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A SURVEY OF ENGLISH NEEDS FOR ACADEMIC USE OF NURSING STUDENTS AT KUAKARUN NURSING COLLEGE

BY

PATCHAREE CHAIKITKOSI

A THESIS SUBMITTED IN PARTIAL FULFILMENT OF
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(APPLIED LINGUISTICS)

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จาก
Faculty of Graduate Studies

IN THE
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OF
MAHIDOL UNIVERSITY
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was submitted to the Faculty of Graduate Studies, Mahidol University for the degree of Master of Arts (Applied Linguistics)

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จากสรุปผลการวิจัยนี้ อาจกล่าวได้ว่าหลักสูตรภาษาอังกฤษที่สอนใน วิทยาลัยพยาบาล เกื้อการุณย์ ปัจจุบันนั้นไม่ได้สนองตามความต้องการจริง ๆ ในการใช้ภาษาอังกฤษเพื่อการศึกษาของ น.ศ. พยาบาล และควรมีการปรับปรุงให้ดีขึ้น

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Thesis Title: A SURVEY OF ENGLISH NEEDS FOR ACADEMIC USE OF NURSING STUDENTS AT KUAKARUN NURSING COLLEGE

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Abstract

The purpose of this study is to identify the academic English needs of nursing students at Kuakarun Nursing College. Information was sought regarding language uses, problems, wants or expectations in term of content and methodology for the English course.

The procedure for collecting the data involved administering questionnaires to four groups of informants. Two groups consisted of nursing students and the other two were composed of teachers at Kuakarun Nursing College. One student group was made up of 173 fourth year students studying for a diploma in the Public Health Nursing and Midwifery Program whereas the other was composed of 125 fifth year students taking the One-Year Extension Course for a diploma in Nursing Science (equivalent to a bachelor's degree). One teacher group consisted of 73 full-time teachers and the others consisted of 63 part-time teachers.

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The findings indicate that nursing students generally have academic English language needs and problems ranging in degree from little to great. According to all groups of informants, reading and translating are the skills greatly needed. In the opinion of both student groups, listening, speaking and writing are also great needs while both teacher groups consider listening and writing as moderate needs and speaking as a little need.

In the view of all groups of informants, listening, speaking and translating are great problems. Both groups of students regard writing as a moderate problem and reading as a little problem. Both groups of teachers think that writing is a great problem. Full-time teachers rate reading as a great problem but part-time teachers rate it as a moderate problem.

With regard to the English course, informants of all groups generally want a great improvement in terms of content, methodology and time such as content useful to the profession, more students' participation in classroom activities etc.

Given the results of the present investigation, a tentative interpretation might be that the present English program at Kuakarun Nursing College has not adequately prepared students to cope with their academic tasks in English and more work has to be done to improve the situation.

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Chapter I

Introduction

This study is intended to investigate the use of English in the academic studies of nursing students at Kuakarun Nursing College. The data obtained will be analyzed and used as a guideline for improving the English syllabus for nursing students at Kuakarun Nursing College. Two questionnaires were administered to the two parties concerned:

1. Nursing students at Kuakarun Nursing College. This group consists of

1.1 Fourth year nursing students studying for a diploma in the Public Health Nursing and Midwifery Program in 1985.

1.2 Fifth year nursing students who, after studying 4 years for a diploma in the Public Health Nursing and Midwifery Program, are now taking the one-year extension course for a diploma in Nursing Science (equivalent to a bachelor's degree) in 1985.

2. Teachers. This group is made up of subject-specific teachers and English teachers who teach or used to teach a variety of subjects at Kaukarun Nursing College.

The presentation of the study is divided into five chapters.

1. Chapter One discusses the rationale for the study, the statement of the problem, the purpose, definition of terms, the limitation of the study and assumption of the study.

2. Chapter Two reviews the research and literature relevant to the study.

3. Chapter Three explains the procedure for the study and the analysis of the data.

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4. Chapter Four presents and discusses the data obtained.

5. Chapter five contains the conclusions together with suggestions for implementation and future study.

Rationale For The Study

In Thailand English seems to play an important role in many fields of study, including nursing. English in the field of nursing could be considered as ESP. Strevens (1977:70) broadly defines ESP courses as follows:

> "ESP course are those in which the aims and the content are determined, principally or wholely, 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.
>
> English courses for medical doctors, for meteorologists, for secretaries, for businessmen, for diplomats, for welders, for air traffic controllers, for nurses, for chemical engineers, for students of physics or English literature, for teachers or teacher trainers, all these, and many more, are examples of ESP".

Mackay (1978:2) states that the teaching of ESP is not an end in itself but an essential means to a clearly identificable goal.

The learner's goal can be identified by means of the investigation of needs, as Mackay (1978:21) puts it:

> "In order to design and teach effective courses, the teacher and planner must investigate the uses to which the language will be put. Informal approaches to learners of their instructors in whatever professional field of study or vocational field they belong will invariably lead to vague, confused and even erroneous results."

At Kuakarun Nursing College, the English syllabus cannot be considered an ESP one because most decisions about what to teach are based on the personal judgement of English teachers who generally prefer to teach general English.

There has not been any work done on the systematic survey of

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nursing students' English language needs at Kuakarun Nursing College. According to the researcher's interviews with English teachers at Kuakarun Nursing College. The syllabus inventory was based on the imagination of the English teachers rather than an objective assessment of students' needs. Without appropriate information about students' needs, it seems impossible to know to what extent the English course is useful to students.

For these reasons, it seems necessary to investigate students' English language needs, problems and wants in the use of English for academic purposes. Using information from needs identification, the present study will suggest an English syllabus. For practical purposes, this will help nursing students who have taken the English course to use English effectively in studying different subjects. In terms of motivation, English will be considered useful, meaningful and interesting by those who are taking the course.

Statement of the Problem

The researcher has examined the English course outline for teaching English at Kuakarun Nursing College and has found that the aim of the course is rather general and cannot be interpreted in a specific way. According to the researcher's interviews with some nursing students there in the middle of June 1985, they thought that the type of English they had studied was not very useful to them and they had to study English only in order to pass the examination. They generally seemed to have low motivation to study English.

In addition to irrelevancy to students' needs, other factors which may lead to low motivation include inappropriate class time allotment, class size, and uninteresting instructional method. The interviews have

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revealed that the teaching-learning situation is not very conducive to English study. For example, the time for the English courses is not properly distributed. That is, only one English class is held per week and English is taught only in the first year of study. Therefore, students do not have adequate opportunity to revise their English. As for the class size, English classes are also usually large and each class has about 150-200 students. Hence, the teaching mode is usually teacher-centered and involves mainly lecture-type instruction. Students have little opportunity to participate in classroom activities. This is a classroom atmosphere which is not stimulating enough to promote effective language learning.

As for the English teachers, the researcher has discovered that they come from many different institutes such as Chulalongkorn University, Mahidol University and other private institutes. Therefore, the objective of the English course varies from year to year and is not determined in a systematic way.

It may well be that the problem of English syllabus specification here is due to a lack of direction. An initial step to solve this problem may possibly be to survey the academic needs for English language problems and wants of nursing student at the college.

Purpose of the Study

The purpose of this study is to investigate the extent to which English is used in the academic studies by nursing students, and to identify the various problems they are facing in using English in their studies.

Moreover, this study is intended to find out what the nursing students want the teaching and learning of English at Kuakarun Nursing

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College to be like. This study then endeavors to answer the following research questions.

1. To what extent do nursing students at Kuakarun Nursing College (KNC) need English and have problems in using English in their academic studies and are there any differences between the needs for English and the English language problems of the fourth year nursing students and fifth year nursing students?

2. Do the full-time teachers at KNC and part time teachers have the same opinions concerning English needs and English language problems of the nursing students?

3. Do the nursing students agree with the teachers about the English needs an problems of the nursing students?

4. How do nursing students and their teachers want English course to be like and do nursing students and teachers have the same wants concerning time, content, purpose, English teachers and methodology in the English course?

Definition of Terms

'Nursing students' refers to:

1. Fourth year nursing students who are now studying for a diploma in Public Health Nursing and Midwifery Program in 1985.

2. Fifth year nursing students who, after studying 4 years for a diploma in the Nursing Program, take the one-year extension course for a diploma in Nursing Science (equivalent to a bachelor's degree).

'Teachers' refers to:

Subject-specific teachers and English teachers who teach or used to teach at Kuakarun Nursing College.

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Subject-specific teachers are teachers of nursing, medical and

other subjects from 8 different sections as follows.

1. General Education: non-science and non-nursing subjects such as economics, political science, sociology, philosophy, music appreciation, etc.

2. Basic Science Section: mathematics, biology, physiology, microbiology, chemistry, biochemistry, physics, parasitology, nutrition, etc.

3. Psychiatric Nursing Section: psychology and psychiatric nursing.

4. Medical and Surgical Nursing Section: all medical subjects and surgical nursing such as haematology nursing, orthopedic nursing, ear, eye, nose and throat nursing, neurology nursing, general surgery nursing etc.

5. Pediatric Nursing Section: all subjects of pediatric nursing.

6. Public Health Nursing Section: all subjects of public health nursing.

7. Fundamental Nursing Section: all subjects of fundamental nursing.

8. Obstetric Nursing Section: all subjects of obstetric and gynaecology nursing.

Teachers of Thai subjects, Thai music, Thai dance and physical education are not included in this study because English is not used in their subjects.

Academic needs - English language requirements of the acedemic work which students have to do e.g. listening to lectures and reading textbooks.

Wants - the preference of nursing students and their teachers concerning the English course, methodology, time and English teachers.

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Limitation of the Study

1. Using questionnaires, this study is limited to the opinions of the informants.

2. The first, second and third year nursing students are not included in this study because they may have not studied long enough to get a sense of all their academic needs in the whole curriculum and, as a result, may give inaccurate information or speculative opinions about their needs.

3. The administrators are also subject-specific teachers. Therefore, administrators can be considered to belong to the same group as teachers.

Assumptions of the Study

1. The sample used in this study is representative of the whole population of nursing students and teachers at Kuakarun Nursing College.

2. It is assumed that nursing students and teachers at Kuakarun Nursing College participating in the present study responded honestly to all statements on the questionnaries.

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Chapter II

Review of Related Literature

This chapter explores and examines the literature and research related to English for specific purposes, needs analysis, and previous studies on language needs conducted in Thailand and abroad.

Definition and Classification of ESP

Among current developments in learning and teaching languages, a great, rapid change is the trend towards the learning of languages for specific purposes. Richards (1978:198-199) defines the term 'special purpose English' as any kind of English which is associated with a specific occupational or academic objective of students who have to know the particular vocabulary and understand certain language constructions peculiar to their fields.

ESP can be classified into two main types: occupational ESP and educational ESP. This classification is offered by Streven (1977:90) and Rivers (1981:472).

Occupational ESP is related to a job, occupation or profession. It can be further sub-divided on the basis of time when the language courses is provided. An occupational ESP course can come before, while and after students do their jobs and this can be called pre-experience, simultaneous and post-experience occupational ESP respectively.

The second main category is educational ESP. This includes academic ESP at higher levels of education which is taught generally within institutions to students needing English in their studies. Kennedy and Bolitho (1984:4) point out that the language taught may be

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based on particular disciplines when the student is specialising (in-study) or intends to specialise in a particular subject (pre-study). Robinson (1980:7) states:

> "Discipline-based educational ESP goes beyond language study to training in study skills: listening to lectures and taking notes on these and on reading in the field, writing reports and papers (and learning the bibliographic convention these required); answering questions on specialised material orally: taking part in group discussions; maintaining a point of view: interpreting graphs, diagrams and tables and so on."

At lower levels of education ESP is generally taught as a school subject. School subject ESP can be further divided into those situations where English is a separate subject in the curriculum but with a related content to other subjects (independent ESP) and those where English is the medium for learning other subjects (integrated ESP).

These typs of ESP, with their sub-divisions, are summarised in the Figure 1 below.

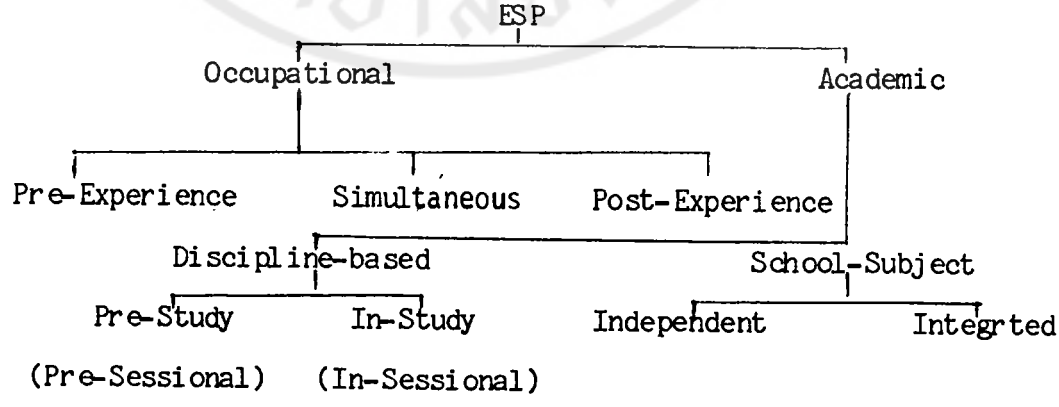


Figure 1. Types of ESP (from Streven 1977).

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An ESP course is characterised by two main features: learner-centeredness and specific aims and content to be covered within a limited time.

Munby (1978: 1-2) regards learner-centerness as an important feature of an ESP course:

> "ESP courses are those where the syllabus and materials are determined in all essentials by the prior analysis of communication needs of the learners, rather than by non-learner-centered criteria such as the teacher's or institution's predetermined preference for treating English as part of general education".

As can be seen, the learner's needs can be considered as an extremely important factor in determining the purposes of the ESP course. This view is similarly held by Strevens (Kinsella 1978:186), Robinson (1980:5), Brumfit and Rivers (1981:470).

The other characteristic of ESP is the limited range of language materials to be covered in the minimum of time. This feature is perceived by Harvey (1984:24) and Robinson (1980:32). Fitzjohn (Robinson 1980:8-9) also points out the pressure of time:

> "The very concept for 'special purposes' implies that foreign language study is a subsidiary contribution to another, main, interest and that there will normally be pressure to achieve the required level of linguistic competence in the minimum of time. Due to this shortage of time, the skills, functions and topics to be taught in an ESP course may be restricted."

To conclude, Strevens (1980:108-109) gives a working definition of ESP. He defines an ESP course as an instruction which is devised to meet the learner's particular needs, related in theme and topics to specific occupations or areas of study, selective in the language content and restricted in the language skills.

As we have seen, needs analysis seems to be an important part of an ESP course design because it serves to determine the objectives of the

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course. The following section deals with different aspects of needs analysis with reference to the present study.

Needs Analysis

The Definition of Needs Analysis.

Brumfit and Roberts (1983:199) define the term 'needs analysis' as:

> "An investigation, in light of specification of the tasks a learner or group of learners will be required to perform in the target language, of what particular aspects of the target language need to be learnt in order to bring about proficiency in these particular tasks. The results of needs analysis can be used to determine a syllabus and suitable teaching techniques."

The definition given above seems narrow because it focuses only on the language the learner needs in order to perform the tasks in the target communication. However the term 'need analysis' can be used in a wider sense, covering both the learning and target situation.

Trim (1980:63) notes that 'needs analysis' may have a broader meaning:

> "Needs analysis comes to mean the whole cluster of techniques which lead to an understanding of the parameters of the learning situations, ego, fellow learners, teachers, administrators, course-writers, producers, social agencies, career expectations and job satisfaction, social dynamics, learner-type and resource analysis, etc. are relevant factors in addition to the original predicated communicative behaviour. Since none of these are constant, analysis becomes a central aspect of course management and a most important aspect of the long climb to that self-reliance and autonomy which, we hope, eventually allow the learner to take charge of his own learning".

The Role of Needs Analysis in ESP

Needs analysis is an important preliminary step leading to subsequent stages in ESP course development. This is a point in common made by Mackey and Mountford (1978:6) and Robinson (1980:31).

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Information about the learner's needs can provide guidance in the definition of objectives, content and materials of an ESP course. Pierson an Friederichs (1981:30) suggest that the objectives of an instructional program should be generated from data that identify the societal and individual needs of the learner. Mackey and Mountford (1978:6) point out that information about needs can serve as an essential background to the more directly linguistic considerations affecting course content. Kennedy and Bolitho (1984:3) states that needs can then act as a guide to the design of course materials.

Moreover, needs analysis can also identify constraints on possible syllabus implementation. Drobnic (Robinson: 1980:29) demonstrates the constraints on a needs analysis made prior to the start of the course. However, this study elicits information from students who have finished the English course and have studied other subjects for a length of time. Therefore, some constraints can be determined and preparation can be made to cope with constraints.

Models for Specifying Language Needs

This section discusses models for specifying language needs. The framework for the present study is derived partly from Munby's model and partly from Richterich and Chancerel's model. However, the researcher will adapt both models to the possibilities and necessities of the situation.

Munby's model is designed for the course designer who wants to choose his language materials. It is an end in itself, that is, syllabus specification derived directly from needs analysis. Hawkey (Altman & James 1979:81) states that the Munby needs analysis is a tool for the course designer rather than the learner. It presupposes a

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language training situation with reasonably specific occupational or educational objectives involving a reasonably homogenous learner group.

Hawkey (ELT Document: 1980:82-88) also notes that the Munby model is concerned with what are assumed to be two essential early steps in course design; it claims that there it is possible to identify the purposes for which the target language will be required, a valid profile of the communication needs of a particular participant or participant stereotype can be produced. Such a profile can be drawn by starting with basic, objective facts about the learner and working systematically forward through an ordered set of the variables affecting his target language communication. These variable are identified and organised as the parameters of the 'Communication Needs Processor (CNP), which is the first part of what might be called a two-part processing instrument (see Figure 2).

As Robinson (1981:30) summarizes it, in order to "construct a profile of the communication needs of a particular or participant (learner) or category of Participant", the model seeks information according to two sets of parameters in the Communication Needs Processor (see Figure 3). The first set of parameters: the type of ESP required and the particular educational or occupational purpose in question (purposive domain); setting (physical and psychological) in which the language will be used; interaction (the social relationship) in which the participant will be involved; instrumentality, which includes the medium, mode and channel of communication required. All these can be seen as primary, non-linguistic constraints on the language user. Therefore they are called priori parameters.

The second set of parameters concern linguistic data relating to dialect; target level required; the communicative event; ie. what the

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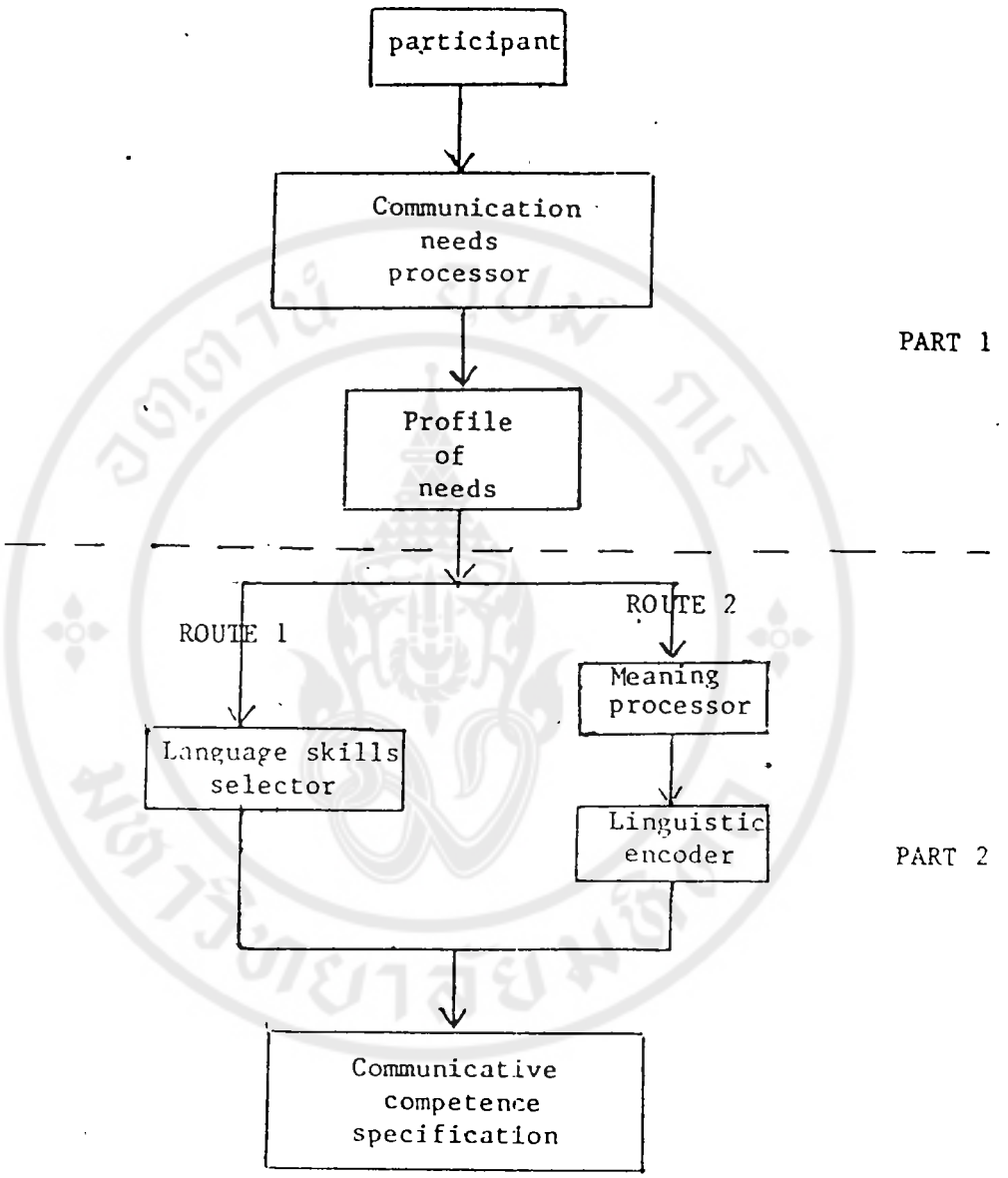


Figure 2 Model for specifying communicative competence

(From Munby 1978 : 31)

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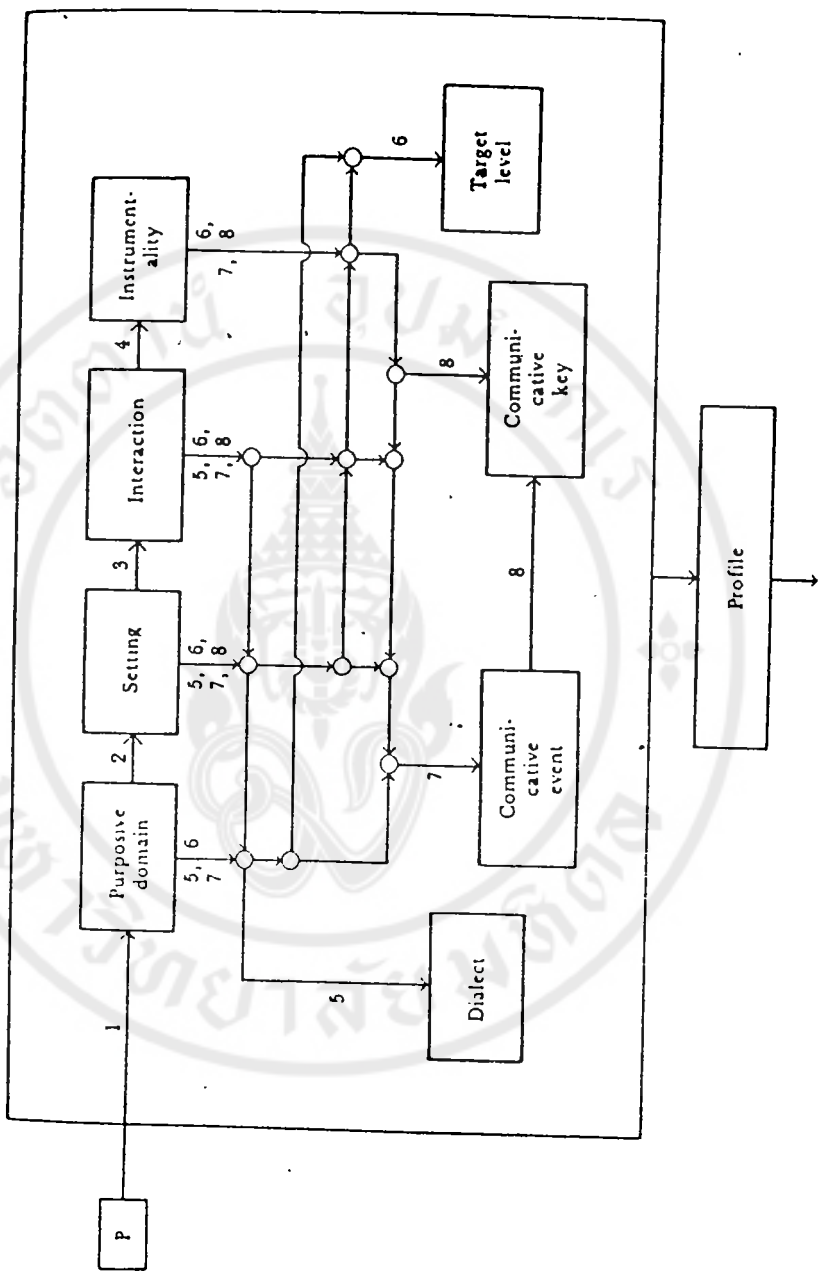


Figure 3 Communication-Needs Processor (From Munby 1978 : 33)

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participant has to do, either productively or receptively, which will involve consideration of topics and skills; and the communicative key; ie. how the participant performs, which will involve consideration of attitudinal devices.

