



COMMUNICATE TO CARE, CARE TO COMMUNICATE: EVALUATING AN EDUCATIONAL CAMPAIGN TO ENHANCE ENGLISH COMMUNICATION SKILLS AMONG NURSING STUDENTS

Health Science

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ABSTRACT

Effective communication is an essential component of nursing education, directly influencing patient outcomes and professional competence. This study evaluated a structured communication campaign—“Communicate to Care, Care to Communicate”—implemented at the Apollo School of Nursing to improve English language proficiency among nursing students. A pre-test and post-test design was used, assessing ninety-eight students across four domains: reading, writing, listening, and speaking. The mean overall communication score improved significantly from 18.8 to 25.1 ($t = 1.98, p = 0.05$), demonstrating a statistically significant enhancement. The greatest gains were observed in reading (mean difference = 2.32) and listening (mean difference = 1.86) skills. Qualitative feedback from students reflected improved confidence, fluency, and participation in academic and clinical communication. The findings affirm that structured, student-centred interventions can elevate English proficiency and communication competence in nursing education.

KEYWORDS

Nursing Education, English Communication, Educational Intervention, Language Proficiency, Student Engagement

INTRODUCTION

Effective communication is a foundational element of nursing practice and education, influencing every aspect of patient care, safety, and professional collaboration. Nurses are required to communicate clearly with patients, families, and multidisciplinary healthcare teams, often in English—the global language of medicine. However, many nursing students in India and other non-English-speaking contexts continue to face challenges in using English confidently and accurately in both academic and clinical settings. Limited language proficiency can lead to misunderstandings, reduced patient satisfaction, and compromised care outcomes^[1].

Recognizing these challenges, there is a growing need for educational institutions to integrate structured communication enhancement programs into nursing curricula. Traditional teaching methods often focus on theoretical knowledge and written assessments, with minimal emphasis on developing oral and practical communication skills^[2]. To bridge this gap, innovative pedagogical strategies that blend experiential learning, peer support, and technology-driven assessment are required.

In response to this educational need, the Apollo School of Nursing launched a comprehensive communication campaign titled “Communicate to Care, Care to Communicate.” This study aimed to evaluate the effectiveness of the campaign in enhancing English communication proficiency among nursing students.

MATERIALS AND METHOD

This campaign was developed based on the research conducted by the 21st batch students and the report stated that only 0.76% of students had good communication whereas 60.30% had average and 38.93% had poor communication skills.

In response, the campaign aimed to address this and help the students to enhance their proficiency, ensuring they are better equipped for patient interactions and professional communication.

The campaign involved all nursing students, integrating thematic activities such as role plays, poster making, storytelling, and English games. Monthly Language Clubs and English Language Weeks provided ongoing reinforcement. Each student completed structured assessments covering reading, writing, listening, and speaking domains, both pre- and post-intervention.

1. Campaign Activities

An array of activities was conducted to motivate students, to enhance vocabulary, language skills and make learning more enjoyable. One student was allowed to participate only in one activity so that all students will get the opportunity. The teachers ensured that both average and below average students participate in all activities. The Judges for each activity was one faculty and one representative from

clinical team. Individual performance and class which has highest score were rewarded.



Fig1: Campaign Design

To sustain the habit Language club (every month), Language week (once in 3months), assessment using AI tutor, group presentations, seminars, and group discussion were conducted throughout the year.

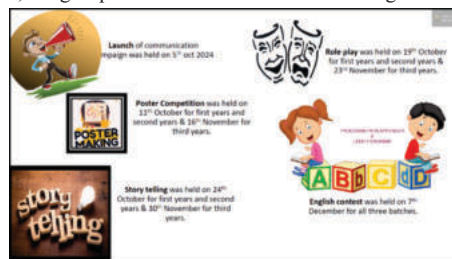


Fig 2: Campaign Activities



Fig3: Glimpses of Campaign Activities

2. Sustenance Activities

2.1 Communication Custodian(Faculty)

- Communication custodian should wear her badge throughout the day.
- They will be changed every three months.

Responsibilities –

- To assess students' communication of each class in school and clinicals.
- If she finds any defaulter, she will render Be the change badge to that student.



Fig4: Communication Custodian

- She must have a regular meeting with communication champions of each class.
- She should maintain a record of communication warriors.

2.2 Communication Champion (Student)

- Each class will have a communication champion.
- They should wear the badge throughout the day.
- They will be changed every month.

