DISSERTATION

Learning Challenges and Coping Strategies of Culturally and Linguistically Diverse Nursing Students: An Analysis of Students' Experiences.

By

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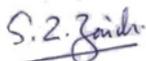
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Dedication

To Asad and Adnan

You have watched me put in so many hours in this endeavor. Thank you for sharing your love and if an old man like me can do this, surely you can conquer the world!

To Mehr

Your love and support throughout this experience has been unconditional and I would not have managed without you being there for me all the time.

Acknowledgement

This journey was full of challenges but made beautiful by whole hearted contributions from so many people. I am particularly grateful to:

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Maryam Khan you were the best Research Associate anyone can hope for, dedicated, professional and always smiling. God bless you young lady.

Abstract

Background: The College of Nursing at Indus Hospital, Karachi, Pakistan has students from all over the country speaking different languages. All teaching is in English language which for many was not the medium of instruction at school level.

Aim: The objective of the study is to identify the challenges faced by the students, enquire into strategies they have adopted to cope with these challenges and make recommendations to help students mitigate these challenges.

Method: A qualitative study with non-probability purposeful sampling of students using semi-structured interviews was designed. The interviews focused on challenges in learning with emphasis on cultural and linguistic diversities of the students. Data collection and analysis were affected by the Covid 19 outbreak. College was closed and all students dispersed. In the narrow window of time available, brief interviews were conducted and analyzed to establish issues to inform the second round which was then done in depth by an independent research assistant using semi structured telephone interviews.

Results: Thematic analysis based on Braun and Clarke (2006) provided five themes. 1-Transition from school to nursing college is a giant leap. 2-English as language of education poses challenges for most students. 3-Assessments influence learning. 4-Students use determination and courage to overcome challenges. 5- Self, friends, family, teachers and pedagogical strategies are their pillars of strength.

Conclusion: English as medium of instruction needs to be revisited. Students overcame some of the learning challenges with strong support from teachers, group activities and use of IT. Assessments need to be realigned with curriculum.

Table of Contents   Page

List of Tables

Abbreviations

BICS	Basic Interpersonal Communication Skills
BNI	British Nursing Index
BSN	Bachelor of Science in Nursing
CALD	Culturally and Linguistically Diverse
CALP	Cognitive Academic Language Proficiency
CINAHIL	Cumulative Index to Nursing and Allied Health Literature
C	Chitrali
CUP	Common Underlying Proficiency
EAL	English as Additional Language
EBSCO	Elton Bryson Stephens Company
ELL	English Language Learner
EMI	English as Medium of Instruction
ERIC	Education Resource Information Centre
ESL	English as Second Language
G	Gilgiti
HE	Higher Education
HEC	Higher Education Commission
IRB	Institution Review Board
IT	Information Technology
L1	First Language
L2	Second Language
L3	Third Language
LEP	Limited English Proficiency
MeSH	Medical Subject Headings
MCQ	Multiple Choice Questions
MOI	Medium of Instruction
PI	Primary Investigator
PNC	Pakistan Nursing Council
P	Pashto
PPT	Power Point Presentation
Pu	Punjabi
RA	Research Associate
S	Sindhi
U	Urdu

CHAPTER ONE

Introduction

1.1 Statement of the Problem:

The College of Nursing at Indus Hospital, Karachi, Pakistan offers a four year Bachelor of Science in Nursing (BSN). In Pakistan this is considered as Higher Education (HE) hence governed by Higher Education Commission of Pakistan (HEC). The College of Nursing and Midwifery is an independent institution. However for its BSN course it is affiliated with Dow University of Health Sciences since the Higher Education Commission of Pakistan only confers degree giving status to Universities. The nursing curriculum and activities are regulated by Pakistan Nursing Council (PNC). In Pakistan 134 Universities and Nursing Colleges offer BSN (Almas, 2020). Most of these have regional students only. Indus College of Nursing and Midwifery has permission to enroll students from all over the country making its student population very heterogeneous, in terms of First Language (L1) spoken by students and their culture, depending upon the geographic location of their home town within the country.

In 2019, I was asked to serve on the Board of Management of the Indus College of Nursing. In talking to the student nurses it was apparent that they lacked proficiency in English language. What was striking is that all teaching at BSN level is in the English language which for these students is either the Second (L2) or Third language (L3). This led to my interest in trying to understand how these students learn? What are their challenges and how do they overcome them? This research is based on trying to find answers to these questions involving the group of nursing students nearly half way

through their four year course. While the challenges of starting a new college and studies are fresh in their minds they are also in the process of devising strategies to overcome these challenges.

1.2 Background:

In order to understand why English language is considered integral for education it is necessary to explore its role in higher education not only in Pakistan but its position globally.

1.2.1 English as Medium of Instruction in Higher Education in Pakistan:

English as medium of instruction (EMI) has been defined by Macaro *et al.*(2018 pg 37)

"The use of English language to teach academic subjects (other than English itself) in countries or jurisdictions where the first language of the majority of the population is not English".

In many parts of the world EMI has been on the rise in all phases of education (Dearden, 2017). However in the context of Pakistan, Mahboob (2017) argues, EMI is not a deliberate decision but a result of history. As a legacy of the British Empire, English has been central to education and government being the official language of legal, educational and other systems for well over a century before the country came into existence. Since independence Urdu is the national language while English remains the official language of the country. In Pakistan Urdu serves as Lingua Franca (Ahmed, 2011) defined as "the

language systematically used to communicate between persons not sharing a mother tongue, in particular when it is a third language, distinct from both persons mother tongue" (*Lingua Franca*,). Based on this the schools are English medium, Urdu medium or Provincial language medium of instruction. Similarly the schooling system is through private or government owned schools. In government owned schools only 10.4% have English as medium of instruction (MOI) as compared to 70% private schools offering English as MOI while most universities in Pakistan use English as the MOI (Mahboob, 2017). This variation at school level produces vast variation of proficiency in English for students entering HE and the scales are clearly tilted against the government run schools and in favor of private English medium schools. Habib (2013) holds that the current MOI practices in Pakistan "reflect stakeholders' beliefs". Work by Mansoor (2005) on attitudes towards MOI in Pakistan has shown that at school level Urdu and English as MOI are possible choices but majority of respondents recommend English as MOI in HE. Khan (2013) in her study of two universities of Pakistan investigated the policies and perceptions of students and teachers and concluded that "majority respondents believed English medium instructions were essential in HE and that these in turn could contribute to modernization and progressive national outlook".

1.2.2 Linguistic Identity and the Politics of Access:

In Pakistan English medium of instruction in higher education cannot be considered in isolation from what has come before it. Based on the opportunities available for attending certain types of schools and their associated characteristics like medium of instruction, students develop learner identities. These identities, based on unequal accumulation of

linguistic capital, according to Shamim and Rashid (2019), lead to growth of some students while put others at a disadvantage. Language should never be regarded as neutral. It can facilitate the social, cultural and intellectual development or it can hurt the capacity to learn which Mustafa (2015) calls the "Tyranny of Language".

Khattak (2014) in a study comparing Urdu-medium and English–medium schools in Pakistan showed that due to inequality in resources and socio-economic class, the ruling classes provide their children English-medium education in elite schools thus ensuring power and privileges are retained within their class. The disadvantaged class has no option but to educate their children in state run Urdu-medium schools giving rise to what Khattak has called "educational apartheid" in the country.

Learners view their current language proficiency in English almost as an inheritance , a consequence of their school type and social affiliation (Shamim and Rashid, 2019). This feeling of despair is apparent in a quote from one of their interviewees:

"*Our society and the educational system does not give us the right to make choices…Your class system is decided upon as soon as you enter the nursery class. So when someone is speaking in English, they respect him, and when someone is speaking in Urdu, they do not respect him.*"

The study by Mahboob (2017) confirms socioeconomic dimension to English proficiency in students with higher socioeconomic status having higher English proficiency. This proficiency in English as a powerful means of social stratification is also supported by a study by Manan and David (2014) and confirms the findings of Shamim and Rashid (2019) that labels Urdu and English medium in Pakistan are "not a simple binary denoting

medium of instruction but a complex construct" produced and supported by two parallel systems of education approved by social class.

1.2.3 Global Significance of English: Why English?

Canagrajah (1999) led the call to resist the evils of "Linguistic Imperialism" and to respect "multilingual realities". Yet there is a relentless march towards English and it has assumed the role of global lingua franca. Reporting on the global significance of English, The British Council (British Council, 2013) reported 1.75 billion worldwide English language speakers and projected this to increase to 2 billion by 2020. Review of global markets highlights that proficiency in English is now a required skill just as numeracy and computer skills (British Council, 2006), in fact accepted as a "global norm" (Kedzierski, 2016). Globalization, as a consequence of the internet, electronic communication and increased international travel, has further helped the cause of English.

"Not everything that occurs in an education ensemble manifests itself at the level of the empirical" (Kedzierski, 2016, pg 376). With globalization has come technical transformation and shift in global powers. Competitiveness has a new meaning (Sum and Jessop, 2013) and neoliberalism is the new regulator (Harvey, 2005) with the rise of transnational corporations. "Knowledge-based economy has put demands on language to be seen in a new way" argues sociolinguist Nickolas Coupland (Coupland, 2010). Kedzierski has called this "linguistic capital" that can under certain circumstances be exchanged for other forms of capital on the labor market, determining progress in life.

Duchene and Heller (Grin, 2013) feel, in "late capitalism" a new discourse is increasing that treats language and culture primarily in economic terms turning it into a "commodity".

1.2.4 English as Second Language:

It has been argued that learning and teaching in a foreign language reduces the quality of education and a considerable drop in study results should be expected for students with "Limited English Proficiency (LEP)" (Jochems, 1991). Despite the fact that all students have completed 12 years of schooling with English as their second language and the nursing curriculum offers English language courses as well, yet some of the nursing students struggle with learning in English. They must not only be proficient in English but also proficient in medical terminology which is a language by itself (Guhde and Jacqueline, 2003). It is argued that their self-concept can be negatively impacted (Sanner and Wilson, 2008), they often choose not to speak out in class because of their worries (Evans and Stevenson, 2010) and shame (Colosimo and Xu, 2006) inhibits them from acquiring help from teachers and peers. On the contrary, Mulready-Shick have shown that students without a greater command of English can still meet the rigors of nursing education (Mulready-Shick, 2013).

Almost all literature refers to English as second or additional language for overseas students studying in English speaking countries and being significantly different culturally from the teachers, most peers and the patients. With regards to their educational process, literature often describes such linguistically diverse students to be struggling, unprepared, having difficulties and facing barriers (Olson, 2012; Sanner and Wilson, 2008; Starr, 2009;

Suliman and Tadros, 2011; Kelley and Klopf, 2008; Crawford and Candlin, 2013; Guhde and Jacqueline, 2003; Colosimo and Xu, 2006; Edgecombe, Jennings and Bowden, 2013 and Terwijn and Rogers-Clark, 2012). With English language, English as Second Language (ESL) students find difficulty in speaking (Bosher and Smalkoski, 2002), communicating with peers, instructors and patients (Amaro, Abriam-Yago and Yoder, 2006) and feel teachers assume that they lack knowledge (Sanner and Wilson, 2008). They have most difficulty in written English (Bosher and Smalkoski, 2002). Lack of fluency in academic nursing English affects successful professional development (Terry, Carr and Williams, 2013) as reported in foreign trained nurses when studying in the UK.

In contrast in The Indus College of Nursing students with varying backgrounds study in English as a foreign language in their own country. Cultural and linguistic diversity is present but may have variable and different impact that needs to be studied. The voice of the students' needs to be heard. It is worth asking how this diversity between students inform their learning and their relationship. The paucity of empirical studies on nursing students coping with English as a foreign language medium of instruction in their own country confirms the importance of this study for which I framed the following research questions:

1.3 Research Questions:

The Research should answer

1- What difficulties do culturally and linguistically diverse nurse students encounter in the classroom?

2- How does student's first language (L1) affect learning in second language (L2)?

3- How does their family life, culture or previous schooling contribute to their learning challenges?

4- What strategies do they use or what reinforcements do they seek to overcome these challenges?

