

**PERCEPTION OF PCL NURSING STUDENTS ON
DEVELOPING COMMUNICATIVE COMPETENCE IN
ENGLISH**

**A Thesis Submitted to the Department of English Education
In Partial Fulfillment for the Master of Education in English**

**Submitted by
Manorma Kumari Shah**

**Faculty of Education
Tribhuvan University
Kathmandu, Nepal**

2016

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DECLARATION

I hereby declare that to the best of my knowledge, this thesis is original; no part of it was earlier submitted for the candidature of research degree to any university.

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Manorma Kumari Shah

DEDICATION

*Dedicated
To
My parents*

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I would like to express my sincere gratitude to my respective guru and thesis supervisor **Mr. Raj Narayan Ray Yadav**, Reader, Department of English Education, T.U., Kirtipur for his intellectual and academic guidance, ideal suggestions and encouragements to bring this thesis in this form from the very beginning.

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Date: 03-04- 2016

Manorma Kumari Shah

ABSTRACT

The present study entitled '**Perception of PCL Nursing Students on Developing Communicative Competence in English**' was carried out to explore the views of PCL Nursing students towards developing communicative competence in English and their English textbook. I used both primary and secondary sources of data. The population of the study consisted of sixty informants. All of them were students of PCL nursing from two nursing colleges of Kathmandu. In order to find out the perception, a set of questionnaires was used. Data collected from field were tabulated and analyzed applying simple statistical tools. I used tables, bar diagrams and pie- charts to analyze and present the collected data. From the collected data I found that PCL nursing students are positive towards developing communicative competence in English. They wanted to talk in English. They loved and respected the people who speak English. Moreover, they wanted to teach English to their children and liked the schools which are focusing English from the very beginning. Though they faced difficulty in learning vocabulary items, poems and essays, they felt that their English textbooks are neither too difficult nor too easy.

This thesis consists of five chapters. Chapter one consists of general background, statement of problems, objectives and significance of the study. Similarly, chapter two contains review of related literature and conceptual framework. Chapter three contains methodology adapted in course of study i.e. sources of data, tools for data collection, sampling procedures and limitations of the study. Chapter four presents the analysis and interpretation of result on the basis of data obtained through primary sources. Chapter five includes summary, conclusion and implication which are derived and suggested with the help of analysis and interpretation of data. References and appendices are included at the end of this work to make it more valid.

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LIST OF ACRONYMS AND ABBREVIATIONS

%	Percentage
CUP	Cambridge University Press
Dr.	Doctor
e.g.	for example
ELT	English Language Teaching
et al.	and other people
etc.	etcetera
i.e	that is
M.Ed	Master in Education
Mr.	Mister
No.	Number
OUP	Oxford University Press
Prof.	Professor
Regd.	Registration Number
SLA	Second Language Acquisition
T.U.	Tribhuvan University
UNESCO	United Nations Educational Scientific and Cultural Organization
UN	United Nations

CHAPTER: ONE

INTRODUCTION

The present research entitled as "Perception of PCL Nursing Students on Developing Communicative Competence in English" explores their view towards Developing Communicative Competence in English and analyzes their opinion about it. The introduction section of the thesis consists of the background of the study, statement of the problem, rationale of the study, objectives of the study, research questions or hypothesis, significance of the study, delimitation of the study, and operational definition of the key terms.

1.1 Background of the Study

Language is the most widely used means of communication. Human beings use elaborated communication system by means of language. It is a means by which we express our feelings, thoughts, ideas, experiences, desires, emotions, etc. Language, therefore, is at the centre of human life, and it is used for various purposes such as academic, official, personal social and so on. Finocchiaro (1964) states: "Language is a system of arbitrary, vocal symbols which permit all people in a given culture, or other people who have learned the system of that culture, to communicate or to interact" (as cited in Brown, 1994, p. 4). Language is the medium by which communication is both conveyed and received. To understand and communicate meaning it is necessary to examine the theoretical basis of word conceptualization. The determinants of understanding language however are somewhat elusive and idiosyncratic by nature. This paper will examine briefly the development of language and how language is used in the health care setting, while recognizing that nursing is an internationally recognized profession. In nursing, language is used to facilitate quality care and inform and educate recipients of that care. In today's somewhat litigious society, it

is essential that what is transmitted is commonly interpreted by nurses and patients alike. Questions are posed relating to an elitist language for nurses and its placement for communicating with other health care professionals. Through exploring language with a small group of nurses, this paper alludes to consumer expectations; how nurses use a common language; and where and when they move toward a more elitist communication. The paper examines consumer expectations of health care communication and how it facilitates consumer choice and the quality care agenda.

Language is a voluntary vocal system of human communication. Language is widely used as a means of communication through which we share thought, feelings and emotions. It is the possession of only human beings. Language, simply, is the system of human communication. For Crystal (2003) "language at its most specific level refers to the concrete act of speaking, writing or signing in a given situation." Language is the most widely used means of communication. According to Todd (1987, p. 6), "A language is a set of signals by which we communicate". Human beings use elaborated communication system by means of language. It is a means by which we express our feelings, thoughts, ideas, experiences, desires, emotions, etc. Language, therefore, is at the centre of human life, and it is used for various purposes such as academic, official, personal social and so on. Finocchiaro (1964) states: "Language is a system of arbitrary, vocal symbols which permit all people in a given culture, or other people who have learned the system of that culture, to communicate or to interact" (as cited in Brown, 1994, p. 4). Similarly, Wardhaugh (1972) defines language as "... a system of arbitrary vocal symbols used for human communication" (p. 3). Language makes human being able to share or exchange their ideas, thoughts and feelings.

There are many languages in the world. Among them English is the most widely used language today because it has gained the status of international language. The English language is also known as the global language. Sthapit et al. (1994, p. 1) supported English language by the following quotation:

More than 60 countries of the world use English as an official language. One third books of the world have been written in English language and more than 350 million people of the world speak English as their native language. It has the largest vocabulary, perhaps as many as two million words and one of the noblest bodies of literature.

Therefore, English has become indispensable vehicle to the transmission of modern civilization into the nation. It is the passport through which anyone can visit the whole world and anyone who knows English can enjoy the advantages of the world citizens. Crystal (1990) says: "Over two thirds of the world's scientists write in English language is the modern need in the global context" (p. 7). In Nepal, the English language is taken as a foreign and modern language. The beginning of English education in Nepal is closely connected with the rise of the Rana regime. The formal beginning of English language teaching was started when Janga Bahadur Rana established Darbar School in 1910 B.S. Since then the English language was introduced in Nepal.

All normal human beings acquire a language in the first few years of life. The knowledge acquired is largely of an unconscious sort. This is the first language which a child is exposed directly after birth. On the other hand, second language acquisition (SLA) is a complex process of language learning. Many interrelated factors such as learners' personal background, situation, and social factor can affect second language learning. SLA is not a predictable phenomenon. There is no single way in which a learner learns second language. According to Ellis (1985, p.6), "SLA refers to the sub-conscious or conscious process by which a language other than the mother tongue is learnt in natural or tutored setting." Setting of second language learning is normally formal. SLA is a complex field whose focus is the attempt to understand the processes underlying the learning of a second language (Gass and Selinker, 2009). In this way, second language learning is slightly different from first language acquisition because a second language

learner tries to generalize the rules with his/ her first language. English is a foreign language for Nepali learners so it requires conscious and deliberate effort from the part of the learners. As Sthapit's diff-diff hypothesis mentions, differences between first language and second language make difficult to learn the second language; "Greater the differences greater the difficulties". Therefore, similar languages are said to be easier to learn. Moreover, certain aspects are easier for young learner and some aspects of language are easier for adults. It is said that it is easier for children to get mastery over the pronunciation of sounds and grammar is easier for adult learners to get mastery over.

Many languages exist in the world. Among them, English is the most important and dominant language. English is a lingua franca, it has gained the status of international language, is extremely important in the context of Nepal as well. Therefore, it is taught and learnt for general purpose i.e. for communication as well as for specific purpose (field) like education, medicine, language and literature, business, politics, science and technology and so on. In nutshell, English is prominent language and has a global significance.

1.2 Statement of the Problem

English has become indispensable vehicle to the transmission of modern civilization into the nation. It is the passport through which anyone can visit the whole world and anyone who knows English can enjoy the advantages of the world citizens. In general, the most popular language is English. In this computer age, English is the only language that anyone can understand. It is clear that the English language has become more dominant around the world. There is no doubt that, the English is language of communication between the people with different cultures. Considering the importance of English, It is a proper language that is easily understandable and it is absolutely necessary for all those reports and patient care forms one would be filling out. If a disease process is well defined, it is much easier to begin an effective therapy.

In nursing profession, improving ones English language is very essential in enhancing ones communication skills. Communication serves as the ultimate heart and soul of every human experience. An effective form of communicating with people is a combination of developing speaking, writing and listening skills. Improving once grammatical skills in speaking and writing in the English language is an advantage when one is going to apply for a job in other countries. One must keep into consideration that a lot of international employees easily get hired from renowned hospitals and health care systems worldwide because of their highly improved grammar in speaking and writing English.

