

THE ROLE OF NEED ANALYSIS IN TEACHING ESP FOR NURSING

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Abstract: this paper emphasizes the significant role of need analysis in teaching ESP for nursing. Teaching ESP for nursing cannot be separated from the analysis of the learners' needs to join the course, because they have their own purpose in studying English. The expectation is really different from general course learners. Dealing with the appropriate purpose is really crucial. It has impact in creating syllabus and lesson plan for the course. The need analysis explores the subjects mainly concerns. Indeed, this paper explores more in target needs and learning needs as basic foundation of the course. Questionnaires, interviews, and informal consultations with learners are used to gather information of this study. The research finds out majority of the students are willing to get improvement in speaking skill especially for practical communication and vocabulary mastery of nursing/ medical terminologies. Here, the model of need analysis for creating ESP syllabus and lesson plan for nursing is shown. At last, the benefit of this paper is to get clear description of maximizing the role of need analysis for creating effective course design for nursing.

Keywords: *needs analysis, teaching ESP for nursing*

Introduction

Globalization has made English spoken all over the world to communicate in business, technology, education, entertainment, sports (Phillipson, 1992:6) and even research findings (Swales, 1995). People accessing any resources do need English to get what they want. Therefore the role of English nowadays is as lingua franca in many aspects especially in medical setting. This situation has a consequence that mastering English is a must to communicate with other people. The language then develops into some area related to the context of communication including English for Specific Purposes (ESP). Hyland (2000) states English for Specific Purposes (ESP) is considered as innovative and vibrant area of language teaching which gets influenced from development of English. It means ESP brings new innovation to create English learning more interested and place the learners as the subject of teaching and learning not as the object.

ESP here focuses on what nurses actually do with language. In this sense, everything in the teaching and learning process should help the nurses as learners use their learning strategies in order to meet their learning goals. Achieving learning goals is becoming emphasizing in ESP. It makes the difference between ESP and other courses. In order to do this, ESP curricula developers are encouraged to involve learners in making of curricula from the beginning focusing on what their learning needs are and how they learn (Hutchinson & Waters, 1987).

Furthermore, Dudley-Evans (2001) state ESP figures out what learners need to do with English, which of the skills they need to master and how well, and what genres they need to learn. It means those basic questions should be investigated and more attention should be given to the basic reason why the learners want to learn the language in the curriculum development process (Hutchinson & Waters, 1987). If the developers do so, it will be possible to design responsive programs to learners' need (Richards, 1990). The responsive programs can help the nurses get their needs and improvement goals during the course.

The nurses' motivation and success are enhanced since the curriculum content, materials, and teaching approaches match their perceived and actual needs, therefore learning is promoted (Weddle & Van Duzer, 1997). Moreover, Hutchinson and Waters (1987) states if learners' needs are not taken into consideration in the process of curriculum development, this may cause gaps between actual and desired performance of learners and as a result learners feel discouraged towards the course.

Considering the fact above, maximizing the role of need analysis is really crucial for nurse course. Crystal (2003) states that English has become the world dominant language of medicine and technology. An 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.

Needs Analysis

Hutchinson & Waters (1992) define needs analysis as the basis of 'necessities' and 'wants' to classify between what the learners have to know and what the learners feel they need to know. The focus here is on the 'lacks' that represent the gap between the required proficiency in the target situation and the existing proficiency of the learners. This definition views language needs as a process of negotiation between the learners and the responsive program which will be designed. In addition, Witkin and Altschuld (1995) define needs analysis as a

systematic set of procedures undertaken for the purpose of setting priorities and making decisions about programs or organizational improvement and allocation of resources. This definition almost have same definition emphasizing how the course fills the 'gap' of needs between the current state of affairs and the desired state of affairs.

More importantly, Brown (1995) identifies the term needs analysis as the activities involved in gathering information that will serve as the basis for developing a curriculum which meet the learning needs of a particular group of students. Once identified, needs can be stated in terms of goals and objectives which, in turn, can serve as the bases for developing tests, materials, teaching activities, and evaluation strategies. The purpose is to fill the 'gap' of what a language program 'lacks'. This definition draws a line between needs analysis and evaluation. Needs analysis aims at determining the needs for a defined group of people, while an evaluation determines to what extent a program meets these needs. In a similar way, Soriano (1995) indicates that needs analysis collects and analyzes data to determine what learners 'want' and 'need' to learn, while an evaluation measures the effectiveness of a program to meet the needs of the learners.

