# Analysis of the English Language Needs of BSc Nursing Students: The Case of Higher Education Institutions in Bahir Dar City, Ethiopia

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*Abstract*

*Needs analysis is the backbone of ESP course design and instruction. Needs analysis, both present situation (learning needs) and target situation (working place needs), can be done to identify the English language needs of students and professionals in a certain field. This study was thus conducted to identify the English language needs of BSc nursing students at Bahir Dar city, Ethiopia. 107 BSc nursing students from three higher education institutions and 77BSc nurses working at Bahir Dar University and Felege Hiwot Referral Hospital were participants of the study. Questionnaire, observation and document analysis were the instruments used to collect data for the study. Then, the data collected through the questionnaire were analysed quantitatively by using SPSS package, and the result indicated that the English language is important for both nursing education and future career. Also, written skills (writing and reading) were found to be applied more than oral skills (speaking and listening) in nursing field. This result was also supported by the data collected through observation and document analysis. A statistically significant different were observed across respondents for four categories of needs and gender for two categories of needs. Based on the finding, the researcher recommended that, in addition to general English courses, medical English courses need to be designed and implemented to address the English language needs of BSc nursing students of higher education institutions.*

**Keywords:** Needs analysis, learning needs, target needs, BSc nursing, employees, higher education institution

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## 1.  Introduction

### 1.1.  Background of the Study

Needs analysis refers to the activities involved in gathering information which will serve as the basis for material development which meets the learning needs of a particular group of learners. Dudley-Evans and St John (1998) defined needs analysis as "professional information about the learners: The tasks and activities learners are/will be using English for target situation analysis and objective needs" (p.125).

Needs analysis is usually considered to be the foundation of the English for Specific Purposes (ESP) course design; it must be conducted before the course is designed. Therefore, the purpose of an ESP course is to enable learners to function adequately in a target situation in which the learners will use the language they are learning (Hutchinson and Waters, 1987).This happens because ESP courses can satisfy learners' communicative and learning needs.

Different methods can be used to analyse the data obtained from learners and/or employees or practitioners. Two approaches of needs analysis are often employed to identify the English language needs of learners. The first one is the present situation needs analysis which deals with learners' needs, and the second one is the target situation analysis which focuses on the employees' backgrounds of learning of the English language (Dudley-Evans and St John, 1998; Hutchinson and Waters, 1987).

Based on the analysis of the English language needs, Medical English courses have been designed and implemented in different parts of the world. Medical English, which is considered to be a specific sub-branch of ESP, is distinguished from other ESP sub-branches as it focuses on medical discourse. Medical discourse is, of course, "a particular terminology employed to

effectively and accurately to achieve a communicative purpose in health care settings such as diagnosis" (Gylys and Wedding 1983).

Different studies were conducted focusing on the English language needs of learners in medical fields. Bosher (2002) conducted a needs analysis study to determine why many ESL students enrolled in a nursing program were not succeeding academically, and the findings indicated that communicating with clients and colleagues in the clinical setting was perceived as the greatest difficulty.

In addition, Chia et.al (1999) carried out an English needs analysis at Chung Shan Medical School in Taiwan, and the result indicated that both medical students and their instructors agreed about the importance of the English language. Both groups ranked reading as the most important skill, followed by listening, writing and speaking. It is noteworthy that freshmen did not think their listening skills needed to be improved and said that writing was the skill least needed. As for listening, medical students all felt that improving the ability to understand daily conversations was most important for incoming freshmen.

Eggly (1999) also conducted a needs analysis to investigate the relationship between English language proficiency and medical residency success in the United States. The findings indicated that medical knowledge was not linked to English ability, and the study concluded that a training course in English for medical purposes was recommended.

From the aforementioned studies, one can understand the deficiencies in the English language communications in medical fields. As a result, based on the needs analysis, the preparation of training courses is needed in order to develop learners' communicative skills in the field.

## 1.2.    Statement of the Problem

The English language is a medium of instruction in different fields of health and medical sciences of the Ethiopian higher education institutions. It is also a means of communication for health professionals in their work places because most of the medical documents are required to

be prepared in the English language. So, it is important to consider the English language needs of students to facilitate the learning process.

Although medical English (English for nurses, medical doctors, midwifes, pharmacists, etc.) can be relevant in performing various tasks in medical field, only General English courses (*Sophomore English/Basic Writing Skills* and/or *College English/ Communicative English skills)*, are being offered in medical schools of the Ethiopian higher education institutions. That is to say, no any needs-based English language course is designed for students in medical field, so BSc nursing students, the subjects of this study, had not provided with any medical English courses.

In effect, due to the absence of any medical English courses in Ethiopian higher education institutions, a gap is created between students' English language needs and the types of English courses which are being given to them. Having observed the adverse effects of this gap in nursing education, therefore, the researcher argued that the learning of the English language can be effective through analysing the learning and target needs, for it can satisfy the actual English language needs of BSc nursing students which in turn help teachers in designing the appropriate English language courses, like *English for Nurses*. In support of this idea, Bosher (2010) argued that disciple-specific literacy is important for nurses not only for their academic and disciplinary purposes but also as part of their socialization in to the field of nursing.

