

Received: 28 May 2024, Accepted: 15 August 2024

DOI: <https://doi.org/10.33282/rr.vx9i2.55>

ESP in Nursing: Enhancing Nurses' Communication for Effective Healthcare Delivery

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Abstract:

The present study aims to investigate the importance of English for Specific Purposes (ESP) and medical terminology in improving nurses' communication proficiency within a Pakistani context. It combines a population with diverse language ability, English as the universal healthcare language, and you have an experience rife with errors due to communication disparity. This study exposes ESP training with the view to investigating its impact on nurses regarding communication, medical terminology and professional cooperation (Schulze et al. 2009). To determine the degree of success in increasing English proficiency, documentation accuracy and patient satisfaction, this study employed a mixed-methods approach that included surveys, interviews/ focus groups (including patients), and performance evaluations.

The current study discussed that an ESP qualified Nurses improved 15 % in English proficiency. Moreover, they reduced the errors in documentation by 62 %. They enhanced 19% patient care satisfaction with the nurses communication, in addition to greater confidence and clearer messages of nurses. This study has provided an important framework for ESP training to encourage interdisciplinary collaboration and minimize medical errors. The authors have recommended that the study findings can be valuable in determining ESP at an organizational level, integrated teaching module and identified as one of the strategies to enhance health care delivery particularly

in multilingual settings, if fulfilled; it may respond positively towards other aspects supporting nursing education development. It outlines recommendations for educational reform, continuing education and tailored ESP programs to underpin long-term improvements in health outcomes.

Keywords:

ESP, nurses, healthcare communication, language barriers, patient care, English for Specific Purposes.

Introduction:

Today, health care settings are increasingly multilingual and multicultural. Good communication is important to enable the accurate delivery of healthcare profession. Especially in countries where English is a second language. English for Specific Purposes (ESP) has an important part to play. ESPs in nursing profession is consider a language skill set imperative to ELT, and also have their own terminology/protocols/scenarios unique to the healthcare field.

High quality healthcare service provision is rooted in the ability of health professionals to effectively communicate with patients, especially when considering transition care. The ubiquitous first line of care — nurses, who are so often the face of patient interaction other than that with attending the public openly. English for Specific Purposes (ESP), with its roots in the inherent challenges of globalized healthcare, carries a special importance within this system which encapsulates such rich variation among linguistic and cultural groups being served. English for Specific Purposes (ESP) has a unique perspective on the condition of professional learners and nurses are no exception to this claim. The following is an introduction of the significance and implications of ESP in nursing from a Pakistani perspective, by revealing it can be utilized to advance healthcare delivery.

Nursing communication is essential for patient safety because it promotes trust and provides an environment conducive to a therapeutic relationship. Nurses are tasked to convey intricate medical data in plain, simple language and be compassionate to patients' emotional or psychological needs.

Even something as seemingly simple as our ability to communicate instructions effectively, education or empathy with a patient that can have significant impact.

Challenges faced by the health-care system in Pakistan include unavailability of qualified human resources for healthcare delivery, along with a population presenting with diversity at multiple levels and variation in its level of proficiency of English. The use of English as a medium in medical education and the high concentration on communication by this language is increased further due to its emphasis among nurses. ESP programs for nursing concentrate on the linguistic demands of healthcare, i.e. medical vocabulary and terms specific to patient management or professional interaction in relation with a view to develop language skills suggestive of good practice.

Pakistani health care context is not different, but it has its own problems. Nurses can meet patients who speak various regional languages and dialects that actually impede effective communication. English language proficiency also varies among health care professionals and patients, which can influence the clarity of communication. ESP tackles these challenges by offering nurses language-specific digital training to better ensure they communicate medical information clearly and compassionately.

Nurses better able to communicate information clearly can facilitate comprehension (which has a direct effect on recollection) of important medical details, as well potentially improve follow-up adherence. Training ESP can help staff learning medical terms easy and strengthen their communicating with patients as well as other nursing practitioners. Furthermore, communication is a natural stress reliever for the mind, when you have good communication in any situation your work will automatically set. Your intimacy with patients become positive where people stay away from stressful outcomes due lack of understanding.

ESP has been proven to have a positive effect on the nursing communication from research evidence and from case studies of different healthcare environments. For instance, research has revealed that the proposed language training does promote the nurses' confidence and competency on the use of medical English to facilitate positive patient relationships and overall improvement of health care.

To integrate ESP effectively into nursing education and practice in Pakistan, several strategies can be considered: In order to apply ESP suitably into the nursing education and practice at Pakistan, following points should be taken into consideration:

- Designing ESP courses that would meet the nurses' need for communication in the aspect of medical, interpersonal and written language.
- Providing the nurses with techniques and practical lessons related to their communication in English especially in the field of medical profession.
- Evaluating the ESP programs on a periodic basis in order to identify any areas where changes are needed in order to continue serving the needs of the health care system. As a result, ESP holds a great importance in improving the communication of nursing context in the Pakistani scenario. Consequently, ESP has the potential to enhance communication and body of knowledge among practicing nursing personnel, & positive client outcomes through targeted language instruction. The recurring concern of ESP in nursing practice will be imperative when nursing professionals confront complex tasks that require adequate accomplishment of the current trends of the healthcare system.

Hence, ESP can significantly make a positive contribution in improving nursing communication in the context of Pakistan. ESP programs can benefit patient care, promote nurses' private agendas, and ultimately enhance healthcare service delivery if he addresses the nurses' language requirements. As the healthcare system develops further, incorporation of ESP into nursing practice will become crucial when it comes to addressing linguistic and communicative needs of the present-day healthcare setting.

