An in-depth analysis of a hospital administrator's and nurses' perceptions about English language needs of nursing students for the design of a new nursing curriculum

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Abstract

Designing a new curriculum requires much attention and effort since it is not an easy task, and there are some specific procedures to follow during the design. One of those procedures, needs analysis, was conducted in the present study in order to contribute to the design of a new nursing curriculum. With this in mind, the study aims at exploring the perceptions of nurses and a hospital administrator related to English language needs of nursing students in the field after their graduation. The study was based on the fundamental component of exploring language needs: Target Situation Analysis. Having a qualitative and quantitative research design, a questionnaire was also administered to 52 nurses and a semi-structured interview was conducted to a hospital administrator in order to get a clear understanding related to the perceptions. While the quantitative data collected through a questionnaire were analyzed by using descriptive statistics, the qualitative data were examined through content-analysis. The findings of the study showed that speaking is the most important and needed skill for nurses in the field, followed by listening, reading and writing skills, respectively. The findings also indicated that English is used mostly in the situations of 'Administering medications', 'Checking understanding', 'Patient admission', 'Explaining drug interactions' and 'Educating patients'. The most important medical topics were pointed out by the nurses are that 'Medical treatments', 'Medicines', 'Diseases', 'Body parts' and 'Patient care'. It is expected that the findings of the current study will contribute to the design of a new curriculum.

Key Words: curriculum, needs analysis, nursing, target situation analysis

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Introduction

As a lingua franca, English has also taken its place in medical communities around the world since health staff needs to communicate with others or they may need to go abroad to work. Besides, a number of people have to travel due to health issues, which requires the hospital staff to know a common language for an effective communication so that they can deal with patients' feelings and problems. Due to accredited institutions and other factors, Turkey has attracted attention of many people from the whole Europe, the Middle East and Turkish Republics. The number of patients coming to Turkey has increased gradually. For instance, 176.000 patients in 2011, 261.999 patients in 2012, 300.000 patients in 2013 and 500.000 patients in 2014 visited Turkey in order to get medical service, and this number of patients visiting Turkey is expected to rise each year (TURSAB, 2014). Therefore, it is necessary to have qualified medical staff who can speak with foreigners in Turkey.

Even if they do not use English every day, usage of English is significant for nurses in their work as the occasion demands (Clingwall, 2015). Therefore, it is essential that nursing students get a qualified English education before they join the field. If there is a need for language courses in which certain contents, skills, motivations and processes are identified and integrated into specialized courses, English for Specific Purposes (ESP) program should be developed (Saragih, 2014). Richards and Schmidt (2010) defined ESP as "a language course or program of instruction in which the content and aims of the course are fixed by the specific needs of a particular group of learners" (p. 198). ESP has an important role in facilitating students' preparation for professional requirements, training and study (Lee, 1998). Clingwall (2015) stated that innovative ESP programs were established to meet English needs of nursing faculties to link English and nursing skills.

Although there are considerable amount of studies related to the development of nursing curriculum in the world (Alebachew, 2016; Alinezhad & Gholami, 2012; Clingwall, 2015; Freihat & Al-Makhzoomi, 2012; Gass, 2012; Lee, 1998; Mitra & Mujtaba, 2016; Miyake & Tremarco, 2005; Saragih, 2014; Shomoossi, Rad & Rakhshani, 2013), there are just few studies related to the needs of medical students in Turkey (Kayaoğlu & Akbaş, 2016; Önder, 2014). However, there is a great need to determine what the nurses will need when there are in the field to communicate with the foreigners. Besides, the nursing curriculum should be designed accordingly as Mitra and Mujtaba (2016) state as "Appropriate curricula accommodating nurses' needs and goals is a must to help the nurses have English proficiency

which is in line with demand of the era" (p. 130). Hence, the aim of this study is to explore the perceptions of nurses and a hospital administrator related to English language needs of nursing students in the field after their graduation. So, this study may contribute to the design of new nursing curricula based on needs analysis.

