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A SURVEY OF THE NEEDS, WANTS, AND EXPECTATIONS FOR THE USE
OF ENGLISH OF NURSES: UNDERGRADUATES AT MAHIDOL UNIVERSITY

BY
NARUEMOL SIRIWONG

A THESIS SUBMITTED IN PARTIAL FULFILLMENT OF
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MASTER OF ARTS

(APPLIED LINGUISTICS)

IN THE
FACULTY OF GRADUATE STUDIES
OF

MAHIDOL UNIVERSITY

1984

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A SURVEY OF THE NEEDS, WANTS, AND EXPECTATIONS FOR THE USE OF
ENGLISH OF NURSES: UNDERGRADUATES AT MAHIDOL UNIVERSITY
was submitted to the Faculty of Graduate Studies, Mahidol
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ABSTRACT

Purposes :

1. To survey the needs , wants , expectations ,and problems for the use of English of nursing students at Mahidol university from the four parties involved: thenursing student group, the nurse group , the teacher group , and the co-ordinator group and let them express and suggest their opinions in aspects of curriculum and learning and teaching English .
2. To propose syllabus items for first and second year nursing English at the undergraduate level at Mahidol university .
3. To recommend the ways for improving learning and teaching English for the nursing students at the undergraduate level at Mahidol university based on needs analysis .

Procedure :

The researcher used four sets of questionnaires and structured interview with 194 nursing students at the undergraduate level at Ramathibodi nursing school,Mahidol

university , 78 nurses who graduated from Ramathibodi nursing school in the academic year 1982-1983 , 90 teachers who presently teach nursing students at the undergraduate level at Ramathibodi nursing school , and 8 nurse co-ordinators who presently work in Ramathibodi hospital . The obtained data were statistically analyzed by means of percentage , arithmetic mean , and standard deviation .

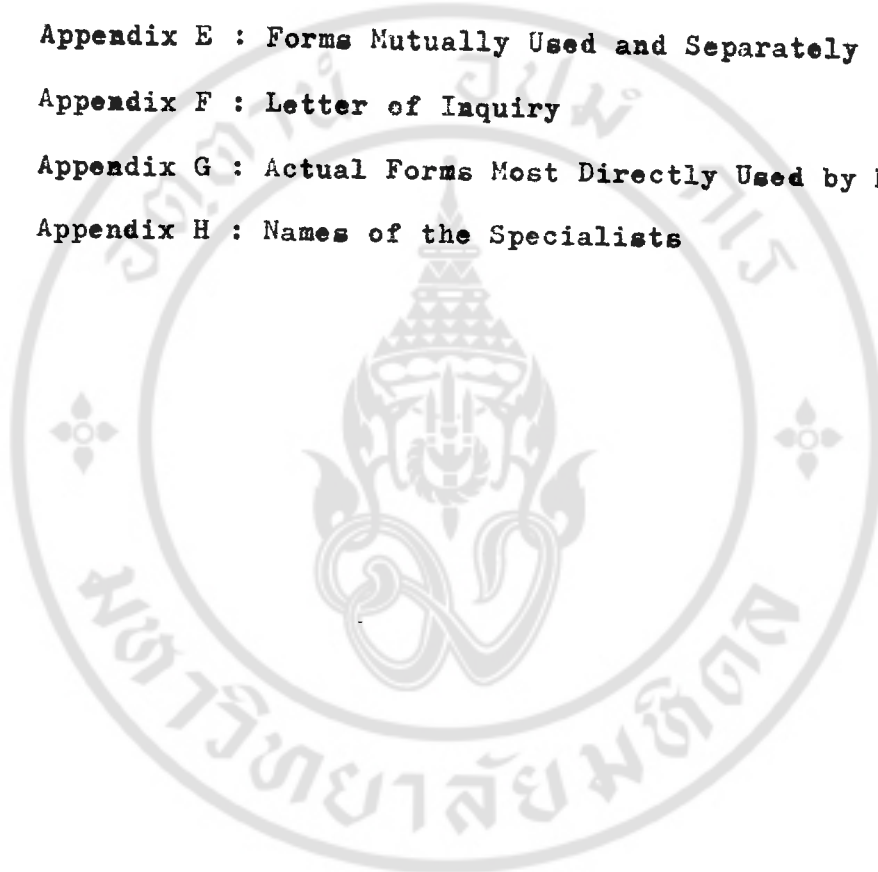
Results

1. There were needs, wants , and expectations for the use of English of each group of people in all four skills . The needs , wants , and expectations can be grouped into three main parts : general information about everyday life , clinical nursing work , and academic nursing work .
2. The problems found by the nurse group mostly involved listening skill and speaking . Those found by the teacher group involved writing skill especially writing English sentences . Those found by the co-ordinator group involved all four skills.
3. According to the present situation or the previous situation of teaching and learning English for nursing students in aspects of English curriculum including skill, content ,and time ; and learning and teaching English courses including learners , teachers , methodology, and media , it was found that each part had some serious problems and needed improvement .

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CHAPTER I

INTRODUCTION

1.1 Rationale of the Study

The term ' languages for special purposes ' has appeared frequently in the literature relating to English language teaching. It is generally used to refer to the teaching of English for a clearly utilitarian purpose. This purpose is usually defined with reference to some occupational requirement, e.g. for international telephone operators, civil airline pilots etc., or vocational training programmes, e.g. for hotel and catering staff, technical trades, etc., or some academic or professional study e.g. engineering, medicine, law, etc. This ' field' of English language teaching processes two important characteristics which influence profoundly the methodology not only of material production but of classroom activity: firstly the close association of special purpose language teaching with adult learners, or at least, learners at the post - secondary level of general education ; and secondly, the important auxiliary role that the English language is called upon to play in such cases. Language learners require English as a means of furthering their specialist education or as a means of performing a social or working role, that is, a working role as a scientist, technologist, technicians, etc. efficiently. (Mackay and Mountford, 1978, p.2)

Generally accepted, ESP courses are those in which the aims and the content are determined, principally or wholly, not by criteria of general education (as when 'English' is a foreign language subject in school) but by functional and practical English language requirements of the learners. Munby (1978) has mentioned that :

ESP courses are those where the syllabus and materials are determined in all essentials by the prior analysis of the communication need of the learner, rather than by nonlearner-centred criteria such as the teacher's or institution's predetermined preference for General English or for treating English as a part of a general education. (p.2)

Robinson (1980) says this about ESP : "The third element in a definition of ESP arising from the fact that the students of ESP can express his or her purpose, in learning is this very purposefulness itself." (p.10) Brumfit (1977) emphasizes the importance of needs analysis in ESP: "It is clear that an ESP course is directly concerned with the purposes for which learners need English, purposes which are usually expressed in functional terms." (pp.106-110) Schutz and Bruce (1981) states Wilkins' idea about needs analysis: "It is necessary to predict what kind of language skills will be of greatest value to the learner." (p.29)

This implies, of course, that at least a preliminary analysis of learner needs and expectations will be a prerequisite to program development in any language - teaching situation, whether for 'general' or for 'specific' purposes. We know that one of the problems of learning and teaching ESP course is that of the lack of time for learning. Moreover, most universities have found that they cannot increase the

number of teaching hours for English. Noss and Rodgers (1976,p.70) said that the time available for ESP courses is always going to be severely limited. Thus, the design of a particular ESP program usually has time and cost constraints built into it, no matter how justifiable the program may be in its own right. Therefore, the ESP program should be most relevant and appropriate. Long (1977) talks about the program developed in The Curriculum Development Unit Report No.1 : Student Needs Identification Project at Concordia university :

However else our instructional programme may be evaluated, relevance and appropriacy to student needs and student characteristics must be two criteria of fundamental importance. It would, for example, clearly be a waste of effort to refine a given set of ESL materials or body of teaching methodology if it were thought that either might be irrelevant, wholly or in part, to the uses students would ultimately have for English or in appropriate for students of the age range concerned. Similarly, changes in an ongoing programme need to be justifiable by evidence that current practice is failing, wholly or in part, to satisfy students' communication needs efficiently or is inappropriate for students of the kind(s) for which instruction is being provided.

From all ideas stated, it is necessary for ESP courses that needs analysis be done as a preliminary work. Mackay and Mountford (1978,p.3) stated that when needs are clear, learning aims can be defined in terms of these specific purposes to which the language will be put. Moreover, Trim (1980,p.55) mentioned that the analysis of needs will lead to a definition of aims which, operationally speaking, must be translated into language acts and learning acts, in other words, a method for

defining content of the learning units and their pedagogic strategies.

In concentrating on needs, what should not be neglected in determining factors are wants and interest. Sometime, these two factors may not go along with the needs but they will help the aspect of motivation. Gardner and Wallace (1972,p.132) stated about attitudes and motivation in second-language learning that success in mastering a foreign language would depend not only on intellectual capacity and language aptitude but also on the learner's perceptions, willingness, interest, and wants. Piepho (1981,p.45) states that the willingness can be termed the learners' 'motivation' or 'readiness' to communicate. Richterich (1980,p.32 and Trim,1980,p.10) mentions needs, motivations, and aims :

Needs and motivations should not be confused. The former are, so to speak, imposed by the reality of the language situation, and knowing a language means precisely being able to respond appropriately to the numerous requirements of that reality; the latter, although influenced by the social lives of individuals and groups, are created by the latter.... The analysis of needs will lead to a definition of aims which, operationally speaking, must be translated into language acts and learning acts.

With this emphasis on individual difference, interest, and wants, English course designers became conscious of the fact that individual students have preferred various learning strategies. With this understanding, course designers were no longer satisfied with a monolithic "What is good for one is good for all" approach (Rivers,1982,p.9)

From these reasons, course planning must be based not only on the needs and the wants or the interest of the individual learner, but must take account of the needs of the social groups to which he belongs, the institutions providing the educational framework and the social institutions that provide the resources. In this case , Mayuree (1972,pp.80-81) mentions the same idea in her article that the informations for proposing English course design or English curriculum should come from various groups of people concerned . This confirms Taba's (1962,p.10) idea about the first step in developing a curriculum .

This study is suggested by the fact that needs analysis is the preliminary work in designing ESP courses . Since English courses for undergraduate nursing students at Ramathibodi nursing school , Mahidol university are also ESP courses and are presently taught without doing needs analysis , the researcher hopes that this study will help very much in designing new English courses for nursing students at the undergraduate level at Ramathibodi nursing school , Mahidol university based on needs analysis of four groups of people concerned with nursing : nursing students, nurses, specific - subject teachers , and nurse co-ordinators .

1.2 Purposes of the study

Specifically, this study will be concerned with the following :

1.2.1 To survey the needs , wants , expectations, and problems for the use of English of nursing students

at Mahidol university . The survey will cover four parties involved: the first and second year nursing students: undergraduates at Ramathibodi nursing school, Mahidol university, the nurses at the undergraduate level who graduated from Ramathibodi nursing school in the academic year 1982-1983, the specific-subject teachers who presently teach nursing students at the undergraduate level at Ramathibodi nursing school, and the nurse co-ordinators who presently work in Ramathibodi hospital.

1.2.2 To let four parties indicated in 1.2.1 express and suggest opinions in aspects of the English curriculum at the faculty of science and learning and teaching English for nursing students at the undergraduate level at Ramathibodi nursing school .

1.2.3 To propose syllabus items for first and second year nursing English at the undergraduate level at Mahidol university .

1.2.4 To recommend the ways for improving learning and teaching English for the nursing students at the undergraduate level at Mahidol university based on needs analysis.

1.3 Definition of the Study

the scope of this study was as follows :

1.3.1 It was confined especially to 124 (100%) second and fourth year undergraduate nursing students at Ramathibodi nursing school (99 (81.05%) second - year students ; 95 (43.97%) fourth - year students) , 10 (100%) undergraduate nurses in the academic year of 1982 - 1983 (75 (85.33%) nurses work in Ramathibodi hospital ; 15 (1 .57%) nurses work in Songklanakarin hospital) , 73 teachers who teach undergraduate nursing students at Ramathibodi nursing school , and 5 nurse co - ordinators who presently work in Ramathibodi hospital .

1.3.2 The selection of subjects was made with no regard to the subjects' socio-economic background , learning achievement , intelligence quotient , health , motivation or other psychology variables .

1.3.3 The study was aimed at surveying the opinions of each group of subjects by using four sets of questionnaires and structured interview with no comparison .

1.3.4 It was admitted as limitations of study that the researcher decided not to use the subject-specific teachers who presently teach pure science at the faculty of science as one of the subjects in this study.

1.4 Basic Assumptions

This study had the following basic assumptions:

1.4.1 The four sets of questionnaires used in this study were suitable to survey the subjects' opinions in the areas of needs, wants, expectations, problems, and open-ended parts for suggestions.

1.4.2 The four sets of questionnaires used in this study were reliable because they had been checked for content validity and construct validity by the advisor and the specialists in the fields of nursing and linguistics. Moreover, the questionnaires had been tried out in the pilot study.

1.4.3 The pilot study and the main study were reliable because the questionnaires were sent, were explained, and were collected by the researcher mostly one by one.

1.4.4 The information received was sincerely answered by the respondents.

1.5 Definition of Terms

1.5.1 Nursing Students: The nursing students are the second and fourth-year students at the undergraduate level at Ramathibodi nursing school, Mahidol university.

1.5.2 Nurses: This refers to the nurses at the undergraduate level who presently work in Ramathibodi hospital and Songkhla hospital.

1.5.3 Subject-Specific Teachers: This refers to the nurse teachers(except English teachers and pure science teachers) who presently teach nursing students at the undergraduate level at Ramathibodi nursing school, Mahidol university.

It was considered as limitations of study that the researcher decided not to use the subject-specific teachers who presently teach pure science at the faculty of science as one of the subjects in this study.

1.5.4 Co-ordinators: The co-ordinators are 8 nurse co-ordinators who presently work in eight divisions in Ramathibodi hospital: Ambulatory Nursing Division, Eye, Ear, Nose, Throat Nursing Division, General Practice and Emergency Nursing Division, Medical Nursing Division, Surgical Nursing Division, Pediatric Nursing Division, Operating Room Nursing Division, and Obstetrics-Gynecology Nursing Division.

1.5.5 Textbooks, Journals, Research Papers, and Documents:

These refer to the textbooks, journals, research papers, and documents in English.

1.5.6 Listening Skill, Speaking Skill, and Writing Skill:

These refer to listening, speaking , and writing in English.

1.5.7 Reading Skill: This refers to reading in English silently for comprehension, not oral reading.

1.5.8 Technical Terms: This refers to both pure technical terms and non-pure technical terms variously used in each division.

1.5.9 Language Immediate Needs: This refers to requirements of language use sometimes spelled out in terms of problems in using English as specified by nursing students and subject-specific teachers at present.

1.5.10 Language Future Needs: This refers to requirements of language use sometimes spelled out in terms of problems and retrospective wants of language use as specified by nurses and to expectations of language use sometimes spelled out in terms of problems in using English of nurses as specified by co-ordinators.

1.5.11 Language Wants : This refers to preferences in using English as specified by nursing students .

1.5.12 Language Immediate Expectations : This refers to expectations of language use in using English of nursing students concerning the courses taught or not concerning the courses taught as specified by subject-specific teachers.

1.6 Abbreviations

- 1.6.1 ESP : English for Specific Purposes
- 1.6.2 ESL : English for Second Language
- 1.6.3 VESL : Vocational English for Second Language
- 1.6.4 EAP : English for Academic Purposes
- 1.6.5 S : Students
- 1.6.6 T : Teachers
- 1.6.7 U : Users
- 1.6.8 I : Institutions
- 1.6.9 DTEC : Department of Technical and Economic Co-operation
- 1.6.10 TOEFL : Test of English as a Foreign Language
- 1.6.11 ELU : The English Language Unit
- 1.6.12 NATC : The Ngee Ann Technical College
- 1.6.13 ERC : The Economic Research Council
- 1.6.14 B.S : Bachelor of Science
- 1.6.15 M.S. : Master of Science
- 1.6.16 Ph.D : Doctor of Philosophy
- 1.6.17 EST : English for Science and Technology
- 1.6.18 CELE : The Centre for the Teaching of Foreign Languages

1.6.19 FMVZ : The Faculty of Veterinary Medicine and
Animal Production

1.7 Procedures

1.7.1 Documents concerning needs analysis were studied .

1.7.2 Preliminary study , observe , and interview four groups of people : undergraduate nursing students , undergraduate nurses , teachers who presently teach nursing students at the undergraduate level , and nurse co-ordinators who presently work in Ramathibodi hospital to get preliminary information about the needs , wants interests for preparation of questionnaires in using English of nurses at the undergraduate level .

1.7.3 Examples of questionnaires about needs analysis were studied .

1.7.4 Books and educational research techniques concerning how to develop questionnaires were studied .

1.7.5 The ideas gathered were roughly drafted in the form of four sets of questionnaires. Each questionnaire consisted of checklists , rating scales , and open-ended questions .

1.7.6 After that , the questionnaires were submitted to the advisor and the specialists in the field of nursing and linguistics . Then , the questionnaires were revised again and were tried out with four groups of people : 40 second - year nursing students and 40 fourth-year nursing

students : undergraduates at the faculty of nursing , Siriraj hospital , Mahidol university ; 50 nurses at the undergraduate level who presently work in Siriraj hospital; 30 teachers who presently teach undergraduate nursing students at the faculty of nursing , Siriraj hospital , Mahidol university ; and 10 nurse directors who presently work in Siriraj hospital .

1.7.7 The questionnaires were revised according to the recommendations and comment of the pilot respondents .

1.7.8 After that , the questionnaires were submitted again to the advisor for her advice in their appropriateness .

1.7.9 The researcher designed the questionnaires to be analyzed by computer .

1.7.10 The researcher submitted the letter of inquiry given from the graduate office to Assistant Profession Suchin Wichitkarn , the director of nursing department , faculty of medicine , Mahidol university .

1.7.11 Then , the questionnaires were sent to the subjects by the researcher . The subjects used in this study consisted of four groups of people : 19⁴ second-year and fourth-year nursing students at the undergraduate level at Ramathibodi nursing school , Mahidol university , 90 nurses at the undergraduate level who graduated from Ramathibodi nursing school in the academic year 1982-1983, 78 teachers (except English teachers) who presently teach nursing students at the undergraduate level at

Ramathibodi nursing school , and 8 nurse co-ordinators who presently work in Ramathibodi hospital .

The subjects from Siriraj hospital were not included in the main study because from the pilot study the researcher found various problems in contacting with the persons and in collecting data . The examples of the problems were as folloes . First , the submission of the letter of inquiry given from the graduate office to the director of Siriraj hospital in order to do only the pilot study was neglected . The pilot study was accomplished by the help of Professor Wekit Weranuwat . Second , the questionnaires sent were neglected. The researcher had to send the questionnaires for three times and collect them one by one . Third , the researcher found that the working units at Siriraj hospital are very complex and it is rather difficult to collect data even from leaving with the head nurses or from one by one . By way of contrast , at Ramathibodi hospital the researcher found that it is rather easier .

What was considered to be important in this study was the information received because this study was the survey type of research . After considering carefully , the researcher chose only the subjects at Ramathibodi hospital .

1.7.12 The questionnaires sent were collected by the researcher .

1.7.13 The data received were analyzed by computer. The statistical formula used in this study were persentage , mean , and standard deviation .

1.7.14 The results were tabulated and interpreted. Comments and suggestions to the open-ended questions were reported in descending order of frequency of mention.

1.7.15 The results were summarized, discussed, and recommended respectively.

1.8 Significance of the Study

The researcher of this study expected the following benefits from the study :

1.8.1 The study could help the English teacher staff of the department of foreign languages at Mahidol university to formulate an English course design that would meet the particular needs of the nursing students at Ramathibodi nursing school.

1.8.2 The implications of the proposed brief outline of topics in English courses for the nursing student at the undergraduate level might serve as the guidelines for English course design.

1.8.3 The study could help the English teacher staff of the department of foreign languages at Mahidol university to be aware of the nursing students' needs and the social needs.

1.8.4 The conclusions and recommendations of the study could stimulate greater interest by both administrators and members at Ramathibodi nursing school.

1.8.5 The study might indicate whether the present English courses offered to the undergraduate nursing students at Ramathibodi nursing school serve their needs or not.

1.8.6 The study could basically lead to other studies concerning needs analysis.



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CHAPTER II

REVIEW OF RELATED RESEARCH AND LITERATURE

The aim of this chapter is to present a review of related research and literature with respect to the needs analysis in the field of English for Specific Purposes. Summarized related literature and numerous studies by both Thai and foreign scholars were presented respectively.

2.1 Related Literature

ESP, as a theoretical concept, has attracted a good deal of research. There has, however, been an anomaly between British and American research studies on the subject. While the British studies (those of Allen, Widdowson, and others) assume that the setting for ESP is a second language situation, the American studies have drawn data largely from native- and/or first-language settings as evinced in the work of Selinker, Lackstorm, Trimble, and others. Allen and Widdowson stated (quoted from Bhatia, 1979, P.25

Recently, however, a need has arisen to specify the aims of English learning more precisely as the language has increasingly been required to take on an auxiliary role at the tertiary level of education. English teaching has been called upon to provide students with the basic ability to use the language to receive and (to a lesser degree) to convey information associated with specialist studies. This is particularly so in the developing countries where essential textbooks material is not available in the vernacular languages. Thus, whereas one talked previously in general terms of ELT (English language teaching), we now have such acronymic variants as ESP (English for Specific Purposes) and EST (English for Science and Technology).

The development of the concept of English for specific purposes can be justified in terms of two facts : the limitations of the sentence-oriented grammars used in language learning, and a professional commitment to relating the teaching of English as a second language to the academic needs of the Students. (Bhatia, 1979, P.25) The students' needs vary with the subjects : one can thus visualize specific courses in English for students in commerce, social sciences, engineering, medicine, science, and probably literature and literary criticism. Strevens (1978, PP.90-91) classified ESP into two basic distinctions : English for Science and Technology (EST) and all other ESP. EST courses are usually distinct because they require the incorporation within them of a greater content of 'scientific English. A second set of distinctions consists of two types of courses as follows :

1. English for Occupational Purposes (EOP) As a name implies, EOP relates to a job, occupation or profession, as for example courses in English for fire-fighters, meteorologists, airline carbin staff, or teachers. In all types of EOP, a distinction emerges between pre-experience and post-experience courses, depending on whether the learner is already familiar with the job and is simply adding a relevant knowledge of English, or whether the English for the job is being taught at the same time as he or she is learning the job itself.
2. English for Academic Purposes (EAP) EAP varies according to its educational aims and the framework (particularly the

level) with which it is offered (e.g. physics, chemical engineering, tropical agriculture, literary criticism).

The distinctions made thus far provide the teacher of ESP with the primary indications about the kind of learners he will be facing, the content which is going to be appropriate, and the educational level.

As Strevens (revised from Rojas Juan de la Cruz, 1980, P.95) pointed out, a basic characteristic of ESP courses is that they are restricted in many ways : the audience for whom the courses are intended, the type of skill selected as target for the course, and the content of the materials or the particular purpose for which the language is taught. This posed a difficulty for defining ESP since these restrictions did not apply equally well to all situations; thus while in a particular case what is restricted is the audience, not the type of skill being practised, in another case the situation might well be the other way around : a heterogeneous audience but a restricted set of skills or even a single skill.

However, it is assumed that the ESP learner is not aiming at all of English, but only at that part of English which will be most useful to him in the pursuit of his academic, vocational, or life-enrichment goal. This confirmed Noss and Rodgers' (1976) : ideas: "Whatever ESP is, it cannot be monolithic, because each group of learners differs from every other group (P.52) " and "What is new in ESP is a strategy

for restricting the aims of the course and for restricting the language corpus to fit those aims (P.51)."

From those reasons, the concept of 'needs analysis' has come into consideration of course designers. Strangely the concept 'need' as applied in the context of EAP is rarely defined systematically. It tends to be taken for granted, as indicating some unproblematic sense of 'something required' or 'something lacking'. The concept of 'needs' is faced with a flurry of other concepts. Jones and Roe (Slater, 1980, P.40 adapted from Jones and Roe, 1975) view need as representing a set of problems; James (Slater, 1980, P.40 adapted from James C.V., 1974) believes language needs 'are related to language use'; Mackay (Slater, 1980, P.40 adapted from Mackay R., 1978) equates 'needs' with the specific purposes of the language learners. In another article with Mountford (Slater, 1980, P.40 adapted from Mackay and Mountford, 1978) he suggested that the language needs of his post-graduate soil scientists are dictated '..... by the particular demands made upon them by the nature of their academic and practical work (P.132)'. This sort of remark reminds us of the relationship between the identification of language 'needs' and the permitted framework within which these 'needs' can be specified.

As with 'purposes', Slater (1980, P.40) gave more emphasis that it is necessary to note that 'needs' can change with time. 'Needs' are negotiable and cumulative and

difficult to order in terms of priority. Methods of determining 'needs' all seem to reflect a pre-determined view of language, which is the course designer's chosen perspective.

How does one determine the needs of students ? Dr. Campbell (Campbell, 1981, pp.1-2) quoted Prator from his "In Search of a Methodology" in 1975, ' Let your greatest concern be the needs and motivation of your students. ' Campbell also mentions that :

We must not forget that students are more important than methods. Instructional methods were devised to serve the needs of students; students were not devised as subjects to try out method on . Much of the time that has been spent in considering theoretical questions of methodology might have better spent in trying to discover precisely what language skills our students will find most useful after they finish our class. (p.1)

Munby (1978, pp. 34-40, Hawkey R. ,1980,pp.81-93 , and Campbell,1981,p.2) proposed a particular model of language needs analysis, namely a processing model for specifying communicative competence in a foreign language (a study of the relationship between communicative needs and the English required for specific purposes.) The kinds of questions which the course designer has to find and answer in order to build up his learners' communication needs profile (CNP) are , in summary, as follows :

O. Participant

This input consists of questions on the learner's age, sex, nationality, first language, target language, other languages. Such information represents input to the eight ordered sets of questions. It becomes relevant when it is matched with the identity of members of the participant's role set.

1. Purposive domain

Questions were to establish the purposes for which English will be needed : the occupational purpose or the educational purpose, the specific job or studies.

2. Setting

This deals with relevant information on the place, time, psycho-social nature of the setting in which English will have to be used.

3. Interaction

This involves the information on the required role of the learner in the communication for which he is being trained, the identity of those with whom he will have to communicate and his relationships with them.

4. Instrumentality

This involves the information on medium (spoken, receptive and productive; written, receptive and productive), mode (monologue, dialogue etc.) and channel (face-to-face, telephone, tape, etc.) of communication for which learners need to be trained.

5. Dialect

This involves the information (based on what has been discovered about the learners' role-set under the Interaction) on what dialects of English will need to be handled.

6. Target level

This part of the profile attempts to assign values to various characteristics (e.g. size, range, delicacy, speed, flexibility) of the communication in English that learners will have to cope with, both receptively and productively.

7. Communicative event

Here the course designer has to identify what the learner will have to do in English, productively and receptively. This is described in terms of communicative events which are then subdivided into communicative activities.

8. Communicative key

In this part of the profile, the course designer is encouraged to consider the, 'tone manner and spirit in which an act is done.'

Below is a figure of a Communicative Needs Processor.

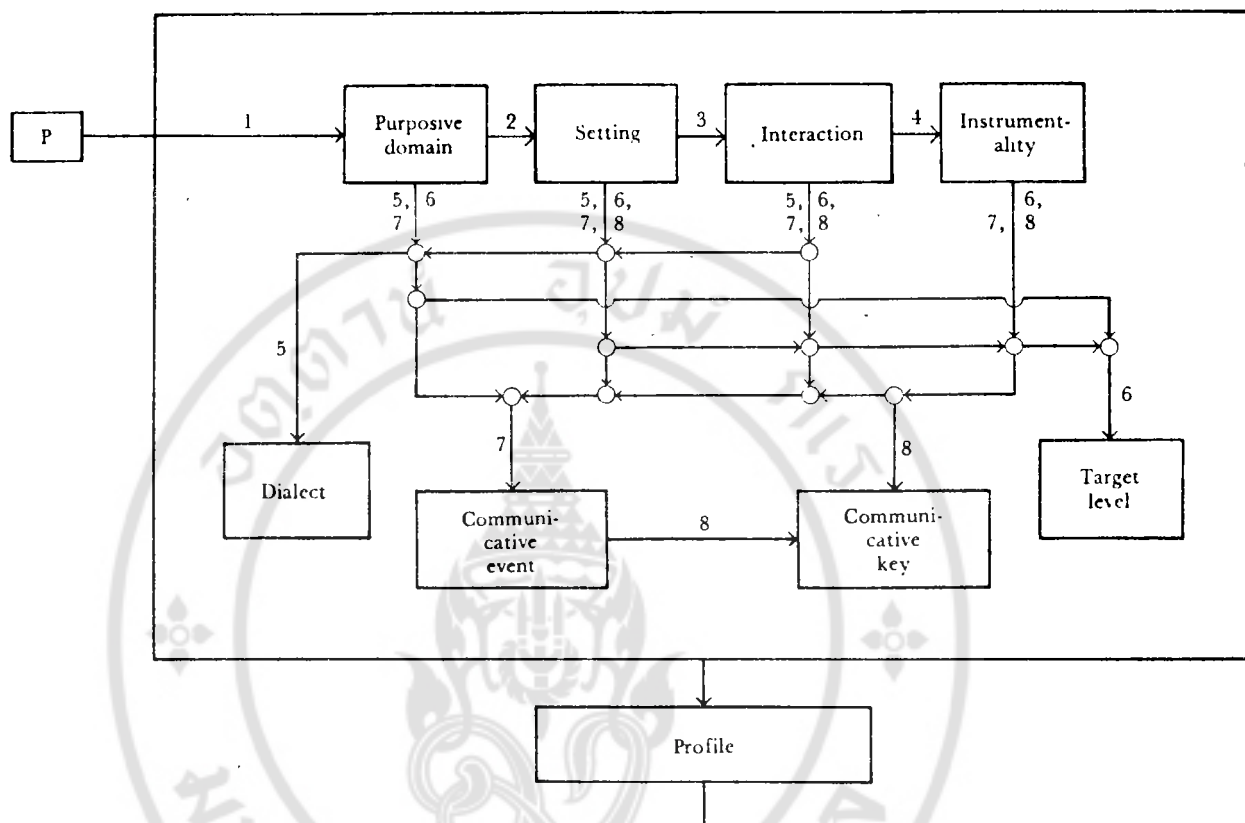


Figure 1 Communication Needs Processor

The Munby needs analysis model is a tool for the course designer rather than the learner. It presupposes a language training situation with reasonably specific occupational or educational objectives involving a reasonably homogeneous learner group. Given this, it should enable the course designer to achieve two things :

1. Produce a detailed profile of what the learner needs to be able to do in English in the occupation or studies for which he is being trained.
2. Produce a specification of the language skills, functions and forms required to carry out the communication described in the needs profile.

