



Design Lesson Planning for English Specific Purpose

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Abstract. *This study explores the lesson planning practices of an English lecturer at Universitas Hafsaawaty who teaches English for healthcare students. The findings indicate that the lecturer adopts a contextual and profession-oriented approach, aligning language instruction with medical content and professional communication needs. The lesson plans incorporate materials from health journals, clinical simulations, and academic writing tasks, aiming to enhance both linguistic proficiency and professional relevance. Instructional strategies such as scaffolded learning and multimodal media use are applied to accommodate students' diverse English proficiency levels. The discussion highlights the integration of English for Specific Purposes (ESP) and Content and Language Integrated Learning (CLIL) frameworks, emphasizing experiential learning and interdisciplinary collaboration. Overall, the study underscores the importance of context-driven lesson planning and the need for institutional support in developing English instruction tailored to professional domains.*

Keywords: *English for Specific Purposes (ESP), Medical English, Professional Communication, Interdisciplinary Curriculum.*

1. INTRODUCTION

In the era of globalization and rapid industrial development, the need for English proficiency is no longer limited to general abilities (General English), but has evolved towards mastering English for Specific Purposes (ESP). This phenomenon is evident in various higher education institutions and training centers that have begun offering ESP programs, such as English for Tourism, English for Medical Purposes, English for Engineering, and English for Business (Umbar et al. 2024). This need arises because the world of work demands English language competencies that are appropriate to specific professional fields so that professional communication can take place effectively.

However, in practice, the development of lesson planning for ESP still faces various challenges. One of the empirical problems that is often encountered is a teaching approach that is still general and does not accommodate the specific needs of each field of expertise. Many teachers still use General English learning materials without contextual adjustments, making them less relevant to the real needs of students who will enter a particular professional world (Van Den Beemt et al. 2020).

Theoretically, the ESP learning approach refers to the principle that teaching materials, teaching methods, and learning objectives must be designed based on the needs analysis of students. This is different from General English which tends to be more general and not

context-bound. The theory gap that arises in this context is the lack of integration between ESP principles and actual learning planning practices (Reswari 2025).

A number of recent studies have tried to answer problems in learning planning for English for Specific Purposes (ESP). Fareen (2024) emphasizes the importance of needs analysis as the main foundation in designing the ESP curriculum. He suggests that an effective curriculum approach must combine product and process design in order to dynamically respond to learner needs. Meanwhile, research by Srisudarso and Nugraha (2024) shows that the ESP approach in the vocational school curriculum has a positive impact on improving students' English skills, especially if it is designed in line with the needs of the world of work. Furthermore, Masyhud (2024) in his research on the application of Lesson Study in ESP teaching found that student active participation increased significantly after the reflection and improvement process was carried out collaboratively between teachers. This research confirms that innovation in teaching strategies needs to be accompanied by a continuous evaluation process.

Based on this background, this research aims to design effective and contextual lesson planning for ESP teaching. The main focus is directed at developing learning planning based on needs analysis, material relevance to the world of work, and the integration of communicative and technological approaches in the learning process.

2. RESEARCH METHOD

Research Design

This study aims to explore how English lecturers at STIKes Hafswaty Zainul Hasan Genggong design lesson plans for health-related courses and the challenges they encounter in integrating English language instruction into the medical context. Considering the nature of the research questions, which seek in-depth understanding of pedagogical practices in a real institutional setting, this study employs a qualitative approach using a holistic single-case study design.

A case study design is appropriate for addressing “how” and “why” questions concerning contemporary phenomena within real-life contexts (Yin, 2022). This study focuses on a single institution and one key informant—an English lecturer with direct experience in teaching English for Specific Purposes (ESP) in the field of health sciences. The design allows for a rich, contextualized exploration of the planning and implementation of ESP instruction.

Institutional Context

STIKes Haf sawaty Zainul Hasan Genggong is a private health sciences higher education institution located in East Java, Indonesia. It offers undergraduate programs in Nursing, Midwifery, and Public Health, with an estimated student body of 800–1,000. English is offered as a general subject but is strategically designed to support students' academic and professional development, especially in global healthcare contexts.

The integration of English for Specific Purposes (ESP) into the curriculum reflects the growing need for healthcare professionals who can comprehend and communicate in English—especially for reading international medical literature, understanding global clinical protocols, and participating in professional interactions. As a result, lecturers are encouraged to design lesson plans that align with both linguistic development and the mastery of medical content.

