

## DIFFICULTIES FACED BY THE NURSING STUDENTS ON ENGLISH LANGUAGE LEARNING- A SURVEY STUDY

**E.Arthi Kailash**

*Ph.D. Research Scholar, Department of English, Bharathiar University, Coimbatore*

**Dr.P.Nagaraj**

*Assistant Professor, Department of English, Bharathiar University, Coimbatore*

### **Introduction**

Need analysis has an important role in the process of designing and carrying out the English language course to meet the learning needs of a particular group of learners. The ESP is the first step for the course design which provides the relevancy for all course designing activities. The process of needs analysis and the English language course also aim in the field of health care communication. i.e, in the Nursing homes and hospitals.

### **Background of the Study**

The Nursing students who speak in English as a second language have lower academic success. English has been widely used in medical terminology and medical records as a professional language. The language is very much essential for the people who are working in the front line of healthcare, particularly, the nurses. Many ESL (English as a Second Language) Nursing students struggle in nursing schools for a multitude of reasons to meet the competency level of the language. In India, the nursing institutions practice English as a medium of instruction and the nursing students who are not native English speakers after stepping for their work/careers face difficulties at some point where they need to work in English .The researcher has chosen the nursing students for the study to identify their barriers, discovering the bridges to ESL nursing students by enhancing the language level and to develop their language level which might be helpful in the future when dealing with the patients, Physicians and also with other Professionals.

### **Population of the Study**

The paper focuses on the undergraduate nursing students from various nursing colleges in the Coimbatore district. The study is based on the comprehensive data collection effort which includes the qualitative approach addressing the policy questions of the English language learning of the pupil. It aims on the awareness of the nursing students' English language skills which are very much needed.

### **Problems Encountered by the Population**

It is noticed that the nursing students' English language proficiency is not at the satisfactory level. In addition, individual differences were identified among

the students in learning the English language, i.e., the connection between their syllabus and developing the English language is nowhere connected. Due to this, they feel the syllabus is very stressful and they force themselves to get through the subject with no interest on the subject. Particularly, the nursing students believe that reading and writing the language is quite easier when compared to understanding and speaking. So, the nursing students are keen and anxious about learning the language, but the communication between the nursing students and the language teacher are lagging. Also, the students wish to travel a long distance for their career and due to lack of English knowledge they miss the opportunities.

### **Significance of the Study**

Communication is a basic and an important tool for the Nursing students and also for the professionals in the field. Communication between the patients and the nurses are highly essential. Due to lack of communication, it becomes difficult for the nurses to understand what the patients say. And also, the nurses face issues while documenting with the subject (patients) and some fail to explain exactly to the Physicians. Even in the emergency ward, the language plays an integral part and adds the professional accountability for nurses. The nursing students are aware about the importance of the language, but they do not know which area to focus to meet their capability level. Thus, the study mainly focuses on their English language proficiency.

### **Experts Interview**

The researcher had a discussion and interviewed with the General Physicians, Professors, nurses and students. The experts mentioned that the nursing students are experiencing the difficulties in the English language. The nurses stated that they face problems in the language while communicating with the patients and documenting the clients' records.

### **Attitude Testing Questionnaire**

The questionnaires were used as an important tool for the present study. An attitude testing questionnaire was prepared to identify the awareness of English language for the Nursing Students. The questions were based on the preliminary data collected through qualitative study. The test helped the researcher to understand the learners' awareness and their idea of learning an English language.

### **Conclusion**

The present paper reveals that the nursing students (participants) needed adequate practice in learning the English language. It is very clear that the students wanted to

improve their communication skills and wanted to overcome the feelings of discomfort. It should focus not only upon the external factors (syllabus, assessment, and curriculum) but also consider the internal needs (self-motivation, strength of mind) and the deficit of learners. A joint approach should be the center of focus while implementing such remedial programs. It should bring up the learners at an individual level

### References

1. Bradley, J.C & Edinberg, M.A. (1982). *Communication in the Nursing Context*. Norwalk, CT: Appleton-Century- Crofts.
2. Guhde, J. A. (2003). English-as-a-second-language (ESL) nursing students: Strategies for building verbal and written language skills. *Journal of Cultural Diversity*, 10(4), 113-117.
3. Hansen, E., & Beaver, S. (2012). Faculty support for ESL nursing students: Action plan for success. *Nursing Education Perspectives*.
4. Hutchinson, T., & Waters, A., (1987). *English for Specific Purpose*. Cambridge: Cambridge University Press.
5. Malu, K.F., & Figlear, M.R. (1998). Enhancing the language development of immigrant ESL nursing students: A case study with recommendations for action. *Nurse Educator*, 23(2), 43-46.
6. Phillips, S., & Hartley, J.T. (1990). Teaching students for whom English is a second language. *Nurse Educator*, 15 (5), 29-32.
7. Starr, K. (2009). Nursing education challenges: Students with English as an additional Language. *Journal of Nursing Education*, 48 (9), 478-487.