



## Enhancing Nursing Education: The Role of ESP Courses at Suleimani University

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### Abstract

In Iraqi Kurdistan, Kurdish is the primary language of instruction in preparatory schools, and English is taught as a subject alongside other subjects. However, students with limited exposure to English must now use it intensively as the medium of instruction at higher levels. Consequently, they face significant challenges in applying the language effectively in their academic studies. ESP courses could help resolve this issue in this particular context.

This study aims to investigate nursing students' specific language needs for an ESP course. The research was conducted with 40 first-year students, 40 fourth-year students, and 10 teachers in the College of Nursing at Sulaimani University. A student questionnaire and teacher interviews were employed to capture both groups' perceptions of the students' language needs and whether an ESP course would address them. The data from nursing students and teachers in the Kurdistan Region of Iraq highlight the need for an ESP course adapted to these nursing students. The need for improved vocabulary, grammar, speaking, and writing skills specific to nursing was also underscored. Intensifying and dedicating more time to improving the students' English were also emphasized. The need for courses that make progress in both teachers' teaching and English proficiency was also suggested.

**Keywords:** English for Specific Purposes (ESP) course, language needs, needs analysis, nursing students

## Introduction

English plays an indispensable part whether for educational, vocational, or professional purposes. English for Specific Purposes (ESP) programs have been implemented since the early 1960s. An ESP is an important approach to effective language course design that involves arranging the curriculum, content, and materials to directly focus on the specific needs and goals of the target language learners (Hutchinson & Waters 1987). Moreover, ESP has become a vital and groundbreaking movement within the Teaching of English as a Foreign and Second Language program (Dudley-Evans & St. John, 1998).

English is used as a foreign language in Kurdistan Region of Iraq. For that reason, it is utilized in limited settings. All the basic and secondary education subjects are taught in Kurdish, except English and Arabic. The English course that is taught gives a background to the students. However, when students come to college and take academic courses where English is the medium, their English level is insufficient to follow the subjects. Nursing, as a discipline, is critical because it directly relates to human life and the body. Unfortunately, the College of Nursing students at Sulaimani University have substantial difficulties using English. This is while they are taking a non-specialized English course.

As it's stated, a non-specialized course that pays attention to the whole language is not urgently required, achievable, economical, and motivating (Tan, 1988). Therefore, ESP courses are given to tertiary students to meet their specific needs, and help them to cope with academic and occupational contexts (Chang, 2009; Tsao, 2011).

This study was conducted to investigate nursing students' language needs and whether an ESP course is mandatory for them to cope with their academic context. Precisely, the study addresses the following questions:

1. To what extent do the nursing students and the faculty use English as a medium?
2. What are nursing students' perceptions of their English language needs?
3. What are the instructors' perceptions about the nursing students' language needs?
4. Is an ESP course required for the nursing students according to both the nursing students and teachers' perceptions?

## Literature review

## Need of ESP course

English for Specific Purposes (ESP) tailors language instruction to the professional needs of learners, emphasizing skills like terminology, communication, and practical application. A study explored the academic English requirements of first-year medical students at Karadeniz Technical University. Outcomes from a survey of 169 medical students showed that English learning primarily aims to improve interaction and achieve high scores in language exams, with a strong focus on speaking skills, especially in medical contexts. Traditional face-to-face classes are preferred, and self-assessment is favored over formal evaluations. Speaking, listening, reading, and writing were ranked as essential language skills, with specific emphasis on medical-related tasks in each skill area (Kayaoğlu and Akbaş, 2016). Another study was conducted with medical students in a foundation year English for medical purposes course at King Khalid University in Saudi Arabia and it is asserted that their course should not be applied as an independent part of education, but as a vital part of medical education. It is also found that the students faced significant challenges, particularly in writing, followed by reading, speaking, and listening. Writing is identified as the most difficult skill. Moreover, improving the curriculum and teaching strategies must be based on the perceptions of students', healthcare professionals', and faculty members (Qadeer & Chow, 2023).