1.4 Defining the Terms:

Linguistic Diversity relates to a person who does not have the dominant majority language. In nursing literature this is always in reference to English language hence acronyms like ELL (English Language Learner), LEP (Limited English Proficiency) and EAL (English as Additional Language) have been used. However the most commonly used term is ESL (English as Second Language) to describe the linguistically diverse nursing students who do not have English as their mother tongue (primary language). The same will be used in the current study.

Cultural Diversity describes a characteristic of an individual whoes cultural and background values differ from mainstream culture. Leininger (2001) defines culture as the "learned, shared, and transmitted values, beliefs, norms, and life way practices of a particular group that guide thinking, decisions, and actions in patterned ways". Cultural diversity can be defined by numerous student characteristics including place of birth, age, sex, life style and educational and career backgrounds (Williams and Calvillo, 2002). While Yearwood (2002) discusses it as awareness and acceptance of differences in communication, life view, health and family. As the student population in the current study

are diverse in their backgrounds their cultural diversity may define their beliefs and

relationships with peers and educators and may inform their learning methods.

CHAPTER TWO

Literature Review

2.1 Introduction and Search Methodology:

Literature was reviewed to guide and refine the research questions providing context and purpose how this research can fit into existing body of knowledge (Boulet and Friedman, 2019). Science and social science databases where searched. These included EBSCO (Elton Bryson Stephens Company) All Health which includes Medline and CINAHIL (Cumulative Index to Nursing and Allied Health), ProQuest and Sage databases. Search terms used included "Student nurses", "language", "linguistic diversity", "cultural diversity", "learning challenges or difficulties", "coping mechanisms", "English as second language", "nurse education", "English support programme", "language skills" and "nursing in Pakistan". Boolean Logic is applied by using AND, OR and NOT (Boulet and Friedman, 2019) (Annexure A).   Literature search was limited from 2010 to 2020, in English language, peer-reviewed sources and where full-text articles were available. The search produced 217 articles in all the databases reviewed. These were further decreased to 40 articles after applying the filters mentioned. These included 28 primary sources as original research done to look at difficulties faced by nursing students and various solutions suggested, five were secondary sources as systemic reviews and two were dissertations on a similar topic. The review articles were useful to look for further relevant material cited in them. The search only provided two articles which dealt with students' experiences in local settings. The literature search was expanded into general

education to understand how ESL affected education and learning in higher education especially in Pakistan and five useful articles were found. All search was conducted via Keele University Library online.

The literature search showed most of the work is about nursing students travelling to overseas countries for studies and the challenges they faced with respect to their language and culture. Literature highlighting difficulties faced by linguistically diverse nursing students in their own country is very sparse. Besides this obvious gap, students' perspective in literature is also very limited. Both these areas provide opportunity for original research.

2.2 English as Medium of Instruction: Outcome for Students and Impact on Content.

Soruç and Griffiths (2018) raise a very pertinent question that "why do countries where English is not the native language or where English has never been historically important, want to set up courses in English medium of instruction?" This is answered by Dearden and Macaro (2016) who attribute this to desire for internationalization and establishing a global profile which in turn attract international students and their funds. Macaro *et al.* (2018 p 37) in a systematic review of EMI in HE have summarized these as "need to internationalize the universities making them prestigious, attracting foreign students , national cuts in HE funding, competition of state sector with private sector and status of English as an international language in domain of research."

In countries like China and Japan governments have been actively promoting the use of EMI in both state funded and private universities (Macaro *et al.*, 2018). By teaching context in English, the Chinese consider it an effective way to overcome the problem of teaching English language in Chinese universities. In Korea, it is believed that access to cutting edge technology will be easier and national competitiveness will be enhanced (Kim, Kweon and Kim, 2017). The Nordic Ministry of Education believes that it is an effective way to raise the quality of HE and develop 21st century skills in their students (Airey *et al.*, 2017). The Chinese have implemented EMI to enhance employability skills and enhance competitiveness of their graduates in global market (Hu and Lei, 2014).

In literature, results of how students have thrived in EMI programs are less encouraging than the enthusiasm to conduct these EMI courses. Furthermore, these results need to be seen in light of the perceived benefits of EMI in HE. It is hoped that students' content knowledge as well as English proficiency will both improve by this process. University students in Korea claimed only understanding 70% lectures (Wan Cho, 2012). The most critical issue was instructors' and students' insufficient English proficiency. According to Kim et al (2017) EMI classes in Korean universities are in fact Korean-medium classes in disguise. In Hong Kong first year students in EMI found difficulty in understanding technical vocabulary, comprehending lectures, achieving academic style and meeting institutional requirements (Evans and Morrison, 2011). Turkish student cited problems with understanding content at level of detail and that student tended to "memorize content detail adopting superficial rather than effective learning" (Kirkgöz, 2009 pg455). Similarly Qatari students were more content with Arabic as MOI (Ellili-Cherif and Alkhateeb, 2015). In the words of (Hu, 2019) :

"Main justification for EMI is that it can engage students in authentic and meaningful use of English and raise their English proficiency. However EMI will defeat its own purpose if it allows students to get by with limited or little use of English to communicate and engage in complex cognitive process".

2.3 Exploring the Role of Language in Education and Second Language Acquisition:

In EMI classes the most frequently self-reported challenge by students is "understanding vocabulary"(Uchihara and Harada, 2018). In their review of language related challenges in Hong Kong university students of engineering, Evans and Morrison (2011) found vocabulary as the most pressing problem. The students find themselves faced with levels of L2 (second language) vocabulary they may not possess. The struggling students fail to fully realize their intellectual potential resulting in "rote learning, plagiarism or cheating" (Mahboob, 2017 pg 80). Faculty compensate for this deficiency in proficiency by separating language from content or facts. They then focus only on facts. This separation is false argues Mahboob (2017) as the "inability to develop discipline specific language impairs the students ability to learn their discipline."

Another common strategy applied by faculty is "code-switching" (Gulzar, 2010) where teacher and students switch between mother tongue, L1 and L2 effortlessly. Macaro (2020) explains this phenomenon of 'translanguaging' in terms of intentions of what one is trying to achieve. If the purpose of EMI program is successful communication in English then emphasis and use of L2 is required but for deep understanding of content, L1 has to

be used. L1 is useful to build knowledge, manage the classroom and enrich interpersonal relationships. Kim (2017) investigated English language teachers in Korea and compared teachers teaching English in English with teachers teaching English in Korean and found the former using 38% Korean mainly. Kharkhurin and Wei (2015) have demonstrated correlation between code switching and bilingual creativity.

Another strategy reported by Mahboob (2017) is "dumbing down" of material and use of multiple choice or short answer questions in assessments allowing students to navigate through university education with limited English proficiency.

2.4 Nursing English:

In his investigative study of evaluating the existing linguistic adequacy in English proficiency of nurses in Pakistan, Khalid (2016) studied English Language Curriculum of BSN at nursing institutes in Pakistan and its usefulness in preparing nurses for using English in their academic and professional setting. He found that nurses placed the need of learning English as high priority and an important professional requirement, however, the syllabus was considered irrelevant to their needs. In exams "questions are repetitive in nature that promote rote learning amongst student" (Khalid, 2016 pg 6). "Problem areas for nurses being speaking and writing skills". Blaming the curriculum, he states, "there is no compatibility between nursing student's needs and the curriculum" (Khalid, 2016 pg 8). Mahboob (2017) argues that some academics in Pakistan disassociate language from content believing that student language and disciplinary knowledge are not connected. While Khan (2013) in her doctoral thesis blames emphasis on 'British or American'

English and suggest using "Pakistani English" as a norm in education in Pakistan. This suggestion is debated against by Mahboob (2017) as it will only help students in their immediate context but deprive them of ability to read and contribute to international literature which is largely published in English.

2.5 Culturally and Linguistically Diverse Nurse Students:

In recent literature, due importance is given to culturally and linguistically diverse nursing students. This is due to an international shortage of nurses, high attrition rate in nursing schools of ethnically diverse students (Crow, Smith and Hartman, 2005), cultural diversity in patient population needing culturally diverse care givers (Gilchrist and Rector, 2007) and global migration of the workforce. In 2014 the global nursing shortage was nine million (Drennan and Ross, 2019). There is a substantial number of overseas students in nursing programs in UK, USA and Australia and for these countries international student market is crucial to their education economy (Verbik and Lasanowski, 2007). This globalization has resulted in large numbers of culturally and linguistically diverse (CALD) student nurses and most literature focuses on issues these CALD students face while studying in foreign countries. Terwijn et al. (2012) in a systematic review of their experiences have identified need for support, valuing and respecting difference, the desire to succeed and inclusion as key issues faced by CALD students. Guhde and Jacqueline (2003) found that CALD student, being from different backgrounds to non-ESL students find it difficult to approach their instructors. Being accustomed to rigid teachers and structured home situations, they developed learning styles 'incompatible to teaching strategies in Western nursing programs' (Sanner and Wilson, 2008). These CALD students are self-conscious

of their accents and choose not to speak out in class, indicating negative self-concept (Sanner and Wilson, 2008). Most ESL students are well accomplished and academically sound in their own countries but the transition to a different culture and language is very stressful. Colosimo and Xu (2006) found CALD students often "experiencing shame when their personal valued standards and expectations are unmet". Starr (2009) reviewed ten qualitative studies of challenges faced by CALD. Her synthesis showed all aspects of language to be a major challenge for CALD students. Lack of resources and courses and classroom management were other challenges. Their greatest resource was personal strength and peer support. According to Starr (2009), "these students have to learn two new languages English and healthcare." On clinical placement, CALD found "integration very stressful" according to Mikkonen *et al.* (2016). This is because they were not considered motivated and were not recognized by peers and tutors, primarily due to not being understood. CALD reported "struggle with reading speed and comprehension" further complicated by the excess time they took to translate between English and L1 (Sanner and Wilson, 2008).

Amongst the cultural barriers to the success of CALD students, Olson (2012), found nurse educators' characteristics like unapproachability, intimidation, inflexibility and being cold to be contributory. These students suffer from feeling of alienation and loneliness and need peer support for success. Even the educators require support in cross-cultural communication (Abu-Arab and Parry, 2015). There are clearly different perspectives to this problem. The educators consider language proficiency as the biggest hindrance to CALD success whereas these students felt lack of relationship with faculty and classmates as the biggest hindrance (Fuller and Mott-Smith, 2017).

Unlike most studies done on CALD students in a western institution, the study by Suliman and Tadros (2011) has special significance as it explores the difficulties in verbal communication and written English faced by Arabic speaking nurse students with English as medium of instruction in a Saudi nursing school. In her study lack of fluency (76%) and pronunciation (43%) were causes of fear to speak while 55% students feared spelling as the main reason to be afraid of writing.

2.6 Strategies for Support:

Culturally and linguistically diverse students are a heterogeneous group of learners with varied educational backgrounds, native language and home cultures. It is believed that patient care will improve with culturally and linguistically diverse nurses available to contribute to the health of the nation with improved patient communication in their own language (Simpson, 2004). Retaining these students and helping them with their academic progression has been investigated by many authors (Crombie *et al.*, 2013; Boughton, Halliday and Brown, 2010 and Henderson, Barker and Mak, 2016). Family, language and persistence were identified by James (2018) as support to the CALD students. Family has double role, on one end it has an affirmative role where students can "safely express their fears and restore self-efficacy" while at the opposite end, family can be a source of additional stress both emotional and financial. "Linguistic challenges in English proficiency can lead to culturally insensitive behavior and discrimination towards CALD" while persistence helps to overcome difficulties, notes James (2018). Boughton et. al (2010) found teaching strategies like small group activities, use of video-clips, reflective feedback and open discussion maximize success of CALD students.

Cultural competence is more than just cultural awareness or sensitivity and according to Kundhal and Kundhal (2003) "it's the ability to use cultural knowledge effectively in cross-cultural situations". CALD stay together and rarely interact with other groups and according to Yearwood (2002) each individual is shaped by his or her "culture of politics, economics, religion and family system". She recommends diversity exercises within class rooms and encourages different groups to work together to expand their knowledge and tolerance. Unfamiliarity with "cultural boundaries" leads to intercultural communication challenges (Henderson, Barker and Mak, 2016). Crombie *et al.* (2013) are of the opinion that experience in clinical placement are the most important factors in CALD student nurse retention.

