

Thesis Title A Survey Study of Needs, Problems and Wants in English Language Teaching and Learning of Nursing Students at Nursing Colleges Under the Control of Nursing College Division, Office of The Permanent Secretary, Ministry of Public Health, Thailand.

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ABSTRACT

This study investigated the needs, problems and wants in English language teaching and learning of nursing students at Nursing Colleges under the Control of the Nursing College Division, Office of the Permanent Secretary, Ministry of Public Health, Thailand. The 353 subjects of the study were divided into 2 groups: permanent nursing teachers (135) and fourth year nursing students (218) of Diploma in Nursing Science (4 years). The questionnaire was constructed and the content validity was verified. The revised instrument was field-tested. The reliability of the instrument were 0.97 for teachers and 0.96 for the students.

The questionnaires were mailed to subjects in 23 nursing colleges located in 22 provinces around Thailand. The return rate of the questionnaire was 94.6%. The findings indicated that nursing students and teachers not only felt positive towards English but also wanted more English language courses. Main reasons for these demands were *to keep in touch with what is happening abroad, to read English magazines and/or journals, to communicate with foreigners, to experience foreigner ways of thinking, to enjoy movies and songs, to get a job where English is needed, to study abroad, and to be an international person*. Nursing teachers indicated that nursing students who have high proficiency in English *have chances to study abroad, are able to read English magazines and/or journals, keep in touch with what is happening abroad, are international persons, get a job where English is needed, have foreign friends, experience foreign ways of thinking and enjoy movies and songs*.

Both students and teachers expressed a need in reading. Four traditional English skills are problems for nursing students. However, students want to practice listening and speaking while teachers want them to practice reading and writing. As for English courses, both students and teachers wanted:

1. The objectives of English courses to include occupational use, daily life, a means to study other subjects and a means for communication. These courses should either be taught every year or only in the first year, 1–2 hours twice a week. Those courses should be both core and elective courses. The contents of the courses should be nursing related more than any others.

2. English learning and teaching methodology to include group learning activities, communicative English, sound lab, and teaching aids.

3. English instructors to have nursing, medicine, and/or science knowledge. Additionally, they should teach mostly in English and use Thai only when necessary in the English class.