Responsibilities-

- To assess the communication of their own class in school and clinicals.
- If communication champion finds any defaulter, she will inform this to communication custodian.
- They must have a regular meeting with communication custodian.
- They should maintain a record of communication warriors.



Fig5: Communication Champions

2.3 Communication Warrior

- The students who found speaking in their own regional language other than English will get BE THE CHANGE badge.

- They will identify the other students who speak in their vernacular language and pass the badge under the guidance of the communication custodian.



Fig 6: Communication Warriors

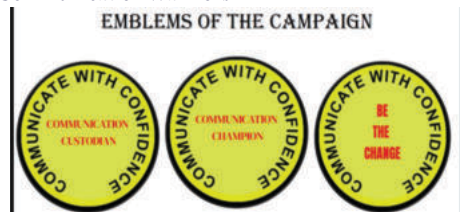


Fig7: Communication Badges

2.4 Communication Pledge

Every day the student takes the pledge in the morning assembly before going to the class and clinical.



Fig 8: Students Taking Pledge.

2.5 Language Club

Each batch students were divided into 4-5 groups with one faculty each group. English Language Club was conducted last Saturday of every month. Using AI tutor (Yoodli) the faculty assess the speaking skill of students and address the challenge of each student and assess their progress.



Fig9: Glimpse of Language Club Activities

2.6 Language Week

English Language Week was conducted on last week of the month once in every 3 months and teachers share new vocabulary to their club students throughout the week and conduct a meeting on that week Saturday to discuss on how to utilize it in daily talk.

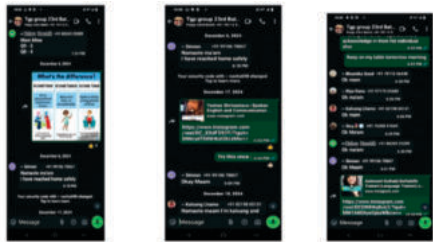


Fig10: Screen shot of teachers sharing new vocabularies and reels in their assigned students' group.

2.7 Seminars, Group Discussion & Presentations

Teachers conducting seminars, group presentations, group discussions according to their subjects to enhance student's confidence and fluency.



Fig11: Glimpse of Seminar, Group Discussions, and Presentations

2.9 Communication Assessment

The communication custodian maintained the record of communication warrior and communication champion of each batch. They recorded the compliance of each batch to sustenance activities with the details.

The language club teacher maintained a record of each student and constantly observe their progress during language week.

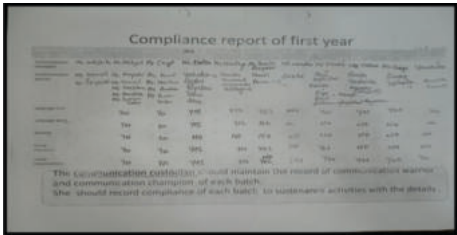


Fig12: Compliance Report

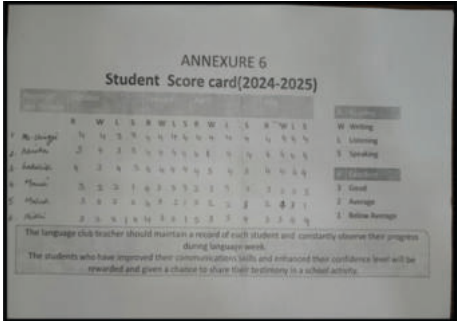


Fig 13: Score Card Maintained During Language Week

OBSERVATION AND RESULTS

A pre-test and post-test assessment was conducted to evaluate the effectiveness of the Communication Skills Improvement Campaign among participants. The assessment categorized communication skill levels into three ranges: Poor (1–20), Average (21–30), and Good (31–40).

The progress of the students was assessed at the end of the academic session to evaluate the impact of the campaign on the student's communication skills. All the four modules were assessed.

Table 1: Communication Skill of the Students N=98

Communication skill	Pre-test		Post-test	
	Frequency	Percentage	Frequency	Percentage
Poor (1-20)	18	18%	0	0
Average (21-30)	80	82%	88	90%
Good (31-40)	0	0	10	10%

Table 1 showed that: Before the campaign (Pre-test): Out of the total participants, 18 (18%) demonstrated poor communication skills, 80 (82%) had average skills, and none (0%) were in the good category.

After the campaign (Post-test): Following the intervention, there was a marked improvement. None of the participants (0%) remained in the poor category. The proportion of participants with average communication skills increased to 88 (90%), while 10 (10%) advanced to the good category.

The data clearly indicates a positive impact of the communication campaign.