Roger Hawkey (1980,p.82) said that a communicative needs profile (CNP) is a prerequisite of the target syllabus specification , that of specifying the language skills required by learners for their target communication.

A two - sector model was illustrated as follows :

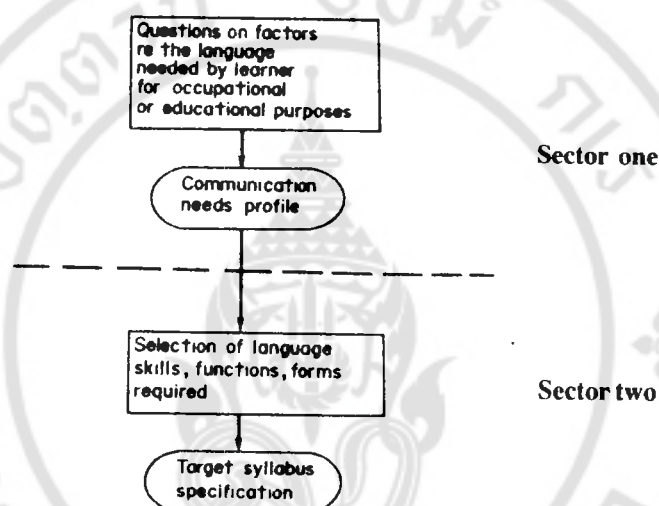


Figure2 A Two - Sector Model

Again, Roger Hawkey (1980, p.92) suggested a model for proposing actual ESP program , illustrating how both sociolinguistic and psycholinguistic factors can be made to interact as follows :

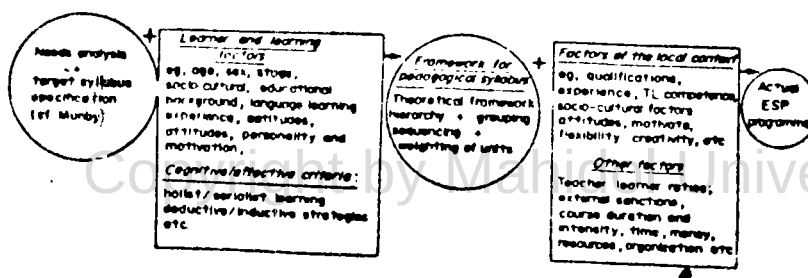


Figure 3 A Model for Proposing an Actual ESP Program

René Richterich (Trim, 1980, pp. 60-61), one of the experts of the Council of Europe, mentioned two main types of language needs analysis, each at different moments in the system and playing a different role in it :

1. The first is primarily designed, to serve producers, course designers, writers and educationists; in short , all those responsible for suggesting content and learning strategies as well as teaching material and methods. This sort of analysis should enable work to be done on some other basis than intuition, practice, experience and imitation.
2. The second type of analysis is designed to serve the learners directly, since they carry it out during the course of their studies. Such analysis allows them constantly to adjust to a course of study, firstly; secondly, to learn to know their capabilities and needs better; and thirdly, to suggest or define the learning strategies and content which suit them best.

Richterich (1980, pp. 33-34) defined language needs based on an analysis of acts of communication in terms of language situations and language operations .

The 'language situation' component comprises the following categories:

1. The agents (the persons involved in the communication process).;
2. The time (when the act of communication takes place).;
3. The place (where the act of communication takes place).

The 'language operation' component comprises the following categories :

1. The functions (which the act of communication has to fulfil);
2. The objects (to which that act will relate);
3. The means (used to produce that act.)

Richterich (1980, PP.33-34) and Trim (1980, P.10) also defined learning needs based on an analysis of acts of communication in the same terms as language needs: learning situations and learning operations.

The 'learning situation' component comprises the same categories :

1. The agents (the persons involved in the learning process);
2. The time (when the learning act takes place);
3. The place (where the learning act takes place).

The 'learning operation' component comprises the following categories:

1. The functions (which the learning act has to fulfil);
2. The objects (to which that act will relate);
3. The means (needed to accomplish the learning act).

Each of these categories indicated above will be similarly analysed by means of elements which will supply the necessary information and indications for the definition of learning needs.

Richterich (1980.P.34,44-45) proposed a model for the definition of language needs of adults.

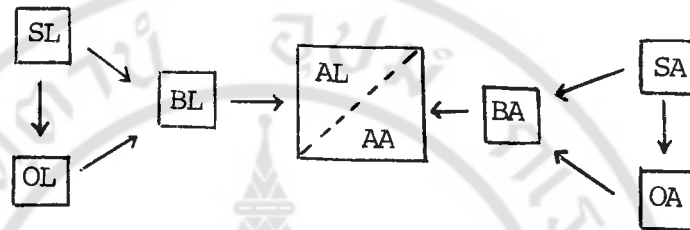


Figure 4 . A Model for the Definition of Language Needs of Adults.

LGS = Language situation

A. Agent

B. Time

C. Place

LGO = Language operations

D. Functions

E. Objects

F. Means

LGN = Language needs defined by analysis of the above categories

LGA = Language acts, translation of needs into operational form.

LRS = Learning situation

G. Agent

H. Time

I. Place

LRO = Learning operations

J. Functions

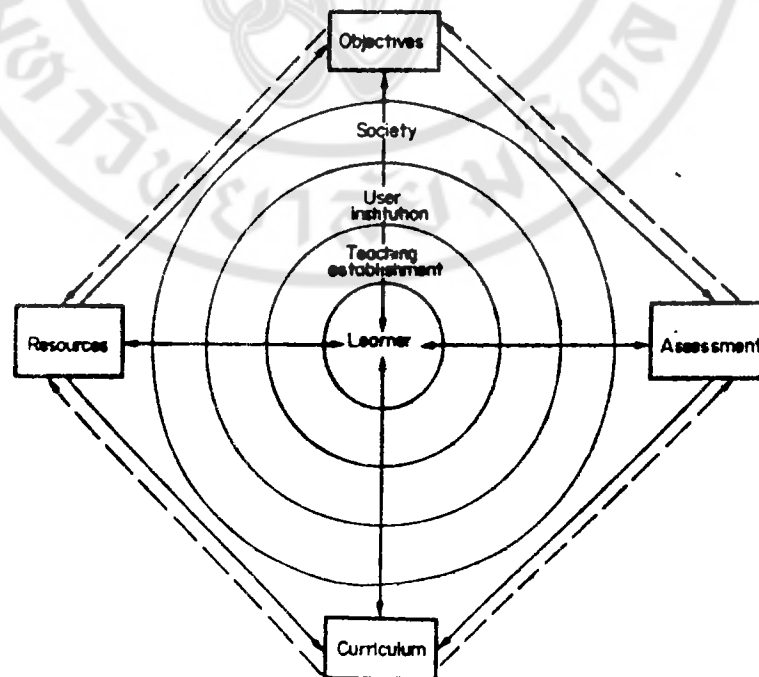
K. Objects

L. Means

LRN = Learning needs, defined by analysis of the above categories.

LRA = Learning acts, translation of needs into operational form.

Since needs are not ready-made things it would be very difficult to analyze them, describe them and define them. For this reason, the Council of Europe (Richterich and Chancerel, 1977, PP.4-8) suggested ways of identify them in a systemic approach Centred on the learner in the following diagram.



An approach centred on the learner

Figure 5. An Approach Centred on the Learner

From the diagram, everything starts from the learner and everything goes back to him. The information can be collected at different levels, in relation to different fields, with varying degrees of precision and at different times, eg:

1. Information collected by the learner regarding himself, before the course starts, so that he may know what are his resources, what are the objectives he wishes to attain, what methods of assessment he wishes to see used, which curricular he considers best adapted to his resources, objectives and methods of assessment, in most cases this information will be vague, but it will nevertheless be an important element in the creation of awareness on his part;
2. Information collected by the learner regarding himself, during the course, in order to ascertain whether his resources are in line with the course he is following, whether it will enable him to attain the objectives he has set for himself and whether the methods of assessment used enable him to judge his progress; it should be the job of the teaching establishment to provide him with means of obtaining this information;
3. Information on teaching establishments obtained by the learner before the course starts to enable him to select the one most suited to his resources and his ideas of what are his objectives, methods of assessment and curricula ;
4. Information collected by the teaching establishments regarding

themselves to enable them to determine what means they have of adapting their resources, objectives, methods of assessment and curricula to the expectations and requirements of the learner, before and during the course ;

5. Information on the learner collected by a teaching establishment before the course starts so that, in consultation with him, the establishment can determine what his objectives are and suggest curricula and methods of assessment appropriate to his resources ;
6. Information on the learner collected by a teaching establishment during the course to define possibilities of adaptation and compromise ;
7. Information obtained by or in a user-institution, giving a better understanding of the real use of foreign languages (objectives), defining requirements (methods of assessment) and deciding how much weight it attaches to the training (resources are curricula);
8. Information gathered in a given society so as to make it possible to take stock of its nationals' knowledge and use of foreign languages, its requirements (objectives and methods of assessment) and learning facilities (resources and curricula).

The outcome of the identification of needs will thus be the product of a certain amount of information collected at

different levels and times, the amount and the manner of collecting it depending, on the one hand, on requirements and the desire to take account of them felt by individuals and establishments and institutions and, on the other hand, on the means and instruments available. Thus, depending on circumstances, learner and establishment will organize their own methods of identification on the basis of the information which they deem important.

In conclusion, from the assumption that the ESP learner is not aiming at all of English, but only at that part of English which will be most useful to him in the pursuit of his academic, vocational, or life-enrichment goal, the concept of 'needs analysis' has come into consideration of course designers. Since needs are not ready-made things it would be very difficult to analyze them, describe them and define them. For this reason, the Munby need analysis model, Richterich's model for the definition of language needs of adults, and the Council of Europe's systemic approach centred on the learner may be one of the factors in helping course designers to determine needs.



2.2 Related Studies By Thai Scholars

In 1971, Kanitha Kreemaha (1971) presented a master's thesis to Chulalongkorn university entitled, Chulalongkorn University Second Year Engineering Opinions on the Learning of Technical English. This thesis attempted to study the the second year engineering student opinions on the learning of technical English in the faculty of Engineering, Chulalongkorn university, in the academic year 1971. The study included the following topics : the student's ideas concerning the subject matter, the teaching methods used, the problems, the instructors, the language laboratory class and the timing and grouping, and an evaluation of the course and to suggest any improvements that they felt could be made. One set of questionnaires, consisting of 59 items, were sent out to a sample of 462 engineering students who took this course in the academic year 1971. Some of the major findings were as follows :

1. The course was felt to be generally satisfactory;
2. The subject matter provided retained the student's interests;
3. The students preferred Thai teachers to native speakers of English;
4. The students were good at reading but weak at speaking;
5. The students found that their reading skill was very useful to them, therefore they wanted an emphasis on this;

6. The students found that the teaching was too fast for them to follow. The subject matter provided in each hour was so invaluable that the teachers did not have enough time to go through any specific points.

Finally, the suggestions were as follows :

1. The amount of instructional materials designed for each class should be commensurate with the time given. Time must be allowed to the students for asking questions;
2. Courses to develop writing and speaking skills should be provided;
3. The instructor should possess fundamental concepts of engineering and technology in order to better manipulate the reading text in the classroom;
4. The teachers ought to keep up with the use of the English language and teaching methodology;
5. The students' performance should be constantly evaluated and occasional formal tests should be held: their marks recorded and regarded as an integral part of the technical English course ; and
6. At the end of each academic year, assessment of the instruction and the instructional materials should be made. The assessment will provide guidance for improving learning conditions.

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Three years later, The Central Institute of English

Language, Office of the State University(Bachman,1974) surveyed the

needs in using English of the educational administrators, the teachers, and the students in the university level in Thailand. It was found that English for Specific Purposes (ESP) was necessary especially English for agriculture, English for science, English for law, English for economy. Moreover, it was found that the present English program used did not serve the learners' needs appropriately. The program needed some improvement.

In 1977, Ngampring Roongrojdee (1977) submitted a master's thesis to Chulalongkorn university entitled, A Proposed Course Syllabus of Technical English for Students at Technical Training Level. This thesis attempted to analyse the current situation on curriculum, textbooks, teaching methods and evaluation of English for Technical Purpose for technical students of various campuses of the Institute of Technology and Vocational Education, to propose a course syllabus of technical English for students at technical training level, and to validate the proposed syllabus as significant. Two sets of questionnaires on teaching and learning situations of technical English, one for the English teachers and the other for heads of workshop teachers of the industrial trades, were filled out by 48 English teachers and 43 heads of workshop teachers at technical training level from 9 campuses of the Institute of Technology and Vocational Education. The data received were analysed by means of percentage, arithmetic mean, and standard deviation. The findings were concluded that English teachers and heads of workshop teachers

needed a core syllabus of technical English which is related to the concerned trades of the students. The program should last four semesters, with two periods a week as a minimum time allotment. The emphasized skill was reading. After that, the most widely used textbooks, 4 altogether, were also analysed to collect the frequencies of structures and vocabulary. All findings formed a basic concept of the syllabus. The proposed syllabus was written and was evaluated by four experts in designing technical English curriculum and four experienced technical English teachers. Then, the complete syllabus had been presented.

In 1978, Panninee Sagarik (1978, PP.6-13) presented a paper entitled, English for Academic Purposes in Thailand-an Overview at the national EAP conference at Chulalongkorn university. The paper attempted to survey the current situation on learning and teaching English for academic purposes (EAP) in the university level. She finally concluded that the preliminary results looked favorable. AIT, KMIT, NIDA, and Mahidol had expressed general satisfaction with their programs. One of the problems that EAP programs might help to solve was that of the lack of time for learning English. Most institutions with EAP courses have students scheduled for three hours of classwork and one hour of language laboratory a week, although in some cases the proportion of time allocated to each activity may vary. The emphasis is weighted towards reading and writing : reading in most case is 50% or more of the program, and writing seems to take up about

25% of the time. The conclusion was that the current status of EAP in Thailand seemed to be relatively favorable.

Two years later, Nipa Sonsa-ardjit (1980) submitted a master's thesis to Kasetsart university entitled, A Survey of the Needs for the Use of English of Government Departments and State Enterprises. This Study was aimed at discovering these aspects of English : the degree of use of each skill, the functions of each skills and the levels of competence in using English of officials. The questionnaires and structured interview were used with 360 directors of departments in four ministries and 45 directors of state enterprises. Percentage, arithmetic mean, standard deviation, and Chi-square were used to analyse the data. The findings revealed the following informations.

1. English in general was used moderately in the government departments and state enterprises ;
2. Reading was the skill most used while translation was used least ;
3. The purposes of using various skills were : a) listening and speaking in conversation, b) reading journals and documents c) writing official letters and reports and d) translating reports of telexes ;
4. The competence level of most officials in listening, speaking and writing was at level 4, translation was at

level 5, for the government officials the reading skill was at level 5 while the state officials' skill was at level 4 ;

5. The government departments in the study would like the officials to have a level 5 speaking proficiency, a level 6 listening, reading, writing and translation proficiency whereas the state enterprises want a level 5 listening and speaking proficiency, a level 6 reading, writing and translation proficiency ;
6. For both government departments and state enterprises there were statistically significant differences between the actual competence levels and the desired competence levels; and
7. The officials in the study did not receive adequate language training at school to perform their functions effectively.

In the same year, Usa Kanchanasatitya (1980) submitted a master's thesis to Kasaetsart university entitled, A Survey of the Needs for the Use of English of Private Business Sector.

This survey was conducted to study the needs of English in business enterprises. This study was aimed at discovering the following aspects of English use : the competency levels of business personnel in using English, the degree of use of each skill, and the functions of each skill. The final results of the study may assist in curriculum development and improvement

at every level of education. The questionnaires and structured interview were used with 190 private company managers in Bangkok. These managers were selected by the stratified random sampling and the simple random sampling methods. Percentage of frequency, arithmetic mean, standard deviation and the Chi-square analysis were used to analyze the data. The major findings were as follows :

1. There were statistically significant differences between the actual competency levels and the desired competency levels ;
2. The competency of most personnel was at level 5 for listening, reading and writing, at level 4 for speaking and at level 3 for translation ;
3. The managers in the study overwhelmingly believed that their personnel should have a level 6 proficiency in listening, speaking, reading, writing and translation in order that they could function efficiently ;
4. English was used extensively ;
5. Reading was the skill most used while translation was used least ;
6. The purposes of using various skills were ; a) listening and speaking in conversation, b) reading and writing correspondence, telexes and instructions and c) translating documents, instructions and contracts ; and
7. The managers believed that the personnel in the study did not receive adequate language training at school to perform their functions effectively.

In 1981, Kamolrat Jaratrasamee (1981) presented a master's thesis to Chulalongkorn university entitled, Thammasat University Instructors and Students' Opinions Concerning General English Program and english for Academic Purpose Program. The purposes of this research were to study the state, problems of the teaching and learning English and the instructors and the students' opinions concerning general English and English for academic purpose programs in the Faculties of Law, Commerce and Accountancy, Economics, Political Science, Social Administration, Liberal Arts, Journalism and Mass Communication and Program of Study in Sociology and Anthropology, and to find a suitable way to improve the teaching and learning general English in accordance with the students' needs as well as to determine the needs for an English for academic purpose program. Two sets of questionnaires asking about the state of teaching and learning general English and English for academic purpose programs at the undergraduate level were administered to 50 instructors, 350 students taking and not taking advanced English courses. The obtained data were statistically analyzed by means of percentage, arithmetic mean and standard deviation. The results were concluded as follows :

1. The instructors agreed with the students that English was a necessary tool for acquiring knowledge of specific subjects ;
2. The subject matter provided was appropriate; however, the reading skill should be emphasized most ;
3. Both general English and English for academic purpose programs should be offered ;

4. The content of fundamental English courses should be general English, whereas the content of advanced English courses should be English for academic purposes ;
 5. The administrators should not limit the number of enrollments of the students studying English ; on the contrary, every student should be allowed to study as many English courses as he wishes ;
 6. The grading of the students majoring in English should be done separately from that of those minoring in English because the two groups possess different ability levels ;
 7. The English center should be responsible for the teaching of English for academic purposes and that the teachers ought to have some fundamental concepts of the specific field concerned ;
 8. The instructors differed from the students in that most of them were strongly in favor of the curriculum and the content of the general English courses while the students were not as favorable ;
 9. Finally, both the instructors and the students were strongly in favor of English for academic purpose programs in advanced English. They felt that English for academic purpose program would improve the standard of English teaching and learning.
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A year later, Achara Wangsotorn (1982, PP.54-55) presented a survey study to Chulalongkorn University Language Institute entitled, A Survey of Societal Needs for Using English. This survey study was conducted to find out about the following : the extent and the types of English used and needed by personnel in Thai Government agencies, state enterprises and business circles, the extent and the purposes of using the skills of listening, speaking, reading, writing, and translation, and the adequacy of English skills obtained from educational institutes. The survey had two phases. The major part was in phase two. Questionnaires and interview technique were used. In phase two, 1011 forms were used to obtain data from the administrators in the three sectors mentioned. Four hundred and eighty six administrators or 48.1% cooperated fully. The results of the survey were indicated as follows :

1. The government agencies and state enterprises used English moderately whereas business sectors used more English;
2. The ratio of the number of personnel using English and those who do not use English was 1 : 4 ;
3. Among the five skills, reading was used most, writing ranked second, listening came third, speaking ranked fourth and translation was fifth. The arithmetic mean were 5.3, 5.0, 4.7, 4.6, and 4.5 respectively ;
4. The sixth skill level was needed most, and the differences between the actual skill levels of the personnel and the

skill level needed were statistically significant at .001 ;

5. English was used more for working purposes than for social and personal purposes ;
6. The types of personnel using English most were academicians in governments agencies (61.11 percent), administrators in state enterprises (57.35 percent and business sectors (89.71 percent) ;
7. The administrators felt that the English skills that their personnel obtained from educational institutes were operationally inadequate, especially education at M.S.5, M.S.6 / Vocational and Diploma levels. However, they felt that university education to the Bachelor's Degree level and higher were quite adequate;
8. Finally, the results also revealed that most of the personnel improved their English by self-instruction.

The author's recommendations are as follows :

1. Other survey studies on the same problem should be conducted more extensively by including those who use English and by conducting the survey in other provinces besides Bangkok such as Chiangmai, Khonkaen or Phuket ;
2. Results of the survey indicated that English skills obtained from educational institutions were operationally inadequate and that there existed a big gap between the actual skill level of the personnel and the skill level needed by various

sectors. Therefore, those responsible for handling English programs should try to improve the curriculum by considering English styles, types or registers and purposes of using English in the various sectors in Thai society in order to produce educated citizens with operational English;

3. Most personnel improved English by self- instruction because very few agencies offered improvement programs. Therefore, educational institutions should offer courses on English for occupational purposes to working people.

In 1983, Chuanpit Wongwiwat (1983, PP.18-21) presented a report to King Mongkut's Institute of Technology, Ladkrabang Campus entitled, Report on the Results of the Questionnaire Surveying the Needs of Agriculture Teachers (KMIT, Ladkrabang) to Improve English. The objective was to survey the needs of agriculture teachers to improve English. Sets of questionnaires were given to fifty-five teachers in the faculty of Agricultural Technology. Forty teachers responded to the questionnaire ; fourteen of them (34.15 percent) had been abroad. The conclusions were that most teachers wanted to improve their English in order to go abroad either for short training, field trips or to further their study. They also needed English for the preparation of teaching materials from English texts or journals. The fact that they thought speaking and listening skills were more necessary to them than reading and writing seems to contradict their needs. Like most Thai learners, they wished to have a good command of speaking and listening skills, although their

main activities involved reading and writing. Some also suggested that English courses offered should contain practice in taking English proficiency exams, such as DTEC test, TOEFL etc., which are their biggest hurdle in going abroad. The English courses offered should take these points into consideration. They should provide them with the ability to communicate socially in English, study skills and some practice in proficiency examinations. Communicative practice will give them opportunities to develop their speaking and listening through what they hear or read. Study skills will provide them with opportunities to improve reading strategies, note-taking, writing of reports, etc. Finally, examination practice will help them to familiarise themselves with activities involved in taking examinations.

From all related studies by Thai scholars, it was found that surveying needs analysis of ESP in Thailand was not widespread. It was restricted in some institutions and some fields of studies.

2.3 Related Studies By Foreign Scholars

In 1974, The Centre for the Teaching of Foreign Languages (CELE), National Autonomous University of Mexico and the Department of (Applied) Linguistics, the university of Edinburgh (Mackay, 1980, PP.8 - 12) cooperatively set a project in English for Science and Technology (EST). This cooperation had three distinct related purposes: 1) to develop and test materials intended to provide students with English language skills as a tool in their academic/professional studies; 2) to document the progress and stages of the project so that the procedures followed could, possibly in a modified form, be used as a model on which other projects with similar purposes could be patterned; 3) to train local personnel at every strage of the project.

The basic - information - gathering stage was need\$analysis. Initial examination of purported needs amply demonstrated that in planning syllabuses for ESP work an inadequate distinction has been made between current real needs, future real needs, and future hypothetical needs. An exhaustive questionnaire was therefore prepared for both the subject - matter teachers and the students in the Faculty of Veterinary Medicine and Animal Production (FMVZ). Then, a structured interview was individually conducted by a trained interviewer with 42 professors and 52 students which represented every field of study and every semester in the undergraduate degree program in the FMVZ.

The results provided with a clear picture of the needs of the students as represented by both the staff and the student body. In essence, the results indicated that a knowledge of no language other than Spanish was necessary for a student to complete his undergraduate studies satisfactorily. However, it was felt by 78 percent of the staff and fifty - eight percent of the students interviewed that a reading ability in English would permit students to increase significantly the quality of their academic and professional knowledge. No Skill other than a reading emerged as a need.

Then, the developmental stage and the formative evaluation stage were conducted respectively.

In 1978, all staffs in academic department of the university of the North, at Antofagasta, Chile (T. Francisco, 1978.) presented a survey study to the university of the North. This survey study was conducted to find out the teachers' opinions about using English in the university. It was found that the teachers who taught biology, mathematics, chemistry, physics, oceanology, and hygiene had the needs for the use of English in reading textbooks. It was desirable for them to be practically trained in reading skill.

In the same year, the Regional Language Center (1978, and REFF, 1979) surveyed the use of languages in SEAMEO countries about uses and wants of mother tongue languages and foreign languages.

Four forms of questionnaire, form S, form T, form U and form I, were sent to institutes, organizations, language teachers, students, and general people. The main findings concerning Thailand were as follows:

1. The findings of form S (Students) questionnaire

The respondents desired most to learn speaking skill (72.7 percent) and listening skill respectively. This was because the respondents thought that at present learning and teaching foreign languages in schools and in universities emphasized in speaking skill or conversation and interpreting lessly.

2. The findings of form T (Teachers) questionnaire

The majority of the respondents (65.3 percent) agreed that the most useful language was English, French came second and Japanese ranked third. This was because these foreign languages helped learners in social, academic, and cultural aspects.

The most important reason in learning French and German was to further studies (in the fields required foreign languages). For Japanese and Arab, it was accepted that they were important languages in the world.

The majority of the respondents thought that the major influence in studying foreign languages came from friends, teachers, classmates, and occupational plans. Fathers and mothers had not much influence in learning foreign languages and religions had no influence in learning foreign languages at all.

The audio - visual aids frequently used by the teachers who taught Japanese were films and pictures, those frequently used by the teachers who taught Arab were cards and charts, and those frequently used by the teachers who taught German and French were other audio - visual aids.

3. The findings of form U (Users) questionnaire

The skills often practiced were interpreting skill, reading in foreign language skill, writing in foreign language skill, and translating skill.

4. The findings of form I (Institutions) questionnaire.

The skills frequently used by the respondents in the firms or organizations were conversational skill, interpreting skill, reading skill, and writing skill.

The majority of the firms or organizations never had foreign language courses offered for their employees or sent them to learn foreign languages in other places. However,

some firms or organizations let their employees have a chance to practice Japanese first, French and Arab came second. This was because forty percent of the respondents had Japanese nationality.

In April 1980, the Singapore Polytechnic and the Ngee Ann Technical College (NATC) (Dudley - Evans, 1981, PP.1-13) conducted a survey of employers as part of an exercise to determine how well the Colleges' training (educational) programmes were meeting the needs of industry and business. The survey study was entitled The ELU Survey on NATC Graduates' Requirements for English. The survey took the form of questionnaire cum interviews conducted by lecturers of the Colleges with managers in industrial and business organizations which have employed graduates from one, or both, of these institutions. The English Language Unit (ELU) of NATC designed a mini - questionnaire which was included at the end of the main questionnaire used in the interviews. The main part of the interviews was based on a questionnaire prepared by the Economic Research Council (ERC). The aim of the ELU questionnaire was to pin-point the English language skills that graduates of NATC need in employment situations, and to use these findings as guidelines in the development and design of the English language curriculum of the College, especially those parts of the curriculum that are concerned with English for Occupational Purposes. Sixty-nine firms in Singapore, which employ or have employed students who hold diplomas awarded by the NATC , were selected to be part of the survey .

Twelve interview teams, each consisting of two lecturers at the NATC, were assigned six to seven companies each, to interview. The lecturers made appointments with the relevant officers in the companies which they had been assigned to cover. These officers ranged from the Managing Directors of the small companies, to Personnel Managers and Officers, and Supervisors in the very large companies. The information for the survey was obtained through questionnaire cum interviews. The conclusions were as follows.

The study suggested that English courses for both Technical and Bachelor of Science students should have a strong oral component. The oral skills should stress the language needed to communicate with seniors and to receive instructions. In the Bachelor of Science Division, special emphasis should also be placed on telephone communication. When considering writing skills, in the English course for Technical students emphasis should be placed on memo writing and how to write technical reports. The English course for B.S. students should emphasize letter and memo writing skills and how to prepare invoices / bills. English courses for Technical students should concentrate on teaching the students how to read handbooks and manuals, and on how to read memos. B.S. students need to learn how to read letters and memos.

Most of the writing or reading skills are in fact already covered in the second year course for Business Studies and the Technical Writing for Engineering students.

With regard to oral skills, the second year Business Studies course does cover a number of the important oral skills, but there may be a need to concentrate on the skill of communicating with senior management. This would suggest that a number of problem solving, role - playing exercises needs to be incorporated in the course.

In the case of the Technical Writing course, the emphasis in the oral work is very much on the skills needed in a job interview. As the Technical Writing course deals fully with the very important skills of report writing and letter and memo writing, it would be impossible to find room for extra work on oral skills. This would suggest that an additional course is needed for those students still weak in oral English, concentrating very much on the oral skills needed in industry. Again such a course would involve problem solving and role play exercises.

