

## Chapter V

### Conclusion and Discussion

#### 5.1 Summary of the Study

The objectives of this study are: (1) to survey for the English needs of Payap University nursing students and McCormick nurses, and (2) to identify nursing student problems concerning Nursing English studies as well as nurse problems in using English within the context of their daily work. The three groups of subjects consisted of: 62 second year nursing students, 57 third year nursing students, and 83 McCormick nurses who graduated from Payap University's Faculty of Nursing in 1995-1997 academic years. The instruments employed were three different sets of questionnaires. The second year student questionnaire investigated their needs and problems in their current English studies. The third year student questionnaire concerned their needs and problems in the use of English in their present third year nursing courses. The nurse questionnaire asked about their use of English acquired as Payap University nursing students in their daily work.

Prior to the development of the questionnaire, the nursing English curriculum was studied intensively. Interviews with nursing English teachers, the Dean of Payap University's Faculty of Nursing, second and third year students, and McCormick nurses were conducted in order to obtain preliminary information for the questionnaire design. The data analysis was completed using the SPSS program. The statistics employed were arithmetic mean, frequency distribution, SD, and one-way analysis of variance. The results were as follows:

### 5.1.1 Results Regarding Needs

The second year students thought English was very necessary in daily life. They practiced listening skills most often outside of English class, but writing skills the most in English class. The listening skill needed most was listening to nursing terms, while listening to conversational dialogues in class was needed least. As for speaking skills, the students most often needed to practice conversational dialogues using nursing terms, while narrating events was considered a moderate need. The reading skill most in demand was finding main ideas; critical reading was the least needed. The students ranked writing nurse notes as the most needed writing skill and narrating events the least.

In terms of subjective needs, the second year nursing students preferred that Thai nursing English teachers speak English most of the class period and review the previous lesson before teaching a new lesson. The students preferred the use of realia over the use of technological aids, and would also like the teachers to compile excerpted materials from several texts to teach from in class. In addition, they preferred that the teachers give a participation grade to students and increase the percentage value of assignment grades. Speaking skills were ranked as the ones which should be the most emphasized in the curriculum. The students would like to have three required English courses for nursing students. They also preferred to have three hours of English class per week. Studying English between 8.00-10.00 AM. was highly appreciated. Finally, a combination of general English and nursing English content was highly preferred by the second year students.

The third year students thought English was very necessary in their daily life. Reading skills were ranked most used in studying nursing courses. The listening skill needed most was listening to nursing terms, while the use of listening skills when attending a seminar was considered the least necessary. The most needed speaking skill concerned using nursing terms; discussion skills emerged as the

least needed. Reading nursing terms was ranked most needed, while the use of reading skills to search data off the Internet was the least necessary. The students rated writing nursing terms most needed and writing summaries of discussions and seminars least needed.

Concerning subjective needs, the third year students preferred that the nursing English teachers speak English most of the class period and review the previous lesson before teaching a new lesson. The students preferred the use of both realia and technological aids in class. They would like to use the language lab more often. Compiling excerpted materials from several texts to teach from was also highly preferred. The students would like the teachers to explain the grading criteria for each test and increase the percentage value of assignment grades. Speaking skills were ranked as the ones which should be the most emphasized in the nursing English curriculum. The students would like to have four required English courses. They preferred to study three hours of English classes per week. Studying English between 8.00-10.00 AM. was highly appreciated. Finally, they would like to have a combination of general English and nursing English content in the Nursing English curriculum.

The nurses thought English was very necessary in their daily work with writing skills used most often. They needed most to listen to doctor and nurse communications while using medical equipment, as well as doctors' orders about giving patients medications. However, the nurses needed to use listening skills when attending medical and nursing lectures and seminars the least. Speaking with doctors about patients' symptoms using nursing terms was the most in demand, but speaking at medical and nursing conferences and seminars was the least. Reading nurse notes was the reading sub-skill used most often, while reading medical and nursing articles was the least needed. Writing nurse notes was rated most needed; the least needed writing skill was writing reports on seminars which used nursing terms.

Regarding subjective needs, the nurses preferred that the nursing English teachers speak English most of the class period and review the previous lesson before teaching a new lesson. They would also like to do small group activities in class. Compiling excerpted materials from several texts to teach from was highly preferred. A high level of preference for the use of realia in class was also indicated. Explaining the grading criteria for each test and giving a participation grade to students were preferred as well. The nurses ranked speaking skills as the ones which should be the most emphasized in the Nursing English curriculum. They would prefer to have more than four required English courses for nursing students. They would also like four hours of English class time per week. Studying English between 8.00-10.00 AM. was indicated. Finally, a combination of general English and nursing English content was highly preferred.

