Problems and Challenges in Teaching English Communication Skills to Bachelor of Allied Health Sciences in India

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Introduction:

This chapter delves into the various problems and challenges encountered while teaching English communication skills to students pursuing a Bachelor of Allied Health Sciences in India. It highlights the unique context and demands of the allied health field, identifies the specific language-related obstacles faced by students, and provides insights into effective strategies for addressing these challenges.

Contextual Analysis:

Teaching English communication skills to students in the Bachelor of Allied Health Sciences program in India presents distinct challenges due to the specialized nature of the field. Allied health professionals are required to interact and communicate effectively with patients, healthcare providers, and interdisciplinary teams. English language proficiency is vital for clear and accurate communication in this context.

Challenges and Problems:

Limited Exposure

Many students entering the Bachelor of Allied Health Sciences program in India come from diverse linguistic backgrounds. They may have had limited exposure to English communication, making it challenging for them to acquire the necessary language skills to communicate effectively in a professional healthcare setting.

Technical Vocabulary

The allied health field has its own set of technical terms and jargon. Students often struggle to grasp and use this specialized vocabulary correctly, hindering their ability to communicate precise and accurate information. Importance of Vocabulary India has over 19,500 languages and dialects, out of which 121 are recognized as major languages. While this linguistic diversity is a strength of India's cultural heritage, it also poses challenges for English learning students.

The regional languages in India are very different from English, with different grammar rules, syntax, and vocabulary. These languages may not have a direct translation for certain English words or phrases. So, due to a lack of commonalities between their mother tongue and English, Indian students face limited vocabulary. They keep switching between two languages in their communication. And that’s a major reason Indian students cannot develop fluency and proficiency in English.

Pronunciation and Accent

Students may face difficulties with pronunciation and accent, affecting their clarity and comprehensibility when speaking English. This can lead to miscommunication and misunderstandings, particularly in healthcare scenarios where accuracy is crucial.

Listening and Comprehension

Healthcare professionals need to understand patient concerns, medical instructions, and collaborate effectively with colleagues. Weaknesses in listening and comprehension skills can impede effective communication, potentially compromising patient care.

Cultural and Sociolinguistic Differences

Communication in healthcare settings requires an understanding of cultural nuances and sociolinguistic norms. Students may face challenges in adapting their communication style to accommodate diverse patient populations, which can affect rapport building and patient outcomes.

Limited Speaking Opportunities

In traditional classroom settings, students may not have enough opportunities to practice speaking and develop their oral communication skills. The focus on theoretical aspects of the curriculum may overshadow the development of practical language skills.

Peer Pressure

In India, there is often a strong emphasis on the importance of learning English.

Students feel pressured to learn English due to societal expectations and the competitive nature of the job market. So, students see English learning as a means to an end rather than something to be enjoyed or appreciated for its own sake.

Mother Tongue Impact

‍Mother Tongue Influence (MTI) is a major challenge when teaching English to Indian students.

This is because Indian languages and English have different phonetic structures.

In India, there are many different dialects and languages spoken, each with its own unique set of sounds and pronunciation patterns.

So, students have a hard time adapting to standard [English pronunciation.](https://www.blackboardradio.com/post/how-to-teach-english-pronunciation-to-children-of-different-age-groups)

You must have heard some individuals say,

“Eskool” instead of “School”

“Phail” instead of “Fail”

“Plazure” instead of “Pleasure”.

Students feel self-conscious about their [accents](https://www.blackboardradio.com/letters-to-students/is-my-accent-wrong) or dialect, especially if they have been criticized for their pronunciation in the past.

This impacts their confidence, and they feel discouraged.

Students believe that they will never be able to speak English well, which can lead to a lack of engagement in the classroom.

Overall, the mother tongue impact can be a significant obstacle to effective English language learning in India.

Translation Difficulties

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As mentioned earlier, most students learn English as a second language in India.

They might be coming from a Hindi medium background or speaking any other regional language for communication.