Two other studies have demonstrated that ESP is crucial for healthcare professionals, including nursing and midwifery students, enabling them to communicate effectively in clinical settings and meet global employment demands (Farea & Singh, 2024, Jibrán, et al., 2024). These specifications in the forementioned studies pave a way to English for Specific Purposes courses because these can inform the design of an ESP course which is the key role of needs analysis. Kakoulli Constantinou (2023) argues that ESP plays a critical role in equipping nursing students with the necessary English language skills for their academic and professional success. Studies emphasize that nursing education requires discipline-specific language training tailored to clinical communication, medical terminology, and patient care documentation. Nursing students often face challenges with academic writing and communication, especially non-native English speakers. These challenges stem from diverse academic backgrounds, insufficient prior training, and the complexities of nursing discourse, which combines scientific, reflective, and interpersonal elements. A genre-based approach to teaching, such as analyzing student texts and

providing targeted feedback, has been shown to improve students' critical thinking and writing skills (Orfanò & Wingate, 2024). Furthermore, ESP practitioners highlight the need for teacher training to address students' unique linguistic and professional needs. The multidimensional role of ESP educators involves designing specialized materials, conducting needs analysis, and adopting flexible methodologies (Kakoulli Constantinou, 2023).

The findings of another study indicate a substantial need for ESAP (English for Specific Academic Purpose) among undergraduate engineering students at Ishik University in Iraq. Conducting an academic needs analysis plays a crucial role in identifying and understanding the educational needs of any institution (Celik et al, 2014). This study appears to be more relevant to ours because it was conducted in Erbil, where the context and participants' backgrounds are similar to those in this study. Another study indicates a necessity to establish a language course centered on English for Specific Purposes, particularly in nursing. The participants have varying expectations regarding their requirements for using the target language, whether for academic or professional purposes (Saragih, 2014).

Many scholars have asserted the effectiveness of ESP courses over EGP. Hutchinson and Waters (1987) argue that ESP is more effective than EGP due to its focus on specific language skills relevant to the learners' needs. Harding (2007) also stated that the relevance found in ESP courses may not be present in other areas of ELT, particularly in English for General Purposes. He argues that students from different departments often feel that language-focused instruction fails to meet their pragmatic requirements and expectations, leading to disinterest. Another significant argument about ESP is its emphasis on 'special purposes,' suggesting that language learning is secondary to the learners' primary goal, achieving the required level as soon as possible (Robinson, 1980).

### Needs analysis

If an ESP course is not designed by systematic needs analysis, it will not result in a course relevant to the student's needs and therefore obstructs the teaching /learning process (Hutchinson and Waters 1987). One of the crucial parts of needs analysis is Present Situation Analysis (PSA), which includes data collection on students' current language skills. Furthermore, their learning likes, reasons for taking the course, and background are

examined under their "wants" as part of the analysis (Offord-Gray & Aldred, 1998). Furthermore, Sajida (2006) asserts that students learn a language effectively when they use it in clear and appealing situations. This conforms with Vygotsky's theory which suggests that learners learn in a definite situation where a person interacts with a more knowledgeable person situated within the learner's zone of proximal development (ZPD). According to Vygotsky, learning cannot happen outside of this ZPD. According to Vygotsky, learning cannot happen outside of this ZPD (Lightbrown & Spada, 2013) and that specific situation is created in an ESP course.

Luttikhuizen (2000) also states that needs analysis is one of the fundamental assumptions in syllabus design because syllabus design originates from them. In addition, while designing materials for the ESP course, some elements related to the exact field (grammatical, functional, notional, lexical, discourse, and rhetorical) are chosen. This would be more crucial than mere teaching of several technical terms. Another related study was carried out to assess the effectiveness of applying a needs-based approach to planning ESP courses in Greek higher education. The Oxford Placement Test was administered before and after the ESP course to assess the group's progress, comparing those who experienced the needs-based method to those who did not. Consequently, the experimental group of students achieved higher overall test scores than the control group (Navickiene et al. 2015).