Literature Review

English for Specific Purposes (ESP)

According to Hyland (2007), ESP refers to "language research and instruction that focuses on the specific communicative needs and practices of particular social groups" (p. 391). Saragih (2014) described ESP as "a movement based on the proposition that all language teaching should be tailored to the specific learning and language use needs for an identified group of learners" (p. 60). According to him, as ESP meets the needs of adults in terms of a foreign language to use in a specific area such as academic, professional, or workplace setting, ESP is based on a learner-centred approach; therefore, an ESP course should be developed according to the needs of learners. The definition of ESP was reported by Dudley-Evans and St John (1998) as "ESP is designed to meet specific needs of the learners" and "ESP makes use of the underlying methodology and activities of the disciplines it serves" (p. 4). Besides, they emphasized that ESP, designed for specific disciplines, is based on language, skills, discourse and genres. By means of ESP, the learners can achieve their goals in the studying branch which motivates them and this motivation that is shared by the teacher and the students, in the same way, can enable the teacher to meet learners´ needs and expectations easier (Bracaj, 2014).

In order to achieve the shared goals in the course, ESP course design plays a very crucial role. According to Hutchinson and Waters (1987), there are some basic questions to answer for a design of effective ESP course such as: "Why does the student need to learn?, Who is going to be involved in the process?, Where and when is the learning to take place?, How will the learning be achieved?" (p. 21). Three factors, 'Language descriptions', 'Theories of learning' and 'Needs analysis' have the greatest importance to be analysed in order to organize ESP courses. Hutchinson and Waters (1987) named the process of asking questions related to the target situation and attitudes towards this situation to different participants as 'target situation analysis'.

ESP courses have several advantages. For instance, Basturkmen (2010) proposed that since the ESP course attracts the attention of students' interests and needs, it is more likely for

them to have higher motivation. In this way, they can be more interested in topics and texts related to their work or study areas with higher motivation, which leads to learning. She added that ESP courses based on needs analysis have more limited aims which are more achievable than general ESL courses. To Bracaj (2014), ESP courses depend on learners' needs and their ways of learning a language as well as expectations which get a teacher to have a learning-centered approach and affect the lesson to increase students' motivation. The focused nature of the teaching, its relevance and cost-effectiveness are in the benefits of ESP courses (Dudley-Evans & St John, 1998). The syllabus as the key feature of ESP course design is based on a needs analysis of the students (Basturkmen, 2014). However, there are just few studies related to the course design and curriculum development in nursing (Alfehaid, 2011; Lee, 1998; Romo, 2006).

Needs Analysis

Needs analysis is defined by Flowerdew (2013) as "needs analysis, carried out to establish the 'what' and the 'how' of a course, is the first stage in ESP course development, followed by curriculum design, materials selection, methodology, assessment, and evaluation" (p. 325). Similarly, Hyland (2006) stated that "needs analysis refers to the techniques for collecting and assessing information relevant to course design: it is the means of establishing the how and what of a course" (p. 73). He emphasized that needs analysis enables teachers to know their students more and it shades into evaluation which is important for the effectiveness of a course is a continuous process. As an integral part of an ESP course, needs analysis is used for designing syllabus, developing new materials and selecting appropriate teaching methods (Dehnad, Bagherzadeh, Bigdeli, Hatami, & Hosseini, 2010). Richards (2001) reported that there are different aims to conduct needs analysis such as detecting the necessary language skills to perform a specific role, deciding on whether the needs of the students are met by the existing course, stating a gap between what students can do and what they need to be able to do. According to him, the purpose of the needs analysis should be defined before the administration of the analysis. However, it is accepted that the main assumption of needs analysis is being a part of the development of a course. In this sense, the curriculum officers in the ministry of education, teachers, learners, writers, and testing personnel can be the users of needs analysis while policymakers, teachers, students, employers, and specialists can be the target population to collect the data. The aims of needs analysis were emphasized by Dudley-Evans and St John (1998) who stated that the first purpose is to recognize learners as people, language users and learners. Secondly, it is aimed

to figure out the ways in order to foster the language learning and skills learning for a specific group of learners, and finally, to identify the target situations and the environment that the learning takes place in order to interpret the data properly.