In 1980, the paper of Margaret Keech (1980, PP.3-32) presented to the University of Essex entitled, An Investigation of Some of the English language Problems of Overseas Students at the National College of Agricultural Engineering Silsoe, was published in the Occasional Paper No.22. This study attempted to indicate ways in which a needs analysis can be used to indicate priorities in course design. The method of structured interview was used with a sample selected by the National College of Agricultural Engineering Silsoe. Seven samples of students came from Chile, Malaysia, Kenya, Srilanka, Nepal,

Cyprus, Holland and two came from Brazil. Four out of nine samples were in B.S. level, two were in Diploma level, two were in M.S. level, and one were in Ph.D level.

The results of the structured interview were divided in seven parts : personal details; previous English language courses; listening skills in aspects of the lecture situation, tutorial groups, seminars, social occasions; speaking skills in aspects of the lecture situation, tutorial groups, seminars, and social occasions; writing skills included the lecture situation, report and essay writing , and thesis and project writing; reading skills; and suggestions for English language courses.

In the same year, the paper of Patricia Hedge (1980, PP. 127-160) presented to the University of Essex entitled, A Functional Approach to the Analysis of English Language Language Needs in an Occupational Setting : English for Swedish Pharmacists was published in the Occasional Paper No.22. The author's intention in this paper was to investigate the possibilities of applying a functional approach to the analysis of English language needs in an occupational setting and further to discuss the translation of the needs thus defined into the elements of a teaching program.

The discussion fell into three related sections. Firstly, a brief consideration of the occupational setting and the students provides background in terms of context and constraints for a

discussion of data collection and need analysis. Secondly, the patterns of language in occupational use are determined within a functional model and the priority needs of students identified. Finally, the salient points of course design are outlined and examples given of materials designed to fulfil specific needs.

Collecting data as a base for course design involved the following :

1. A survey, carried out by means of a questionnaire, of prospective students, cataloguing language needs and allowing needs to be set in order of priority;
2. Interviews with prospective students which would give valuable insight into the problems of the working situation;
3. An interview with the sponsors to establish the wishes and expectations of the employers.
4. Familiarisation of the course designer with pharmacy procedures gained by observation, for example, the procedures for taking in and dispensing of prescriptions, the protocol for written instructions and so on.
5. Collections of a representative sample of pharmaceutical products to be used in training.
6. Collections of appropriate foreign products with written instructions in English which a pharmacist might be presented with.

7. Collection of representative articles in journals and textbooks and of information brochures encountered by students.
8. By far the highest proportion of contact with English comes through the daily routine of dealing with customers in the pharmacy and this is the most difficult data to collect. It is possible instead, to use a number of sources : information from students, observation of pharmacy interactions, intuitions of native speakers about how they would request service, or make enquiries, and to some extent the recordings of non-native speakers making enquiries.

Then, a teaching program and course materials were developed to fulfil specific needs.

In the same year, the American Language Institute, university of Southern California (Ostler, 1980, pp.489 - 501) conducted a study of their students' assessments of both what academic skills they expected to need in order to successfully complete their studies, and a self-assessment of their success in using English in varied social and business settings . A questionnaire consisted of 56 questions was used in this study. **This questionnaire was divided into the following sections :** Section I - Biographical Data : question 1-10 were compiled to obtain a profile of the current student population. Question 11-15 : the students were to list the number of hours they were exposed to English input, exclusive of class time.

Section II - Assessment of Academic Skills : Students were to list those skills which they need now or expect to need in order to achieve their academic objectives.

Section III - Oral - Aural Proficiency : Students were to evaluate their ability to both communicate and understand English in several academic and social contexts.

Section IV - Reading Skills and Requirement : In Part A the students were asked to assess their academic reading requirements and also to tabulate the amount of time spent in various types of pleasure reading. Part B was a self-evaluation of the student's comprehension of these reading materials.

Section V - Sentence Combining : in the first part of the two performance tasks, the students were given three sets of sentences. Each set consisted of three short simple sentences which had been taken from student papers. The task was to combine each set into a single complex sentence which conveyed all of the information of the original set. In order to score the sentences the following four-point scale was devised : One point—All ideas are included ; one point — sentences aren't conjoined . (one-half point given if the conjoining is grammatical); one and one-half points— no global errors ; one half point— no local errors. Since each combined sentence had a possible value of four , the highest possible score for this section was twelve .

Section VI - Summary Skills : the second performance task was designed to assess the ability of the students to use one of the important skills in writing research papers by reading a 140 word paragraph and then selected a topic sentence , and summarizing the main ideas in three or four sentences . Four points were given for doing the task successfully ; one point for a complete topic sentence ; three points for a summary containing all of the ideas and with reasonably correct grammar . Lack of completeness or readability resulted in a loss of points and no credit was given if the paragraph was copied word for word .

The findings were that there was a clear distinction between the academic skills needed by graduate and undergraduate students ; many students were concerned over their inability to read complex academic material; some of the skills assessed were major- specific and , although students felt quite comfortable in some language settings , their confidence decreased sharply in those settings requiring creative language skills.

In 1981, Johns (1981, pp.51-57) presented a survey study entitled , Necessary English : A Faculty Survey . The study of necessary English skills was undertaken at San Diego State University . The researcher developed an Academic Skills Questionnaire with much broad purposes . This instrument was distributed at San Diego State university

to 200 randomly selected 10 percent of the entire university faculty from all departments in order to determine which skills (reading, writing, speaking or listening) were most essential to non-native speaker success in university classes. In completing the questionnaire, respondents were asked to focus on one of their classes either a General Education requirement or an upper division or graduate class and to rank English skills for that class in order of importance. The results were that the receptive skills, reading and listening, were ranked first by faculty teaching both lower division and upper division / graduate classes and the faculty of all departments but Engineering ranked General English above Specific Purposes English. This study concludes with implications for testing, literacy requirements and curriculum development. The researcher finally suggested implications for curriculum development. If language institutes and service courses are to prepare students for their university study, they must concentrate on the skills which are considered most important by the academic faculty as follows :

1. Trained reading instructors, rare in ESL, should prepare curricula using real texts and problems from academic English;
2. Systemic teaching of listening and note - taking should be an integral part of activity in all classrooms;
3. Teaching of the productive skills of writing and speaking, rather than being central to the curriculum,

- should be secondary to listening and reading activities;
4. Writing, for example, could involve the paraphrase or summary of reading materials or the organization and rewrithing of lecture notes; and
 5. Speaking instruction should include response to readings or lectures rather than the preparation of dialogues or presentations.

In 1982, Gage and David (1982, pp. 349-357) reported on a 1980 Vocational ESL (VESL) project for adult Indochinese refugees. The project researched entry-level jobs - jobs requiring a minimum of training-which may be a refugee's first experience in the American job market.

The questions of the project were as follows :

1. What are the language and performance skills necessary for entry - level jobs?
2. How can these skills be incorporated into a VESL curriculum for beginning level, semiliterate students?
3. How can ESL curriculum materials reflect on-the-job training techniques?

The instruments used were an oral survey of supervisors and an obervation form to collect data on specific work tasks and functional language requirments of entry positions. The samples used were 20 supervisors. The survey results indicated that workers with low English proficiency were

performing their present jobs adequately, although advancement opportunities were limited. Further analysis at five work sites was conducted to examine language demands of entry level jobs in general and of on-the-job training in particular.

From all related studies by foreign scholars , it was found that surveying needsanalysis of ESP in foreign countries was mostly done as a preliminary work and was rather widespread.

In summary, it was quite evident that surveying needsanalysis of ESP in foreign countries was done mostly by teamworks , whereas that of ESP in Thailand was done mostly by a person . Moreover , the researcher found that surveying needsanalysis of ESP in nursing field has never been done before.

CHAPTER III

PROCEDURE AND DATA GATHERING

Procedures used to collect data for this research were a combination of library study and the survey method. Library study was used for gathering information concerning needs analysis . Survey study was used for gathering actual needs of nurses : undergraduates at Mahidol university. Library and survey study were conducted as follow .

3.1 Preparation of the Study

In order to obtain information on which to base the needs analysis for developing four sets of questionnaires , the researcher followed these steps .

3.1.1 Study any documents concerning needs analysis .

3.1.2 Survey , observe , and interview four groups of people : undergraduate nursing students , nurses at the undergraduate level , teachers who teach nursing students at the undergraduate level , and nurse co-ordinators to find the information about the needs in using English of nurses at the undergraduate level .

Eleven questions were asked in order to gather the ideas from the interviews and those ideas gathered were roughly organized in the form of four sets of questionnaires .

Three questions for the nursing student group were as follows :

a. In the four skills of using English : listening

skill, reading skill, speaking skill , and writing skill ; what do you use each skill to do in your everyday life and learning ?

- b. In the four skills of learning English , what do you want to learn in each skill ?
- c. What are your desirable techniques of being taught?

Three questions for the nurse group were as follows :

- a. In the four skills of using English , what do you use each skill to do in your present work ?
- b. In the four skills of using English , what do you want to know in each skill ?
- c. What are your problems in using English ?

Three questions for the teacher group were as follows :

- a. What do your students need to use English in each skill in your courses in four skills of using English ?
- b. In the four skills of using English , what do you expect nursing students to be able to do with each skill ?
- c. What are your students' problems in using English ?

Two questions for the co-ordinator group were as follows :

- a. In the four skills of using English , what do you expect nurses at the undergraduate level to be able to do in each skill ?

b. What are nurses' problems in using English in their work ?

3.1.3 Study any examples of questionnaires about needs analysis .

3.1.4 Study any books and educational research techniques concerning how to develop questionnaires . References included Berdie and Anderson's Questionnaires : Design and Use , 1974 . ; Boonthum's Social Science Research Methodology , 1980 ; Jumphol's Social Science Research Methodology , 1977 ; Annuaivit's Social Science Research Methodology , 1976 ; and Uthumporn's Questionnaires : Design and Use , 1976 .

3.1.5 The ideas gathered from these above were roughly organized in the form of questionnaires .

3.2 Subjects

The subjects used in this study consisted of four groups of people : all second - year and fourth - year nursing students : undergraduates at Ramathibodi nursing school at Mahidol university ; all nurses at the undergraduate level who graduated from Ramathibodi nursing school in the academic year 1982 - 1983 ; all teachers (except English teachers) who presently teach nursing students : undergraduates at Ramathibodi nursing school at Mahidol university ; and all nurse co - ordinators who presently work in Ramathibodi hospital .

What made the researcher decide to choose these two groups of nursing students are the following reasons . For the second - year nursing students , since they have learnt English for one year the researcher assumes that they have some relevant experiences and some ideas to criticize or to give comments

about teaching and learning English . They can tell whether they like or dislike the English courses offered to them . For the third-year nursing students , they need not learn English any more according to their curriculum because they have to work hard in their field of studies . This may distract their interest from English and their opinions may be biased or negative . For the fourth-year nursing students , they are going to graduate and be a nurse as their profession . In addition , the researcher assumes that during the past three years their ideas certainly matured . Someone may want to further the studies and she will realize the significance of English . For the first-year nursing students , they have never learnt English ; therefore they have no relevant experiences and no ideas to criticize or to give comments about teaching and learning English at Mahidol university . From those reasons mentioned above , the researcher decides to choose the second and the fourth-year nursing students as one group of the subjects in this study .

In term of the background of the nursing students : undergraduates at Ramathibodi nursing school at Mahidol university , it would be interesting to know about this curriculum . The name of the curriculum is Bachelor of Science in Nursing and Midwifery . The total course consists of 147 credits . These can be classified into three main courses : 65 credits (44.22%) in fundamental courses ,

76 credits (51.70%) in nursing courses , and 6 credits (4.08 %) in elective courses .

Language course is one of the courses in general fundamental courses . It consists of 8 credits (2 credit each) : SCLG 121 , SCLG 122 , SCLG 221 , and SCLG 222 .

Talking about learning and teaching language courses , all nursing students have to learn 8 credits English courses at the department of foreign languages , faculty of science for two years (in the first year and in the second year) .

The general purpose of all English courses indicated in the curriculum was to enable nursing students in using vocabulary , idioms and grammatical structure especially those frequently appeared in scientific textbooks in order to prepare those students to be able to read English textbooks by themselves . The skills respectively emphasized were reading , listening , speaking , and writing skills .

What made the researcher decides to choose four groups of subjects : nursing students , nurses , subject-specific teachers , and co-ordinators are the following reasons . First of all , information gathered from many groups of people will be more various than that gathered from one group . In addition , in learning-teaching English the groups of people directly concerned are students and teachers and those indirectly concerned are the persons who work in that profession and the administrators . These two groups of people are quite important because information

received will tell the future needs of present learners . According to Richterich (1977 , pp. 4-8) he suggests an approach centred on the learner which illustrates that everything starts from the learner and everything goes back to him . He mentions that the information should be collected at different levels , in relation to different fields , with varying degrees of precision and at different times eg. information collected by learners , information obtained by a user-institution , information gathered in a given society .

From the reasons mentioned the researcher decides to choose four groups of people : the nursing student group , the nurse group , the teacher group , and the co-ordinator group as the subjects in this study . According to Richterich , information from nursing students represents information of learners , information from nurses represents information of a given society , information from teachers represents information of teaching establishment , and information from co-ordinators represents information of user-institution .

The total number of subjects used in this study is shown in Table 1 .

TABLE 1 SUBJECTS USED IN THIS STUDY

Subjects	No. of subjects
Nursing students	194
Nurses	90
Teachers	78
Co-ordinators	8
Total	370

3.3 Instruments Employed in the Study

Four sets of questionnaires were developed step by step as follows :

- 3.3.1 The researcher gathered all informations from the library study and the survey study .
- 3.3.2 The content of the questionnaires was composed of items constructed by the researcher and items adapted from the information received .
- 3.3.3 The questionnaires were submitted to the advisor and the specialists (See appendix H) in the field of nursing and linguistics for their advice with reference to the relevancy of items , clearness of expression , omissions , degree of built-in bias , and any other suggested changes .
- 3.3.4 After that , the questionnaires were tried out with four groups of people : 40 second-year nursing students and 40 fourth - year nursing students : undergraduates at the

faculty of nursing , Siriraj hospital at Mahidol university , 50 nurses at the undergraduate level who presently work in Siriraj hospital , 30 teachers who presently teach nursing students : undergraduates at the faculty of nursing , Siriraj hospital at Mahidol university , and 10 nurse directors who presently work in Siriraj hospital . The researcher by self sent the four sets of questionnaires , told the purposes , and asked them to give any comments about the questionnaires as much as possible . After one week , the researcher collected the questionnaires by self . For the nurse director group , a structured interview was used with two of them .

The data received are indicated in Table 2

TABLE 2 THE SAMPLES USED IN THE PILOT STUDY

Samples	Samples Used	Samples received	
		No. of samples	%
Nursing students	80	59	73.75
Second-year students	40	32	80
Fourth-year students	40	27	67.5
Nurses	50	41	82
Teachers	30	13	43.3
Nurse Directors	10	6	60
Total	170	119	70

3.3.5 The questionnaires were revised according to the recommendations and comments of the pilot respondents .

3.3.6 After that , the questionnaires were submitted again to the advisor for her advice as to their appropriateness .

3.3.7 The researcher designed the questionnaires for being analyzed by using a computer .

3.3.8 The details of each questionnaire were as follows .

a. The questionnaire for the nursing student group

This questionnaire consisted of four main parts as follows :

Part 1 General information of the respondents

Part 2 Needs in using English in the courses taken in four skills : listening skill , reading skill , speaking skill , and writing skill

Part 3 Wants in using English in four skills :

listening skill , reading skill , speaking skill , and writing skill

Part 4 Suggestions about English curriculum with

respect to content , skills , and time

spent and about learning and teaching English

courses in aspects of teachers , methodology, and media

b. The questionnaire for the nurse group

This questionnaire consisted of five main parts as follows :

Part 1 General information of the respondents

Part 2 Needs in using English in their work in

four skills : listening skill , reading

skill , speaking skill , and writing skill

Part 3 Wants in using English in four skills :

listening skill, reading skill , speaking skill, and writing skill

Part 4 Problems in using English in nurses' work

Part 5 Suggestions about English curriculum with

respect to content , skills , and time spent and about learning and teaching English courses in aspects of learners , teachers , methodology , and media

c. The questionnaire for the teacher group

This questionnaire consisted of five main parts

as follows :

Part 1 General information of the respondents

Part 2 Nursing students' needs in using English in four skills in the courses taught by teachers

Part 3 Teachers' expectations to nursing students in using English in four skills

Part 4 Nursing students' problems in using English concerning the courses taken in teachers' opinions .

Part 5 Suggestions about English curriculum with

respect to content , skills , and time spent and about learning and teaching English courses in aspects of learners , teachers , methodology , and media .

d. The questionnaire for the co-ordinator group

This questionnaire consisted of four main parts as follows :

Part 1 General information of the respondents

Part 2 Co-ordinators' expectations to nurses at the undergraduate level in using English in four skills

Part 3 Nurses' problems in using English in their work in co-ordinators' opinions .

Part 4 Suggestions about English curriculum with respect to content , skills , and time spent and about learning and teaching English courses in aspects of learners , teachers , methodology , and media .

3.4 Data Gathering Procedure

After the questionnaires were completely developed , the researcher submitted the letter of inquiry (See appendix F) given from the graduate office to Assistant Professor Suchin Wichitkarn , the director of the nursing department , faculty of medicine , Ramathibodi hospital at Mahidol University . Then , the questionnaires were sent to the subjects indicated in Table 1 step by step as follows :

3.4.1 194 questionnaires(100%) for nursing students group were sent to Miss Anchalee Wechaninnart , the second - year nursing students' advisor , and Mrs. Punrawadee Puthawattana , the fourth - year

nursing students' advisor. After two weeks, the researcher received 145(74.7%) questionnaires(87/87.9%from the second year nursing students, 58/61.1% from the fourth year nursing students) from the two advisors.

3.4.2 15(16.6 %) out of 90 questionnaires for nurse group were mailed to the nursing department, faculty of medicine at Songklanakarin hospital. About three weeks, 3(20%) questionnaires were returned.

3.4.3 75(83.3%) out of 90 questionnaires for nurse group were sent to all the nurses by the researcher according to the division they presently work. After one week, the researcher collected the questionnaires herself. In case of the loss of previously sent questionnaires, the researcher gave them to the nurses again and let them answer the questionnaires over a week's time. After that, the researcher collected the questionnaires herself.

3.4.4 78 questionnaires(100%) for teacher group were sent to all the teachers by the researcher according to the division they presently work. The steps of collecting the questionnaires were the same as the nurse group in No.3.4.3. For five teachers, structured interview was used because they were too busy to write the questionnaires.

3.4.5 8 questionnaires (100%) for co-ordinator group were sent to the co-ordinators by the researcher. The steps of collecting the questionnaires were the same as the teacher group in No. 3.4.4. All questionnaires (100%) were received.

3.4.6 282 questionnaires (76.2%) were returned and the data received were collected and indicated wholly and specifically in Table 3, 4, 5, and 6 respectively.

TABLE 3 SUBJECTS RECEIVED IN THIS STUDY

Subjects	Subjects used	Subjects received	
		No. of subjects	%
Nursing students	194	145	74.7
Nurses	78	58	74.4
Teachers	90	71	78.9
Co-ordinators	8	8	100
Total	370	282	76.2

TABLE 4 NURSING STUDENT GROUP

Year of study	Subjects used	Subjects received	
		No. of subjects	%
Second	99	87	87.9
Fourth	95	58	61.1
Total	194	145	74.7

TABLE 5 NURSE GROUP

Divisions	Subjects used	Subjects received	
		No. of subjects	%
Nurses at Ramathibodi hospital	75	68	90.7
1. Surgical Nursing	41	38	92.7
2. Pediatric Nursing	15	15	100
3. Obstetrics-Gynecology Nursing	8	7	87.5
4. General Practice and Emergency Nursing	5	4	80
5. Medical Nursing	4	2	50
6. Operating Room Nursing	2	2	100

TABLE 5 NURSE GROUP (CONT.)

Divisions	Subjects used	Subjects received	
		No. of subjects	%
Nurses at Songklanakarin hospital	15	3	20
1. Pediatric Nursing	1	1	100
2. Emergency Nursing	1	1	100
3. Private Patients Nursing	1	1	100
Total	90	71	78.9

TABLE 6 TEACHER GROUP

Divisions	Subjects used	Subjects received	
		No. of subjects %	
1. Obstetrics-Gynecology Nursing	15	7	46.7
2. Educational Nursing	12	11	91.7
3. Community Health Nursing	9	4	44.4
4. Pediatric Nursing	9	7	77.8
5. Medical Nursing	7	5	71.4
6. Psychiatric Nursing	6	5	83.3
7. Eye, Ear, Nose, Throat Nursing	5	4	80
8. Surgical Nursing	5	5	100
9. General Practice and Emergency Nursing	4	4	100
10. Operating Room Nursing	3	3	100 .
11. Ambulatory Nursing	3	3	100
Total	78	58	74.4

Note : The questionnaires sent to the co-ordinator group were all received from eight divisions : Ambulatory Nursing Division , Eye, Ear, Nose, Throat Nursing Division , General Practice and Emergency Nursing Division , Medical Nursing Division , Surgical Nursing Division , Pediatric Nursing Division , Operating Room Nursing Division , and Obstetrics - Gynecology Nursing Division .

3.5 Analysis of Data

Data returned from the survey questionnaires were analyzed by using a computer . The researcher followed these following steps :

3.5.1 Fill the codes set in the blanks on the right side of the questionnaires .

3.5.2 The codes in No.1 were coded on computer coding sheets .

3.5.3 The computer cards were punched according to the coding sheets .

3.5.4 SPSS program concerning this study was written .

3.5.5 The computer cards were punched according to the program written .

3.5.6 The data were operated by the computer .

3.5.7 The data analyzed were received .

The statistical formula used in this study were as follows : (Champion , 1970 , p.39 ; Crocker , 1969 , pp.15-16 ; and Prakong , 1970 , pp.40-56)

$$\text{a. Percentage} = \frac{\text{Total scores}}{\text{Total respondents}} \times 100$$

The meanings of persentage were as follows :

81-100%	=	Always
61-80%	=	Very often
41-60 %	=	Often
21-40%	=	Occasionally/sometimes
0-20%	=	Seldom

b.	$\bar{X}$	=	$\frac{\sum fX}{N}$
	$\bar{X}$	=	Mean
	X	=	The weight of each score (4,3,2,1 for most , much , little , and least respectively)
	f	=	Frequency
	N	=	Total respondents
	$\sum fX$	=	The sum of the weight of the scores multiplies the respondents

The meanings of $\bar{X}$ were as follows :

3.6-4	=	Most/always
2.6-3.5	=	Much /often
1.6-2.5	=	Little / occasionally/sometimes
1-1.5	=	Least/seldom

For " 0 " (means " none ") , it was analysed by percentage .

c.	SD	=	$\sqrt{\frac{\sum fX^2}{N} - \left(\frac{\sum fX}{N}\right)^2}$
	SD	=	Standard deviation
	X	=	The weight of scores (4,3,2,1 for most , much , little , and least respectively)
	f	=	Frequency
	N	=	Total respondents

CHAPTER IV

PRESENTATION OF RESULTS AND INTERPRETATION

Tables present the rating of each respondent group in the form of percentage, mean, and standard deviation. Summarized responses for each group are given following each table. A majority view for each item is indicated if half or more than half of the group chose the same answer. When there was no majority view, the choice of response with the highest percentage of respondents was presented. Four respondent groups : the nursing student group, the nurse group, the teacher group, and the co-ordinator group were presented respectively.

4.1 The Nursing Student Group

The results were divided into four parts : general information, needs, wants, and suggestions as follows :-

Part I General Information

All respondents were second-year nursing students and fourth-year nursing students as follows :

Second	87	60%
Fourth	58	40%

The respondents began their learning English at the levels as follows :

Pre-prathom	42	29%
Prathom	103	71%

Therefore, they had learnt English for many years as follows :

Less than 10	17	11.7%
10	31	21.4%
More than 10	97	66.9%

Part II Needs

TABLE 7 NECESSITY OF ENGLISH IN NURSING STUDENTS' EVERYDAY LIFE

Necessity	No. of data	%
Necessary	129	89
Not necessary	16	11
Total	145	100

Table 8 FREQUENCY OF USING ENGLISH IN FOUR SKILLS IN NURSING STUDENTS' EVERYDAY LIFE

	No answer		None		The weight of total scores		
	No. of data	%	No. of data	%	$\bar{X}$	S.D.	Meaning
Listening	1	0.7	9	6.2	1.8	0.7	occasionally
Reading	1	0.7	-	-	2.1	0.7	occasionally
Speaking/conversation	0	-	32	22.1	1.3	0.5	seldom
Writing	1	0.7	4	2.8	2	0.8	occasionally

Note : This table is exceptional because the question of this table directly indicated four rating scales : often (=3) , occasionally (=2) , seldom (=1) , and none (=0) . Thus , the meanings of $\bar{X}$ in this item were as follows :

2.6-3 = Often
 1.6-2.5 = Occasionally
 0.6-1.5 = Seldom
 0 -0.5 = None

See appendix A

TABLE 9 PERCENTAGE OF ENGLISH TEXTBOOKS, JOURNALS, AND ARTICLES USED
IN NURSING STUDENTS' COURSES BASED ON ALL TEXTBOOKS USED

Percent	No. of data	%
61 - 80	5	3.4
41 - 60	25	17.2
21 - 40	34	23.4
0 - 20	81	55.9
Total	145	100

TABLE 10 PERCENTAGE OF COURSES (NOT INCLUDING ENGLISH COURSES) WHICH
REQUIRES READING QUESTIONS IN ENGLISH BASED ON ALL COURSES
TAKEN

Percent	No. of data	%
61 - 80	1	0.7
41 - 60	5	3.4
21 - 40	33	22.8
0 - 20	106	73.1
Total	145	100

TABLE 11 PERCENTAGE OF COURSES (NOT INCLUDING ENGLISH COURSES) WHICH
REQUIRES ANSWERING THE TESTS IN ENGLISH BASED ON ALL
COURSES TAKEN

Percent	No. of data	%
81 - 100	1	0.7
61 - 80	3	2.1
41 - 60	1	0.7
21 - 40	20	13.8
0 - 20	120	82.8
Total	145	100

TABLE 12 PERCENTAGE OF COURSES (NOT INCLUDING ENGLISH COURSES) WHICH
REQUIRES LISTENING TO LECTURES IN ENGLISH BASED ON ALL
COURSES TAKEN

Percent	No. of data	%
61 - 80	2	1.4
41 - 60	3	2.1
21 - 40	13	9
0 - 20	127	87.6
Total	145	100

TABLE 13 PERCENTAGE OF COURSES (NOT INCLUDING ENGLISH COURSES)
WHICH REQUIRES WRITING REPORTS IN ENGLISH BASED ON
ALL COURSES TAKEN

Percent	No. of data	%
61 - 80	1	0.7
41 - 60	2	1.4
21 - 40	9	6.2
0 - 20	133	91.7
Total	145	100

TABLE 14 PERCENTAGE OF COURSES WHICH REQUIRES TO HAVE SEMINARS
IN ENGLISH BASED ON ALL COURSES TAKEN

percent	No. of data	%
61 - 80	1	0.7
41 - 60	1	0.7
21 - 40	8	5.5
0 - 20	135	93.1
Total	145	100

TABLE 15 PERCENTAGE OF NECESSITY IN READING LAB MANUAL IN ENGLISH

Percent	No. of data	%
Need	28	19.3
Need not	116	80
No answer	1	0.7
Total	145	100

TABLE 16 OPPORTUNITIES OF COMMUNICATING WITH FOREIGN PATIENTS (ONLY FOURTH-YEAR STUDENTS)

Opportunity	No. of data	%
Ever	18	31
Never	40	69
Total	58	100

TABLE 17 ANTICIPATION OF NECESSITY OF ENGLISH AFTER GRADUATION

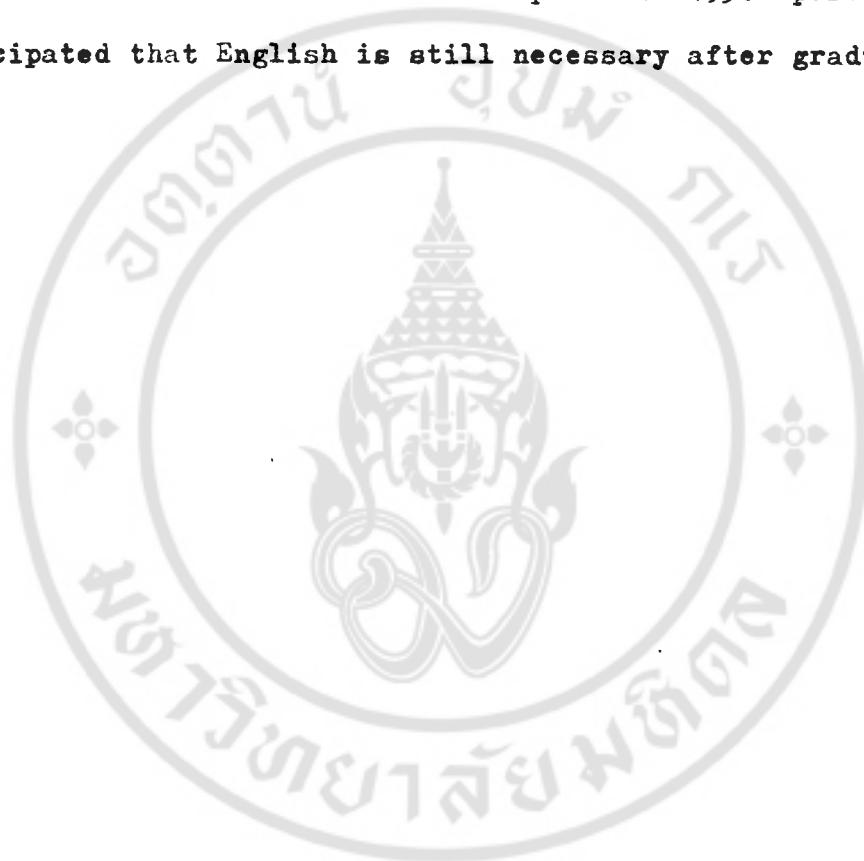
Necessity	No. of data	%
Necessary	138	95.2
Not necessary	6	4.1
No answer	1	0.7
Total	145	100

From Table 7 to Table 17, the information received is the language immediate needs of nursing students. It was found that most nursing students (89percent) agreed that English was necessary in their everyday life. By asking nursing students about opportunities of using English in their everyday life, it was found that speaking skill was seldom used by nursing students in everyday life but listening skill, reading skill and writing skill were occasionally used by nursing students in everyday life. About opportunities of using English in all courses taken, it was found that the majority of the respondents seldom had opportunities of using English in the following ways: percentage of English textbooks, journals, and articles used in nursing students' courses based on all textbooks used, percentage of courses(not including English courses) which requires reading questions in English, answering the tests in English, listening to lectures in English, writing reports in English, having seminars in English based on all courses taken. The majority of the respondents (80 percent) need not read lab manual in English. The majority of fourth-year students (69 percent) never had an opportunity to communicate with foreign patients.. Only thirty-one percent had an opportunity to communicate with foreign patients in the following cases:

- a. Read and write patients' records (23.8 percent)
- b. Have conversation with foreign patients about symptom and sickness (3.5 percent)
- c. Explain nursing care to patients (1.7 percent)

- d. Have conversation about patients' needs (1.7 percent)
- e. Interview patients (1.7 percent)
- f. Advise mothers to take care of their new-born child
(1.7 percent)

It was evident that most respondents (95.2 percent) anticipated that English is still necessary after graduation.