Since academic language proficiency is a key element in these ESL students' success, Gilchrist and Rector (2007) have suggested allowing "bilingual dictionaries" and additional time to complete tests to ESL students. Bilingual teaching for nurses have been used in Wuhan, China since 1985 (He, Xu and Zhu, 2011) where teaching is in both Chinese and English. This has helped China to promote Chinese nursing labor, helped Chinese nurses to obtain Western nursing knowledge and allowed to report research in English. Authors advise caution with bilingual teaching with "over-translation and unplanned immersion". Translating one sentence of English to one sentence of Chinese can convert the class to an English translation class. The objective should be "nursing bilingual course" which is studying nursing via bilingual teaching and not "Nursing English" which is teaching English via nursing (He, Xu and Zhu, 2011). Moreover teaching should be step by step beginning with "infiltrative bilingual teaching" where mostly Chinese is used and move to "immersive bilingual teaching" where all teaching is in English.

Language simplification or Linguistic Modification has been suggested (Abedi and Sato, 2007) as it reduces or eliminates unnecessary 'language complexities confounding assessment' while maintaining the construct being measured. Linguistically modified assessments remove some language barriers for ESL, like shortening sentences, using frequently used words and easily understood grammar (Moore and Clark, 2016). If students cannot understand what is being asked, their knowledge cannot be assessed accurately. Linguistic features slowing down the reader or making comprehension difficult are modified in this strategy (Moore, 2015).

2.7 Summary:

This literature review started with the question of how do nursing students, with low proficiency in English language, manage to learn in English medium Higher Education nursing? However this enquiry cannot be explored without a background understanding of why English language occupies such a central role in Higher Education in Pakistan as well as globally. Sadly a deeper look into socio-political realities of Higher Education in Pakistan uncovers exclusive policies.

Literature on nursing education, the primary enquiry, showed the plight of culturally and linguistically diverse nurses. Strategies to overcome some of their difficulties were reviewed. Experiences of nursing students in foreign countries are very well reported in literature and reviewed here. However there is paucity of literature detailing learning challenges in culturally and linguistically diverse nursing students when studying in second language in their own country. This gap in literature about nursing students' issues in Pakistan, specially the missing student voices, directs the purpose of this research project.

CHAPTER THREE

Methodology

3.1 Study Plan:

In order to answer the research questions, rich data on the experiences of the study respondents was required hence I chose to apply qualitative methodology. This qualitative research required identification of in depth understanding and commitment of the participants' viewpoints, seeking to arrive at an understanding from the perspective of those experiencing it with minimum disruption to natural context and report findings in a literary style rich in participants commentaries (Speziale and Carpenter, 2007). Hence I chose to conduct individual semi-structured interviews with students as the data collection method (Bowling, 2009).

By focusing on the subjective experiences of individuals and the human-world interaction (Stewart and Fillice de Barros, 2019) I hoped that better learning would lead to better students and may guide improvements and help modify teaching strategies.

For the philosophical background to the study, I chose a constructivist inductive approach as the process involved drawing general conclusions from specific observations (Vaismoradi, Turunen and Bondas, 2013) and this study design would allow insight into relationship between the dependent variable (learning challenges) and independent variables (linguistic and cultural diversity).

3.2 Theoretical Framework:

I chose Jim Cummins' Model of Language Acquisition (reported in Abriam-Yago, 1999) because it provides an explanation about how ESL students learn language for social and

academic purposes. Cummins (1992) has based his model on two types of proficiency; basic interpersonal communication skills (BICS) and cognitive academic language proficiency (CALP). BISC includes the everyday face to face language that students use to navigate social context. This is acquired easily and quickly and is cognitively less demanding. CALP is context reduced and demands more cognitive processing for acquiring meaning. It helps students to understand abstract concepts in textbooks. Nursing education activities are cognitively demanding making comprehension and retention of material potentially difficult for these ESL learners. These concepts should be applied in teaching methods for ESL students.

My literature review showed that language is a major challenge for understanding especially when student's first language (L1) is different from the language used for teaching (L2) hence this theory is applicable in the setting of my study as it explains the process of cognition required in learning in a second language.

3.3 Data Collection Methods:

3.3.1 Subjects of the Study:

As this study looked in detail at the learning challenges faced by students based on their linguistic and cultural diversity, it was important to include students from all such diverse groups. The College of Nursing has students from all over Pakistan, belonging to big urban cities as well as small rural towns, who speak various regional languages at home. Their family lives and previous schooling are also very diverse. In order to highlight this in this heterogeneous group, it was important to include students representing all such groups sharing critical similarities related to the research questions (DiCicco-Bloom and

Crabtree, 2006) . Using self-filled student data sheets, characteristics of the study students were determined (Stewart and Fillice de Barros, 2019) like demographic information including their mother tongue, region of birth (geographic ethnicity) and area of schooling, if different, to ensure stratified purposeful sampling (Gessaroli and Mckinley, 2019) representing all linguistic and cultural variants that exist in the student body.

Pakistan is a linguistically diverse country with 74 languages/dialects spoken (Simons and Chales, 2018). However, Urdu as Lingua Franca (Shamim and Rashid, 2019) and 5 provinces having provincial languages (Punjabi, Pushto, Sindhi, Chitrali and Gilgiti) were considered in the current study of linguistic diversity. From a single class of fifty students, based on their first language spoken, students were stratified into 6 group (Language Stratified Group), each representing language and area of origin. Students were grouped according to L1 into groups;

1-Urdu   2-Pushto   3-Punjabi   4-Sindhi   5-Gilgiti   6-Chitrali.

As the study also looked at coping strategies used by students, I included students who have completed minimum two out of four-year study for semi-structured interviews. They could relate to their experiences, were classroom based, not dispersed across health care environment and would still be enrolled students when the study ends.

3.3.2 Sampling Strategy:

The sampling I chose was non-probability purposeful (McCombes, 2019) seeking to maximize the depth and richness of the data to address the research questions (Kuzel, 1999). The aim was not to test a hypothesis about a broad population but to develop deep

understanding of a small population (McCombes, 2019). Qualitative data collection is resource intensive. Considering access to students and their availability I decided to include all consenting students ensuring adequate representation for each language stratified group.

3.3.3 Recruitment Plan:

All students were provided with a hard copy of Invitation Letter to join the study (Annexure B) and the Study Information Sheet (Annexure C) during their regular classes. Furthermore, invitation emails to all 50 students of the class were sent. As emphasized in the information sheet, willingness to join the study was entirely voluntary and students had complete freedom to withdraw from the study at any time if they desired. Volunteering students were asked to sign a consent form (Annexure C).

3.4 Data Gathering Tools:

3.4.1 Student Data Fact Sheet:

All consenting students were given a Student Data Sheet (Annexure D). Based on their first language and region of origin, students were divided into Language Stratified Groups. The Student Data Sheet contained information about their age, gender, first language spoken at home, geographic home location, medium of instruction in school, type of school (co-education/ girls only/ boys only), whether hosteller or day scholar and their grades GPA in each semester of Nursing School Examination.

3.4.2 Semi-structured Interviews:

Data for the study was gathered by conducting semi-structured interviews of selected students. The purpose was to involve the participants in meaning making rather than becoming simple conduits of information retrieval (DiCicco-Bloom and Crabtree, 2006). Semi-structured interviews were organized around a few open-ended questions allowing other questions to emerge from the dialogue. Data gathering process involved developing a framework of questions for the interviewees, based on the research aims and literature review, guiding the interviewees but also allowing them to direct the discussion.

3.4.3 Developing the Interview Schedule:

The interviews were designed to be focused on challenges in learning with emphasis on cultural and linguistic diversities of the students. Fook and Sidhu (2015) highlighted some challenges including cognitive, coping with reading materials, instructional problems and language barriers. Communication difficulties due to cultural differences and unfamiliarity with the new social and educational environment have been cited as issues (Edgecombe, Jennings and Bowden, 2013). Socialization is often a problem leading to loneliness, isolation and cultural adjustment problems while belongingness enhances student confidence and self-esteem in turn improving learning and performance (Edgecombe, 2013). All these were covered in the semi-structured interviews. Similarly enquiry about cultural barriers to integration, unmet expectations and unmet aspirations (Peacock and Harrison, 2009) was undertaken.

In literature coping mechanisms are usually coping with stress and anxiety (Hegge and Larson, 2008). However this study is looking for reinforcements students try to find or

suggest to overcome learning challenges arising from CALD. The Interview Schedule (Table 1 below) comprised of ten questions with prompts available for some questions. The prompts only served to remind the interviewer of the direction of discussion if the interviewee wandered much away from the research interest of the study. The schedule was designed to trace the students' journey of learning starting from before admission and ending up to present time.

3.4.4 Pre-testing the Interview Schedule:

It is often difficult to know how people will respond and what might create barriers so these questions were pre-tested on a few willing recently graduated nursing students in order to ensure that the respondents interpret without any ambiguity whatever the researcher is wanting to ask. This exercise did not lead to any changes in the schedule.

3.4.5 Important Consideration:

This study has a strong element of power differential. The primary investigator is male and has a significantly high authoritative position while the students are mostly young female nursing students who may not comfortably or correctly respond in the interview. Hence an appropriate assistant, a young female research associate (RA) was trained for interviews and data gathering. After trial interviews and debriefing sessions training of the RA was conducted. These were interspersed with discussion sessions with study supervisor for quality assurance of data gathering.

No	Question / Prompt	Interview Questions	Answers Research Question No.
1	Question	What school did you go to and how did you find studying there?	3
2	Question	Why did you want to become a nurse?	3
3	Question	Describe your admission to nursing school	3
4	Question	When you began studying at nursing school, how did you find studying	1
	Prompt	*Teachers, Colleagues, Learning resources, Class activities*	
5	Question	How do you study?	1,2
	Prompt	*Alone, in group, If group tell us about it*	
6	Question	How do you prepare for exams?	1,2
7	Question	How do you find studying nursing in English Language?	1,4
	Prompts	*Any challenges, How do you overcome them*	2
8	Question	In comparison to your old school and home town how do you find people at nursing school	3
9	Question	Now that you are in third year of nursing school, how has learning changed in comparison with your first year at nursing school?	1,2
	Prompt	*Learning resources, Class activities, method of studying*	
10	Question	What can the school do for you?	2

Table 1: Interview Schedule

3.4.6 Interview Plan:

An interview plan was prepared keeping in mind the students' and the researcher's commitments. Sufficient time was put aside to allow interviewees to express themselves. It was planned that all interviews would be conducted in a suitable place and audio recorded using a digital machine with student consent.

None of the potential students in this study had English as a first language. Hence interviews throughout the study were conducted in English or Urdu as preferred by the candidate, thus allowing them to fully express their views. The interview transcripts were translated in English before analysis was started allowing uniformity in understanding terms.

3.5 Ethical Consideration:

Ethical approval from Keele University and Indus Hospital Institution Review Board (IRB) was taken (Annexure E, F) before starting the study. Both approvals were granted without any revision.

3.6 Anonymity, Confidentiality and Data Protection:

In order to make the data anonymous, each student participant was given a number and all information was recorded under that number without mention of any identifiable characteristic. Complete confidentiality was maintained and the data recorded was accessible only to the Primary Investigator (PI). All interview records (sound bites, notes and coding details) were stored in a password protected encrypted file on the Network

data base. Once the study is completed, thesis approved and work published in a scientific journal, all recordings, notes, codes and transcripts will be destroyed.

3.7 Data Gathering Process:

After receiving approval from Institution Review Board (IRB) and Ethics Committee and consent from students, Student Data Fact Sheets were analyzed. Of the 50 students in class 37 students consented to take part in the study of which seven students did not give consent to use quotes for the study (Annexure G). Students were allocated numbers so as to anonymize them. They were stratified into groups based on their mother tongues (L1). Following the training of RA, it was planned that she would interview 12-14 students. The interviews would be translated and transcribed by PI and then data analysis done based on thematic analysis according to Braun and Clarke (2006). However these plans got disrupted!

