

Bethel University

Spark

---

All Electronic Theses and Dissertations

---

2019

## Strategies to Improve English as an Additional Language (EAL) Nursing Student Communication

Kellie Ann Quesada  
*Bethel University*

Follow this and additional works at: <https://spark.bethel.edu/etd>



Part of the [Nursing Commons](#)

---

### Recommended Citation

Quesada, K. A. (2019). *Strategies to Improve English as an Additional Language (EAL) Nursing Student Communication* [Master's thesis, Bethel University]. Spark Repository. <https://spark.bethel.edu/etd/525>

This Master's thesis is brought to you for free and open access by Spark. It has been accepted for inclusion in All Electronic Theses and Dissertations by an authorized administrator of Spark.

STRATEGIES TO IMPROVE ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)  
NURSING STUDENT COMMUNICATION

A MASTER'S CAPSTONE PROJECT  
SUBMITTED TO THE GRADUATE FACULTY  
OF THE GRADUATE SCHOOL  
BETHEL UNIVERSITY

BY

KELLIE A. QUESADA

IN PARTIAL FULFILLMENT OF THE REQUIREMENTS  
FOR THE DEGREE OF  
MASTER OF SCIENCE IN NURSING

SEPTEMBER 2019

BETHEL UNIVERSITY

BETHEL UNIVERSITY

Strategies to improve English as an Additional Language (EAL) Nursing Student  
Communication

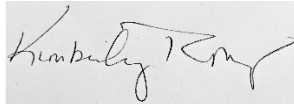
Kellie Quesada

September, 2019

Approvals:

Project Advisor Name: Kim Meyer

Project Advisor Signature:



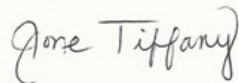
Dean/Chief Nursing Administrator Name: Diane Dahl

Dean/Chief Nursing Administrator Signature:

Diane Dahl PhD, RN

Director of Nurse Educator Program Name: Jone Tiffany

Director of Nurse Educator Program Signature:



### **Acknowledgments**

Without the support of my husband, Juan Quesada, there is no way that I could have made it through these past few years. He hasn't doubted that I could do this and has helped me focus on this as we work together to raise our daughter, Camile, who lightens up my days.

I would also like to thank the Bethel faculty who have helped me through this program as well as the faculty from Concordia College where I did my undergraduate degree, who taught me to become responsibly engaged in the world as I follow my vocation.

### **Abstract**

**Background:** The demand for diverse nurses to care for an increasingly diverse population in the United States is growing. Nursing programs need to have strategies in place to support nursing students who speak English as an Additional Language (EAL). Adequate communication skills are an essential part of the nurse-patient relationship and can be complicated by language barriers. Strategies to improve this communication need to be evaluated to ensure that resources are dedicated to the most efficient strategies.

**Purpose:** The purpose of this review is to determine the most effective strategies to improve communication skills in nursing students who have learned English as an additional language (EAL).

**Results:** Using Peplau's Theory of Interpersonal Relations (as cited in Peterson & Bredow, 2009), 18 articles were reviewed to find effective strategies for preparing EAL nursing students to communicate in English. This review of the literature found that workshops, technology, simulation, and accent modification can be used as strategies to improve nursing student communication.

**Conclusion:** While there isn't a set standard for communication competence, the articles examined used academic success, self-evaluation, communication confidence, and students' perception of usefulness to others as measures of success. Of the 18 articles, 11 reported using workshops or classes to promote communication. Six out of the nine stated that students earned high grades after their workshops. Two reported higher communication confidence and two other studies reported higher communication competence.

**Implications for Research and Practice:** Unfortunately, randomized controlled trials have not been conducted on this topic using a standardized tool for evaluating nursing student

communication in those who have learned English as an additional language. For educators, it is important to take into account the specific needs of EAL nursing students to properly support their communication needs. In nursing practice, a future with diverse new graduate nurses who speak multiple languages will be beneficial to serve an increasingly diverse United States population.

**Keywords:** Nursing Student, Communication, English as an Additional Language, English Language Learners, English as a Second Language, Theory of Interpersonal Relations

**Table of Contents**

<b>Acknowledgements.....</b>	<b>3</b>
<b>Abstract.....</b>	<b>4</b>
<b>Chapter One: Introduction.....</b>	<b>7</b>
<b>Statement of Purpose/Research Questions.....</b>	<b>8</b>
<b>Need for Critical Review of a Nursing Problem.....</b>	<b>8</b>
<b>Significance to Nursing.....</b>	<b>9</b>
<b>Conceptual Mode/Theoretical Framework.....</b>	<b>9</b>
<b>Summary.....</b>	<b>11</b>
<b>Chapter Two: Methods.....</b>	<b>12</b>
<b>Search Strategies Used to Identify Research Studies.....</b>	<b>12</b>
<b>Criteria for Including or Excluding Research Studies.....</b>	<b>12</b>
<b>Criteria for Evaluating Research Studies.....</b>	<b>13</b>
<b>Number and types of Studies Selected.....</b>	<b>13</b>
<b>Summary.....</b>	<b>15</b>
<b>Chapter Three: Literature Review and Analysis.....</b>	<b>16</b>
<b>Major Findings.....</b>	<b>16</b>
<b>Strengths and Weaknesses of the Research Studies.....</b>	<b>19</b>
<b>Summary.....</b>	<b>21</b>
<b>Chapter Four: Discussion, Implications and Conclusions.....</b>	<b>22</b>
<b>Theory of Interpersonal Relations.....</b>	<b>24</b>
<b>Trends and Gaps in the Literature.....</b>	<b>27</b>
<b>Implications for Nursing.....</b>	<b>28</b>
<b>Recommendations for Nursing.....</b>	<b>30</b>
<b>Summary.....</b>	<b>30</b>
<b>Conclusion.....</b>	<b>31</b>
<b>References.....</b>	<b>32</b>
<b>Appendix A.....</b>	<b>35</b>

## **Chapter One: Introduction**

Effective communication is an essential skill for the nurse-patient relationship. As nursing students become more diverse, ensuring that new graduate nurses will successfully interpret the verbal and non-verbal communication of their future patients is vital to their success. Additionally, being able to converse with patients, providers, and other members of the care team is crucial to ensuring that errors are minimized.

Preparing pre-licensure nursing students to be successful communicators begins in the classroom, though this instruction is often most apparent in the lab or the clinical portions of a nursing program. Because English communication is so integral, nursing programs often find that students who speak English as an Additional Language (EAL) are “at risk” for failing either course work or clinical work (Carr & Dekemel-Ichikawa, 2012). Even if students are successful on English language tests, such as the International English Language Testing System (IELTS) used in Australia or the Test of English as a Foreign Language (TOEFL) used in the United States, they may still have problems with the conversational language necessary to speak with patients to gain valuable information (Wong & Strauss, 2004). In addition, medical terminology, including medication names, diseases, treatments, and other jargon found throughout the healthcare setting is difficult even without the stress, time limits, and background noise present in hospitals (Müller, 2012). With this in mind, nurse educators need to develop strategies to help EAL students successfully communicate in both individual courses and in nursing programs as a whole. Unfortunately, these types of interventions most often add costs to already tight program budgets (Campbell, 2008). Therefore, before resources are allocated, it is important to know which strategies are most effective for improving EAL nursing student communication.



### **Statement of Purpose**

The purpose of this literature review is to determine which strategies are most effective for improving communication competence and confidence in English as an additional language (EAL) nursing students. To meet the needs of the diverse population, nurse educators are charged with the responsibility of preparing the next generation of nurses to care for diverse patients. This review will identify the strategies to assist with improving nursing communication found in the literature, and therefore assist EAL nursing students to succeed, diversifying the pool of future nurses who will care for ever changing patient populations.

### **Need for Critical Review**

There have been many studies conducted which relate to strategies for improving nursing students' communication skills. However, EAL nursing students are a unique population who need additional support in the academic and clinical settings. In 2008, of the three million registered nurses living in the United States, 83.2% were non-Hispanic white, while 65.6% of the general population was non-Hispanic white (Phillips & Malone, 2014). The 2010 Future of Nursing Report from the Institute of Medicine and the subsequent Campaign for Action recognized this statistic and stated the need to increase diversity in nursing (Campaign for Action, 2019). The campaign has helped form minority nursing organizations and diversity think tanks to fuel this change. Based on their statistics, from 2010 to 2017, there was a minority registered nurse (RN) graduate increase of 43%. As these new nurses recently completed nursing programs, it also means nursing programs are also seeing an increase in diversity amongst their students. To justify the cost of EAL support programs, and to ensure that diverse nursing students are adequately prepared to enter the workforce and in turn become future nurse

educators, a critical review of the literature is needed to discover which strategies can be used to improve EAL nursing students' communication competence and confidence effectively.

### **Significance to Nursing**

With the population of the United States becoming increasingly diverse, patients who need care and the students enrolled in nursing programs will also continue to diversify (Cohn & Caumont, 2016). The rising demand for nurses, especially in specific areas of the country, means that nursing programs are charged with educating these diverse students to help meet that need. As the call for nurses to offer culturally competent nursing care is being integrated into nursing programs around the country, nurses who come from diverse backgrounds can meet and exceed the requirements of caring for patients who also come from diverse upbringings.

### **Conceptual Model/ Theoretical Framework**

Nursing is a profession of relationships. Communication happens every day between nurses and various parties, including patients, families, providers, co-workers, and members of interdisciplinary teams. Each of these interactions influence both the ability of the nurse to provide adequate care and, ultimately, the patient receiving the care.

Hildegard Peplau created the conceptual framework known as the Theory of Interpersonal Relations (as cited in Peterson & Bredow, 2009). In her beliefs about patients, Peplau states that “the nurse must observe what is going on; she must interpret what is observed and then she must decide action on the basis on her interpretations... the nurse-patient interaction- the verbal and nonverbal exchanges in the nursing situation- can influence recovery” (as cited in Peterson & Bredow, 2009, p.207). Peplau described the nurse as a person with many roles including: stranger, resource person, teacher, leader, surrogate, and counselor. While Peplau focused on the nurse- patient relationship, these roles could also be adapted to the

communication and growth within nurse educator-student relationship with success leading to an effective student nurse-patient relationship.

Peplau's definition of an interpersonal relationship has four phases: orientation, identification, exploitation, and resolution (as cited in Pederson & Bredow, 2009). During the *orientation* phase of the relationship, nurses present themselves as a resource person with knowledge and expertise as well as a person in whom the patient, or student in this case, can confide. Once the patient or student has overcome any anxiety and uncertainty, he or she will have a better understanding of the situation and what the nurse has to offer. Then, the patient or student proceeds to the *identification* phase of the relationship. During the identification phase, the patient or student decides just how much the nurse will be able to help with the problem. The relationship then falls into one of three categories: interdependence/participation, independence/isolation, or dependence/helplessness. If the patient or student chooses to participate in the problem solving, they will have a positive attitude and perceive the nurse as a resource person to help answer questions. If they perceive the nurse as unhelpful, then they will fall into isolation where they will attempt to face their problem independently. If they find the nurse overly helpful, they may choose not to address the problem themselves and become dependent on the nurse or educator. This is manifested during the *exploitation* phase of the relationship where the person takes advantage of the available assistance they identified to work towards their goals. This continues until the *resolution* phase where old needs are met and replaced by new ones. Unmet needs lead to frustration, conflict, anxiety, and unexplained discomfort (as cited in Peterson & Bredow, 2009).

