



# INTERNATIONAL JOURNAL OF CREATIVE RESEARCH THOUGHTS (IJCRT)

An International Open Access, Peer-reviewed, Refereed Journal

## A REVIEW ON ESP WITH REFERENCE TO NURSING

<sup>1</sup> Anderleen Diana Lazarus, <sup>2</sup>Jawahar Philimis, <sup>3</sup> Akil Raj G <sup>4</sup> T Johnknox

<sup>1</sup> Assistant Professor, <sup>2</sup> Assistant Professor, <sup>3</sup> Research Scholar <sup>4</sup> Research Scholar

<sup>1</sup>Department of EFL,

<sup>1</sup>SRMIST, Chennai, India.

**Abstract:** ESP courses have paved the way for many. Conversely, there are limited researchers who have specifically analyzed how effectively ESP is taught or understood with reference to nursing students, their teachers, nurses, and the other people involved in a hospital setup. Also, it is important to note that there is no categorical survey about the challenges faced by ESP learners, particularly with reference to Nursing. Relevant literature suggests that ESP practitioners have to actively indulge in action research as well as keep themselves abreast with the ongoing research in the field of ESP. The findings of this study strongly suggest that no single teaching methodology can be sufficient to address ESP learners' diverse needs. ESP teachers must collaborate with content teachers. It also calls for the teachers and learners to work in unison as teacherlearnership. It recommends a pretest and posttest to be administered at the beginning of the course and at the end of the course. The performance of the course will enable a thorough need analysis. An engaging teaching-learning process and a teacherstudentship will serve as a guide to address the gaps/problems of the learners with regard to communication skills. Once this is sorted out, the learners wouldn't face glitches in their chosen profession that have communication as a component.

**Keywords:** ESP, LSRW skills, nursing, communication skills

## 1. INTRODUCTION

Globally, in the field of higher education, English plays an important role. There has been a greater demand for academic courses in English all over the world (Jordan, 1997). In the integration and modernization trend, English is considered an official language in majority of the countries and the third most spoken language in the world with million native speakers of English. Also, English plays a significant role in the progress of politics, science, culture, technology, international relations, and economics. Hence, the call for learning and teaching English increases for both communication and specific purposes. Now, more focus is on English for Specific Purposes for a reason best known to recruiters and authorities in various domains. It is evident that top recruiting companies in various people-oriented professions often look for competent individuals with intense technical and communication skills. This throws light on the gap in individuals who are good in their subjects but lag due to their inability to use the language effectively as required. With reference to the Indian context, this scenario led to the mushrooming of many language centers. It was looked at as an aspect of making profitable business

as well as it provided an option for learners to learn the language privately. Various English language centers across the nation developed separate language modules to train students. This created business and employment opportunities for many teachers and trainers. The language requirements of students who could afford the money and time to make it to these language training centers successfully overcame the gap/deficiency. While the rest who were dependent on their institutions remained a question unanswered. Patients and colleagues in the health sector feel comfortable with nurses who can communicate effectively. In most cases, nurses appointed face the demand of at least being able to understand/respond in English so as to be employed globally. Since this study focuses on nursing students and their proficiency in communication and how ESP plays a role the data is collected accordingly as far as possible.

## 2. REVIEW OF LITERATURE

Many barriers to providing patient-centered care and communication during nurse-patient interactions originate from healthcare institutional practices or the healthcare system itself. In any language learning setting, specific training in communication skills are essential and interrelated. The need for a lingua franca of science, technology, education, and business has led to the worldwide demand of English for Specific Purpose (ESP). When nursing is taken as a profession, they must ensure that their work meets global standards and this includes communication. Better communication skills will result in a higher quality of care offered to patients. Henly (2006) argued that effective communication is imperative in clinical interactions. He observed that health and illness affect the quality of life, thereby making health communication critical, and that the intimate sometimes overwhelming nature of health concerns can make communicating with nurses and other healthcare providers very challenging.

Robinson (1980) stated that ESP is the teaching of English to students who have specific objectives and purposes that may be professional, academic, scientific, etc. The number of universities offering ESP courses is on the rise to meet the ever-increasing specific needs of students who belong to different fields. Bracaj (2014) has revealed that this increasing demand has “led some higher education authorities and administrators in many countries to claim that ESP should replace EGP, the long-existing practice of English language teaching”. Dudley-Evans and St. John, 1998 presented various reports about the success of different ESP courses during the 1970's and 1980's. Research suggests that ESP learners should be actively involved in the process of the choice of the content materials, curriculum development, and teaching methodology to ensure maximum commitment and motivation of the program participants. Adams-Smith D.E. (1989) has advised that ESP course contents should be kept flexible to accommodate learners' recommendations. He has warned that “it is the kiss of death to ask a class what they would like to study and then ignore every one of their recommendations”.