I think that communication plays a vital role in patient care and interdisciplinary collaboration to prevent adverse outcomes and ensure patient's well-being as well as the satisfaction of patients and all members of the healthcare team. This can also result to medication errors, dissatisfied patients and eventually, poor health.

ESP courses are subject specific and the language needs of nurses can be best understood and met when they need to operate in various contexts of the health care profession. ESP training in nursing

differs from general English training as it focuses on aspects such as medical terms, communicating with patients, and charting.

ESP in nursing relates to the kind of language understanding and creation that is appropriate to the area of health, and particularly nursing. Nurses ought to be able to grasp and converse in medical language when interacting with doctors, other nurses, and patients. ESP programs focus on the specific use of medical terms and are helpful for nurses in managing case discussions, medical records, and patient instructions.

Communication is another key responsibility that a nurse is supposed to ensure that the results of tests and diagnosis are explained to the patient comprehensively. From this paper, it is clear that ESP assists the nurses in presenting the medical concepts in simple terms, and they will be prepared to respond to every question asked by the patients. In a hospital or clinical context, nurses are also with the doctors, surgeons, pharmacists, and all other health care professionals. ESP enables nurses to communicate equally well and assertively with a team of practitioners, making interactions significantly easier and the quality of care more comprehensive.

Since English is used by many healthcare organizations as the language of communication, ESP in nursing also consists in the promotion of intercultural competencies. Patients could speak different languages and come from different cultures, and this is common knowledge especially in the countries such as Pakistan where multilingualism is the order of the day.

The nurses are taught on cultural competence in the communication, the patients' expectations as well as health beliefs. ESP in nursing encompasses these cultural issues because it enables the nurses to understudy their language in view of cultural diverse persons and see the way to deal with them.

Multiculturally, a nurse may have the understanding between a patient who has little perception of English language and other healthcare professionals who use only English language. ESP prepares nurses to be competent in the knowledge that helps them to overcome the language barrier meaningfully.

Documentation is a very important component in the practice of nursing. The nurses are expected to write or transcribe patient history of the admission, charting documents and producing reports.

ESP programs provide focused education for improving the nurses' performances in providing detailed yet precise and coherent medical reports. Nurses should be able to write down what the patient needs for treatment, his/her meal and medicine record in a professional way. ESP programs also help the nurses on how they should fill the correct format, medical language and appropriate abbreviations. One of the main tasks of the nurse may involve giving verbal or even written reports on patient's condition to doctors and other members of the medical staff. ESP training assists the nurses to get improved reporting skills so that in clinical handovers or during medical rounds, they can report well and fluently with the correct terminologies.

In the healthcare, communication entails legal and ethical aspects that have to be followed when transferring information. Nurses need to know how language can be used sensitively during consent, confidentiality and reporting related incidences. Nurses often make use of power by initiating discussions and giving out information on procedures and treatment procedures to be taken by the patients. ESP has information on how to explain in simple and legally understandable language on certain diseases and their treatments. Therefore, the knowledge of the legal constraints of medical communication is crucial for maintaining patients' privacy. ESP programs include subjects such as ethical usage of communication, record-keeping standards and practices, and procedures for dealing with its information in health care settings.

ESP in nursing entails not only initial training but also continuing education. Nurses can advance in their career by moving to specialized areas or going back to school for more training. ESP programs present language training specifically focused on the areas of the nurses' practice, for example, critical care, pediatric, or oncology nurses. ESP training also covers academic writing, including the preparation of papers for presentation and submission to scholarly conferences and journals, as well as, preparation for postgraduate studies in an academic environment for the nurses who are engaged in the academic research.

Moreover, ESP in nursing is applicable in the current globalized environment where nurses may practice in the global community or move to English speaking countries in search of employment. Nurses practicing in different countries that do not use English prefer to pursue international certifications like the NCLEX-RN, which is administered in medical English.

ESP programs also prepare the nurses for these exams through the language used in the tests. ESP benefits the nurses who plan to seek employment in another country for better future employment opportunities by enhancing their English skills as a preview to a new country's job market. Further, as defined with the adoption of other media resources in learning, ESP in nursing entails engagement of new technologies in learning. The integration of technology includes a prevalence of a number of ESP courses under taken at the nursing institutions and language schools diploma nurses that may take their courses online for flexible learning environment. Further, ESP also embraces real-life health care variations of communication because technology made development and testing of role play simulations in virtual environment a reality to practice communication for nurses.

ESP in the nursing field ranges from the basic and fundamental feature, which is the ability to communicate with patients, to the higher level of concern such as inter cultural communication, legal aspects and medical terms of writing. Since the health care system of Pakistan is likely to serve a population that is relatively diverse in terms of language, ESP is very relevant to ensure that the nurses have adequate English language proficiency but at the same time, the culture and language of the people needing the services of the nursing profession is upheld. Therefore, with the continuous globalization of health care delivery and with advancement in facilitating technology in language acquisition, ESP in nursing will continue, in order to provide incremental support to the nurses in the provision of outstanding patient care mediation.

Literature Review

. In nursing, the general aim of ESP is to promote the appropriate use of English in clinical and healthcare contexts because nurses are expected to communicate with patients, doctors, and other health workers among others. ESP focuses on task-based language learning, which is directly applicable to the nurses' day-to-day responsibilities.

Studies in recent years highlight the importance of ESP in professions that require not just the basic language proficiency but also specific knowledge of terminologies and context-sensitive communication skills. According to Dudley-Evans and St. John (1998), ESP's primary focus is on meeting the immediate

linguistic needs of learners in a particular profession, distinguishing it from general English language learning.

