CHAPTER 6

RESULTS

The data obtained from the nurses' responses in Parts 2, 3, 4 and 5 were categorized according to the five scales in the checklist. For Parts 2 and 3, responses were recoded to facilitate computation of data. Values of 0 and 1 were recoded as 1 and values of 2, 3 and 4 were recoded as 2. Then the frequency of responses for each scale was calculated as a percentage to facilitate comparison of findings. The summaries of the findings are presented in the following tables.

Table 2

Demographic Information

Position	No.	%
Nurse	257	89.9
Head Nurse	13	4.5
Nurse Supervisor	16	5.6
Number of years working as a nurse	No.	%
2-10	199	69.58
11-20	67	23.33
21-30	19	6.64
31	1	.35

University Graduated	No.	%
government	235	82.2
private	43	15.0
Red Cross	8	2.8

Table 2 shows that majority of the respondents are staff nurses (235). 13 are head nurses and 16 are nurse supervisors. 199 have been practicing their profession for 2-10 years, 67 for 11-20 years, 19 for 21-30 years and 1 for 31 years. Majority of the respondents graduated from government universities (235). 43 graduated from private institutions and 8 from the Red Cross Foundation.

Table 3

The Extent in which the Four English Language Skills are used

Skill	In Hospitals				By Nurses			
	Grp.1		Grp.2		Grp.1		Grp.2	
	No.	%	No.	%	No.	%	No.	%
Listening	44	35.48	104	64.19	36	29.03	111	68.51
Speaking	38	30.64	112	69.13	27	21.77	110	67.90
Reading	79	63.70	120	74.07	69	38.71	124	76.54
Writing	75	60.48	110	67.90	66	53.22	111	68.52

As shown in Table 3, the four English language skills are used more in private hospitals than in government hospitals.

It can also be noted that reading skill has the highest percentage of usage in both government and private hospitals with 74.07% in private hospitals and 63.70% in government hospitals. Speaking is the least used skill in government hospitals with a percentage of 30.64% while listening is the least used skill in private hospitals with a percentage of 64.19%. It also shows that nurses working in private hospitals use the four English language skills more than nurses working in government hospitals do. The most used skill by nurses working in private hospitals is reading with a percentage of 76.54% and the least used skill is speaking (67.90%). The most used skill by nurses working in government hospitals is writing with a percentage of 53.22% and the least used skill is speaking with a percentage of 21.77%.

Table 4

Problems in the Use and Importance of the Four Language Skills

Skill	Problems				Importance			
	Grp.1		Grp.2		Grp.1		Grp.2	
	No.	%	No.	%	No.	%	No.	%
Listening	88	70.97	117	72.22	79	63.71	147	90.74
Speaking	89	71.77	124	76.54	67	54.03	148	91.36
Reading	70	56.45	66	40.74	90	72.58	145	89.51
Writing	74	59.68	72	44.44	93	75.00	136	83.95

As shown in Table 4, nurses working in both government and private hospitals find most problem in the use of speaking skill while they find least peoblem in the use of reading skill. The table also shows that of all the four language skills, writing is regarded by nurses working in government hospitals as the most important skill (75.00%). They regard speaking as the least important skill (54.03%). Nurses working in private hospitals regard speaking as the most important skill related to their work in the hospital (91.36%) while writing is regarded as the least important skill.

Table 5

The Activities in which Nurses Find Use of English

| | Group 1 | | Group 2 | |
Activities	No.	%	No.	%
Att. conf. % seminars	48	40.67	70	45.45
Read. texts, jour., med paper	90	73.17	125	77.16
Part. in spec. train.	49	42.24	73	48.67
Conv. with foreign patients	47	38.84	131	80.86
List. to spec. lect.	44	37.93	59	39.07
Watch. med. films	63	51.63	91	56.52
Read. med. order % prescrip.	110	89.43	153	94.44
Rec. nursing activities	64	52.03	119	73.46
Taking notes fr. lectures	40	35.09	50	34.01
Conv. with for. specialists	33	28.95	42	28.77

Table 5 shows that the activities in which more than 50% of nurses working in government hospitals find great use of English are reading medical order and prescription (89.43%), reading texts, journals and medical papers (73.17%), recording nursing activities (52.03%) and watching medical films (51.64%). The activities in which more than 50% of nurses working in private hospitals find great use of English are reading medical order and prescription (94.44%), conversation with foreign patients (80.86%), reading texts, journals and medical papers (77.16%), recording nursing activities (73.46%) and watching medical films (56.52%).