Throughout this process, communication is taking place. Peplau identifies clarity and continuity as principles necessary for effective verbal communication. Nurses need to be able to

“interpret symbols to arrive at the hidden meanings of patients’ indirect communications” (as cited in Peterson & Bredow, 2009, p. 219). Peplau believed that by then following up on what the patient is communicating, the nurse can meet the patient’s spoken and unspoken needs.

Peplau’s Theory of Interpersonal Relations can be applied to both the nurse educator-student relationship and the student nurse-patient relationship. Using it as a guide, the concepts will help determine the most effective strategies for improving EAL nursing student communication. For without the ability to communicate, the nurse-student relationship and the future student nurse-patient relationship will be lacking.

### **Summary**

Increasingly diverse patient and student populations mean that nurse educators need to adapt nursing programs to include support strategies for EAL students. These students are valuable, as they will help meet the demand for nurses and offer unique insights into the care of patients from varied backgrounds. Research into which strategies are the most effective is important so that funds can be appropriately designated. Peplau’s Theory of Interpersonal Relations will be used as a conceptual framework to determine what effective communication looks like in the clinical setting.

## **Chapter Two: Methods**

In order to find applicable research studies on this topic, a thorough review of the literature was completed. This chapter details the search strategies and criteria used for the selection and evaluation of studies. A discussion of the types of articles found through the searches is also included.

### **Search Strategies Used to Identify Research Studies**

A comprehensive search was done using several databases including CINAHL, PubMed, Scopus, and Science Direct. Because of the lack of research articles, it was expanded to include EBSCO Mega File and JSTOR. No new resources were found in OVID, ERIC, or Academic Search Premier. Key words included combinations of the following: nursing, nursing student, student, communication, English as a second language (ESL), English as a foreign language (EFL), English as an additional language (EAL), and culturally and linguistically diverse (CALD). Different terminology is used around the world to describe individuals who speak English as a secondary language. Because in some cases, English is not the second language but a third or fourth language, English as an additional language (EAL) was chosen for this review.

### **Criteria for Including or Excluding Research Studies**

For this review, articles published after 2002 were examined, all quasi-experimental and qualitative research was included. The date range was chosen to reflect the 15 years prior to the start of this review. This range was chosen because it allowed enough articles to be reviewed; 12 of the 18 articles are from 2009 to the present. The articles chosen published from 2002-2008 are still relevant to this review because they are the basis for the more recent studies. Literature reviews, opinion-based teaching recommendations, dissertations, and thesis papers were not included. The literature reviews available focused on general teaching strategies rather than

communication specifically. The available thesis work and dissertations also tended to be literature reviews or not specific to communication. Articles not related to nursing, as well as nursing articles that did not include data regarding EAL student populations, were excluded. Articles specific to test question wording or other examination techniques for EAL students were excluded due to their focus on testing rather than communication.

### **Criteria for Evaluating Research Studies**

Dearholt and Dang's Johns Hopkins Nursing Evidence-Based Practice Model and Guidelines (2018) was used to evaluate the level of evidence associated with each article. *Level* indicated how strong the evidence was based on the chosen research method, and *quality* indicated how well the individual study was conducted. This model labels randomized control studies as *level I* evidence, quasi-experimental studies as *level II*, and non-experimental studies as *level III*; it also includes a quality guide for high, good, and low quality or flawed studies. This guide focuses on the quality of the literature review, sample sizes, control groups, generalizability and whether the conclusions are logical. For this review, only level II and III evidence were considered. No level I articles were found to evaluate. Only articles written in English were considered for this literature review due to the nature of the topic.

### **Number and Type of Studies Selected**

Eighteen articles were used for this review. The majority of the studies found during this literature search were quasi-experimental studies with or without control groups. Quasi-experimental studies are considered level II evidence. Of the twelve quasi-experimental study articles found, nine were considered good quality and given the B designation (Bosher, & Smalkoski, 2002; Brown, 2008; Campbell, 2008; Chang, Chan, & Siren, 2013; Freysteinson, Adams, Cesario, Belay, et al., 2017; Heatley, et al., 2010; Müller, 2012; Rogan, & San Miguel,

2013; San Miguel, Rogan, Kilstoff, & Brown, 2006). The other three articles were poorer quality or type C articles, most often due to small sample sizes, as much of the available research is based on pilot studies (Carr, & Dekemel-Ichikawa, 2012; Stephen-Selby, 2008; Wong, & Strauss, 2004). These pilot studies were included due to the lack of stronger evidence available in the literature. Additionally, five qualitative studies were included, and all five were level III evidence of good quality (Boughton, 2010; Choi, 2018; King, Porr, & Gaudine, 2017; Malthus, Holmes, & Major, 2005; Spinner-Gelfars, 2013). Lastly, one non-experimental study was included, which was also level III evidence of good quality (Hickey, et al., 2015).

Of the studies chosen, nine focused on the creation of an additional course, workshop, or support group available to EAL students to improve communication (Boughton, 2010; Boshier, & Smalkoski, 2002; Brown, 2008; Campbell, 2008; Choi, 2018; Heatley, et al., 2010; San Miguel, Rogan, Kilstoff, & Brown, 2006; Stephen-Selby, 2008; Wong, & Strauss, 2004). Two articles focused on the creation of online technology-based resources geared toward EAL students but available to all nursing students in the program to enhance communication (Müller, 2012; Rogan, & San Miguel, 2013). An additional article focused on the use of standardized patients for simulation of nursing care (King, Porr, & Gaudine, 2017). Two articles looked at the use of simulation for increased communication competence, one of which compared the simulation students with some who had attended a traditional EAL nursing class (Chang, Chan, & Siren, 2013; Spinner-Gelfars, 2013). Another two articles looked at accent modification (Carr, & Dekemel-Ichikawa, 2012; Frey Steinson, et al., 2017). The use of recorded workplace data as a tool for learning colloquial nursing speech for EAL students was the subject of one article, and recordings of words used in nursing courses compared to the word list EAL students were given

to learn as “medical English” was the focus of the final article (Hickey, et al., 2015; Malthus, Holmes, & Major, 2005).

Articles were included from around the world as long as the nursing program required English Language use. Seven articles were based on studies in the United States and one on a study conducted in the United Kingdom (Bosher, & Smalkoski, 2002; Brown, 2008; Campbell, 2008; Carr, & Dekemel-Ichikawa, 2012; Freysteinson, et al., 2017; Heatley, et al., 2010; Spinner-Gelfars, 2013; Stephen-Selby, 2008;). Four were based on studies conducted in Australia and two on studies conducted in New Zealand (Boughton, 2010; Malthus, Holmes, & Major, 2005; Müller, 2012; Rogan, & San Miguel, 2013; San Miguel, Rogan, Kilstoff, & Brown, 2006; Wong, & Strauss, 2004). One on a study conducted in Taiwan where patient records are written in English (Chang, Chan, & Siren, 2013). One article was from a Canadian University in an undisclosed foreign country where Arabic is the main language (King, Porr, & Gaudine, 2017). Another study took place in Canada and the final article was based on a study conducted in Qatar (Choi, 2018; Hickey, et al., 2015).

### **Summary**

While this topic has been present in the literature for some time, only recently has the focus shifted from the presence of diversity to how to meet the specific needs of diverse students. As a result, there are limited articles available. For this review, the Johns Hopkins Nursing Evidence-Based Practice Model and Guidelines were used to establish the reliability of each article. As this topic applies to nursing programs around the world, studies that met the set criteria were included regardless of origin as long as nursing students were required to use English on a regular basis. The chosen articles cover the years of 2002-2018.



### Chapter Three: Literature Review and Analysis

The purpose of this chapter is to review and analyze the articles discovered during the literature search described in Chapter Two. The strengths and weaknesses of the available literature will be discussed based on how the findings answer the question: which strategies are most effective for improving communication competence and confidence in English as an additional language (EAL) nursing students? Articles included in this synthesis are available in matrix form in Appendix A.

#### Synthesis of Major Findings

Many of the research articles available related to pilot programs. Still, there were several overarching strategies present throughout the literature. As the field of education embraces technology, some studies are exploring the use of online or technology-based strategies, as well as simulation, to meet the needs of EAL students.

When examining the articles present in this review, it is clear that the interventions used can be divided into several categories. These categories include EAL student workshops, accent modification programs, simulation, recordings and technology. Each of these categories has distinct advantages and disadvantages and the effectiveness varies.

**EAL student workshops.** When attempting to improve EAL student communication as well as academic success, many nursing programs created student workshops or elective courses. Nine of the articles talked about this type of intervention. Programs often cited Boshier and Samloski (2002) and their course *Speaking and Listening in the Health Care Setting* as a model. These workshops varied in length and duration. Some courses, such as the Integrated Basic Education and Skills Training (IBEST) program for licensed practical nurses (LPNs), offered additional or separate course work for EAL students (Stephen-Selby, 2008). The IBEST program

teaches the first two quarters of their program separately for EAL students, focusing on improving confidence before they join the regular track. Prior to implementation, one third of EAL nursing students did not complete the program. After IBEST, most students completed the nursing program, and they also showed improvement in speaking skills, as well as some improvement in writing and reading skills when compared to previous cohorts. More often, EAL students who struggled with communication were identified and offered extra workshops that gave them a chance to work on different communication strategies through exercises, videos, one-on-one tutoring, and the support of their peers.

**Accent modification.** Two of the articles in this review discussed how accent modification can improve nursing student confidence regarding communication. Carr and Dekemel-Ichikawa (2012) created a program in which students met with a Speech Language Pathologist weekly for 12 weeks. Of 13 students, 53% showed improvement with their English-speaking abilities and 12 of the students thought that the program was beneficial. Another 12-week program found that, while accent modification programs did not reduce communication apprehension, they did increase self-esteem and communication competence (Freysteinson et al., 2017). Some of the other articles referenced working on pronunciation or word choices, but they did not specifically state that they focused on accent modification.

**Simulation.** Simulation is used by many nursing programs for a variety of purposes. Spinner-Gelfars (2013) used simulation in her culturally and linguistically diverse Associates Degree in Nursing (ADN) program. Students completed a three-hour simulation that focused on communication competence as well as the course objectives. Students stated that they found the simulation useful for practicing communication, and faculty members stated that it helped them identify students' strengths and weaknesses related to communication. In Taiwan, another study

compared the use of simulation to traditional teaching methods when measuring nursing students' English-for-nursing-purposes proficiency (Chang, Chan, & Siren, 2013). These students found that the simulation increased their confidence and their English vocabulary when compared to the control group. King, Porr, and Gaudine (2017) used standardized patients to simulate the nurse-patient experience followed by a 75-minute debriefing session. Students in the focus group stated that they felt more confident with therapeutic communication after they practiced with the standardized patient. Many of the other articles also included the use of simulation or role-playing within the context of workshops or courses.