3.8 Covid 19 the Great Disrupter:

As the pandemic Covid 19 struck, precautionary measures were taken and the Nursing School was declared shut for an indefinite period with a notice period of 3 days. The students were to disperse and return to their homes all over the country. Some left immediately while others were leaving soon. The prospects of starting this study looked grim. In this panic and the short period available the Principal Investigator along with the Research Assistant decided to interview all the available students. The available group of students numbered 26 with near equal representation of each language category. Interviews were conducted and recordings were transcribed. However on hindsight this haste did not bear the intended fruits. Constraints of time resulted in shorter than desired

interviews and inadequate information collected. Moreover presence of PI was a mistake because, as expected, the student nurses did not contribute to the topic and true picture may not have come out affecting the lessons drawn from this study.

3.9 Round One Interview Process:

Interviews were recorded electronically. Due to the Covid 19 panic and number of students fast becoming unavailable, 26 interviews were conducted. The student distribution according to L1 was

Table 2: Round One student distribution according to language

Language spoken (L1)	Number of students
Urdu	4
Pushto	2
Punjabi	4
Sindhi	6
Gilgiti	3
Chitrali	7
Total	**26**

3.10 Making Sense of the Process:

During the interview phase it was apparent to me that I was not achieving adequate depth in conversation. The reasons for this were obviously my senior position as well as the hurry and the panic to get the interviews done and over with. Both are reasons for minimum interviewee engagement. This was a major setback. I then decided to proceed

with analyzing the content looking for common areas to salvage the effort made so far. The plan was to conduct Content Analysis and come up with topics and areas of interest on which to restructure detailed in-depth qualitative interviews using my research assistant to facilitate more open discussion.

All interviews were translated and transcribed by me. Coding started in the next step. This produced 32 Topics which were then reviewed to identify emerging patterns and were then grouped as Categories. This process resulted in 12 categories

The analysis and review process was repeated producing new combinations and discarding few categories to produce Areas of Interest. This process resulted in Five Areas of Interest. These were

1- Transition from school to nursing college

 2- Class interaction

3- Personal study

4- Life style and culture

5- Support systems

3.11 Outcome of Round One:

After discussion and guidance from the study Supervisor and course Director it was decided to use these 5 Areas of Interest as discussion points for the second round of interviews to be done so as to get in-depth qualitative data by interviews. This time interviews were to be conducted by my Research Associate, so as to remove the bias of authority that I was bringing into the process earlier.

3.12 Round Two Data Gathering:

By now access to students was even more difficult as due to prolonged closure of Nursing School, all the students had dispersed across the country. Hence interviews of students using cell phone was the only option. Further permission from Ethical Committee was sought which was granted easily.

Purposeful, convenient sampling of students was done ensuring balanced representation from each language group. Only 14 students were available for interviews and from these 10 were chosen to achieve the most appropriate balance of language representation. Students were informed by the Research Associate in advance and repeat verbal consent was taken. Cell phone was used to call students while their interviews were recorded on a recording machine. Ten students were chosen for a second interview, each lasting 20-30 minutes. WhatsApp was used where possible as it allowed facial expressions to be interpreted also. However due to cultural limitations, Research Associate chose audio call only for male students.

The Research Associate was instructed on strategies for successful telephonic interview (Farooq 2015) and mock interviews of colleagues were conducted so as to provide some familiarity with the process.

The interview process consisted of questions based on the five categories identified at the end of round one. 10 students were identified from those who had already interviewed once before.

3.13 Quality Assurance of Process:

During the second round of interviews the procedure adopted was of regular reflection. After every 2 interviews conducted by the Research Associate, the translated transcriptions were discussed amongst the PI, RA and Supervisor to see how to further improve the questioning as well as get further depth from the interviews. This lead to appreciable improvement in interviewing providing further depth.

3.14 Data Analysis:

An Inductive Thematic approach trying to find latent meanings using six steps as outlined by Braun and Clarke (2006) was used.

3.14.1 Familiarization was done by translating and transcribing the interviews by principal investigator. This allowed me to become very familiar with the data. As the RA had conducted the interviews she had good knowledge of the contents.

3.14.2 Coding was performed by dividing the data into small basic segments representing a new thought or observation adding new codes as one progressed along the text. Sections of text, phrases or sentences, were highlighted such that each described a distinct topic. This could be an idea, feeling, observation or description by the student. Relevant or potentially interesting segments of the text were marked. Each portion of quotation was tagged for identification and review when required. This process led to creating 135 codes in the entire 10 transcripts of interviews.

Table 3; Example of coding Round Two

Tag	Quotation	Code
20B 27 L76p3	I don't speak much to the teachers and don't speak much in class so there is not much interaction with teachers.	On her own
14B 3 L55 p2	Initially it used to irritate me because with girls it felt very strange everything was difficult both talking to them and making friends	Gender issues

Tag: 14B 3 L55 p2: Here 14 is the topic in transcript, B is round two interview, 3 is student number, L55 is line 55 and p2 is page 2 of transcript.

3.14.3 Searching for Themes continued as the data was being coded. This was based on emerging patterns, analysis and constant comparison of how codes were emerging and relating to each other. Combinations of codes lead to emergence of sub-themes. This was a constant reiterating process, returning to data constantly.

3.14.4 Theme Review Process resulted in emergence of 13 sub-themes from the previous 135 codes.

3.14.5 Naming Themes was the next step where the sub-themes were further analyzed and finally five themes emerged. These themes are used to interpret the data and answer the research question. **Annexure H** shows development of codes, sub-themes and themes.

3.15 Validation:

Coding was done consultatively with constant comparison. Both the RA and PI independently coded the data for 3 interviews at a time. This was then compared between

both these researchers and any additions or discrepancies were corrected and sub-themes developed. Next in smaller data packets of 3-4, interview codes, sub-themes and themes were discussed with the Supervisor (Prof. Wass) and consensus drawn. This was repeated till all the data was analyzed. This method provided both internal validation (between PI and RA) as well as external validation (with Supervisor).

3.16 Emergent Themes:

Thematic analysis using Braun and Clarke's (2006) method provided 5 Themes

1- Small steps or giant leap

2- Language of education

3- Assessments drive learning but also teaching

4- Confronting fear with courage to learn

5- Pillars of strength.

CHAPTER FOUR

Results:

4.1 Study Students' Profiles:

10 students were identified from those who had already interviewed once before. This sample of convenience included students speaking following languages:

Table 4: Round Two; Participants according to language

Language spoken (L1)	Student number
Pashto (P)	1
Punjabi (Pu)	2
Sindhi (S)	1
Gilgiti (G)	1
Chitrali (C)	2
Urdu (U)	3
Total	**10**

In this group of students there were two males and 8 females. This gender distribution was in keeping with the overall class distribution.

After analyzing the data five themes emerged. This chapter will explain how they were reached, what data is available to justify each theme and how they are linked to the research questions. Quotations are coded Student No/ Gender/ L1 C: Chitrali; G: Gilgiti; U: Urdu; Pu: Punjabi; P: Pushto; S: Sindhi.

4.2.1 Small Step or Giant Leap

For the students starting nursing education multiple factors were responsible for making their beginning easy or difficult. A key factor, in how prepared these students were to take on the rigors of nursing school education, emerged as the schooling they received before joining nursing school and the medium of instruction used for teaching in that school. For most students, English as a language was being taught but all other teaching was in their loco-regional language.

"When I was in Chitral we spoke in Khawar (Chitrali). All my school life was Urdu medium, my subjects were in Urdu and we spoke in Khawar. Here (nursing school) they teach us in English and then Urdu was also a language barrier for us" (32, F, C).

For some surely this change felt like a giant leap in contrast to students coming from schools where medium of instruction was English, for whom this transition probably felt like a small step

"I went to an English medium school and so did not have much problem" student from Karachi explains *(*11, F, U).

This difference of medium of instruction in schools appeared much more pronounced between students of urban and rural origins. This difference in "linguistic capital" as pointed out by Shamim and Rashid (2019) leads to growth of some students while puts others at a disadvantage.

On viewing the problem closely it appears that the transition from Urdu medium of instruction to English medium of instruction is a major hurdle to cross whenever it happens.

"I did my Matric (class 10) in Urdu medium and FSC (high school) in English medium and when I went from Matric to FSC I had a lot of problems. Coming from Urdu medium I did not understand anything in English….we used to just sit not understanding anything. Since I had been through that difficult period now in nursing I understand much better. … the period from matric to FSC change was very bad" (5,M,U).

The language of communication which teachers and peers used was a big problem for those whose L1 was other than Urdu. This is the main language spoken in city of Karachi, where the school of nursing is located, and is used by all for communication whether for social reasons or for supplementing English language teaching.

"*In our class there are few students from Karachi and many have come from some other cities. They were having problems in adjusting. I think it was difficult for them"* (15, F, S).

"*Lectures were difficult because I could not understand their Urdu as well. I could not make out what were they saying"* (27, F, C).

On the other hand, some students were less bothered "*I am lucky because I speak Urdu at home. My colleagues who are from north like Chitral, and Gilgit had a lot of language problems. They had trouble speaking and understanding"* (5, M, U).

Their troubles with Urdu are voiced by this student as "*Lectures were difficult because I could not understand their Urdu as well. I could not make out what were they saying"* (27, F, C)

Gender issues produced hardships for some students. Many students had come from co-education schools and for them the opposite gender did not pose any problem or concern.

However some had never studied with the opposite gender before and they were greatly perturbed by needing to deal with them.

"*Initially it used to irritate me because with girls it felt very strange. Everything was difficult both talking to them and making friends*" (3, M, P).

Similarly this student who had no experience of co-education was faced with yet another anxiety*, "initially we did not speak because there were male teachers and how do we talk to men?* (8, F, Pu)

Many of the students described themselves as "*shy and sensitive girls not talking to anyone*" (10, F, Pu). In a new environment of coeducation, openness and freedom to express themselves they felt overwhelmed.

Most students were never exposed to modern teaching resources like use of information technology in teaching in their early education. Some used the computer for the first time, none had experienced presentations by teachers using Power Point during class lectures and for all, making and delivering presentations was a first ever experience.

"We had never seen a presentation being given in class using power point" (32, F, C).

Many of the students coming to the Nursing College carried with them the tradition of simply following the teachers' instructions without questioning. On joining the nursing school the students are expected to switch from Urdu or regional language to English, from being a "passive listener to an actively contributing student, from being spoon-fed to being responsible for their own education, from total reliance on teachers to self-reliance and from rote learning to critical thinking" (Suliman and Tadros, 2011). Students soon discover disconnect between demands of the nursing school and the English at their

disposal as well as the kind of education they received. This transition from school life to nursing is daunting for most and certainly a giant leap into university education.

4.2.2 Language of Education:

The study data establishes well the diversity of student body based on their prior educational experiences and languages they speak at home. English as MOI is held in high esteem not only by the authorities but also teachers and students who believe it to be the path to modernization and progress.

"*English language in coming years will have a lot of importance*" (11, F, U)*.*

Students in this study felt *"focus was more on English language needing to be good…. disadvantaging those who came from Urdu medium schools. In our whole class few students are strong because they have come from good schools like English medium schools* (8, F, Pu). This clearly shows that language is not neutral, helping some and disadvantaging others.

How students view English as a language was also interesting.

"*I had difficulty in understanding what was spoken. Reading was ok as I would use a dictionary to understand difficult words. What the teachers taught us in lectures was causing difficulty*" (3, M, P).

A deeper look into the pedagogy applied at the nursing school showed that all teaching was being done bilingually to accommodate students.

"In nursing school things are very well explained in Urdu as well. I find this good as it allows me to clearly understand things." (12, F, U).

Another student explains reasons for this bilingualism as:

"*Since we had students from different parts of the country where English medium schools are not available so for such students Urdu was fine, and for those coming from English medium schooling, English was fine. Since lectures were bilingual it was good adjustment because we could understand and others also could understand them" (*15, F, S).

Data shows students approached the teachers for bilingual teaching as they did not understand context being taught only in English.

 "O*pinion of all students was taken and most students preferred to be taught [even] English in Urdu so we can understand what we are being taught"* (8, F, Pu).