Table 6

The Activities in which Nurses note Problems in using English

Activities	Group 1		Group 2	
	No.	%	No.	%
Attend. conf. & sem.	89	81.65	91	64.08
Read. texts, journals & medical papers	92	75.41	106	65.43
Part. in spec. train.	76	74.51	87	65.91
Conv. with for. pat.	94	81.03	107	66.87
List. to spec. lect.	86	85.15	98	75.38
Watching med. films	93	80.87	101	68.24
Read. med. order, & prescription	32	26.23	39	24.07
Rec. nursing act.	36	30.25	40	25.32
Taking notes from lectures	80	79.21	94	74.02
Conv. with for. spec.	90	90.91	98	74.81

Table 6 shows that in activities involving the listening and speaking skills, nurses in government hospitals note greater problems. In some activities like conversation with foreign specialists, listening to special lectures given by foreign specialists, attending conferences and seminars and conversation with foreign patients, the percentages of nurses in government hospitals who have problems in the use of English are quite high (90.91%, 85.15%, 81.65%, 81.03%

respectively). The percentages of nurses in private hospitals who have problems in the use of English in such activities as listening to special lectures given by foreign specialists (74.81%), taking notes from lectures given by foreign specialists (74.02%) and watching medical films (68.24%) are moderately high.

Nurses are asked what type of English course they prefer for nursing students. The following tables show their preferences.

Table 7

English Language Skills to be Emphasized in an English Course

English Lang. Skill	No.	%
Listening (25/100)	116	40.6
Reading (25/100)	108	37.8
Writing (25/100)	103	36.0
Speaking (25/100)	99	34.6

40.6% of the nurses want 25% of the English course to emphasize listening. 37.8% want 25% of the English course to emphasize reading, 36.0% want 25% of the English course to emphasize writing and 34.6% want 25% of the English course to

emphasize speaking as shown in Table 7.

Table 8

Preferred Teaching and Learning Modes in Learning English

Teach. & Learn. Modes	No.	%
Combination of in-class & self-study	224	78.3
In-class Method	48	16.8
Self-study Method	14	4.9

Table 8 shows that most nurses prefer an English Course for Nursing Students in which the teaching and learning mode is a combination of in-class and self-study followed by the in-class method. Only 4.9% prefer the self-study method.

Table 9

Preferred Type of Content for English for Nursing Students

Type of Content	No.	%
Comb. of medical & gen. English	209	73.1
General English	43	15.0
Medical English	34	11.9

As can be seen in Table 9, majority of nurses prefer a combination of medical and general English as the type of content for English for Nursing Students.

Table 10

The Language Skills to be Emphasized Ranked by those who Choose the in In-class Method

English Lang. Skill	No.	%
Listening	116	40.6
Speaking	82	28.7
Reading	58	20.3
Writing	16	5.6

For those who prefer the in-class method of learning, 40.6% rank listening as the most preferred skill, followed by speaking skill (28.7%). Reading and writing skills are ranked third and fourth with percentages of 20.3% and 5.6% respectively. It is interesting to note that reading is the most frequently used skill in the nurses' place of work but it is ranked as only third.

Table 11

Preferred Number of Hours per Week for Learning English

Hours per Week	No.	%
3-4 hours	138	48.3
> 4 hours	101	35.3
1-2 hours	33	11.5

As shown in Table 11, 48.3% of those who choose the in-class method of learning English for Nursing Students prefer learning English for 3-4 hours per week. 35.3% prefer more than 4 hours per week while 11.5% prefer 1-2 hours per week.

Table 12

Length of Time per Day for Learning English

Length of Time per Day	No.	%
1-2 hours	209	73.1
> 4 hours	38	13.3
3-4 hours	25	8.7

The length of time per day nurses prefer for nursing students to learn English is shown in Table 12. The highest

percentage of nurses (73.1%) indicate that 1-2 hours per day is enough for learning English while 13.3% indicate that more than 4 hours per day are needed for learning English. The least percentage of nurses (8.7%) indicate 3-4 hours per day are enough for learning English.

Table 13

The Teaching Methods Ranked According to Preference

Teaching Method	No.	%
Small Group Dis.	188	65.7
Class Participation	136	47.6
Use of Audiovisual Aids	103	36.0
Lecture	60	21.0

With regard to teaching methodology shown in Table 13, nurses who choose the in-class method rank small group discussion (65.7%) as the most preferred method for learning English followed by class participation (47.6%). 36.0% prefer the use of audiovisual aids and 21% prefer the lecture type.

