Needs of English-Nursing Communicative Skills, Functions and Content for Nursing Students in a Thai Program: Perspectives of Nursing Lecturers at a University in Northern Thailand

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ABSTRACT

This study examines the English-nursing communicative skills, functions, and content needed by Thai nursing lecturers to define the specifications of the English for Nursing Purposes (ENP) coursebook for nursing students in the Thai curriculum. All faculty members (N=40) from the school of nursing at a public university in northern Thailand participated, responding to a four-point Likert scale questionnaire on needs of English-nursing communicative skills, functions, and the ENP coursebook. A set of inclusion criteria was used to select participants with 'good' English for the semi-structured interview. Quantitative data was analyzed for frequency, percentage, mean, and standard deviation while thematic analysis interpreted qualitative data. From 37 completed questionnaires, proficiency in reading, listening, speaking, and writing are needed in respective order. Thirteen qualified interviewees highlighted three key findings: 1) structuring ENP content around physiological systems with their common diseases, signs, and symptoms can align well with nursing subjects; 2) utilizing a five-step nursing process with basic

nursing communicative skills and procedures validates a coursebook related to learning outcomes; and 3) improving precise pronunciation, command of medical and general vocabulary, nursing-related grammar, and the growth of cross-cultural communication abilities should also be emphasized in the coursebook.

Keywords: needs, ENP, English-nursing content, Thai nursing lecturers

Introduction

As the world becomes increasingly interconnected, foreign language instruction continues adapting to equip students with skills directly applicable to their chosen careers. This is particularly true for English, the dominant language of global business communication. Research by Purpura and Graziano-King (2003) highlights a growing demand for specialized English programs tailored to different professions. As a result, the English language instruction with a focus on practical skills relevant to specific fields is becoming increasingly important for preparing students for success in the global workforce.

English for Specific Purposes (ESP) is a subset of English language learning that focuses on the specific linguistic needs of students and/or learners in particular fields, such as business, engineering, law, and healthcare. "Specific" in ESP denotes the particular purpose for learning English. Students engage with English within a field that is familiar and pertinent to them, enabling immediate application of their learning in their professional or academic endeavors.

Based on Hutchinson and Waters' (1987) Tree of English language teaching, English for Nursing Purposes (ENP) is delineated as a specialized offshoot of English for Medical Purposes (EMP), emphasizing the particular linguistic skills that nursing lecturers and/or practicing professionals deem essential for nursing students to acquire. An ENP course needs to be customized to meet the distinct communication requirements of the nursing field, emphasizing the language skills necessary for effective patient care, professional collaboration, and continuous professional development (Saragih, 2014).

Several studies (e.g, Khamwong et al., 2020; Nakkampan, 2018; Pandey, 2013; Sookhom, 2018) have been undertaken to identify specific needs of English in healthcare contexts to create effective language courses and to improve English communication skills among specific groups of learners. However, studies of Chetsadanuwat (2018), Chia et al. (1999), and

Mazdayasna and Tahririan (2008) have indicated that many of those courses were not able to fulfill the learners' expectations as there were discrepancies between learners' needs and the actual courses provided.

The study by Chetsadanuwat (2018) highlights a gap between the English taught in Thai nursing programs and the English skills needed by nurses working in international hospitals. The participants in the study indicated that their four-year curriculum focused on basic English skills, not the application-oriented English most applicable to real-world healthcare situations. On the other hand, studies of Chia et al. (1999) and Mazdayasna and Tahririan (2008) consistently indicate that learners need more specific EMP content and skills since the English courses provided mostly cover fundamental language content rather than application-oriented content needed in health care practices.

Studies such as those referenced above imply that ESP courses need to be tailored to the unique language demands of specific professions and academic disciplines, emphasizing relevant vocabulary, terminology, contexts, and communicative practices. According to Dudley-Evans and St John (1998), it is essential to prioritize both academic English and professional English equally to ensure that students can seamlessly transition from educational institutions to the workplace. Furthermore, they need to be equipped with the language skills necessary for success in their chosen fields. Failing to address either aspect may lead to the inclusion of unreliable resources and hinder students' ability to critically evaluate information in both academic and professional contexts (Basturkmen, 2003).

The 2020 curriculum for the Bachelor of Nursing Science at the university in this study provides students with a limited English foundation. It consists of only three core English courses, supplemented by one English for Specific Purposes (ESP) course. Due to time constraints for in-house production, ESP lecturers on duty tend to incorporate commercial textbooks, online materials, or other relevant resources to facilitate the learning process. These materials, however, are mostly developed based on western healthcare systems and practices, whose topics may not align with the norms and practices of Thai culture. Therefore, to meet the unique needs of developing an English coursebook on Thai nursing, it is essential to involve Thai nursing lecturers' perspectives in order to ensure the relevance and effectiveness of a textbook for addressing the specific requirements of nursing education in Thailand. These lecturers' expertise could contribute to creating learning materials that are linguistically and culturally appropriate, supporting the academic and professional success of Thai nursing students.

In this respect, this study aims to investigate the English communication skills, functions, and content needs of Thai nursing lecturers at the university level. By considering lecturers' perspectives on specific

English skills, functions, and content relevant to nursing, this research aims to identify appropriate English-nursing content for a Thai curriculum. Analyzing these needs can offer valuable insights into the field of English for Specific Purposes (ESP), especially in nursing education. The findings can serve as a useful resource for ESP teachers and course developers by providing a framework for syllabus planning and material design. This, in turn, could contribute to equipping nursing students, not just in Thailand but potentially elsewhere, with the practical English skills needed for their careers.

To attain the purpose of this study, this research was conducted to answer the following question: "What are the English-nursing communicative skills, functions, and content needed for nursing students in a Thai program from the perspectives of nursing lecturers at a university in northern Thailand?"

Literature Review

English for Nursing Purposes (ENP)

Unlike General English, which focuses on broad language skills, English for Specific Purposes (ESP) tailors itself to the unique needs of a particular group. ESP goes beyond simply grammar and vocabulary (lexicon) by equipping learners with the communication skills and strategies they need to function effectively in a specific professional setting (Dudley-Evans & St John, 1998).

ESP encompasses various specialized English programs, including English for Medical Purposes (EMP), which caters to a broad range of medical professionals, including surgeons and cardiologists, as well as allied health professions such as nurses and midwives. Within EMP, English for Nursing Purposes (ENP) delves even deeper, focusing on the specific communication needs of nurses in both clinical practice and educational settings (Maher, 1986). ENP addresses unique linguistic needs, covering a wide range of communication aspects including medical terminology, patient-centered communication, interprofessional communication, and cultural sensitivity (Brooks et al., 2019; Ličen & Prosen, 2023).

