

The Effect of English courses on the graduates' performance in Nursing Colleges.

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Abstract

In Saudi Arabia Secondary school graduates have been taught English for only six years starting from intermediate school. Those who join medical sciences colleges usually cover the basic skills of English language in the four years. So their proficiency in English is far below the desired standards. That's to say that students may find some difficulties in using English language. The purpose of this study was to investigate the effect of English courses on the graduates of nursing colleges in Saudi Arabia especially in Dr. Soliman Fakeeh College of nursing and medical sciences (nursing department). The investigation focused on the students' performance in English language skills and using the language in training sessions in the hospital. It's a descriptive study to show how much English courses enhance the students' level of English. In addition, it's to show how much students use English in their training in the hospital. A questionnaire and interview were constructed in this research. A questionnaire was distributed to 140 students in DSFC. The sample population was from the 4th year students who studied all English courses. The questionnaire consisted of 20 items. Frequency and percentage were calculated using the SPSS statistical package. On the other hand, an interview was conducted with 20 nurse managers, clinical instructors or lecturers who train students inside the hospital. The interview guide consisted of 10 items. All interviews have been recorded by a recorder. The findings of the study indicated that the English language courses in DSFC are not adequate enough to prepare nurse student to work in English medium. They don't enhance all their skills of English. Courses don't contain any materials to develop listening, speaking and conversational skills. These courses are not appropriate to their English level. Courses focus only on grammar and reading skills which are not enough to prepare students to communicate in the hospital or in the college while communication is a crucial item in nurse life and work.

المستخلص :

يدرس الطلاب في المملكة العربية السعودية اللغة الانجليزية ابتداء من المرحلة المتوسطة ولمدة ست سنوات, وحيث إن طلاب الكليات الصحية يدرسون اللغة الإنجليزية في أربعة فصول دراسية خلال أربع سنوات, يتلقون فيها مبادئ اللغة ومهاراتها, فإننا نجد أن مستوى معظم هؤلاء الطلاب في اللغة الإنجليزية ضعيف جدا ولهذا السبب يواجه طلاب الكليات الصحية صعوبات في تحصيلهم الدراسي لمواد اللغة الإنجليزية أثناء دراستهم. وتأتي هذه الدراسة للوقوف على مستوى الطلاب في اللغة الإنجليزية بعد إتمام دراستهم لمقرراتها في الكليات الصحية, وقد جرت الدراسة في هذا

البحث كحالة خاصة على طلاب السنة الرابعة في كلية الدكتور سليمان فقيه للتمريض والعلوم الطبية (قسم التمريض) وتركزت الدراسة على تقييم أداء الطلاب في مهارات اللغة الانجليزية. وقد استخدم الباحث أسلوب الدراسة الوصفية الإحصائية التحليلية للكشف عن مدى استفادة الطلاب من دراسة هذه المقررات والفائدة التي تحصلوا عليها من هذه المقررات. وقد استخدم الباحث أداتين لجمع المعلومات، وهما: أولاً: الاستبانة، حيث تم توزيع 140 استبانة بحث على 140 طالباً من طلاب السنة الرابعة، الذين أتموا دراسة جميع مقررات اللغة الإنجليزية، وقد شملت الاستبانة 20 سؤالاً، وتم استخدام برنامج الحساب الإحصائي لحساب النتائج والنسب المئوية المعطاة للاستجابات. ثانياً: إجراء مقابلات مع مديري التمريض والمدرسين والمحاضرين المعنيين بتدريب الطلاب في مستشفى الدكتور سليمان فقيه، وعددهم 20 مشاركاً وتضمنت المقابلة 10 أسئلة لكل منهم؛ وذلك لتقييم مهارات الطلاب في اللغة الإنجليزية أثناء التدريب، وقد تم تسجيل جميع المقابلات على شريط كاسيت للتوثيق. وأظهرت النتائج أن مقررات اللغة الإنجليزية في كلية الدكتور سليمان فقيه للتمريض والعلوم الطبية ليست مستوفية لجميع مهارات اللغة الإنجليزية من أجل إعداد الطالب كي يتمكن من العمل في وسط يتحدث باللغة الإنجليزية، حيث إنها اللغة المستخدمة في مجال التخصص. وبينت الدراسة أن المقررات بوضعها الحالي لا تعزز مهارات اللغة لدى الطلاب، ولا تحتوي على أي مادة علمية لتطوير مهارات الاستماع والتحدث والمحادثة. وأوضحت الدراسة أن المقررات لا تناسب مستوى الطلاب، حيث إنها تركز فقط على قواعد اللغة الإنجليزية ومهارات القراءة، وهذا لا يكفي لإعداد الطلاب كي يتواصلوا علمياً وعملياً باستخدام اللغة الإنجليزية في المستشفى أو الكلية، علماً بأن مسألة التواصل بالنسبة للممرض تعد مسألة جوهرية في حياة الطالب العملية المستقبلية.