From the definition above, 'necessities', 'lacks', 'wants', and 'gaps' are the main points reflecting the concept of need analysis. It is important to obtain as much information as possible from the learners about their professional and linguistic backgrounds, their preferred learning styles, learning strategies, their motivation, and their willingness to attend classes, do homework, and commit themselves to learning. Learners' linguistic proficiency and the lacks can also be discovered by using tests and analyzing their scores in order to shape the syllabus and provide for quality teaching and teaching materials. Meetings, interviews, and commitments should be reached between the language institution mandating the course and the instructors in order to decide on infrastructure, technology, support, and training related to teaching and learning process.

By identifying these aspects ('necessities', 'lacks', 'wants', and 'gaps'), curricula-designers can write the course objectives, make decisions on what to include in the syllabus or for example, what functions, topics, vocabulary, and other language procedures should be given emphasis over others that learners already master. Once the syllabus is in place, then decisions about how to teach it and when to teach it should be made. This in turn will lead curricula-designers to design and create or adapt teaching materials that would cater to the learners' linguistics needs, which in turn will shape testing of language learning. This is precisely the reason why it is often said that needs analysis drives the making of a curriculum.

In summary, a needs analysis exercise must be given a special attention and always be carefully conducted. It should be conducted in a way that would enable curricula-designers obtain a high-quality product that would not only allow the mandating institution fulfill its educational mission, but in the end empower learners through the acquisition of language that would help them reach their linguistic, professional, and personal goals.

Method

This study describes naturally need analysis application to explore learners' necessities, lacks, gaps, and wants in order to be able to create a good syllabus and lesson plan for nursing. The researcher conducted at a course in East Java. The participants consisted of 20 nurses working in a hospital. They are all female nurses.

To collect data, questionnaires and interview were used since they are easy to use and more practical. Questionnaires were used to identify the percentages of participants' perception then interview was used to get deeper information about learners' perception. Thus more comprehensive analysis will be shown.

Results and Discussion

Firstly, participants were asked about percentage of using English while working in work place. Data gathered from this question reveals that, the participants' perceptions are varied. Almost 60% of respondents reported that they used English not more than 40 % and the rest are 40 % to 50 % to communicate at the workplace. It can be understood because English in Indonesia is still as a foreign language. They only use English when communicating with patients from other countries. However, to increase the quality of human resources in facing globalization era which put English as lingua franca (Phillipson, 1992:6), the nurses are supposed to be able to master English well.

In addition, the percentage of using English books and journal were also identified. The question only need answer yes/no. For books, almost 14 participants (70%) answered yes and 30% said no. Similarly, there were 14 participants (70%) answered yes for journal. This happens because their literatures are mostly from English. They get difficulties to find Indonesian journals concerning with medical case since many researches are dominated by western researchers.

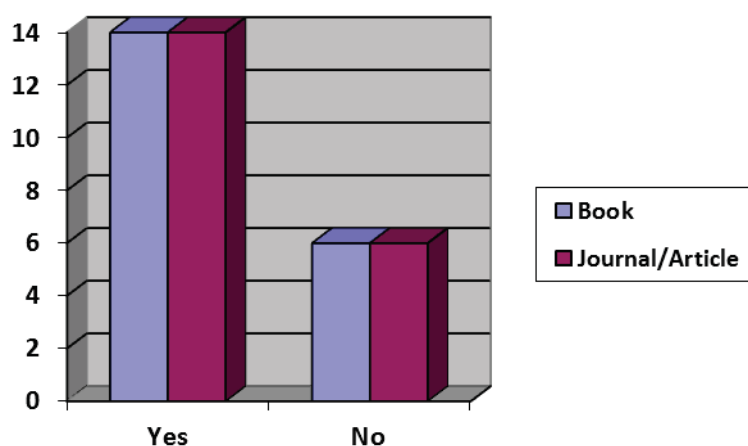


Figure 1 English Book and Journal/ Article Usage

Secondly is the English usefulness. Here, participants were asked about the usefulness English related to their work. The data reported almost 80 % of participants answered English is very useful and 20 % reported unuseful. From the finding, it means that English has an important role in their daily work since English has significant influence in medicine and technology (Crystal, 2003). Furthermore, the participants need English to understand any research finding and articles related to their job (Swales, 1995).

The following is the respondents' perception to rank of the four skills in terms of their importance. Speaking was ranked as the most important skill by (95%) of respondents followed by Reading at 50% and Writing at 25%. Listening received 20 % as the least important skill. In speaking, responses were similar with 19 respondents (95%) judging their need of English to communicate orally as very much. In reading comprehension, 10 respondents (50%) also expressed that they needed to understand written language very well. In writing, 5 respondents (25%) believed they needed to develop their writing ability very much. Regarding Listening, 14 respondents (64%) believed they needed English very much to be able to understand oral utterances very well in order to be considered proficient. As can be seen in Table 1 below, speaking is the ability they believed they needed to develop more than the others. For vocabulary (85%), pronunciation (63%), and grammar (72%), respondents answered that they needed to develop these abilities very much as well. Vocabulary, pronunciation, and grammar are expected to support the four skills that becoming the focus of program. These figures show that at least in terms of the four main language abilities, respondents believed they needed a help to develop their proficiency level to reach their professional goals.