Numerous needs analyses have aimed to identify the language, communicative skills, and tasks specific to the nursing profession (Bosher, 2010; Bosher & Smalkoski, 2002; Cameron, 1998; Epp & Lewis, 2009; Lu, 2018; Marston & Hansen, 1985). These studies have been instrumental in building a deep understanding of the ways that nurses communicate, which has in turn helped create a system for categorizing the ways nurses use English in various situations, such as: (a) reading educational materials (e.g., course handouts, textbooks, journals, and other nursing resources); (b) interpreting

medical information (e.g., tables, graphs, and charts related to medicine and nursing); (c) communicating electronically (e.g., reading and writing emails to doctors and patients, both native and foreign); and (d) engaging in patient care (e.g., listening to patient histories, understanding their needs, and responding to doctors' diagnoses and treatment plans, which involves providing information and feedback to patients, and explaining medical procedures). However, while research on the English language needs of nurses and nursing students has been extensive, there is a paucity of studies focusing on the needs of nursing lecturers.

English-Nursing Communicative Skills and Functions

English-nursing communicative skills and functions comprise a specialized set of language abilities that nurses need to effectively interact with patients, colleagues, and other healthcare professionals in English-speaking contexts. These skills go beyond simply understanding and speaking the language.

Hashim (2017) emphasizes the importance of effective communication for nurses, highlighting the need for clear and concise expression through both speaking and listening. Effective interaction emphasizes active listening, open-ended questioning, and clear communication tailored to the audience. Nurses need to comprehend not only spoken words but also nonverbal cues and cultural nuances, while also clarifying information transmitted from physician to patient to ensure mutual understanding. Conveying information effectively involves using clear, concise, and accurate language, avoiding jargon, and adapting communication styles to different patients and situations.

Kourkouta and Papathanasiou (2014) highlight the importance of essential communication skills for nurses. These skills include empathy, which allows nurses to understand and share patients' feelings, thereby fostering trust and reducing anxiety. Patient education empowers patients by providing clear explanations of diagnoses, treatment plans, and self-care instructions. Finally, inter-professional communication ensures coordinated care by facilitating effective collaboration with other healthcare professionals. In addition, non-verbal language such as facial expressions, eye contact, gestures, and body posture also play a crucial role in demonstrating attentiveness and interest during interactions. Ultimately, effective communication contributes significantly to building trust and credibility in the nursing practice.

A 2023 study by Eastern Michigan University in the United States underscores the importance of reading and writing skills in nursing education. Proficient reading is crucial for comprehending medical literature and

protocols, while adept writing ensures clear documentation of patient information and care plans, facilitating effective communication among healthcare professionals. Furthermore, according to Brooks et al. (2019) and Gradellini et al. (2021), nurses displaying sensitivity to cultural norms and customs create a significantly more supportive environment for patients from diverse cultures. Hence, educating nurses on effective expression, active listening, and cultural awareness within varied English-speaking environments will cultivate more positive patient relationships, foster interdisciplinary collaboration, and improve healthcare outcomes.

For English-nursing communicative functions, English emerges as a vital element across the five consecutive stages of the nursing process outlined by Ida Jean Orlando since 1958. These include assessment, diagnosis, planning, implementation, and evaluation. Several online platforms can also provide valuable insights into the daily routines and experiences of nurses, highlighting the integral role of English in various aspects of nursing communication. These platforms include: www.nursing.com, www.allnurses.com, and www.usa.edu.

The platform Nursing.com specializes in preparatory resources for the National Council Licensure Examination (NCLEX) taken by thousands of nursing students and educators who wish to pursue their career in the United States and Canada each year. Reviews consistently praise the effectiveness of these materials, suggesting a strong focus on accuracy and alignment with current NCLEX content. On the other hand, Allnurses.com is a vast online community for nurses and offers "Discussion Boards on Specific Topics" where over one million subscribers have exchanged their information and experiences. Lastly, University Websites (usa.edu) host resources from nursing departments and faculties across the United States. These resources (i.e., faculty profiles with research publications or departmental news sections referencing peer-reviewed studies) can offer more reliable insights into current evidence-based nursing practices.

Based on the aforementioned resources, throughout the assessment process, nurses will attentively listen to patients' concerns and understand their medical history, utilizing English to ask relevant questions and provide adequate answers. In the diagnostic phase, nurses will employ English to express and discuss medical findings, treatment options, and potential diagnoses with fellow healthcare professionals, ensuring transparent and accurate communication with patients and their families. Moving into the planning stage, nurses will use English to convey treatment plans, goals, and interventions, ensuring alignment with patients' needs and promoting collaborative decision-making within healthcare teams. In the implementation phase, English will be used to provide instructions, explanations, and education to patients and families, ensuring effective care

and patient comprehension. Lastly, during the evaluation stage, nurses will document patient progress, treatment outcomes, and responses in English, creating a comprehensive record that facilitates ongoing assessment and adjustment of care plans.

For ENP lecturers, the above information offers a valuable framework for designing contextualized language content and skills-based training focusing on listening, speaking, reading, and writing, providing insights into professional expectations, and creating a targeted approach to teaching language functions within healthcare settings.

However, in Thailand, where English is a foreign language, there are potential gaps or needs that nurses face since the assessment process. A thorough needs analysis can be instrumental in identifying areas where nurses might require additional support. For instance, understanding the specific communication demands faced by nurses in various healthcare settings can help ENP lecturers tailor their teaching to real-world scenarios, thereby ensuring learners are prepared for professional expectations. Furthermore, conducting a needs analysis can pinpoint the essential language functions wherein nurses must excel during their daily practice. This enables ENP lecturers to tailor their instruction and allocate resources efficiently.

Needs Analysis

Needs analysis is a systematic process that is essential in English for Specific Purposes (ESP) because it involves understanding the language demands, goals, and challenges faced by learners. It incorporates such methods as surveys, interviews, and observation to tailor language programs, materials, and assessments to meet learners' specific needs, aiming to assess linguistic requirements, to identify communication needs in various situations, to understand crucial vocabulary and language structures, and to recognize required language skills (Susandi & Krishnawati, 2016).

According to Hutchinson and Waters (1987), there exist two key needs for language learners: so-called 'target needs', which include the purposes for using the language, and so-called 'learning needs', which encompass the best ways of learning the language. Target needs include essential skills (necessities), gaps in current knowledge (lacks), or desired abilities (wants). On the other hand, learning needs focus on preferred learning styles and strategies. Berwick (1989) provides another view in discussing experts' assessments of what learners should learn (perceived needs) versus what learners themselves want to learn (felt needs). This aligns with Brindley's (1989) objective and subjective needs.

Jordan (1997) identifies more than seven approaches to needs analysis, but the most extensively discussed are Present Situation Analysis

(PSA), Learning Situation Analysis (LSA), and Target Situation Analysis (TSA), which is utilized in this study. TSA, rooted in Munby's (1978) Communication Needs Processor, was initially utilized by Chambers (1980) who prioritized the functions, forms, and frequencies of language within target situations encountered by learners. TSA has also been employed to ascertain not only language skills but also the tasks and activities learners need to undertake in these target situations (Long, 2005). In the present study, TSA was conducted to select English-nursing communicative skills, functions, and content the nursing lecturers believed to be appropriate for their students to pursue. The following outlines some of the most recent and relevant studies conducted in Thailand that utilize TSA.