Other studies indicate that needs analysis is essential to design effective ESP courses. For nursing students. A study shows effective ESP courses for nursing should address specific linguistic and communicative demands, such as medical terminology, pronunciation, and patient counseling skills. Needs analysis is vital for designing such courses, as it ensures alignment with students' future professional roles (Dou at all, 2023). Moreover, it is crucial to focus on target needs like terminology, patient interaction, and documentation skills. For example, a study at the Muslim University of Indonesia highlighted challenges such as vocabulary acquisition, confidence in speaking, and comprehension, advocating tailored instructional methods to address these gaps (Farea & Singh, 2024). Similarly, research in Yemen emphasized discrepancies in skill priorities between students and instructors, showing a need for alignment in course design (Jibran, at all, 2024). By addressing specific linguistic and professional demands, ESP courses ensure that nursing students achieve competence in English for their future

roles, bridging the gap between academic learning and workplace expectations (Heriyanti et al., 2024). While some studies demonstrate the positive outcomes of needs-based ESP courses in improving students' language proficiency and motivation, **Najmaddin and Hama Sur (2024)** offer a contrasting perspective. Their research on technical institutes in Kurdistan reveals that the absence of needs analysis in an ESP course resulted in a significant mismatch between course content and students' proficiency levels. This led to negligible improvements in language skills, highlighting the critical importance of systematic needs analysis in ESP course design.

## Methodology

The aim of the study

This study was conducted to explore if the Nursing Department/Sulaymaniyah University students need an ESP course, and more specifically what areas of language are more necessary and required for them from the teachers' and students' perceptions.

These key assumptions were proposed and analyzed:

1. The English language level of the students hinders learning.
2. The students have problems in expressing themselves.
3. The nursing department students need to improve some skills more than others.

Participants

The participants in this study consisted of forty first-year and forty fourth-year nursing students from Sulaimani University. The total populations were 82 first-year students and 79 fourth-year students. To maintain balance and comparability between groups, an equal number of participants were selected from each cohort. Participation was voluntary, and while some students declined to take part, a sufficient number of responses were obtained from each group to ensure meaningful analysis.

First-year students were included to reflect on their English language needs at the start of their program, as they are currently taking general English courses and facing the challenges of early adjustment. Fourth-year students, having completed most stages of the program, including capstone or final projects, provided insights into the language demands at advanced academic levels. This balanced approach allowed for a direct comparison of language needs across different stages of the nursing program.

Ten nursing teachers participated in the interviews for this study. The participants varied in age, academic titles, and degrees. Among them, seven were native Kurdish speakers, two were native Arabic speakers, and one was a native English speaker. Although a total of 23 nursing teachers were initially approached, only 10 agreed to participate voluntarily.

#### Reliability and Validity of Data Collection Tools

The student questionnaire was developed using items adapted from established ESP frameworks, including Hutchinson & Waters (1987) and Dudley-Evans & John (1998). These sources ensured strong content validity by aligning the questions with recognized concepts in ESP needs analysis. Additional items were developed by the researcher, incorporating personal experience and the specific context of nursing students to enhance relevance. Adjustments to existing items ensured clarity and appropriateness for the target participants.

The semi-structured teacher interviews complemented the questionnaire, providing deeper insights into ESP needs. A predefined set of questions ensured consistency, while the flexible format allowed detailed responses. Expert review of the interview guide and triangulation with questionnaire findings strengthened the validity of the study.

#### Results

The student questionnaire data were analyzed using descriptive statistics, with mean scores calculated for each item to summarize responses on a five-point Likert scale ("Strongly Disagree" to "Strongly Agree"). The survey data was analyzed using Excel, and the mean scores for both first-year and fourth-year students were presented in tables to reflect their perceptions of English proficiency and needs. Patterns and contradictions, such as recognizing limitations in English proficiency but showing reluctance to seek support, were interpreted using qualitative reasoning for deeper insights.

Table 1 Mean score of the items that shows the first-year students' English Language Proficiency for Academic Studies

Question	1st Year Students
1. I can use English effectively to pursue my	2.33 (Somewhat Disagree)

## Question

## 1st Year Students

medical studies.