Needs analysis (NA) is the first stage in the development of ESP courses. Most often this is ignored or taken for granted. (Flowerdew, 2013). It refers to the techniques for gathering and evaluating information associated with course design (Hyland, 2006). But how authentically the need analysis is conducted is a question to reflect on. Chu et al., (2018) conducted a study from 2011 through 2014, Implementing Communication Training Program interventions in a group of 46 nurses and 62 patients, the attitudes of nurses showed gross improvement after a workshop. Not only was there a decrease in patient agitation, but also an increase in knowledge from nurses and patients. Quality of Life (QoL) was also increased.

In addition, Gilbert and Hayes (2009) found the communication strategies that were implemented seemed to be an effective methodology for improving nursing skills. An increasing body of literature highlights the importance of communication skills especially at the time of training (Fallowfield et al., 2002; Wilkinson et al., 2008; Connolly et al., 2014). Nurses play an essential role when serving the health needs of patients; and when there is a need to converse, convince, guide, instruct, make notes, suggest, attend calls, etc. Hence they must be competent to do so. Patients at the hospital have various dilemmas going through their minds and also have to face physical endurances. It is extremely important for nurses to serve their patients with true spirit without reservations, especially in communicating. A language is a tool that must be available and used effectively by the nurses.

According to Basturkmen (2010) and Wu (2014), insufficient numbers of qualified and experienced ESP teachers is another major difficulty in implementing ESP courses. It becomes a dilemmatic obstacle since it is not easy to find qualified ESP because several language teachers feel incompetent and confident in teaching ESP courses. There is an assumption that having novice language teachers to teach ESP may have negative effects on the quality of ESP teaching (Su, 2003; Bouabdallah & Bouyacoub, 2017). That is why specialized ESP training may be a crucial factor to help ESP teachers get the experiences and competencies in being sensitive toward the student's needs. The role of an ESP practitioner as a teacher "becomes more pronounced as the teaching becomes more specific" (Dudley-Evans and St. John, 1998). At times the teacher may not be in the position of being the 'primary knower' of the carrier content. Sometimes the students may know more about the content.

Only an experienced ESP practitioner carries the required "tools, frameworks, and principles of course design" and applies them to new content subjects. It is considered a cardinal mistake on the part of the ESP practitioner to make decisions concerning (syllabus specification in detail, language or target situation analysis, appropriate learning material, classroom methodology, and so on) in a vacuum without having considerable contact with, and insight into, the ecosystem (Adams-Smith, 1989 c.f. Holliday and Cooke, 1983). The teacher must choose and orchestrate a rich mix of classroom activities, and variety in collecting materials and designing their use, especially in the ESP classroom.

Buckley (2000) defines team teaching as a strategy where English teachers and subject specialists work together on setting the plan, conducting the teaching and learning process, and evaluating the learning activities for the same students at the same time to reach the learning objectives in certain subjects. One thing that Ahmed (2014) claims that the duty of ESP teachers is teaching English, not the specific subject matter content. It means that English teachers are only specialized in the language content and have great barriers to understanding and explaining the subject content. Researchers claim that the presence of the two teachers will be more impactful since they can effectively supplement each other in terms of materials, skills, and competencies. Tajino, Stewart, & Dalsky (2016) wrote in their book that team teaching is mandatory to benefit both sides, teachers, and learners.

As the languages nurses use depend on the languages they learn in nursing schools, studies have been conducted to understand the language problems they face Johnson (E.M, 2008). In the healthcare setting, nurses have the privilege of spending more time with the patients and their relatives rather than the doctors. Hence, in this globalized world, nurses have opportunities to meet different patients who speak various other languages hence English is often considered the most essential language to establish communication with all irrespective of one's nationality. Ha, J. F., & Longnecker, N. (2010) when miscommunication occurs, it can have severe negative implications in clinical care such as impeding patient understanding, expectations of treatment, treatment

planning, decreasing patient satisfaction of medical care, and reducing levels of patient hopefulness. Many incidents have revealed that mistakes have been made in the hospital setup both during the training phase and the professional phase owing to the inability to communicate effectively. By understanding the factors that influence patient-physician relationships, nurses must be able to address the barriers in communication, and such training must be provided in ESP classes.

### **Challenges in Developing Communication**

The major success factor lies in the approach of the teacher who must choose to foresee what would be the requirement of language competencies at work and how the language gaps or deficiencies can be compensated. This is what it takes to go beyond what is just prescribed in the syllabus. The dynamics exhibited to complete the syllabus of the particular course as well as develop language skills of the learners is a fulfilled commitment of the teacher. For this a detailed analysis is required to gauge the competencies of the learners. And how to respond to the analysis is what is called the icing on the cake. Making students eligible for only good grades or scores doesn't guarantee employment or sustainability of the students as professionals.