**Recordings.** Two of the articles discussed the use of recorded material for teaching EAL nursing students. In New Zealand, recordings of nurses communicating in the workplace were used to determine how they used modifiers and small talk with their patients to build rapport (Malthus, Holmes, & Major, 2005). Instructors were able to use the recorded data to demonstrate how nurses educated their patients about health-related topics. This allowed students to recognize the cultural differences that did exist and adjust the way they communicated accordingly. Students found it helpful for communication self-awareness. In another article, the courses were recorded and transcribed to determine which words were used most commonly in the nursing profession. Despite the fact that EAL nursing students had completed an English course prior to entering the program, instructors were unsure that the words they had been taught were applicable to nursing (Hickey, et al., 2015). Using 63.6 hours of recorded data from a variety of courses, they compared them to the list of medical terminology the students had been given to learn. They found that 40% of the words were not taught in the English courses and only seven percent of the most common words were on the medical word list. This suggests that students were not given the proper tools to succeed for nursing communication in English.

Recordings like these are useful because they ensure that actual nursing language can be used for teaching EAL students, as real life is not always like the textbooks.

**Technology.** After publishing an article about a support program for EAL nursing students in 2006, Rogan and San Miguel (2013) decided to look at another angle of nursing communication using technology. As the nursing world involves interpreting what is being said as well as giving information, they created an online program to assist students in this process. The program contained pronunciation guides, online vodcasts of clinical scenarios, and podcasts. Afterward, 65% of students stated that the podcasts were helpful for gaining confidence with clinical terminology and 73% found the vodcasts useful for gaining confidence. These resources were offered to all students, with data broken down for the EAL subgroup. Another use of technology for EAL student communication was a video game developed by Müller (2012). In the game, students received verbal orders with hospital setting background noise and were asked to quickly choose which order they were given (Müller, 2012). After two weeks, international students in Australia were significantly better with word and word-form recognition. They were also faster at interpreting the instructions correctly, including the look-alike and sound a-like medications, a valuable skill for nurses.

### **Strengths and Weaknesses of Salient Studies**

As there were not many articles available on promoting communication in EAL students, many of them have the same strengths and weaknesses. Some of the characteristics of the research are simultaneously strengths and weaknesses. Several articles were particularly strong due to the sample size and amount of times they were cited throughout the literature.

**Weaknesses.** The number of articles on this topic is limited. Many are pilot studies or qualitative studies. This means that there are not many to choose from for a literature review.

Additionally, due to the nature of the subjects, doing a randomized control trial is difficult. Due to the fact that many of the studies are conducted at individual schools of nursing, the sample sizes are dictated by the number of EAL students enrolled in the programs. Additionally, due to these sample sizes, it is hard to know if results will be generalizable to other schools of nursing.

One study that is frequently cited is Boshier and Smalkoski's (2002) pilot study for their *Speaking and Listening in the Healthcare Setting* course. This study was conducted over three years with 18 participants. The weaknesses of this study are the same as those previously mentioned, with a small sample size and no control group.

In Australia, Rogan and San Miguel helped facilitate two of the studies in this review. The first was a workshop-based study that lasted five weeks (San Miguel, Rogan, Kilstoff, & Brown, 2006). Later, a follow-up study tested the efficacy of online tools to accomplish a similar result (Rogan & San Miguel, 2013). Neither of these studies has a control group; a randomized control trial would be stronger.

**Strengths.** The articles chosen for this review are from all around the world. They represent strategies developed by nursing programs that serve diverse groups of EAL students. Despite the geographic differences, the articles are consistent in their recommendations and supporting reviews of literature. Because there are not many articles to choose from, the articles that are present are all relevant additions to the topic.

Boshier and Smalkoski's study has been cited in many of the other articles as a basis for their workshop or class designs. As a study that was replicated for three years, it has a bigger sample size than it would have if it was done over one year. Additionally, it included students from 15 countries rather than just one type of EAL student.

The online tools from Rogan and San Miguel (2013) were tested on over 600 students, 154 were EAL students. This makes the results more generalizable than other studies, with students reporting that they were helpful for clinical preparation and increasing confidence.

### **Summary**

This chapter contains the major findings of this review as well as the strengths and weakness of the most salient studies. Strategies to improve nursing student communication skills include workshops with or without support groups, accent modification, simulation, recordings from nurses, and technology-based resources. These methods all have their pros and cons and may not be applicable to every school of nursing.

## Chapter Four Discussion, Implications and Conclusion

This chapter revisits the literature review question, which strategies are most effective for improving EAL nursing student communication? While many strategies for improving communication exist in the literature, it is important to consider which are most effective. There are a variety of ways to determine the success of the intervention. Some studies identified success as an increase in communication competence. Others looked at communication confidence as self-reported by students, and still others looked at the grades or other success rates in their nursing programs. By examining these conditions for effectiveness and applying Peplau's Theory of Interpersonal Relations, recommendations can be made for educators and for the nursing profession (as cited in Peterson & Bredow, 2009).

### Strategy Effectiveness

Of the categories identified, there are a variety of measures used to evaluate the change in communication skills. The studies used a variety of quantitative and qualitative methods to determine success. Some researchers focused solely on the participants' grades or academic performance, others focused on self-reported confidence or competence, still others looked at whether the students felt the program was useful and would recommend it to others.

**Academic Improvement.** Many of the interventions in the literature were implemented in response to attrition rates among EAL nursing students. Students who speak English as an additional language are often "at risk" for failing either course or clinical work (Carr & Dekemel-Ichikawa, 2012). Because of this, many articles measured success by increased in course pass rates or grades. Out of the eleven articles that used workshops as their intervention, six reported academic improvement in the participants (Bosher, & Smalkoski, 2002; Brown, 2008; Campbell, 2008; Choi, 2018; San Miguel, et al., 2006; Stephen-Selby, 2008). Additionally,

the article by Carr, S. M., & Dekemel-Ichikawa, K. (2012) found that accent modification correlated with 12 of 13 at risk students achieving passing grades.

**Confidence.** As confidence is subjective, several of the articles reviewed used self-reported communication confidence as a measure of success. Described later in the chapter, Peplau's Theory of Interpersonal Relations states that confidence, or the overcoming of anxiety, is necessary to effectively communicate. Two of the three articles using simulation as an intervention reported that their students had increased confidence (Chang, Chan, & Siren, 2013; King, Porr, & Gaudine, 2017). Rogan, F., & San Miguel, C. (2013) found that their online program, which includes podcasts and vodcasts, increased the students' confidence in their use of medical terminology. Of the students, 73% found the vodcasts helpful and 65% found the podcasts helpful for improving their confidence. Lastly, two of the articles related to workshops also reported that students felt their confidence had improved (Boughton, 2010; Heatley, et al., 2010).

**Competence.** While no tools were used for a standardized measure of communication competence, several articles had student or instructor reported increases in competence. Both articles that used accent modification reported that their students gained communication competence after their programs (Carr & Dekemel-Ichikawa, 2012; Frey Steinson et al., 2017). Interestingly, while students reported increased competence and self-esteem after the accent modification, they did not find a reduction in communication apprehension (Frey Steinson, et al., 2017). Müller (2008) found that her Medicina video game lead to significant word and word form recognition improvement. Of the workshops, three reported increased competence amongst their students (Choi, 2018; San Miguel et al., 2006; Stephen-Selby, 2008). Two articles using



simulation also stated that their students had an increase in communication competence (Chang, Chan, & Siren, 2013; Spinner-Gelfars, 2013).

**Usefulness.** The final measure used for success was whether or not the students found the intervention useful and would recommend it to others. While a broad category for success, this measure is important because many of the students set aside time outside of class to use these support strategies; if the students do not find their time well used, they will spend it elsewhere. Five of the workshop articles reported that students found the extra classes and workshops useful (Boughton, 2010; Boshier, & Smalkoski, 2002; Heatley, et al., 2010; San Miguel, et al., 2006; Wong, & Strauss, 2004). Spinner-Gelfars (2013) reported that students found simulation useful and would recommend it to others. Both articles discussing technology found that students would recommend their interventions to other EAL nursing students (Müller, 2012; Rogan & San Miguel, 2013). Lastly, one group of students using accent modification would recommend it for the use of others (Carr & Dekemel-Ichikawa, 2012).

### **Integration of Theoretical Framework**

Hildegard Peplau felt that once the patient or student has overcome any anxiety and uncertainty, he or she will have a better understanding of the situation and what the nurse has to offer (as cited in Peterson & Bredow, 2009). For EAL nursing students, overcoming anxiety and uncertainty leads to increased confidence and a better understanding of what is being taught. As a result, measures such as improved self-reported confidence may help students be open to better problem solving in other areas of their nursing education, ultimately improving their future relations with their patients when they become practicing nurses.

Peplau's Theory of Interpersonal Relation's begins with *orientation*. As an educator charged with the success of an EAL nursing student, it is important to ensure that EAL student

finds one to be a source of information and resources, a mentor. By acknowledging that EAL students have unique needs and offering resources to meet them, the educator ensures that the student overcomes some of their anxiety and/or uncertainty and understands the role of the educator and what they can offer. Unfortunately, if the student does not get past this initial anxiety, they may fail to learn some of the skills being introduced during this time.

The phase of *identification* begins when the EAL student has decided how much the nurse can help them. Overcoming the initial uncertainty, the student decides that they will enter their education with interdependence, independence, or dependence. If the educator comes across to the student as an open resource, they will ask questions and be excited to learn, with this positive attitude and participation, the EAL student can overcome their communication barriers in an interdependence/participation relationship. If the nurse educator is perceived as unhelpful or uncaring, perhaps even unaware of the student's challenges, then the student will fall into independence and isolation. This type of student may still succeed if they have a strong support system and other resources, but it will be much more difficult than it could be with the assistance of his or her educator. Another scenario may come into play if the educator comes across as over-helpful and over-involved, in this instance, the student does not gain confidence in their own abilities and falls into dependence and helplessness.

Once the relationship moves past the *identification* phase, *exploitation* begins. While this word has some negative connotations, for Peplau this phase can be either positive or negative. A learner who has created a relationship of interdependence will use the exploitation phase to gain knowledge from their educator (as cited in Peterson & Bredow, 2009). They may also exploit their educator by attempting to have the teacher do the work for them, such as in a dependent relationship. In the clinical setting, this could look like the student who insists on doing all skills

with a partner, the instructor or another student, so that they can pass off some of the communication to others. When developing initial skills this can be acceptable but eventually, the student will have to overcome to reach the stage of *resolution*.