5. I always use English in the class.	1.51 (Disagree)
6. I have sufficient knowledge of nursing-specific academic language needed for successful English usage in my studies.	1.84 (disagree)
7. My present level of English helps me to follow subjects taught in English in my academic studies? (i.e., to take notes, understand lectures, etc.).	2.04 (disagree)
8. I estimate that my present English level limits the knowledge I can take from different resources about my subject field.	4 (Strongly Agree)
16. I need a course that helps me use English resources and references in writing reports and papers.	2.33 (Somewhat Disagree)

Table 1 summarizes first-year students' perceptions of their English proficiency for academic studies, indicating generally low confidence levels, with mean scores below 3.0 for most items. Students somewhat disagreed (2.33) with their ability to use English effectively in medical studies (Item 1), highlighting challenges in applying English to academic tasks. Similarly, a mean score of 1.51 (Disagree) for Item 5 suggests that students rarely use English in class, reflecting limited practice opportunities. Moreover, students felt unprepared in their knowledge of academic English, as reflected in Item 6 (1.84, Disagree), which indicates difficulties in understanding and using discipline-specific language. Finally, a score of 2.04 (Somewhat Disagree) for Item 7 underscores challenges in comprehending English-taught subjects, such as note-taking and lectures.

Table 2. English Language Skills Relevant to Nursing and Medical Studies:

2. I can easily express myself on subject field topics.	1.93 (Disagree)
3. I can easily put my ideas into paper on subject field topics in the exams.	2.17 (Somewhat Disagree)
4. I always want my teacher to translate subject-specific	4.25 (Strongly



terminology into Kurdish due to lack of knowledge of such vocabulary.		Agree)
10. I need an English course that helps me apply grammar effectively in nursing-related contexts..	4.8	(Strongly Agree)
11. I need an English course that helps me in lexical items related to nursing.	4.88	(Strongly Agree)
13. I need an English course that helps me in writing reports on nursing documentation.	4.23	(Strongly Agree)

Table 2 highlights first-year students' self-assessment of their English language skills in nursing and medical studies, revealing significant gaps in key areas. A mean score of 1.93 ("Disagree") for Item 2 indicates difficulty expressing themselves on subject-specific topics, while a score of 2.17 ("Somewhat Disagree") for Item 3 shows challenges in writing about these topics during exams. In contrast, Item 4 received a high mean score of 4.25 ("Strongly Agree"), reflecting students' reliance on teachers to translate subject-specific terminology into Kurdish. Students strongly agreed on the importance of targeted English courses, as shown by the high scores for Item 10 (4.8) on grammar and Item 11 (4.88) on nursing-related terminology. Additionally, the mean score of 4.23 for Item 13 emphasizes the need for writing support tailored to nursing documentation and reports.

Table 3 Mean score of the first-year students' responses to the questions about General English Language Skills:

9. I find the number of hours provided for English learning is enough.	2.12	(Somewhat Disagree)
12. I need an English course that helps me listen to English lecture	4.5	(Strongly Agree)
14. I need an English course that improves my reading skill in English.	4.93	(Strongly Agree)
15. I need an English course that helps me to speak English more fluently.	4.58	(Strongly Agree)

According to the first-year students' responses, they express a strong desire for improvement in general English language skills. For Item 9, students somewhat disagree (2.12) with the sufficiency of current English learning hours. The strong agreement (4.5) with Item 12 highlights the importance of a course to improve their ability to listen to lectures. Similarly, the very high agreement with Item 14 (4.93) underscores their need for a course to strengthen reading skills. In Item 15, students also strongly agree (4.58) on the need to improve their fluency in speaking English.

Table 4: Mean score of the items that shows the fourth-year students' English Language Proficiency for Academic Studies

Question	4 <sup>th</sup> Year Students
1. I can use English effectively to pursue my medical studies.	3.49
5. I always use English in the class.	1.73
6. I have linguistic knowledge of academia and particular disciplines that are needed for successful English usage.	2.33
8. I estimate that my present English level limits the knowledge I can take from different resources about my subject field.	2.93
16. I need a course that helps me use English resources and references in writing reports and papers.	4.14

Table 4 presents the mean scores of six items assessing fourth-year students' English language proficiency for academic studies. The response to Item 1, with a mean of 3.49, indicates that students feel moderately confident in using English for their medical studies. For Item 5, the low mean score of 1.73 shows that students rarely use English in class. Similarly, the score of 2.33 for Item 6 suggests limited knowledge of academic and discipline-specific language. The moderate score of 2.93 for Item 8 indicates that students feel their English proficiency somewhat limits their ability to access and understand academic resources. The high mean score of 4.14 for Item 16 reflects a

strong need for support in using English for academic tasks, particularly in writing reports and referencing resources.

