CHAPTER V
CONCLUSION, IMPLICATIONS, LIMITATIONS, AND DIRECTIONS FOR FURTHER STUDIES

This chapter concludes the findings of the present study addressing five research questions: (1) what ESP courses do nursing students need to meet the occupational competency standards of Indonesia?; (2) what are the features of a hybrid model of an ESP course in this study?; (3) how is the intervention design developed and implemented for nursing students?; (4) what changes are found in the teaching and learning of ESP and the students' English Proficiency (TOEIC) resulting from the hybrid model of ESP course design?. Section 5.1 provides the conclusion of this study followed by implications of the findings in section 5.2 and limitations of the study and future directions of Hybrid learning in ESP practices and studies, particularly in the nursing field in section 5.3.

5.1 Conclusion

An evaluative long journey from beginning to end on how to design, develop, implement, and evaluate the Hybrid model of an ESP course for nursing students, merging in-class and online instructions, was proven to break the confines of space and time in the present study. This hybrid model was designed for students' active learning resulting in a role shifting from teaching by the ESP practitioner into learning by the nursing students through the technology use to support the needs of enriching the ESP learning contents and teaching delivery.

The present study carefully undertook phases of the Integrated Learning Design (ILD) Framework to collect adequate information for designing the ESP course for nurses through the informed exploration phase, enactment phase, and evaluation phase. Those phases lead to a conclusion that the technology in Hybrid ESP learning, indeed, transformed the way the nursing students learned as well as the way the ESP practitioner taught. As reported in chapter 4, both nursing students and the ESP practitioner claimed that the proposed design was more efficient, appealing, and challenging as it varied the teaching and learning activities.

The nursing students, along with the ESP practitioners in the research site, are well aware of the changing world of the technological era in education and witnessed positive changes accordingly resulting from the implementation of hybrid learning in their ESP for Nurses course. It is confirmed in this study that the experiences of teacher and students in ESP for nurses teaching and learning were augmented through hybrid learning but its advantages go beyond that, particularly in a way that it helps some issues in the research site resolved.

First, the issue of insufficient healthcare-related printed books for learning materials can be addressed by using online resources available through the Moodle learning platform. Printed books, however, may be beneficial too. This changed somewhat irrelevant content selection the ESP teacher used to have in preparing for the ESP course. Instead of grammatical contents, the ESP teacher in this study should select some of those expected in the document of Occupational Competency Standards (the SKKNI). In addition, the voices of the nursing students expected the same needs in learning relevant lesson topics to their nursing field to support their future career as health care providers. This data analysis (see chapter four, section 4.1) in the first phase of ILD answered the first research question of this study on what ESP course is needed for nurses. The one that fits job scenarios was identified as the type of ESP course required by nursing students and SKKNI.

Accordingly, a hybrid model was specified when the type of ESP course expected has been identified, taking into account the existing issues in this study such as low attendance, lack of related nursing English books and ignorance of technology for learning. The informed exploration activities in this phase also resulted a prototype intervention design for teaching English to nursing students to answer the second research question. It is a hybrid model of an ESP course design that was adapted to the SKKNI's competencies, content, and assessments. The design features flipped learning, synchronous and asynchronous resources, tools and activities, online mode with self-paced learning and knowledge constructions, onsite mode with simulations, role-plays, feedback and initiation. The next phase, enactment phase, to design, develop and implement the hybrid ESP course for nurses in this study rest on the aforementioned assumptions.

Second, the information from the first and the second research question led this study to design and develop a hybrid model of ESP course by considering, still, some issues in the research site. Through trial and error in the preliminary study, the initial intervention design of the hybrid model was developed then implemented in this study (see chapter four, section 4.2). This information from the second phase of ILD, enactment phase in design, development, and implementation, described how the process attempts to answer the third research question. At the same time, another issue in the research site regarding low attendance due to clinical training came first before English class was very likely to cope with a hybrid of face-to-face class and online class in a flipped learning setting.

Fourth, overall information answering the first, the second and the third research questions were then cross-checked with interview data and nursing students' TOEIC score to confirm consistency of the findings and the triangulation in this study (see chapter four, section 4.3). This data collected in the third phase of the ILD, evaluation phase, answered the fourth research question probing changes, if any, as a result of the hybrid model of course design in ESP for nurses teaching and learning. All in all, it is confirmed that the hybrid model of the ESP course in this study overcomes prevailing problems in the research site judging from the overall triangulation data that reach similar positive points. This study, therefore, confirms that hybrid learning with technology integration in the ESP study, indeed potentially facilitates changes as expected.