To reach *resolution*, the EAL student must progress to a stage when their needs are met, in this case communication, and their previous goals have evolved into new ones. When their needs at any stage are not met by the educator, they may experience frustration, conflict, anxiety and unexplained discomfort (as cited in Peterson & Bredow). Peplau identifies clarity and continuity as principles necessary for effective verbal communication. Educators must express their expectations and continue to work with each student to reach those needs. Nurses and nurse educators also need to be able to “interpret symbols to arrive at the hidden meanings of patients’ indirect communications” (as cited in Peterson & Bredow, 2009, p. 219). This also applies to EAL nursing students. By then following up on what the student is communicating, the educator then can meet the student’s spoken and unspoken needs, furthering both their relationships and the student’s ability to successfully communicate.

Throughout this process there are many stages for the nurse educator-student relationship to fail. This failure can result in EAL students dropping from nursing programs, in a decline academically, an increase in negative emotions from both student and educator, or a number of other outcomes. Each of these outcomes is undesirable, especially the failure of the EAL student to reach their fullest potential.

By implementing effective strategies to support EAL nursing students, nursing programs can support students at all levels of the spectrum and assist with meeting the needs of students allowing them to move to the next stage of the student-educator relationship. Strategies that allow students to increase their confidence can also lead to the increased use of available

resources when the student identifies that their use will be to his or her own advantage. The exploitation of those resources, whether they take the form of support groups, online resources or questions for faculty, will ultimately result in increased success academically. Nursing students with English as an additional language who progress into effective communicators, will be well equipped to serve the diverse patient populations that they will care for as independent nurses. With experience, the expertise they have related to their own cultures and languages will place them in a unique position, as nurse leaders, to both break the healthcare barriers minority populations sometimes face, and as potential future educators, prepare the students of the future to be culturally competent.

### **Trends and Gaps in the Literature**

**Trends.** Of the articles examined, eleven used workshops or classes to improve the communication skills of EAL nursing students. The benefit of this type of strategy is that the time allotted for the workshops allows the instructor to use a multitude of interventions with the students and to be flexible based on the needs of the students. The workshops can include simulation days, written or oral communication, videos, or accent modification based on the weaknesses of the students.

The major problem with using workshops or classes as an intervention for EAL nursing student communication is the cost and time required. Unlike some of the interventions studied, such as online support tools, workshops require instructors and time. The program must decide if the workshops are free or if students need to pay tuition. In many programs, credit hours and time during the week are precious commodities. As institutions require more and more general credits while still requiring that students' complete programs during the set timeframes, setting aside time for a weekly workshop may be difficult.

Rather than focusing solely on EAL students, some programs have made resources available to all students, with the thought that all students can benefit even if EAL students may need them more. Rogan and San Miguel (2013) set up a series of online resources including seven clinical scenarios vodcasts with transcripts of interactions and speech included. While a traditional nursing student may benefit from this type of resource, an EAL nursing student may go over the vodcast and transcript as many times as needed to grasp the subtleties of the communication taking place. Müller's (2012) *Medicina* videogame, can be played as many times as desired and will also benefit all students. In nursing programs where setting aside budget dollars for a small number of students may be a challenge, interventions like these can benefit EAL students while also being accessible to other students.

**Gaps.** Perhaps because of the nature of the population, no randomized controlled trials were found during this literature review. With varying numbers of English as an additional language students enrolled in nursing programs, it may be difficult to conduct this sort of research. Additionally, the lack of a tool to determine communication competency means that there are few studies that have qualitative data, relying on grades, which can be affected by other variables, self-reporting, and instructor comments.

### **Implications for Nursing**

As with many research questions, the results of this literature review contain multiple implications for the nursing profession. This topic stretches from nursing education to nursing practice but also contains areas where insight from nursing research could be beneficial. Moving forward, this review can help those in the nursing profession prepare to reflect the growing diversity in the United States.

**Nursing Education.** As the classrooms and clinical groups become more diverse, reflecting the growing diversity in the United States, nursing programs will have to develop strategies for students who speak English as a second language to express themselves verbally and non-verbally, as well as interpret the communications of their clients. Many studies suggest that workshops are a flexible strategy for improving nursing student communication for English language learners. Peplau's Theory of Interpersonal Relations seems to back this type of intervention because workshops can function as a support group and further the mentor-student relationship to improve communication and understanding.

**Nursing Practice.** By preparing nursing graduates who are skilled in communication and contain knowledge of diverse cultures, nursing programs will meet the needs of all United States populations, including those who are currently underserved. With effective support for improving communication skills during their education, EAL nurses will be able to seamlessly transition into their new roles as practicing nurses. When hiring international nurses, many of the strategies presented in this literature review could be adapted to support registered nurses who speak English as an additional language and want to improve their communication skills. Classes or workshops with a focus of culture and communication within healthcare could be beneficial for these nurses. Improved nursing communication in any setting ultimately leads to less errors and increased efficiency.

**Nursing Research.** Without a standardized tool for assessing communication competence or randomized controlled trials testing interventions, it is difficult to make a recommendation for a specific strategy to achieve communication competence. Such a tool will help nursing programs strengthen the EAL workshops to meet the needs of culturally diverse student populations and help new graduates meet the wide variety of healthcare needs expressed

by the public. A randomized control trial or larger quasi-experimental trial based one of the pilot studies included in this review would help strengthen the available evidence on this topic. Lastly, more research could also help to determine if every strategy to improve nursing communication equally as effective for different cultures.

## **Recommendations**

**Nursing Education.** Nurse educators need to be aware of the specific needs that EAL students may have. Implementing support strategies in programs that contain nurses who speak English as an additional language will increase academic and clinical success. Cultural awareness, including the awareness of how students may be affected in the clinical setting, is essential when working to meet the holistic needs of students.

**Nursing Practice.** As previously stated, the population of the United States is becoming diverse faster than that of practicing nurses (Campaign for Action, 2019). To meet the needs of patients of all cultural backgrounds, nurse managers should consider the strengths that well prepared EAL nurses can offer. By being supportive of culturally and linguistically diverse nurses, this diversity can be cultivated and harnessed for better patient outcomes.

**Nursing Research.** To expand the research available on this topic, randomized control trials need to be completed. Additionally, a standardized tool for communication competence would be useful in determining both the communication level of nursing students as well as growth present after the implementation of an intervention.

## **Summary**

When choosing an intervention to improve EAL nursing student communication skills, it is important that the intervention be effective, as the time and cost of the intervention directly affect the resources that the program is able to expend. Based on the data from this review,

student workshops and accent modification are the only interventions that were able to report improved grades, with six studies that involved workshops reporting improved grades and one study using accent modification reporting the same. The flexible nature of workshops allows many of the other types of interventions to be integrated into a workshop. Additionally, workshops may serve as support groups as needed. Workshops also reported improved confidence and competence.

The Theory of Interpersonal Relations is applicable to this problem because it recognizes that support is necessary for learners to overcome their anxieties and take advantage of the resources available to them. It also serves as an effective framework for educators to approach working with EAL nursing students to improve communication skills. Without effective educators, it is difficult for students to overcome barriers such as language and culture.

### **Conclusion**

There are many strategies to improve communication available to nurse educators teaching EAL nursing students. They require varying levels of time and resources. Some can be utilized by both EAL and English only nursing students. While workshops are the more studied intervention, they may not be the perfect fit for each program. Identifying the nursing programs needs should be the first step in choosing an intervention for EAL nursing students. Once implemented these strategies will help prepare a diverse group of nurses to serve an ever-changing patient population.



## References

- Boughton, M. A. (2010). A tailored program of support for culturally and linguistically diverse (CALD) nursing students in a graduate entry masters of nursing course: A qualitative evaluation of outcomes. *Nurse Education in Practice, 10*(6), 355-360.  
doi:10.1016/j.nepr.2010.05.003
- Bosher, S., & Smalkoski, K. (2002). From needs analysis to curriculum development. *English for Specific Purposes, 21*(1), 59-79.
- Brown, J. (2008). Developing an English-as-a-second-language program for foreign-born nursing students at an historically black university in the United States. *Journal of Transcultural Nursing, 19*(2), 184-191.  
<https://doi.org.ezproxy.bethel.edu/10.1177/1043659607312973>
- Campaign for Action. (2019). Successes in advancing health and health care through nursing. Robert Wood Johnson Foundation. Retrieved from <https://campaignforaction.org>
- Campbell, B. (2008). Enhancing communication skills in ESL students within a community college setting. *Teaching and Learning in Nursing, 3*(3), 100-104.  
doi.org/10.1016/j.teln.2008.02.006
- Carr, S. M., & Dekemel-Ichikawa, K. (2012). Improving communication through accent modification: Growing the nursing workforce. *Journal of Cultural Diversity, 19*(3), 79-84  
Retrieved from <http://tuckerpub.com/jcd.htm>
- Chang, H. A., Chan, L. & Siren, B. (2013). The impact of simulation-based learning on students' English for nursing purposes (ENP) reading proficiency: A quasi-experimental study. *Nurse Education Today, 33*(6), 584-589. Retrieved from  
<https://doi.org.ezproxy.bethel.edu/10.1016/j.nedt.2012.06.018>

- Choi, L. (2018). Perceived effectiveness of an English-as-an-additional-language nursing student support program. *The Journal of Nursing Education, 57*(11), 641-647.  
DOI:10.3928/01484834-20181022-03
- Cohn, D. & Coumont, A. (2016). 10 demographic trends that are shaping the U.S. and the world. Retrieved from [www.pewresearch.org](http://www.pewresearch.org)
- Freysteinson, W., Adams, J., Cesario, S., Belay, H., Clutter, P., Du, J., . . . Allam, Z. (2017). An accent modification program. *Journal of Professional Nursing, 33*(4), 299-304.  
<https://doi.org/10.1016/j.profnurs.2016.11.003>
- Hickey, J., Adam, M., Ryba, K., Edwards, E., Neama, M., Jumah, R., . . . Zadeh, H. (2015). Development of a clinical nursing word list. *The Journal of Educational Thought (JET)/Revue De La Pensée Éducative, 48*(1/2), 61-79. Retrieved from [www.jstor.org](http://www.jstor.org)
- Heatley, S., Allibone, L., Ooms, A., Burke, L., & Akroyd, K. (2010). Providing writing and language support for students who have English as a second language-a pilot study. *Journal of Vocational Education & Training, 63*(1) 101-114,  
doi:10.1080/13636820.2010.529500
- King, K., Porr, C., & Gaudine, A. (2017). Fostering academic success among English as an additional language nursing students using standardized patients. *Clinical Simulation in Nursing, 13*(10), 524-530. <https://doi.org/10.1016/j.ecns.2017.06.001>
- Malthus, C., Holmes, J., & Major, G. (2005). Completing the circle: Research-based classroom practice with EAL nursing students. *New Zealand Studies in Applied Linguistics, 11*(1), 65-90. Retrieved from <http://alanz.blogs.auckland.ac.nz/journal>
- Müller, A. (2012). Research-based design of a medical vocabulary videogame. *International*

- Journal of Pedagogies and Learning*, 7(2), 122-134. Retrieved from <http://www.apacall.org/ijpl/about.htm>
- Rogan, F., & San Miguel, C. (2013). Improving clinical communication of students with English as a second language (ESL) using online technology: A small scale evaluation study. *Nurse Education In Practice*, 13(5), 400-406. doi:10.1016/j.nepr.2012.12.003
- Peterson, S. & Bredow, T. (2009). *Middle range theories: Application to nursing research*. (2<sup>nd</sup> ed.). Philadelphia, PA: Lippincott Williams & Wilkins.
- Phillips, J., & Malone, B. (2014). Increasing racial/ethnic diversity in nursing to reduce health disparities and achieve health equity. *Public Health Reports*, 129, 45-50. <https://doi-org.ezproxy.bethel.edu/10.1177/00333549141291S209>
- San Miguel, C., Rogan, F., Kilstoff, K., & Brown, D. (2006). Clinically speaking: A communication skills program for students from non-English speaking backgrounds. *Nurse Education in Practice*, 6(5), 268-274. <https://doi.org/10.1016/j.nepr.2006.02.004>
- Spinner-Gelfars, A. (2013). Using simulation to promote effective communication with a diverse student population. *Teaching and Learning in Nursing*, 8(3), 96-101. <https://doi.org/10.1016/j.teln.2013.01.004>
- Stephen-Selby, H. (2008) Supporting diverse students in the nursing education ladder: Integrated basic education. *Communicating Nursing Research*, 41, 169.
- Wong, V. G., and Strauss, P. (2004). Promoting EAL nursing students' mastery of informal language. *Nursing Praxis in New Zealand*, 20(1) 45-52.