Therefore, English language is out most for the PCL nursing students for their professional as well as academic brilliant. It helps them to interact with the Nepalese and foreigner patients. But in context of our country Nepal most of the Nursing professionals have got communication problem to their patient due to lack of knowledge about English language. They also get many problems regarding their subject matter to understand in English language. Most of the textbooks are in English language, but they don't have sufficient knowledge in English language. Hence, this study is going to find out the perception of PCL nursing students on learning English language for enhancing their professional development and academic brilliant.

1.3 Objectives of Study

The objectives of the present research work are as follow:

1. To explore the views of PCL Nursing students on developing communicative competence in English.
2. To find out their perception on English textbook.
3. To suggest some social and pedagogical implications.

1.4 Research Questions

The research questions of my study are as follows:

1. What is their attitude on developing communicative competence in English?

2. Is it significant in terms of professional development and academic brilliant?
3. Do they think that English language is way to determine the best nursing professional?
4. Are their English Textbooks helpful to develop communicative competence?

1.5 Significance of the Study

The present research work is significant to language planner, social workers, and policy makers because it has explored the educational view of PCL nursing students towards learning English language and identified their attitudes of learning English in terms of professional and academic brilliant. Since the study aims to find out the views on the English textbook, its contribution directly goes to English teachers, students course designers and text book writers. Some improvements can be made if needed. This research is important to the people who are directly or indirectly involved in teaching and learning of English. Finally, this study has significant contribution to further researches in the similar field.

1.6 Delimitation of the Study

The study has the following delimitations:

1. The study was delimited to the two nursing colleges of Kathmandu valley (Kathmandu Model Hospital School of Nursing and Nepalese Army Institute of Health Science College of Nursing).
2. This study was delimited to the data collected through questionnaire.
3. It was limited to open-ended and close-ended questions.
4. It was limited to class room, library and hospital for nursing students only.

1.7 Operational Definition of Key Terms

Definitions of the key terms are as follows:

1. **Perception on learning English Language:** Insight or view towards English language.
2. **Professional development:** Professional development refers to skills or knowledge attained for both personal and career advancement.
3. **Communicative competence:** Communicative competence refers to the theoretical knowledge about anything.

CHAPTER: TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

Literature review is a very important component of a researcher. It is the description of the literature, which is related to a particular topic or field. This part of the research work includes review of related theoretical literature, empirical literature, implications of the reviewed literature and conceptual framework of the study.

2.1 Review of Related Theoretical Literature

This sub-section deals with different theoretical perspectives related to English language teaching in Nepal, scope of English language, importance of English in nursing profession, need of English language in present day, role of nurses in modern society, barriers in girls' education and nursing program in Nepal.

2.1.1 English Language Teaching in Nepal

Every human being needs to be educated and exposed to the English language to communicate in international level. English is known as global language. It has wider coverage in the world. English is learnt in order to communicate with a large number of people with various linguistic backgrounds.

English in Nepal was taught and learnt as a foreign language long ago especially in formal and academic sectors. In the early 1980s, Nepal government commissioned a survey team under Alan Davies, which came out as Davies report after an extensive study of the ELT situation in Nepal. Based on the study, the survey reported that overall situation of English was quite low in comparison to the amount of resources invested in terms of time and money towards the English language (teachers, their trainings, textbook and other materials). Therefore, the report recommended that English should be started

from grade eight instead of four and be taught more intensively because even less amount of it would be enough for Nepal. Until then all education system was under the hold of the government.

Later on, private sector came to the fore, which promoted the decentralization of education system of the country and the entrepreneurs wanted to invest on education that is by opening up private schools and colleges in parallel with those of the government sector. In response to the public demand and call of the time, people started opening up private English medium schools. They were confined to the urban centre, which attracted mostly high income group population. Gradually, in a span of three decades, today English medium schools have been increased rapidly far and wide to each and every corner of the country. As a whole, private school showed better performances than the governmental schools.

2.1.2 Scope of English Language

English is now widely spoken all over the world. We know that it is used in almost all the areas, for example mass media, trade, international diplomacy, conferences, seminars, international journals and so on. It has gained the position of prestigious language and has a huge store of literature. English is also the official language of United Nations (UN). In Nepal today, out of approximately 31 thousand primary to higher secondary schools, almost half of the numbers are English medium ones (Singh, 2010). In such schools all subjects except national language Nepali are being taught in English medium whereas in government owned public schools, all subjects are taught in Nepali language.

People have always given high importance to the teaching and learning of English. The reason behind this is that it is helping them to get different opportunities available within or beyond the borders in one hand; it stands for quality education and attractive carrier opportunities on the other. In Nepal, English has the status of a foreign language for years, no particular speech community as such uses English language for day to day oral

communication. The use of English is confined in formal situations and academic purposes. However, we can see that the new generation is being almost bilingual and multilingual. International seminars conferences and sessions are held in English in Nepal. There are about 50 regular publications including dailies, weeklies, and magazines in English. Most of the academic journals however published in English as English is considered to be the language of intellectual discourse. Most of the research reports and dissertations are also produced in English. Almost all the textbooks for all subjects including the English language from primary to graduate level are written, compiled, edited and translated by Nepali writers. It means the use of English is growing in Nepal day by day. David Crystal has mentioned in encyclopedia of the English language, Nepalese English of standardizing variety is emerging gradually. Thus, English is a common language for the oppressed and the oppressors the democrat and the dictators for putting them before the world, ultimately, we are in need of more English to guarantee humanity, democracy and peace (Bhattarai, 2006 cited in Singh 2010).

2.1.3 Developing Communicative Competence in English

Communication is a process by which information is exchanged between individuals through a common system of symbols, signs, or behavior. In other words, the goal of communication is shared meaning and the primary function of communication research is to generate new knowledge about how best to maximize the achievement of goals. It is a natural event. The field of communication focuses on how people use message to generate meaning within and across various context, culture, channels, and media.

In this way, *Spitzberg* (1988) defined communication competence as "the ability to interact well with others" (p.68). He explains, "the term 'well' refers to accuracy, clarity, comprehensibility, coherence, expertise, effectiveness and appropriateness" (p. 68). A much more complete operationalization is provided by Friedrich (1994) when he suggests that communication competence is best understood as "a situational ability to set realistic and appropriate goals and to maximize their achievement by using knowledge of self,

other, context, and communication theory to generate adaptive communication performances."

Communicative competence is measured by determining if, and to what degree, the goals of interaction are achieved. As stated earlier, the function of communication is to maximize the achievement of "shared meaning." Parks (1985) emphasizes three interdependent themes: control, responsibility, and foresight; and argues that to be competent, we must "not only 'know' and 'know how,' we must also 'do' and 'know that we did'" (p. 174). He defines communicative competence as "the degree to which individuals perceive they have satisfied their goals in a given social situation without jeopardizing their ability or opportunity to pursue their other subjectively more important goals" (p. 175). This combination of cognitive and behavioral perspectives is consistent with Wiemann and Backlund's (1980) argument that communication competence is:

The ability of an interactant to choose among available communicative behaviors in order that he may successfully accomplish his own interpersonal goals during an encounter while maintaining the face and line of his fellow interactants within the constraints of the situation. (p. 188) A useful framework for understanding communication competence was designed by Spitzberg & Cupach (1984) and is known as the component model of competence because it is comprised of three specific dimensions: motivation (an individual's approach or avoidance orientation in various social situations), knowledge (plans of action; knowledge of how to act; procedural knowledge), and skill (behaviors actually performed).

The component model asserts that communication competence is mutually defined by the interdependency of the cognitive component (concerned with knowledge and understanding), the behavioral component (concerned with behavioral skills), and the affective component (concerned with attitudes and feelings about the knowledge and behaviors) by interactants in an interpersonal encounter within a specific context. Rubin (1985) explains that communication competence is "an impression formed about the

appropriateness of another’s communicative behavior” and that “one goal of the communication scholar is to understand how impressions about communication competence are formed, and to determine how knowledge, skill and motivation lead to perceptions of competence within various contexts” (p. 173).

Note that communicative competence is dependent on the context in which the interaction takes place (Cody and McLaughlin, 1985; Applegate and Leichty, 1984; Rubin, 1985). Communication which is successful with one group in one situation may not be perceived as competent with a different group in another situation. McCroskey (1982) attempts to clarify the importance of competence when he writes, “The domain of communicative competence includes learning what are the available means (available strategies), how they have been employed in various situations in the past, and being able to determine which ones have the highest probability of success in a given situation (p. 5). Canary and Cody (2000) provide six criteria for assessing competence which include, but are not limited to, perceived appropriateness and effectiveness. The criteria include adaptability, conversational involvement, conversational management, empathy, effectiveness, and appropriateness.

Six criteria for assessing communicative competence

1. Adaptability [Flexibility]

- a. The ability to change behaviors and goals to meet the needs of interaction.
- b. Comprised of six factors
 - 1. Social experience - participation in various social interactions
 - 2. Social composure - refers to keeping calm through accurate perception
 - 3. Social confirmation - refers to acknowledgment of partner’s goals
 - 4. Appropriate disclosure - being sensitive to amount and type of info
 - 5. Articulation - ability to express ideas through language
 - 6. Wit - ability to use humor in adapting to social situations; ease tensions

2. Conversational Involvement

a.

