

**Medical Students' Perceived Needs Considering the  
English Language Skills from the Perspective of  
Students and Instructors in Eastern Mediterranean  
University**

**Khadijeh Kasraeifard**

Submitted to the  
Institute of Graduate Studies and Research  
in partial fulfillment of the requirements for the degree of

Master of Arts  
in  
English Language Teaching

Eastern Mediterranean University  
September 2019  
Gazimağusa, North Cyprus

Approval of the Institute of Graduate Studies and Research

---

Prof. Dr. Ali Hakan Ulusoy  
Acting Director

I certify that this thesis satisfies all the requirements as a thesis for the degree of Master of Arts in English Language Teaching.

---

Assoc. Prof. Dr. Javanshir Shibliyev  
Chair, Department of Foreign Language  
Education

We certify that we have read this thesis and that in our opinion it is fully adequate in scope and quality as a thesis for the degree of Master of Arts in English Language Teaching.

---

Assoc. Prof. Dr. Javanshir Shibliyev  
Supervisor

---

Examining Committee

1. Prof. Dr. Ülker Vancı Osman

2. Prof. Dr. Mehmet Ali Yavuz

3. Assoc. Prof. Dr. Javanshir Shibliyev

## **ABSTRACT**

The present study aimed at investigating the medical students' perceived needs for the four language skills, the instructors' perceptions of the students' needs of four skills, the similarities and differences between students' and instructors' opinions in terms of students' needs of those four skills as well as the instructors' views on English language needs of the medical students at the Eastern Mediterranean University.

To conduct the study, a mixed methodology was employed. The participants included ninety-nine medical students at the medical department and seven instructors who taught the English courses and medical courses at the same department in the academic year of 2019. The quantitative phase included data collection adapting Taşçı's (2007) questionnaire. To collect qualitative data structured interviews with the instructors were conducted. The quantitative data were analyzed descriptively using SPSS and the qualitative data were analyzed using thematic emergent coding.

Based on the findings, it was revealed that both the students and the instructors believed that English language is vital in their education. However, the students believed that failing in the courses must not hinder them from continuing their studies at the Medical Department; whereas, the instructors' perception was not same. Also, it was found that the most prioritized skill for the students was speaking while the instructors believed that it was reading.

Based on the sub-constructs analysis, it was observed that they needed the skills for reading exam questions, textbooks, and resource books, following spoken instructions from lecturers and for understanding discussions on medical issues, succeeding in

presentations in conferences or seminars and making reports, and using the medical sites on the internet. Most of the sub-constructs were in line with what the instructors believed other than the reading skill. The instructors reported that the students need to improve their English reading skill. Some practical recommendations were also listed for the EMU curriculum designers and materials and course developers to be considered while reviewing or evaluating the English courses.

**Keywords:** perception, students' needs, medicine students

## ÖZ

Bu çalışma Doğu Akdeniz Üniversitesi Tıp Fakültesi öğrencilerinin dört dil becerisine yönelik ihtiyaçlarını, öğretmenlerin öğrencilerin bu ihtiyaç algılarına yönelik görüşlerini, dört dil becerisi ihtiyacına yönelik öğrenci ve öğretmen görüşleri arasındaki benzerlikleri ve farklılıkları incelemenin yanısıra Tıp öğrencilerinin İngiliz dili ihtiyaçlarına ilişkin öğretmen görüşlerini de belirlemeyi amaçlamıştır.

Çalışmanın gerçekleştirilebilmesi için karma araştırma deseni kullanılmıştır. Çalışmaya, 2018-2019 akademik yılında Doğu Akdeniz Üniversitesi Tıp Fakültesi'nde eğitim alan doksan dokuz öğrenci ve hem İngilizce hem de tıp derslerini veren yedi öğretmen katılmıştır. Çalışmanın nicel veri toplama boyutu için Taşçı (2007)'nin anketinin uyarlanmış versiyonu uygulanmıştır. Nitel veri toplama için ise, öğretmenlerle yapılandırılmış görüşmeler gerçekleştirilmiştir. Elde edilen nicel veriler betimsel olarak SPSS yazılımı kullanılarak, nitel veriler ise tematik kodlama uygulanarak analiz edilmiştir.

Analiz sonucunda elde edilen bulgulara göre hem öğrencilerin hem öğretmenlerin İngilizce dilinin eğitimlerinde hayati derecede önemli bir rol oynadığına inandıkları bulunmuştur. Fakat, öğrenciler derslerde başarısız olmanın Tıp Fakültesi'ndeki eğitimlerine devam etmelerini engellememesi gerektiğine inanırken, öğretmenler bu konuda aynı görüşü paylaşmamıştır. Ayrıca, öğrenciler en önemli becerinin konuşma becerisi olduğuna inanırken, öğretmenler ise okuma becerisinin öncelikli olması gerektiğini savunmuşlardır.

Alt boyut analizlerine göre, sınav sorularını, ders kitaplarını ve diđer kaynak kitapları okumak, öğretmenlerin sözlü talimatlarını uygulayabilmek, tıbbi konulardaki tartışmaları anlamak, konferans ve sminerlerdeki sunumlarda başarılı olmak, raporlama yapabilmek ve İnternetteki tıp sitelerini kullanabilmek için becerilere ihtiyaç duydukları ortaya çıkmıştır. Okuma dışında çođu alt boyut bulgusu öğretmen görüşleriyle uyum göstermektedir. Öğretmenlere göre öğrencilerin İngilizce okuma becerilerinin geliştirilmesi gerekmektedir. Bu bulgular ışığında, İngilizce derslerinin değerlendirilmesi için dikkate almak üzere DAÜ müfredat tasarımcıları, materyal ve ders geliştiricileri için pratik önerilerde bulunulmuştur.

**Anahtar Sözcükler:** algı , öğrencilerin dil ihtiyaçları, tıp öğrencileri

## DEDICATION

*I am dedicating this thesis to beloved people who have meant and continue to mean so much to me.*

*First and foremost, to my parents whose love for me knew no bounds.*

*Next, to my husband, Ahmet, who has been a constant source of support and encouragement.*

*Last but not least, I am dedicating this to my brothers, Ali, Mohammad, and Hussein for their love, endless support and encouragement.*

## **AKNOWLEDMENT**

I would like to express my sincere gratitude to my supervisor, Assoc. Prof .Dr. Javanshir Shibliyev for his support, patience, motivation, and immense knowledge.

Beside my supervisor, I would like to thank to the jury members: Prof. Dr. Ülker Vancı Osman, and Prof. Dr. Mehmet Ali Yavuz for their insightful comments and encouragement.

In addition, my sincere thanks also go to the instructors and the students of the Faculty of Medicine at Eastern Mediterranean University for their assistance during the data collection process of my thesis.



# TABLE OF CONTENTS

ABSTRACT.....	iii
ÖZ.....	v
DEDICATION.....	vii
ACKNOWLEDGMENT.....	viii
LIST OF TABLES .....	xiii
LIST OF FIGURES.....	xvi
1 INTRODUCTION .....	1
1.1 Presentation.....	1
1.2 Background of the Study.....	1
1.2.1 EAP Course for the Medical Students in EMU.....	3
1.2.2 EAP Course for the Medical Students Aims.....	4
1.2.3 EAP Course for the Medical Students Objectives.....	4
1.2.4 EAP Course for the Medical Students Outcomes.....	5
1.3 Problem Statment.....	6
1.4 Purpose of the Study.....	7
1.5 Research Questions.....	8
1.6 Significance of the Study.....	8
1.7 Summary.....	8
2 LITRATURE REVIEW .....	9
2.1 Presentation.....	10
2.2 English for Specific Purposes (ESP).....	10
2.2.1 English for Specific Purposes Branches .....	13
2.2.2.Course Design for ESP.....	15

2.2.3 English for Academic Purposes (EAP).....	16
2.2.4 English for Academic Purposes Methodologies.....	17
2.2.5 English for Academic Purposes Syllabuses.....	18
2.3 Need Analysis.....	20
2.3.1 Need Analysis Approaches.....	24
2.3.2 Need Analysis Instrumentation .....	27
2.4 A Review of the Related Studies.....	28
2.5 Summary.....	31
3 METHODOLOGY .....	33
3.1 Introduction .....	33
3.2 Overall Research Design.....	33
3.3 Participants and Setting.....	35
3.4 Instrumentation.....	36
3.4.1 The Quantitative Measure.....	36
3.4.2 The Qualitative Measure.....	38
3.5 Data Collection Procedures.....	39
3.5.1 Student' Questionnaire Administration.....	39
3.5.2 Interview with the Teachers .....	40
3.6 Data Analysis .....	40
3.7 Summary .....	41
4 RESULTS .....	43
4.1 Results of Research Questions .....	43
4.1.1 Results of the First Research Question.....	43
4.1.2 Results of the Second Research Question.....	54
4.1.3 Results of the Third Research Question .....	66

4.2 Analysis of Quantitative Data for Instructors' Interviews .....	72
4.2.1 Analysis of the Data for Interview Question 1.....	72
4.2.2 Analysis of the Data for Interview Question 2.....	74
4.2.3 Analysis of the Data for Interview Question 3.....	75
4.2.4 Analysis of the Data for Interview Question 4 .....	76
4.2.5 Analysis of the Data for Interview Question 5.....	78
4.2.6 Analysis of the Data for Interview Question 6.....	79
4.2.7 Analysis of the Data for Interview Question 7.....	79
4.2.8 Analysis of the Data for Interview Question 8.....	80
4.2.9 Analysis of the Data for Interview Question 9.....	81
4.2.10 Analysis of the Data for Interview Question 10.....	81
4.2.11 Analysis of the Data for Interview Question 11.....	83
4.2.12 Analysis of the Data for Interview Question 12.....	83
4.2.13 Analysis of the Data of Interview Question 13.....	84
4.3 Summary .....	86
5 DISCUSSION OF RESULTS AND CONCLUSION.....	88
5.1 Discussion of the Results.....	88
5.1.1 Research Question 1: What are the Medical Students' Perceived Four Skills?.....	89
5.1.2 Research Question 2: What are the Instructors' Perception of their Students' Needs of Four Skills.....	89
5.1.3 Research Question 3: What are the Similarities and Differences Between Students' and Instructors' Opinions in Terms of Students' Needs of Four Skills?.....	90
5.2 Conclusion.....	90

5.3 Implications of the Study .....	95
5.4 Limitations of the Study .....	96
5.5 Suggestions for Further Research .....	97
REFERENCES.....	98
APPENDICES .....	107
Appendix A: Approval Letter from Ethics Committee of EMU.....	108
Appendix B: Questionnaire for Instructors .....	109
Appendix C: Questionnaire for Students .....	114
Appendix D: Instructor Interview .....	119