*Appendix A*  
Matrix

<b>Source:</b> Boughton, M. A. (2010). A tailored program of support for culturally and linguistically diverse (CALD) nursing students in a graduate entry masters of nursing course: A qualitative evaluation of outcomes. <i>Nurse Education in Practice</i> , 10(6), 355-360. doi:10.1016/j.nepr.2010.05.003			
Purpose/Sample	Design (Method/Instruments)	Results	Strengths/Limitations
<p><b>Purpose:</b> To determine if CALD workshops improve student experience, academic capability, participation, progression in program, and clinical placement stress levels</p> <p><b>Sample/Setting:</b> Australia, 17 students from 11 countries</p> <p><b>Johns Hopkins Evidence Appraisal</b></p> <p><b>Level of Evidence: III</b></p> <p><b>Quality: B</b></p>	<ul style="list-style-type: none"> <li>• Qualitative</li> <li>• Five-hour introductory workshop and nine, one and a half hour, workshops</li> <li>• Worked on understanding and evaluation of academic articles</li> <li>• Learned about medical/nursing jargon</li> <li>• Watched videos that included communication misunderstandings</li> <li>• Talked about colloquial terms for body parts and functions such as the need to “empty their bladder”</li> <li>• Interviews completed by non-teaching staff, recorded and transcribed</li> </ul>	<ul style="list-style-type: none"> <li>• Students felt that they had increased confidence with communication and more prepared for clinical</li> <li>• Student found workshops gave them peer support</li> <li>• Students stated that it was an option for academic help that was less threatening than bringing up questions in class</li> </ul> <p><b>Conclusion:</b> Students found the CALD workshops helpful and reported increased communication confidence</p>	<p><b>Strengths:</b></p> <ul style="list-style-type: none"> <li>• Culturally and language diverse students from a variety of backgrounds</li> <li>• Good literature review</li> <li>• Results consistent with other studies on the same topic</li> <li>• Good rationale about why the program is needed in Australia</li> </ul> <p><b>Limitations:</b></p> <ul style="list-style-type: none"> <li>• Pilot study</li> <li>• Small sample size</li> <li>• Unknown if results can be generalized as it was only one semester at one nursing program</li> </ul>
<b>Author Recommendations:</b> While the results are not generalizable, the data shows enough impact to indicate that further program development and evaluation is needed to improve the learning experiences of CALD nursing students.			
<b>Implications:</b> Students in this nursing program found CALD workshops helpful for working on communication and for peer support. More data is needed to determine if this concept can be successfully implemented elsewhere.			

<p><b>Source:</b> Bosher, S., &amp; Smalkoski, K. (2002). From needs analysis to curriculum development. <i>English for Specific Purposes</i>, 21(1), 59-79.</p>			
Purpose/Sample	Design (Method/Instruments)	Results	Strengths/Limitations
<p><b>Purpose:</b> To determine if a communication class is helpful to ESL student success</p> <p><b>Sample/Setting:</b> 18 ESL students at the College of St. Catherine in Minnesota, USA from 15 different countries/cultures over three years</p> <p><b>Johns Hopkins Evidence Appraisal</b></p> <p><b>Level of Evidence: II</b></p> <p><b>Quality: B</b></p>	<ul style="list-style-type: none"> <li>• Quasi-experimental</li> <li>• Course “Speaking and Listening in the Health Care setting” created based on needs analysis of ESL students</li> <li>• Focus on healthcare communication, information gathering, assertiveness and therapeutic communication</li> <li>• Written exam and performance evaluation, also surveys</li> </ul>	<ul style="list-style-type: none"> <li>• Students report the course to be useful (X- 1.4), also would recommend for others to take it</li> <li>• Student performance in class and clinical improved</li> <li>• At risk students were able to continue in the program and graduate</li> </ul> <p><b>Conclusion:</b> The course was effective as far as increasing both communication competence and confidence when communicating in the health care setting.</p>	<p><b>Strengths:</b></p> <ul style="list-style-type: none"> <li>• Replicated over three years</li> <li>• A wide variety of students</li> <li>• Multiple methods of evaluation</li> <li>• Good literature review</li> <li>• Thorough needs assessment to determine project design</li> </ul> <p><b>Limitations:</b></p> <ul style="list-style-type: none"> <li>• Small sample size</li> <li>• One setting, not generalizable</li> </ul>
<p><b>Author Recommendations:</b> More work needs to be done to support immigrant/refugee students who would like to pursue degrees in healthcare related fields.</p>			
<p><b>Implications:</b> Offering more support via a course in healthcare communication can help ESL students succeed in the clinical setting as well as the classroom.</p>			

<b>Source:</b> Brown, J. (2008). Developing an English-as-a-second-language program for foreign-born nursing students at an historically black university in the United States. <i>Journal of Transcultural Nursing</i> , 19(2), 184-191. <a href="https://doi-org.ezproxy.bethel.edu/10.1177/1043659607312973">https://doi-org.ezproxy.bethel.edu/10.1177/1043659607312973</a>			
<b>Purpose/Sample</b>	<b>Design (Method/Instruments)</b>	<b>Results</b>	<b>Strengths/Limitations</b>
<p><b>Purpose:</b> Determine strategies necessary to assist ESL students to achieve expected learner outcomes</p> <p><b>Sample/Setting:</b> Historically black university in Virginia, USA Of the 35 ESL students, 15 were involved in a discussion and 22 answered a survey, 6 other students answered a survey at another time</p> <p><b>Johns Hopkins Evidence Appraisal</b></p> <p><b>Level of Evidence:</b> <b>II</b></p> <p><b>Quality:</b> <b>B</b></p>	<ul style="list-style-type: none"> <li>• Quasi-experimental</li> <li>• Program focuses on language support, academic support, faculty support and social support</li> <li>• Monthly workshops on various topics</li> <li>• Cohort compared with previous cohorts</li> </ul>	<ul style="list-style-type: none"> <li>• After implementation, no students had to drop to a slower rate of completion as opposed to 6/9 in a previous cohort</li> <li>• First time NCLEX pass rate rose from 0% to 50%</li> <li>• No students withdrew</li> <li>• 90% of students scored greater than 850 on the HESI exit exam</li> </ul> <p><b>Conclusion:</b> Nursing program statistics related to ESL students improved with the addition of monthly ESL workshops</p>	<p><b>Strengths:</b></p> <ul style="list-style-type: none"> <li>• Good literature review</li> <li>• Logical Conclusions</li> </ul> <p><b>Limitations:</b></p> <ul style="list-style-type: none"> <li>• Pilot program</li> <li>• Small sample size</li> <li>• Not generalizable</li> <li>• Control group was from another cohort, so it is difficult to isolate the intervention</li> </ul>
<p><b>Author Recommendations:</b> Program provides a successful way of matriculating ESL students through the program that can be replicated by others.</p>			
<p><b>Implications:</b> While the program was successful for this university, the results are not generalizable as the control group is from another cohort. The pilot program should be expanded to obtain more data.</p>			

<p><b>Source:</b> Campbell, B. (2008). Enhancing communication skills in ESL students within a community college setting. <i>Teaching and Learning in Nursing</i>, 3(3), 100-104. doi.org/10.1016/j.teln.2008.02.006</p>			
Purpose/Sample	Design (Method/Instruments)	Results	Strengths/Limitations
<p><b>Purpose:</b> To determine if communication workshops can improve the performance of ESL nursing students</p> <p><b>Sample/Setting:</b> Community college, Nursing 101, 20 eligible students did workshops, 12 did not participate, Only immigrant or ESL students considered eligible United States</p> <p><b>Johns Hopkins Evidence Appraisal Level of Evidence: II</b></p> <p><b>Quality: B</b></p>	<ul style="list-style-type: none"> <li>• Quasi experimental study, some control</li> <li>• Communication workshops-verbal and written, offered throughout the semester</li> <li>• Sessions included role playing to focus on medical terminology pronunciation and conversational etiquette</li> <li>• Common clinical situations were used to create scenarios, and each was videotaped</li> <li>• Pretest and posttest evaluation (results not shared)</li> </ul>	<ul style="list-style-type: none"> <li>• 65% of workshop participants continued to next course compared to 58% of eligible non-participants</li> <li>• Average grade of participants was a C compared to C- for non-participants</li> <li>• Ultimate results were the student's grades compared to the control group grades and if they continued in the program</li> </ul> <p><b>Conclusion:</b> Additional communication workshops can assist ESL students in nursing programs to promote retention and enhanced performance.</p>	<p><b>Strengths:</b></p> <ul style="list-style-type: none"> <li>• This study has a fairly good review of literature and lots of information about immigrant students in community college nursing programs.</li> <li>• Conclusions are logical based on data</li> </ul> <p><b>Limitations:</b></p> <ul style="list-style-type: none"> <li>• Small sample size as there are only so many ESL students in every program</li> <li>• The control group was not random</li> </ul>
<p><b>Author Recommendations:</b> Nursing faculties need to prepare themselves to be able to serve a diverse student population. ESL students have unique needs. Program should be implemented after students have taken a speech course but before admission into the program to minimize stress due to the time demands of the nursing program.</p>			
<p><b>Implications:</b> Extra communication support for ESL students improves performance and student retention in community colleges, therefore nursing programs should facilitate that support.</p>			

