

# THE TEACHER'S ROLES IN TEACHING ENGLISH FOR SPECIFIC PURPOSES TO NURSING PROGRAM STUDENTS

Nurul Arifah<sup>6</sup>  
V. Luluk Prijambodo<sup>7</sup>

## **Abstract.**

*The consideration of mastering English nowadays brings advanced concept in order to reach better education and career in globalization era and the mindset changes of English language education, particularly in nursing as a familiar job within public health. Related to that phenomenon, English for Specific Purposes (ESP) teacher should also notice that in teaching ESP they have to play their roles to help students in the teaching and learning process. Considering the importance of the teacher's roles in teaching ESP, this study aimed at finding out the teacher's roles in the teaching and learning process of ESP to nursing program students. Besides, this study also aimed at finding out the students responses towards the roles in the teaching and learning process of ESP to nursing program students. This qualitative case study focuses primarily on understanding in depth the teacher's roles in the teaching and learning process of ESP to nursing program students. The data to cope with 'the roles played by the teacher in the teaching of ESP' were both verbal and nonverbal performance when the teachers were playing their roles in classroom while the data to deal with 'the students' response towards the teacher's roles' were the students' opinion and attitude towards the teachers' performance in the classroom. For both research questions, the data collection and analysis procedures were done using classroom observations (using audio visual recording, observation sheet, and fields note), questionnaire and interview (for both the teacher and students). This study found that the kinds of roles played by the research subjects were as the lecturer, clinical or practical teacher, role model, facilitator, mentor, assessor, curriculum assessor, resource developer, and study guide producer. This study also found that the students' responses towards the teacher's roles were that they liked when the teacher could do their roles well in the class. The students could also be able to understand their response towards the teacher's roles that would have impact to their learning process, thus they became active and enthusiastic. While each of the nine of the eleven roles played has been described separately, in reality they are often interconnected and closely related one to another. The teacher's roles in the teaching and learning process of ESP to nursing program students could be used by teachers as*

---

<sup>6</sup> Nurul Arifah *adalah* Dosen di PT. Angkasa Pura I, Juanda Surabaya.

<sup>7</sup> V. Luluk Prijambodo *adalah* Dosen Bahasa Inggris di FKIP Universitas Katolik Widya Mandala Surabaya.

*the development of their roles in teaching and learning process in ESP and for the students to have positive responses towards the roles. Indeed a teacher may take on simultaneously several roles, however, a professional ESP teacher (in this case: nursing) should be aware of their important roles, deal, and develop those roles within themselves as those will affect and give positive influence to the students in the class and vice versa.*

*Keywords: Teacher's Roles, Teaching ESP, Nursing Students*

## **Introduction**

The point of view related to the consideration of mastering English nowadays brings advanced concept for each person in order to reach better education, employment, and career enhancement, particularly in this era of globalization. It has brought the mindset changes of English language education. Besides, the matching of language and content also broadens to gain specific knowledge to improve the skill working. The needs to understand the requirements of other professions and willingness to adapt to these requirements make the different term to the roles of the foreign language teachers for specific purposes. Considering those phenomena, the English for Specific Purposes (ESP) teacher should also notice the important aspects in teaching English for specific purposes so that they can play their roles to help the students in the teaching and learning process optimally. Nursing, a familiar job within public health, recognize that globalization era brings some challenges for the learners not only for having integrated and professional skills but also for developing the communication skills to support the giving quality of services. In nursing program, teaching of ESP will go in line with the concept stated by Robinson (1991) that as with most disciplines in human activity, ESP was a phenomenon grown out of a number of converging trends of which we will mention three most important parts as the expansion of demand for English to suit specific needs of a profession; the developments in the field of linguistics (attention shifted from defining formal language features to discovering the ways in which language is used in real communication); and educational psychology (learner's needs and interests have an influence on their motivation and effectiveness of their learning).