Part III Wants

TABLE 18 LISTENING SKILL CHOSEN TO PRACTICE BY NURSING STUDENTS

The order of listening skill	No. of data	%
First	33	22.8
Second	77	53.1
Third	24	16.6
Fourth	7	4.8
No answer	4	2.8
Total	145	100

TABLE 19 READING SKILL CHOSEN TO PRACTICE BY NURSING STUDENTS

The order of reading skill	No. of data	%
First	19	13.1
Second	15	10.3
Third	70	48.3
Fourth	37	25.5
No answer	4	2.8
Total	145	100

TABLE 20 SPEAKING SKILL CHOSEN TO PRACTICE BY NURSING STUDENTS.

The order of speaking skill	No. of data	%
First	92	63.4
Second	34	23.4
Third	7	4.8
Fourth	8	5.5
No answer	4	2.8
Total	145	100

TABLE 21 WRITING SKILL CHOSEN TO PRACTICE BY NURSING STUDENTS.

The order of writing skill	No. of data	%
First	4	2.8
Second	15	10.3
Third	37	25.5
Fourth	82	56.6
No answer	7	4.8
Total	145	100

TABLE 22 AVERAGE DESIRABLE HOURS PER WEEK SPENT IN LEARNING ENGLISH

Hours/week	No. of data	%
1 - 2	25	17.2
2 - 4	51	35.2
4 - 6	42	29.0
6 - 8	14	9.7
More than 8	12	8.3
No answer	1	0.7
Total	145	100

TABLE 23 THE DESIRABLE EMPHASIS ON READING SKILL BASED ON ALL SKILLS

Percent	No. of data	%
81 - 100	5	3.4
61 - 80	16	11
41 - 60	61	42.1
21 - 40	45	31
0 - 20	17	11.7
No answer	1	0.7
Total	145	100

TABLE 24 THE DESIRABLE EMPHASIS ON WRITING SKILL BASED ON ALL SKILLS

Percent	No. of data	%
81 - 100	3	2.1
61 - 80	17	11.7
41 - 60	33	22.8
21 - 40	63	43.4
0 - 20	28	19.3
No answer	1	0.7
Total	145	100

TABLE 25 THE DESIRABLE EMPHASIS ON LISTENING-SPEAKING SKILL BASED ON ALL SKILLS

Percent	No. of data	%
81 - 100	44	30.3
61 - 80	49	33.8
41 - 60	35	24.1
21 - 40	14	9.7
0 - 20	2	1.4
No answer	1	0.7
Total	145	100

TABLE 26 DESIRABLE SKILL EMPHASIZED BETWEEN SPEAKING SKILL AND LISTENING SKILL IN SPEAKING-LISTENING HOURS.

Skills	No. of data	%
Listening more than speaking	10	6.9
Speaking more than listening	22	15.2
Both	111	76.6
No answer	2	1.4
Total	145	100

TABLE 27 DESIRABLE KINDS OF CONTENT EMPHASIZED IN READING HOURS.

Content	No. of data	%
Pure science	3	2.1
General information	21	14.5
Nursing science	8	5.5
Pure science and general information	13	9
Nursing science and general information	43	29.7
All	56	38.6
No answer	1	0.7
Total	145	100

TABLE 28 NURSING STUDENTS' DESIRABLE ACTIVITIES IN LEARNING WRITING

1. ENGLISH

Desirable Activities	No answer		None		The weight of total scores		
	No.of data	%	No.of data	%	$\bar{X}$	S.D.	Meaning
1. Fill in any medical forms	1	0.7	3	2.1	3	0.7	Much
2. Fill in self- autobiographica forms	1	0.7	3	2.1	2.9	0.7	Much
3. Write application letters	1	0.7	5	3.4	3.1	0.6	Much
4. Write business letters	1	0.7	4	2.8	2.8	0.8	Much
5. Write abbreviation of technical terms	3	2.1	1	0.7	3.1	0.7	Much
6. Write description of patients' symptoms	1	0.7	2	1.4	3.3	0.7	Much
7. Write English reports or English assignment	1	0.7	2	1.4	3.1	0.7	Much
8. Write lab reports	1	0.7	2	1.4	2.7	0.8	Much
9. Write outlines	2	1.4	0	0	2.8	0.7	Much
10. Write Summary	2	1.4	0	0	2.9	0.7	Much
11. Write various kinds of paragraph (e.g.definition, explanation, exemplification, comparison, description)	2	1.4	1	0.7	3.1	0.7	Much

TABLE 29 DESIRABLE TEACHING STRATEGIES OF NURSING STUDENTS

Strategies	No answer		None		The weight of total scores		
	No. of data	%	No. of data	%	$\bar{X}$	S.D.	Meaning
1. Give less homework, but more practice in class	2	1.4	2	1.4	3.3	0.6	Much
2. Give more homework, but less practice in class	3	2.1	13	9.0	1.9	0.6	Little
3. Give many exercises in each unit	3	2.1	3	2.1	2.5	0.7	Little
4. Explain homework or exercises clearly	2	1.4	3	2.1	2.7	0.7	Much
5. Speak in English all the period	2	1.4	2	1.4	3	0.5	Much
6. Speak in English mostly, and use tapes if necessary	2	1.4	2	1.4	3.2	0.7	Much
7. Speak or explain in Thai wholly	3	2.1	25	17.2	1.7	0.6	Little
8. Let native speakers teach	2	1.4	2	1.4	3.4	0.6	Much
9. Have sound lab in listening hours	2	1.4	1	0.7	3.7	0.5	Abst
10. Have more games and let students have a chance to express their opinions	2	1.4	1	0.7	3.3	0.7	Much
11. Have speaking skill in reading hour	0	0	1	0.7	3.3	0.6	Much
12. Devide students in groups(5-7)	0	0	1	0.7	3.1	0.7	Much
13. Have self-study	0	0	5	3.4	2.6	0.7	Much
14. Have pair work or group work activity every hour	0	0	1	0.7	2.9	0.7	Much
15. Have team teaching	0	0	5	3.4	2.8	0.8	Much

TABLE 30 NURSING STUDENTS' DECISION IN LEARNING ENGLISH IN
CASE OF AN ELECTIVE COURSE

Choice	No. of data	%
Choose	132	91
Not choose	1	0.7
Uncertain	12	8.3
Total	145	100

From Table 18 to Table 30 , the information received is the language wants of nursing students. It was found that among the four skills, speaking was chosen to practice first (63.4percent), listening skill came second(53.1percent), reading came third (48.3percent), and writing was fourth (56.6percent). The majority of the respondents (35.2percent) wanted to spend between two or four hours per week in learning English. Based on all skills, the majority of the respondents desired that reading skill be often emphasized(42.1 percent), the writing skill be occasionally emphasized (43.4 percent), and listening-speaking skills be very often emphasized (33.8 percent). Most respondents (76.6 percent) wanted both speaking skill and listening skill to be emphasized in speaking-listening hour. The majority of the nursing students(38.6 percent) desired that all kinds of content: pure science, general information, and nursing science be emphasized in reading hours. It was interesting that all activities indicated in table 28 were often desirable in learning writing by nursing students.

From table 29, it was evident that sound lab was mostly desirable in listening hour . The majority of the respondents had the tendency to prefer more of the following :

1. Teacher give less homework, but give more practice in class.
2. Teachers clearly explain homework or exercises.
3. Teachers speak in English all the period.
4. Teacher mostly speak in English and use tapes if necessary.
5. Teacher should be native speakers.
6. Teachers use games and let students have a chance to express their opinions.
7. Teachers add speaking skill in reading hour.
8. Teachers divide students in small groups (5-7).
9. Teachers let students have self-study.
10. Teachers use techniques of pair work or group work activity every hour.
11. Teachers should teach in teams (**interchangeable teaching**)

Moreover, it was evident that most nursing students (91 percent) chose to learn English even it was an elective course.

Part IV General Responses of the Nursing Student Group to the Open-Ended Requests

The respondents were requested to provide any problems or suggestions about English for nurses at the undergraduate level. General conclusions were made in descending order of frequency of mention in aspects of skills, content, and time; and learning and teaching English courses included learners, teachers, methodology, and media.

1. Problems and Suggestions about English Curriculum

1.1 Skills

The respondents suggested the following skills :-

1.1.1 It was desirable that nursing students have a chance to practice listening and speaking skills. (18.6 percent). The content should be about general everyday life and nursing science (2.1 percent)

1.1.2 It was desirable that the reading for main ideas especially reading textbooks and journals be emphasized. (2.1 percent)

1.1.3 It was desirable that the writing skill be often practiced especially the practice of writing sentences, essays, and reports. (2.1 percent)

1.1.4 It was desirable that the reading, writing, listening, and speaking skills be continuously taught. (0.7 percent)

1.2 Content

The problems were as follows :-

1.2.1 The majority of the respondents thought that the content of the English curriculum was not available. (18.6 percent)

1.2.2 The content emphasized more grammar than comprehension. (2.1 percent)

1.2.3 There was no certain goal and no interesting topic in each unit (2.1 percent)

1.2.4 The content was not taught continuously (2.1 percent)

1.2.5 The content can be learnt easily but the scores received were always low (2.1 percent)

1.2.6 There was no use for using English in everyday life and future profession (2.1 percent)

1.2.7 The content learnt did not help the respondents in reading English textbooks. (0.7 percent)

1.2.8 The exercises were not enough and they were limited especially in listening, speaking, and reading skills. (0.7 percent)

1.2.9 The content was boring (0.7 percent)

The suggestions were as follows :-

1. It was desirable for nurse students that the content about nursing science be learnt e.g. nursing care plan, patient interview. (9 percent) At the same time, the general content (e.g. about everyday life information, about feature articles) should be learnt, also (6.2 percent).

2. The content should emphasize the recent progress in medical science and nursing science (e.g. about the recent epidemic, about new medical experiments). (0.7 percent)

3. The content should not emphasize only technical terms. The students should have a chance to learn other information, also. (0.7 percent)

1.3 Time

The problems were as follows :-

1.3.1 Average hours per week in studying English were not enough. This led to the lack of enough practice (4.1 percent)

1.3.2 Hours per week were in repetitive duration of time, for example, during 11.30 A.M. to 12.30 P.M. This led to the decrease of attention and interest. (0.7 percent)

The suggestions were as follows :-

1. English courses should be learnt in every year of study. (2.1 percent)

2. It was desirable to have one hour for learning and practicing English everyday. (0.7 percent)

3. Between four to six hours per week were desirable in learning English. (0.7 percent)

2. Problems and Suggestions about Learning and Teaching English.

2.1 Learners

The problem was as follows :-

2.1.1 Nursing students were able to understand the teacher but they could not speak or answer in English. (0.7 percent)

2.2 Teachers

The problems were as follows :-

2.2.1 Teachers could not explain medical technical terms and some lessons clearly. (0.7 percent)

2.2.2 Sometimes, some teachers expressed their feeling of unwillingness in teaching English. (0.7 percent)

2.2.3 Some native speakers were bad-tempered and they expressed their bad feelings to students. (0.7 percent)

2.3 Methodology

The problems were as follows :-

2.3.1 There was no change or any improvement in methodology. Learning English courses was very boring especially reading passages orally in the handouts given. It was not appropriate to undergraduate level. (4.8 percent)

2.3.2 Teachers strongly emphasized in memorization. (0.7 percent)

2.3.3 Teachers spoke Thai all the period. This made the learners ignore the importance of the English courses. (0.7 percent)

2.3.4 Teachers taught quickly, roughly, easily, impractically, and uninterestingly. They explained only the information in the handouts. They never added other informations (0.7 percent)

The suggestions were as follows :-

1. Teachers should speak mostly English and should speak little Thai in English hours. (2.8 percent)

2. Team teaching was desirable. (1.4 percent)

3. Teaching English through music was desirable especially in the listening skill. (1.4 percent)

4. More various activities and games in learning English were desirable. (1.4 percent)

5. Conversational practice was desirable. (1.4 percent)

6. Teachers should let students have a chance to express their ideas especially having a chance to present in front of the class. (1.4 percent)

The suggestions were as follows :-

1. Let native speakers teach nursing students but they should be able to speak Thai.(15.2 percent) Moreover, they should be appropriately selected for Thai students. (0.7 percent) The advantages of this were getting joyful learning, getting clear pronunciation, getting high scores, and getting new techniques of teaching. (1.4 percent)
2. Native speakers should speak more slowly and should mostly explain. (1.4 percent)
3. Native speakers should teach listening and reading skills. Thai teachers should teach structures because it took too much time for native speakers to explain about structures. (1.4 percent)
4. Teachers should let students evaluate English courses frequently. (1.4 percent)
5. Teachers should be active and should really pay attention to their teaching. It was not desirable for students to see their teachers teach in a hurry to finish the lessons. (1.4 percent)
6. Teachers should know about nursing science. (0.7 percent)
7. Teachers should advise students about the new nursing science journals. (0.7 percent)
8. Teachers should realize that students were individually different. (0.7 percent)

7. Technique of interviewing was desirable. (0.7 percent)

In listening skill, it was desirable that native speakers teach. If Thai teacher taught, they will have the problem of accent. (0.7 percent)

8. Teachers should give more exercises in class. (0.7 percent)

9. Teachers should have personal talks with one student per week. This helped students to be able to view their problems or any doubts they may have. (0.7 percent)

2.4 Media

The problem was as follows :-

2.4.1 Audio-visual aids were not clear and not available. (0.7 percent)

The suggestions were as follows :-

1. It was desirable that the Ramathibodi nursing school have its own sound lab. (3.5 percent)

2. Tapes, slides, and films were desirable in learning English. (1.4 percent)

3. English textbooks were desirable to be learnt in English courses incorporating with the handouts given. (0.7 percent)

4.2 The Nurse Group

The results were divided into five parts : general information, needs, wants, problems, and suggestions as follows :-

.Part I General Information

All respondents work in the following divisions :

Surgical Nursing	37	52.1%
Pediatric Nursing	16	22.5%
Obstetrics-Gynecology Nursing	7	9.9%
General Practice and Emergency Nursing	5	7 %
Medical Nursing	3	4.2%
Operating Room Nursing	2	2.8%
Private Patient Nursing	1	1.4%

The respondents were from two hospitals :

Ramathibodi hospital	68	95.8%
Songklanakarin hospital	3	4.2%

The respondents began to learn English in two levels :

Pre-prathom	15	21.1%
Prathom	55	77.5%

At present, some respondents still learn English, but some do not.

Learn	9	12.7%
Not learn	62	87.3%

Part II Needs

TABLE 31 NECESSITY OF USING ENGLISH IN WORK

Necessity	No. of data	%
Necessary	70	98.6
Not necessary	1	1.4
Total	71	100

TABLE 32 PERCENTAGE OF USING ENGLISH IN WORK

Percent	No. of data	%
81 - 100	4	5.6
61 - 80	18	25.4
41 - 60	28	39.4
21 - 40	16	25.4
0 - 20	3	4.2
Total	71	100

TABLE 33 THE NECESSARY ENGLISH SKILL MOSTLY USED IN WORK

Skills	No. of data	%
Listening	3	4.2
Reading	38	53.5
Speaking	3	4.2
Writing	8	11.3
All	19	26.8
Total	71	100

TABLE 34. NURSES' ACTIVITIES IN USING ENGLISH IN WORK

Activities	No answer		None		The weight of total scores		
	No. of data	%	No. of data	%	$\bar{X}$	S.D.	Meaning
1. Listen to cases conference in group seminar	4	5.6	7	9.9	2.6	0.7	Much
2. Listen to doctors about patients' symptoms	1	1.4	0	0	2.7	0.6	Much
3. Listen to doctors about using medical instruments	1	1.4	1	1.4	2.7	0.8	Much
4. Read conference report	3	4.2	29	40.8	1.7	0.7	Little
5. Read Kardex	0	0	0	0	3.1	0.6	Much
6. Read doctors' orders in giving medicine to patients	0	0	3	4.2	2.6	0.7	Much
7. Read the names of medical instruments	3	4.2	0	0	3	0.8	Much
8. Read about nursing research	1	1.4	0	0	2.3	0.7	Little
9. Speak with foreign patients	0	0	10	14.1	1.6	0.7	Little
10. Have conversations with doctors about patients' symptoms	1	1.4	0	0	2.7	0.7	Much
11. Interview patients before giving patients' cards	2	2.8	21	29.6	1.7	0.7	Little
12. Communicate with other divisions by using technical terms in case of asking information	2	2.8	1	1.4	2.3	0.7	Little
13. Write patients' symptoms	0	0	3	4.2	2.5	0.7	Little
14. Write report of patients' examination e.g. blood, pulse, pressure	0	0	1	1.4	2.7	0.8	Much
15. Write nurse's notes	3	4.2	2	2.8	2.5	0.6	Little
16. Fill in any medical forms	1	1.4	0	0	2.5	0.6	Little
17. Take notes (doctors' orders) about giving medicine to patients	1	1.4	2	2.8	2.6	0.6	Much

From Table 31 to Table 34, the information received is the language future needs of nursing students. It was found that most respondents (98.6 percent) agreed that English was necessary in nurses' work. The majority of the respondents (39.4 percent) thought that it was necessary to use English often in nurses' work. The majority of nurses (53.5 percent) used the reading skill as a necessity in their present work.

For the listening skill, all activities indicated: listen to case conference in group seminar, listen to doctors about patients symptoms and about taking medical instruments, were often used at work .

In regard to the reading skill, the majority of the respondents often used English to read kardex, to read the names of medical instruments, and to read doctors' orders in giving medicine to patients.

In speaking skill, most nurses had conversations with doctors about patients' symptoms.

In writing skill, most nurses often used English to write reports of patients' examinations e.g. blood, pulse, pressure and to take notes (doctors' orders) in giving medicine to patients.

The respondents also added the specification of which frequently interfered as follows:

1. Read any lab results(1.4 percent)
2. Read doctors' progress note (1.4 percent)
3. Listen, speak, read, or write the names of specific diseases (0.7 percent)
4. Read or listen to the names of operating instruments, procedures of operation and ways of operation(0.7 percent)

Part III Wants

(In case of retrospective wants)

TABLE 35 THE MOST DESIRABLE SKILL TO PRACTICE FOR USING ENGLISH IN PRESENT WORK

Skills	No. of data	%
Listening	5	7
Reading	5	7
Speaking	17	23.9
Writing	1	1.4
All	42	59.2
No answer	1	1.4
Total	71	100

TABLE 36 AVERAGE DESIRABLE HOURS PER WEEK SPENT IN LEARNING ENGLISH

Hours/week	No. of data	%
1 - 2	7	9.9
2 - 4	14	19.7
4 - 6	23	32.4
6 - 8	17	23.9
More than 8	9	12.7
No answer	1	1.4
Total	71	100

TABLE 37 THE DESIRABLE EMPHASIS ON READING SKILL BASED ON ALL SKILLS

Percent	No. of data	%
81 - 100	7	9.9
61 - 80	11	15.5
41 - 60	14	19.7
21 - 40	33	46.5
0 - 20	5	7
No answer	1	1.4
Total	71	100

TABLE 38 THE DESIRABLE EMPHASIS ON WRITING SKILL BASED ON ALL SKILLS

Percentage	No. of data	%
81 - 100	3	4.2
61 - 80	11	15.5
41 - 60	13	18.3
21 - 40	35	49.3
0 - 20	8	11.3
No answer	1	1.4
Total	71	100

TABLE 39 THE DESIRABLE EMPHASIS ON LISTENING-SPEAKING SKILL
BASED ON ALL SKILLS

Percentage	No. of data	%
81 - 100	20	28.2
61 - 80	23	32.4
41 - 60	17	23.9
21 - 40	9	12.7
0 - 20	1	1.4
No answer	1	1.4
Total	71	100

From Table 35 to Table 39, the information received is the language future needs of nursing students. It was found that the majority of nurses (59.2 percent) desired to practice all skills for using English in present work. Most respondents (32.4 percent) wanted to spend between four to six hours per week in learning English. The majority of the respondents desired that the reading skill and the writing skill be occasionally emphasized and the listening-speaking skill be very often emphasized.

Part IV Problems

TABLE 40 PROBLEMS OF USING ENGLISH IN WORK

Problems	No answer		None		The weight of total scores		
	No. of data	%	No. of data	%	$\bar{x}$	S.D.	Meaning
1. Cannot understand foreign patients (e.g. about patients' symptoms, direction, person)	3	4.2	1	1.4	2.6	0.9	Much
2. Cannot listen and understand in international conferences	7	9.9	17	23.9	2.7	1	Much
3. Do not have self-confidence in speaking with foreign patients	2	2.8	6	8.5	2.5	0.8	Little
4. Cannot advise foreign patients about symptoms or appropriate care plan	3	4.2	2	2.8	2.8	0.7	Much
5. Cannot communicate with Thai technicians and foreign technicians in introducing medical instruments	6	8.5	14	19.7	2	1	Little
6. Cannot read with understanding any medical forms	2	2.8	2	2.8	2	0.7	Little
7. Cannot understand technical terms written by doctors in reports about patients' symptoms	4	5.6	2	2.8	2	0.7	Little
8. Cannot read the report about patients' diagnosis	5	7	3	4.2	1.7	1	Little
9. Cannot read medical texts and medical research understandably	4	5.6	0	0	2.5	0.8	Little
10. Fill in any medical forms incorrectly	2	2.8	3	4.2	1.9	0.6	Little
11. Write nurses' note by using wrong technical terms	2	2.8	2	2.8	1.8	0.7	Little
12. Spell words incorrectly (e.g. in writing drug names, technical terms)	2	2.8	2	2.8	2	0.7	Little

From Table 40, the information received is the language future needs of nursing students. It was found that problems often faced by nurses included inability to understand foreign patients (e.g. about patients' symptoms, direction, person), inability to aurally comprehend in international conference, and inability to advise foreign patients about symptoms or appropriate care plan.

Part V General Responses of the Nurses to the Open-Ended Requests

The respondents were requested to state any problems or suggestions about English for nurses at the undergraduate level. General conclusions were made in descending order of frequency of mention in aspects of two main parts : English curriculum included skills, content, and time, and learning and teaching English courses included learners, teachers, methodology, and media.

1. Problems and Suggestions about English Curriculum

1.1 Skills

The respondents suggested the following skills :

1.1.1 Listening and speaking skills should be emphasized (26.8 percent). It is better to be able to communicate more than to be able to remember only grammar.

1.1.2 Techniques of reading passages to get main ideas should be emphasized. (2.8 percent)

1.1.3 All skills : listening, speaking, reading, and writing skills should be emphasized. (2.8 percent)

1.1.4 In the first year and the second year, mostly reading should be emphasized because it is necessary for students to

read English textbooks in nursing science courses. (1.4 percent)

1.1.5 In the third year and the fourth year, the listening and speaking skills should be added to the English curriculum. (1.4 percent)

1.2 Content

The problems were as follows :

1.2.1 Learning and teaching English for nurses at the undergraduate level was theoretically emphasized. (1.4 percent)

1.2.2 Vocabulary was much too taught. (1.4 percent)

The suggestions were as follows :

1. Teaching technical terms should remain.
(7 percent)

2. Nursing science content should be practically emphasized. (1.4 percent)

3. Vocabulary frequently used in everyday life conversation should be emphasized. (1.4 percent)

4. It was desirable for nurses that learning conversation include various events that tend to happen on wards. (e.g. conversations between doctors and nurses, patients and nurses or patients and doctors)
(1.4 percent)

1.3 Time

The problem was as follows :

1.3.1 Average hours per week in studying English were not enough. (8.3%)

The suggestions were as follows :

1. English courses should be learnt in every year of study. (8.3 percent)
2. Five average hours per week were desirable in learning English. This included one hour for listening skill, one hour for reading skill, one hour for writing skill, and two hours for speaking skill. (2.8 percent)
3. Average hours per week spent in learning English should be increased in the first year and the second year. (2.8 percent)
4. Reading hour should be increased. (1.4 percent)
5. It was desirable to have one hour for practicing English everyday. (1.4 percent)
6. It was desirable to have a reading hour in the morning and to have a speaking hour in the afternoon. (1.4 percent)

2. Problems and Suggestions about Learning and Teaching English Courses

2.1 Learners

The problem was as follows :-

- 2.1.1 The respondents thought that nursing students did not realize the importance of English toward their profession. (2.8 percent)

The suggestions were as follows :-

1. The respondents suggested that nursing students should pay attention to learning English. If they were interested in learning English, they would get valuable knowledge. (2.8 percent)

2.2 Teachers

The problems were as follows :-

2.2.1 There were not enough teachers to teach English for nursing students. (1.4 percent)

2.2.2 The majority of English teacher did not teach effectively. (1.4 percent)

The suggestions were as follows :-

1. English teachers should be more active. (4.2 percent)

2. English teachers should advise students to realize the use of English in their profession. (2.8 percent)

3. English teachers should teach practical content. (1.4 percent)

4. English teachers should know about the vocabulary in medical science and nursing science in order to be able to explain content to students. (1.4 percent)

2.3 Methodology

The problems were as follows :-

2.3.1 English teacher always let students have self-reading. This leads to a lack of motivation. (2.8 percent)

2.3.2 Techniques used in teaching English for nursing students were like techniques used in teaching English for lower-mathayom level. (1.4 percent)

2.3.3 Tape recorders were always turned on hurriedly and quickly. The learners could not catch the information. (1.4 percent)

The suggestions were as follows :-

1. It was desirable that teachers speak only English with students in class. (2.8 percent)
2. Let students have a chance to communicate with native speakers. (2.8 percent)
3. Let students have a chance to listen and to speak not only sit, smile, and be silent. (2.8 percent)
4. Let students have discussion and role-playing. (1.4 percent)
5. Stimulate students to express their opinions. (1.4 percent)
6. In teaching speaking skill and reading skill, students should be divided into fifteen per group for one teacher. In teaching listening skill and writing skill, the students should be divided into thirty per group for one teacher. (1.4 percent)

2.4 Media

The problem was as follows :-

- 2.4.1 There was no sound lab and no teaching conversation in English hours. (19 percent)

The suggestions were as follows :-

1. It is necessary to have sound lab (19 percent) for students all the time not only during the teaching (6.9 percent)
2. Students should have certain textbooks for every year of study. (1.4 percent)

3. Have English **films**, slides, and pictures during lectures. (1.4 percent)

4. An English library should be set up. (1.4 percent)

4.3 The Teacher Group

The results were divided into five parts : general information, needs, expectations, problems, and suggestions as follows:

Part I General Information

TABLE 41 STUDENTS' YEAR OF STUDY TAUGHT BY TEACHERS

Students' year of study	No. of data	%
1	1	1.7
2	6	10.3
1+2	1	1.7
3	13	22.4
2+3	4	6.9
4	5	8.6
1+4	2	3.4
2+4	8	13.8
1+2+4	4	6.9
3+4	3	5.2
1+3+4	1	1.7
2+3+4	4	6.9
1+2+3+4	3	5.2
No answer	3	5.2
Total	58	100

TABLE 42 SUBJECTS TAUGHT BY TEACHERS

Subjects	No. of data	%
1. Fundamental nursing	15	25.9
2. Statistics	1	1.7
3. Nursing research	2	3.4
4. Surgical nursing	3	5.2
5. Eye, ear, nose, throat nursing	3	5.2
6. Obstetrics-gynecology nursing	5	8.6
7. Pediatric nursing	4	6.9
8. Psychology and psychiatry	5	8.6
9. Issues and trend in nursing	1	1.7
10. Nursing practicum	4	6.9
11. Social problems	1	1.7
12. Pathophysiology aspects in nursing	1	1.7
13. Excretory systems in nursing	4	6.9
14. Clinical practice in nursing	3	5.2
15. Nursing administration	1	1.7
No answer	5	8.6
Total	58	100

TABLE 43 AGES OF TEACHERS

Ages	No. of data	%
more than 40	9	15.5
36 - 40	25	43.1
31 - 35	21	36.2
25 - 30	3	5.2
Total	58	100

TABLE 44 QUALIFICATIONS OF TEACHERS

Qualification	No. of data	%
Bachelor's Degree	22	37.9
Master's Degree	36	62.1
Total	58	100

TABLE 45 YEARS IN TEACHING NURSING STUDENTS

Years	No. of data	%
more than 15	7	12.1
11 - 15	13	22.4
6 - 10	18	31
1 - 5	19	32.8
Less than 1	1	1.7
Total	58	100

From Table 41 to Table 45, it was found that the majority of the respondents (22.4 percent) taught third-year nursing students. Most teachers (25.9 percent) taught fundamental nursing. The majority of teachers (43.1 percent) were between thirty-six and forty years old. The highest degree obtained by most teachers (62.1 percent) was the master's degree. Nineteen out of 58 respondents (32.8 percent) taught nursing students for between one to five years.