Behavioral and cognitive activity

- b. Cognitive involvement demonstrated through interaction behaviors
- c. Assessed according to three factors
 - 1. Responsiveness - knowing what to say, know roles, interact
 - 2. Perceptiveness - be aware of how others perceive you
 - 3. Attentiveness - listen, don't be pre-occupied

3. Conversational Management

- a. How communicators regulate their interactions
- b. Adaptation and control of social situations
- c. Who controls the interaction ebb and flow and how smoothly the interaction proceeds
- d. How topics proceed and change

4. Empathy

- a. The ability to demonstrate understanding and share emotional reactions to the situation
- b. Need not lead to "helping" the other person
- c. Cognitive understanding
- d. Parallel emotions

5. Effectiveness

- a. Achieving the objectives of the conversation
- b. Achieving personal goals
- c. A fundamental criteria for determining competence

6. Appropriateness

a.

Upholding the expectations for a given situation

- b. A fundamental criterion for determining competence

2.1.4 Importance of English in Nursing Profession

In general, the most popular language is English. In this computer age, English is the only language that anyone can understand. It is clear that the English language has become more dominant around the world. There is no doubt that, the English is language of communication between the people with different cultures. Considering the importance of English, It is a proper language that is easily understandable and it is absolutely necessary for all those reports and patient care forms one would be filling out. If a disease process is well defined, it is much easier to begin an effective therapy.

In nursing profession, improving ones English language is very essential in enhancing ones communication skills. Communication serves as the ultimate heart and soul of every human experience. An effective form of communicating with people is a combination of developing your speaking, writing and listening skills. Improving once grammatical skills in speaking and writing in the English language is an advantage when one is going to apply for a job in other countries. One must keep into consideration that a lot of international employees easily get hired from renowned hospitals and health care systems worldwide because of their highly improved grammar in speaking and writing English.

On contrary, a group of people denies with the fact that English is only important in business related fields and not in any scientific fields. But I disagree with their point of view and I would like to add here that if a nurse is working within an English speaking country, he/she must have a command of the English language. They must be able to communicate with coworkers, staff, patients, and family members. And last but not the least foreign nurses who gain a thorough and flexible mastery of English are more likely to win good positions and be promoted than those who don't.

Vocational English for Nursing is based on a holistic approach to nursing. This approach considers not only the physical but also the psychological, cultural, environmental and

economic aspects of a disease and its treatment, as well as the impact on the patient and their family. Effective communication skills are essential if our learners are to understand their patient as a whole and accompany them through their treatment and beyond. So what constitutes effective communication skills in a nursing context? Experts in nursing communications highlight the need for comprehensible pronunciation, active listening skills, nonverbal communication and the ability to bridge professional and lay language. To this skill-base we can also add written communication, and cultural awareness, which play a very important role in achieving effective communication in the healthcare environment. Having established the essential elements of effective communication, let us now consider how these might translate into teaching English to non-native speaking nurses. Activities from Vocational English for Nursing 1 and 2 will be used to help illustrate these points. As far as possible, such activities are authentic in task, exploiting authentic-style documents, to more closely reflect the working environment of the target audience.

Bridging the gap between medical and lay language means introducing strategies to help learners explain specialist procedures and interventions in a patient-friendly manner. It is also about familiarizing the learner with language, such as euphemisms and colloquialisms commonly used by patients, especially those working in an English-speaking country. Patient education is an important aspect of the nurse's role, and learners should be aware of the language used in leaflets and on websites directed at patients. Communication with other healthcare professionals also requires a certain level of comfort when employing medical terminology.

1. High frequency nursing procedures, such as taking a blood sample are often a good place to start to introduce medical terminology. Learners can draw on their own experience to help them label the equipment used for a particular procedure before moving on to develop the necessary patient instructions to carry out the procedure.
2. Use of authentic documents is essential when preparing learners to function effectively in an English-speaking environment. Patient education leaflets are generally written in plain English, and as such are ideal for use in the nursing English classroom even at low

levels. They provide a valuable source of key vocabulary including patient terms such as 'measles' and 'mumps'. This vocabulary can then be exploited in a number of different ways, including language awareness activities, role-play to practice advising patients or even a simple comparative discussion.

Nonverbal communication skills is important for learners to increase understanding of their patient's physical and emotional signs (expressions of anger, melancholy, etc.), as these may give vital clues in terms of their well-being or state of mind. Nurses must also be careful to mirror their own verbal communication with appropriate body language and/or nonverbal communication. After discussing the qualities of a responsible nurse, consider asking learners to look at a scene from their own workplace or a picture such as the one above. Ask learners to describe the nonverbal qualities that they notice in their colleagues/nurses in the picture and report back to the rest of the group. In this example, touch is used to accompany expressions of reassurance. Touch, of the most acceptable areas, e.g. shoulder or arm, is considered one of the most universal ways of communicating care.

We have already known that English is an international language on the basis of its importance. It is widely used language of the global society. In this way it is important for nursing as well as medical professional too. Communication for the nursing profession poses a challenge as there are differing requirements for specific situations. Nurses acknowledge that language facilitates commonality of understanding and hence meaning. An elitist language when communicating with other health professionals does exist within specialist units, though where commonality of language ends and an elite language begins is difficult to determine. Language does elicit power and authority when educating and communicating with patients while proving difficult in the context of international global nursing requirements.

2.1.5 Need of English Language in Present Day

English is one of the basic needs of today. To be educated is human right and to be exposed to English is obligation nowadays. As an international language English has wider coverage and scope in the world. Being an international lingua franca, English is used as a medium language for communication among the people of various linguistic backgrounds. English is not untouched in any of the areas like literature, mass communication, science and technology trade diplomatic meets, international conferences, seminars and so on. That is why it has gained high status among other languages of the world. Therefore, a person who has sound knowledge in English has chance of getting better opportunity not only in national level but also in international level. Because of the English language, most people in the world are multilingual. Without the knowledge of English a person becomes handicapped. S/he will be out of knowledge of outside world, culture, tradition and the new invention of science and technology.

The world has become narrower due to the technical advancement, even the elder people need to be acquainted with such technologies. Even the illiterate have started to mix English words in Nepali. Use of English is increasing in Television, Newspapers and industrial products. People only as a consumer also need to know English for the selection of proper goods prices and their expired dates. There is no doubt that most of the people use the English language in technological and electronic devices. Wardhaugh (2000, p. 56) says, “English serves today as a lingua franca in many parts of the world; for some speakers it is native language, for others a second language, and for still others a foreign language.” Every body is getting benefit of using English language in one or other way. The importance of English is reflected in Harmer’s (2008, pp.19-20) saying “Using English for international communication, especially on the internet, means that our students are in fact part of global target-language community (the target language being not British and American English, but, as we have, some form of world English).”

2.1.6 Role of Nurses in Modern society

A nurse has many responsibilities in the modern society. In today's context, nurses are not only involved in caring for patients, but they also have many other roles including the role of teacher, a manager, motivator, mother and others. In fact there are so many specialist nurses these days that have even more responsibilities placed upon them.

Above all of their responsibilities of a nurse is the duty of care to their patients. They make sure that the patient is comfortable, ensure that the patients are getting enough food and drink and they help the patient to get sufficient rest and sleep. The nurse is responsible for taking care of the elimination of waste fluids from a patient when they are not able to go to the toilet. They will wash and bathe them and ensure that they do not suffer any pain. They will make the patient as happy as possible. A nurse's role encompasses far more than simple care. They work alongside the doctor or surgeon to support them in the actual medical treatment of the patient. For example, a surgeon may have well performed the operation but it will be the nurse who will set up the things like an intravenous to administer drugs and the nurse will be the person who changes dressing, gives the patient any injection and who administers other pain killing medication. Of course, all of the treatment will have been authorized by the doctor or surgeon but it will be the nurse who often determines when certain procedures are carried out and it will also be their responsibilities to closely monitor the patient's progress and feed that information back to the doctor or surgeon.

Nurses are the heart of the joint team effort in ensuring that a patient makes a full recovery. They work alongside doctors and other nurses as well as physiotherapist and other medical team coordinating all of the various follow up treatment and sessions which the patient needs to attend whilst in hospital. The nurses are also ultimately responsible for the protection of the patient whilst they are in the hospital. This is demonstrated in numerous ways. For example, they will work with cleaning and housekeeping staff to ensure that the patient's living space is kept clean and free from

infections and will also ensure that the patient cannot come to any harm in term of helping them. They walk without tripping, making sure they can get on and off the toilet and, in general they make sure that the patient stays safe as well as they protect their dignity, when it comes to things like having to wash and dress the patient.

Although the patient will receive advice from doctors and surgeons, it will often be the nurse's role to ensure that he patient fully understands it all. So, a nurse will often be a person who will reinforce the rehabilitation program to the patient. They give them and their family as much advice as possible about the things like exercise, nutrition and the importance of rest and sleep and not overdoing things once the patient is able to go home. The nurse also helps the patient through the emotional processes of a disease shares his/ her feelings as a trusted confident friend. Therefore, it would be fair to say nurse needs to be a teacher, a caretaker, an adviser, a trusted confident friend and it is all of these facets which makes nursing not just a rewarding career but places the role of a nurse as the very forefront of importance health care.

