



**Assessing Nursing Students' Proficiency in Using English Terminology
during Their Studies at the College of Nursing in Zawia:**

English Language Teachers' Perspectives

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Abstract

This study aimed to assess nursing students' proficiency in using English Terminology during their studies at the College of Nursing in Zawia from English language teachers' perspectives. This involved identifying the level of relevant skills in a number of dimensions including general understanding of English terminology, using English terminology in oral skills and in academic writing, learning and acquiring English terminology, self-assessment, and the challenges encountered. The research adopted a descriptive analytical analysis for its appropriateness to the nature and aims of the study. To address the research questions, the researchers used a questionnaire to collect data. The sample of the study consisted of 30 teachers in Nursing College at Zawia. The findings of the study revealed that the level of nursing students' skills in using English terminology was moderate across all dimensions. Moreover, it was found that students encounter difficulties in using nursing English terminology both in speaking and in academic writing. The study also showed that the students relied on lectures in acquiring terms compared to self-learning tools. The findings also revealed that there was statistically significant difference with females outperforming males in the dimension of using English terms in academic writing, while there was no statistically significant difference in the other dimensions or in the scale as a whole. In light of these findings, the researchers recommend that it is necessary to enhance using English technical terms in nursing curriculum courses through training programs to support communication skills and academic writing. Encouraging self-learning strategies which contribute to increasing nursing students' proficiency linguistically and professionally is also recommended/

Key words: assessing, skills of using English terms, medical terms, nursing students, academic writing, learning and acquiring nursing terms, nursing college at Zawia.

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**تقييم كفاءة طلاب التمريض في استخدام المصطلحات الإنجليزية خلال دراستهم في كلية التمريض بالزواوية
وجهة نظر معلمي اللغة الإنجليزية**

ملخص البحث:

هدفت هذه الدراسة إلى تقييم كفاءة طلاب التمريض في استخدام المصطلحات الإنجليزية خلال دراستهم في كلية التمريض بالزواوية من وجهة نظر معلمي اللغة الإنجليزية. وشمل ذلك تحديد مستوى المهارات ذات الصلة في عدد من الجوانب، بما في ذلك الفهم العام للمصطلحات الإنجليزية، واستخدامها في مهارات التواصل الشفهي والكتابة الأكاديمية، وتعلمها واكتسابها، والتقييم الذاتي، والتحديات التي واجهوها. اعتمد البحث المنهج الوصفي التحليلي لملاءمته لطبيعة الدراسة وأهدافها. وللإجابة على أسئلة البحث، استخدم الباحثون استبياناً لجمع البيانات. تألفت عينة الدراسة من 30 معلماً في كلية التمريض بالزواوية. وكشفت نتائج الدراسة أن مستوى مهارات طلاب التمريض في استخدام المصطلحات الإنجليزية كان متوسطاً في جميع الجوانب. كما تبين أن الطلاب يواجهون صعوبات في استخدام مصطلحات التمريض الإنجليزية في كل من التحدث والكتابة الأكاديمية. وأظهرت الدراسة أيضاً أن الطلاب يعتمدون على المحاضرات في اكتساب المصطلحات أكثر من اعتمادهم على التعلم الذاتي. وكشفت النتائج أيضاً عن وجود فرق ذي دلالة إحصائية بين الإناث والذكور في استخدام المصطلحات الإنجليزية في الكتابة الأكاديمية، بينما لم يكن هناك فرق ذو دلالة إحصائية في الجوانب الأخرى أو في المقياس ككل. وفي ضوء هذه النتائج، يوصي الباحثون بضرورة تعزيز استخدام المصطلحات التقنية الإنجليزية في مناهج التمريض من خلال برامج تدريبية لدعم مهارات التواصل والكتابة الأكاديمية. يُوصى أيضاً بتشجيع استراتيجيات التعلم الذاتي التي تُسهم في رفع كفاءة طلاب التمريض لغوياً ومهنيًا.

الكلمات المفتاحية: التقييم، مهارات استخدام المصطلحات الإنجليزية، المصطلحات الطبية، طلاب التمريض، الكتابة الأكاديمية، تعلم واكتساب مصطلحات التمريض، كلية التمريض في الزاوية.

1. Introduction

Language is the deepest human characteristic and the most influential in the communication process. It enables individuals to think, express and interact effectively in their societies. 'To have another language is to possess a second soul' this saying was mentioned to show the importance of language (Carder, 2007, p.79). Learning another language is not limited to communication only, but also means cognitive and cultural development (Kramsch, 1991). Therefore, mastering a second language contributes to broadening one's horizons and understanding oneself and others, which enhances cultural awareness and intellectual openness.

In the same vein, Varzi, (1997) confirmed the close connection between language and thought by saying "The boundaries of my language, means the boundaries of my world" in a reference to language proficiency which contributes to forming individual awareness of the world around oneself (Wittgenstein, 1922). The importance of this saying is increasing in light of the status of the English language as international language. English language proficiency enables learners to gain greater academic and professional opportunities, and enhances learners' abilities to communicate in multiple cultures and environments.

Flora Luis believes that learning a language is not just memorization of vocabulary or grammar, but it is a means of broadening ways of thinking. She stated that 'learning another language does not mean only learning different words to the same things, but learning a new ways of thinking about things' (as cited in British Council, 2026). This statement indicates that proficiency in English terminology contributes to developing the ability to express oneself academically and professionally. However, there are still a number of students who encounter

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difficulties in using specialized English terminology precisely and appropriately in their fields of study, which limits their ability to express the complicated ideas clearly and effectively.

