

Teaching English for Nursing Students within the Scope of English for Specific Purposes

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Abstract

This article reviews research on English for Nursing within the field of English for Specific Purposes (ESP) thematically. With the increasing demand for English in nursing education and professional communication, numerous studies have been conducted on nursing students' language requirements, teaching strategies, and challenges in ESP classrooms. However, existing studies tend to focus on specific aspects of Nursing English rather than providing an integrated thematic overview of the field. This review summarizes previous research, focusing on three key themes: common language needs of nursing students, teaching strategies in English in Nursing courses, and challenges encountered in ESP contexts. The findings highlight persistent issues such as varying proficiency levels, a lack of ESP-specific materials, and limited teaching time, while also emphasizing the need for professional vocabulary and communication skills. This study aims to provide an overview of current practices in English in Nursing, as well as offer pedagogical implications for course design and instruction.

Keywords: English for Specific Purposes, English for Nursing Purposes, Nursing English, ESP teaching practices

Özel Amaçlı İngilizce (ESP) Kapsamında Hemşirelik Öğrencilerine İngilizce Öğretimi

Özet

Bu çalışma, Özel Amaçlı İngilizce (ESP) alanı kapsamında Hemşirelik Amaçlı İngilizceye ilişkin araştırmaları tematik olarak incelemektedir. Hemşirelik eğitiminde ve mesleki iletişimde İngilizceye duyulan ihtiyacın artmasıyla birlikte, hemşirelik öğrencilerinin dil gereksinimleri, öğretim stratejileri ve ESP sınıflarında karşılaşılan zorluklar üzerine çok sayıda çalışma yürütülmüştür. Ancak mevcut çalışmalar, Hemşirelik İngilizcesinin belirli yönlerine odaklanma eğilimindedir ve alana ilişkin bütüncül bir tematik değerlendirme sunmamaktadır. Bu derleme, önceki araştırmaları üç temel tema çerçevesinde sentezlemektedir: hemşirelik öğrencilerinin ortak dil ihtiyaçları, Hemşirelik İngilizcesi derslerinde kullanılan öğretim stratejileri ve ESP bağlamlarında karşılaşılan zorluklar. Bulgular, farklı dil yeterlilik düzeyleri, ESP'ye özgü materyal eksikliği ve sınırlı öğretim süresi gibi süregelen sorunlara dikkat çekerken; aynı zamanda mesleki kelime bilgisi ve iletişim becerilerinin önemini vurgulamaktadır. Bu çalışma, Hemşirelik Amaçlı İngilizce alanındaki mevcut uygulamalara genel bir bakış sunmayı ve ders tasarımı ile öğretim süreçlerine yönelik pedagojik çıkarımlar ortaya koymayı amaçlamaktadır.

Anahtar Kelimeler: Özel Amaçlı İngilizce, Hemşirelik Amaçlı İngilizce, Hemşirelik İngilizcesi, ESP öğretim uygulamaları

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Introduction

Particularly in fields where professional communication is crucial, English for Specific Purposes (ESP) has grown in importance as a component of language instruction in higher education (Hutchinson & Waters, 1987; Dudley-Evans & St John, 1998). ESP courses, as opposed to General English classes, are developed to address the language and communication requirements of students in certain academic or professional settings. As a result, ESP instruction is therefore closely aligned with learners' professional goals.

In recent years, the increasing demand for English in healthcare settings has boosted interest in English for Nursing as a specialized branch of ESP. Nursing professionals are required to use English in a wide variety of academic and professional situations, including reading medical literature, documenting patient information, and communicating with colleagues and patients in multilingual healthcare settings (Bosher & Smalkoski, 2002). As healthcare systems become increasingly globalized, effective communication in English has become a core competency for nursing students and practitioners.

In response to this demand, a growing number of studies have examined the design and implementation of English for nursing purposes. Previous studies have emphasized the importance of profession-specific vocabulary and communication skills, focusing on the language needs of nursing students, teaching practices, and course design within ESP contexts (Orr, 2002; Hyland, 2006). Classroom practices such as role-playing, simulation, and task-based activities have been highlighted as effective ways to relate language instruction to real-life nursing situations.