Despite its beneficial contribution to the teaching and learning process, some others believe that teaching with technology remains an instructional challenge (Aldunate & Nussbaum, 2013; Voogt, Erstad, Dede, & Mishra, 2013). Without clear instructional purposes, technology even may result in poor student outcomes (Cuban, 2013; Warschauer, Cotten, & Ames, 2011). According to the findings of the Organisation for Economic Co-operation and Development (2015) as cited in Zinger (2018), classroom instruction with technology is not associated yet with improvement in student outcomes. In this regard, this study believes that teacher assistance is central to the ways technology is integrated into teaching practices. Finding a solution to this is another challenge in this 21st century of

education in which ICT literate and collaborative skills are listed. Therefore, teachers need to reshape and reorganize all related teaching and learning stuff within the 21st-century framework in such a way to improve the quality and this study has experienced one.

However, recognizing a variety of factors in ESP courses, the proposed design of this study might suit only the local context. This study, in collaboration with nursing instructors, ESP practitioners, and users, was simply trying toarticulate the occupational competency standards expected in the SKKNI into the learning objectives from adaptation perspectives aiming to find a learning model that worked best for both the nursing students and the ESP practitioner. In particular, this study is meant to overcome several issues raised in the research siteas mentioned in chapter one, section one.

Sufficient evidence of opting for a hybrid ESP course has been provided in the previous chapter, chapter four. Traditional learning, in which the teacherlectures and dominates the classroom, is less appealing to nursing students. One hundred percent of the research participants, including 67 nursing students, stated that the ESP hybrid model had a greater beneficial effect than the conventional approach. They can contrast hybrid learning to conventional learning from how classes were organized as shown in the table below:

Table 5.1: Contrast Comparison between Hybrid and Conventional

No	Aspect	Contrast Comparison	
		Hybrid	Conventional
1	Class management	More varied. Home learning and in-class presentation (simulation, role-play and discussion)	Just a few methods such as lecturing and doing exercises in class
2	Teacher's role	Provide assistance when needed	Much more dominated

3	Student learning time	More trained and more demanding	Less challenging, only sitting and listening to teacher
4	Assignment	More demanding	Only homework which is mostly forgotten to be discussed
5	Lessons	Relevant lesson topics to the nursing field	More about teaching general English

Realizing the positive results of hybrid learning, the present study proposes guiding principles to design an ESP course for nursing students in a hybrid setting that might help boost the chances of success in implementing it to teaching practices. The following image illustrates the design principle used in this study.

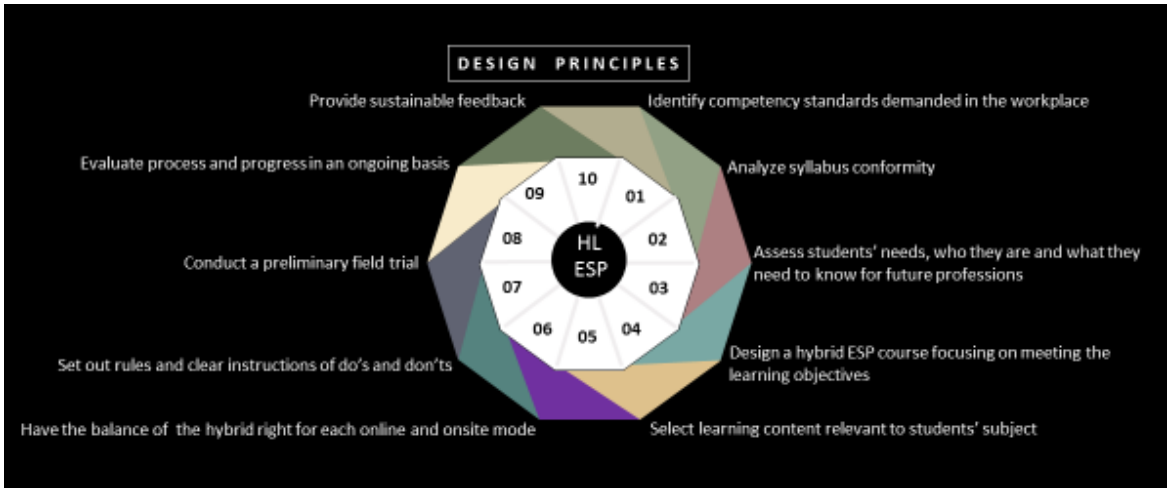

Figure 5.1: Hybrid ESP Course Design Principles

1. Identify occupational competency standards demanded in the workplace as a reference to decide the learning outcomes and design courses that meet those learning outcomes. In Indonesia, The SKKNI (The National Occupational Competency Standards of Indonesia) is a good one to follow. Theoretical preparation is also essential from the start.
2. Analyze the current syllabus conformity to those expected occupational competency standards, review available course content then use this information to further design a syllabus of ESP hybrid learning.

