
Designing a Medical English ESP Course for Uzbek Nurses: Needs Analysis and Course Development

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Annotation *This article explores the design of a Medical English ESP course for Uzbek nurses with B1-level English proficiency according to the CEFR. The participants work in hospitals and have diverse motivations: some communicate with foreign patients locally, while others plan to migrate to English-speaking countries. The study draws on two ESP course models (Nickerson's Language in the Workplace and Northcott's English for Lawyers) as frameworks for course design, combining macro-level structure and micro-level task-based planning. Needs analysis includes questionnaires, interviews, document analysis, and observations to align the course with workplace communication requirements. The course employs problem-based learning, genre and discourse analysis, and authentic tasks to develop nurses' speaking, reading, writing, and professional English skills. Assessment integrates diagnostic, formative, and summative methods. The study highlights how learner-centered and context-specific ESP course design can support professional communication and language development in the medical field.*

Keywords *Medical English, ESP course design, nurses, needs analysis, problem-based learning, professional communication*

O'zbekistonlik hamshiralarga mo'ljallangan Tibbiy Ingliz tili ESP kursini loyihalash: Ehtiyojlar tahlili va kursni rivojlantirish

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Annotatsiya *Ushbu maqola O'zbekistonlik hamshiralarga mo'ljallangan B1 darajadagi ingliz tili bo'yicha Tibbiy Ingliz tili ESP kursining loyihalashtirilishini o'rganadi. Ishirokchilar shifoxonalarda ishlaydi va turli motivatsiyalarga ega: ba'zilar mahalliy bemorlar bilan ingliz tilida muloqot qiladi, boshqalari esa ingliz tilida so'zlashuvchi mamlakatlarga ko'chib ketishni rejalashtirmoqda. Tadqiqot ikki ESP kurs modeliga tayangan: Nickersonning Language in the Workplace va Northcottning English for Lawyers, bu kursni makro-darajadagi tuzilma va mikro-darajadagi vazifalarga asoslangan rejalashtirish bilan loyihalash imkonini beradi. Ehtiyojlarni aniqlash uchun so'rovnomalar, intervyular, hujjatlar tahlili va kuzatuvlar ishlatiladi, bu orqali kurs ish joyidagi muloqot talablariga mos keladi. Kurs muammoga asoslangan o'qitish, janr va diskurs tahlili, shuningdek, haqiqiy vazifalarni qo'llash orqali hamshiralarning gapirish, o'qish, yozish va professional ingliz tilidagi ko'nikmalarini rivojlantiradi. Baholash diagnostik, shakllantiruvchi va yakuniy usullarni o'z ichiga oladi. Tadqiqot shuni ko'rsatadiki, o'quvchiga yo'naltirilgan va kontekstga mos ESP kurslarini loyihalash tibbiy sohadagi professional muloqot va til ko'nikmalarini rivojlantirishga yordam beradi.*

Kalit so'zlar *Tibbiy ingliz tili, ESP kursini loyihalash, hamshira, ehtiyojlarni tahlil qilish, muammoga asoslangan o'qitish, professional muloqot*

Разработка курса медицинского английского ESP для узбекских медсестёр: анализ потребностей и разработка курса

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Аннотация *В данной статье рассматривается разработка курса медицинского английского ESP для узбекских медсестёр с уровнем английского B1 по CEFR. Участники работают в больницах и имеют разные мотивы: некоторые общаются с иностранными пациентами на месте, а другие планируют переезд в англоязычные страны. Исследование опирается на два ESP курса: Language in the Workplace Никерсона и English for Lawyers Норткотта, комбинируя макроуровневую структуру и микроуровневое планирование на основе задач. Для анализа потребностей использовались анкеты, интервью, анализ документов и наблюдения, чтобы курс соответствовал требованиям профессионального общения. Курс включает проблемно-ориентированное обучение, анализ жанров и дискурса, а также выполнение аутентичных заданий для развития навыков говорения, чтения, письма и профессионального английского. Оценивание включает диагностические, формирующие и итоговые методы. Исследование показывает, что ориентированный на учащихся и контекстно-специфический ESP курс способствует развитию профессионального общения и языковых навыков в медицинской сфере.*

Ключевые слова *Медицинский английский, разработка ESP курса, медсестры, анализ потребностей, проблемно-ориентированное обучение, профессиональное общение*

Introduction

This ESP project focuses on designing a Medical English course for Uzbek nurses whose current English proficiency level is B1, according to the CEFR. The participants work in hospitals but have different motivations to improve their English language skills. Some need English to communicate effectively with foreign patients in Uzbekistan, while others plan to migrate to English-speaking countries for professional work.

When designing this Medical English course, I relied on two ESP course examples

from Woodrow (2018) as frameworks. Nickerson's Language in the Workplace offers a project-based approach adaptable to institutions, useful in Uzbek hospitals where formal needs analyses are limited. Northcott's English for Lawyers demonstrates a small-group, needs-based design, highlighting the value of authentic materials and learner interviews. These models guide both macro-level course structure and micro-level lesson planning, ensuring pedagogical and practical relevance to nurses' professional settings.

Literature review

ESP research emphasizes the importance of needs analysis and learner-centered course design. Woodrow (2018) highlights needs analysis as the “backbone of ESP course design,” combining both qualitative and quantitative tools. Similarly, Serafini (2015) stresses that learners’ professional identities and roles must be prioritized to ensure effective instruction.