Having built up a profile of student needs, the next stage for Munby is to interpret the needs in terms of specific language skills (Language Skills Selector) and in terms of units of meaning (Meaning Processor) together with the linguistic encoding (Linguistic Encoder) for these units of meaning. From the language skills and linguistic encoding will derive the "communicative competence specification" for the student or group of students in question. This is in effect a syllabus specification (see Figure 2).

Munby's Communication Needs Processor is theoretical in that it lays out clearly and with great detail all the possible linguistic and sociolinguistic needs of students on a language programme. Robinson (1980:31) notes that Munby's rigorous specification on the parameters of a sociolinguistic needs analysis and his useful taxonomies of social relationships and attitudinal tones make essential reading for the course planner. However, the researcher studied several reviews of Munby's model and found that the model seems to have three weak points. Firstly, the model gives no indication as to how the data for an actual student might be collected (Robinson: 1980:30). The second inadequacy is that considerations of the actual facts of life (individual learner characteristics resources, methodology, etc) are not dealt with (Hawkey in Altmans & James: 91-92). The third flaw is Munby's strong claim that his work is a rigourous, dynamic processing model. Hawkey (Altman & James: 1979) argues against this claim by noting that at the stage of target level specification which comes as the sixth parameter of Munby's

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needs processor, before 'communicative event' and communicative activity' there is a possible illogicality. It would seem to be difficult to make statements about target text without looking forward to the activities and subject matter likely to be involved. It might, therefore, be more logical to place target level parameter last, after activities and subject matter have been investigated.

As can be seen, something is lacking in Munby's model. Therefore, the researcher also used another model, that is, the one presented by Richterich and Chancerel in Identifying the Needs of Adults Learning a Foreign Language. The researcher considers Munby's model and Richterich and Chancerel's model as complementary rather than contradictory despite their philosophical differences.

For a number of years, the Council of Europe (specially the Council for Cultural Co-opertion) has concerned itself in considerable depth with the language needs of adults learning foreign language and with specifications for language learning programmes. The project is large-scale, and one of the major figures involved in need analysis has been Richterich. In an early paper (1973), he proposed a method of analysis which saw goal specification and pedagogical decisions as very closely related. The method is set out in detail in Richterich and Chancerel (1980).

Richterich and Chancerel's model (1980:6-7) is intended for many types of audience to make them aware of the learner's needs which are always changing. It is a means of seeking compromise among all parties concerned. The needs of the learners are based on 3 sources:

1. Identification by the learner of his needs.

2. Identification of the learner's needs by the Teaching Establishment.

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(Teaching Establishments are the private, official or semiofficial establishments providing only language courses, or other subjects besides language, for adults).

3. Identification of the learner's Needs by the User-Institutions. (A User-institution is "..... any structuralized social unit making use of one or more foreign languages to enable it to operate properly. This, therefore, includes both large firms of business and administrative bodies and small traders or families. In any given society it is they who are more or less responsible for directly or indirectly determining the needs of learners and teaching establishments").

Richterich and Chancerel (1980:4-8) suggest ways to identify needs in a systemic approach centered on the learner in the following diagram.

In Figure 4 the learner occupies the central position. Everything starts from him and everything goes back to him. It is not merely in relation to him, but with him, and depending on his resources (time, available cash, personality, etc) that his learning objective will be defined, that the methods of judging when and how they have been attained will be selected, and that a curriculum of learning (by curriculum we understand all the means employed to attain the objectives: teacher, teaching materials aids, timetable etc.) will be made available to him.

The thing that needs to be defined in a systemic approach to language learning intended to be centered on the learner is his freedom of choice. The things that need to be incorporated into a system constructed in accordance with this approach are the means of contributing, discussing, negotiating and participating which will really enable him to centre his learning on himself, but within an institutional framework. It will thus necessarily be vital to seek a

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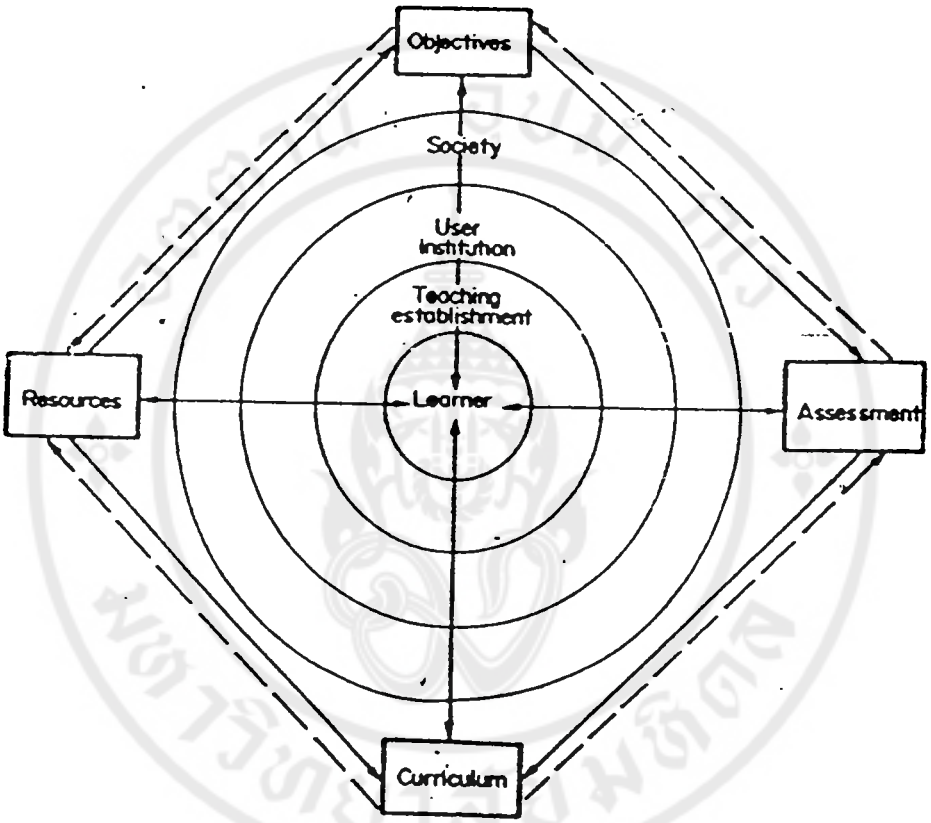


Figure 4 **An approach centred on the learner**

(From Richeterich & Chancerel 1980 : 4)

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compromise between the resources, objectives, method of assessment and curricula thought of by the learner, and the resources, objectives, methods of assessment and curricular which the teaching establishments, user-institutions and society have more or less clearly defined for themselves.

Richterich and Chancerel (Robinson 1980:28) suggest that needs analysis is an ongoing process and is certainly not confined to the beginning of a course, (Indeed they even suggest that it may not occur until after a course has begun). They thus recognize that a learner's needs may change even while he is taking a language course, because of such diverse factors as a change in his financial resources, a change in his job, a modification of his objectives due to his (lack of) progress in the course.

When considering what use a learner may make of a language Richterich and Chancerel distinguish language activities (eg. telephoning, writing letters), language functions (eg. asking for information, arguing, explaining), language situations (eg. face to face, in a working group) and the four language skills. They also list some of the different referential objects of language (eg. everyday communication, scientific language).

The final part of Richterich and Chancerel's study is a comprehensive survey of all the different sources of information for a needs analysis. These range from surveys, questionnaires and interviews through language and intelligence tests to attitude scale to job and content analyses.

McDonough (1984:41) points out five prominent features in Richterich and Chancerel's model which seem to be absent in Munby's model. Firstly, the learner is at the centre of the system. He is not

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only there as a 'participant', in Munby's terms, with his 'real needs' analysed by the designer. Considering learner variables, Richterich and Chancerel describe this as educational illusion. He is also there by virtue of his own wishes, perceptions, an expectations. Secondly, (needs) are not seen as static, but as developing and changing. Thus, it is argued, identification of them should be carried out on a continuous basis. Thirdly, this particular system is complex in the sense that it allows for needs analysis to be carried out from different perspectives: from the learner, from the teaching institution and from the "user-institution" (the sponsoring body such as universities, employers would be included here). Fourthly, it follows from this that there is great interdependence of decision-makers and decisions, and the notion of "compromise" is therefore built in at the onset. Finally, the procedure also takes account of the fact that the degree of detail and explicitness that can be achieved will vary with the possibilities and requirements of different situations.

From Munby's model, the researcher will include in this study two variables-the verbal medium of the instrumentality and the communicative event in Munby's model. Other variables such as purposive domain, setting, interaction and dialect are self-evident and are not difficult to infer from the communicative event, especially in the field of educational ESP. The two variables of target level and communicative key are unnecessarily complicated and too vague to use in the questionnaires.

From Richterich's and Chancerel's model, language activities (eg. telephoning, negotiating, writing letters) and language skills, which are equivalent to the verbal medium of the instrumentality and the communicative event respectively in Munby's model, are also used in this

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study. Moreover, language functions (eg. asking for information, giving orders, arguing, explaining) are factors taken into consideration in the construction of questionnaires

In addition, the researcher includes wants in this study. In the researcher's view, wants can be considered as part of the learner's resources in Richterich and Chancerel's model. This will be discussed in the following section.

The Learner's Wants

The ways in which a learner learns a second language are also affected by his wants, attitudes and psychological motivations. Harvey (1984:24) states that an important fact to bear in mind is that learners bring to ESP courses conceptual and linguistic knowledge, attitudes towards the learning process, and different degrees of motivation.

A similar view is shared by McDonough (1984:36), Strevens (1980:119) and McDonald and Sager (Robinson: 1980:27). According to them, strong motivation and willigness to learn can help to make learning a foreign language a simpler process for the learner, especially in ESP.

Bower (McDonough, 1984:36-37) proposes four real situations as far as the learner is concerned:

1. that in which the learner wants to learn more than he needs to learn.

2. that in which the student needs to learn more than he wants to learn.

3. that in which th learner neither wants nor needs to learn at all.

4. that in which the student's wants and the student's needs are closely matched.

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The "typical" ESP situation assumes (4) to be the case. Unfortunately, (2) and (3) are both possible but (1) is likely, too.

Therefore, if we accept that a student will learn best what he wants to learn, less well what he only needs to learns, less well still what he neither wants nor needs to learn, it is clearly important to leave room in a learning programme for the learner's own wishes regarding both goals and processes. (Bowers in Altmen & James 1979:67).

McDonough (1984:36) points that learners' wishes can be set alongside terminal goals and given equal status. A teacher might instead decide to focus on those wishes in the early part of a programme and regard them as a set of motivating short-or mid-term goals, to be used as stepping-stones to the logner-term objectives. Again, they could be retained as short-term objectives throughout the programme, running in parallel to the needs specified by target situation analysis.

Learner's wants are the other important factor besides learner's needs as Rivers and Melvin (Alatis & Altman & Alatis 1981:81-82) state:

> "Our consumers are not only students, but also the society of which they are a part. As in all marketing research, we must not merely identify what we think our consumers needs, but also what they want. As educators we provide for a balance between these two if students are to learn what we offer."

Therefore, the researcher includes questions about the learner's wants concerning the objective, methodology and resources. Information about learner's wants in the learning situation will help to make the course more interesting and motivating.

Related Research Studies

Sorani Wongbiasaj (1982) investigated the opinions of the first year medical students and those of the first year science students at

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Mahidol University about their needs in using English. It was found that both groups realized that English was needed immediately. Medical students needed to use English more immediately than science students. Science students thought that English was important because of it was an international language but their needs of language were not that much.

Nuruemol Siriwong (1984) surveyed the needs, wants, expectations, and problems for the use of English of nursing students at Mahidol University from the four parties involved: the nursing student group, the nurse group, the teacher group, and the co-ordinator group. The results were that 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. The problems found by the nurse group mostly involved listening and speaking. Those found by the teacher group involved the writing skill especially writing senences. Those found by the co-ordinator group involved all four skills. English course for nursing students have some serious problems and need improvment.

However, the present study gives more attention to present academic needs than the one conducted by Siriwong. Unlike Siriwong's study, this study also seeks information from subject-specific teachers. The preliminary interviews have revealed that students' academic needs are greater than their occupational needs. Therefore, if their academic needs are met, so are their occupational needs, which are of a similar nature.

Wantana Pleansaisurb (1984) distributed questionnaires to the first year medical students, lecturers, interns, residents and administrators of the medical schools and hospitals at Mahidol

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Univeristy. The results showed that reading is the skill most needed both in their studies and in their future professions. The medical students do not have great needs for English especially in writing, listening and speaking. However, listening and speaking are the skills most wanted by the medical students.

All of the staff in the academic department of the University of the North, at Antofagasta, Chile (T. Francisco, 1978) surveyed 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 the reading skill.

Margaret Keech (1980, pp 3-32) used structured interview with the overseas students at the National College of Agricultural Engineering Silsoe to investigate some of their English language problems. 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, seminar, and social occasions; writing skills included the lecture situation, report and essay writing, thesis and project writing; reading skills, and suggestion for English language courses.

Malaya University (Chitravelu: 1980) distributed questionnaires and interviewed the students and lecturers about the needs and problems in English language teaching from March 1975 to June 1976. The findings showed that the content of the course should meet learner's needs and relate to their academic area. They thought that the subject-matter would effect learners both individually and socially.

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The American Language Institute, University of Southern California (Ostler, 1980, pp. 489-501) conducted a study of students who were graduates and undergraduates to determine what academic skills were mostly needed in order to successfully complete their studies. The findings were that there was a clear distinction between the academic skills needed by graduated and undergraduate students; the skill needed by the graudate was reading journals and academic reports while the skills needed by the undergraduate students were report writing and reading graphs and charts.

Ann M. Johns (1981) surveyed the opinions of 200 randomly selected numbers of the entire San Diego State University faculty from all departments in order to determine which skills (reading, writing, speaking or listending) were most essential to the non-native speakers' success in University classes. The results were that the receptive skills, reading an listening, were ranked first by faculty teaching both lower division and upper division, graduate classes and the faculty of all departments but Engineering which ranked General English above Specific Purposes English. This study concluded 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.

Noel W. Schutz and Bruce L. Derwing (1981) surveyed the opinions of educated Taiwanese about the use of the English language. More than fifty percent of the sampling group agreed that English was useful for their study and professions. Most of them thought that English was the best international language.

Herbert D. Pierson and Jan Friederichs (1981) took the initial step

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in developing the program: diagnosing the needs of the target learners, Cantonese-speaking first-year students at the Chinese University of Hong Kong enrolled in a compulsory ESL course. There were two sources from which data about needs could be obtained: one was from the learner himself, the other was from the society that makes demands on the learner. Data on the individual linguistic needs of the learners could be derived from a diagnostic test comparing the current status of the learner in the traditional English skill areas of speaking, listening, reading, and writing with an expected norm or standard. A difficulty with this individual diagnosis is that in Hong Kong there has been little systematic data collection that would lead to the establishment of an acceptable norm or standard to compare diagnostic results. For this reason the instructors decided that the best approach would be to investigate the demands made on the learners by society. They interviewed the lecturers in various deparments of the university by using open-ended questions and designed a rigorous needs-assessment questionnaire base on the data obtained from the open-ended interviews. There were two general criteria for selecting those to be interviewed: they had to be members of the teaching staff of the university, and represent a broad range of disciplines. The results of the interviews indicated that most academic resources in the various disciplines are available only in English. The only exceptions to this rule were special Chinese topics like Herbal Medicine in Biochemistry, and Chinese literature, History and Music. The interviews also revealed that most lecturers use chinese interspersed with English technical terms as their instructional medium in lectures, seminars and tutorials. Nevertheless these same lecturers stressed the fact that an ability to read and write English is essential for academic success in their respective

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disciplines. They were dissatisfied with the English standard of their students and would welcome the assistance of an ESL teacher to service the identified communication needs of students in their academic disciplines.

As can be seen, many studies have been done in many institutes. But in the nursing field, more work needs to be done in order to find out exact needs from the perspectives of nursing students and their teachers. Therefore, this study was undertaken to determine academic needs of nursing students at Kuakarun Nursing College. It is expected that the results of the study will help to suggest the English syllabus which is relevant to the students' needs.

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Chapter III

Methodology

The purpose of this study is to survey the academic needs, problems and wants in using English of the nursing students at Kaukarun Nursing College. This chapter deals with the population, instruments, collection of data, analysis of the data and statistical devices. The researcher gathered information about fourth year nursing students studying for a diploma in the Public Health Nursing and Midwifery Program, fifth year nursing students studying for a one year extension of diploma in Nursing Science Program, the specific-subject teachers and English teachers.

Population

Two groups of subjects were used in this study:

1. Nursing students

1.1 All 173 fourth year nursing students who were then studying for diploma in the Public Health Nursing and Midwifery Program in 1985 at Kuakarun Nursing College.

1.2 All 125 fifth year nursing students who had already got a diploma in the public health nursing and midwifery and were then studying for a diploma in the one-year extension program in Nursing Science in 1985.

2. All 160 teachers at Kuakarun Nursing College, that is, subject-specific teachers and English teachers who were teaching or used to teach at Kaukarun Nursing College.

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Table 1.0 Subjects used in this study.

Subjects	No. of subjects
Fourth year nursing students	173
Fifth year nursing students of the one-year extension program	125
Teachers	160
Total	458

The reasons for choosing these two groups of nursing students are as follows:

1. The fourth year nursing students had already studied English and almost all other subjects so they knew to what extent they used English to study other subjects. They had gone through a lot of academic experience at the college and therefore were in a better position to give information than students of the earlier years of study.

2. The fifty year nursing students of the one-year extension program were the ones who had spent all 4 years studying at Kuakarun Nursing College and most of them had been trained as special nurses for almost 5 months in various hospitals in Bangkok before studying for a diploma in the Nursing Science Program (equivalent to a bachelor's degree), so they could provide information about their experiences in using English for study purposes in the two different programs.

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Construction and Development of the Questionnaires

The documents on needs analysis were reviewed. The initial questionnaires were prepared from the data obtained from the interviews with nursing students and teachers at Kuakarun Nursing College.

Preliminary Interviews

Ten teachers and fifteen nursing students at Kuakarun Nursing College were intreviewed by the researcher.

The nursing students were asked to comment on the English syllabus at Kuakarun Nursing College and their English problems and their suggestions for improving the English proficiency and the English syllabus at Kuakarun Nursing College.

The teachers were asked to express the ways in which the nursing students would use English in their studies and the ways to solve the English problems of nursing students there.

Then, the data from the interviews was used for designing the first questionnaires for a pilot study of this research.

Pilot Study

A pilot study using questionnaires as research devices was designed to obtain prerequisite information relevant to the design of the final questionnaires. The questionnaires used in the pilot study were administered to 25 fourth year students, 25 fifth year nursing students and 20 teachers at Kuakarun Nursing College.

These students and teachers were asked to answer the questions and comment on the questionnaires' contents and terms. They were also asked to express any other opinions concerning the present English study in general. The questionnaires were revised on the basis of the informa-

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tion obtained and the final questionnaires were developed under the supervision of experts, thesis advisor and co-advisor. Later, the questionnaires were administered to all population.

The Questionnaires

The researcher constructed 2 sets of questionnaires according to the research purposes.

1. The first questionnaire was constructed for nursing students to survey the needs, problems and wants in using English. It consisted of 4 parts:

1.1 The personal information about the nursing students.

1.2 The needs in using different English skills (reading, writing, speaking, listening and translating).

1.3 The problems in using different English skills (reading, writing, speaking, listening and translating).

1.4 The wants concerning the English syllabus, contents, methodology, skills, times for learning English and English teachers.

2. The second questionnaire was constructed for teachers at Kuakarun Nursing College. The purpose was to survey their opinions about the needs in using English of nursing students in different subjects as well as the problems in using English of nursing students. The opinions about content, methodology, time, skill, and English teachers in learning and teaching English were also included. This questionnaire was made up of 4 parts.

2.1 The general information about the informants.

2.2 The needs in using English of nursing students in different subjects.

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2.3 The problems of nursing students in using English in different subjects.

2.4 The wants concerning teachers, content, methodology, skill and time in learning English and other suggestions.

Adminstration of the Final Questionnaires and Collection of Data

All of 458 copies of the questionnaries were administered to the informants directly by the researcher. The details were as follows:

1. The fourth year nursing students were given 173 copies of the questionnaire.

2. 125 copies of the questionnaire were given to the fifth year nursing students of the one-year extension program.

3. 160 copies of the questionnaire were given to teachers at Kuakarun Nursing College.

After 3 weeks, the questionnaires were collected by the researcher and 434 copies were returned -298 from students and 136 from teachers.

Validity and Reliability of the Questionnaires.

This study investigates by means of questionnaires, the factors relevant to nursing students' needs, wants and problems. Face validity is the justification for relying on self-report questionnaires since all questions, being supervised by experts, are specially directed to the distinguishing characteristics which are the subject of the study.

In the present study, predictive validity is concerned with the usefulness of the information obtained from the quetionnaries in determing the nursing students' academic English Language needs, wants and problems.

To ascertain the reliability of the questionnaires, the Alpha

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3. T-test

T-test was employed to investigate the difference in the nursing students' level of English needs and problems between the opinions of the nursing students and teachers.

4. One-way analysis of variance and the Scheffe procedure

One-way analysis of variance was used to test whether there is agreement between: the two groups of teachers; and the two groups of students concerning English needs, problems and wants in all tables.

The Scheffe procedure was used to test whether the two groups of nursing students agreed with each other and with the teachers concerning English needs, problems and wants in tables 3.1-3.7 and 4.1-4.6.

Throughout the analysis of data in this study, a 0.05 level of significance (degree of confidence) was accepted as the cutoff to all the null hypothesis where ever the case may be.

5. The alpha reliability coefficients of the teacher questionnaire was 0.98 and the nursing students questionnaire was 0.97. They were used to ascertain the reliability of the questionnaires.

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Chapter IV

Findings

Chapter Four reports the findings of the study. The research questions formulated in Chapter One serve to organize the presentation of the findings drawn from the study. Each answer is based upon the results analyzed and computed from the data obtained from the returned questionnaires.

Research question one

To what extent do nursing students at Kuakarun Nursing College (KNC) need English and have problems in using English in their academic studies and are there any differences between the needs for English and the English language problems of the 4th year nursing students and fifth year nursing students?

The information obtained from student questionnaires in Part 2 and Part 3 were used to determine the level of English needs and English problems in the academic studies of nursing students. The degree of English skill needs and English skill problems are determined on the following scale:

Very great need or very great problem	= 5
Great need or great problem	= 4
Moderate need or moderate problem	= 3
Little need or little problem	= 2
No need or no problem	= 1

The students were asked to rate their English skill needs and English skill problems on this 5 point Likert scale. Scores ranged from the level of 1 to 5.

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The mean scores of the types of English needs in the academic studies of nursing student were computed. The results are presented in Table 1.1. The t-test value of the difference in types of English needs between the 4th year students and the 5th year students were computed.

The mean scores of the English skill needs and English skill problems of all nursing students were computed. The t-test value of the difference between the English skill needs and English skill problems of the nursing students were employed. The results are presented in Table 1.2-1.7.

Finding One

Types of English needs

Table 1.1 shows that the the types of English mostly needed by both group of nursing students are technical terms and general vocabulary. The mean scores of the 4th year and 5th year students are 4.37 and 4.37 and are a little higher than 4, the level of great need. Complete English sentences and technical terms have mean scores higher than 3 or moderate needs ($\bar{X}$ = 3.43, 3.51, $\bar{X}$ = 3.83, $\bar{X}$ = 3.75).

There was no significant difference between the mean scores of all types of English needs of the nursing students according the two groups of nursing students.

English skill needs and problems of two groups of nursing students.

English skill needs

As to skill needs (Table 1.2) both groups of students ranked reading ($\bar{X}$ = 4.70, 4.20), translating ($\bar{X}$ = 4.38, 4.44), listening ($\bar{X}$ = 4.04, 4.00), writing ($\bar{X}$ = 4.01, 3.99) and speaking ($\bar{X}$ = 3.84, 3.84) as great needs.

English skill problems

As to skill problems both groups of students ranked listening ($\bar{X}$ = 3.95, 4.11) speaking ($\bar{X}$ = 3.91, 4.15) translating ($\bar{X}$ = 3.54, 3.78), as

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Table 1.1. Types of English Needs in Academic Studies of the Two Groups of Nursing Students

Types of English	4th years nursing students		5th year nursing students		T value	P
	$\bar{X}$	S.D.	$\bar{X}$	S.D.		
Complete English sentences	3.43	0.90	3.51	0.96	0.78	0.43
Technical terms and general vocabulary	4.37	0.66	4.37	0.66	0.07	0.94
Technical terms	3.83	0.99	3.75	1.00	0.71	0.48

The 4th year students n = 173

The 5th year students n = 125

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Table 1.2. English Skill Needs and English Skill Problems of the 4th Year and the 5th Year Nursing Students.

English skills	Skill needs				Skill problems			
	4th year students		5th year students		4th year students		5th year students	
	$\bar{X}$	S.D.	$\bar{X}$	S.D.	$\bar{X}$	S.D.	$\bar{X}$	S.D.
Listening	4.04	0.89	4.00	0.91	3.95	0.98	4.11	0.92
Speaking	3.84	0.95	3.84	0.95	3.91	0.99	4.15	0.93
Reading	4.70	0.85	4.20	0.90	2.96	1.13	3.17	1.04
Writing	4.01	0.85	3.99	0.85	3.28	1.13	3.46	1.01
Translating	4.38	0.73	4.44	0.70	3.54	1.01	3.78	1.05

The 4th year nursing students n = 173

The 5th year nursing students n = 125

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great problems, writing ($\bar{X}$ = 3.28, 3.46) as a moderate problem and readidng ($\bar{X}$ = 2.96, 3.17) as a little problem.

Listening needs and problems.

