

Evaluation of the Appropriateness of Nursing Teaching and Learning Materials: The Application of Textbook Evaluation

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Abstract: Textbooks, teaching and learning materials and training protocols evaluations are several of the most important topics in the field of teaching, education and training. Three purposes are set for this study. First, textbooks, teaching and learning materials and training protocols evaluations are several of the most important topics in the field of teaching, education and training. However, only a few research studies and established checklists and evaluations were published. Therefore, this research study serves as one of the only few research studies for the directions of textbook materials and supplementary reading evaluation. Second, the requirements of English as a Foreign language for nursing students are one of the essential elements for career developments and further promotions. Therefore, this research study provided a textbook materials and supplementary reading evaluation for one of the most famous English language textbook materials and supplementary reading for nursing students at the university level in South Korea. Third, the researcher tended to provide a well-established and tested textbook materials and supplementary reading evaluation and checklist for potential readers and leaders in the field.

Key words: English for specific purpose, English teaching-learning, evaluation, Foreign language, nursing curriculum and instruction, nursing education, nursing teaching and learning, nursing textbook, textbook checklist, textbook evaluation

INTRODUCTION

Due to the rapid developments of the current economies and the ideas of globalizations, university graduates, professional staff and even medical professionals need to master at least one additional language beyond their native language (Dahal *et al.*, 2018). For nearly half of a century, English is considered as one of the most popular second languages and Lingua Franca for medical professionals (Ke, 2010), particularly for nurses (Tweedie and Johnson, 2018). Although, professional and registered nurses do not require advanced Foreign language proficiencies and competencies for the registration, medical professionals with advanced Foreign language proficiencies would enhance their opportunities and professional skills to interact with patients from international locations. Therefore, a large number of universities in the East Asian Region require their undergraduate nursing students to complete at least two semesters of a Foreign language for graduation (Wallace, 2016).

Currently, in South Korea, the undergraduate nursing program is one of the most popular undergraduate and vocational-oriented programs for secondary school graduates due to the purposes of career developments and long-term human resources shortages. Due to the

ideas of globalization and internationalization in the East Asian Region, a large number of universities offer Foreign language courses for undergraduate degree seekers such as Arabic, Chinese Mandarin, English, Italian, Japanese, Portuguese and Spanish. In fact, like most of the curriculum planning in Western countries, university students may select one of the Foreign languages for the degree requirement (Leong, 2015). Although, different Foreign languages are available at most of the South Korean universities, English language is one of the most popular Foreign language selections for South Korean students (Kim, 2017). In fact, in the current South Korean educational environment, the instructional language for most of the undergraduate nursing programs is Korean language. In other words, undergraduate nursing students may only learn English language during their English courses or additional tutorial lessons. Due to the limited duration of English language courses, it is significantly essential to locate the most appropriate textbook materials and supplementary reading for these groups of nursing degree seekers (Ahmadi and Derakhshan, 2016; Santos, 2017, 2019a, b; Hussin *et al.*, 2016).

First, on the one hand, the nursing department leaders and staff are responsible for locating the appropriate textbook materials and supplementary

reading which may match the expectations and the needs of the medical industries. Unlike business management and liberal arts students and graduates who should gain border and general English for daily and commercial applications, nursing students and graduates tend to focus on English for Specific Purpose (ESP) (i.e., Medical English). Therefore, nursing department leaders and staff should locate the appropriate textbook materials and supplementary reading (Lei, 2019).

Second, on the other hand, even, if the appropriate textbook materials and supplementary reading are selected, department leaders, staff and even frontline teachers should examine the applications and knowledge for these particular groups of students with the nursing background. It is worth noting that if inappropriate textbook materials and supplementary reading are selected, teachers may need to create additional reading, exercises, assignments and lexical lists for enhancements (Greenhalgh, 2010).

The significance of the study: In the current educational and textbook markets, a large number of English language textbook materials and supplementary reading are available. However, how to select the most appropriate textbook materials and supplementary reading is one of the most important questions for the university departments. Although, department leaders and staff may compare the feedback and opinions from other users and editors such comments may not be able to apply to their classroom environments. Therefore, the application and employment of this research provided the opportunities for school professionals and even industrial leaders to evaluate their textbook materials and supplementary readings, particularly for learners with specific needs and purposes (Santos, 2017, 2019a, b).