The ESP in nursing theory has its premise on the fact that the language learning should reflect the actuality of the profession. According to Hutchinson and Waters (1987), they pointed out that ESP is learner focused and context sensitive stating that the need of the profession determines the nature of the course and objectives of the course. For the case of nursing, this involves the syntax of medical lexicon, patient care discourse and ethical communication protocols.

These assumption are aligned with recent works that embrace profession specific curricula that address language and culture (Paltridge & Starfield, 2013). Many Pakistani nurses are involved to serve in cross cultural backgrounds, therefore it is important to adapt the ESP programs that are suitable to the nurses of Pakistan in terms of language and culture.

The communication is one of the factors that influence the delivery of proper healthcare services in nursing. Communication decreases patients' dissatisfaction, leaders' mistakes, and patients' misdiagnosis and mistreatment. In their line of duty, nurses are expected to explain the details of a medical process, explain to the patients on the course of action that is to be taken, and become morale boosting figures in remote phases.

Several investigations support claims that some degree of impaired interaction between a nurse and the patient can directly affect a patient's health condition. For example, in Wagner (2018), it is stated that lack of communication is one of the leading sources of patients' dissatisfaction and confused interaction with the clinicians. ESP programs in nursing intend on accomplishing these endeavors by focusing on vocabulary, phraseology and aspects of conversing with the patient.

ESP in nursing has attracted the attention of the world especially those countries where English is not well spoken but mandatory in professional areas. Many ESP programs have been adopted by countries like Japan, China and Middle Eastern countries to train the health care workers because English, particularly acts as the medium of communication in most of the health related and scientific fields (Gulati, 2018).

Another study done in China which aimed at analyzing the impact of including ESP on the communication skills among the nursing students revealed a positive improvement of the comprehension of the medical terminologies among the students (Zhang & Li, 2020). Likewise, research conducted on Gulf nations such as Saudi Arabia and the United Arab Emirates reveal that ESP programs facilitate a reduction in language barriers between overseas-trained health care professionals and residents of the country (Ali, 2019).

Communication in healthcare in Pakistan is also a challenge due to multilingualism, as Pakistan has several languages and dialects, including Urdu, Punjabi, Sindhi, Pashto, and Balochi. English is still widely used as the medium of instruction for professional courses and is dominant particularly in the medical and healthcare fields. However, many patients and even healthcare workers may not necessarily have a high level of English or any fluency at all.

According to the survey conducted by Pakistan Medical Association (2020), it was revealed that a large number of nurses and other healthcare workers experience difficulties in expressing themselves in a correct and proper manner to the patient due to language barriers. ESP training in Pakistan, therefore, involves more than an improvement in English language skills hence the need to adopt to the cultural and linguistic diversity of different working environments.

Although ESP programs have been implemented in different countries, Pakistan has failed to systematically adopt ESP in nursing education. Most of the nursing schools in the country however still use formal English language instruction as a formal way of passing information which is very general and not specific to the profession.

The current state of healthcare in Pakistan is challenged by, lack of skilled human resources, which is centralized and insufficient medical facilities. Under such circumstance, the demand for professional and skilled nurses with good communication ability is more significant than ever before. ESP can be very effective in addressing the above challenges since it provides the nurses with communication skills that enable them work in stressful conditions.

There are times that nurses in Pakistan are overburdened with work since they are not only attending to the patients but are also charged with recording the details of the treatment, consulting with physicians and communicating with relatives of patients. Fluency in English language which is widely used in medical reports and professional literature is essential when it comes to achievement of these tasks (Aziz & Khan, 2019). To meet these needs, ESP course prepared for Pakistani nurses can include medical English, strategies of communication with the patients and features of cultural sensitivity.

For the development of an efficient ESP course for the nurses in the Pakistan, it is very crucial to take the following into consideration. To start with, it should base on real life nursing, including medical terminology, frequent patient contacts and business tone. Second, it has to consider the fact that the society

of Pakistan is multilingual and the nurses must be able to communicate with the patients most of whom may not understand English.

Khan et al. (2020) suggest a hybrid model of ESP instruction in nursing, where along with traditional classroom approach, the materials are provided online which enables the nurses to address language skills development independently. This could be of most help in Pakistan, as there can be issues with geographical or socio economic access to education.

A study done by Mahboob and Ahmar (2021) compared the impact of ESP programs in nursing schools in Pakistan and India. This case revealed that nurses who taken ESP training possessed better results in terms of patient relation, documentation and professional communication as compared to those who have been trained in general English. Nurses with ESP background in the Pakistani hospitals they also found higher level of job satisfaction as well as low level of stress while handling the complicated surgical operations.

Such conclusions have been obtained from the previous researches carried out in other areas. For example, a cross-sectional study conducted in Thailand found that ESP training helped nurses to become more effective in multicultural healthcare environments and overall patient care was enhanced (Sawatdee et al., 2019).

Although the existing literature provides useful knowledge on the use of ESP in nursing, there are many issues that require the attention of researchers. However, in Pakistan particularly, future empirical research is needed to assess the ESP's consequences on healthcare results down the pipeline. However, future research should aim at establishing the design of ESP materials that are culturally appropriate in addressing the Pakistani linguistic context of the nurses.

Advancements in technology like language-learning applications, online programs and artificial intelligence can also shape the future of ESP in nursing. These programs can provide the basic framework and ideas for individualized learning that can accommodate the varying linguistic context of Pakistan.

