

# MEETING EDUCATIONAL DEMANDS: TEACHER AND STUDENT VOICES ON LANGUAGE FOCUS NEEDS ANALYSIS IN ENGLISH MATERIAL DESIGN FOR NURSING EDUCATION

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## Abstract

This qualitative study aims to explore the language focus needs (reading, grammar, vocabulary, and speaking) as input material in the design of teaching materials. The research was conducted in the nursing undergraduate program at the Catholic University of Indonesia Saint Paul Ruteng, Indonesia. Data were collected through in-depth interviews and focus group discussions (FGD) with several participants. The research participants were purposively selected based on predefined criteria, resulting in 15 participants consisting of 2 English teachers, 3 nursing lectures and 10 nursing students. Data analysis was carried out using an interactive model (Miles et al., 2014). The findings of the study indicated that language focus is one of the key aspects needed as input material in designing ESP nursing teaching materials. The speaking aspect is the ultimate goal of the material being studied, and therefore, reading, grammar, and vocabulary are necessary to support speaking proficiency. Based on the perspectives of students and teachers, simple reading materials need to be included in the teaching materials to help students improve their vocabulary mastery and learn grammar in an integrative manner. The results of this research contribute to a more comprehensive understanding of the importance of analysing language focus needs in designing ESP teaching materials from the perspectives of students and teachers.

**Keywords:** *need analyses; language focus; material design; English for Nursing*

## I INTRODUCTION

The purpose of students studying English for Specific Purposes (ESP) is to achieve communicative competence (Chostelidou, 2010). Communicative competence refers to students' ability to use English in specific communication contexts such as law, healthcare, agriculture, and so on. In the context of nursing communication, the goal for students learning English is to enable them to use English in interactions between nurses and patients or between nurses and other healthcare professionals (Lu, 2018). This is indicated by students' ability to use nursing-related vocabulary in interactions, perform certain activities, and provide information about nursing activities to patients (Moradimokhles & Hwang, 2022).

The learning objectives mentioned above need to be supported by various instruments such as instructors, media, methods, and learning facilities and resources. One of the most important learning resources is the availability of teaching materials. Brown (2001) states that teaching materials are one of the key components in most language learning. Teaching materials serve as a guide for teachers and students in learning activities. They provide inspiration on content, methods, media, assignment execution, and the determination of evaluation types at the end of learning activities (Febrijanto & Kurniajati, 2017). With adequate teaching materials, both teachers and students have equal access to lesson content that helps achieve learning objectives.

ESP learners have different learning goals and motivations. These differences in learning goals and needs significantly determine their motivation and interest in learning English (Hutchinson & Waters, 1987). This foundation provides ESP teaching materials based on needs analysis to learners, including nursing students. This aligns with Ali's (2011) view that needs analysis is a crucial step in designing and developing ESP teaching materials. Needs analysis aims to identify the gap between what students need in the target situation and what they experience in the current situation (Sari & Atmanegara, 2018). Understanding these gaps forms the basis for designing teaching materials. Additionally, needs analysis aims to determine the types of learning materials that correlate with students' real-life situations (Trujeque-Moreno et al., 2021).

This study identified phenomena that prompted the researches. Based on preliminary studies through interviews with English lecturers and nursing students, it was found that the teaching materials provided to students were not based on needs analysis. The materials were compilations from various

sources. However, several previous studies have proven the importance of needs analysis in designing English teaching materials for nursing.

Numerous researchers have undertaken studies focused on the design and development of English for Specific Purposes (ESP) instructional materials, contributing to the scholarly discourse on this subject (Lockwood, 2012; Tomak & Atas, 2019; Krismayani et al. 2020; Gu et al., 2019; Ginaya et al., 2020). Similarly, within the specific context of English instructional materials for nursing in diverse settings, several scholars have conducted investigations, adding depth to the existing body of knowledge (Bosher & Smalkoski, 2002; Bosher, 2012; Lu, 2018; Choi, 2021).