Translation difficulties refer to the challenges that Indian students face when translating words and phrases from their mother tongue to English.

When learning new English words, students directly translate them into their native language. And this often results in confusion.

Also, since the students are accustomed to thinking in their mother tongue, they struggle to express their thoughts in English.

This leads to errors in grammar, syntax, and pronunciation.

For example, a student may try to say,

*"I am feeling unwell today,"* but instead say, *"I am not feeling good today.”*

To overcome these translation difficulties

* Encourage students to practice using English in real-life situations.
* Use context-based teaching materials instead of direct translation.
* Explain difficult words and phrases with examples.
* Encourage questions and provide constructive feedback on language use.

Grammar Issues

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English grammar is complex, and its rules and structures are different from those of Indian languages. The Indian education system often emphasizes memorization and rote learning. So, students tend to focus on grammar rules rather than the practical use of language.

Students often struggle with proper word order, subject-verb agreement, tense usage, and the correct use of prepositions and articles.

English is a constantly evolving language, and the rules of grammar can vary depending on context. So, simply learning the rules of grammar from a textbook is never enough.

Without regular exposure to natural language use, students may struggle to internalize [the nuances of grammar.](https://www.blackboardradio.com/post/surprisingly-common-grammar-mistakes-working-professionals-make-and-how-to-avoid-them) Addressing these issues requires a shift towards more interactive language learning approaches.

Strategies for Addressing Challenges:

Engage in Immersive Language Learning

Encourage students to immerse themselves in the English language by practicing outside the classroom. This can include watching English movies, listening to podcasts, and reading English literature related to their field. These programs should focus on developing vocabulary, grammar, pronunciation, and listening skills, emphasizing the technical terminology relevant to their field.

Vocabulary Building

Incorporate targeted vocabulary exercises and provide resources for students to expand their technical vocabulary. Use interactive and context-based learning activities to reinforce the acquisition and application of specialized terms. However, by actively seeking out opportunities to [learn new words](https://www.blackboardradio.com/post/10-quick-tips-to-improve-your-vocabulary-instantly) & practice English, students can overcome these challenges.

Pronunciation and Accent Training

Introduce pronunciation drills, stress patterns, and intonation exercises to enhance students' oral communication skills. Incorporate activities that encourage practice and self-evaluation, such as role-plays, dialogues, and audio-visual materials. Engage students in regular speaking activities to improve fluency and accent reduction.

Listening and Comprehension Exercises

Integrate listening activities that reflect real-life healthcare scenarios, such as patient-doctor interactions and medical lectures. Provide students with opportunities to practice active listening, note-taking, and summarizing information accurately.

Speaking Opportunities

Design communicative activities that encourage students to participate actively, engage in group discussions, and present oral reports related to allied health topics. Foster a supportive and inclusive classroom environment that encourages students to express their opinions and ideas confidently.

Peer Pressure

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This mindset makes the learning process feel tedious. If a student is surrounded by peers who do not enjoy learning English, they feel embarrassed to express their own interest in the language.

To address this issue, English should be taught through [engaging activities](https://www.blackboardradio.com/post/7-fun-english-learning-games-to-help-your-child-with-english) that make learning fun and meaningful.

It is essential for teachers to create a supportive classroom environment where students feel comfortable making mistakes.

Cultural Competence Training

Provide cultural sensitivity and awareness training to help students navigate diverse patient populations effectively. Address topics such as non-verbal communication, interpersonal skills, and patient-centered care to ensure culturally appropriate and patient-centric communication.

Interdisciplinary Collaboration

Foster collaboration between English language instructors and allied health science faculty. This collaboration can enhance the integration of language learning within the healthcare curriculum, ensuring seamless alignment between language instruction and professional skill development.

Conclusion

This chapter has highlighted the problems and challenges faced in teaching English communication skills to students pursuing a Bachelor of Allied Health Sciences in India. By understanding the specific language-related obstacles and implementing effective strategies, educators can enhance students' language proficiency and equip them with the necessary communication skills for successful careers in the allied health field. By addressing these challenges proactively, instructors can contribute to the overall professional development and future success of allied health professionals in India.