Therefore, assessing nursing students' ability to use English medical terminology precisely and effectively is not limited to assessing their language skills only, but also reflects their level of academic and professional readiness to engage in international work and learning environments. Consequently, studying this ability from their teachers' perspectives is considered an important step to examine the current situation of the English language in nursing colleges, in addition to identifying areas of weakness in order to suggest some pedagogical strategies that contribute to enhancing constructive and active use of the academic English vocabulary.

2. Statement of the Problem

Despite the emphasis on learning English language globally, several students still encounter difficulties in using English terminology precisely in different contexts. Educational curricula focus on grammar and general vocabulary while improving the ability to choose and use precise terminology in specific specializations receives limited attention. As a result, learners have an extensive vocabulary, but they encounter difficulties in using them in oral and written communication. The English language is the main language used to communicate educationally and professionally in the nursing field. Since most educational references, curricula and the specialized terminology in healthy institutions are in English language, nursing students who own the skills of using medical English terminology represents one of the main requirements to understand the academic content and to be effectively involved in interaction in diverse professional situations.

It was noticed during teaching fourth year nursing college students that they suffer from weakness in using EMT. Also, mid and final exams results give evidence for the students low level to use the terminology. Students' low level may reflect negatively on their academic achievement and their abilities to understand specialized courses, and professional communication during the training and practicing processes. The problem is may be attributed to the existing gap between the theoretical knowledge of the EMT and the students' ability to use them correctly and effectively in professional and academic situations. As a result, this gap may restrict students' proficiency in expressing themselves, communicating with others, and understanding content related to different nursing terminology. Also, this gap may affect the readiness of graduates to start their work in healthy environments, which requires continuous use of the nursing and medical English terminology.

3. Aims of the Study

This study aims to...

- evaluate proficiency of nursing students' in using English Medical Terminology (EMT) during their studies at the Nursing College in Zawia from English Language Teachers perspectives.
- identify the differences in the responses of the sample in terms of gender and educational qualifications when evaluating the level of competence in using EMT during their studies at the Nursing College in Zawia from the English Language Teachers' perspectives.

4. Research Questions

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1. To what extent are nursing students' proficient in understanding EMT and using them in their oral communication, and in their academic writing from English language teachers' perspectives?
2. What are the differences in terms of gender and educational qualifications in the responses of the participants when evaluating students' level of competence in using EMT during their studies at the Nursing College in Zawia from English Language Teachers' perspectives?

5. Research Methodology

The current study adopted the quantitative method which is effective and more suitable for the nature of the research and for answering the research questions.

Data Collection Instrument

In order to address the research questions and achieve the aims of the research, the researchers use the questionnaire which allows them to gather data from a large number of participants in an effective and organized manner.

Data Analysis Procedure

The researchers employed statistical Cochran formula to determine the sample size, frequencies, percentages, arithmetic mean, standard deviation, relative importance, Spearman's rank correlation coefficient, and Cronbach's alpha reliability coefficient. Moreover, Mann-Whitney U test was used to measure the differences attributed to the variable of gender and the variable of academic qualification.

Population and Sample of the Study

The population of the study included all nursing lecturers at Zawia University. Their number is 65 university lecturers. The sample of the study is comprised of 30 university lecturers in Zawia Nursing College which was considered appropriate size by using Cochran' formula (Cochran, 1977) with confidence level of 95%, and margin of erro of 0.05%. The researchers distributed 54 copies of the questionnaires; however only 30 copies were retrieved and were considered suitable for the analysis, with a response rate of 54.55% from the total distributed questionnaires. This was the percentage employed to conduct statistical analyses and analyze the study findings (Cochran, 1977).

Sample Description in terms of Gender

Table (1) below illustrates the respondents' gender distribution. There were 18 females out of 30, which makes more than half of the participants (60%), while the males number was only 12 representing 40% of the participants. This result reflects the increasing number of females participating in this study compared to males.

1: Sample Distribution according to Gender

Ord.	Gender	Frequency	Percentage
1	Males	12	40.0%
2	Females	18	60.0%
Total		30	100%

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Sample Description in terms of Academic Qualification

Table (2) illustrates the respondents' distribution according to educational qualification. More than two thirds (N=23) out of 30 are holders of a Master's degree representing 76.7%, while the minority had PhD, they are (n=7) representing 23.3% of the total number of the participants. This result indicates that the vast majority of the participants have master degree. This indicates that the participants have a high academic level, and that all of them are postgraduate degree holders.

Table 2: Sample Distribution according to Qualification

Ord.	Qualification	frequency	Percentage
1	Master	23	76.7%
2	PhD.	7	23.3%
Total		30	100%

Sample Description according to Academic Degree

Table (3) illustrates the participants' distribution according to the academic degree. The first group which achieved a higher score consists of those who have lecturer degree (n=11) representing 36.7%, whereas the second group of participants have assistant professor degree, and they were (n=9) representing 30%. The third group of participants have assistant lecturer degree, and they were (n=5) representing 16.7%. However, the group of associate professor was ranked fourth. They were (n=4) representing 13.3%. The group of participants who have professor degree occupied the fifth position, represented by (n=1). These results indicate that the majority of the participants in this study have the degree of lecturer and assistant professor, together representing 66.7% of the total sample size. This result shows that a large number of the university lecturers are characterized by their academic experience, this variation in the academic degrees and the levels of experience enriches the findings of the study.