Chetsadanuwat (2016) completed a needs analysis to develop effective English listening materials for 300 engineering students at a university in northern Thailand. The analysis identified student needs and preferences, and led to the development of materials tailored to these students' academic level and learning styles. This approach resulted in significant improvement in student listening skills, as well as positive feedback on the materials. In 2018, Chetsadanuwat conducted a separate needs analysis to investigate the English skills required by Thai nurses working in JCI-accredited hospitals in Bangkok. One hundred participating nurses identified listening as the most crucial skill, followed by speaking, reading, and writing. The specific needs within each skill included understanding patient history and requests (listening), asking about symptoms (speaking), comprehending doctors' orders (reading), and completing medical forms (writing).

Likewise, Khamwong et al. (2020) performed a needs analysis to identify essential English skills for 217 Thai healthcare workers, and revealed areas requiring improvement, particularly reading medical documents and using English in daily work settings. This approach allows for targeted training programs that address specific skill gaps, ultimately leading to improved communication within the healthcare system.

In Namtapi's 2022 study, which examined learners' necessities, deficiencies, and desires regarding English skills, a needs analysis was conducted to pinpoint the essential vocabulary and communication skills for 118 tourism personnel utilizing English in their work in Ayutthaya, Thailand. By understanding these personnels' specific needs, the researcher could develop more effective curricula and materials to address their gaps in knowledge and skills.

As Graves (2000) underscores, a needs analysis is an ongoing process that involves considering the perspectives of multiple stakeholders, including both learners and teachers. In the present study, the development of an ENP coursebook extends beyond addressing the needs of nursing students alone; it also encompasses the requirements of nursing lecturers. Given that the

ultimate goal of the present study is to define content for the first in-house ENP coursebook produced in a decade, particularly for the university where the study has taken place, thoroughly examining the needs of nursing lecturers becomes paramount to ensure the creation of a resource that not only effectively serves nursing students, but also supports the lecturers in fulfilling their teaching objectives. Through the target needs analysis, it should become evident that the coursebook would not only be effective for learners but also align with educators' objectives in English education, catering to the unique needs of both instructors and the overall nursing education program.

Research Methodology

Research Design

The present study employed a sequential explanatory mixed-methods design. Initially, a questionnaire was used to provide a general understanding of English language needs among nursing lecturers. The results of the questionnaire constituted the quantitative data for this study. Subsequently, semi-structured interviews were conducted to explore the nursing lecturers' perspectives on specific content for English-nursing, and these results constituted the qualitative data for this study.

Participants

This study included all 40 full-time nursing lecturers from the school of nursing at one university in northern Thailand during the academic year 2020. With all 40 lecturers selected as samples due to the small population (N=40), purposive sampling was utilized together with strict adherence to the following inclusion criteria:
1) Be a current full-time lecturer during the academic year 2020
2) Hold at least a bachelor's degree in nursing science
3) Be willing to participate in the study throughout the processes

After each participant was determined to meet the above criteria, recruitment for the interview phase was based on predetermined criteria. Those meeting any of the four criteria below were selected for the interview process:
1) Had attained one of the following minimum scores on international English standardized tests or other relevant and equivalent tests: TOEIC ≥ 550, IELTS ≥ 4.0, or CU-TEP ≥ 60; these align with CEFR B1 standards

2) Graduated with a bachelor's degree in nursing science in an international program
3) Had studied or lived abroad for at least one year where English is the official language
4) Graduated with a secondary level diploma from an international program or equivalent, e.g., GED, IGCSC, or O-level

From the standards above, 13 interviewees were recruited. However, any of them could be excluded from the study if they provided incomplete answers or refused to participate in any process of the study.

Research Instruments, Data Collection, and Data Analysis

This study utilized a structured questionnaire and a semi-structured interview protocol. To ensure practicality and avoid potential misunderstanding caused by language barriers, both instruments were developed in Thai and approved by the human ethics committee at the university where the study took place. Detailed descriptions of each research instrument are provided below.

The Questionnaire

The first instrument was a paper-based questionnaire consisting of 46 items in three parts. It was administered individually to assess English-nursing communicative skills and functions across four modalities of communication. The three parts included respondent's personal information, needs of communicative skills and functions, and basic needs of the ENP coursebook. Each part was intended to serve a distinct purpose in gathering information related to the respondents' demographic data, their perceived needs for communication in nursing contexts, and their requirements for an effective ENP coursebook.

Part one of the questionnaire consisted of eight items, and was designed to gather respondents' demographic data. These items included questions about gender, work department, program of graduation from both upper secondary and tertiary levels, familiarity with or usage of English, and English proficiency assessed through scores on standardized English tests.

Part two of the questionnaire included one ranking question and four open-ended questions aimed at eliciting the levels of need in English-nursing communicative skills. These questions covered 28 functions across four modalities. Structured on a four-point Likert scale, ranging from "strongly disagree" to "strongly agree," these questions were adapted from Chetsadanuwat (2018) to ensure consistency in question direction and to foster discussions on similar or differing issues from work dealing with the

needs of English skills among professional nurses working in international hospitals. Additionally, the researcher incorporated adaptations of sources from *05.09 the Nurse Routine* on www.nursing.com, *What is your daily routine?* in Discussion Boards on Specific Topics on www.allnurses.com, and *The Importance of Effective Communication in Nursing* on www.usa.edu. The first two online sources provided practical insights into a nurse's daily routine, revealing challenges, unexpected aspects of the job, and day-to-day tasks not often emphasized in theoretical sources such as textbooks. They offered details and variations in routine that enriched questionnaire items, thereby providing a more realistic portrayal of the nursing experience. Additionally, by observing online discussions among nurses, the researcher could identify areas lacking information or where nurses had specific concerns, allowing for the customization of the questionnaire to address these knowledge gaps. The last source was an educational website focused on health sciences across various U.S. institutions which is generally considered reliable and accurate due to the rigorous review process typical of educational institutions in the United States.

Part three of the questionnaire consisted of 9 items, and employed a four-point Likert scale ranging from "strongly disagree" to "strongly agree". The questions were intended to explore respondents' fundamental needs for an ENP coursebook, focusing on general aspects such as structure and organization, layout, and visual aids. This part aimed to assess the preferences and perceptions of respondents regarding various components of the coursebook, thereby providing valuable insights into the desired features and characteristics of effective ENP content.