In this study teachers were happy to code switch between Urdu and English in fact often translanguaging (using a combination of both languages in a single sentence) instead of true bilingualism where content is repeated wholly in two languages. Of equal interest is how students mix both languages to their advantage.

"I make notes in Urdu but text is English so it is Urdu but appears as English, Roman Urdu" (10, F, Pu) and even "*Urdu English mixed notes"* (32, F, C). This may be because of weak comprehension and poor vocabulary in both languages. Language of education has a central role in learning and can be a big challenge for students. On their part students were helped by teachers to overcome this hurdle.

4.2.3 Assessments drive Learning, what about Teaching?

One phenomenon that resonates with students came as a shocking revelation in this study of how most students do not use textbooks for studying.

"*We have stopped reading books*" (31, F, G).

"*In school I used to study from books, now we are more dependent on notes and study from them",* (32, F, C).

So what has led to this drastic change in learning methods? As an affiliate, the curriculum at the College is dictated by Dow University and the final assessments are also conducted by the same. The assessments are based only on multiple choice questions (MCQ). Exams are in English but the students are saved from writing academic English which requires high cognitive academic English proficiency.

"*The more books you read the more you can write in exams. There is nothing to write in MCQ exam"* (31, F, G).

This lack of linguistic proficiency has also affected teaching. The teachers prepare presentations on Microsoft Power Point (PPT) and give lectures using multimedia. The presentations are certainly in English but all explanations are in Urdu. Unfortunately the final summative assessments conducted by DOW University has major emphasis on the class presentations given by their faculty. This forces students to rely mainly on these notes and disinvest in reading textbooks. The students do not fully realize their intellectual potential and resort to rote learning.

"I referred to books in the first semester because I was convinced this is the right way but then I found out that there was more emphasis on presentations and exams are from presentations so I shifted to giving more importance to slides and presentations as everything was according to these" (15, F, S) confesses one student. This is also echoed by another student

"*We are mostly PPT based and the reason we focus more on them is because the exam is in Dow and they base the exam on PPT."* (12, F, U)

In an attempt to overcome some of these unmet expectations and overcome learning difficulties, students have embraced digital technology and use of information technology (IT).

"*If I need extra knowledge I turn to Google or YouTube"* (5, M, U) explained one student while another feels "*online lectures have more explanation".* (3, M, P)

A lot of teaching is online and students use cell phones for this as laptops are infrequently available to them. Teachers upload their lectures via WhatsApp groups, students use online dictionary downloaded on their cell phones to use in the class for understanding meaning of different words and very frequently view nursing lectures in Urdu / Hindi on You Tube. This digitalization allows them to "*rewind and revise material which you forget after listening to lectures"* (3, M, P).

One is reminded of the famous statement of George E Miller (1919-1998) "Assessments drive learning". For the reasons stated it appears assessments are even driving teaching!

4.2.4 Confronting Fear with Courage to Learn:

Self-motivation, determination and persistence were key factors which provided reinforcement to nursing students in studies conducted by Amaro et al (2006) and Starr (2009). In this study determination to improve is apparent

"*When I joined nursing school I told myself that now I have to speak something or the other like in presentations. Then something changed in me and my confidence was developed and then slowly I improved*" (10, F, Pu).

Even hesitation to interact with opposite gender required determination,

"*In the groups there would be 1 or 2 boys and I did not talk to them much but slowly I told myself that I have to talk to them because nurses have to talk to patients both female and male and counsel them*" (10, F, Pu).

Resilience and self-motivation were driving forces for these students.

"*When I gave my first presentation I was made fun of in the class and comments were passed. But from that I learnt to ignore such things. So I worked on my weakness and now thank God I give presentations and everyone appreciates.*" *(*5, M, U)

Commitment and drive to achieve helped students to overcome their fear. This courage to learn is well explained by this student

"*I was that girl who never spoke, felt shy in the class how will I ask the teacher for the whole class would laugh. Things change with life, because we have to speak and tell the teachers what we don't understand because we have come here for learning*". (8, F, Pu)

Class interaction amongst the students has proved to be a major contributor to building confidence of these students. In available time, students sit together and discuss what has been taught. There is good interaction and exchange of knowledge

"*What I don't understand someone else explains it and whatever I am good at I would contribute to the group. This way everyone benefits and we have helped each other to overcome difficulties*" (8, F, Pu).

The students find their deficiency in English vocabulary and fluency as a major reason of lack of confidence. There is a fear of being laughed at, fear of failure and fear of using the wrong words. However many have risen above this by confronting their fears with their dedication and courage to learn.

4.2.5 Pillars of Strength:

With all these daunting challenges facing the students, it is worth exploring how they manage, what coping strategies they make use of and what or who they turn to for support. Support systems helping students emerged from the analysis.

Facilitative teaching with institutional support and a healthy pedagogical atmosphere was appreciated by all the students interviewed. Students attributed their confidence building to class presentations and study groups. This interaction is based on the teacher forming multiple groups containing weaker students, the very intelligent and the average students "*so that everyone would perform their role in the task given and help each other*" (10, F, Pu).

These groups were assigned topics for class presentations. Every member of the group had to contribute and also give a presentation to the entire class. Initial presentations were stressful for most students.

"It was very difficult like going in front of the class to give a presentation" (27, F, C).

"*In the beginning I had a lot of hesitation and did not know how to go about it. I used to think how will I explain to students? What if they ask questions then how will I answer and explain?"* (3, M, P)

"*I found the first presentation the most difficult. Going in front of everyone was very difficult. It did not feel right to speak in front of the teacher. How do you become a teacher to a real teacher?"* (3, M, P)

Ultimately this very exercise became a confidence builder for the students.

"*By giving presentations my confidence has developed and I have had the chance to learn a lot."* (5, M, U)

Group interactions, opportunity to prepare and present to the class while facing their responses have been valuable learning experiences which all students cherish.

"*We learned how to study, how to talk, how to do group study, how to make presentations. These things helped with building confidence*" (5, M, U).

The supervisory support of teachers has provided comfort and guidance to the students. This mutual understanding and respect boosts students' strength.

"*The teachers understand us and we students understand them"* (8, F, Pu).

There is good interaction with teachers and they explain and guide the students as they should while maintaining much flexibility,

"They [teachers] realized that we don't pick up English quickly so they changed the lectures from English to Urdu so that we could understand easily" (8, F, Pu).

Some students found support from seniors asking for help for notes and projects.

"*In the beginning the seniors helped in making presentations"* (32, F, C).This was more frequent for the students residing in the hostel where they could reach out to their seniors present on the premises, often with common language links.

Family support provided strength to students.

"*My Dad, every day he encourages me and says I have chosen the right field and should work hard and helps me emotionally"* (3, M, P).

, "*I have reached here because of my family. They support me a lot. Never have they said I should get a job to earn but always tell me to study hard."*(5, M, U).

Friends as a big pillar of support for these students is well supported by literature (Shakya and Horsfall, 2000).

" *My coping system is a friends' group. We have created a group on mobile and often discuss studies on it"* or *"It's like sisters living together. We support each other a lot. Like if I have run out of money, I would borrow from my friends and vice versa."*(8, F, Pu)

One Student amply explains the reason and consequences of such mutual closeness, *"When we were new in school we all supported each other because we needed support ourselves. …. But now that our friendships are built and strong and established we*

support each other for our friendship and not for any benefits. There is no exchange system now." (15, F, S)

The study confirms that students' support systems are well augmented by self-determination, motivation to succeed and perseverance in face of adversity.

CHAPTER FIVE

Discussion, Conclusion, Recommendations and Reflections:

5.1 Discussion:

The current study was undertaken to understand the students' concerns, their challenges faced during learning and to identify the strategies they have adopted for mitigating these challenges so as to improve their overall learning experience. All aspects of the study were planned in great detail however during execution it got disrupted by the pandemic Covid19. In retrospect this disruption was largely due to panic and lack of insight into what was to follow. This resulted in some deviation from the planned methodology of student interviews to be done by a Research Associate at a controlled pace of activity. However very soon sanity prevailed and it was clear that although the hurriedly conducted interviews were not ideal, all was not lost. Some sense could be made out of the work done and this exercise was used to set out a plan to re-interview students by telephone, this time by the RA, at required pace and depth with constant supervision and mentoring. The study presented is the result of this effort.

Much has been written about CALD nursing but review of literature had shown paucity of information on diverse students facing learning challenges in their own country. This study addresses this gap.

In order to gain rich data from respondents, the methodology chosen was a qualitative study using semi-structured interviews (Speziale and Carpenter, 2007). This constructivist inductive (Vaismoradi, Turunen and Bondas, 2013) study is based on

students' experiences and observations which are synthesized to come up with general truths in a bottom up approach.

5.2 Conceptual Framework:

The concept of the study was based around learning challenges and what influences them and how. The framework was used to illustrates how the variables considered might relate to each other (Swaen, 2019). Here learning challenges were considered the variable elements while language and culture were the non-variable elements. Coping strategies and learning challenges effect each other equally. In the conceptual framework map below arrows show casual influence. Influence of language is far more pronounced than culture.
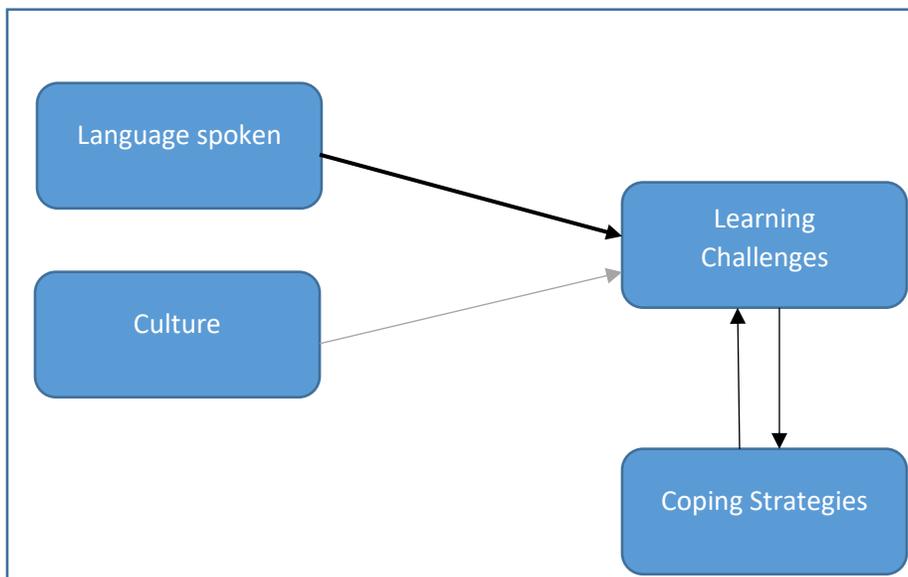
5.3 Addressing the Research:

This study answers well the key aspects of the research addressed in its four questions. These key aspects are

1- Learning challenges

2- How they are overcome.

5.3.1 Learning Challenges:

English language acquisition and its mastery plays a central role in what the culturally and linguistically diverse nursing students find biggest hurdle and challenge in their learning. With the ever increasing importance of English language worldwide, and its position as lingua franca, in most countries of the developing world it is the medium of instruction for higher education (Macaro *et al.*, 2018). Similar is the case in Pakistan. However at school level there is much variation and this impacts the students attending higher education. My study clearly identifies the difficulties students faced due to their weak grounding of English as a language of communication and the sudden change to English MOI at the Nursing College. Of interest is to note how the students themselves feel disfranchised in the world of higher education. This becomes even more significant if we accept the arguments put forward by Shamim and Rashid, (2019) and Khattak, (2014) that this difference is created to suit the ruling classes and have called it "educational apartheid". I have shown in the study that students coming from rural backgrounds tend to have greater challenges as compared to those from cosmopolitan cities and this is purely based on their access to school systems. This effects their capacity to learn which Mustafa, (2015) has rightly called the "Tyranny of Language".

This stranglehold of society on the early schooling is not limited to English language alone but involves the process of teaching as well. It is important to appreciate the different learning cultures. According to Edgecombe et al (2013) in "Confucian learning culture" students simply follow the teachers' instructions believing them to be true and rote learning text. While the "Socratic learning culture" encourages the students to think for themselves, express opinion and seek information. This difference is apparent in the current study as students of schools following the former learning culture carried these learning preferences into nursing college resulting in difficulties when faced with critical thinking and complex issue solving. In this respect, my study has many similarities with the work done by Suliman and Tadros, (2011) who looked at Arabic speaking nurse students coping with English as MOI in their own country, Saudi Arabia.