Table 3: Sample Distribution according to the Academic Degree

Ord.	Qualification	frequency	Percentage
1	Assistant Lecturer	5	%16.7
2	Lecturer	11	%36.7
3	Assistant Professor	9	%30.0
4	Associate Professor	4	%13.3
5	Professor	1	%3.3
Total		30	100%

Sample Description according to Years of Experience

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Table (4) shows the participants' distribution according to their teaching experience.

Those who have five years or less of practice are 7 participants representing 23.3%. A fifth of the respondents (n=6) had 16 to 20 years of experience representing 20.0%. The third group fourth groups each have 6 to 10 and 11 to 15 years of experience respectively. Each group consists of (n=5) participants and each representing 16.7 %. The fifth group are those who have 21 to 25 years of experience consisting of (n=4) and representing 13.3%., followed by the participants who have more than 31 years in the profession, they are (n=2) representing 6.7%. Only one participant has 26 to 30 years of experience.

These results indicate that there is a kind of diversity in the years of experience among the participants. Those who have limited experience and moderate experience constituted the largest number. This kind of variation in the length of experience is a positive indicator that enhances the comprehensiveness of the obtained data.

Table 4: Sample Distribution according to Experience

Ord.	Years of Experience Variable	Frequenc y	Percentage
1	5 Years and Less	7	23.3%
2	6:10 Years	5	16.7%
3	11:15 Years	5	16.7%
4	16:20 Years	6	20.0%
5	21:25 Years	4	13.3%
6	26:30 Years	1	3.3%
7	More than 31 years	2	6.7%
Total		30	100%

The Questionnaire

The researchers used criterion validity during collecting tge data as a primary criterion to evaluate students' skills in using EMT. The questionnaire consisted of 20 items which were rated on a five point Likret scale: never, rarely, sometimes, often, and usually (Richards, 1976: Coxhead, 2000: Zimmerman, 2000, Dörnyei, 2005: Hyland, 2006: Schmitt, 2008, 2010: Nation, 2013). It includes five main dimensions: general understanding to EMT, using EMT in oral skills, using EMT in academic writing, learning and acquiring EMT, and self-assessment and difficulties.

Face Validity of the Instrument

The researchers relied on the questionnaire as an instrument tool in this study. The questionnaire was validated using a variety of validity types including criterion validity, face validity, and content validity. This was achieved by presenting the items and dimensions to seven experienced lecturers. They were asked to evaluate the suitability, clarity of these dimensions and their connection with the variables of the study by using (suitable/ unsuitable) for face validity, and to (related/unrelated) for content validity. These procedures were employed to assess students' skills in using EMT to fourth year nursing college at Zawia University. This procedure included five main dimensions: general understanding to EMT, using EMT in oral skills, using EMT in academic writing, learning and acquiring EMT, and, finally, self-assessment and difficulties.

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The findings of perceptions of experts in Table (5) revealed a high level of agreement with relation to content validity. The first dimension of general understanding of EMT achieved 80%, and the dimensions of using EMT in oral skills and the dimension of using EMT in academic writing each achieved 70%, whereas the dimension of learning and acquiring EMT achieved 85%, and, finally, the dimension of self-assessment and difficulties achieved 75%. The total content validity of the instrument is 75%, which indicates that the questionnaire is characterized by suitable degree of validity and reliability, and applicable on the participant of the study as presented in Table (5).

Table 5: Face validity and content validity of the dimensions of study

Ord	The dimensions of the instrument(questionnaire)	Percentage
1	General understanding to EMT	%80
2	Using EMT in oral skills	%70
3	Using EMT in academic writing	%70
4	Learning and acquiring EMT	%85
5	Self-assessing and difficulties	%75
The overall validity level of the study instrument		%75

Internal Consistency Validity of the Study Dimensions and the Overall Score of the study Instrument

Table (6) reveals that correlation coefficients and overall score of the study instrument ranged from (0.891-0.610), and all of them were positively high and the statistical significance level reached (0.01). The statistical significance value was (sig = 0.000) of all dimensions, and it is less than the adopted level of significance (0.01). This confirms that all the dimensions have high level of internal consistency validity and construct validity.

The first dimension **General understanding of EMT** achieved the highest correlation value with the total score of the study instrument reached (0.891), which indicates that this dimension is considered the most connected dimension with the subject of the study. However, The dimension of **self-assessing and difficulties** was in the second position with correlation coefficient (0.869), followed by the dimension of **using EMT in oral skills** with correlation coefficient reached (0.824), then the **dimension of Learning and acquiring EMT** with correlation coefficient (0.791). These high correlation coefficients refer to the strong relationship between these dimensions and the total score of the study instrument. However, **using EMT in academic writing** dimension recorded the lowest correlation value (0.610), but this result still represents high correlation coefficient relation, which indicates that this dimension contributes effectively in measuring the phenomenon under study. Generally, the findings of this study showed that all the study dimensions are related positively in measuring the phenomenon under study. This confirms that the instrument has a high level of internal

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consistency validity and reflects the dimensions' ability to measure the different aspects of the studied phenomenon completely and systematically. Therefore, the dimensions of the study instrument have a high level of validity, which confirms its validity for use in field application and the reliability of results which ultimately lead to achieving the research aims.