Moreover, pertinent to the Indonesian context, specific studies have been conducted by scholars focusing on the development of English instructional materials for nursing education. Noteworthy contributions include works such as those by (Sismiati & Latief, 2012) titled "Developing Instructional Materials on English Oral Communication for Nursing Schools," (Saragih, 2014) with a study on "Designing ESP Materials for Nursing Students Based on Needs Analysis," (Pongsapan, N P, 2016) contributing to "Developing Instructional Materials for Nursing Students at Toraja South Sulawesi, Indonesia," and (Fadliah & Sugirin, 2019) engaging in the development of "English Speaking Materials for Nursing Students in Yogyakarta."

However, based on these studies, it is known that needs analysis is conducted from the perspective of students using quantitative research methods. Research on needs analysis from the perspectives of both teachers and students through interviews and focus group discussions (FGD), with an emphasis on language focus, has not been extensively explored. Therefore, this study aims to fill that gap. Thus, the research is formulated to figure out the learning objectives of nursing students in studying English and the language focus needs of nursing students in learning English based on students and teachers' perspectives.

## II MATERIALS AND METHODS

### 2.1 NEED ANALYSIS

Needs analysis (NA) serves as the inaugural phase in the development of an English for Specific Purposes (ESP) course, aiming to ascertain the "what" and "how" of the course. Subsequently, this initial analysis sets the groundwork for successive stages, which include curriculum design, materials selection, methodology, assessment, and evaluation. Each of these subsequent components is intricately interwoven and collaboratively contributes to the comprehensive development and execution of the ESP course. However, it is essential to recognize that these stages are not isolated but rather interrelated, progressing in a non-linear fashion (Flowerdew, 2013; Kim, 2013). In a broader context, needs analysis (NA) involves ascertaining the tasks learners will be mandated to execute with the foreign language in the designated context and the optimal strategies through which learners may proficiently acquire the target language throughout the training period (Cowling, 2007). This process aims to discern the specific linguistic and communicative requirements of learners in the intended context, providing essential insights for the subsequent design and implementation of an effective language training program. Ali (2011) asserts that needs analysis is the foundation of ESP. Consequently, needs analysis can guide the formulation of English language learning activities characterized by a targeted and purposeful orientation. This concept aligns with the views of Richards (2001) and Brown (2005), emphasizing that ESP implementation should commence with an analysis of students' needs due to their diverse learning requirements.

Gupta et al. (2007) state that needs analysis is a process to determine how to address gaps in learning or learning performance. This is accomplished through the identification of fundamental needs, comparing the current state with the desired target situation, delineating issues, comprehending the behaviors and mechanisms influencing the prevailing circumstances, assessing the feasibility of modifying specific behaviors and mechanisms to attain the desired situation and formulating strategies for resolution. Needs analysis (NA) maintains a robust lineage in the development of English for Specific Purposes (ESP) programs, as highlighted by Basturkmen (2018). Undoubtedly, a meticulously conducted NA can yield courses meticulously tailored to ensure that students acquire precisely the requisite knowledge and skills.

Hutchinson and Waters (1987) delineate two discernible categories of needs within the framework of target language acquisition: (1) Target Needs, which concern the tasks students are required to undertake in the target situation. Within this classification, Hutchinson and Waters further subdivide target needs into three categories: (a) Necessities, denoting the indispensable experiences that students

must undergo to exhibit effective performance in the target situation; (b) Lack, signifying the disparity between the existing knowledge and skills possessed by students and the requisites mandated in the target situation. (c) Want: Relating to the perceived needs that students personally feel are necessary in the target situation. (2) Learning Needs: This category necessitates an examination of how learners engage in the learning process. It encompasses considerations such as the methods by which learners acquire knowledge, the motivations driving their pursuit of the target language, the requisite time commitment, and the preferred learning environment for mastering the target language or English for Specific Purposes (ESP).