Despite these advancements, teaching English to nursing students still presents a number of difficulties. Students in ESP classes frequently have varying proficiency levels and little exposure to English outside of the classroom. Basturkmen (2014) notes that educators may encounter various challenges such as limited ESP-specific materials, insufficient teaching time, and lack of prior knowledge about nursing-related content. These difficulties may have an impact on nursing English courses' efficacy and emphasize the necessity of carefully planned education grounded in the most recent research.

A thorough summary of earlier research in this field is still required, even if individual studies have offered insightful information on particular facets of English for Nursing. A thematic literature review helps identify recurring issues, effective teaching strategies, and common trends across different English for Nursing contexts. current study uses a thematic literature review approach to examine studies on English for Nursing within the context of ESP, focusing on the challenges, teaching strategies, and learner needs indicated in the literature.

Method

This study adopted a thematic literature review approach to examine research on English for Nursing within the broader field of English for Specific Purposes (ESP). Relevant studies were identified through database searches conducted in Google Scholar, ERIC, Scopus, and ScienceDirect. The search process included combinations of key terms such as English for Nursing, English for Nursing Purposes, Nursing English, English for Specific Purposes, ESP in nursing education, and medical English instruction.

The review primarily included peer-reviewed journal articles, book chapters, and academic sources published in English that focused on nursing students' language needs, instructional practices, or challenges in English for Nursing contexts. Studies unrelated to nursing education, general medical English without a nursing focus, or sources lacking clear academic relevance were excluded.

After the selection process, the identified studies were examined through thematic analysis. Recurring patterns and common issues across the literature were identified and organized into three main themes: language needs of nursing students, teaching practices in English for Nursing courses, and challenges in instruction. This approach allowed the study to provide a structured synthesis of existing research rather than focusing on isolated findings.

English for Specific Purposes

It is commonly acknowledged that the use of English for particular purposes is a crucial aspect of language instruction. The needs of students who study English for business, professional, or academic purposes are the focus of ESP, as opposed to general English. Put another way, the goal of ESP classes is to assist students in using English successfully in particular situations rather than to teach the language in general. Research in the field have underlined this concept (Hutchinson & Waters, 1987).

The strong relationship between ESP and learners' objectives is one of its primary features. Learning English is frequently done for specific purposes by students in ESP contexts, such as achieving academic success or performing well in the workplace. Therefore, rather than emphasizing general grammar, ESP training typically emphasizes vocabulary, communicative functions, and pertinent language abilities. ESP courses are usually influenced by the requirements of their specialties as well as the needs of the students, according to Dudley-Evans and St John (1998).

The attention placed on needs analysis is another feature that sets ESP apart. Determining what learners should accomplish with language depends heavily on needs analysis. For a given set of students, it assists teachers in determining which assignments, language forms, and skills are most suitable. Students enrolled in medical or nursing schools, for instance, can require abilities in professional communication, specialist language, and text interpretation particular to their field. Basturkmen (2010) states that needs analysis is generally considered a fundamental step in the development of ESP courses.

ESP is often discussed in comparison with General English. ESP classes are more focused and context-oriented, whereas general English courses seek to increase overall language ability. They concentrate on linguistic usages that are directly related to the academic or professional domains of the students. ESP and General English are not completely distinct from one another, despite this distinction. In fact, they frequently overlap, and depending on their objectives and linguistic background, students might gain from both forms of training.

Overall, ESP is generally seen as a needs-based approach that seeks to match language instruction with practical requirements. ESP seeks to offer more focused and significant learning opportunities by emphasizing pertinent language abilities and communicative needs. This viewpoint has impacted several ESP subfields, such as English for Nursing, which addresses the language requirements of nursing professionals and students.

English for Nursing Purposes

Since English for Nursing focuses on the language and communication needs unique to the nursing profession, it is regarded as a specialized field within ESP (Hyland, 2006). In contrast to regular English classes, students enrolled in English for Nursing education are expected to complete activities unique to their field. These responsibilities usually include reading professional texts, participating in workplace communication, and comprehending technical terminology.