A study by Starr brings up that most of the EAL students are not recognizing their language problems at first, thinking that understanding of conversations in English will be adequate for them (Starr, 2009). Likewise, (Chiang and Crickmore, 2009) pointed out in the analysis of the transition course during the time of problem discussion that even though nursing students evidenced the lowest amount of English proficiency, they required advanced English and the ability to communicate well once they got appointed to work in hospitals. The major cause for communication problems in adult learners is the root level training not being delivered effectively. Language should not only be looked at as a subject but also as language. The aim of the teacher and ESP learner should be of a broader spectrum. The need for enhancing the communication skills of the learner as well as learning all the technical aspects of the chosen profession or field must be embraced by both the learner as well as the teacher.

### **3. METHODOLOGY**

The current study uses the method of secondary data collection. The main reason for selecting this data collection is an effort to review the different researcher's views. With respect to this, the secondary data collection method is more suitable than the primary data collection method. Quantitative research estimation and examination of data requires many elements and is affluent to find out the relation between the attributes. Generally, qualitative research is time-consuming as it involves direct investigation through an interview approach. These two strategies are not applicable to the current research. Due to this reason, the present study does not involve examining the association between any variables and it is not feasible to obtain the relevant information directly from nursing students in different areas. To understand these issues, the current study adopted a secondary method of data collection. It is time-saving with reduced bias and higher feasibility in understanding the problem. Distinct resources like peer journals, textbooks, magazines, and databases in academics such as Springer, Emerald, EBSCO, Proquest, and some other indexed journals were considered. The present research engages in reviewing ESP with reference to nursing. In order to collect the reviews, the researcher utilized distinct keywords to identify articles with respect to ESP learners/LSRW skills/nursing courses, etc.

#### 4. RESULTS AND DISCUSSION

The communication skill gap creates hindrances in the workplace and poses many challenges to the learners themselves, which must be accepted. In ESP teaching, the term “practitioners” is being used instead of teachers to emphasize that ESP pedagogy involves much more than that of teaching. Furthermore, the following five key roles have been identified for ESP practitioners who need to discharge their work as 1) teacher, 2) course designer and material provider, 3) collaborator, 4) researcher, and 5) evaluator. The findings suggest that no single teaching methodology can be sufficient to address the diverse and peculiar needs of ESP. It has been found that while understanding the demands of ESP teaching it should not be restricted only to the instructional settings. Therefore ESP teaching calls for extremely professional behavior on the part of ESP teachers, and learners.

#### 5. CONCLUSION

In conclusion, it transpires that an eclectic approach has been adopted worldwide to solve this daunting obstacle. ESP practitioners should consider ESP learner’s individual learning factors such as their learning styles, attitudes, motivation, learning strategies, etc. as well as local culture and academic ecosystem to ensure effective learning. It may be summed up that as the learners’ personalities as well as the learning contexts, are diverse and peculiar, there is an unavoidable need to choose to match pedagogical methodologies.

Also instead of identifying challenges of nursing students in the clinical learning environment we could improve training and enhance the quality of ESP offered to the students before they become professionals. Throughout the available literature, there is a strong advocacy to actively involve ESP learners as well as practitioners. However, this study highly recommends the teacher, as well as the learner to work in partnership so as to achieve the goal of developing or enhancing the communication skills of the learner in addition to completing the syllabus or scoring grades.

The pattern of teacher and learner working in a partnership may be referred to as teacherlearnership. A successful teacherlearnership can be established by motivating the students, exposing them to the realities of the chosen profession (i.e.) the trend of the job, the expectations, employment opportunities, salaries offered based on skills both soft skills and technical skills, global requirements, etc.

In conclusion, a pre-test can be administered to students at the beginning of the ESP course. The results of the pre-test must be carefully analyzed and a module to enhance language skills can be prepared. This will serve as a guide to the ESP teacher to keep track of the progress of the learners. It will also guide the teacher on aspects that learners are yet to be trained in or require more training. To be precise, it is about filling in what the learner is not trained/taught with regard to communication aspects. Most importantly this module must not be taught in isolation but parallel to the chosen professional course. The teacher must monitor the performance of the learners and design suitable activities to make the teaching-learning progress beneficial as well as engaging. A post-test can be conducted at the end of the ESP course to identify if the learners have progressed, this will also reveal if the learners have gained the required competency to communicate as required. This will increase their chances of being employed globally.

