



## A REVIEW OF LSRW CHALLENGES ENCOUNTERED BY NURSING STUDENTS OF TAMIL NADU, INDIA.

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### KEYWORDS :

Language is essentially a means of communication. The significance of communication between people equates the significance of language. The four skills of language (also known as the four skills of language learning) are a set of four capabilities that allow an individual to comprehend and produce spoken language for proper and effective interpersonal communication. English is the language of all sciences, and promulgated all over the world to meet specific needs of the learners as English for Specific Purposes (ESP) (Ghanbari and Rasekh, 2012). ESP is generally designed for intermediate or advanced students, to increase their knowledge according to specific needs. It could improve the exchange of ideas, accompanying professional communication and promote better relations. Good knowledge of English is must for higher studies and careers (Varnosfadrani and Basturkmen, 2009). In academic area, numerous courses for English language relies on the principle that language must be associated to the purpose and for this students are expected to utilize language even after completing their studies. English is necessary for nursing students because most of the professional journals and medical textbooks will be available only in English (Bensoussan *et al.*, 2009). ESP course for nursing students provides many opportunities for mastering of Medical terminologies and emphasis must also be given to improve language skills that are required in professional settings. Due to historical circumstances, certain languages are lacking the necessary conditions that allow learners to effectively develop all four major language skills. Precautious steps must be taken to provide the learners with ample opportunities to be competent in LSRW skills.

#### Method

The research question was to identify if nursing students needed special training to enhance LSRW skills during their under graduation course. An experimental study was undertaken in a few districts Tamil Nadu, India. The specifically identified districts are Trichy, Coimbatore, Chennai, Erode, Villupuram, Kangayam and Madurai. Freshmen were interviewed to understand if they have any particular expectations from the English course taught at the university. The students were spontaneous in expressing their needs and expectations. After a careful analysis the investigator designed a questionnaire to identify the needs of the students chosen for the study. The investigator administered a questionnaire to nursing students who were freshmen of one nursing institutions of seven districts of Tamil Nadu, India. For the study 220 students were chosen and were grouped equally into two groups namely Experimental Group (EG) and Control Group (CG). Only females were considered for the study as not many males choose to study nursing course. All the students received their school education from schools where the medium of instruction is English. The participating students responded to a questionnaire distributed to them. The research team developed, through several rounds of revisions and pilot-testing, a detailed questionnaire in which each item was presented in both English and Tamil to avoid potential

misinterpretations. Initial, open-ended items were reduced into fixed-choice items based on frequent responses received during the pilot-testing. Sections of the questionnaire included respondents' profile information followed by items asking about their preferred learning style, learning strategy, teacher preference, reason for choosing nursing course, reason for studying English.

The present studies reported that there is a need for nursing students or non-English speaking nurses to improve their English proficiency particularly in their workplace, i.e. hospitals. Yang (2011) in China Mainland, registered the low level English speaking nurses. Almost 90% could not write or speak English, and it is difficult for them to get to know the requests of foreign patients. Lack of English skills not only affect their communication, but also influence their self-confidence at work. The deficiency in English is the most important factor of causing the belief of inefficiency amongst non-English speaking nurses (Deegan and Simkin, 2010). In spite of this familiar fact and importance of it, there are no appropriate resources available to make English easier for nurses as they require in their workplace (Yang, 2011). Many researches highlighted that English is required for the purpose of effective conveyance of information to patients. So, the nurses are asked to learn English in context, not to learn English merely (Coupland and Coupland, 2001; Robertset *al.*, 2004). O'Neill, (2011) preformed a study to investigate the experience of nurses in managing English in their work-place. Therefore, it is revealed in the study that they feel upset or annoyed in adapting to instruction in English in the clinical environment. (Olson, 2012) also emphasized the same. The author reviewed that English deficiency acts as the most important barrier to nursing students who are non-native English speakers. They had difficulty in understanding patient's requests and supervisor's instruction. Although, they deal with English in schools, they did not possess effective communication skills to talk with patients and also unable to understand nonmedical and medical terminologies (Tanget *al.*, 2015).

#### Challenges Involved in Developing LSRW Skills

Good communication is a chief skill for all the professionals especially for nurses in healthcare setting. They have the necessity to spend enough time with the patients and their relatives and they must be able to converse in English if the patient's mother tongue is not the local language. Nurses should have LSRW skills to manage any situation that may come up in a hospital setting. Though, studies by (Wilkinson, 1991; Booth *et al.*, 1996; Heaven and Maguire, 1998; Maguire, 1999) reported that professionals in healthcare have not many strategies and skills to cope up with patients. Müller (2011) stated that the problems occurring repeatedly have been discovered at the time of discussion with nursing students worldwide. They regret for not acquainted with accent of some words, requiring people to communicate more slowly, being not able to understand the meaning of specific words, being inefficient to skim-read, managing others' and their very own frustrations

during the time of breakdown of communication.