## 2.2 LANGUAGE FOCUS NEEDS

The studies conducted in the field of English language teaching for nursing has concentrated on identifying the linguistic components of essential tasks and skills required by nurses in clinical environments ((Lockwood, 2012; Tomak & Ataş, 2019). To this extend, Boshier (2012) divided the linguistic components into seven categories: pronunciation, vocabulary, grammar, and discourse, as well as pragmatic, strategic, and sociolinguistic competence. Celce-Murcia (2001) stated that grammatical competence includes knowledge of phonology, orthography, vocabulary, word formation, and sentence structure. Sociolinguistic competence encompasses knowledge of socio-cultural usage rules. This relates to language learners' ability to handle, for example, settings, topics, and communicative functions in different sociolinguistic contexts. Sociolinguistic competence also pertains to using grammatical structures appropriate for different communicative functions in diverse sociolinguistic contexts. Discourse competence relates to language learners' mastery in understanding and producing texts in listening, speaking, reading, and writing modes. This relates to coherence and cohesion in various types of texts. Strategic competence refers to compensation strategies when facing grammatical, sociolinguistic, or discourse difficulties, such as using reference sources, grammatical and lexical paraphrasing, requesting repetition, clarification, speaking more slowly, or finding appropriate cohesive devices.

The process of developing materials for language learning is a hands-on task that includes creating, assessing, modifying, and utilizing materials designed to support the acquisition and improvement of language skills (Brian Tomlinson, 2016). Thus, language focus is apart that should be included in material design process. In the study, the language focus that are used for need analyses encompasses speaking, reading, grammar and vocabulary.

Speaking involves producing, receiving, and processing information, which requires active engagement and the ability to articulate ideas coherently (Brown, 2001). Moreover, Bygate (2001) stated that speaking proficiency is often seen as a benchmark of language competence. It encompasses not only linguistic accuracy but also the pragmatic and sociolinguistic aspects of language use. The development of speaking skills necessitates practice and interaction in authentic communicative situations. In line with the concept, Thornbury (2005) emphasizes the importance of interaction in language learning. In the learning process, learners are suggested to improve their speaking skills through conversational practice and feedback.

Reading is an essential skill that supports language acquisition by exposing learners to a variety of vocabulary, structures, and ideas. Proficient reading skills enhance learners' comprehension and overall language proficiency by enabling them to accurately understand and interpret written texts (Grabe & Stoller, 2002).

Grammar serves as the structural basis of language, regulating the rules and conventions needed to construct meaningful sentences. As noted by Ur (1996), grammar includes both morphology and syntax, which are crucial for understanding how words and phrases come together to form coherent sentences. Mastery of grammar allows learners to accurately produce and interpret sentences, thereby facilitating effective communication. Ellis (2006) underscores the significance of combining grammar instruction with communicative activities, permitting learners to apply grammatical rules in practical contexts.

Effective vocabulary acquisition involves both deliberate learning and incidental learning through contextual exposure to language. Schmitt (2000) supports a comprehensive approach to vocabulary instruction that integrates direct teaching of word meanings with strategies for inferring word meanings from context, thereby enhancing accuracy and fluency.

## 2.3 RESEARCH DESIGN

This study aims to explore language focus need based on students' and teachers' perspectives to designing English instructional materials for Nursing Education. This study used a case study approach.

The data were obtained through a qualitative study design. Researchers used qualitative in-depth interviews to gather the research data. The study was conducted at the Nursing Department, Universitas Katolik Indonesia Santu Paulus Ruteng, Indonesia.

## 2.4 PARTICIPANTS

There were 15 participants in this study consisting of 10 nursing students, two English teachers and three Nursing lecturers. The participants were determined purposively based on established criteria, including a) Informants are active students of the academic year 2021/2022; b) Informants are students currently taking an English course and have good English skills; c) The informant is a lecturer in English courses; d) Informants are lecturers in the field of nursing who have passive English communication skills.

