Journal of English Languange Teaching.* 4(4), 130-140.

Norouzinia, R., Aghabarari, M., Shiri, M., Karimi, M. 7 Samami, E. (2015). Communication Barriers perceived by nurses and patients. Global Journal of Health Science, 8(6), 65.

Noesgaard, S. S., & Ørngreen, R. (2015). The effectiveness of E-learning: An explorative and integrative review of the definitions, methodologies and factors that promote e-learning effectiveness. Electronic Journal of E-learning, 13(4), 278–290.

Nouri, J., Spikol, D., & Cerrato-Pargman, D. (2016). A learning activity design framework for supporting mobile learning. *Design for learning.* 8(1), 1-12.

Nunan, D. (2003). Practical English. Language Teaching. New York: Mc Graw Hill.

Nurakhir, A., & Palupi, F. N. (2018) Exploring ESP needs of undergraduate nursing students in a University in Indonesia. *Advances in Social Sciences Research Journal,* 5(7), 77-85.

Nurpahmi. S. (2016). ESP course design: An integrated approach. *Jurnal Ilmu Tarbiyah dan Keguruan*, 19(2), 63-81.

Nurses Association of New Brunswick. (2014). "Information for nurses having completed their nursing program outside Canada and who wish to become registered in New Brunswick." Retrieved from: www.nanb.nb.ca/PDF/registration/table_ooc_eng_language.pdf.

Oakley, G. (2016). From diffusion to explosion: Accelerating Blended Learning at the University of Western Australia. UNESCO.

O'Leary, Z. (2014). The essential guide to doing your research project (2nd ed.). Thousand Oaks, CA: SAGE Publications, Inc.

Oliver, A., & Horn, M.B. (2017). The Right Curriculum, Personalized Learning Is Just Another Fad. October 31, 2017. retrieved from https://www.edsurge.com/

Olapiriyakul, K., & Scher, J. M. (2006). A guide to establishing hybrid learning

courses: Employing information technology to create a new learning experience, and a case study. The Internet and Higher Education, 9(4), 287–301.

Ontario Ministry of Education, (2010). Growing Success: Assessment, evaluation, and reporting in Ontario schools. First edition.

Oproiu, G.C. (2014), A study about using e-learning platform (Moodle) in university teaching process. The 6th International Conference Edu World Education Facing Contemporary World Issues, Social and Behavioral Sciences, 180, 426-432.

O'Connor, C., Mortimer, D., & Bond, S. (2011). Blended learning: Issues, benefits and challenges. International Journal of Employment Studies, 19(2), 63.

O'Flaherty, J., & Phillips, C. (2015). The use of flipped classrooms in higher education: A scoping review. The Internet and Higher Education, 25,85–95.

Osguthorpe, R.T., & Graham, C. R. (2003). Blended learning environments: Definitions and directions. The Quarterly Review of Distance Education, 4)3), 227-233.

Overbaugh, R.C. & Nickel, C.E. (2010). A Comparison of Student Satisfaction and Value of Academic Community between Blended and Online Sections of a University-level Educational Foundations Course, Internet and Higher Education, 14, 164-174.

Palmer, M. S., Bach, D. J., & Streifer, A. C. (2014). Measuring the promise A learning-focused syllabus rubric to improve the academy. A journal of educational development, 33(1), 14-36.

Pandolpho, B. (2020). Teaching Strategies: Managing the Virtual and Hybrid teaching workload. October 29, 2020. Retrieved from https://www.edutopia.org/article/managing-virtual-and-hybrid-teaching-workload.

Penn State University (2019). What is Hybrid Learning? Retrieved November 19 from https://sites.psu.edu/hybridlearning/what-is-hybrid/ Penn State University. (2019).

Pereira, J., Pleguezuelos, E., Meri, A., et al.(2007). Effectiveness of using blended learning strategies for teaching and learning human anatomy. Med Educ. 41, 189–95.

Perera, I. (2010). What will users expect from virtual learning methods?: A conceptual model to analyze future learning method enhancements. US-China Education Review, 7(11), 76-82.

Pianoff, A. (1985). English for Nurses. A program development report. New South Wales (NSW) Adult Migrant Education Service.

Piaget, J. (1977). The development of thought: equilibration of cognitive structures. New York: Viking Penguin.

Picianno, A. G., Dziuban, C.D., & Graham, C.R. (2013). Blended learning: Research perspectives. 1st edition, New York. Routledge.

Poon, J. (2013). Blended learning: An institutional approach for enhancing

students' learning experiences. MERLOT, Journal of Online Learning and Teaching, 9(2), 271-289.