Nursing communication is a complex, context-dependent process. In addition to working with colleagues and interacting with patients, nurses must also record clinical information. According to Candlin and Candlin (2003), professional expectations and institutional norms influence these communication patterns. The importance of English proficiency for nursing students is increased by the fact that English serves as a crucial tool for these interactions in many academic and professional contexts.

The significance of professional terminology and genre-specific language use is regularly emphasized in the literature on nursing English. Clinical guidelines, medical publications, and patient records are among the specialist materials that nursing students must comprehend (Ferguson, 2013). However, using technical terms alone is not enough for good performance in nursing settings. Additionally, students must improve their interpersonal communication and pragmatic ability, especially in patient-centered interactions.

The significance of classroom procedures that mirror actual professional settings has also been underlined by researchers. To promote language use, activities like role-playing, simulations, and task-based exercises are often advised (Woodward-Kron, 2008). The goal of these instructional strategies is to close the gap between professional practice and language acquisition.

Broadly speaking, English for Nursing is a needs-based field that combines the pragmatic, professional, and linguistic aspects of language use. English for Nursing continues to be of great pedagogical and academic importance due to the ongoing requirement for efficient English communication in healthcare settings.

Common Language Needs of Nursing Students

Identifying the language needs of learners is widely regarded as a central concern in English for Specific Purposes. In the context of nursing education, needs analysis has attracted considerable attention, as nursing students are expected to operate in linguistically demanding academic and professional environments. Previous research suggests that the language requirements of nursing students extend beyond general language competence and involve discipline-specific communicative abilities (Bosher & Smalkoski, 2002).

One of the most frequently emphasized needs in the literature is the development of professional vocabulary. Nursing students are required to comprehend and use a large number of technical terms, abbreviations, and formulaic expressions that are specific to medical and clinical contexts. These lexical demands are often associated with reading medical texts, understanding patient records, and following clinical procedures (Ferguson, 2013). As a result, vocabulary knowledge is commonly viewed as a foundational component of English for Nursing Purposes.

In addition to vocabulary, communicative competence represents another critical dimension of nursing students' language needs. Nursing practice involves constant interaction with patients, colleagues, and other healthcare professionals. Such interactions require not only linguistic accuracy but also pragmatic and interpersonal skills. Studies have shown that nurses must be able to ask questions, provide explanations, give instructions, and respond appropriately in sensitive situations (Candlin & Candlin, 2003). Therefore, speaking and listening skills are frequently highlighted as priorities in Nursing English courses.

Academic literacy skills also constitute an important aspect of nursing students' needs, particularly for those engaged in higher education. Nursing students often encounter academic texts, research articles, and discipline-specific materials written in English. Consequently, reading comprehension and the ability to interpret specialized texts have been identified as essential skills (Hyland, 2016). In some contexts, writing skills may also be relevant, especially when students are expected to produce reports, assignments, or clinical documentation.

Another recurring theme in the literature concerns the contextual and situational nature of nursing communication. Language use in nursing is not limited to technical accuracy but is closely tied to professional roles, institutional norms, and interpersonal dynamics. For example, communication with patients may require simplified explanations and empathetic language, while communication with

colleagues may involve more technical and concise forms of discourse (Woodward-Kron, 2008). This variability further shapes the linguistic expectations placed on nursing students.

Taken together, the reviewed studies suggest broad agreement that nursing students require more than general English proficiency, particularly in relation to professional vocabulary, communicative competence, and academic literacy. While most studies emphasize the importance of specialized terminology and workplace communication, some place greater emphasis on academic reading and writing skills depending on the educational context. A recurring pattern across the literature is that nursing students' language needs are strongly shaped by the communicative realities of healthcare environments, where both technical accuracy and interpersonal interaction are essential. These findings indicate that English for Nursing courses should adopt a balanced approach that addresses both academic and professional language demands rather than focusing narrowly on isolated language components.

Teaching Practices in English for Nursing Purposes

Instructional practices in English for Nursing Purposes are typically informed by the communicative realities of nursing education and professional practice. Because nursing students are expected to function in specialized academic and clinical environments, teaching approaches often emphasize practical language use and context-sensitive communication. Previous research has shown that nursing English training benefits from methods that reflect real professional situations (Basturkmen, 2010; Ellis, 2003).