## LIST OF TABLES

Table 2.1: Four viewpoints on needs, adopted from Brown (2016).....	23
Table 4.1: Results of Descriptive Analysis for Students’ Opinions about Learning English at the Medical Faculty of EMU University.....	44
Table 4.2: Results of Descriptive Analysis for Students’ Opinions about Learning and Using the Four Language Skills.....	48
Table 4.3: Results of Descriptive Analysis for Students’ Opinions about Need of English Writing Skills.....	48
Table 4.4: Results of Descriptive Analysis for Students’ Opinions about the Reason for Significance of Writing Skill.....	49
Table 4.5: Results of Descriptive Analysis for Students’ Opinions about Need of English Reading Skills.....	50
Table 4.6: Results of Descriptive Analysis for Students’ Opinions about the Reason for Significance of Reading Skill.....	50
Table 4.7: Results of Descriptive Analysis for Students’ Opinions about Need of English Listening Skills.....	51
Table 4.8: Results of Descriptive Analysis for Students’ Opinions about the Reason for Significance of Listening Skill.....	51
Table 4.9: Results of Descriptive Analysis for Students’ Opinions about Need of English Speaking Skill.....	52
Table 4.10: Results of Descriptive Analysis for Students’ Opinions about the Reason for Significance of Speaking Skill.....	53
Table 4.11: Results of Descriptive Analysis for Students’ Opinions about English Language Problems.....	54

Table 4.12: Results of descriptive analysis for instructors’ opinions about learning English at the Medical Faculty of EMU University. ....	55
Table 4.13: Results of Descriptive Analysis for Instructors’ Opinions about Learning and Using the four Language Skills.....	59
Table 4.14: Results of Descriptive Analysis for Instructors’ Opinions about need of English Writing Skill.....	59
Table 4.15: Results of Descriptive Analysis for Instructors’ Opinions about the Reason for Significance of Writing Skill.....	60
Table 4.16: Results of Descriptive Analysis for Instructors’ Opinions about Need of English Reading Skill.....	61
Table 4.17: Results of Descriptive Analysis for Instructors’ Opinions about the Reason for Significance of Reading Skill.....	61
Table 4.18: Results of Descriptive Analysis for Instructors’ Opinions about Need of English Listening Skill.....	62
Table 4.19: Results of Descriptive Analysis for Instructors’ Opinions about the Reason for Significance of Listening Skill.....	62
Table 4.20: Results of Descriptive Analysis for Instructors’ Opinions about Need of English Speaking Skill.....	63
Table 4.21: Results of Descriptive Analysis for Instructors’ Opinions about the Reason for Significance of Speaking Skill.....	64
Table 4.22: Results of Descriptive Analysis for Instructors’ Opinions about English Language Problems.....	65
Table 4.23: The Mean Score of Both Students’ and Instructors’ Opinions about Learning English at the Medical Faculty of EMU University.....	66
Table 4.24: Results of T-Test.....	68

Table 4.25: Analysis of the views for interview question 1.....	74
Table 4.26: Analysis of the views for interview question 2.....	75
Table 4.27: Analysis of the views for interview question 3.....	76
Table 4.28: Analysis of the views for interview question 4.....	77
Table 4.29: Analysis of the views for interview question 5.....	78
Table 4.30: Analysis of the views for interview question 6.....	79
Table 4.31: Analysis of the views for interview question 7.....	80
Table 4.32: Analysis of the views for interview question 8.....	81
Table 4.33: Analysis of the views for interview question 9.....	81
Table 4.34: Analysis of the views for interview question 10.....	82
Table 4.35: Analysis of the views for interview question 11.....	83
Table 4.36: Analysis of the views for interview question 12.....	84
Table 4.37: Analysis of the views for open-ended interview question 13.....	85

## LIST OF FIGURE

Figure 2.1: Continuum of ELT course types adopted from Dudley-Evans and St. John (1998).....	15
Figure 2.2: Definition of a need adopted from Gupta, et al. (2007).....	23
Figure 2.3: A system model of evaluation adopted from Gupta, et al. (2007).....	26
Figure 3.1: Parallel mixed-methods design adapted from Hesse-Biber (2010) ....	34
Figure 3.2: the process of integrating findings of data.....	34
Figure 4.1: The similarities and differences between students' and instructors' opinions about learning English .....	67
Figure 4.2: The similarities and differences between students' and instructors' 'opinions about the importance of listening skill.....	70
Figure 4.3: The similarities and differences between students' and instructors' 'opinions about the importance of speaking skill.....	70
Figure 4.4: The similarities and differences between students' and instructors' opinions about the importance of reading skill.....	71
Figure 4.5: The similarities and differences between students' and instructors' opinions about the importance of writing skill.....	72



# Chapter 1

## INTRODUCTION

### 1.1 Presentation

The present chapter introduces the study background, states the problem of the study, and presents the study purpose. It also provides the research questions raised based on the objectives of the study and offers the key terms' definitions.

### 1.2 Background of the Study

The English language has already grown as a significant medium for the dissemination of academic knowledge as well as a dominant language in academic success. It was by the end of World War II when an extensive development in science, technology and economics took place worldwide which sought the allocation of an international language (Hutchinson & Waters, 1987). Thus, currently, English is not only the official language of many leading countries as well as the second language of many others, but it is also a primary medium of communication in business, research, and education in today's interconnected and globalized world. In the same vein, the learning of the English language, known as the language of science and technology, has shifted from a focus on form as having been perceived as a system to be learnt to a higher level of "means of communication" due to the extensive influence of communicative language teaching (Zohoorian, 2015).

Based on this shift of focus, English for Specific Purposes (ESP) emerged in the field of English teaching to satisfy the emerging needs of a large group of students who needed English for specific purposes in general and for academic purposes in specific. Thus, the development of ESP was due to the fact that learners' particular needs have to be met and thus themes covered in this area have to relate to either their particular area of study or occupations (Strevens, 1980). Accordingly, the emergence of ESP meant to build up learners' skills to prepare them for communication in the English language and satisfy the aforementioned needs (Tarnopolsky, 2009). According to Hutchinson and Waters (1987), ESP possesses a practical enterprise as it is devised for a growing number of people worldwide who are assumed to have clearly-defined language needs.

It needs to be noted that ESP is an umbrella term for other courses including EAP that stands for English for Academic purposes, an English course that takes place within the context of an academic or educational environment (Dominguez & Rokowski, 2002) and EOP which stands for English for occupational purposes which emphasizes the importance of professional purposes rather than academic (Dudley Evans, 2001). Another important concept inherited within ESP is needs analysis. While ESP is well believed to be an attempt for the satisfaction of the students' academic and occupational needs (Belcher, 2004), Needs Analysis is devised to compensate for the diversity of learners' needs because of the diversity of profiles or learning situations (Harwood & Petric, 2011). Thus, needs analysis holds a vital position in designing courses for specific purposes (Amirian & Tavakoli, 2009; Dudley- Evans & St John, 2001; Hutchinson & Waters, 1987; Jordan, 1997; Long, 2005; Robinson, 1991). Initial studies on needs analysis encompassed simple investigations of learners' purposes to learn English; whereas, later studies were more refined and sought the reasons for

which learners needed to get involved in English courses as well as looked for the situations where they needed to employ the English language (Flowerdew & Peacock, 2001).

On the other hand, many universities all around the world provide ESP courses to fulfil the English language needs of the students who enrol in, especially those universities which hold an international position and which have international student intake. Eastern Mediterranean University (EMU) is not an exception concerning this as students from different nationalities including Iranian, Arab, African, and many others have enrolled. EMU also offers ESP courses for the development of the students' English skill and proficiency. These courses are meant to prepare the students for academic success as well as life achievement.

Consequently, while needs analysis as an information collection process can be used to evaluate a currently existing course with the purpose of improving the various components of a program (Atefi Boroujeni & Moradian Fard ,2013), the present study is an attempt to identify the most fundamental needs of the medical students in learning English and investigate the weaknesses and strengths of ESP courses offered to them. To this end, the researcher intends to investigate the current needs of the medical students and their preferences in focusing on the different language skills as well as the priority they put on the different language skills.

### **1.2.1 EAP Course for the Medical Students in EMU**

The EAP courses for medical students is described in detail in EMU website (<http://study-medicalenglish.com/home/about/>). The EAP course for the medical students in EMU is entitled as “Medical English” known as ENGL131. The level is allocated for intermediate to advanced. The course type is considered as a university

core which has a credit value of 4. To enrol there is no prerequisite or co-requisite needed. The duration of the course is one year. The course is meant to improve medical terminology, specialist vocabulary, and basic grammatical structures. Also, it is planned to enhance the medical students' ability of communicating with patients or medical colleagues. Another area on which the course focuses is reading and writing articles as well as case reports.

The materials for the course are extracted from a range of specialist course books and the resource books including "English in Medicine" published by Oxford University Press or "Communication Practice for the Medical Practitioner" published by Cambridge University Press. Furthermore, some authentic materials and videos are included. For the instruction of the materials multi-media are used such as data projection systems. To practice communication roleplaying is used frequently. The method of assessment includes 15% for quiz 1, 30% for the midterm exam, 15% for quiz 2, and 40% for the final exam.

### **1.2.2 EAP Course for the Medical Students Aims**

The courses aims at introducing the medical English as a support for patient-doctor communication, raising awareness of using medical English while communicating with colleagues. The course also introduces all language skills in medical contexts and enables the students to avoid medical jargon speaking to a client for the best patient-doctor communication. Finally, the course aims at raising the students' confidence for writing articles.

### **1.2.3 EAP Course for the Medical Students Objectives**

Based on EMU website <http://medicine.emu.edu.tr>, the objectives of the course are as follows:

- Contributing to the effective communication with patient

- Contributing to the effective professional communication among colleagues through the familiarization with basic language skills
- Contributing to the understanding and collecting medical histories of patients
- Introducing the language required for the discussion of treatments, assessments, or opinions
- Introducing the kind of imperatives that are needed in guiding the patients for examination
- Warning the students of employing jargon in establishing doctor-patient communication
- Teaching the required terminologies or idioms in their best use context
- Focusing on the teaching of writing reports and analysing the basic components

#### **1.2.4 EAP Course for the Medical Students Outcomes**

Based on EMU website <http://medicine.emu.edu.tr>, after completing the course the students will be able to:

- Establish patient communication effectively
- Establish colleagues communication effectively and efficiently
- Record the patient history
- Have successful discussion of treatments with patients
- Express ideas on medical conditions
- Understand medical tests through analysis or interpretation
- Avoid jargon and lead the patient for examination
- Establish effective communication with patients by means of employing the right words
- Comprehend any terminology, idiom, vocabulary parts (affixes/roots) that are regularly used
- Prepare referral letters, reports of cases or medical journal papers

### **1.3 Problem Statement**

As a leading university in the Eastern Mediterranean region, the Eastern Mediterranean University plays a pivotal role in offering English courses. As an international university many students from different backgrounds, cultures, and nationalities including but not limited to Iranian, Turkish, Arabic, and African as well as other nationalities have been engaged in their studies through the platform of EMU.

Based on the description of the English courses at EMU which is presented at <http://medicine.emu.edu.tr>, after the enrolment in any of the fields at EMU, the students who need some degree of English are expected to enter the Foreign Language and English Preparatory School where they are classified into groups based on the results of their English proficiency test. Later and after the completion of the recommended courses they are evaluated again to spot the improvement level and to figure out if they have reached a desirable level of English proficiency that is adequate for continuing with their desired majors. Moreover, every department at EMU provides the students with several English courses including English for specific purposes, English for academic purposes as well as general English courses which seek to contribute to the development of the students' English skill of communication and proficiency.

The courses offered normally focus on a range of skills or subskills required by the students in communication through English not only for academic purposes but also for everyday life communication skills. Thus, the variety of activities that are presented by ESP courses are supposed to help the students to cope with the difficulties they might face in various situations both inside and outside the academic context.