Listening needs

Table 1.3 shows that there was only a significant difference between the mean scores in listening for main ideas of the 4th year ($\bar{X}$ = 3.86) and the 5th year nursing students ($\bar{X}$ = 3.61). There was no significant difference between the mean scores of the rest of the listening needs of both groups of students.

The listening need of the 4th year and the 5th year students which has a mean score higher than 4 is technical term ($\bar{X}$ = 4.45, 4.53). The listening neeus of the 4th year and the 5th year students which have mean scores higher than 3 include general vocabulary ($\bar{X}$ = 3.75, 3.82), simple sentences ($\bar{X}$ = 3.65, 3.75) listening to get main ideas etc. ($\bar{X}$ = 3.86, 3.61) (see Table 1.3).

Listening problems

In listening problems there was only a significant difference between the mean scores of listening to paragraphs and articles ($\bar{X}$ = 3.80, 4.02). There was no significant difference between the mean scores of the rest of the listening problems of both groups of nursing students.

The listening problem of the 4th year nursing students which have a mean score higher than 4 are listening to slides, movies, videoes, radios and tapes ($\bar{X}$ = 4.07, 4.23). Listening problems which have mean scores higher than 3 include listening for detailed information ($\bar{X}$ = 3.98), listening to complicated sentences ($\bar{X}$ = 3.93), listening to make comparison, to analyze and to comment etc. ($\bar{X}$ = 3.90) (see Table 1.3).

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Table 1.3. Types of Listening Needs and Listening Problems of the Two Groups of Nursing Students.

Types of listening skill	Listening needs						Listening problems					
	4th year students		5th year students		T value	P	4th year students		5th year students		T value	P
	$\bar{X}$	S.D.	$\bar{X}$	S.D.			$\bar{X}$	S.D.	$\bar{X}$	S.D.		
Technical terms	4.45	0.70	4.53	0.64	-1.02	0.31	3.50	1.0	3.31	0.99	1.60	0.11
General vocabulary	3.75	0.80	3.82	0.72	-0.78	0.44	3.38	0.97	3.50	0.98	-1.05	0.30
Simple sentences	3.65	0.88	3.75	0.96	- .99	0.32	2.76	0.97	2.71	0.94	-1.44	0.64
Complicated sentences	3.01	0.91	3.17	1.03	-1.46	0.16	3.93	0.96	4.12	0.91	0.47	0.09
Paragraphs or articles	3.22	0.95	3.30	1.07	-0.69	0.49	3.80	0.93	4.02	0.93	-1.71	0.04*
Lectures	3.08	1.02	3.02	1.07	0.55	0.60	3.97	0.94	4.06	0.97	-2.07	0.41
Explanation of experiments	2.98	0.96	2.92	0.98	0.50	0.62						
Explanation of models	3.19	1.02	3.02	0.98	1.36	0.18	3.84	0.99	3.85	0.98	-0.83	0.93
Explanation of demonstration	3.08	0.96	2.97	0.98	0.95	0.35						
Conferences	2.79	0.88	2.74	0.92	0.45	0.65						
Seminars	2.85	0.93	2.80	0.92	0.44	0.66	3.90	0.97	3.82	1.05	-0.09	0.51
Reports	2.99	0.86	2.97	0.91	0.20	0.84	3.87	0.87	3.71	1.09	0.66	0.17
Slides, movies, videos, radios, tapes	3.77	0.91	3.70	0.99	0.66	0.51	4.07	0.97	4.23	0.94	1.36	0.15
Main ideas	3.86	0.95	3.61	1.05	2.17	0.03*	3.64	0.93	3.66	1.01	-0.13	0.90
Detailed information	3.35	1.00	3.19	1.11	1.26	0.21	3.98	0.89	4.13	1.03	-1.31	0.19
Comparison, analyzing and commenting	3.19	0.97	3.05	1.13	1.17	0.24	3.90	0.89	4.02	1.02	-1.51	0.25
Conclusions	3.64	1.00	3.46	1.14	1.40	0.16	3.63	0.95	3.74	0.96	-0.92	0.36

*Sig. = 0.5, The 4th year nuring students n = 173, The 5th year nursing students n = 125.

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The listening problems of the fifth year nursing students which have mean scores higher than 4 include litening to complicated sentences ($\bar{X}$ = 4.12), paragraph or articles ($\bar{X}$ = 4.02) and listening to lectures ($\bar{X}$ = 4.06) etc. (see Table 1.3). Listening problems which have mean scores higher than 3 include listening to technical terms ($\bar{X}$ = 3.31), general vocabulary ($\bar{X}$ = 3.50), explanation of models etc. ($\bar{X}$ = 3.85) (see Table 1.3).

Speaking needs and problems.

Speaking needs

Table 1.4 shows that there was no significant difference between the mean scores of the speaking needs of the 4th year and the 5th year nursing students.

The speaking need of the 4th year and the 5th year students which has a mean score higher than 4 is technical terms ($\bar{X}$ = 4.52, 4.50). The speaking needs of the 4th year and the 5th year students which have mean scores higher than 3 include speaking general vocubulary ($\bar{X}$ = 3.86, 3.86), simple sentences ($\bar{X}$ = 3.84, 3.82), answering in class ($\bar{X}$ = 3.30, 3.08) etc. (see Table 1.4).

Speaking problems

In speaking problems there was a significant difference in the mean scores of speaking acceptable language ($\bar{X}$ = 3.87, 4.35), answering in class ($\bar{X}$ = 3.23, 3.54) , discussing and giving opinions ($\bar{X}$ = 3.86, 4.10), giving detailed information ($\bar{X}$ = 3.97, 4.26) between both groups of nursing students. There was no significant difference between the mean score of the rest of the speaking problems of both groups of nursing students.

The speaking problems of both groups of students which have mean scores higher than 4 include speaking in seminars ($\bar{X}$ = 4.02, 4.22),

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Table 1.4. Types of Speaking Needs and Speaking Problems of the Two Groups Nursing Students.

Types of Speaking skill	Speaking needs						Speaking problems					
	4th year students		5th year students		T value	P	4th year students		5th year students		T value	P
	$\bar{X}$	S.D.	$\bar{X}$	S.D.			$\bar{X}$	S.D.	$\bar{X}$	S.D.		
Technical terms	4.52	0.71	4.50	0.64	0.23	0.78	3.14	1.13	3.12	0.96	0.15	0.88
General vocabulary	3.86	0.79	3.86	0.52	-0.09	0.93	3.20	1.07	3.16	0.96	0.30	0.76
Simple sentences	3.84	0.84	3.82	0.93	0.26	0.79	2.84	1.00	2.74	0.85	0.87	0.39
Complicated sentences	2.92	0.88	3.07	1.03	-1.39	0.17	3.81	1.06	4.02	0.86	-1.86	0.06
Acceptable language	2.98	1.00	3.06	1.23	-0.57	0.57	3.87	1.05	4.35	0.85	-4.27	0.00*
Answering in class	3.30	0.88	3.08	1.04	1.97	0.05	3.23	0.90	3.54	0.94	-2.89	0.00*
Explaining	-	-	-	-	-	-	4.03	0.86	4.23	0.93	-1.95	0.05*
Conferences	2.77	0.86	2.84	0.97	-0.61	0.55	3.95	0.94	4.14	0.95	-1.70	0.09
Seminars	2.83	0.92	2.80	0.97	0.28	0.78	4.02	0.93	4.22	0.93	-1.83	0.07
Field practicing	3.22	0.99	3.07	1.00	1.27	0.21	3.46	0.94	3.68	0.97	-1.95	0.05*
Presenting reports	2.98	0.84	2.99	0.96	-0.09	0.93	3.77	1.01	3.94	1.03	-1.47	0.14
Discussing+giving opinions	3.12	0.96	2.99	0.98	1.09	0.28	3.86	0.97	4.10	0.90	-2.25	0.03*
Main ideas	3.39	0.97	3.41	0.99	-0.13	0.90	3.64	0.95	3.82	0.97	-1.55	0.12
Detailed information	2.84	0.94	2.78	1.00	0.53	0.60	3.97	0.92	4.26	0.97	-2.66	0.01*
Comparison analyzing and commenting	2.87	0.90	2.69	0.98	1.59	0.11	3.95	0.90	4.14	1.00	-1.65	0.10
For conclusions	3.17	1.05	3.03	1.17	1.09	0.28	3.79	0.96	3.89	1.01	-0.86	3.30

The 4th year nursing students n = 173, The 5th year nursing students n = 125, * sig. = .05

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explaining ($\bar{X}$ = 4.03, 4.23) etc. (see Table 1.4). Speaking problems which have mean scores higher than 3 include speaking technical terms ($\bar{X}$ = 3.14, 3.12), general vocabulary ($\bar{X}$ = 3.20, 3.16), answering in class ($\bar{X}$ = 3.23, 3.54)and presenting reports ($\bar{X}$ = 3.77, 3.94) etc. (see Table 1.4).

Reading needs and problems

Reading needs

Table 1.5 shows that there was significant difference between the mean scores of reading needs of both groups of students in reading general vocubulary ($\bar{X}$ = 3.92, 4.16), reports ($\bar{X}$ = 3.63, 3.86), research papers ($\bar{X}$ = 3.52, 3.92), examinations ($\bar{X}$ = 3.50, 3.87), and in reading to compare, to analyze and to comment ($\bar{X}$ = 3.05, 3.41) . There was no significant difference between the mean scores of the rest of reading needs of both groups.

The reading needs of both groups of students which have mean scores higher than 4 include reading technical terms ($\bar{X}$ = 4.37, 4.51), textbooks ($\bar{X}$ = 4.13, 4.18), journals ($\bar{X}$ = 4.09, 4.18), manuals ($\bar{X}$ = 4.26, 4.30) etc. (see Table 1.5). The reading needs which have mean scores higher than 3 include reading complicated sentences ($\bar{X}$ = 3.27,3.49), paragraphs or discourses ($\bar{X}$ = 3.55, 3.57) and reports ($\bar{X}$ = 3.63, 3.86) etc. (see Table 1.5).

Reading problems

In reading problems there was significant difference between the mean scores of both groups of students in the amount of time consumed (X = 3.16, 3.51), reading research papers ($\bar{X}$ = 3.71, 3.95), reading to get detailed information (X = 3.68, 4.12) and to compare, analyze and comment ($\bar{X}$ = 3.60, 3.94). There was no significant difference between the mean scores of the rest of reading problems of both groups.

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Table 1.5. Types of Reading Needs and Reading Problems of the Two Groups of Nursing Students.

Types of Reading skill	Reading needs						Reading problems					
	4th year students		5th year students		T value	P	4th year students		5th year students		T value	P
	$\bar{X}$	S.D.	$\bar{X}$	S.D.			$\bar{X}$	S.D.	$\bar{X}$	S.D.		
Technical terms	4.37	0.84	4.51	0.82	-1.39	0.17	2.84	1.03	2.89	0.97	-0.38	0.71
General vocabulary	3.92	0.83	4.16	0.82	-2.49	0.01*	2.73	0.95	2.81	1.00	-0.70	0.49
Simple sentences	3.84	0.92	4.04	0.92	-1.81	0.07	2.45	0.92	2.41	0.91	-0.40	0.69
Complicated sentences	3.27	0.95	3.49	1.05	-1.86	0.06	3.16	1.08	3.35	1.09	-1.50	0.14
Paragraphs or discourses	3.55	0.99	3.57	1.04	-0.16	0.87	3.11	1.00	3.25	1.01	-1.17	0.24
Textbooks	4.13	0.93	4.18	0.97	-.44	0.66						
Journals	4.09	0.89	4.18	0.95	-.84	0.40	3.44	1.10	3.64	0.93	-1.60	0.11
Manuals	4.26	0.90	4.30	0.85	-.38	0.70						
Newspapers and magazines	-	-	-	-	-	-	3.34	1.01	3.56	1.00	-1.85	0.07
Reports	3.63	0.89	3.86	0.99	-2.16	0.03*	3.58	1.00	3.76	0.95	-1.58	0.12
Research papers	3.52	0.96	3.92	1.01	-3.49	0.00*	3.71	0.95	3.95	0.98	-2.15	0.03*
Examinations	3.50	1.14	3.87	0.98	-2.92	0.00*	-	-	-	-	-	-
Slides and handouts	3.66	0.96	3.79	0.98	-1.17	0.24	3.38	0.99	3.51	0.96	-1.14	0.26
Main ideas	3.61	0.97	3.80	0.97	-1.63	0.11	3.36	1.02	3.54	1.00	-1.51	0.13
Detailed informations	3.19	0.94	3.37	1.06	-1.57	0.12	3.68	1.02	4.12	0.89	-3.87	0.00*
Comparison, analyzing and commenting	3.05	0.93	3.41	1.10	-3.07	0.00*	3.60	0.90	3.94	0.86	-3.37	0.00*
Conclusions	3.46	1.02	3.67	1.01	-1.75	0.08	3.52	0.92	3.70	1.03	-1.57	0.12
Other considerations: time consumed in reading	-	-	-	-	-	-	3.16	1.03	3.51	0.93	-3.01	0.00*

The 4th year nursing students n = 173, The 5th year nursing students n = 125, *sig. = .05

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The reading problem of the 5th year students which has a mean score a little higher than 4 is reading to get detailed information ($\bar{X}$ = 4.12). The reading problems of both groups of nursing students which have mean scores higher than 3 include reading complicated sentences ($\bar{X}$ = 3.16. 3.35), paragraphs or discourses ($\bar{X}$ = 3.11. 3.25), newspaper and magazines ($\bar{X}$ = 3.34, 3.56), textbook journals and manuals ($\bar{X}$ = 3.44, 3.64) etc. (see Table 1.5).

Writing needs and problems

Writing needs

Table 1.6 shows that there was a significant difference between the mean scores of the writing needs of both groups of students in writing complicated sentences ($\bar{X}$ = 3.09, 3.33) and paragraph or discourses ($\bar{X}$ = 3.06. 3.30). There was no significant difference between the mean scores of the rest of the writing needs of both groups of nursing students.

The writing needs of both groups of students which have mean scores higher than 4 are writing technical terms ($\bar{X}$ = 4.52, 4.57) and general vocubulary ($\bar{X}$ = 4.05. 4.12). The writing needs which have mean scores higher than 3 include writing simple sentences ($\bar{X}$ = 3.79, 3.93), complicated sentences ($\bar{X}$ = 3.09, 3.33), paragraphs or discourses ($\bar{X}$ = 3.06. 3.30) etc. (see Table 1.5).

Writing problems

In writing problems there was significant difference between the mean scores of both groups of students in writing reports ($\bar{X}$ = 3.97, 4.22). essays ($\bar{X}$ = 3.73 3.99). explanations ($\bar{X}$ = 3.84, 4.14) and writing to give detailed information ($\bar{X}$ = 3.95, 4.21). There was no significant difference between the mean scores of the rest of the writing problems of both groups of nursing students.

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Table 1.6. Types of Writing Needs and Writing Problems of the Two Groups of Nursing Students.

Types of writing skill	Writing needs						Writing problems					
	4th year students		5th year students		T value	P	4th year students		5th year students		T value	P
	$\bar{X}$	S.D.	$\bar{X}$	S.D.			$\bar{X}$	S.D.	$\bar{X}$	S.D.		
Technical terms	4.52	0.73	4.57	0.75	-0.56	0.57	3.07	1.08	3.10	0.98	-0.21	0.83
General vocabularies	4.05	0.78	4.12	0.88	-0.77	0.44	2.88	0.97	3.06	1.00	-1.53	0.13
Simple sentences	3.79	0.83	3.93	0.92	-1.31	0.19	2.66	0.91	2.64	0.85	0.18	0.86
Complicated sentences	3.09	0.92	3.33	1.07	-2.04	0.04*	3.62	0.10	3.85	0.96	-1.94	0.53
Paragraphs or discourses	3.06	0.98	3.30	1.09	-1.99	0.05*	-	-	-	-	-	-
Acceptable language	3.03	1.08	3.22	1.23	-1.35	0.18	-	-	-	-	-	-
Reports	3.23	1.00	3.34	1.10	-0.92	0.36	3.97	0.97	4.22	0.89	-2.23	0.03*
Essays	2.87	0.96	2.83	1.10	0.34	0.73	3.73	0.99	3.99	0.96	-2.32	0.02*
Examinations	3.36	1.08	3.32	0.96	0.36	0.72	3.42	0.98	3.60	0.88	-1.71	0.09
Explanations	-	-	-	-	-	-	3.84	0.98	4.14	0.88	-2.65	0.01*
Field practicing or laboratory reports	2.99	1.01	3.02	1.08	-0.24	0.81	3.67	1.00	3.82	0.87	-1.38	0.17
Slides, videos, radios, tapes	3.09	1.07	2.86	1.17	1.70	0.09	3.83	0.96	3.92	0.97	-0.82	0.41
Seminars and conferences	2.90	1.03	2.90	1.13	0.05	0.96	-	-	-	-	-	-
Main ideas	3.24	1.04	3.36	1.13	-0.97	0.33	3.76	0.91	3.79	0.91	-0.31	0.76
Detailed information	2.76	0.92	2.89	1.21	-1.02	0.31	3.95	0.96	4.21	0.90	-2.36	0.02*
Comparison analyzing and commenting	2.86	0.93	2.84	1.08	0.13	0.90	3.96	0.91	4.14	0.91	-1.72	0.09
Conclusions	3.11	1.01	3.09	1.08	0.18	0.86	3.76	0.92	3.91	0.93	-1.36	0.17

The 4th year nursing students n = 173, The 5th year nursing students n = 125, *sig. = .05.

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The writing problems of the 5th year students which have mean scores higher than 4 are writing reports ($\bar{X}$ = 4.22), explanations ($\bar{X}$ = 4.14), writing to give detailed information ($\bar{X}$ = 4.21), writing to compare, analyze and comment ($\bar{X}$ = 4.14). The writing problems of both groups of nursing students which have mean scores higher than 3 include writing technical terms ($\bar{X}$ = 3.07. 3.10). complicated sentences ($\bar{X}$ = 3.62. 3.85), essays ($\bar{X}$ = 3.73 3.99), examinations ($\bar{X}$ = 3.42, 3.60) etc. (see Table 1.6).

Translating needs and problems

Translating needs

Table 1.7 shows that there was significant difference between the mean scores of the translating needs of both groups of students in translating paragraphs or discourses ($\bar{X}$ = 3.69, 3.93), translating to give main ideas ($\bar{X}$ = 3.87, 4.14) and detailed informations ($\bar{X}$ = 3.33. 3.61), translating to compare, analyze, comment ($\bar{X}$ = 3.22, 3.49), and conclude ($\bar{X}$ = 3.55, 3.85). There was no significant difference between the mean scores of the rest of the translating needs of both groups of students.

The translating needs of both groups of students which have mean scores higher than 4 are translating technical terms ($\bar{X}$ = 4.65, 4.59), general vocubulary ($\bar{X}$ = 4.28, 4.25), simple sentences ($\bar{X}$ = 4.11, 4.18), articles ($\bar{X}$ = 4.16, 4.25). textbooks and manuals ($\bar{X}$ = 4.23, 4.25). The translating need of only the 5th year students which has mean score higher than 4 is translating to give main ideas ($\bar{X}$ = 4.14). The translating needs which have mean scores higher than 3 include translating complicated sentences ($\bar{X}$ = 3.62. 3.86), paragraphs or discourses ($\bar{X}$ = 3.69, 3.93), translating to acceptable language ($\bar{X}$ = 3.29. 3.54) etc. (see Table 1.7).

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Table 1.7. Types of Translating Needs and Translating Problems of the Two Groups of Nursing Students.

Types of Translating skill	Translating needs						Translating problems					
	4th year students		5th year students		T value	P	4th year students		5th year students		T value	P
	$\bar{X}$	S.D.	$\bar{X}$	S.D.			$\bar{X}$	S.D.	$\bar{X}$	S.D.		
Technical terms	4.65	0.67	4.59	0.70	0.74	0.46	3.35	1.05	3.38	1.01	-0.29	0.71
General vocabulary	4.28	0.74	4.25	0.82	0.39	0.70	3.12	1.03	3.21	0.98	-0.73	0.47
Simple sentences	4.11	0.89	4.18	0.86	-0.64	0.52	2.70	0.96	2.58	0.83	1.11	0.27
Complicated sentences	3.62	1.01	3.86	1.06	-1.92	0.06	3.72	0.89	3.98	0.87	-2.52	0.01*
Paragraphs or discourses	3.69	0.96	3.93	0.96	-2.09	0.04*	3.34	0.88	3.56	0.86	-2.14	0.03*
Articles	4.16	0.89	4.25	0.90	-0.82	0.41	3.67	0.92	3.91	0.75	-2.43	0.02*
Textbooks and manuals	4.23	0.87	4.25	0.94	-0.21	0.83	3.76	0.94	3.90	0.88	-1.34	0.18
Acceptable language	3.29	1.03	3.54	1.11	-1.97	0.05*	3.97	0.99	4.29	0.77	-2.99	0.00*
Skill practicing	3.67	0.90	3.76	1.03	-0.80	0.43	-	-	-	-	-	-
Main ideas	3.87	0.92	4.14	0.92	-2.49	0.01*	3.53	0.90	3.66	0.90	-1.14	0.25
Detailed information	3.33	1.00	3.61	1.14	-2.25	0.03*	3,92	0.89	4,22	0.82	-2.95	0.00*
Comparison, analyzing and commenting	3.22	1.04	3.49	1.12	-2.17	0.03*	3.83	0.90	4,13	0.87	-2.90	0.00*
Conclusions	3.55	1.09	3.85	1.06	-2.35	0.02*	3,64	0.91	3.74	0.95	-0.93	0.36

The 4th year nursing students n = 173, The 5th year nursing students n = 125, *sig. = .05.

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Translating problems

In translating problems there was a significant difference between the mean scores of both groups of students in translating complicated sentences ($\bar{X}$ = 3.72, 3.98), paragraphs or discourses ($\bar{X}$ = 3.34, 3.56), articles ($\bar{X}$ = 3.67, 3.91), translating into acceptable language ($\bar{X}$ = 3.97, 4.29), translating to give detailed information ($\bar{X}$ = 3.92, 4.22) and translating to compare, analyze and comment ($\bar{X}$ = 3.83, 4.13). There was no significant difference between the mean scores of the rest of translating problems of both groups of nursing students.

The translating problems of the 5th year students which have mean scores higher than 4 are translating into acceptable language ($\bar{X}$ = 4.29), translating to give detailed information ($\bar{X}$ = 4.22), translating to compare, analyze and comment ($\bar{X}$ = 4.13). The translating problems of both groups of nursing students which have mean scores higher than 3 include translating technical terms ($\bar{X}$ = 3.35, 3.38), general vocabulary ($\bar{X}$ = 3.12, 3.21), complicated sentences ($\bar{X}$ = 3.72, 3.98), paragraphs or discourses ($\bar{X}$ = 3.34, 3.56) etc. (see Table 1.7)

Research question two

Do full time teachers and part-time teachers, at KNC have the same opinions concerning the English skill needs and skill problems of the nursing students?

The information obtained from the teacher questionnaires in Part 2 and Part 3 were used to determine the level of skill needs and skill problems in the academic studies of nursing students. The degree of skill needs and skill problems is identified on the following scale:

Very great need or very great problem	= 5
Great need or great problem	= 4
Moderate need or moderate problem	= 3

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Little need or little problem = 2

No need or no problem = 1

Teachers were asked to rate the skill needs and problems of nursing students on the 5 point Likert scale. Scores ranged from the level of 5 to 1.

The mean scores of types of English needs in academic studies of nursing students according to teachers were computed. The results of the t-test value of the difference in types of English needs of nursing students according to full-time and part-time teachers were computed in Table 2.1.

The mean scores of the skill needs and skill problems of nursing students according to the teachers were computed. The t-test value of the difference in the skill needs and problems of the nursing students according to teachers were employed. The results are presented in Table 2.2-2.7.

Types of English needs according to teachers.

Table 2.1 shows that the types of English greatly needed (by nursing students according to full-time teachers and part-time teachers) are technical terms and general vocabulary. The mean scores are 3.89, 3.90 or a little lower than 4 (great needs). Technical terms have mean scores of 3.64 and 3.77. which are higher than 3 (moderate needs) and complete English sentences have mean serves of 2.97, 2.82, which are lower than 3 (little need).

There was no significant difference between the mean scores of the types of English needed by nursing students according to full time and part time teachers.

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Table 2.1 Types of English Needed in Academic Studies by the Nursing Students in the Teachers' Opinions.

Type of English	Full-time teachers		Part-time teachers		T value	P
	$\bar{X}$	S.D.	$\bar{X}$	S.D.		
Complete English sentence	2.97	1.04	2.82	1.27	0.70	0.48
Technical terms and general vocabulary	3.89	1.00	3.90	1.04	-0.08	0.94
Technical terms	3.64	0.90	3.77	1.04	-0.77	0.44

Full-time teachers n = 73

Part-time teachers n = 63

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English skill needs and problems

English skill needs

As to skill needs (Table 2.2), full time and part time teachers ranked, reading, as a great need ($\bar{X}$ = 3.63. 3.63), listening ($\bar{X}$ = 3.08, 3.40) and writing ($\bar{X}$ = 3.44, 3.33) as moderate needs and speaking as little needs ($\bar{X}$ = 2.81, 2.84). Full-time teachers ranked translation as a great need ($\bar{X}$ = 4.13) whereas the part-time teachers ranked it as a moderate need ($\bar{X}$ = 3.24). As to skill problems, full-time teachers and part-time teachers ranked speaking ($\bar{X}$ = 4.10. 3.74), listening ($\bar{X}$ = 4.05. 3.67), translating ($\bar{X}$ = 3.95, 3.57), writing ($\bar{X}$ = 3.89, 3.66) as great problems. Full-time teachers ranked reading as a great problem ($\bar{X}$ = 3.84) while part-time teachers ranked reading as a moderate problem ($\bar{X}$ = 3.40).

Listening needs and problems according to teachers.