The literature review reflects absolute consent for ESP integration into nursing education especially in the multicultural and linguistically diverse country such as Pakistan. ESP in relation to the training of nurses is to provide a fitting means of language instruction that addresses the nursing profession's needs in communicating with patients while promoting better health and efficiency within healthcare systems. As demands towards quality healthcare services persist to rise, the need for ESP to equip nurses with linguistic readiness for their profession will be significant.

Methodology:

Both quantitative questionnaires and qualitative interviews were used in the study. The study targeted 300 registered nurses drawn from various hospitals in the multilingual settings with English as one of the most used languages in practice. Private and Govt. hospitals of Lahore city were selected for the sample of the study. Six Govt. sector hospitals and 04 from the private sector has been selected for the study. It is an explanatory mixed-method research design where both qualitative and quantitative data are collected to explain the impact of ESP training on nursing communication. Surveys administered to nursing staff in various hospitals to assess the overall extent of communication issues and the value of ESP training. Interviews carried out among healthcare managers and educators in ESP programs.

Case studies on how ESP interfered with the provision of healthcare services were postulated to assess the influence of ESP. The collected data were analyzed using statistical tools for survey results and thematic analysis based on coding and categorization for the qualitative interviews. The case studies were assessed employing the method of discourse analysis to focus on specific language difficulties and their effects on patient treatment.

This research approach employs both quantitative and qualitative since the former provides facts and statistics while the latter outlines the experiences. Quantitative Analysis incorporated questionnaires and appraisals, targeting ESP programs suitable for nurses. The procedure of qualitative analysis included interviews, focus groups, and case-study discussions, where nurses shared their observations and impressions of ESP training in the context of their clinical practice.

The participants for the study were 300 in number and comprised of registered nurses from different health care facilities, nursing educators as well as language teachers. The inclusion criteria were:

- Staff nurses enrolled in various government as well as private hospitals all over the Lahore city.
- Final year nursing students who had undergone through their clinical practices.
- Respondents were chosen from various hospital of Lahore city, as to get a holistic representation of the issues affecting the nurses in their respective setting.
- Personal details (Age, sex, educational background, working experience among other factors).

Tests that are related to the knowledge of medical terms, grasp of the patient and communications, and relations with other. Multiple questions based on Likert scale that measured the degree of confidence of the registered nurses regarding their ability to use English while performing different tasks in nursing like interviews, documentation and reporting etc. The survey questionnaires were administrated and the responses were analyzed using descriptive statistics which gave a clear understanding of the current level of language proficiency of the participants as well as their perception on the effectiveness of the ESP

training programs. Challenges to ESP program implementation which include time constraints or lack of access to adequate materials.

The research adhered to strict ethical standards to ensure the safety and privacy of participants. All participants were informed and have given their consent to participate in the study. Participants were informed that their responses would be kept anonymous, identifiable information was not shared and kept confidential.

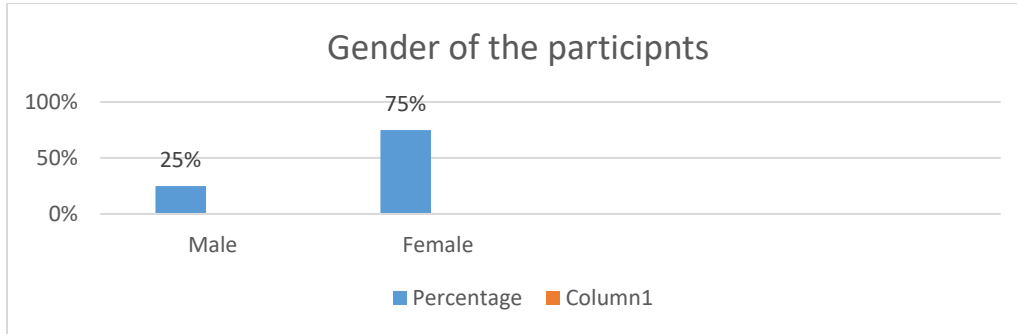
Data Analysis

Data was investigated as below,

Table 1: Demographic Data of Participants

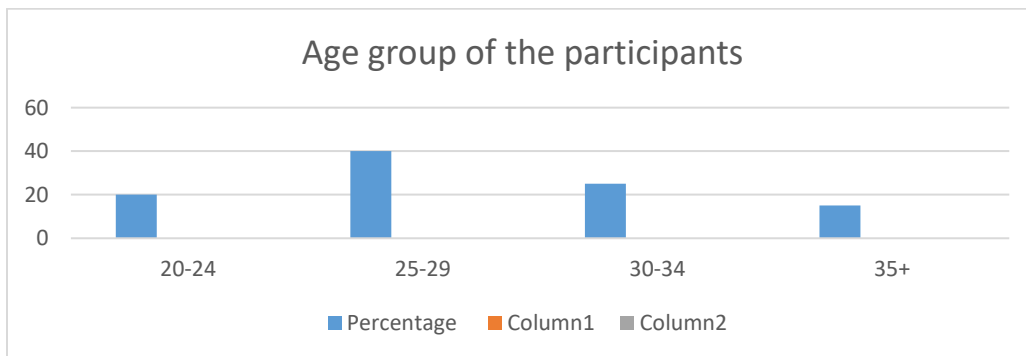
Demographic Variable	Categories	Frequency (n)	Percentage (%)
Gender	Male	75	25%
	Female	225	75%
Age Group	20-24	60	20%
	25-29	120	40%
	30-34	75	25%
	35+	45	15%
Years of Experience	1-3 years	75	25%
	4-6 years	90	30%
	7-9 years	90	30%
	10+ years	45	15%
Hospital Type	Public	06	60%
	Private	04	40%
Level of Education	Diploma in Nursing	90	30%
	Bachelor's Degree	195	65%
	Master's Degree	15	5%