Table 5. Mean Scores: Fourth-Year Students' Responses on English Skills in Nursing:

2. I can easily express myself on subject field topics.	
3. I can easily put my ideas into paper on subject field topics in the exams.	2.62
4. I always want my teacher to translate subject-specific terminology into Kurdish due to my lack of knowledge of such vocabulary.	3.16
10. I need an English course that helps me in grammatical structures related to nursing.	2.48
11. I need an English course that helps me in lexical items related to nursing.	2.58
12. I need an English course that helps me listen to English lectures.	4.63
13. I need an English course that helps me in writing reports on nursing documentation.	4.33

Table 5 presents the mean scores of fourth-year students' responses regarding their English language skills in specific disciplines. The score of 2.62 for Item 2 indicates that students have middling confidence in expressing themselves on subject-specific topics. The mean score of 3.16 for Item 3 reflects slightly higher confidence in writing ideas on subject-specific topics during exams. The mean score of 2.48 for Item 4 reveals a reliance on teachers to translate subject-specific terminology into Kurdish. A moderate score of 2.58 for Item 10 indicates a need for an English course focused on grammar. By contrast, Item 11 received a high score of 4.63, showing a strong demand for instruction in nursing-specific lexical items. Similarly, the mean score of 4.33 for Item 13 highlights the need for support in writing nursing-related reports and documentation.

Table 6 Mean score of the 4<sup>th</sup>-year students' responses to the questions about General English Language Skills:

Table 6 Mean score of the 4<sup>th</sup>-year students' responses to the questions about General English Language Skills: 4.12

12. I need an English course that helps me listen to English lectures.

14. I need an English course that improves my reading skill in English. 4.04

15. I need an English course that helps me to speak English more fluently. 4.84

Table 6 shows the mean scores of fourth-year students' responses regarding general English language skills. A score of 4.12 reflects a strong need for a course to improve their ability to listen to lectures in English. A mean of 4.04 indicates significant support is needed for reading comprehension. The highest score, 4.84, highlights speaking fluency as the most critical skill students wish to develop.

Table 7: the 1<sup>st</sup> year and 4<sup>th</sup> students' responses to the questionnaire

Question	1st Year Students	4th Year Students
1. I can use English effectively to pursue my medical studies.	2.33	3.49
2. I can easily express myself on subject field topics.	1.93	2.62
3. I can easily put my ideas into paper on subject field topics in the exams.	2.17	3.16
4. I always want my teacher to translate subject-specific terminology into Kurdish due to my lack of knowledge.	4.25	2.48
5. I always use English in the class.	1.51	1.73
6. I have linguistic knowledge of academia and particular disciplines that are needed for successful English usage.	1.84	2.33

Question	1st Year Students	4th Year Students
7. My present level of English helps me to follow subjects taught in English in my academic studies. (i.e., to take notes, understand lectures, etc.).	2.04	3.29
8. I estimate that my present English level limits the knowledge I can take from different resources about my subject field.	4	2.93
9. I find the number of hours provided for English learning is enough.	2.12	-
10. I need an English course that helps me in grammatical structures related to nursing.	4.8	2.58
11. I need an English course that helps me in lexical items related to nursing.	4.88	4.63
12. I need an English course that helps me in listening to lectures presented in English.	4.5	4.12
13. I need an English course that will help me write reports on nursing documentation.	4.23	4.33
14. I need an English course that improves my reading skill in English.	4.93	4.04
15. I need an English course that helps me to speak English more fluently.	4.58	4.84
16. I need a course that helps me to use English resources and references and using them in writing reports and papers.	2.33	4.14

## Teacher interview

The teacher interview data were analyzed using qualitative content analysis. Responses were reviewed and categorized into themes based on factors influencing the use of English in the classroom. Patterns and variations were identified, such as differences in English usage and adjustments made to address students' needs.

This analysis provided insights into the challenges and strategies involved in balancing English and native language use in teaching, highlighting the importance of flexibility in language instruction.