Table 14

The English Language Skills to be Emphasized Ranked by Nurses

who Choose the Self-study Method

English Language Skill	No.	%
Listening	89	31.1
Reading	83	29.0
Speaking	58	20.3
Writing	8	2.8

Those who select the self-study method of learning English rank listening (31.1%) as the skill to be emphasized followed by reading (29.0%), speaking (20.3%), and writing (2.8%) respectively.

Table 15

Type of Student Evaluation Ranked According to Preference

Type of Student Evaluation	No.	%
Final Exam.	132	46.2
In-class Exam.	100	35.0
Self-evaluation	42	14.7
Take-home Exam.	13	4.5

As to the type of student evaluation, 46.2% of the graduate nurses prefer final examination, 35.0% prefer in-class examination, 14.7% prefer self-evaluation (computer program exercises with answer keys) and only 4.5% prefer take-home examinations as shown in Table 15. Most students are familiar with these forms of evaluation except for self-evaluation.

Table 16

Preferred Number of Students for an English Class

Number of Students per Class	No.	%
less than 10	127	44.4
10-19	115	40.2
20-29	35	12.2

Table 16 shows the number of students, graduate nurses prefer for an English class. The largest percentage which is 44.4% prefer less than 10 students in a class. This contradicts the present situation in which there are at least 30 students in an English class.

Table 17

Preferred Reading Materials to be Read in an English Class

Reading Materials	No.	%
Medical and Nursing Journals	140	49.0
Nursing Texts	59	20.6
Newspapers and magazines	57	19.9
Light Reading Materials	32	11.2

As shown in Table 17 graduate nurses prefer medical and nursing journals (49.05%) to be read by nursing students in an English class. Next are nursing texts (20.6%), newspapers and magazines (19.9%), and light reading materials (11.2%) respectively. It is surprising that the largest percentage (49.0%) indicate their preference for medical and nursing journals because as seen in Table 9, 73.1% prefer a combination of medical and general English for English for Nursing Students course.

Nurses are asked to rank the different types of writing skills in order of importance. As shown in Table 18, report-writing is ranked by a considerable percentage (37.8%) of nurses. Letter-writing is ranked as the least important with a percentage of 4.5%.

Table 18

Types of Writing Skills Ranked According to Importance

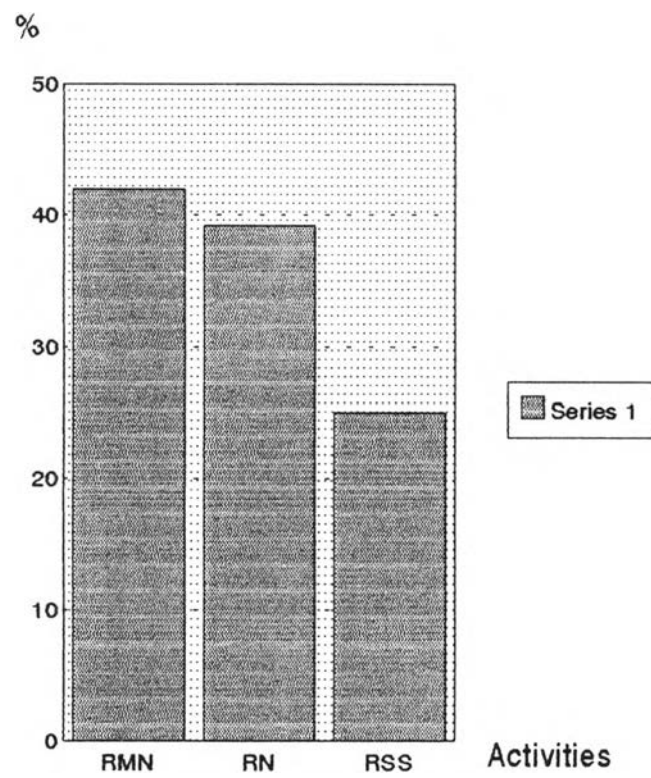| Types of Writing Skills	No.	%
Report-writing	108	37.8
Note-taking	78	27.3
Descrip.-writing	44	15.4
Summary-writing	42	14.7
Letter-writing	13	4.5