## 2.5 DATA COLLECTION AND DATA ANALYSIS

The data in this study were collected through in-depth interviews and Focused Group Discussions. There were five main components to be asked in the interview and FGD, including (1) needs for reading materials; (2) needs for vocabulary; (3) needs for grammar; (4) needs for speaking; (5) reasons for English Instructional materials needs. Furthermore, the data obtained through interviews were verified through FGD. The participants who involved in the FGD include English teachers and nursing students. The data were analysed qualitatively using an interactive model (Miles, Huberman & Saldana, 2014) consisting of data collection, reduction, display, verification and conclusion.

## III RESULTS AND DISCUSSION

The use of language focus in designing and developing ESP instructional materials refers to the model of ESP material development proposed by Hutchinson & Waters (1987). Language focus pertains to the language components that serve as the input materials in instructional design. In this study, language focus encompasses reading, grammar, vocabulary, and speaking skills. The following data represents the need for language focus based on the perspectives of students and lecturers, including both English lecturers and nursing lecturers. However, before delving into the needs for these language materials, this study first examines the nursing students' goals for learning English. This is to ensure that the instructional materials designed subsequently align with the students' learning goals.

### 3.1 GOALS OF NURSING STUDENTS IN LEARNING ENGLISH

It is crucial to understand the primary goals of nursing students in learning English. Knowledge of these learning goals helps in identifying instructional materials that can meet these needs. In this study, data on learning goals were obtained through interviews and FGD (Focus Group Discussions) with students and lecturers. Based on the interviews and FGD, it was found that the nursing students' goal in learning English is to achieve the capability of communication in the field of nursing. It's achievable by mastering the vocabulary in this field.

Excerpt 1:

“At the end of learning process, I am able to communicate using English starting from basic care, such as self-introduction, measuring vital signs, to intermediate care like NGT (nasogastric tube) procedures” (AB).

“We hope to be able to recognize medical equipment and hospital environments in English, such as syringes, names of nursing rooms in hospitals, and other simple matters. These medical instruments vocabularies become the basic for being able to communicate in English” (YM).

The learning goals, as depicted above, represent the perspective of students learning English. This study also inquired about the lecturers' learning goals and expectations regarding the students' final capabilities after learning English. These goals and expectations are explicitly included in the study program curriculum. However, the learning goals as conveyed by the lecturers are more specific and concrete. At the end of the learning process, students are expected to be able to provide nursing care in English. Therefore, learning activities and experiences oriented towards speaking skills receive a significant portion of attention. Learning that emphasizes reading and grammar is conducted integrative to support the achievement of speaking skills.

Excerpt 2:

Actually, the study program's expectation is that students can provide nursing care in English. So far, we have been accustomed to learning structure and listening, but what we actually hope for is English

practice. Our students are expected to be able to practice nursing services in English. For example, when conducting an assessment, they should do it in English. When asking about patients' complaints, they should be able to ask in English. Therefore, students are expected to be able to communicate in English in all nursing care activities. (OSN)

When this study was conducted, the undergraduate nursing program had a national orientation vision, with the possibility of increasing competitiveness towards a global vision. This aligns with the growing job offers in the nursing sector abroad, the use of English in medical terminologies, and the development of knowledge and technology in the nursing field with English as the medium for dissemination and knowledge dissemination. Therefore, the goal of learning English as a final skill achieved by students aligns with these demands and developments. Mastery of English promotes competitiveness, increases self-confidence, expands networks, and facilitates job access in the future.

### **3.2 LANGUAGE FOCUS NEEDS: SPEAKING**

Speaking skills are the expected learning outcomes for nursing students at the end of their learning activities. Speaking skills are the main goal of nursing students in learning English. This aligns with Hutchinson and Waters' (1978) assertion that the main goal of ESP learners in learning English is to achieve communication ability. In the context of nursing communication, the ability to communicate is a fundamental skill a nurse must possess. Communication ability is expected in all nursing activities, including when providing nursing services to patients, consulting with doctors, and interacting with fellow nurses. Therefore, speaking skills are a crucial focus in designing and developing instructional materials. Based on interviews and FGD, the data show that speaking skills need to be the primary focus in learning English for nursing students.