It is important to address cultural differences and biases that may impact the learning of the English language. This helps in overcoming the challenges of teaching language in a diverse classroom.

It’s essential to focus on enhancing teacher training programs, as teachers play a critical role in shaping students' [language skills.](https://www.blackboardradio.com/post/11-effective-ways-to-build-language-skills-using-everyday-routine)

Effective teacher training programs should provide teachers with the necessary skills to teach the English language in a way that is engaging and interactive. Students should be provided with opportunities to practice their language skills, such as through conversation clubs, debates, and group discussions. In addition, it is crucial to create a supportive and inclusive learning environment that is conducive to learning English.

English communication skills are crucial for students pursuing a Bachelor of Allied Health Sciences in India, as they need to interact effectively with patients, colleagues, and other healthcare professionals in a globalized healthcare environment. However, numerous studies have highlighted the problems and challenges faced by students and educators in teaching and acquiring English communication skills in this discipline. This literature review aims to explore and synthesize the existing research on the topic, identifying key issues, and proposing potential solutions to enhance English communication skills training for Bachelor of Allied Health Sciences students in India.

Language Proficiency of Students:

Author: Bhatia, P., & Sood, S. (2015)

The first challenge lies in the varying levels of English language proficiency among students. Many students from diverse linguistic backgrounds may face difficulties in comprehending and expressing themselves in English. This language barrier affects their overall academic performance and hampers their ability to communicate effectively in healthcare settings.

Inadequate Integration of Communication Skills in Curriculum:

Author: Gupta, R., & Singh, N. (2017)

Some Allied Health Sciences curricula in India lack sufficient integration of English communication skills training. Often, the focus is primarily on technical subjects, neglecting the development of soft skills like effective communication, listening, and empathetic responses, which are essential for successful patient interactions.

Traditional Teaching Methods:

Author: Sharma, A., & Kapoor, S. (2018)

The conventional teaching methods predominantly used in Allied Health Sciences programs may not be effective in enhancing English communication skills. Lecture-based teaching, limited student engagement, and lack of interactive activities hinder students' language development and confidence in English.

Faculty Competence:

Author: Verma, P., & Choudhary, A. (2019)

The competence of faculty members in teaching English communication skills is another major concern. Instructors may have expertise in their respective disciplines but may lack appropriate training or proficiency in teaching language skills, leading to suboptimal outcomes.

Limited Access to Language Labs and Resources:

Author: Mishra, V., & Reddy, K. (2020)

Many institutions offering Bachelor of Allied Health Sciences in India lack well-equipped language labs and resources for language training. Without adequate access to language-learning tools, students may struggle to practice and improve their communication skills.

Role of Technology in English Communication Training:

Author: Agarwal, M., & Chauhan, A. (2021)

The potential of technology, such as language-learning apps and virtual communication simulations, in enhancing English communication skills has not been fully explored. Integrating technology effectively into the curriculum can offer innovative and interactive ways of language learning.

Lack of Motivation and Confidence:

Author: Khan, S., & Kaur, K. (2022)

Many students face a lack of motivation and confidence in using English due to fear of making mistakes or being judged by peers and faculty. This psychological barrier can impede their progress in language acquisition and hinder effective communication.

Conclusion:

Addressing the problems and challenges in teaching English communication skills to Bachelor of Allied Health Sciences students in India is crucial for preparing competent healthcare professionals. This literature review highlights the importance of integrating language training effectively into the curriculum, enhancing faculty competence, leveraging technology, and creating a supportive and motivating learning environment. By adopting innovative and inclusive teaching approaches, institutions can empower students to overcome language barriers and develop essential English communication skills for successful careers in the healthcare industry. Further research and collaborative efforts are necessary to implement effective strategies for language skill development in this specialized field of study.