

A study to assess the English language learning anxiety among 1st year nursing students.

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Abstract: Anxiety is a feel that emerges out of fear and uneasiness. It causes restlessness and tension. We feel anxiety while facing a difficult problem at work, while appearing for Exam, attending an interview, when we have to take important decisions. The aim of the study was to assess level of English language learning anxiety among 1st year nursing students. A Quantitative study of 100 students from I year B.Sc. Nursing by Purposive sampling technique. The student's level of English language learning anxiety was assessed by using a five point, self – structured, English Language Anxiety assessment Scale. Out of 100 samples, 71(71%) had low level of English Language learning anxiety and 29(29%) had moderate level of English Language Learning anxiety. The demographic variables had not shown statistically significant association with the level of English language learning anxiety among I Year Nursing Students. Good communication skills relate with better patient outcomes and employee satisfaction, necessary steps can be taken to practice the language skills to reduce the level of language anxiety.

Key Words: English language learning, Anxiety, Nursing Students.

1. INTRODUCTION:

Anxiety is a feel that emerges out of fear and uneasiness. It causes restlessness and tension. We feel anxiety while facing a difficult problem at work, while appearing for Exam, attending an interview, when we have to take important decisions. ^(1,2)

This anxiety is related with language learning too. Classroom atmosphere, teacher-student relationship, the feeling of embarrassment are some factors that lead to anxiety. The main cause of language anxiety is the fear of making mistakes, while practicing the different skills of the language. Language learners are also afraid of being mocked or laughed at by others. ⁽³⁾

It has been found that many students are put up with fear to practice English language, simply because they lack in the competency of the language skill. Various reasons stand behind this are lack of English foundation, lack of confidence, non- qualified teachers, inappropriate curriculum, lack of practice, fear of making grammatical errors etc., Though anxiety prevails with almost many language learners, we have to find some effective ways to get rid of it. ^(4, 5)

Language anxiety is a result of learner induced fear due to erroneous beliefs on language learning that occurs when learners have to perform certain tasks in a Language in which they are not competent. Various other factors could also be there that stand on the way of language learning, a detailed investigation on such factors will be helpful to both the teachers and the learners to alleviate the level of anxiety in the class room setting to promote learner's performance in the target language. ⁽⁶⁾

In the present scenario, being skillful in using English Language is a must for there is wide opportunity for the present generations to get their recruitment at any corner of the world. English, being acknowledged as an international language acts as a common language of the world. Being skillful in the language becomes mandatory to be recruited either inside one's own country or outside. ⁽⁷⁾

Many studies are there, supporting the view that multiple factors are there to cause language learning anxiety like lack of confidence, fear of making errors, social cultural differences gender among the students, lack of basic language competency etc.,⁽⁸⁾

English language competency is highly recommended for health care workers like doctors, Nurses and technicians for they need to understand and reciprocate the feelings of their patients. Among the Health care workers, the nurses are the one, who stands as service providers to patients dealing with doctors, technical staff and relatives of patients. They need to be an exceptional communicators to convey messages clearly and to share words of compassion to the suffering. Though English language competency is essential to avoid miscommunication in the health care system, it holds its importance in attending foreign recruitment examinations like, OET, IELTS etc.^(9, 10, 11)

The language, that plays a pivotal part in the personal and professional development of health care workers need to be carefully analyzed to stay away from such psychological factors that hinders the language acquisition. A detailed investigation on such factors will be helpful to both the teachers and the student nurses to alleviate the level of anxiety in the class room setting to promote learner's performance in the target language.

2. MATERIALS & METHODS:

Design: A Quantitative study was adapted for the present study.

Sample Size: A sample of 100 students from I year B.Sc. Nursing

Sampling Technique: Purposive sampling technique was used to select the sample.

Data collection Procedure: The formal setting permission was obtained from concerned authorities. The data was collected at B.Sc. (N) I Year classroom, using a five point, self – structured, Likert scale with the options strongly agree, agree, neither agree nor disagree, Disagree, strongly disagree bearing the values 5,4,3,2and 1 respectively. These values were summed up and the scores were analysed statistically and the score was also associated with selected demographical variables collected from the students.