Lack of self-confidence due to fear of being laughed at or not being able to express resulting in not speaking out in class was found often in my study students. This is also confirmed by Sanner and Wilson, (2008) in their study of ESL nursing students in USA and by Starr, (2009) in a systemic review. Low vocabulary was the most frequently reported problem in my study. The same was found by Uchihara and Harada,(2018) and Evans and Morrison,(2011) albeit in non-English speaking students in education other than nursing.

A deeper look at how the students view English language is interesting. Many of them don't find it difficult to read but often very difficult to converse and even more to express themselves in it. This includes day to day context rich language used to communicate straightforward ideas. This may be explained by Cummins Basic Interpersonal Communication Skills (BICS) (Cummins, 1992). By applying this theoretical framework,

interpretation of my data shows students had difficulties in communicating more advanced, complex and abstract ideas which are cognitively more demanding and, according to Cummins, requires Cognitive Academic Language Proficiency (CALP). Malu and Figlear (1998) in their study of immigrant nursing students had similar observation of low degree of language development, inadequate vocabulary and issues with BICS versus CALP. While Guhde and Jacqueline (2003) reported that students using only interpersonal communication spend more time in memorizing facts than understanding concepts and abstractions. Language is reported as a challenge in many studies (Abriam-Yago et al, 1999; Amaro et al, 2006; Guhde, 2003; Malu, 1998; Sanner and Wilson, 2008; Starr, 2009; Shakya and Horsfall, 2000;Mikkonen *et al.*, 2016).

5.3.2 Assessments:

English as language of education has affected even the assessments. We see in the study some students complaining about MCQ in exams. But in reality this "dumbing down" of material and use of MCQ (Mahboob, 2017) saves these students from the rigors of academic English required in long worded answers. The study findings show how the assessment process has affected the student learning. This is in keeping with findings of Khalid, (2016) who found no compatibility between nursing student's needs and the curriculum.

This study has further highlighted how lack of proficiency in English has affected teaching since the teachers rely significantly on pre-prepared presentations that also feature heavily in the summative examinations.

5.3.3 Coping Strategies:

This study highlights that student support came from institution, friends, family and above all personal strength. Shakya and Horsfall, (2000) studying immigrant nursing students in Australia had similar findings.

The role of teachers in supporting the students is very prominent. They have provided pedagogical opportunities like small class discussions and student presentations thus giving opportunities and venues for students to improve their self-confidence. This has been recognized uniformly by all students as a key feature in their improvement, motivation and self-determination. Boughton, Halliday and Brown, (2010) described such activities in their support programs for CALD and found "significant impact on their achievements and performance by enhancing self-confidence".

Teacher facilitation with language, by switching between Urdu and English and often mixing both languages to explain during teaching, has helped the students learn and overcome their deficiencies. This is similar to the findings of Kim et al (2017) where they studied Korean engineering students and found teaching to be from English to Korean. Bilingual teaching for nurses has shown valuable results in China (He, Xu and Zhu, 2011) as well as improved creativity (Kharkhurin and Wei, 2015). This teacher flexibility has indeed helped the students in facing their learning challenges and is in stark opposition to the negativity created by inflexibility reported by Olson, (2012).

Bilingualism is not limited to teachers alone. Students also utilize it by making Urdu English mixed notes or writing Urdu in English text called Roman English. Khan, (2013) favors formalizing the use of this mixed language in education in Pakistan while

Mahboob,(2017) argues against it. This research supports the importance of bilingualism which is a very common practice and is also culturally accepted in day to day life in Pakistan. People trans-language all the time and hence, in my opinion, a purist approach in the classroom can be detrimental.

While friends and family played an import role in supporting the students in my study, the most striking feature was self-determination and persistence students showed in face of adversity. James, (2018) in her works showed that "persistence is a deeply individual phenomenon that is difficult to generalize or quantify and that mindset of being capable and the ability to see oneself as a future nurse contributed to students persisting in the program". Similarly students in the current study showed an unwavering focus on the long-term goal and used this courage to overcome fears and challenges they faced.

5.4 Role of Culture:

This study started by looking at culturally and linguistically diverse nursing student and their learning challenges. In literature there are multiple studies showing that culture plays a very integral part in students' ability to learn, to assimilate and be accepted by the rest (Crow et al, 2005; Gilchrist, 2007; Terwijn et al, 2012; Guhde and Jacqueline, 2003; Sanner, 2008 and Starr, 2009). All these studies involved international students who had travelled to foreign lands with very foreign cultures, religion and social norms. Such students faced significant hardships due to the cultural differences between them and their hosts.

Unlike them, the current study involves all Pakistani students, albeit from different regions, who share religion, most cultural habits and social norms. The differences between groups could not be elicited as none of the students found cultural diversity a challenge in their learning.

5.5 Strengths and Weaknesses of the Study:

The findings of my study are not only adequately supported by my literature review but also answer the research questions effectively. The disruption in data gathering process and deviation from the original plan may appear as a weakness of the study but on the contrary, regaining control in a timely fashion, realization of weaknesses and rectifying them are strengths of the study. Use of a trained Research Assistant to counter my position of authority favors strong qualitative methodology. This is further supported by constant comparison of findings between PI and RA to arrive at consensus and internally validate the process. The external validation by the study supervisor adds a further layer of authenticity.

The original sampling strategy was disrupted due to non-availability of some students, however the eventual student cohort shows well balanced groups without any undue skewing.

Traditionally, qualitative researchers have had a low threshold for using a telephone for interview. The main concerns raised are "lack of rapport due to absent social encounter and loss of visual or non-verbal cues which aid communication and convey subtle meaning" (Irvine, 2010) as compared to face-to-face interviewing (Novick, 2008). However Block and Erskine (2012) argue telephone interviews provide researchers

flexibility and access that is unavailable through traditional methods and are more effective when high anonymity is required. While Novick (2008) reviewed literature and found this argument of traditionalists as "unsubstantiated bias". The telephone offers qualitative researcher a versatile tool with tremendous potential (Carr and Worth, 2001). Building rapport, creating and maintaining participants interest and communicating presence are strategies identified for successful telephonic interview by Farooq, (2015). The argument against telephone interviews is fast losing its value with use of digital technology. In the current study WhatsApp was used where possible giving the interviewer access to visual, non-verbal cues. Since the technology was not applied uniformly, one can argue this to be a weakness of the study. The conclusions drawn from this study are unique to the group studied and cannot be generalized.

5.6 Conclusions:

Previous schooling, medium of instructions and fluency both in English and Urdu are factors that contribute to learning challenges faced by nursing students. English as the medium of instruction in higher education in Pakistan is a cause of difficulty both for students and teachers. Bilingual teaching may be a solution. Assessment systems are not compatible with the curriculum and need revision so that students learn rather than memorize. Emphasis on group activities and use of IT as learning resources benefit students. Determination and resilience are students' best coping mechanisms to face these challenges. Friends, family and institutional support are others which the students draw strength from.

5.7 Recommendations:

In formulating any recommendations based on this study temporal separation into phases is helpful.

a- At induction:

A well designed information package containing the rules and regulations, pedagogical methodology, course outline and small interviews with senior students explaining their experiences should be prepared and distributed to all incoming students. At orientation new students should be encouraged to buddy with year two students because based on my research the year two students have adapted by this time and will have much to guide the new students. Being aware is being prepared and the human element is always very powerful.

Based on the level of linguistic fluency, a short course in English speaking for all and for those not fluent in Urdu, the same in Urdu, should be conducted before start of formal curriculum. This course should be framed in nursing context so that it has relevance for the students.

b- Pedagogy:

The study highlighted that students frequently use IT for supplementing their studies. Digital resources should officially be incorporated in teaching material and online discussions should be encouraged.

All students had a very positive feedback regarding class presentations and study groups. Such activities should be promoted further allowing student interaction, team building and

confidence building. Groups should be balanced with mixed students and be given projects. Skill based teaching should be increased. Reflective feedback on their group activities will further boost their confidence.

c- Making assessments compatible to curriculum:

This is the need of the hour. However till the College of Nursing is affiliated with another University, it remains an uphill task. Yet all efforts should be made to bring students back to textbook reading. Bilingual books should be provided so that student comprehension is better. Emphasis should be on concept building rather than rote learning.

d- Strengthening students coping mechanisms:

Regular formative feedbacks from faculty will highlight student issues and possible solutions they have adopted themselves. Where possible these solutions should further be strengthened by allocating time, effort or where possible, funds. Students will feel empowered and invested in these solutions.

e- Online teaching

Covid19 has taught us that some challenges give rise to opportunities. Online teaching and courses leading to fluency in English will benefit students of all levels.

f- Future research:

This study only highlights the challenges faced by this cohort of students and some of their coping strategies. How these or similar students fare in the real world needs assessment. Moreover the question, how will mitigating these highlighted challenges benefit future students, begs an answer. As these students disperse in the wider health

systems and face patients and other health professionals, do they face similar or different challenges? What can be done to prepare them better?

5.8 Reflection:

Throughout the study a reflective diary was kept because qualitative research is personal (Elizabeth Archer, 2018), you are the instrument and part of the process (Saldana, 2015) and who you are is inherent in your analysis, interpretation and writing (E Archer, 2018). This study had some interesting learning points for me. To start with there are no short cuts in methodological processes if reliable results are required. Even though the process of data acquisition was dictated by situational needs, self-correction of the process was needed to get in-depth interviews by a person not commanding authority like myself.

For qualitative rigor, researches must not have any assumptions at the start of the study. Possible assumptions may have influenced posing research question but with continuous self-evaluation and guidance from supervisor, all assumptions were laid to rest as the study progressed.

For me, sitting in an ivory tower, it was revealing to see how students actually acquire knowledge and to hear their voices. It will help to institute student invested changes and not purely subscripted ones.

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Annexure A

Search Terms Used

Student nurses

Language in nursing

Linguistic diversity

Cultural diversity

CALD

Learning challenges

Learning difficulties

Coping mechanisms

English as second language

ESL

International nursing students

Nurse education

Language skills

English language support programs

Barriers for nursing

Higher education in Pakistan

Nursing in Pakistan

English as medium of instruction

Example of Boolean Logic application

Language challenges OR difficulties AND student nurses OR international nursing students

Barriers for nurse education AND support programs

Annexure B

Invitation Letter

Dear Student,

My name is Dr. Syed Zafar Zaidi and I am a senior surgeon at Indus Hospital. As part of my Master's thesis in Health Professionals Education at University of Keele, UK, I am conducting a study entitled "Learning challenges and coping strategies in linguistically and culturally diverse nursing student: An analysis of student's experiences. In order to interview nursing students I am looking for volunteers. Please find attached a detailed information sheet that explains the purpose of the study, who is being invited to volunteer, what will happen if they volunteer, the risks and benefits for taking part in the study and the option not to join the study. The information sheet also details how the information from volunteers will be stored and used as well as details of person you may contact in case of a problem.

Kindly read the information sheet and ask questions if there is something you do not understand. I will be happy to provide answers and give explanations.

If you agree to volunteer for this study please sign the consent form provided. You have freedom not to be part of the study now or withdraw even after giving consent. If you choose not to volunteer or withdraw from study, no action will be taken against you as this is an entirely voluntary exercise.

For those students who volunteer to be part of the study and have signed the consent form, please also fill the data sheet provided.

Thank you.

Yours Sincerely
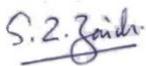
Dr. Syed Zafar Zaidi

Email: zafar.zaidi@gmail.com, zafar.zaidi@tih.org.pk

Cell: 0300 216301

Date: January 2020.

Information Sheet and Consent Form

INFORMATION SHEET

This document consists of two parts: • Information Sheet (to share information about the study with you) and • Certificate of Consent (for signatures if you choose to participate)

Principal Investigator: Dr. Syed Zafar Zaidi

Title of Study: Learning challenges and coping strategies in culturally and linguistically diverse nursing students: An analysis of student's experiences.

