

## A descriptive study on English language anxiety amongst General Nursing and Midwifery students

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### ABSTRACT

**Background :** Learning English is a pre-requisite to be able to successfully participate in many academic and cultural activities, trade, technology and worldwide communication. Therefore, English has become one of the most important subjects in the educational system. However, it has been observed that many students experience anxiety while trying to learn English. The present study was conducted to assess English Language Anxiety among the General Nursing & Midwifery students.

**Methodology :** A sample of 200 subjects was drawn by simple random sampling technique. One to one interview method was used to collect the data by using Modified Foreign Language Classroom Anxiety Scale (FLCAS). The data was subjected to computerized statistical analysis.

**Results :** The present study revealed that majority 144 (72.5%) of students reported moderate anxiety followed by 49 (24.5%) of students that reported low anxiety and only 6 (3.5%) of students reported high anxiety related to English language. Further, it was found that majority (46.3%) of students reported anxiety in writing English, (45.3%) of students reported anxiety in speaking English, (42.2%) of students reported anxiety in grammar and equal (41.2%) of students reported anxiety in listening to English conversations and reading English.

**Conclusion:** Thus, majority of students reported moderate level of anxiety. Teachers should have learning activities where these students are given guidance on how to talk or write in English. In addition, teachers should also try to create a non-threatening, relaxed learning environment in which students can make mistakes while learning English without fear of embarrassment.

**Keywords :** Anxiety, English Language Anxiety, Foreign Language Classroom Anxiety Scale (FLCAS).

### INTRODUCTION

Anxiety is a part of everyday life. It is ubiquitous in humans, and its presents in a range of anxiety disorders making it an important clinical focus. Learning English is a pre-requisite to being able to successfully participate in many academic and cultural activities, trade, technology and worldwide communication. Therefore, English has become one of the most important subjects in the educational system. However, it has been observed that many students experience anxiety while trying to learn English [1]. English language being foreign language is introduced as a second language in India and poses many problems to the learners who are new to it. Children face difficulties in learning the pronunciation, sentence structure, grammar, vocabulary and other aspects of the English language. Many studies have found that the college students, who were more anxious, received significantly lower final grades than less anxious students [2]. The teachers of English or the enthusiastic researchers should take initiative to take some remarkable work in this field and should introduce innovative practices in teaching English language in an effective manner [3]. Students who are proficient in English will have better chances of employment after they have graduated. It is so as employers do not simply look at their

excellent academic results but also their proficiency in the second language. Companies nowadays do not only select the best graduates who can deliver technical skills but also those that possess soft skills [4]. These soft skills include the ability to communicate in English effectively and job interviews are now conducted in English. Thus, confidence in spoken English is very important to graduates as it proves that they are the suitable candidate for the job [5].

## METHODOLOGY

A descriptive research design was adopted to assess the English language anxiety among General Nursing and Midwifery (GNM) students at selected nursing Institute of district Fatehgarh sahib, Punjab. The total of 200 General Nursing and Midwifery (GNM) students were selected by using Simple random Sampling Technique. Modified Foreign Language anxiety Scale (FLAS) was used which was validated from experts. The reliability of tool was determined by test-retest method by using Karl Pearson's coefficient of correlation which was found to be reliable as r value was 0.82 [6]. The collected data was analyzed by descriptive statistics.

## RESULTS

In relation to age most of students 89 (44.5%) were between 21-23 year of age followed by 18-20 years of age 80 (40%) and 24-26 year of age 31 (15.5%). In relation to gender, majority of students were female 121 (60.5%) followed by males students 79 (39.5%). In relation to residential area, most were from rural areas 113 (56.5%) followed by urban area 87 (43.5%). Majority 144 (72.5%) of students reported moderate anxiety followed by 49 (24.5%) of students reported low anxiety and only 6 (3.5%) of students reported high anxiety related to English language among GNM students. Hence it can be concluded that most of the students reported moderate anxiety related to English language (Table 1). It was found that majority (46.3%) of students reported anxiety in writing English, (45.3%) of students reported anxiety in speaking English, (42.2%) of students reported anxiety in grammar and equal (41.2%) of students reported anxiety in Listening and Reading English. Thus, it can be concluded that majority of GNM students reported anxiety in writing English (Table 2).

Table 1  
Frequency and Percentage Distribution of level of Anxiety related to English language among GNM Students

Level of Anxiety (Score Range)	Frequency (f)	Percentage (%)
High Anxiety (27-40)	7	3.5
Moderate Anxiety (14-26)	144	72.5
Low Anxiety (0-13)	49	24.5

Table 2  
Dimension wise Comparison of level of Anxiety related to English language among GNM Students.  
N = 200

Sr. No	Dimensions	Mean	SD	Mean %
1.	Speaking	3.63	1.52	45.3%
2.	Listening	3.29	1.53	41.2%
3.	Reading	3.32	1.55	41.5%
4.	Writing	3.70	1.77	46.2%
5.	Grammar	3.38	1.58	42.2%

## DISCUSSION

The present study revealed that majority of students had reported moderate English language anxiety. Similar findings were reported in another study [7] where students had moderate level of English language anxiety. Other studies in nursing students have reported that students experienced moderate English language anxiety [8]. The results of present study also revealed that majority of students reported English language anxiety in writing. Similarly, a study on English language anxiety in relation to language skills and found that students had more negative evaluation towards writing in English than in other skills [9]. A number of confounding variables were not addressed in the study which can be taken up as a limitation of the study. The study also emphasizes the need for nursing students to learn English while suggesting than non stressful methods of learning be employed to do so.

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