<b>Source:</b> Carr, S. M., & Dekemel-Ichikawa, K. (2012). Improving communication through accent modification: Growing the nursing workforce. <i>Journal of Cultural Diversity</i> , 19(3), 79-84 Retrieved from <a href="http://tuckerpub.com/jcd.htm">http://tuckerpub.com/jcd.htm</a>			
Purpose/Sample	Design (Method/Instruments)	Results	Strengths/Limitations
<p><b>Purpose:</b> To determine if ESL students found accent modification training effective for improving their communication</p> <p><b>Sample/Setting:</b> State University in Texas, USA, 13 students with 9 different native languages</p> <p><b>Johns Hopkins Evidence Appraisal</b></p> <p><b>Level of Evidence:</b> II</p> <p><b>Quality:</b> C</p>	<ul style="list-style-type: none"> <li>• Quasi-experimental</li> <li>• Tool created to identify at-risk students</li> <li>• Tested for English Pronunciation skills by reading passage</li> <li>• Medical terminology used to make it more applicable</li> <li>• Met one hour for 12 weeks with SLP grad students</li> <li>• Assessed with Psycholinguistic Aspects of Foreign Accent tool and clinical instructor comments</li> </ul>	<ul style="list-style-type: none"> <li>• 12/13 students perceived the program as “beneficial”</li> <li>• 53% showed improvement in speech</li> <li>• 23% showed carryover to regular speech</li> <li>• Students became more self-aware of mistakes and self-corrected</li> <li>• 12/13 at risk ESL students involved graduated the program</li> </ul> <p><b>Conclusion:</b> Students showed improvement throughout the course of the 12 weeks. Students felt that the training was beneficial and helped them communicate more effectively and clearly.</p>	<p><b>Strengths:</b></p> <ul style="list-style-type: none"> <li>• Results are consistent with other articles</li> <li>• Article provides statistics related to results</li> <li>• Good Literature review</li> <li>• Logical conclusion</li> </ul> <p><b>Limitations:</b></p> <ul style="list-style-type: none"> <li>• Sample Size (Pilot)</li> <li>• Unable to generalize</li> <li>• Ideally, we would follow students for a longer period of time</li> <li>• Quality level low due to sample size</li> </ul>
<p><b>Author Recommendations:</b> Pilot program should be continued with more input from faculty including those in clinical settings. Repeat study in other settings with long-term follow-up.</p>			
<p><b>Implications:</b> Accent modification may be a useful tool in enhancing ESL student communication, but more research is needed.</p>			



<b>Source:</b> Chang, H. A., Chan, L. & Siren, B. (2013). The impact of simulation-based learning on students' English for nursing purposes (ENP) reading proficiency: A quasi-experimental study. <i>Nurse Education Today</i> , 33(6), 584-589. Retrieved from <a href="https://doi.org.ezproxy.bethel.edu/10.1016/j.nedt.2012.06.018">https://doi.org.ezproxy.bethel.edu/10.1016/j.nedt.2012.06.018</a>			
<b>Purpose/Sample</b>	<b>Design (Method/Instruments)</b>	<b>Results</b>	<b>Strengths/Limitations</b>
<p><b>Purpose:</b> To compare simulation with traditional teaching methods for English language proficiency</p> <p><b>Sample/Setting:</b> Southern Taiwan University, Nursing related English course 55 sample, 53 control, all learned English as a foreign language <b>Johns Hopkins</b></p> <p><b>Evidence Appraisal</b></p> <p><b>Level of Evidence:</b> II <b>Quality: B</b></p>	<ul style="list-style-type: none"> <li>• Quasi-experimental</li> <li>• 10-15 min role play scenarios</li> <li>• Debrief with instructor and classmate feedback</li> <li>• 18 weeks</li> <li>• Pre-test/ Post-test was health care related English proficiency exam</li> <li>• Also an internal efficacy tested “self-proficiency” test for intervention group</li> </ul>	<ul style="list-style-type: none"> <li>• All students in both groups improved</li> <li>• Intervention group had statistically higher vocab (<math>F, =42.13, p= .004</math>), comprehension (<math>F, = 41.95, p= &lt;.001</math> and understanding of the article (<math>F, =8.86 p=.004</math>)</li> <li>• Students in intervention group reported they felt more confident with English after the course in their qualitative statements.</li> </ul> <p><b>Conclusion:</b> Students in both groups improved on the exam but the intervention group did significantly better.</p>	<p><b>Strengths:</b></p> <ul style="list-style-type: none"> <li>• This experiment had a control group</li> <li>• Good literature review</li> <li>• Logical conclusion</li> <li>• Pre-tested instruments</li> </ul> <p><b>Limitations:</b></p> <ul style="list-style-type: none"> <li>• Students volunteered to be in the intervention group.</li> <li>• Convenience sample</li> <li>• One setting</li> </ul>
<b>Author Recommendations:</b> Simulation teaching is superior to traditional teaching for knowledge accrual and competence.			
<b>Implications:</b> Study should be replicated to ensure generalizability, ideally with a randomized control group. Based on this study, simulation may be more effective than traditional instruction methods in improving English language competence.			

<b>Source:</b> Choi, L. (2018). Perceived effectiveness of an English-as-an-additional-language nursing student support program. <i>The Journal of Nursing Education</i> , 57(11), 641-647. DOI:10.3928/01484834-20181022-03			
<b>Purpose/Sample</b>	<b>Design (Method/Instruments)</b>	<b>Results</b>	<b>Strengths/Limitations</b>
<p><b>Purpose:</b> To determine the needs of EAL students, understand the value EAL students see in support services, and to explore the effectiveness of EAL support groups</p> <p><b>Sample/Setting:</b> 15 Nursing Students in an EAL support group, 17 students in the program chose not to participate, Canada <b>Johns Hopkins Evidence Appraisal</b></p> <p><b>Level of Evidence:</b> <b>III</b></p> <p><b>Quality:</b> B</p>	<ul style="list-style-type: none"> <li>• Qualitative</li> <li>• Interviews with students, raw data analyzed for common themes: crisis, communication, skill-based interventions, social aspects, nursing faculty qualities, student success, improved nursing practice, and student engagement</li> <li>• EAL support group created, students also had interventions such as 1 on 1 mentorship and writing workshops</li> </ul>	<ul style="list-style-type: none"> <li>• Some participants started the group in academic crisis, which was able to be resolved</li> <li>• Improved academic and clinical practice</li> <li>• Personal growth, development and critical thinking skills</li> <li>• Student engagement increased</li> </ul> <p><b>Conclusion:</b> EAL support groups with skill-based interventions can help meet EAL students' needs and improved their performance in clinicals and coursework.</p>	<p><b>Strengths:</b></p> <ul style="list-style-type: none"> <li>• Details of student success are evident in the data</li> <li>• Reasonable conclusions</li> <li>• Good literature review</li> </ul> <p><b>Limitations:</b></p> <ul style="list-style-type: none"> <li>• Small sample size</li> <li>• While there is a control group, no data is shared about that group</li> </ul>
<p><b>Author Recommendations:</b> Institutions who want to support their EAL students in communication intensive programs may examine a support group similar to the one in this article.</p>			
<p><b>Implications:</b> Skill based interventions available to students through a support group can improve students' academic performance and psychosocial well-being. Randomized control trials could help to verify that it is more effective than other interventions.</p>			

<p><b>Source:</b>                  Freysteinson, W., Adams, J., Cesario, S., Belay, H., Clutter, P., Du, J., . . . Allam, Z. (2017). An accent modification program. <i>Journal of Professional Nursing</i>, 33(4), 299-304.  <a href="https://doi.org/10.1016/j.profnurs.2016.11.003">https://doi.org/10.1016/j.profnurs.2016.11.003</a></p>			
Purpose/Sample	Design (Method/Instruments)	Results	Strengths/Limitations
<p><b>Purpose:</b>                  To determine if accent modification improved self-esteem, communication confidence and communication apprehension.</p> <p><b>Sample/Setting:</b>                  Convenience sample of 27 healthcare students and nurses in Texas</p> <p><b>Johns Hopkins Evidence Appraisal</b></p> <p><b>Level of Evidence: II</b></p> <p><b>Quality: B</b></p>	<ul style="list-style-type: none"> <li>• Quasi-experimental study</li> <li>• 12 weeks of accent modification classes taught by a speech language pathologist</li> <li>• Tools included: Rosenberg Self Esteem scale, Personal Report of Communication Apprehension, and the Self Perceived Communication Competence scale</li> <li>• Pre-test and Post test</li> <li>• Participants self-referred to the program</li> </ul>	<ul style="list-style-type: none"> <li>• Participants perceived that the course helped their self-esteem (<math>Z=-2.03</math>, <math>p=0.043</math>.) and communication competence (<math>Z= -2.56</math>, <math>p=0.011</math>)</li> <li>• Did not reduce communication apprehension</li> </ul> <p><b>Conclusion:</b>                  Accent modification can increase self-esteem and perceived communication confidence</p>	<p><b>Strengths:</b></p> <ul style="list-style-type: none"> <li>• Large enough sample to be statistically significant</li> <li>• Consistent, logical conclusion and results</li> <li>• Through literature review</li> </ul> <p><b>Limitations:</b></p> <ul style="list-style-type: none"> <li>• Sample from one city, unknown if results are generalizable</li> <li>• Participants self-referred and we motivated to improve</li> <li>• No control group</li> </ul>
<p><b>Author Recommendations:</b>                  Further research is needed on thick accents and accent modification, also about if this type of course is the best solution.</p>			
<p><b>Implications:</b>                  Accent modification programs may assist in improving ESL student’s self-esteem and self-perceived communication competence. More research needed.</p>			

<b>Source:</b> Hickey, J., Adam, M., Ryba, K., Edwards, E., Neama, M., Jumah, R., . . . Zadeh, H. (2015). Development of a clinical nursing word list. <i>The Journal of Educational Thought (JET)/Revue De La Pensée Éducative</i> , 48(1/2), 61-79. Retrieved from www.jstor.org			
<b>Purpose/Sample</b>	<b>Design (Method/Instruments)</b>	<b>Results</b>	<b>Strengths/Limitations</b>
<p><b>Purpose:</b> To determine if word lists given to ESL students contain the most frequently used words in nursing program</p> <p><b>Sample/Setting:</b> 63.6 hours of audio during four courses in a nursing program in Qatar</p> <p><b>Johns Hopkins Evidence Appraisal</b></p> <p><b>Level of Evidence: III</b></p> <p><b>Quality: B</b></p>	<ul style="list-style-type: none"> <li>• Non-experimental, cross sectional</li> <li>• Students already have taken general English proficiency courses prior to entering the nursing program</li> <li>• To identify the most common words used in clinical courses, computer-based text analysis software was used for four courses</li> <li>• Instructors wore audio recorders</li> </ul>	<ul style="list-style-type: none"> <li>• Mental Health- 10.1 hours, Introductory practice 20.2 hours, community clinical 12.2 hours, and 21.2 hours of maternity/ pediatrics</li> <li>• 40% of words used were not in general or academic English courses</li> <li>• Only seven percent of words were on the Medical word list.</li> </ul> <p><b>Conclusion:</b> ESL students may have difficulty with oral communication because many of the words commonly used are not in the vocabulary, they are taught in general English courses</p>	<p><b>Strengths:</b></p> <ul style="list-style-type: none"> <li>• Good literature review</li> <li>• Large amount of data analyzed</li> <li>• Very few transcription errors by computer software, data verified</li> <li>• Data compared with other studies</li> </ul> <p><b>Limitations:</b></p> <ul style="list-style-type: none"> <li>• Not all courses were recorded</li> <li>• Lab and classroom words may be different from actual practice settings</li> <li>• May not be applicable to other areas of the world</li> </ul>
<b>Author Recommendations:</b> The authors recommend that supports be put in place to assist students studying nursing in a foreign language in dealing with the additional burden posed by unfamiliar technical language			
<b>Implications:</b> Nursing is a field that has many technical words that are not taught in general English courses. This knowledge can be used to support ESL nursing students and to assist them in learning the correct vocabulary. More research should be done to determine if the findings of this study are transferable to nursing programs in other English-speaking countries.			