Related Studies

There are many studies that link needs analysis and nursing. For instance, Saragih (2014) investigated the needs of undergraduate nurses in ESP materials and the design of ESP materials for nursing students based on needs analysis by applying quantitative and qualitative methods. The participants of the study were 50 nursing students (42 females and 8 males), 5 ESP lecturers (2 males and 3 females) and 2 Indonesian nurses. According to the findings, the percentages of students' interest related to language skills were 70% with speaking activities, 50% with listening activities, and 38 % with writing activities. The situation 'Giving Advice (80%)' had the highest percentage and followed by activities 'Explaining Drug Interactions' and 'Making Telephone Calls' each of which get a portion of 70 %. The most frequent topics that the nursing students to share with the patients were: Job (90 %), Family (80%) and Geography (70%). The topics that the students were interested in 'Patient Care' (92%), 'Medicine' (86%), 'Duties of nurses' (78%), and 'Medical Treatment' (84%). Finally, the two Indonesian nurses said that when they had to communicate with foreign patients, firstly they felt anxious and challenged.

Gass (2012) conducted needs analysis and situational analysis to design an ESP curriculum for Thai nurses. The data were collected through both quantitative and qualitative methods. The participants of the study were nurses, foreign patients, the hospital director, teachers, class observer and experts. Needs and situational analysis were done through questions, observation and interviews and pre/post-tests. The findings showed that the nurses had an urgent need for English in this service, especially for listening and speaking skills. The areas used English most were 'Educating patients', 'Explaining drug interactions', and 'Telephone skills'.

The study of Clingwall (2015) that made a reflective analysis on developing nursing English courses in Japan and Korea used surveys, pre and post-tests, and interview to collect the data from The Korean, Japanese and Canadian nursing department staff, the ESL instructors, and the students themselves. Reflective analysis showed that the weakest skills of students were listening (over 90%) and speaking (over 75%). The areas most preferred for the usage of English were 'Nursing verbs', 'Hospital English', 'Talking with patients'. It was found out that developing a nursing ESP course entailed teamwork between English

specialists and nursing specialists. Finally, it was required that courses were designed based on a nursing themed, ESP approach.

The role of need analysis in teaching ESP for nursing was examined in the study of Mitra & Mujtaba (2016) both qualitatively and quantitatively in order to explore learners' necessities, lacks, gaps, and wants and to create a good syllabus and lesson plan for nursing. Twenty female nurses participated in the study and the data were collected via questionnaire, interviews, and informal consultations with learners. According to the findings of the study, the learners wanted to be developed in speaking skill especially for practical communication and vocabulary mastery of nursing / medical terminologies. The results of the questionnaire showed that most of the nurses (80%) found English useful. The skills that were found important by nurses in the department were as follows: Speaking (95%) followed by reading at 50% and writing at 25%, and listening at 20%. The areas to use English most were 'General introduction', 'Asking patient's condition', 'Giving instruction', and 'Expressing thanking'.

In light of the literature review, the present study seeks to answer the following research questions:

1. What are the perceptions of nurses related to English language needs of nursing students?
2. What are the perceptions of a hospital administrator related to English language needs of nursing students for their occupation?

Research Methodology

The study uses both quantitative and qualitative methods by doing in-depth analysis. As McNabb (2010) stated, it is possible to achieve greater understanding from the study by in-dept analysis. Gerring (2004) supported the idea by adding that 'depth' refers to "the detail, richness, completeness, wholeness, or degree of variance that is accounted for by an explanation" (p. 348). In doing so, data were collected from multiple sources including nurses and the hospital administrator. The target situation analysis model of Hutchinson and Waters (1987) was conducted for data analysis in this study.

Setting and Participants

The data collection settings for the present study were one state, and two private hospitals in Izmir. In relation to the objective of the study, 52 female nurses working at these hospitals and a hospital administrator participated in the study. The nurses work at different departments of the hospital whose ages vary between 20 and 47. From the state hospital, there

are 27 nurses while 25 nurses and the hospital administrator are from the private hospital. The hospital administrator has 10 years of experience at the same hospital.

Data Collection Tools and Analysis

In this study, the instruments used to collect data were an adapted version of the questionnaire which was used in the study of Saragih (2014) and a semi-structured interview. The questionnaire written in English was translated into the Turkish language by the researcher and was applied to the nurses working at the hospital, and the semi-structured interview was done with the hospital administrator. This kind of interview was used by many field researchers who already have a general idea of how to do an interview with a set of prepared questions; however, topics and issues rather than pre-set questions will lead the interview (Nunan & Bailey, 2009).