2.1.7 Challenges in Girls' Education

As a patriarchal society in Nepal women are being dominated by culturally and socially as well. Educational enlightenment is one of the tools which can uplift the status of women in different fields. There are many barriers by which girls in comparison to boys are being back in education. Some of the challenges are discussed as follows:

i) Poverty

Schooling in general is an expensive affair for Nepalese as the household economy of almost 85 % of the population depends on highly labour- intensive subsistence farming. It is highly demanding of children's time, particularity of girls', making schooling for most girls either impossible or forcing them to attend irregularly or drop out (Bista, 2004).

About a third of Nepalese live an abject poverty with an income of less than US \$1 a day. This is one of the main challenges that the government faces while trying to promote

girls' education (DoE, 2007 cited in Kumar 2011). Children in poor families are required to supplement household income by being engaged in child labour – 'girls contribute at least 50% more labour than boys, and this contribution increases with age' (Bista, 2004).

ii) Cultural Contexts

The poorer the parents are the more fatalistic and conformist they tend to be and daughters are highly prone to become victims of the established system of patriarchy and discrimination. Women are taken as housewives though they are job holders. Status of a woman in a family is taken as subordinate and dependent. Only a few reach to decision making level within a family or in national level.

iv) School Atmosphere

Although there is a lack of a sound empirical base, public primary schools in general are perceived to be often girl –unfriendly. "They do not protect girls' privacy and safety and do not meet cultural expectations" (Bista, 2004). In his review or research literature on girls' education (Bista, 2004) has found that most public primary schools lack basic and critically sensitive infrastructure such as separate toilets for girls. Consequently, as suggested by the studies he reviewed, girls' participation, attendance and learning achievement is negatively affected: majority of girls, especially at the secondary level, do not attend school during menstruation.

Bista's (2004) analysis about school context suggests that girls are continuously subjected to psychological abuse through direct and indirect sexual harassment, which is caused mainly due to the lack of presence of female teachers. They are doubly victimized as, for one, school authorities remain insensitive to their basic biological needs (e.g. toilets and female caretakers and other feminine reasons) and secondly, they are often ridiculed by boys and sometimes, very subtly, evens by teachers precisely when they are in agony and frankly looking for the help and places to have their needs fulfilled. There is absolute lack of gender education, which perpetuates in such insensitive behaviour in school.

v) Curricular Form and Content

To a large extent, whether the school environment is gender sensitive and girl friendly or not is determined by whether the curriculum form and content along with the training of educators both in pedagogical skills and management include or apply the gender sensitive subject matters, teaching techniques and behaviours of teachers, students and so on. Teacher training and curriculum has remained gender blind, the primary education curriculum too does not bring the explicit message of practicing gender responsive pedagogy into the school classrooms. Most schools simply impart subjective knowledge to students which they will have to reproduce in examination papers to demonstrate their proficiency (Bista, 2004).

2.1.8 Condition of Women Education in Nepal

Concept of alternative schools has been developed in recent educational plans as a way of providing non-formal education to the needy people. Women schools of valleys also have been given permission from respective District Education Office to run as an institute for providing alternative (non-formal) education. Women schools are established in order to provide educational opportunities to the adult and old women who were out of education due to various reasons. Women of aged 14 or above can get enrollment there. The aim of such schools is to provide the educational enlightenment to the women who left school or who did not enroll school at all in their schooling age and are still eager to attend schools. There is no such governmental school in Nepal, all the women schools have been established from private sectors. There is need of governmental women schools so that the poorer women also can fulfill their desire of acquiring education even the late of their life and the national goal of 'Education for all' would be achieved.

Women schools in Nepal, outside of valley are rarely found. According to the records Central Bureau of Statistics (CBS) 2002 literacy rate of Kathmandu district is 77.1% in which 86.3 % are male and only 66.4 % are female. The capital city of Nepal i.e. Kathmandu still suffers from huge mass of illiterates. The number of illiterate women is

greater than the number of illiterate men. Records showed that there are altogether 78 alternative schools in Kathmandu including Madarsha, Religious schools, Gumba, Community Learning Centres and Women schools (Shaikshik Manjari, 2066 DEO). Most of the women schools are established from private sectors and the founders of those schools are women. These schools are targeted to the women who are interested to learn and were deprived from the opportunity of formal education in early age due to various reasons (social, cultural etc). Especially, the ladies migrated from rural villages and working in urban industries, housewives of high class family, women being back from girl trafficker's hand are the students in those schools. As a woman, I am interested to work for uplifting the present status of women. Education is one of the tools by which women can be empowered for their independency. Non-formal education can reach to the need of adult women rather than formal. That's why I wanted to conduct the research in the field of women education. As a student of English my focus went on English language.

2.1.9 Women's Empowerment in Nepal

Women empowerment is one of the important aspects of sustainable development. Mostly, the developmental activities are not being carried in developing country due to lack of women empowerment. In this context, the sensitive question like economic backwardness, illiteracy, weak health and exploitation, are thought to solve slowly. For this purpose, a worldwide concept was felt necessity and finally women empowerment has emerged. Thus an international conference was held in Cario of Egypt about population and development in 1994 A.D. This has focused on the concern of women empowerment. "The women empowerment is to get acquainted with equal right and opportunity similar to male and consume them properly for the total independency and self governing and to improve their quality of life regarding social, political and economical condition. Thus, women empowerment is to make able to women in every aspect improving the feeble and retrogressive condition" (ICPD, 1994)

The empowerment and autonomy of women and the improvement of their political, social, economic and health status is highly important end in itself. In addition, it is essential for the achievement of sustainable development. The full participation and partnership of both men and women is required in productive and reproductive life, including shared responsibilities for the care and nurturing the children and maintenance of the household. In all part of the world, women are facing threats to their lives, health and well being as a result of being over burdened with work and of their a lack of power and influence. In most regions of world, women receive less formal education than men; abilities and coping mechanism often go unrecognized. The legal status of women is still not equal as like male. While the 1990 constitution guarantees fundamental rights to all citizens without discrimination on the basis of ethnicity, caste, religion or sex including property inheritance, there have been no specific laws in Nepal to back this up. On the contrary, the family laws in Nepal that govern marriage, divorce, property rights and inheritance, reinforce the patriarchy and put severe limits on women's command over economic resources. For examples the national code of Nepal (Muluki Ain) of 1963, which codifies the inheritance system, derives from Hindu system of beliefs emphasizing patrilineal decent and a patrifocal residence system is caused by patriarchal value system unequal power relation and socio- religious norms and traditions. Therefore, women are rendered powerless, asset. Likewise, women are largely denied from education legal, and civil, economic and individual and from their own identity.

Women empowerment is one of the major aspect of sustainable development because it has been felt that the backwardness, illiteracy, not participation on decision making, marginalization of women, feminization of poverty, etc. Various approaches are applying for women's empowerment like, welfare approach, equity approach, anti-poverty approach, efficiency approach and empowerment approach. Finally, empowerment approach is regarded as the most important for solving women problems. Women's participation in decision making is taken as the major step for women's empowerment.

2.1.10 Nursing Program in Nepal

A decade ago Institute of Medicine (IOM) is only institute to produce the human resources to meet the demand of health care professionals of the country. IOM run directly under the Tribhuvan University (TU) since its existence in 2029 BS (1972 AD). In 1996 it was decided that university is only for production of graduate level courses and TU have decided to abolish all the certificate programs that are run under the institute of TU. The proficiency certificate level (PCL) Nursing program is only of them which under his majesty government were run under the institute of medicine.

Nursing program in Nepal was started since 2013 BS (1956AD) under his majesty of government of Nepal. With the existence of institute of medicine in 2029 BS, Nursing program along with other programs such as health assistants (HA) and community medical assistant (CMA) courses was taken under the umbrella of IOM.

2.2 Review of Related Empirical Literature

This study claims that present topic which is going to be studied is new and there is no more details study. Many researchers have been carried out on the perception of different people towards English language learning under the Department of English Education. Most of them are on the perception of the teachers, students and other teaching related personnel. For the supportive information of the research, some of the related thesis has been reviewed in the following lines.

Awasthi (1979) carried out a research entitled “Attitudes of different groups of people towards the English language in secondary schools of Kathmandu district”. He aimed to find out the attitude of different groups (students, parents, English language teachers, headmaster, supervisors) particularly being limited in the secondary level within the Kathmandu valley. He used six different sets of questionnaire as a tool and selected 207 samples using stratified random sampling on the lottery basis. His sets of questionnaires were based on different aspects (subject, teaching, learning, opinions, positive and

negative) including alternatives to the English language, if any. He found positive attitude of those people towards the English language.

Karki (1989) conducted a research entitled “Attitude of campus students towards English language”. The main objectives of the study were: to compare the attitude of the students towards English as a foreign language from technical and non- technical institutes and to compare the attitudes of students from different levels i.e. Proficiency Certificate Level (1st year) and Diploma level (2nd year). In order to collect the data for the study questionnaire was used. The respondents were randomly selected for the study. The researcher found that the students had positive attitude towards English. They did not feel that English is unnecessarily imposed on them but they were not satisfied with existing curriculum, textbooks, and methods of teaching and evaluation system.