INTRODUCTION :

Although the language of study in these colleges is English but most of the students who join health colleges have poor level of English. So, an effective-well planned syllabus should be designed to fit them. The fact is that the level of the graduated students is not adequate to the standard level. Graduated students cannot communicate easily in the hospital while doing their training or even in the college during training in labs. The current syllabus and teaching strategies are not enough to achieve this goal. Here, there is a main question, what is the effect of English courses on the graduates of Nursing Colleges.

Research Questions:

1. To what extent do the English textbooks used in DSFC enhance the students' level in English?
2. How do the English textbooks used in DSFC develop the communication skills?
3. To what extent do the English textbooks used in DSFC help in using English in medical atmosphere?
4. To what extent are the objectives of English courses achieved?

Methodology

This is a descriptive study to assess the satiation regarding to the courses they handle in the college of Dr. Soliman Fakeeh College of nursing.

Tools

The researcher will adapt the descriptive methods using:

Questionnaire:

The researcher will ask the students about the contents, outcomes and how they evaluate themselves in different skills of English after they have studied these courses. See (appendix 1)

Interview:

The researcher will administer an interview See (appendix 2) with clinical instructors in the college and also nursing managers and trainers in the hospital see appendix 3. They will be interviewed about the difficulties encountered by them while using English as the medium of instruction, how they evaluate the English proficiency of the students and what are their recommendations and suggestions.

Literature review : What is English for Specific Purposes?

English for Specific Purposes (ESP) is a part of General Language Teaching movement called Language for specific purposes (LSP) which focuses on many languages such as French, Germany and English. ESP is considered a separate filed in language teaching and it has its separate researches in applied linguistics. (Dudley- Evans & St. John,1998)

In 1960 ESP has gained popularity in English teaching filed and became very important activity in teaching of English as a foreign language. (Dudley- Evans & St. John,1998)

Need Analysis

The key stages in ESP are needs analysis, course design, materials selection, teaching and learning, and evaluation. Needs analysis is the process of establishing the WHAT and HOW of a course; evaluation is the process of establishing the effectiveness. An initial pre-course needs analysis and final end or post-course evaluation has different aims and perspectives. On the other hand, ongoing needs analysis within a course and formative evaluation has much in common. Robinson (1991:16) comments that 'repeated needs analysis can be built into the formative evaluation processes Needs analysis is the corner stone of ESP and leads to a very focused course. Data collection therefore began from first principles, and language analysis was influenced by the general English stance and by approaches in linguistics and register analysis which helped to define needs as discrete language items of grammar and vocabulary. Teachers or trainers setting out nowadays to determine learners' needs begin from a different and broader base. Before they approach clients and students they can trawl the literature for previous needs analyses, available materials, research findings. Not only are they able to do so but we believe that they must. The information obtained from the clients and the students will only be as good as a- the

questions asked and b- the analysis of the answer. In my research, teachers must meet the supervisors and managers of nursing in hospitals to collect data via well prepared questions. These answered questions will help to begin designing the course. Instead of this we may try to contact with colleagues and organization that have experience in this field, we may read some materials or checking the literature for related articles. Berwick,1989:62) stated As ESP practitioners we need to know exactly what we are trying to find out and what we will do with the answers before we start. To establish a workable course design, means analysis is suggested (Holliday and Cook, 1982:133) as an adjunct to needs analysis. Means analysis looks at the environment in which a course will be run or, as in the original metaphor that generated the term, the environment in which a project will take root, grow healthily and survive. The two key factors considered are the classroom culture and the management infrastructure and culture. Means analysis is an acknowledgement that what works well in one situation may not work in another. While hospital staff around the world may share some similar language needs, how they learn the language, the conditions in which they are learning and where and how they apply the language are not the same. So the needs and how they are prioritized, ordered and then met will be different.