<p><b>Source:</b> Heatley, S., Allibone, L., Ooms, A., Burke, L. &amp; Akroyd, K. (2010). Providing writing and language support for students who have English as a second language-a pilot study. <i>Journal of Vocational Education &amp; Training</i>, 63(1) 101-114, doi:10.1080/13636820.2010.529500</p>			
Purpose/Sample	Design (Method/Instruments)	Results	Strengths/Limitations
<p><b>Purpose:</b> To determine if workshops and drop-in session related to the English language are beneficial to ESL students (Pre-licensure and post licensure)</p> <p><b>Sample/Setting:</b> 37 alumni of a university in the UK 17 pre-licensure students</p> <p><b>Johns Hopkins Evidence Appraisal</b></p> <p><b>Level of Evidence: II</b></p> <p><b>Quality: B</b></p>	<ul style="list-style-type: none"> <li>• Quasi-experimental</li> <li>• Drop-in and outreach sessions offered to all students and alumni</li> <li>• Questionnaires</li> <li>• Both quantitative and coded qualitative data</li> <li>• Specialist hired to teach courses</li> </ul>	<ul style="list-style-type: none"> <li>• Pre-licensure students more likely to gain specific language skills.</li> <li>• 16/17 pre-licensure students reported increased confidence</li> <li>• 25/26 alumni reported sessions to be useful</li> <li>• 2/3 used workshops or sessions for writing help, others reported ESL help or confidence building</li> </ul> <p><b>Conclusion:</b> Students found sessions helpful, reported increased confidence after them. Majority would take more.</p>	<p><b>Strengths:</b></p> <ul style="list-style-type: none"> <li>• Wide variety of subjects</li> <li>• Good literature review</li> <li>• Logical conclusions</li> </ul> <p><b>Limitations:</b></p> <ul style="list-style-type: none"> <li>• Results section hard to interpret (many different subgroups)</li> <li>• One setting, not generalizable</li> <li>• No data collected on student</li> </ul>
<p><b>Author Recommendations:</b> Repeat studies with more focus on long-term outcomes, student data.</p>			
<p><b>Implications:</b> Students find one on one time during ESL workshops helpful, and find it increases confidence. Competence not measured.</p>			

<p><b>Source:</b>                  King, K., Porr, C., &amp; Gaudine, A. (2017). Fostering academic success among English as an additional language nursing students using standardized patients. <i>Clinical Simulation in Nursing</i>, 13(10), 524-530. <a href="https://doi.org/10.1016/j.ecns.2017.06.001">https://doi.org/10.1016/j.ecns.2017.06.001</a></p>			
Purpose/Sample	Design (Method/Instruments)	Results	Strengths/Limitations
<p><b>Purpose:</b>                  To determine if standardized patients are an effective tool for ESL nursing student learning</p> <p><b>Sample/Setting:</b>                  35 nursing students, variety of first languages 60% spoke Arabic as a first language, Canadian University in a foreign country</p> <p><b>Johns Hopkins Evidence Appraisal</b></p> <p><b>Level of Evidence: III</b></p> <p><b>Quality: B</b></p>	<ul style="list-style-type: none"> <li>• Qualitative exploratory study using a focus group</li> <li>• Students got to use standardized patients in a nursing course to practice communicating</li> <li>• Followed by a 75 min focus group</li> <li>• Results recorded and coded</li> </ul>	<ul style="list-style-type: none"> <li>• Seven key concepts identified</li> <li>• Psychological safety</li> <li>• Communication comfort (increased confidence in therapeutic communication)</li> <li>• Psychomotor skill development</li> <li>• Language acquisition</li> <li>• Changes in attitudes</li> <li>• Debrief</li> <li>• Learning takes time</li> <li>• Easier to be serious and get more out of it with SP than peers</li> </ul> <p><b>Conclusion:</b>                  The implementation of SP simulation can promote success among EAL students.</p>	<p><b>Strengths:</b></p> <ul style="list-style-type: none"> <li>• Some literature review</li> <li>• Logical conclusions consistent with other available literature</li> </ul> <p><b>Limitations:</b></p> <ul style="list-style-type: none"> <li>• One setting, unknown if generalizable</li> <li>• Small sample size</li> </ul>
<p><b>Author Recommendations:</b>                  Standardized patients are an effective learning tool for EAL students to use for practicing skills and communication.</p>			
<p><b>Implications:</b>                  The use of standardized patients appears to be a helpful tool for EAL students. A follow up quantitative study with a RCT design would be helpful to back up findings.</p>			

<b>Source:</b> Malthus, C., Holmes, J., & Major, G. (2005). Completing the circle: Research-based classroom practice with EAL nursing students. <i>New Zealand Studies in Applied Linguistics</i> , 11(1), 65-90. Retrieved from <a href="http://alanz.blogs.auckland.ac.nz/journal">http://alanz.blogs.auckland.ac.nz/journal</a>			
<b>Purpose/Sample</b>	<b>Design (Method/Instruments)</b>	<b>Results</b>	<b>Strengths/Limitations</b>
<p><b>Purpose:</b> To use workplace recordings to help EAL nursing students learn how informal language is integrated into patient care</p> <p><b>Sample/Setting:</b> Small groups of EAL first year nursing students ages 25-40 in New Zealand, majority native Chinese speakers</p> <p><b>Johns Hopkins Evidence Appraisal</b></p> <p><b>Level of Evidence: III</b></p> <p><b>Quality: B</b></p>	<ul style="list-style-type: none"> <li>• Qualitative- focus group</li> <li>• Recordings of nurses over time showed 40% of communication with patients is related to their conditions and 60% is small talk, so this program focused on it with students</li> <li>• Exercises created using data from real conversations to demonstrate how nurses communicate with patients during medical procedures</li> <li>• Focus on how nurses used modifiers to make directions seem more polite-less harsh</li> <li>• Identified “softeners” being used outside of the workshops (i.e. on TV shows)</li> </ul>	<ul style="list-style-type: none"> <li>• Real data helped students realize the cultural differences that existed between themselves and New Zealand nurses, and adjust their speech accordingly</li> <li>• All students stated they would recommend course to others</li> <li>• Students felt encouraged to reflect on nurse-patient communication in their own culture compared to what they learned</li> </ul> <p><b>Conclusion:</b> Using recorded data from the workplace is helpful for EAL students to learn how to soften and modify commands to help keep the nurse-patient relationship therapeutic.</p>	<p><b>Strengths:</b></p> <ul style="list-style-type: none"> <li>• Logical conclusions based on available data</li> <li>• Some literature review- mostly integrated throughout article</li> </ul> <p><b>Limitations:</b></p> <ul style="list-style-type: none"> <li>• Qualitative study</li> <li>• No sample size noted</li> <li>• Unknown if workplace recorded data exists outside of New Zealand</li> </ul>
<p><b>Author Recommendations:</b> Recorded data from New Zealand workplaces can be used as an effective teaching tool for EAL students to learn how to communicate in their prospective fields of study.</p>			
<p><b>Implications:</b> Using workplace recorded data may be an effective way to increase EAL communication competence, further studies needed to determine if students who attend the extra course workshops are more successful than those who do not.</p>			

<p><b>Source:</b> Müller, A. (2012). Research-based design of a medical vocabulary videogame. <i>International Journal of Pedagogies and Learning</i>, 7(2), 122-134. Retrieved from <a href="http://www.apacall.org/ijpl/about.htm">http://www.apacall.org/ijpl/about.htm</a></p>			
Purpose/Sample	Design (Method/Instruments)	Results	Strengths/Limitations
<p><b>Purpose:</b> To improve ESL students' ability to receive and correctly understand verbal orders for medications</p> <p><b>Sample/Setting:</b> 25 international nursing students in Australia over two weeks</p> <p><b>Johns Hopkins Evidence Appraisal</b></p> <p><b>Level of Evidence:</b> II</p> <p><b>Quality:</b> B</p>	<ul style="list-style-type: none"> <li>• Quasi-experimental</li> <li>• Video game, student chooses medication from similarly named medication- results based on chosen answer-feedback from avatar, and patient</li> <li>• Game has "hospital" background noise</li> <li>• Timed</li> <li>• Pre-post test evaluation</li> </ul>	<ul style="list-style-type: none"> <li>• Significant improvement of word and word form recognition (<math>t(24) = -5.18, p &lt; 0.0001, r = 0.73</math>)</li> <li>• Higher for terms used in game versus other terms (<math>t(24) = -5.18, p &lt; 0.0001, r = 0.71</math>)</li> <li>• Students found the program helpful- article also has qualitative data</li> <li>• Improved response times</li> </ul> <p><b>Conclusion:</b> Using video game technology is helpful for ESL nursing students who need to improve verbal comprehension of medical terminology in a timely manner.</p>	<p><b>Strengths:</b></p> <ul style="list-style-type: none"> <li>• Researchers were very specific about why they made the choices they did based on available data</li> <li>• Very extensive literature review</li> <li>• Results and conclusions are rational</li> </ul> <p><b>Limitations:</b></p> <ul style="list-style-type: none"> <li>• Sample Size</li> <li>• Not generalizable</li> <li>• Lacks control group</li> </ul>
<p><b>Author Recommendations:</b> Results are promising, repeat study with a control group, larger sample size, and in more settings.</p>			
<p><b>Implications:</b> Using technology such as video games may be a fun, interactive way to help ESL students learn new terminology related to nursing. Errors related to medicine can be deadly so being able to understand the names when receiving orders is crucial for all nurses. More research needs to be done.</p>			



<b>Source:</b> Rogan, F., & San Miguel, C. (2013). Improving clinical communication of students with English as a second language (ESL) using online technology: A small scale evaluation study. <i>Nurse Education in Practice</i> , 13(5), 400-406. doi:10.1016/j.nepr.2012.12.003			
<b>Purpose/Sample</b>	<b>Design (Method/Instruments)</b>	<b>Results</b>	<b>Strengths/Limitations</b>
<p><b>Purpose:</b> To develop a program to assist ESL students with clinical communication (online)</p> <p><b>Sample/Setting:</b> First year: 300 first-year nursing students, Second year: 376 almost half from China, Nepal, Korea and Vietnam primarily. Undergrad program in Australia. (123 and 131 ESL students) <b>Johns Hopkins Evidence Appraisal</b></p> <p><b>Level of Evidence:</b> <b>II</b></p> <p><b>Quality:</b> <b>B</b></p>	<ul style="list-style-type: none"> <li>• Quasi-experimental</li> <li>• First participants completed surveys about their language levels</li> <li>• Used a software program created by authors that focused on clinical terminology pronunciation</li> <li>• Content was also available in podcast</li> <li>• Seven clinical scenarios vodcasts were made transcripts of interactions and speech included</li> </ul>	<ul style="list-style-type: none"> <li>• 88% survey response first year, 77% second year.</li> <li>• 62% of ESL students thought podcasts effective for clinical preparation</li> <li>• 73% Vodcast and 65% found the podcasts effective for increasing confidence in clinical terminology</li> </ul> <p><b>Conclusion:</b> Online resources improved students perceived clinical communication skills and readiness for practice. Beneficial for both English as a first language and English and a second language students.</p>	<p><b>Strengths:</b></p> <ul style="list-style-type: none"> <li>• High survey response rate</li> <li>• Larger sample size than many available article</li> <li>• Good Literature review</li> <li>• Logical Conclusions</li> </ul> <p><b>Limitations:</b></p> <ul style="list-style-type: none"> <li>• Only one setting, so unknown if the results are generalizable</li> </ul>
<b>Author Recommendations:</b> Recommended online learning tools available to all students to improve clinical communication in conjunction with lab or lecture-based learning.			
<b>Implications:</b> Students perceived online podcasts and vodcasts to be helpful in preparing for clinical and achieving confidence with clinical terminology. Study should be repeated in more settings but is a cost-effective way to offer more support for ESL students.			