Viana, Bocorny, and Sarmiento (2019) argue that contextualized instruction, integrating authentic workplace tasks, is key to successful ESP programs. Nurses require language for specific functions such as giving medical advice, explaining diagnoses, documenting patient records, and communicating with colleagues. ESP approaches such as genre and discourse analysis help learners understand written and spoken professional texts, while problem-based learning motivates engagement and skill acquisition (Johns & Dudley-Evans, 1991; Woodrow, 2018).

Assessment design is equally crucial. O’Sullivan (2012) emphasizes that LSP assessments should be valid, context-specific, and grounded in real-world communicative events. Formative assessments provide ongoing feedback, while summative assessments evaluate learners’ communicative competence and professional readiness (Ayhan & Turkyilmaz, 2015).

Research methodology

The participants for this ESP course are seven Uzbek nurses with 5–7 years of professional experience. Three work in public hospitals and plan to migrate abroad, while four frequently interact with foreign patients locally. Their English proficiency is B1 (pre-intermediate), with basic spoken and written production and limited comprehension of technical texts. Pronunciation and grammatical accuracy may impede effective communication in clinical contexts.

The course’s needs analysis involves:

- **Questionnaires** to know about learners’ learning styles, self-assessed language abilities, and workplace language difficulties.
- **Semi-structured interviews** with nurses, doctors, and hospital administrators to get thorough information about key communicative tasks in English and institutional expectations.
- **Document analysis** to examine the authentic materials like patient records, case reports, and emails to identify genre-specific language features.
- **Observations**, if possible, because it will give a chance to observe real-time workplace communication to analyze actual language use in context.

While designing my Medical English ESP course for nurses, I will conduct these needs analysis approaches to identify the gap between learners’ present situation analysis and target situation analysis (Woodrow, 2018). According to Woodrow (2018), needs analysis is the “backbone of ESP course design” and plays an important role in curriculum development. This means that gathering data from multiple sources and stakeholders can serve as both qualitative and quantitative tools.

Moreover, Viana, Bocorny, and Sarmiento (2019) emphasize that contextualized instruction is the key to successful ESP programs. This can be done by integrating real-world learner needs into the course program through engagement with authentic workplace tasks. This supports my use of document analysis and stakeholder interviews.

Finally, Serafini (2015) highlights that learners’ professional identities and roles must be prioritized in course planning. In the medical context, nurses must use English to explain diagnoses, communicate with foreign patients, and complete documentation accurately. Therefore, questionnaires, semi-structured interviews, and observations can be important tools to design the course. By conducting the above-mentioned needs analysis, I will be able

to design a learner-centered Medical English course that meets not only professional expectations but also individual learner goals in a realistic and meaningful way.

Analysis and Results

Participants' Language Needs

The nurses require domain-specific vocabulary related to anatomy, diagnosis, treatment, and patient care. They must communicate effectively with patients and colleagues, understanding and conveying instructions clearly during patient interviews. Reading and writing skills are essential for professional documents such as patient records, charts, and case reports.

Course Design

At the micro level, I will use **genre analysis** to teach learners typical written genres in their field, such as patient records, case reports, and discharge summaries. As Viana, Bocorny, and Sarmentoa (2019) emphasize, this will help them to understand the content, structure, and functions of language features they use as nurses. Besides, **discourse analysis** will be used to help nurses practice typical question forms, clarification language in the spoken production of their domain, and small talk used in nurse-patient and nurse-doctor communication (Woodrow, 2018). This will be done by incorporating role-play activities into their syllabus.

At the macro level, **Problem-Based Learning** is authentic and field-specific. This approach enables learners to solve clinical problems by using English. This Problem-Based Learning Approach not only gives nurses a chance to practice essential skills used in their workplace by means of an authentic task but also serves as a contextualized instruction in ESP (Viana et al., 2019). Learning language with the help of real-life, professionally relevant problems motivates nurses to learn further, keep engaged in the class, and, as a result, acquire the target language faster. This will match with both absolute and variable characteristics of ESP by including specific

nursing content and authentic tasks, as Johns and Dudley-Evans (1991) mentioned. This enables nurses to learn field-specific language structure as well as medical terminology and also improve their field-related soft skills, including asking the right questions and clarifying politely. This triangulated approach will help learners advance from their present situation to the target situation (Woodrow, 2018).

Assessment

While developing this ESP course, I, first of all, focus on nurses' **needs analysis** to create a learner-centered approach (Woodrow, 2018). This is an intensive 8-week course with 3 lessons each week, it takes overall 9 hours a week. At the micro level, I will use **genre analysis** to teach learners typical written genres in their field, such as patient records, case reports, and discharge summaries. As Viana, Bocorny, and Sarmentoa (2019) emphasize, this will help them to understand the content, structure, and functions of language features they use as nurses. Besides, **discourse analysis** will be used to help nurses practice typical question forms, clarification language in the spoken production of their domain, and small talk used in nurse-patient and nurse-doctor communication (Woodrow, 2018). This will be done by incorporating role-play activities into their syllabus.

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Conclusion and Recommendations

Designing a Medical English ESP course for Uzbek nurses requires a learner-centered, needs-based approach integrating authentic workplace tasks and professional discourse. Needs analysis through questionnaires, interviews, document analysis, and observations ensures that the course addresses

both present competencies and target professional demands.

Problem-Based Learning, role-play activities, and genre-based instruction enable nurses to develop English skills in realistic and meaningful contexts. Authentic assessment strategies –diagnostic, formative, and summative – support continuous monitoring and evaluation of communicative competence.

ESP practitioners should focus on aligning course content with learners' professional roles, emphasizing both language accuracy and functional communication. This approach not only improves workplace English proficiency but also enhances learners' confidence and readiness for international professional opportunities.

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