The countries like Canada, Australia, USA and New Zealand performed academic research to indicate the consistent problem of nursing students regarding their communication skills (Gunn-Lewis and Smith, 1999; Shakya and Horsfall, 2000; Guhde, 2003; Donnelly *et al.*, 2009). At the beginning, students misunderstand the atrocity of undertaking a task of nursing profession in other language. A research study, conducted in Australia, stated that majority of students across world-wide are experiencing problems with various characteristics of language, although they had evidenced standard English for general reading and conversation. A study by Starr brings up that most of the EAL students are not recognizing their language problems at first, thinking that understanding of conversations in English will be adequate for them (Starr, 2009). Likewise, (Chiang and Crickmore, 2009) pointed out in the analysis of transition course during the time of discussion that even though nursing students have the lowest amount of English proficiency, they required advanced English and the ability to communicate well once they got appointed to work at local hospitals. The primitive challenge of nursing education was the inadequacy of language proficiency of EAL learners (Starr, 2009). All the quantitative and qualitative studies reviewed that language problems are consistently present in several different skill areas.

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### Reading and Listening Skills

Blackman and Hall (2009) found that pupils face difficulties in understanding of peers especially handovers for shift change. Nurse educators are worrying because nursing profession needs adequate knowledge on proper verbal communication, since most of the orders and instructions are imparted verbally (Guhde, 2003). The nursing students are lack of listening skills, and are also unaware of the English speaking style in nursing field (Starr, 2009). In addition, some other educators also noticed the same imperfection in listening skills. Donnelly *et al.*, (2009) reported that, for instance, Canadian lecturers observed that students do not make sense to what is taught in class. Likewise, it is also observed that majority of EAL students are experiencing some specific problems in listening (Shakya and Horsfall, 2000). Actually, two-thirds of nursing course program concentrates on the proficiency in listening (Chiang and Crickmore, 2009).

For EAL students, reading skill emanated as noticeably a complicated skill. Blackman and Hall (2009) found that the exact

identification and understanding of medical related terms is difficult for students across world-wide. For instance, look over for a specific medicine in a cupboard. Some lecturers appreciate students to read as far as five times on single item repeatedly to gain information. The very quick scanning and systematic reading skills are needed to identify charts. It is also found to be problematic for medical learners (Donnelly *et al.*, 2009).

### Writing and Speaking Skills

Generally, a thorough knowledge of medical terms is expected in the nursing field. For instance, two Australian researches reported that students struggle with specific medical terminologies (Shakya and Horsfall, 2000; Seibold *et al.*, 2007). The researchers in Canada supported the active learning of medical terminology for EAL students, along with medication orders (Choi, 2005; Donnelly *et al.*, 2009). Nursing educators in America similarly identified that students should be destined to learn medical terms for the purpose of gaining higher level of knowledge in oral and textual communication (Guhde, 2003). Guttman (2004) notices a common need for glossary lists to cooperate with language skills of other EAL students. Chiang and Crickmore (2009) recommend the demand for both medical terminology and nursing terminology. Pardue (2003) suggest the requirement of glossary lists to handle both jargon and slang. Gunn-Lewis and Smith (1999) organized the terms of written texts at outside limits and focus on native slang words as well. In spite of various possibilities to impart knowledge, this kind of knowledge in vocabulary is required for nursing students. Therefore, vocabulary learning should be the authorized teaching method of nursing educators hereafter. Lum *et al.* (2015) analyzed the problems of nurses in efficiency of oral communication.

### 4. Results and Discussion

- The study review noticed the ESP learners have English knowledge, however they have some gaps in using the LSRW skills effectively.

### 5. Conclusion

As per the findings acquired, it is concluded the nursing students of Tamil Nadu expressed that require training in LSRW skills. Despite of studying in English medium schools they expressed that they have gaps in LSRW skills. The findings of this study strongly suggest that no single teaching methodology can be sufficient to address diverse and peculiar needs of ESP learners. Therefore, screening test for LSRW skills can be carried out at college and university levels. After the screening test, the students can be identified if they require training in LSRW skills. Along with the prescribed syllabus, the ESP teacher must find ways to include more activities and opportunities for students to increase their LSRW skills.