3. RESULTS:

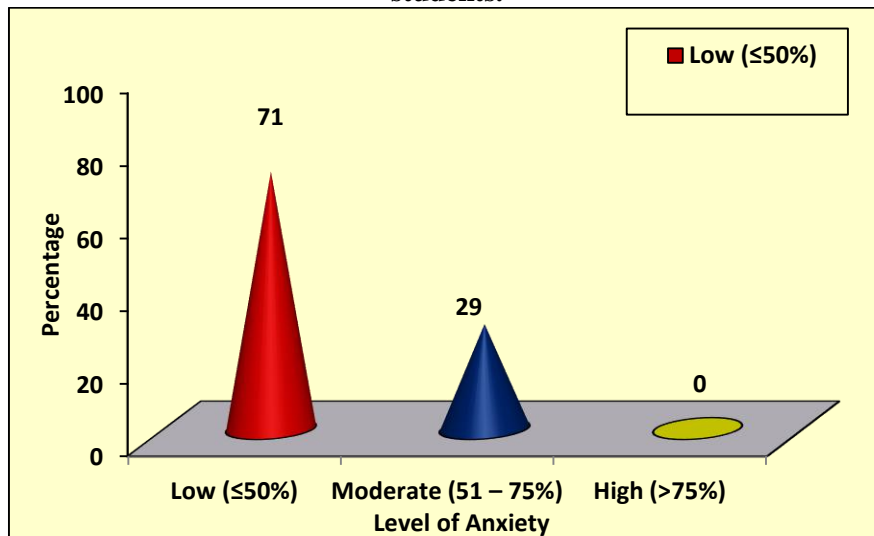
Distribution of demographic variables among I Year Nursing Students, majority of the I Year Nursing Students 78(78%) were female, 66(66%) were literate, 74(74%) had studied in English medium at school, 58(58%) were residing in rural area, 66(66%) had secured 71% and above marks in higher secondary examination. (**Table 1**)

Table 1: Frequency and percentage distribution of demographic variables among I Year Nursing Students

Demographic Variables	No.	%
Gender		
Male	22	22.0
Female	78	78.0
Educational qualification of parents		
Literate	66	66.0
Illiterate	34	34.0
Student's medium of education at school		
English	74	74.0
Tamil	26	26.0
Residence		
Rural	58	58.0
Urban	39	39.0
Semi – Urban	3	3.0
Higher secondary Examination scores		
Below 50%	1	1.0
51 – 60%	7	7.0
61 – 70%	26	26.0
71% and above	66	66.0

Frequency and percentage wise distribution of level of English language learning anxiety among I year nursing students, majority 71(71%) had low level of English Language learning anxiety and 29(29%) had moderate level of English Language Learning Anxiety among I Year Nursing Students. (Figure 1)

Figure 1: Percentage wise distribution of level of English language learning anxiety among I year nursing students.



Mean and standard deviation of English Language learning anxiety scores among I Year Nursing students, the mean score of anxiety was 71.03 ± 17.89 and the median score was 72.0. The minimum score was 33.0 and the maximum score was 106.0. (Table 2)

Table 2: Mean and standard deviation of English Language learning anxiety scores among I Year Nursing students

English Language Learning Anxiety	Score
Minimum score	33.0
Maximum score	106.0
Median	72.0
Mean	71.03
S.D	17.89

The demographic variables had not shown statistically significant association with level of English language learning anxiety among I Year Nursing Students. (Table 3)

Table 3: Association of level of English Language learning anxiety among I Nursing students with their selected demographic variables

Demographic Variables	Low		Moderate		High		Chi-Square Value
	No.	%	No.	%	No	%	
Gender							$\chi^2=1.943, d.f=1, p=0.163 N.S$
Male	13	13.0	9	9.0	-	-	
Female	58	58.0	20	20.0	-	-	
Educational qualification of parents							$\chi^2=0.749, d.f=1, p=0.387 N.S$
Literate	45	45.0	21	21.0	-	-	
Illiterate	26	26.0	8	8.0	-	-	
Student's medium of education at school							$\chi^2=0.074, d.f=1, p=0.786 N.S$
English	52	52.0	22	22.0	-	-	
Tamil	19	19.0	7	7.0	-	-	