Part II Needs

TABLE 46 NECESSITY OF ENGLISH FOR NURSING STUDENTS IN COURSES
TAUGHT BY TEACHERS

Necessity	No. of data	%
Necessary	55	94.8
Not necessary	3	5.2
Total	58	100

TABLE 47 PERCENTAGE OF NECESSITY IN USING ENGLISH IN COURSES TAUGHT
BY TEACHERS

Percent	No. of data	%
81 - 100	2	3.4
61 - 80	19	32.8
41 - 60	16	27.6
21 - 40	18	31
0 - 20	3	5.2
Total	58	100

TABLE 48 THE MOST NECESSARY SKILL USED IN COURSES TAUGHT BY TEACHERS

Skills	No. of data	%
Listening	2	3.4
Reading	43	74.1
Speaking	0	0
Writing	4	6.9
All	8	13.8
No answer	1	1.7
Total	58	100

TABLE 49 NURSING STUDENTS' ACTIVITIES IN USING ENGLISH IN COURSES
TAUGHT BY TEACHERS

Activities	No answer		None		The weight of total scores		
	No. of data	%	No. of data	%	$\bar{X}$	S.D.	Meaning
1. Listen to the lectures	3	5.2	14	24.1	2.2	0.8	Little
2. Listen to ~~explanation~~ explanation	4	6.9	26	44.8	1.9	0.7	Little
3. Read lab instruction manual	3	5.2	9	32.8	2.1	0.8	Little
4. Read textbooks used in courses taken	1	1.7	1	1.7	3	0.5	Much
5. Read journals and any documents concerning the courses taken	1	1.7	0	0	2.8	0.7	Much
6. Read academic papers	4	6.9	7	12.1	2.3	0.7	Little
7. Read research papers	3	5.2	4	6.9	2.3	0.8	Little
8. Read commands in tests	3	5.2	19	32.8	1.9	0.8	Little
9. Read questions in tests	3	5.2	13	22.4	1.8	0.8	Little
10. Answer questions in class	3	5.2	18	31	2	0.7	Little
11. Ask teachers by using technical terms about medical science and nursing science	3	5.2	1	1.7	2.9	0.9	Much
12. Write reports or any English assignments	3	5.2	18	31	2.2	0.8	Little
13. Write lab report	3	5.2	27	46.6	1.8	0.6	Little
14. Write the answers in tests	4	6.9	21	36.2	1.8	0.8	Little
15. Summarize from research paper	3	5.2	26	44.8	1.9	0.8	Little
16. Take notes from the lectures	3	5.2	9	15.5	2.2	0.8	Little

From Table 46 to Table 49, the information received is the language immediate needs of nursing students. It was found that the majority of the teachers (94.8 percent) agreed that English was necessary in their courses. Most teachers (32.8%) thought that it was necessary for nursing students to use English very often in the courses taken. Necessarily, the majority of the teachers (74.1 percent) agreed that the skill most used in their courses was the reading skill. The activities of nursing students in using English often in the courses taken were reading textbooks used in the courses taken, reading journals and any documents concerning the courses taken, and asking teachers by using technical terms about medical science and nursing science.

Part III Expectations

TABLE 50 TEACHERS' EXPECTATIONS OF NURSING STUDENTS IN USING ENGLISH BEST IN FOUR SKILLS

Skills	No. of data	%
Listening	3	5.2
Reading	39	67.2
Speaking	0	0
Writing	1	1.7
All	14	24.7
No answer	1	1.7
Total	58	100

TABLE 51 TEACHERS' EXPECTATIONS OF NURSING STUDENTS IN ENGLISH ABILITY
II. LISTENING SKILL

English ability in listening skill	No answer		None		The weight of total scores			
	No.of data	%	No.of data	%	$\bar{X}$	S.D.	Meaning	
1. Be able to listen to the lectures and to know what the topic is	2	3.4	2	3.4	2.9	0.8	Much	
2. Be able to listen to the lectures and understand the main points of the information	1	1.7	3	5.2	2.9	0.7	Much	
3. Be able to listen to the lectures and understand the information totally	1	1.7	5	8.6	2.6	0.8	Much	
4. Be able to listen to the lectures and understand the content in specific details	1	1.7	3	5.2	2.7	0.8	Much	
5. Be able to do after listening to the clinical explanation	1	1.7	6	10.3	2.7	1	Much	
6. Be able to listen to the technical terms about medical science and nursing science meaningfully	1	1.7	1	1.7	3.4	0.7	Much	
7. Be able to listen to the topics about everyday life understandably and communicatively	1	1.7	3	5.2	2.8	0.8	Much	

TABLE 52 TEACHERS' EXPECTATIONS OF NURSING STUDENTS IN ENGLISH
ABILITY IN READING SKILL

English ability in reading skill	No answer		None		The weight of total scores		
	No.of data	%	No.of data	%	$\bar{X}$	S.D.	Meaning
1. Be able to read text-books, journals, or any nursing documents for the main points	1	1.7	1	1.7	3.4	0.8	Much
2. Be able to read textbooks, journals, or any nursing documents in detail	1	1.7	0	0	3.3	0.7	Much
3. Be able to read and understand the commands in tests	1	1.7	4	6.9	3.1	0.9	Much
4. Be able to read the questions in tests understandably	1	1.7	4	6.9	3.2	0.8	Much
5. Be able to read general information for the main points e.g.English newspapers, English songs, and textbooks, journals, and documents not concerned with nursing science	1	1.7	5	8.6	2.8	0.6	Much
6. Be able to read in detail about general information not concerning nursing science	1	1.7	4	6.9	2.4	0.7	Little

TABLE 53 TEACHERS' EXPECTATIONS OF NURSING STUDENTS IN ENGLISH
ABILITY IN SPEAKING SKILL

English ability in speaking skill	No answer		None		The weight of total scores		
	No.of data	%	No.of data	%	$\bar{X}$	S.D.	Meaning
1. Be able to answer questions concerning technical terms about medical science and nursing science	2	3.4	2	3.4	3.2	0.6	Much
2. Be able to discuss and to present academic papers	2	3.4	4	6.9	2.5	0.9	Little
3. Be able to have everyday life conversation in English	2	3.4	6	10.3	2.6	0.7	Much
4. Be able to summarize from reading the articles about nursing science	2	3.4	3	5.2	2.9	0.7	Much

TABLE 54 TEACHERS' EXPECTATIONS OF NURSING STUDENTS IN ENGLISH
ABILITY IN WRITING SKILL

English ability in writing skill	No answer		None		The weight of total scores		
	No.of data	%	No.of data	%	$\bar{X}$	S.D.	Meaning
1. Be able to write the answers in tests correctly (in case of using technical terms)	1	1.7	1	1.7	3	0.8	Much
2. Be able to write English assignment	1	1.7	5	5.2	2.4	0.8	Little
3. Be able to write lab reports	1	1.7	8	13.8	2.4	0.8	Little
4. Be able to summarize correctly from research papers concerning nursing science	1	1.7	3	5.2	2.5	0.8	Little
5. Be able to take brief notes (not in complete sentences) from the lectures	-	-	5	8.6	2.6	0.7	Much
6. Be able to summarize in outline from seeing films or slides concerning nursing science	-	-	5	8.6	2.6	0.7	Much
7. Be able to write a summary from reading articles about nursing science	1	1.7	3	5.2	2.7	0.7	Much

From Table 50 to Table 54, the information received is the language immediate expectations of nursing students. It was found that the majority of the respondents (67.2 percent) expected nursing students to use the reading skill best.

For the listening skill, it was interesting to note that all the information indicated in Table 51 were expected to be often used by the respondents.

For the reading skill, it was evident that all the information indicated in Table 52 were expected to be often used by the respondents except the ability to read in detail about general information not concerning nursing science.

For the speaking skill, it was evident that all the information indicated in Table 53 were expected to be often used by the respondents except the ability to discuss, and to present academic papers.

For the writing skill, the English abilities which were expected to be often used by the respondents were the ability to write the answers in tests 'correctly' (in case of using technical terms), the ability to take brief notes (not in complete sentences from the lectures), the ability to summarize in outline from seeing the films or slides concerning nursing science, and the ability to write summaries from reading articles about nursing science.

Part IV Problems

TABLE 55 PROBLEMS OF USING ENGLISH IN NURSING STUDENTS' COURSES

Problems	No answer		None		The weight of total scores		
	No. of data	%	No. of data	%	$\bar{X}$	S.D.	Meaning
1. Cannot get main ideas from reading textbooks, journals, or documents in English concerning nursing science	3	5.2	1	1.7	2.4	0.8	Little
2. Cannot write summaries from reading textbooks, journals, or documents in English concerning nursing science	4	6.9	2	3.4	2.4	0.8	Little
3. Cannot listen with understanding to some medical technical terms	5	8.6	4	6.9	2.1	0.7	Little
4. Cannot write English sentences	5	8.6	10	17.2	2.7	0.8	Much
5. Cannot say technical terms about medical science and nursing science correctly	4	6.9	4	6.9	2.3	0.7	Little

From Table 55, the information received is the language immediate needs of nursing students. It was evident that the problems of using English in nursing students' courses occurred from the inability to write English sentences. Other problems indicated occasionally occurred.

Part V General Responses of the Teachers to the Open-Ended Requests

The respondents were requested to provide any problems or suggestions about English for nurses at the undergraduate level. General conclusions were made in descending order of frequency of mention in aspects of two main parts : English curriculum included skills, content, and time, and learning and teaching English courses included learners, teachers, methodology and media.

1. Problems and Suggestions about English Curriculum

1.1 Skills

The respondents suggested the following skills.

1.1.1 Reading skill should be emphasized especially reading to get main ideas from textbooks, journals, and research paper in English concerning nursing and health. (17.1 percent)

1.1.2 Students should know how to write a summary from reading textbooks, journals, and research papers in English concerning nursing science. (3.4 percent) Moreover, they should be able to write sentences in English and use medical technical terms (3.4 percent) Nurses' notes-especially about patients' symptoms-should be practiced in writing. (1.7 percent)

1.1.3 Students should be able to listen meaningfully and to summarize main ideas correctly. (e.g. from nursing science films,

from tape recorder about English articles) (5.1 percent)

1.1.4 Speaking skill should be developed in learning English. (1.7 percent)

1.1.5 It was necessary to have English courses in the nursing curriculum because English will help them to be up to date. All skills should be taught. (1.7 percent)

1.2 Content

The suggestions were as follows :-

1.2.1 Technical terms about medical science and nursing science should be practical. (3.4 percent)

1.2.2 In reading comprehension, the content about medical science and nursing science should be practical. (3.4 percent)

1.2.3 The content in each skill should be taught continuously. (3.4 percent)

1.3 Time

The respondents suggested that

1.3.1 English courses should be learnt in four years. (3.4 percent)

2. Problems and Suggestions about learning and teaching English Courses.

2.1 Learners

The problems were as follows :-

2.1.1 Because of having more Thai textbooks, students rarely read English textbooks. (1.7 percent)

2.1.2 Students tended to read only the information in the handout given. They hardly tried to find English textbooks. This lead to the lack of chances to practice reading comprehension and to know new informations. (1.7 percent)

The suggestion was as follows :-

1. Techniques of reading to get main ideas and to summarize the main ideas should be taught. (3.4 percent)

2.2 Teachers

The problem was as follows :-

2.2.1 Mostly, English teachers always taught in Thai. Therefore, skills in using English were not practiced. (1.7 percent)

The respondents suggested that

1. English teachers should let students have a chance to practice English actively. (e.g. by using role-playing, presentation) (1.7 percent)

2.3 Methodology

The suggestions were as follows :-

2.3.1 English courses should be taught incorporating nursing science courses. (1.7 percent)

2.3.2 Short courses without evaluation should be set up to help nursing students in reading to get main ideas. (1.7 percent)

2.4 Media

The suggestions were as follows :-

2.4.1 Have sound lab in English hours. (3.4 percent)

2.4.2 have movies about nursing science. (1.7 percent)

2.4.3 Make available in the library new journals and textbooks about nursing science. (1.7 percent)

4.4 The Co-ordinator Group

The results were divided into four parts : general information, expectations, problems, and suggestions as follows :

Part I General Information

All respondents were from eight divisions : Ambulatory Nursing Division, Eye, Ear, Nose, Throat Nursing Division, General Practice and Emergency Nursing Division, Medical Nursing, Surgical Nursing, Pediatric Nursing, Operating Room Nursing, and Obstetrics-Gynecology Division. The respondents had held their positions as follows :

Less than 10 years	2	25%
10 years	2	25%
More than 10 years	4	50%

Part II Expectations

TABLE 56 Co-ORDINATORS' EXPECTATIONS OF UNDERGRADUATE NURESS IN USING ENGLISH BEST IN FOUR SKILLS

Skills	No.of data	%
Listening	1	12.5
Reading	2	25
Speaking	0	0
Writing	1	12.5
All	4	50
Total	8	100

TABLE 57 CO-ORDINATORS' EXPECTATIONS OF UNDERGRADUATE NURSES IN ENGLISH
ABILITY IN LISTENING SKILL

English ability in listening skill	No answer		None		The weight of total scores		
	No. of data	%	No. of data	%	X	S.D.	Meaning
1. Be able to listen with understanding to foreign patients in case of telling or asking these follow- ing topics:-							
1.1 Symptoms	0	0	0	0	3.5	0.5	Much
1.2 Autobiography	0	0	0	0	2.3	0.7	Much
1.3 Time	0	0	0	0	3	0.5	Much
1.4 Direction	0	0	0	0	2.9	0.6	Much
1.5 Place	0	0	0	0	2.9	0.6	Much
1.6 Person	1	12.5	0	0	3	0.6	Much
1.7 Information about divisions in the hospital	0	0	0	0	2.9	1	Much
1.8 Information about academic nursing science	0	0	0	0	3.3	0.7	Much
1.9 Permission	0	0	0	0	3.1	0.6	Much
1.10 Opinions about their illnesses	0	0	0	0	3.5	0.5	Much
1.11 Information about patient care and drug treatment	0	0	0	0	3.6	0.5	Most
1.12 Patients' anxiety about illness	0	0	0	0	3.8	0.5	Most
1.13 Personal infor- mation e.g. their work, their chil- dren, their likes and dislikes	0	0	0	0	3.1	0.6	Much
2. Be able to listen to academic conference/ lectures	12.5	0	0	0	3.1	0.7	Much
3. Be able to listen to discussion	0	0	0	0	3.1	0.6	Much
4. Be able to listen to the sound from the films concerning medical science and nursing science	0	0	0	0	3.3	0.7	Much
5. Be able to listen to technicians' explana- tion about medical instruments	0	0	0	0	2.9	0.6	Much
6. Be able to listen to English songs	0	0	0	0	2.3	0.7	Little
7. Be able to listen to English news	0	0	0	0	2.9	0.6	Much
8. Be able to listen to doctors' orders concerning medical technical terms	0	0	0	0	3.4	0.7	Much
9. Be able to listen to foreigners about everyday life topics	0	0	0	0	2.9	0.6	Much

TABLE 58 CO-ORDINATORS' EXPECTATIONS OF UNDERGRADUATE NURSES IN ENGLISH
ABILITY IN READING SKILL

English ability in listening skill	No answer		None		The weight of total scores		
	No. of data	%	No. of data	%	$\bar{X}$	S.D.	Meaning
1. Be able to read hardex with under- standing and to follow doctors' orders correctly	0	0	0	0	3.5	0.5	Much
2. Be able to read directions of medicine and to know its side effect	0	0	0	0	3.6	0.5	Much
3. Be able to read any doctors' orders	0	0	0	0	3.5	0.5	Much
4. Be able to read the directions and the way to keep general medical instruments	0	0	0	0	3.5	0.5	Much
5. Be able to read the directions and the way to keep specific medical instruments used in specific places (e.g. in ICU room, in OR room)	0	0	0	0	3.5	0.5	Much
6. Be able to read textbooks, journals, research, and documents in English concerning general medical science and nursing science	0	0	0	0	3.6	0.5	Most
7. Be able to read text- books, journals, research, and documents in English concerning nurses' specific field of work	0	0	0	0	3.6	0.5	Most
8. Be able to read English newspapers	0	0	0	0	3.3	0.5	Much
9. Be able to read business letters	0	0	0	0	2.8	0.9	Much
10. Be able to read these following forms :- 10.1 The forms which were mutually used in all divisions	0	0	0	0	3.6	0.5	Most
10.2 The forms which were separately used	0	0	0	0	3.5	0.5	Much

TABLE 59 CO-ORDINATORS' EXPECTATIONS OF UNDERGRADUATE NURSES IN ENGLISH
ABILITY IN SPEAKING SKILL

English ability in speaking skill	No answer		None		The weight of total scores		
	No. of data	%	No. of data	%	$\bar{X}$	S.D.	Meaning
1. Be able to speak to or to question foreign patients in the following topics :-							
1.1 Questioning their symptoms and their personal information	0	0	0	0	3.3	0.7	Much
1.2 Soothing patients' illness	0	0	0	0	3.5	0.5	Much
1.3 Giving will power about their personal anxiety especially their family, their work	0	0	0	0	3.5	0.5	Much
1.4 Telling time	0	0	0	0	3.3	0.7	Much
1.5 Telling direction	0	0	0	0	3.3	0.7	Much
1.6 Telling places	0	0	0	0	3.3	0.7	Much
1.7 Giving permission	0	0	0	0	3.3	0.7	Much
1.8 Giving information about divisions in the hospital	0	0	0	0	3.5	0.5	Much
1.9 Giving information about academic nursing science	0	0	0	0	3.5	0.5	Much
1.10 Advising patients' care and drug treatment	0	0	0	0	3.3	0.5	Much
1.11 Introducing persons	0	0	0	0	3.3	0.7	Much
1.12 Speaking concerning telephoning e.g. patients wanted nurses to make an appointment with doctors, patients wanted nurses to extend the telephone for them	0	0	1	12.5	3.4	0.5	Much
1.13 Giving opinions about patients' symptoms	0	0	0	0	3.5	0.5	Much
2. Be able to have discussions in a conference	0	0	0	0	3.1	0.6	Much
3. Be able to present reports or academic papers about nursing	0	0	0	0	3.4	0.7	Much
4. Be able to have discussions about nursing science	0	0	0	0	3.4	0.7	Much
5. Be able to speak to doctors by using technical terms concerning medical science and nursing science	0	0	1	12.5	3.1	0.7	Much
6. Be able to speak to foreigners about general everyday life topics	0	0	0	0	3.1	0.8	Much

TABLE 60 CO-ORDINATORS' EXPECTATIONS OF UNDERGRADUATE NURSES IN
ENGLISH ABILITY IN WRITING SKILL

English ability in writing skill	No answer		None		The weight of total scores		
	No.of data	%	No.of data	%	$\bar{X}$	S.D.	Meaning
1. Be able to write nurses' notes	0	0	0	0	3.3	0.9	Much
2. Be able to fill in these follow- ing forms :-							
2.1 the forms which were mutually used in all divisions (See appen- dix E)	0	0	0	0	3.5	0.5	Much
2.2 The forms which were separately used (See appendix E)	0	0	0	0	3.5	0.5	Much

From Table 56 to Table 60, the information received is the language future needs of nursing students. It was found that the majority of the respondents expected that nurses at the undergraduate level should be able to use all skills : the listening, reading, speaking, and writing skills best in using English. No respondent expected that nurses at the undergraduate level should be able to use the speaking skill best in using English.

For the listening skill, it was interesting that this skill was highly expected by the co-ordinators. The ability which was most expected by the co-ordinators was the ability to listen to foreign patients in asking information about patient care and drug treatment and in telling their anxiety about their illnesses. Other information indicated in table 57 was much expected by the co-ordinators except the ability to listen to English songs.

With regard to the reading skill, it was interesting that this skill was very highly expected by the co-ordinators. The co-ordinators expected most that undergraduate nurses should be able to read textbooks, journals, research, and documents concerning general medical science, nursing science, and nurses' specific field of work and should be able to read the medical forms which were mutually used in all divisions (See appendix 2) Other information indicated in table 58 was much expected by the co-ordinators.

For the speaking skill, it was evident that all the information indicated in table 59 were much expected by the co-ordinators.

For the writing skill, and the information indicated in table 60 were much expected by the co-ordinators. Moreover, all respondents emphasized that nurses at the undergraduate level should be able to

fill in or to write these following forms correctly (See appendix G): nurses' notes , graphic sheet, intake-output worksheet, flow sheet, diabetic chart, ward temperature, pulse and respiration tally, nursing care plan, surveillance form, record of vital signs, and treatment card. This was because undergraduate nurses must use these forms directly everyday. The languages used were mixed up between Thai and English. The writing was in phrases or in sentences and medical technical terms were always used.

Part III Problems

TABLE 61 UNDERGRADUATE NURSES' PROBLEMS IN USING ENGLISH

Problems	No answer		None		The weight of total scores		
	No.of data	%	No.of data	%	$\bar{X}$	S.D.	Meaning
1. Cannot listen to foreign patients communicatively	0	0	0	0	2.8	0.7	Much
2. Cannot speak to foreign patients communicatively	0	0	0	0	3	0.5	Much
3. Cannot read medical forms with understanding	0	0	0	0	2.5	0.8	Little
4. Cannot fill in medical forms correctly	0	0	0	0	2.1	0.4	Little
5. Cannot write medical technical terms or abbreviations correctly (e.g. i→o)	0	0	0	0	2.3	0.5	Little
6. Cannot get main ideas from reading textbooks, journals, or any documents concerning medical and nursing science in English	0	0	0	0	2.6	0.5	Much
7. Cannot write English in sentences or in short paragraphs	0	0	0	0	3.0	0.5	Much

From this finding, it was clear that the undergraduate nurses' problems found frequently by the co-ordinators were the inability to listen to and to speak to foreign patients communicatively, the inability to get main ideas from reading textbooks, journals, or any documents concerning medical and nursing science, and the inability to write English in sentences or in short paragraphs. **The information here is the language future needs of nursing students.**

Part IV General Responses of Co-ordinators to the Open-Ended Requests

The respondents were requested to provide any problems or suggestions about English for nurses at the undergraduate level. General conclusions were made in descending order of frequency of mention in aspects of two main parts : English curriculum included skills, content, and time ; learning and teaching English courses included teachers, methodology, and media.

1. Problems and Suggestions about English Curriculum

1.1 Skills

The respondents suggested the following skills :-

1.1.1 The reading skill should be firstly emphasized especially about reading for main ideas. (50 percent)

1.1.2 The listening skill should be secondly emphasized. (25 percent)

1.1.3 The writing skill was highly expected by the co-ordinations especially writing nurse's note in both Thai and English and filling in medical forms. (25 percent)

1.14 The speaking skill should be added. (12.5 percent)

1.2 Content

The respondents suggested the following content :

1.21 **The** content should be about nursing science and should be directly practical. (12.5 percent)

1.3 Time

The problem was as follows :

1.31 At present, the average hours per week spent in learning English were cut back. (12.5 percent)

2. Problems and Suggestions about Learning and Teaching English Courses

2.1 Teachers

2.11 The problems of teachers who taught English Courses were up to their personal characteristics. (12.5 percent)

2.2 Methodology

2.21 It was desirable that learning and teaching English **for nursing** students be like real-life situations. (12.5 percent)

2.3 Media

2.31 The sound lab should be increased. (12.5 percent)

CHAPTER V

SUMMARY , DISCUSSIONS , AND RECOMMENDATIONS

This chapter presents a summary of the study , incorporating discussions based on the analysis of data, and recommendations for further study .

5.1 Summary

5.1.1 The purpose of the Study

5.1.1.1 To survey needs , wants , expectations , and problems for the use of English of nursing students at Mahidol university

5.1.1.2 To let the four parties : nursing students , nurses , specific - subject teachers , and co-ordinators express and suggest opinions

5.1.1.3 To propose syllabus items for first and second year nursing English at the undergraduate level at Mahidol university .

5.1.1.4 To recommend the ways for improving learning and teaching English for nursing students at the undergraduate level at Mahidol university based on needs analysis .

5.1.2 Procedures

5.1.2.1 The subjects used in this study consisted of four groups of people : 194 second-year and fourth-year nursing students : undergraduates at Ramathibodi nursing school at Mahidol university , 90 nurses at the undergraduate level who graduated from Ramathibodi nursing school in the academic year 1982-1983 , 78 teachers (except English teachers) who presently teach nursing students : undergraduates at Ramathibodi nursing school at Mahidol university , and 8 nurse co-ordinators who presently work in Ramathibodi hospital .

5.1.2.2 The instruments employed in this study were the four sets of questionnaires . Each questionnaire consisted of checklists, rating scales, and open-ended questions . There were various main parts as follows :

a. The questionnaire for the nursing student group

It consisted of four main parts : general information , needs , wants , and suggestions .

b. The questionnaire for the nurse group

It consisted of five main parts : general information , needs , wants , problems , and suggestions .

c. The questionnaire for the teacher group

It consisted of five main parts : general information . needs , expectations , problems , and suggestions .

d. The questionnaire for the co-ordinator group

It consisted of four main parts : general information , expectations , problems , and suggestions .

5.1.2.3 After the four sets of questionnaires were developed and were submitted to the advisor and the specialists , they were developed and then were tried out with four groups of people : 40 second-year nursing students and 40 fourth - year nursing students : undergraduates at the faculty of nursing , Siriraj hospital at Mahidol university , 50 nurses at the undergraduate level who presently work in Siriraj hospital , 30 teachers who presently teach nursing students : undergraduates at the faculty of nursing , Siriraj hospital at Mahidol university . and 10 nurse directors who presently work in Siriraj hospital.

The responses were received for each group as follows : 32 (80%) second-year nursing students and 27 (67.5%) fourth-year nursing students , 41 (82%) nurses , 13 (43.3%) teachers , and 6 (60%) nurse directors .

The questionnaires were revised according to the recommendations and comments of the pilot respondents .

After the third revision , the questionnaires were submitted again to the advisor for her advice as to their appropriateness . Then , they were distributed in four groups of respondents indicated in No. 5.1.2.1 . Some respondents were structurally interviewed by the researcher .

Seventy-four point seven percent of the questionnaires were returned from the nursing student group, seventy-four point four percent were returned from the nurse group, seventy-eight point nine percent were returned from the teacher group and one hundred percent were returned from the co-ordinator group. In all, seventy-six point two percent of the 370 questionnaires were returned.

5.1.2.4 Data obtained were tabulated and calculated by a computer. Percentage, mean, and standard deviation were used to show responses by each group for every item on the checklist. Comments and suggestions to the open-ended questions were reported in descending order of frequency of mention. The data were analyzed and discussed in the area of general information, needs, wants, expectations, problems, and suggestions.

5.1.3 Findings

Following is a brief report on the findings of each group according to language immediate needs, language future needs, language immediate expectations, and language wants respectively.

5.1.3.1 Language Immediate Needs

a. Information Received From Nursing Student Group

On the average, the respondents occasionally had a chance to use English in the listening skill ($\bar{X}=1.8$), reading skill ($\bar{X}=2.1$), and writing skill ($\bar{X}=2$).

In regard to the needs of using English in the courses taken at present, the percentage was between zero and twenty percent. This means that they seldom use English.

The majority of the fourth-year nursing students (69%) did not have a chance to communicate with foreign patients. Thirty-one percent of the respondents had a chance to communicate with foreign patients in case of reading, and writing patients' records and having conversations about symptoms and their illnesses.

b. Information Received From Teacher Group

The reading skill was the most necessary skill (74.1%) used in their courses because the nursing students had to read English textbooks used in the courses taken ($\bar{X}=3$) and to read English journals and any English documents concerning the courses taken ($\bar{X}=2.8$). Moreover, they had to ask teachers by using technical terms about medical science and nursing science.

The problem of using English in nursing students' courses which often occurred was the inability to write English sentences ($\bar{X}=2.7$).

5.1.3.2 Language Future Needs

a. Information Received From Nurse Group

Most respondents (39.4%) agreed that it was necessary to use English often in nurses' work. The reading skill was mostly used in nurses' work (53.5%).

For the listening skill, the activities which often happened were listening to cases in group seminars ($\bar{X}=2.6$), listening to doctors about patients' symptoms ($\bar{X}=2.7$), and about using medical instruments ($\bar{X}=2.7$).

For the reading skill, the activities often happened were reading kardex ($\bar{X}=3.1$), reading doctors' orders in giving medicine to patients ($\bar{X}=2.6$), and reading the names of medical instruments ($\bar{X}=3$).

For the speaking skill, the respondents had conversations with doctors about patients' symptoms ($\bar{X}=2.7$).

For the writing skill, most respondents often wrote reports of patients' examinations ($\bar{X}=2.7$), and took notes of doctors' orders about giving medicine to patients ($\bar{X}=2.8$).

In regard to the retrospective wants, it was found that the majority of nurses (59.2%) desired to practice all skills for using English in present work and they wanted to spend between four to six hours per weeks in learning English. Reading and writing skills were desired to be occasionally emphasized and listening-speaking skill were desired to be very often emphasized.