A commonly emphasized component of Nursing English pedagogy is vocabulary development. Nursing students encounter a substantial amount of technical terminology and formulaic expressions that may not appear in General English contexts. Therefore, vocabulary-focused instruction is frequently regarded as an essential element of course design. Studies suggest that systematic exposure to professional lexis can enhance learners' comprehension of medical texts and improve their communicative effectiveness in clinical settings (Ferguson, 2013).

In addition to vocabulary instruction, interactive and communication-oriented classroom practices are widely discussed. Nursing communication involves complex interpersonal interactions that require both linguistic competence and pragmatic awareness. For this reason, role-plays, simulations, and scenario-based tasks are often incorporated into Nursing English courses. These practices allow learners to rehearse professional language functions, such as providing explanations, giving instructions, and responding to patients. Researchers have suggested that such activities can boost student self-confidence and encourage context-based language use through meaningful communication tasks (Long, 2015).

Task-based learning has also been highlighted as a valuable approach in ESP and Nursing English contexts. Task-based methodologies encourage learners to engage in meaningful activities that resemble real-world communicative demands. In nursing classrooms, these tasks may involve interpreting clinical

information, participating in collaborative problem-solving, or explaining healthcare procedures. This approach is often considered beneficial as it promotes purposeful language use and supports the development of communicative competence (Ellis, 2003).

Another pedagogically significant practice involves the use of authentic and semi-authentic materials. Materials derived from healthcare contexts, including clinical dialogues, patient records, and professional documentation, can provide learners with exposure to discipline-specific discourse. Such materials may help students develop familiarity with professional genres and communicative conventions. However, scholars also note the importance of adapting these resources to learners' proficiency levels and instructional goals (Woodward-Kron, 2008).

While these approaches appear promising, their effectiveness often depends on institutional support, class size, and the learners' proficiency levels. These practices reflect the applied nature of nursing communication and underscore the need for pedagogical approaches that align language instruction with professional contexts.

Challenges in Teaching English for Nursing Purposes

Despite the increasing recognition of English for Nursing Purposes as an important area within ESP, the literature consistently points to a number of challenges associated with its instruction. These challenges may arise from learner-related factors, institutional constraints, and pedagogical considerations. Understanding such difficulties is essential for developing realistic and effective Nursing English courses.

One frequently discussed challenge involves the diversity of learners' language proficiency levels. Nursing classrooms often include students with varying degrees of English competence, which may complicate instructional planning and classroom interaction. Learners with limited language proficiency may struggle with specialized terminology and communicative tasks, while more proficient learners may require more advanced or nuanced language input. This variation can create difficulties in maintaining a balanced pace and meeting the needs of all students.

Another significant issue concerns limited instructional time. In many educational contexts, Nursing English courses are allocated relatively few classroom hours compared to the breadth of language skills and professional competencies expected from learners. As a result, instructors may find it challenging to cover vocabulary development, communication skills, and discipline-specific tasks within restricted timeframes. This constraint may lead to selective coverage of content or reduced opportunities for communicative practice (Ferguson, 2013).

The availability and suitability of teaching materials also represent a recurring concern. ESP instructors may face difficulties in accessing Nursing-specific materials that align with learners' proficiency levels and curricular objectives. While authentic materials are often recommended, they

may not always be pedagogically appropriate without adaptation. The process of selecting and modifying such materials can impose additional demands on instructors, particularly in contexts where ready-made resources are limited (Woodward-Kron, 2008).

Teacher-related factors have likewise been highlighted in discussions of Nursing English instruction. Language instructors may possess strong linguistic expertise but limited familiarity with nursing discourse and professional practices. Conversely, subject specialists may have content knowledge but lack pedagogical training in language instruction. Basturkmen (2014) explains that the gap between linguistic expertise and discipline knowledge can affect lesson design and classroom effectiveness.

Finally, motivational and affective factors may also play a role. Nursing students may perceive English courses as secondary to their core disciplinary studies, which can affect engagement and classroom participation. In addition, the cognitive demands of mastering specialized vocabulary and professional communication may contribute to learner anxiety or reduced confidence.