<b>Source:</b> San Miguel, C., Rogan, F., Kilstoff, K., & Brown, D. (2006). Clinically speaking: A communication skills program for students from non-English speaking backgrounds. <i>Nurse Education in Practice</i> , 6(5), 268-274. <a href="https://doi.org/10.1016/j.nepr.2006.02.004">https://doi.org/10.1016/j.nepr.2006.02.004</a>			
<b>Purpose/Sample</b>	<b>Design (Method/Instruments)</b>	<b>Results</b>	<b>Strengths/Limitations</b>
<p><b>Purpose:</b> To evaluate the “Clinically Speaking” program for non-English speaking nursing students</p> <p><b>Sample/Setting:</b> 15 nursing students who had shown communication deficiencies and were offered the program in an Australian university</p> <p><b>Johns Hopkins Evidence Appraisal</b></p> <p><b>Level of Evidence:</b> II</p> <p><b>Quality:</b> B</p>	<ul style="list-style-type: none"> <li>• Quasi-Experimental</li> <li>• Students participated in four hour communication courses once a week for five weeks</li> <li>• Students found making small talk with patients difficult</li> <li>• Videos of nurse-client communication analyzed</li> <li>• Template constructed as a guide for patient communication</li> <li>• Role-playing activities</li> <li>• Students completed feedback survey</li> <li>• Evaluation of Student grades before and after was completed</li> <li>• Facilitators offered feedback</li> </ul>	<ul style="list-style-type: none"> <li>• 12/15 students who had received unsatisfactory marks in their clinical placements had satisfactory marks at the end of the program</li> <li>• Students stated that they found their communication skills improved 4.4/5</li> <li>• Students found the workshops useful 4.8/5</li> <li>• Students would recommend the course 4.6/5</li> <li>• Facilitators felt the program was useful for students</li> </ul> <p><b>Conclusion:</b> After the workshops, students and facilitators felt communication had improved and most students had passing grades.</p>	<p><b>Strengths:</b></p> <ul style="list-style-type: none"> <li>• Good review of literature</li> <li>• Recommendations consistent with literature review</li> <li>• Authors have published follow-ups on their program success</li> </ul> <p><b>Limitations:</b></p> <ul style="list-style-type: none"> <li>• Small sample size</li> <li>• Unknown if results are generalizable</li> <li>• No control</li> <li>• It is hard to say that the intervention is the only cause of the students passing their clinical placement</li> </ul>
<b>Author Recommendations:</b> While the program was successful for multiple reasons, long-term benefits need to be analyzed and facilitators need educational support to increase their knowledge. More research needs to be done regarding clinical communication support for ESL students.			
<b>Implications:</b> Communication workshops may be an effective tool for improving clinical communication, but more research is needed to see if it is generalizable and if it is the best method for building skills.			

<b>Source:</b> Spinner-Gelfars, A. (2013). Using simulation to promote effective communication with a diverse student population. <i>Teaching and Learning in Nursing</i> , 8(3), 96-101. <a href="https://doi.org/10.1016/j.teln.2013.01.004">https://doi.org/10.1016/j.teln.2013.01.004</a>			
<b>Purpose/Sample</b>	<b>Design (Method/Instruments)</b>	<b>Results</b>	<b>Strengths/Limitations</b>
<p><b>Purpose:</b> To determine the effectiveness of simulation in improving diverse student communication</p> <p><b>Sample/Setting:</b> Nursing students in a New York ADN program, majority women and immigrants over three semesters</p> <p><b>Johns Hopkins Evidence Appraisal</b></p> <p><b>Level of Evidence: III</b> <b>Quality: B</b></p>	<ul style="list-style-type: none"> <li>• Qualitative study</li> <li>• Three hours simulation designed to address oral communication, course objectives and communication competence</li> <li>• Simulated encounter with a patient who had a mental health issue, as well as another health issue</li> <li>• Self-critique and peer/instructor feedback during debrief</li> <li>• Students watched themselves on video and wrote reflections</li> </ul>	<ul style="list-style-type: none"> <li>• Student reflections and feedback was positive</li> <li>• Faculty felt that students improved after the simulation</li> </ul> <p><b>Conclusion:</b></p> <ul style="list-style-type: none"> <li>• Faculty stated that the simulations were a useful tool in identifying students' communication strengths and difficulties.</li> <li>• Students stated in their reflection papers that they found the exercise helpful for practicing communication.</li> </ul>	<p><b>Strengths:</b></p> <ul style="list-style-type: none"> <li>• Good literature review</li> <li>• Consistent with data regarding simulation and non-ESL students</li> </ul> <p><b>Limitations:</b></p> <ul style="list-style-type: none"> <li>• Unknown sample size</li> <li>• Qualitative study</li> <li>• Because some feedback was in the form of a graded paper, some students may have given feedback that they thought the instructor wanted</li> </ul>
<p><b>Author Recommendations:</b> Offering students a chance to practice everyday language, therapeutic communication, and listening skills supports the transformation of ESL students into professional nurses.</p>			
<p><b>Implications:</b> Incorporating communication-based simulations may help ESL student improve their communication. More research is needed to confirm the results of this study.</p>			

<b>Source:</b> Stephen-Selby, H. (2008) Supporting diverse students in the nursing education ladder: Integrated basic education. <i>Communicating Nursing Research</i> , 41, 169			
<b>Purpose/Sample</b>	<b>Design (Method/Instruments)</b>	<b>Results</b>	<b>Strengths/Limitations</b>
<p><b>Purpose:</b> To improve LPN program completion with IBEST (integrated basic education and skills training) program for ESL students</p> <p><b>Sample/Setting:</b> Community college in Washington, sample number not specified, 55% of the college is ESL</p> <p><b>Johns Hopkins Evidence Appraisal</b></p> <p><b>Level of Evidence:</b> II</p> <p><b>Quality:</b> C (sample size not noted)</p>	<ul style="list-style-type: none"> <li>• Quasi-experimental</li> <li>• All ESL LPN students first enrolled in IBEST</li> <li>• Take courses with just ESL students for two quarters to improve confidence, then join regular students</li> <li>• Assessments based on program completion, language tests and GPA</li> </ul>	<ul style="list-style-type: none"> <li>• Prior to this program 1/3 of ESL students did not make it through the LPN program</li> <li>• First quarter retention was 95% and then 100% for the remaining time in the IBEST and LPN programs</li> <li>• GPA 3.6 compared to 3.31 with is the average of other LPN students</li> <li>• Drastic improvement of speaking skills, some improvement in writing and reading skills.</li> </ul> <p><b>Conclusion:</b> Programs like this one have the ability to help high-risk ESL students succeed in their programs.</p>	<p><b>Strengths:</b></p> <ul style="list-style-type: none"> <li>• Good results data</li> <li>• Some comparison to previous years data</li> <li>• Good intervention implementation</li> <li>• Logical conclusions</li> </ul> <p><b>Limitations:</b></p> <ul style="list-style-type: none"> <li>• Without knowing the sample size it is hard to draw many conclusions</li> <li>• No extensive review of literature</li> </ul>
<b>Author Recommendations:</b> Similar approaches may be used to sustain ESL nursing students in programs and promote success.			
<b>Implications:</b> Hard to draw definite conclusions without sample size, but further study on this topic with a control group is indicated.			

<b>Source:</b> Wong, V. G., & Strauss, P. (2004). Promoting EAL nursing students' mastery of informal language. <i>Nursing Praxis in New Zealand</i> , 20(1) 45-52			
<b>Purpose/Sample</b>	<b>Design (Method/Instruments)</b>	<b>Results</b>	<b>Strengths/Limitations</b>
<p><b>Purpose:</b> To determine if interactive sessions are helpful for improving informal language in English and an additional language (EAL) students</p> <p><b>Sample/Setting:</b> Unclear sample size as not all received assessments-attendance at all sessions not required. Nine nursing and midwifery students in New Zealand who speak English as an additional language</p> <p><b>Johns Hopkins Evidence Appraisal</b></p> <p><b>Level of Evidence: II</b></p> <p><b>Quality: C</b></p>	<ul style="list-style-type: none"> <li>• Quasi-experimental</li> <li>• Weekly sessions for 11 weeks</li> <li>• Nursing related materials given, students identified colloquial expressions</li> <li>• Videos of healthcare worker- patient interactions</li> <li>• Role-plays done of scenarios recommended by clinical staff</li> <li>• Surveys sent to the participants</li> </ul>	<ul style="list-style-type: none"> <li>• All students were satisfied or very satisfied with sessions</li> <li>• 60% felt they helped a great deal, 30% felt they helped some</li> <li>• 80% directly applied the skills they learned to the clinical setting</li> </ul> <p><b>Conclusion:</b> Students found the sessions helped them in the clinical setting.</p>	<p><b>Strengths:</b></p> <ul style="list-style-type: none"> <li>• Great literature review</li> <li>• Logical conclusion</li> </ul> <p><b>Limitations:</b></p> <ul style="list-style-type: none"> <li>• Small sample size makes it a level C</li> <li>• One setting, not generalizable</li> <li>• Ideally they would have sent questionnaires to more of the participants.</li> </ul>
<b>Author Recommendations:</b> Repeat study with more rigorous evaluations done from the beginning.			
<b>Implications:</b> Based on the literature review, this is an area where EAL students would benefit from extra instruction. It is difficult to make conclusions based on this sample but a continuation of the pilot project with more consistent evaluation is indicated.			