The quantitative data were analysed through descriptive statistics, and qualitative data was interpreted by using content analysis. The collected data by questionnaire were statistically computed through SPSS statistical software program. After the implementation of the questionnaire to detect the needs of students at the department, the collected data were examined via frequency and percentage distribution. The analysis of the interview was conducted by the researcher and her colleague. The data collected from the needs analysis questionnaire and interview were combined to shape the future of a nursing curriculum which will meet the needs of the nursing department. Table 1 shows the data collection and analysis of the study.

Table 1

The data collection and analysis of the study

Data Sources	RQ1	RQ2	Techniques	Analyses
Nurses	F1		Questionnaire	Frequencies
Hospital administrator		F2	Interview	Content

As Table 1 presents, the first research question (RQ1) related to the nurses was answered through a questionnaire with a frequency analysis, which was presented in the first findings part (F1). On the other hand, the data collected from the interview with the hospital

administrator and reviewed by content analysis were shown in the second findings part (F2). In this way, the second research question is responded.

Findings

Findings from the questionnaire

Findings from the questionnaire (F1) were presented in this section divided into two parts. The demographic information of the participants was given in the first part (Table 2). In the second part, the participants' needs and wants were reported based on the results of the questionnaire.

Table 2

Demographic Information of the Participants (N =52)

Label	Categories	f	%
Gender	Male	0	0
	Female	52	100
Hospital	State	27	51.92
	Private	25	48.08
Vocational English course at university	Yes	26	50
	No	26	50
In-service training in English	Yes	3	5.77
	No	49	94.23
Work Experience	1-5 years	20	38.46
	6-10 years	9	17.30
	11-over years	23	21.15
The usage of English at work	Always	0	0
	Frequently	3	5.77
	Sometimes	18	34.61
	Rarely	27	51.92
	Never	4	7.70

As it can be seen in Table 2, there are just female nurses participating in this study with different time of work experiences from the state ($n = 27$) and private hospitals ($n = 25$). While 20 nurses have work experience between one year to five years, 23 nurses have work experience for more than eleven years. While half of the nurses got a vocational English lesson at a university, the other half did not get it. There are just a few nurses who had in-service training in English ($n = 3$). Most of the nurses rarely have to use English at work (51.92 %).

Table 3

The importance of language skills in nursing

Skills	Very important	Important	Moderately Important	Slightly important	Not Important
Speaking	25.0 %	40.4 %	21.2 %	13.5 %	0
Listening	21.2 %	40.4 %	25.0 %	13.5 %	0
Reading	17.3 %	34.6 %	26.9 %	15.4 %	5.8 %
Writing	9.6 %	25.0 %	38.5 %	23.1 %	3.8 %

Table 3 shows the importance of language skills in nursing. As it can be understood from the table, 'Speaking' was preferred by the nurses as the most important skill (25.0%), followed by 'Listening' (21.2%), 'Reading' (17.3%) and 'Writing' (9.6%). It can be said that nurses need the receptive skill (listening) and productive skill (speaking) more than other skills in their professional setting while interacting with foreigners.

Table 4

The situations where nurses use English most

Situations	Mean
Administering medications	2.94
Checking understanding	2.88
Patient admissions	2.83
Explaining drug interactions	2.77

Educating patients	2.73
Giving advice	2.60
Reading prescription charts	2.58
Writing in the patient admission forms	2.52
Reading patients' records	2.44
Giving instructions	2.40
Explaining laboratory tests	2.31
Telephone calls	2.29
Requesting information by e-mail	2.27
Reading pathology report	2.02

Table 4 presents the information related to the situations where nurses use English most. According to the results, nurses chose the situations of 'Administering medications' ($M = 2.94$), 'Checking understanding' ($M = 2.88$) and 'Patient admissions' ($M = 2.83$) where English is used most. On the other hand, 'Requesting information by e-mail' ($M = 2.27$) and 'Reading pathology report' ($M = 2.02$) were chosen as the situations where English is used least by the nurses. As it can be inferred, the situations which require speaking skill to communicate with patients got the highest mean values.

