

ENGLISH FOR NURSING: A NEED ANALYSIS OF CONTEXTUAL-BASED LANGUAGE TEACHING

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ABSTRACT

Effective English communication is a fundamental requirement for nursing professionals in a global health context. This study aims to identify the linguistic needs and gaps of nursing students in order to design an appropriate ESP syllabus. Using a mixed-methods case study design, ten nursing students were selected as participants through purposive sampling. Data collection techniques were conducted through interviews and a pre-test to determine the PSA and formulate the TSA. Quantitative results from the pre-test indicated that students struggled most in Speaking, which was categorized as beginning stage (average score = 37), Reading, which was categorized as beginner stage (average score = 45), and Vocabulary, which was categorized as beginning stage (average score = 51). Theoretically, this study contributes to the English for Specific Purposes (ESP) literature by pedagogically validating the analysis approach in medical curriculum development.

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INTRODUCTION

English for Nursing is a relatively new specialty within the English for Specific Purposes (ESP) field. The need for a more in-depth understanding of nursing discourse and the development of a taxonomy of language use in nursing requires further investigation through needs analysis studies. The needs analysis has been essential to English for Specific Purposes (ESP) and English for Academic Purposes (EAP), particularly in the design of courses and the development of materials. It is positioned in relation to a few concepts of analysis, with a distinction between "learning needs" (what learners need to do to learn) and "target needs" (what learners need to do in the target situations – categorized as "necessities," "lacks," and "wants"). It is a method for assessing how and what a course will be developed (Flowerdew, 2012). To address the issue and evaluate nursing students who use English as a Foreign Language (EFL), these needs analyses have focused on specific research areas, including nursing-specific language

proficiency tests, involving listening, speaking, reading, and writing, as well as linguistic modifications of multiple-choice nursing exams. In some cases, needs assessments have also identified specific nursing tasks and skills or disciplines that are more challenging for nursing students who use English as a Foreign Language (EFL) (Bosher, 2012). As professionals, mastery of a foreign language is crucial for nurses (Boozaripour et al., 2018). Nurses who possess strong communication skills in conveying information to patients and other members of the public will produce competent nurses, especially those able to understand medical terminology in foreign languages.

Current literature on the effectiveness of support for EFL students is limited, despite their high need for English language proficiency (Crawford & Candlin, 2013). English language proficiency is a critical component of academic success and future career opportunities, particularly in an increasingly globalized world. Effective language instruction is essential for developing these skills (Safitri, 2018). Through a comprehensive needs analysis, including interviews and pre-tests, this study focused on understanding students' motivations, difficulties, and current proficiency levels in English. Needs analysis is a fundamental step in developing relevant and effective educational programs (Brown & Green, 2019).

Additionally, there are two methods to clarify needs analysis: present situation analysis (PSA) and target situation analysis (TSA). TSA is a need analysis that concentrates on the requirements of the students at the conclusion of the language course. The "good enough" level of competence for the position is attained at the TSA. Conversely, present situation analysis (PSA) looks into the strengths and weaknesses of the students in order to determine how they are at the beginning of their language course. Currently there are two types of requirements, they are from outside and from inside. Those that originate from the outside, such as the target needs generated from the analysis of the target situation, and those that originate from inside, such as the personal requirements derived from the analysis of the current situation (Ratminingsih et al., 2018).

Previous research was conducted by (Gass, 2012) entitled Needs analysis and situational analysis: Designing an ESP curriculum for Thai nurses. The paper describes the needs analysis and situational analysis for designing an ESP curriculum for Thai nurses. The study was based on a needs and situational analysis of the target group. The expanding medical tourism industry in Thailand conflicts with nurses who are not comfortable communicating practically in English. Their predominant needs included speaking and listening skills and vocabulary related to the field, which would allow them to develop a higher quality of service. The other previous research was conducted by (Sofyan et al., 2022) entitled Needs Analysis of Nursing Students in English Online Learning. The paper describes the examination of demands in certain areas that are connected between the extrinsic and intrinsic domains that influence nursing students' learning of a second language.