It needs to be mentioned that while these courses are in fact the first step to be taken towards success in communication as well as through improvement and entering into the specific desired courses, they play a central role for many students. These courses are indeed considered as a prerequisite to enter the major courses. Besides, a large number of students are involved in learning the English language through these courses yearly. Furthermore, while it is quite significant to have an ongoing evaluation of any ESP course including the courses for the medical students through conducting needs analysis, it is noted that other researchers have made attempts in investigating such needs and the quality of the courses for other department at EMU. Thus, it is noted by the researcher that there is a gap in research in this area as the Medical department English courses have not gone through the investigation.

Hence, accepting the fact that needs analysis is considered as the first step in preparing any ESP course and evaluating existing courses, the present study seeks to investigate the medical students' needs concerning the different four language skills learning and using as well as the current situation of the English courses at the medical department.

#### **1.4 Purpose of the Study**

Based on the above-mentioned discussion, the present study seeks to investigate the current ESP courses at the Medical department concerning the language skills and subskills included. Thus, it aims at exploring the medical students' needs regarding the English writing skill, English reading skill, English speaking skill, and English listening skill. Moreover, it seeks to investigate the medical students' attitudes and preferences towards their English language needs and the courses offered at the Medical department of EMU.

## **1.5 Research Questions**

Based on the aforementioned objectives, the following research questions are stated:

1. What are the medical students' perceived needs of four skills?
2. What are the instructors' attitudes towards their students' needs of four skills?
3. What are the similarities and differences between students and instructors' in terms of students needs of four skills?

## **1.6 Significance of the Study**

The findings of the present study will be beneficial firstly to the policy makers at EMU. Also, the results can aid the administrators and syllabus designers for the related courses in choosing the related materials as well as the skill of focus and preference for such a group of students. As the study aims at investigating the prioritized skills and subskills, the results will provide insights for the administrators of EMU in general and the professors and policy makers in the medical department in particular to recognize the points of weakness and strength and to look for the required modifications to improve the courses. In addition, the results will shed more light on any point of mismatch between what is already included as the material and what the expectations and needs of the students are. Additionally, the results will suggest the preferred skill among the four skills as well as the desired subskills which can help course designers in making decision for future courses and amendments for the current courses.

## **1.7 Summary**

Due to the importance of the English language as a source of disseminating academic knowledge it has changed its status from just being the language of some countries to an important language internationally among students and academicians. Based on this need a new branch of English teaching, English for specific purposes was introduced



which mainly focused on the skills and priorities needed by the students and the essence of which was needs analysis. Needs analysis is the first fundamental step in preparing and evaluating courses for specific purposes. Accordingly, the EMU also provides the ESP courses for all students including medical students, the present study sought to conduct a study to reveal the priorities, problematic areas, as well as similarities and differences in views of the teachers and the students. It also focused on finding the important subskills. The findings can have the potential benefits to policy makers at EMU as well as teachers and current and future students at EMU.

## **Chapter 2**

### **REVIEW OF LITERATURE**

#### **2.1 Presentation**

The present chapter includes a review of the related literature. It firstly focuses on the emergence of English for Specific Purposes. Then, it follows a short description of different ESP branches. Furthermore, a discussion of different proposed methodologies and syllabi for such courses is included. Moreover, views on the inclusion of different language skills for such courses are offered. Finally, a discussion of the nature and importance of needs analysis is presented.

#### **2.2 English for Specific Purposes (ESP)**

With the reliance of a myriad of converging trends, ESP emerged as an incoherent and unplanned movement from a more general effort in language teaching called LSP (Language for Specific Purposes) (Dudley-Evans & St. John, 1998). The appearance of ESP was mainly based on three reasons including the need to adapt to the new technologies, the fundamental changes in the linguistics, and the shift of focus from teachers and teaching to learners (Hutchinson & Waters, 1987, p. 6). As far as the first reason is concerned, it was mainly focused on the fact that by the end of the Second World War there was an explosive expansion in technological, scientific, and commerce activities. Thus, learning English was no more pursued for reasons such as pleasure or prestige. Therefore, individuals involved in such activities needed to learn English to keep themselves updated with the new era. However, perhaps the fact that these groups of learners knew why they needed to learn English was a very important

breakthrough. The second reason discussed by Hutchinson and Waters (1987) focused on the fact that emphasis of linguistics had changed from highlighting grammar to the communicative purposes of the language. Thus, it was believed that based on the specific situations in which language is supposed to be learnt, an analysis of the linguistic characteristics of the language is required. As for the third reason the main concern of the educational psychology was all dedicated to learners and their attitudes. Accordingly, it was believed that learners' needs and interests can positively influence their motivation in learning.

All in all, the emergence and the beginning of ESP relates to the 1960s. It is also believed to have four stages from focusing on language itself, at for example sentence level, to register analysis and yet to more important ideas such as the processing of the language with an emphasis on skills and finally at the fifth stage, which focuses mainly on learning.

As one of the teaching activities implemented in the field of language teaching, ESP has advanced due to the findings of research in applied linguistics as well as other disciplines. This can be considered as a differentiating element of ESP compared to other areas (Dudley-Evans & St. John, 1998). Two other aspects which have been the concern of ESP are focusing on the practical facets of its outcomes and learners' needs as the core idea of course design (Dudley-Evans & St. John, 1998).

To define ESP several scholars made different attempts. One of the earliest definitions was provided by Hutchinson and Waters (1987) mentioning that ESP is an approach rather than a product to maintain that it involves to specific type of methodology, material, or language. Another scholar, Strevens (1988), focused on four absolute

characteristics together with two other variable characteristics. The first group of characteristics include the tailoring of the teaching towards learners' specific needs, the selection of the content based on a specific discipline considering the probable activities or occupations within that discipline, centring the teaching on the language that is appropriate for such occupations or activities, and believing in the distinguishing features of ESP and English for General Purposes. The two variable characteristics entail the restriction to a specific skill, for example reading, and avoidance of employing a pre-designed methodology.

Yet, a few years later Dudley-Evans & St. John (1998) modified Strevens' definition by removing the absolute characteristic which focused on the contrast between ESP and General English. They also added some more variable characteristics maintaining that based on the situation a different teaching methodology could be employed, ESP could be employed for different age and language levels. Also they believe that although most of such courses are designed for advanced as well as intermediate level students, beginners can also benefit being the target of such courses. One other definition is provided by Robinson (1991) which includes the features of being limited by time period, meant to be designed for adults' homogenous classes, being goal oriented, and focusing on needs analysis. Nevertheless, having focused on the merits and weaknesses of all these definitions, Dudley-Evans and St. John (1998) proposed their own definition in which they stressed that any ESP course must be a reflection of the target discipline methodology. Moreover, they believed in the importance of the learner-teacher interaction in such courses. Moreover, language was taken as a defining feature. Finally, they mention that in defining ESP activities there must be a focus on registers, genres or the associated language that is needed by the students for the manipulation to carry ESP activities. In the same vein, Tarnopolsky (2009)

highlights that ESP courses are designed for the accumulation of the students' skill with the intention of enabling them to communicate in English language. Thus, the included materials are fundamentally based on the students' areas of professional expertise. In the same vein, Herrera and Murry (2005, cited in Baghban, 2014) maintain that to prepare the desired texts content-based selection plays an important role to contribute the learners in developing all the four language skills who might be from not only linguistic but also diverse cultural backgrounds.

Thus, it is believed that English for specific purposes has emerged as a response to the diversity of the needs of the students and is meant to function as a contributor to language learners who need to cope with language features in their specific disciplines, workplaces, or professions (Basturkmen, 2006). Accordingly, a key feature of any ESP course is that its aims as well as its content are tailored towards the specific needs of language learners (Paltridge & Starfield, 2013).

### **2.2.1 English for Specific Purposes Branches**

Several classifications are proposed by scholars for ESP some of which will be presented here. Carter (1983) categorizes ESP into three types including ESP to be used as a restricted language, English taught for both Academic or Occupational purposes, and also English with some specific topic. The second type is also in line with other scholars' views such as Hutchinson and Waters. Hutchinson and Waters (1987) provide us with a figure showing the ELT tree to illustrate where the ESP and its branches are located. They divide the teaching of English as a foreign language to the two branches of General English and English for Specific Purposes. Then, English for Specific Purposes is subdivided to English for Science and Technology (EST), English for Business and Economics (EBE), as well as English for Social Sciences (ESS). Consequently, any of the sub branches may happen either in an academic

setting which will be called English for Academic Purposes or in occupational contexts that will be called English for occupational Purposes. As for the EAP related to English for Social Sciences, English for psychology is mentioned and for the occupational aspect English for teaching is mentioned. Similarly, for the EAP related to English for Business and Economics English for Economics is given as an example while for the occupational aspect English for secretaries is mentioned. As far as EST is concerned for Occupational purposes English for Technicians is mentioned and for EAP English for medical studies is concerned which also entails the setting in which the participants of the current study are studied.

Similarly, Dudley-Evans & St. John (1998) locate English for Science and technology and English for Medical and English for Legal Purposes as the sub branches of the umbrella term EAP. Although in their classification English for Business Purposes is located within EOP, English for Medical Purposes which includes no administration in pre-work or work situations is still considered as EAP. While many scholars prefer to use the tree classification, many others favor using the continuum proposed by Dudley-Evans and St. John (1998) which can clearly define any kind of course within itself. The following figure is adopted from Dudley-Evans and St. John (1998) which illustrates the above-mentioned continuum.

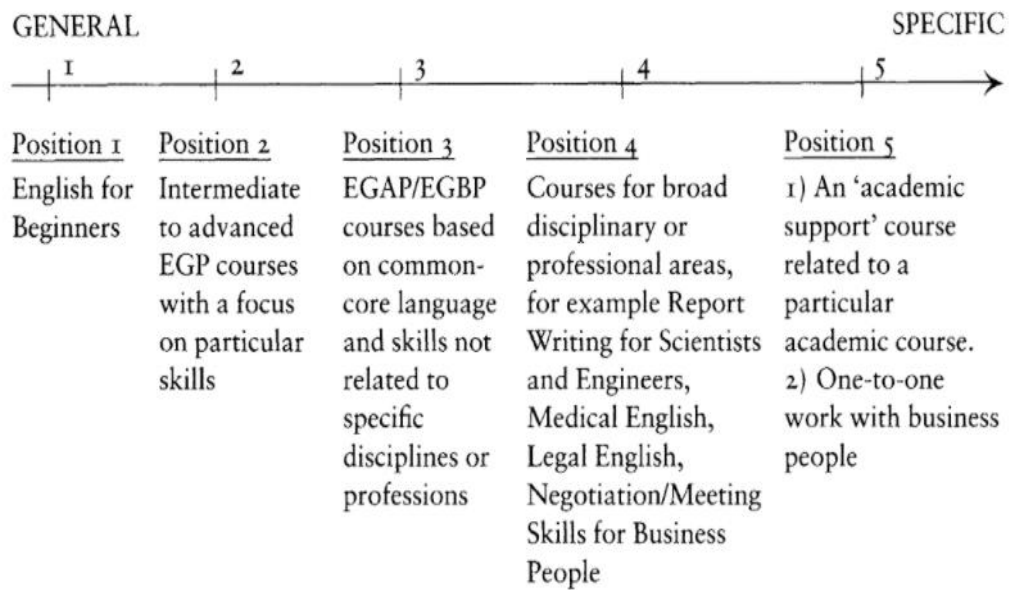


Figure 2.1: Continuum of ELT course types adopted from Dudley-Evans and St. John (1998)

As the figure (Figure 2.1) depicts, courses move from being very general to very specific and only in position five the course becomes really specific. As is noticeable in the continuum, Medical English is located under position 4. At this position there should be specificity in terms of the skills included. Thus, care must be given to the selection of skills as well as the contexts in which they will be implemented.