There are several significances and purposes for this research study. First, textbooks, teaching and learning materials and training protocols evaluations are several of the most important topics in the field of teaching, education and training (Santos, 2017, 2019a, b). However, only a few research studies and established checklists and evaluations were published. Therefore, filling up the gaps in these academic areas is one of the most important priorities, particularly in the field of educational evaluation. Therefore, this research study serves as one of the only few research studies for the directions of textbook materials and supplementary reading evaluation.

Second, the requirements of English as a Foreign language for nursing students are one of the essential elements for career developments and further promotions. However, currently, a large number of English language

textbooks for nursing students are available for department leaders, professional staff, teachers and even industrial leaders to select (Ahmed *et al.*, 2015; Chegeni *et al.*, 2016). Therefore, this research study provided a textbook materials and supplementary reading evaluation for one of the most famous English language textbook materials and supplementary reading for nursing students at the university level in South Korea.

Third, after the completion of this research study, the researcher tended to provide a well-established and tested textbook materials and supplementary reading evaluation and checklist for potential readers and leaders in the field. Although, the current textbook materials and supplementary reading checklist and evaluation are set, potential users of this checklist and evaluation may edit and adjust the elements and questions based on the actual needs of the classrooms and students.

MATERIALS AND METHODS

The introduction of the textbook materials and supplementary readings checklist and evaluation:

Although, a limited number of previous literature and research studies indicated different types of checklist and evaluation, the current research study employed the textbook materials and supplementary reading checklist evaluation by Santos (2017, 2019a, b). Unlike other qualitative based evaluations which required interviews and focus group activities, the current textbook materials and supplementary reading checklist evaluation mainly employed the survey methodology for data collection from participants. Due to the nature of the quantitative research method, the current textbook materials and supplementary reading checklist evaluation were based on the Likert scale structure which employed the ranging from 5 (strongly agree) to 1 (strongly disagree). The employments and applications of this textbook materials and supplementary reading checklist evaluation have two directions which are the usefulness of the textbook for the general direction and particular direction and the applications and exercises for the targeted level students and the learning objectives of the students. Santos (2019a, b) advocated the categories between the participants and the targeted groups for data collection are equally important. Thus, the researcher tended to collect survey information from both teachers and students of the textbook materials and supplementary reading.

The selection of textbook materials and supplementary reading: Currently, there are more than 40 English for specific purpose textbook materials and supplementary

reading for nursing students in the South Korean nursing field, particularly for pre-service nurses at the university level. This research decided to evaluate the assessment of the career paths: nursing by Evans and Salcido (2011) as the sample. Unlike other textbook materials and supplementary reading, the textbook from Evans and Salcido (2011) is one of the most famous textbooks materials for the nursing department at South Korean universities. As this is a very popular material in the current research environment, the researcher tended to evaluate the overall qualities of this material which can be beneficial to a large number of potential readers in the field.

The site and participants: The research study was completed at one of the universities in South Korea with a department of nursing studies for pre-service nurses and nursing students. Based on the curriculum design and plan for this pre-service nursing program, students are required to take at least one Foreign language for at least four academic semesters as one of the graduation requirements. Although, the department of nursing is one of the most famous subjects at the university, the university also hosts different faculties such as Faculty of Liberal Arts and Faculty of Science, etc.

The researcher is not one of the affiliate faculty members of the research site and the university. Therefore, the researcher needed to send the research project proposal, nature of the research, research protocol and textbook materials and supplementary readings checklist to the nursing department administrators and department head for the approval. After 2 weeks, the department head expressed the interests and the approvals to the researcher. As a result, the researcher sent the printed invitation letter and the research survey to the department.

At the university, more than nearly 300 active students are currently enrolled in the nursing program. However, as the current textbook is one of the newest version textbooks available in the market, only 1st year students have used and completed the lessons and the exercises of this textbook. To eligible for this research study, participants must meet the following criteria. First, English as a Foreign language classroom (s) should use

the career paths: nursing (Evans and Salcido, 2011) as the primary teaching and learning material for the complete coursework. Second, students should complete the course. Students who withdrew the course might not participate in this research study. Third, students should enroll in the nursing degree program as a university student. Fourth, the teachers should use the career paths: nursing (Evans and Salcido, 2011) as the only teaching and learning material for the English as a Foreign language courses for the nursing students.

