



## Anxiety Related to English Language among Nursing Students of Punjab

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### ABSTRACT

Background of the study: As in a global village and English has been widely used in medical terminology, medical records and in professional communication, it's quite essential to have good English ability for those people standing in the front line of healthcare, in particular, the nurses. Objective: The present study was aimed to assess the level of anxiety related to English Anxiety among GNM students. Methodology: A descriptive research design was used for the present study. A total of 200 students were selected by using Complete Enumeration sampling technique. A modified tool on Foreign Language Classroom Anxiety Scale (FLCAS) was used to collect data. Results: The results of the present study revealed that most of the students reported moderate English Language Anxiety especially in writing English. Further, both boys and girls had shown moderate English Language Anxiety and the level of anxiety was found to be higher among girls than boys. The level of anxiety in five components (Speaking, Listening, Reading, Writing and Grammar) was same among all the students of 1<sup>st</sup> Year, level of English Language Anxiety in Listening component was higher among girls than boys studying in 2<sup>nd</sup> year, level of English Language anxiety in reading as well as grammar component was higher among girls than boys studying in 3<sup>rd</sup> year and level of English Language anxiety in Listening component was higher among girls and level of English Language Anxiety was higher in writing component among boys studying in GNM Internship. Conclusion: Teachers should have learning activities where these students are given more guidance on how to talk or write about themselves, their family, their interests and their culture. In addition, teachers should also try to create a non-threatening, relaxed learning environment in which students can take risks and make mistakes without fear or embarrassment. In addition, teachers must make a conscious effort to ensure that these students must have the opportunity to participate in class.

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### Introduction

Anxiety one of the most prominent and pervasive emotions was defined as a feeling of uneasy suspense (Bremner S., 1999). Anxiety has been found interfere with several types of learning but when it is associated with learning a second or foreign language it is coined as second or foreign language anxiety (Liu, M .Zhang,2011). Language learning anxiety, specially foreign language learning anxiety has attached several researches to examine this phenomenon as it affects language learners anxiety has been considered one of the most important affective factors that influence second language learning (Chamot A. U & El- Dinary, 2004). It cannot be denied that learning a second language is important especially when that second language is English. English is the most widespread and important language in the world today. English language introduced as a second language in India. It poses many problems to the learners in the process of learning it, especially the GNM students in the field of Nursing. The curriculum of GNM of students is developed in English due to this they are more anxious and received significantly lower final grades. Moreover as it is new and peculiar language, the GNM students face difficulties in learning the pronunciation, sentence structure, vocabulary and other aspects of English language.

In a nutshell, English becomes the second most important language to the students. It is because GNM students need to master the language in order to excel in their study and to prepare them for the competitive job market. They have to compete with other graduates who not only have good academic qualification but also good communication skills in English. Employers will choose the best candidates who are proficient in English to meet the demands of globalization.

This study shed some light on the role of anxiety in foreign language learning. In this fast changing age of science and technology, research on the part of students is very essential. Therefore, it is very crucial for GNM students to be proficient in English so that they can use language efficiently for academic purposes and later in setting.

#### Aim of the Study

The aim of the study was to assess the level of anxiety of GNM students in English language. Further the study aimed to compare the level of anxiety in English between boys and girls.

#### Research Questions

1. What will be the level of anxiety related to English Language among GNM students?
2. What will be the difference of the level of anxiety related to English language between GNM 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> year and internship as a whole?

3. What will be the difference of the level of anxiety related to English language between boys and girls studying in GNM 1<sup>st</sup> year?
4. What will be the difference of the level of anxiety related to English language between boys and girls studying in GNM 2<sup>nd</sup> year?
5. What will be the difference of the level of anxiety related to English language between boys and girls studying in GNM 3<sup>rd</sup> year and Internship?
6. What will be the association of level of anxiety related to English language with selected socio-demographic variables?

#### Assumptions

1. There may be high level of anxiety related to English language among GNM students.
2. The level of anxiety may be higher among female students than male students.

#### Methodology

##### Research approach and design

A quantitative research approach was considered appropriate for the present study and non-experimental research design (descriptive) was used for the present study.

##### Sample and sampling technique

The present study was conducted on sample of 200 GNM students studying in school of Nursing. Complete Enumeration sampling technique was used to select the study sample.

##### Description of tools

The research tool consisted of two parts:

**Part 1:** This part of tool consisted of socio-demographic profile to obtain personal information of about study subjects i.e. age, gender, residential area, professional year, education of father, education of Mother and present stay.

**Part 2:** This part of tool consisted of Modified Foreign Language Anxiety Scale to assess the level of anxiety related to English Language among GNM students. The tool consisted of 20 items distributed in five areas namely Speaking (1-4), Listening (5-8), Reading (9-12), Writing (13-16) and Grammar (17-20).

##### Result and discussion

The analysis of socio-demographic profile of subjects revealed that out of 200 subjects, majority 89 (44.5%) were from age group 21-23 years, 121 (60.5%) were females, 113 (56.5%) were residing in rural area, 50 (25%) each were from GNM 1<sup>st</sup> year, 2<sup>nd</sup> year, 3<sup>rd</sup> year and internship, 100 (50%) student's father were below or equal to 10<sup>th</sup> standard, 98 (49%) student's mother were below or equal to 10<sup>th</sup> standard and 147 (73.5%) were day scholars.

The results revealed that majority of students reported moderate level of anxiety related to English. Similarly, Lian LH & Budin MB (2014) reported that large number of the students (93.5%) experienced moderate levels of English language anxiety while very few (6.5 %) of them experienced low levels of language anxiety.

The present study revealed that girls had higher English Language Anxiety than boys among GNM students. This finding is consistent with Pappamihel NE (2002) that girls tend to be more anxious than boys because they did not have adequate coping strategies.

The level of English Language Anxiety in all components (Speaking, Listening, Reading, Writing and Grammar) was approximately same among both boys and girls studying in GNM 1<sup>st</sup> Year.

The level of English Language Anxiety in four components (Speaking, Reading, Writing and Grammar) was approximately same among both boys and girls. Further, level of English Language Anxiety in listening component was higher among girls than boys studying in GNM 2<sup>nd</sup> Year.

The level of English Language Anxiety in three components (Speaking, listening and Writing) was approximately same among both boys and girls. Further, level of English Language Anxiety in reading well as in grammar was higher among girls than boys studying in GNM 3<sup>rd</sup> Year. Further, level of English Language Anxiety was approximately same in Speaking as well as in Grammar among both boys and girls. Further, level of English Language Anxiety in reading well as in Listening was higher among girls than boys and level of English Language Anxiety was higher in writing component among boys studying in GNM Interns.

##### Recommendations

- Bridge courses should be taken in schools to make them learn the second language learners.
- Teachers should be sensitive to the levels and needs of the students for English Language.
- Teachers should help the students to develop good attitude towards language learning.
- Some of the innovative programs of teaching English language should be adopted at early admission of students.

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