Excerpt 3:

Actually, speaking skills need to be a focus in learning English, and that's what we try to achieve. (FAT)

Our expectation is that students can perform nursing activities in English, and this starts with speaking skills. When we conduct assessments or ask patients about their complaints, we hope students can ask in English. (MSN)

Learning speaking skills is crucial as it helps students to interact using English. Speaking skills facilitate effective communication with patients, enabling nurses to provide better care and support. Moreover, improving speaking skills can boost students' confidence in using English in various nursing scenarios.

### **3.3 LANGUAGE FOCUS NEEDS: READING**

Reading skills are receptive skills and an indicator of English proficiency. The aspect emphasized in reading skills is understanding the content, including the social context involved in the reading material. Understanding the content helps students answer questions that arise at the end of the reading material. Therefore, vocabulary mastery is a key component in understanding reading. According to the study data, reading skills are needed by students and lecturers in designing English instructional materials for nursing.

Excerpt 4:

Reading materials are essential for students to study. They need simple readings related to nurses' daily tasks to help with their vocabulary. (OSN)

This data indicates that reading materials are important in helping students learn nursing vocabulary found in the readings. In this context, there is a mutually supportive correlation between reading materials and vocabulary. Vocabulary helps students understand readings, but reading materials also serve as a means for students to enhance vocabulary mastery by learning new words from the readings. However, the sources emphasize that the required readings should be simple and short. Such readings not only promote the acquisition of new vocabulary but also stimulate students' interest and motivation to learn. The perceived difficulty of English learning in the nursing context can be mitigated through simple readings.

Excerpt 5:

Readings are necessary, especially simple readings, because readings familiarize us with learning vocabulary through reading. By mastering vocabulary, we can speak English. (MSN).

Simple readings related to nurses' daily tasks are highly needed. Other participants (students) also emphasize that the primary expectation is vocabulary, from vocabulary to speaking. Additionally,

students expect activities involving dialogues or conversations. Vocabulary mastery helps them understand descriptive texts in English. Based on the sources' experience while learning English, they were asked to read English texts during the lessons. This aims to familiarize them with the correct pronunciation of English. The FGD results also show that reading materials in the nursing context are relevant and needed in English learning for nursing students. According to the participants, reading materials need to be included in the instructional materials as they are part of receptive skills. Students are expected not only to learn productive skills like speaking and writing but also receptive skills, including reading materials. For students who enjoy English, reading materials help them expand vocabulary and learn the pronunciation of certain words. However, for inferior students, reading materials can be challenging and even boring.

### 3.4 VOCABULARY

Vocabulary mastery is one of the crucial aspects of learning English. Vocabulary mastery forms the foundation for English learners in speaking. Students with adequate English vocabulary tend to be able to communicate. Vocabulary mastery also fosters confidence and the ability to perform well in learning activities. This study found that students need to master specific vocabulary in the nursing field. Vocabulary and health terminologies are encountered in various nursing activities in hospitals.

Excerpt 6:

In my opinion, the first thing is vocabulary within the scope of nursing services, such as vocabulary of equipment in the ward, human body vocabulary, and vocabulary related to nursing actions. For instance, if they want to measure blood pressure, they must communicate, and therefore they need to know the basic vocabulary. (OSN)

Indeed, vocabulary is very important, but after we have vocabulary, we must use it in dialogues with friends, lecturers, or anyone we meet. With dialogues, we also strive to speak English together. (YCR)

This data aligns with interview results from almost all participants indicating that nursing students generally face limitations in vocabulary. This issue prevents them from forming sentences in English, both in daily life and in nursing services. In the context of nursing, several participants (Head of Nursing Study Program and nursing lecturers) stated that the first material nursing students need to learn is vocabulary within the scope of nursing services, such as vocabulary of equipment in the ward, human body vocabulary, and vocabulary related to nursing actions.