### 2.2.2 Course Design for ESP

Unlike designing General courses, designing ESP courses plays a major role in the success of a course. Therefore, an ESP practitioner's part of load work is normally allocated to designing the course (Hutchinson & Waters, 1987). In the same vein, Dudley-Evans and St John (1998) maintain that the role of an ESP practitioner is not limited to the teaching but it also includes providing materials through 'choosing', 'adapting', or 'writing'. This role is taken as so much demanding that Gatehouse (2001) emphasizes that ESP practitioners need to be completely aware of the issues and concerns that may rise while designing or developing materials.

ESP course design is said to be affected by different factors (Hutchinson & Waters, 1987) including language description (What?), learning theory (How?) and needs analysis (Who? Why? Where? When?). However, Dudley-Evans and St. John (1998) refer to the learners' specific needs as the building blocks and the most important factor for course design rather than theoretical matters. Focusing on the importance of needs analysis, the Common European Framework of Reference for Languages: Learning, teaching, Assessment (CEFR) has also taken an action-oriented approach where tasks play a fundamental role. In such an approach there needs to be the consideration of cognitive, emotional, and volitional factors. Thus, the aim is to design a course for learners which can help them in using the foreign language to accomplish the tasks most relevant to them in their professional lives (Huhta, Vogt, Johnson, Tulkki, 2013). To do so, these scholar have proposed the creation of a professional profile through the following five steps:

1. Considering the depth and coverage of your profile
2. Defining the target group
3. Collecting data
4. Processing the data for the profile
5. Applying the profile (p.181)

Thus, it could be concluded that most scholars proposing a variety of models have come up with the consensus that needs analysis is an integral part of course design for courses aimed at specific purposes.

### **2.2.3 English for Academic Purposes (EAP)**

While English has taken its fundamental role as the leading language for academic fields and knowledge dissemination, many students' academic lives are currently



affected by this fact. As a matter of fact, EAP emergence was perhaps a reaction for the fulfilment of such a demand.

EAP, as a sub-branch of the umbrella term ESP, takes place within an academic setting. Thus, it is basically concerned with teaching and curriculum rather than theory or analysis (Hyland, 2006). Another distinguishing feature for EAP is discourse specificity. Accordingly, EAP is closely connected to the notion of specific communities. Due to this fact there has always been the potential to provide some texts that are representative of a specific group through genre analysis (Hyland & Hamp-Lyons, 2002).

#### **2.2.4 English for Academic Purposes Methodologies**

Being a subdivision of ESP, it is possible to employ the related methodologies in ESP for EAP. Therefore, certain areas are thus of importance in considering a best methodology which include authentic, problem solving based and learning by doing activities. (Jordan, 1997). As Basturkmen (2006) cites from Tarnopolsky (2009) and Watson Todd (2003), those approaches such as cooperative/inductive learning, learner autonomy, and the use of authentic materials with the inclusion of process kinds of syllabi are advocated for such courses.

Other language researchers also recommend teaching approaches such as functional, notional, and communicative (Stevens, 1980), content-based (Tarnopolsky, 2009), communicative and task-oriented (Brumfit & Johnson, 1979; Taylor, 1983 cited in Karimkhanlui, 2007), genre-based (Hyland, 2006).

Nonetheless, it may be possible to come to an agreement on a type of single appropriate methodology for EAP courses (Stevens, 1988). Therefore, based on the context, needs

of the learners, course aims, learning goals, as well as the desired language skills a combination of these methods sometimes forming an eclectic method might be more feasible.

### **2.2.5 English for Academic Purposes Syllabuses**

One of the most important concepts in EAP is the kind syllabus. As Jordan (1997) mentions, being a branch of ESP, it is possible to employ the kinds of syllabi that are appropriate for ESP in EAP. To review the kinds of syllabi appropriate for such courses it is wise to define a syllabus first. According to Hyland (2006), a syllabus works as a plan that determines what has to be gained through a course and entails the identification of what to be worked on for the purpose of achieving the overall goals of a course.

Some of the earliest kinds of syllabi was proposed by Hall and Grabe (1994, cited in Flowerdew & Peacock, 2001). They focused mainly on approaches of syllabus design related to the 1960s and 1970s. One was the lexico-grammar based approach that focused on teaching structures and vocabulary. Another approach was the functional-notional approach. Then, a discourse based approach was mentioned focusing on coherence and cohesion. Further, a learning-centred with an emphasis on the students' needs was mentioned. And lastly, a genre-based approach with an inclusion of appropriate authentic texts and tasks was proposed. On the other hand, Jordan (1997) takes a different perspective by classifying the syllabi kinds based on the end result, means to an end, and skills. The first includes such syllabi as structural, situational, or topic. The second approach relates to communication or cognitive skills while the last one relates to task-based, process-based or learning-centred.

While the process or product are concerned, White (1988, cited in Johnson & Johnson, 2009) differentiates Type A from Type B syllabuses. Type A syllabi have an objective defined prior to the content selection which will be conducted by experts. Alternatively, Type B syllabi are formed by means of negotiation among teachers and learners and the objectives will be determined subsequently. However, it needs to be mentioned that Type A syllabi suffer such weaknesses like inauthenticity of the materials and ignorance of the learners' needs. Instead, Type B syllabi are not only more authentic but they also provide the exposure of the students to the mastering communicative tasks. Thus, Type B syllabi seem to be more appropriate for EAP courses as they prepare the students for skills they will require for future (Spector-Cohen et al., 2001).

In the same vein, Flowerdew and Peacock (2001), emphasize on the use of two types of syllabi skills-based and content-based. While the former is believed to focus on the specific language skills based on the learners' needs, the latter focuses on the topics or themes related to a specific discipline.

Another approach is defined by Spector-Cohen et al. (2001), including four subdivisions that need to be included based on how they fit the students' level to different extents. These include linguistic forms, typical forms of genre, reading comprehension strategies, and the needs.

All in all, different scholars recommend various syllabi; for instance, problem-based, activity-based, and content-based (Jordan, 1997; Ostbye, 1997), task-based and process syllabuses (Ellis, 2003), process and text-based (Hyland, 2006). However,

according to Hyland (2006) and Jordan (1997) the syllabi which are suitable for EAP courses are called hybrid as they include the various aspects of syllabi kinds.

### **2.3 Needs Analysis**

Needs analysis sometimes called Needs Assessment and referred to in literature as NA (Brown, 2016), is frequently acknowledged as the primary step in designing ESP and all its subdivisions (Bernard & Zemach, 2003) which was introduced into the field of English language teaching through the ESP movement (Richards, 2001) and is known as ‘the most characteristic feature’ of any ESP course (Hutchinson & Waters, 1987). Criticizing all the other previously given definitions, Brown (2016) mentions that they leave out important points or are too much detailed. Thus, he provides his definition as “the systematic collection and analysis of all information necessary for defining and validating a defensible curriculum” (p.36). He then clarifies three related concepts including stakeholders who have an interest in the curriculum, the defensible curriculum which can accomplish most of the requirements for teaching and learning in the specified content, and the necessary information which includes not only the suitable quantitative but also the qualitative data related to the stakeholders in a specific context. Apart from the stakeholders, Richards (2001) defines the target population as “the people about whom information will be collected” (p. 57). Thus, considering the present study the target population includes the medical students who have enrolled in EAP courses at EMU.

Finding such valuable data is also recommended by Long (2005) as the fact cannot be ignored that the resources are shrinking in today’s world and intensive investigation of needs is an obligation to design efficient courses. To do so, Needs Analysis can be used as a compensation for the variety observed among the students based on their

learning situation or their profiles (Harwood & Petric, 2011). Thus, Needs analysis is paramount not only for the designing but also for the decision making on the part of learning and teaching (Long, 2005; Robinson, 1991). Moreover, Atefi Boroujeni and Moradian Fard (2013) maintain that needs analysis as an information collection process can be used to evaluate a currently existing course with the purpose of improving the various components of a program. It can answer the questions that start with 'who', 'why', 'where', and 'when' to provide a vibrant understanding of the nature of a target and learning situation (Hutchinson & Waters, 1987). West (1994) categorizes the stages of Needs Analysis into four. The first stage relates to the early 1970s when the scope of analysis was limited to target situation analysis in English for Occupational Purposes. Later in 1970s, stage two, the focus was confined to English for Academic Purposes while the scope of analysis was still on target situation analysis. Stage three happened during 1980s when the focus was on both English for Specific Purposes and General teaching of language. Stage three was merited by including a larger scope of analysis including target situation analysis, deficiency analysis, strategy analysis, means analysis, and language audits. Later during the early years of the 1990s, the focus was limited to English for Specific Purposes and a new approach towards the scope of analysis was taken which included an integrated or computer-based analysis as well as the selection of materials.

The effective use of needs analysis is not merely confined to the course. It also plays a motivating role for the students as this enables them to observe the result of what is being instructed (Basturkmen, 2006). The students' Needs are converted to learning objectives after they are specified through Needs Analysis (Brown, 2005). Needs are classified into two types of narrow and broad according to Brunton (2009). In a narrow sense the emphasis is on those needs which are immediate through a narrowing

syllabus. On the other hand, in a broad view the emphasis is on those items that are not found through Needs Analysis.

To conduct needs analysis, the first step to be taken is to have a clear image of the needs. As it is stated by Hutchinson and Waters (1987), what distinguishes English for Specific Purposes course from English for General Purposes course is not merely the existence of needs but the ‘awareness’ of such needs. According to Brown (2016), the definition of needs has perhaps been simplified by the scholars by believing that the needs are similar among stakeholders. Mentioning that there are many other words used interchangeably such as ‘essentials’, ‘expectations’, etc., Brown(2016),believes that the conceptualization of needs among different stakeholder groups falls into any of the four categories of demographic, discrepancy, analytic, and diagnostic. As presented in the following (Table 2.1), through a democratic view care has to be given to all those elements that are needed by the majority of all the stakeholder groups. Thus, needs will be equal to desires, expectations, requests, or wants. Through a discrepancy view, care needs to be given to the discrepancy that exists between what they have to be able to do and what they can presently do. In an analytic view the focus is mostly on theory and practice of Second Language Acquisition theory to choose the ‘next step’. However, this view takes criticisms as there is yet no comprehensive understanding of the language learning steps. Finally, the demographic view intends to find all those necessary elements the lack of which will cause harm. Thus, ‘the most negative consequences’ are sought. To conclude Brown (2016), states that there might perhaps be a combination of the needs conceptualizations by looking for the best sets of ‘judgments’ or ‘compromises’ that should be justified through research including the conducting of surveys, observations, etc. therefore he proposes the idea of ‘Current Best Shot’ (CBS) rather than finding the truth.