These recurring constraints demonstrate that successful Nursing English education requires adaptation to local realities rather than adhering to fixed teaching models. Addressing such difficulties requires flexible instructional strategies, informed material selection, and sensitivity to both learner characteristics and institutional realities.

Pedagogical Implications and Suggestions

The reviewed studies suggest that pedagogical decisions in English for Nursing courses should be shaped by both learner needs and contextual realities. For instance, studies emphasizing professional communication needs indicate that vocabulary instruction alone is insufficient, and greater attention should be given to communicative tasks that reflect authentic nursing interactions, such as patient communication and clinical teamwork (Candlin & Candlin, 2003; Ferguson, 2013). However, the implementation of such activities may depend heavily on practical classroom conditions.

In contexts with large class sizes or limited instructional hours, highly interactive practices such as simulations or extended role-plays may be difficult to implement consistently. In such cases, shorter structured speaking tasks or guided pair-work activities may offer more realistic alternatives. Similarly, while authentic healthcare materials can support exposure to professional discourse, studies suggest that these resources often require adaptation due to linguistic complexity, especially for learners with lower English proficiency levels (Woodward-Kron, 2008).

Another issue concerns instructor expertise. As noted in the reviewed literature, language instructors may not always possess sufficient familiarity with nursing discourse, while subject specialists may lack pedagogical training in language instruction (Basturkmen, 2014). This suggests that interdisciplinary collaboration or targeted professional development may improve course effectiveness.

Overall, the literature indicates that successful English for Nursing instruction requires flexible pedagogical choices that account not only for learner needs but also for institutional resources and teaching constraints.

Conclusion

This study has presented a thematic review of research on English for Nursing Purposes within the framework of English for Specific Purposes. The literature indicates that nursing students' language needs are shaped by professional vocabulary demands, communicative requirements, and academic literacy skills. Previous studies also highlight the importance of instructional practices that reflect authentic nursing contexts, including interactive and task-based activities.

At the same time, the review points to several challenges associated with Nursing English instruction, such as mixed proficiency levels, limited instructional time, and constraints related to materials and course design. These challenges emphasize the need for flexible and needs-based pedagogical approaches.

Taken as a whole, English for Nursing Purposes remains a significant and evolving area of ESP, requiring continued attention to learner needs, tailored teaching practices, and contextual factors. Future research may further explore effective instructional strategies and context-sensitive course design in Nursing English settings.

Ethical Declaration

During the writing process of the study titled "*Teaching English for Nursing Students within the Scope of English for Specific Purposes.*", scientific rules, ethical and citation rules were followed; no falsification was made on the collected data and this study was not sent to any other academic publication environment for evaluation.

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GENİŞ ÖZET

Bu çalışma, Hemşirelik Amaçlı İngilizceyi (English for Nursing Purposes) Özel Amaçlı İngilizce (ESP) çerçevesinde ele alan araştırmaları tematik literatür taraması yöntemiyle incelemektedir. Çalışmanın temel amacı, hemşirelik öğrencilerine yönelik İngilizce öğretiminde öne çıkan ortak ihtiyaçları, kullanılan öğretim uygulamalarını ve bu süreçte karşılaşılan temel sorunları belirleyerek alan yazınına genel bir bakış sunmaktır. Araştırmada, sağlık sektöründe İngilizcenin giderek daha önemli hale gelmesiyle birlikte hemşirelik öğrencilerinin yalnızca genel İngilizceye değil, mesleki bağlamda kullanılabilecek iletişim becerilerine de ihtiyaç duydukları vurgulanmaktadır. Özellikle küreselleşen sağlık sistemleri, uluslararası hasta hareketliliği ve akademik kaynakların büyük ölçüde İngilizce olması, hemşirelik alanında İngilizce yeterliliğini önemli bir gereklilik haline getirmiştir.