Table 6: Internal Consistency Validity of the Study Dimensions and the Overall Score of the Study Instrument

Ord	Study dimensions and overall to the questionnaire form		Correlation coefficient value	Level of significance	Significance value
1	General understanding to EMT	Total score to the study instrument	0.891**	0.01	0.000
2	Using EMT in oral skills		0.824**	0.01	0.000
3	Using EMT in academic writing		0.610**	0.01	0.000
4	Learning and acquiring EMT		0.791**	0.01	0.000
5	Self-assessing and difficulties		0.869**	0.01	0.000

Reliability Coefficient of the Study Instrument

The results in Table (7) reveal that the reliability coefficient of the study dimensions, calculated by using Alpha Cronbach was high with varied degrees. Since the values of reliability coefficient reached (0.94-0.81), these values exceed the statistically minimum acceptable level of coefficient (0.70). This indicates that the dimensions of the instrument have high degree of internal consistency and reliability coefficient. The dimension of **general understanding of EMT** recorded the highest rank and the highest reliability coefficient (0.94), followed by the dimension of **self-assessment and difficulties**, with reliability coefficient (0.92), then comes the dimension of **using EMT in oral skills** with reliability coefficient (0.91). the reliability coefficient of the dimension **Learning and acquiring EMT** comes fourth by reaching (0.89), whereas the fifth and the last dimension **Using EMT in academic writing** obtained the lowest reliability coefficient (0.81), but it remains within the academic acceptable limits. The findings also revealed that the overall reliability coefficient of the study instrument (questionnaire form) was (0.92). It is a high value reflecting a high degree of internal consistency between the items of the questionnaire, which confirms its validity for usage in the main study and its ability to provide data that is characterized by high degree of accuracy and reliability when applied on the study sample. Therefore, it can be concluded that the overall reliability coefficient of the study instrument was reliable when collecting data and it achieved the study aims as explained in Table (7)

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Table 7: Cronbach's Alpha coefficient for measuring the reliability of the study instrument's dimensions

No.	Dimensions of study tool	Reliability coefficient (Cronbach Alpha)	Dimensions' order
1	General understanding to EMT	0.94	1
2	Using EMT in oral skills	0.91	3
3	Using EMT in academic writing	0.81	5
4	Learning and acquiring EMT	0.89	4
5	Self-assessing and difficulties	0.92	2
Level of reliability of the study instrument (Questionnaire form)		0.92	

The pilot study

The researchers conducted the pilot study on a sample of (20) participants who were selected from the population of the study and outside of the main sample. The questionnaire was distributed directly by using a hard copy on the 3rd of January 2025, before at least two weeks from applying the main study. The pilot study aimed to investigate the clarity of the items and the suitability of the instrument for the study participants, and identify if there are any difficulties that may encounter the participants when filling the questionnaire. In addition, the study aimed to determine the time and its suitability to complete the questionnaire independently by the participants, which guarantees the quality of the instrument and its effectiveness before applying it using the final form of the questionnaire.

The main Study

The main study was conducted after two weeks from the pilot study, after ensuring that it is simple and easy to answer the items of the questionnaire, and ensuring face validity, content validity, and its reliability. The questionnaire was distributed as a hard copy to the participants on 12th of February 2025.

6. Presentation and Discussion

The following is a presentation and discussion of the first question: To what extent are nursing students' proficient in using EMT for **general understanding, using them in oral skills, and in academic writing, learning and acquiring EMT**, and **self-assessment and difficulties** during their studies at The Nursing College in Zawia from English Language Teachers' perspectives?

Regarding the first dimension **general understanding of EMT** in the first question, the analysis shown in Table (8) revealed that the arithmetic mean of the dimension of general understanding of EMT reached (2.81), standard deviation is (0.77), and relative importance is (56.20%). This indicates that the respondent's general understanding of EMT was moderate. Also, the study showed that the item *the student demonstrates command to EMT used in the academic content* ranked first, with arithmetic mean (3.13), and relative importance of (62.60). This indicates that the respondents have an acceptable level in the comprehension of EMT which is related to the academic content. On the other hand, the item *the student shows ability*

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to differentiate between similar terms recorded the lowest rank with arithmetic mean (2.53), and relative importance of (50.60%), which indicates the existence of relative degree of difficulty for the participants in differentiating between EMT which have similar meaning or usage. In general, the findings of this item reflect the existence of moderate level regarding the first dimension *general comprehension to the EMT according to the participant of the sample*. This result assured the importance of enhancing the aspects that are related to the understanding and the usage of the academic EMT in educational programs and appropriate training.

Table 8: Illustrates the arithmetic mean, standard deviation, relative importance, sample level and item order in the dimension of general comprehension to EMT

No.	Items and dimension of general understanding of EMT	Arithmetic mean	Standard deviation	Relative importance	Sample level	Item
1	The student demonstrates command to EMT used in the academic content	3.13	0.93	62.60%	Moderate	1
2	The student is able to identify the meaning of EMT from the context	2.90	0.95	58.00%	Moderate	2
3	The student shows ability to differentiate between the similar terms	2.53	0.93	50.60%	Low	3
4	The student use EMT precisely during the oral or written class activities	2.70	0.98	54.00%	Moderate	4
	Dimension level of general understanding of EMT	2.81	0.77	56.20%	Moderate	

Presentation and discussion of the second dimension for the first question:

How are nursing students' proficient in **using EMT in oral skills** when studying in Nursing College at Zawia from their teachers' perspectives?