Khanal (1999) carried out a research entitled “A study on the attitude of secondary level students towards learning English”. The main objective of the study was to find out the attitude of secondary level students towards learning English. Sample population was selected by using random sampling procedure. Two sets of questionnaire were prepared to elicit data from the students and teachers. The researcher found that the students were positive toward learning English but had negative attitudes towards the material, methods and examination system.

Pandey (2008) carried out a research on “Attitude of different groups towards English language learning and teaching”. This research was non- institutional research study. The main objective of the study was to find out the attitudes of different minority groups towards English language learning and teaching. Sample population was selected purposively. She found positive attitude of minority groups towards English language learning but they did not have equal access to learn language like majority because they did not have equal representation and opportunity. So, the people of minority groups were deprived of chance to be included in national decision making.

Singh (2010) conducted a research on 'Attitudes of Muslim people toward English language learning'. He took interview with both literate and illiterate Muslim people. He found positive attitude of Muslim people towards English language and culture but they were lacking opportunities and teaching learning materials.

Shah (2011) conducted a research on the 'Perception on the future of English in media'. She used questionnaire as a tool for data collection. All together 60 respondents,(5 media specialists, 10 media practitioners, 15 media students and 30 English language student of Kathmandu valley) were given a set of questionnaire. She found that future of English was bright in media and the use of English in media was increasing, there was influence of English language in Nepali media as well.

All the aforementioned studies show the perception of the professionals and students' attitudes towards English language learning but none has discussed about the perception of PCL nursing students towards English language learning. In this way, my research is different from mentioned above.

2.3 Implications of the Review for the Study

Different previous research works have been reviewed considering them as useful to the present research work. These research works have been carried out with different objective, methodology, tools and situation. I have got various information's and ideas about my research topic after reviewing them. These ideas help me to carry out survey research for the completion of my research work.

For example, from Awasthi's (1979) carried out a research entitled "Attitudes of different groups of people towards the English language in secondary schools of Kathmandu district". He aimed to find out the attitude of different groups (students, parents, English language teachers, headmaster, supervisors) particularly being limited in

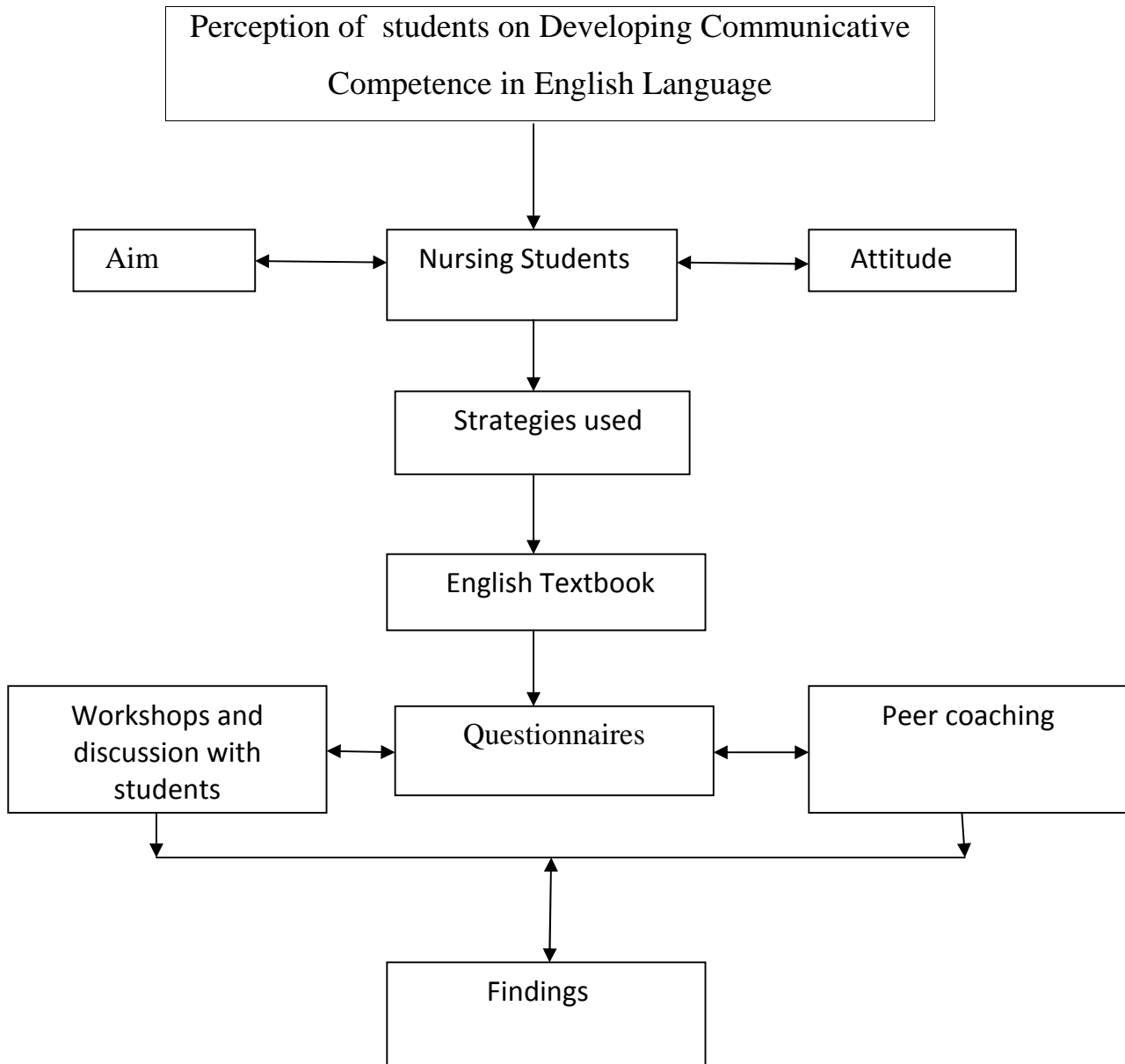
the secondary level within the Kathmandu valley. He used six different sets of questionnaire as a tool and selected 207 samples using stratified random sampling on the lottery basis. His sets of questionnaires were based on different aspects (subject, teaching, learning, opinions, positive and negative) including alternatives to the English language, if any. He found positive attitude of those people towards the English language. So, after reviewing all those research works, I updated myself with research process and methodological tools which are very beneficial to my research work. In order to conduct those research works most of the researches had used survey research design. As my study is also based on survey research design, I got ideas on the process of it after reviewing those research works. As above researcher used questionnaire as a research tool of data collection, in this way I have also used questionnaire as a research tool for the collection of data in my research work. It is directly use full and beneficial for my research study.

Therefore, after reviewing those research works, I updated myself with my research process, design, and methodological tools which are very beneficial to my research work.

2.4 Conceptual Framework

A conceptual framework is very important component of a research work. It is the representation of the understanding of the theories by the researcher and his/her own conceptualization of the relationship between different variables.

The conceptual framework of the present research work is given below:



CHAPTER: THREE

METHOD AND PROCESS OF THE STUDY

In order to accomplish the objectives of this study, I adopted the following methodological strategies:

3.1. Design and method of the Study

I adopted the survey research design to carry out this research work as the population sampling for this study was carried out from the large number of PCL nursing students from the two nursing colleges of Kathmandu Valley. Similarly, this study represented the sixty students from two nursing colleges. Survey was my research design that is widely used in social, political and educational researches. Primarily, it was carried out in the large numbers of population to find out an attitude, belief or behavior of particular group of people or an individual as well. It is mostly used to generalize the findings in the large number of populations. It is cross-sectional in nature. In survey research, data gathered from relatively large numbers of population using certain sampling procedure where the whole population for the data collection is not feasible. According to Cohen and Manion (1985, as cited in Nunan, 2010) say;

Surveys are the most commonly used descriptive method in educational research, and may vary in scope from large scale governmental investigations through to small-scale studies carried out by single researcher. The purpose of survey research is generally to obtain a snapshot of condition, attitudes, and events at a single point in time (p. 140).

They further state that the purpose of survey is generally to obtain a snapshot of conditions, attitudes, and/ or events at a single point in time. In this sense, survey

research is different from other types of researches as experimental, quasi-experimental research in terms of population of the study and nature of data collection.

3.2 Sampling Procedure

The sampling procedure of my study mentioned below:

I was purposively selected Kathmandu Model Hospital School of Nursing and Nepalese Army Institute of Health Science College of Nursing of Kathmandu district as a research area of my study. From those colleges, I was purposively select PCL first year students. So, PCL nursing first year students from both colleges were my study population. I selected sixty sampling units from those colleges. Thirty students from each college were selected using non- random judgmental sampling procedure.

3.3 Data Collection Tools and Techniques

As the main tool for the data collection, I used a set of open and close- ended questionnaire. The questionnaire consisted of the queries about professional development and academic background of the informants, thoughts or feelings on English language learning and perception on the textbook ‘New Headway’. The questionnaire consisted of both open-ended and close-ended questions.