Table 2.1: Four viewpoints on needs, adopted from Brown (2016)

Democratic view	Whatever elements of the ESP majorities of all stakeholder groups want	<i>Wants; desires; expectations; requests; motivations</i>
Discrepancy view	The difference or discrepancy between what they should be able to do in the ESP and what they currently can do	<i>Deficiencies; lacks; gaps; requirements</i>
Analytic view	Whatever elements of the ESP students should learn next based on SLA theory and experience	<i>Next step; <math>x + 1</math></i>
Diagnostic view	Whatever elements of the ESP will cause harm if they are missing	<i>Necessities; essentials; prerequisites</i>

The need is also defined by Gupta et al. (2007) as the gap which exists between the current condition and a desired one. Gupta(2017) presents the definition by the following figure (Figure 2.2).

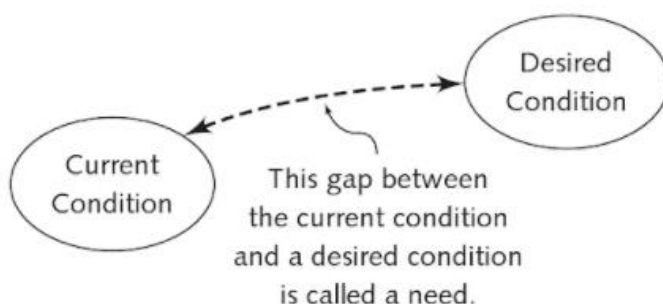


Figure 2.2: Definition of a need adopted from Gupta, et al. (2007)

To conduct Needs Analysis several sources might be used to take a triangular approach. This might be achieved through seeking expert opinions, using the related literature, using teacher reports, conducting interviews, administering questionnaire, etc. (Richards, 2001). Hence, the present study seeks to employ not only a questionnaire but also an interview to collect the required data from the target population.

### **2.3.1 Needs Analysis Approaches**

Needs Analysis early works formed simple studies that held the view to find the rough idea of what the learners' purposes were rather than their reasons to learn English, the contexts in which they need to use it, or the things they needed to do in such contexts (Flowerdew & Peacock, 2001). Basturkmen (2006) refers to various Needs Analysis studies from those which focus on finding the students' perceptions to those that focus on ethnographic principles. Nevertheless, conducting Needs Analysis has always had its criticisms. For example, Basturkmen (2006) argues that such an analysis only serves the benefits of institutions and Long (2005) who believes that the data from such an analysis is not reliable as concerns learners' lack of familiarity with the needs concept. Yet, different scholars rely on diverse approaches to conduct Needs Analysis. Having reviewed these several approaches, Brown (2005, p. 272) combines the lists provided by West (1997, p.74) and Jordan (1997, pp. 23-8) to conclude an almost comprehensive list of the following nine categories of Needs Analysis:

1. Target situation Analysis (finding out language requirements)
2. Deficiency analysis (focusing on present needs and wants together with shortages of the target situation)
3. Present-situation analysis (focusing on the learners' proficiency level at the beginning)
4. Learning-oriented analysis (dealing with the negotiation of needs between the stakeholders and the students)
5. Strategy analysis (focusing on such items like group size, error correction, or learning strategies)
6. Means analysis (focusing on the learning situation)
7. Language audit (focusing on large scales for strategic language policies at the level of companies, countries, etc.)



8. Set menu analysis (listing all the main courses in a list to be chosen by the sponsors or learners)
9. Computer-based analysis (focusing on matching needs with a materials database for the negotiation of the content of the course) (p.272)

Focusing on the gap between a current situation and a desired one, Gupta et al. (2007)

list four of the reasons for any request posited for Needs Assessment. These include:

- Solving a current problem
- Avoiding a past or current problem
- Creating or taking advantage of a future opportunity
- Providing learning, development, or growth (p.15)

Thus, it is taken as having a diagnostic approach for the determination of future actions. They also view this kind of Analysis as a form of evaluation in which several factors are involved. As the following figure (Figure 2.3.) illustrates these factors encompass competition, global environment, technology, legal requirements, workforce diversity, and customer expectations (p.17). The evaluation process in this model is a cyclical one where the managing of the evaluation has a core position. Other interrelated steps include focusing the evaluation, designing the kind of evaluation and choosing appropriate data collection instruments and finally collecting data. The next step which is analysing the aforementioned data again has a bidirectional path which closely relies on the previous step. The reporting and communicating of the evaluation process and the results and findings not only correlate to the focusing but also to the analysis step. There are yet other intervening factors such as systems and structures, the organizations' mission, vision, or strategic goals, leadership ideas, culture, and communications.

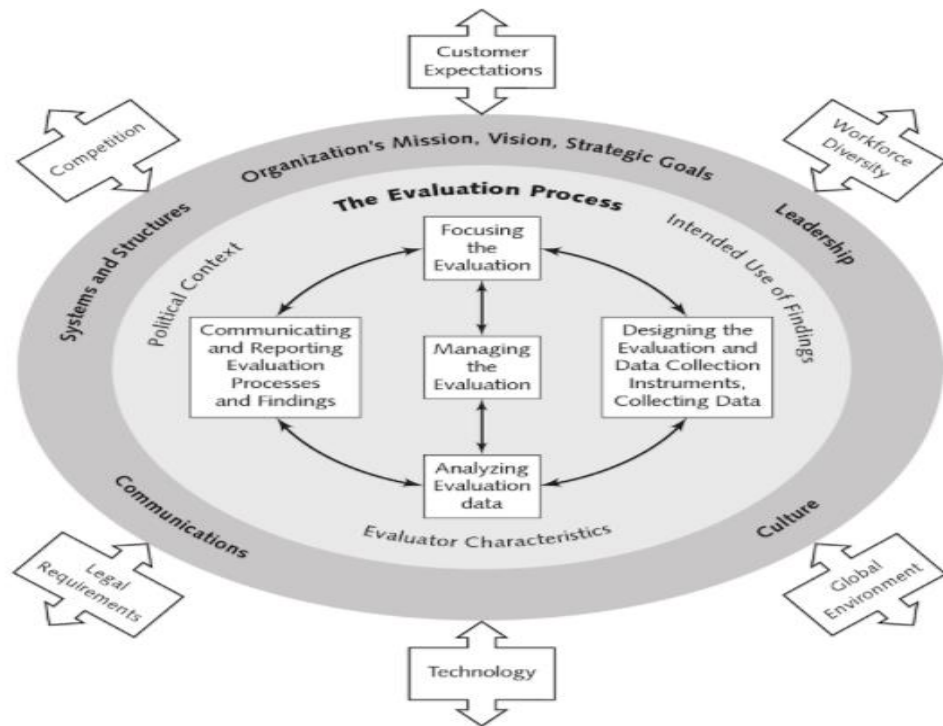


Figure 2.3: A system model of evaluation adopted from Gupta, et al. (2007)

Accordingly, four approaches towards needs assessment are categorized by Gupta et al. (2007). The first approach called knowledge and skills assessment looks for the probable skills and knowledge to later provide training. The second approach that is job and task analysis emphasizes such items like tasks, responsibilities, or the scope for a specific job. The third approach that is competency-based needs assessment concentrates on those competencies that are needed for a future job. These may include values, attitudes, skills, beliefs, etc. the last approach which is strategic needs assessment looks for the gaps that exist in performance.

Many scholars who conduct research in the realm of needs analysis have acknowledged that the outsider intuition is inadequate and taking the insiders views is very valuable (Jasso-Auguiar, 1999). Hence, a more recent approach is introduced by Hall (2013) who emphasizes the use of the 'insider knowledge'. He maintains that

Needs Analysis through the recent years has been conducted collaboratively and consultatively that is why Needs Analysis and course design have taken a sharing nature to enable learners' active participation not only in controlling the learning processes but also in monitoring the content.

### **2.3.2 Needs Analysis Instrumentation**

Most of the research aiming at needs analysis is descriptive (Benesch, 1996). There are several instruments and techniques of data collection that can be employed to conduct needs analysis. Some of these are introduced by Richards (2001) as follows. One of the most common instruments that is used by needs analysts is questionnaires (Richards, 2001). These have several advantages including the ease of preparation, usefulness in dealing with large samples, and ease of tabulation and analysis. Also, it is possible to collect information on many different aspects. They can be in the form of structured items or unstructured which are usually open-ended. However, the former is easier as far as analysis is concerned and for this same reason they are more preferred. Although questionnaires are very common, there is at least one disadvantage that is the information obtained might be 'imprecise' or 'superficial' which can be compensated by a follow up or through using a complementary kind of technique. The next data collection technique is interview. As a technique which can contribute to the exploration of more in-depth information, interviews are not easy to administer and their feasibility is higher as far a small group is concerned. Again a structured interview can help in collecting more categorized data. There are yet other techniques such as observations of the students' behaviours, collection of the data based on the performance on tasks, and meetings that are also useful for collecting large amounts of data within a short time (Richards, 2001). Long (2005, p.32-33) provides a long list of the possible procedures of data collection for Needs Analysis. These include "Non-

expert intuitions, Expert practitioner intuitions, Unstructured interviews, Structured interviews, Interview schedules, Surveys and questionnaires, Language audits, Ethnographic methods, Participant observation, Nonparticipant observation, Classroom observation, Diaries, journals, and logs, Role-plays, simulations, Content analysis, Discourse analysis, Register/ rhetorical analysis, Computer aided corpus analysis, Genre analysis, Task-based, criterion referenced performance tests, and finally Triangulated methods” (p.32-33). Having reviewed the possible procedures, Haseli Songhori (2008) states that these procedures can be complementary to each other. Accordingly, to conduct the present study the researcher employs the quantitative measure of questionnaire to conduct a survey and also uses the qualitative technique of interview to add to the depth of the information.

#### **2.4 Review of the Related Studies**

Needs Analysis has been the topic of research all around the world and from several perspectives. In this section a review of some of the related and similar studies is presented.

Zohoorian (2015) reports the findings of a survey that was conducted with a sample of Iranian students who majored in Computer Engineering and Information Technology. Taking a diagnostic view, the researcher looked for the possible mismatches between the most important skill of concern in literature and in the courses provided for that group of students. In fact, she looked for the perceptions of the students as insiders as their real needs. It was suggested through the findings that the preference of the students was the productive skills rather than receptive skills.

Since needs analysis can also work as an evaluation process, in an investigation, Tsou and Chen (2014) developed and evaluated an evaluation framework for ESP. Based on research findings, they focused on such issues as autonomy, authenticity, and transfer. Then, they employed their model for the evaluation of a university program in ESP to discover the strengths and weaknesses.

Needs Analysis has also been used to conduct comparative studies. For example, Ferris (2012) conducted a survey with 768 students and 206 instructors of three institutions at tertiary level. Ferris focused on finding out the importance of the selected academic skills, difficulties faced by the students' instructors and also the instructors' speaking/listening skills requirements. The results revealed statistically significant differences between the two groups of informants. Thus, there was a dramatic difference in the responses of the two groups.

In another study Eslami-Rasekh (2010) conducted a survey with a total of 693 participants (students) of several academic fields and a number of 37 instructors. The focus of her study was on the challenging areas of the EAP programs. The results suggested an inconsistency between the ideas of the learners of different fields and also their instructors.