Participant and Sampling Technique

The main participant in this study is an English lecturer at STIKes Haf sawaty Zainul Hasan Genggong who is responsible for developing and teaching English courses to health science students. The participant was selected using purposive sampling, a common technique in qualitative research that allows researchers to choose information-rich cases based on specific criteria (Miles, Huberman, & Saldaña, 2020). The selection criteria included:

- A minimum of three years' experience teaching ESP,
- Active involvement in curriculum and lesson planning,
- A strong understanding of students' linguistic and academic needs in health disciplines.

This strategy ensures the collection of relevant and in-depth data aligned with the research objectives.

Data Collection Techniques

To obtain a comprehensive understanding of the lesson planning process and instructional challenges, the researcher employed three primary data collection methods:

Semi-Structured Interviews

In-depth interviews were conducted using open-ended guiding questions to explore the lecturer's:

- Rationale behind instructional decisions,
- Selection of teaching materials and media,
- Strategies for integrating medical content into English instruction,
- Adjustments for diverse student proficiency levels,
- Challenges encountered and coping strategies.

Each interview lasted approximately 60 minutes, conducted privately, recorded with consent, and transcribed for thematic analysis (Alsaawi, 2021).

Document Analysis

Several lesson plans designed by the lecturer were reviewed to provide tangible evidence of how pedagogical theories were applied in practice. The analysis focused on:

- Learning objectives,
- Weekly topics related to medical English,
- Integration of technical vocabulary,
- Instructional methods (e.g., simulation, role-play, discussion),
- Instructional media (infographics, medical videos),
- Assessment strategies such as reflective journals, patient report writing, and academic text analysis.

Document analysis also supported data triangulation and helped validate interview findings (Bowen, 2021).

Non-Participant Observation

The researcher conducted classroom observations to witness how the lesson plans were implemented in real-time teaching. Observed aspects included:

- The lecturer's instructional delivery,
- Use of medical English in classroom interaction,
- Student participation and engagement,
- Application of learning media such as visuals, videos, or case studies.

Observations were conducted without researcher interference to maintain objectivity (O'Leary, 2021).

Data Analysis Procedure

Data from interviews, document reviews, and observations were analyzed using thematic analysis based on Braun and Clarke's (2021) six-phase framework:

- Data familiarization through repeated reading of transcripts,
- Generating initial codes based on recurring patterns,
- Searching for themes among the codes,
- Reviewing themes to ensure internal coherence and distinctiveness,
- Defining and naming themes,
- Producing the final report with supporting excerpts and interpretations.

This analytical process was systematic and reflective, enabling the researcher to capture the complexity of ESP teaching practices in the context of healthcare education. Key themes that emerged included: contextual adaptation of English content, challenges posed by students '

heterogeneous proficiency, use of case-based learning, and the role of professional communication in ESP instruction.

Research Ethics

This study was conducted with formal ethical approval from STIKes Hafsaawy Zainul Hasan Genggong. The participant received a clear explanation of the study's objectives, methods, and voluntary nature, and signed an informed consent form prior to data collection. The researcher ensured confidentiality and anonymity of the participant's identity and securely stored all data for academic use only.

Research Limitations

This study has several limitations, including:

- A limited number of participants, involving only one lecturer from a single institution, which restricts the generalizability of the findings to other health institutions.
- A specific institutional context, making the findings more descriptive and contextual rather than representative of broader practices.

Nevertheless, the depth of data and the use of triangulation enhance the credibility, transferability, and practical relevance of this study—particularly for institutions with similar educational settings and challenges in ESP implementation.

3. FINDING AND DISCUSSION

Finding

The findings of this study reveal that the lecturer at Universitas Hafsaawy who teaches English for healthcare students designs lesson plans using a contextual and profession-oriented approach. In the interview, the lecturer emphasized that lesson planning focuses on integrating English language instruction with relevant medical content, such as healthcare terminology, professional communication between healthcare workers and patients, and the comprehension of academic literature in the health sciences. The primary objective of this planning is to equip students with English language skills that are not only functionally general but also highly applicable in both professional and academic medical contexts.

In designing the material, the lecturer carefully considers the relevance between language content and the students' professional needs. Therefore, the selected materials are typically drawn from international health journals, scientific research reports, and medical interaction scenarios. The lecturer strives to ensure that the learning materials not only enhance linguistic understanding but also reflect real-world situations students may encounter in the

workplace. To support the learning process, the lesson plan includes simulation-based activities, case-based discussions, and academic writing exercises with medical themes.