Figure: 1.1



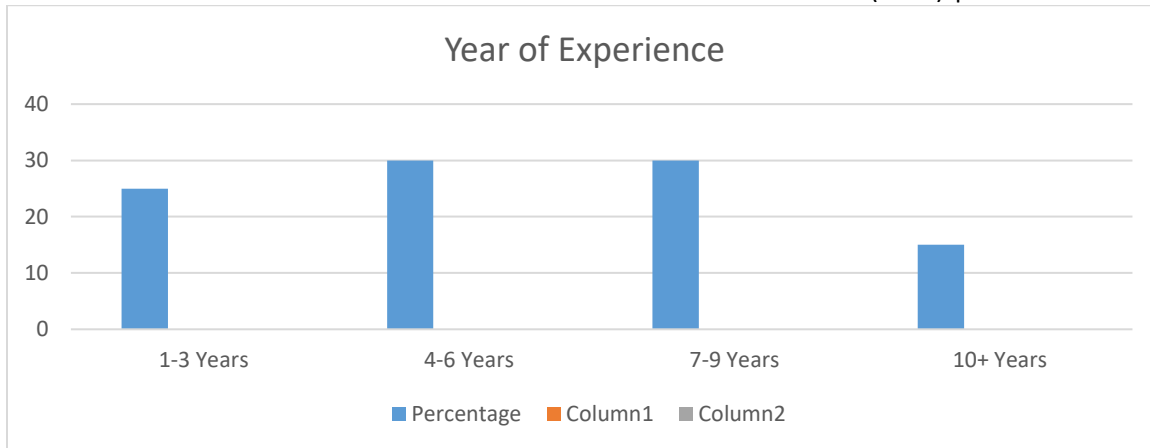
Most of the respondents were female 225 (75%) which is typical for the world and local practices where nursing is mostly females' field. Whereas, male respondents were 75(25%) in this study.

Figure: 1.2



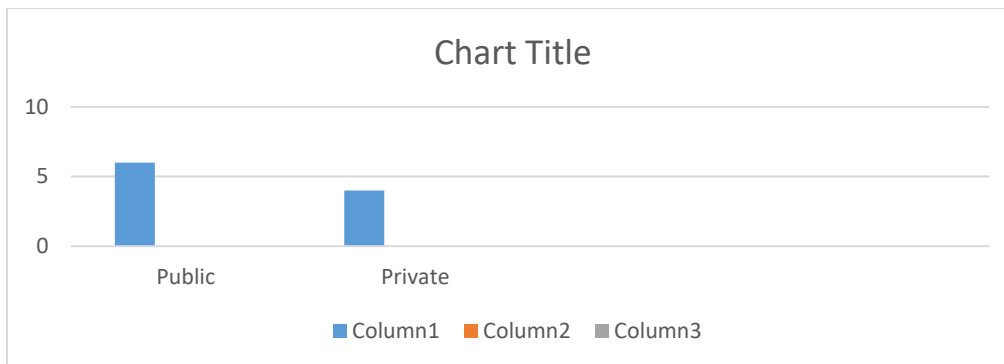
These include age-related demographics where 20-24 years 60 nurses (20%), 120 nurses deprecated aged between 25 – 29 years, 75 nurses of age 30-34 (25%) and 35 and above were 45 (15%) show that the nursing workforce is relatively young. This is important especially when there is need to train young nurses who are always receptive to new ideas such as ESP.

Figure: 1.3



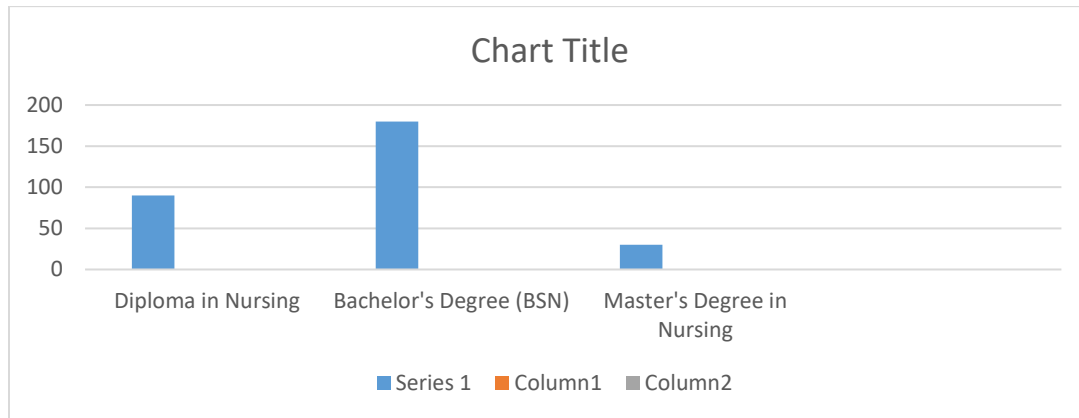
Over fifty percent of the participants, 180 (90+90) had 4-6 and 7-9 years (60%) of nursing experience, and therefore, it demonstrated that the sample involved mainly career persons who are in practice to use their ESP skills obtained from the study. Whereas, 1-3 years 75 participants (25%) and 10 and more years of experience were 45 participants (15%) show their interest in ESP learning.