Planning the syllabus

What content should be included in the course? This is a major consideration in

planning a syllabus. In this task we should consider the needs analysis and determining the course content. A syllabus is generally organized in units. The units might be construed as areas of grammar and/or vocabulary, genres, language functions(speech acts), notions, skills or strategies. The course might involve a combination of types of units. (Basturkmen, 2006) Cowling, 2007) says: In planning the syllabus, teachers or course developers make decisions about what to be included in terms of: Types of units: Such as: skills, vocabulary, genres, functions, notions and disciplinary, professional or cultural content. Items in the units: Such as: which genres, semantic sets and functions. *Sequencing*: what should come first, second and so forth and decisions made according to considerations Such as: immediate and less immediate needs, level of difficulty with easier items before more difficult items and logical flow- for example, in English for nursing, parts of the body before sections of the hospital.

Motivation in ESP

Many affective factors play major roles in enhancing or hurting ESL/EFL in general or ESP in specific. Rubin (1975) said that three main factors play a role in language learning: aptitude, motivation, and opportunity. Keller (1983) defined motivation as the choices people make about which experiences or goals they approach or avoid, and the degree of effort they will exert in this respect. In fact, many researchers stated that good English teaching requires an understanding of the individual differences among learners such as age,

gender, aptitude, motivation, anxiety, and culture (Dornyei & Skehan, 2003; Ehrman & Oxford, 1990, 1995; Oxford, 1992; and Scarcella & Oxford, 1992). Motivation in L2 learning was always viewed from the psychological point of view until Gardner (1985) came up with a more situated concept of 2nd language motivation by emphasizing the socio-cultural dimension of 2nd language motivation. After the advent of Gardner's Socio-Education Model, many researchers started to believe that motivation is one of the main aspects in second language learning success, and students with higher motivation usually reach a higher level of proficiency and better grades. (Oxford, 1996; and Oxford & Shearin, 1994).

Attitude in ESP

Language learning is an emotional experience which generates emotions that can have crucial bearings on the success or the failure of the learners as Hutchinson and Waters (1987), and Stevick, (1976) said. Hutchinson and Waters went on to say that the trend among most educators is a belief that human's acts are always logically justified. This belief affects the way educators, teachers, and policy makers view learners as machines, or empty containers to be filled with knowledge and information. The new developments in education and psychology helped give birth to ESP, by highlighting the central importance of the students and their emotional aspects, such as attitude and motivation toward learning (Rogers, 1969). No one denies the strength of the correlation between learning, in general, and

learners' emotional factors (Ellis, 1997; Gardner, 1985; and Gardner & Lysynchuk, 1990). This correlation tends to be even stronger in language learning. Hutchinson and Waters (1987) say that when we consider how the thinking aspects of the learners are affected by the affective aspects, then we become able to realize the importance of the emotional factors in language learning. That constitutes the core concept behind the cognitive theory, which believes that learning takes place when learners want to learn. It is at this wanting level where affective factors like motivation, attitude, and aptitude play a major role in the learning process. According to Gardner (1985) attitude is the process of evaluating or reacting to some referent in the world or an attitude object based on our individual beliefs or perceptions on the nature of this referent. There are many studies that have been conducted on motivation and attitude towards language learning, either as an ESL or EFL. In almost all of these studies, motivation and attitude are studied at the same time. This is because of the effect of Gardner's model of motivation in language learning where attitude was looked at as a subcategory under the wider construct motivation (Gardner and Lambert, 1972; Oller, 1977; Savens 1987; Gardner and MacIntyre, 1991; and Suleiman 1993). All these studies found that attitude and motivation play a major role in EFL/ESL. Attitude has been investigated in many contexts. In all of them, it was found to be one of the affective aspects. Malallah (2000) investigated the attitude of three groups