All 46 items of the questionnaire were assessed by three experts, including an ESP specialist, a nursing lecturer, and a language assessment expert, who checked content accuracy and alignment with the study's objective. The questionnaire achieved a perfect response rate (compliance index = 1.00) and underwent a pilot test prior to implementation. Internal consistency reliability, assessed using Cronbach's alpha, yielded a coefficient of 0.95. The estimated completion time for the questionnaire was under 15 minutes.

The Semi-Structured Interview Protocol

The second instrument was a semi-structured interview with nursing lecturers. Following the theory of ESP course design proposed by Hutchinson and Waters (1987), three questions were created to gain insights alongside data from the questionnaire: 1) What nursing content should be included in the ENP coursebook?; 2) What nursing skills should be included in the ENP coursebook?; and 3) What English language content should be

emphasized in the ENP coursebook? All interviews were audio-recorded and transcribed by the researcher. As the study involved analyzing discussions with frequent overlapping speech, Gumperz and Berenz's (1993) system was selected for its detailed approach to representing speaker turns and conversational dynamics.

To ensure transcript authenticity, two English teachers (one ESP expert and one language assessment specialist) familiar with the study cross-checked the transcribed data. Thematic coding followed a systematic, data-driven approach, thereby simplifying the complex reality into a numerical matrix (Orwin, 1994). The researcher familiarized himself with the transcribed data, and developed initial codes based on recurring patterns and concepts. Through ongoing analysis and discussion, these codes were then refined and categorized into broader themes that emerged from the data itself. Inter-coder reliability was 90%, with conflicts resolved through coder discussions.

Finally, the researcher translated the data using a bilingual dictionary and online resources. To ensure accuracy and reliability, a double-translation process was followed, having another professional translator review the initial translation for accuracy and consistency.

Ethical Considerations

Prior to the study, participants provided informed consent after being briefed on the study's aim and procedures. Anonymity and strict confidentiality were ensured, and the participants' opinions and data were used exclusively for this study. Ethical approval was granted by the human ethics committee of the university where this study was conducted (No. 2/033/63).

Results and Discussion

This section presents and discusses the results of the study. Firstly, the quantitative analysis of the questionnaire is presented. Within this section, the demographic data, patterns of English skills needed, the comparative levels of English skills needed, needs level of communicative functions, and needs of ENP coursebook are discussed. Secondly, the qualitative analysis of the second research instrument is presented. Within this section, results from the three questions along with comments and suggestions are considered.

Quantitative Analysis

For Part 1 of the questionnaire, frequency distribution and percentage were used to analyze data on respondents' gender, work department, program of graduation at upper secondary and tertiary levels, familiarity with or usage of English, and English proficiency scores from standardized tests.

Table 1

Demographic Data

Number of Respondents N = 40 (%)	Gender		Work departments		
	M (%)	F (%)	Women and Pediatric Nursing (%)	Adult and Gerontological Nursing (%)	Public Health and Psychiatric Nursing (%)
37 (92.5)	2 (5)	35 (95)	17 (46)	13 (35)	7 (19)

Table 1 shows a 92.5% questionnaire completion rate from 37 of the 40 participants. Thirty-five females constituted 95% of respondents, while two males were 5%. The distribution across departments was as follows: *Women and Pediatric Nursing* had 17 (46%), *Adult and Gerontological Nursing* had 13 (35%), and *Public Health and Psychiatric Nursing* had seven representatives (19%). Calculated with a 5% margin of error using Yamane's formula, the sample size of 37 is sufficient for a statistically reliable representation of nursing lecturers at this university. The imbalance in gender representation, with a majority of female nursing lecturers (35) compared to a notably limited number of male respondents (2), coincides with the prevalent gender distribution within the nursing profession in Thailand where male nurses comprise only 10% of the overall population of nurses in the country (Chirawatkul et al., 2011). This disparity extends across the country and seems to stem from a gender-stereotypical perception that a nurse is a feminine occupation (Supametaporn, 2013).

Table 2

Demographic Data (cont.)

Number of Respondents (%) N = 40	Criterion 1		Criterion 2		Criterion 3		Criterion 4	
	No (%)	Yes (%)	No (%)	Yes (%)	No (%)	Yes (%)	No (%)	Yes (%)

37*	24	13	34	3	32	5	0
(92.5)	(65)	(35)	(92)	(8)	(86)	(14)	(0%)

*one sample could attain more than one criterion

Table 2 illustrates the percentage and frequency distribution of qualifying samples. Thirty five percent of respondents (13 individuals) achieved minimum scores on international English standardized tests or equivalent assessments (criterion 1). Only 8% (three respondents) graduated from an international B.N.S. program (criterion 2), and 14% (five individuals) reported having lived in an English-speaking country for over a year (criterion 3). None met the criterion of obtaining a secondary-level diploma from an international program or its equivalent, resulting in a 0% attainment rate. A total of 13 respondents that met one or more specified criteria were asked to participate in the interview session.

For Parts 2 and 3 of the questionnaire, frequency distribution and percentage assessed patterns in four communication modalities, while mean and standard deviation analyzed responses about English-nursing communicative functions. A four-point Likert Scale, interpreted with Cronbach's alpha coefficient of 0.95, depicted the levels of need of each function. Specific scale interpretations for each range are presented in Table 3, which are essential for understanding how the numerical scores on the scale translate to actual levels of need.

Table 3

Scale Interpretation

Scale	Interpretation	Mean range
4	Highest	3.00 - 4.00
3	High	2.00 - 2.99
2	Low	1.01 - 1.99
1	Lowest	0.99 – 1.00

To address the research question, findings are discussed in Tables 4-10 as follows.

Table 4

Patterns of English Skills Needed

Number	Patterns of Skills	No. of respondents	Total (%)

1	Reading	Listening	Speaking	Writing	12	32
2	Listening	Speaking	Reading	Writing	8	22
3	Speaking	Listening	Reading	Writing	6	16
4	Reading	Writing	Listening	Speaking	2	5
5	Reading	Listening	Writing	Speaking	2	5
6	Reading	Speaking	Listening	Writing	2	5
7	Listening	Speaking	Writing	Reading	2	5
8	Reading	Writing	Speaking	Listening	1	3
9	Writing	Speaking	Reading	Listening	1	3
10	Writing	Reading	Listening	Speaking	1	3

In Table 4, ten sequencing patterns highlight the four most crucial English skills for Thai nursing students. Most respondents (12, or 32%) emphasized *Reading* as the highest priority, followed by *Listening* and *Speaking*, and lastly, *Writing* was deemed least necessary in this group. Conversely, three other patterns emerged that delineated skills needed at the lowest level, each represented by one respondent (3% each). The following diagram visually represents the comparative levels of English skills needed among the 37 participating nursing lecturers.