Therefore, the researcher was interested to conduct this study which focuses on identifying the English language needs of BSc nursing students as perceived by the students themselves and employees (nursing practitioners and instructors).Thus, the following research questions were designed to be answered by this study:

1. What are the English language needs of BSc nursing students as perceived by employees and students of nursing?
2. Are there any statistically significant differences between mean scores of perceptions across respondents and gender?

## 2.    Research Design and Methodology

### 2.1.        Samples and Sampling Procedure

The samples of the study were BSc nursing students from private higher education institutions and employees (BSc nurses) from hospitals and higher education institutions in Bahir Dar City. There were four higher education institutions in the city (Bahir Dar University, Gamby College of Medical Sciences, Central Medical College, and Alkan Medical College) where regular BSc nursing students were attending their education in 2014/2015 academic year. Since students of the only governmental higher education institution, Bahir Dar University, were studied by the present researcher, only students of the private higher education institutions were selected to provide information about the English language needs of BSc nursing students.

Accordingly, by using availability and purposive sampling techniques, all second and third year regular BSc nursing students were selected from Gamby College of Medical Sciences, Central Medical College and Alkan Medical College. Thus, the data were collected from 107 BSc nursing students (13 males and 94 females) of the three private higher institutions. The reason of excluding first year students was that some of them did not take the English courses (Sophomore English and/or Communicative English skills) which are given to first year students in the first or second semester, so they may not give relevant information.

There were two hospitals in Bahir Dar city in 2014/2015 academic year. All BSc nurses who were employees of these hospitals (Felege Hiwot Referral Hospital, a government hospital, and Gamby Teaching Hospital, a private hospital) and instructors who had experiences of teaching BSc nursing students were taken as the sample of this study. And the number of these employees who responded for the questionnaire was 77 (40 males and 37 females).

For observation and document analysis, one of the hospitals was selected by using purposive sampling technique. That is, the researcher visited Felege Hiwot Referral Hospital where in 44 BSc nurses were working at to get relevant information about the applicability and importance of

the English language in nursing working situation. However, Gamby Teaching Hospital was excluded since only 4 BSC nurses were working at. In the selected hospital, the authentic documents from record office were analysed, and BSc nurses who were assigned in different departments were observed during works.

## 2.2.      The Instrument Used

### The Questionnaire

A closed-ended questionnaire was designed by modifying the earlier survey instruments by Alharby (2005), Chia et.al (1999), and Yang (2006).This questionnaire was categorized in to 8 parts: part 1 focused on the demographic information, part 2, 3, 4, 5, 6 and 8 dealt with the learning needs, and part 7 focused on the target needs (importance of English for students' future career). The rating scale of part 2, 3, 4, 5, 6 and 7 of the questionnaire had four alternatives (see appendix A).

To get a clear understanding among the respondents, the questionnaire was translated in to Amharic and administrated (see appendix C). Since the Cronbach's alpha was found to be 0.87, the reliability of the tool was ascertained, so the data were analysed by using SPSS 16.0. Hence, descriptive statistics (means and standard deviation) and inferential statistics (T-test) were calculated.

### Observation (Shadowing) and Document Analysis

To triangulate the data collected through the questionnaire, observation and document analysis were done. Out of the employees who were working in Felege Hiwot Referral Hospital and filled the questionnaire, 12 BSc nurses (one BSc nurse from each department) were shadowed once during their actual works. "To shadow someone is to follow everything they do for a block of time such as a day, several consecutive days or one day a month" (Dudley-Evans and St John,

1998, p. 135). Also, 30 cards which documented authentic records of patients were selected from the record office of the selected hospital and analysed.

Ethical clearance was obtained from the research and ethics review committee of Bahir Dar University. Permission to conduct the study was also obtained from Bahir Dar University, Gamby College of Medical Sciences, Central Medical College, Alkan Medical College, Felege Hiwot Referral Hospital and Gamby Teaching Hospital. And, the data collection was conducted after explaining the purpose of the study to the participants and obtaining verbal consent.

## 3.    Results and Discussions

Under this section, the data collected from the questionnaires are analyzed. Thus, the observed and expected mean scores, the standard deviation are calculated, and t-test values of all categories of needs are displayed across respondent type and sex as perceived by employees and BSc nursing students. The data collected through observation are also discussed.

### 3.1. The English Language Needs of BSc Nursing Students as Perceived by Employees and Students of Nursing

*Analyses of Data from the Questionnaires*

Here, the data collected by the questionnaire under six categories of the English language needs about the learning/present situation needs and the target/future jobs needs are analyzed. Table 1 revealed that the observed mean scores were found to be greater than their perspective expected mean scores across all categories of the English language needs (importance of English for nursing education, wants of learners, General English, English language skills, proficiency level and target needs) for perceptions of both employees and students. Therefore, the observed means of the fifth category (proficiency level) was calculated to be less than the other categories of needs for both employees and students which indicated less favorable perceptions towards proficiency in the English language.