Based on the comparisons of subjective needs of the three groups of subjects, the subjective needs are significantly different in the following areas:

1. Small group activities
2. Team-teaching
3. The use of technological teaching aids
4. The use of language lab
5. Bi-weekly quizzes
6. Listening skills to be emphasized
7. Number of English courses to be offered
8. Number of teaching hours per week
9. Studying time
10. English course content

When making comparisons of subjective needs of the three groups of subjects, it was found that the subjective needs for doing small group activities and team-teaching in class were significantly different at the 0.05 level. The nurses preferred more small group activities and team-teaching than the second and third

year nursing students. In terms of materials, the three groups of subjects differentiated their preference for materials significantly at the 0.05 level in the teacher's use of technological aids and students' use of language lab. The nurses preferred the use of technological aids and the language lab more than the second and third year students did. The preferences of the three groups for having bi-weekly quizzes are also significant. The nurses preferred bi-weekly quizzes more than the other two groups. The subjective needs for listening skills to be emphasized is significant: the nurses preferred an emphasis on listening skills more than the second year students did. Furthermore, the three groups had significantly different preferences for the number of English courses to be offered, the number of teaching hours per week, the studying time, and the English course content. The nurses would like more English courses and more hours of class time per week than would the other two groups.

Based on the comparisons, the subjective needs of the three groups are similar in the following areas:

1. Nursing English teachers' use of English the whole class period
2. Nursing English teachers' use of English most of the class period
3. Nursing English teachers' use of Thai as a medium of instruction
4. Nursing English teachers' making a revision of the previous lesson before teaching a new lesson
5. The use of available realia
6. The use of teaching materials excerpted from a variety of texts
7. Nursing English teachers to give a participation grade to students
8. Nursing English teachers to explain grading criteria for each test
9. Nursing English teachers to increase the percentage value of assignment grades
10. Student peer-group evaluations
11. Speaking skills to be emphasized
12. Reading skills to be emphasized
13. Writing skills to be emphasized

### 5.1.2 Results Regarding Problems

The second year nursing students had more problems in listening to nursing terms and conversational dialogues and stories in the language lab than listening to general vocabulary and conversational dialogues from cassettes in class. The speaking skill with which the students had the most problems was having a discussion based on an article read, but they had the fewest problems with making polite requests. The students also had the fewest problems with reading for finding out facts, while critical reading was indicated as the most problematic. Finally, writing a cause and effect essay was the most problematic, while describing people and places was the least.

The third year nursing students had the most problems with listening to lectures, and the fewest with listening to nursing terms and general vocabulary. Speaking English in seminars was the most problematic, while answering questions in class caused the fewest problems. The students also had the most problems in reading English texts when studying nursing courses, while reading general vocabulary posed the fewest. Finally, writing summaries of discussions and seminars was ranked the most problematic; writing nurse notes was the least.

Most problems for nurses were found in listening to foreign patients. Listening to doctors' order about giving patients medications was the least problematic. The nurses also had many problems speaking with foreign patients, but only had occasional problems when speaking with personnel in other departments using technical terms. Reading medical and nursing articles was the most problematic, while writing nurse notes was the least. The nurses had the most problems with writing reports on seminars using nursing terms, but the fewest in writing medical and nursing abbreviations.

## 5.2 Discussion of Results

On the basis of the findings of this study, the following issues will be discussed: skills, teachers and teaching methods, materials, studying time, number of courses, hours of teaching, and course content.

### 5.2.1 Skills

Since speaking skills were ranked as those which should be most emphasized in the Nursing English curriculum by all groups of subjects, the speaking skills should be given the greatest emphasis in the English syllabus design. Reading and writing skills should be of secondary concern because the second year nursing students and nurses both stated that they needed to practice writing skills most often in the English class and in daily work. Furthermore, the third year students mentioned that they practiced reading skills most often in studying nursing courses. However, all four English skills should be integrated because three groups indicated that they preferred to practice all English skills. Based on the results, 50% of the class time should be spent on speaking practice, with the rest allotted to listening, reading, and writing skills. All of the skills could be taught either integratively or separately, depending on the content of the lessons. Sub-skills of the four main English skills are discussed in detail as follows:

1. **Listening Skills:** The second and third year nursing students stated that listening to nursing terms was often needed and also problematic for them. This problem is caused by the nursing students misunderstand the meanings of particular words when they are used in the nursing context. The third year students do not understand English nursing terms which occur in nursing classes taught in Thai. To solve these problems, there should be a listening workshop for all nursing students to enable them to learn the meanings and pronunciation of nursing terms most often used. The nurses most needed to listen to doctor and nurse

communications while using medical equipment, as well as listen to doctor orders about giving patients medication. They mentioned they often had problems with those two sub-skills, as well as listening to patients during a conversation. Nursing English course designers should offer more classroom role-plays in which the situations relate to doctor, nurse, and foreign patient communications for the benefit of the nursing students in terms of their future use of English.

2. **Speaking Skills:** Based on the findings, practicing conversational dialogues using nursing terms, and communicating with patients were greatly needed and problematic for second year nursing students, while the third year nursing students most needed and often had problems using nursing terms and general vocabulary. It is recommended that there should be more classroom nursing related conversational practice so that the nursing English students can practice speaking English using nursing terms with fluency and accuracy. Additionally, the nurses most needed to speak with doctors about patient symptoms using technical terms, but had most problems speaking with foreign patients. The nursing English teachers should assign the students to interview foreign doctors and patients at hospitals in order to become confident with their future use of English.
3. **Reading Skills:** The sub-skill which all three groups of subjects rated significant is reading nurse notes. It was found that the second year students had more problems reading nurse notes than the third year nursing students and nurses. This may be due to the fact that the second year nursing students have just learned to read and write nurse notes. Therefore, giving more reading nurse note practice to second year nursing students is a suggestion for the nursing English teachers. As reading English medical and nursing articles and texts is most problematic for both third year nursing students and nurses, giving students outside reading with nursing related content is highly recommended.



4. **Writing Skills:** Writing nurse notes is a sub-skill which all three groups indicated as most needed and often problematic. One solution is for the nursing English teacher to teach the students to write nurse notes intensively, and have them practice writing nurse notes more often so that they gradually become familiar with the particular language structures in nurse notes. Furthermore, the third year nursing students and nurses had many problems writing reports on seminars which used nursing terms. To solve the problem, the second year nursing students who are studying Nursing English should be required to attend nursing seminars at hospitals and write seminar reports in English to be given to the nursing English teachers.

#### 5.2.2 Teachers and Teaching Methods

Based on the results of this study, nursing English teachers and teaching methods should be as follows:

1. Thai nursing English teachers should speak English most of the class period, and speak Thai only when necessary.
2. Nursing English teachers should have a nursing background.
3. There should be more native English teachers to teach nursing students Nursing English.
4. Nursing English teachers should review the previous lesson before teaching a new lesson.
5. Nursing English teachers should divide students into small groups for class activities.
6. There should be more interactions between the teacher and students in class.
7. Nursing English teachers should employ up-to-date teaching methods, such as a communicative language teaching method.

### 5.2.3 Materials

Based on the findings, concerning the use of teaching aids, the nursing English teachers should use available realia in class. They should also use technological teaching aids such as overhead projectors, videos, cassettes, a computer, a CD ROM, and the Internet. Using English songs and language games in class is suggested. There should be a language lab for the exclusive use of nursing students at Keawnawarat campus, Payap University. Furthermore, the nursing students should be allowed to use the language lab often. Regarding texts, compiling documents from several texts for teaching purpose is also highly recommended.

### 5.2.4 Testing and Evaluation

Based on the findings, the nursing English teachers should give a participation grade to students as a part of an evaluation of student performance in class. The teacher should explain the grading criteria for each test. In the present Nursing syllabus, 30% and 40% are for midterm and final grades, and only 10% is for assignment grades. According to the subjects' responses, increasing the percentage value of assignment grades and decreasing the percentage value of midterm and final grades should be considered. Additionally, based on the open-ended responses, there should be a post test at the end of each lesson and oral interview tests.

### 5.2.5 Studying Time and Number of English Courses and Hours of Teaching

Based on the results, there should be four required nursing English courses for the first and second year nursing students, and a nursing English elective for the third and fourth year nursing students. The nursing students should study four hours of English class per-week. Taking the findings into consideration, 8.00-10.00 AM. is a desirable time to study Nursing English.

