

## **SIGNIFICANCE TIPS OF TEACHING ENGLISH LANGUAGE TO HEALTH SCIENCES STUDENTS**

**Shuaibu Bello \***

*College of Nursing Science Sokoto, Nigeria.*

**\*Corresponding author: Shuaibu Bello ([addshuaibubello745@gmail.com](mailto:addshuaibubello745@gmail.com))**

### **Article Info**



This article is an open access article distributed under the terms and conditions of the Creative Commons Attribution (CC BY) license  
<https://creativecommons.org/licenses/by/4.0>

### **Abstract**

The significance of teaching English to health sciences students cannot be overstated. English is a global language and a primary medium of communication in the healthcare sector. Proficiency in English enables health sciences students to comprehend complex medical concepts, interact with patients and colleagues, and access scientific literature. Effective communication skills in English are crucial for healthcare professionals to provide quality care and collaborate with international colleagues. Teaching methods such as discussion, role-play, field trips, and lectures can be employed to enhance English language skills among health sciences students.

### **Keywords:**

*Teaching, English language, Students, Lecture, teaching aids.*

**Introduction**

Humans speak to each other through languages. Language give room for communication, that involves passage of information from sender to the receiver and vice-versa. There are several languages of inhabitants of the world, utilized by different people if different cultures or regions; but some languages are more popular. English is a dominant, famous, and popular language used by native and non-native people (Hounnou, 2023). It's significance is demonstrated in it's use as medium of teaching and learning in almost every field of human endeavors. Health Sciences are among the areas that make vital use of English language in teaching and learning interactions. The objective of this paper is to describe tips of Teaching English Language to Health Sciences students.

**Significance of English Language in Health Sciences Communication**

Health sciences focus on understanding human health, preventing diseases, and promoting well-being. They involve research, education, and practical application to improve healthcare outcomes and quality of life. Health sciences encompass various fields related to healthcare, including:

- 1. Medicine
- 2. Nursing
- 3. Public Health
- 4. Allied Health Professions (e.g., physiotherapy, occupational therapy)
- 5. Health Education
- 6. Biomedical Sciences
- 7. Healthcare Administration (Hounnou, 2023)

However, English language is a medium of communication utilized by several countries across various parts of the world. It is a leading language among other languages of the world. The significance of English is overwhelmingly emphatic. Medical or health science students are only able Yi properly and clearly comprehend their areas, if they have good knowledge and practice of English language. Scientific literatures in the midst of health sciences today are written in English. Fluently speaking students will learn and understand health science subject matters more easily, secure basic skills, and interact with many patients who speak English language as native or non-native speakers (Batta, 2019). Nguyen (2024) disclosed that, proficiency in English is an indispensable tool for medical students and other related health experts during academic interactions, and professional development courses. English language proficiency support students to read textbooks, perform researches, attend workshops, seminars, and other forms of capacity building interactions. Similarly, dissemination of findings, effective international communication, and collaborations are facilitated using the English language (Nguyen, 2024). Gvenetdze (2020) reiterated that, English plays central role in education in health sciences, and serve as a widely utilized medium in healthcare, communication, teaching, learning, media, and technology. Ilgosovna (2020) stated the roles of English including, being the top language in internet, being the language of media, making travelling easier, supporting students to study anywhere in the world, encouraging business, encouraging scholarship and other opportunities.

**Teaching**

Certainly, teaching is an important major aspect of learning or education that facilitate modelling of learners to acquire character and knowledge. If the teachers are having a better perception of teaching, there is going to be good outcomes possibly, but poor perception pertaining teaching causes loopholes regards to learning outcomes in students (Okoro & Haruna, 2006). Teaching is a process or activity or

carrier that involves guiding students through planned activities so that they can obtain the richest learning possible through their experiences. Teaching is also regarded as an attempt that help students or people acquire or transform skills, knowledge, attitudes, idea, and appreciation. Teaching influences human and in turn lead to desirable behavior change. Thus, a good teacher is expected to bring about records of behavioral objectives achievement (Okoro & Haruna, 2006).

### **Elements of Good Teaching**

Good teaching consists of elements that ensure good results and attainment of objectives. Some of the elements of good teaching include:

- Organization and explanation of concepts in manners that are in tandem with abilities of students (learners). Therefore, a teacher has to have a better understanding of the concepts taught, in order to reasonably yeah students
- Creation of better environment for learning. A teacher should ensure that the learning environment is safe, involves students active participating, collaborating, and cooperating.
- Limit the delivery of information to students. A teacher should know that students learn things properly of they are taught by dividing the subject matter into parts starting from simple to complex. Dispensing large chunk of information at a time affect learning outcomes.
- A teacher should encourage students to write notes about the instructions being delivered.
- Evaluation is essential. A teacher should give emphasis to evaluation in order to diagnose possible problems, look for solutions, and device possible interventions (Okoro & Haruna, 2006).