The findings of the study presented in Table (9) revealed that the level of using EMT in oral skills' dimension is moderate. The overall arithmetic mean of the dimension reached (3.06),

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and the relative importance is (61.20%). This shows that students' skills in using EMT in spoken and practical situations are not as expected which reflects the existence of a relative deficiency in employing EMT during academic communication. The first ranked item was *the student encounters difficulty in retrieving EMT during speaking*, with arithmetic mean reached (3.90), relative importance of (78.00%) and a high level. Thereby this indicates that the lecturers think that their students face clear difficulty in retrieving EMT and use it during speaking or discussion. However, the item *the student use EMT during presentations or discussions* was ranked second, with the arithmetic mean (2.93), relative importance reaching (58.60%) and moderate level. This result indicates that EMT students' use during oral presentations and discussions had a moderate level. The item *the student is able to pronounce EMT correctly* was ranked third with arithmetic mean (2.76), and relative importance of (55.20%). The item *the student uses the suitable EMT during oral interaction with colleges or lecturers* was ranked last with the arithmetic mean (2.66), and relative importance of (53.20) and moderate level for both. This finding reflects students' relative weakness in pronunciation and using EMT orally. Therefore, it can be said that this dimension refers to the existence of challenges that encounter nursing students in using EMT orally and practically, specially, in relation to retrieving EMT promptly and using them during academic communication. This situation requires enhancing educational practices which develop communication skills and use EMT continuously in classes in addition to practical training.

Table 9: Illustrates the arithmetic mean, standard deviation, relative importance, sample level and item order in the dimension of using EMT in oral skills

No.	Items and dimension of using EMT in oral skills	Arithmetic mean	Standard deviation	Relative importance	Sample level	
1	The student use EMT during presentations or discussions	2.93	1.14	58.60%	Moderate	2
2	The student is able to pronounce EMT correctly	2.76	1.104	55.20%	Moderate	3
3	The student uses the suitable EMT during oral interaction with colleges or lecturer	2.66	1.09	53.20%	Moderate	4
4	The student encounter difficulty in retrieving EMT during speaking	3.90	0.80	78.00%	High	1
	Dimension level in using EMT in oral skills	3.06	0.62	61.20%	Moderate	

Presentation and discussion of the findings of the third item in the first question:

How are nursing students' skills in using EMT for academic writing during studying at nursing college in Zawia University from their lecturers perspectives

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The findings of the data analysis in Table (10) revealed that the participants' level regarding the dimension of **using EMT in academic writing** was moderate. The overall arithmetic mean was (3.30%), and the relative importance reached (66.00%), which reflects that nursing students own moderate level in employing EMT during academic writing. However, some difficulties limit students' abilities in writing reports, researches and different writing activities efficiently. The item of *the student encounters difficulty in constructing sentences by using advanced EMT* was in the first position, with arithmetic mean (4.03), relative importance of (80.60%), and a high level, which shows lecturers' agreement that their students face clear difficulties in using advanced EMT in syntax during academic writing. This reflects limitation of the students' ability to use EMT practically. The item of *the student uses dictionaries and electronic sources for EMT verification* was in ranked second with arithmetic mean reaching (3.50), relative importance of (70.00%), and a high level, which refers to students' strong dependence on supportive sources for the verification of EMT usage during writing.

The item *the student uses EMT suitably in reports and writing researches* was ranked third with arithmetic mean (2.96), relative importance reaching (59.20%), and with moderate level. However, the last rank was for the item *the student ensures the accuracy of EMT when writing*, with arithmetic mean (2.73), relative importance reaching (54.60%) and with a moderate level, which indicates that verification skill of EMT accuracy, and use in academic writing still needs more improvement. In general, the findings revealed that the students have moderate level in using EMT in academic writing, but they are still having noticeable challenges in constructing academic sentences by using advanced EMT, which requires enhancement of English academic writing skills through continuous training and written assignments which focus on the correct use of the EMT.

Table 10: Illustrates the arithmetic mean, standard deviation, relative importance, sample level and item order in the dimension of using EMT in academic writing

No.	Items and dimension of using EMT in academic writing	Arithmetic mean	Standard deviation	Relative importance	Sample level	
1	The student uses EMT suitably in reports and researches writing	2.96	1.03	59.20%	Moderate	3
2	The student ensures the accuracy of EMT when writing	2.73	1.22	54.60%	Moderate	4
3	The student use dictionaries and electronic sources for EMT verification	3.50	1.19	70.00%	High	2
4	The student encounters difficulty in constructing	4.03	0.99	80.60%	High	1

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	sentences by using advanced EMT					
Dimension's level of using EMT in academic writing overall	3.30	0.68	66.00%	Moderate		

Presentation and discussion of the findings of the fourth dimension for the first question:

How are nursing students' proficient in using EMT in learning and acquiring terminology when studying in the Nursing College at Zawia from their teachers' perspectives?

Table (11) revealed that the learning level and acquiring EMT by nursing students was moderate, with overall arithmetic mean of the dimension (2.72), standard deviation reaching (0.86), and relative importance of (54.40%). This result reflects that the students' moderate level in learning, acquiring EMT and developing their linguistic vocabulary is still less than the expected level required for nursing specialization.

The item *the student's benefits of lectures in developing his vocabulary in EMT* was in first position, with an arithmetic mean (3.23), relative importance of (64.60%), and a moderate level. These findings showed that the educational lectures are considered the main source to acquire EMT by students, and their lecturers contribute with acceptable level in enriching students' vocabulary. Regarding the item *the student pays attention to learn new EMT through self or electronic sources*, it was ranked second with an arithmetic mean (2.70), relative importance of (54.00%), and a moderate level. These findings indicated that there is relative limited involvement in self-learning of EMT rather than in the frame of their educational lectures. The item *the student joins activities that contribute to acquiring EMT as reading or translation*, was in the third position with an arithmetic mean (2.50), relative importance reaching (50.00%), and a very low level. On the other hand, the item *the student uses means to organize and learn new EMT* was in the last position, with an arithmetic mean (2.46), relative importance of (49.20%), and a very low level. These findings show that the students lack practises in self-activities and organised strategies which assist students to acquire EMT. In general, these finding illustrate that acquiring EMT is based more strongly on what is introduced in educational lectures, whereas many students lack self-initiatives and the teaching aids that help them improve their EMT continuously. This finding indicates the need for encouraging students to use more effective self-learning strategies such as specialized reading and translation, and using educational applications such as electronic flashcards.