These favorable perceptions of both BSc students and employees towards the English language might be due to the respondents' understanding of the importance of the English language for nursing education and future careers. This study is consistent with a study conducted by Bosher (2013) which indicated the application of the English language "both in the clinical setting as well as in nursing education" (p.263).  The present study is also in congruent with the study by Chia et.al (1999) at Chung Shan Medical School in Taiwan which showed the importance of the English language in medical field. Generally, both BSc nursing students and employees perceived that the learning needs (importance of the English for nursing education, learners'

wants, General English courses, English language skills, and proficiency level) and target needs are important for nursing education and target needs or future careers though some variations were observed.

**Table 1: Means, SDs and T-test Values of Categories of Needs as Perceived by Employees and BSc Nursing Students**

| Categories of the English language needs | Expected mean | Employees (n=77) | | | Students(n=107) | | | t-test values |
|---|---|---|---|---|---|---|---|---|
| | | Observed/ calculated mean | Mean | SD | Observed/ calculated mean | Mean | SD | |
| 1. Importance of English for nursing education | 10 | 15.14 | 3.86 | .23 | 14.51 | 3.63 | .37 | 4.95** |
| 2. Wants and needs | 20 | 29.42 | 3.73 | .29 | 27.92 | 3.49 | .37 | 4.72** |
| 3. General English | 17.5 | 21.19 | 3.02 | .56 | 22.30 | 3.19 | .54 | -1.94* |
| 4. English language Skills | 10 | 13.77 | 3.42 | .42 | 13.87 | 3.47 | .43 | -0.71 |
| 5. Proficiency in English | 25 | 27.44 | 2.74 | .40 | 27.78 | 2.78 | .52 | -0.48 |
| 6. Target needs (importance of English for future career) | 25 | 33.81 | 3.44 | .28 | 31.68 | 3.17 | .41 | 5.10** |

**Significant at p<.001*Significant at p<.05

As the means of the fourth category (skills) indicated in table 3, the respondents perceived that the English language skills are highly required in nursing education. Thus, the mean values were found to be 3.76 for writing, 3.53 for reading, 3.26 for speaking and 3.23 for listening skills. This indicates that both BSc nursing students and employees gave priority for writing skills followed by reading, speaking and listening skills. This study was, therefore, different from a study by

Chia et.al (1999), which ranked reading as the most important skill, followed by listening, writing and speaking.

Table 3 also indicated that the responses given by the students for listening and writing skills are different from that of the employees. Hence, listening skills was perceived by students much higher than the employees, but the reverse was true for the importance of writing skills in nursing education. This might be due to the difference in exposure to the field. That is, unlike students, employees had experiences both as learners and practitioners.

**Table 2: The Means Scores of the Four English Language Skills**

| Respondents | Listening | Speaking | Reading | Writing |
|---|---|---|---|---|
| Students | 3.355 | 3.290 | 3.589 | 3.636 |
| Employees | 3.104 | 3.234 | 3.468 | 3.883 |
| Average means | 3.23 | 3.26 | 3.53 | 3.76 |

The data collected from the open-ended questions indicated learning needs of BSc nursing students in terms of learning style, teaching method and teaching aids preferences. The most frequently mentioned ones include: group work, whole class, individual effort, pair work, case, role play, making notes from reading and listening, written materials, videos and boards.

*Analysis of the Data from Observation (Shadowing) and Documents*

To complement the data collected about the target needs, after getting permission from the hospital, 30 cards (written documents about patients) were analysed. These cards were found to have documented patients' before and after admission information: admission of the patients, diagnosis and treatment of the diseases, patient follow ups and the like were undertaken. Different formats were thus prepared to help health practitioners carry out these health care activities. 14 major categories of documents were found from the observed 30 cards (see appendix B).

Only 2 of the 14 documents (consent for operation and payment/cash sheet) were found to be written in Amharic (the native language of the patients and health professionals in Bahir Dar city) to make the information clear to the patients and patients' families. The other 12 documents (patient referral slip, medical history sheet, admission paper, reminder card, vital signs sheet, request forms, operation note, order sheet, prescription paper, discharge summary, progress note, and medication administration sheet) were observed to be written in medical English which employed medical terms (see appendix B). This shows the application of the English language in BSc nurses' work place communications such as filling out and producing most of the medical documents. Thus, the English language is important for BSc nurses in their work places.

The nurses who work in different departments were also observed to identify their actual involvements in different health care giving activities and the type of language they use to perform these activities. It was observed that many of the documents were prepared by BSc nurses in different departments they assigned: OPD (outpatient departments), emergency, paediatric, maternal/delivery, private clinic, medical, surgical, RT (Respiratory Tract), ICU (Intensive Care Unit), gynaecology, admission and OR (Operation Room). In these departments, BSc nurses were observed to use the English language to write down the information they gathered from the patients and patients' families in Amharic language.

### 3.2. Perceptions Differences between Mean Scores across Respondent and Gender

As table 1further indicated, the t-test values were calculated, and statistically significant differences were found between mean scores of employees and students of BSc nursing for three categories: the importance of the English for nursing education, wants and the target needs (significant at $p<.001$), in favour of employees. There was also statistically significant difference in views of employees and students for the third category, the General English courses (significant at $p<.05$), favouring BSc nursing students.