Figure 2 : Useful Activities for Listening

%
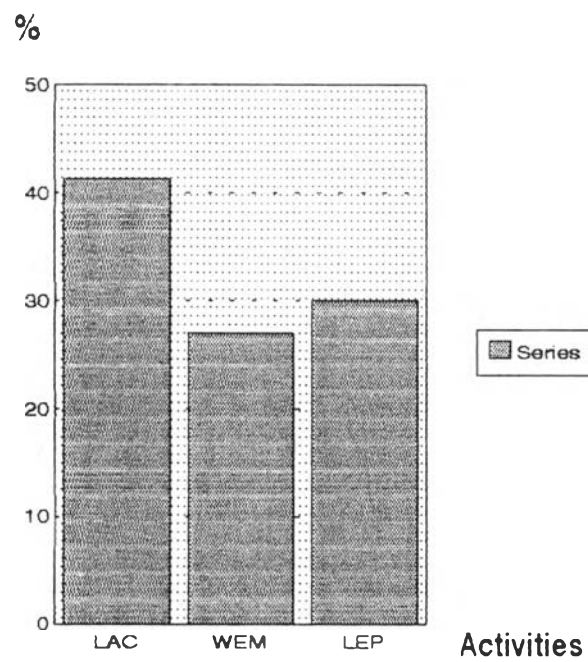
LAC : Listening to authentic conversation

WEM : Watching English movies

LEP : Listening to English programs
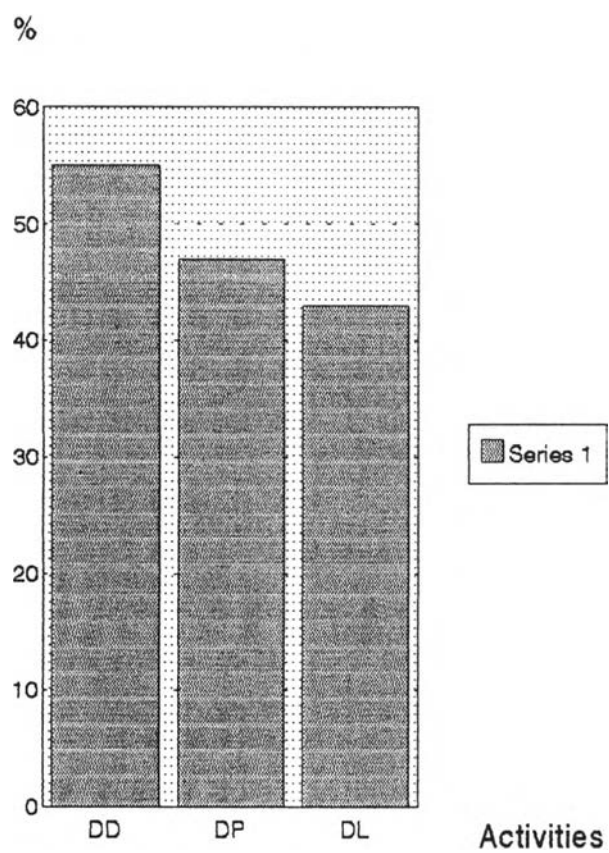
Figure 3 : Useful Activities for Reading

%

RMN : Reading medical and nursingjournals

RN : Reading newspaper

RSS : Reading short stories

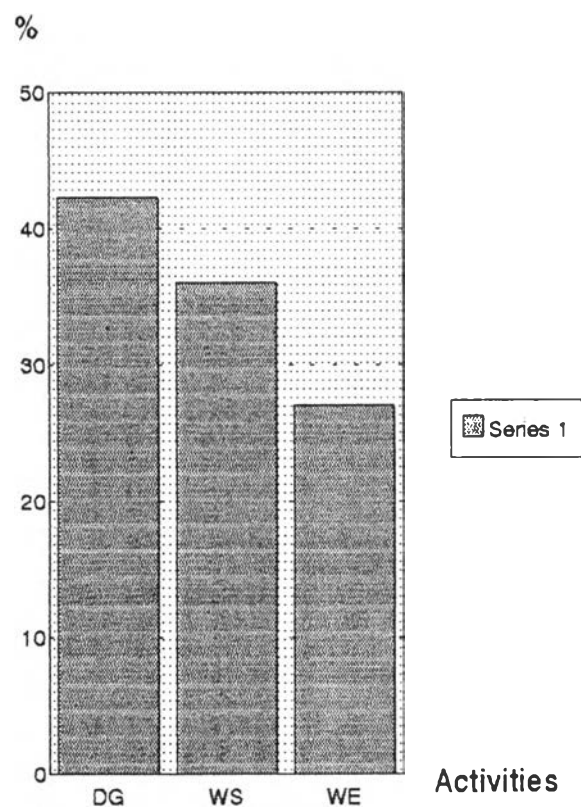Figure 4: Useful Activities for Speaking

DD : Doing dialogues

DP : Doing pronunciation drills

DL : Doing drills in the language lab

Figure 5 : Useful Activities for Writing

%

DG : Doing grammar

WS : Writing sentences

WE : Writing essays

Nurses were asked to give their opinions on the appropriate curriculum for English for Nursing Students. The summary is shown in the following table.