Regarding teaching strategies, the lecturer adapts instructional methods to address the specific challenges faced by healthcare students. For instance, speaking practice sessions are modeled after doctor-patient communication scenarios. Simultaneously, reading sessions are oriented towards understanding academic health-related articles in English, thereby training students to grasp structure, style, and the distinctive terminology found in scholarly texts. In terms of challenges, the lecturer disclosed that one of the most significant obstacles in lesson planning is the varied English proficiency levels among students. Some students possess weak foundational skills, while others are already quite proficient. To address this issue, a scaffolded strategy is employed—starting with simple texts and gradually progressing to more complex content. This strategy not only enhances student participation but also fosters an adaptive and supportive learning environment for all proficiency levels.

Furthermore, the lecturer perceives an urgent need to strengthen the integration of English across non-language courses. This is considered essential to develop students' familiarity with academic language from the early stages of their studies. The lecturer also highlighted the importance of training in professional communication to prepare students for the challenges of globalization, where international medical interactions are increasingly common.

As for instructional media, the lecturer employs a range of visual aids such as medical illustrations and educational videos. Technical vocabulary tables are also compiled to support students' understanding of English medical terminology. In general, the lesson plans include several core components: clearly defined learning objectives, a list of topics related to medical English, teaching methods (discussion, simulation, projects), and task-based evaluations such as patient reports and academic journal analysis.

Concerning the time required for lesson plan development, the lecturer explained that it varies depending on the complexity of the material. For a single session, several days are needed to develop an effective and contextually relevant plan. Meanwhile, for broader instructional modules, the process may take several weeks to ensure coherence, relevance, and the effectiveness of the designed teaching strategies.

Discussion

This research of this study illustrate a lesson planning practice aligned with the English for Specific Purposes (ESP) approach—language instruction tailored to meet the specific needs of a professional field, in this case, the medical sector. The lecturer's planning practices at

Universitas Hafsawaty reflect a profound understanding of the students' professional context, which serves as the foundation for developing the lesson plan. This shows that instructional design is not merely administrative but is grounded in needs analysis and an awareness of real-world demands.

The integration of language content with disciplinary knowledge—commonly referred to as Content and Language Integrated Learning (CLIL)—is clearly evident in the lesson plan. The use of health journals, scientific reports, and medical communication simulations demonstrates that language is positioned as a tool for comprehending and interacting with disciplinary content. This supports Coyle et al.'s (2010) assertion that CLIL is effective in promoting critical thinking, contextual understanding, and functional language use in academic and professional fields.

The use of doctor-patient simulations as a teaching method also reflects the principles of situated learning, where students engage directly in contexts resembling real professional environments. This type of learning is known to enhance knowledge transfer from the classroom to the workplace. Such strategies align with experiential learning theory, particularly Kolb's view that concrete experience significantly contributes to the development of practical competencies.

The wide range of student proficiency levels presents a major challenge in English language instruction. This highlights the importance of differentiated instruction, which accommodates diverse academic backgrounds and levels of language mastery. The scaffolded approach used by the lecturer demonstrates a keen awareness of the need to systematically guide students towards achieving the intended competencies, despite beginning from different starting points. The emphasis on visual aids and multimodal instructional media also aligns with cognitive theories such as dual coding, which posit that information presented through both text and visuals is more easily comprehended and retained. Vocabulary tables and educational videos serve as strategies that not only support linguistic understanding but also facilitate meaning-making within technical contexts.

From an institutional perspective, the lecturer's suggestion to enhance English integration across other non-language courses indicates that lesson planning should not operate in isolation from the broader curriculum. Instead, it should be an integral part of interdisciplinary instructional design, where synergy among courses contributes to the achievement of more complex and holistic competencies. This approach is consistent with the principles of interdisciplinary curriculum design. Finally, the considerable amount of time required to develop lesson plans underscores that instructional planning is not a mere formality.

It is a reflective process demanding awareness of student needs, content knowledge, suitable pedagogical methods, and innovative media and evaluation tools. Such a planning process reflects a deep sense of professional practice and reinforces the necessity for continuous lecturer training in context-based lesson plan development.

4. CONCLUSIONS

Based on the results of the study, it can be concluded that English learning planning for health students at STIKes Hafsaawy Zainul Hasan Genggong is contextualized and oriented to the professional needs of students. Lecturers actively integrate medical content into English teaching through professional-based approaches, such as the use of international health journals, doctor-patient communication simulations, and health-themed academic writing exercises. The learning strategies implemented show pedagogical awareness of students' varying levels of English, by applying a scaffolded approach and the use of visual media to support the understanding of technical terms. This research shows that lesson planning is not purely administrative, but rather a reflective process that considers students' linguistic and professional needs in depth. Although this study is limited to one participant in one institution, the findings remain relevant to illustrate ESP lesson planning practices that are responsive to the challenges of health vocational education in the global era, while still considering the unique institutional context.

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