Table 5

Cultural topics that nurses wish to share with patients

Topics	Mean
Lifestyle	2.81
Food	2.77
Job	2.71
Culture	2.54
Family	2.44
Geography	2.35

Hobbies	2.21
Clothing	2.21

Table 5 demonstrates the cultural topics that nurses wish to share with patients. According to the results, it can be seen that nurses prefer to share about 'lifestyles' (M = 2.81), 'food' (M = 2.77) and 'job' (M = 2.71) with their patients. The least preferred topics to share are 'clothing' (M = 2.21), 'hobbies' (M = 2.21) and 'geography' (M = 2.35). As it can be inferred, when nurses encounter with a foreigner, they first talk about general things of their own culture like lifestyles and food instead of more private things like clothing and hobbies.

Table 6

The medical topics that the nurses want most to learn

Topics	Mean
Medical treatment	4.02
Medicines	4.02
Body parts	4.02
Diseases	3.85
Patient care	3.73
Nurses' duties	3.58
Medical ethics	3.56
Nutritious food	3.23
Vitamins	3.08

Table 6 displays the medical topics the nurses are interested in learning. According to the table, the topics that the nurses find most important to know in English are: 'Medical treatment', 'Medicines', and 'Body parts' with the same mean value (M = 4.02). The less important topics were chosen as 'Vitamins' (M = 3.08) and 'Nutritious food' (M = 3.23). It

can be concluded that since nurses need to explain health conditions and solutions when necessary, they prefer to know first about the topics suitable to these situations.

Findings from Interview

After conducting the questionnaires, a hospital administrator was interviewed in order to get detailed information concerning English needs at the hospitals. Table 7 shows the findings from the interview (F2). The categories and the statements extracted from the interview related to the hospital administrator's perceptions were given in the table.

Table 7

The hospital administrator's perceptions

Categories	Statements
Needs of nursing students and nurses	To interact with foreign patients, to evaluate of patients' condition, to decide on departments the patients should go
Problems to encounter without English	Mistake in treatments, wrong stories of patients
Importance of English	Saving a life, job opportunity, benefits for treatment of patients, advertisement of the hospital
The most important skills	Speaking followed by listening
Areas to use English	Patient admissions, getting information about the patients, explaining the process, laboratory tests, vital functions and medication
Suggestions	Appropriate courses at universities, in-service training

According to the administrator's interviews, foreign patients frequently come to the hospitals and nurses have to interact with them. The administrator stated that nurses are responsible for the first evaluation of the patients' needs and which department they should visit. If the nurses cannot communicate with the patients properly, there can be mistakes in the treatments. Additionally, the nurses can give the wrong story about the patients to the doctors, and this can lead to more problems. Therefore, the administrator stressed the importance of English by saying that 'If there is a foreign patient, nurse's knowing English can save a life' and he added that 'while we employ a nurse, the nurses who know English come first for us'.

Apart from the benefits for the treatment of foreigners, it is also important for the advertisement of the hospital'. To him, the most important skill that the nurses should have is speaking followed by listening.

According to him, the nurses have to use English most in some areas such as patient admissions, getting information about the patients, explaining the process, laboratory tests, vital functions and medication. Hence, he mentioned that 'the students in nursing departments should get the courses accordingly to be ready for their future career'. He concluded by saying that 'we wish all our nurses get in-service training in English to improve their language skills in case they have foreign patients so that they can serve them in the correct way'.

Discussion and Conclusion

This study examined the perceptions of nurses and a hospital administrator in relation to language needs of the nursing students. In order to figure out this, a questionnaire and semi-structured interview were done to collect the data, and a needs analysis was conducted. The findings of needs analysis showed that the nurses believe 'speaking' is the most needed skill to have in the field while interacting with the foreigners ($M = 25.0$ %). It is followed by listening, reading and writing skills (21.2%, 17.3%, and 9.6%, respectively). The results of Gass' (2012), Saragih's (2014) and, Pongsapan, Wello, and Jabu's (2016) studies are in line with the results of the current study. However, just the places of reading and writing are different in Gass' (2012) study. Speaking was chosen as the most important skill in Mitra & Mujtaba (2016), study as well. It can be seen in the analysis of the semi-structured interview that the hospital administrator also sees the 'speaking' as the most important skill. However, it is followed by reading, writing and listening as it is different from this study which indicates listening, reading and writing respectively after speaking skill. Furthermore, Alebachew's (2016) study contradicts the present study since 'writing and reading' skills were found to be applied more than 'speaking and listening' skills.