Table 11: Illustrates the arithmetic mean, standard deviation, relative importance, sample level and item order in the dimension of learning and acquiring terminology

No.	Items and dimension of learning and acquiring terminology	Arithmetic mean	Standard deviation	Relative importance	Sample level	
1	The student pays attention to learn new	2.70	1.17	54.00%	Moderate	2

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	EMT through self or electronic sources					
2	The student's benefits of lectures in developing his vocabulary in EMT	3.23	1.07	64.60%	Moderate	1
3	The student joins activities that contribute in acquiring EMT as reading or translation	2.50	1.10	50.00%	Very Low	3
4	The student uses means to organize and learn new EMT	2.46	1.04	49.20%	Very Low	4
Dimension's level of learning and acquiring terminology overall		2.72	0.86	54.40%	Moderate	

Presentation and discussion of the findings of the fifth dimension for the first question:
How are nursing students' proficient in using EMT in self-assessment and difficulties when studying in nursing college at Zawia from their teachers perspectives?

Data analysis in Table (12) reveled that the dimension of self-assessment and difficulties was moderate. The overall arithmetic mean of the dimension was (3.06), standard deviation reached (0.59), and relative importance of (61.20%). What was mentioned reflects that nursing students have moderate level of awareness regarding their linguistics abilities related to the use EMT effectively, but they still encounter some difficulties that limit their proficiency in using EMT effecticively.

Data analysis for the item the student encounters difficulties in using specialized EMT showed that it ranked first with an arithmetic mean reaching (3.83), relative importance of (76.60%) and a high level. This analysis indicates that there is agreement among the participants that their students encounter clear difficulties in dealing with nursing EMT. This is an indicator of the presence of a gap between theoretical knowledge and the ability to use them practically. However, the item *the student benefits from the feedback to correct his/her linguistics errors* was in ranked second enhancing academic educational guidelines programs and the continuous feedback. In addition to encouraging the students to practise self-assessment of their linguistics levels in order to improve their abilities to use EMT in academic educational EMT in academic and professional contexts.

Table 12: Illustrates the arithmetic mean, standard deviation, relative importance, sample level and item order and the dimension of self-assessing and difficulties

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No.	Items and dimension of self-assessing and difficulties	Arithmetic mean	Standard deviation	Relative importance	Sample level	
1	The student shows awareness to his/her skills level in using EMT	2.50	0.90	%50.00	Low	4
2	The student shows desire to develop his/her of EMT usage.	2.83	1.20	%56.60	Moderate	3
3	The student encounters difficulties in using specialized EMT.	3.83	0.83	%76.60	High	1
4	The student benefits from the feedback to correct his/her linguistics errors.	3.10	1.09	%62.00	Moderate	2
Dimension's level of self-assessing and difficulties		3.06	0.59	%61.20	Moderate	

Presentation and discussion of the findings of the second question:

What are the differences in terms of gender and educational qualification variables in the responses of the sample when evaluating students' level of competence in using EMT during their studies at Nursing College in Zawia from English Language Teachers' perspectives?

Presentation and discussion of the first part of the findings of the second question:

What are the differences in the responses of the sample according to the gender variable when assessing students' level of competence in using EMT during their studies at Nursing College in Zawia from English Language Teachers' perspectives?

The data analysis presented in table (13) shows Mann-Whitney test results which revealed that statistically significant differences among the sample participants' responses in terms of gender. In the formulation of Nonparametric Tests, Null hypothesis and Alternative hypothesis were used as follows:

- Null hypothesis(H0): there are no statistical significance differences at the significance level ($\alpha \leq 0.05$) in participants responses about nursing students skills level in using EMT during study in the different dimensions due to gender variable.
- Alternative hypothesis (H1): there are statistical significance differences at the significance level ($\alpha \leq 0.05$) in participants responses about nursing students skills level in using EMT during study in the different dimensions due to gender variable.

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Table (13) reveals that most Sig-Values were larger than the adopted significance level ($\alpha = 0.05$), which indicates that there are no statistical significance differences between males and females in most study dimensions. For example, in *general comprehension of EMT* dimension, statistical significance value was (sig= 0.316) and it is larger than the adopted significance level, which indicates that there are no statistical significance differences between males and females. The statistical analysis reflects similar perspectives of lecturers in relation to nursing students comprehension level of EMT. This may have resulted from students being subjected to the same academic courses and the same educational environment to ensure alignment of educational opportunities and acquiring the knowledge of EMT. Moreover, the findings revealed that there are no statistical significant differences in the dimension of *using EMT in oral skills*; the statistical significance value reached (sig = 0.207), which is not a statistical significant value. This result indicates that students use of EMT in applied situations and situational skills is not affected by gender but by other factors such as academic preparation level, learning experience and practical training.