To focus on designing a needs-based course, another researcher Chostelidou (2010), conducted a needs analysis at the tertiary level in the Greek context. The study was an attempt to find, the target students' needs. It was found out that there was a requirement for developing some language courses which were highly specialized. Also, the results showed that there was a request for ESP training which can address the learners' immediate needs during studies as well as their long-term needs.

Rather than evaluating the existing courses, another study was conducted by Kaewpet (2009) to examine the communication needs of Thai students in the field of engineering. To gather data, some interviews were conducted with 25 participants as the stakeholders; for instance, employers, lecturers, ESP teachers, and the ex-engineering students. Based on their views several recommendations were given such as communicative events.

Taşçi conducted a study in 2007 to find out the professional as well as academic needs of the medicals students taking the viewpoint of academicians, enrolled students, and the administrators. This study was conducted as a contribution to the process of curriculum development for the afore-mentioned students. Questionnaires were employed as well as an interview. The results revealed that the priority was given by the students to the interactive and speaking skills.

Another large scale study was conducted by Yan (2005) to gather information for the development of the teachers. The study was again a survey at the tertiary level in Chinese universities. An incongruity was found between what was called the perceived needs and the actual needs. Thus, there was a mismatch between the actual activities done by the teachers at classroom level and what their beliefs were.

However, the reviewed studies are among the many of the studies conducted using Needs Analysis. Thus, as an indispensable part of any ESP course, Needs Analysis has been the topic of much of the research conducted in the field of language teaching. The studies may range from small-scale to large-scale, focusing on insiders or outsiders perspectives, and implementing a myriad of instruments both quantitative and qualitative. Also, Needs Analysis may be employed as evaluative, diagnostic,

comparative or for other purposes such as finding the discrepancies, weaknesses and shortcomings as well as strong points.

## **2.5 Summary**

Based on the basic definition of needs analysis it may be implied that for any specific situation an analysis of the language in terms of the needs of the students is compulsory as this process will have a positive effect on learners' learning, motivation, and engagement. It is also a fact that the emergences of English for specific purposes is due to the needs diversity among the learners.

Moreover, based on the review of the literature it is understood that course design for English for specific purposes, unlike general English, is a success determining factor. Based on this idea a lot of researchers have made attempts to conduct research in this field and they emphasize that course design is an integral part of any program which aims to be for specific purposes.

As far as the Medical courses in EMU are concerned, many international students who have English language needs join the specified courses which will take a year. The course is aimed at augmenting medical terminologies as well as specialist vocabulary items together with some grammatical structures. The materials are extracts and they also include the book on English medicine published by Oxford University. While the objectives of these courses are maintained in the university website, it seems that the students' ideas, comments, perceptions, and needs have been ignored. The administration has even specified the outcomes of the courses which may not necessarily be what the desired outcomes of the students are. A review of the literature

also reveals that there is lack of research in this area as these courses are not analysed before. Thus, the findings can be beneficial to the authorities and policy makers.

In fact, finding data through needs analysis will provide researchers with rich sources of data to be able to consider an ongoing evaluation of materials and skill emphasis. Thus, needs analysis will contribute to the evaluation of the appropriateness of a course to understand the weaknesses and strong points. Furthermore, as this process will enhance student motivation they can focus on the desired results.

Several instruments are designed and developed by scholars to conduct analysis and collect data. The most frequently used instruments are existing information, tests, observations, interviews, meetings and questionnaires (Brown, 1995). Some researcher has preferred to use quantitative instrumentation such as questionnaire, while some other used qualitative instrumentation such as interview. However, one of the recommended ways to gather large amounts of data for needs analysis is questionnaire which will be employed by the present study researcher. Moreover to fill the gaps in quantitative study the researcher seeks to collect data through interviews to form a mixed method study.

Based on the review of the related literature it seems that needs analysis as an important step in designing such English courses has to be taken into account. The present study relies on descriptive analysis for the needs analysis as a very common data analysis approach. Also, the researcher relied on learning oriented assessment in order to find the negotiation between the students 'and instructors' needs.



## **Chapter 3**

### **Methodology**

#### **3.1 Introduction**

This chapter entails the description of the research methodology including the participants and the context, instrumentation, data collection procedure and data analysis procedures.

#### **3.2 Overall Research Design**

This study, which is a case study, is an attempt to conduct a needs analysis to find out perceptions of the medical students at EMU as regards their needs as well as to investigate the weaknesses and the strengths of the current English courses in order to improve the currently offered courses to the international students. Accordingly, the present needs of these students together with their preferences of different language skills as well as the prioritized skills will be probed into. The study performed during the spring of 2019.

To fulfil the stated research questions, data triangulated. According to Gorard and Taylor (2004), triangulation is a means to combine evidence from different research methods in order to increase the research validity. Therefore, there should be a minimum of two data sets. This study includes drawing inferences by combining data from both quantitative and qualitative methods. Thus, the data from the questionnaires administered to the students and teachers, the structured interview with the teachers considered. Therefore, this study sought to employ a mixed method by using both

quantitative and qualitative data (Teddie & Tashakori, 2009) to answer the research questions of the study.

Consequently, as both quantitative and qualitative data have similar weights in the study the kind of mixed method employed for the study is parallel mixed method. The following figure illustrates the model adopted from Hesse-Biber (2010).



Figure 3.1: Parallel mixed-methods design adapted from Hesse-Biber (2010)

Based on the mixed method the following figure depicts the overall design of the study. To conclude for the present study integrated both findings related to the qualitative and quantitative data.

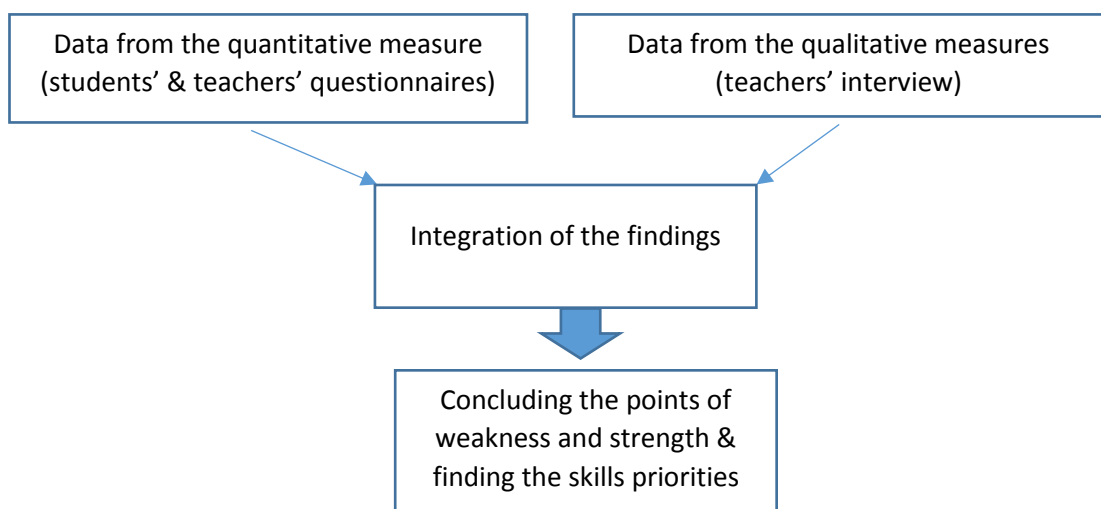


Figure 3.2: The process of integrating findings of data

### **3.3 Participants and Setting**

As a case study, the setting where this research conducted was the Medical Faculty of the Eastern Mediterranean University, Famagusta, North Cyprus. Thus, the sampling type employed in this study was purposive. In purposive sampling, also called judgmental sampling, the researcher is the one who determines the population of interest features (Johnson & Christensen, 2012). As for the present study, the perceptions, and views of the EMU students and teachers were important to analyze the needs the researcher sought the collection of data from these individuals. The data was collected during the spring semester of 2018-2019.

The participants include both the students as their teachers at the Faculty of Medicine. The students were 99 freshmen who had registered for the first and second academic semesters. Based on the descriptive analysis of the data, 35 were male and 64 were female. Their nationalities were Turkish, Azeri, Iranian, and African.

The participants were informed of the objectives of the study and were requested to express their views according to the objectives of the study. Furthermore, a group of 6 teachers who were teaching English courses or medical courses participated in a structured interview to answer the questions regarding the preferences of skills, and the weaknesses and strengths of the current course. They cooperated in two ways. Firstly, they took part in the interview session. Secondly, they let the researcher collect data in their classes through the administration of the questionnaires to the students. Based on the demographic data, it was revealed that the teachers had 5 to 15 years of teaching experience at the Eastern Mediterranean University. Their nationalities were Turkish and Iranian.

### **3.4 Instrumentation**

Based on the objectives of the study as well as the research design and method the following quantitative and qualitative measures and research technique were employed to gather data.

#### **3.4.1 The Quantitative Measure**

For the quantitative data collection, Taşçı's (2007) questionnaire was adapted (see Appendixes B&C). Taşçı designed and validated the questionnaires and reported a reliability index of 0.89. Apart from the demographic data, the questionnaires include following sections.

The first section focuses on the students' opinions about learning English at the medical faculty. This section includes 20 items. Another section focuses on the students' opinions about learning and using the four language skills (reading, writing, speaking and listening). The writing skills component includes six Likert scale items, an open-ended item (for the students to specify other situations in which they may need to write in English), and a multiple choice item to specify the frequency of the need to write. The reading skill component includes six items covering a range of reading materials, an open-ended item to specify other materials, as well as five items to specify the reason why reading is necessary, and also a multiple choice item to specify the frequency of the need to read. The listening skill component includes six items related to the different material types the students may need to listen to. It also includes an open-ended item for other possible materials to be stated by the students.

Moreover, a multiple choice item is included to ask for the frequency of the need to listen. The speaking skill component includes six items related to the different contexts

in which the students may need to speak. It also includes an open-ended item for other possible situations to be stated by the students. Moreover, a multiple choice item is included to ask for the frequency of the need to listen. Furthermore, a list of language skills, eight items, are specified to be checked by the students which are important for the students' success in medical studies. This part also includes an open-ended item in which the students can specify other skills they perceive as important. Finally, to determine the English language problems of the medical students nine items on 5-point Likert scale are included together with an open-ended item for the other possible problems to be stated by the students.

Similarly, the teachers' questionnaire includes different items apart from the demographic information. The first section requires the teachers to identify their opinions about learning English at the Medical Faculty. It includes 20 items. There are 2 multiple choice items which ask the most important English skill among reading, writing, listening and speaking skills. The other item asks for the frequency of need for the students to write. The next section identifies why writing skills are necessary which includes six Likert scale items as well as an open-ended item to specify the other possible reasons. Also, a multiple choice item is included to ask for the frequency of the need for the students to need reading skills.

The next section includes six items that determine the kind of materials the students need to read with an open-ended item for other possible materials. The next section asks for the reasons why the reading skills are necessary five likert scale format with an open-ended item to specify other possible reasons. This part also has a multiple choice item through which the frequency of the need to listen to English is probed. The

next section asks for the reasons why listening skills are necessary with six 5-likert scale items and one open-ended item to specify other possible reasons.

Also, there is a multiple choice item to determine the frequency of the need to use speaking skills. The next section deals with the determination of why speaking skills are necessary with six items on 5-likert-scale and one open-ended item to specify other possible reasons. There is another item following with eight choices related to the important language skills which need to be checked with one open-ended item to specify other important skills.