In contrast previous research that focused on curriculum targets for students who are ready to work with the target material and research that focused on online learning needs based on specific factors, unfortunately, only a few studies have specifically integrated PSA and TSA through a case study approach to produce a syllabus design that is applicable to students. This study aims to fill this gap by using a case study method with 10 nursing students. Its novelty lies in the use of dual data (pre-test and interviews) to analyze gaps and desires in detail, which were then transformed into an ESP syllabus framework relevant to modern nursing. The case study approach was chosen to ensure that each student's specific challenges were addressed in an effective and efficient learning design.

METHOD

This study combines quantitative and qualitative case study approaches to gain an in-depth understanding of the specific linguistic challenges faced by nursing students. This study involving ten of the second semester nursing students (the average age is 20 years old). This study took two weeks to see the extent of the students' needs as English learners as a second language learning. The research instrument used interviews and pre-tests to measure students'

abilities and needs related to the material and focus of skills that will be implemented during the course process. Data collection techniques began with interviews with interviewees regarding the needs of English learning related to the nursing major, then the researcher gave a pre-test that included all English skills: pronunciation, vocabulary, listening, speaking, reading and writing. The material tested was basic material in the nursing major with a focus on human anatomy and physiology, including cell, tissue, nervous system, muscle physiology, heart physiology, immune system physiology, respiratory physiology, and digestive physiology. The reason researchers use the topic of human anatomy and human physiology to collect data from EFL learners is that this topic is the basis of nursing studies, and of course is suitable for collecting data on students' abilities in the English for specific purposes (Pocock et al., 2017). After the pre-test was carried out, a presentation of the results of the English skill needs needed by students for the next course stage according with Target Situation Analysis (TSA) and Present Situation Analysis (PSA) components form the foundation of the Needs Analysis's theoretical component (Cai, 2013).

RESULT

The result of interviews with nursing students regarding the needs and obstacles experienced during the learning process in class and outside class related to English in their learning. Based on data from 10 students, the following are the most frequently given answers.

Table 1, Interview Result

Question	Answer
Why do you need English	<p>“To understand foreign language teaching materials such as books or content related to nursing material”</p> <p>“Be able to speak a foreign language to share knowledge with the world related to nursing material”</p>
What level of English do you have?	<p>“I think, I’m in intermediate level, because I understand what people said in English and able to give response minimally”</p>
What kind of English skills do you need to develop?	<p>“Pronunciation, Speaking and Reading”</p>
What English courses have you taken before?	<p>“Courses for basic English skills held by a language course institution for 6 months during campus holidays”</p>

Table 2, Pre-Test Result

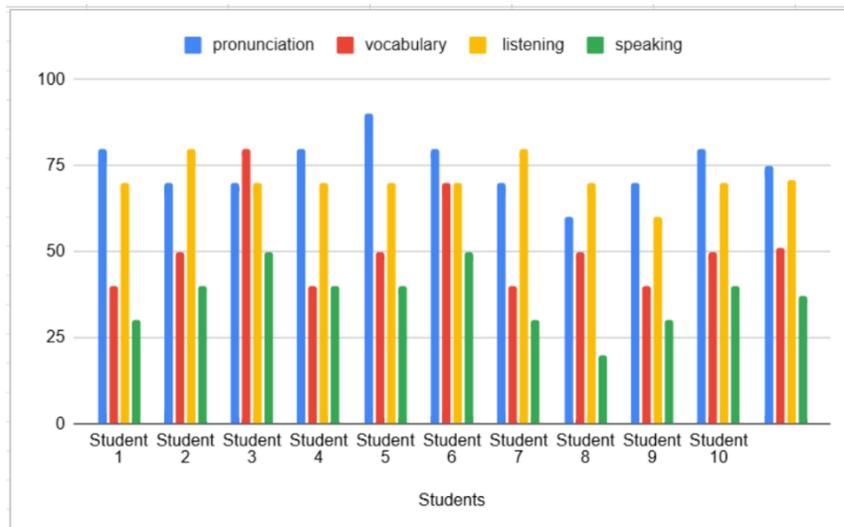
Skill Tested	Result Analysis	Language Proficiency	The Next Steps
Pronunciation	Students already know many of terms, although there are some words that contain errors in pronunciation, this is not a serious problem	<p>*Proficient</p> <p>The students able to produce the sounds, stress patterns, rhythm, and intonation of a language clearly.</p>	<ul style="list-style-type: none"> • Teacher will help to improve students' pronunciation through targeted practice. • The teacher will invite students to repeat the vocabulary learned in the previous meeting at the beginning of the lesson.
Vocabulary	Students have a lot of knowledge about the material, so that students	<p>* Emerging</p> <p>The students able to recognize and use</p>	<ul style="list-style-type: none"> • Some incorrect answers were obtained in the material related to the cardiovascular system, nervous system,