of students in Kuwait: science students, Arabic students, and Islamic students. More than 400 students filled out a questionnaire that was given to them. Malallah found that there was a positive correlation between attitude towards language learning and students' majors, with science students having the highest score on the attitude scale, followed by Arabic students, then Islamic Students. Within the framework of ESP, it is obvious that learners are usually instrumentally oriented or motivated. This means they will have a more positive attitude toward learning English than the other learners of EGP who might study English because it is part of their programs (Aljurf, 1994; Alhuqbani, 2005). Johns (1991, as cited in Hutchinson and Waters 1987) said that ESP groups always express high positive attitudes which results in the improvement in their English. That is why Jose (2002) said that ESP learners are motivated because they see the relevance of what they study with what they want to study because the syllabus is usually designed based on their needs

Previous Studies:

In 2010 Judy Flores Pabon submitted a thesis in partial fulfillment of the requirements for the degree of Master of art in English Education University of Puerto Rico MAYAGUEZ Campus. The name of the study is "English in the Nursing Profession in Puerto Rico: Needs, Uses and Curriculum" This study aimed at exploring the needs of the nursing students, what are the English skills required in work field? And how does English curriculum meet

the students' needs? The data was collected by a questionnaire. Nursing students in the same university answered the questionnaire. The results of this study revealed the need of the nursing students to conversational English. They need to know how to talk with patients and how to educate them. How to read lab reports, progress notes and medical orders? According to the results an outline of an ESP course for nursing students was proposed. In conclusion, effective communication with patients is what makes a good nurse. Since nurses' main duty is to provide high-quality care to patients no matter what language they speak, nurses in Puerto Rico must have the ability to communicate and provide safe care treatment to patients. Majid Alharby in 2005 conducted dissertation submitted to the graduate of the University of Georgia in Partial fulfillment for the Doctor of Philosophy Athens, Georgia. This study investigated the needs of professionals in hospitals and medical centers to use English, in Riyadh, Saudi Arabia. He investigated about the using of English in the workplace. Particularly, he investigated about the required level of reading, writing, listening and speaking. To collect data, he used a questionnaire and distributed it in three hospitals in Riyadh. All health care providers shared; physicians, dentists, pharmacist and applied medical technicians. The results of the study revealed that English language is used extensively at the workplace and it is very important in the career of health professionals. Moreover, It revealed that the receptive skills (reading and

listening) were perceived as more important than the productive skills (speaking and writing) Finally, the paper found out that the English language courses that health professionals studies at the college level were not adequate in relating to the English language use to their medical needs. Similarly, In 2008 Golnar Mazdayasna and M.H. Tahririan conducted a study in Yazd and Sheikhbahae Universities in Iran. It is to investigate the needs of English language of undergraduate medical sciences students who are studying in nursing and midwifery colleges in Iran. They collected data by interview and questionnaire. The study revealed that the students must have a good level of English before starting to study their major. Students need English language in their studying. They use their first language which is not recommended in studying in health colleges. Equally the instructors revealed total dissatisfaction with their students' language. The result of this study was that the English courses don't meet the students' needs. English textbooks don't consider the students' leaning needs and their English level. They don't consider the objectives, the resources available and neglects also the skill of the teachers and teachers' knowledge. On the other hand, some researches handled the topic of teaching nursing students from different concept. They investigate how to design a course for nursing students to help them in their work. One of those researches was Abel Javier Romo in 2006. In Brigham young University he did a master degree research. The aim of the study is to design a curriculum of