Regarding *using EMT in academic writing* deminsion, the findings revealed that there are statistical significance differences between males and females; the statistical significance value reached (sig = 0.034), which is less than the significance level (0.05). With refrence to mean rank, it is clear that these differences are in favour of females whose mean rank was (18.25), wheras it was (11.38) for males . This result indicates that female students have a better level in using EMT in academic writing compared with male students. This may be attributed to females students' great attention when writing assignments to increase the level of linguistic accuracy and academic organization as for example, when they write their reports, and scientific researches. However, for **learning and and acquiring EMT**, the statistical significance value reached (sig = 0.286), and it is larger than the adopted significance level, which indicates that there are no statistical significance differences in terms of gender. This reflects the similarities of the educational opportunities and learning sources available to both male and female students, which results in closeness of their levels in acquiring EMT and improving their language. Regarding the dimension of **self-evaluation and difficulties**, the statistical significance value reached (sig = 1.000), which indicates that there are no differences between males and females, and this finding shows that difficulties that encountere students in using EMT, and their linguistic skills awareness level are considered common among both genders.

On overall measurement level, the value of the statistical significance reached (sig = 0.280). which is a larger value than the adopted significance level (0.05), which shows that there are no statistical significance differences between males or females in their skills level in using EMT during study from their lecturers point of views. This result indicates that gender is not a crucial factor in explaining the proficiency level, and the variation in students levels may be due to other factors such as the educational background, the exposure to the EMT, the followed teaching styles, and the level of motivation. To conclude, we can say that the results of the study ensured that there are no statistical significance deferences due to gender in all study dimensions, except for using EMT in academic writing, which shows statistical significance differences in favour for females. Therefore, the Null hypothesis is acceptable in most study dimensions, whereas, it is rejected in the dimension of using EMT in academic writing , and

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the alternative hypothesis is acceptable which indicates the existence of differences due to gender in this dimension.

Table 13: Illustrates sample size, mean rank, sum of ranks, Mann W value, significance level, Z value and Sig value significance of the differences according to gender variable in research dimensions and the scale as a whole

N O.	Research Dimensions	Gender Variable	Sample size	Mean Rank	Sum of Ranks	Mann W. value	Significance Level	Z value	Sig Value
1	General understanding to EMT dimension	Male	12	13.54	162.50	84.500	0.05	-1.003	0.316
		Female	18	16.81	302.50		0.05		
2	Using EMT in oral skills dimension	Male	12	13.04	156.50	78.500	0.05	-1.262	0.207
		Female	18	17.14	308.50		0.05		
3	Using EMT in academic writing dimension	Male	12	11.38	136.50	58.500	0.05	-2.123	0.034
		Female	18	18.25	328.50		0.05		
4	Learning and acquiring EMT dimension	Male	12	13.42	161.00	83.000	0.05	-1.067	0.286
		Female	18	16.89	304.00		0.05		
5	Self-assessing and difficulties dimension	Male	12	15.50	186.00	108.000	0.05	0.000	1.000
		Female	18	15.50	279.00		0.05		
Overall measurement: nursing students skills level in using EMT during study		Male	12	13.38	160.50	82.500	0.05	-1.081	0.280
		Female	18	16.92	304.50		0.05		

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Presentation and discussion of the findings of the second question:

What are the differences in terms of educational qualification variable in the responses of the respondents when evaluating students' level of competence in using EMT during their studies at the Nursing College in Zawia from English Language Teachers' perspectives?

The data analysis presented in table (14) shows Mann-Whitney test results of statistically significant differences among the participants responses, in terms of educational qualification variable. The test was used for its suitability with independent groups. Therefore, the formulation of Nonparametric Tests, Null hypothesis and Alternative hypothesis were used as following:

- Null hypothesis(H0): there are no statistical significance differences at the significance level ($\alpha \leq 0.05$) among mean ranks of participant responses about nursing students skills level in using EMT during study in different dimensions due to the educational qualification variable.
- Alternative hypothesis (H1): there are statistical significance differences at the significance level ($\alpha \leq 0.05$) among mean ranks of participant responses about nursing students skills level in using EMT during study by different dimensions due to the educational qualification variable.

Statistical results of significance differences between nursing students skills responses in using English Terminology during study in terms of qualification variable (MA./Ph D.) are shown in Table (14) which reveal that most statistical significance values were larger than the adopted significance level ($\alpha = 0.05$), which indicates that there are no statistical significance differences in using English terms during study in terms of the educational qualification variable.

Mann-Whitney U test was used for its appropriateness for the data nature and the size of the sample. The findings show that statistical significance values of all dimensions and of the scale as a whole were larger than the adopted significance level ($\alpha = 0.05$), which indicates that there are no statistical significance differences in terms of educational qualification. For example, for the dimension of **general comprehension to the English Terms**, the statistical significance value reached (sig = 0.132), and this value is larger than the adopted significance level ($\alpha = 0.05$), which indicates that there are no statistical significance differences among participants whether they are Master or Ph D. holders in their assessment of the general understanding level of EMT of the nursing students. This result reflects a high degree of agreement among the participants about the reality of this dimension regardless of the difference in their qualifications.

Moreover, the findings of the study also revealed that there are no statistical significant differences in the dimension of *using EMT in the skill of speaking*; the value of statistical significance reached ($\alpha = 0.05$). Although this value falls at the significance threshold, but it does not refer to fundamental differences that can be considered reliable in light of the adopted interpretation criteria, which ensures convergence of views of the participants about students usage of English Terminology in applied aspect and skills.

Additionally, in the dimension of **students use of English Terminology in academic writing**, the value of the statistical significance reached (Sig = 0.056). This value is larger than the

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adopted significance level, which indicates that there are no statistical significance differences among the participants of the study in terms of the education qualification. This result shows that the lecturers' assessment of students' use of English Terms level in academic writing is not effected by the educational qualification that they hold.

However, for the dimension of **learning and acquiring English Terminology**, the statistical significance value reached (Sig = 0.226), and it is not statistically significant, which reflects the agreement of the participants about their students' acquisition level of the English Terminology, the learning sources, and the developing strategies, regardless of their diverse educational qualifications.