**Table 3: Means, SDs and T-test Values of Categories of English language Needs across Gender**

| Categories of the English language needs | Male(n=53) | | Female (n=131) | | t-test value | Sig.(2-tailed) |
|---|---|---|---|---|---|---|
| | Mean | SD | Mean | SD | | |
| 1. Importance of English for nursing education | 3.81 | .29 | 3.69 | .35 | 2.18* | 0.03 |
| 2. Wants and needs of learners | 3.65 | .32 | 3.57 | .37 | 1.36 | 0.17 |
| 3. General English attitudes | 3.05 | .57 | 3.15 | .55 | -1.08 | 0.28 |
| 4. English language skills | 3.44 | .45 | 3.45 | .42 | -1.00 | 0.92 |
| 5. Proficiency in English | 2.76 | .47 | 2.76 | .47 | 0.01 | 0.99 |
| 6. Target needs (importance of English for future career) | 3.38 | .35 | 3.24 | .39 | 2.24* | 0.03 |

*Significant at p<.05

However, no statistically significant differences were observed between perceptions of employees and BSc students of nursing in relation to the fourth and fifth categories of needs (English skills and proficiency levels).

As it is depicted in table 3, both male and female participants perceived that the English language is important for both nursing education and future jobs since the mean values are greater than the average means (2) for all categories of needs. The t-test values under table 3 indicated statistically significant differences between male and female respondents' perceptions for the first and sixth categories of the English language needs (importance of the English for nursing education and the target needs/ future needs), significant at p<.05. The differences are in favour of males for both categories (see table 3).

## 4. Conclusions and Recommendations

Both BSc nursing students and employees perceived that the English language is important for both learning needs/ present situation (importance of the English for nursing education, learners' wants, General English courses, English language skills, and students' proficiency level) and

target needs /importance of English for future career though some variations were observed. Their perceptions towards the importance of General English course are less favorable than their perceptions towards the other categories of needs. Also, written skills (writing and reading) were found to be applied more than oral skills (speaking and listening) in nursing field.

The preferred learning styles, teaching method and teaching aids preferences were found to include the following: group work, whole class, individual effort, pair work, case, role play, making notes from reading and listening, written materials, videos and boards.

The BSc students' perceptual target needs were supported by the result of working situation observations. That is, the authentic documents written in English language by BSc nurses were found to be similar to the data collected through the questionnaire, in relation to the importance and applicability of the English language in work areas. It was also observed that BSc nurses often use the English language in order to document information collected from the patients and to communicate with their colleagues.

Statistically significant differences were observed between the mean scores of employees and BSc nursing students for three categories of needs (the importance of English for nursing education, wants and the target needs), significant at $p<.001$, favouring employees; for one category of needs (General English), significant at $p<.05$, in favour of BSc nursing students.

In addition, statistically significant differences were observed between male and female respondents' perceptions only for the first and sixth categories of the English language needs (importance of English for nursing education and the target needs), significant at $p<.05$, in favour of males for both categories.

Based on the result of this study, it was recommended that a new English language course needs to be designed based on needs analysis and implemented in nursing education. The design of the English language course should consider the learning and target needs, so students can be motivated to learn and use the English language in their education and future career. The course

should also give emphasis for writing and reading skills though the four skills need to be incorporated since their education and future profession require the application of all skills.

**Authors' information**

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**Appendix A: Questionnaire for** *both BSc Nursing students and Employees*

**Dear BSc nursing students, Employees,**

The purpose of this questionnaire is to collect information about *the English language needs of BSc nursing students* which will be basis for the designing of a new ESP course. Therefore, your honest responses for each question have a decisive role for the success of my research. I also assure you that the information you give will be kept completely confidential.

Thank you in advance!

**PART I: Demographic Information**

1. Respondent type: Student ----------- Hospital Nurse----------- Instructor ----------

2. Sex:      Male            Female

**Part II. Importance of Using English for Nursing Education**

Indicate your attitudes to rate the importance of each of the following activities in nursing field. (Please look at the scale below and circle your choice from the table).

| 1= very important | 2= important | 3= Less important | 4= not important at all |
|---|---|---|---|

| | Activities | Very import | Importa | Less important | Not impo |
|---|---|---|---|---|---|

| | | ...ant | ...nt | | ...rtant |
|---|---|---|---|---|---|
| 1 | How important do you think English is to your/ your students' current medical studies? | 4 | 3 | 2 | 1 |
| 2 | How important do you think English is to your/your students' future careers? | 4 | 3 | 2 | 1 |
| 3 | How important do you think the purpose of using English is to succeed in academic studies? | 4 | 3 | 2 | |
| 4 | How important do you think the purpose of using English is to foster discussion skills in class or at medical meetings? | 4 | 3 | 2 | |

## PART III:  Learners' Wants and Needs in terms of Activities

How much English language proficiency do you wish to have in your BSc nursing education?