Powers, D. H & Stansfield, C. W. (1985) Testing the oral English proficiency of foreign nursing graduates. The ESP Journal, Elsevier. Science Direct 4(1), 21-35.

Purnawarman, P., Susilawati, & Sundayana, W. (2016). The use of Edmodo in teaching writing in a blended learning setting. Indonesian Journal of Applied Linguistics, 5(2), 242-252

Purvis, A. J., Aspden, L. J., Bannister, P. W., & Helm, P. A. (2011). Assessment strategies to support higher level learning in blended delivery. Innovations in Education and Teaching International, 48(1), 91–100.

Pye, G., Hol,t D., Salzman, S,, et al. (2015) Engaging diverse student audiences in contemporary blended learning environments in Australian higher business education: Implications for design and practice. Australasian Journal of Information Systems, 19,1–20.

Rafidiyah, D., Yansyah, Y., Nadia, H. (2019). Developing Skill-Based Materials for helping D3 nursing students go international. Journal of English educators Society, 4(1), 23-29.

Razali, N. N. F. M,. & Ismail, R. (2017). The use of simulation and role-play in enhancing speaking skills in learning English language. *Journal of Education and Social Sciences,* 6(2), 2289-1552.

Richards, J.C. (2001). Curriculum Development in Language Teaching. Cambridge University Press, Cambridge.

Rigby, L., Wilson, I., Baker, J., Walton, T., Price, O., Dunne, K., &Keeley, P. (2012). The development and evaluation of a blended enquiry based learning model for mental health nursing students: Making your experience count. Nurse Education Today, 32(3), 303-308.

Reeves, T.C., Herrington, J., & Oliver, R. (2005). Design research: A socially responsible approach to instructional technology research in higher education. *Journal of Computing in Higher Education*, 16(2), 96-115.

Robinson, P. (1991). *ESP Today: A Practitioner's Guide.* Hemel Hempstead: Prentice Hall International.

Rosanda, & Zehner (2018). The Potentials And Challenges Of Indonesian Nurses To Use English. LINGUIST Journal of Linguistics and Language Teaching, 4 (1).

Rowe, M., Frantz, J., & Bozalek, V. (2012). *The role of blended learning in the clinical education of healthcare students: A systematic review. Medical Teacher, 34(4), e216–e221.*

Ruiz, J.G,. Mintzer, M.J., Michael, J., & et al. (2006). The impact of e-learning in medical education. Acad Med, 81(3):207–212.

Russell, C. and Shepherd, J. (2010). Online role-play environments for higher education. *British Journal of Educational Technology* 41(6), 992–1002.

Rymanova, I., Baryshnikova, N., Grishaevac, A. (2015). E-course Based on the

LMS Moodle for English Language Teaching: Development and Implementation of Results. Procedia - Social and Behavioral Sciences, Elsevier, Ltd. 206(2015) 236 – 240.

Sajid, M. R., Laheji, A. F., Abothenain, F., Salam, Y., AlJayar, D., & Obeidat, A. (2016). Can blended learning and the flipped classroom improve student learning and satisfaction in Saudi Arabia?. International Journal Of Medical Education, 7281-285.

Sanford, P.G. (2010). Simulation in nursing education: A review of the research. The qualitative report, 15(4), 1006-1011.

Saliba, G., Rankine, L., and Cortez, H. (2013). Fundamentals of Blended Learning. Sydney: University of Western Sydney

Sanders, K.S. (2012). *An examination of the academic networking site Edmodo on student engagement and responsible learning*. Ph.D. thesis, University of South Carolina.

Sautter, P. (2007). Designing discussion activities to achieve desired learning outcomes: Choices using mode of delivery and structure. Journal of Marketing Education, 29, 122-131.

Schiffman, H. F. (1996) A Language Learning Strategy for Intensive Language Program Students. http://ccat.sas.upenn.edu/~haroldfs/pedagog/strategy/strategy.html.

Schmidt, S. M., & Ralph, D. L. (2004). The flipped classroom. A twist on teaching in the Clute Institue International Academic Conference, San Antonio, Texas, USA, 98-104.

Schultz, D., Duffield, S., Rasmussen, S.C., et al. (2014). Effects of the flipped classroom model on student performance for advanced placement high school chemistry students. Journal of Chemical Education, 91(9): 1334–39.

Scott, M. (2012). Go Ahead... Be Social: Using Social Media to Enhance the Twenty-First Century Classroom. *Distance Learning 9(2),* 54–59.

Setiawati, B. (2016). Need analysis for identifying ESP materials for medical record students in Apikes Citra Medika Surakarta. *Kajian Linguistik dan Sastra,* 1(1), 61-72.