Listening needs

Table 2.3 shows that there was significant difference between the mean scores of listening needs of the nursing students according to full-time and part-time teachers in listening to paragraphs or articles ($\bar{X}$ = 2.73 2.27), explanation of experiments ($\bar{X}$ = 2.40, 2.07) explanation of models ($\bar{X}$ = 2.48, 1.92), explanation of demonstration ($\bar{X}$ = 2.65. 2.07), listening at conferences ($\bar{X}$ = 2.38, 1.85). seminars ($\bar{X}$ = 2.43, 1.85) and listening to reports ($\bar{X}$ = 2.63. 2.11). There was no significant difference between the mean scores of the rest of listening needs of the nursing students according to the 2 groups of teachers.

The listening needs of the nursing students according to the 2 groups of teachers which have mean scores higher than 3 are listening to technical terms ($\bar{X}$ = 3.97, 3.92) and general vocubulary ($\bar{X}$ = 3.03.3.10).

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Table 2.2. English Skill Needs and English Skill Problems in Academic Studies of the Two Groups of Students in the Opinions of Both Groups of Teachers.

English skills	Skills needs				Skills problems			
	Full-time teachers		Part-time teachers		Full-time teachers		Part-time teachers	
	$\bar{X}$	S.D.	$\bar{X}$	S.D	$\bar{X}$	S.D.	$\bar{X}$	S.D.
Listening	3.08	0.97	3.40	1.07	4.05	0.84	3.67	0.88
Speaking	2.81	0.92	2.84	1.04	4.10	0.78	3.74	0.97
Reading	3.63	0.98	3.63	0.98	3.84	0.87	3.40	0.78
Writing	3.44	0.97	3.33	1.01	3.89	0.81	3.66	0.84
Translating	4.13	0.80	3.24	1.16	3.95	0.83	3.57	0.87

Full-time teachers n = 73, Part-time teachers n = 63,

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Table 2.3. Types of Listening Needs and Listening Problems of the Nursing Students in the Opinions of Both Groups of Teachers..

Types of listening skill	Listening needs						Listening problems					
	Full time teachers		Part time teachers		T value	P	Full time teachers		Part time teachers		T value	P
	$\bar{X}$	S.D.	$\bar{X}$	S.D.			$\bar{X}$	S.D.	$\bar{X}$	S.D.		
Technical terms	3.97	0.97	3.92	0.91	0.33	0.75	3.59	0.93	3.61	0.96	-0.15	0.88
General vocabular	3.03	0.82	3.10	1.04	0.39	0.70	3.54	0.93	3.26	0.96	1.72	0.08
Simple sentences	2.83	0.89	2.62	1.22	1.12	0.26	3.22	0.94	3.14	0.96	0.52	0.60
Complicated sentences	2.40	0.91	2.22	1.20	0.94	0.35	4.03	1.01	3.68	1.11	1.91	0.59
Paragraphs or articles	2.73	1.00	2.27	0.95	2.73	0.01*	3.94	0.91	3.66	1.04	1.65	0.10
Lectures	2.44	0.93	2.42	0.90	0.13	0.90	3.81	1.03	3.71	1.11	0.53	0.60
Explanation of experiments	2.40	0.93	2.07	0.93	2.01	0.04*						
Explanation of models	2.48	1.00	1.92	0.94	3.36	0.00*	3.73	1.02	3.58	1.00	0.89	0.37
Explanation of demonstrations	2.65	0.97	2.07	0.92	3.54	0.00*						
Conferences	2.38	0.81	1.85	0.79	2.85	0.00*						
Seminars	2.43	0.81	1.85	0.79	4.19	0.00*	3.73	1.17	3.65	1.17	0.38	0.70
Reports	2.63	0.89	2.11	1.02	3.17	0.00*	3.68	1.10	3.55	1.13	0.70	0.48
Slides, movies videos, radios, tapes	3.14	0.95	2.78	1.12	2.02	0.05	3.81	0.98	3.81	1.10	0.02	0.98
Main ideas	2.87	0.99	2.79	1.03	0.45	0.65	3.59	0.98	3.56	0.98	0.19	0.85
Detailed information	2.71	0.99	2.58	1.08	0.78	0.44	3.83	1.04	3.80	1.18	0.16	0.87
Comparison, analyzing and commenting	2.65	0.95	2.36	1.03	1.69	0.09	3.84	1.10	3.75	1.30	0.44	0.66
Conclusions	2.75	1.02	2.48	1.08	1.47	0.14	3.65	1.03	3.67	1.20	-0.11	0.92

Full time teachers n = 73, Part time teachers n = 63, *sig. = .05

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Listening problems

There was no significant difference between the mean scores of listening problems of nursing students according to full-time and part-time teachers.

The listening problem of the nursing students according to full time teachers which has mean scores higher than 4 is listening to complicated sentences ($\bar{X}$ = 4.03). Listening problems of the nursing students according to the two groups of teachers which have mean scores higher than 3 include listening to technical terms ($\bar{X}$ = 3.59, 3.61), general vocabulary ($\bar{X}$ = 3.54, 3.26), simple sentences ($\bar{X}$ = 3.22, 3.14), paragraphs or articles ($\bar{X}$ = 3.94, 3.66) etc. (see Table 2.3).

Speaking needs and problems according to the two groups of the teachers

Speaking needs

Table 2.4 shows that there was significant difference between the mean scores of speaking needs of the nursing students according to the two groups of teachers in speaking in seminar ($\bar{X}$ = 2.29, 1.86), in field practicing ($\bar{X}$ = 2.67, 2.04) and presenting reports ($\bar{X}$ = 2.62, 2.07). There was no significant difference between the mean scores of the rest of speaking needs of the nursing students according to the 2 groups of teachers.

The speaking needs of the nursing students according to the 2 groups of teachers which has mean scores higher than 3 is speaking technical terms ($\bar{X}$ = 3.87, 3.63). The speaking needs according to full-time teachers which has mean scores higher than 3 is speaking general vocabulary ($\bar{X}$ = 3.03).

Speaking problems

There was significant difference between the mean scores of

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Table 2.4. The Types of Nursing Students' Speaking Needs and Speaking Problems in the Opinions of Both Groups of Teachers.

Types of speaking skill	Speaking needs						Speaking problems					
	Full-time teachers		Part-time teachers		T value	P	Full-time teachers		Part-time teachers		T value	P
	$\bar{X}$	S.D.	$\bar{X}$	S.D.			$\bar{X}$	S.D.	$\bar{X}$	S.D.		
Technical terms	3.87	1.01	3.63	1.11	1.35	0.18	3.49	0.90	3.40	1.04	0.53	0.60
General vocabulary	3.03	0.92	2.99	1.09	0.26	0.79	3.49	0.90	3.38	0.94	0.69	0.49
Simple sentences	2.84	0.99	2.67	1.25	0.87	0.39	3.30	0.89	2.97	0.94	2.08	0.04*
Complicated sentences	2.29	0.81	2.12	0.97	1.05	0.30	3.97	0.92	3.74	1.08	1.34	0.18
Acceptable languange	2.25	0.93	2.05	0.93	1.25	0.22	4.05	1.01	3.96	1.16	0.47	0.64
Answering in class	2.56	0.98	2.67	1.12	-0.64	0.53	3.54	1.01	3.23	1.11	1.67	0.97
Explaining	-	-	-	-	-	-	3.83	1.07	3.73	1.11	0.53	0.60
Conferences	2.22	0.89	1.97	0.90	1.63	0.11	3.84	1.13	3.79	1.19	0.25	0.80
Seminars	2.29	0.91	1.86	0.86	2.80	0.01*	3.89	1.14	3.79	1.20	0.47	0.64
Field practicing	2.67	1.08	2.04	1.01	3.50	0.00*	3.60	1.03	3.49	1.09	0.60	0.55
Presenting reports	2.62	1.10	2.07	1.00	3.07	0.00*	3.87	1.09	3.58	1.13	1.56	0.12
Discussing, giving opinions	2.32	0.88	2.29	1.00	0.16	0.87	3.81	1.05	3.70	1.11	0.60	0.55
Main ideas	2.56	0.98	2.38	1.02	1.00	0.32	3.76	1.06	3.60	1.06	0.87	0.39
Detailed information	2.35	0.97	2.19	0.97	0.95	0.35	3.89	1.06	3.81	1.16	0.42	0.68
Comparison, analyzing and commenting	2.25	0.98	2.07	0.86	1.18	0.24	4.00	1.06	3.78	1.19	1.12	0.26
Conclusions	2.40	1.04	2.21	0.97	1.11	0.27	3.79	1.03	3.61	1.07	0.99	0.33

Full time teachers n = 73, Part time teachers n = 63, *sig = .05

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speaking problems of the nursing students according to the two groups of teachers in simple sentences ($\bar{X}$ = 3.30, 2.97). There was no significant difference between the mean scores of the rest of speaking problems of the nursing students according to the 2 groups of teachers.

The speaking problems of the nursing students according to full-time teachers which have mean scores higher than 4 are speaking acceptable language ($\bar{X}$ = 4.05) and speaking to compare, to analyze and to comment ($\bar{X}$ = 4.00). The speaking problems according to both groups of teachers which have mean scores higher than 3 include speaking technical terms ($\bar{X}$ = 3.49, 3.40), general vocabulary ($\bar{X}$ = 3.49, 3.38), complicated sentences ($\bar{X}$ = 3.97, 3.74), and answering in class ($\bar{X}$ = 3.54, 3.23) etc. (see Table 2.4).

Reading needs and problems according to the two groups of the teachers

Reading needs

Table 2.5 shows that there was significant difference between the mean scores of reading needs of the nursing students according to the two groups of teachers in reading textbooks ($\bar{X}$ = 3.75, 3.22), journals ($\bar{X}$ = 3.66, 3.02), manuals ($\bar{X}$ = 3.77, 3.20), reports ($\bar{X}$ = 3.22, 2.64) and research papers ($\bar{X}$ = 3.10, 2.40). There was no significant difference between the mean scores of the rest of reading needs of the nursing students according to the 2 groups of teachers

The reading needs of the nursing students according to the 2 groups of teachers which have mean scores higher than 3 include reading technical terms ($\bar{X}$ = 3.81, 3.92), general vocabularies ($\bar{X}$ = 3.30, 3.38), simple sentences ($\bar{X}$ = 3.21, 3.07), textbooks ($\bar{X}$ = 3.75, 3.22), journal ($\bar{X}$ = 3.66, 3.02), manuals ($\bar{X}$ = 3.77, 3.20) etc. (see Table 2.5.)

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Table 2.5. Types of Reading Needs and Reading Problems of the Nursing Students in Opinions of the Two Groups of Teachers.

Types of reading skill	Reading needs						Reading problems					
	Full-time teachers		Part-time teachers		T value	P	Full-time teachers		Part-time teachers		T value	P
	$\bar{X}$	S.D.	$\bar{X}$	S.D.			$\bar{X}$	S.D.	$\bar{X}$	S.D.		
Technical terms	3.81	1.11	3.92	0.83	0.62	0.54	3.35	0.99	3.44	0.99	-0.52	0.60
General vocabulary	3.30	1.07	3.38	1.05	0.45	0.65	3.40	0.96	3.19	0.92	1.27	0.21
Simple sentences	3.21	1.05	3.07	1.33	0.66	0.51	3.11	0.97	2.79	0.87	2.01	0.05*
Complicated sentences	2.78	1.07	2.59	1.25	0.94	0.35	3.71	1.02	3.41	0.97	1.77	0.08
Paragraphs or discourses	2.83	1.11	2.75	1.21	0.36	0.72	3.68	0.93	3.38	1.00	1.80	0.07
Textbooks	3.75	1.09	3.22	1.04	2.87	0.01*						
Journals	3.66	1.09	3.02	1.01	3.53	0.00*	3.84	0.87	3.62	0.97	1.42	0.16
Manuals	3.77	1.12	3.20	1.04	3.06	0.00*						
Newspapers and magazines	-	-	-	-	-	-	3.83	0.94	3.56	0.94	1.63	0.11
Reports	3.22	1.07	2.64	1.10	3.10	0.00*	3.82	0.93	3.42	0.96	2.44	0.02*
Research papers	3.10	1.12	2.40	1.10	3.66	0.00*	3.91	0.96	3.56	1.01	2.01	0.05*
Examinations	2.76	1.04	2.96	1.26	-1.00	0.32	-	-	-	-	-	-
Slides and handouts	3.03	1.03	2.92	1.17	0.61	0.55	3.70	0.96	3.37	0.94	2.02	0.05*
Main ideas	3.06	1.09	2.85	1.25	1.06	0.29	3.76	0.88	3.37	0.89	2.58	0.01*
Detailed information	2.86	1.05	2.71	1.28	0.72	0.47	3.83	0.91	3.66	1.00	1.02	0.31
Comparison, analyzing and commenting	2.75	1.06	2.47	1.14	1.47	0.14	3.87	1.02	3.63	1.09	1.33	0.18
Conclusions	3.06	1.19	2.65	1.20	1.99	0.05	3.76	0.93	3.51	1.09	1.41	0.16
Other consideration: Time consumed in reading	-	-	-	-	-	-	3.84	1.00	3.42	0.94	2.25	0.02*

Full-time teachers n = 73, Part-time teachers n = 63, * sig = .05

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Reading problems

There was significant difference between the mean scores of reading problems of the nursing students according to the two groups of teachers in reading reports ($\bar{X}$ = 3.82, 3.42), time consumed in reading ($\bar{X}$ = 3.84, 3.42), reading to get main ideas ($\bar{X}$ = 3.76, 3.37). There was no significant difference between the mean score of the rest of reading problems of the nursing students according to the 2 groups of teachers.

The reading problems of the nursing students according to the two groups of teachers which have mean scores higher than 3 are reading technical terms ($\bar{X}$ = 3.35, 3.44), general vocabulary ($\bar{X}$ = 3.40, 3.19), complicated sentences ($\bar{X}$ = 3.71, 3.41), textbooks, journal, manuals, report ($\bar{X}$ = 3.84, 3.62) etc. (see Table 2.5).

Writing needs and problems according to the two groups of teachers

Writing needs

Table 2.6 shows that there was significant difference between the mean scores of writing needs of the nursing students according to the two groups of teachers in writing reports ($\bar{X}$ = 2.68, 2.10), writing in field practicing or writing laboratory reports ($\bar{X}$ = 2.74, 2.05). There was no significant difference between the mean scores of the rest of writing needs of the nursing students according to the 2 groups of teachers.

The writing needs of the nursing students according to full-time teachers which has mean scores higher than 4 is writing technical terms ($\bar{X}$ = 4.02). The writing needs of the nursing students according to both groups of teachers, which have mean scores higher than 3 is writing general vocabulary ($\bar{X}$ = 3.30, 3.23) and the writing needs which have mean score higher than 3 according to full-time teachers are writing general vocabulary ($\bar{X}$ = 3.30) and simple sentences ($\bar{X}$ = 3.06).

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Table 2.6. Types of Writing Needs and Writing Problems of the Nursing Students in the Opinions of Both Groups of Teachers.

Types of writing skill	Writing needs						Writing problems					
	Full-time teachers		Part-time teachers		T value	P	Full-time teachers		Part-time teachers		T value	P
	$\bar{X}$	S.D.	$\bar{X}$	S.D.			$\bar{X}$	S.D.	$\bar{X}$	S.D.		
Technical terms	4.02	0.95	3.83	1.02	1.07	0.29	3.54	0.97	3.64	1.01	-0.58	0.56
General vocabulary	3.30	1.01	3.23	1.09	0.38	0.71	3.54	0.88	3.32	0.88	1.49	0.14
Simple sentences	3.06	1.03	2.79	1.32	1.31	0.19	3.33	0.80	3.14	0.93	1.30	0.19
Complicated sentences	2.37	0.89	2.45	1.18	0.66	0.51	3.98	0.87	3.73	1.11	1.49	0.14
Paragraphs or discourses	2.37	1.10	2.15	1.06	1.16	0.25	-	-	-	-	-	-
Acceptable languange	2.26	1.02	2.01	0.97	1.45	0.15	-	-	-	-	-	-
Reports	2.68	1.06	2.10	1.00	3.31	0.00*	4.11	0.92	3.78	1.15	1.84	0.07
Essays	2.11	0.88	1.95	0.93	1.06	0.29	4.14	0.91	3.77	1.10	2.15	0.03*
Examinations	2.65	1.05	2.86	1.23	-1.07	0.29	3.69	0.82	3.38	1.05	1.89	0.06
Explanations	-	-	-	-	-	-	4.11	0.92	3.77	1.15	1.91	0.06
Field practicing or laboratory reports	2.74	1.09	2.05	0.98	3.86	0.00*	3.73	0.99	3.53	1.04	1.12	0.27
Slides, videos,radios, tapes	2.32	1.00	2.25	1.03	0.39	0.70	3.86	0.90	3.63	1.06	1.34	0.18
Seminars and conferences	2.27	0.99	2.04	0.95	1.38	0.17	-	-	-	-	-	-
Main ideas	2.35	0.95	2.34	1.04	0.04	0.97	3.90	0.93	3.62	1.01	1.72	0.09
Detailed informations	2.17	0.96	2.11	0.91	0.41	0.69	4.03	0.95	3.78	1.18	1.35	0.18
Comparison, analyzing and commenting	2.13	0.98	1.99	0.91	0.87	0.39	4.03	0.97	3.78	1.18	1.34	0.18
Conclusions	2.39	1.09	2.15	1.02	1.28	0.20	3.90	0.96	3.75	1.06	0.84	0.40

Full-time teachers n = 73, Part-time teachers n = 63, *sig = .05

Writing problems

There was significant difference between the mean scores of writing problems of the nursing students according to the two groups of teachers in writing essays ($\bar{X}$ = 4.14, 3.77). There was no significant difference between the mean scores of the rest of writing problems according to the 2 teacher groups.

The writing problems of the nursing students according to full-time teachers which have mean scores higher than 4 are writing reports ($\bar{X}$ = 4.11)essays ($\bar{X}$ = 4.14), explanations ($\bar{X}$ = 4.11), and writing to give detailed information ($\bar{X}$ = 4.03), writing to compare, analyze and comment ($\bar{X}$ = 4.03). The writing problems of the nursing students according to the two teacher groups which have mean scores higher than 3 include writing technical terms ($\bar{X}$ = 3.54, 3.64), general vocabulary ($\bar{X}$ = 3.54, 3.32), simple sentences ($\bar{X}$ = 3.33, 3.14), complicated sentences ($\bar{X}$ = 3.98, 3.73) etc. (see Table 2.6)

Translating needs and problems according to the two groups of teachers

Translating needs

Table 2.7 shows that there was no significant difference between the mean scores of translating needs of the nursing students according to the two groups of teachers in translating technical terms ($\bar{X}$ = 4.08, 3.72. There was significant difference between the mean scores of the rest of translating needs according to the two groups of teachers in translating general vocabulary ($\bar{X}$ = 3.56, 3.18), simple sentences ($\bar{X}$ = 3.46, 2.70), complicated sentences ($\bar{X}$ = 2.98, 2.36) etc. (see Table 2.7).

The translating needs according to full-time teachers which has mean score higher than 4 is translating technical terms ($\bar{X}$ = 4.08). The

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Table 2.7. Types of Translating Needs and Problems of the Nursing Students in the Opinions of Both Groups of Teachers.

Types of translating skill	Translating needs						Translating problems					
	Full-times teachers		Part-time teachers		T value	P	Full-time teachers		Part-time teachers		T value	P
	$\bar{X}$	S.D.	$\bar{X}$	S.D.			$\bar{X}$	S.D.	$\bar{X}$	S.D.		
Technical terms	4.08	1.04	3.72	1.12	1.92	0.62	3.58	1.04	3.49	1.07	0.48	0.63
General vocabulary	3.56	1.06	3.18	1.05	2.09	0.04*	3.65	0.90	3.32	0.90	2.17	0.03*
Simple sentences	3.46	1.06	2.70	1.21	3.88	0.00*	3.32	0.93	2.96	0.95	2.22	0.03*
Complicated sentences	2.98	1.10	2.36	1.06	3.39	0.00*	4.05	0.92	3.49	1.08	3.19	0.00*
Paragraphs or discourses	3.03	1.24	2.40	1.09	3.17	0.00*	3.87	0.83	3.44	0.91	2.88	0.01*
Articles	3.59	1.17	2.58	1.15	5.06	0.00*	3.94	0.84	3.59	1.04	2.12	0.04*
Textbooks and manuals	3.67	1.14	2.53	1.22	5.58	0.00*	3.89	3.88	3.58	1.05	1.91	0.06
Acceptable language	2.95	1.16	2.04	0.95	5.05	0.00*	4.13	0.85	3.81	1.15	1.81	0.07
Skill practicing	2.94	1.16	2.34	1.15	2.95	0.00*	-	-	-	-	-	-
Main ideas	3.37	1.15	2.62	1.19	3.72	0.00*	3.73	0.94	3.53	0.96	1.20	0.23
Detailed information	3.05	1.17	2.44	1.12	3.10	0.00*	3.98	0.96	3.74	1.13	1.35	0.18
Comparison, analyzing and commenting	2.73	1.15	2.18	1.07	2.89	0.00*	4.05	0.97	3.77	1.16	1.51	0.13
Conclusions	3.00	1.23	2.52	1.18	2.32	0.02*	3.79	0.95	3.55	1.09	1.39	0.17

Full-time teachers n = 73, Part-time teachers n = 63, *sig = .05

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mean scores of translating needs which are higher than 3 according to full-time teachers include translating general vocabulary ($\bar{X}$ = 3.56), simple sentences ($\bar{X}$ = 3.46) paragraphs or discourses ($\bar{X}$ = 3.03) etc. (see Table 2.7). The translating needs according to part-time teachers which have mean scores higher than 3 are translating technical terms ($\bar{X}$ = 3.72), general vocabularies ($\bar{X}$ = 3.18).

Translating problems

There was significant difference between the mean scores of translating problems of the nursing students according to the two groups of teachers in translating general vocabulary ($\bar{X}$ = 3.65, 3.32), simple sentences ($\bar{X}$ = 3.32, 2.96), complicated sentences ($\bar{X}$ = 4.05, 3.49), paragraphs or discourses ($\bar{X}$ = 3.87, 3.44), articles ($\bar{X}$ = 3.94, 3.59). There was no significant difference between the mean scores of the rest of translating problems according to the two groups of teachers.

The translating problems according to full-time teachers which have mean scores higher than 4 are translating complicated sentences ($\bar{X}$ = 4.05), acceptable language ($\bar{X}$ = 4.13) and translating to compare, to analyze and to comment ($\bar{X}$ = 4.05). The translating problems according to both groups of teachers which have mean scores higher than 3 are translating technical terms ($\bar{X}$ = 3.58, 3.49) general vocabulary ($\bar{X}$ = 3.65, 3.32), paragraphs or discourses ($\bar{X}$ = 3.87, 3.44), articles ($\bar{X}$ = 3.94, 3.59) etc. (see Table 2.7).

Research question three

Do the nursing students agree with the teachers concerning the English skill needs and problems of the nursing students at KNC?

The information obtained from student and teacher questionnaires in Part 2 and Part 3 were used to determine the extent of the English skill needs and problems in academic studies of the nursing students.

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The degrees of English skill needs and problems were determined on the following scale:

Very great or very problem	= 5
Great need or great problem	= 4
Moderate need or moderate problem	= 3
Little need or little problem	= 2
No need or no problem	= 1

The students and the teachers at KNC were asked to rate the English skill needs and problems of the nursing students on the 5 points Likert scale. Scores ranged from the level of 1 to the level of 5.

The analysis of variance and the Scheffe procedure of the mean scores of the types of the English needs in the academic studies of the nursing students according to the 4th year and the 5th year nursing students and teachers were computed. The results are presented in Table 3.1.

The mean scores of English skill needs and problems of the nursing students according to the 4th year and the 5th year nursing students and teachers were computed. The analysis of variance and the Scheffe procedure of the mean scores of the English skill needs and problems of the nursing students according to the 4th year and the 5th year nursing students and teachers were employed. The resutls are presented in Table 3.2-3.7.

Analysis of variance of types of English needs of the nursing students according to the 4th year and 5th year nursing students and the teachers

In Table 3.1, one-way analysis of variance shows that there was a statistically significant difference among the mean scores of the 4th year and the 5th year nursing students and teachers in complete English sentences ($\bar{X}$ = 3.43, 3.51, 2.89), technical terms and general vocabulary

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Table 3.1. Analysis of Variance of Types of English Needs in Academic Studies According to the 4th Year and the 5th Year Nursing Students and Teachers.

Types of English	4th year students	5th year students	Teachers	F.	P	Scheffe procedure
	$\bar{X}$	$\bar{X}$	$\bar{X}$			
Complete English sentences	3.43	3.51	2.89	14.68	0.00	*
Technical terms and general vocabulary	4.37	4.37	3.90	16.73	0.00	*
Technical terms	3.83	3.75	3.71	0.59	0.56	

*Significant at .05 between the 4th year students and the teachers, the 5th year students and the teachers,

The 4th year students n = 173

The 5th year students n = 125

The teachers n = 136

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($\bar{X}$ = 4.37, 4.37, 3.90). There was no significant difference among the mean scores of the 3 groups in technical terms ($\bar{X}$ = 3.83, 3.75, 3.71). The Scheffe procedure shows the difference in the mean scores of complete English sentences and technical terms and general vocabulary between the 4th year students and the teachers and also between the 5th year students and the teachers.

The type of English greatly needed according to the 3 groups are technical terms and general vocabularies. The mean scores of the 4th ($\bar{X}$ = 4.37) and the 5th year students ($\bar{X}$ = 4.37) are higher than 4. The mean scores of teachers ($\bar{X}$ = 3.90) are higher than 3. Complete English sentences ($\bar{X}$ = 3.43, 3.51) and technical terms ($\bar{X}$ = 3.83, 3.75) have mean scores higher than 3 for the 2 groups of the nursing students. The teacher group has mean score of technical terms ($\bar{X}$ = 3.71) higher than 3.