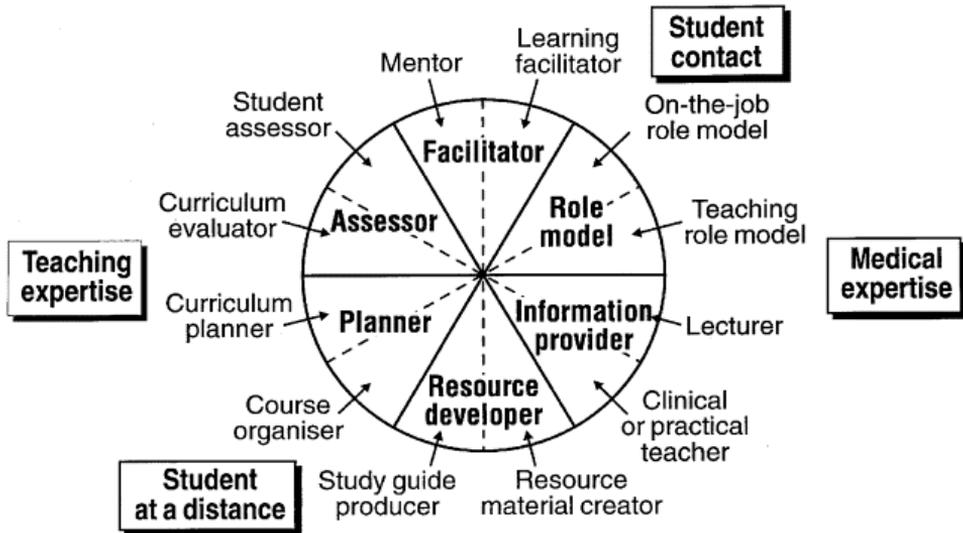
Literature review revealed that the teacher roles in the teaching and learning of ESP in the classroom in nursing program consider to the importance and relation to the constructivism and behaviorism theories. The behaviorist theories stated by Skinnners noted that all share some version of stimulus-response mechanisms for learning (Demar, 2003). Behaviorist leaning teachers focus on a new behavioral pattern being repeated until it becomes automatic. The role of the behaviorist teacher is providing stimulus material and prompting the correct response, while the learner's role is to be the receiver of the information response until the

behavioral change is permanent (Sahan, 2009). Besides, constructivism is a learning theory that considers the learning as an active process where knowledge is constructed from (and shaped by) experience and it is a personal interpretation of the world Christie (2005). Besides, constructivism also emphasizes problem solving and understanding and uses authentic tasks, experiences, settings, assessments. Brooks (1999) also noted some sets from descriptors of constructivist teaching behaviors provides a usable framework within which teachers can experiment with the new approach in performing their roles in the teaching and learning process at the classroom.

Role is determined as actor's part; one's function, what person or thing is appointed or expected to do. That is the definition given by the Concise Oxford Dictionary (1982) in Beltrán 2001, but in our daily lives we fulfill roles that have features of all these defining characteristics. Some roles may be thrust upon us by circumstances (e.g. school pupil); on the other hand, we choose for ourselves many of the roles we fulfill (e.g. teacher). According to the literature (Mayer & Marland, 1997 in Allahyar and Nazari, 2012), it is understood that based on the knowledge of students, teachers shape an image of their class, set goals accordingly, and adjust their reactions to individual students based on their perception of students' needs and their situation. Therefore, ESP teaching presumes teaching of English as a foreign language regarding specific profession, subject or purpose.

Integrated teaching, problem-based learning, community-based learning, core curricula with electives or options and more systematic curriculum planning have been advocated. While the increasing emphasis on student autonomy in medical education has moved the centre of gravity away from the teacher and closer to the student, the teacher continues to have a key role in student learning. A good teacher can be defined as a teacher who helps the student to learn. Beltran (2001) stated that the teacher has eleven roles which considered as the importance roles should be done in the teaching and learning process for medical students. They are described by the figure below.