### 1. *Percentage of the use of English in the class by teachers*

*In response to this question, the teachers had different answers. Three teachers stated that the percentage of their use of English is %90. They use Kurdish %10 to give more explanation, especially the medical terms and vocabularies. Another teacher's percentage of the use of English is %90 for the first semester only, while for the second semester is %40 only because the students' English whom this teacher taught in the first semester were much better than the other group in the second semester. A teacher said that she utilizes English %100 in the class since her mother tongue is not Kurdish and she should speak English. Another teacher stated that %80 of the time speaks English. A practical teacher who only teaches in the hospital said that she only uses English 40 percent of the time; she teaches in Kurdish mostly since the students cannot understand and need clarification. Another teacher said he can only use English %50 out of the time because the students need translation and their English is poor. Moreover, he stated that many teachers use less English because they do not have a rich English background.*

### 2. *Students' linguistic knowledge of academia and particular disciplines that is needed for English usage:*

*Four teachers had similar answers to this question, which is their English is poor. One of them stated that*

*"... they don't only ask for the meaning of subject specific vocabulary, they sometimes even ask for the meaning of very elementary and basic words in English language."*

Two other teachers said that they were fine or not bad. Nevertheless, three other teachers said that there are both students whose English is sufficient and students whose English is weak. Two of them cleared it out that the students whose English is acceptable, are mostly from private schools or have taken English courses outside their schools as well.

3. *The students' English writing in exams, reports and written papers*

When the teachers are asked about this question, four teachers said that the students' writing is good or fair. One of them stated that their writings make mistakes, but I can understand them. Conversely, four other teachers stated that their writing is not good or weak. One of them explained

“...sometimes there are incorrect sentences, I understand it and I tell them the correct form of the sentence....”

Another one explained that “... they don't even know the primary techniques of writing, such as paraphrasing, summarizing.... Mainly because of their low level of proficiency”

Another teacher stated that they have both students with good writing and those with poor writing.

4. *Translate subject-specific terminology into Kurdish due to the students' lack of knowledge of nursing vocabulary*

Seven teachers among the nine interviewed teacher said that they translate subject specific terminology into Kurdish. Another teacher said that she sometimes translates subject specific words “...because these words are very critical and I want to make sure the students learn them”. Moreover, another teacher said that “I didn't translate in the last semester, but this semester I must do because the level of English of the students in the last semester was much better than this one. I ...\”

5. *The students' present English level limits the knowledge they can take from different resources about their subject field:*

In response to this question, six teachers agreed with this statement and even three others answered the question using “of course” and another one said, “I am strongly with that because most of the medical research in the internet is explained in English”. The other three teachers magree with this statement to some extent. To explain this, they answered using “sometimes” or one of them said “the students who came from private

*school are good, but English level of the ones who came from public schools makes many problems for them”*

6. *The number of hours provided for English learning is enough:*

*All the teachers thought that some changes must be made to the English course that is given to the students in the first year except for one teacher. Five of them thought that the time is not enough. One of them suggested that “they should dedicate the first year of the college to provide an intensive English course to improve the students’ English”. Another teacher also made the same suggestion saying “...I suggest a more effective and efficient course...” Then again, the three others said that though the time is not short, the course does not make difference because it doesn’t have a good course book or it is not a well-arranged course to function effectively.*

7. *The students need an English course that helps them in:*

- a) grammatical structures related to nursing?*
- b) lexical items related to nursing?*
- c) listening to lectures presented in English?*
- d) writing reports on nursing documentation?*
- e) reading skills in English?*
- f) speaking more fluently in English?*
- g) using English resources and references and using them in writing reports and papers.*

*In response to the last question, seven teachers stated that the students need a course focusing on these seven aspects. One of them stated that “I have even brought English native teachers and interacted with private language institutes to give English course to our students in a cheaper price before to compensate their lack of English competence”. Another teacher stated that “...they are in a great need of such a course”. Another teacher stated that they need all these skills except for reading because the students are good at reading. Another teacher said that only a b and g need to be considered. However, the teachers also gave priority to some skills more than other. Four teachers believed that grammar was more important than the others. Four other teachers’ first priority was*



*speaking. The last point was also considered significant, and a teacher said, “.... we help the students in their writing reports and papers because they really lack knowledge in this aspect’.*

## **Discussion**

The discussion of this study integrates insights from various data sources, emphasizing the importance of addressing students’ English language needs to support their academic and professional success.