Another item asks for the purposes for which they might need to use English most in their professional life which is omitted in this study as target situation analysis is not a concern of this study. The last section determines the language problems of the medical students that they face which includes nine likert-scale and one open-ended item for the other possible problems.

### **3.4.2 The Qualitative Measure**

For the qualitative data collection, interviews were conducted to gain in-depth insight of the teachers to add to the findings from the quantitative data. In fact, interviews and questionnaires are both parts of survey-based research. The kind of interview employed was in-person and structured. In structured interviews the interviewer knows what she/he wants and the direct answer of the interviewee is what the researcher is seeking to find out (Gillham, 2004). When conducting structured interviews the researcher already knows the questions which need to be asked. However, all the possible responses are not known by her (Morse, 2012). It has been noted by Mackey and Gass (2005) that “structured interviews resemble verbal questionnaires and allow researchers to compare answers from different participants” (p. 173). Mackey and

Gass(2005) also list the advantages of interviews as follows: interviews are interactive, investigate perceptions of individuals, and can elicit data on unobservable things. To conduct the study the interview was designed so that an integration of the results of the quantitative data and qualitative data would be possible.

### **3.5 Data Collection Procedures**

This section clarifies the data collection procedures by the quantitative instruments which were the students' and the teachers' questionnaires as well as the qualitative technique which was the structured interview conducted with the teachers. The questionnaires and the interview were both administered and conducted during the spring semester of 2018-2019.

Some steps were taken orderly by the researcher in order to collect the data: the approval letter (Appendix A) was collected from the Ethics Committee of Eastern Mediterranean University. To administer the questionnaires, first of all permission was obtained from the Medical Faculty and English Preparatory School. Also, the instructors' permission was caught for data collection through the questionnaires and the interview. They also admitted to participate in the structured interview.

#### **3.5.1 Students' Questionnaire Administration**

The questionnaire was administered to 99 students who had enrolled for English language course namely ENGL131 at the medical faculty of EMU. It was administered in the spring semester of 2018-2019.

After obtaining of permission for the administration of the questionnaire to the students, the researcher was allowed to spend 15 minutes to collect the data within the class time of the above-mentioned students. The researcher first clarified the aims and

scope of the questionnaire as well as the study. Also, the respondents were given the opportunity to ask for clarifications for any of the items.

### **3.5.2 Interview with the Teachers**

In addition to the questionnaire given to a number of 7 teachers, they were asked to participate in the interview. A date was assigned to them with their own consent to participate in the structured interview with the researcher. The dates and the timing included the office hour of the instructors for their convenience. The interview sessions were tape recorded and the conversations were later transcribed for analysis.

### **3.6 Data Analysis**

The present study employed a descriptive and exploratory design. Also, the data was gathered through a mixed methods including both quantitative and qualitative data. Using both kinds of data provided more evidence for the researcher to conclude (Hesse-Biber, 2010; Lodico, Spaulding, & Voegtler, 2010). Also, in such a method the data are collected separately and the researcher decides on the weight of the data for the qualitative and quantitative data (Hesse-Biber, 2010). The quantitative data were analysed descriptively using the statistical package for social sciences (SPSS). Thus, the findings were based on descriptive analysis of data ,specifically frequencies.

In order to analyse the structured interview data, the audio data was converted into text data (Creswell, 2012). Accordingly, recorded data for the interview sessions were transcribed. When data from an interview are transcribed the selection of statements is mostly based on the research goals; hence, the researcher selected the participants' responses based on the study goals (Mackey & Gass, 2005). Founded on the research questions and also the interview questions prepared accordingly, the researcher



transcribed the interview data that related to the pre-specified themes such as language skills and the importance as well as the problems faced by the students.

After the transcription, the researcher has to examine the data for the development of codes (Creswell, 2012). Before coding, according to Dornyei (2007) there should always be a pre-coding process. It involves reading the data recurrently, reflecting on it, and taking notes. These shaped the researcher thoughts for the coding process. Then, coding is done which entails reducing and simplifying data through highlighting specific data pieces “in order to link them to broader topics or concepts” (Dornyei, 2007). Inductive data analysis method was employed in which the research findings generally appear from frequency of ideas stated. Thus, it needs multiple data interpretation and examination (Mackey & Gass, 2005). The kind of inductive method was pre-specified in which the researcher offers the list of the themes sought.

### **3.7 Summary**

The present chapter presented the methodology used in this study. The present case study was performed in EMU as a means to improve the strengths and weaknesses of the ESP courses for the medical student's. The study was conducted to find the preferences of the students and teachers for different language skills. Also, it aimed at findings any areas of mismatch between the two. To do so, triangulation was employed combining data from both quantitative and qualitative methods. The participants included the Medical students at this faculty as well as their teachers. Taşçı's (2007) questionnaire was adopted and also an interview was conducted. Statistical package for social sciences (SPSS) was used to find the descriptive data related to the questionnaire. Also, to analyse the structured interview data the audio data was converted into text data. The researcher transcribed the interview data which related

to the pre-specified themes. The themes included language skills and the importance as well as the problems the students had and their teachers' views.

## **Chapter 4**

### **RESULTS**

#### **4.1 Results of Research Questions**

Descriptive analysis was used to analyze the frequency and percentage of the students and instructors' perception on needs of four skills.

##### **4.1.1 Results of the First Research Question**

What are the medical students' perceived needs of four skills?

The results of the descriptive analysis for different parts of the questionnaire are presented in this section. The participants were ninety-nine students. 66% of the student participants were female (n=65) and 34% of them were male (n=34).

The range of students' age is between 18 and 23. Moreover, age of 18 has the highest frequency (n=30) and age of 23 has the lowest frequency (n=1). Table 4.1 shows the results of descriptive analysis for students' opinions about learning English at the Medical Faculty of EMU University.

Table 4.1: Results of Descriptive Analysis for Students' Opinions about Learning English at the Medical Faculty of EMU University

	SD		D		N		A		SA		Mean	SD
	f	%	F	%	F	%	f	%	F	%		
<b>1. General purposes English is important for medical students at EMU.</b>	5	5.1	6	6.1	13	13.1	20	20.2	55	55.6	4.15	1.173
<b>2. Medical purposes English is important for medical students at EMU.</b>	2	2	9	9.1	15	15.2	27	27.3	46	46.5	4.07	1.081
<b>3. General English instruction should start from the preparatory classes.</b>	7	7.1	8	8.1	12	12.1	28	28.3	44	44.4	3.95	1.240
<b>4. Medical English instruction should start from the preparatory classes.</b>	11	11.1	13	13.1	17	17.2	30	30.3	28	28.3	3.52	1.328
<b>5. The materials in medical students' English courses should be relevant to the medical field.</b>	1	1	3	3	17	17.2	32	32.3	46	46.5	4.20	.903
<b>6. The current amount of English instruction given to medical students at EMU is adequate to meet their academic and professional English language needs</b>	10	10.1	13	13.1	27	27.3	35	35.4	14	14.1	3.30	1.173
<b>7. Even if students fail in English courses in preparatory class they should be allowed to continue their medical education.</b>	27	27.3	27	27.3	15	15.2	16	16.2	14	14.1	2.69	1.397
<b>8. The students should be taught in separate classes according to their proficiency levels.</b>	27	27.3	23	23.2	18	18.2	14	14.1	17	17.2	2.71	1.445
<b>9. English classes should continue during the medical students' academic medical education.</b>	22	22.2	18	18.2	23	23.2	25	25.3	11	11.1	2.85	1.328

<b>10. English language instructors should use a method in which students can learn English interactively in groups.</b>	10	10.1	12	12.1	23	23.2	34	34.3	20	20.2	3.42	1.230
<b>11. Problem based learning (PBL) should be adapted to use in English for medical purposes courses.</b>	8	8.1	13	13.1	18	18.2	33	33.3	27	27.3	3.59	1.245
<b>12. The medical students at EMU have the language capacity to read the English language medical sources in the library.</b>	2	2	13	13.1	24	24.2	38	38.4	22	22.2	3.66	1.032
<b>13. In order to make use of the medical sites on the internet, one should have a high level of English.</b>	1	1	7	7.1	21	21.2	45	45.5	25	25.3	3.87	.911
<b>14. Translation skills are important to develop learners' overall language competence for medical studies.</b>	4	4	8	8.1	19	19.2	36	36.4	32	32.3	3.85	1.091
<b>15. It is important for medical students to be able to read the original English texts.</b>	6	6.1	5	5.1	18	18.2	27	27.3	43	43.4	3.97	1.173
<b>16. English language instructors are knowledgeable enough to teach English for medical purposes courses.</b>	9	9.1	10	10.1	20	20.2	33	33.3	27	27.3	3.60	1.245
<b>17. At present, English language instructors at EMU consider medical academic English language needs when selecting the materials for their lessons.</b>	3	3	17	17.2	34	34.3	33	34.2	12	12.1	3.34	1.002
<b>18. English language instructors should use internet in English classes.</b>	10	10.1	14	14.1	37	37.4	21	21.2	17	17.2	3.21	1.189

<b>19. At EMU, there is adequate technological equipment (TV, video, radio, internet, D.V.D.) available for language teaching.</b>	11	11.1	17	17.2	38	38.4	18	18.2	15	15.2	3.09	1.187
<b>20. At EMU instructors use the technological equipment (TV, video, radio, internet, D.V.D.) available for language teaching) effectively.</b>	10	10.1	11	11.1	31	31.3	32	32.3	15	15.2	3.31	1.166

---

As Table 4.1 indicates, the majority of the students reported that both General (f=55, p=55.5%) and Medical (f=46, p=46.5%) purposes English is important for medical students at EMU. The third and fourth questions' results show that the students agree that both medical English and general English instruction should be given in the preparatory class (M=3.95, 3.52 respectively). Also, the students reported that the materials in medical students' English courses should be relevant to the medical field (M=4.20, SD=.90), and they are in high consensus on this point.

In terms of current amount of English instruction, as can be seen in Table 4.1, the students are not sure about it. Moreover, subjects' response in Table 4.1 indicates that the students strongly disagree about item 7 (f=27, p=27.3%) with the condition in which they are allowed to pass the first class of medical faculty, even if they fail in the English preparatory class .

In terms of the 8<sup>th</sup> question, the students disagree that the students should have separate classes according to their language proficiency level. According to the results, the students seem to be not sure about the idea that the English classes should go on during their medical education at EMU. Regarding item 10, the students find that using the interactive ways of learning in groups important. They also welcomed the idea that Problem based learning (PBL) should be adapted to use in English for medical purposes courses (Q-11 M=3.59).

For question 12, the students reported that they have adequate English to read the English language medical sources in the library. Result of item 13, indicates (f=45, p=45.5%) they agree that to be able to access the medical sites in the internet they should have high level of English. In terms of question 14, the students agree about the importance of translation skills to develop learners' overall language competence for medical studies.

The results indicate that the students agree with the importance of ability to read the original English texts for medical students. In terms of the English language instructors' knowledge to teach medical English, the students agree that the instructors have adequate knowledge (M= 3.60). For question 17, the students are not sure about whether English language instructors choose materials considering the academic English needs of the students. The results shows that the students are not sure that English language instructors should use internet in English classes. For items 19 and 20, the students are indecisive about the adequate availability of technological equipment to teach English effectively.