Shang, F., & Liu, C. Y. (2018). Blended learning in medical physiology improves nursing students' study efficiency. Advances in Physiology Education, 42(4), 711-717.

Sharma, P., & Barrett, B. (2009). Blended learning: Using technology in and beyond the language classroom creating material for the interactive whiteboard. McMillian.

Sharpe, R., Benfield, G., Roberts, G., & Francis, R. (2006). The undergraduate experience of blended e-learning: A review of UK literature and practice. York: Higher Education Academy.

Shibley, L., Amaral,K.E., Shank, J.D & Shibley. L.R. (2011). Designing a blended course: Using ADDIES to guide instructional design. Journal of College Science Teaching. 40(6), 883-897.

Sinaga, A., & Pasaribu, A. N. (2019). The effect of role-play and simulation techniques in teaching speaking to nursing students' speaking ability. *Jurnal Ilmiah Simantek,* 3(2), 1-6.

Singh H. (2002). Building effective blended learning programs, *Educational Technology,* 43(6), 51- 54.

Smallhorn, M. (2017). The flipped classroom: A learning model to increase student engagement not academic achievement. Student Success, 8(2), 43-53.

Schmidt, S, M. P., & Ralph, D. L. (2016). The flipped classroom: A twist on teaching. *Contemporary Issues in Education Research*, 9(1), 1-6.

Smith. (2001), in Pardede, P. (2012). Blended learning for ELT. *Journal of English Teaching*, 2(3), 165-178.

Smith, K., & Hill, J. (2018). Defining the nature of blended learning through its depiction in current research. *Higher Education Research & Development,* 1–15.

Smith, L. (2018). Strategies for Effective patient communication. June 12, 2018. Retrieved From american nurse today.com.

Spasic, D., Jankovic, A., Spasic-Stojkovic, M. (2015). ESP Course Design for the 21st Century: Team Teaching and Hybrid Learning. Paper presented at Synthesis 2015 - International Scientific Conference of IT and Business-Related Research.

So, H. J., & Bonk, C.J. (2010). Examining the roles of blended learning apporaches in computer supported collaborative learning (CSCL) environments: A delphi study, Educational echnology & Society. 3(3), 189-200.

So, H. J., & Brush, T. A. (2008). Student perceptions of collaborative learning, social presence and satisfaction in a blended learning environment: Relationships and critical factors. *Computer & Education,* 51(1), 318-336.

Soliman, N.A. (2014). Using E-Learning to develop EFL Students' language skills and active their independent learning. Creative Education, 5, 752-757.

Staker, H., & Horn, M. B. (2012). Classifying K-12 Blended learning. Innosight Institute.

Stein, J., & Graham, C.R. (2014). Essential for Blended Learning. A Sandards-Based Guide. NewYork. Routledge.

Subramaniam, M., Jean, B.S., Taylor, N.G., Kodama, C., Follman, R., & Castiotti, D. (2015). Biy by bit using design-based research to improve the health literacy of adolescents. JMIR Research Protocols, 4(2), e62.

Sujana, I. M. (2005). Estabishing English competencies for students of tourism department. University of Mataram. NUESP national conference. University of Jember, Eas Java, (1).

Suppasetseree, S. (2010). The use of Moodle for Teaching and Learning English at Tertiary Level in Thailand. International Journal of the Humanities, 8(6), 29-46.

Susandi, N. K. A., & Krishnawati, N. L. P. (2016). Need analysis: ESP syllabus

design for Indonesian EFL nursing students. Proceeding of ISELT. Universitas Negeri Padang. 4(2),

Sweat, A.R & Alford, K. (2019). Getting started with blended learning videos. June 13, 2019. Retrieved from https://www.facultyfocus.com/articles/blended-flipped-learning/blended-learning-videos/

Tananuraksakul, N. (2016). Blended e-learning as a requirement for teaching EFL in a Thai academic context Teach. English with Technol. 16 (4) 48–55.

Talley, C. P., & Scherer S. (2013). The enhanced flipped classroom: Increasing academic performance with student-recorded lectures and practice testing in a "flipped" STEM course. The Journal of Negro Education, 82(3), 339-347.

Taylor et al. (2015). A Blended Approach to Learning in an Obstetrics and Gynecology Residency Program: Proof of Concept. Journal of Medical Education and Curricular Development, 2, 53–62.

Thang, S. M., Mustaffa, R., Wong, F. F., Noor, N. M., Mahmud, N., Latif, H., Aziz, M. S. A. (2013). A quantitative inquiry into the effects of blended learning on English language learning: The case of Malaysian undergraduates. International Education Studies, 6, 1-7.