In regard to the problems, it was found that problems often faced by nurses included inability to understand foreign patients, inability to aurally comprehend in international conference, and inability to advise foreign patients about symptoms or appropriate care plan.

In regard to the open-ended part, brief conclusions were made in two main parts: English curriculum included skills, content, and time and learning and teaching English courses included learners, teachers, methodology, and media.

For skills, listening and speaking skills should be emphasized(26.8%). Techniques of reading passage to get main ideas should be emphasized(2.8%). In the first year and in the second year, mostly reading should be emphasized because it is necessary for students to read English textbooks in nursing science courses (1.4%).

For content, teaching technical terms should remain (7%).

For time, English courses should be learnt in every year of study(8.3%).

For learners, the respondents suggested that nursing students should pay attention to learning English. (2.8%)

For teachers, English teachers should be more active(4.2%).

For methodology, it was desirable that teachers speak only English with students in class (2.8%) and let them have a chance to communicate with native speakers(2.8%).

For media, it is necessary to have sound lab (19%) for students all the time not only during the teaching of English (6.9%).

b. Information Received From Co-ordinator Group

The majority of the respondents(50%) expected that nurses at the undergraduate level should be able to use all skills best in using English.

For the listening skill, the respondents expected nurses to be able to listen to foreign patients in cases of asking information about patients'care and drug treatment ($\bar{X}=3.6$) and telling their anxiety about illnesses ($\bar{X}=3.8$).

For the reading skill, the respondents expected nurses to be able to read textbooks, journals, research, and documents in English concerning general medical science and nursing science ($\bar{X}=3.6$). In regard to medical forms, the respondents expected nurses to be able to read with understanding both the forms mutually used ($\bar{X}=3.6$) and the forms separately used ($\bar{X}=3.5$). (SEE APPENDIX E)

For the speaking skill, the respondents expected nurses to be able to speak to or to question foreign patients in all topics as follows:

- to have a discussion in a conference ($\bar{X}=3.1$)
- to present reports or academic papers about nursing ($\bar{X}=3.4$)
- to have discussions about nursing science ($\bar{X}=3.4$)
- to speak to doctors by using technical terms concerning medical science and nursing science ($\bar{X}=3.1$)
- to speak to foreigners about general everyday life topics ($\bar{X}=3.1$)

For the writing skill, the respondents expected nurses to be able to write nurses' notes ($\bar{X}=3.3$), and these forms ($\bar{X}=3.5$): graphic sheet; intake-output worksheet; flow sheet; diabetic chart; ward temperature, pulse and respiration tally; nursing care plan ; surveillance form; and record of vital signs.

In regard to problems, it was found that the problems faced by nurses were the inability as follows:

to listen ($\bar{X}=2.8$) and to speak ($\bar{X}=3$) to foreign patients communicatively

to get main ideas from reading textbooks, journals, or any documents in English concerning medical and nursing science($\bar{X}=2.6$)

to write English in sentences or in short paragraphs($\bar{X}=3$)

In regard to the open-ended part, brief conclusions were made in two main parts: the English curriculum in aspects of skills, content, and time; and the learning and teaching English courses in terms of teachers, methodology, and media.

For skill, the reading skill should be firstly emphasized especially about reading for main ideas(50%).

For content, it should be about nursing science and should be directly practical(12.5%).

For methodology, it was desirable that learning and teaching English for nursing students be like real-life situations(12.5%).

For media, the sound lab should be increased(12.5%).

5.1.3.3 Language Wants

a. Information Received From Nursing Student Group

The skills desired to practice from the first order to the fourth order were speaking (63.4%), listening(53.1%), reading (48.3%), and writing (56.6%) skills respectively.

Based on all skills, the majority of the respondents desired that reading skill be often emphasized (42.1%), writing skill be occasionally emphasized (43.4%),

and listening-speaking skills be very often emphasized (33.8%).

About desirable content, the majority of the nursing students (38.6%) desired that all kinds of content: pure science, general information, and nursing science be emphasized in reading hours.

In learning writing, the majority desired to learn these as follows:

how to fill in any medical forms ($\bar{X}=3$) and self-autobiographical forms ($\bar{X}=2.9$)

how to write application letters ($\bar{X}=3.1$)

business letters ($\bar{X}=2.8$)

abbreviation of technical terms ($\bar{X}=3.1$)

description of patients' symptoms ($\bar{X}=3.3$)

English reports or English assignment ($\bar{X}=3.1$)

lab reports ($\bar{X}=2.7$)

In regard to audio-visual aids, the respondents ($\bar{X}=3.7$) wanted to use a sound lab in the listening hour.

In regard to the teaching strategies, the respondents wanted the teachers to especially do the following:

have sound lab in listening hours ($\bar{X}=3.7$)

let native speakers teach ($\bar{X}=3.4$)

give less homework, but more practice in class ($\bar{X}=3.3$)

have more games and let students have a chance

to express their opinions ($\bar{X}=3.3$)

have speaking skill in reading hour ($\bar{X}=3.3$)

speak in English mostly, and use tapes if necessary ($\bar{X}=3.2$)

divide students in groups (5-7) ($\bar{X}=3.1$)

have pair work or group work activity every hour
($\bar{X}=2.9$)

teachers should teach in teams(interchangeable teaching
between English teachers in a course) ($\bar{X}=2.8$)

In regard to open-ended part, brief conclusions were made in two main parts: the English curriculum in aspects of skills, content, and time; and the learning and teaching English courses in terms of teachers, learners, methodology, and media.

For skills, it was desirable that nursing students have a chance to practice listening and speaking skills(18.6%). Reading for main ideas especially reading textbooks and journals should be emphasized(2.1%).

For content, it was desirable for nursing students that the content about nursing science be learnt e.g. nursing care plan, patient interview(9%). At the same time, the general content(e.g. about everyday life information, about feature articles) should be learnt, also(6.2%).

For time, English courses should be learnt in every year of study(2.1%).

For methodology, teachers should speak mostly English and should speak little Thai in English hour(2.8%).

For teachers, it was desirable for nursing students that native speakers teach them but they should be able to speak Thai(15.2%).

For media, it was desirable that Ramathibodi nursing have its own sound lab(3.5%).

5.1.3.4 Language Immediate Expectations

a. Information Received From Teacher Group

For all four skills, the respondents expected that reading skill be best used by nursing students(67.2%).

For the listening skill, most of the respondents expected nursing students to be able to do these followings:

to listen to technical terms about medical science and nursing science meaningfully($\bar{X}=3.4$)

to listen to lectures, know what the topic is and understand the main points of the content ($\bar{X}=2.9$)

to listen to the topics about everyday life($\bar{X}=2.8$)

to do after listening to the clinical explanation ($\bar{X}=2.7$)

to listen to the lectures and understand the content in specific details ($\bar{X}=2.7$)

For the reading skill, most of the respondents expected nursing students to be able to do these followings:

to read textbooks, journals or any nursing documents for the main points($\bar{X}=3.4$) and for the detail($\bar{X}=3.3$)

to read and understand the commands ($\bar{X}=3.1$) and the questions in tests ($\bar{X}=3.1$)

to read general information for the main points e.g. English newspapers, textbooks, journals, and documents not concerned with nursing science($\bar{X}=2.8$)

For the speaking skill, most of the respondents expected nursing students to be able to do the followings:

to answer questions concerning medical-nursing technical terms($\bar{X}=3.2$)

to summarize reading articles about nursing science($\bar{X}=2.9$)

to have everyday life conversations($\bar{X}=2.6$)

For the writing skill, most of the respondents expected nursing students to be able to do the followings:

to write the answers in tests correctly (in case of using technical terms concerning medical science and nursing science) ($\bar{X}=3$)

to take brief notes (not in complete sentences) from lectures ($\bar{X}=2.6$)

to summarize in outline from seeing movies or slides concerning nursing science($\bar{X}=2.6$)

to write summaries from reading articles concerning nursing science($\bar{X}=2.7$)

In regard to open-ended part, brief conclusions were made in two main parts: the English curriculum in aspects of skills, content, and time; and the learning and teaching English courses in terms of teachers, learners, methodology, and media.

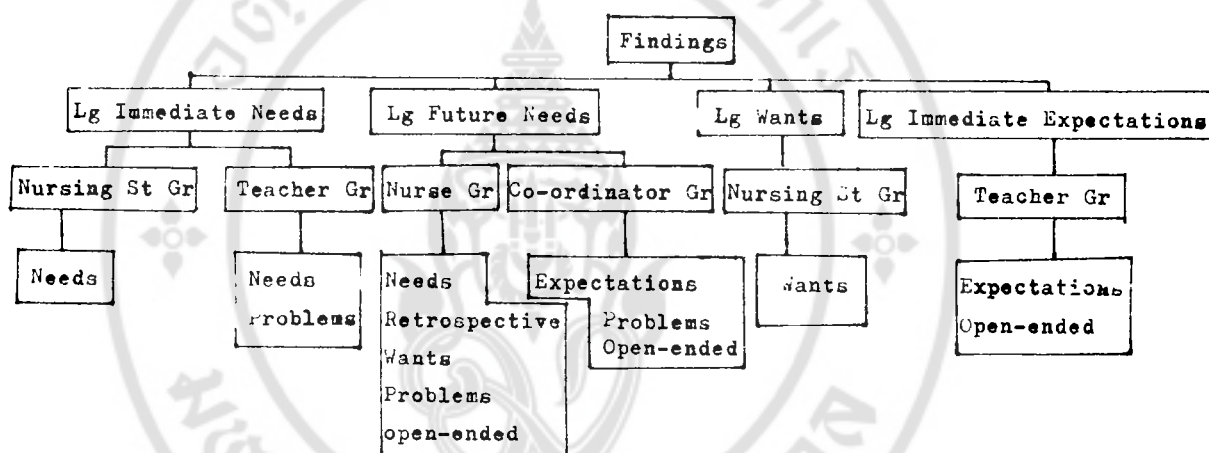
For skills, reading skill should be emphasized especially reading to get main ideas from textbooks, journals, and research paper in English concerning nursing and health(17.1%).

For time, English courses should be learnt in four years(3.4%).

For methodology, English courses should be taught incorporating nursing science courses(1.7%).

For media, have sound lab in English hours (3.4%).

In all, the findings were concluded in the diagram as follows:



***Lg means Language

5.2 Discussions

On the basis of the findings of this study the following discussions were made.

1. Content (including skill and topic)

In regard to the topic, it can be inferred that the desirable topics of the four groups of people involved three main parts: general everyday life information, academic nursing science, and clinical nursing science. This may indicate that the content of English curriculum offered to the nursing students: undergraduates at Mahidol university should not be limited in only their field of study.

In regard to the skill, from language immediate needs reading is the skill needed as specified by the teacher group. On the average, reading, listening, and writing skills are also needed because the majority of the nursing student group answered that sometimes they had a chance to use English. From language future needs, reading skill was mostly used in nurses' work and the co-ordinator group also expected nurses to be able to use reading skill and others best in using English. From language wants, speaking and listening skills were mostly desirable. From language immediate expectations, reading skill was needed as specified by the teacher group. From the information received we can see that at present nursing students needed to use reading skill mostly in learning the courses taken and sometimes needed to use listening

and writing skills in everyday life and in learning, also. In future, reading skill is still needed and other skills may be used, also. In addition, the co-ordinators highly expected nurses to be able to use all skills and nurses answered that they desired to practice all skills for using English in present work if they have a chance. This may indicate that it is necessary for nursing students to prepare themselves for their future profession.

2. Methodology

In regard to methodology used, most nursing students tended to prefer more of having an opportunity to practice speaking and listening skills especially the teaching strategies they wanted the teachers do (in Table 29). In addition, it was desirable for nursing atudents that English teachers should teach in teams. This means that there was interchangeable teaching between English teachers in one course. Some nursing students added that there was no change or any improvement in methodology and learning English courses was very boring especially reading passages orally in the handouts given. They thought that it was not appropriate to the undergraduate level. In this case, all staff teachers at the department of foreign languages, Mahidol university needed self-evaluation in teaching English. From the nurse group, it was desirable that teachers speak only English with students in class and let them have a chance to communicate with native speakers.

From the co-ordinator group, the respondents thought that learning and teaching English for nursing students should be real-life situations. From the three groups of the respondents we can see that the emphasis was on speaking and listening skills. This may indicate that the methodology should be communicative approach.

Moreover, from the teacher group the respondents suggested that English courses should be taught incorporating nursing science courses. This was correspondent with Adam-Smith's idea (1980, p.80) that co-operative teaching is attainable, successful, and enjoyable for students and teachers alike. This will increase learning motivation. By way of contrast, in this case there may be massive difficulties in the way of establishing real team teaching in terms of time, subject matter, or problems of basic attitude etc. However, this kind of methodology should be taken into consideration. Whether or not this methodology will be succeeded, only time and flexible co-operation can tell.

3. Resources (including time, teacher, and media)

Some respondents of the nursing students group, of the nurse group, and of the teacher group thought that English courses should be learnt in every year of study. The average hours per week spent in learning English as specified by nursing students was between 2-4 hours and those as specified by nurses was between 4-6 hours. In addition, some nurses suggested that in the first year

and in the second year mostly reading skill should be emphasized because it is necessary for students to read English textbooks in nursing science courses. In the third year and in the fourth year, the speaking and listening skills should be added to the English curriculum because after their graduation they may have to contact with foreign patients in their work. This may confirm that the respondents realized the significance of English not only in language immediate needs but also in language future needs of nursing students.

In aspect of English teachers, each group of the respondents gave various comments. Some nursing students thought that the problems of English teachers were the inability to give clear explanations and the unwillingness in teaching English. They also added that the problems of native teachers were their bad temper and their expressing bad feeling with students. This may indicate that the students highly expected English teachers especially their personal characteristics. This was correspondent to some co-ordinators' opinions that the problems of English teachers were up to their personal characteristics. Some nurses thought that the majority of English teachers did not teach effectively. Some teachers thought that the problem of English teachers was their teaching in Thai. The comments of some nurses and some teachers can reasonably be inferred that they want effective English teachers. In this case English

teachers need retraining. This was correspondent with Mary Finocchiaro's idea (Finocchiaro, 1958, p.10) that "..... There are no good or bad methods: There are only good or bad teachers"

In regard to the media, sound labs were desirable by all groups of the respondents. Moreover, tapes, slides, and films were desirable, also. This confirmed that most nursing students wished to have a good command of speaking and listening skills and these skills were needed by nurses and were expected by teachers and co-ordinators , also.

In all, it may seem contradictory to the nursing students that they thought they have less needs in using English but they wanted to practice more especially the listening and speaking skills. Like most Thai learners, they wish to have a good command of listening and speaking skills, although their main activities involve reading and writing (Chuanpit, 1983, pp.18-21). We know that language wants may not go along with language immediate needs or language future needs but they will help the aspect of motivation. At this point, English course designers should be conscious of this fact. However, the nursing students themselves should pay attention to learn English because the worst enemy of learning is yourself. Although the teacher group highly expected the

nursing students in their English ability in every skill, the majority of them indicated that the needs of using English were only the reading skill especially reading textbooks, journals, and any documents used in the courses and the speaking skill especially asking the teacher in class by using technical terms about medical science and nursing science. Language immediate expectations may seem contradictory to language immediate needs or factual situation. In this case, the teachers should give more English assignment to the nursing students to stimulate them in using English and should advise them to realize the use of English in their profession.

5.3 Recommendations

From all findings: language immediate needs, language future needs, language wants, and language immediate expectations, the emphasis is on language future needs, language immediate needs, language immediate expectations, and language wants respectively.

What made the researcher decide to emphasize like this because of the following reasons. First, the researcher thought that preparing for future profession is very important so the students should thoroughly study their future needs now. However, preparing to confront the needs presently is quite important, also because this help the students fulfil in their studies which would lead to future profession. Second, the researcher rather believed that teachers can look through something wider than students can because of their qualification, experiences, and ideas. Thus, language immediate expectations should be taken into consideration. Third, learning and teaching English can't be succeeded if it lacks of motivation. Language wants will increase learning motivation. The researcher considered language wants as the last one because the researcher reasonably believed that teachers' experiences and ideas are more worldwide than those of students.

The researcher hopes that the data which have already been presented and interpreted will be of real

value to those responsible for designing English courses for nurses: undergraduates at Mahidol university. The researcher wishes to close this study with a set of recommendations that hopefully would allow new English courses and learning and teaching English for the nursing students at the undergraduate level at Mahidol university to be laid down with maximum effectiveness.

Recommendations for Improvement in English Language Teaching and Learning

5.3.1 Recommendations for Administrators

5.3.1.1 There should be enough sound labs for the listening hour.

5.3.1.2 There should be an English library for the nursing students.

5.3.1.3 There should be learning-teaching English for the nursing students in all four years.

5.3.1.4 There should be incorporative teaching between English and nursing science.

5.3.2 Recommendations for the English Course Designers

All skills should be emphasized in learning English for nursing students. From the findings, a brief outline of topics in English courses for nursing students is recommended according to each skill as follows:

5.3.2.1 Listening Skill

a. Topics concerning nurses' work

1) patients' cases

- 2) medical instruments
- 3) procedures of operation/ ways of operation
- 4) patient care and drug treatment
- 5) patients' anxiety about illness
- 6) patients' personal information
- 7) information about hospitals

b. General topics

- 1) any general everyday life topics
 - e.g. greeting / saying farewell
 - asking direction , time etc.
 - asking for permission

5.3.2.2 Reading Skill

a. Topics concerning nurses' work

- 1) kardex (patients' records)
- 2) names of medical instruments/ directions of medical instruments
- 3) medical forms both mutually and separately used in all divisions (see appendix E)
- 4) directions of medicine and its side effect
- 5) procedures of operation / ways of operation

Moreover , it covers textbooks , journals , or any documents concerning pure science , nursing science , and general information .

b. General topics

- 1) English newspapers
- 2) business letters

5.3.2.3 Speaking Skill

a. Topics concerning nurses' work

Topics concerning nurses' work involve conversations which really happen on ward (e.g. conversations between doctors and patients , doctors and nurses , a nurse and a patient) . The details involve the following topics :

- 1) appropriate nursing care plan and drug treatment
- 2) technical terms about medical science and nursing science variously used in each division in the hospital
- 3) information about hospitals
- 4) patients' illnesses and anxiety (in case of giving willpower)
- 5) patients' symptoms
- 6) patient interview

b. General topics

- 1) any general everyday life topics
e.g. greeting / saying farewell
asking direction , time etc.
asking for permission

5.3.2.4 Writing Skill

a. Topics concerning nurses' work

- 1) report of patients' examination
- 2) lab reports
- 3) medical forms mutually used in all divisions including :
nurses' notes(especially description of patients' symptoms

graphic sheet

intake-output worksheet

flow sheet

diabetic chart

ward temperature, pulse and respiration tally

nursing care plan

surveillance form

record of vital signs

treatment card

4) abbreviation of technical terms

b. General topics

1) letters especially application letters, business letters

2) self-autobiographical forms

5.3.3 Recommendations for English Teachers

5.3.3.1 English teachers should have good attitude to nursing students and teaching English.

5.3.3.2 Self-assessment should be done all the time.

Moreover, from the finding it was found that most nursing students tended to prefer more of having an opportunity to practice the speaking skill. A set of methodology which should be used in class by English teachers is recommended as follows:

5.3.3.3 English teachers should speak in English all the period or speak in English mostly, and use tapes if necessary.

5.3.3.4 English teachers should give less homework, but more practice in class.

5.3.3.5 English teachers should let students have a chance to use sound labs in the listening hours.

5.3.3.6 English teachers should add more games in English hours and should divide students in groups(5-7).

5.3.3.7 English teachers should sometimes let students have self-study.

5.3.3.8 There should be incorporative teaching between English teachers and teachers at Ramathibodi nursing school, Mahidol.

5.3.4 Recommendations for Nursing Students

5.3.4.1 Nursing students should pay more attention to learn English.

5.3.5 Recommendations for Subject-Specific Teachers

5.3.5.1 Teachers should give more English assignment to nursing students.

5.3.5.2 Teachers should advise nursing students to realize the use of English in their profession.

5.3.6 Recommendations for Further Studies

5.3.6.1 There should be further study on this topic, but the respondents should be the groups of people concerning doctors so that different points of view will significantly contribute to the development of English course design.

5.3.6.2 There should be further study of needs analysis in other fields.

5.3.6.3 If an English course design is developed from the results of this study, there should be a follow-up study of the course in terms of its relevance.

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APPENDIX A

QUESTIONNAIRE FOR THE NURSING STUDENT GROUP



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เรียน นักศึกษาพยาบาลทุกท่าน

ด้วยข้าพเจ้ามีความประสงค์จะทำวิทยานิพนธ์เรื่อง "การสำรวจ
ความจำเป็นในการใช้ภาษาอังกฤษของนักศึกษาพยาบาลระดับปริญญาตรี
มหาวิทยาลัยมหิดล" (A SURVEY OF THE NEEDS, WANTS, AND
EXPECTATIONS FOR THE USE OF ENGLISH OF NURSES: UNDERGRADUATES
AT MAHIDOL UNIVERSITY)

จึงจำเป็นต้องอาศัยความร่วมมือและความคิดเห็นจากท่าน
ในเรื่อง ความจำเป็นและความต้องการการเรียนรู้ภาษาอังกฤษ คำตอบของ
ท่านจะเป็นประโยชน์และเป็นแนวทางในการกำหนดหลักสูตรภาษาอังกฤษ
สำหรับนักศึกษาพยาบาลระดับปริญญาตรีมหาวิทยาลัยมหิดลต่อไป จึงขอความ
ร่วมมือจากท่านได้โปรดสละเวลาตอบแบบสอบถามที่แนบมาพร้อมหนังสือนี้

ทั้งนี้ หวังเป็นอย่างยิ่งว่า ท่านคงยินดีให้ความร่วมมือและ
สนับสนุนการทำวิทยานิพนธ์ครั้งนี้ด้วยค่ะ

ขอได้รับความขอบคุณเป็นอย่างยิ่ง

(นางสาวนฤมล ศิริวงศ์)

นิสิตปริญญาโท สาขาภาษาศาสตร์ประยุกต์

คณะวิทยาศาสตร์ มหาวิทยาลัยมหิดล

แบบสอบถามและแบบสัมภาษณ์ ความจำเป็นและความต้องการในการเรียน

สำหรับเจ้าหน้าที่

และการใช้ภาษาอังกฤษของนักศึกษาพยาบาลระดับปริญญาตรี มหาวิทยาลัยมหิดล

คำชี้แจง : โปรดเขียนคำตอบของท่านลงในช่องว่าง ในกรณีที่ข้อใดให้เลือกตอบ

☐ ☐ 1-3

โปรดเขียนเครื่องหมาย (/) ลงใน ☐

ทั่ว ๆ ไป

1. ท่านเป็นนักศึกษาชั้นปีที่

☐ 4

2. ท่านเริ่มเรียนภาษาอังกฤษเมื่อท่านเรียนอยู่ชั้น นับจนถึงปัจจุบัน
เป็นเวลา

☐ 5

☐ 6-7

ความจำเป็น

3. ท่านคิดว่าภาษาอังกฤษเป็นสิ่งจำเป็นในชีวิตประจำวันของท่านหรือไม่

☐ 8

☐ จำเป็น ☐ ไม่จำเป็น

4. ท่านได้ใช้ทักษะภาษาอังกฤษ (ฟัง พูด อ่าน เขียน) ในชีวิตประจำวัน
มากน้อยเพียงใด (ไม่ทันชั่วโมงภาษาอังกฤษ)

น้อย เป็นบางครั้ง น้อยมาก ไม่เลย

ฟัง ☐ ☐ ☐ ☐

☐ 9

อ่าน ☐ ☐ ☐ ☐

☐ 10

พูด/สนทนา ☐ ☐ ☐ ☐

☐ 11

เขียน ☐ ☐ ☐ ☐

☐ 12

5. คำว่าที่ใช้ในวิชาที่เรียน (ไม่นับวิชาภาษาอังกฤษ) เป็นภาษาอังกฤษคิดเป็น
กี่เปอร์เซ็นต์ (หมายถึง textbooks , journals , articles etc.
ซึ่งท่านได้ศึกษาด้วยตัวท่านเองจริง ๆ เพื่อประกอบการเรียนในชั้นเรียน)

☐ 13

☐ 0 - 20%

☐ 21 - 40%

☐ 41 - 60%

☐ 61 - 80%

☐ 81 - 100%

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6. เวลาสอนท่านมีวิชาที่มีค่าตอบแทนเป็นภาษาอังกฤษ (ไม่นับวิชาภาษาอังกฤษ)
คิดเป็นกิโลเปอร์เซ็นต์ของวิชาทั้งหมด

☐ 14

- ☐ 0 - 20%
- ☐ 21 - 40%
- ☐ 41 - 60%
- ☐ 61 - 80%
- ☐ 81 - 100%

7. ท่านมีวิชาที่ต้องสอนทำางานในข้อสอบเป็นภาษาอังกฤษ (ไม่นับวิชาภาษาอังกฤษ)
คิดเป็นกิโลเปอร์เซ็นต์ของวิชาเรียนทั้งหมด

☐ 15

- ☐ 0 - 20%
- ☐ 21 - 40%
- ☐ 41 - 60%
- ☐ 61 - 80%
- ☐ 81 - 100%

8. ท่านมีวิชาที่ต้องฟังคำบรรยาย (lectures) เป็นภาษาอังกฤษ (ไม่นับวิชา
ภาษาอังกฤษ) คิดเป็นกิโลเปอร์เซ็นต์ของวิชาเรียนทั้งหมด

☐ 16

- ☐ 0 - 20%
- ☐ 21 - 40%
- ☐ 41 - 60%
- ☐ 61 - 80%
- ☐ 81 - 100%

9. ท่านมีวิชาที่ต้องเขียนรายงานเป็นภาษาอังกฤษ ส่งอาจารย์ (ไม่นับวิชาภาษา
อังกฤษ) คิดเป็นกิโลเปอร์เซ็นต์ของวิชาเรียนทั้งหมด

☐ 17

- ☐ 0 - 20%

☐ 21 - 40%☐ 41 - 60%☐ 61 - 80%☐ 81 - 100%

10. ท่านคิดว่าต้องรวมสัมมนาเป็นภาษาอังกฤษ หรือไม่ที่เปอร์เซ็นต์ของวิชา
เรียนทั้งหมด ☐ 18

☐ 0 - 20%☐ 21 - 40%☐ 41 - 60%☐ 61 - 80%☐ 81 - 100%

11. ในช่องทาง ท่านต้องอ่านคู่มือ (lab manual) เป็นภาษาอังกฤษ
หรือไม่ ☐ 19

☐ ต้องอ่าน☐ ไม่ต้องอ่าน

12. (ข้อนี้เฉพาะนักศึกษาพยาบาลปีที่ 4) ท่านเคยต้องติดต่อกับคนไข้ชาวต่าง
ประเทศหรือไม่ ☐ 20

☐ เคย☐ ไม่เคย

ถ้า " เคย " ท่านติดต่อกับเรื่องอะไร.....

.....

.....

.....

.....

13. ท่านคิดว่าเมื่อท่านจบการศึกษาระดับปริญญาตรีแล้ว ภาษาอังกฤษจะยังคง
เป็นสิ่งจำเป็นสำหรับท่านหรือไม่ ☐ 21

☐ จำเป็น☐ ไม่จำเป็น

14. ในการเรียนภาษาอังกฤษ ท่านต้องการฝึกทักษะใดให้มากที่สุด ถ้าต้องการเลือกมากกว่า 1 คำตอบ ให้เขียนเลข " 1 " สำหรับทักษะที่ท่านต้องการฝึกฝนมากที่สุด และให้เขียนเลข " 2 " สำหรับทักษะที่รองลงมา และเขียนเลข " 3 " และ " 4 " สำหรับทักษะรองลงมาตามลำดับ

..... ฟัง พูด/สนทนา
..... อ่าน เขียน

15. ท่านต้องการเรียนภาษาอังกฤษ ฝึกทักษะกี่ชั่วโมง

- ☐ 1 - 2 ชั่วโมง
☐ 2 - 4 ชั่วโมง
☐ 4 - 6 ชั่วโมง
☐ 6 - 8 ชั่วโมง
☐ มากกว่า 8 ชั่วโมง

16. ในการเรียนภาษาอังกฤษ ในระดับที่ท่านกำลังศึกษาอยู่ ท่านต้องการให้เน้นที่ทักษะการอ่าน คิดเป็นกี่เปอร์เซ็นต์ของทักษะทั้งหมด (ทั้ง ฟัง อ่าน พูด เขียน)

- ☐ 0 - 20%
☐ 21 - 40%
☐ 41 - 60%
☐ 61 - 80%
☐ 81 - 100%

17. ในการเรียนภาษาอังกฤษในระดับที่ท่านกำลังศึกษาอยู่ ท่านต้องการให้เน้นที่ทักษะการเขียน คิดเป็นกี่เปอร์เซ็นต์ของทักษะทั้งหมด (ทั้ง ฟัง อ่าน พูด เขียน)

- ☐ 0 - 20%
☐ 21 - 40%
☐ 41 - 60%
☐ 61 - 80%
☐ 81 - 100%

☐ 22
☐ 23
☐ 24
☐ 25

☐ 26

☐ 27

☐ 28

18. ในการเรียนวิชาภาษาอังกฤษในระดับที่ท่านกำลังศึกษาอยู่ ท่านต้องการไทม์
ที่ทักษะการพูด การฟัง คิดเป็นกี่เปอร์เซ็นต์ของทักษะทั้งหมด

- ☐ 0 - 20%
- ☐ 21 - 40%
- ☐ 41 - 60%
- ☐ 61 - 80%
- ☐ 81 - 100%

19. ในชั่วโมงการพูดและการฟังท่านต้องการไทม์

- ☐ ทักษะการฟังมากกว่าการพูด
- ☐ ทักษะการพูดมากกว่าการฟัง
- ☐ ทักษะทั้งสองเท่ากัน

20. ท่านต้องการให้เนื้อหาที่เรียนในชั่วโมง **reading** เน้นเรื่องประเภทใด

- ☐ เรื่องทางวิทยาศาสตร์ (**pure science**)
- ☐ เรื่องทั่วไป
- ☐ เรื่องทางพยาบาลศาสตร์ (**nursing science**)
- ☐ เรื่องทางวิทยาศาสตร์และเรื่องทั่วไป
- ☐ เรื่องทางพยาบาลศาสตร์และเรื่องทั่วไป
- ☐ ทั้ง 3 เรื่อง

21. ท่านต้องการเรียนการเขียนเกี่ยวกับเรื่องต่อไปนี้

มากที่สุด มาก น้อย น้อยที่สุด ไม่เลย

1. ข้อบกพร่องของเครื่องมือ
ทางการแพทย์-พยาบาล

- ☐ ☐ ☐ ☐ ☐

2. การออกแบบเครื่องมือประวัติน

- ☐ ☐ ☐ ☐ ☐

ตนเองสำหรับสมัครงาน

3. เขียนจดหมายเรียนขอ

- ☐ ☐ ☐ ☐ ☐

ฉบับนี้ให้ค่าที่ 29

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	มากที่สุด	มาก	น้อย	น้อยที่สุด	ไม่เลย	
4. เขียนจดหมายธุรกิจ	☐	☐	☐	☐	☐	☐ 35
5. เขียนหัวข้อศัพท์เทคนิค	☐	☐	☐	☐	☐	☐ 36
(technical terms)						
วางแผน เขียน รายงาน						
6. เขียนบรรยายอาการของโรคได้	☐	☐	☐	☐	☐	☐ 37
7. เขียนรายงาน(English reports or English assignment)	☐	☐	☐	☐	☐	☐ 38
8. เขียนรายงานการทดลอง(lab report)	☐	☐	☐	☐	☐	☐ 39
9. เขียนโครงเรื่อง(outline)	☐	☐	☐	☐	☐	☐ 40
10. เขียนสรุปความ/ข้อความ	☐	☐	☐	☐	☐	☐ 41
11. จัดเขียนparagraph	☐	☐	☐	☐	☐	☐ 42
หลาย ๆ แบบ เช่น การให้คำนิยาม (definition)						
ยกตัวอย่าง บรรยาย อธิบาย การเปรียบเทียบ เป็นต้น						
12.อื่น ๆ (โปรดระบุ)						
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.....						
.....						