Excerpt 7:

What we, as students, hope for the most is vocabulary, from vocabulary to speaking, and then increasing activities to have conversations or dialogues with friends. Because by understanding these three things, it helps us understand texts in English. (KB)

When students interact with patients while measuring blood pressure, they need to communicate in English, and thus basic vocabulary must be mastered by students. Another participant (student) also stated that vocabulary mastery is very important for students, but vocabulary mastery without application through dialogue or conversation is futile. Therefore, for vocabulary to be useful, students need to learn conversation or dialogue, both with classmates and lecturers. Students need to use the vocabulary in interactions with others. For students who dislike memorizing, using materials and dialogue activities helps them improve speaking skills.

### 3.5 GRAMMAR

Data analysis through interviews shows that grammar lessons are given to students. According to students, they prioritize vocabulary and speaking. Speaking ability is the goal they want to achieve at the end of learning. This ability can be achieved through vocabulary mastery. However, students do not neglect grammar learning. Integrative learning continues to be implemented to provide students with input on knowledge and skills in constructing correct sentences.

Excerpt 8:

I prefer, for example, English lessons focusing more on dialogue, so it's more enjoyable if there is a conversation partner. And I also think grammar needs to be studied by students, and reading is necessary to get used to using English. (AI)

In my opinion, what needs to be learned are vocabulary, dialogue, reading, and also grammar. (AV)

This data shows that the participants need grammar materials, but these materials are integrated with other materials like dialogue or conversation and reading. Based on interview results, a participant

(Dean of the Faculty of Health) expects lecturers not to direct nursing students to learn grammar separately. Grammar can be learned through speaking or reading. Grammar mistakes can be corrected when students learn speaking. Grammar materials are taught while considering pragmatic integrative aspects by referring to the context and combining them with other language components or skills. The ability of teachers in teaching is also a determining factor in making grammar materials interesting and supporting the achievement of students' communicative abilities.

### 3.6 DISCUSSION

This study explores the language focus needs as a crucial component in the design and development of ESP (English for Specific Purposes) instructional materials for nursing. The language focus includes aspects of speaking, vocabulary, reading, and grammar. Based on data analysis, it was found that all four components need to be included in the instructional materials according to the perspectives of both students and instructors.

Brown (2001) asserts that speaking ability is a linguistic skill for producing meaningful utterances to convey specific messages to listeners or interlocutors. Furthermore, Celce-Murcia (2001) emphasizes learners' ability to use language in communication appropriately according to context. At the end of their learning activities, learners should not only be able to choose the correct vocabulary but also produce utterances that can be understood by their interlocutors. This is particularly important in the context of communication between nurses and patients. Nurses need to have the ability to use English appropriately according to the context. This is aimed at helping interlocutors, especially patients, understand the conveyed message (Saito, et al., 2016). In this study, the language focus on speaking is essential for students to learn during their educational activities. Informants emphasized the importance of speaking skills-oriented learning, considering speaking as the most frequently used skill in interactions with patients. The findings of this study align with previous research by Avila-Cabrera (2022) that highlights speaking as a critical skill that cannot be neglected in ESP learning.

In practice, students are given ample opportunities to practice using English in communication within the nursing context. Several informants of this study emphasized specific activities that encourage students to use English in dialogues or conversations, expecting these activities to be conducted collaboratively through paired tasks, simulations, and role-plays (Daar & Jemadi, 2020; Saienko, 2021). Butler (2011) stresses that collaborative activities foster students' creativity and enthusiasm in language learning. These activities not only impact individual student performance but also have social effects, particularly benefiting peers within their learning groups. Therefore, Kim (2013) advocates for the continuous implementation of collaborative learning activities.

Regarding the need for reading materials, the research findings indicate that students require these materials for their studies. They believe that simple reading materials should be studied to accustom students to learning English. Additionally, reading materials help students learn vocabulary specific to the nursing field. Reading materials are one of the crucial aspects of language learning (Perez-Martinez & Muela-Bermejo, 2024). Through reading, learners acquire vocabulary as well as contextual values embedded in the texts. Grabe and Stoller (2002) emphasize that reading is an essential skill that supports language acquisition by exposing learners to a variety of vocabulary, structures, and ideas (Stark, et al., 2016). The reading materials studied by nursing students aim to enhance their understanding of nursing-related texts and indirectly improve their speaking skills through the exposure provided by these texts.