	are able to answer many questions. Some incorrect answers of nursing term were obtained in the material related to the cardiovascular system, nervous system, digestive system, and urinary system	familiar words in context but may struggle with less common vocabulary	digestion system, and urinary system. This is one of the next steps that students need to learn and will be discussed in each meeting
Listening	Students already have an intermediate level in listening to English texts. In this course, reading skills are	*Developing The students understand slow and clear speech but struggles with fast or complex conversations.	<ul style="list-style-type: none"> • Simulate real word situation interviews to apply their skills in real time
Speaking	Students are able to understand the explanation that they want to deliver. Unfortunately, students still have difficulty putting words together and conveying them in English.	*Emerging Can express simple ideas but hesitates and makes frequent errors.	<ul style="list-style-type: none"> • Teacher will start to provide guided speaking exercises to help students practice forming sentences in English by using several methods and strategies. • The teacher will encourage students to use key vocabulary from the video and engage them in structured conversations, and sentence-building exercises.
Reading	From the 5 questions listed, students were able to answer some of the questions tested in the reading skill observation. Although the questions given are quite easy, this is the first step to find out the skills needed by students.	*Beginning Can recognize basic words and phrases but struggles with full sentences.	<ul style="list-style-type: none"> • The teacher will provide Case Solving Simulation Based on Reading. It's like students read a medical or nursing case scenario and plan treatment steps or diagnosis based on the information read. • Reading medical instructions and nursing procedures
Writing	Students are able to write several sentences correctly, but it's still simple sentences. The teacher has not provided advanced writing in this pre-test.	*Developing Writes simple sentences with basic ideas but frequent mistakes.	<ul style="list-style-type: none"> • Analyzing and summarizing nursing articles, such as reading two nursing-related articles in sequence, then comparing and discussing the differences and similarities of the information provided. But It's not the focus target skill.

Table 3, Pre-Test Score

Students	Skill					
	Pronunciation	Vocabulary	Listening	Speaking	Reading	Writing
Student 1	80	40	70	30	50	70
Student 2	70	50	80	40	40	70
Student 3	70	80	70	50	50	60
Student 4	80	40	70	40	50	70
Student 5	90	50	70	40	40	60
Student 6	80	70	70	50	30	70
Student 7	70	40	80	30	50	60
Student 8	60	50	70	20	50	60
Student 9	70	40	60	30	50	70
Student 10	80	50	70	40	40	70
Average	75	51	71	37	45	66

Picture 1, The Illustration of Pre-Test Score



Needs analysis has a significant role in developing English. It is regarded as the fundamental component of ESP. As a result, it will assist teachers in a variety of planning decisions, student grouping, strategy and learning activity selection, and leveraging students' strengths and motivation in ESP classes. Furthermore, the usage of vocational or specific language demands is a concern of needs analysis for ESP. ESP is intended to be utilized for certain reasons

(Čepon, 2016). Thus, the goal of an ESP course is to empower students to perform well in a specific scenario, where they will acquire language according to their requirements (Isnaniah & Hayati, 2020).