3.4 Data Collection Procedure

I followed the following processes to collect the data for the study.

- 1) At the first, I visited Kathmandu Model Hospital School of Nursing and grant the permission for my research activity.
- 2) Then I visited the PCL nursing students and explain them about the purposes of the questionnaires.
- 3) After that, I purposively selected 10 students in a day and gave them the survey questionnaire and asked them to fill it. It took three days to distribute and collect questionnaire from 30 students.

- 4) After collecting their responses, I visited Nepalese Army Institute of Health Science College of Nursing and followed the same process.
- 5) Finally, I collected the questionnaire from the students and left the place by thanking for their kind co-operation.

3.5 Data Analysis and Interpretation Procedure

By and large, most of the survey researches are qualitative and quantitative in nature. Being a survey research, it has the characteristics of both qualitative and quantitative analysis. After collecting a raw data, I analyzed them descriptively and statistically.

CHAPTER: FOUR

RESULTS AND DISCUSSION

This chapter deals with the results and discussion of the data collected from primary sources. After collecting the questionnaire, data was processed, analyzed and interpreted descriptively by using simple statistical tools such as percentage, bar diagrams, tables and pie charts, taking the objectives of the study into consideration. The collected data were analyzed under the following headings.

- 1) Perception of PCL nursing students on developing communicative competence in English.
- 2) Views on English textbook

4.1 Perception of PCL nursing students on developing communicative competence in English.

Some questions were asked based on the objective to explore the views of informants on Developing Communicative Competence in English. Their responses are described in different headings below:

4.1.1 English Language is important

Language is the medium by which communication is both conveyed and received. To understand and communicate meaning it is necessary to examine the theoretical basis of word conceptualization. In nursing profession, improving ones English language is very essential in enhancing ones communication skills. Communication serves as the ultimate heart and soul of every human experience. An effective form of communicating with people is a combination of developing your speaking, writing and listening skills. Improving once grammatical skills in speaking and writing in the English language is an advantage when one is going to apply for a job in other countries. One must keep into consideration that a lot of international employees easily get hired from renowned hospitals and health care systems worldwide because of their highly improved grammar in speaking and writing English. A question was asked "Apart from other

languages, do you think English language is more important?" with some options. Their responses are shown in the table below:

Table No: 1
English Language is important

Responses	No. of Respondents	Percentage
Yes	45	75
No	15	25

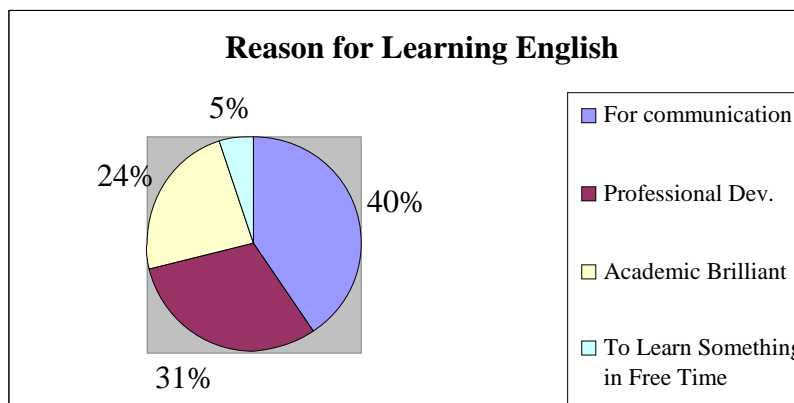
As the above table reveals that they were encouraged to learn English.

Almost most of the informants i.e. 75% said it is important for us and very few of them 25% said it is not so important. It means that the PCL nursing need more effort to learn English.

4.1.2 Reason for Learning English

People need English for various purposes. Informants were asked a question ‘Why do you want to learn English?’ Their responses are presented in the figure below:

Figure No. 1



As shown in the figure above, 25 informants (i.e. 40 %) replied that they wanted to learn English for communication, 18 (i.e.31%) replied that they were learning English for professional development, 14 (i.e. 24%) replied that they were learning English for

academic brilliant and rest of the 3 informants i.e. 5% replied that they wanted to learn English for the utilization of their free time.

4.1.3 English Language Learning and Age

Some information on learning and age was collected which are presented in the following subtitles:

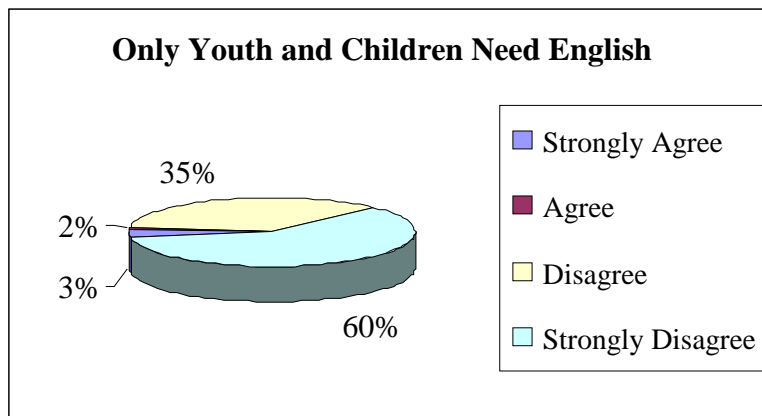
a. Learning of Elders and Young

Respondents were given a statement, "Adult learner cannot learn English as fast as the children do". Almost all the informants i.e. 95% agreed with the statement and very few of them 5% disagreed with the statement. It means that adult learners need more effort to learn English.

b. Only Youth and Children Need English

A statement "Only young and children need English" was given to the informants. The responses of the informants are as shown in the pie-chart below:

Fig. No.2

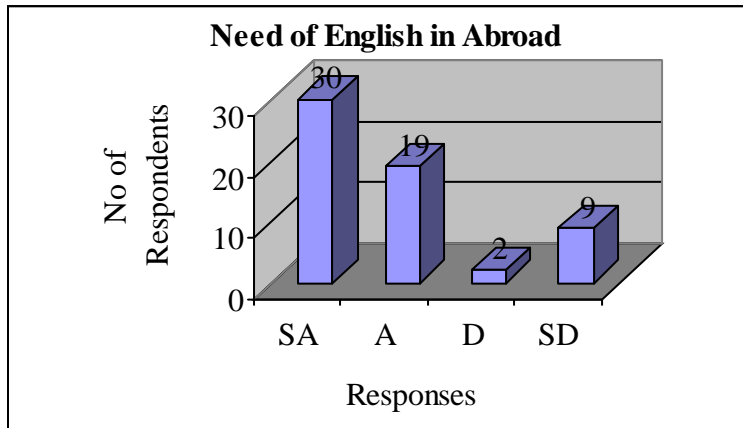


The chart depicts that 57 respondents (i.e. 95 %) disagreed with the statement. Only three (i.e.5%) respondents agreed with the statement which means English is necessary for the people of all ages, not only for youth and children.

4.1.4 Need of English in Abroad

A statement, "English is necessary to go abroad for job or study" was given to the informants. Responses of the informants are as follows:

Fig. No.3



As the figure shows that 49 informants i.e. 71.66% were agreed with the statement. Only a few of them i.e.18.33% were disagreed with the statement. This result indicates that English is necessary for job or study in abroad.

4.1.5 Need of English in Daily Life

A question, 'Why do we need English?' was asked to the informants in order to find out their opinion in need of English language. Informants replied that all people need English for the following needs and purposes:

-) For understanding and talking with educated people
-) To go abroad
-) For communicating with foreigners.
-) For teaching children
-) For understanding TV channels
-) To be aware with the society and the changes being happened around the world.

It means that knowing English is necessary for various reasons to all people. English makes life easier and prestigious in the modern world.

4.1.6 Demerit of Lacking English Language Knowledge

The question, "What happens if we don't know English?" was asked to the informants.

The responses of the respondents are listed as follows:

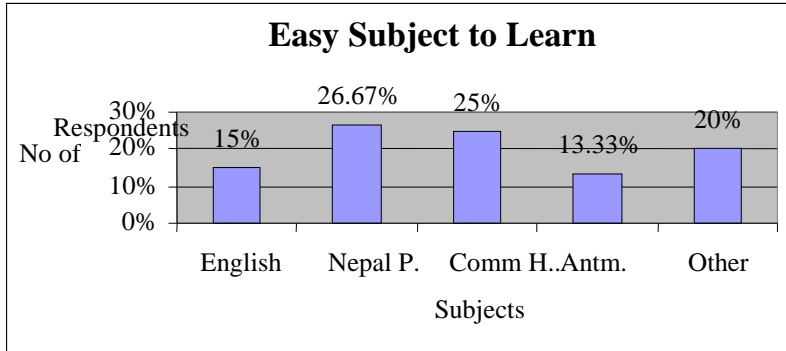
-) All of them could not talk to foreigner.
-) They could not go abroad for job or study.
-) Almost all of them i.e.95% could not talk to educated people because they mix English words in Nepali conversation.
-) All of them i.e.100% could not understand the TV programs i.e. English channels or Nepali as well due to code mixing.
-) They thought inferior and uneducated for themselves.
-) Majority of them i.e.73.33% of them got trouble while traveling.