Data collections: After the mature agreements between the university department and the researcher, the university staff sent the invitation letter to each teacher for participation. Also each teacher and student received the textbook materials and supplementary readings checklist and evaluation as one of the final evaluations of the coursework. As a result, 52 completed surveys were collected.

RESULTS AND DISCUSSION

Both teachers and students received the checklist. However, the researcher did not categorize the surveys from different participants. In other words, the surveys from both teachers and students were merged and studied as a whole. The responses provided to the participants were rated from 5 (strongly agree) 4 (agree) 3 (neutral) 2 (disagree) and 1 (strongly disagree). The directions of this survey mainly focused on how the textbook materials and supplementary reading apply to the learner’s nursing application, nursing knowledge and practical nursing skills. Table 1 outlined the results of the checklist questions.

First of all, the researcher sent the survey to both teachers and students who completed the lessons and exercises of this textbook materials and supplementary reading. Although, the researcher may divide and categorize the survey into 2 different sections, the researcher decided to merge all the data as whole information for analysis. The current textbook materials and supplementary reading were used during the 2018-2019 academic year as the primary teaching tool for nursing students.

Table 1: Summary of the textbook materials evaluation checklist

Checklist questions	SA(5%)	A(4%)	N(3%)	D(2)	SD(1)
The textbook is easy to access, particularly the price	50(96.2)	2(3.8)	0	0	0
The textbook materials and exercises are contemporary and applicable	48(92.3)	3(5.8)	1(1.9)	0	0
The student’s exercise is applicable and useful	45(86.5)	3(5.8)	3(5.8)	1(1.9)	0
The textbook provides practices about essential pronunciation training	47(90.4)	4(7.7)	1(1.9)	0	0
The textbook is well organized	44(84.6)	4(7.7)	4(7.7)	0	0
The textbook offers a balance between activities and lessons	42(80.7)	3(5.8)	3(5.8)	4(7.7)	0
The activities encourage learners to learn, communicate and participate	44(84.6)	8(15.4)	0	0	0
The grammar and vocabulary are introduced in realistic contexts	46(88.5)	6(11.5)	0	0	0
The textbook offers a balance of four skills	41(78.8)	4(7.7)	4(7.7)	3(5.8)	0
The language usage is at the appropriated level of students	44(84.6)	4(7.7)	4(7.7)	0	0

The survey data information indicated some significant findings and results of the overall applications of the textbook materials and supplementary reading. It is worth noting that only <10% of the participants believed the textbook materials and supplementary reading were not useful and helpful for nursing students to acquire related knowledge and application for their professions and academic major.

First, <5% of the students believed the price and the access of the textbook materials and supplementary reading were unreasonable. Currently, the textbook materials and supplementary reading costed 33,000 Korean Won (around \$30 United States Dollars). Under the current economic developments and family incomes in South Korea, most of the students and learners may afford the costs of the textbook materials and supplementary reading. Also, in the term of access, due to the rapid developments of internet marketing and online commerce, students may purchase the textbook materials and supplementary reading from various online bookstores and wholesales companies. Therefore, nearly 90% of the students advocated the access of the textbook materials and supplementary reading was reasonable.

Second, the application is one of the most important elements and considerations for the selections of textbook materials and supplementary reading. Based on the data information, only one participant expressed the neutral understanding and feedback for the textbook materials and supplementary reading. The overall directions of the textbook materials and supplementary reading were designed for nursing students and in-service nurses who want to enhance their Foreign language skills, particularly in English language. Some textbook materials and supplementary reading may not be appropriate for specific healthcare centers and hospitals such as rural and remote healthcare facilities and professionals. Based on the data information from this study, the applications and exercises were appropriate for South Korean nurses in different social and environmental setting (Lee and Lee, 2019).