Date 06.01.2020 Version: 1

Invitation

You are being invited to consider taking part in this research study I am conducting as part of my research thesis dissertation for a Master's degree in Health Professionals Education at Keele University, UK. Your participation will involve an interview lasting approximately 40 minutes.

Nursing students at Indus College of Nursing and Midwifery belong to various parts of Pakistan speaking different languages and having different cultural backgrounds. The teaching is in English language. As part of a thesis, I am conducting a study to see what challenges are faced by you as nursing students in learning and what strategies have been adopted by you or can be suggested to overcome these challenges. I and/or my associate will be conducting interviews to gather student's experiences and to analyse them. We would use the findings to formulate recommendations to help overcome these challenges and offer appropriate support to our nursing students.

Before you decide whether or not you wish to take part, it is important for you to understand why this research is being done and what it will involve. Please take time to read this information sheet carefully and discuss it with friends and relatives if you wish. You can ask me if there is anything that is unclear or if you would like more information. You have the right to refuse participation or even withdraw from the study any time after signing this consent. I am available to answer your questions about your role in this study and about my role. You can choose the time, location of the interview to best suit you and ensure that you feel comfortable. I will answer your questions and if I was not able to answer, I will ask other researchers to help me.

Aim of the Research:

The College of Nursing at Indus Hospital, Karachi, Pakistan offers a four year Bachelors in Nursing. The course is spread over eight semesters. Each semester has 50 students. The students at the Nursing College, enrolled after High School (twelve years), are very heterogeneous coming from all over Pakistan including big urban cities as well as small rural towns. The college has boarding students (living on premises) as well as day scholars. They bring with them their unique cultures. All teaching is in English language which for all students is either the second or third language. Despite the fact that all students have completed 12 years of schooling with English as a second language and the nursing curriculum further offers English language courses as well, yet some of the nursing students struggle with learning. They must not only be proficient in English but also proficient in medical terminology which is a language by itself.

In this diverse environment of cultures and languages it is worth asking what are the challenges students face and what coping strategies have they adopted and/or suggest how to overcome these challenges? Do their diverse linguistic and cultural backgrounds have any effect on their learning or pose unique challenges? Similarly how does this diversity between students inform their learning and their relationship? There is much published data on English as medium of instruction in higher education from many parts of the world but the student perspective is infrequently researched. This lack of empirical studies on nursing students coping with English as a foreign language medium of instruction in their own country motivates the current study.

The study focuses on the subjective experiences of individuals and it is hoped that better learning will lead to better students. By attending to student's experiences, the study may guide improvements and modification in teaching strategies.

Why have you been invited?

Pakistan is a linguistically diverse country. However, <u>Urdu</u> as the main language and 5 provinces having provincial languages (<u>Punjabi, Pushto, Sindhi, Gilgiti and Chitrali</u>) will be considered in the current study of linguistic diversity.

As the study intends to look at student coping strategies for their learning challenges, the study should include those students who have spent some time in the college and faced challenges. Hence students who have completed minimum two out of the four-year study will be invited to volunteer for the study. The study will involve semi-structured interviews. From the fifty students in your class, those students who agree to take part in the study will be asked to provide information about their age, language spoken at home, where they went to school and their grades in Nursing School to ensure that we select students into the study across a broad background of language and cultures. Students selected into the study will each be interviewed separately and confidentially using a series of prepared questions designed to explore your experiences of the course and the challenges faced by you.

As a valuable member of the student body qualified to be included in this study, you are being asked to volunteer.

Do you have to take part?

You have the right to refuse participation or confirm your participation. In either case you will not face any negative consequences. If you do decide to take part you will be asked to sign a consent form (enclosed as part 2). You are free to withdraw from this study at any time and without giving reasons. You can change your decision even after signing the form, after giving consent and interview. In such case your data will be removed from the study and will not be part of analysis. Moreover it will also be deleted at source. However it is intended to complete this study and analysis by August 2020. Once all analysis is

done and thesis submitted, it will not be possible to exclude any individual's data from the analysis. Hence if after giving an interview you decide to withdraw from the study then it will be possible till June 2020.

What will happen if you take part?

If you consent to take part in the study, you will be asked to provide basic information about yourself that will include, name, age, gender, language spoken at home, location of your schooling and your grades in Nursing School (GPA). This information will be on "Basic Facts Sheet" enclosed.

The volunteering students will be selected to ensure we cover a range of language spoken at home (Urdu, Punjabi, Sindhi, Pushto, Gilgiti/Chitrali, and Baluchi). Then my associate on a mutually determined time and place will interview you. The interview will allow you to talk about some topics which will be raised and you will have the chance to express your opinions, views, perceptions and experience related to that topic. For example you will be asked about the type of difficulties and challenges in learning you face in the class and how did you manage to overcome them? The interview will probably last about 40 minutes. You may choose to be interviewed in Urdu or English, as you prefer, and convey your choice by marking on the consent form accordingly. You will be given enough opportunity to have your say. My associate will simply guide you to the areas related to your learning in nursing school.

Your interview will be recorded using a recording machine and stored in a software in a computer in a way that your identity will not be exposed and no one else will have access to it as it will be encrypted and stored on the network drive. The information gathered from your interview will be stored till completion of the study and its eventual publication. It will then be destroyed.

Your identity will not be recognizable through the study report and data presentation. You will be sent a copy of the summary of the information I have received from you to make sure that I have understood you well and there is no misinterpretation of your statement.

What are the benefits (if any) of taking part?

This study may not bring direct benefit to you, but it will provide opportunity for you to have a voice on difficulties and challenges faced by nursing students especially in terms of their language and cultural background. The findings of this study will help to make recommendations which may benefit fellow nursing students during their training.

Reimbursement:

You will participate as a volunteer and will not be paid for your participation in this study.

What are the risks (if any) of taking part?

To my knowledge, participating in this study has no risk to you. By conducting this research I do not intend to show differences in students but to highlight their problems so that we can find solutions. Identity of all participants will be hidden and will not be available to anyone. All data related to participants will be coded so as to hide identity. All information provided will be highly confidential

How will information about you be used?

Information gathered from your interview will be coded and themes arising from interviews of all participants will be grouped for analysis. The analysis will help to determine what kind of learning

challenges are faced by nursing students and what type of coping strategies they use to overcome these. The research data will be deleted at the end of the study and its eventual publication or 3 years whichever comes first.

Who will have access to information about you?

Confidentiality and keeping your identity anonymous is very important for us. Your interview will be stored under a number given and not your name to ensure no one can identify you. Your interview and all the information you share with me or my research associate will be safely kept in an encrypted file on the network drive. The encryption key will be available only to me, my associate and study supervisor only and even the network personnel will not be able to access the data. The interviews will be coded and identity of each participants will be masked so that anonymity and confidentiality is maintained. Access to the data will be restricted to myself, my research associate and supervisor of the study. Once the study is completed, the thesis approved and published in a scientific journal the data will be securely disposed of.

Who is funding and organizing the research?

There is no funding or sponsoring organization of this study.

What if there is a problem?

If you have a concern about any aspect of this study, you can ask me and I will do my best to answer your questions. You should contact Dr. Zafar Zaidi on zafar.zaidi@gmail.com or w9a01@students.keele.ac.uk. Alternatively, if you do not wish to contact me you may contact the study supervisor Dr. Valerie Wass on v.j.wass@keele.ac.uk.

If you remain unhappy about the research and/or wish to raise a complaint about any aspect of the way that you have been approached or treated during the course of the study please write to Nicola Leighton who is the University's contact for complaints regarding research at the following address:-

Nicola Leighton

Research Governance Officer

Directorate of Engagement and Partnerships

IC2 Building ,Keele University , ST5 5NH, United Kingdom

E-mail: n.leighton@ keele.ac.uk

Tel: +44 01782 733306

Thank you

Dr. Zafar Zaidi

Email: Zafar.zaidi@gmail.com Cell: 0300 2146301.

![Keele University logo]

CONSENT FORM

Title of Project: Learning challenges and coping strategies in culturally and linguistically diverse nursing students: An analysis of student's experiences.

Principal Investigator:

Dr. Syed Zafar Zaidi

The Indus Hospital

Email: zafar.zaidi@gmail.com , w9a01@students.keele.ac.uk.

Cell: 0300 2146301

Please initial box if you Agree with the statement

1. I confirm that I have read and understood the information sheet dated 06.01.2020 (version no 1) for the above study and have had the opportunity to ask questions

2. I understand that my participation is voluntary and that I am free to withdraw at any time.

   In the event of withdrawal, and where it is possible, relevant data will also be withdrawn

3. I agree to take part in this study.

4. I would like to be interviewed in Urdu ☐   English ☐

_____   _____   _____
Name of participant   Date   Signature

_____   _____   _____
Researcher   Date   Signature

CONSENT FORM

(For use of quotes)

Title of Project: Learning challenges and coping strategies in culturally and linguistically diverse nursing students: An analysis of student's experiences.

Principal Investigator:

Dr. Syed Zafar Zaidi

The Indus Hospital

Email: zafar.zaidi@gmail.com , w9a01@students.keele.ac.uk.

Cell: 0300 2146301

**Please initial box if you
Agree with the statement**

1.   I agree for my quotes to be used provided they are completely anonymous ☐

2.   I do not agree for my anonymized quotes to be used ☐

_____   _____   _____
Name of participant   Date   Signature

_____   _____   _____
Researcher   Date   Signature

Student Data Sheet

Please fill this sheet only if you have consented to volunteer to be part of the study entitled "Learning challenges and coping strategies of linguistically and culturally diverse nursing students: An analysis of student's experience". Please ensure you have returned a signed consent form before filling this.

Name: _____

Age: _____   Male_____   Female_____

Language spoken at home (Please tick most frequently spoken language)

     Urdu_____,Punjabi_____,Sindhi_____

     Pushto_____,Gilgiti, _____, Chitrali _____

Where did you go to school? Please write city and province _____

_____

Language of instruction at your school was (please tick one)

     Urdu_____,Punjabi_____,Sindhi_____

     Pushto_____,Gilgiti/Chitrali_____,Baluchi_____

     English_____

Your school was

All boys _____,All girls_____, Mixed boys and girls (co-education) _____

At School of Nursing, you

     Stay in School Hostel_____,   Stay at home _____

Your scores (GPA) in Nursing School

     1st Semester_____,   2nd Semester_____

     3rd Semester_____,   4th Semester_____

Keele
U N I V E R S I T Y

17th February 2020

Dear Syed Zafar Zaidi,

RE Application: 20 02

Title: Learning challenges and coping strategies in culturally and linguistically diverse nursing students: An analysis of student's experiences

Thank you for submitting the amendments to the above project proposal as outlined in the letter from S-SPEC on 10th February 2020.

I am now happy to approve this project under Chair's Action

Best Wishes

Dr Clive Gibson

S-SPEC Chair

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Protection of Human Subjects – Declaration / Assurance of IRB Approval

PI	IRD-IRB #	Department/Institute
Syed Zafar Zaidi	IRD_IRB_2020_01_006	Academic/TIH

Approval Date	Expiration Date	Administrative Due Date
Feb 21, 2020	Feb 20, 2021	Jan 21, 2021

The following research study has been reviewed by the IRD-IRB:
Learning challenges and coping strategies in culturally and linguistically diverse nursing students: An analysis of students' experiences

IRB EXPEDITED STATUS: APPROVED
The IRD-IRB has reviewed the above-referenced study and determined that, as currently described, it was eligible for expedited review and has been approved, as per the following category:

Category #6 & 7: Collection of data from voice, video, digital, or image recordings(X-ray) made for research purposes.
Research on individual or group characteristics or behavior (including, but not limited to, research on perception, cognition, motivation, identity, language, communication, cultural beliefs or practices, and social behavior) or research employing survey, interview, oral history, focus group, program evaluation, human factors evaluation, or quality assurance methodologies.
Stamped consent form(s) [if applicable] are attached for your reference.