(Please look at the scale below and circle your choice from the table).

| | Activities | Very important | Important | Less Important | Not important |
|---|---|---|---|---|---|
| 5 | Writing answers to examinations, assignments,  summaries, and reports in English | 4 | 3 | 2 | 1 |
| 6 | Discussing with teachers or classmates, ask questions in English | 4 | 3 | 2 | 1 |
| 7 | Reading books, internet sources and short notes | 4 | 3 | 2 | 1 |
| 8 | Delivering presentation in English | 4 | 3 | 2 | 1 |
| 9 | Listening to lectures, discussions, presentations, recorded materials, etc. | 4 | 3 | 2 | 1 |

| | | | | | |
|---|---|---|---|---|---|
| 10 | Speaking about medical related topics in English | 4 | 3 | 2 | 1 |
| 11 | Writing and reading about medical related topics in English | 4 | 3 | 2 | 1 |
| 12 | Understanding medical related instructions, lectures, meetings, discussions | 4 | 3 | 2 | 1 |

## PART IV: Attitudes towards General English Course

How do you evaluate the importance of *Sophomore English/Basic Writing Skills* course, which you studied at the university level, in performing the following activities? (Please look at the scale below and circle your choice from the table).

| Activities | Very important Very important | Important Important | Less important | Not important |
|---|---|---|---|---|
| 13.Speak about medical related topics in English | 4 | 3 | 2 | 1 |
| 14. Write about medical related topics in English | 4 | 3 | 2 | 1 |
| 15. Read medical books, articles, magazines,etc. | 4 | 3 | 2 | 1 |
| 16. Understand medical related instructions, lectures, and homework. | 4 | 3 | 2 | 1 |
| 17. Translate medical related materials | 4 | 3 | 2 | 1 |
| 18. Pass English language examinations | 4 | 3 | 2 | 1 |

| | | | | | |
|---|---|---|---|---|---|
| 19. *Sophomore English* course is relevant to BSc nursing students. | | 4 | 3 | 2 | 1 |

**PART V: Importance of the English Language Skills in Nursing Education**

Indicate your choice to rate the level of importance of each English language skill in **nursing education.**(Please look at the scale below and circle your choice from the table).

| | Activities | Very important | Important | Less Important | Not important |
|---|---|---|---|---|---|
| 20 | Listening to daily conversations, lectures. | 4 | 3 | 2 | 1 |
| 21 | Oral presentations, discussions in classroom | 4 | 3 | 2 | 1 |
| 22 | Reading textbooks, lectures | 4 | 3 | 2 | 1 |
| 23 | Writing assignments, research papers, letters, e-mail messages, etc. | 4 | 3 | 2 | 1 |

**Part VI. Evaluations of BSc Nursing Students' Proficiency in the English Language**

What English language proficiency level do you have to perform the following tasks? (Please look at the scale below and circle your choice from the table).

| | Activities | high | medium | low | least |
|---|---|---|---|---|---|
| 24 | Writing referral letters in English | 4 | 3 | 2 | 1 |
| 25 | Project proposal and research writing in English | 4 | 3 | 2 | 1 |
| 26 | Writing forms (prescriptions, vital signs, admission, discharge summaries, etc.) | 4 | 3 | 2 | 1 |
| 27 | Writing Reports (case reports, patient care and follow-up reports) in English | 4 | 3 | 2 | 1 |
| 28 | Using computers (word processing, internet, etc.) | 4 | 3 | 2 | 1 |

| | | | | | |
|---|---|---|---|---|---|
| 29 | Reading instructions (leaflets on drug use, physician decisions) in English | 4 | 3 | 2 | 1 |
| 30 | Attending medical meeting/conference | 4 | 3 | 2 | 1 |
| 31 | Communicating with colleagues | 4 | 3 | 2 | 1 |
| 32 | Communicating with patients | 4 | 3 | 2 | 1 |
| 33 | Communicating with patients' visitors | 4 | 3 | 2 | 1 |

**PART VII: Importance of the English language for Students' Future Job**

How important are these tasks in English for your future job? (Please look at the scale below and circle your choice from the table).

| | Activities | Very important | Important | Less Important | Not important |
|---|---|---|---|---|---|
| 34 | Writing referral letters in English | 4 | 3 | 2 | 1 |
| 35 | Project proposal and research writing in English | 4 | 3 | 2 | 1 |
| 36 | Writing forms (prescriptions, vital signs, discharge and case summaries, etc.) | 4 | 3 | 2 | 1 |
| 37 | Writing reports (case reports, patient care and follow-up reports) in English | 4 | 3 | 2 | 1 |
| 38 | Using computers (word processing, internet) | 4 | 3 | 2 | 1 |
| 39 | Reading  instructions (drug use leaflets, physician decisions) in English | 4 | 3 | 2 | 1 |
| 40 | Attending medical meeting/ conference | 4 | 3 | 2 | 1 |
| 41 | Communicating with colleagues | 4 | 3 | 2 | |
| 42 | Communicating with patients in English | 4 | 3 | 2 | 1 |
| 43 | Communicating with patients' visitors | 4 | 3 | 2 | 1 |

**Part VIII. Students' Learning Styles and Teaching Methods and Aids Preferences**

**In giving answers, please put a mark (√) on the blank spaces.**

44. In the English course, I like learning

Individually____ in pairs_____ in small groups_____ with the whole class_____ other _____

Teaching only by the teacher & no activities_____

Role play_____ debate_____ case _____ projects_____ other_____

45. In the English course, I like learning

By listening and taking notes_____ by repeating what I hear_____

By reading and making notes _____ by getting information for myself _____

46. In the English course, I like learning from

Video/films __Written material __the blackboard/whiteboard__ pictures/posters__ other__