The complete elimination of participants in the poor category signifies substantial progress in the baseline skills. The increase in the average and good categories demonstrates that participants not only improved their communication abilities but also that some achieved a higher level of proficiency. Overall, the intervention effectively enhanced communication competence among participants, reflecting the success of the training and awareness strategies implemented during the campaign.

Table 2: Module Wise Impact N=98

Modules	Pretest mean	Post test mean	Mean difference
Reading	4.47	6.79	2.32
Writing	4.69	6.13	1.44
Listening	3.75	5.61	1.866
Speaking	5.86	6.57	0.79

The findings in table2, reveals an improvement in all four modules after the intervention. The Reading module showed the highest mean difference of 2.32, followed by Listening (1.86), Writing (1.44), and Speaking (0.79). This indicates that participants showed maximum improvement in reading and listening skills, whereas the gain in speaking skills was smaller.

The increase in post-test mean scores across all modules demonstrates that the communication skill enhancement program had a positive effect on participants' overall communication abilities. The Reading and Listening modules exhibited the greatest improvement, suggesting that the intervention was particularly effective in enhancing comprehension-related skills. Moderate progress was observed in Writing, reflecting improved expression and organization of ideas in written form. A slight improvement in Speaking skills may indicate the need for extended practice or more interactive components to achieve significant verbal communication gains. These results affirm the campaign's positive impact on overall and module-specific communication skills, with greatest gains in reading and listening.

Table 3: Effectiveness of the Campaign

Test	Mean	Mean Difference	n	SD (difference)	SE	t-value	p-value	Inter-pretation
Pre-test	18.8	6.3	98	31.44	3.18	1.98	0.05	
Post-test	25.1		98					Significant

A paired t-test comparing pre-test and post-test communication skill scores (n = 98) showed a mean improvement of 6.3 points (from 18.8 to 25.1). With an SD of 31.44, the obtained t-value (t = 1.98, p = 0.05) indicates a statistically significant improvement in communication

skills following the intervention.

Students feedback on impact of the campaign on increasing the communication skill.

A what's app poll was taken from the students to assess their feedback on the campaign in enhancing their communication skills. 49 students of third year and forty-nine students of second year participated in the poll and responded that the campaign has impacted their communication skills.

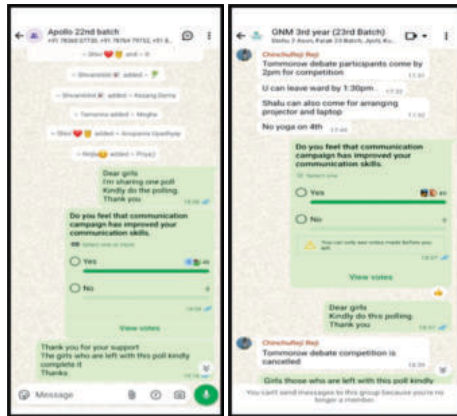


Fig14: Glimpse of the Students Feedback

DISCUSSION

The results of this study underscore the effectiveness of a structured, multi-component campaign in improving communication proficiency among nursing students. The post-intervention results demonstrated measurable improvements across all domains, with notable gains in reading and listening. This may be attributed to the frequent exposure to English-based activities such as storytelling, seminars, and AI-assisted speaking assessments, which fostered comprehension and engagement.

The role of the Communication Custodian and Communication Champion framework proved instrumental in sustaining accountability and motivation among students. This peer-led approach aligns with the findings of Al-Malki and Al-Busaidi (2021), who highlighted that peer-supported learning environments enhance language practice and self-efficacy^[2]. Moreover, the integration of creative tools—such as “Be the Change” badges and English Language Weeks—introduced a culture of positive reinforcement and gamified learning, which has been shown to improve intrinsic motivation^[3].

The lower gain in speaking skills, despite structured oral activities, suggests that verbal fluency may require longer-term immersion and continuous conversational exposure. Incorporating simulation-based communication training and integrating English speaking in clinical rounds may further enhance real-world applicability^[1].

CONCLUSION

The “Communicate to Care, Care to Communicate” campaign effectively improved the English communication skills of nursing students, transforming the learning environment into one that fosters confidence, collaboration, and accountability. The statistically significant improvement in mean scores and the complete elimination of the “poor” category participants indicate strong program impact. Future initiatives should embed such communication enhancement strategies into the regular curriculum, emphasizing sustained practice, faculty mentorship, and technology integration to reinforce skill retention.

The study demonstrates that communication competence is not merely a linguistic skill but a professional necessity that enhances care delivery and interdisciplinary collaboration in healthcare settings.

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