The Ministry of Labor and Transmigration of Indonesia. (2010). Penetapan rancangan SKKNI Sektor jasa pendidikan sub sector jas pendidikan swasta bidang bahasa Inggris keperawatan.

The Pie News. (2020). News and business analysis for professionals in international education. Retrieved from https://thepienews.com/.

Thorne, K. (2003). Blended learning: How to integrate online and traditional learning. London: Kogan Page.

Tilleczek K, Pong R, Caty S. (2005). Innovations and issues in the delivery of continuing education to nurse practitioners in rural and northern communities. Canadian Journal of Nursing Research. 2005; 37:146–162.

Tshabalala, M., Ndeya-Ndereya, C., & van der Merwe, T. (2014). Implementing Blended Learning at a Developing University: Obstacles in the Way. Electronic Journal of E-Learning, 12(1), 101-110.

TOEIC Malaysia Test Center. (2017). Correlation table: Listening and reading test scores and the CEFR levels. www.etsglobal.org.

Tomlinson, B., & Whittaker, C. (2013). Blended learning in English language teaching: Course design and implementation.

Tomlinson, B. (2011). Materials development in language teaching. Cambridge University Press.

Tong, Y., Kinshuk., & Wei, X. (2020). Teaching design and practice of a project-based blended learning model. International Journal of Mobile and Blended Learning, 12(1). 33-50.

Torrissi-Steele, G. (2011). This thing called blended learning: A definition and planning approach. Research and Development in Higher Education, 36, 360-371.

Tucker, C. (2020). A Flipped Learning Flow for Blended or Online Classes. July 24, 2020 . https://catlintucker.com/

Tuomainen, S. (2016). A blended learning approach to academic writing and presentation skills. Journal of Language and Literature in Education, 3(2), 33-55.

Tynan, B., Ryan, Y., & Lamont-Mills, A. (2013). *Examining workload models in online and blended teaching. British Journal of Educational Technology, 46(1), 5–15.*

University of Central Florida. (2015). Benefits of blended learning. https://blended.online.ucf.edu/2011/06/07/benefits-of-blended-learning/.

University of Calgary. (2013). Course Design Workshop. Teaching and Learning Center.

Vaughan, M. (2014). Flipping the learning: An investigation into the use of the flipped classroom model in an introductory teaching course. Education Research and Perspectives, 41, 25-41.

Van Laer, S., & Elen, J. (2017). In search of attributes that support self-regulation in blended learning environments. Education and Information Technologies, 22(4), 1395-1454.

Vo, H. M., Zhu, C., & Diep, N. A. (2017). The effect of blended learning on student performance at course-level in higher education: A meta-analysis. Studies in Educational Evaluation, 53, 17-28.

Voogt, J., Almekinders, M., Akker, J.V.D., Moonen, B. (2005). A blended in service arrangement for classroom technology integration: impacts on teachers and students, 21(3), 523-539.

Voogt, J., Erstad, O., Dede, C., Mishra, P. (2013). Challenges to learning and schooling in the digital networked world of the 21st century. *Journal of Computer Assisted Learning,* 29(5), 403-413.

VOA Education. (2019). Many healthcare workers need ot know English. June 01, 2019. Retrived from https://learningenglish.voanews.com/a/medical-english-for-health-care-professionals/4920674.html

Vu, H.Y. (2019). Blended Learning and How it Redefines Teachers' Roles. May 23, 2019. Retrieved November, 2019 from https://atomisystems.com/elearning/blendedlearning-redefines-teacher-roles/

Vygotsky, L.S. (1962). Thought and language. Cambridge, MA: MIT Press.

Wachid, N. (2017). The enhancement of Indonesian Nnurses capacity to face global health challenges. UI Proceeding on Health and Medicine, 1(2).

Wang, S., & Heffernan, N. (2010). Ethical issues in Computer-Assisted Language Learning: Perceptions of teachers and learners. British Journal of Educational Technology, 41(5), 796–813.

Wai, C. C., & Seng, E.L.K. (2015). Measuring the effectiveness of blended learning environment: A case study in Malaysia. *Education and Information Technologies,* Springer. 20, 429-443.

Wang, F., & Hannafin, M. J. (2005). Design-based research and Technology enhanced learning environments. Educational Technology Research and Development, 53(4), 5-23.

Wardlow, L. (2016). 3 Theories why digital learning access is good for students. retrieved from https://www.pearsoned.com. September 20, 2016

Warfa, A-R.M. (2006). Mixed-methods design in biology education research: Approach and uses. CBE-Life Sciences Education, 15.