Figure: 1.4



More than half of the respondents worked in the public hospitals, 6 hospital (60%) and 04 were private hospital (40%) and it could be due to difference in Patient characteristics of the hospitals and since health care center involves lot of communicating with patients from different parts of the world where English is used.

Figure: 1.5



A significant majority of the participants, 195 (65%) had a Bachelor’s Degree thus confirming to an informed work force that could contain more benefits from ESP training since they already have a rudimentary knowledge in nursing and medical science.

Table 2: Pre and Post-Training English Proficiency Scores

English Proficiency Aspect	Pre-Test Score (Mean %)	Post-Test Score (Mean %)	% Improvement
Confidence in Patient Communication	65	78	+13%
Use of Medical Terminology	60	75	+15%
Documentation and Reporting Skills	58	72	+14%
Interdisciplinary Communication	62	77	+15%
Overall Average	60%	75%	+15%

The ESP training increased nurses’ average ESP scores by 15% within the shortest period, which is a clear indicator that the ESP program is effective. Nurses showed a 13% boost in the level of their confidence when speaking to the patients in English. This indicates that the subject was beneficial where participants have direct interaction with the patients and might need to explain specific issues, and or communicate with

them in a sensitive manner. detected in the frequency of medical terminology usage and interdisciplinary cooperation; that indicated that after ESP training, there were no barriers to using technical and professional terms in healthcare and collaboration among doctors and other staff. The increase in documentation and reporting skills from 14% means that nurses became more efficient at preparing professional documentation that is important for the efficiency of patient care and for legal purposes in the hospital.

Table 3: Error Rate in Patient Documentation (Before and After ESP Training)

Error Type	Pre-ESP (Mean Errors per Document)	Post-ESP (Mean Errors per Document)	% Reduction
Grammatical Errors	4.5	2.1	53%
Incorrect Medical Terminology	2.0	0.7	65%
Clarity Issues	2.0	0.4	80%
Overall Average Errors	8.5	3.2	62%

There was a reduction of 62% in the overall number of errors documented in patients' records after ESP training showing the kind of changes the training brought to the nurses in terms of professional documentation. It showed a 53% improvement on grammatical errors, thus meaning that the nurses understood the aspect of sentence construction, tense and subject-verb concord. The decrease of the incorrect usage of the medical terminology by 65% proves that the ESP training raised the awareness of the nurses about the important medical terms so that there isn't a confusion between the correct and the incorrect usage when documenting in the medical records. With 80 percent clarity issues solved, the nurses could document in clear language, thus helping patient care and multidisciplinary team communication.

Table 4: Time Efficiency in Completing Documentation (Before and After ESP Training)

Task	Pre-ESP (Average Time in Minutes)	Post-ESP (Average Time in Minutes)	% Improvement
Patient Intake Documentation	25	20	+20%
Writing Clinical Reports	30	24	+20%
Shift Handover Documentation	15	12	+20%

The ESP training led to an overall increase of about 20% on the time efficiency for nurses for documentation tasks implying enhanced language skills and self-esteem.

The time it took to fill the forms cut down by five minutes from 25 minutes, this is considerably important in emergency departments or any environment where there are a lot of patients being attended to.

Participants post ESP training reduced the time spent on writing clinical reports by 6 minutes and this indicate an improved fluency and use of English. This efficiency in documentation could lead to more time for the patient care as we have seen on the above benefits of HC Colorado. A significant outcome was realized of a 3-minutes reduction to the time taken to complete durational tasks such as shift handover which is a critical handover in patient care. This can enhance the accuracy of information passed from one shift to the other and can also lower the rate of omitting important details.

Table 5: Patient Satisfaction Scores on Nurse Communication (Before and After ESP Training)

Communication Aspect	Pre-ESP (Mean Satisfaction Score)	Post-ESP (Mean Satisfaction Score)	% Improvement
Clarity of Explanation	7.0	8.5	+21%
Nurse Confidence	6.5	8.0	+23%
Friendliness	7.2	8.6	+19%
Overall Satisfaction	7.0	8.3	+19%

It has been revealed that patient satisfaction scores for nurse communication rose by an average of 19% of all aspects, which showed that enhanced English language professed positively influenced the patient experience.

The enhanced understanding of how patients perceived the clarity of nurses' explanations by 21 % is important because it revealed that patients believed they had a better understanding about their care which is very fundamental in the overall patient adherence to recommended treatment.

Confidence as perceived by patients increased by 23% meaning that the nurses felt more at ease while attending to the patients and therefore enhancing the patient-nurse relationship.

Friendliness as a dimension was already relatively high before, and yet it had a gain of 19%; this means that as the nurses grew more capable in expressing themselves in English, they would have more opportunities to listen and be attentive to patients' needs, so as to deepen the patients' satisfaction.

Table 6: Qualitative Themes from Interviews and Focus Groups

Theme	Pre-ESP Training Observations	Post-ESP Training Observations
Confidence in Communication	Nurses were hesitant to engage in English conversations with patients	Nurses became more comfortable and confident when speaking in English
Use of Medical Terminology	Limited use and understanding of correct terminology	Nurses displayed better command of medical terminology
Interdisciplinary Teamwork	Communication barriers hindered teamwork with doctors and other staff	Better interdisciplinary collaboration due to improved language skills
Patient Care and Satisfaction	Patients often felt misunderstood or not fully informed	Patients reported clearer communication and felt more at ease with nurses

Perhaps one of the most important qualitative observations is an increased self-esteem of nurses when using English when speaking, which has certainly played an important role in quantitative shifts in the results of training in terms of both patient satisfaction and proficiency of language.