It can be inferred from the findings of the study that speaking (25.0 %), which is followed by listening skill (21.2 %), is the most important skill that a nurse should have in order to interact with foreign people because a nurse is a bridge between doctors and patients. A nurse who knows English can facilitate the process of treatments as well as an organizational success for the hospitals they work at. It can be easily said that speaking English is a reason to be chosen for a job, and getting a promotion in our modern world; so every nurse should develop their speaking skills in English to have effective communication.

According to the results, the situations where nurses use English most are as follows: Administering medications, checking understanding, patient admission, explaining drug interactions and educating patients (*M* = 2.94, 2.88, 2.83, 2.77, 2.73, respectively). 'Requesting information by e-mail' (*M* = 2.27) and 'Reading pathology report' (*M* = 2.02) were chosen as the situations where English is used least by the nurses while the nurses prefer to share things with patients related to 'Lifestyle', 'Food', and 'Job'. In the study of Saragih (2014), participants chose 'Giving advice', 'Explaining drug interactions and Making telephone calls' as the first areas to use English. Additionally, 'Pathology report' and 'Requesting Information by e-mail' ranked the lowest. Similarly, according to Gass' (2012) study, 'Educating patients', 'Explaining drug interactions', 'Telephone skills' and 'Giving advice' were selected as the most important situations to use English. The hospital administrator also supports the finding by adding new areas those patient admissions, getting information about the patients, explaining about the process, laboratory tests, vital functions and medication are the areas where the nurses have to use English most. As it can be concluded from the findings, the areas that the nurses' chose require 'speaking skill' firstly, which is parallel to the first result of the study which presents 'speaking' as the most important skill.

Another finding highlighted that the most important medical topics that the nurses should also learn in English are 'Medical treatment', 'Medicines', and 'Body parts'. Likewise, 'Medical treatment' and 'Medicines' were found to be the most important areas to know about according to Saragih's study (2014). In the light of these findings, it is necessary that a new curriculum for the vocational English course at the nursing department should have the mentioned situations, content to get nursing students to speak about them. In doing so, nursing students' communication skills will be developed. Communication is vital for having healthy relationships especially for nurses who both care their patients physically ill and look after the emotional well-being of their patients (Tan Jia Xing, 2009). Therefore, the tasks that help nursing students develop their communication should be included in the new curriculum. In conclusion, it is expected that the whole results of the study contribute to the design of a new and effective curriculum.

Ethical issues and Reliability & Validity checks

According to Buchanan (2004), ethical issues are informed consent privacy, confidentiality, anonymity, and debriefing in the research process. "Informed consent is one of the means by which a patient's right to autonomy is protected" (Marianna, 2011, p. 4).

Firstly, informed consents must be taken by the researchers from all those who are directly involved in research and privacy, confidentiality and anonymity must be ensured in order to build a relationship of trust and mutual respect within the research participants; in doing so, the data collected can be shared without risk of harm to the participants (Halai, 2006). Based on these issues, before the collection of data quantitatively and qualitatively in this study, the consent of the nurses and administrator was obtained through written consent forms. It was stated that their participation was completely voluntary; their answers would be kept confidential as anonymous used only for academic purposes.

At the beginning of the administration the questionnaire, a pilot study, which extremely useful and can dramatically improve the data (Breen, 2006), was conducted in order to obtain comments on how the questions were translated into Turkish and to revise the structure of questions. To improve validity and reliability, an in-depth analysis was done investigating and interpreting the research topic from different points and giving rich data.

Before the semi-structured interview, the researcher guaranteed confidentiality, the nature of the research was made clear for the administrator, and a trust-relationship was built between the researcher and participant. The analysis of the interview was conducted by the researcher and her colleague to reach inter-rater reliability. Additionally, member checks were performed by giving the conclusions of the study to the participants and requesting feedback about the accuracy of the content to be consistent with the results.

Implications

There are some implications for research literature, instructors and nurses in order to grow up competent nurses in language. According to the results,

For nursing students;

- The nursing students should have vocational English courses based on the needs analysis.
- Programme planning should be done professionally. Hence a specialist could be consulted during the design and development of the new curriculum apart from the qualified instructors at the university.

- There are main topics and situations where the nurses need English most; therefore, an appropriate book which includes all relevant subjects should be chosen for the vocational English classes.