Moreover, they mentioned that due to lack of English language knowledge educated people and children also neglected them; they wanted but could not talk with foreigners.

4.1.7 Easy Subject to Learn

As a foreign language English has been taught in Nepal for a long time. It is one of the difficult subjects for the Nursing students. Nursing students also did not feel easy to learn English language rather they felt easy to learn other subjects like Nepal Parichaya and other. A question, 'Which subject do you think is the easiest to learn?' with some options was asked. Their responses are shown in the figure below:

Fig. No.4



The table reveals that English was one of the most difficult subjects to learn for them. Only a few students i.e. 15% felt English easiest to learn. English and Anatomy were more difficult ones in comparison to others. Moreover, the respondents who mentioned 'other' wrote that Nepal Parichaya as the easiest one to learn.

4.1.8 Talking in English

A question, "What do you think of a person who talks in English?" was asked to the informants. All the informants responded that they think the person as a talented, educated and a model. They wanted to follow/ talk like him or her. In an inquiry of their interest in talking English, all the informants i.e.100% replied that they want to talk in English.

4.1.9 Reading Materials apart from Course Book

Learning English language only in tutored setting is always not sufficient but the students mostly are taught based on the textbook only in nursing Colleges in Nepal. A question was asked if the students read other books apart from course book to learn English. Their responses were as follows:

Table No: 2

Reading Materials apart from Course Book

Responses	No. of Respondents	Percentage
Yes	33	55
No	27	45

The table depicts that more than half of the student's i.e.55% read other books apart from course book to improve English but the rest i.e. 45% of them did not read other books to improve English. This may be due to lack of time because almost all of the respondents were housewives, workers and so on.

4.1.10 Newspaper and TV in English

A question, "Do you like to read English newspaper or watch TV in English?" was asked to the informants. More than half i.e. 65 % replied that they want to do so and rest of the people (35%) replied they do not want to read and watch such newspapers and TV because they do not understand English.

4.1.11 Teaching English to Children

In a question, "Do you want to teach English to your children?" was asked to the informants. Most of the informants i.e.95% replied that they want to teach English to their children. Only very few of them i.e. 5% replied that they do not want to teach English to their children. From those responses we can say that they are really eager to teach English to their children as well.

4.1.12 Encouragement to Learn English

A question was asked whether they were encouraged to learn English or not; the responses of the respondents are as follow:

Table no: 3
Encouragement to Learn English

Responses	No. of Respondents	Percentage
Yes	56	93.33
No	4	6.67

As the above table reveals that they were encouraged to learn English. Almost all of them i.e. 93.33% students mentioned that they had high encouragement for learning English and only the rest of them i.e. 6.67% mentioned that they did not have encouragement for learning English.

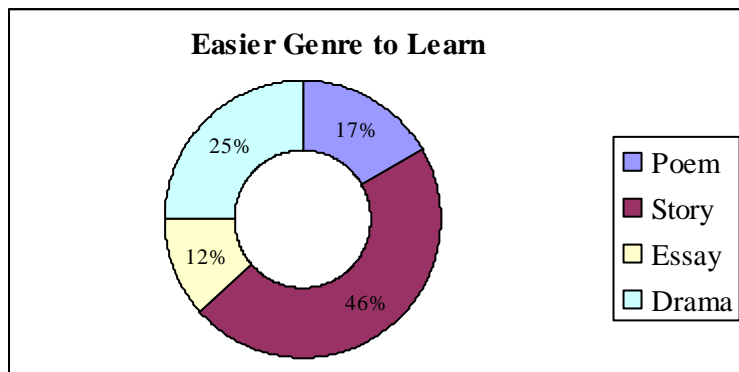
4.2 Views on English Textbook

Our education system has been the victim of bookish knowledge rather than practical use. In PCL nursing level, textbooks are developed by CTEVT and referred to all colleges as a national curriculum. Some questions were asked on the perception of the English textbook of PCL Nursing which they had been studying. Students view on the English textbook obtained from the questionnaires which are described under the following sub-headings:

4.2.1 Easier Genre to Learn

An inquiry was made to explore that which genre they felt difficult to learn in their 'English Textbook'. Their responses are as follows:

Fig. No.5

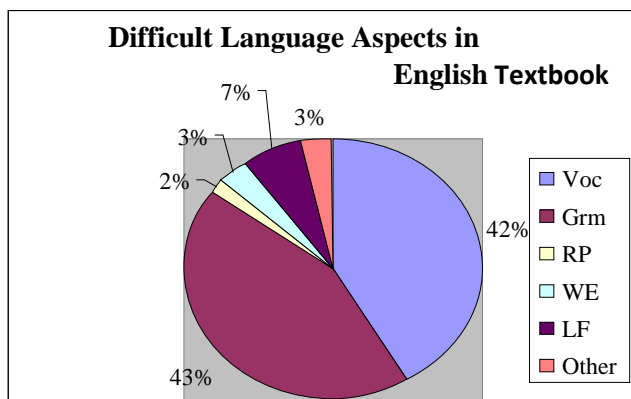


The figure reveals that 46% of the students felt easier for stories. Similarly, 25%, felt easier for drama; poems were felt easier by 17 % students. In the same way 12% students felt easier for essays. Now, we can say that story was the easiest one among others and drama was easier than poem and essay.

4.2.2 Difficult Language Aspects in English Textbook

A question, "which aspects did you feel the most difficult to learn in English Textbook?" with some options were asked to the informants in order to find out the most difficult aspect of English for the students. Their responses are shown in the figure below:

Fig. No. 6



Above figure reveals 42% of the students felt 'vocabulary' as the most difficult aspects. Similarly, 43% of the students felt most difficult to 'grammar'. Some of the students i.e. 7% felt 'language functions' as the most difficult; and 3% students felt 'writing exercises' as the most difficult. Very few of them i.e. 2% felt difficult to 'reading passage' and the rest i.e. 3% felt difficult to other aspects rather than above mentioned. This indicates that vocabulary and grammar needs extra effort. Reading passages and writing passages were comparatively easier.

4.2.3 Pictures

Many illustrations and pictures are given in the English textbook to make students clear on the subject matters to be taught. The quality of such pictures is so good because they are all in color and are of good paper and printing quality. So, students are easily recognizing the picture and think about it. A question was asked whether they could guess the pictures or not. More than half of the students i.e. 75% were able to make a guess and the rest i.e. 25% were not able to make a guess on such pictures.

4.2.4 Objectives vs. Subjective Questions

Objective questions have got popularity in comparison to subjective and long questions nowadays. Long questions or subjective questions are taken as the traditional questions. A question was asked whether they preferred subjective questions or objective. Most of the students i.e. 83.33 % of them replied that they liked objective questions and the rest of them i.e. 11.66% replied that they liked subjective questions. Now, we can say that objective questions are popular among the adult learners.

4.2.5 Exercises

Views of students in different types of exercises in the English textbook are presented under this heading.

a. Matching Pictures with Words

Visual materials are effective for almost all the levels of students in comparison to audio or no materials at all. Picture is one of the ways of teaching vocabulary. In response to the question whether they liked matching pictures with words or not; All the respondents i.e. 100% replied 'Yes' which means that matching pictures with words is popular among adult students as well.

b. Matching Words with Their Meanings

Words matching with their meanings are also a way of learning vocabularies. Those adult students were asked if they liked such exercises. Almost all of them i.e.93.33% replied that they like and the rest i.e.6.67% replied they did not like it. We can conclude that words matching with their meanings are useful for learning vocabularies.

c. Pre-Reading Questions

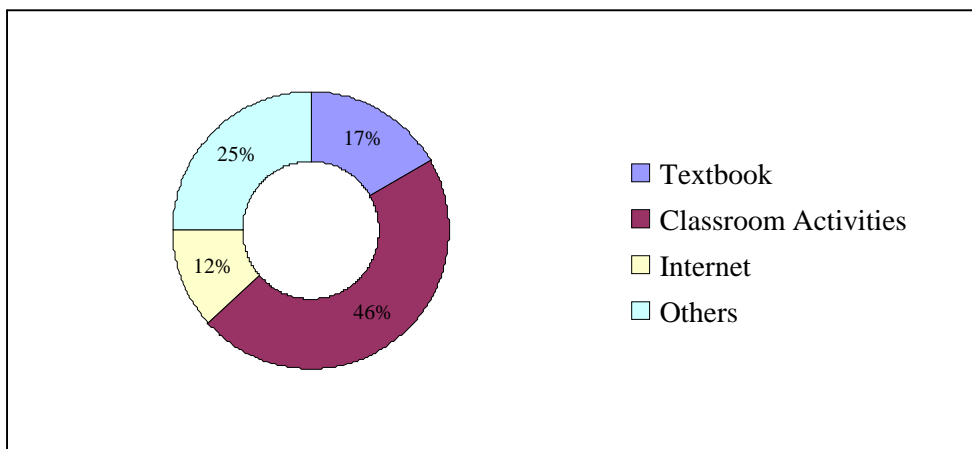
Pre-reading questions are given before the reading text as signpost approach of teaching reading in ‘English Textbook’. A question was asked whether they liked those pre-reading questions or not. Majority of the students i.e. 73.33% responded ‘Yes’ and the rest i.e. 26.67% students responded ‘No’. It means that pre-reading questions are useful for the learners.