**Appendix B: List of Documents and the Information Need to be recorded**

| No. | Document | Recorded information |
|---|---|---|
| 1 | Patient referral slip | Pre-admission information |
| 2 | Medical history sheet | Chief complaints (e.g. past and present history, assessment, investigation, plan) |
| 3 | Admission paper | Background  information, date … |
| 4 | Reminder card | Indications, type of delivery recommendation for next pregnancy |

| 5 | Vital signs sheet | Daily records of blood pressure, respiratory rate, pulse rate, temperature |
|---|---|---|
| 6 | Request forms | Investigation requests (e.g. laboratory and  radiology requests) |
| 7 | Operation note | The pre and post operation diagnostic and surgery procedure information. |
| 8 | Order sheet | Working diagnosis and signatures of doctors and nurses |
| 9 | Prescription paper | Drugs and their administration ways |
| 10 | Medication administration sheet | The time, type and route of medication/ drug administration |
| 11 | Progress note | Prescribed drugs and all activities after the surgery are written |
| 12 | Discharge summary | Date of admission and discharge and the services and the appointment given |
| 13 | Consent for operation | Names and signatures of the *patient* or family member who permitted the operation on behalf the patient |
| 14 | Payment/cash sheet | Type and amount drugs and their prices to be read by the *patients*. |

**Appendix C: Amharic Version of the Questionnaire**

ለዲግሪ ነርስ ተማሪዎች የተዘጋጀ የጽሁፍ መጠይቅ

ውድ ተማሪዎች፥

የዚህ ጽሁፍ መጠይቅ ዓላማ ስለዲግሪ ነርስ ተማሪዎች የእንግሊዝኛ ቋንቋ ፍላጎት መረጃ ለመሰብሰብ ነው። ስለሆነም ለእያንዳንዱ ጥያቄ የምትሰጠው/ጪው ትክክለኛ ምላሽ ለዚህ ጥናት መሳካት ከፍተኛ ሚና ይኖረዋል። የምትሰጠው/ጪው መረጃ ለጥናቱ ብቻ እንደሚዉልና በምስጢርም እንደሚያዝ አረጋግጣለሁ።

ለሚደረግልኝ ትብብር በቅድሚያ አመሰግናለሁ!

**ክፍል አንድ፦ ግላዊ ዳራ መረጃ**

1. የትምህርት ደረጃ፦ 2ተኛ ዓመት □      3ተኛ ዓ□ት            □

2. ፆታ፦ ወንድ   ሴት □            □

**ክፍል ሁለት፦ እንግሊዝኛ ቋንቋ ለነርስ ሙያ ያለዉ ጥቅም**

ለሚከተሉት ጥያቄዎች ያለህን/ሽን አመለካከት ለማሳየት በሰንጠረዡ ላይ ከ1-4 ከተሰጡት አማራጮች ውስጥ አንዱን በማክበብ አመልከት/ች።

| | ጥያቄዎች | በከፍተኛ ደረጃ ጠቃሚነዉ | ጠቃሚነዉ | በዝቅተኛ ደረጃ ጠቃሚነዉ | አይጠቅምም |
|---|---|---|---|---|---|
| 1 | እንግሊዝኛ ቋንቋ ለነርስ ትምህርት ምን ያህል ጥቅም አለው ብለህ/ሽ ታስባለህ/ታስቢያለሽ? | 4 | 3 | 2 | 1 |
| 2 | እንግሊዝኛ ቋንቋ ለወደፊቱ የነርስነት ሙያ ምን ያህል ጥቅም አለው ብለህ/ሽ ታስባለህ/ታስቢያለሽ? | 4 | 3 | 2 | 1 |
| 3 | እንግሊዝኛ ቋንቋን መጠቀም በት/ርት ውጤታማ ለመሆን ምን ያህል ጥቅም አለው ብለህ/ሽ ታስባለህ/ ታስቢያለሽ? | 4 | 3 | 2 | 1 |
| 4 | እንግሊዝኛ ቋንቋን መጠቀም በትምህርት እና በስራ ላይ የውይይት ክህሎትን ለማዳበር ምን ያህል ጥቅም አለው ብለህ/ሽ ታስባለህ/ታስቢያለሽ? | 4 | 3 | 2 | 1 |

**ክፍል ሦስት፦ የዲግሪ ነርስ ተማሪዎች የእንግሊዝኛ ቋንቋ ፍላጎት፥**

የሚከተሉትን ተግባራት ለማከናወን ምን ያህል የእንግሊዝኛ ቋንቋ እውቀት ያስፈልግዎል/ሻል? (ከ1-4 ከተሰጡት አማራጮች ውስጥ አንዱን አክብብ/ቢ፡፡)