### **Students’ Perceptions**

Students strongly agreed that limited English proficiency restricts access to academic resources, highlighting a critical barrier to their educational progress. However, their lack of enthusiasm for targeted courses addressing this issue may stem from limited exposure to advanced academic tasks early in their studies. This discrepancy underscores the need for enhanced English language support in discipline-specific areas. The findings revealed significant gaps in students’ speaking, writing, and technical vocabulary skills, which are essential for academic engagement. These results suggest the need for an ESP course focusing on grammar, technical vocabulary, and tailored writing support.

Students expressed a clear demand for improved listening, reading, and speaking instruction, reflecting their awareness of the importance of these skills for academic and social purposes. Although fourth-year students demonstrated some confidence in their English abilities, they still faced challenges in academic writing, research tasks, and understanding specialized terminology. The lack of class practice and limited knowledge of discipline-specific language indicate persistent gaps in proficiency. To address these challenges, a systematic course focusing on academic writing, research tasks, and specialized terminology is recommended.

### **Comparison of First-Year and Fourth-Year Students**

The responses highlighted clear developmental differences between first- and fourth-year students. Fourth-years reported higher confidence in using English for medical studies and following academic content compared to first-years. Reliance on Kurdish for terminology decreased significantly among fourth-years, indicating progress in

familiarity with English-specific terms. However, both groups noted limited English usage in class, pointing to insufficient practice opportunities.

First-years prioritized grammar and vocabulary support, while fourth-years emphasized skills for research and report writing. Both groups valued listening comprehension, report writing, and speaking fluency, with fourth-years prioritizing fluency slightly more. These findings suggest the need for tailored English courses that address the specific developmental stages of students.

### **Teachers' Perspectives**

Nursing teachers reported varying degrees of English use in classrooms, influenced by students' proficiency and the teachers' backgrounds. While most teachers aimed to use English predominantly, practical challenges often necessitated integrating Kurdish for clarification. Teachers noted that limited English proficiency among colleagues and students alike impacted the effective use of English in academic settings. This highlights the importance of balancing English and native language use to ensure comprehension while promoting language development.

Teachers observed that students' English proficiency limits their ability to access subject-specific resources, particularly as most medical research is in English. They identified significant differences based on students' educational backgrounds, with those from private schools performing better than those from public schools. These findings emphasize the need for additional language support tailored to diverse student needs.

Teachers and students both emphasized the need for English skills specific to nursing, including vocabulary, grammar, and writing reports. Their views align with Qadeer and Chow (2023), who noted nursing students' struggles with academic English, such as understanding lectures and using resources. Similarly, Celik et al. (2014) stressed the importance of needs analysis for ESP course design. Both groups highlighted English's critical role in medical studies and suggested course adjustments, such as more instruction time and better materials, echoing Hutchinson and Waters' (1987) call for ESP courses based on systematic needs analysis. Teachers also noted students' varying English proficiency, consistent with Kayaoğlu and Akbaş (2016).

### **Validity, Reliability, and Recommendations**

The study's validity is supported by its focus on relevant aspects of English proficiency and the logical developmental trends observed between first- and fourth-year students. The consistent use of a rating scale strengthens reliability. However, reliance on self-assessment may introduce bias, particularly among first-years who heavily depend on Kurdish, potentially lowering their self-confidence. Incorporating objective measures such as proficiency tests in future research could provide more accurate insights.

### **Conclusion**

The data from nursing students and teachers in the Kurdistan Region of Iraq highlight a strong need for an English for Specific Purposes (ESP) course tailored to nursing. Key areas of focus include medical terminology, writing skills, and speaking fluency. A thorough needs analysis is essential to ensure the course addresses students' specific language needs, combining language learning with subject-specific content for practical application in nursing contexts. The course should cover grammar, vocabulary, listening, reading, speaking, and writing, with a recommendation for more instruction hours or an intensive format. Teacher training in ESP methodologies is also necessary to improve quality of instruction.

### **Limitations:**

While 80 students and 10 teachers were included, this study may not fully represent all nursing students and faculty. comprehensive needs analysis requires broader input from administrators and field expert. Additionally, the study relied solely on questionnaires and interviews, while other tools like observations, journals, and tests could have enriched the data.