# Teacher's Roles



## Teacher's Roles for Medical Students by Beltran (2001)

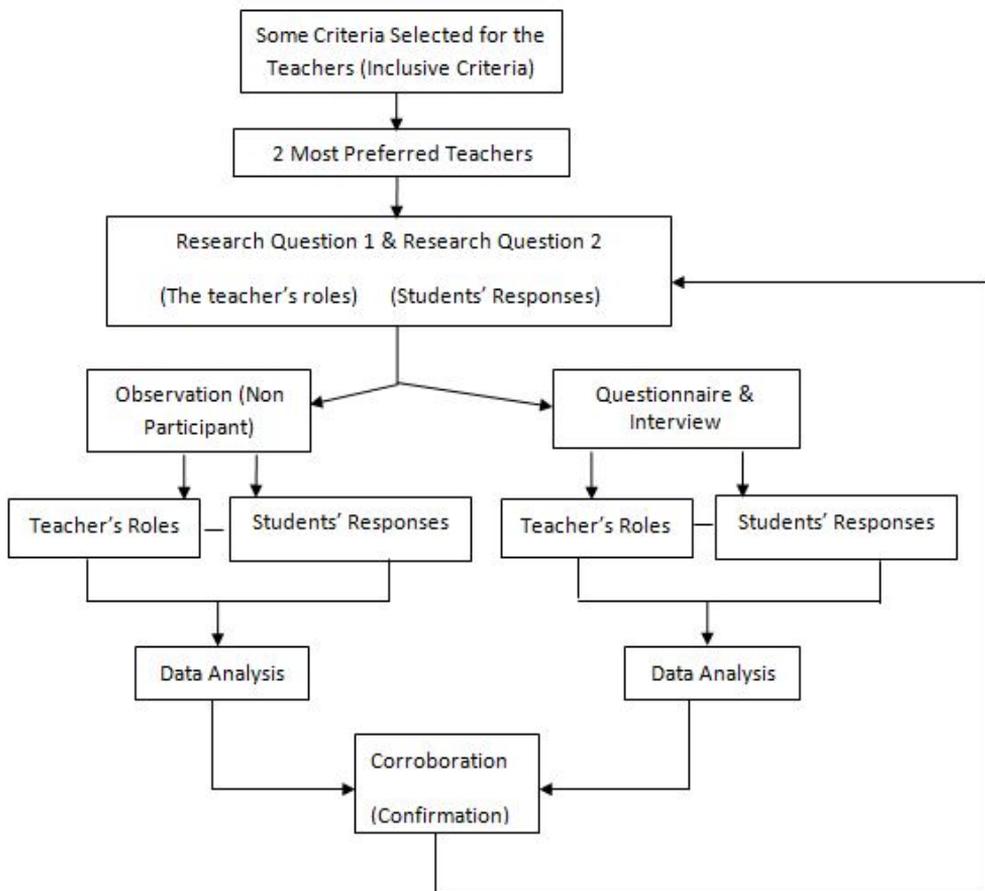
As the lecturer, this leads to the traditional role of the teacher as one of provider of information in the lecture context. For the clinical or practical teacher means that good clinical teachers can share with the student their thoughts as a reflective practitioner, helping to illuminate for the student, and the process of clinical decision making. As the role model, the teacher has two major roles that as the on-the-job role model (the teacher should model or exemplify what should be learned) and as the role model as a teacher (they fulfill their role as teachers in the classroom, whether it is in the lecture theatre or the small discussion or tutorial group). As the facilitator, the teacher has the move to a more student-centered view of learning has required a fundamental shift in the role of the teacher. According to Mullen (2010), teachers need to get accustomed to and trained on their new role as partners and facilitators in learning processes, rather than lecturers. As the mentor, the teacher ought to motivate learners to take ownership and control of their learning processes, and mentor them to realize their goals towards success (Kuo, 2000; Mullen, 2010; Arthur, 2009 in Syaikh and Khoja, 2011).

Besides, as the learning assessor, the assessment of the student's competence is one of the most important tasks facing the teacher. Then as the curriculum assessor, the teacher has a responsibility not only to plan and implement educational programs and to assess the students' learning, but also to assess the course and curriculum delivered. As the course planner, ultimately teachers would evaluate and review the program and

take further actions to improve it as well as to plan future actions (Pang, 2002). By then another cycle of teacher development program would be needed in response to any new concerns emerged. As the resource developer, the teacher should be the resource material creator: An increased need for learning resource materials is implicit in many of the developments in education which the student may have access and make it much easier for the student to take more responsibility for their own education. Then as the study guide producer, the teacher provides study guides which tell the student what they should learn - the expected learning outcomes for the course, how they might acquire the competences necessary - the learning opportunities available, and whether they have learned it - the students assessing their own competence. While each of the twelve roles has been described separately, in reality they are often interconnected and closely related one to another (Beltrán, 2001).

## **Methods**

This study is a qualitative research which uses case study approach since it focuses on observing the situation and condition of the teaching learning process held by the teacher in the classroom. By concentrating on cases, this approach could describe a particular learning or teaching process or research setting in details. In this case, the study was primarily interested in understanding in depth of the teacher's roles in the teaching and learning process of English for Specific Purposes (ESP) in the nursing program. This study was triggered by some teachers (two) who behaved very well in the classroom. The two teachers mentioned by the students were obtained from the inclusive criteria selected for the teacher. The researcher began with a review of the literature to determine what prior studies have determined about this issue and used the literature to define the research questions. After formulating the research questions, the researcher started to collect the data by using some techniques which were non participant observation, questionnaire, and interview. From the data collections, the researcher got the data about the teacher's roles and the students' responses toward the teacher's roles. When it was enough, the data were analyzed and the findings were presented accordingly to the two research questions stated. The structure of the research design can be seen as follow:



The cases of this research were the two teachers of nursing department for ESP program and the students are also as the respondents. The two teachers selected are both female teachers who taught in the nursing department in a state university in Surabaya, which was the Faculty of Nursing and so the students which are from the same university. The data came from the both verbal and nonverbal performance when the teachers were playing their roles in the process of teaching and learning of ESP in classroom for the observation activity done by the researcher. The other data source were from the students' responses when the teachers were playing their roles in the classroom include their spoken words and attitudes shown when researcher observed. The data were written on an observation sheet completed by field note and recorded. Besides, the data also came from the questionnaire and interview for the teacher and the students. After collecting the data through classroom observation, questionnaire, and interview, the researcher then analyzed the data based on the steps below:

1. Transcribing the classroom observation for the teaching and learning process for each meeting in the classroom.
2. Identifying the observation sheets and field notes, completing the data from the video recorded.
3. Identifying the answer from the questionnaire and the interview.
4. Transcribing the interview video by using (whole) English written term carefully (for both the teacher and the students)
5. Counting down the number of students chosen appropriately the list of items on the questionnaire.
6. Discussing whether from the data of those instruments should revise the form of the instruments.
7. Interpreting and describing the data to complete the next similar activity done during the research time for the subjects and place that was chosen.

Data collection process ran from August 2013 to January 2014 where the researcher firstly gained access through a gatekeeper to the research site, here the university dean and some departments both in the faculty and university which were having responsibility to permit the researcher to do the study. The researcher prepared to collect data by first contacting each organization to be studied to gain their cooperation, explained the purpose of the study, and assembled key contact information as well as the interview and survey data. The researcher also conducted the seminar about the purpose of her study in front of the committee of ethical clearance from the university before getting the letter of permission to do the study. While waiting for the letter of permission, the researcher conducted the tryout to the nursing program in different institution to measure that all of the instruments used were capable enough to gather the data later in the study. The researcher in the beginning did the tryout of the observation sheets, questionnaire and interview guide made. The researcher also measured that the tools for the study such as audio-video recorder could be used well. From the tryout, the researcher would revise if they were needed. After having the letter of permission, the researcher contacted the teachers selected and discussed for the time which can be used to do this study.

For the data collection procedure for the first research question, the researcher firstly collected the data from the pre-overview done for this research. From this, the researcher got additional data the most preferred teachers and students as the case for this study. Then, after the researcher and the teacher dealt about the time table of the teaching and learning process in the class, the researcher gained the data from the teachers and students in the classroom by recording the teaching and learning process of ESP using audio-visual recorder. While recording, the researcher as non-participant observer observed the teaching and learning process directly and also used the observation sheets made as checklist and field notes. It was done to get the data for the teacher's roles in the teaching and learning of ESP in the classroom and the students' responses towards

those roles. From the observation sheet and recorded audio-video, the researcher saved the data collected for each meeting. The questionnaire and interview for the teacher were also given later after several meetings done but for the students the questionnaire and interview were done directly after each meeting. The questionnaire and interview with the teachers and the students completed the data collection from the recorded audio-video of the classroom process and the observation sheet.

Finally, the data analysis procedure is descriptive analysis which was used to describe an intervention or phenomenon and the real-life context in which it occurred. Here, from the data collection, the researcher did transcript the data and divided it according to the research questions. Overall, the transcription of the data had been read for several times while the researcher got the whole understanding of the data, while key features of the report include a retelling of the answers or comments illuminating issues directly related to the research questions. The researcher developed each issue using quotations or other details from the data collected and pointed out the triangulation of data where applicable. Here, the data was also marked or labeled suitable to the similarity. The report also included confirmed findings from literature reviews, in this case, about the teacher's roles in the teaching and learning process of ESP in nursing program students and the students' responses toward the teacher's roles in the teaching and learning process of ESP in nursing program students.

Besides the data collected from the observation sheet, the main data to be analyzed were from the transcript of each meeting of the ESP classes. The researcher wrote down the conversation and gestures done by the teacher and the students for each meeting. The researcher then compared the data to the data gathered using the observation sheet to make it complete. The researcher also made some code for the pattern found taken from these sources. After all, the triangulation was done using the data elicited through the questionnaire, the observation, and the interview with the teachers/cases. The transcribing of for the students' response towards the teacher's roles was also done. The data were analyzed by comparing them to the data from the observation. Afterwards, the researcher categorized and codified the data from the questionnaire and the interview with the students which have the results. The triangulation was done by comparing the gathered data elicited using the questionnaire, the observation, and the interview.

## **Findings and Discussions**

For the purpose of getting the data needed firstly were mainly about the teacher's roles which performed in the teaching and learning process of ESP for nursing program students. Here, the data came from the both verbal and nonverbal performance when the teachers were playing their roles in the process of teaching and learning of ESP in classroom from the observation activity done by the researcher. The verbal data were from the teachers' spoken words while the teachers were

conducting their lessons and the nonverbal data was from all the behaviors, gestures, and attitudes done by the teachers in the classroom when the teaching and learning process held. From the result of the classroom observation, It was found that the teacher played several roles in the class while teaching and learning process namely as the lecturer, the clinical or practical teacher, the role model, the facilitator, the mentor, the assessor, the curriculum assessor, the resource developer, and the study guide producer.