| | ጥያቄዎች | በከፍተኛ ደረጃ ጠቃሚ ነው | ጠቃሚ ነው | በዝቅተኛደ ረጃ ጠቃሚ ነው | አ ይ ጠ ቅ ም ም |
|---|---|---|---|---|---|
| 5 | የፈተናና የቤት ስራ መልስን፥ማስታዎሻና ሪፓርትን በእንግሊዝ ኛቋንቋ መፃፍ | 4 | 3 | 2 | 1 |
| 6 | በእንግሊዝኛ ቋንቋ ከጓደኛና ከመምህር ጋር ለመዋያየትና ጥያቄ መጠየቅ፤ | 4 | 3 | 2 | 1 |
| 7 | መጽሃፍት፥ኢንተርኔትና ማስታዎሻን ማንበብ | 4 | 3 | 2 | 1 |
| 8 | ፕረዘንቴሽን በእንግሊዝኛ ቋንቋ ለማቅረብ | 4 | 3 | 2 | 1 |
| 9 | ሊከቸር፥ውይይት፥ፕረዘንቴሽንንና ኦዲዮን ማዳመጥ | 4 | 3 | 2 | 1 |
| 10 | ስለጤናነክ ጉዳይ በእንግሊዝኛ ቋንቋ መናገር | 4 | 3 | 2 | 1 |
| 11 | ስለጤናነክ ጉዳይ በእንግሊዝኛ ቋንቋ መፃፍና ማንበብ | 4 | 3 | 2 | 1 |
| 12 | ጤና ነክ ትእዛዞችን፥ ሱብሰባዎ ችን፥ ሊከቸርና ውይይቶ ችን መረዳት/ማዳመጥ | 4 | 3 | 2 | 1 |

**ክፍል አራት፦ የእንግሊዝኛ ቋንቋ ኮርስ/ሶፍሞር/ ጥቅም ንበተመለከተ፥**

ዩኒቨርሲቲ ውስጥ የወሰድከው/ሽው የእንግሊዝኛ/ሶፍሞር ኮርስ የሚከተሉትን ተግባራት ለማከናዎን ምን ያህል ጠቃሚ ነው?

| ጥያቄዎች | በከፍተኛ ደረጃ ጠቃሚ ነው | ጠ ቃ ሚ ነ ው | በዝቅተኛ ደረጃ ጠቃሚ ነው | አ ይ ጠ ቅ ም ም |
|---|---|---|---|---|
| 13.ስለጤናነክ ጉዳይ በእንግሊዝኛ ቋንቋ መናገር | 4 | 3 | 2 | 1 |
| 14. ስለጤናነክ ጉዳይ በእንግሊዝኛ ቋንቋ መፃፍ | 4 | 3 | 2 | 1 |
| 15. ጤናነክ መጽሃፍትን፥ጋዜጦችና የመሳሰሉት ንማንበብ | 4 | 3 | 2 | 1 |
| 16.ጤና ነክ ትእዛዞችን፥ ሱብሰባዎችና ሊከቸርን ማዳመጥ | 4 | 3 | 2 | 1 |
| 17. ጤናነክ ጽሁፎችን መተርገም | 4 | 3 | 2 | 1 |
| 18. የእንግሊዝኛ ቋንቋ ፊተናን ማለፍ | 4 | 3 | 2 | 1 |
| 19. ሶፍሞር ኮርስ ለዲግሪ ነርስ ተማሪዎች ጠቃሚ ነው | 4 | 3 | 2 | 1 |

**ክፍል አምስት፦የእንግሊዝኛ ቋንቋ ክሂሎች ለነርስ ትምህርት ያላቸው ጠቀሜታ፥**

የእንግሊዝኛ ቋንቋ ክህሎቶች ለነርስ ት/ርት ስላላቸው ጥቅም በሚከተለው ሰንጠረዥ ላይ ከ1-4 ከተሰጡት አማራጮች ውስጥ አንዱን በማክበብ አመልክት/ች፡፡

| | ጥያቄዎች | በከፍተኛ ደረጃ ጠቃሚ ነው | ጠቃሚ ነው | በዝቅተኛ ደረጃ ጠቃሚ ነው | አይጠቅምም |
|---|---|---|---|---|---|
| 20 | የዕለት ከዕለት ንግግሮችንና ሊክቸሮችን **ማዳመጥ** | 4 | 3 | 2 | 1 |
| 21 | የክፍል ውስጥ ውይይቶችንና ፕረዘንቴሽን **በቃል ማቅረብ** | 4 | 3 | 2 | 1 |
| 22 | መጽሃፍትንና የሊከቸር ማስታዎሻን **ማንበብ** | 4 | 3 | 2 | 1 |
| 23 | የቤት ስራዎችን÷ የጥናት ወረቀቶችን÷ ደብዳቤዎችንና የኢንተርኔት መልእክቶችን **መፃፍ** | 4 | 3 | 2 | 1 |

**ክፍል ስድስት፡- የዲግሪ ነርስ ተማሪዎች የእንግሊዝኛ ቋንቋ ችሎታ ግምገማ÷**

የሚከተሉትን ተግባራት ለማከናወን ምን ያህል የእንግሊዝኛ ቋንቋችሎታ አለህ/ሽ?