Analysis of variance and the Scheffe procedure of English skill needs and problems of nursing students according to the 4th year and the 5th year students and the teachers.

English skill needs

From Table 3.2 one-way analysis of variance shows that there was statistically significant difference among the mean scores of the 3 groups in all skill needs.

The Scheffe procedure shows the difference in the mean scores of all skill needs between the 4th year students and teachers and also between the 5th year students and teachers. The mean scores of both groups of students are higher than the teachers in every skills. The mean scores of the 4th year students, the 5th year students and teachers are : 4.07, 4.00, 3.25 in listening; 3.84, 3.84, 2.83 in speaking; 4.07, 4.20, 3.63

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Table 3.2. Analysis of Variance of English Skill Needs and English Skill Problems of the Nursing Students According to the 4th Year Students the 5th Year Nursing Students and the Teachers.

English skill	English skill needs			F	P	Scheffe procedure	English skill problems			F	P	Scheffe procedure
	4th year students	5th year students	Teachers				4th year students	5th year students	Teacher			
	$\bar{X}$	$\bar{X}$	$\bar{X}$				$\bar{X}$	$\bar{X}$	$\bar{X}$			
Listenining	4.04	4.00	3.25	30.37	0.00	*	3.95	4.11	3.84	2.53	0.08	
Speaking	3.84	3.84	2.82	52.18	0.00	*	3.91	4.15	3.90	2.92	0.06	
Reading	4.07	4.20	3.63	14.69	0.00	*	2.96	3.17	3.60	15.31	0.00	*
Writing	4.01	3.99	3.38	22.70	0.00	*	3.28	3.46	3.77	8.91	0.00	***
Translating	4.38	4.44	3.65	36.29	0.00	*	3.54	3.78	3.75	2.59	0.08	

*Signifficance between the 4th year students and the teachers, the 5th year students and the teachers at .05.

***Significance between the 4th year students and the teachers at .05.

The 4th year students n = 173

The 5th year students n = 125

The teachers n = 136

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in reading; 4.01, 3.99, 3.38 in writing and 4.38, 4.44, 3.63 in translating.

English skill problems

One-way analysis of variance shows that there was significant difference among the mean scores of the 3 groups in reading problems ($\bar{X}$ = 2.96, 3.17, 3.60) and writing problems ($\bar{X}$ = 3.28, 3.46, 3.77). There was no significant difference among the mean score of the 3 groups in listening ($\bar{X}$ = 3.95, 4.11, 3.84), speaking ($\bar{X}$ = 3.91, 4.15, 3.90) and translaing ($\bar{X}$ = 3.54, 3.78, 3.75) problems.

The Scheffe procedure shows the difference in the mean scores of : reading problems between the 4th year students and teachers and also between the 5th year students and teachers and the mean score of the teachers is ($\bar{X}$ = 3.60) higher than the 4th year ($\bar{X}$ = 2.96) and the 5th year students ($\bar{X}$ = 3.17): writing problems between the 4th year students and the teachers and the teachers have mean scores ($\bar{X}$ = 3.77) higher than the 4th year students ($\bar{X}$ = 3.28).

Analysis of variance and the Scheffe procedure of listening needs and problems of the nursing students according to the 4th year and the 5th year students and teachers.

Listening needs

In Table 3.3, one-way analysis of variance shows that there was statistically significant difference among the mean scores of the 3 groups in all listening needs.

Scheffe procedure shows difference in the mean scores of all listening needs between the 4th years and teachers and also between the 5th students and the teachers.

Listening problems

One-way analysis of variance shows that there was significant

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Table 3.3. Analysis of Variances and Scheffe Procedure of the Mean Ratings of Listening Skills Needs and Listening Skill Problems of the Nursing Students According to the 4th Year Students, the 5th Year Nursing Students and Teachers.

Type of listening skill	Listening skill needs			F	P	Scheffe procedure	Listening skill problems			F	P	Scheffe procedure
	4th year students	5th year students	Teachers				4th year students	5th year students	Teachers			
Technical terms	4.45	4.53	3.94	23.39	0.00	*	3.50	3.31	3.60	2.86	0.06	
General vocabulary	3.75	3.82	3.07	34.67	0.00	*	3.38	3.50	3.39	0.63	0.54	
Simple sentences	3.65	3.75	2.71	47.77	0.00	*	2.76	2.71	3.18	9.81	0.00	*
Complicated sentences	3.01	3.17	2.30	28.89	0.00	*	3.93	4.12	3.84	2.67	0.07	
Paragraphs or articles	3.22	3.30	2.49	27.39	0.00	*	3.80	4.02	3.79	2.63	0.07	
Lectures	3.08	3.02	2.43	27.36	0.00	*	3.97	4.06	3.76	3.34	0.04	**
Explanation of experiments	2.98	2.92	2.22	27.36	0.00	*						
Explanation of models	3.19	3.02	2.18	41.80	0000	*	3.84	3.85	3.65	1.82	0.16	
Explanation of demonstrations	3.08	2.97	2.34	24.16	0.00	*						
Conferences	2.79	2.74	2.10	27.65	0.00	*						
Seminars	2.85	2.80	2.12	28.88	0 00	*	3.90	3.82	3.69	1.55	0.21	
Reports	2.99	2.97	2.36	21.52	0.00	*	3.87	3.71	3.61	2.51	0.08	
Slides, movies, videos, radios, tapes	3.77	3.70	2.95	30.53	0.00	*	4.07	4.23	3.81	6.19	0.00	**
Main ideas	3.86	3.61	2.83	42.35	0.00	*	3.64	3.66	3.57	0.30	0.74	
Detailed information	3.35	3.19	2.64	18.46	0.00	*	3.98	4.13	3.81	3.33	0.04	
Comparison, analyzing and commenting	3.19	3.05	2.50	18.41	0.00	*	3.90	4.02	3.79	1.62	0.20	
Conclusions	3.65	3.46	2.61	39.14	0.00	*	3.63	3.74	3.66	0.39	0.68	

*sig. at .05 between the 4th year students and teachers, the 5th year students and teachers.
**sig. at .05 between the 5th year students and teachers,
The 5th year students n = 125, The teachers n = 136 , The 4th year students n = 173

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difference among the mean scores of the 3 groups in the problems of listening to simple sentence ($\bar{X}$ = 2.76, 2.71, 3.18), lecture ($\bar{X}$ = 3.97, 4.06, 3.76), slides, movies, videos, radios, tapes ($\bar{X}$ = 4.07, 4.23, 3.81) and listening for detailed information ($\bar{X}$ = 3.98, 4.13, 3.81). There was no significant difference among the mean scores of the rest of listening needs.

Scheffe procedure shows the difference in the mean scores of the 3 groups in the problems of listening to: simple sentences between 4th year students and teachers ($\bar{X}$ = 2.76, 3.18) and also between 5th year students and teachers ($\bar{X}$ = 2.71,3.18) lectures and slides, movies, videos, radios, tapes between 5th year students and the teachers and the 5th year students have higher mean scores ($\bar{X}$ = 4.06, 3.76, $\bar{X}$ = 4.23, 3.81).

Analysis of variance and the Scheffe procedure of speaking needs and problems of the nursing students according to the 4th year and the 5th year students and teachers

Speaking needs

In Table 3.4, one-way analysis of variance shows that there was statistically significant difference among the mean scores of the 3 groups in all speaking needs.

The Scheffe procedure shows difference in the mean scores of all speaking needs between the 4th year students and teachers and also between the 5th year students and teachers. The mean scores of both groups of students are higher than those of the teachers.

Speaking problems

One-way analysis of variance shows that there was significant difference among the mean scores of the 3 groups in the problems of speaking technical terms ($\bar{X}$ = 3.14, 3.12, 3.44), simple sentences ($\bar{X}$ =

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Table 3.4. Analysis of Variance of the Mean Rating of Speaking Skill Needs and Speaking Skill Problems of the Nursing Students According to the 4th Year Students, the 5th Year Students and Teachers

Types of speaking skills	Speaking skill needs			F	P	Scheffe procedure	Speaking skill problems			F	P	Scheffe procedure
	4th year students	5th year students	Teacher				4th year students	5th year students	Teacher			
Teachnical terms	4.52	4.50	3.74	40.16	0.00	*	3.14	3.12	3.44	4.11	0.02	*
General vocabulary	3.86	3.86	3.01	44.37	0.00	*	3.20	3.16	3.43	3.08	0.05	
Simple sentences	3.84	3.82	2.75	57.09	0.00	*	2.84	2.74	3.13	6.05	0.00	*
Complicated sentences	2.92	3.07	2.20	34.59	0.00	*	3.81	4.02	3.84	1.84	0.16	
Acceptable language	2.98	3.06	2.15	31.87	0.00	*	3.87	4.35	4.00	8.66	0.00	⊙⊙⊙
Answering in class	3.30	3.08	2.62	18.53	0.00	*	3.23	3.54	3.38	3.76	0.02	⊙⊙
Explaining	-	-	-	-	-		4.03	4.23	3.78	7.63	0.00	**
Conferences	2.77	2.84	2.09	28.67	0.00	*	3.95	4.14	3.82	3.28	0.04	**
Seminars	2.83	2.80	2.06	31.33	0.00	*	4.02	4.22	3.84	4.73	0.01	**
Field practicing	3.22	3.07	2.33	31.32	0.00	*	3.46	3.68	3.54	1.77	0.17	
Presenting reports	2.98	2.99	2.32	22.55	0.00	*	3.77	3.94	3.71	1.72	0.18	
Discussing, giving opinions	3.12	2.99	2.30	29.72	0.00	*	3.86	4.10	3.75	4.42	0.01	**
Main ideas	3.39	3.41	2.46	42.07	0.00	*	3.64	3.82	3.68	1.19	0.31	
Detailed information	2.84	2.78	2.27	15.49	0.00	*	3.97	4.26	3.85	6.02	0.00	*
Comparisons analyzing and commenting	2.87	2.69	2.15	22.13	0.00	*	3.95	4.14	3.88	2.20	0.11	
Conclusions	3.17	3.03	2.29	28.01	0.00	*	3.79	3.89	3.70	1.25	0.29	

The 4th year students n = 173, The 5th year students n = 125, The teachers n = 136

* significance between the 4th year students and teachers, the 5th year students and teachers at .05.

** significance between the 5th year students and teachers at .05.

⊙⊙ significance between the 4th year students and the 5th year students at .05.

⊙⊙⊙ significance between the 4th year students and the 5th year students, the 4th year students and teachers, the 5th year students and teachers at .05.

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2.84, 2.74, 3.13), acceptable langunge ($\bar{X}$ = 3.87, 4.35, 4.00), and answering in class ($\bar{X}$ = 3.23, 3.54, 3.38) etc. (see Table 3.4). There was no significant difference among the mean scroes of the 3 groups in the problems of speaking general vocabulary ($\bar{X}$ = 3.20, 3.16, 3.43), complicated sentences ($\bar{X}$ = 3.81, 4.02, 3.84), speaking in field practicing ($\bar{X}$ = 3.46, 3.68, 3.54) etc. (see Table 3.4).

The Scheffe procedure shows significant difference in the mean scores of the 3 groups in the problems of: speaking technical terms ($\bar{X}$ = 3.14, 3.12, 3.44), simple sentences ($\bar{X}$ = 2.84, = 2.74, 3.13), acceptable language ($\bar{X}$ = 3.87, 4.35, 4.00), speaking to give detailed information ($\bar{X}$ = 3.97, 4.26, 3.85) between the 4th year students and the teachers and also between the 5th year students and the teachers. The mean scores of the teachers are higher than both groups of students in speaking technical term ($\bar{X}$ = 3.44, 3.14, 3.12) and simple sentences ($\bar{X}$ = 3.13, 2.84, 2.74). The mean scores of the 4th year ($\bar{X}$ = 3.97) and the 5th year students ($\bar{X}$ = 4.26) are higher than the teachers ($\bar{X}$ = 3.85) in speaking to give detailed information. The 5th year students have the higher mean scores than the 4th year students and teachers ($\bar{X}$ = 4.35, 4.00, 3.87) in explaning ($\bar{X}$ = 4.23, 3.78), speaking at conferences ($\bar{X}$ = 4.12, 3.82), seminars ($\bar{X}$ = 4.22, 3.84) and in discussing and giving opinions ($\bar{X}$ = 4.10, 3.75). The 5th year students have higher mean scores than the 4th year students in answering in class ($\bar{X}$ = 3.54, 3.23).

Analysis of variance and the Scheffe procedure of reading needs and problems of the nursing students according to the 4th year and the 5th year students and the teachers

Reading needs

In Table 3.5, one-way analysis of variance shows that there was

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statistically significant difference among the mean scores of the 3 groups in all reading needs.

The Scheffe procedure shows significant difference in the mean scores of reading needs between the 4th year students and teachers and also between the 5th year students and teachers. The 4th year and the 5th year students have higher mean scores than the teachers in reading technical terms ($\bar{X}$ = 4.37, 4.51, 3.87), general vocabulary ($\bar{X}$ = 3.92, 4.16, 3.35), simple sentences ($\bar{X}$ = 3.84, 4.04, 3.13). The Scheffe procedure also shows significant difference inn the mean scores between the 4th year and the 5th year students, the 4th year students and teachers and the 5th year students and teachers. The 5th year students have the higher mean scores than the 4th year students and teachers in reading research papers ($\bar{X}$ = 3.92, 3.52, 2.72), examination ($\bar{X}$ = 3.87, 3.50, 2.87), reading to compare, analyze and comment ($\bar{X}$ = 3.41, 3.05, 2.60).

Reading problems

One-way analysis of variance shows that there was significant difference among the mean scores of the 3 groups in reading problems of reading technical terms ($\bar{X}$ = 2.84, 2.89, 3.40), general vocabulary ($\bar{X}$ = 2.73, 2.81, 3.29), simple sentences ($\bar{X}$ = 2.45, 2.41, 2.94) etc. (see Table 3.5). There was no significant difference among the mean scores of 3 groups in problems of reading textbooks journals, manuals ($\bar{X}$ = 3.44, 3.64, 3.72), reports ($\bar{x}$ = 3.58, 3.76, 3.61), research papers ($\bar{X}$ = 3.71, 3.95, 3.72), reading to get main ideas ($\bar{X}$ = 3.36, 3.54, 3.55) and to draw conclusions ($\bar{X}$ = 3.52, 3.70, 3.63).

The Scheffe procedure shows the difference in the mean scores of reading problems between the 4th year students and the teacher and the 5th year students and teachers. The teachers have higher mean scores

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Table 3.5. Analysis of Variance of the Mean Ratings of Reading Skill Needs and Reading Skill Problems of Nursing Students According 4th Year Students, 5th Year Students and Teachers.

Types of Reading skill	Reading skill needs			F	P	Scheffe procedure	Reading skill problems			F	P	Scheffe procedure
	4th year students	5th year students	Teacher				4th year students	5th year students	Teacher			
Technical terms	4.37	4.51	3.87	19.23	0.00	*	2.84	2.89	3.40	13.56	0.00	*
General vocabulary	3.92	4.16	3.35	28.56	0.00	*	2.73	2.81	3.29	14.14	0.00	*
Simple sentences	3.84	4.04	3.13	29.58	0.00	*	2.45	2.41	2.94	14.42	0.00	*
Complicated sentences	3.27	3.49	2.68	21.47	0.00	*	3.16	3.35	3.55	5.19	0.01	***
Paragraphs or discourses	3.55	3.57	2.79	24.67	0.00	*	3.11	3.25	3.52	6.63	0.00	***
Textbooks	4.13	4.18	3.46	22.26	0.00	*						
Journals	4.09	4.18	3.31	33.32	0.00	*	3.44	3.64	3.72	3.17	0.04	
Manuals	4.26	4.30	3.34	32.70	0.00	*						
Newspapers and magnazines	-	-	-	-	-	-	3.34	3.56	3.68	4.79	0.01	***
Reports	3.63	3.86	2.91	33.52	0.00	⊙⊙⊙	3.58	3.76	3.61	1.37	0.26	
Research papers	3.52	3.92	2.72	45.99	0.00	⊙⊙⊙	3.71	3.95	3.72	2.65	0.07	
Examinations	3.50	3.87	2.87	27.87	0.00	⊙⊙⊙	-	-	-	-	-	
Slides and handouts	3.66	3.79	2.97	25.77	0.00	*	3.38	3.51	3.52	1.02	0.31	⊙⊙⊙
Main ideas	3.61	3.80	2.95	24.80	0.00	*	3.36	3.54	3.55	1.84	0.16	
Detailed information	3.19	3.37	2.78	10.92	0.00	*	3.68	4.12	3.74	8.37	0.00	*
Comparison, analyzing and commenting	3.05	3.41	2.60	20.12	0.00	⊙⊙⊙	3.60	3.94	3.74	4.97	0.01	**
Conclusions	3.46	3.67	2.84	20.76	0.00	*	3.52	3.70	3.63	1.26	0.28	
Other considerations: Time consumed in reading	-	-	-	-	-	*	3.16	3.51	3.64	9.77	0.00	*

*Significance between the 4th year students and teachers, the 5th year students and teachers at .05.
**Significance between the 4th year students and the 5th year students at .05.
***Significance between the 4th year students and teachers at .05.
⊙⊙⊙ Significance between the 4th year and the 5th year students, the4th year students and teachers, the 5th year students and teachers at .05.

The 4th year students n = 173, The 5th year students n = 125, The teachers n = 136.

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than the 4th year and the 5th year students in reading technical terms ($\bar{X}$ = 3.40, 2.84, 2.89), general vocabulary ($\bar{X}$ = 3.29, 2.73, 2.81), simple sentences ($\bar{X}$ = 2.94, 2.45, 2.41), time consumed in reading ($\bar{X}$ = 3.64, 3.16, 3.51). The 5th year and the teacher have higher mean scores than the 4th year students in reading to get detailed information ($\bar{X}$ = 4.12, 3.74, 3.68). The significant differences in the mean scores between the 4th year students and teachers show that the mean scores of the teachers are higher in reading complicated sentences ($\bar{X}$ = 3.55, 3.16), paragraphs or discourses ($\bar{X}$ = 3.52, 3.11), newspaper and magazines ($\bar{X}$ = 3.68, 3.34). The difference in the mean scores between the 4th year and the 5th year students in reading to compare analyze and comments show that the 5th year students have higher mean scores ($\bar{X}$ = 3.94, 3.60). The difference in the mean scores between the 4th year and the 5th year students, the 4th year students and teachers and the 5th year students and teachers shows that the teachers have higher mean scores than the 4th year and the 5th year students in the problem of reading slides and handouts ($\bar{X}$ = 3.52, 3.38, 3.51).

Analysis of variance and the Scheffe procedure of writing needs and problems of the nursing students according to the 4th year and the 5th year students and the teachers

Writing needs

In Table 3.6, one-way analysis of variance shows that there was statistically significant difference among the mean scores of the 3 groups in all writing needs.

The Scheffe procedure shows difference in the mean scores of all writing needs between the 4th year students and teachers and also between the 5th year students and the teachers.

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Nursing Students According to 4th Year Students, the 5th Year Students and the Teachers.

Types of Writing skill	Writing skill needs			F	P	Scheffe procedure	Writing skill problems			F	P	Scheffe procedure
	4th year students	5th year students	Teacher				4th year students	5th year students	Teacher			
Technical terms	4.52	4.57	3.92	26.19	0.00	*	3.07	3.10	3.59	11.60	0.00	*
General vocabulary	4.05	4.12	3.27	38.50	0.00	*	2.88	3.06	3.42	12.40	0.00	*
Simple sentences	3.79	3.93	2.92	41.63	0.00	*	2.66	2.64	3.23	20.10	0.00	*
Complicated sentences	3.09	3.33	2.30	38.65	0.00	*	3.62	3.85	3.85	2.63	0.07	
Paragraphs or discourses	3.06	3.30	2.25	37.71	0.00	*	-	-	-	-	-	
Acceptable language	3.03	3.22	2.13	37.91	0.00	*	-	-	-	-	-	
Reports	3.23	3.34	2.37	34.96	0.00	*	3.97	4.22	3.93	1.49	0.23	
Essays	2.87	2.83	2.02	33.39	0.00	*	3.73	3.99	3.94	3.09	0.05	
Examinations	3.36	3.32	2.77	13.76	0.00	*	3.42	3.60	3.53	1.49	0.23	
Explanations	-	-	-	-	-	*	3.84	4.14	3.93	3.31	0.04	① ②
Field practicing or labcratory reports	2.99	3.02	2.37	16.90	0.00	*	3.67	3.82	3.63	1.51	0.22	
Slides, videos, radios, tapes	3.09	2.86	2.28	21.56	0.00	*	3.83	3.92	3.74	1.17	0.31	
Seminars and conferences	2.90	2.90	2.15	24.33	0.00	*	-	-	-	-	-	
Main ideas	3.24	3.36	2.35	37.71	0.00	*	3.76	3.79	3.75	0.07	0.93	
Detailed informations	2.76	2.89	2.14	21.15	0.00	*	3.95	4.21	3.90	3.76	0.02	**
Comparison, analyzing and commenting	2.86	2.84	2.05	31.01	0.00	*	3.96	4.14	3.90	2.28	0.10	
Conclusions	3.11	3.09	2.26	29.82	0000	*	3.76	3.91	3.82	0.87	0.42	

*Sig. between the 4th year students and the teachers, the 5th year students and the teachers at .05.
**Sig. between the 5th year students and the teachers at .05.
① ②Sig. between the 4th year students and the 5th year students at .05.
The 4th year students n = 173, The 5th year students n = 125, The teachers n = 136.

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Writing problems

One-way analysis of variance shows that there was significant difference among the mean scores of the 3 groups in problems of writing technical terms ($\bar{X}$ = 3.07, 3.10,3.59), general vocabulary ($\bar{X}$ = 2.88, 3.06, 3.42), simple sentences ($\bar{X}$ = 2,66, 2.64, 3.23), explanations ($\bar{X}$ = 3.84, 4.14, 3.93), writing essay ($\bar{X}$ = 3.73, 3.99, 3.94) and writing to give detailed informations ($\bar{X}$ = 3.93, 4.21, 3.90). There was no significant difference among the mean scores of the 3 groups in the rest of writing problems.

The Scheffe procedure shows difference in the mean scores of the 3 groups in the problems of writing technical terms ($\bar{X}$ = 3.07, 3.10, 3.59), general vocabulary ($\bar{X}$ = 2.88, 3.06, 3.42), simple sentences ($\bar{X}$ = 2.66, 2.64, 3.23) between the 4th year students and teachers and also between the 5th year students and teachers and the teachers have higher mean scores than both groups of students. It also shows difference in writing explanations between the 4th year students and 5th year students ($\bar{X}$ = 3.84, 4.14) and the 5th year students have higher mean scores and in writing to give detailed information between the 5th year students an the teachers and the 5th year students have higher mean score ($\bar{X}$ = 4.21, 3.90).

Analysis of variance and the Scheffe procedure of translating needs and problems of the nursing students according to the 4th year and the 5th year students and the teachers.

Translating needs

In Table 3.7, one-way analysis of variance shows that there was statistically significant difference among the mean scores of the 3 groups in all translating needs.

The Scheffe procedure shows differences in the mean scores of all

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Table 3.7. The Analysis of Variance of the Mean Ratings of Translating Skill Needs and Translating Skill Problems of the Nursing Students According to the 4th Year Students, the 5th Year Students and the Teachers.

Types of Translating skill	Translating skill needs			F	P	Scheffe procedure	Translating skill problems			F	P	Scheffe procedure
	4th year students	5th year students	Teacher				4th year students	5th year students	Teacher			
Technical terms	4.65	4.59	3.89	36.82	0.00	*	3.35	3.38	3.53	1.15	0.32	
General vocabulary	4.28	4.25	3.35	51.25	0.00	*	3.12	3.21	3.47	5.05	0.01	***
Simple sentences	4.11	4.18	3.05	49.83	0.00	*	2.70	2.58	3.13	12.99	0.00	*
Complicated sentences	3.62	3.86	2.65	49.83	0.00	*	3.72	3.98	3.75	3.17	0.04	
Paragraphs or discourses	3.69	3.93	2.69	54.15	0.00	*	3.34	3.56	3.64	4.90	0.01	***
Articles	4.16	4.25	3.04	59.73	0.00	*	3.67	3.91	3.75	2.74	0.07	
Textbooks and manuals	4.23	4.25	3.06	58.88	0.00	*	3.76	3.90	3.72	1.41	0.24	
Acceptable language	3.28	3.54	2.46	35.78	0.00	*	3.97	4.29	3.96	5.22	0.01	
Skill practicing	3.67	3.76	2.62	51.61	0.00	*	-	-	-	-	-	
Main ideas	3.87	4.14	2.96	48.36	0.00	*	3.53	3.66	3.63	0.72	0.49	
Detailed informations	3.33	3.61	2.72	22.83	0.00	*	3.92	4.22	3.85	5.88	0.00	*
Comparison, analyzing and commenting	3.22	3.49	2.43	33.46	0.00	*	3.83	4.13	3.90	3.80	0.02	(*)(*)
Conclusions	3.55	3.85	2.74	34.54	0.00	*	3.64	3.74	3.60	0.43	0.65	

*Significant at .05 between the 4th year students and the teachers, the 5th year students and the teachers.
***Significant at .05 between the 4th year students and the teachers.
(*)(*) Significant at .05 between the 4th year students and the 5th year students.
The 4th year students n = 173, The 5th year students n= 125, The teachers n = 136.

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translating needs between the 4th year students and the teachers and also between the 5th year students and the teachers.

Translating problems

One-way analysis of variance shows that there was significant diffecence among the mean scores of the 3 groups in problems of translating simple sentences ($\bar{X}$ = 2.70, 2.58, 3.13), translating to give detailed information ($\bar{X}$ = 3.92, 4.22, 3.85), translating general vocabulary ($\bar{X}$ = 3.12, 3.21, 3.47), paragraphs or discourses ($\bar{X}$ = 3.34, 3.56, 3.64), translating to compare, analyze, comment ($\bar{X}$ = 3.83, 4.13, 3.90). There was no significant difference among the mean scores of the 3 groups in the rest of translating problems.