Demographic Variables	Low		Moderate		High		Chi-Square Value
	No.	%	No.	%	No.	%	
Residence							$\chi^2=1.287$ d.f=2p = 0.525N.S
Rural	41	41.0	17	17.0	-	-	
Urban	27	27.0	12	12.0	-	-	
Semi – Urban	3	3.0	0	0	-	-	
Higher secondary Examination scores							$\chi^2=1.238$ d.f=3p = 0.744N.S
Below 50%	1	1.0	0	0	-	-	
51 – 60%	6	6.0	1	1.0	-	-	
61 – 70%	18	18.0	8	8.0	-	-	
71% and above	46	46.0	20	20.0	-	-	

4. DISCUSSION:

A Quantitative study was used to select the sample; Total 100 students from I year B.Sc. Nursing were selected by Purposive sampling technique. The aim of the study was the level of English language learning anxiety among 1st year nursing students

With regard to gender of the samples, 78 out of 100 (78%) were female and only 22 samples were male. It depicts that female were more in number than male. Regarding the literacy level of parents, 66 out of 100 that is (66%) of the parents were literates and 34 that is (34%) were illiterates. It shows that the literate parents were moderately higher than the illiterate Parents. Concerning the medium of Education of the samples 74 out of 100, (74%) were from English medium and only 26 samples, that is 26% were from Tamil medium. With regard to the residential area 39 out of 100 (39%) were residing in urban places, only 3 out of 100 (3%) samples were from semi urban areas and maximum samples that is 58 (58%) were from rural areas. In regard to the higher secondary Examination overall scores, only one out of 100 has secured below 50%, 7 out of 100 (7%) had secured between 51- 60%, 26 out of 100 (26%) had secured between 61- 70% , and 66 out of 100 (66%) had secured above 71 marks.

In relation to Frequency and percentagewise distribution of English Language Learning Anxiety among I Year Nursing Students, out of 100 samples, 71(71%) had low level of English Language learning anxiety and 29(29%) had moderate level of English Language Learning anxiety.

The study findings were similar to Yusuf Mehdi and Sharvan Kumar ⁽¹²⁾ (2019) conducted a study on “English Language Anxiety and its impact on the Communicative Performance of the Learning w.r.t the Students of B-Schoolers in Delhi NCR, India”. The study reported that Anxiety due to potential social evaluation stands so strong that almost 64 % students accepted that they compare themselves with others in the language class. Almost 67% students believe that their equivalents speak better English than themselves.

With respect to Association of level of English Language learning anxiety among I Year Nursing students with their selected demographic variables, the demographic variables had not shown statistically significant association with the level of English language learning anxiety among I Year Nursing Students.

5. CONCLUSION:

Findings of the study were discussed based on the objectives. It represents that the demographic variables had not shown statistically significant association with the level of English language learning anxiety among I Year Nursing Students.

IMPLICATIONS:

The Findings of the study has implications in different aspects of Nursing profession like Nursing practice, Nursing Education, Nursing administration and Nursing research by assessing the English language learning anxiety among 1st year Nursing students.

NURSING PRACTICE:

Facilitate nursing students to stay hopeful in using English language skills, to reduce their level of language anxiety, to perform well as a student and as a Nurse.

NURSING EDUCATION:

More practice sessions can be recommended to reduce the level of language anxiety.

NURSING ADMINISTRATION:

Since Good communication skills relate with better patient outcomes and employee satisfaction, necessary steps can be taken to practice the language skills to reduce the level of language anxiety.

NURSING RESEARCH:

Researches can be carried out on factors that facilitate student nurses to practice English language without anxiety.

6. RECOMMENDATIONS:

- ✓ The study can be done to various other nursing courses.
- ✓ The study can be done to students, who had their schooling in Tamil medium.

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