- Apart from the book, the teacher should prepare course materials according to the needs and wants of the students by employing a communicative approach.

- Since speaking is the most important skill for nurses, the curriculum of the nursing students should be adopted accordingly.

- The students should be familiarized with the different accents and vocabulary that they can need at work by using authentic materials or native teachers as well.

- For work experience, the students may be sent to the hospitals in the town or out of the town where foreigners frequently visit.

For nurses;

- There should be training programs for nurses at the hospitals they work in order to meet their needs and get them to practice English.

- The programs should focus on developing English speaking and communication skills of nurses.

- The hospital administrator should encourage the nurses to learn and practice English. Nurses may be rewarded for their practices.

Limitations and Suggestions for Future Researches

In the present study, the number of nurses that the questionnaire was administered to was limited. Therefore, more participants may yield better results. Additionally, just the hospital administrator was interviewed. Other administrators, nurses, the interns could be interviewed to reach more data as well.

Future research may evaluate the current ESP programs of the nursing department in order to gain a deeper understanding of learning and needs and develop the programs by doing needs analysis. The problems that the nurses and nursing students have could be identified. Especially in terms of speaking, the reasons that hinder nurses from speaking with foreigners could be investigated. Accordingly, the studies to design a new curriculum and materials should be carried out.

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Appendix A

HEMŞİRELER İÇİN İHTİYAÇ ANALİZİ

Bu anket Hemşirelik bölümünde okuyan öğrencilerin Mesleki İngilizce derslerindeki ihtiyaçlarını anlamak üzere hazırlanmıştır. Verdiğiniz bilgiler ve cevaplar saklı kalacaktır.

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A. Demografik Bilgiler

1. **Cinsiyet**   A) Kadın   B) Erkek

2. **Görev Süreniz:**

   ☐ 0-5 yıl ☐ 6-10 yıl ☐ 11- 15 yıl ☐ 16-20 yıl ☐ 21 yıldan fazla

3. **Üniversitede mesleki ingilizce dersi aldınız mı?** ☐ Evet ☐ Hayır

4. **İşbaşında İngilizce egitimi aldiniz mi?** ☐ Evet ☐ Hayır

5. **Çalisirken İngilizceyi ne kadar kullanmak zorunda kaliyorsunuz?**

   ☐ Nadiren ☐ Bazen ☐ Arada Sırada ☐ Sık Sık ☐ Her Zaman

B. Hemşireler için İhtiyaç Analizi

Size en uygun yeri işaretleyiniz.

a) Hemşilerin işlerinde en çok ihtiyaç duyduğu dil becerileri

Beceriler	Çok önemli	Önemli	Oldukça Önemli	Kısmen Önemli	Önemsiz
Konuşma					
Dinleme					
Okuma					
Yazma					

b) Hemşirelerin İngilizceyi en çok kullandığı durumlar

Durumlar	Daima	Sık sık	Bazen	Nadiren	Asla
Hastaları eğitirken					
İlaç etkileşimlerini açıklarken					
Telefon aramalarında					
Tavsiye verirken					
Yönergeleri verirken					

Anlaşılıp anlaşılmadığını kontrol ederken				
Labaratuar testlerini açıklarken				
İlaç verirken				
Hasta kabulü				
Hasta kabul formunu yazarken				
Reading prescription charts				
Hastaların kayıtlarını okurken				
Patoloji raporunu okurken				
E-mail aracılığıyla bilgi talebi				

c) **Hemşirelerin hastalarla paylaşmak istediği kültürel konular**

Konular	Daima	Sık sık	Bazen	Nadiren	Asla
Aile					
Yaşam tarzı					
Yiyecek					
Kılık kıyafet					
Coğrafya					
İş					
Kültür					
Hobiler					
Diğerleri (……….)					

d) **Hemşirelerin öğrenmesi gereken tıbbi konular**

Konular	Çok önemli	Önemli	Oldukça Önemli	Kısmen Önemli	Önemsiz
Hemşirelerin görevleri					
Tıbbi etik					
İlaçlar					
Hastalıklar					
Tıbbi tedavi					
Hasta bakımı					
Vitaminler					
Sağlıklı gıda					
Vücut bölümleri					
Diğerleri (...............)					

Eklemek istedikleriniz : _____

Katılımınız için teşekkürler.