Table 19

	Agree		Disagree		Undecided	
	No.	%	No.	%	No.	%
1. Equal emphasis on the four English language skills	200	69.9	29	10.1	57	19.9
2. Grammar taught in details	151	52.8	41	14.3	94	32.9
3. Appropriate nursing reading material	141	49.3	76	26.6	69	24.1
4. Two 400-word texts a semester to improve reading	137	47.9	61	21.3	88	30.8
5. Daily use of the lang. lab to improve listening	205	71.7	21	7.3	60	21.0
6. Medical terminology emphasized more than general English	161	56.3	60	21.0	65	22.7
7. Memorized scripts help improve speaking	103	36.0	82	28.7	101	35.3
8. A 400-word text appropriate for reading comp. exer.	145	50.7	32	11.2	109	38.1
9. Dialogues help improve speaking	241	84.3	10	3.5	35	12.2

	No.	%	No.	%	No.	%
10. Lecture method appropriate for learning gram.	126	44.0	64	22.4	96	33.6
11. Medical terminology should be taught separately	165	57.7	48	16.8	73	25.5

The following table shows the opinions of nurses regarding the appropriate student evaluation and motivation.

Table 20

	Agree		Disagree		Undecided	
	No.	%	No.	%	No.	%
1. Training students to monitor them.	213	74.5	10	3.5	63	22.0
2. Training students to assess them.	205	71.7	13	4.5	68	23.8
3. Assign. students English rec. tapes to motivate them to prac. listening	212	74.1	19	6.6	55	19.2
4. Assign students rec. pron. exer. to assess speaking	189	66.1	31	10.8	66	23.1
5. Assign. students outside read. text to motivate them to practice reading	216	75.5	14	4.9	56	19.6
6. Use of self-assess. tools for assess. students' progress	161	56.3	32	11.2	93	32.5

7. Use of form. eva. to motivate students' learning	182	63.6	33	11.5	71	24.8
8. Final exam. to assess students' progress in reading	168	58.8	41	14.3	77	26.9

The responses relevant to the research hypothesis are analyzed using the Chi-square test statistic (Yates Correction). Results are shown in the following tables.

Table 21

Chi-square Test Results for Differences in English
Language Needs Between Government and Private Hospitals

	Big	Medium	Small
English Language Needs	p-value	p-value	p-value
1. Use of four English lang. skills in govt. & priv. hospitals			
Listening	.00005	.00063	*.18266
Speaking	.00000	.00063	*1.0000
Reading	.14515	*.51666	*1.0000
Writing	.41864	.78470	*.66992
2. Use of four English lang. skills by nurses in govt. & priv. hosp.			
Listening	.00000	.00058	*1.0000
Speaking	.00000	.00001	*1.0000
Reading	.00164	*.07686	*1.0000
Writing	.02777	.61837	*.66992

	Big	Medium	Small
3. Importance of the four lang. skills to nurses in govt. & priv. hosp.			
Listening	.00000	*.00012	*1.0000
Speaking	.00000	*.00000	*.65944
Reading	.00062	*.47143	*.47143
Writing	.08769	.55237	*1.0000
4. Problems of nurses in the use of the four lang. skills in govt. & private hospitals			
Listening	.72104	.65949	*1.0000
Speaking	.18563	.27851	*.63511
Reading	.10985	.04854	*.66992
Writing	.14768	.10547	*.36145

* Fisher's Exact Test $\propto$ = .05

Table 22

Chi-square Test Results for Differences Between the Use of English by Nurses in Government Hospitals and Nurses in Private Hospitals in the Following Activities

Activities	Big	Medium	Small
	p-value	p-value	p-value
1. Attending conferences & seminars	.56217	.89652	.65243
2. Reading texts, journals & medical papers	.84588	*.32605	*1.0000
3. Participating in special training	.25722	.89789	*1.0000
4. Conversation with foreign patients	.00000	*.03304	*.66992
5. Listening to special lect.			