Diagram

The Comparative Levels of English Skills Needed
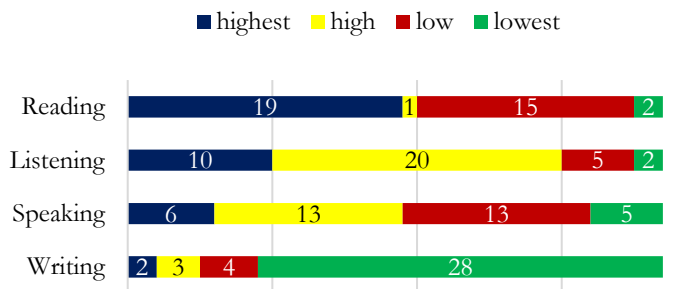
The hierarchy of English skills is as follows: *Reading* was identified as the highest priority by 19 respondents, followed by *Listening* as the second most needed skill (20 respondents). As *Reading* has already been established as the predominant skill at the 'highest' level, *Speaking* is positioned as the third essential skill, albeit at a comparatively low level (11 respondents), and *Writing* is regarded as the least needed skill (28 respondents). Based on the findings, nursing lecturers prioritize English skills in the following hierarchy: *Reading, Listening, Speaking,* and *Writing.*

In higher education, receptive skills of reading and listening assume priority due to their fundamental roles in knowledge acquisition and language

proficiency development because these skills lay the groundwork for understanding complex subject matter, acquiring specialized knowledge, and honing language comprehension abilities essential for academic success (Yuzar & Rejeki, 2020). As Muntasir and Nurviani (2020) discuss, in nursing education where a precise understanding of medical terminology and patient communication are vital, a strong foundation in reading and listening is crucial for comprehending healthcare concepts and effectively engaging with patients and medical literature.

In the context of Thailand, two recent studies conducted by Khamwong et al. (2020) and Nakkampan (2018) underscored the relevance of reading skills within the broader scope of medical science disciplines.

In Khamwong et al. (2020)'s study, a research team investigated the English competency requirements among 217 health personnel in 13 regions of Thailand, highlighting 'reading' as the crucial skill. The researchers noted limited opportunities for interactions with foreign patients, resulting in minimal utilization of the other three skills.

Nakkampan (2018) examined the English skill needs of 32 dentists in Ayutthaya province, highlighting reading as the most important. The emphasis on reading was linked to the extensive engagement with English medical textbooks in dental studies, requiring learners to extract and apply key concepts during treatment.

The emphasis on receptive skills, as underscored in the two aforementioned studies, could elucidate the rationale behind nursing lecturers in the present study ranking receptive skills of reading and listening as the skills most essential for nursing students.

However, the findings in this current study diverge from Pandey's (2013) and Sookhom's (2018). These researchers investigated the English language skills needed among nursing professionals and revealed an alternative hierarchy. Notably, nurses operating within hospital settings, whether public or private, placed greater emphasis on listening, followed by speaking, reading, and writing, respectively.

The different prioritization could potentially stem from variations in workplace environments and daily routines among the studied participants. Paradoxically, participants in this current study are academic lecturers within an academic institution. Their profession demands a high level of attentiveness, a constant pursuit of knowledge, and a commitment to staying updated on modern concepts in academia. This context necessitates both extensive reading and attentive listening either through studying medical textbooks, engaging with academic journals and documents, or participating in academic talks and presentations. Frequent engagement in these activities could significantly shape their perspectives and routines compared to nurses working solely in hospitals. Thus, the importance of differing English

language skills among academic nursing lecturers and those who mainly work in hospital settings signifies a critical consideration for future research.

Table 5

Needs of Reading Functions

Functions	Level of needs		
	$\bar{x}$	S.D.	Interpretation
Reading textbooks or academic journals	3.64	0.55	Highest
Reading drug prescriptions	3.64	0.61	Highest
Reading physician's orders	3.61	0.62	Highest
Reading medical charts	3.54	0.68	Highest
Reading emails or notification messages	3.43	0.56	Highest
Reading general publications, e.g., bulletins, newspapers, magazines	3.29	0.65	Highest

Table 5 outlines the functions associated with reading modality necessary for nursing students. All functions were rated *highest* by participants of this study. Notably, *Reading textbooks or academic journals* and *Reading drug prescriptions* were both identified as the top priority functions ($\bar{x}$ = 3.64). The former facilitates the acquisition of theoretical knowledge from academic resources and the comprehension of vital information for effective patient care. Eastern Michigan University (2023) mentions that nursing students need this skill to stay updated with current trends, new treatments, and emerging methodologies in their field. The latter function, an ability to interpret and understand drug prescriptions, is fundamental for nurses as it impacts patient safety and treatment efficacy. This aligns with Bengtsson et al. (2021), who emphasized the importance of accurate prescription comprehension to prevent errors and ensure proper drug administration in nursing practice.

Table 6

Needs of Listening Functions

Functions	Level of needs		
	$\bar{x}$	S.D.	Interpretation
Listening to physician's orders and diagnosis	3.50	0.82	Highest
Listening to patient's history, symptoms, and requests	3.50	0.82	Highest
Listening to academic lectures, conferences, or presentations	3.39	0.62	Highest
Listening to general information about daily routines	3.39	0.62	Highest

| Listening to shift handover protocol | 3.07 | 0.92 | Highest |

In Table 6, all functions of listening modality were rated *highest*, with *Listening to physician's orders and diagnosis* and *Listening to patient's history, symptoms, and requests* ($\overline{x}$ = 3.50) achieving the highest mean score compared to other functions. The former is crucial for comprehensive patient care, ensuring that medical practice and nursing expertise complement each other (Hardy et al., 2002). Nurses are expected to practice active verbal communication skills, especially listening and speaking, to confirm information, orders, and diagnoses with physicians (Garvin & Kennedy, 1988). This emphasis aligns with the findings of Dahlawi et al. (2023), who emphasized that nurses' ability to listen to and communicate information clearly and comprehensively positively impacts the quality of patient care, patient satisfaction, and health outcomes. The latter function aids in accurate diagnosis and treatment planning since nurses have more time and opportunities, compared to physicians, to compassionately listen to patients' medical history, symptoms, and requests (Kourkouta & Papathanasiou, 2014). Finally, Haley et al. (2017) highlighted the importance of pairing listening skills with empathy in order to foster effective communication and the development of strong patient rapport.