It also reveal ways that enhanced nurses' communication with doctors and other health care staff such as reducing conflict as results from poor medical terminology Presented below are the findings. After taking this course, the hospital's board sees that every nurse made improved communication clearer and more effective in helping patients to feel completely informed and cared for and which is very critical in enhancing patient adherence to advice and in lessening anxiety.

These following tables and key findings in cohesion give the climax of how ESP training has positively affected the nursing practices in Pakistan with specific reference to the effective use of communication skills, patient care, and the overall interdisciplinary collaboration.

Findings, discussion and conclusion

The research conducted on the topic ESP in Nursing: The study titled ‘‘Enhancing Nurses’ Communication for Effective Healthcare Delivery in Pakistani Context’ having rich data set has discussed the positive impact of ESP (English for Specific Purpose) orientation/training for the nurses. This part of the paper submits the key findings of the study, then provides the analysis, where these findings are related to existing literature and future consequences.

Findings

The nursing workforce in the study was predominantly female, the average age of the responders was 27 years, and 40% of the responders were aged between 25-29 years and mostly educated where 60% of the respondent’s possessed a Bachelors’ degree in nursing. This demographic explains a world of work willing to learn and capable of drawing organizational benefits from ESP training.

A 15% on average growth from nurses’ English proficient levels before and after training and education targeting areas such as patient communication, medical terminology and interdisciplinary collaboration.

The extent of usage of medical words increased by 15% and that of interdisciplinary conversation also increased by 15%. This implies that ESP training was able to focus on the language needs that post qualified nurses encounter in their working activities.

The reduction of documentation errors was discovered to be at 62% lower after the ESP training. The overall findings reveal that nurses’ advanced in grammatical error correction by 53%, medical terminologies by 65% and the overall coherence by 80%.

Through ESP training, nurses were able to minimize a percentage of 20% within the time they spent on documentation. This improvement in efficiency was seen mainly in the areas of admission and clinical documentation resulting in nurses spending more time with the patients.

Patients said they benefited from an average of 19 percent boost in satisfaction when it comes to communication with the nurses. Two elements that played an important role in this regard included the increase in clarity of the explanation as well as the confidence level of the nurse which has gone up by 21% and 23% respectively. This is in line with the observation that increased levels of satisfaction is directly proportional to the enhanced English skills that enhance patient-nurse relationship.

Focus group interviews carried out on nurses showed that the nurses attained increased confidence and competence in using English after the training. It also increased positive encounter with the patients and increased cooperation with other healthcare professionals.

Discussion and conclusion

Analyzing of demographic data reveals that Pakistani nursing workforce comprises of young female nurses. This demographic profile matters because younger persons specifically the working persons are more willing and more malleable to the changes in curriculum. Since, 65% of the participants had a bachelor's degree, it is expected that many of the nurses may already have prior knowledge in medical sciences that would have enabled them to adopt ESP training easily.

It is an implication that nursing as a profession is not only educationally demanding but also this relatively educated noble force give ESP the opportunities to fine-tune their programs on actual features such as practical implementation rather than language familiarization. This is true especially in the Pakistani context where English as the second language is being widely used in the professional life of the country but the nurses as a profession being short of specific terminologies and mastery over the English language suitable to the medical field.

The most noteworthy is the range of enhancement of overall English language examination outcome by 15 percent largely within the aspects focusing on or patient related verbal interaction and inter-professional teamwork. This relation with previous findings on ESP in health-care where the studies show that language is a major obstacle to communication especially in multilingual context as is the case with Pakistan.

For instance, the enhancement of medical terminology utilization is very important to make sure that nurses are able to share information to the patient and the doctor in the right way. This is especially so when have to convey information in short, brief and clear manner that can lead to physical action or an immediate intervention in an emergency.

On the other side, the development of the relationship and the more fluent and effective communication of the interdisciplinary team indicates that ESP training can assist the nurses for entering the role of the active collaborators in the healthcare teams. This is important in sectors where doctors, nurses and other employees have to coordinate their efforts so as to achieve the best results relating to the patients.

Errors have been reduced and efficiency has been increased as a result of the reforms, according to the survey. The cut down of documentation errors by 62 percent is quite an improvement especially when dealing with high risk areas such as medical records. They cause misdiagnosis and improper treatment, and yet the doctors and health care providers who prepare and issue such documentations may be liable to prosecution or may face personal and professional malpractice suits. When the grammatical errors of the

nurses were enhanced and refined along with their medical terminology, their error margin was lowered while the readability and the formal tone of their reports were enhanced.

Similarly, the reduction of time spent on the documentation tasks by being reduced to 20%, therefore more time to be spent on focusing on attending to the patients. This is a great advantage in Pakistan because many hospitals have a lot of patients to attend to by a few nurses causing high nurse-patient ratio while the time taken is very important in service delivery.

But, in this way ESP training does make a positive contribution to the overall efficiency of the process of documenting the care delivered. This supports the notion presented earlier that language skills are cause and effect to overarching operational improvement in health care.

As experienced in this study, positive patient self-identification might have a positive effect on the level of satisfaction among the patients. It would be pertinent to say that this is probably the most significant finding of the study, given that patient satisfaction increased by 19%. It might have identified that communication is considered as the key element of patient-centered care; consequently, experiencing the ESP training, the nurses have improved the quality of their communication with patients. It must also be stressed that patients were able to identify enhancement of the manner in which information is relayed as well the assurance conveyed by nurses, both of which hold a lot of value as far as trust is concerned.