Third, over 90% of the participants advocated that the textbook materials and supplementary reading were applicable and useful for contemporary nurses in practice. Unlike other theoretical knowledge and hands-on experience, Foreign language and communication skills are considered as one of the most important soft skills for contemporary health professionals under the directions of globalizations and internationalizations. South Korea is one of the leading countries of information technology in the East Asian Region. A large number of international researchers and visitors come to South Korea for

business, education and even family settlement. Therefore, Foreign language skills for nurses and health professionals are important (King *et al.*, 2017).

Fourth, it is not surprising that most all participants believed the training of pronunciation research for this textbook. Textbook materials and supplementary reading for English for Specific Purpose (ESP) in the field of nursing satisfied the overall needs and expectations of both pre-service nurses and nursing teachers (Glew *et al.*, 2015).

Fifth, well-established organization and direction are essential for of textbook materials and supplementary reading, particularly for vocational subjects such as nursing. Over 90% of the participants believed the organizations and directions of the textbook were positive and useful for nursing students (Glew *et al.*, 2015).

Sixth, learning practical and vocational skills and knowledge rely on the balance between activities and lessons (DeWaelche, 2015). However, four participants expressed their concerns about the balance between the activities and lessons for the of textbook materials and supplementary reading, although, nearly 90% of the participants expressed their interests. In this case, teachers may create and design appropriate exercises and assignments for their students in order to overcome and re-arrange these issues.

Seventh, all participants expressed positive feedback about how the textbook materials and supplementary reading encourage learners to learn, communicate and participate in the lessons and classroom activities. However, as for the sixth checklist question, some participants expressed their concerns about the balance between activities and lessons. Based on the responses from the seventh element, the participants advocated and believed the importance and how activities enhance their communication skills (Ahn and Kang, 2017). Therefore, teachers of the textbook materials and supplementary reading should emphasize the activities and re-design the actual needs of their nursing students in order to apply the most appropriate lessons to their students.

Eighth, all participants expressed positive feedback for the grammar and vocabulary application of the textbook materials and supplementary reading. Unlike other textbook materials and supplementary reading with general directions and application, ESP textbook materials and supplementary reading with the directions of nursing practice always concern about the application for nursing learners and health professionals. The current textbook materials and supplementary reading for nursing students offered the appropriate application, grammar and vocabulary knowledge to the right students in the realistic contexts.

Ninth, only 86.5% of the participants believed the current textbook materials and supplementary reading offered the balance of four skills. In the current textbook market, most of the textbook materials and supplementary reading categorized and divided their textbooks into different series such as reading and writing and listening and speaking. For the current textbook materials and supplementary reading, the textbook combined all four skills into one single material. Therefore, the focuses of each skill were minimized. Nevertheless, teachers may implement and enhance their materials and case studies in order to cover the shortages of particular skills (Ali and Johnson, 2017).

Tenth, over 90% of the participants expressed that the level was appropriate for the students. The learners of the current textbook materials and supplementary reading were 1st year nursing students at the university level. Most of them did not have prior learning and hands-on experience in the field of nursing and healthcare professionals. Therefore, besides the subject matters and content-based textbook materials and supplementary reading in their language (i.e., Korean language) the current textbook materials and supplementary reading served as one of the first teaching and learning materials in Foreign language learning. Therefore, the introductory-level of the current textbook materials and supplementary reading should be appropriate for the students. Although, some participants expressed their concerns about the level of the teaching and learning materials due to their language levels, teachers may implement and create individual case studies and exercises to cover the needs of particular students (Ali and Johnson, 2017).

CONCLUSION

Textbook materials checklist and evaluation is one of the best tools for schools, department heads, teachers, students and even industrial leaders to evaluate the appropriateness and usefulness of their teaching and learning materials. The current checklist provided the brief directions and evaluations of an English as a Foreign language textbook material for nursing students at the university level. It is worth noting that the current checklist does not only apply to the evaluation of nursing textbook materials and supplementary reading. Other subject matters such as liberal arts, content textbooks, Foreign languages, science and technology and even fine art materials may be assessed with this checklist. Further research studies and evaluations may be done in the field of content and subject matter textbook materials and supplementary reading.

Last but not least, the current textbook materials evaluation checklist provided the opportunities for related staff and professionals to evaluate their current teaching and learning materials. In fact, the current checklist focused on the direction of Foreign language learning, department leaders and staff may adjust and edit the elements such as communication and four skills training into the appropriate elements for evaluation.

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