English for specific purposes to prepare some housekeepers to be nursing assistants. The house keepers were non native speakers of English. They want to change their job in order to improve their lives. They were working in medical center in Utah Valley in Provo, USA This research covered their needs and situational analysis, syllabus, and assessment of language learning. The study explained the implication for English for specific purposes in the field of nursing and other scientific fields. A questionnaire was used to collect data from learners whereas the researcher held interview with instructors. In addition, observation tool was also used in this paper because the researcher attended some classes with the learners. The results of the study revealed that: First, English and English for special purposes must be in turn taught in the framework of content. Learners must study English as a language and English for their work or specialty. Teachers must use both sides. They must develop learners' listening, reading, speaking, writing, grammar and vocabulary. Second, curriculum designers must study needs analysis of ESP learners and observe how the ESP target is used in workplace. When they do this, they will know what type of language ESP learners will need to learn to become proficient. Third, close communication between English teachers and area instructors in the workplace is a key to success of any ESP courses. Area instructors are professionals in vocabulary and knowledge of their field, English teacher are professionals in teaching the language. Fourth, this curriculum can

be used in any medical center to teach ESP learners of medical field. It can be improved to fit nurses who are not native of English.

Procedure:

They were 30 nurse managers in the hospital. I tried to choose the participants from different culture, nationalities, experience in Saudi

Arabia, educational background and age. I send an e-mail for whom I appointed to choose a suitable time for all of them. I send the last form of the interview guide for preparing themselves before I meet them. All interviews are recorded on mobile and on word sheet. I took a photo for each interview. The interview lasted about 20 minutes.

Statistical Analysis & Results Discussion

Table no. (1-1) shows the frequencies and percentage of first dimension

		Strongly Agree		Agree		Neutral		Disagree		Strongly disagree	
		F	%	F	%	F	%	F	%	F	%
1	English courses help me to develop my reading skill	10	7.1	37	26.4	9	6.4	55	39.3	29	20.7
2	English courses help me to develop my listening skill	11	7.9	16	11.4	11	7.9	53	37.9	49	35.0
3	English courses help me to develop my speaking skill	9	6.4	28	20.0	8	5.7	56	40.0	39	27.9
4	English courses help me to develop my writing skill.	10	7.1	30	21.4	13	9.3	62	44.3	25	17.9
5	English courses help me to develop my vocabulary	22	15.7	36	25.7	7	5.0	45	32.1	30	21.4

English courses help me to understand grammar (45, 32.1, 36, 25.7, 3, 2.1, 33, 23.6) and vocabulary skill) with weighted mean (2.37, 2.56, 2.60, 2.82). Finally, 57.8% agree that English course help them to enhance their grammar skills.

Table (1-1) implies that the English language courses don't help students to enhance most of language skills since Grammar skill with weighted mean (3.34), which reflect that the English language courses help students to enhance little bit listening skill with weighted mean (2.19), the English language courses also achieve a limited benefit for (speaking, writing, reading,

These results mean that, no progress has shown in students' English level regarding all language skills whereas; there is a good progress in grammar part.

Table no. (1-2) Shows the frequencies and percentage of second dimension

		Strongly Agree		Agree		Neutral		Disagree		Strongly disagree	
		F	%	F	%	F	%	F	%	F	%
7	English courses help me to have confidence in communicating with others in English.	6	4.3	21	15.0	9	6.4	62	44.3	42	30.0
8	English courses help me to communicate with preceptors in training sessions.	7	5.0	26	18.6	9	6.4	47	33.6	51	36.4
9	English courses help me to communicate in English with non-Arabic patients.	7	5.0	26	18.6	15	10.7	52	37.1	40	28.6
10	English courses help me to deal with administrative nursing issues.	13	9.3	22	15.7	12	8.6	50	35.7	43	30.7

Table (1-2) implies that the English language courses don't enhance any skill of four communication skills whereas [Apker J, 2006](#) said that: "Communication is pivotal in nursing field. A good nurse is who communicate well with patients and staff in the medical team" and "Effective team communication is a vital aspect of a positive nursing practice

environment" Hence, we must enhance nursing student's level of communication through conversation class, listening and speaking lessons. As can be seen, students cannot communicate with the staff, non-Arabic patients, their trainers(nurse manager) or with the administrative issues of nursing such as attendance, taking leave, shiftsetc.