This is in consistent with other studies that examine the effect of communication skills on patients' outcomes. Research has suggested that if caregivers can explain their health care advice well, the patients are also more inclined to follow the set treatment regimens, inquire from the caregivers and as well feel contented with the care given to them.

In Pakistan, which is a under developing country and also a place where outpatients departments are overcrowded and short of staff and facilities. Patient satisfaction means increased patients' confidence in healthcare providers, which boost the level of compliance and improved health condition.

About the impact, this study has implication for delivering health care in Pakistan. Key features of the healthcare system include high service utilization, the increasing population especially among the ethnic diverse linguistic populations. English is normally used as a medium through which workers in various professions communicate, but health care professionals particularly have always had some difficulties both in comprehending as well as employing the specialized language that is required as well as communicating efficiently in their areas of practice.

As a result of ESP training, the communication deficit in the healthcare sector, impacting on the fluency of nurses in English, would be appreciated. Enhanced communication enhanced client outcomes; less health care errors; and also enhanced delivery of healthcare services.

Indeed, the scenario of this present ESP program bears testimony to the fact that such programs could be effective across Pakistan for helping with the linguistic challenges that the healthcare workers may be facing. This could especially prove beneficial in the public hospitals because most nurses deal with different communities of patients, those from rural areas who may be illiterate in English.

Importantly, this research supports the notion that when ESP training is implemented, nurses benefit from better communication, better patient outcomes, and better documentation and patient satisfaction. These findings indicate that the ESP program was effective in increasing language proficiency and mentioned areas of healthcare delivery, underlining the relevance of occupation-specific language acquisition.

However, there is a need to support ESP training to advocate for improved healthcare services in the Pakistani context due to the pressure on services and language acts as a barrier in service delivery. With the knowledge of the appropriate language skills that ESP courses offer, communication barriers can be minimized, while inter-professional relations in healthcare can be enhanced for the general well-being of patients.

The study also emphasizes the importance of sustained and adequate training for nurses, specifically in areas that are relevant to patient care such as language services and testing. Further studies regarding ESP training and how it can enhance the performance of patient care delivery in other environments that are deficient, such as rural hospitals or other medical sub-disciplines, should also be conducted in the future.

ESP training has certainly been proved effective in improving the nursing communication in the enhancing nurses' communication for effective healthcare delivery in the Pakistani context. The results are aligned with the understanding that ESP training improved the competence in English, particularly in the essential aspects of nursing practice, including medical vocabulary, communication with patients, and teamwork with the members of other disciplines. Results revealed that overall perceived communication confidence had a significant increase among the sample of the nurses and that with increased confidence in documentation, there was a reduced error rate and increased patient satisfaction among the patients.

In a country such as Pakistan the health care facilities are multilingual and they function in far from ideal conditions pertaining to scarce resources, therefore communication plays a critical role. The effectiveness of ESP training indicates that language-centered professional development can help to solve some of the main issues of the nurses and other healthcare professionals. ESP training identifies and eliminates

communication barriers and, therefore, has a critical role in enhancing patients' satisfaction, minimizing misunderstandings, and optimizing the delivery of health care.

ESP training defines a powerful instrument that can upgrade the professional competencies of the nurses something that, in turn, it can result in the better healthcare and system satisfaction levels among the employees as well as can contribute towards the increased levels of professional efficacy. The findings of this investigation render affirmative evidence that studying and practicing in such training courses have social utility in the healthcare domain of the Pakistan particularly in the multilingual and diverse working environment.

Recommendations

Based on the findings of this research, the following recommendations are made for future practice and policy in Pakistan's healthcare sector.

- ESP training should be developed as a part of professional nursing education in Pakistan. By integrating of ESP courses from the first years of study, the future nurses can develop the required language abilities before they start working as nurses, and thus, become ready to meet the linguistic challenges that are inherent in the field of nursing.
- To achieve this purpose, hospitals and other related health care institutions should provide routine ESP sessions and brief familiarization courses to the nursing fraternity, respectively. The enhancement of language learning in the continuum enhances the knowledge of medical terms and communication frequently used by nurses in the delivery of health care hence improved and continuous improvement of health care.
- ESP programs must be developed with reference to the various specialization areas in nursing. For example, pediatric, oncology, or emergency care practice necessitates the use of different language and terminology than do other fields of nursing. This is why it is possible to implement more targeted ESP programs to these specialties.
- The efficient way to develop interdisciplinary collaboration could be the organization of the communication sessions where the presentation of the topics connected with interdisciplinary collaboration could be used for development of the practical communication among the nurses, doctors, and other healthcare advisors. This shall enhance team work as well as the results being yielded to the patients.
- More studies in this case should be conducted in order to ascertain the effects of ESP training to the overall healthcare delivery with more emphasis on the long term. Future research could also look at

how ESP training has an impact on the rate of nurse turnover, job satisfaction levels and more importantly on the quality of care that is provided to patients in the long run.

- ESP programs should therefore be scaled up to accommodate the rural and poorly endowed healthcare facilities in Pakistan due to the higher levels of communication constrains that may be obtained there compared to urban areas. Provision of language training in these areas could go a long way in enhancing the quality of health care service delivery to the populations in the said regions.
- This should be achieved through combined efforts from the health care and education policy makers to develop the national ESP training standards in nursing. In this way, the Pakistan can develop a more language proficient staff of health care institutions by maintaining standard education courses.

These recommendations have outlined a plan on how ESP training can be utilized to improve communication skills of nurses in Pakistan. Thus, by implementing such strategies it would be possible to make the healthcare system leaner, patient-oriented, and equipped for meeting growing challenges in providing quality care in multilingual environment.

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