English Proficiency of Nursing Students and Academic Performance in Riyadh City

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ABSTRACT

Background: *Students who speak English as a second language (ESL) may face considerable challenges in English language universities. The aim of this study is to investigate the English language proficiency of nursing students and academic environmental support.* ***Design:*** *Mixed, correlational design used with sample of 136 nursing students. Structured Questionnaire used to collect data regarding student's socio-demographic, academic grades, language proficiency and an open-ended question.* ***Results****: Forty-three percent of participants experienced difficulty in understanding second language in clinical practice, 68% experienced challenges in studying a second language and 47% were embarrassed to speak English. Approximately 71% of the participants had low ELAS scores and 58% had a good GPA.* ***Conclusion:*** *Internal motivation, study challenge and entrance GPA were predictors of academic performance. Hence, it is recommended that faculty administrators should have concrete plans for improving and monitoring the English language proficiency of nursing students throughout enrolment in the nursing colleges.*

Keywords: Academic performance, English language, nursing students, grade point average, faculty member, English language proficiency.