4.2.6 Best way to learn English

There are various ways to learn English. A question was asked "What was the best way to learn English?" with some options. Their responses are as follows:

Fig. No.7

Best way to learn English



The figure reveals that 46% of the students felt classroom activities as the best way to learn English. Similarly, 17% felt that textbook was the best way, 12% said internet and 25%, recommended other different sources.

4.2.7 English Textbook is too Easy, Too difficult or Moderate

A question was asked whether 'English textbook' was too easy, too difficult or moderate to find out the difficulty level of English in their thought.

Majority of the respondents i.e. 83.33% replied it was moderate. In the same way some of them i.e.13.33% replied it was too easy and the rest i.e. 3.33% replied it was too difficult. Now we can say that 'English textbook' is not so difficult subject and is appropriate in its difficulty level.

4.2.8 Strong and Weak Points of 'English Textbook'

Students were asked to list the strong and weak points of the English Textbook. Their responses are listed below:

a. Strong Points of English Textbook

-) Reading materials contained on it were useful for their daily life. All the respondents i.e.83.33% (50)replied that 'English Textbook' helped in their daily life.
-) It has included the information on community health, and other useful information.
-) Language of 'English Textbook' is not simple.
-) It has helped to understand the patriotic feeling, and helped in national unity and development.
-) Most of the informants i.e. 75 % (45) mentioned that it helped them for communication in English; only very few of them i.e.25% (15) denied the fact.
-) Everyone i.e.70%(42) mentioned that 'English Textbook' is fine/good.

-) Among three textbooks 'New Headway' is more useful for developing communicative competence.

b. Weak Points of English Textbook

-) Not appropriate to develop communicative competence
-) Vocabularies were difficult
-) Difficulty was faced in learning grammar

4.2.9 Teaching Materials –Tape Recorder

Problems due to lack of teaching materials in the classrooms are found in most of the Nepalese nursing colleges. It is not only due to the lack of finance but also due to lack of knowledge of using local and easily available materials by the teachers.

In English, in order to develop four languages skills listening, speaking, reading and writing are being presented simultaneously in the course. There are many listening exercises which require tape-recorders in the classrooms. But the availability of such teaching-learning material is very low in our context. A question i.e. ‘Have you got chance to listen tape-recorder in the classroom?’ Their responses are as follows:

Table No.4
Chance of Listening Tape-record in the Classroom

Responses	No. of Respondents	Percentage
Yes	25	41.67
No	35	58.33

The table reveals that 58.33% of the students did not get chance to listen the tape-recorded and only the rest 41.67% of the students got chance to do so in their classrooms. It explores that material and use of materials are lacking in nursing colleges.

4.2.10 Examples

Examples help in teaching learning of grammar structure or the language skills in English. There are many examples provided in ‘English Textbook’. A question was asked to the students whether the examples given there were helpful to develop communicative competence or not. The responses are as follow:

Table No: 5
Examples Given

Responses	No. of Respondents	Percentage
Yes	12	20
No	48	80

The table depicts that very few of them i.e. 20% became agree that the examples given there were useful and most of them i.e.80% felt the examples not so worthy. To conclude, examples are not so worthy in the course book.

4.2.11 Overall View on ‘English Textbook’

Most of the informants mentioned that almost three textbooks are appropriate for developing the communicative competence of the learners. Encounter is more difficult to understand the long reading text due to lack of knowledge about vocabularies. Poems and essays are more difficult in comparison to dramas and stories. Grammar and vocabularies are more difficult in comparison to language functions and reading, writing passages. Students were facing problems with the unclear pictures which are making them difficult to guess what it is about and what is happening on it. Especially, the elder ones (aged above 40) mentioned that they want extra academic help from teachers since they could not follow their classmates during class hours.

CHAPTER: FIVE

CONCLUSION AND RECOMMENDATION

5.1 Conclusion

The present research entitled '**Perception of PCL Nursing Students on Developing Communicative Competence in English**' was carried out to explore the views of PCL Nursing students towards developing communicative competence in English. I used both primary and secondary sources of data. The population of the study consisted of sixty informants. All of them were students of PCL nursing from different two nursing colleges of Kathmandu. In order to find out the perception, a set of questionnaires was used. Data collected from field or informants were tabulated and analyzed applying simple statistical tools. I used tables, bar diagrams and pie- charts to analyze and present the collected data. From the collected data I found that PCL nursing students are positive towards developing communicative competence in English. They wanted to talk in English. They appreciated and respected the people who speak in English. Moreover, they wanted to teach English to their children and liked the schools which are focusing English from the very beginning. Though they faced difficulties in learning vocabularies, poems and essays, they felt that their English textbooks were neither too difficult nor too easy subject. After analyzing and interpreting obtained data, the following conclusion has been derived.

1. It was found that most of the informants i.e.75%(45) said that English language is an important language for us and rest of them said that it is not so important.
2. Majority of the students i.e. 75%(45) felt English as the most difficult subject to learn and other subjects i.e. Nepal Parichay is easier than that of the English and Anatomy & Physiology.

3. It was found that they wanted to learn English for various purposes. Some of them i.e. 40% for communication, 31% learn for professional purpose, 24% learn for teaching children and the rest 5% to learn something in free time. Due to lack of knowledge of English they could not go abroad for study or job, could not talk to foreigners. Educated people neglected them and could not understand TV programmes.
4. It was found that more than half of them i.e. 55% (33) read other books apart from course book to learn English and the rest i.e. 45% (27) did not read any other books.
5. It was found that all people not only young and child but also old people need English. Almost all the informants i.e. 93.33% (56) were encouraged to learn English.
6. All the informants i.e. 100% (60) wanted to talk in English. Almost all of them i.e. 95% (57) of them wanted to teach English to their children also. It shows the interest and demand of people in English.
7. It was found that, 42% (25) of the students felt difficult to learn vocabulary 43% (26) students felt difficult to learn grammar, 6.66% of the students felt, difficult to learn language functions, 3.33% felt difficult to learn writing exercises and rest 1.67% of the students felt difficult to learn reading passage and 3.33% of the students felt difficult to learn other than above mentioned aspects of English.
8. It was found that 60% (39) of them were able to guess a picture given there and rest 40% (21) were not. Unclear pictures, essays, poems were difficulties they were facing in the English textbook.
9. It was found that less than half i.e. 41.67% (24) of the students have got chance to listen tape-recorder for listening exercises. But the rest 58.33% (36) have not got the

chance. It means nursing colleges are lacking the appropriate teaching materials for English.

10. Most of the informants i.e. 74% (44) mentioned that the English textbooks are not helpful to develop communicative competence in English.

5.2 Recommendations

On the basis of aforementioned findings, the following recommendations have been listed in three levels:

5.2.1 Policy Level

1. Nursing schools should be equipped with necessary materials; teachers should be given specific trainings for teaching nursing students.
2. Nursing colleges should be supervised timely and provided the economic support from management and government.
3. Almost all students felt difficult to learn English rather to learn other subjects; so, the textbook should focus communicative aspect of learning rather than knowing about it.

5.2.2 Practice Level

1. As most of the students felt difficult to learn English rather to learn other subjects; there should be the provision of extra classes for English subject.
2. Most of them want to learn English for communication, academic brilliant, career development etc. So, emphasis should be given on communicative aspect rather than theoretical study about language. The way of teaching should be communicative rather traditional parroting.

3. Since PCL students faced difficulty in learning vocabulary, grammar, poems and essays; especial teaching methodology, techniques and materials should be employed for teaching of those difficult aspects and genre.
4. Special curriculum, reference materials should be developed for the elderly people to teach English. Reading centers in the local areas can be established so that elder people also can learn English in their free time and their interest of learning English will be fulfilled.

5.2.3 Further Research

This study was carried out to explore the views of PCL Nursing students towards developing communicative competence in English. From the collected data I found that PCL nursing students are positive towards developing communicative competence in English. They wanted to talk in English. They appreciated and respected the people who speak in English. This study does not talk about approach, methodology and techniques used in PCL nursing regarding teaching English. So, other researchers interested in this field can study on related subject matters.

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Appendix-1
Questionnaires

Dear Student,

As part of my research, I am carrying out a survey research regarding "Perception of PCL Nursing Student towards Learning English language" under the supervision of Mr. Raj Narayan Rai Yadav, Reader of the Department of English Education, T.U. Kirtipur, Kathmandu. I would be grateful to you if you could kindly fill in the following questionnaire with true information. All the information collected through the questionnaire will be used for the research purpose only and your identity will be kept highly confidential.

Name (optional):.....

Level:

College:

Please complete the following questionnaire with true information:

1. Apart from other languages, do you think English language is more important?

- a. Yes b. No c. Not sure

2. Why do you want to learn English?

- a. For communication b. For professional development
c. For academic brilliant d. To learn sth. in free time

3. Do you agree that "Adult learner cannot learn English as fast as the children do'?

- a. Agree b. Disagree

4. Do you agree that 'Only young and children need English'?