As principal investigator for a study involving human subjects, you assume certain responsibilities, specifically:

1. You will conduct the study according to the protocol approved by the IRB. As the PI, you will be accountable for your own research and the protection of human subjects. You will ensure, at all times, that you have the appropriate resources and facilities to conduct the study. You will ensure that all research personnel involved in the conduct of the study have been appropriately trained on the protection of human subjects, in addition to the study procedures.

2. Any unanticipated problems involving risks to participants or others will be reported to the IRB in accordance to the IRB policy. Changes in approved research initiated <u>without</u> IRB approval to eliminate apparent immediate hazards to the participant, are to be reported to the IRB.

3. Any changes in your research plan must be submitted to the IRB for review and approval <u>prior</u> to implementation of the change. Proposed changes in approved research cannot be initiated without IRB approval, except when necessary to eliminate apparent immediate hazards to participants.

4. <u>A Progress Report for continuing review must be submitted to the IRB administration by the administrative due date in order to allow sufficient time for review to be completed prior to the expiration date.</u> Failure to attain continued renewal by the expiration date will result in the study being assigned an *inactive* status, whereby all research activities including data analysis must stop immediately.

Signature of the IRB Chair/Designee	
Salma Badruddin	
Name / Designation Dr Salma H. Badruddin/ Chair, IRD-IRB	Date: Feb 21, 2020
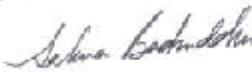
Anonymized Student Data

student No.	sex	Consent to participate	consent quotes	Age	L1	Add.	School language	Education	Hostel	Home	sem 1	sem 2	sem 3	sem 4
1	f	y	y	23	Gilgiti	gilgit	urdu	coed	N	Y	3.9	3.9	3.92	3.9
2	f	y	n	23	Gilgiti	gilgit	gilgiti	coed	y	n	4	4	3.85	3.9
3	m	y	y	23	Pushtoo	kpk	pushtoo	boys	n	y	3.53	3.7	3.38	3.6
4	f	y	y	20	Pushtoo	karachi	urdu	girls	n	y	3.8	3.9	3.54	3.9
5	m	y	y	22	urdu	punjab	urdu	boys	n	y	4	4	3.88	3.9
6	f	y	y	23	urdu	punjab	urdu	girls	y	n	2.99	3	3	3.2
11	f	y	y	21	urdu	karachi	urdu	coed	n	y	4	3.9	3.6	4
12	f	y	n	20	urdu	karachi	urdu	coed	n	y	3.94	3.8	3.45	3.8
7	f	y	n	23	Punjabi	punjab	urdu	coed	y	n	2.59	3.3	2.34	3.2
8	f	y	y	23	Punjabi	punjab	urdu	girls	n	y	2.97	3.7	2.77	3.7
9	f	y	y	21	Punjabi	karachi	urdu	coed	n	y	3.81	3.4	3.4	3.9
10	f	y	y	21	Punjabi	karachi	urdu	coed	n	y	3.79	3.8	3.55	3.1
13	f	y	y	22	sindhi	sind	urdu	coed	n	y	3.76	3.3	3.5	3.9
14	f	y	y	20	sindhi	sind	english	coed	n	y	4	4	3.92	4
15	f	y	y	20	sindhi	karachi	english	coed	n	y	4	4	3.88	4
16	f	y	y	20	sindhi	sind	urdu	coed	y	n	3.69	3.6	3.64	3.9
17	f	y	y	21	sindhi	sind	urdu	coed	y	n	3.85	3.8	3.69	3.7
18	f	y	y	22	sindhi	karachi	urdu	girls	y	n	3.45	3.8	2.66	3.7
19	f	y	n	21	Chitrali	chitral	english	coed	n	y	3.46	3.6	3.53	3.5
20	f	y	y	?	Chitrali	chitral	chitrali	girls	n	y	3.58	3.6	2.82	3.6
21	f	y	y	22	Chitrali	chitral	urdu	girls	y	n	3.44	3.5	3.61	3.9
22	f	y	y	22	Chitrali	chitral	chitrali	girls	y	n	3.53	3.8	3.65	3.9

No				Age	Place	District	Language	School							
23	f	y	y	20	Chitrali	chitral	chitrali	coed	y	n		3.2	3.9	3.7	6	3.9
24	f	y	y	21	Chitrali	chitral	chitrali	coed	y	n	3.1	3	3.7	3.3	6	3.6
25	f	y	y	22	Chitrali	chitral	urdu	girls	y	n	3.8	6	4	3.6	9	3.8
26	f	y	y	20	Chitrali	chitral	english	coed	n	y		3.1	3.6		3.6	3.8
27	f	y	n	21	Chitrali	chitral	chitrali	coed	y	n	3.7	7	3.7	3.4	9	3.7
28	f	y	n	21	Chitrali	chitral	chitrali	coed	y	n	3.9	6	3.8		3.9	3.9
29	f	y	y	22	Chitrali	chitral	english	coed	n	y	3.9	7	3.5	3.5	7	3.9
30	f	y	y	21	Chitrali	chitral	chitrali	coed	y	n	3.2	1	3.7		3.1	3.9
31	f	y	y	21	Chitrali	gilgit	urdu	coed	y	n		4	4		3.5	4
32	f	y	y	23	Chitrali	chitral	chitrali	coed	y	n		4	4	3.6	6	3.9
33	f	y	n	24	Chitrali	chitral	persian	girls	n	y	3.1	3	3	2.8	1	3.4
34	f	y	n	28	Chitrali	chitral	chitrali	coed	Y	n	3.1	8	3.5	2.6	9	3.7
35	f	y	y	22	Chitrali	chitral	english	coed	n	y	3.9	8	3.8	3.6	9	3.9
36	f	y	y	22	Chitrali	chitral	chitrali	girls	n	y		4	4	3.8	5	3.9
37	f	y	y	22	Chitrali	chitral	urdu	girls	n	y	2.9	3	3.1		3.1	2.7

Annexure H

Round Two Codes, Sub-themes and Themes

Tag	Codes	Sub-themes	Themes
1B 10L3 p1	I came from an average school	Transition	
4B 10L7 p1	Interactions with others changed me		
2B 10L10 p1	Sensitive shy school girl		
1B 27 L5p1	Language difficulties		
8B 27 L25p1	Local students		
9B 27 L25p1	My school life		
19B27L72p3	School schedule		
1B8L3p1	Medium of instruction		
2B8L5p1	Modern teaching techniques		
7B8L23p1	Scared quiet school children		
1B 32 L3p1	My school		
2B 32 L11p1	Language of communication		Small step or Giant Leap
7B 32 L38 p2	Class presentation		
1B 5L4p1	village studies		
11B 5 L54p2	competitiveness		
1B12 L11p1	Medium of instruction		
1B 15 L3p1	Change from school environment		
5B11L25p1	English as medium of education proved useful		
2B 27 L9p1	Shyness	Safety in Silence	
4B27L17p1	Loneliness		
20B27L76p3	On her own		
19B10L102p4	Communication with the opposite gender	Role of Gender	
14B3L55p2	Gender issues		
16B27L56p2	Gender issues		
14B8L57p2	Gender issues		
15B8L59p2	Male teachers		
12B 5 L59 p2	Talking to girls		
12B10L7 p2	Bilingual Lectures	Language of education	
14B10L63p2	Making notes, choice of language		
5B 3 L50 p2	Medium of Instruction		
6B 3 L18 p1	Medium of Instruction		
8B 3 L29 p1	Understanding language		
22B3L99p4	Fluency in English		
10B 27 L2p1	Understanding lectures		
3B8L7p1	English as medium of instruction		
9B8L30p1	Language challenges		Language of education
13B8L52p2	Code switching		
3B 32 L16p1	Medical terminology		
4B 32L93p3	English is boring		
15B32L109p4	English language vs English literature		

16B32L113p4 3B 5 L14p1 6B 5 L30p1 15B 5 L81p3 2B 12 L8p1 5B 15 L31p1 2B11L17p1 23B10L59p2	Fluency in English Medium of Instruction English medium education Slide medium Bilingual lectures Win win situation Bilingual lectures are useful for all Could not understand English in books		
5B 5 L29 p1 3B11l18p1 10B11L52p2	Language of communication Language of communication English as the language of the future	Language of communication	
17B3L67p3 18B3L70p3 12B8L46p2 21B8L85p3 13B 32 L89p3 14B 32 L94p3 8B 5 L37p2 14B 5 L71p3 4B 12 L19p1 8B 15 L46p2 10B 15 L57p2 12B 15 L67p2 1B 11L14p1 7B11L39p2	Notes How we study Mutual respect Focus of study How I study Learning new words How I study My studying style Group study Need for group study Accepting presentations Time to teach Learning resources Study style	How we study	Assessments drive learning and teaching
1B31L2p1 2B31 L29p1 14B27L44p2 3B 15 L17p1	Level of studies below expectation Teaching and learning are driven by assessments Expectations Inadequate information	Unmet expectations	
6B 12 L26p1 4B 15 L23p1	Ppt based exams Books vs presentations	Assessment drives learning	
7B 3 L24 p1 11B3L42p2 15B3L59p2 20B3L87P3 13B27L42p2 4B8L11p1 11B8L42p2 9B 5 L42p2 8B11L40p2	Using learning resources Using learning resources Learning aids Learning resources Learning aids Learning aids Learning resources Online help Net help	Digital age	
5B10 L16 p1 6B10 L18 p1 13B10L52p2 18B10L81p3	Determined to improve First presentation Understanding English text Confidence needed in class presentation	Facing challenges with courage and determination	

7B10L22 p1	Preparing the presentations		
3B10 L8p1	Finding out about people		
12B3L47p2	Fear of failure		
21B3L91p3	Change in self		Confronting fear with Courage to Learn
5B 27 L20p1	Fear of failure		
7B 27 L24p1	Class presentation		
16B8L58p2	Shy and introvert		
17B8L62p2	Determination		
8B 32 L41p2	My first presentation		
10B 32L60 p2	Fear of the unknown		
11B 32 L66p2	Hostel life		
2B 5 L6p1	Coming to town		
4B 5 L22 p1	Presentations		
13B 5 L66p2	Learning from shortcomings		
9B 15 L51p2	Making adjustments		
6B11L33p2	Usefulness of class presentations		
17B10L0 p3	Group study provides student interactions	Interaction builds confidence	
10B3L37p2	Class presentations		
3B 27 L13p1	Class groups		
17B27L62p2	Group interactions		
8B8L27p1	Group dynamics		
10B 5 L49p2	Confidence building		
5B 12 L23p1	Presentations as confidence builder		
7B 15 L40p2	Exchanging understanding		
4B11L21p1	Overcoming difficulties		
10B12L52p2	Studied to improve English	Practice gives fluency	
7B10L22p1	Practice to improve English		
8B10L32p1	After reading more and more exposure to English material, language improved		
13B10L52p2	More practice in English improved understanding		
6 B31L66 p2	My friends	Friends as support	
9 B31L9 p3	Friends supporting each other		
9B 3 L33 p2	Learning from friends		
12B27L38p2	Help from friends		
18B27L64p2	Friend in need		
19B3L74p3	Encouragement support system		
20B8L82p3	Coping system		
5B 32 L26p1	MY class		Pillars of Strength
6B 32 L29p1	Making friends		
12B 32 L79p3	Friends are like family		
7B 12 L 29p1	Help from friends		
13B 15 L75p3	True friendship		
9B11L49p2	Self-dependent		
16B3L65p2	Senior support system	Senior support	
9B 32 L51p2	Help from seniors		

3B 12 L15p1	Help from seniors		
19B8L76p2	Family backing	Family support	
16B 5 L89p3	Support to study hard		
9B 12 L44p2	Emotional support		
18B8L67p2	Financial support		
3B 27 L13p1	Class groups	Facilitative pedagogical atmosphere	
5B 12 L23p1	Presentations as confidence builder		
10B8 L36p1	Teachers accommodated the students' styles of studying		
12B8L46p2	Teachers changed the language of the lectures		
13B8L5p2	Teachers utilized Urdu to give clear explanations		
5B8L18p1	Mutual understanding	Supervisory support	
13B8L52p2	Code switching		
6B8L19p1	Classroom dynamics		
10B8L36p1	Student teacher interaction		
12B8L46p2	Mutual respect		
7B 5 L34p1	Teachers as guide		

The End