The evidences showing the teacher played role as the lecturer. The teacher has already done some criteria such as provide information, knowledge, and understanding and lecture in classroom setting when the teacher gave explanation related to the topic while also wrote some important notes on the white board and also influenced students through expertise and reference. The teacher also empowered the student, provided soft guidance and permitted student to explore on their own by waiting patiently for the students to answer question/give response to her while walking through the students. The teacher has provided independent learning and concierge learning opportunity too as in the discussion section, the teacher gave time to the group for discussing about the topic. As the clinical or practical teacher, the teacher shared thoughts as a reflective practitioner by explaining her perspective for the topic. In doing the role as the role-model, the teacher has already done some indicators such as model or exemplified what should be learned. Considering the students' response or answer for some questions, the teacher also gave time to discuss problem and choices, and shared opportunity of subject by inviting the students by hands to give response. While as the facilitator, the teacher helped students to adapt the learning process by triggering the students to be active in giving answer/response to her question before she explained more while also walking around the students. Then, the teacher gave time for the students to discuss the topic by following the group discussion. The teacher also managed the content of learning by providing explanation of the topic while writing some note on white board.

Some indicators done in the classroom as the mentor were such as the teacher motivated students to take control of the learning process by motivating the students to involve in the learning process and been enthusiast in giving coach while walking around the students. Besides, the teacher reviewed student's performance in a subject by monitoring each student performance for discussion about the topic. As the assessor, the teacher had already understood about assessment issues as she got into the topic discussed It was a nonverbal action done by the teacher in order to assess the students' competence in the class. Besides, in examining students by task, the teacher also gave a mark for the paper made by the student (or revision). While being as the curriculum assessor, the teacher has assessed the course and evaluated the effectiveness of teaching course by asking the students' understanding of the topic learned. The teacher also implemented educational program to assess students' learning by

providing the small group discussion for the class. The teacher also proved that she performed her role as the resource developer that develop new technology as she gave the students some sources for references from internet while writing down the address of the website. As the study guide producer, the teacher has assisted students' learning with personal tutor by saying to the student she could have a discussion after class. It was one of indicator done by the teacher while conducting her teaching in the classroom.

In gathering data from the questionnaire for the teacher, the questionnaire was given to the teacher to know their perspective of some roles they have done in the teaching and learning process of ESP in the classroom. This data added the data compiled before from the classroom observation. Besides, the answers from the both teachers on this questionnaire basically showed the teacher's consciousness for their roles performed in the class as they believe. The analysis of the data from this questionnaire for the teacher was done using the coding or category breakdown. This categorizing helped the researcher in order to add the evidences from the classroom observation's findings that already described before for each of role performed by the teacher in ESP classroom. Together with the data collection for questionnaire, the interview was done. From the interview done with the teacher, the researcher found that the teacher could answer all the questions from the interview guide properly which can support the data from the classroom observation and the questionnaire. The teacher's answers for each questions stated on the interview enriched the data about teacher's roles, the students' roles in learning process, a relationship between the teacher's roles and also the students' roles, the type and the function of the teacher's roles, and the impact of the teacher's roles to the students.

For the purpose of getting the data needed about the students' responses when the teachers performed their roles in the classroom, the data were written and recorded including the spoken words and attitudes shown when researcher observed. The same as the first research question, the data compiled from some instruments which were the classroom observation, questionnaire, and interview. Related to the classroom observation done to the teachers in the teaching and learning process of ESP class, the researcher noted some results on the observation sheets and field notes she brought when doing the observation. Besides, the researcher recorded the teaching and learning process by using video recorder. From the transcript of classroom observation from video recorder, the researcher noted that students' response towards their teacher's roles in the classroom mostly were 'active and enthusiast'. The students were active or enthusiast shown by their willing to follow the lesson well or they paid attention to the teacher or that the students were motivated. Besides, they also felt enthusiastic such as the students paid attention to the teacher while writing down some notes on the book besides got involved by asking to the students for some questions when

their teacher played some roles in classroom. When the students involved in the discussion with the teacher, they gave response or answer to teacher's questions. In the classroom context, these responses can be seen from how the teacher gets the students involved in the teaching and learning process that proved from the gestures of the teachers (besides her talk) and also the number of the students participating.