DISCUSSION

English for academic purposes focused on (1) what students must be able to do by the end of a language course; (2) what the institution or society believes is appropriate to learn from a language course; (3) what the learners must do in order to truly acquire the language; (4) what the learners would like to gain from the language program; and (5) what the learners do not know or cannot do in English (Bruce, 2015). The foundation of ESP is the idea that all language instruction needs to be personalized to suit the unique language usage and learning styles of particular student groups. The teaching strategy is designed for a specific student in order to support their use of the target language (Rejeki & Swetasurya, 2023).

The components of the material tested in the pre-test are material related to human anatomy and human physiology that discussed bodily composition, size, and shape (McGurk, 2013). Both of these materials are materials that have been discussed in class but still have difficulty expressing them in English. Because of course there are many terms in books that are in English, even references to teaching materials are often found in English.

According to some academics, TSA and PSA are essential elements for determining a learner's linguistic needs (Saragih, 2014). Present Situation Analysis (PSA) components form the foundation of the Needs Analysis's theoretical component, shows that students lack several skills, including vocabulary (emerging) because there are many special terms in nursing that are still foreign to students, speaking (emerging) because students still have difficulty putting words together and conveying them in English, and reading (beginning) because students can recognize basic words and phrases but struggle with full sentences. The next stage is to create a syllabus design that includes Target Situation Analysis (TSA) as student needs in learning English for specific purposes. The methodical phases of curriculum development in language instruction are the creation of a syllabus. Curriculum development in language teaching should be done since it implies an effort carried out by the language teachers to improve the quality of language teaching (Ur, 2024).

Table 4, Syllabus Design

Subjects	: English for Nursing (student college)			
Total Students	: 10 Students			
Skills	: Speaking and Reading			
Level	: Intermediate			
Time	: 2x45 minutes for 6 meetings			
Teaching Approach	: Direct Instruction Content and Language Integrated Learning Communicative Language Teaching			
Meeting	Basic Competence	Learning Goals	Skill Needed	Activities
Meeting 1 Basic knowledge of human cells, their	Explaining the chemical components that make up human cells, their	<ul style="list-style-type: none"> • Student ables to explain the meaning of cells and the functions of cell • Student ables to explain the human cell-forming structures 	Speaking Student gives her own explanation about the	<ul style="list-style-type: none"> • Mini-Lecture Present key concepts using visuals (cell diagrams) • Teach-Back



cell physiology	structure, function, and the processes that take place in cells as the smallest unit of life	(cell membrane, nucleus, cytoplasm) <ul style="list-style-type: none"> • Student ables to explain the human cell organelles (mitochondria, endoplasmic reticulum, Golgi apparatus, lysosomes, peroxisomes). 	material that was explained by the teacher	The student explains the structure and function of cell parts as if teaching a patient. <ul style="list-style-type: none"> • Pronunciation Drills Practice difficult terms for accuracy and confidence.
Meeting 2 Basic knowledge of human nervous system physiology	Describing the structure of human nervous system (central nervous system)	<ul style="list-style-type: none"> • The student ables to describe the structure of the human nervous system (central nervous system and peripheral nervous system) • The student ables to describe the types of cells that make up the human nervous system (neurons and glial cells) • The student ables to describe the central nervous system (cerebrum, thalamus, hypothalamus, cerebellum, brain stem, medulla spinalis) 	Speaking Student gives her own description about the material that was explained by the teacher	<ul style="list-style-type: none"> • Role-Play The student acts as a nurse explaining the nervous system to a patient or colleague. • Q&A The teacher asks comprehension questions; the student responds in full sentences. • Pronunciation Drills Practice difficult terms for accuracy and confidence
Meeting 3 Basic knowledge of human nervous system physiology	Find the material of human peripheral nervous system (Afferent)	<ul style="list-style-type: none"> • The student ables to find the different of <i>Afferent</i> and <i>Efferent</i> in peripheral nervous system • The student ables to find the meaning and function of <i>Afferent</i> • The student ables to find the sensory receptors in the human body • The student ables to find the body's sensory system that receives sensory information (somatic sensing and the five senses) 	Reading Student finds some of materials from some sources that related to the contents	<ul style="list-style-type: none"> • Information Search Students use online resources to find definitions and functions, then share findings verbally. • Vocabulary Journal Student records new terms and writes example sentences
Meeting 4 Basic knowledge of human nervous system	Finding the material of human peripheral nervous system (Efferent)	<ul style="list-style-type: none"> • The student ables to find the meaning and function of <i>Efferent</i> • The student ables to find the differences between 	Reading Student finds some of materials from some sources	<ul style="list-style-type: none"> • Information Search Students use online resources to find definitions and