Table 7

Needs of Speaking Functions

Functions	Level of needs		
	$\overline{x}$	S.D.	Interpretation
Explaining the medical preparation before, during, and after treatment	3.57	0.68	Highest
Explaining drug usage	3.54	0.73	Highest
Explaining treatment procedures	3.54	0.68	Highest
Asking patients about their chief complaints and symptoms	3.54	0.73	Highest
Giving information about treatment plans or diagnosis	3.54	0.73	Highest
Making a presentation or giving a lecture on various occasions	3.25	0.69	Highest
Talking about general issues of daily routines	3.18	0.76	Highest
Explaining nurse notes	3.11	0.90	Highest
Giving bad news	2.96	0.82	High
Managing a shift handover	2.93	0.81	High

In Table 7, all functions related to speaking modality were ranked as *highest*; however, *Explaining the medical preparation before, during, and after the*

treatment achieved the highest mean score ($\bar{x}$ = 3.57) compared to other functions. This could be due to the following reasons. Firstly, clear and effective communication about medical preparation ensures patients understand the procedures, potential risks, and necessary steps before, during, and after treatment. This facilitates informed consent, empowering patients to make decisions regarding their care in accordance with a comprehensive understanding (Kadam, 2017). Secondly, detailed explanations for patients could help alleviate their anxiety and promote compliance with treatment protocols. Krist et al. (2017) further discuss that when patients comprehend what to expect before, during, and after a procedure, they are more likely to adhere to instructions, leading to better outcomes and improved comfort during their treatment.

While this study emphasizes the communication needs of nursing lecturers in an academic setting, it contrasts with Chetsadanuwat (2018) who found that *Asking patients about their chief complaints and symptoms* is the most important function among nurses working in JCI accredited international hospitals. Chetsadanuwat's reasoning was that doing so promotes a patient-centered approach and builds trust, aligning with JCI standards. However, further research is needed to understand the nuances of effective communication in this context.

Table 8

Needs of Writing Functions

Functions	Level of needs		
	$\bar{x}$	S.D.	Interpretation
Writing nursing documentation	3.36	0.72	Highest
Writing for journal publication	3.32	0.66	Highest
Writing patient's medical histories	3.32	0.76	Highest
Writing a résumé	3.29	0.52	Highest
Writing medicine instructions	3.21	0.82	Highest
Writing a medical treatment plan	3.14	0.87	Highest
Writing to record an incident	2.96	0.78	High

Most of the functions in Table 8 were rated *highest;* however, *Writing nursing documentation* ($\bar{x}$ = 3.36) was the highest of all. The tenet 'what is not recorded has not been done' underscores the critical role of writing nursing documentation as proof of care provision; therefore, this function necessitates meticulous, timely, and precise writing. Marinič (2015) mentions that insufficient record-keeping not only jeopardizes patient care but also increases nurses' susceptibility to legal claims due to communication gaps caused by incomplete or inadequate documentation.

Nursing documentation contains a variety of important information, including: (a) the assessment of the patient's condition, (b) diagnosis, care and intervention plans, (c) care follow-up and evaluation, and (d) the cohesive transfer of care responsibilities, together with date, time, and the documenter's signature on each item to ensure consistency of patient treatment among medical staff and across shifts (De Groot et al. , 2022). This recent finding aligns with those of both Cheevakasemsook et al. (2006) and Chetsadanuwat (2018), both of whose studies underscore the relevance of documentation in nursing, and emphasize its crucial role in effective communication within the healthcare team, despite its complexity and the extensive time needed for completion. Asavaratana (2012) further indicates that these 'nurse notes' also aid in insurance reimbursement and constitute credible evidence in legal proceedings. Therefore, nurses must ensure factual and professional content in all medical forms, displaying precision in medical terminology, grammar, and spelling.

The final section of the questionnaire examined the needs of content inside an ENP coursebook regarding two basic aspects including *Communication skills* and *Basic characteristics of content inside the ENP coursebook*.

Table 9

Needs of the ENP Coursebook

Aspects of the ENP coursebook	Level of needs		
	$\bar{x}$	S.D.	Interpretation
Communication skills			
Reading skills are emphasized most	3.34	0.76	Highest
Listening skills are emphasized most	3.29	0.75	Highest
Speaking skills are emphasized most	3.20	0.72	Highest
Writing skills are emphasized most	3.03	0.82	Highest
Basic characteristics of the content			
The content is modern, various, and appropriate	3.80	0.41	Highest
General vocabulary and medical terminology are provided	3.77	0.49	Highest
Pretest and posttest are provided	3.63	0.60	Highest
Using characters or cartoons to depict the content	3.34	0.68	Highest
English grammar is also included	3.14	0.85	Highest

In Table 9, regarding communication skills, the survey indicated a particular emphasis on reading and listening skills compared to speaking and writing: *Reading skills are emphasized most* ($\bar{x}$ = 3.34); *Listening skills are emphasized most* ($\bar{x}$ = 3.29); *Speaking skills are emphasized* ($\bar{x}$ = 3.20), and *Writing skills are emphasized* ($\bar{x}$ = 3.03). These results coincided with the results presented in

Table 4, strongly implying the need for a balanced emphasis on *Reading, Listening, Speaking,* and *Writing* in nursing education.

While the survey in Table 9 indicates a strong emphasis on reading and listening skills compared to speaking and writing, acknowledging potential difficulties can strengthen the course design. This might include investigating the gap between perceived importance and actual student proficiency, finding ways to integrate speaking and writing activities, and catering to diverse learning styles. By addressing these challenges, an ENP lecturer could design a more comprehensive curriculum that effectively targets all four skills.

In terms of basic characteristics of English-nursing content of an ENP coursebook, all aspects were deemed essential at the highest level ($\bar{x} \geq$ 3.00). The top aspect of the category was *The content is modern, various, and appropriate* ($\bar{x}$ = 3.80), followed by *General vocabulary and medical terminology are provided* ($\bar{x}$ = 3.77); *Pretest and posttest are provided* ($\bar{x}$ = 3.63); *Using characters or cartoons to depict the content* ($\bar{x}$ = 3.34); and *English grammar is also included* ($\bar{x}$ = 3.14). Each item is discussed in detail below.

In the realm of nursing education, a focus on modernity and variety is paramount, especially with the continuous advancements in medical treatments such as telemedicine during the Covid-19 pandemic (Ye et al., 2021). Additionally, appropriate content ensures alignment with the specific needs and contexts of nursing practice, and should encompass professional relevance, academic appropriateness, and ethical and cultural sensitivity (Ličen & Prosen, 2023; Lu, 2018). These three elements, therefore, not only would support diverse teaching methods but also influence students' learning styles by addressing the multifaceted aspects of nursing education.

In terms of combining general vocabulary and medical terminology, general vocabulary supports everyday communication and can build rapport with patients, while medical terminology ensures precision in healthcare settings. This dual approach, emphasized by Wilbeck et al. (2018), facilitates effective communication in diverse scenarios among nurses, patients, and multidisciplinary healthcare teams.

Incorporating pretests and posttests into the coursebook would be useful for identifying students' background knowledge, tracking their progress, and measuring the impact of course materials on enhancing their knowledge and skills over time. This aligns with the findings of Shivaraju et al. (2017) where 98.72% of medical students strongly supported pre- and posttests in course content for enhancing attentiveness, curiosity, and eagerness to learn, while posttests provided prompt feedback on comprehension and attention to key content objectives.

Likewise, using characters or cartoons to depict content is useful for fostering active participation and encouraging practical application of

knowledge in language learning contexts, as highlighted by Abuzahra et al. (2016). This method engages learners and enhances their understanding and retention of content in realistic scenarios within ESP coursebooks.