Table no. (1-3) show the frequencies and percentage of third dimension

		Strongly Agree		Agree		Neutral		Disagree		Strongly disagree	
		F	%	F	%	F	%	F	%	F	%
11	English courses help me read orders and requests written by medical staff.	10	7.1	35	25.0	9	6.4	43	30.7	43	30.7
12	English courses give me accuracy and	7	5.0	35	25.0	14	10.0	42	30.0	42	30.0

	fluency in understanding medical orders at forms.										
13	English courses help me to fill in hospital forms and patient's file.	6	4.3	29	20.7	12	8.6	48	34.3	45	32.1
14	English courses contain adequate medical and nursing terms.	9	6.4	45	32.1	8	5.7	43	30.7	35	25.0
15	English courses offer sufficient nursing vocabulary(instruments, equipment and departments)	8	5.7	43	30.7	11	7.9	46	32.9	32	22.9
16	English courses motivate me to learn English for Medical purposes.	6	4.3	55	39.3	14	10.0	35	25.0	30	21.4
17	English courses encourage learners to self learning.	9	6.4	29	20.7	13	9.3	44	31.4	45	32.1
18	English courses motivate me to search and use nursing websites	5	3.6	22	15.7	11	7.9	41	29.3	61	43.6

Table (1-3) shows the result which implies that the English language courses don't enhance using English language in medical purposes(reading orders and written requests, accuracy and fluency in understanding medical orders at forms, filling in patient's file and hospital forms, adequate medical and nursing terms, nursing vocabulary,

self learning and searching using nursing websites)(43.6). of students agree that the English language courses motivate students to learn medical terminology which is not enough. In ESP courses contents of the course must focus on all needs of the students which were investigated before designing the course.

Table no. (1-4) show the frequencies and percentage of fourth dimension

		Strongly Agree		Agree		Neutral		Disagree		Strongly disagree	
		F	%	F	%	F	%	F	%	F	%
19	English courses meet nurse students' needs.	6	4.3	22	15.7	7	5.0	69	49.3	36	25.7
20	English courses achieve the objectives of English for nursing purposes.	5	3.6	20	14.3	21	15.0	59	42.1	35	25.0

There are differences in the student's response frequencies in table (1-4) for the two items of needs and achieving the objectives of nursing. The differences were for *disagree* answer. This result implies that the English language courses neither meet the student's needs nor achieving the objectives of nursing.

Findings

English courses taught in DSFC are not adequate enough to prepare nurse student to work in English medium. They don't enhance all their skills of English. Courses don't contain any materials to develop listening, speaking and conversational skills. These courses are not appropriate to their English level. Courses focuses only on grammar and reading skills which are not enough to communicate in the hospital or in the college. Communication is a crucial item in nurse life and work. Although, theses courses are recommended by ministry of higher education in Saudi

Arabia but they are not appropriate to students' needs and objectives. BASIC ENGLISH GRAMMAR + FUNDAMENTALS OF GRAMMAR are books for grammar only they will not prepare students to speak, communicate in English. ENGLISH FOR HEALTH SCIENCES(READING SKILL) + ENGLISH FOR NURSING (READING SKILL) are also recommended by ministry of higher education they focuses only on the reading skills. There are some exercises in writing and vocabulary but they are not enough to improve students' skills.

Appendix 1

Dear Nurse Student: This questionnaire investigates about your English level after you have studied English Language courses in DSF college of Nursing and Medical Sciences. These courses are:

- 1- Basic English Grammar by Betty Azar + Stacy Hagen

- 2- Fundamentals of English Grammar by Betty Azar + Stacy Hagen
3- English for health sciences (Reading Skills) by Suliman Mazyad

- 4- English for nursing by Suliman Mazyad
Please read all statements and choose the most suitable answer

Key:

Strongly agree	Agree	Don't know	Disagree	Strongly disagree
5	4	3	2	1

Statement	5	4	3	2	1
English courses enhance the student's level of English					
1 English courses help me to develop my reading skill					
2 English courses help me to develop my listening skill					
3 English courses help me to develop my speaking skill					
4 English courses help me to develop my writing skill.					
5 English courses help me to develop my vocabulary					
6 English courses help me to understand grammar					
English courses develop the communication skills.					
7 English courses help me to have confidence in communicating with others in English.					
8 English courses help me to communicate with preceptors in training sessions.					
9 English courses help me to communicate in English with non-Arabic patients.					
10 English courses help me to deal with administrative nursing issues.					
English courses help in using English for medical purposes.					
11 English courses help me read orders and requests written by medical staff.					
12 English courses give me accuracy and fluency in understanding medical orders at forms.					
13 English courses help me to fill in hospital forms and patient's file.					
14 English courses contain adequate medical and nursing terms.					
15 English courses offer sufficient nursing vocabulary (instruments, equipment and departments)					
16 English courses motivate me to learn English for Medical purposes.					
17 English courses encourage learners to self learning.					

18	English courses motivate me to search and use nursing websites				
	English courses meet the needs and achieve the objectives of nursing.				
19	English courses meet nurse students' needs.				
20	English courses achieve the objectives of English for nursing purposes.				

Appendix 2 Interview questions Introduction

Dear : Nursing Training Supervisors /Clinical Instructors

I am doing my master research about the effect of English courses on the graduates of nursing colleges. You are

Personal Information:

Name : _____ (optional)

Age: _____

Nationality: _____

Degree: Bachelor Year _____
 Master Year _____
 PhD Year _____

Position: _____

English courses enhance the student's level of English

one of the students training team. I want to ask some questions. There is no right or wrong answer. This interview will be recorded to make sure that all data are registered.

1- To what extent nursing students listen to English and understand you in the hospital training.

2- To what extent nursing students speak English with medical staff.

5- How do you evaluate nursing students' English courses help in using English for communication with non-Arabic patients medical purposes. English?

3- To what extent nursing students have conversation skills.

English courses develop the communication skills.

4- How do you evaluate nursing students' communication in English with clinical instructors in training sessions?

- 6- To what extent nursing students read written instructions and requests from medical staff.
- 7- To what extent nursing students are aware of verbal medical instructions and give response.
- 8- To what extent nursing students fill in hospital forms and patient's file.
- 9- To what extent nursing students are aware of adequate medical English and nursing terms.
- 10- From your point of you as a nurse, what must English courses for nurses contain?

Appendix 3 list of participants in interview

	Name	Nationality	age	Position	Education	Year
1	Sussette Bichayda	Filipino	35	Nursing manger	BSc	1994
2	Sandra Bonayon	Filipino	36	Nursing manger	BSc	1997
3	Samah Soliman	Egyptian	35	Nursing manger	BSc	2001
4	Bassant Hamed	Egyptian	38	Nursing manger	BSc	1996
5	Mary Joy	Filipino	28	Nursing manger	BSc	2006
6	Abeir Elamin	Sudanese	27	Nursing coordinator	BSc	2008
7	Jancy Paily	Indian	35	Nursing manger	BSc	1999
8	Rizalina Enteno	Filipino	43	Nursing manger	BSc	1989
9	Delia Catague	Filipino	40	Nursing manger	BSc	1992
10	Mary Ann Nawaz	Filipino	42	Nursing manger	BSc	1994
11	Prabha Thomas	Indian	30	Nursing manger	BSc	2002
12	Maricle Pacis	Filipino	36	Nursing manger	BSc	1997
13	Corazzon Yerro	Filipino	38	Nursing manger	BSc	1997
14	Aequel Crisostomo	Filipino	35	Nursing manger	BSc	1997
15	Jolly	Indian	35	Clinical instructor	BSc	2009
16	Simy Elias	Indian	30	Lecturer	MA	2007
17	Reema Draghma	Jordanian	46	Lecturer	MA	2002
18	Wafaa Hamed	Jordanian	28	Lecturer	MA	2010
19	Shorouq Hameed	Saudi	25	Clinical instructor	BSc	2010
20	Ashjan Khaled	Saudi	24	Clinical instructor	BSc	2010
21	Suzan Mac	British	45	Exec director	BSc	1990
22	Shannon	American	45	Exec director	BSc	1985
23	Barbara Alison	British	49	Exec director	MA	2004

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