Makalenin giriş bölümünde ESP'nin genel İngilizceden farklı olarak belirli mesleki veya akademik amaçlara hizmet eden bir yaklaşım olduğu ifade edilmektedir. ESP dersleri, öğrencilerin belirli alanlarda ihtiyaç duyduğu dil becerilerini geliştirmeyi hedeflemektedir. Bu nedenle hemşirelik öğrencilerine sunulan İngilizce dersleri de genel dil öğretiminden farklı olarak sağlık iletişimi, hasta etkileşimi, mesleki terminoloji ve klinik ortamlarda kullanılan dil gibi alanlara odaklanmalıdır. Çalışmaya göre ESP'nin en belirgin özelliği öğrenci merkezli olması ve öğretim sürecinin ihtiyaç

analizine dayandırılmasıdır. Yani öğrencilerin hangi dil becerilerine ihtiyaç duyduğu belirlenmeden etkili bir ders tasarımı yapmak mümkün değildir.

Araştırmada Hemşirelik Amaçlı İngilizce, ESP'nin özel bir alt alanı olarak değerlendirilmektedir. Hemşirelik öğrencilerinin akademik eğitim sürecinde ve meslek yaşamında karşılaşacakları görevler, dil açısından oldukça çeşitlidir. Bu öğrenciler tıbbi makaleler okuyabilmeli, hasta dosyalarını anlayabilmeli, bakım süreçlerini yazılı biçimde raporlayabilmeli ve farklı kültürel geçmişe sahip hasta ya da meslektaşlarla etkili iletişim kurabilmelidir. Bu nedenle hemşirelik alanında gerekli İngilizce becerileri yalnızca kelime bilgisiyle sınırlı değildir. Öğrencilerin sözlü iletişim, dinleme, okuma, yazma ve pragmatik yeterlilik gibi çok yönlü becerilere ihtiyaç duyduğu belirtilmektedir.

Çalışmanın önemli bölümlerinden biri hemşirelik öğrencilerinin ortak dil ihtiyaçlarına ayrılmıştır. Alan yazında en sık vurgulanan gereksinimlerden biri mesleki kelime bilgisidir. Hemşirelik öğrencileri, ilaç adları, klinik prosedürler, anatomi terimleri, hasta kayıtlarında kullanılan kısaltmalar ve bakım süreçlerine ilişkin teknik ifadeleri öğrenmek zorundadır. Bunun yanında öğrencilerin hasta ile etkili konuşabilmeleri, soru sorabilmeleri, açıklama yapabilmeleri ve gerektiğinde empatik dil kullanabilmeleri gerekmektedir. Araştırma, iletişim becerilerinin hemşirelik mesleğinde teknik bilgi kadar önemli olduğunu vurgulamaktadır. Çünkü hemşirelik yalnızca tedavi süreçlerine katılmak değil, aynı zamanda insanlarla sürekli etkileşim içinde bulunmaktır.

Makale ayrıca akademik okuryazarlık becerilerinin önemine dikkat çekmektedir. Üniversite düzeyindeki hemşirelik öğrencileri, araştırma makaleleri, bilimsel raporlar ve alanlarına özgü akademik metinlerle karşılaşmaktadır. Bu nedenle okuma becerisi büyük önem taşımaktadır. Öğrencilerin yalnızca metni yüzeysel biçimde anlamaları değil, teknik bilgileri yorumlayabilmeleri, bilimsel içerikleri değerlendirebilmeleri ve gerektiğinde yazılı görevler üretebilmeleri beklenmektedir. Bazı bağlamlarda klinik rapor yazımı ya da akademik ödev hazırlama gibi yazma becerileri de önem kazanmaktadır.