Finally, English grammar was important for these respondents for various reasons. Firstly, it ensures accurate conveyance of information, especially in critical contexts such as medical reports and patient instructions. Secondly, proper grammar aids in understanding medical texts, protocols, and guidelines, reducing the risk of misinterpretation in healthcare settings. Lastly, mastering grammar supports nurses in composing clear and coherent documentation for their practice. This aligns with Fairus Nor Mohamad and Nor Puteh (2017) who stress the importance of grammar in understanding medical information widely published in English and reducing misinterpretation in healthcare settings.

Qualitative Analysis

This section includes the results elicited from the three questions of the semi-structured interview. Interpretation was conducted only on meaningful details of the study. Data was organized thematically based on each interview question. Each theme summarized in Table 10 is compiled from opinions with a high level of consensus (over 50%) found among the total number of interviewees.

Table 10

Details of Content Gained from the Semi-Structured Interview, with Comments

Questions	Details of content	Comments
1. What nursing content should be included in the ENP coursebook?	**1.1 Content included should be organized based on physiological or human organ systems.** These systems include *respiratory system; digestive and excretory system; circulatory system; urinary system; integumentary system; skeletal system; muscular system; endocrine system; lymphatic system; nervous system; reproductive system;* and *psychological system.*	1.1 Nursing content in the ENP coursebook should be suitable for second-year or higher nursing students with a foundational understanding of health sciences, and those currently studying subjects related to medical science such as anatomy, physiology, and pathology. The book should also highlight application to real-world scenarios encountered by nurses in their field of study.
	1.2 Common diseases in Thailand with signs and symptoms, together with	1.2 Organizing nursing content around physiological systems connects common diseases to

	medical treatment and nursing plans, and processes of each system should be included. For example, acute rhinopharyngitis (common cold) in the *respiratory system*.	identifiable signs and symptoms, enhancing practical understanding. This approach prepares students for real-world challenges in patient care, encourages multidisciplinary learning, and supports comprehension.
2. What nursing skills should be included in the ENP coursebook?	**2.1 Five steps of nursing process should be applied to gain knowledge.** *2.1.1 Health assessment* Collect patients' information through interviews, observations, and examinations. *2.1.2 Nursing diagnosis* Analyze data from 2.1.1 to identify patient health concerns and apply critical thinking to recognize problems and potential risks. *2.1.3 Nursing care plan* Establish objectives and devise a care plan detailing priorities and interventions. Then inform patients, families, and healthcare teams of the details of this care plan. *2.1.4 Nursing practice* Deliver direct care, administer treatments, educate patients, and coordinate with other nurses. *2.1.5 Nursing evaluation* Assess patient response, evaluate goal attainment, reevaluate the condition, and refine the care plan for improved outcomes.	2.1 This content could enhance communication skills, cultivate critical thinking in an English context, ensure adherence to international standards, and prepare students for various aspects of their career such as licensure exams and professional advancement. In essence, integrating the nursing process into ENP coursebooks equips students with essential language and clinical competencies.
	2.2 Fundamental nursing procedures required for second-year and higher nursing students should be applied in the coursebook. *For instance:*	2.2 Nursing procedures involve various tasks performed by nurses for patient care, such as giving medications and dressing wounds. Incorporating these skills into coursebook content could enhance language skills regarding the practical

1) Assessment and recording of vital signs
2) Fever reduction techniques
3) Healthcare maintenance
   - Mouth care
   - Partial bed bath
   - Complete bed bath
   - Hair washing
   - Perineal care
4) Environmental management
   - Bed cleaning
   - Bedside table cleaning
5) Infection prevention techniques (aseptic techniques)
6) Positioning techniques
   - Dorsal position
   - Lateral position
   - Fowler's position
   - Sim's position
7) Patient movement from bed to chair
8) Oral medication administration for all age groups
9) Intramuscular injection administration for all age groups
10) Intravenous injection administration for all age groups
	tasks required during apprenticeships.

2.3 Nursing communicative skills should be included as they greatly facilitate comprehensive patient care and effective teamwork. Nurses need to achieve five communicative aspects, as follows: *2.3.1 Therapeutic Communication* Establish trust and emotional support for patients by building rapport, active listening, empathy, and using appropriate verbal and	2.3 The application of nursing communicative skills within ENP is essential for Thai nursing students as these skills specifically address the proficiency needed for therapeutic communication, patient education, interprofessional collaboration, documentation, and conflict resolution. These specific skills can help develop the linguistic and practical communication skills necessary for comprehensive patient care and effective teamwork in an English-speaking healthcare environment.

	non-verbal communication. *2.3.2 Patient Education* Effectively convey medical information, treatment plans, and self-care instructions to patients and their families in a clear and understandable manner. *2.3.3 Interprofessional Communication* Collaborate and communicate effectively with other healthcare professionals to ensure seamless patient care and coordination. *2.3.4 Documentation* Write clear and accurate records of patient information, observations, and care plans, all of which are commonly known as 'nurse notes', to ensure continuity of care and legal compliance. *2.3.5 De-escalation and Conflict Resolution* Manage difficult situations, conflicts, or emotional distress by employing de-escalation techniques and conflict resolution strategies.	
3. What English language content should be emphasized in the ENP coursebook?	**3.1 Correct pronunciation should be emphasized.** Most Thai nursing students experience problems pronouncing English, particularly with consonant sounds absent in the Thai language, such as /ʒ/in 'sei<u>z</u>ures' and /θ/ in 'ca<u>th</u>eter'. This issue is especially obvious among students whose native language is a regional dialect or those of ethnic backgrounds with mother	3.1 Thai nursing students may struggle to pronounce certain English phonemes due to differences in phonological features. Addressing these features requires a targeted approach involving explicit phonetic exposure to medical terminology in English, and fostering a supportive learning environment for practice and feedback. In the classroom, ENP teachers may involve nursing students in role-playing scenarios relevant to nursing practices. They may enhance students' pronunciation habits by offering

languages other than Thai. They hesitate to pronounce words for fear of mispronunciation.	bilingual resources and integrating Thai-English phonetic comparisons.
3.2 Provide more exposure to both medical terminology and colloquial terms. Many medical terms are rooted in Latin and Greek, and as such, they are challenging to remember. For example, *cardiomyopathy* is comprised of the prefix *cardio-* which denotes the heart, the root *-myo-* which refers to muscles, and the suffix -*pathy* which indicates a disease or disorder. Etymological knowledge of medical terms would broaden nurses' understanding of them. On the other hand, extensive exposure to specialized terminology leads many nursing students to use technical language rather than colloquial terms when communicating with patients. For instance, while *nausea* and *vomiting* are medical terms, students may use the more casual term *throw up* in everyday language to describe the same action.	3.2. Thai nursing students struggle with understanding medical terms due to their complex etymological structure. Strategies for breaking down complex terms into morphological components can be introduced to enhance students' comprehension. ENP teachers may design vocabulary-building activities that specifically target morphemes used in healthcare, and implement interactive learning approaches to help nurses master the morphological components of medical terms. On the other hand, to leverage the correct use of layman terms, activities of each lesson must facilitate students' familiarity with and comprehension of more general language terms. These activities could include producing patient education materials, creating a mock patient consultation, or journal club discussions.
3.3 Grammar related to nursing jobs is preferred. Nursing grammar is specifically tailored to precise and clear communication in patient care, emphasizing professionalism within the nursing profession, unlike the broader and more academic use of grammar.	3.3 The emphasis on nursing-specific grammar is crucial for ensuring accurate and professional communication in patient care settings. The example provided illustrates the importance of using appropriate verb tenses to convey treatment plans accurately, and highlights a common challenge where students, influenced by their native language, may inadvertently