2. ท่านพอใจสิ่งต่อไปนี้มากน้อยเพียงใด

สำหรับเจ้าหน้าที่

	มากที่สุด	มาก	น้อย	น้อยที่สุด	ไม่เลย	
1. ใ้การมาสอน ๑ ปี ในห้องเรียนมาก ๑	☐	☐	☐	☐	☐	43
2. ใ้ริมาการสอนมาก เล็กน้อย ๑	☐	☐	☐	☐	☐	44
3. ใ้แบบฝึกหัดในแต่ละ หัวข้อมาก ๑	☐	☐	☐	☐	☐	45
4. ใ้อาจารย์อธิบายการ บ้านเรือแบบฝึกหัดให้มาก ๑	☐	☐	☐	☐	☐	46
5. ใ้อาจารย์พูดภาษา อังกฤษตลอดทั้งชั่วโมง	☐	☐	☐	☐	☐	47
6. ใ้อาจารย์พูดภาษา อังกฤษเป็นส่วนใหญ่ มีแปล บาง เวลาจำเป็น	☐	☐	☐	☐	☐	48
7. ใ้อาจารย์พูด/อธิบายเป็น ภาษาไทยทั้งชั่วโมง	☐	☐	☐	☐	☐	49
8. ใ้มีอาจารย์เจ้าของ ภาษาสอนบาง	☐	☐	☐	☐	☐	50
9. ควรมีห้อง lab ใ้ฟัง	☐	☐	☐	☐	☐	51
10. ควรมีเกมส์ใ้เล่น มากกว่านี้และเปิดโอกาส ใ้นักศึกษาแสดงความคิดเห็น	☐	☐	☐	☐	☐	52
11. ในชั่วโมงการอ่านควรมี ทักษะการพูดเสริมด้วย	☐	☐	☐	☐	☐	53

	มากที่สุด	มาก	น้อย	น้อยที่สุด	ไม่เลย	
12. การแบ่งกลุ่มให้เล็ก ๆ (5 - 7 คน)	☐	☐	☐	☐	☐	☐ 54
13. ต้องการเรียนด้วยตนเอง (self study)	☐	☐	☐	☐	☐	☐ 55
14. ต้องการให้มี pair work, group work activity ทุกชั่วโมง	☐	☐	☐	☐	☐	☐ 56
15. อาจารย์สอนเป็นทีม (หลาย ๆ คน)	☐	☐	☐	☐	☐	☐ 57
16. อื่น ๆ (โปรดระบุ)						
.....						
.....						
23. ท่านจะเลือกเรียนวิชาภาษาอังกฤษหรือไม่ ถ้าวิชาที่ไม่เป็นวิทยาทังค์ ☐ เรียน ☐ ไม่เรียน ☐ ยังบอกไม่ได้						☐ 58
24. โปรดแสดงความคิดเห็น และความต้องการของท่านเกี่ยวกับการเรียนการสอน ภาษาอังกฤษ สำหรับนักศึกษาพยาบาลในเรื่องต่อไปนี้ <u>หลักสูตร</u> ในด้านทักษะ (ฟัง อ่าน พูด เขียน) เนื้อหา และเวลาที่เรียน						
.....						
.....						
.....						
<u>การเรียนการสอน</u> (รวมการสอนและการวัดผล)						
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APPENDIX B

QUESTIONNAIRE FOR THE NURSE GROUP



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เรียน พยาบาลทุกท่าน

ด้วยข้าพเจ้ามีความประสงค์จะทำวิทยานิพนธ์เรื่อง"การสำรวจ
ความจำเป็นในการใช้ภาษาอังกฤษของนักศึกษาพยาบาลระดับปริญญาตรีมหา-
วิทยาลัยมหิดล"(A SURVEY OF THE NEEDS,WANTS,AND EXPECTATIONS
FOR THE USE OF ENGLISH OF NURSES:UNDERGRADUATES AT
MAHIDOL UNIVERSITY)

จึงจำเป็นต้องอาศัยความร่วมมือและความคิดเห็นจากท่านใน
เรื่องความจำเป็นและความต้องการการใช้ภาษาอังกฤษในหน้าที่การงานของ
ท่าน คำตอบของท่านจะเป็นประโยชน์และเป็นแนวทางในการกำหนดหลัก
สูตรภาษาอังกฤษสำหรับนักศึกษาพยาบาลระดับปริญญาตรีมหาวิทยาลัยมหิดล
ต่อไป จึงขอความร่วมมือจากท่านได้โปรดสละเวลาตอบแบบสอบถามที่แนบมา
พร้อมหนังสือนี้

ทั้งนี้ หวังเป็นอย่างยิ่งว่า ท่านคงยินดีให้ความร่วมมือและสนับสนุน
การทำวิทยานิพนธ์ครั้งนี้ด้วยคะ

ขอได้รับความขอบคุณเป็นอย่างยิ่ง

(นางสาวนฤมล ศรีวงศ์)

นิสิตปริญญาโท สาขาภาษาศาสตร์ประยุกต์
คณะวิทยาศาสตร์ มหาวิทยาลัยมหิดล

เลขสอบตามและแบบสัมภาษณ์ : ความเข้าใจและความต้องการในการ
ใช้ภาษาอังกฤษ ของพยาบาล ระดับปริญญาตรี

คำชี้แจง : โปรดเขียนคำตอบของรายการลงในช่องว่าง ให้ครบถ้วนเพื่อให้เจ้าหน้าที่

โปรดเขียนเครื่องหมาย (/) ลงใน ☐

สำหรับเจ้าหน้าที่

☐ ☐ ☐ 1-3

ทั่ว ๆ ไป

1. กำหนดนั่งรถรถเข็นตลอดเวลา ☐ 4

สถานที่ทำงาน แยก ☐ 5-6

โรงพยาบาล ☐ 7

2. ท่านเริ่มเรียนภาษาอังกฤษ เมื่อไหร่ ☐ 8

มีจุดเริ่มต้นเรียนภาษาอังกฤษ หรือไม่ ☐ เรียน ☐ ไม่เรียน ☐ 9

ความจำเป็นในการใช้ภาษาอังกฤษในหน้าที่การงาน

3. ท่านคิดว่า ภาษาอังกฤษ เป็นสิ่งจำเป็นในหน้าที่การงานของท่านหรือไม่ ☐ 10

☐ จำเป็น ☐ ไม่จำเป็น

4. ท่านจำเป็นต้องใช้ภาษาอังกฤษในหน้าที่การงาน ร้อยละ ☐ 11

☐ 0 - 20%

☐ 21 - 40%

☐ 41 - 60%

☐ 61 - 80%

☐ 81 - 100%

5. ในหน้าที่การงาน ท่านจำเป็นต้องใช้ทักษะในภาษาอังกฤษ ทักษะใดมากที่สุด ☐ 12

☐ ฟัง ☐ อ่าน ☐ พูด ☐ เขียน ☐ เทำ ๆ กันทุกทักษะ

6. ในหน้าที่การงาน ท่านใช้ภาษาอังกฤษทำสิ่งต่าง ๆ ดังต่อไปนี้

มากที่สุด มาก น้อย น้อยที่สุด ไม่เคย

1. อ่านรายงานการประชุม ☐ ☐ ☐ ☐ ☐ ☐ 13

2. อ่าน Kardex ☐ ☐ ☐ ☐ ☐ ☐ 14

3. เขียนอาการของคนที่ ☐ ☐ ☐ ☐ ☐ ☐ 15

สำหรับเจ้าหน้าที่

	มากที่สุด	มาก	น้อย	น้อยที่สุด	ไม่เลย	
4. อ่านคำสั่งการให้ยา แก่คนไข้	☐	☐	☐	☐	☐	16
5. เขียนผลการตรวจคนไข้ เช่น ตรวจเลือก วัณโรค ตรวจความดัน วัดการเต้นของหัวใจ	☐	☐	☐	☐	☐	17
6. พูดคุยกับคนไข้ชาวต่าง ประเทศ	☐	☐	☐	☐	☐	18
7. เขียน Nurses' notes	☐	☐	☐	☐	☐	19
8. เข้าร่วม Case conference เวลาเราสัมนาในกลุ่ม	☐	☐	☐	☐	☐	20
9. อ่านหรือเฝ้าระวังมือต่าง ๆ เกี่ยวกับการเตรียม	☐	☐	☐	☐	☐	21
10. ให้งคำสั่งจากหมอเรื่อง อาการของคนไข้	☐	☐	☐	☐	☐	22
11. ให้งคำสั่งจากหมอเกี่ยว กับการเข็ม เครื่องมือต่าง ๆ	☐	☐	☐	☐	☐	23
12. กรอกรายแบบฟอร์มต่าง ๆ ทุกชนิดที่เกี่ยวข้องกับงาน ของแพทย์-พยาบาล	☐	☐	☐	☐	☐	24
13. จดคำสั่งของหมอในการจ่าย ยาให้คนไข้	☐	☐	☐	☐	☐	25
14. อ่านรายงานการวิจัยเกี่ยว กับงานในหน้าที่	☐	☐	☐	☐	☐	26

15. ผู้ตอบคำถามเรื่อง ☐ มากที่สุด ☐ มาก ☐ น้อย ☐ น้อยที่สุด ☐ ไม่เลย ☐ 27

อาการไข้ หรือโรค
ที่เป็น (โดยไม่ให้คน
อื่น)

16. รับประวัติไว้ ก่อน ☐ มากที่สุด ☐ มาก ☐ น้อย ☐ น้อยที่สุด ☐ ไม่เลย ☐ 28

ทำบัตร (กรณีเป็นชาว
ต่างประเทศ)

17. ผู้ให้ประวัติติดต่อกับ ☐ มากที่สุด ☐ มาก ☐ น้อย ☐ น้อยที่สุด ☐ ไม่เลย ☐ 29

แผนกอื่น ๆ โดยใช้
กึ่งพิเศษเฉพาะทาง
แพทย์-พยาบาล ใน
กรณีตามรายนาม

18. อื่น ๆ (โปรดระบุ)
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.....
.....

7. โปรดให้รายละเอียดในคำตอบข้อ 6 (ว่าเกี่ยวกับเรื่องอะไรบ้าง ต้องทำ
อะไรบ้าง เสนอกรณอานของอาการไข้ กรุณาบอกด้วยเกี่ยวกับเรื่อง
อะไร)

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6. หน้าที่เกี่ยวกับงานในหน้าที่พยาบาลจรรยา ใจ

	มากที่สุด	มาก	น้อย	น้อยที่สุด	ไม่เลย	
1. ไม่กล้าพูดภาษาอังกฤษ กับคนในชาวต่างประเทศ	☐	☐	☐	☐	☐	30
2. กรอกแบบฟอร์มต่าง ๆ ไม่ถูกต้อง	☐	☐	☐	☐	☐	31
3. ความแม่นยำไม่เข้าใจ	☐	☐	☐	☐	☐	32
4. รับผิดชอบชาวต่างประเทศ ทุกไม่เข้าใจ เช่น เล่า อาการไข ตามทาง ตามตามบุคคล เป็นต้น	☐	☐	☐	☐	☐	33
5. เขียนรายงานของพยาบาล (nurses' notes) โดยใช้ศัพท์เทคนิค (technical terms) ผิด ๆ	☐	☐	☐	☐	☐	34
6. เขียนสะกดคำผิด เช่น ร้อยละ ศัพท์เฉพาะ เป็นต้น	☐	☐	☐	☐	☐	35
7. ไม่สามารถพูดได้คำ และทำคนไข้ได้ในเรื่อง อาการ/การปฏิบัติตน (กรณีคนในชาวต่างประเทศ)	☐	☐	☐	☐	☐	36
8. ไม่เข้าใจ Technical terms ในการที่แพทย์เขียนรายงาน อาการคนไข้	☐	☐	☐	☐	☐	37

- | | มากที่สุด | มาก | น้อย | น้อยที่สุด | ไม่มีเลย | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|-----------------------------|
| 9. ไม่เข้าใจเวลาเข้าร่วมการประชุมระหว่างชาติ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ 38 |
| 10. อีเมลสารกับทางเทคนิค
ทั้งชาวไทยและชาวต่างชาติ
ที่เข้ามาแนะนำเกี่ยวกับ
อุปกรณ์ทางการแพทย์
ไม่เข้าใจ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ 39 |
| 11. อ่านรายงานแปลเกี่ยวกับ
การวินิจฉัยโรคของคนที่
ไม่เข้าใจ หรือบางครั้ง
แปลความหมายผิดจาก
ความจริง | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ 40 |
| 12. อ่าน Textbooks เกี่ยวกับ
การวิจัยเกี่ยวกับแพทย์-
พยาบาล ไม่เข้าใจ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ 41 |
| 13. อื่น ๆ (โปรดระบุ) | | | | | | |
| | | | | | | |
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| | | | | | | |

ความต้องการ

คำถามข้อ 9 - 13 ในกรณีถ้าท่านสามารถกลับไปเป็นนักศึกษาภาษาบาลีอีกครั้ง

9. ท่านคิดว่าในชั่วโมงเรียนภาษาอังกฤษ ท่านต้องการฝึกฝนทักษะใดให้ดีที่สุด ☐ 42
- เพื่อใช้ในการประกอบอาชีพดังนี้
- ☐ ฟัง ☐ อ่าน ☐ พูด/สนทนา ☐ เขียน ☐ ทักษะอื่น ๆ

10. ท่านต้องการเรียนภาษาอังกฤษ สัปดาห์ละกี่ชั่วโมง

- ☐ 1 - 2 ชั่วโมง
- ☐ 2 - 4 ชั่วโมง
- ☐ 4 - 6 ชั่วโมง
- ☐ 6 - 8 ชั่วโมง
- ☐ มากกว่า 8 ชั่วโมง

☐ 43

11. ในการเรียนภาษาอังกฤษ ท่านมองว่าในทักษะการอ่านเป็นทักษะที่เปอร์เซ็นต์ของทักษะทั้งหมด (ฟัง พูด อ่าน เขียน)

- ☐ 0 - 20%
- ☐ 21 - 40%
- ☐ 41 - 60%
- ☐ 61 - 80%
- ☐ 81 - 100%

☐ 44

12. ในการเรียนภาษาอังกฤษ ท่านต้องการให้เน้นทักษะการเขียนคิดเป็นกี่เปอร์เซ็นต์ของทักษะทั้งหมด

- ☐ 0 - 20%
- ☐ 21 - 40%
- ☐ 41 - 60%
- ☐ 61 - 80%
- ☐ 81 - 100%

☐ 45

13. ในการเรียนภาษาอังกฤษ ท่านต้องการให้เน้นทักษะการฟังและการพูดคิดเป็นกี่เปอร์เซ็นต์ของทักษะทั้งหมด

- ☐ 0 - 20%
- ☐ 21 - 40%
- ☐ 41 - 60%
- ☐ 61 - 80%
- ☐ 81 - 100%

☐ 46

14. โปรดแสดงความคิดเห็นและข้อเสนอแนะในเรื่องการเรียนการสอนภาษาอังกฤษ
ของนักศึกษาพยาบาลและการใช้ภาษาอังกฤษของพยาบาลเพิ่มเติมในเรื่อง
ต่อไปนี้

หลักสูตร ใน坎ทักษะ (ฟัง อ่าน พูด เขียน) คำนเนื้อหา และเวลา
ที่เรียน

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การเรียนการสอน (รวมผู้เรียน/ผู้สอน/วิธีการสอน)

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APPENDIX C

QUESTIONNAIRE FOR THE TEACHER GROUP



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เรียน อาจารย์ทุกท่าน

ด้วยข้าพเจ้ามีความประสงค์จะทำวิทยานิพนธ์เรื่อง "การสำรวจ
ความจำเป็นในการใช้ภาษาอังกฤษของนักศึกษาพยาบาลระดับปริญญาตรี
มหาวิทยาลัยมหิดล" (A SURVEY OF THE NEEDS, WANTS, AND
EXPECTATIONS FOR THE USE OF ENGLISH OF NURSES: UNDERGRA-
DUATES AT MAHIDOL UNIVERSITY)

จึงจำเป็นต้องอาศัยความร่วมมือและความคิดเห็นจากท่านใน
เรื่อง ปัญหาและความจำเป็นในการใช้ภาษาอังกฤษในวิชาที่ท่านสอน ตลอดจน
ความคาดหวังของท่านต่อความสามารถในการใช้ภาษาอังกฤษของพยาบาล
ระดับปริญญาตรี เพื่อเป็นแนวทางในการกำหนดหลักสูตรภาษาอังกฤษสำหรับ
นักศึกษาพยาบาลระดับปริญญาตรีมหาวิทยาลัยมหิดลต่อไป จึงขอความร่วมมือ
จากท่านได้โปรดสละเวลาตอบแบบสอบถามที่แนบมาพร้อมหนังสือนี้

ทั้งนี้ หวังเป็นอย่างยิ่งว่า ท่านคงยินดีให้ความร่วมมือและสนับสนุน
การทำวิทยานิพนธ์ครั้งนี้ด้วยค่ะ

ขอได้รับความขอบคุณเป็นอย่างยิ่ง

(นางสาวนฤมล ศิริวงศ์)

นิสิตปริญญาโท สาขาภาษาศาสตร์ประยุกต์

คณะวิทยาศาสตร์ มหาวิทยาลัยมหิดล

แบบสอบถามและแบบสัมภาษณ์ เรื่อง ปัญหาและความจำเป็นในการใช้
ภาษาอังกฤษและความคาดหวัง ของผู้สอนต่อความสามารถในการใช้ภาษาอังกฤษ
 ของนักศึกษาพยาบาล ระดับปริญญาตรี

คำชี้แจง : โปรดเขียนคำตอบของท่านลงในช่องว่าง ในกรณีที่ไม่มีข้อใดให้เลือกตอบ
 โปรดเขียนเครื่องหมาย (/) ลงใน ☐

ลำดับเจ้าหน้าที่

☐☐☐ 1-3

ทั่ว ๆ ไป

1. ท่านเป็นอาจารย์สอนนักศึกษาพยาบาล ชั้นปีที่ ☐ 4
 ท่านสอนวิชา ☐ 5-6
2. เพศ ☐ ชาย ☐ หญิง ☐ 7
3. อายุ ปี ☐ 8
4. วุฒิการศึกษา ☐ 9
☐ ปริญญาตรี
☐ ปริญญาโท
☐ ปริญญาเอก
5. ท่านสอนนักศึกษาพยาบาลมาเป็นเวลา ☐ 10
☐ น้อยกว่า 1 ปี
☐ 1 - 5 ปี
☐ 5 - 10 ปี
☐ 10 - 15 ปี
☐ 15 ปีขึ้นไป

ความจำเป็น

6. ท่านคิดว่าภาษาอังกฤษเป็นสิ่งจำเป็นสำหรับนักศึกษาพยาบาลในการศึกษาวิชา ☐ 11
 ที่ท่านสอนหรือไม่

☐ จำเป็น ☐ ไม่จำเป็น

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7. นักศึกษาให้ความรู้เป็นห้องใช้ภาษาอังกฤษในการศึกษาวิชาที่สอนเป็นอัตรา
ร้อยละ 12

- ☐ 0 - 20
☐ 21 - 40
☐ 41 - 60
☐ 61 - 80
☐ 81 - 100

8. นักศึกษาให้ความรู้เป็นห้องใช้ทักษะในภาษาอังกฤษทักษะใดมากที่สุดในการ
เรียนสอน 13

- ☐ ฟัง ☐ อ่าน ☐ พูด ☐ เขียน ☐ เกือบทั้งหมด

9. นักศึกษาต้องทำสิ่งต่อไปนี้ ในวิชาที่สอน

มากที่สุด มาก น้อย น้อยที่สุด ไม่เคย

1. อ่านคู่มือการทดลอง ☐ ☐ ☐ ☐ ☐ 14
(lab instruction manual)

2. อ่านตำราเรียนภาษาอังกฤษ ☐ ☐ ☐ ☐ ☐ 15
อังกฤษ (textbooks)

ในวิชาที่สอน

3. อ่านวารสาร เอกสาร ☐ ☐ ☐ ☐ ☐ 16
อื่น ๆ ที่เกี่ยวกับวิชา

ที่สอน

4. อ่านรายงาน ☐ ☐ ☐ ☐ ☐ 17
(academic paper)

5. อ่านงานวิจัย ☐ ☐ ☐ ☐ ☐ 18
(research paper)

6. อ่านคำสั่งในข้อสอบ ☐ ☐ ☐ ☐ ☐ 19

7. อ่านคำถามในข้อสอบ ☐ ☐ ☐ ☐ ☐ 20

8. เขียนรายงานส่งใน ☐ ☐ ☐ ☐ ☐ 21

มากที่สุด มาก น้อย น้อยที่สุด ไม่เลย

ชั้นเรียน (English

assignment)

9. เขียนรายงานการ ☐ ☐ ☐ ☐ ☐ 22

ทดลอง (lab report)

10. เขียนตอบคำถามทดสอบ ☐ ☐ ☐ ☐ ☐ 23

11. เขียนสรุปความจาก ☐ ☐ ☐ ☐ ☐ 24

งานวิจัย (research paper)

12. ร่างคำบรรยาย ☐ ☐ ☐ ☐ ☐ 25

13. ร่างคำอธิบายการทดลอง ☐ ☐ ☐ ☐ ☐ 26

14. จดถามคำบรรยายของผู้ ☐ ☐ ☐ ☐ ☐ 27

สอน

15. พูดตอบคำถามในชั้นเรียน ☐ ☐ ☐ ☐ ☐ 28

16. รับถามผู้สอนโดยใช้ศัพท์ ☐ ☐ ☐ ☐ ☐ 29

ทางแพทย์-พยาบาล

17. อื่น ๆ (โปรดระบุ)

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ปัญหา

10. ปัญหาของภาษาอังกฤษที่เกี่ยวข้องกับวิชาที่สอนแก่นักศึกษาระดับมหาวิทยาลัย
ระดับปริญญาตรี คือ

	มากที่สุด	มาก	น้อย	น้อยที่สุด	ไม่มีเลย	
1. อ่าน Textbooks, หนังสือ, เอกสารภาษาอังกฤษ ไม่เข้าใจ จับใจความไม่ได้	☐	☐	☐	☐	☐	30
2. อ่าน Textbooks, หนังสือ, เอกสารภาษาอังกฤษ แล้วเห็นแต่รูปไม่ได้	☐	☐	☐	☐	☐	31
3. สังเกตเห็นเครื่องหมายคำ ไม่เข้าใจ	☐	☐	☐	☐	☐	32
4. เขียนภาษาอังกฤษ เป็นประโยคไม่ได้	☐	☐	☐	☐	☐	33
5. พูดศัพท์เทคนิคทางการ แพทย์ ฯลฯ (เป็นคำ/ ตัวย่อ)	☐	☐	☐	☐	☐	34

6. อื่น ๆ (โปรดระบุ).....
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ความคาดหวัง

11. ท่านคาดหวังให้นักศึกษาพยาบาลระดับปริญญาตรี ใ้ทักษะภาษาอังกฤษ ทักษะ
ใดให้ดีที่สุด 35

☐ ฟัง ☐ อ่าน ☐ พูด ☐ เขียน ☐ เท่ากันทุกทักษะ

12. ท่านคาดหวังให้นักศึกษาพยาบาลระดับปริญญาตรี ใ้ทักษะการฟังภาษาอังกฤษในเรื่องต่าง ๆ ต่อไปนี้

มากที่สุด มาก น้อย น้อยที่สุด ไม่เคย

1. ฟังคำบรรยายเกี่ยวกับ ☐ ☐ ☐ ☐ ☐ 36

วิชาที่เรียนได้พอเข้าใจ
ว่าพูดหัวเรื่องอะไร

2. ฟังคำบรรยายเกี่ยวกับ ☐ ☐ ☐ ☐ ☐ 37

วิชาที่เรียนได้พอเข้าใจ
เนื้อหาหลัก ๆ

(เขียน **outline** ได้)

3. ฟังคำบรรยายเกี่ยวกับ ☐ ☐ ☐ ☐ ☐ 38

วิชาที่เรียนได้พอเข้าใจ
เนื้อหาโดยตลอด

4. ฟังคำบรรยายเกี่ยวกับ ☐ ☐ ☐ ☐ ☐ 39

เนื้อหาที่เรียนได้พอเข้าใจ
เนื้อหาโดยละเอียด

5. ฟังคำบรรยายทาง ☐ ☐ ☐ ☐ ☐ 40

คลินิก แล้วสามารถ
นำไปปฏิบัติงานจริงได้

6. ฟังศัพท์เทคนิคได้พอเข้าใจ ☐ ☐ ☐ ☐ ☐ 41

ความหมาย

มากที่สุด มาก น้อย น้อยที่สุด ไม่เคย

2. ถึงเรื่องทั่ว ๆ ไปใน
ชีวิตประจำวันได้เข้าใจ
และสื่อความหมายได้

3. อื่น ๆ (โปรดระบุ)

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13. ท่านคาดหวังให้เด็กศึกษาระดับปริญญาตรี ในทักษะการอ่านภาษาอังกฤษในเรื่องต่าง ๆ ดังต่อไปนี้

มากที่สุด มาก น้อย น้อยที่สุด ไม่เคย

1. อ่านตำรา วารสาร
เอกสารต่าง ๆ ที่เกี่ยวข้องกับ
ศึกษามาได้ เข้าใจ
เนื้อหาหลัก ๆ

2. อ่านตำรา วารสาร
เอกสารต่าง ๆ ที่เกี่ยวข้องกับ
ศึกษามาได้ละเอียด

3. อ่านคำสั่งในข้อสอบ
ได้เข้าใจ

4. อ่านคำถามในข้อสอบ
ได้เข้าใจ

5. อ่านเรื่องทั่ว ๆ ไป
แบบ ข่าวในหนังสือ
พิมพ์ภาษาอังกฤษ/

มากที่สุด มาก น้อย น้อยที่สุด ไม่เลย

เมื่อเพลงภาษาอังกฤษ/

หรือ การสาร เอกสาร

ที่เกี่ยวข้องกับงานภาคใด

เข้าใจเนื้อหาหลัก ๆ

6. อ่านเรื่องทั่ว ๆ ไปที่ไม่ ☐ ☐ ☐ ☐ ☐ 48

เกี่ยวข้องกับงานภาคใด

เข้าใจละเอียดลึกซึ้ง

7. อื่น ๆ (โปรดระบุ)

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14. ท่านคิดว่า ใ้ให้นักศึกษานานาชาติระดับปริญญาตรี ใ้ทักษะการพูดภาษาอังกฤษ
ในเรื่องต่าง ๆ ดังต่อไปนี้

มากที่สุด มาก น้อย น้อยที่สุด ไม่เลย

1. พูดอธิบายความรู้ในชั้นเรียน ☐ ☐ ☐ ☐ ☐ 49

ที่ห้องเรียนเกี่ยวข้องกับชีวิตเทคนิค

ใด ๆ ที่เกี่ยวข้อง

2. พูดอธิบายรายได้ Present ☐ ☐ ☐ ☐ ☐ 50

รายงานทางวิชาการใด

3. สนทนาเรื่องทั่ว ๆ ไป ☐ ☐ ☐ ☐ ☐ 51

ในชีวิตประจำวันใด

4. พูดสรุปความ จากการ ☐ ☐ ☐ ☐ ☐ 52

อ่านบทความเกี่ยวกับ

งานภาคใด

5. ชื่อ (โปรดระบุ)