3. Assess students' needs, analyze who they are and what they need to know for their future professions. This helps the ESP practitioners and all parties involved in the design recognize the ESP students' responsibilities and expectations.
4. Design the Hybrid ESP course along with its necessary attributes by incorporating technology into the design. From a wide variety of learning platforms, select one that suits best the convenience of both the teacher and the students. Despite technology use as one of the components in hybrid or blended learning, it is very important to focus on meeting the learning objectives rather than considering what specific technology use for the learning. Therefore, a decision on what learning outcomes the nursing students should achieve should take precedence in the course design before the technology options. However, technical capabilities for digital skills are strongly required to roll out a Hybrid learning environment,
5. Select learning materials relevant to the specific healthcare-related topics within the students' field of nursing study by consulting nursing experts such as nurse educators and nursing instructors to sort out relevant lesson topics and what skills are the most required for nurses to support their duties in the hospital. In this regard, not only ESP students should be involved in the design and decision-making process but also nurse educators, nursing instructors, and even users from both private and state hospitals who know what exactly is expected to have by the nurses to communicate at work.
6. Have the balance of the hybrid right for each online and onsite session. In this case, what is being blended should be perfectly clear, and having ideas on what to teach and how it is organized for both online and onsite modes are very important. A crucial point, whatever works for traditional class activities may not necessarily work for online activities. Therefore, it cannot be assumed that current traditional based courses in terms of contents and materials can be automatically distributed for online learning when designing a hybrid setting.
7. Set out a number of rules and clear instructions of do's and don'ts for the students from the very beginning of the implementation stage. Ensure that the responsibility for their learning is not fully on the shoulders of their

teacher but their own. This information might enable the teaching and learning to consistently run within whatever constraint it might occur.

8. Have the initial course design tried in the stage of a preliminary study to see areas for improvement and development and to refine the design. At this phase, it is very important for the teacher to be all ears welcoming any constructive feedback from the students during the trial.
9. Evaluate both process and progress of learning on an ongoing basis and create a grading rubric for assessing students' works.
10. Provide sustainable feedback.

In conclusion, the present study confirms that hybrid learning in ESP courses is a responsive design allowing the ESP practitioner to adjust the learning contents to the students' needs and the occupational competency standards. When hybrid learning is done right with the right people involved, proper processes, and technology, it might offer promising results in higher education.

5.2 The Implication of the Findings

A number of important implications for policy, practice, and theory drawn from the findings of the present study are as follows:

A. Government Policy

In Indonesia, a big size class of 35 to 40 students is unavoidable normal. There must be, therefore, very careful consideration for taking students into a classroom during this pandemic as we should follow government regulations around safety. This Hybrid model seems to offer a potential solution and is worth trying by having such a large group face-to-face teaching divided into smaller ones. These smaller groups then take a turn to have onsite sessions while the rest have self-study in online sessions at home. Therefore, both teachers and students' physical attendance in class with a particular sitting format considering a certain distance apart are still possible amidst the pandemic. In this case, adding more space to safely accommodate the students and arrange the classroom for social distancing are the important key to running hybrid learning.

Equally important, the government is expected to recognize the importance of a proper English testing standard for accompanying the occupational competency standards for healthcare professions. The sufficiently similar one like OET

(Occupational English Test) that measures the Indonesian nurses' English in terms of both clinical knowledge and clinical communication skills such as those specific purpose languages that simulates the interaction between healthcare professionals with patients.

B. Practice

The findings of this study have other implications for practice, particularly for institutions, ESP practitioners, and nursing students. It is implied in this study that institutions interested in applying the hybrid model to their courses should provide at least five elements: (1) A stable internet access; (2) Technical support from a skillful technician taking responsibility to any technical problems 24/7; (3) Sufficient media or tools required to support the learning such as medical instruments, a class monitor to watch simulation videos or students' work; (4) Clear directions to hold classes in hybrid setting; (5) Regulations for attendance in a hybrid environment for both online and onsite sessions.

Another implication of the findings indicates directions for ESP practitioners incorporating hybrid learning into teaching practices such as (a) creating an attendance policy which should also be acknowledged by the institution for the students to obey. It is very likely that low attendance for class can be reduced; (b) listing a set of criteria for the students to clearly identify what they are expected to do during the hybrid learning; (c) setting a deadline by giving time range, for instance, three to five hours or even a day to complete the learning tasks and letting the students know consequences to turn in their learning tasks. This helps the teacher avoid the waiting time to receive the students' assignments at the last minute that they would probably turn in all at once. If they do, it will stack the teacher's workload to check all the students' work in a short time; (d) communicating the hybrid learning instructions and expectations of the learning before the first session of the course begins.