For example, instead of saying "the patient will do the MRI tomorrow", the statement should be "the patient does/is doing the MRI tomorrow" to confirm the treatment plan set by the physician. However, when writing or speaking in English, many students tend to directly translate word-for-word from Thai without considering grammatical rules or structural differences. For example, misuse of verb tenses in '*Chan-Pen-Pha-Ya-Baan-Ma-Tang-Tae-Pee-Song-Pan-Yi-Sib-Song* (ฉันเป็นพยาบาลมาตั้งแต่ปี 2022)'. Students tend to write 'I <u>am</u> a nurse since 2022' instead of 'I <u>have been</u> a nurse since 2022'.

misuse tenses. This emphasizes the need for targeted language instruction to bridge these grammatical gaps and enhance communication effectiveness in the nursing profession. Addressing grammar challenges in nursing could include using practical examples, emphasizing verb tenses, highlighting translation pitfalls, offering feedback, providing cultural sensitivity training, and incorporating case studies.

3.4 Cross-cultural communication is essential.
Cross-cultural miscommunication between Thai nurses and English-speaking patients may occur when discussing symptoms due to language nuances or variations in interpreting medical terms. This can lead to misunderstandings and potentially impact the accuracy of diagnosis and treatment. For example, many patients in the west who are used to openly discussing their pain and suffering may place a high value on their pain, even for relatively small discomfort. When

3.4 Cross-cultural communication is crucial in ENP as it prepares nursing students for diverse patient interactions and global healthcare settings. To address this, the English language content may:

1) contain idiomatic expressions and culturally appropriate English communication or dialogue; and/or

2) incorporate interactive learning activities such as role-plays, simulations, and communication exercises or VDO clips within different cultural healthcare scenarios to compare differences between Thais and people from other cultures.

interpreting or addressing a patient's pain levels, a nurse must consider their cultural background.

The Integration of Quantitative and Qualitative Data

As stated previously, the ultimate goal of this study was to identify the English communication skills, functions, and content needs of Thai nursing lecturers at the university level. As such, the research employed a sequential explanatory mixed-methods approach, utilizing quantitative data from surveys (n= 37) and qualitative data from semi-structured interviews (n= 13) with nursing lecturers in the School of Nursing Science at a university in northern Thailand. All in all, the two data sets were interrelated. The content of the questionnaire focused on conceptual directions, while the content of the interview provided in-depth details about the participants' responses. This approach proved beneficial for the comprehensive development of English language skills within the nursing field, encompassing both broad vision and detailed content. The insights gained are valuable for creating a coursebook for Thai nursing students in the future.

Pedagogical Implications

The survey data (Tables 4 & 9) revealed that reading was perceived as the most crucial skill, followed by listening, speaking, and writing. However, interview data (Table 10) emphasized the importance of clear communication in both patient education and inter-professional collaboration. This highlights a potential disconnect between perceived importance and actual skill development. To bridge this gap, a coursebook should prioritize the receptive skills of reading and listening through exposure to authentic medical texts (e.g., journal articles and patient charts) and audio recordings of real-world healthcare scenarios (e.g., nurse-patient consultations, lectures, and nurse handovers). Concurrently, the productive skills of speaking and writing can be fostered through role-playing activities that simulate patient interactions (e.g., by explaining diagnoses, procedures, and discharge instructions) and writing exercises focused on clear and concise documentation (e.g., patient assessments, care plans, and progress notes).

The survey data (Table 9) also suggested a need for greater emphasis on speaking and writing skills. Qualitative data from question 3 of the interview provided specific areas for language development, namely pronunciation of medical terminology, integrating both medical and colloquial terms, grammar specific to nursing documentation, and cultural sensitivity training. To address these needs, the coursebook may incorporate

audio recordings of medical terms pronounced by native speakers with accompanying pronunciation exercises. Activities focusing on minimal pairs (e.g., /ʒ/ in sei<u>z</u>ures vs. /θ/ in 'ca<u>th</u>eter') can further refine pronunciation accuracy, particularly for sounds not present in Thai. Balancing medical and colloquial terms can be achieved by presenting them in context-based scenarios. Nursing students may also translate medical terminology into simpler, more 'patient-friendly' language for explaining symptoms and procedures. Grammar exercises targeted towards nursing students can address areas such as tense usage (e.g., confirming treatment plans) and word order for clear instructions. Finally, case studies highlighting challenges in cultural communication, and role-playing activities practicing strategies for communicating in diverse backgrounds can equip nursing students with greater cultural sensitivity.

Limitations and Suggestions of the Study

This study's scope was limited to nursing lecturers at one university in northern Thailand, potentially affecting the generalizability of findings to the broader population of nursing lecturers in the country. To enhance research credibility, future studies should employ statistical methods to strategically sample nursing lecturers across multiple institutions. Additionally, the study had a low representation of male respondents, and therefore, it primarily reflected the perspectives of female participants. Further investigations with a more comprehensive analysis of male perspectives are recommended. The study relied on Western-centric sources, potentially emphasizing aspects prevalent in the American healthcare system. A broader exploration beyond the American context is essential to understand how various cultural and contextual factors shape communicative skills globally, particularly in the Thai nursing context. The questionnaire might have been limited insofar as it did not encompass all possible aspects, was influenced by expertise, and targeted participant characteristics and evolving trends in nursing. Future research should consider refining the criteria for selecting nursing lecturers with current English proficiency in order to ensure accurate representation.

Despite limitations in scope and sample, this study serves as a crucial first step in understanding the communication needs of nursing lecturers in Thailand. By acknowledging the limitations and recognizing the importance of cultural nuances, future research can build upon these findings. Last but not least, to foster a generation of nurses well-equipped to navigate the complexities of patient-centered communication within the Thai healthcare system, a collaborative effort among researchers, educators, and healthcare

professionals is essential to develop robust communication training programs that cater to the specific needs of nursing lecturers in Thailand.

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