| | ጥያቄዎች | ከፍተኛ | መካከለኛ | ዝቅተኛ | በጣም ዝቅተኛ |
|---|---|---|---|---|---|
| 24 | የሪፈራል ወረቀቶችን በእንግሊዝ ኛቋንቋ መፃፍ | 4 | | 2 | 1 |
| 25 | የጥናትና ፕሮጀክት ወረቀቶችን በእንግሊዝኛ ቋንቋ **መፃፍ** | 4 | | 2 | 1 |
| 26 | ፎርማትን (የመድሃኒት ማዘዣዎችን÷ የበሽታ ምልክቶችንና ልዩ ልዩ ማዘዣዎችን) **መፃፍ** | 4 | | 2 | 1 |
| 27 | ሪፖርቶችን (ኬዝሪፖርት÷የበሽተኛ ክትትል ሪፖርትና ወዘተ.) በእንግሊዝኛ ቋንቋ **መፃፍ** | 4 | | 2 | 1 |
| 28 | ኮምፒተር መጠቀም (ልዩ ልዩ ጽሁፎችና ኢንተርኔት) | 4 | | 2 | 1 |
| 29 | በእንግሊዝኛ ቋንቋ የተዘጋጁ ትእዛዞችን (የመድሃኒት መመሪያዎችን÷የሃኪም ዉሳኔዎችን) **ማንበብ** | 4 | | 2 | 1 |
| 30 | ቴናክ ስብሰባዎችን/ኮንፈረንሶችን መከታተል | 4 | | 2 | 1 |
| 31 | ከጓደኛ ጋር በእንግሊዝኛ ቋንቋ መነጋገር | 4 | | 2 | 1 |
| 32 | ከበሽተኛ ጋር በእንግሊዝኛ ቋንቋ መነጋገር | 4 | | 2 | 1 |

| 3 3 | ከአስታማሚ ጋር በእንግሊዝኛ ቋንቋ መነጋገር | 4 | | 2 | 1 |
|---|---|---|---|---|---|

**ክፍል ሰባት፦ የእንግሊዝኛ ቋንቋ ለነርስ የሙያ መስክ ያለው ጥቅም፦**

የሚከተሉት ተግባራት ለወደፊቱ የነርስ የሙያ መስክ ምን ያህል ይጠቅማሉ?

| | ጥያቄዎች | በከፍተኛ ደረጃ ጠቃሚ ነው | ጠቃሚ ነው | በዝቅተኛ ደረጃ ጠቃሚ ነው | እይ ጠቃ ሚ |
|---|---|---|---|---|---|
| 3 4 | የሪፈራል ወረቀቶችን በእንግሊዝኛ ቋንቋ መፃፍ | 4 | 3 | 2 | 1 |
| 3 5 | የጥናትና ፕሮጀክት ወረቀቶችን በእንግሊዝኛ መፃፍ | 4 | 3 | 2 | 1 |
| 3 6 | ፎርማትን (የመድሃኒት ማዘዣዎችን÷ የበሽታ ምልክቶችንና ልዩ ልዩ ማዘዣዎችን) መፃፍ | 4 | 3 | 2 | 1 |
| 3 7 | ሪፖርቶችን (ኬዝሪፖርት÷የበሽተኛ ክትትል ሪፖርትናወዘተ.) በእንግሊዝኛ ቋንቋ መፃፍ | 4 | 3 | 2 | 1 |
| 3 8 | ኮምፒተርመጠቀም (ልዩ ልዩ ጽሁፎችና ኢንተርኔት) | 4 | 3 | 2 | 1 |
| 3 9 | በእንግሊዝኛ ቋንቋ የተዘጋጁ ትእዛዞችን (የመድሃኒት መመሪያዎችን÷የሃኪሙዉ ሳይዎችን) ማንበብ | 4 | 3 | 2 | 1 |
| 4 0 | ጤናነክ ስብሰባዎችን/ኮንፈረንሶችን መከታተል | 4 | 3 | 2 | 1 |
| 4 1 | ከጓደኛ ጋር በእንግሊዝኛ ቋንቋ መነጋገር | 4 | 3 | 2 | |
| 4 2 | ከበሽተኛ ጋር በእንግሊዝኛ ቋንቋ መነጋገር | 4 | 3 | 2 | 1 |
| 4 3 | ከአስታማሚ ጋር በእንግሊዝኛ ቋንቋ መነጋገር | 4 | 3 | 2 | 1 |

**ክፍል ስምንት፦ የተማሪዎች የመማር/ማስተማር ዘዴ ምርጫ፦**

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**በተሰጠው ክፍት ቦታ ላይ የጥረት ምልክት (√) በማድረግመልስ/ሺ**

44. እንግሊዝኛ ኮርስን መማር የምፈልገው፤

በግል___ በጥንድ____ በቡድን____ ክሁሉም የክፍሉ ተማሪ ጋር____

በሮልፕለይ____በክርክር____በኬዝ___በፕሮጀክት___ በመምህሩ ብቻ____ሌላ _____

45. እንግሊዝኛ ኮርስን መማር የምፈልገው፤

ካዳመጥኩት ማስታዎሻ በመዓፍ___ የሰማሁትን በመደጋገም____ ካነበብኩት ማስታዎሻ በመዓፍ___ ከራሴ መረጃን

በማግኘት____ ሌላ_____

46. እንግሊዝኛ ኮርስን መማር የምፈልገው፤

ከቪዲዮ/ ፊልሞች ላይ____ከወረቀት ጽሁፉ ላይ____ከጥቁር/ ነጭ ሰሌዳ ላይ____ከምስል/ፖስተር

ላይ____ከሌላ_____