The Scheffe procedure shows differences in the mean scores of the 3 groups in the problems of: translating general vocabulary ($\bar{X}$ = 3.12, 3.47), paraphaphs or discourse ($\bar{X}$ = 3.34, 3.64) between the 4th year students and the teachers and the teachers have higher mean scores; translating simple sentences ($\bar{X}$ = 2.70, 2.58, 3.13), translating to give detailed information ($\bar{X}$ = 3.92, 4.22, 3.85) between the 4th year students and teachers and also between the 5th year students and the teachers and the teachers have higher mean score in translating simple snetences but both group of students have higher mean scores in translating to give detailed informations; translating to compare, analyze and comment between the 4th year students and the 5th year students ($\bar{X}$ = 3.83, 4.13) and the 5th year students have higher mean score.

Research Question Four

How do nursing students and their teahers want English course to be like and do the nursing students and teachers at KNC have the same wants concerning time, skill, content, purpose, English teachers and

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methodology in the English course?

The informaton obtained from student and teacher questionnaires in Part 4 were used to determine the levels of the students' and the teachers' wants concerning time, content, purpose, English teachers and methodology in the English course. The degree of their wants are determined on the following scale:

Very great want	= 5
Great want	= 4
Moderate want	= 3
Little want	= 2
Not want	= 1

The students and the teachers were asked to rate thier wants on the 5 point Likert scale. Scores ranged from a level of 1 to 5.

The mean scores and analysis of variance, and the Scheffe procedure of the students' and the teachers' wants concerning purpose, skill, content, time, English teachers and methodology in th English course were computed. The results are presented in Table 4.1-4.6.

The mean scores and t-test of the difference between the 4th year nursing students' and the 5th year nursing students' wants in improving the English course were employed. The results are presented in Table 4.7.

Finding Four

The nursing students' and the teachers' wants concerning the purpose in the study of English by the nursing students.

From Table 4.1, all groups ranked as great the 3 purposes of studying English: to study other subjects ($\bar{X}$ = 4.12, 4.13, 3.98), to use in the profession ($\bar{X}$ = 4.42, 4.46, 4.13) and to communicate in daily life with native speakers ($\bar{X}$ = 3.98, 3.98, 3.57).

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Table 4.1. The Nursing Students' and the Teachers' Wants Concerning Purpose of Studying English of the Nursing Students.

Purpose of Studying English	4th year students	5th year students	Teachers	F	P	Scheffe procedure
	$\bar{X}$	$\bar{X}$	$\bar{X}$			
As a tool for studying other subjects	4.12	4.13	3.98	1.16	0.31	
For professional use	4.42	4.46	4.13	8.07	0.00	*
Communication in daily life with nature speakers	3.98	3.98	3.57	8.64	0.00	*

*Sig. at .05 between the 4th year students and teachers, the 5th year students and teachers.

The 4th year students n = 173, The 5th year students n = 125, The teachers n = 136.

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The analysis of variance from Table 4.1 shows that there was significant difference among the mean scores of the 2 groups of nursing students and the teachers in the purpose of study for professional use ($\bar{X}$ = 4.42, 4.46, 4.13) and for communication in daily life with native speakers ($\bar{X}$ = 3.98, 3.98, 3.57) . There was no significant difference among the mean scores of the 2 groups of students and the teachers in the purpose of study as a tool for studying other subjects ($\bar{X}$ = 4.12, 4.13, 3.98).

The Scheffe procedure shows a difference in the mean scores of the 2 groups of nursing students and the teachers in the purpose of study for professional use ($\bar{X}$ = 4.42, 4.46, 4.13) and communication in daily life with native speakers ($\bar{X}$ = 3.98, 3.98, 3.57) between the 4th year students and the teachers and also between the 5th year students and the teachers. Both groups of students have higher mean scores.

The nursing students' and the teachers' wants concerning practicing English skills of the nursing students.

From Table 4.2, all groups express great wants concerning listening ($\bar{X}$ = 4.46, 4.53, 3.99), reading ($\bar{X}$ = 4.36, 4.32, 3.99), writing ($\bar{X}$ = 4.29, 4.35, 3.99), translating ($\bar{X}$ = 4.64, 4.66 and 4.07) and every skill ($\bar{X}$ = 4.24, 4.13, 3.85). Both groups of students express great wants concerning more focus on listening and speaking than writing and reading ($\bar{X}$ = 3.62, 3.60) whereas teachers express little wants ($\bar{X}$ = 2.93). The 4th year students and teachers moderately want to practise writing and reading more than listening and speaking ($\bar{X}$ = 3.06, 3.10) whereas the 5th year students have little want ($\bar{X}$ = 2.96).

In Table 4.2, one-way analysis of variance shows that there was a significant difference between the mean scores of the teachers and the 2 groups of nursing students in practising listening, speaking, writing

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Table 4.2. The Nursing Students' and the Teachers' Wants Concerning Practicing English Skill of NUrsing Students.

English skill	4th year students	5th year students	Teachers	F	P	Scheffe procedure
	$\bar{X}$	$\bar{X}$	$\bar{X}$			
Listening	4.46	4.53	3.99	22.95	0.00	*
Speaking	4.41	4.46	3.79	31.34	0.00	*
Reading	4.36	4.32	3.99	1.82	0.14	
Writing	4.29	4.35	3.99	9.21	0.00	*
Translating	4.64	4.66	4.07	32.70	0.00	*
Every skills	4.24	4.13	3.85	7.42	0.00	*
Listening and speaking more than writing and reading	3.62	3.60	2.93	7.42	0.00	*
Writing and reading more than listening and speaking	3.06	2.96	3.10	0.63	0.53	

*Sig. at .05 between the 4th year students and the teachers, the 5th year students and teachers.
The 4th year students n = 173, The 5th year students n = 125, The teacher n = 136.

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translating, using every skills, listening and speaking more than writing and reading. There was no significant difference among the mean scores of the 2 groups of students and the teachers in practising writing and reading more than listening and speaking.

The Scheffe procedure shows a difference in the mean scores of the 2 groups of students and the teachers in practicing listening ($\bar{X}$ = 4.46, 4.53, 3.99), speaking ($\bar{X}$ = 4.41,4.46, 3.79) writing ($\bar{X}$ = 4.29, 4.35, 3.99) etc. (see Table 4.2) between the 4th year students and the teachers and also between the 5th year students and the teachers. Both groups of students have higher mean scores than the teachers except in writing and reading more than listening and speaking which the teachers have higher mean scores.

The nursing students' and the teachers' wants conerning the content of the English course of the nursing students

From Table 4.3 all groups have great wants in: general contents and professional contents ($\bar{X}$ = 4.55, 4.49, 4.13), out-side reading books with short and funny storses ($\bar{X}$ = 4.19, 4.15, 3.84).

According to 4th year students, general contents and professional contents are great wants ($\bar{X}$ = 4.55) and moderate wants are lecture contents ($\bar{X}$ = 3.08) structure syntax and vocabulary content ($\bar{X}$ = 3.43), essay writing ($\bar{X}$ = 3.49) and official business correspondence ($\bar{X}$ = 3.47). According to 5th year students, general content ($\bar{X}$ = 3.66), structure, synthax and vocabulary contents ($\bar{X}$ = 3.58), essay writing ($\bar{X}$ = 3.61) official and business correspondence ($\bar{X}$ = 3.62) are great wants. The moderate wants are professional contents ($\bar{X}$ = 3.46) and lecture contents ($\bar{X}$ = 3.15).

According to teachers, their moderte wants are only general contents ($\bar{X}$ = 3.35), only professional contents ($\bar{X}$ = 3.47), structure

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Table 4.3. The Nursing Students' and the Teachers' Wants Concerning the Contents of English Courses of the Nursing Students.

Contents of English Courses	4th year students	5th year students	Teachers	F	P	Scheffe procedure
	$\bar{X}$	$\bar{X}$	$\bar{X}$			
Both general contents and professional contents	4.55	4.49	4.13	14.58	0.00	*
Only general contents	3.61	3.66	3.35	4.38	0.01	**
Only professional contents	3.88	3.46	3.47	8.22	0.00	(*)
Lecture contents	3.08	3.15	2.83	3.46	0.03	
Structure, syntax and vocabulary content	3.43	3.58	3.25	3.24	0.04	**
Essay writing	3.49	3.61	3.35	2.12	0.12	
Official and business correspondence	3.47	3.62	2.82	22.19	0.00	*
Out-side reading books with short and funny stories	4.19	4.15	3.84	6.94	0.00	*

*significance at .05 between the 4th year students and teachers, the 5th year students and teachers
(*) significance at .05 between the 4th year students and the 5th year students, the 4th year students and teachers
** significance at .05 between the 5th year students and teachers.
The 4th year students n = 173, The 5th year students n = 125, The teachers n = 136.

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syntax and vocubulary content ($\bar{X}$ = 3.25), essay writing ($\bar{X}$ = 3.35). Lecture contents ($\bar{X}$ = 2.83) and official and business correspondence ($\bar{X}$ = 2.82) are little wants.

In Table 4.3, one-way analysis of variance shows that there was a significant difference among the mean score of the 2 groups of nursing students and teachers in wants for general and professional content ($\bar{X}$ = 4.55, 4.49, 4.13), general content ($\bar{X}$ = 3.61, 3.66, 3.35), professional content ($\bar{X}$ = 3.88, 3.46, 3.47) etc. (see Table 4.3). There was no significant difference among the mean scores of the 2 groups of students and the teachers in wants for lecture content ($\bar{X}$ = 3.08, 3.15, 2.83) and essay writing ($\bar{X}$ = 3.49, 3.61, 3.35).

The Scheffe procedure shows a differences in the mean scores of the 2 groups of nursing students and the teachers in wants for general and professional content ($\bar{X}$ = 4.55, 4.49, 4.13), official and business correspondence ($\bar{X}$ = 3.47, 3.62, 2.82), outside reading books with short and funny stories ($\bar{X}$ = 4.19, 4.15, 3.84) between the 4th year students and the teachers and also between the 5th year students and the teachers and both groups of students have higher mean scores; wants for general content ($\bar{X}$ = 3.66, 3.35), structure, syntax and vocabulary content ($\bar{X}$ = 3.58, 3.25) between the 5th year students and the teachers and the 5th year students have higher mean scores; professional content ($\bar{X}$ = 3.88, 3.46, 3.47) between the 4th year and the 5th year students and also between the 4th year students and teachers and the 4th year students have higher mean score.

<u>The nursing students' and the teachers' wants concerning times of English course of the nursing students</u>

From Table 4.4, all groups greatly want English taught in every year of study ($\bar{X}$ = 4.32, 4.35, 3.81).

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According to 4th year students, their great wants are English taught 1-2 hours once a week ($\bar{X}$ = 3.63) and 1-2 hours twice a week ($\bar{X}$ = 3.54). The rest are little wants (see Table 4.4). In the opinion of 5th year students, their great want is English taught 1-2 hours twice a week ($\bar{X}$ = 3.73). The rest are little wants see table 4.4.

In teachers' views, their moderate want is English taught 1-2 hours twice a week ($\bar{X}$ = 3.05). The rest are little wants (see lable 4.4).

In Table 4.4, one-way analysis of variance shows that there were significant differences among the mean scores of the 2 groups of nursing students and the teachers in wants for time to provide the English course: English taught every year ($\bar{X}$ = 4.32, 4.35, 3.81), English taught 1-2 hours once a week ($\bar{X}$ = 3.63, 3.14, 2.89), taught 1-2 hours twice a week ($\bar{X}$ = 3.54, 3.73, 3.05) . There was no significant difference among the mean score of the 2 groups of students and the teachers in English taught only to first year students ($\bar{X}$ = 2.31, 2.06, 2.24), English taught to first year and second year students ($\bar{X}$ = 2.62, 2.48, 2.27); English taught 2-4 hours once a week ($\bar{X}$ = 2.95, 2.69, 2.67). English taught 2-4 hours twice a week ($\bar{X}$ = 2.56, 2.52, 2.32).

The Scheffe procedure shows the differences in the mean scores of the 2 groups of students' and the teachers' wants for: English taught for every year ($\bar{X}$ = 4.32, 4.35, 3.81), English taught 1-2 hours twice a week ($\bar{X}$ = 3.54, 3.73, 3.05) between the 4th year students and the teachers and also between the 5th year students and the teachers and both groups of students have higher mean scores; English taught 1-2 hours once a week between the 4th year and the 5th year students and also between the 4th year students and the teachers ($\bar{X}$ = 3.63, 3.14, 2.89) and the 4th year students have the higher mean scores.

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Table 4.4. The Nursing Students' and the Teachers' Wants Concerning Times of English Course of the Nursing Students.

Time	4th year students	5th year students	Teachers	F	P	Scheffe procedure
	$\bar{X}$	$\bar{X}$	$\bar{X}$			
English taught to only first year students	2.31	2.06	2.24	1.67	0.19	
English taught to 1st year and 2nd year students	2.62	2.48	2.27	2.01	0.14	
English taught in every year of study (1st - 4th year)	4.32	4.35	3.81	10.87	0.00	*
English taught 1-2 hours once a week	3.63	3.14	2.89	13.89	0.00	(*)
English taught 2-4 hours once a week	2.95	2.69	2.67	2.76	0.64	
English taught 1-2 hours twice a week	3.54	3.73	3.05	9.73	0.00	*
English taught 2-4 hours twice a week	2.56	2.52	2.32	1.63	0.20	

*significance between the 4th year student and the teachers, the 5th year students and the teachers.
(*) significance between the 4th year students and the 5th year students, the 4th year students and the teachers.
The 4th year students n = 173, The 5th year students n = 125, The teachers n = 136.

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The nursing students' and the teachers' wants concerning methodology in the English course of the nursing students

From Table 4.5, all groups have great wants in sound labs ($\bar{X}$ = 4.35, 4.49, 3.93), teaching aids e.g. slides, videos, tape ($\bar{X}$ = 4.50, 4.54, 4.07) etc., small class room small group of students ($\bar{X}$ = 4.16, 4.24, 3.96) extracurricular activities ($\bar{X}$ = 4.11, 4.23, 4.02) and students participating in learning and teaching activities ($\bar{X}$ = 4.03, 4.18, 4.09).

Both group of students have also great wants in English course to be elective ($\bar{X}$ = 3.91, 3.83) and English course to be intensive ($\bar{X}$ = 3.66, 3.82) but teachers percive moderate wants in these items ($\bar{X}$ = 3.47, 3.49).

In Table 4.5, one-way analysis of variance shows that there was significant difference among the mean scores of the two groups of nursing students and the teachers in wants for sound labs ($\bar{X}$ = 4.35, 4.49, 3.93), teaching aids ($\bar{X}$ = 4.50, 4.54, 4.07), small classroom ($\bar{X}$ = 4.16, 4.24, 3.96) and English course be elective course ($\bar{X}$ = 3.91, 3.83, 3.47). There was no significant difference among the mean scores of the 2 groups of students and the teachers in wants for small group of about 5-8 students ($\bar{X}$ = 4.01, 4.16, 3.96), English course to be intensive course ($\bar{X}$ = 3.66, 3.82, 3.49), extra curricular activities ($\bar{X}$ = 4.11, 4.23, 4.02) and students participating in learning and teaching activities ($\bar{X}$ = 4.03, 4.18, 4.09).

The Scheffe procedure shows the differences in the mean scores of the 2 groups of nursing students and the teachers in wants for: sound labs ($\bar{X}$ = 4.35, 4.49, 3.93) and teaching aids ($\bar{X}$ = 4.50, 4.54, 4.07) between the 4th year students and teachers and also between the 5th year students and the teachers and both groups of students have higher mean

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Table 4.5. The Nursing Students' and the Teachers' Wants concerning the Methodology in the English Course of the Nursing Students.

Methodology of English course	4th year students $\bar{X}$	5th year students $\bar{X}$	Teachers $\bar{X}$	F	P	Scheffe procedure
Sound labs	4.35	4.49	3.93	14.98	0.00	*
Teaching aids eg. slides videos, tapes, movies for practice listening & speaking skill	4.50	4.54	4.07	15.73	0.00	*
Small classroom-not more than 40 students	4.16	4.24	3.96	3.34	0.04	**
Small group of students about 5-8 students or pair work	4.01	4.16	3.96	1.60	0.20	
English course to be elective course beside compulsary course	3.91	3.83	3.47	5.48	0.00	***
English course to be intensive course	3.66	3.82	3.49	2.91	0.06	
Extra curricular activities eg. English club	4.11	4.23	4.02	1.85	0.16	
Students participating in learning and teaching activities	4.03	4.18	4.09	1.47	0.23	

*significance at .05 between the 4th year students and the teachers, the 5th year students and the teachers.
***significance at .05 between the 4th year students and the teachers.
**significance at .05 between the 5th year students and the teachers.
The 4th year students n = 173, The 5th year students n = 125.
The teachers n = 126.

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scores; small classroom between the 5th year students and the teachers ($\bar{X}$ = 4.24, 3.96) and the 5th year students have higher mean score; English course to be elective course between the 4th year students and the teachers ($\bar{X}$ = 3.91, 3.47) and the 4th year students have higher mean scores.

The nursing students and the teachers wants concerning English teachers.

All groups express great wants in English teachers with science medical and nursing subjects knowledge ($\bar{X}$ = 4.31, 4.27, 3.90) different teachers teaching different skills ($\bar{X}$ = 3.55, 3.68, 3.64), English teachers speaking English most of the time ($\bar{X}$ = 4.33, 4.43, 4.06), Thai teachers teaching grammar and structure ($\bar{X}$ = 3.78, 3.96, 3.70) and native speakers teaching listening and speaking ($\bar{X}$ = 4.35, 4.42, 4.08). All groups have moderate wants in English teachers speaking English all the time ($\bar{X}$ = 3.31, 3.30, 3.05) and have little want in English teachers speak Thai most of the time ($\bar{X}$ = 2.24, 2.14, 1.98).

In Table 4.6, one-way analysis of variance shows that there was significant difference among the mean scores of the 2 groups of nursing students and the teachers in wants for English teachers who have science, medical and nursing knowledge ($\bar{X}$ = 4.31, 4.27, 3.90), English teachers who speak English most of the time and explain in Thai when necessary ($\bar{X}$ = 4.33, 4.42, 4.06), native speaker who teach listening and speaking ($\bar{X}$ = 4.35, 4.42, 4.08). There was no significant difference among the mean scores of the 2 groups of students and the teachers in wants for difference teachers who teach different skills ($\bar{X}$ = 3.31, 3.30, 3.05), English teachers who speak Thai most of the time ($\bar{X}$ = 2.24, 2.14, 1.98), who speak English most of the time ($\bar{X}$ = 3.31, 3.30, 3.05) and Thai teachers who teach grammar and structure ($\bar{X}$ = 3.78, 3.96, 3.70).

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Table 4.6. The Nursing Students and the Teachers' Wants Concerning English Teachers.

English teachers	4th year students $\bar{X}$	5th year students $\bar{X}$	Teachers $\bar{X}$	F	P	Scheffe procedure
English teachers with science, medical and nursing subjects knowledge	4.31	4.27	3,90	9.48	0.00	*
Different teachers teaching different skills	3.55	3.68	3.64	0.61	0.55	
English teachers speaking Thai most of the time	2.24	2.14	1.98	2.55	0.08	
English teachers speaking English all the time	3.31	3.30	3.05	2.20	0.11	
English teachers speaking English most of the time and explaining in Thai when necessary	4.33	4.42	4.06	5.57	0.00	*
Thai teachers teaching grammar and structure	3.78	3.96	3.70	2.46	0.09	
Native speakers teaching listening and speaking	4.35	4.42	4.08	5.60	0.00	*

*Significance between the 4th year students and the teachers, the 5th year students and the teachers.

The 4th year students n = 173, The 5th year students n = 125, The teachers n = 136

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The Scheffe procedure shows the differences in the mean scores of the 2 groups of students and the teachers in wants for: English teachers who have science, medical and nursing knowledge ($\bar{X}$ = 4.31, 4.27, 3.90); who speak English most of the time an explain in Thai when necessary ($\bar{X}$ = 4.33, 4.42, 4.06); native speakers who teach listening an speaking ($\bar{X}$ = 4.35, 4.42, 4.08) between the 4th year students and the teachers and also between the 5th year students and the teachers and both groups of students have higher mean scores.

The nursing students' wants for improving English course

From Table 4.7, both groups of students have great wants for improving methodology ($\bar{X}$ = 4.25, 4.36), contents ($\bar{X}$ = 4.20, 4.35), time schedules ($\bar{X}$ = 3.96, 4.12) and English teachers ($\bar{X}$ = 3.86, 4.12).

Table 4.7 shows that there was significant difference between the mean score of improving English teachers according to the 2 groups of nursing students' wants. Mean scores of the 4th year students and the 5th year students are equal to 3.86 and 4.12 which show great wants. There was no significant difference between the mean scores of wants for improving methodology, contents, time schedules according to the 2 groups of students' wants. The mean scores of wants for improving methodology, content and time of the 4th year students are 4.25, 4.20, 3.96 and those of the 5th year students are 4.36, 4.35 and 3.96, which also show great wants.

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Table 4.7. The Nursing Students' Wants for Improving English Course.

Aspects to improval	4th year students		5th year students		T value	P
	$\bar{X}$	S.D.	$\bar{X}$	S.D.		
Methodology	4.25	0.87	4.36	0.79	-1.13	0.26
Contents	4.20	0.90	4.35	0.74	-1.52	0.13
Time scheduales	3.96	0.98	4.12	0.97	-1.40	0.16
English teachers	3.86	1.00	4.12	1.00	-2.15	0.03*

The 4th year students n = 173.

The 5th year students n = 125

*sig. at .05.

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Chapter V

Conclusion and Suggestions for Implementations and Future Studies

Chaper Five presents a summary of the study and a discussion and interpretation of the findings. Following this, the implications for designing the English course for nursing students are explored, and recommendations for future study are provided.

Summary of the study

The researcher's preliminary interviews with nursing stuents and their teachers seem to indicate widespread use of English and a lot of language difficulty in academic studies despite the fact that English is a required subject at Kuakarun Nursing College. These interviews also reveal that the general English course taught there is based on the English teachers' personal experience rather than the students' needs. Up to now, there have been no comprehensive studies of the academic English language needs, problems and wants at Kuakarun Nursing College. Therefore, there is very little information to help the course designer in planning a more relevant and effective English course. This study was then conducted to improve this situation.

The purpose of this study is to investigate the needs of nursing students for academic English and the language problems in their studies. It has also sought to determine what students and their teachers want the English course to be like. Moreover, this study is intended to investigate the differences and similarities in students' academic English language needs and problems among the opinions of several groups of students and teachers. On the basis of the findings,

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suggestions are offered for the design of the English course for students at Kuakarun Nursing College.

Questionnaires were sent to two hundred and ninety eight nursing students and one hundred and thirty six teachers at Kuakarun Nursing College. The total number of students responses used in computation represented 100 percent of the target student population. The total number of teachers' responses represented 75 percent of the target teacher population. The data obtained was presented in tables with statistical procedures and explanation of the findings in Chapter Four.

Interpretation and Discussion of the Findings.

I. Needs

According to all groups of informants, translating and reading are greatly needed. However, disagreement remains between students and teachers about the needs for listening, speaking and writing. In general, students perceive greater needs for these skills than teachers. That is to say, students regard listening and writing as great needs and speaking as a moderate need whereas teachers consider listening and writing moderte needs and speaking a little need (see Table 1.2 and 2.2).

In the following discussion on needs for different skills, comparisons will be made between students and teachers, between 4th year students and 5th year students and between full-time teachers and part-time teachers. In cases where there is a significant difference, the researcher will follow these critieria: first, more importance will be attached to the opinion of teachers than students; second, more importance will be attahced to the opinion of fifth year students than fourth year students; third, more importance will be attached to the

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opinion of full-time teachers than part-time teachers. The reason for the first criterion is that it is usually teachers who assign academic work and therefore are likely to determine the amount of academic work in English more reliably. The reason for the second criterion is that fifth year students generally have more experience in the academic target situation while fourth year students, who have not gone through such experience, may express relatively speculative views. The reason for the third criterion is that full-time teachers often know their students better than part-time teachers and therefore can provide more accurate information about needs in relation to the whole curriculum. Part-time teachers, on the other hand, can give some ideas about needs only in the course(s) they teach.

A. Needs for Reading

In general, reading could be regarded as the most used skill. As shown in Table 3.5, students put all reading activities above 3.00. In other words, they typically describe the reading needs as 'great' or 'moderate'. Activities which are regarded as great needs include reading technical terms, general vocabulary, textbooks, manuals and journals.

Moderate needs are reading simple sentences, reports and research papers. Students report greater needs than teacher in all reading activities. In general, students described the reading needs as 'great' while teachers estimate them as 'moderate' or 'little'. In this discussion, the researcher puts more emphasis on teachers' opinion and therefore considers that activities for which teachers indicate significant needs (mean above 3.00) should be taken into consideration in cours design. These activities include the reading of technical

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terms, general vocabulary, simple sentences, textbooks, journals and manuals. The other reading activities, all of which students also perceive significant needs, should be given relatively lower priorities. Note that full-time teachers express significantly greater needs than part-time teachers (with difference at the level of significance of .05) in three of these activities: reading textbooks, reading journals and reading manuals. Therefore, these three reading activties should be given special attention. Fourth year and fifth year students express general agreement about the extent of needs in reading activities, except for reading general vacabulary, in which fifth year students report a significantly higher need.