## باشترکردنی خوێندنی په‌رستاری: رۆلی زمانی ئینگلیزی بۆ مه‌به‌ستی تایبەت کۆرسه‌کان له زانکۆی سلیمانی

شلیر محمدعلی نجم‌الدین

به‌شی ژمیریاری، په‌یمانگای ته‌کنیکی ده‌ربه‌ندیخان، زانکۆی پۆلیته‌کنیکی سلیمانی، سلیمانی، کوردستان، عێراق  
پوخته:

له کوردستانی عێراق زمانی ناوه‌ندی خوێندن له قوتابخانه ئاماده‌یه‌کان زمانی کوردیه و ئینگلیزی وه‌ک وانه‌یه‌ک ئه‌خوێنرێت له‌گه‌ل بابته‌کانی تردا. به‌لام ئه‌م ته‌ته‌له‌بانه‌ی که به‌رکه‌وته‌و به‌کارهێنانی ئینگلیزیان زۆر سنورداریبووه، له به‌شی په‌رستاری زۆر به‌چری به‌کارهێنن له ئاستیکی به‌رزتردا. له ئه‌نجامدا رۆوبه‌رووی ئاسته‌نگی به‌رچاو ده‌بنه‌وه له به‌کارهێنانی زمانه‌که به‌شیوه‌یه‌کی کاریگه‌ر له خوێندنه ئه‌کادیمییه‌کانیادا. خوله‌کانی ESP ده‌توانن یارمه‌تیده‌ر بن له چاره‌سه‌رکردنی ئه‌م کیشه‌یه‌ له‌م بارودۆخه‌ تایبته‌دا. ئه‌م توێژینه‌وه‌یه ئامانجی ئه‌وه‌یه له پێداویستییه تایبته‌کانی زمانی ئینگلیزی خوێندکارانی په‌رستاری بکۆڵێته‌وه بۆ خولی زمانی ئینگلیزی بۆ مه‌به‌ستی تایبته‌ت. توێژینه‌وه‌که له‌گه‌ل 40 خوێندکاری قۆناغی یه‌که‌م و 40 خوێندکاری قۆناغی چواره‌م و 10 مامۆستای کۆلیژی په‌رستاری له زانکۆی سلیمانی ئه‌نجامدراوه. پرسیارنامه‌یه‌کی خوێندکار و چاپێکه‌وتنی مامۆستا به‌کارهێنران بۆ وه‌رگرته‌نی تێروانینه‌کانی هه‌ردوو گروپه‌که سه‌باره‌ت به‌ پێداویستییه‌کانی زمانی خوێندکاران و ئایا خولی ئینگلیزی بۆ مه‌به‌ستی تایبته‌ت چاره‌سه‌ره‌ بۆیان.

به‌ پێی تێروانینه‌کانیان، دیاره‌ که کۆرسی (ESP) پێداویستییه‌کی بنه‌رته‌یه‌ بۆ به‌رزکردنه‌وه‌ی زانیاری تایبته‌ت

به‌ بابته‌کانی خوێندکاران. هه‌روه‌ها جه‌خت کرایه‌وه له‌سه‌ر پێویستی خوێندکاره‌کان بۆ باشترکردنی وشه‌سازی، رێزمان، قسه‌کردن و نووسینی تایبته‌ت به‌ په‌رستاری. هه‌روه‌ها جه‌خت کرایه‌وه له‌سه‌ر چرک‌کردنه‌وه و ته‌رخانکردنی کاتیکی زیاتر بۆ باشترکردنی زمانی ئینگلیزی خوێندکاران. هه‌روه‌ها پێویستی به‌و خولانه‌ پێشنیار کرا که هه‌ردوو وانه‌وتنه‌وه و توانای زمانی ئینگلیزی مامۆستایان پێشده‌خه‌ن.

**کلیله وشه‌کان:** خولی ئینگلیزی بۆ مه‌به‌ستی تایبته‌ت (ESP)، پێداویستییه‌کانی زمان، شیکاری پێداویستییه‌کان، خوێندکارانی په‌رستاری.

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