Öğretim uygulamaları açısından çalışma, hemşirelik İngilizcesi derslerinde geleneksel dil öğretim yöntemlerinin tek başına yeterli olmayabileceğini savunmaktadır. Bunun yerine rol oynama, simülasyon, vaka analizi ve görev temelli öğrenme gibi uygulamaların daha etkili olduğu belirtilmektedir. Örneğin hasta karşılama, ilaç kullanımını açıklama, acil durumlarda yönlendirme yapma veya doktor-hemşire iletişimini canlandırma gibi etkinlikler öğrencilerin gerçek yaşam durumlarına hazırlanmasını sağlayabilir. Bu tür görevler sayesinde öğrenciler dili bağlam içinde kullanma fırsatı bulur. Aynı zamanda mesleki özgüvenlerinin arttığı ve dili daha işlevsel biçimde öğrendikleri ifade edilmektedir. Çalışmada görev temelli öğrenme yaklaşımına da özel vurgu yapılmaktadır. Bu yaklaşımda öğrenciler dili yalnızca kuralları öğrenmek için değil, anlamlı görevleri yerine getirmek için kullanırlar. Hemşirelik bağlamında bu görevler hasta bilgisi alma, bakım planı açıklama, ekip içi iş birliği sağlama veya klinik problem çözme şeklinde olabilir. Araştırmaya göre bu

yöntem, öğrencilerin iletişimsel yeterlilik geliştirmesine katkı sağlamaktadır. Ayrıca dil öğrenimi ile mesleki uygulama arasında güçlü bir bağ kurmaktadır.

Makalenin bir diğer önemli boyutu, öğretimde karşılaşılan sorunları ele almasıdır. Bunlardan ilki öğrencilerin dil düzeylerinin birbirinden farklı olmasıdır. Aynı sınıfta hem temel seviyede hem de ileri düzeyde öğrencilerin bulunması, öğretim sürecini zorlaştırabilmektedir. Daha zayıf öğrenciler teknik dili anlamakta zorlanırken, ileri düzey öğrenciler ise ders içeriğini yetersiz bulabilmektedir. Bu durum öğretmenin sınıf içi denge kurmasını güçleştirmektedir.

İkinci önemli sorun sınırlı ders saatleridir. Birçok kurumda hemşirelik İngilizcesi derslerine ayrılan süre, öğrencilerin ihtiyaç duyduğu becerileri geliştirmek için yetersiz kalabilmektedir. Öğretmenler hem kelime öğretimi hem iletişim becerileri hem de alan odaklı etkinlikleri aynı sınırlı zaman içinde yürütmek zorunda kalmaktadır. Bu da derslerin yüzeysel kalmasına neden olabilir.

Üçüncü sorun materyal eksikliğidir. Her ne kadar sağlık alanına yönelik otantik materyaller bulunsa da bunların öğrencilerin seviyesine uygun hale getirilmesi gerekmektedir. Hazır kaynakların azlığı öğretmenlerin ek materyal üretmesini zorunlu kılabilir. Ayrıca bazı dil öğretmenlerinin hemşirelik alanına özgü bilgi eksikliği yaşayabildiği, buna karşılık alan uzmanlarının da dil öğretimi konusunda yeterli pedagojik donanımına sahip olmayabileceği belirtilmektedir. Bu nedenle disiplinler arası iş birliği önerilmektedir.

Pedagojik öneriler bölümünde ihtiyaç analizine dayalı ders tasarımı, etkileşimli sınıf uygulamaları, öğrenci seviyesine uygun materyal geliştirme ve alan uzmanlarıyla iş birliği yapılması tavsiye edilmektedir. Derslerin yalnızca kelime ezberine dayanmaması, gerçek mesleki görevleri yansıtması gerektiği vurgulanmaktadır. Özellikle hemşirelik öğrencilerinin mezuniyet sonrası kullanacakları dil becerileri merkeze alınmalıdır.

Sonuç olarak çalışma, Hemşirelik Amaçlı İngilizcenin gelişen ve önemli bir ESP alanı olduğunu göstermektedir. Hemşirelik öğrencileri profesyonel kelime bilgisi, iletişim becerileri ve akademik okuryazarlık açısından özel ihtiyaçlara sahiptir. Bu ihtiyaçları karşılayacak etkili öğretim yöntemleri; görev temelli etkinlikler, rol oynama çalışmaları ve gerçek yaşam senaryolarına dayalı uygulamalardır. Ancak farklı dil düzeyleri, zaman kısıtları ve materyal sorunları gibi engeller devam etmektedir. Bu nedenle hemşirelik İngilizcesi derslerinin esnek, ihtiyaç temelli ve mesleki gerçekliklere uygun biçimde tasarlanması büyük önem taşımaktadır.