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1. ท่านคาดหวังให้นักศึกษาระดับปริญญาตรี ในทักษะการเขียนภาษาอังกฤษในเรื่องต่าง ๆ ดังต่อไปนี้

	มากที่สุด	มาก	น้อย	น้อยที่สุด	ไม่เลย	
1. เขียนตอบคำถามในข้อสอบ ไวยากรณ์ (กรณีข้อสอบ เขียนแบบเลือก)	☐	☐	☐	☐	☐	53
2. เขียนรายงาน(academic paper) เป็นภาษาอังกฤษ	☐	☐	☐	☐	☐	54
3. เขียนรายงานการทดลอง (lab report) เป็นภาษาอังกฤษไวยากรณ์	☐	☐	☐	☐	☐	55
4. เขียนสรุปความจากงานวิจัย ได้ถูกต้องตามเนื้อหา และหัวข้อ(topic)	☐	☐	☐	☐	☐	56
5. จัดทำเค้าโครงจากคำบรรยายของ ผู้สอนเป็นข้อความสั้นๆ (อาจ ไม่เป็นประโยคสมบูรณ์)	☐	☐	☐	☐	☐	57
6. เขียนสรุปเป็นโครงเรื่อง (outline) ได้จากการชมภาพยนตร์หรือ สื่อที่เกี่ยวข้องกับพยานา	☐	☐	☐	☐	☐	58

APPENDIX D
QUESTIONNAIRE FOR THE CO-ORDINATOR GROUP



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เรียน หัวหน้าพยาบาลประจำแผนก

ด้วยข้าพเจ้ามีความประสงค์จะทำวิทยานิพนธ์เรื่อง "การสำรวจ
ความจำเป็นในการใช้ภาษาอังกฤษของนักศึกษาพยาบาลระดับปริญญาตรี
มหาวิทยาลัยมหิดล" (A SURVEY OF THE NEEDS, WANTS, AND
EXPECTATIONS FOR THE USE OF ENGLISH OF NURSES: UNDER-
GRADUATES AT MAHIDOL UNIVERSITY)

จึงจำเป็นต้องอาศัยความร่วมมือและความคิดเห็นจากท่านใน
เรื่อง ความคาดหวังของท่านต่อความสามารถในการใช้ภาษาอังกฤษของ
พยาบาลระดับปริญญาตรี ตลอดจนปัญหาที่เกิดจากการใช้ภาษาอังกฤษของ
พยาบาลระดับปริญญาตรี จึงขอความร่วมมือจากท่านได้โปรดสละเวลา
ตอบแบบสอบถามที่แนบมาพร้อมหนังสือนี้ เพราะคำตอบของท่านจะเป็น
ประโยชน์และเป็นแนวทางในการกำหนดหลักสูตรภาษาอังกฤษสำหรับ
นักศึกษาพยาบาลระดับปริญญาตรีมหาวิทยาลัยมหิดล

ทั้งนี้ หวังเป็นอย่างยิ่งว่า ท่านคงยินดีให้ความร่วมมือและ
สนับสนุนการทำวิทยานิพนธ์ครั้งนี้ด้วยค่ะ

ขอได้รับความขอบคุณเป็นอย่างยิ่ง

(นางสาวนฤมล ศิริวงศ์)

นิสิตปริญญาโทสาขาภาษาศาสตร์ประยุกต์

คณะวิทยาศาสตร์ มหาวิทยาลัยมหิดล

แบบสอบถามและสัมภาษณ์ เรื่อง ความคาดหวังต่อความสามารถใน
การให้บริการของพยาบาล ระดับปริญญาตรี

คำชี้แจง : โปรดเขียนคำขอของนางลงในช่องว่าง ในกรณีที่ข้อใดเลือกตอบ

โปรดเขียนเครื่องหมาย (/) ลงใน ☐

สำหรับเจ้าหน้าที่ ☐ 1

1. ตำแหน่ง ☐ 2
 อยู่ในตำแหน่งเป็นเวลา ปี เดือน ☐ 3
2. ท่านต้องการให้พยาบาลที่อยู่ในความรับผิดชอบของท่านใช้ทักษะภาษาอังกฤษทักษะใดมากที่สุด ☐ 4
☐ หัก ☐ อ่าน ☐ พูด ☐ เขียน ☐ พูดทักษะ
3. ท่านต้องการให้พยาบาลที่อยู่ในความรับผิดชอบของท่านใช้ทักษะการฟังภาษาอังกฤษในเรื่องต่าง ๆ ดังต่อไปนี้

มากที่สุด มาก น้อย น้อยที่สุด ไม่เลย

1. หักใช้ราวทางประเทศ
พูดหรือถามในเรื่องต่อไปนี้
 - 1.1 อาการที่เป็น ☐ ☐ ☐ ☐ ☐ ☐ 5
 - 1.2 ประวัติตัวเอง ☐ ☐ ☐ ☐ ☐ ☐ 6
 - 1.3 เวลา ☐ ☐ ☐ ☐ ☐ ☐ 7
 - 1.4 ระยะทาง ☐ ☐ ☐ ☐ ☐ ☐ 8
 - 1.5 สถานที่ ☐ ☐ ☐ ☐ ☐ ☐ 9
 - 1.6 บุคคล ☐ ☐ ☐ ☐ ☐ ☐ 10
 - 1.7 ข้อมูลเกี่ยวกับหน่วย ☐ ☐ ☐ ☐ ☐ ☐ 11
งานต่างๆในโรงพยาบาล
 - 1.8 ข้อมูลทางวิชาการ ☐ ☐ ☐ ☐ ☐ ☐ 12
พยาบาล

	มากที่สุด	มาก	น้อย	น้อยที่สุด	ไม่เลย	ค่ารับเจ้าหน้าที่
1.9 ขอบเขต	☐	☐	☐	☐	☐	13
1.10 ตามความเห็นเกี่ยวกับโรคที่เป็น	☐	☐	☐	☐	☐	14
1.11 ข้อคำแนะนำ เกี่ยวกับการให้ยา การปฏิบัติตน เป็นต้น	☐	☐	☐	☐	☐	15
1.12 เรื่องทุกข์ใจ/ความกังวลใจเกี่ยวกับโรคที่ตนป่วยเป็น	☐	☐	☐	☐	☐	16
1.13 เรื่องส่วนตัวของครอบครัว เช่น ภรรยา บุตรการทำงาน	☐	☐	☐	☐	☐	17
1.14 อื่น ๆ (โปรดระบุ)						
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	มากที่สุด	มาก	น้อย	น้อยที่สุด	ไม่เลย	สำหรับเจ้าหน้าที่
2. การประชุมทางวิชาการ/ การบรรยาย (lectures) ต่าง ๆ	☐	☐	☐	☐	☐	☐ 18
3. การตีพิมพ์	☐	☐	☐	☐	☐	☐ 19
4. เขียนจากประสบการณ์ที่ เกี่ยวกับแพทย์/พยาบาล	☐	☐	☐	☐	☐	☐ 20
5. ผู้แทนวิชาชีพต่าง ๆ อธิบาย เกี่ยวกับอุปกรณ์ทางการแพทย์	☐	☐	☐	☐	☐	☐ 21
6. พังเสียงภาษาอังกฤษ (เสียงตามสายในโรง พยาบาล)	☐	☐	☐	☐	☐	☐ 22
7. พังเสียงภาษาอังกฤษ	☐	☐	☐	☐	☐	☐ 23
8. พังเพลง/ส่งโยโย่ เกี่ยวกับเทคนิคทางการแพทย์	☐	☐	☐	☐	☐	☐ 24
9. เรื่องทั่ว ๆ ไปในชีวิต ประจำวัน (everyday life)	☐	☐	☐	☐	☐	☐ 25
10. อื่น ๆ (โปรดระบุ)						
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4. ท่านต้องการให้พยาบาลที่อยู่ในความรับผิดชอบของท่าน ได้ทักษะการอ่านภาษาอังกฤษในเรื่องต่าง ๆ ดังต่อไปนี้

สำหรับเจ้าหน้าที่

	มากที่สุด	มาก	น้อย	น้อยที่สุด	ไม่เลย	
1. อ่าน Kardex ได้เข้าใจและปฏิบัติตามคำสั่งของหมอได้ถูกต้อง	☐	☐	☐	☐	☐	26
2. อ่าน Directions ของยา และทราบเกี่ยวกับ Side effects	☐	☐	☐	☐	☐	27
3. Orders ทุกชนิดของหมอ	☐	☐	☐	☐	☐	28
4. ลักษณะวิธีใช้ การดูแลรักษา อุปกรณ์เครื่องมือ เครื่องใช้ทุกชนิด ทางแพทย์-พยาบาล	☐	☐	☐	☐	☐	29
5. ลักษณะวิธีใช้ การดูแลรักษา อุปกรณ์เครื่องมือ เครื่องใช้ทุกชนิด ทางการแพทย์ในสถานที่เฉพาะ เช่น ใน OR ,ICU เป็นต้น	☐	☐	☐	☐	☐	30
6. ทำรายการสาร เอกสาร รายงานการวิจัยทางแพทย์-พยาบาล	☐	☐	☐	☐	☐	31
7. ทำรายการสาร เอกสาร รายงานเฉพาะสาขางานที่ทำอยู่	☐	☐	☐	☐	☐	32
8. หนังสือพิมพ์ภาษาอังกฤษ	☐	☐	☐	☐	☐	33

	มากที่สุด	มาก	น้อย	น้อยที่สุด	ไม่เลย	
9. จรรยาบรรณต่อธุรกิจ/ราชการ	☐	☐	☐	☐	☐	34
10. สามารถอ่านแบบฟอร์มต่าง ๆ ต่อไปได้						
10.1 แบบฟอร์มที่ใด รวมกันในทุกแผนก	☐	☐	☐	☐	☐	35
10.2 แบบฟอร์มที่ใดใน แต่ละแผนก	☐	☐	☐	☐	☐	36
11. อื่น ๆ (โปรดระบุ)						
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5. หากต้องการให้ขยายหรืออยู่ในความรับผิดชอบของท่านในลักษณะการพูด ภาษาอังกฤษในเรื่องต่าง ๆ ดังต่อไปนี้						
1. พูดกับคนต่างชาติต่างประเทศ ในเรื่องต่อไปนี้						
1.1 วัตถุประสงค์ตัว และอาการที่เป็น	☐	☐	☐	☐	☐	37
1.2 ปล่อยให้หลาย กังวลเกี่ยวกับโรค ที่เป็น	☐	☐	☐	☐	☐	38
1.3 ให้กำลังใจเพื่อรับ ทราบความทุกข์ใจ ในเรื่องส่วนตัวโดยเฉพาะเรื่อง ครอบครัว, การงาน	☐	☐	☐	☐	☐	39

	มากที่สุด	มาก	น้อย	น้อยที่สุด	ไม่เคย	ได้รับเจ้าน้ำใจ
1.4 นอกเวลา	☐	☐	☐	☐	☐	☐ 40
1.5 นอกเวลา	☐	☐	☐	☐	☐	☐ 41
1.6 นอกเวลา	☐	☐	☐	☐	☐	☐ 42
1.7 นอกเวลา	☐	☐	☐	☐	☐	☐ 43
1.8 ให้อุปกรณ์เกี่ยวกับ หน่วยงานต่าง ๆ ในโรงพยาบาล	☐	☐	☐	☐	☐	☐ 44
1.9 ให้อุปกรณ์ทางการแพทย์ ทางการแพทย์	☐	☐	☐	☐	☐	☐ 45
1.10 ให้อุปกรณ์เกี่ยวกับ การปฏิบัติหน้าที่, การวิจัย	☐	☐	☐	☐	☐	☐ 46
1.11 แนะนำเกี่ยวกับ บุคคล	☐	☐	☐	☐	☐	☐ 47
1.12 บุคลากร เช่น กรณีต้องการให้พยาบาลนัดหมอ, ต่อสายโทรศัพท์ เป็นต้น	☐	☐	☐	☐	☐	☐ 48
1.13 แสดงความคิดเห็น เกี่ยวกับอาการที่เป็น	☐	☐	☐	☐	☐	☐ 49
1.14 อื่น ๆ (โปรดระบุ)						
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						กำหนดจำนวนข้อ
	มากที่สุด	มาก	น้อย	น้อยที่สุด	ไม่เลย	
2. พูดคุยกันในที่ประชุม	☐	☐	☐	☐	☐	50
3. Present งานวิชาการ	☐	☐	☐	☐	☐	51
ทางวิชาการ หรือรพชน						
4. พูดถึง รายเกี่ยวกับเรื่อง	☐	☐	☐	☐	☐	52
วิชาการ วิชาการ						
5. พูดถึง โมดิโดยได้รับ	☐	☐	☐	☐	☐	53
เทคนิคทางแพทย์-พยาบาล						
6. พูดถึง การทางประเทศ	☐	☐	☐	☐	☐	54
เกี่ยวกับเรื่อง ทั้ง ๆ ไป						
ในชีวิตประจำวัน						
7. อื่น ๆ (โปรดระบุ)						
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6. ท่านต้องการให้พยาบาลที่อยู่ในความรับผิดชอบของท่านใช้ทักษะการเขียน						
ภาษาอังกฤษ ในเรื่องต่าง ๆ ต่อไปนี้						
	มากที่สุด	มาก	น้อย	น้อยที่สุด	ไม่เลย	
1. เขียนรายงานอาการคนไข้	☐	☐	☐	☐	☐	55
(nurses' notes)						
2. กรอกแบบฟอร์มต่าง ๆ ต่อไปนี้						
2.1 แบบฟอร์มที่ใช้รวม	☐	☐	☐	☐	☐	56
กันทุกแผนก						
2.2 แบบฟอร์มที่ใช้แต่	☐	☐	☐	☐	☐	57
ละแผนก						

7. ปัญหาของการใช้ภาษาอังกฤษที่เกี่ยวข้องกับการเรียน วิชาที่อยู่ในความรับผิดชอบของท่าน คือ						ระดับความหนัก
	มากที่สุด	มาก	น้อย	น้อยที่สุด	ไม่ได้เลย	
1. สิ่งที่ยากที่สุดไม่รู้เรื่อง/ ไม่เข้าใจกัน	☐	☐	☐	☐	☐	58
2. บุคคลที่ยากไม่รู้เรื่อง/ ไม่เข้าใจกัน	☐	☐	☐	☐	☐	59
3. อารมณ์โดยรวมต่าง ๆ ไม่เข้าใจ	☐	☐	☐	☐	☐	60
4. กรรณแบบอารมณ์	☐	☐	☐	☐	☐	61
5. เขียนศัพท์เทคนิคหรือ ตัวอักษร เช่น I เป็น O เขียน	☐	☐	☐	☐	☐	62
6. อ่าน Textbooks, วารสาร เอกสารทางแพทย์-พยาบาล ไม่เข้าใจ จินใจความไม่ได้	☐	☐	☐	☐	☐	63
7. เขียนภาษาอังกฤษเป็นย่อ หนังสือหรือประโยคไม่ได้	☐	☐	☐	☐	☐	64
8. อื่น ๆ (โปรดระบุ)						
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๘. โปรดแสดงความคิดเห็น/ข้อเสนอแนะอื่น ๆ ที่เกี่ยวกับการใช้ภาษาอังกฤษ
ของเยาวชน หรือเกี่ยวกับการเรียนภาษาอังกฤษสำหรับนักศึกษาเยาวชน
ระดับปริญญาตรี ในเรื่องต่อไปนี้

หลักสูตร ในด้านทักษะ (ฟัง อ่าน พูด เขียน) ด้านเนื้อหา และเวลา
ที่เรียน

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การเรียนการสอน (รวมทั้งผู้เรียน/ผู้สอน/วิธีการสอน)

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APPENDIX E

FORMS MUTUALLY USED AND SEPARATELY USED

Forms Mutually Used

1. Patients' History Record

- 1.1 Summary Sheet (C42.C1)
- 1.2 History Sheet (MRF 07(2),05)
- 1.3 Personal History(MRF 05, 10-1)
- 1.4 General Summary (MRF 42,01)

2. Patients' Record About the Examination of Symptom

2.1 Forms Written by Doctors

- 2.1.1 Summary on Discharge Form (MRF 01,01)
- 2.1.2 Interns and Resident's Progress Note (MRF 01,07)
- 2.1.3 Staff' Note (MRF 01, 08)
- 2.1.4 Doctor's Order Sheet (MRF01,09)
- 2.1.5 Consultation Request (MRF 01,10)
- 2.1.6 Order for One Day (MRF 05, 15)
- 2.1.7 Outpatient Progress (MRF 52,04)
- 2.1.8 Student's History and Physical Examination (MRF 01,06-1)

2.2 Forms Written or Filled in by Nurses

- 2.2.1 Nurses' Notes (MRF 24,01(2)
- 2.2.2 Graphic Sheet (S24,04)
- 2.2.3 Intake- Output Worksheet (S.24-18)
- 2.2.4 Flow Sheet (MRF52-05)
- 2.2.5 Diabetic Chart (MRF01,11)
- 2.2.6 Ward Temperature , Pulse and Respiration Tally (MRF24,04)
- 2.2.7 Nursing Care Plan (C24,01)
- 2.2.8 Surveillance Form (S24-03)
- 2.2.9 Record of Vital Signs (MRF24,02)
- 2.2.10 Treatment Card (C24.03)

3. Lab Sheet

- 3.1 Laboratory Sheet1 (Biochemistry, Blood Bank, Hematology) (MRF 11,05)
- 3.2 Laboratory Sheet 2 (Serology , Bacteriology , Urine , Feces) (MRF 11.06)
- 3.3 Hematology (S11-04-1)
- 3.4 Toxicology (S11-08)
- 3.5 Microbiology Laboratory (S11-06)
- 3.6 Hematology (S 11-04)
- 3.7 Serology (S11,05)
- 3.8 Microscopy (S11,03)
- 3.9 Special Microbiology (S11,06-2)
- 3.10 Chemistry (S11,o1)
- 3.11 Special Chemistry (S11-01-1)
- 3.12 General Clinical Chemistry (S11-09)
- 3.13 Surgical Pathology Report (MRF 11,03)
- 3.14 Blood Bank (S11-02)
- 3.15 Blood Bank Receive Card (C11,08)
- 3.16 Blood Bank Receive Card (C11,08-1)
- 3.17 EEG Report (MRF 01,15)
- 3.18 EKG (MRF 01-17-1)
- 3.19 EKG (MRF 01-17)

4. Medicine

- 4.1 Medication (C24,01-1)
- 4.2 Medication Card (C24,04)
- 4.3 Medicayion Card (C24,04-1)
- 4.4 Medication Record (MRF24,05)

5. Miscellaneous

5.1 Stat (S11-19)

5.2 Urgent (S11-18)

5.3 Swab Envelope (E11-01)

Forms Separately Used

1. Obstetrics-Gynecology Nursing Division

1.1 Exfoliative Cytology (S11,07)

1.2 Summary of Labor (MRFO3-04-N-1)

1.3 Parenteral Fluids Record (S05,01)

1.4 Prenatal Record I (MRFO3-09-N-1)

1.5 Obstetric Anesthesia Record (MRFO2,03)

1.6 Admission Schedule (MRFO3-02)

1.7 Admission Record I (MRFO4,01)

1.8 Admission Record II (MRFO4,02)

1.9 Obstetric Summary Sheet (MRFO3-13-1)

1.10 Labor and Delivery Summary Sheet (C42,02)

1.11 Parenteral Fluids Record (S05,01)

2. Pediatric Nursing Division

2.1 Milk Formula Card (C05,01)

2.2 Newborn Infant and Stillbirth Summary (MRF42,03)

2.3 Newborn Infant and Stillbirth Summary (C42,03)

2.4 Nursery Record (MRFO5,06)

2.5 Pediatric Patient Record (MRFO5,13)

2.6 Physician Record of Newborn Infant (MRFO5,05)

2.7 Newborn and Premature Temperature Graphic

and Record (MRFO5,04)

2.8 Newborn Nursery Record (MRFO5,03)

2.9 Newborn Nursery Jaundice Record (MRFO4-05)

- 2.10 Clinical Assessment of Gestational Age (MRF04-04)
- 2.11 Child Health Record (MRF05-16-2)
- 2.12 Immunization Record (MRF05-16-1)
- 2.13 Child Health Record (Yellow) (MRF05.16)
- 2.14 Temperature Graphic and Record (MRF05,12)
- 2.15 Data Progress (MRF04-03)
- 2.16 Hematology Consultation Note (F.33/2513)
- 3. Eye, Ear, Nose, Throat Nursing Division
 - 3.1 Refraction Clinic (MRF06(1)20)
 - 3.2 Eye Screening Clinic (MRF06(1)01)
 - 3.3 Visual Field Card (MRF 06(2)10)
 - 3.4 Audiologic Analysis (MRF 06(2) 06)
- 4. Radiology Division
 - 4.1 X-ray Report (MRF07(1)02)
 - 4.2 Isotopes Investigation Report (MRF07(3)01)
- 5. Dentistry Division
 - 5.1 Examination Form (MRF 52,01)
- 6. Surgical Nursing Division
 - 6.1 Surgical Anesthesia Record (MRF02,04)
 - 6.2 Preoperative Checklist (MRF24-06)
 - 6.3 Operative Note (MRF02,06)
 - 6.4 Surgical Biopsy Card (C11,01)
 - 6.5 Operative Schedule (MRF02-12)

APPENDIX F

LETTER OF INQUIRY

บันทึกข้อความ

ส่วนราชการ วิทยาลัยพยาบาลบรมราชชนนีนคร นครราชสีมา โทร. 4112002, 399

ที่ ทม 0813/0509 วันที่ 4 พฤศจิกายน 2526

เรื่อง ขอความอนุเคราะห์ให้ นักศึกษา มาเก็บข้อมูลเพื่อประกอบการทำวิทยานิพนธ์

เรียน หัวหน้าภาควิชาพยาบาลศาสตร์ คณะแพทยศาสตร์ โรงพยาบาลรามาธิบดี

ด้วย นางสาวณมล ศิริวงศ์ นักศึกษาระดับปริญญาตรีพยาบาลศาสตร

มหาบัณฑิต สาขาวิชาพยาบาลศาสตร์ประยุกต์ วิทยาลัยพยาบาลบรมราชชนนีนคร นครราชสีมา

กำลังทำวิทยานิพนธ์เรื่อง " A SURVEY OF THE NEEDS , WANTS, AND EXPECTATIONS FOR THE USE OF ENGLISH OF NURSES: UNDERGRADUATES AT MAHIDOL UNIVERSITY "

อยู่ในความควบคุมของอาจารย์บรรณศิริ แพทย์พัชร และ รศ. ประสงค์ กรรณสูต ซึ่งในการศึกษาวิจัยครั้งนี้ นักศึกษามีความประสงค์จะเก็บข้อมูลจาก

1. นักศึกษาพยาบาลระดับปริญญาตรี ชั้นปีที่ 2 และชั้นปีที่ 4 ทั้งหมด ที่กำลังศึกษาอยู่ที่โรงเรียนพยาบาลรามาธิบดี มหาวิทยาลัยมหิดล
2. พยาบาลระดับปริญญาตรีที่จบการศึกษา 2525 -2526 และกำลังทำงานอยู่ในโรงพยาบาลรามาธิบดี
3. อาจารย์ผู้สอนนักศึกษาพยาบาลระดับปริญญาตรี ที่โรงเรียนพยาบาลรามาธิบดี มหาวิทยาลัยมหิดล
4. หัวหน้าพยาบาลประจำแผนกต่าง ๆ ที่ปฏิบัติงานในโรงพยาบาลรามาธิบดี

ในช่วงระหว่างวันที่ 5 - 30 พฤศจิกายน 2526

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มหาวิทยาลัย จึงใคร่ขอความกรุณาจากท่าน โปรดอนุเคราะห์
ให้แก่นักศึกษาได้เก็บข้อมูล เพื่อประกอบการทำวิทยานิพนธ์ ตามที่เห็นสมควรด้วย
จักเป็นพระคุณยิ่ง



APPENDIX G

ACTUAL FORMS MOST DIRECTLY USED BY NURSES

- 1. Nurses' Notes**
- 2. Graphic Sheet**
- 3. Intake-Output Worksheet**
- 4. Flow sheet**
- 5. Diabetic Chart**
- 6. Ward Temperature , Pulse and Respiration Tally**
- 7. Nursing Care Plan**
- 8. Surveillance Form**
- 9. Record of Vital Signs**
- 10. Treatment Card**

RAMATHIBODI HOSPITAL

DEPARTMENT	DIVISION	WARD
ATTENDING STAFF	RESIDENT	INTERN

NURSES' NOTES

MRF. 24,01 (2)

[illegible]

RAMATHIBODI HOSPITAL

INTAKE - OUTPUT WORKSHEET 7 A.M. - 7 A.M.

Special Considerations

[illegible]

S. 24 - 18

4. Flow Sheet

RAMATHIBODI HOSPITAL

WRF 52-05

Department	Division	Ward
Staff	Resident	Intro

FLOW SHEET

สำหรับน้ำใน การเปลี่ยนแปลง ก็อาจรวมถึงแร่ธาตุ เช่น blood sugar, urine sugar, electrolyte และอื่น ๆ

১	২	৩	৪	৫	৬	৭	৮	৯	১০	১১	১২	১৩	১৪	১৫	১৬	১৭	১৮	১৯	২০	২১	২২	২৩	২৪	২৫	২৬	২৭	২৮	২৯	৩০	৩১	৩২	৩৩	৩৪	৩৫	৩৬	৩৭	৩৮	৩৯	৪০	৪১	৪২	৪৩	৪৪	৪৫	৪৬	৪৭	৪৮	৪৯	৫০	৫১	৫২	৫৩	৫৪	৫৫	৫৬	৫৭	৫৮	৫৯	৬০	৬১	৬২	৬৩	৬৪	৬৫	৬৬	৬৭	৬৮	৬৯	৭০	৭১	৭২	৭৩	৭৪	৭৫	৭৬	৭৭	৭৮	৭৯	৮০	৮১	৮২	৮৩	৮৪	৮৫	৮৬	৮৭	৮৮	৮৯	৯০	৯১	৯২	৯৩	৯৪	৯৫	৯৬	৯৭	৯৮	৯৯	১০০
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5. Diabetic Chart

RAMATHIBODI HOSPITAL

DEPARTMENT	DIVISION	WARD
ATTENDING PHYSICIAN	NURSE	INTERN

MRF 01,11

DIABETIC CHART

PAGE

RECORDER: 1-2-1-1

HFS, Min

RECORD 4 SPECIMENS (), TOTAL URINE (), FRACTION URINE ()

[illegible]

6. Ward Temperature , Pulse and Respiration Tally

RAMATHIBODI HOSPITAL

WARD TEMPERATURE, PULSE AND RESPIRATION TALLY

WARD

DATE _____

MRF 24.04

[illegible]

CHIEF COMPLAINT :

PRESENT ILLNESS :

PHYSICAL EXAMINATIONS : Wt. Kg., Lb., Ht. cm., in T. /min. P. /min.

R. /min. B.P. mm Hg

IMPRESSIONS : 1.

2.

3.

4.

5.

PHYSICIAN'S NAME :

7 Nursing Care plan

NURSING CARE PLAN

(21, 0)

Long term goals

Short-term goals

[illegible]

History No.	Age	S	M	D	W	Children	Religio.	Occupation	Date	Op. Del.	Service	Doctor
-------------	-----	---	---	---	---	----------	----------	------------	------	----------	---------	--------

D. 11	NOURISHMENT or SPECIAL FEEDING	INTAKE	
		OUTPUT	

[illegible]

EDDSTP	SPECIAL EQUIPMENT
100	Tires per vehicle Cutter Fuel Mark GUN

DATE	TESTS	YES NO	REMARKS
	Dye		Final washing
	Fec		Chlor
	Fard		Mast
	Culr		Copper
			Compt
			Other

[illegible]

8. Surveillance Form

Ramathibodi Hospital
Surveillance Form
(Infections Control Committee)

Ward

H.N.

Name

Age

Sex

Admission

Discharge on

Dx on admission

1 Was the patient admitted With an infection ?

☐ No

☐ Yes

2 Nosocomial Infection

☐ No

☐ Yes

☐ uncertain

Source

Agent

Date

3 Type of infection

☐ Post operation wound

☐ Urinary Tract

☐ Respiratory

☐ Skin and Subcutaneous

☐ other

4 Antibiotic in hospital

5 Instrumentation

☐ Urinary catheter catheter

☐ Endotracheal Tube

☐ Respiratory

☐ Suprapubic cystostomy

☐ Nebulizer & Aerosolizer

☐ Intravenous catheter

☐ other

6 Penal Dx

☐ Non infections

☐ Community Acquired infection

☐ Nosocomial

☐ No

☐ Yes

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10. Treatment Card

TREATMENT CARD

Name : _____

Room of _____

Bed No : _____

Treatment: _____

Location : _____

Frequency: _____

Time : _____

Starting Date
and Time : _____

Discontinue Date
and Time _____

Signatures: _____ C 24. 03

NAMES OF THE SPECIALISTS

1. The Specialists of the Questionnaires for the Nursing Student
Group and the Teacher Group

- 1.1 Achan Sombun Paopattana : Director of Koewkarun Nursing College
- 1.2 Achan Nillawan Siripiphat : Act on Academic Head of Koewkarun
Nursing College
- 1.3 Achan Charuwan Sawakkawan : Assistant Chief Nurse in Academic
Nursing of Rajavithi Hospital
- 1.4 Achan Pholsit Nuchuchai : Specialist in Linguistics

2. The Specials of the Questionnaires for the Nurse Group and
the Co-ordinator Group

- 2.1 Miss Ratre Punyasiri : Chief Nurse of Rajavithi Hospital
- 2.2 Mrs. Rachanee Rattanasin et al : Nurse Inspectors of Wachira
Hospital