From the questionnaire, the results for students' response of the teacher's roles showed that for several teacher's actions stated on the list of the statements, the students thought that their teacher mostly 'always' did several positive actions in the classroom, even some said 'sometime'. It can be seen the similarity of the results (the number of students who gave the check mark to the questionnaire) for the two classes that the students thought their teacher has done her roles when she taught them in the class. The analysis of the data from this questionnaire for the student was done using the coding or category breakdown. This categorizing helped the researcher not only to add the evidences from the classroom observation's findings that already described before about the students' response towards the teacher's roles in ESP class, but also the findings showed the indicators/category of the list statements for the teacher's actions performed in the classroom from the students' perspective that also showed the relationship between the teacher's roles and the student's response towards the teacher's roles.

The interview was conducted four times with four different students. The students selected randomly and each of them was a representative of each class from A and B classes. The students were two boys and two girls. When having the interview, the researcher was using Indonesian language in order to get more data and the students could answer the questions well. The data then translated into English. The answers from the students enriched the data about the teacher and students' roles and the relationship between them, the students' roles in the classroom, the relationship between the teacher and the students' roles, the importance of teacher's roles, and the impact of the teacher's roles for their study. From the interview with the students, the researcher noted that the findings showed that they have awareness towards the teacher's roles performed in the class shown by their response when the teaching and learning process held. The interview showed that the students also have their understanding about the teacher's roles and their response towards the teacher's roles in ESP class.

Considering the findings above, from the eleven roles stated about the teacher's roles for medical students from Beltrán (2001), both of the teachers have the same nine roles performed in the teaching and learning process of ESP in the classroom, they were as the lecture, the clinical or practical teacher, the role model, the facilitator, the mentor, the assessor, the curriculum assessor, the resource developer, and the study guide producer. Besides, from those nine roles played by the teachers, the students' response towards the teacher's roles in ESP class noted that the

students' responses were mostly 'active and enthusiastic' because they liked when their teachers did those roles in the classroom.

As the lecturer, this role is indeed very important as stated by Brown (2008) that the understanding of how the learner learns will determine the philosophy of education, the teaching style, the approach, methods, and classroom techniques used by the teacher in the class. Here, in doing this role, the both teachers have similar teaching and technique. Some differences between them are about the teaching style and approach in conducting the teaching process in the class. The both teacher also have their roles as the clinical or practical teacher. It is of course not that 'practical' like at the clinical practice but this study is at the classroom setting. This role is suitable with the concept of Beltrán (2001) who noted that in doing the role as clinical or practical teacher, the teacher should give information directly relevant to the practice and share with the student their thoughts as a reflective practitioners. This role has been performed by the teacher in the ESP class context due to the importance of sharing more experiences in practice than the 'only' theory to the students. The teacher can give some perspective as they have ever been on that practice or in the situation/case stated.

For the role of teacher as role-model, Beltrán (2001) noted two kinds of roles for this item. The on-the-job role model and the role model as a teacher. The teachers have done the both roles due to the data that when they do the on-the-job role model, they model or exemplify what should be learned by the students. Then, for the role model as a teacher, they also do the role to provide the small discussion or tutorial group. Both roles are important for the students in the classroom. Considering that the teachers have performed this role, according to Holtrop (1997) in Nurmasitah (2010), they were already as a demonstrator who gave models and simulations about the material that the students should understand. Demonstrator in this case can be categorized as the role-model performance. When the teacher has performed the role as demonstrator, it means that the teacher has already understood about the basic role in teaching and learning process. Besides, when the teachers have played their role as role-model for their students, it is noted by Downes (2010) in Shaikh & Khoja (2011) that they have leaded students develop world views, find the underlying cause or meaning of things, and help them remember things by giving a single structure so that their own understanding will be built easily. This condition will help the student to reach the goal of the learning process.

The teachers as the facilitator was also related to Mullen (2010) that the teachers need to get accustomed to and train on their new role as partners and facilitators in learning processes. Here, the two teachers have done the role and help and facilitate the students to have their own understanding in learning. Meanwhile, the student will have their reflection to the instructor by helping develop own goals; creating new understandings (via coaching, moderating, suggesting); and controlling

learning (reflecting) in the teaching and learning process (Grennon Brooks & Brooks, 1999). The teacher's roles in this case are helping the students deal with their need of ESP. Mullen (2010) who suggested that in the students' studies that the teaching and learning process demands teacher to act as a coach. Kuo (2000) and Mullen (2010) in Syaikh and Khoja (2011) advocate that a mentor has a versatile personality to the enthusiast coach. Both of the teachers in this study showed the same enthusiastic coach while they were teaching. When the teachers play the role as the assessor, basically from the questionnaire items for the teacher, it is stated that the assessment of the student's competence is one of the most important tasks facing the teacher, in this case, the both teacher also mentioned it as one of the role that they have done. Syaikh and Khoja (2011) added that evaluator or could be said as assessor is not only who assesses declarative knowledge and compositional ability, but the instinct, reaction, sociability, habit, and attitude of students in relation to their learning, and goal setter, who assists learners in taking control of their learning and education, and scaffolds them to realize their goals.