Table 1. The Important Skills

| | Not at all | Little | Some | Very much |
|---------------|------------|--------|------|-----------|
| Listening | 0% | 10% | 70% | 20% |
| Reading | 0% | 0% | 50% | 50% |
| Speaking | 0% | 0% | 5% | 95% |
| Writing | 0% | 0% | 75% | 25% |
| Vocabulary | 0% | 0% | 15% | 85% |
| Grammar | 0 % | 10% | 65 % | 25% |
| Pronunciation | 0 % | 0 % | 20 % | 80% |

The last is the respondents' beliefs of how much English for nursing they thought they needed in order to function linguistically in a nursing course and in a position in the hospital. The question was designed to include different language procedures in terms of listening, reading, speaking, and writing closely related to the field of nursing. Respondents were asked how much English they believed they needed in order to carry out nursing duties in the hospital setting.

Table 2. The influence of English to Their Tasks

| | Not at all | Little | Some | Very much |
|---|------------|--------|------|-----------|
| Understanding doctors' instructions | 0 | 0 | 5 | 15 |
| Understanding patients' requests | 0 | 0 | 5 | 15 |
| Describing medical procedures | 0 | 0 | 7 | 13 |
| Giving reports to other nurses/doctors | 0 | 0 | 6 | 14 |
| Taking notes | 0 | 0 | 16 | 4 |
| General Introduction (Who Am I) | 0 | 0 | 0 | 20 |
| Describing People and Job (Job within the hospital) | 0 | 0 | 3 | 17 |
| Asking and showing direction in the hospital | 0 | 0 | 2 | 18 |
| Asking patient's condition | 0 | 0 | 0 | 20 |
| Giving instruction | 0 | 0 | 0 | 20 |
| Offering Things or Services | 0 | 0 | 1 | 19 |
| Giving advice | 0 | 0 | 4 | 16 |
| Expressing thanking | 0 | 0 | 0 | 20 |
| Letter writing (emails, memos and faxes) | 0 | 0 | 15 | 5 |
| Forms and applications | 0 | 0 | 9 | 11 |
| Research | 0 | 0 | 14 | 6 |
| Using computers | 0 | 0 | 10 | 10 |

The table above indicates that productive skill (speaking) is the main focus of respondents. These findings might be different from other research stating that receptive skill is the most important (Alinezhad & Gholami, 2012). However, condition and situation are different from one area to others. The demand of the nurses in this study is productive skill. The regulation of workplace influences all members to speak English in a certain situation depend on the schedule created by management of the hospital. The regulation is held to face the recent situation placing English as lingua franca.

Regarding with reading and writing skills, seven activities were examined. They were concerned with letter writing (emails, memos and faxes), forms and applications, research, taking notes/reports, and using computers. The majority of the respondents felt it was important to have a high level of proficiency in reading and writing skills to conduct these activities. This suggests that students in medical professions need to acquire a high level of the reading and writing skills to be prepared for their professional lives. By having good competence in both reading and writing, the nurses' problems with English book and journal can be anticipated.

Somehow, respondents considered all English language skills to be important to conduct their jobs effectively. Though productive skills were viewed as more important than receptive skills, practically integration among the four skills can't be neglected in teaching and learning process. There are some combinations during performing the materials in order to avoid gaps of the skills. Therefore, activities in an English program should reflect situations similar to what the medical students will encounter in their future careers. For example, reading and writing courses should use authentic materials from the medical environment representing each profession instead of using generic materials covering the whole range of the medical field. Listening and speaking courses should contain dialogues instead of individual word repetition.

Conclusion

The role of need analysis is clearly urgent to design responsive program covering nurses' needs and their target needs. The program should be match with the needs and perceived of nurses in order to achieve the expectation of the nurses and demand of nowadays situation. The four aspects ('necessities', 'lacks', 'wants', and 'gaps') which becoming the focus of the program are overcome by conducting needs analysis. Similarly, Christison and Krahnke (1986) believe designing curriculum in language programs for academic preparation can't be separated from empirical data reflecting the most significant benefit to learners not only institution and teaching personnel's experience.

This study reveals any information about the nurses' capacity and characteristic, the responsive program which is expected, and the improvement goal. The majority of participants prefer productive skills (speaking) to receptive skills in the program. The demand and regulation of their workplace have significant influence in creating curriculum and materials. Therefore, the results of this study can be used as consideration to create appropriate materials for nurses to achieve the goals of program which have been negotiated between the participants and curricula-designers.

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