B. Needs for Translating

In terms of extent of use, translating may be almost equal in importance to reading. According to Table 3.7, students placed all translating activities above 3.00. That is to say, they generally estimate the translating needs as 'great' or 'moderate'. Their teachers, on the other hand, report significantly lower needs in all translating activities. Teachers typically describe the needs for translating as 'moderate' or 'little'. Here the researcher attaches greater weight to teachers' opinion and will take into account only activities in which teachers report significant needs (mean above 3.00). According to teachers, activities which are significant needs include the translating of technical terms, general vocabulary, simple sentences, articles and textbooks and manuals. The other translating activties, all of which students also perceived significant needs, should be of secondary concern in course design.

Note that in all translating activities fifth year students report significantly greater needs than fourth year students and full-time

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teachers indicate greater needs than part-time teachers. This is probably because fifth year students are assigned more work in English than fourth year students and people who assign this work are full-time teachers rather than part-time teachers.

C. Needs for Listening

As can be seen in Table 3.7, students rate some activities above 3.00. However, teachers give significant ratings to only two listening activites: listening to technical terms and listening to general vocabulary. Giving more emphasis to teachers' opinion, the researcher would infer from this that at Kuakarun Nursing College English is not used extensively in listening and the medium of instruction is almost entirely Thai. The lectures here are more likely to be given in Thai, occasionally interspersed with general and technical English words. However, when a comparison is made between full-time teachers and part-time teachers, a significant need emerges in one activities-listening to slides, movies, videos and tapes, where full-time teachers indicate substantially higher needs. This implies that students have to listen in English through some kind of media rather than to teachers, who almost always give lectures in Thai. It can be concluded that English is not extensively used in lisening and little emphasis may be given to listening comprehension skills. Some practice may be provided in listening to slides, movies, videos, radios and tapes.

D. Needs for Writing

As illustrated in Table 3.6, students perceive great and moderate needs for writing in some activities whereas teachers report significant needs in only two activities: writing technical terms and writing general vocabulary. Attaching more importance to teachers'

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opinion, the researcher would infer that, like listening, writng is not widely used for academic purposes at Kuakarun Nursing College. Although students have to read and translate a fairly large amount of material in or from English, they generally present the obtained information to the audience in Thai. Another inference to draw from this data might be that most writing assignments are done in Thai, with occasional use of English words in predominantly Thai texts. It may be concluded that writng in English is not very important for academic purposes and could be taught as a reinforcement to the other skills (especially reading and translating) rather than for its own sake.

E. Needs fo Speaking

As shown in Tables 1.2 and 2.2, speaking is the skill which is needed to the least degree. According to Table 3.4, students perceive moderate speaking needs for speaking in some activities and a great need in only one speaking activity. Teachers, on the other hand, report significant needs in only two activities: speaking technical terms and speaking general vocabulary. Putting more weight to teachers' opinion, the researcher would infer that, as in listening and writing, English general and technical words are spoken by student in a Thai rather than English context. That is, students sometimes borrow words from English when actually making presentations in Thai. It could be concluded that speaking English is not very essential for academic purposes and might be taught to reinforce such skills as reading and listening.

II. Problem

According to Table 1.2, students perceive significant problems (mean above 3.00) in almost all skills. The only exception is that fourth year students described the problem in reading a 'little'.

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However, here the researcher would rather rely on the information from fifth year students, who generally estimate the reading problem as 'moderate'. As indicated in Table 2.2, teachers report significant problems in all skills. In general, the aural-oral skills (listening and speaking) are regarded as greater problems than the other skills.

In the following discussion on problems in different skills, comparison will be made between students and teachers, between 4th year students and 5th year students and between full-time and part-time teachers. In cases where there is a significant difference, the researcher will follow these criteria: first, more importance will be attached to the opinion of teachers than students; second, more importance will be attached to the opinion of fifth year student than fourth year students; third, more importance will be attached to the opinion of full-time teachers than part-time teachers. The reasons for these criteria are the same as those for settling disagreement about needs (see p. 98).

In this discussion, the researcher will take into account activities in which both significant needs (mean above 3.00) and significant problems (mean above 3.00) are reported by teachers rather than students). Activities which are significant problems but do not involve significant needs will not be dealt with. This is because activities with insignificant needs are not likely to provide practical implications for course design and therefore are not worth discussing.

A. Problems in Reading

The activities which involve significant needs are: reading technical terms, reading general vocabulary, reading simple sentences, reading textbooks, reading journals and reading manuals. Teachers

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perceive significant problems in all of these activities. Students also report significant problems, except for two activities: reading technical terms and reading general vocabulary, where they describe the needs as 'little'. It may well be that students often read English terms surrounded by Thai words in predominantly Thai texts and it is not difficult for them to know the meaning of each words. It is long texts as found in textbooks, journals and manuals that they consider a relativily serious problem. It may be concluded that the English course should provide training in such activities as reading textbooks journal and manuals. Different reading techniques should be taught so that students can read more effectively.

B. Problems in Translating

The activities in which significant needs for translation are indicated include: translating technical terms, translating general vocabulary, translating simple sentences, translating articles, translating textbooks and manuals. Students and teachers report substantial difficulty in all of these activities. It is interesting to note that the things that students have to translate are almost the same as what they have to read. Perhaps reading is related to translating in some way. It may be that students have to read texts in English and translate them into Thai (presumably for some work assigned by teachers). Therefore, if they cannot read and understand them properly, it is quite a problem to translate them. If this is the case, an improvement in reading proficiency will probably lead to an improvement in the translation skill. It may be concluded that students have to practise reading English before they can do translation. Special techniques for translation might be introduced too.

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C. Problems in Listening

The listening activities which involve significant needs are: listening to technical terms, listening to general vocabulary and listending to slides, movies, videos, radios and tapes. Significant problems are indicated in all of these activities. Thus, instruction in listening comprehension should be offered with particular reference to such media as slides, movies, videos, radios and tapes. With regard to the difficulty in listening to technical terms and general vocabulary, a possible interpretation might be that students do not understand the meaning of each particular English words which may occur in class lectures or discussions (mostly in Thai). If this is so, the English course should include work study to help students learn about the meaning and pronunciation of some difficult words.

D. Problems in Writing

Writing activities which are significant needs include writing technical terms and writing general vocabulary. Both activities are significnt problems according to teachers and fifth year students. Fourth year students perceive a significant problem only in writing technical terms and regard writing general vocabulary as a little problem. The problems are on the word basis. The solution might be, as suggested earlier, to include word study in the English course.

E. Problems in Speaking

As in listening and writing, students have to speak English only on the word basis. Speaking activities with significant needs are speaking technical terms and speaking general vocabulary. These two activties are considered moderate problems by all groups of respondents. Therefore, the English course should include word study.

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Conclusions about Needs and Problems

As can be seen, students make extensive use of English in certain activities, especially those involving reading and translating. Students have to read and translate long, extended discourses as in textbooks, articles, journals and manuals. However, they do not have to do any extended writing in English. In the aural-oral skills, English is rarely used in a continuous form, except for listening to such media as slides, movies, videos, radios and tapes. On the word level, students have to make substantial use of English (see Table 3.1) probably in all skills. However, teachers seem to indicate that students do not have to use English productively even in full sentences. This implies that students may actually use borrowed English words in predominantly Thai texts and do not have to use English in expressing ideas in a continuous spoken or written form. In terms of problems, significant difficulty occurs in all activities in which students have to paritcipate on both the word and sentences levels.

Implications for the Proposed English syllabus at KNC

When the needs problems and wants of the nursing students at Kuakarun Nursing College have been identified clearly, we are in a position to propose an English syllabus for nursing students at Kuakarun Nursing College. It is anticipated that the following guidelines will provide a framework for an effective course in the future. The researcher will discuss the proposed course in terms of purpose, skill content, time, English teacher and methodology.

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Purpose

The general purpose of the course is to enable students to use English in the nursing profession and to use English as a tool for studying other subjects as well as to communicate in daily life with native speakers.

Skills

On the basis of needs, problems and wants surveyed, different skills are given priorities in the syllabus a follows:

The syllabus should focus primarily on reading and translating which are the skills greatly needed by the nursing students. Both groups of teachers also think these two skills are needed by the nursing students. Listening and speaking seem to be of secondary concern and may be used to motivate student and reinforce reading and translating because they are the problems for both groups of nursing students and both groups of teachers also consider them as the main problems for the nursing students. In addition, all skills should be integrated because the nursing students have great wants to practice every skill.

In the researcher's view, about two-thirds of the total teaching time should be allotted to reading and translating in the English course at KNC the remaining one-third of the time should be spent in speaking, litening and writing. All the skills can be integrated or taught separatedly as long as they are related to the same topics, objectives and contents of the lessons.

Content

With regard to content, it can be inferred that the appropriate content should include both general and professional topics. We should focus mainly on the skills that are most needed and at the same time are

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considered as the most serious problems and greatest wants. These skills are reading and translating, which are used in long discourse therefore they should be most focused on the English program.

Reading should focus on reading textbooks, journals, manuals, reports, reading technical term, general vocabulary and simple sentence. It should also include outside reading of short and funny stories.

Translating should focus on translation of textbooks, journals, articles, manuals, translating technical terms, general vocabulary and simple sentences.

The other skills listening, speaking and writing should be of minor important and should be included in the course as the reinforcement.

Listening should focus on listenting to technical terms, general vocubulary and listening to slides, movies. videos. radios and tapes.

Speaking should focus on speaking technical terms and general vocabulary.

Writing should focus on writing technical term and general vocabulary.

Time

On this study the informants were asked to identify the length of time they consider most appropriate for English instruction. Taking the findings into consideration, the researcher would suggest that English should be taught in the morning 1-2 hours a week in every year of study.

Methodology

Based on the result of the study, it is proposed that the insturctional mode should have the following characteristics.

-Teaching aids should be used in the English classroom.

-A sound lab should be used to teach listening.

-The English class should be small. There should be no more than 40 students in each class.

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-There should be extracurricular activities such as an English club.

-Class work should include pair work and group work.

-Students should have more opportunity to participate in classroom activities.

English teachers

According to the preferences of students and teachers in this study, an ideal English course should use English teachers who have the following qualities and duties.

-Native speakers of English should be employed to teach listening and speaking.

-Teachers should speak English most of the time but give explanations in Thai when necessary.

-Teachers should have medical, nursing and general science background

-Thai teachers should teach grammar and structure.

-Different teachers should teach different skills according to their appropriate ability.

The Improvement of English Course

Both the 4th year students and the 5th year students have the same opinions that the English course should be improved in terms of methodology, content and time schedules. For improvement of English teachers, the 5th year student's opinions show stronger desires than the 4th year student's. This may be due to the fact that the 5th year students have more needs and face more English problems so they have a greater demand for the improvement of the English teachers who, along with the students, is the central agent in the learning and teaching process.

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Recommendation for Further Study

On the basis of this study, some problems were identified and areas for future research are suggested.

1. There should be a survey of needs in the other fields of health scienes to see how similar their needs are and whether a common course can be used for students in the fields of health science, for example, public health and medicine.

2. A study should be conducted to identify the English academic needs of nursing students at nursing colleges or faculties of nursing belonging to private hospitals, state universities and the Ministry of Public Health to see whether their needs are similar or not and whether a common core course can be developed for use at these different nursing institutes.

3. A survey should be conducted to identify the occupational needs of nurses who have graduated from the college and are working at various hospitals in order to ensure that the course will meet both immediate academic needs and future occupational needs.

4. A study should be conducted to evaluate th present program at Kuakarun Nursing College in term of language content and skills in order to determine whether the program really response to students' needs identified in this study.

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ชุดที่ ๑

แบบสอบถามสำหรับนักศึกษาพยาบาล เกี่ยวกับความจำเป็น ปัญหา และความต้องการในการใช้ภาษาอังกฤษของนักศึกษาพยาบาลวิทยาลัยพยาบาลเกื้อการุณย์

แบบสอบถามนี้แบ่งเป็น ๔ ตอน คือ

ตอนที่ ๑ ข้อมูลเกี่ยวกับผู้ตอบแบบสอบถาม
ตอนที่ ๒ ความคิดเห็นเกี่ยวกับความจำเป็นในการใช้ภาษาอังกฤษในการศึกษาวิชาต่าง ๆ
ตอนที่ ๓ ความคิดเห็นเกี่ยวกับปัญหาในการใช้ภาษาอังกฤษของนักศึกษาพยาบาล
ตอนที่ ๔ ความคิดเห็นเกี่ยวกับความต้องการในการเรียนภาษาอังกฤษ

ตอนที่ ๑ ข้อมูลเกี่ยวกับผู้ตอบแบบสอบถาม
คำชี้แจง กรุณาบอกข้อมูลบางประการเกี่ยวกับตัวท่าน โดยเติมข้อความลงในช่องว่าง

๑. ท่านเป็นนักศึกษาพยาบาลปีที่_____
๒. ท่านเริ่มเรียนภาษาอังกฤษครั้งแรกตั้งแต่อายุ_____ปี อยู่ในชั้น
   ๑. ☑ อนุบาล
   ๒. ☐ ประถมปีที่_____
   ๓. ☐ อื่น ๆ โปรดระบุ_____
๓. ท่านเรียนภาษาอังกฤษก่อนมาเรียนที่วิทยาลัยพยาบาลเกื้อการุณย์เป็นเวลา
   ๑. ☐ ๗-๙ ปี
   ๒. ☐ ๑๐-๑๒ ปี
   ๓. ☐ ๑๓ ปีขึ้นไป
๔. ท่านเรียนพิเศษภาษาอังกฤษเป็นเวลา_____ปี
๕. ท่านสำเร็จการศึกษามัธยมศึกษาตอนปลายสาย
   ๑. ☐ วิทยาศาสตร์
   ๒. ☐ คณิตศาสตร์
   ๓. ☐ ศิลปภาษา
   ๔. ☐ อาชีพ
   ๕. ☐ อื่น ๆ โปรดระบุ_____
๖. ท่านสำเร็จการศึกษาระดับ
   ๑. ประถมศึกษาจากโรงเรียน_____ เป็นโรงเรียนของ ☐ รัฐบาล ☐ เอกชน
   ๒. มัธยมศึกษาตอนต้นจากโรงเรียน_____ เป็นโรงเรียนของ ☐ รัฐบาล ☐ เอกชน
   ๓. มัธยมศึกษาตอนปลายจากโรงเรียน_____ เป็นโรงเรียนของ ☐ รัฐบาล ☐ เอกชน

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คำชี้แจงของการตอบแบบสอบถาม ตอนที่ ๒-๔

คำชี้แจง ข้อความต่อไปนี้เป็นความคิดเห็นบางประการเกี่ยวกับความจำเป็น ปัญหา ในการใช้ภาษาอังกฤษและความต้องการในการเรียนภาษาอังกฤษ แต่ละข้อมีระดับความคิดเห็นไว้ให้เลือกตอบ ๕ ระดับ แต่ละระดับมีความหมายดังนี้

ระดับที่ ๕ เห็นด้วยมากที่สุด หมายความว่า ท่านมีความเห็นด้วยว่า เรื่องนั้นมีความจำเป็น เป็นปัญหา และเป็นความต้องการมากที่สุด

ระดับที่ ๔ เห็นด้วยมาก หมายความว่า ท่านมีความเห็นด้วยว่า เรื่องนั้นมีความจำเป็น หรือเป็นปัญหา หรือเป็นความต้องการมาก

ระดับที่ ๓ เห็นด้วยปานกลาง หมายความว่า ท่านมีความเห็นด้วยว่า เรื่องนั้นมีความจำเป็น หรือเป็นปัญหา หรือเป็นความต้องการปานกลาง

ระดับที่ ๒ เห็นด้วยน้อย หมายความว่า ท่านมีความเห็นด้วยว่า เรื่องนั้นมีความจำเป็น หรือเป็นปัญหา หรือเป็นความต้องการน้อย

ระดับที่ ๑ ไม่เห็นด้วย หมายความว่า ท่านมีความเห็นว่า เรื่องนั้นไม่มีความจำเป็น ไม่เป็นปัญหา หรือไม่เป็นที่ต้องการเลย

ขอให้ท่านพิจารณาข้อความต่อไปนี้ แล้วทำเครื่องหมาย ✓ ในช่องที่ตรงกับระดับความคิดเห็นของท่านเพียงช่องละหนึ่งระดับ

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ตอนที่ ๒ ความคิดเห็นเกี่ยวกับความจำเป็นในการใช้ภาษาอังกฤษของนักศึกษาพยาบาล

ความจำเป็นในการใช้ภาษาอังกฤษของนักศึกษาพยาบาล	๕	๔	๓	๒	๑
๑. นักศึกษาพยาบาลมีความจำเป็นต้องใช้ภาษาอังกฤษในการศึกษาวิชาต่าง ๆ.....					
๒. ภาษาอังกฤษที่จำเป็นต้องใช้ในการศึกษาวิชาต่าง ๆ					
๒.๑ ภาษาอังกฤษที่เป็นประโยคสมบูรณ์.....					
๒.๒ ศัพท์ภาษาอังกฤษเทคนิคปนกับศัพท์ภาษาอังกฤษทั่วไป.....					
๒.๓ ศัพท์ภาษาอังกฤษเทคนิคอย่างเดียว.....					
๓. นักศึกษาพยาบาลต้องใช้ทักษะภาษาอังกฤษต่อไปนี้					
๓.๑ ทักษะการฟัง.....					
๓.๒ ทักษะการพูด.....					
๓.๓ ทักษะการอ่าน.....					
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๓.๕ ทักษะการแปล.....					
๔. ทักษะการฟังภาษาอังกฤษที่นักศึกษาพยาบาลต้องใช้ในวิชาต่าง ๆ					
๔.๑ การฟังศัพท์เทคนิคต่าง ๆ					
๔.๒ การฟังศัพท์ภาษาอังกฤษทั่ว ๆ ไป.....					
๔.๓ การฟังประโยคภาษาอังกฤษง่าย ๆ สั้น ๆ					
๔.๔ ฟังประโยคภาษาอังกฤษซับซ้อน ต่อเนื่อง.....					
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๔.๖ การบรรยาย.....					
๔.๗ การอธิบายการทดลอง.....					
๔.๘ การอธิบายปฏิบัติงาน.....					
๔.๙ การอธิบายการสาธิต.....					
๔.๑๐ การอภิปราย.....					
๔.๑๑ การสัมมนา.....					
๔.๑๒ การเสนอรายงาน.....					
๔.๑๓ การฉายภาพยนตร์ สไลด์ วีดีโอ และฟังเทป ทางวิชาการ.....					
๔.๑๔ การฟังเพื่อจับใจความสำคัญ.....					
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๔.๑๘ อื่น ๆ โปรดระบุ					
๔.๑๘.๑ _____					
๔.๑๘.๒ _____					
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๕.๖ การตอบคำถามในชั้นเรียน.....					
๕.๗ การอภิปราย.....					
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๕.๙ การฝึกภาคปฏิบัติ.....					
๕.๑๐ การเสนอรายงาน.....					

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๖.๑๕ การอ่านเพื่อเปรียบเทียบ วิเคราะห์และวิจารณ์.....					
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๖.๑๗.๑ _____					
๖.๑๗.๒ _____					
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๗.๑๑ การเขียนสรุปรายงานจากการดูภาพยนตร์ สไลด์ วีดิโอ และฟังวิทยุ เทป					
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๗.๑๗.๑ _____					
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๘. ทักษะการแปลภาษาอังกฤษ ที่นักศึกษาพยาบาลต้องใช้ในวิชาต่าง ๆ					
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๘.๒ การแปลศัพท์ภาษาอังกฤษทั่ว ๆ ไป					
๘.๓ การแปลประโยคง่าย ๆ สั้น ๆ					
๘.๔ การแปลประโยคซับซ้อน ต่อเนื่อง					
๘.๕ การแปลข้อความหรือย่อหน้า					
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๘.๗ การแปลตำราและคู่มือต่าง ๆ					
๘.๘ การแปลเป็นภาษาสละสลวย					
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๘.๑๔.๑ _____					
๘.๑๔.๒ _____					

ตอนที่ ๓ ความคิดเห็นเกี่ยวกับปัญหาในการใช้ภาษาอังกฤษของนักศึกษาพยาบาล

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ปัญหาในการใช้ภาษาอังกฤษของนักศึกษาแพทย์	๕	๔	๓	๒	๑
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๒.๑๓ การฟังเพื่อเปรียบเทียบ วิเคราะห์ วิจารณ์					
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๓.๑๕ การพูดเพื่อเปรียบเทียบ วิเคราะห์ วิจารณ์					
๓.๑๖ การพูดเพื่อสรุปเรื่องราว					
๓.๑๗ อื่น ๆ โปรดระบุ					
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๓.๑๗.๒ _____					
๔. ท่านมีปัญหาในด้านทักษะการอ่านภาษาอังกฤษ					
๔.๑ การอ่านศัพท์เทคนิคภาษาอังกฤษ					
๔.๒ การอ่านศัพท์ภาษาอังกฤษทั่วไป					
๔.๓ การอ่านประโยคง่าย ๆ สั้น ๆ					
๔.๔ การอ่านประโยคซับซ้อนต่อเนื่อง					
๔.๕ การอ่านข้อความเชื่อมโยงกัน					
๔.๖ การใช้เวลาในการอ่าน					
๔.๗ การอ่าน ตำรา วารสาร คู่มือ เอกสารทางวิชาการต่าง ๆ					
๔.๘ การอ่าน นิตยสาร หนังสือพิมพ์ ภาษาอังกฤษ					
๔.๙ การอ่านรายงานภาษาอังกฤษ					
๔.๑๐ การอ่านรายงานการวิจัยภาษาอังกฤษ					
๔.๑๑ การอ่านจาก สไลด์ และเอกสารประกอบการสอน					
๔.๑๒ การอ่านเพื่อจับใจความสำคัญ					
๔.๑๓ การอ่านเพื่อให้ได้ใจความโดยละเอียด					

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ปัญหาในการใช้ภาษาอังกฤษของนักศึกษาพยาบาล	๕	๔	๓	๒	๑
๔.๑๔ การอ่านเพื่อเปรียบเทียบ วิเคราะห์ วิจารณ์.....					
๔.๑๕ การอ่านเพื่อสรุปเรื่องราว.....					
๔.๑๖ อื่น ๆ โปรดระบุ					
๔.๑๖.๑ _____					
๔.๑๖.๒ _____					
๕. ท่านมีปัญหาในด้านการเขียนภาษาอังกฤษ					
๕.๑ การเขียนศัพท์เทคนิคภาษาอังกฤษ.....					
๕.๒ การเขียนศัพท์ภาษาอังกฤษทั่วไป.....					
๕.๓ การเขียนเป็นประโยคง่าย ๆ สั้น ๆ					
๕.๔ การเขียนประโยคซับซ้อน ต่อเนื่อง.....					
๕.๕ การเขียนเรียงความภาษาอังกฤษ.....					
๕.๖ การเขียนบรรยายภาษาอังกฤษ.....					
๕.๗ การเขียนรายงานภาษาอังกฤษ.....					
๕.๘ การเขียนตอบในข้อสอบ.....					
๕.๙ การเขียนรายงานการศึกษาเป็นวิธีต่าง ๆ					
๕.๑๐ การเขียนสรุปรายงานจากการดูภาพยนตร์ สไลด์ วิดีโอ และสิ่งที่ [illegible]					
๕.๑๑ การเขียนเพื่อให้ได้ใจความสำคัญ.....					
๕.๑๒ การเขียนเพื่อให้ได้ใจความโดยละเอียด.....					
๕.๑๓ การเขียนเพื่อเปรียบเทียบ วิเคราะห์ วิจารณ์.....					
๕.๑๔ การเขียนเพื่อสรุปเรื่องราว.....					
๕.๑๕ อื่น ๆ โปรดระบุ					
๕.๑๕.๑ _____					
๕.๑๕.๒ _____					
๖. ท่านมีปัญหาทางด้านการแปลภาษาอังกฤษ					
๖.๑ การแปลศัพท์เทคนิคภาษาอังกฤษ.....					
๖.๒ การแปลศัพท์ภาษาอังกฤษทั่ว ๆ ไป.....					
๖.๓ การแปลประโยคง่าย ๆ สั้น ๆ					
๖.๔ การแปลประโยคซับซ้อน ต่อเนื่อง.....					
๖.๕ การแปลข้อความทีละย่อหน้า.....					
๖.๖ การแปลบทความทางวิชาการ.....					
๖.๗ การแปลตำราหรือหนังสือต่าง ๆ					
๖.๘ การแปลเป็นภาษาสละสลวย.....					
๖.๙ การแปลเพื่อให้ได้ใจความสำคัญ.....					
๖.๑๐ การแปลเพื่อให้ได้ใจความโดยละเอียด.....					
๖.๑๑ การแปลเพื่อเปรียบเทียบ วิเคราะห์ วิจารณ์.....					
๖.๑๒ การแปลเพื่อสรุปเรื่องราว.....					
๖.๑๓ อื่น ๆ โปรดระบุ					
๖.๑๓.๑ _____					
๖.๑๓.๒ _____					

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ตอนที่ ๔ ความคิดเห็นเกี่ยวกับความต้องการในการเรียนภาษาอังกฤษที่เกี่ยวกับ จุดประสงค์ วิธีสอน เนื้อหา และเวลาในการเรียนของนักศึกษาพยาบาล