given by foreign specialist	.78828	.82185	*.37422
6. Watching medical films	.67407	.25880	*.39485
7. Reading medical order and prescription	.11960	*.28721	*.47619
8. Recording nursing activities	.00867	.01256	*.65944
9. Taking notes from lectures	.90378	.63800	*1.0000
10. Conversation with foreign specialist	.94539	.81316	.915498

* Fishers' Exact Test $\propto$ = .05

Table 23

Chi-square Test Results for Differences in Problems of

Nurses in Government and Private Hospitals in the Use of

English in the Following Activities

	Big	Medium	Small
Activities	p-value	p-value	p-value
1. Attending conferences and seminars	.05782	*.01795	*.56578
2. Reading texts, journals and medical papers	.04821	*.32850	*1.0000
3. Participating in special training	.26104	*.29242	*1.0000
4. Conversation with foreign patients	.03907	*.18098	*1.0000
5. Listening to special lectures	.29411	*.22630	*1.0000

6.Watching medical films	.03788	*.03856	*1.0000
7. Reading medical order and prescription	.74518	*.03856	*1.0000
8. Recording nursing activities	.53478	.00083	*1.0000
9. Taking notes from lectures	.65490	*.26862	*.58823
10. Conversation with foreign specialist	.00138	*.68823	*1.0000

* Fisher's Exact Test $\propto$ = .05

Results of the Chi-square test show that:

1. There is a significant difference as to the extent of the use of listening and speaking skills between big and medium government hospitals and big and medium private hospitals. There is no significant difference in the use of these two skills in small government and small private hospitals. Big and medium private hospitals use listening and speaking more than big and medium government hospitals do. The use of reading and writing skills are not dependent on the size of both government and private hospitals.

2. Nurses working in big and medium private hospitals use listening and speaking skills more than nurses working in big and medium government hospitals do. There is no significant difference in the use of these skills between nurses working in small government and small private hospitals. There is also

a significant difference in the use of reading and writing skills between nurses working in big government hospitals and nurses working in big private hospitals. However, there is no significant difference in the use of these two skills between nurses working in small and medium government hospitals and nurses working in small and medium private hospitals.

3. Listening and speaking skills are more important to nurses working in big and medium private hospitals than to nurses working in big and medium government hospitals. Nurses working in small government and small private hospitals do not consider these two skills important to carrying out their work. Reading skill is more important to nurses working in big private hospitals than to nurses working in big government hospitals. There is no significant difference in the importance of reading skill between nurses working in small and medium private hospitals and nurses working in small and medium government hospitals. Nurses working in big, medium and small government and big, medium and small private hospitals do not consider writing skill important to their work.

4. Problems in the use of listening, speaking and writing skills do not depend on the size of the hospitals where nurses work. However, nurses working in medium government and medium private hospitals encounter more problems in the use of

reading skills than nurses working in big and small government and big and small private hospitals.

5. There is no significant difference in the use of English between nurses working in big, medium and small government hospitals and nurses working in big, medium and small private hospitals in the following activities:

  a. Attending conferences and seminars

  b. Reading texts, journals and medical papers

  c. Participating in special training

  d. Listening to special lectures given by visiting foreign specialist

  e. Watching medical films

  f. Reading medical order and prescription

  g. Conversation with foreign specialist

6. There is a significant difference in the use of English between nurses working in big and medium government hospitals and nurses working in big and medium private hospitals, but there is no significant difference in the use of English between nurses working in small government and nurses working in small private hospitals in the following activities:

  a. Listening to special lectures given by visiting foreign specialist

  b. Taking notes from lectures given by foreign

specialist

7. There is a significant difference between the problems encountered by nurses working in big government hospitals and the problems encountered by big private hospitals in the use of English in the following activities:

    a. Reading texts, journals and medical papers

    b. Conversation with foreign patients

    c. Watching medical films

However, there is no significant difference between the problems encountered by nurses working in small and medium government hospitals and the problems encountered by nurses working in small and medium private hospitals in the use of English in the above mentioned activities.

8. There is no significant difference in the use of English between nurses working in small, medium and big government hospitals and nurses working in small, medium and big private hospitals in the following activities:

    a. Attending conferences and seminar

    b. Reading medical orders and prescriptions

9. The problems encountered by nurses in the use of English in the following activities do not depend on the size of the hospitals where they work.

    a. Participating in special training

b. Listening to special lectures given by visiting foreign specialist

c. Taking notes from lectures given by foreign specialist

d. Conversation with foreign specialist