The teacher has a responsibility not only to plan and implement educational programs and to assess the students' learning, but also to assess the course and curriculum delivered. Here, in general, the teachers play the role as evaluator too. Considering those actions done by the teachers, Dudley-Evans and St John, (1998) stated that as evaluator the ESP teacher is often involved in various types of evaluation, such as testing of students, evaluation of courses and teaching materials (Robinson, 1991). At the basic stage, teachers evaluated their own teaching practices and identify their inadequate areas for improvement so they can develop themselves for the future teaching. While as the resource developer, Carver (1983) in Dudley-Evans and St John (1998) stated the use of authentic learning materials is possible and the use of such materials, modified by teachers or unmodified, is common in ESP. Here, the teachers actually showed that themselves are suitable to be the ESP teacher (in this case: for nursing). Beside authentic material, Carver (1983) in Dudley-Evans and St John (1998) also stated that ESP is concerned with turning students into users. For self-direction, it is necessary that teachers encourage students to have a certain degree of autonomy. It showed that the teachers are as the study guide producer.

In the context of classroom where there is an interaction of the teacher and students in the teaching and learning process, according to Freeman (1994), teachers' perception of learners and learning are one of the most critical and decisive factors in the teaching and learning process, and more clearly, in constructing teaching (cited in Crookes, 1997, p. 67 in Allahyar and Nazari, 2012). Therefore, the teacher and the students' roles relation will influence and give impact to each other. Both of the teacher and the students should understand their roles in the teaching and learning process in the classroom. Related to the teacher's roles

performed, the students' response toward those teacher's roles were also linked to the learning concepts of constructivism and behaviorism theory.

The role as the lecturer performed by the teacher shows that it is suitable with statement from Cameron (2001) who has already given the general description about teaching. She emphasizes that teaching is a process to construct opportunities for learning and to help learners take advantages of them. This role is related to the behaviorism theory of teaching and learning stated by Sahan (2009) that learning involves repetition and association and is highly mechanical. Behaviorist leaning teachers focus on a new behavioral pattern being repeated until it becomes automatic. The role of the behaviorist teacher is providing stimulus material and prompting the correct response, while the learner's role is to be the receiver of the information response until the behavioral change is permanent. In the theory of learning, behaviorism is more concerned with behavior than with thinking, feeling, or knowing. It focuses on the objective and observable components of behavior. The behaviorist theories all share some version of stimulus-response mechanisms for learning (Demar, 2003). For the teacher's role as role-model, the teacher will influence the students' behavior through the teaching and learning process done in the class.

On the other hand, Christie (2005) stated that constructivism says that people construct their own understanding and knowledge of the world through experiencing things and reflecting on those experiences. She also added that here, the instructor will have their function to provide multiple modes of representations/perspectives on content; create new understandings via coaching, moderating, suggesting. Honebein (1996) also noted that constructivism will help to pose problems of emerging relevance to students and emphasize hands on real world experiences. In this case, from the findings, the teachers have already done some moderating of things in the topic to the students not only in words but also gestures and shared some of their experiences in practice. The role as the clinical or practical teacher to the theory of learning, fundamentally, is one of these criteria. When the teachers are as the facilitator, it means that they have done their role suitable with constructivist theory. As facilitator, the teacher helps the learner to get to his or her own understanding of the content. The other assumption stated that constructivism is a learning theory that considers the learning as an active process where knowledge is constructed from (and shaped by) experience and it is a personal interpretation of the world (Christie, 2005).

When doing the role as the mentor, the teacher provides time for students to construct relationship and create metaphors so that the students are motivated in the process of learning. Besides, assessing the students would be one of important things to do by the teacher (role as the assessor). In the constructivism theory of learning, it is stated that constructivism will use errors to inform students of progress to understand and change in ideas (Christie, 2005). Honebein (1996) noted

that constructivism will adapt curriculum to address students' suppositions. Therefore, the role of teacher as the curriculum assessor is also considered here. Constructivism concept will help students to pursue personal interests and purposes, use and develop his or her abilities, build on his or her prior knowledge and experiences also develop life-long learning (Christie, 2005). Therefore, the role done by the teacher as resource developer helped the students more in learning. Furthermore, the teacher's role as the study guide producer is considering the constructivist theories which constructivist teachers provide guidelines and use raw data and primary sources, along with manipulative, interactive, and physical materials. Besides, they also allow student responses to drive lessons, shift instructional strategies, and alter content for the study related to the personal tutor.