### **Teacher**

A teacher is supposed to be a human who is responsible for supporting or helping students to learn and acquire knowledge or good (new) behavior. A teacher has the professional role of imparting or teaching knowledge. The occupation of teacher is teaching knowledge, thus, a good or effective teacher should ensure that students attain learning objectives in a controlled and predictable manner. A good teacher also helps to ensure that learning environment is desirable for students to learn, connect opportunities to learners, treat students with equity, and patiently. A teacher is expected to be sensitive to students feelings or problems, command theoretical knowledge of subject matter and human behavior, and possessed technical skills that facilitate learning. A good teacher has to plan teaching instructions, implement, evaluate, and consider feedback in order to make further plans (Okoro & Haruna, 2006).

### **Teaching Methods**

It is significant to give proper attention to the process of making teaching-learning interaction successful. This achievement of successful teaching activity is ensured through the use of teaching aids and application of teaching methods. A method refers to the way of conducting something. In a class setting, teaching methods are systematic, effective, and economical means of delivering knowledge to the learners. There are diverse arrays of teaching methods that are useful in teaching English or other courses to students, including lecture method, project method, demonstration, experimental methods, and discussion method among others (Okoro & Haruna, 2006).

### **Discussion Method**

Discussion is a verbal communication that involves exchange of ideas of opinions between two or more people on a particular topic or issues. Students are categorized in organized groups where they are supported to disclose their opinions and possible solutions or amendments are made under the guidance

of a teacher. For better discussion there is need for better environment, objective topic, and good planning. Discussion method have merits such as the followings:

- It encourages students to learn how to think, talk, speak, and approach issues
- Students are groomed to independently look for facts
- Oral communication skills are built-in
- Help students to learn and share ideas
- Teacher has room for evaluating students
- The teacher makes less interference in students learning

However, demerits of this method include, time consumption, require planning, unsuitable for large classes, and brighter students may predominate the discussions (Okoro & Haruna, 2006).

### **Project Method**

Project method allow students to select an activity and work on it by receiving guidance from the teacher, for instance, students may choose to build a language laboratory. This method have advantages as follows:

- Motivation of students to work in their selected project
- Students sense of inquiry is enhanced
- Students obtain certain skills on their conducted project

However, the concerns about project method include, time consumption, and may require funding (Okoro & Haruna, 2006).

### **Role Play or Drama**

Dramatization involves imitation of some real events in the course of teaching. In this methodology teachers assign roles to students to play in order to pass information about facts or skills, for instance demonstration of first aid treatments. Advantages of dramatization include

- Helping students to have better understanding of themselves
- Giving students better understanding of how different people behave
- Giving students opportunity to overcome nervousness
- Stimulating learning and reduce boring experience
- Making students very creative and imaginative
- The method is students-centred
- The method is practically taught

In this vein the concern about the method is consumption of time, costly, students may be diverted by the joy the drama from the real message (Okoro & Haruna, 2006).

## Field Trip

Field trip is an important method of teaching whereby students are encouraged to visit some field scenes to have more practical experience about the subject matter. Historical areas, laboratories, hospitals, companies, radio stations, etc are examples of areas that can be visited during field trip in order to facilitate teaching and learning. The method has to planned, organized, and consume time and resources as well. During the field trip teachers should make sure that the instructions are conducted in an organized fashion. The merits of the methods are many, but some of them include;

- Create a vivid learning scene
- Encourage students to have contact with skilled and experience key informants from the walk of life
- Promote students sense if enquiry
- Promotes school and communities' interaction

The concern about this method include, time consumption, cost, exhaustive planning and implementation, and difficulty in maintaining order (Okoro & Haruna, 2006).

## Lecture Method

Lecture method is a method of teaching that requires the teacher to verbally delivers an instruction (teaching) to the students. The teacher made the talks while students are listening and occasionally making contributing questions. Lecture method involves emphasis on main points of subject matter, questions at interval of the instructions, illustration or demonstration when need arises, proper planning and proper implementation in a conducive environment, explanation of concept, talking directly to the students, discussion, etc. Merits of lecture methods are as follows:

- It can be delivered easily to adult students
- It can be delivered to large audience
- Encourage uniform learning
- Teacher is having greater control of what students learn
- Encourage appreciation of concepts in the subject matter

The concern about lecture methods include, the teacher-centred nature, difficulty in evaluation, and minimal feedback from students.