The last implications for the students receiving treatment of hybrid learning environment are expected to: (a) have technical skills on how to work with technology such as Learning Management System (LMS), Zoom and Google meet for web conference or any other learning platforms chosen; (b) take the ownership of their learning and be committed as the teacher is no longer serves as the main source of information for the students. In other words, the control of learning

gradually shifts toward the students in hybrid settings and; (c) work cooperatively with peers as hybrid learning encourages collaborative study. Assigning the nursing students to work in pairs or small groups was found effective in this study.

C. Theory

The findings of this study yield contribution to the hybrid learning theory that a clear and general consensus on the proper proportion of both online and onsite sessions should be made to get the blended right. The right blend involving flipped learning and technology in this study comprises 60% of online self-study (nursing-related lesson topics) and 40% of onsite sessions (simulation, role-plays, discussion, and initiation). Therefore, the proposed hybrid model of ESP course for nurses in this study is claimed to enrich additional perspectives on how and what is being blended in a hybrid setting.

In the present study, the proposed course design, a hybrid model of ESP course, is perceived to be more advantages than the existing traditional lecture-based practices at the research site. This indicates that the traditional one leaves no more fans for the learning. Yet, this study believes that there is no 'one fits all' teaching modality as every student is unique with different needs and learning styles while some learned fast and some others took time. Despite some other challenges mentioned in chapter four, section 4.3.1, it is argued in this study that hybrid learning is a must-try teaching modality that might create success when all important elements are facilitated (see the guiding principles in section 5.1). These might sound simple on paper, yet time and efforts are worthwhile to incorporate hybrid learning into teaching practices. All in all, the more developed intervention of the hybrid model would probably be adopted in different research settings over time. This would help reveal more interplay between hybrid design theory and multiple practices.

5.3 Limitation of the Study and Direction for Future Studies

Despite the beneficial contributions blended or hybrid learning has in the present study to the teaching and learning of ESP courses for nurses, however, the ESP teacher needs to consider which hybrid model, learning contents, evaluation may work best for the students. Since this study deals with nurses who are about to work in the field for clinical training, Hybrid learning is claimed to be an effective approach that may not yield the same result on others. Therefore, future studies on

the topic of Hybrid or blended settings in ESP learning should address three important aspects: design, implementation, and evaluation.

First, from a design perspective, this study limits attention to only three data: (1) the general nursing healthcare communication skills listed in the SKKNI; (2) the students' needs, and; (3) the expectations of users from private and state hospitals, nurse educators and nursing instructors. Apart from these, there isactually a specific communication the nurses should perform well, named therapeutic communication skills, to promote healing and maintain both the physical and emotional wellbeing of the patients. Thus, studies facilitating therapeutic communication in the ESP setting are strongly recommended.

Second, from the implementation stage, this study acknowledges two limitations. First, due to the time constraint faced by the nursing students at the research site, this study was adjusted to the schedule of their clinical training in the hospital. They used to have English classes while taking the apprenticeship, but for the purpose of this study, they attended the class right before the clinical training schedule was about to come. Therefore, they had English class twice a week for seven weeks instead of a weekly basis for 14 weeks while having also the work at the hospital. This study suggests the implementation of hybrid learning on a weekly basis that might result in different findings. Second, another limitation lies in terms of timing. This study was conducted right before all schools and universities were temporarily closed for the COVID-19 pandemic. Hence, the challenging situation on how to maximize the onsite mode sessions with physical distancing requirements recommended by the Government of Indonesia is in need of further investigating.

Third, from the evaluation phase, this study limits the students' learning assessment based on information of self-reflection notes written by the nursing students and the result of the general English skills test, TOEIC, instead of the specific purpose occupational English test. In the meantime, there is a need to measure not only the language skills but also the application of those language skills for clinical communication. Therefore, further investigation using a sufficiently and relevant assessment tool for specific purposes is warranted.

Another concern is the assessment of simulation and role-playing to improve the nursing students' speaking ability which is not covered in this study as TOEIC and reflection notes are the only two, assessing the overall students'

learning. Therefore, further studies might look into the benefits of adopting simulations and role-playing in a hybrid setting to specifically observe an improvement of ESP students' speaking skills.

Assessing individual contributions to group works in a hybrid setting is also another limitation that this study misses to complete. This study only graded the overall students' learning by administering TOEIC and judging from their self-reflection notes. Discussion on how to grade and give credit to those who actively work in a group during out-of-the class time and those who contribute very little or even how to avoid freeloaders in the group are not mentioned. Thus, future investigation calls for qualitative studies to reveal a deep understanding concerning this.

This study comes to some conclusions that hybrid model of ESP course design with the help of flipped learning environment, Moodle as the learning platform, tutorial videos of nursing-related lesson topics as the learning contents, simulations and role-plays as the learning activities enhances the nursing students learning, tailors expectations of all parties (the SKKNI, users, nursing instructors, nursing students) and answers the three research questions of this study.