### **Conclusions And Suggestions**

In order to understand in depth the teacher's roles in the teaching and learning process of ESP to nursing program students; the point of the classroom observation, questionnaire, and interview done has been to note that both teachers be aware of their roles in teaching ESP to nursing program students. They appeared to play nine out of eleven roles in the ESP classroom, which are as the lecturer, the clinical or practical teacher, the role model, the facilitator, the mentor, the assessor, the curriculum assessor, the resource developer, and the study guide producer. The two roles not played by the teacher in the classroom are as the planner and the course planner. It is not basically because of they do not play these roles, the teachers play these roles not in the classroom context, but outside the classroom context. From the students' response towards the teacher's roles in ESP class; related to the concept of constructivism learning theory of teaching and learning, from the students, the suitable teacher's roles are when the teachers play their roles as the clinical or practical teacher, the facilitator, the mentor, the assessor, the curriculum assessor, the resource developer, and as the study guide producer. Meanwhile, the learning theory of behaviorism concepts are more relevant to the teacher's roles as the lecturer and the role model which are noted by the students' responses towards these roles done in the classroom.

Correspondingly, for the development of the teaching, the teaching process should pay more attention to the roles of teacher played in the classroom as the more roles played in the teaching process; the positive results would be for the students. The learning process in the classroom is also a main part of the success in this case. Therefore, learning process should also pay more attention to the students' response towards the teacher's roles done in the classroom. Finally, the further study should develop the study in the teacher's roles for the selected male and female teachers or with or without different category of particular students (for example in this case: nursing program students).

## References

- Allahyar, Negah and Nazari, Ahmad. 2012. *Potentially of Vygotsky's Sociocultural Theory in Exploring the Role of Teacher Perceptions, Expectations, and Interaction Strategies*. WoPaLP, Vol. 6, 201
- Beltrán, Elina Vilar. 2001. *Roles of teachers A case study based on :Diary of a language teacher* (JOACHIM APPEL 1995).
- Brooks, J. Grennon and Martin. 1999. *The Case for Constructivist Classroom, Revised Edition (Chapter 9. Becoming a Constructivist Teacher)*. USA: Association for Supervision and Curriculum Development (ASCD)
- Brown, Joan Strikwerda, et. al., 2008. *Good Teachers/ Bad Teachers: How Rural Adolescent Students' Views of Teachers Impact on Their School Experiences*. Australian Journal of Teacher Education Vol 33, 6 December 2008
- Christie, A. 2005. *Constructivism and its Implications for Educators*. Retrieved from <http://alicechristie.com/edtech/learning/constructivism/index.htm> (November 10, 2013)
- DeMar, G. 2003. *Behaviorism*. Retrieved November 11, 2013, from [http://www.forerunner.com/forerunner/X0497\\_DeMar\\_-\\_Behaviorism.html](http://www.forerunner.com/forerunner/X0497_DeMar_-_Behaviorism.html)
- Dudley-Evans, T., and St John, M. 1998. *Developments in ESP: A Multi-disciplinary Approach*. Cambridge: CUP
- Grennon Brooks, J., & Brooks, M. G. 1999. *In Search of Understanding: The Case for Constructivist Classrooms*. Alexandria, VA: Association for Supervision and Curriculum Development
- Honebein, Peter. C. 1996. *Seven Goals for the Design of Constructivist Learning Environments*. In Wilson, Brent. G. (Ed.). (1996) *Constructivist Learning Environments: Case Studies in Instructional Design*. New Jersey: Educational Technology Publications Englewood Cliffs
- Mullen, C. A. 2010. *Themed issue: fostering a mentoring mindset across teaching and learning contexts, Mentoring and Tutoring: Partnership in Learning*, vol. 18(1), 1-4.
- Nurmasitah, Sita. 2010. *A Study of Classroom Interaction Characteristics in a Geography Class Conducted in English: The Case at Year Ten of An Immersion Class in SMAN 2 Semarang*. Semarang: Diponegoro University

- OECD Teaching and Learning International Survey (TALIS). 2001. *Teacher Questionnaire*. England: International English, UK Spelling
- Pang, Winnie Wong May. 2002. *The interface between theory and practice: The role of teacher educators and teachers in a school-based teacher development initiative*. Hongkong: Hong Kong Institute of Education
- Sahan, Anselmus. 2009. *The Roles of Behaviorism Theory in Learning English for the Beginners*. Semarang: Semarang State University (Dissertation)
- Shaikh, Zaffar Ahmed and Khoja, Shakeel Ahmed. 2012. *Role of Teacher in Personal Learning Environments*. Pakistan: Institute of Business Administration
- Survey Services Lab. 2000. *Teacher Questionnaire*. Michigan: The Regents of the University of Michigan