The findings of the study revealed that there are no statistical significant differences in the dimension of **self-assessment and difficulties**; the value of the statistical significance reached (Sig = 0.785), which is a high value, confirming the existence of a high degree of homogeneity in the respondents' responses toward this dimension. This result shows the lecturers' agreement regarding the level of difficulties that students encounter and their proficiency awareness level in using English Terms.

Table (14): Illustrates sample size, mean rank, sum of ranks, Mann W value, significance level, Z value and Sig value significance of the differences according to educational qualification variable in research dimensions and overall measurement

No .	Research Dimensions	Educ. Quali	Sample size	Mean Rank	Sum of Ranks	Mann W. value	Significance Level	Z value	Sig Value
1	General understanding to EMT dimension	M.A.	23	16.83	387.00	50.000	0.05	- 1.508	0.132
		Bh D.	7	11.14	78.00		0.05	-	
2	Using EMT in oral skills dimension	M.A.	23	17.22	396.00	41.000	0.05	- 1.957	0.050
		Bh D.	7	9.86	69.00		0.05	-	
3	Using EMT in academic writing dimension	M.A.	23	17.17	395.00	42.000	0.05	- 1.912	0.056
		Bh D.	7	10.00	70.00		0.05	-	
4		M.A.	23	16.57	381.00	56.000	0.05		0.226

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	Learning and acquiring EMT dimension	Bh D.	7	12.0 0	84.00		0.05	- 1.212 -	
5	Self-assessing and difficulties dimension	M.A.	23	15.7 4	362.00	75.000	0.05	- .273-	0.785
		Bh D.	7	14.7 1	103.00		0.05		
Overall measurement: nursing students skills level in using EMT during study		M.A.	23	16.6 5	383.00	54.000	0.05	- 1.302	0.193
		Bh D.	7	11.7 1	82.00		0.05	-	

On the level of the scale as a whole, the statistical significance value reached (Sig = 0.193). This value is larger than the significance level (0.05), which indicates that there are no statistical significant differences among the participants of the study that are attributed to the variable of educational qualification in evaluating nursing students regarding their proficiency level in using English Terminology during their study.

This result indicates that lecturers' assessment of students proficiency level was largely similar regardless being the teacher has a master degree or phd. Degree. This result can be interpreted that lecturers with different qualifications work at the same academic atmosphere, they teach the same courses or similar courses in its nature, which makes them in more agreement in their comments and their assessment of the students' levels. Also, common academic and professional experiences contribute to making convergent perspectives about the reality of using English Terminology by the students and their linguistic proficiency level . Therefore, the Null hypothesis, which states that there are no statistical significance differences is accepted in the responses of the participants duo to the qualification variable in all dimensions of the study and the scale as a whole. However, Alternative hypothesis, which supposes the existence of differences due to this variable is rejected.

Summary of Findings

1. The proficiency level of nursing students in using English terminology was in moderate level from their lecturers' perspectives.
2. There is a relative weakness in general comprehension of the EMT by the students, which influences their abilities to understand the academic nursing content.
3. Students encounter difficulties in using EMT during oral interaction, presentations, and academic discussions.
4. Students encounter obvious difficulty in retrieving EMT and using it during speaking and academic communication.
5. There is a weekness in using EMT in academic writing, especially in formulating sentences and using advanced EMT in writing reports and researchers

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6. Students depend largely on educational lectures in acquiring EMT, with relative weaknesses in employing strategies for self-learning and supporting activities to acquire specialized vocabulary.
7. There is a decrease in the students' level of participating in activities which contribute to developing their EMT such as specialized reading, translation and using means to organize EMT and retention.
8. Students face clear difficulties when using nursing terminology, due to the existing gap between the theoretical knowledge terms and the ability to use them.
9. There are no statistical significance differences in using English terms proficiency due to gender in most study dimensions and the scale as a whole, except for the dimension of using EMT in academic writing, which shows differences in the interest of females.
10. There are no statistical significance differences that are attributed to educational qualification in most study dimensions and the scale as a whole, which indicates agreement among lecturers about the students actual use of English terms.

7. Recommendations

1. Improving educational specialized programmes that aim to develop the skills of using English terms by nursing students and connect them with academic and professional situations.
2. Increasing focus on using English specialized terms during lecturers, practical lessons and clinical training.
3. Integrating educational and applied activities that contribute to enhancing the use of English terms in oral usage in classrooms and during field training.
4. Training the students by using academic writing in English, specially in writing reports, patient cases, by using the correct EMT.
5. Encouraging the students to use medical electronic dictionaries, modern educational applications to develop their linguistics vocabulary and develop their skills in using EMT.
6. Organizing courses and workshops specialized in medical English and nursing to develop the academic and professional communication of the students.
7. Encouraging the students to read continuously educational references and nursing journals in English to increase their exposure to specialized terms.
8. Using self-learning strategies such as electronic flashcards, conceptual maps and applications for learning medical terminology.
9. Providing academic guidance and support programs to students who are suffering from using English terms, and providing continuous feedback to correct the linguistic mistakes.
10. Future studies should investigate the effectiveness of training programmes and modern educational aids to develop the skills of using English terminology by students in different medical specializations.
11. Working to integrating the specialized English language to a great extent in teaching nursing course curricula to achieve completeness between the linguistic aspects and the professional aspects.
12. Encouraging the lecturers to make extra their efforts to enhance the use the English language in the educational environment, which contributes to increasing the students linguistic and professional proficiency levels..

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