### 5.2.6 Content

With reference to content, the emphasis should be on nursing related content. General and health related content should also be included in the nursing English syllabus.

### 5.3 Implications for Course Design

In designing an ESP course, it is necessary to make the course content relevant to the specific needs of the learners. According to Noisaengsri (1981), ESP syllabus is student-based which emphasizes specific language skills, topics, and functions to suit specific learners. If learners, sponsors, and teachers know why the learners need English, it will influence the selection of reasonable content in a language course (Hutchinson and Waters, 1993). Based on the identified specific needs and problems, the researcher proposes an outline of a nursing English syllabus for AE204 as follows:

*Course Description:* A course in the four English skills of listening, speaking, reading, and writing, emphasizing the development of speaking ability and familiarity with the English usage and terminology common to the nursing field.

- Objectives:*
1. To enable nursing students to use English in the nursing profession
  2. To enable nursing students to use English as a tool for studying nursing courses
  3. To enable nursing students to use English as a means for communicating with native speakers in daily life

### *Course Content*

#### 1. Listening and Speaking Skills

##### a) Nursing Topics

- Patient cases
- Patient interviews
- Patient care and drug treatment
- Nursing conferences and seminars
- Doctor order about giving patients medication
- Medical equipment

##### b) General Topics

- Every day expressions
- Favorite things
- Habits and routines

#### 2. Reading Skills

##### a) Nursing Topics

- Nurse notes
- Patient reports
- Lists of medications to be given to patients
- Instructions for taking medication
- Equipment instructions
- Nursing abbreviations

##### b) General Topics

- Articles from English magazines
- Newspaper advertisements
- Brochures

#### 3. Writing Skills

##### a) Nursing Topics

- Nurse notes
  - Nursing abbreviations
  - Nurse job descriptions
  - Patient reports
- b) General Topics
- Personal arrangements
  - Letters of application
  - Résumé
  - Plans for vacations

*Skills Needed to Study:*

1. Listening and Speaking Skills
  - Describing people
  - Explaining causes and effects
  - Giving advice
  - Narrating events
2. Reading Skills
  - Reading nurse notes
  - Finding main ideas
  - Making inferences
  - Critical reading
  - Reading instructions
  - Reading nursing abbreviations
3. Writing Skills
  - Writing nurse notes
  - Writing a summary
  - Writing a cause and effect essay
  - Writing instructions
  - Writing nursing abbreviations

*Teaching Methods and Activities:*

- Group discussions
- Interviews
- Role-plays
- Oral reports
- Classroom seminars
- Pair work

*Class Time:* Lectures: Monday, Tuesday, Wednesday, and Friday,  
at 8.00-9.00 AM.

Language lab: Monday and Thursday at 9.00-10.00 AM.

*Grade Computation:*

1. Class Participation	20%
2. Assignments	25%
3. Bi-weekly Quizzes	10%
4. Midterm Exam	20%
5. Final Exam	25%

The above nursing syllabus is proposed in relation to the research findings. The subjects stated that they would like to practice all four main skills with an emphasis on speaking skills. Therefore, the proposed course description serves their needs. As the subjects preferred both general English and nursing English content, the syllabus objectives would enable nursing students to use English in daily life and in the nursing field. All course content and skills needed to study are based on the needs and problems of the respondents in the three groups. As the subjects greatly preferred to practice speaking skills, the teaching methods and activities include group discussions, interviews, role-plays, oral reports, and classroom seminars. Concerning the hours of English classes per week, both of the second and third year nursing students would like three hours of English classes,

while the nurses would like four hours. The researcher has realized the importance of English used in real-life situations in the nursing field. Therefore, studying four hours of English classes is proposed in the above syllabus. Attending the language lab twice a week is also suggested because all the subjects had a great need for the language lab. Studying at 8.00-9.00 AM. is offered in relation to the majority of responses. In terms of grade computation, the researcher serves the respondent needs by giving more percentage values for assignment and class participation grades, and decreasing the percentage value of midterm and final grades.

#### 5.4 Recommendations for further research

1. Further research on the English used by graduate nurses from Payap University's Faculty of Nursing who work at other hospitals in different regions in Thailand should be conducted. Nurses in different regions might have different needs and problems. Information from these groups of nurses would be useful in the improvement of the present nursing English program.
2. There should be a follow-up study of the nursing English program in terms of its relevance after a program, based on the finding of this present study, has been developed.