## Demonstration Method

Demonstration method of teaching encourage students to have view of subject matter by showing them how to manipulate equipments or apparatus, and solve problems. The emphasis of this method is more on observation learning, whereby some students or teachers are physically indicating how to carryout tasks and the students are noticing or participating. The teacher indeed shows how to do things practically. The merits of this method are including as follows:

- Encourage realistic learning and long lasting achievement
- Encourage participation of the general population of students

- Encourage the use of the entire spectrum of sense organs
- It minimizes time and resources utilization

The challenges of this method include high cost and difficulty in physical demonstration to large audience.

### **Experimental Methods**

Experimental methods encourage students to think, whereby students are confronted with a problem and are allowed to analyze, think, make questions, and investigate in order to proffer solutions. Merits of this method are as follows:

- Students are actively participating; thus they retain much information they received
- Encourage thinking, logical reasoning, and critical analysis
- Exposure to this method encourage reasoning in order to solve critical problems

However, this method may require time and costly equipments.

### **Techniques of Teaching English to Health Students**

There are basic techniques that are supposed to be utilized when delivering teaching instructions to students. Some of these techniques are delineated as follows:

- **Questioning**

This is a method of asking questions by the teacher when delivering instructions. Therewith, the teacher asks students (listeners) thereby eliciting responses or feedback. The teacher is aided by the questioning to evaluate the understanding of students about what was taught. A question should be short, straight, correct, draw attention, audible, and clear. It helps to analyze the previous topics being learned, incite students interest, and assess background knowledge (Okoro & Haruna, 20026; Adzongo & Olaitan, 2019).

- **Note taking**

Note taking is an activity whereby students write the subject matter being taught by the teacher. It helps the students remember subject matter of the discussion in their next reading sessions.

- **Assignments**

Assignments are tasks given to students by the teacher in order to solve a given problem.

- **Proper Instructional Materials Use**

Certainly, things that help the teacher to conduct the assignment of teaching instructions are technically dubbed as teaching aids. Teaching aids include posters, textbooks, charts, films, etc. Basically, these aids are generally classified into visual aids, audiovisual, and audio aids. Visual aids are utilized in order to cause visual impressions. The students and teachers view them with their eyes in the cause of learning, for instance, textbooks, pictures, charts, diagrams. Audio aids are tools that are sensed by the ear. For instance, audio recording, singing of poetry, etc are understood through the ear and are typically the audio aids (Ordu, 2021). Audio visual aids are tools that send stimulus that is sensed by ear and eye simultaneously (Durdanovic, 2015). These aids include, film projectors, projects drama, television, video

recorder. Use of human resources and others involved in the teaching and learning interactions include, teachers, students, parents, etc. Other materials resources to be utilized in teaching interactions include, board, chalk, oranges, ball, etc (Okoro & Haruna, 2006).

**Conclusion**

In conclusion, teaching English to health sciences students is crucial for their academic and professional success. Effective communication skills in English enable them to access scientific literature, interact with patients and colleagues, and provide quality care. By employing diverse teaching methods and techniques, educators can enhance English language proficiency among health sciences students, ultimately improving healthcare outcomes.

**References:**

- Adzongo, P.I. & Olaitan, T.O. (2019). Effective teaching and classroom management: A tool for quality education in Nigeria. *BSUJEM*, 1(2),1-12.
- Batta, A. (2019). Importance of English in medical education. *Journal of Medical Academics*, 2(2),1-3.
- Durdanovic, M.M. (2015). The use of teaching aids and their importance for students music education. *International Journal of Cognitive Research in Science, English and Education*, 3(2), 33-39.
- Gvenetdze (2020). Importance of English language for medical students. DOI:10.5680/GEOMEDI10010.
- Hounnou, A. M. (2023). Teaching English for medicine as an approach applied to language for specific purposes in Benin Health schools. *RAZLC*,6(1),1-12.
- Ilgosovna, N.A. (2020). The importance of English language. *International Journal on Orange Technologies*, 2(1),22-24.
- Nguyen, P.T. (2024). The role of medical English in healthcare education. *Journal of Literature, Languages and Linguistics*, 102(2024),29-41.
- Okoro, R.U. & Haruna, M.J. (2006). Introduction to principles and practice of education for NCE and undergraduate students. Sokoto: Bash Publications.
- Ordu, U.B. (2021). The role of teaching and learning aids/methods in a changing world. *BOES Conference Books*, 19(2021), 211-216.