system physiology	sympathetic nervous system and parasympathetic nervous system	<ul style="list-style-type: none"> • The student ables to find the differences between autonomous nervous system and somatic nervous system 	that related to the contents	<p>functions, then share findings verbally.</p> <ul style="list-style-type: none"> • Vocabulary Journal Student records new terms and writes example sentences
Meeting 5 Basic knowledge of human muscle physiology	Understanding basic knowledge of human muscle physiology	<ul style="list-style-type: none"> • The student ables to understand the structure and function of human muscles • The student ables to understand the division of human muscles • The student ables to understand the structure that forms human skeletal muscles • The student ables to understand the difference between muscle contraction and muscle relaxation. 	Reading The student gives her answer about the question that was asked by the teacher after reading the material.	<ul style="list-style-type: none"> • Comprehension Quiz Teacher asks true/false or short-answer questions to check understanding
Meeting 6 Basic knowledge of human heart physiology	Understanding basic knowledge of human heart physiology	<ul style="list-style-type: none"> • The student ables to explain the basic components of the cardiovascular system • The student ables to explain the chambers in the heart (right atrium, left atrium, right ventricle, and left ventricle) • The student ables to explain the working mechanism of the heart 	Speaking Student gives her own explanation about the material that was explained by the teacher	<ul style="list-style-type: none"> • Diagram Explanation The student explains a heart diagram, identifying chambers and their functions. • Process Description The student describes the cardiac cycle step-by-step. • Role-Play Nurse explains to a patient how the heart works • Pronunciation Drills Practice difficult terms for accuracy and confidence

Subjects focusing on English for Nursing (student college) and focusing on skills to enrich vocabulary, develop speaking and reading with a time of 2x30 minutes in each meeting, 7 meetings are held for one week with evaluation and feedback activities in the last week. The approach that will be applied in the learning process is Direct Instruction, Content and Language Integrated Learning because it focuses on specific nursing studies and Communicative Language Teaching to make students more active in this course. After creating a syllabus design to be used as a learning reference in subsequent meetings, teachers need to appreciate even small achievements in language learning,

and after having the course, English teachers should give students the feedback and corrections they need to improve as second language learners (Neumann, 2014).

Theoretically, this study contributes to the English for Specific Purposes (ESP) literature by validating the 'Micro-Needs Analysis' approach in medical curriculum development. Pedagogically, this study offers an instructional synthesis of Direct Teaching for the accuracy of the terms to be learned and Communicative Language Teaching for the fluency of communication during the course as a form of target situation analysis. Through Communicative language Teaching, Direct Instruction and CLIL (Content and Language Integrated Learning) framework, this study reconceptualizes nursing ESP learning not merely as second language acquisition, but as a process of cognitive re-mapping of existing professional knowledge into the target language discourse. This contributes to the ESP theory that the effectiveness of learning does not lie in mastery of grammar, but rather in content familiarity as a trigger for language production.

CONCLUSION

Through the PSA and TSA approaches, this study successfully formulated a solution to the low mastery and fluency of technical vocabulary among nursing students in a medical context. The PSA and TSA were not only able to identify learning obstacles but also able to produce a pedagogical map in the form of a syllabus design for the domain of English for specific purposes. Thus, this syllabus can align between the shortcomings and needs of students. Thus, this study confirms that the development of an effective ESP curriculum must be based on a proper needs analysis to ensure the readiness of nursing students. Although the results of the analysis can be the basis for syllabus development, the study that only focused on 10 participants certainly produced limited findings. Therefore, further research can be carried out to expand the sample and integrate the perspectives of senior nurses and patients. Furthermore, the need to test the syllabus design in experimental research can strengthen the validity of the material and is an important step for nursing students.

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