## REFERENCES

1. Adams-Smith, D. E. (1989) 'ESP and local situation', in Peterson, P. W. (ed.) *ESP in Practice*. Washington, D.C., United States: English Language Programs Division, pp. 64–67.
2. Ahmed, Mohammad 'Issues in ESP (English for Specific Purposes)' VL - 4 JO - ELT VOICES – INDIA INTERNATIONAL JOURNAL FOR TEACHERS OF ENGLISH
3. Bracaj, M. (2014). *Teaching English for Specific Purposes and Teacher Training*. European Scientific Journal 10.2, 40-49.
4. Beare, K. (2017) *How Many People Learn English? Thoughtco*.
5. Chiang, V. and Crickmore, B.-L. (2009) 'Improving English Proficiency of Post-Graduate International Nursing Students Seeking Further Qualifications and Continuing Education in Foreign Countries', *The Journal of Continuing Education in Nursing*, 40(7), pp. 329–336.
6. Chu, C.H., Sorin-Peters, R., Sidani, S., De La Huerta, B., & McGilton, K. S. (2018). An interprofessional communication training program to improve nurses' ability to communicate with stroke patients with communication disorders. *Rehabilitation Nursing* 43(6), E25-E34.
7. Connolly, M. *et al.* (2014) 'The Impact of the SAGE & THYME Foundation Level Workshop on Factors Influencing Communication Skills in Health Care Professionals', *Journal of Continuing Education in the Health Professions*, 34(1), pp. 37–46..
8. Coupland, J. and Coupland, N. (2001) 'Roles, responsibilities and alignments: multiparty talk in geriatric care', in Hummert, M. L. and Nussbaum, J. F. (eds) *Aging, Communication and Health; Linking Research and Practice for Successful Aging*. Mahwah: Lawrence Erlbaum, pp. 121–173.
9. Donnelly, T. T., McKiel, E. and Hwang, J. (2009) 'Factors influencing the performance of English as an Additional Language nursing students: instructors' perspectives', *Nursing Inquiry*, 16(3), pp. 201–211.
10. Dudley, Evans (general ed.). *Nucleus Series*. Longman. Google Scholar
11. Eslami, Z. R. (2010) 'Teachers' Voice vs. Students' Voice: A Needs Analysis Approach of English for Academic Purposes (EAP) in Iran', *English Language Teaching*, 3(1). Fallowfield, L. *et al.* (2002) 'Efficacy of a Cancer Research UK communication skills training model for oncologists: a randomised controlled trial', *The Lancet*, 359(9307), pp. 650–656.
12. Flowerdew, J. 2013. *Discourse in English Language Education*.
13. Guhde, J. A. (2003) 'English-as-a-Second Language (Esl) Nursing Students: Strategies for Building Verbal and Written Language Skills', *Journal of Cultural Diversity*, 10(4), pp. 113–7.
14. Gunn-Lewis, J. and Smith, L. (1999) 'Developing communication skills for clinical practice: From Chinese doctor to New Zealand nurse', in *HERSA Annual International Conference*. Melbourne, Australia: HERSA
15. Flowerdew, Lynne. (2012). *Needs Analysis and Curriculum Development in ESP*. 10.1002/9781118339855.ch17.
16. Henly SJ. Health communication research for nursing science and practice. *Nurs Res [Editorial]* 2016:257–8.
17. Jordan, R. R. (1997) *English for Academic Purposes*. Cambridge: Cambridge University Press.
18. Karimkhanlouei, G. (2012) 'What do Medical Students Need to Learn in Their English
19. Jennifer Fong Ha and Nancy Longnecker (2010), *The Ochsner Journal*, Volume 10
20. Johnson E.M. An investigation into pedagogical challenges facing international tertiary-level students in New Zealand. *High. Educ. Res. Dev.* 2008;27:231–243.
21. Müller, A. (2011) 'Addressing the English language needs of international nursing students', *Journal of Academic Language & Learning*, 5(2), pp. 14–21.

21. Robinson, P. C. (1980). ESP (English for Specific Purposes). Oxford: Pergamon Press.
22. Tang, A. C. Y., Wong, N. and Wong, T. K. S. (2015) 'Learning experience of Chinese nursing students in an online clinical English course: Qualitative study', *Nurse Education Today*, 35(2), pp. 61–66.
23. Tajino, A., & Tajino, Y. (2000). Native and non-native: what can they offer? Lessons from team-teaching in Japan. *ELT Journal*, 54(1), 3-11.
24. Tajino, A., Stewart, T., & Dalsky, D. (2016). Team teaching and team learning in the language classroom: Collaboration for innovation in ELT. New York, NY: Routledge.
25. Wilkinson, S. (1991) 'Factors which influence how nurses communicate with cancer patients', *Journal of Advanced Nursing*, 16(6), pp. 677–688.