ความต้องการในการเรียนภาษาอังกฤษ	๕	๔	๓	๒	๑
๑. ทักษะภาษาอังกฤษที่ท่านต้องการใช้เพื่อประโยชน์ในการประกอบวิชาชีพ					
๑.๑ การฟัง					
๑.๒ การพูด					
๑.๓ การอ่าน					
๑.๔ การเขียน					
๑.๕ การแปล					
๒. ท่านคิดว่าท่านมีความรู้ ทักษะภาษาอังกฤษเพียงพอที่จะใช้ในการประกอบวิชาชีพ					
๓. ท่านต้องการเรียนภาษาอังกฤษเพื่อใช้ประโยชน์กับวิชาอื่น					
๔. ท่านต้องการเรียนภาษาอังกฤษเพื่อเป็นเครื่องมือในการเรียนวิชาอื่น ๆ					
๕. ท่านต้องการเรียนภาษาอังกฤษเพื่อสามารถใช้สื่อสารในชีวิตประจำวันกับเจ้าของภาษาได้					
๖. ท่านต้องการเรียนภาษาอังกฤษที่มีเนื้อหาทั่ว ๆ ไป					
๗. ท่านต้องการเรียนภาษาอังกฤษที่มีเนื้อหาทั่ว ๆ ปนกับเนื้อหาทางการแพทย์, พยาบาล					
๘. ท่านต้องการเรียนภาษาอังกฤษที่มีเนื้อหาเฉพาะทางแพทย์และพยาบาล					
๙. ท่านต้องการเรียนภาษาอังกฤษแบบบรรยาย					
๑๐. ท่านต้องการเรียนภาษาอังกฤษโดยเน้นไวยากรณ์ ทักษะและโครงสร้าง					
๑๑. ท่านต้องการเรียนภาษาอังกฤษโดยผู้เรียนมีส่วนร่วมในกิจกรรมการเรียนการสอน					
๑๒. ท่านต้องการให้มีการฝึกทักษะทุก ๆ ทักษะเท่า ๆ กัน คือ ฟัง พูด อ่านและเขียน					
๑๓. ความต้องการให้มีการฝึกทักษะการพูด การฟังมากกว่าการเขียนและการอ่าน					
๑๔. ท่านต้องการให้มีการฝึกทักษะ การอ่าน การเขียน มากกว่าการพูดและการฟัง					
๑๕. ท่านต้องการให้มีห้องปฏิบัติการทางภาษา (sound lab) เพื่อฝึกทักษะการฟัง					
๑๖. ท่านต้องการให้มีอุปกรณ์ประกอบการเรียนการสอน เช่น ภาพยนตร์ เทป สไลด์ วีดีโอ เพื่อฝึกทักษะการฟังและการพูด					
๑๗. ท่านต้องการให้แบ่งนักศึกษาเป็นห้องเล็ก ๆ ไม่เกิน ๔๐ คน ในวิชาภาษาอังกฤษ					
๑๘. ท่านต้องการให้แบ่งนักศึกษาเป็นกลุ่มย่อย โดยการจับคู่หรือเป็นกลุ่มละประมาณ ๔-๘ คน					
๑๙. ท่านต้องการให้มีการสอนการเขียนเรียงความภาษาอังกฤษ					
๒๐. ท่านต้องการให้มีการอ่านหนังสือประกอบการเรียน (outside reading) ที่เป็นเรื่องสั้น ๆ และสนุก					
๒๑. ท่านต้องการให้มีการสอน การเขียนโต้ตอบจดหมายราชการและจดหมายธุรกิจ					
๒๒. ท่านต้องการให้ผู้สอนภาษาอังกฤษมีความรู้ทางด้านวิทยาศาสตร์ทั่วไปและด้านการแพทย์และพยาบาล					
๒๓. ท่านต้องการให้มีผู้สอนภาษาอังกฤษหลาย ๆ คน เพื่อสอนแต่ละทักษะ					
๒๔. ท่านต้องการให้ผู้สอนชาวอินเดียภาษาไทยทั้งหมดในชั่วโมงภาษาอังกฤษ					
๒๕. ท่านต้องการให้ผู้สอนชาวภาษาอังกฤษหมดชั่วโมง					
๒๖. ท่านต้องการให้ผู้สอนใช้ภาษาอังกฤษส่วนใหญ่และอธิบายภาษาไทยเมื่อจำเป็น					
๒๗. ท่านต้องการให้ผู้สอนสนใจสอนไวยากรณ์และโครงสร้าง					
๒๘. ท่านต้องการให้ผู้สอนชาวต่างชาติสอนทักษะการพูดและการฟัง					
๒๙. ท่านต้องการให้สอนภาษาอังกฤษเฉพาะในชั้นปี ๑					
๓๐. ท่านต้องการให้สอนภาษาอังกฤษเฉพาะในชั้นปี ๑ และ ๒					
๓๑. ท่านต้องการให้สอนภาษาอังกฤษทุก ๆ ชั้นปี					
๓๒. ท่านต้องการให้สอนภาษาอังกฤษสัปดาห์ละกี่ครั้ง ๆ ละ ๑-๒ ชั่วโมง					

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ความต้องการในการเรียนภาษาอังกฤษ	๕	๔	๓	๒	๑
๓๓. ท่านต้องการให้สอนภาษาอังกฤษสัปดาห์ละครั้ง ๆ ละ ๒-๔ ชั่วโมง.....					
๓๔. ท่านต้องการให้สอนภาษาอังกฤษสัปดาห์ละ ๒ ครั้ง ๆ ละ ๑-๒ ชั่วโมง.....					
๓๕. ท่านต้องการให้สอนภาษาอังกฤษสัปดาห์ละ ๓ ครั้ง ๆ ละ ๒-๔ ชั่วโมง.....					
๓๖. ท่านต้องการให้สอนภาษาอังกฤษเป็นวิชาเลือกในชั้นปีต่ำ ๆ นอกเหนือจากที่บังคับเรียน.....					
๓๗. ท่านต้องการให้สอนภาษาอังกฤษเป็นหลักสูตรแบบเข้มในชั้นปีสูง ๆ ขึ้นไป.....					
๓๘. ท่านต้องการให้จัดกิจกรรมนอกเวลาเรียนเพื่อเสริมการเรียนภาษาอังกฤษ เช่น ชมรมภาษาอังกฤษ (English club).....					
๓๙. ท่านต้องการให้มีการปรับปรุงวิธีสอนภาษาอังกฤษ.....					
๔๐. ท่านต้องการให้มีการปรับปรุงเนื้อหาการสอนภาษาอังกฤษ.....					
๔๑. ท่านต้องการให้มีการปรับปรุงเวลาในการสอนภาษาอังกฤษ.....					
๔๒. ท่านต้องการให้มีการปรับปรุงผู้สอนภาษาอังกฤษ.....					

๔๓. ถ้าท่านต้องการให้มีการปรับปรุงในข้อ ๓๙-๔๒ โปรดแสดงความคิดเห็นเพิ่มเติม

๔๓.๑ เนื้อหา _____

_____

๔๓.๒ ทักษะการใช้ การพูด การอ่าน เขียนและแปล _____

_____

๔๓.๓ เวลาที่เรียน _____

_____

๔๓.๔ ผู้สอน _____

_____

๔๓.๕ วิธีการสอน _____

_____

_____

ขอขอบคุณทุกท่านในความร่วมมือ

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ชุดที่ ๒

แบบสอบถามสำหรับผู้สอนวิชาต่าง ๆ แก่นักศึกษาพยาบาลเกี่ยวกับความจำเป็น ปัญหาในการใช้ภาษาอังกฤษของพยาบาล และความคิดเห็นเกี่ยวกับการเรียนการสอนภาษาอังกฤษของนักศึกษาพยาบาล วิทยาลัยพยาบาลเกื้อการุณย์

แบบสอบถามนี้ แบ่งออกเป็น ๔ ตอนคือ

ตอนที่ ๑ ข้อมูลเกี่ยวกับผู้ตอบแบบสอบถาม

ตอนที่ ๒ ความคิดเห็นเกี่ยวกับความจำเป็นในการใช้ภาษาอังกฤษของนักศึกษาพยาบาล

ตอนที่ ๓ ความคิดเห็นเกี่ยวกับปัญหาในการใช้ภาษาอังกฤษของนักศึกษาพยาบาล

ตอนที่ ๔ ความคิดเห็นเกี่ยวกับผู้สอน วิธีสอน เนื้อหา เวลา ในการเรียนภาษาอังกฤษ

ตอนที่ ๑ ข้อมูลเกี่ยวกับผู้ตอบแบบสอบถาม

คำชี้แจง กรุณาบอกข้อมูลบางประการ เกี่ยวกับตัวท่าน โดยเติมข้อความลงในช่องว่าง

๑. ท่านเป็นอาจารย์สอนนักศึกษาพยาบาลมาแล้ว_____ปี

๒. ท่านสอนวิชา_____ตำแหน่งปัจจุบัน_____

สถานที่ทำงาน _____

๓. เพศ ๑. ☐ ชาย ๒. ☐ หญิง

๔. อายุการทำงาน_____ปี

๕. วุฒิการศึกษา

๑. ☐ ปริญญาตรี

๒. ☐ ปริญญาโท

๓. ☐ ปริญญาเอก

๖. ท่านสอนนักศึกษาพยาบาลมาเป็นเวลา

๑. ☐ น้อยกว่า ๑ ปี

๒. ☐ ๑-๕ ปี

๓. ☐ ๖-๑๐ ปี

๔. ☐ ๑๑-๑๕ ปี

๕. ☐ ๑๖ ปีขึ้นไป

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คำชี้แจงของการตอบแบบสอบถาม ตอนที่ ๒.๔

คำชี้แจง ข้อความต่อไปนี้เป็นความคิดเห็นบางประการเกี่ยวกับความจำเป็นและปัญหาในการใช้ภาษาอังกฤษในการเรียนวิชาของท่าน และความคิดเห็นเกี่ยวกับการเรียนการสอนภาษาอังกฤษของนักศึกษาพยาบาล แต่ละข้อความมีระดับความคิดเห็นไว้ให้เลือกตอบ ๕ ระดับ แต่ละระดับมีความหมายดังนี้

ระดับที่ ๕ เห็นด้วยมากที่สุด หมายความว่า ท่านมีความเห็นด้วยว่า เรื่องนั้นมีความจำเป็นหรือเป็นปัญหาต่อนักศึกษาพยาบาลมากที่สุด หรือท่านเห็นด้วยกับความคิดเห็นนั้นมากที่สุด

ระดับที่ ๔ เห็นด้วยมาก หมายความว่า ท่านมีความเห็นด้วยว่า เรื่องนั้นมีความจำเป็นหรือเป็นปัญหาต่อนักศึกษาพยาบาลมาก หรือท่านเห็นด้วยกับความคิดเห็นนั้นมาก

ระดับที่ ๓ เห็นด้วยปานกลาง หมายความว่า ท่านมีความเห็นด้วยว่าเรื่องนั้นมีความจำเป็นหรือเป็นปัญหาปานกลาง หรือท่านเห็นด้วยกับความคิดเห็นนั้นปานกลาง

ระดับที่ ๒ เห็นด้วยน้อย หมายความว่า ท่านมีความเห็นด้วยว่าเรื่องนั้นมีความจำเป็นหรือเป็นปัญหาต่อนักศึกษาพยาบาลน้อยหรือท่านเห็นด้วยกับความคิดเห็นนั้นน้อย

ระดับที่ ๑ ไม่เห็นด้วย หมายความว่า ท่านมีความเห็นว่า เรื่องนั้นไม่มีความจำเป็นหรือไม่เป็นปัญหาต่อนักศึกษาพยาบาลเลย หรือท่านไม่เห็นด้วยกับความคิดเห็นนั้นเลย

ขอให้ท่านพิจารณาข้อความต่อไปนี้แล้วทำเครื่องหมาย ✓ ในช่องที่ตรงกับระดับความคิดเห็นของท่านเพียงข้อละหนึ่งระดับ

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ตอนที่ ๒ ความคิดเห็นของผู้สอนวิชาต่าง ๆ เกี่ยวกับความจำเป็นในการใช้ภาษาอังกฤษของนักศึกษาพยาบาล วิทยาลัยเกื้อการุณย์

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๔.๕ การอ่านข้อความหรือบทความ.....					
๔.๖ การใช้เวลาในการอ่าน.....					
๔.๗ การอ่าน ตำรา วารสาร คู่มือ เอกสาร วิชาการต่าง ๆ					
๔.๘ การอ่าน นิตยสาร หนังสือพิมพ์ ภาษาอังกฤษ.....					
๔.๙ การอ่านรายงานภาษาอังกฤษ.....					
๔.๑๐ การอ่านรายงานการวิจัยภาษาอังกฤษ.....					
๔.๑๑ การอ่านจาก สไลด์ และเอกสารประกอบการสอน.....					

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ปัญหาในการใช้ภาษาอังกฤษของนักศึกษาพยาบาล	๕	๔	๓	๒	๑
๔.๑๒ การอ่านเพื่อจับใจความสำคัญ.....					
๔.๑๓ การอ่านเพื่อให้ได้ใจความโดยละเอียด.....					
๔.๑๔ การอ่านเพื่อเปรียบเทียบ วิเคราะห์ วิจารณ์.....					
๔.๑๕ การอ่านเพื่อสรุปเรื่องราว.....					
๔.๑๖ อื่น ๆ โปรดระบุ					
๔.๑๖.๑ _____					
๔.๑๖.๒ _____					
๕. ท่านคิดว่านักศึกษาพยาบาลมีปัญหาทางด้านใดบ้างในการเขียนภาษาอังกฤษ					
๕.๑ การเขียนศัพท์เทคนิคภาษาอังกฤษ.....					
๕.๒ การเขียนศัพท์ภาษาอังกฤษทั่วไป.....					
๕.๓ การเขียนเป็นประโยคง่าย ๆ สั้น ๆ.....					
๕.๔ การเขียนประโยคซับซ้อน ต่อเนื่อง.....					
๕.๕ การเขียนเรียงความภาษาอังกฤษ.....					
๕.๖ การเขียนบรรยายภาษาอังกฤษ.....					
๕.๗ การเขียนรายงานภาษาอังกฤษ.....					
๕.๘ การเขียนตอบในข้อสอบ.....					
๕.๙ การเขียน รายงานการวิจัยหรือปริทัศน์ต่าง ๆ.....					
๕.๑๐ การเขียนสรุปรายงานจากการดูภาพยนตร์ สไลด์ วีดีโอและฟังวิทยุ เทป					
๕.๑๑ การเขียนเพื่อให้ได้ใจความสำคัญ.....					
๕.๑๒ การเขียนเพื่อให้ได้ใจความโดยละเอียด.....					
๕.๑๓ การเขียนเพื่อเปรียบเทียบ วิเคราะห์ วิจารณ์.....					
๕.๑๔ การเขียนเพื่อสรุปเรื่องราว.....					
๕.๑๕ อื่น ๆ โปรดระบุ					
๕.๑๕.๑ _____					
๕.๑๕.๒ _____					
๖. ท่านคิดว่านักศึกษาพยาบาลมีปัญหาทางด้านการแปลภาษาอังกฤษ					
๖.๑ การแปลศัพท์เทคนิคภาษาอังกฤษ.....					
๖.๒ การแปลศัพท์ภาษาอังกฤษทั่ว ๆ ไป.....					
๖.๓ การแปลประโยคง่าย ๆ สั้น ๆ					
๖.๔ การแปลประโยคซับซ้อน ต่อเนื่อง.....					
๖.๕ การแปลย่อความหรือย่อหน้า.....					
๖.๖ การแปลบทความทางวิชาการ.....					
๖.๗ การแปลตำรา หรือคู่มือต่าง ๆ.....					
๖.๘ การแปลเป็นภาษาสละสลวย.....					
๖.๙ การแปลเพื่อให้ได้ใจความสำคัญ.....					
๖.๑๐ การแปลเพื่อให้ได้ใจความโดยละเอียด.....					
๖.๑๑ การแปลเพื่อเปรียบเทียบ วิเคราะห์ วิจารณ์.....					
๖.๑๒ การแปลเพื่อสรุปเรื่องราว.....					
๖.๑๓ อื่น ๆ โปรดระบุ					
๖.๑๓.๑ _____					
๖.๑๓.๒ _____					

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ตอนที่ ๔ ความคิดเห็นเกี่ยวกับหลักสูตรภาษาอังกฤษ ได้แก่ จุดประสงค์ วิธีสอน เนื้อหา เวลา ในการเรียนการสอนภาษาอังกฤษของนักศึกษาพยาบาล

ความคิดเห็นเกี่ยวกับวิธีสอน เนื้อหาและเวลาในการสอนภาษาอังกฤษ	๕	๔	๓	๒	๑
๑. ทักษะภาษาอังกฤษที่ท่านคิดว่านักศึกษาพยาบาลต้องใช้เพื่อประโยชน์ในการประกอบวิชาชีพ					
๑.๑ การฟัง					
๑.๒ การพูด					
๑.๓ การอ่าน					
๑.๔ การเขียน					
๑.๕ การแปล					
๒. ท่านคิดว่านักศึกษาพยาบาลมีความรู้ ทักษะภาษาอังกฤษเกี่ยวกับที่จะใช้ในการประกอบอาชีพ					
๓. ท่านคิดว่าควรสอนภาษาอังกฤษเพื่อใช้ประโยชน์กับวิชาชีพ					
๔. ท่านคิดว่าควรสอนภาษาอังกฤษเพื่อเป็นเครื่องมือในการเรียนวิชาอื่น ๆ					
๕. ท่านคิดว่าควรสอนภาษาอังกฤษเพื่อให้นักศึกษาสามารถใช้สื่อสารในชีวิตประจำวันกับเจ้าของภาษาได้					
๖. ท่านคิดว่าควรสอนภาษาอังกฤษที่มีเนื้อหาทั่ว ๆ ไป					
๗. ท่านคิดว่าควรสอนภาษาอังกฤษที่มีเนื้อหาทั่ว ๆ ไปปนกับเนื้อหาทางการแพทย์และพยาบาล					
๘. ท่านคิดว่าควรสอนภาษาอังกฤษที่มีเนื้อหาเฉพาะทางแพทย์และพยาบาล					
๙. ท่านคิดว่าควรสอนภาษาอังกฤษแบบบรรยาย					
๑๐. ท่านคิดว่าควรสอนภาษาอังกฤษโดยเน้นไวยากรณ์ ศัพท์ และโครงสร้าง					
๑๑. ท่านคิดว่าควรสอนภาษาอังกฤษโดยผู้เรียนมีส่วนร่วมในกิจกรรมการเรียนการสอน					
๑๒. ท่านคิดว่าควรให้มีการฝึกทักษะทุก ๆ ทักษะเท่า ๆ กัน คือ ฟัง พูด อ่านและเขียน					
๑๓. ท่านคิดว่าควรสอนฝึกทักษะการพูดการฟังมากกว่าการเขียนและการอ่าน					
๑๔. ท่านคิดว่าควรสอนฝึกทักษะการอ่านการเขียนมากกว่าการพูดและการฟัง					
๑๕. ท่านคิดว่าควรให้มีห้องปฏิบัติการทางภาษา (sound lab) เพื่อฝึกทักษะการฟัง					
๑๖. ท่านคิดว่าควรมีอุปกรณ์ประกอบการสอน เช่น ภาพยนตร์ เทป สไลด์ วีดีโอ เพื่อฝึกทักษะการฟังและการพูด					
๑๗. ท่านคิดว่าควรจัดแบ่งนักศึกษาเป็นห้องเล็ก ๆ ไม่เกิน ๔๐ คน					
๑๘. ท่านคิดว่าควรแบ่งนักศึกษาเป็นกลุ่มย่อย ๆ โดยให้จับคู่หรือเป็นกลุ่มละ ๔-๘ คน เพื่อร่วมกิจกรรมการเรียนการสอน					
๑๙. ท่านคิดว่าควรจัดให้มีการสอนการเขียนเรียงความภาษาอังกฤษ					
๒๐. ท่านคิดว่าควรให้มีการอ่านหนังสือประกอบการเรียน (Outside reading) ที่เป็นเรื่องสั้น ๆ ง่าย ๆ สนุก ๆ					
๒๑. ท่านคิดว่าควรให้มีการสอนการเขียนโต้ตอบจดหมายราชการและจดหมายธุรกิจ					
๒๒. ท่านคิดว่าผู้สอนภาษาอังกฤษควรจะมีความรู้ทางด้านวิทยาศาสตร์ทั่วไปและด้านการแพทย์และพยาบาล					
๒๓. ท่านคิดว่าควรมีผู้สอนภาษาอังกฤษหลาย ๆ คน เพื่อสอนแต่ละทักษะ					
๒๔. ท่านคิดว่าผู้สอนควรพูดอธิบายภาษาไทยทั้งหมดในชั่วโมงภาษาอังกฤษ					
๒๕. ท่านคิดว่าผู้สอนควรพูดภาษาอังกฤษตลอดชั่วโมง					
๒๖. ท่านคิดว่าผู้สอนควรใช้ภาษาอังกฤษส่วนใหญ่และอธิบายภาษาไทยเมื่อจำเป็น					
๒๗. ท่านคิดว่าควรจัดให้ผู้สอนคนไทยสอนไวยากรณ์และโครงสร้าง					
๒๘. ท่านคิดว่าควรจัดให้ผู้สอนชาวต่างชาติ สอนทักษะการพูดและการฟัง					
๒๙. ท่านคิดว่าควรสอนภาษาอังกฤษเฉพาะในชั้นปีที่ ๑					

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ความคิดเห็นเกี่ยวกับวิธีสอน เนื้อหา และเวลาในการสอนภาษาอังกฤษ	๕	๔	๓	๒	๑
๓๐. ท่านคิดว่าควรสอนภาษาอังกฤษเฉพาะในชั้นปีที่ ๑ และ ๒.....					
๓๑. ท่านคิดว่าควรสอนภาษาอังกฤษทุก ๆ ชั้นปี.....					
๓๒. ท่านคิดว่าควรสอนภาษาอังกฤษสัปดาห์ละครั้ง ๆ ละ ๑-๒ ชั่วโมง.....					
๓๓. ท่านคิดว่าควรสอนภาษาอังกฤษสัปดาห์ละครั้ง ๆ ละ ๒-๔ ชั่วโมง.....					
๓๔. ท่านคิดว่าควรสอนภาษาอังกฤษสัปดาห์ละ ๒ ครั้ง ๆ ละ ๑-๒ ชั่วโมง.....					
๓๕. ท่านคิดว่าควรสอนภาษาอังกฤษสัปดาห์ละ ๒ ครั้ง ๆ ละ ๒-๔ ชั่วโมง.....					
๓๖. ท่านคิดว่าควรจัดภาษาอังกฤษเป็นวิชาเลือกในชั้นปีต่อไป นอกเหนือจากที่บังคับเรียน.....					
๓๗. ท่านคิดว่าควรจัดภาษาอังกฤษเป็นหลักสูตรแบบเข้มในชั้นปีสูง ๆ ขึ้นไป.....					
๓๘. ท่านคิดว่าควรมีกิจกรรมนอกเวลาเพื่อเสริมการเรียนภาษาอังกฤษ เช่น จัดชมรมภาษาอังกฤษ (English club).....					

๓๙. โปรดแสดงความคิดเห็นของท่านเพิ่มเติมเกี่ยวกับ การเรียน การสอน ผู้สอน วิธีสอน เนื้อหา เวลาในการสอนภาษาอังกฤษ ที่ท่านคิดว่าควรปรับปรุง

๓๙.๑ เนื้อหา _____

_____

๓๙.๒ ทักษะ การฟัง พูด อ่าน เขียน แปล _____

_____

๓๙.๓ เวลาที่เรียน _____

_____

๓๙.๔ ผู้สอน _____

_____

๓๙.๕ วิธีสอน _____

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ขอขอบคุณทุกท่านในความร่วมมือ

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เรียน นักศึกษาพยาบาลทุกท่าน

ด้วยข้าพเจ้ากำลังทำวิทยานิพนธ์เรื่อง "การสำรวจการใช้ภาษาอังกฤษในการเรียนของนักศึกษาพยาบาลวิทยาลัยพยาบาลเกื้อการุณย์" (A SURVEY OF THE ACADEMIC ENGLISH USE OF NURSING STUDENTS AT KUAKARUN NURSING COLLEGE)

จึงจำเป็นต้องอาศัยความร่วมมือจากท่าน และขอให้ท่านกรุณาแสดงความคิดเห็นของท่าน โดยโปรดสละเวลาตอบแบบสอบถามที่แนบมาพร้อมหนังสือนี้ ซึ่งคำตอบของท่านจะเป็นประโยชน์และเป็นแนวทางในการกำหนดหลักสูตรภาษาอังกฤษสำหรับนักศึกษาพยาบาลวิทยาลัยพยาบาลเกื้อการุณย์ต่อไป

ทั้งนี้ หวังเป็นอย่างยิ่งว่า จะได้รับความร่วมมือและสนับสนุนการทำวิทยานิพนธ์ครั้งนี้ด้วย.

ขอได้รับความขอบคุณเป็นอย่างยิ่ง

(นางพัชรี ชัยกิจโกสีย์)
นักศึกษาปริญญาโท สาขาภาษาศาสตร์ประยุกต์
คณะวิทยาศาสตร์ มหาวิทยาลัยมหิดล

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เรียน วิทยาจารย์ทุกท่าน

ด้วยข้าพเจ้ากำลังทำวิทยานิพนธ์เรื่อง "การสำรวจการใช้ภาษาอังกฤษในการเรียนของนักศึกษาพยาบาลวิทยาลัยพยาบาลเกื้อการุณย์" (A SURVEY OF THE ACADEMIC ENGLISH USE OF NURSING STUDENTS AT KUAKARUN NURSING COLLEGE)

จึงจำเป็นต้องอาศัยความร่วมมือจากท่าน และขอให้ท่านกรุณาแสดงความคิดเห็นของท่าน โดยโปรดสละเวลาตอบแบบสอบถามที่แนบมาพร้อมหนังสือนี้ ซึ่งคำตอบของท่านจะเป็นประโยชน์ และเป็นแนวทางในการกำหนดหลักสูตรภาษาอังกฤษสำหรับนักศึกษาพยาบาลวิทยาลัยพยาบาลเกื้อการุณย์ต่อไป

ทั้งนี้ หวังเป็นอย่างยิ่งว่าจะได้รับความร่วมมือและสนับสนุนการทำวิทยานิพนธ์ครั้งนี้ด้วย.

ขอได้รับความขอบคุณเป็นอย่างยิ่ง

(นางพัชรี ชัยกิจโกสีย์)
นักศึกษาปริญญาโท สาขาภาษาศาสตร์ประยุกต์
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