Warren, S. J., & Stein, R. A. (2019). Simulating teaching experience with Role-play. IGI Global: Digital simulations for improving education, 273-288.

Wassell, B.; LaVan, S.K. (2009). Revisiting the dialogue on the transition from coteaching to inservice teaching: New frameworks, additional benefits and emergent issues. Cult. Stud. Sci. Educ, 4, 477–484.

Watson,. R., & Edin, F. (2017). Language Barriers and their impact of Provision of Care to patients with limited English Proficiency: Nurses Perspective J. Clin. Nurs.27, 5–6.

Watson, J. (2008). Blended learning: The convergence of online and faceto-face education. Promising Practices in Online Learning. North American Council for Online Learning.

Weller, M. (2007). Virtual Learning Environments: Using, choosing and developing your VLE - London. Routledge.

Wengreen, H.J., Dimmick, M., & Israelsen, M. (2015). Evaluation of a blended design in a large general education nutrition course. NACTA Journal, 59(1), 70-74.

Widodo, H. P. (2017). Constructing and negotiating agency and identity of English language learners: Teacher-learners driven ESP material development in Indonesian secondary school context. Electronic Journal of Foreign Language Teaching, 14(2), 233-249.

Wijayanto, P. W. (2008). English Competence Needed by Nursing Department Students. Thesis. Sanata Dharma University. Yogyakarta.

Wichadee, S. (2017). A development of the blended learning model using Edmodo for maximizing students' oral proficiency and motivation. *International Journal of Emerging Technologies in learning (IJET) 12(2),* 137–154.

Widdowsen, H.G. (1981). English for Specific Purposes: Criteria for course design for English for academic and technical purposes. Newbury House.

Wholeben, M. (2020). A simulated reality for patient care: An alternative to the social distancing barriers of COVID-19. 1st educational sciences conference. Proceedings. European Scientific Institute. 121-141.

Woo, K., Gosper, M., McNeill, M., Preston, G., Green, D., & Phillips, R. (2008). Web-based lecture technologies: blurring the boundaries between face-to-face and distance learning. Research in Learning Academic in Learning Technology, 16(2), 81-93.

Woodall & Dorman. (2012). Blended Learning Strategies: Selecting the Best Instructional Method. A white paper.

Wright, B.M. (2017). Blended learning: Student perception of face-to-face and online EFL lessons. Indonesian Journal of Applied Linguistics, 7(1), 64.

Yilmaz, K. (2008). Constructivism: Its Theoretical underpinnings, Variatios, and Implications for classroom Instruction. Educational Horizon. 86(3): 161-172.

Yin, R.K. (2011). *Qualitative Research from Start to Finish.* New York: Guilford Press.

Yuping, W., Xibin, H., & Juan, Y. (2015). Revisiting the blended learning literature: Using a complex adaptive systems framework. Journal of Educational Technology & Society 18(2): 380–93.

Yousef, A. M. F., Chatti, M. A., Schoeder, U., & Wosnitza, M. (2015). A usability evaluation of a blended MOOC environment: An experimental case study. The International Review of Research in Open and Distance Learning, 16(2), 69–93.

Yusoff, S., et al (2017). Blended Learning Approach for Less Proficient students. Sage Publication.

Zaidi, N. N. A., Rani, M. S. A., & Rahman, Z. I. A. (2017). Challenges in performing role-play as an assessment: Students views. *International Journal of Academic Research,* 7(12), 186-202.

Zainuddin, Z. (2015). Exploring the Potential of Blended learning and Learning Management Systems (LMS) for Higher Education in Aceh. English Journal, 2(2), 70–85.

Zainuddin, Z. (2017). First-Year College Students' Experiences in the EFL Flipped Classroom: A Case Study in Indonesia. International Journal of Instruction, 10(1), 133–150.

Zainuddin, Z., & M. Attaran. 2015. "Malaysian Students' Perceptions of Flipped Classroom: A Case Study." Innovations in Education and Teaching International, 53(6), 660–670.

Zainuddin, Z., & S. H. Halili. 2016. "Flipped Classroom Research and Trends from Different Fields of Study." The International Review of Research in Open and Distributed Learning IRRODL, 17(3), 313–340.

Zainuddin, Z & Keumala, C., M. (2018). Blended Learning Method Within Indonesian Higher Education Institutions. Jurnal Pendidikan Humaniora. Volume 6, Number 2, June 2018, pp. 69–77.

Zhang, W. & Zhu, C. (2018). Impact of Blended Learning on University Students' Achievement of English as a Second Language. *International Journal on E-Learning,* Waynesville, NC USA. *17*(2), 251-273