In terms of vocabulary, this study reveals a critical need for nursing students to master specific vocabulary relevant to the nursing field. The data aligns with the interview results, which highlight that nursing students often encounter limitations in their vocabulary, impeding their ability to form sentences in English for both daily life and professional nursing services. This finding is consistent with previous research, which underscores the importance of domain-specific vocabulary in facilitating effective communication in specialized fields such as healthcare (Schmitt, 2019). Furthermore, one student participant emphasized that while vocabulary mastery is crucial, it must be complemented by practical application through conversation and dialogue. Without this application, the mere knowledge of vocabulary remains ineffective. Therefore, integrating vocabulary learning with interactive practices such as dialogues with classmates and lecturers is essential for reinforcing vocabulary use in real-life contexts. This perspective aligns with Task-Based Language Teaching (TBLT) principles, which advocate for contextualizing language learning within meaningful tasks to enhance practical language use (Willis & Willis, 2007).

In terms of grammar material needs, the study indicated that while nursing students need grammar materials, these materials are most effectively learned when integrated with other language components

such as dialogue, conversation, and reading. This finding aligns with the principles of communicative language teaching, which prioritize the use of language in meaningful communication over rote memorization of grammatical rules (Daar & Ndorang, 2020; Ellis, 2006). This finding also supports the view that language skills are interdependent and should be developed concurrently to enhance overall language competence (Brown, 2001; Bulea Bronckart, 2020). The integration of grammar within other materials ensures that students see the practical application of grammar in real-life scenarios, which is crucial for their professional communication in nursing. Moreover, teaching grammar through contextualized activities not only aids in the understanding of grammatical structures but also enhances students' ability to use these structures effectively in their professional interactions (Mart Çağrı.,2021). The effectiveness of this method is contingent upon the ability of teachers to present grammar in engaging and contextually relevant ways. Teachers' skills in delivering integrated grammar lessons play a significant role in making the materials interesting and supportive of students' communicative abilities (Lightbown & Spada, 2013; Richards & Rodgers, 2001).

Based on the study, instructional materials covering speaking, vocabulary, reading, and grammar are designed to be integrative. This comprehensive approach aligns with the principles of task-based language teaching (Willis & Willis, 2007), which stresses the importance of contextualizing language learning within meaningful tasks. In the context of nursing education, integrating language and content enables students to develop language proficiency while acquiring relevant knowledge in their field. Emphasizing integration across various components, including speaking, reading, grammar, and assignments, supports the notion that language learning is most effective when it occurs in a holistic and interconnected manner (Richards & Rodgers, 2001). This holistic integration is especially beneficial in nursing education, where effective communication is crucial for patient care and teamwork within the healthcare environment.

#### IV CONCLUSION

Based on the data analysis and discussion, it is concluded that integrating language components such as reading, vocabulary, grammar, and speaking is important in designing ESP instructional materials for nursing students. Understanding the learning goals and needs of nursing students and lecturers is crucial in developing effective instructional materials. The findings emphasize that vocabulary and speaking skills are the primary focus, with reading and grammar playing supportive roles. Integrative and context-based learning approaches are essential in helping nursing students achieve their goal of mastering English for nursing communication.

This research underscores the necessity for nursing education institutions and ESP (English for Specific Purposes) instructional material designers to undertake thorough needs analysis before developing teaching materials. Conducting a needs analysis from multiple perspectives, including those of students and English lecturers, is crucial. Qualitative analysis through interviews and focus group discussions (FGDs) has demonstrated the collection of substantial and accurate data regarding the English learning needs of nursing students.

The findings of this study contribute to the theory of needs analysis and ESP instructional material development, particularly in the field of nursing. The study highlights that employing diverse methods and approaches in needs analysis enables the gathering of more varied data, which is essential in identifying the specific learning material needs for English instruction in nursing.

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