Table 4.2: Results of Descriptive Analysis for Students' Opinions about Learning and Using the Four Language Skills

	1 (The most important)		2		3		4 (The least important)		Mean	SD
	F	%	f	%	F	%	F	%		
<b>Listening</b>	31	31.3	39	39.4	23	23.2	6	6.1	2.04	.891
<b>Speaking</b>	34	34.3	34	34.3	22	22.2	9	9.1	2.06	.967
<b>Reading</b>	31	31.3	22	22.2	36	36.4	10	10.1	2.25	1.014
<b>Writing</b>	3	3	5	5.1	19	19.2	72	72.7	3.62	.724

As it can be seen in Table 4.2, the majority of the students selected speaking skill as the most important skill (f=34, p=34.3%) and writing skill as the least important skill (f=72, p=72.7%). Moreover, results showed that Writing skill had the highest mean score (M=3.62, SD=.72) and Listening skill had the lowest mean score (M=2.04, SD=.89).

Table 4.3: Results of Descriptive Analysis for Students' Opinions about Need of English Writing Skills

	Always		Often		Rarely		Never		Mean	SD
	f	%	F	%	F	%	F	%		
<b>How often do you think the medical students at EMU need English writing skills?</b>	24	24.2	46	46.5	25	25.3	4	4	2.09	.80

Based on the data collected, the majority of the students selected often (46.5%) or always (24.2%) for the need of writing skills.



Table 4.4: Results of Descriptive Analysis for Students' Opinions about the Reason for Significance of Writing Skill

	SD		D		N		A		SA		Mean	SD
	f	%	f	%	F	%	F	%	F	%		
<b>To write laboratory reports</b>	1	1	3	3	11	11.1	44	44.4	40	40.4	4.20	.833
<b>To write term projects</b>	1	1	3	3	17	17.2	35	35.4	43	43.4	4.17	.893
<b>To do homework</b>	7	7.1	8	8.1	22	22.2	32	32.3	30	30.3	3.69	1.188
<b>To take notes during lectures</b>	9	9.1	17	17.2	28	28.3	32	32.3	13	13.1	3.23	1.159
<b>To write essays</b>	3	3	4	4	15	15.2	30	30.3	47	47.5	4.15	1.024
<b>To write research papers</b>	2	2	5	5.1	14	14.1	24	24.2	54	54.5	4.24	1.011

As it can be seen in Table 4.4, among different reasons for the significance of writing skill, writing research papers (f=54, p=54.5%) and essays (f=47, p=47.5%) had the highest percent of strongly agree and writing laboratory reports had the highest percent of agree (f=44, p=44.4%).

Results show that ‘to write research papers’ had the highest mean score (M=4.24, SD=1.01) and ‘To take notes during lectures’ had the lowest mean score (M=3.23, SD=1.15).

Table 4.5: Results of Descriptive Analysis for Students’ Opinions about Need of English Reading Skills

	<b>Always</b>		<b>Often</b>		<b>Rarely</b>		<b>Never</b>		<b>Mean</b>	<b>SD</b>
	F	%	F	%	F	%	F	%		
<b>How often do you think the medical students at EMU need English reading skills?</b>	51	51.5	33	33.3	13	13.1	2	2	1.66	.78

Based on the data collected, the majority of the students selected often (33.3%) or always (51.5%) for the need of reading skills. Moreover, the mean score was 1.66 with SD of .78.

Table 4.6: Results of Descriptive Analysis for Students’ Opinions about the Reason for Significance of Reading Skill

	<b>SD</b>		<b>D</b>		<b>N</b>		<b>A</b>		<b>SA</b>		<b>Mean</b>	<b>SD</b>
	F	%	f	%	F	%	f	%	F	%		
<b>To read textbooks and resource books</b>	2	2	3	3	10	10.1	32	32.3	52	52.5	4.30	.920
<b>To read exam questions</b>	2	2	4	4	16	16.2	23	23.2	54	54.5	4.24	1.001
<b>To read medical journals and articles</b>	4	4	4	4	18	18.2	28	28.3	45	45.5	4.07	1.081
<b>To read novels and stories</b>	6	6.1	7	7.1	28	28.3	27	27.3	31	31.3	3.71	1.163
<b>To read newspapers and journals</b>	5	5.1	5	5.1	32	32.3	37	37.3	20	20.2	3.63	1.026

<b>To read graphs, charts and tables</b>	9	9.1	19	19.2	10	10.1	38	38.4	23	23.2	3.47	1.288
--	---	-----	----	------	----	------	----	------	----	------	------	-------

According to the results of item analysis, among different reasons for significance of reading skill, reading exam questions (f=54, p=54.5%) and textbooks and resource books (f=52, p=52.5%) had the highest percent of strongly agree and read graphs, charts and tables had the highest percent of agree (f=38, p=38.4%). Among items, ‘To read textbooks and resource books’ had the highest mean score (M=4.30, SD=.92) and ‘To read graphs, charts and tables’ had the lowest mean score (M=3.47, SD=1.28).

Table 4.7: Results of Descriptive Analysis for Students’ Opinions about Need of English Listening Skills

	Always		Often		Rarely		Never		Mean	SD
	f	%	F	%	f	%	F	%		
<b>How often do you think the medical students at EMU need English listening skills?</b>	57	57.5	31	31.3	6	6.1	5	5	1.71	1.06

As the results of table 4.7 shows, the majority of the students selected often (31.3%) or always (57.5%) for the need of listening skills. Moreover, the mean score was 1.71 with SD of 1.06.

Table 4.8: Results of Descriptive Analysis for Students’ Opinions about the Reason for Significance of Listening Skill

	SD		D		N		A		SA		Mean	SD
	F	%	F	%	f	%	f	%	f	%		
<b>To understand daily conversations.</b>	2	2	1	1	14	14.1	31	31.3	51	51.5	4.29	.895

<b>To follow spoken instructions from lecturers.</b>	0	0	3	3	6	6.1	25	25.3	65	65.7	4.54	.747
<b>To understand radio and TV programs.</b>	0	0	7	7.1	43	43.4	36	36.4	13	13.1	3.56	.811
<b>To understand discussions on medical issues</b>	4	4	2	2	8	8.1	25	25.3	60	60.6	4.36	1.005
<b>To understand seminars, conferences.</b>	2	2	3	3	10	10.1	25	25.3	59	59.6	4.37	.932
<b>To understand and take notes during lectures.</b>	2	2	3	3	18	18.2	31	31.3	45	45.5	4.15	.962

According to the results of item analysis, among different reasons for significance of listening skill, to follow spoken instructions from lecturers (f=65, p=65.7%) and to understand discussions on medical issues (f=60, p=60.6%) had the highest percent of strongly agree and to understand radio and TV programs had the highest percent of agree (f=36, p=36.4%). Among items, ‘To follow spoken instructions from lecturers’ had the highest mean score (M=4.54, SD=.74) and ‘To understand radio and TV programs.’ had the lowest mean score (M=3.56, SD=.81).

Table 4.9: Results of Descriptive Analysis for Students’ Opinions about Need of English Speaking Skills

	Always		Often		Rarely		Never		Mean	SD
	F	%	f	%	F	%	F	%		
<b>How often do you think the medical students at EMU need English speaking skills?</b>	31	31.3	52	52.5	10	10.1	6	6.1	2.11	1.02

Table 4.9 also displays participants' responses about the need of English speaking skills and subjects' response indicates that the majority of students selected often (f=52, p=52.5) for this question. Moreover, the mean score was 2.11 with SD of 1.02.

Table 4.10: Results of Descriptive Analysis for Students' Opinions about the Reason for Significance of Speaking Skill

	SD		D		N		A		SA		Me an	SD
	F	%	f	%	f	%	F	%	f	%		
<b>To participate in class discussions</b>	4	4	2	2	5	5	45	45.5	43	43.4	4.2 2	.943
<b>To carry on daily conversations</b>	1	4	3	3	4	4	43	43.4	48	48.5	4.3 5	.787
<b>To present oral reports</b>	2	2	1	1	7	7.1	24	24.2	65	65.7	4.5 1	.838
<b>To talk to foreign patients</b>	4	4	6	6.1	13	13.1	19	19.2	57	57.6	4.2 0	1.13 4
<b>To make presentations at seminars and conferences</b>	3	3	0	0	2	2	31	31.3	63	63.6	4.5 3	.812
<b>To ask questions in class.</b>	3	3	5	5	13	13.1	35	35.4	43	43.4	4.1 1	1.01 9

Subjects' responses in Table 4.10 indicate that among different reason for significance of speaking skill, to present oral reports (f=65, p=65.7%) and to make presentations at seminars and conferences (f=63, p=63.6%) had the highest degree of agreement and to participate in class discussions (f=45, p=45.5%) had the highest percent of agree. Among items, (To make presentations at seminars and conferences) had the highest mean score (M=4.53, SD=.81) and 'To talk to foreign patients.' had the lowest mean score (M=4.20, SD=1.13).

Table 4.11: Results of Descriptive Analysis for Students' Opinions about English Language Problems

	SD		D		N		A		SA		Mean	SD
	F	%	f	%	f	%	F	%	F	%		
<b>Poor vocabulary</b>	2	2	4	4.1	37	37.4	32	32.3	24	24.2	3.73	.946
<b>Poor grammar</b>	2	2	11	11.2	41	41.4	20	20.2	25	25.3	3.56	1.052
<b>Poor listening comprehension</b>	6	6.1	8	8.1	40	40.4	25	25.3	20	20.2	3.45	1.091
<b>Poor speaking skill</b>	7	7.1	6	6.1	37	37.4	25	25.3	24	24.2	3.54	1.137
<b>Slow reading speed</b>	9	9.1	11	11.1	26	26.3	29	29.3	24	24.2	3.48	1.232
<b>Poor writing skill</b>	10	10.1	19	19.2	24	24.2	26	26.3	20	20.2	3.27	1.268
<b>Poor pronunciation</b>	7	7.1	13	13.2	30	30.3	33	33.3	16	16.2	3.38	1.122
<b>The complex use of English in reading materials in general</b>	3	3.1	8	8.1	24	24.2	38	38.4	26	26.3	3.77	1.028
<b>The complex use of English in reading materials in medicine.</b>	9	9.1	7	7.1	24	24.2	24	24.2	35	35.4	3.70	1.273

Table 4.11 indicates the complexity use of English in reading materials in medicine (f=35, p=35.4%) and the complexity use of English in reading materials in general (f=38, p=38.4%) as the most problematic issues for the students. They also reported poor vocabulary (M=3.73, SD=.94) as another problematic area.

#### 4.1.2 Results of the Second Research Question

What are the instructors' attitudes towards their students' needs of four skills?

The results of the descriptive analysis for different parts of the questionnaire are presented in this section.

Table 4.12: Results of descriptive analysis for instructors' opinions about learning English at the Medical Faculty of EMU University.

	SD		D		N		A		SA		Mea n	SD
	F	%	f	%	F	%	F	%	F	%		
<b>1. General purposes English is important for medical students at EMU.</b>	0	0	0	0	1	14.3	0	0	6	85.7	4.71	.756
<b>2. Medical purposes English is important for medical students at EMU.</b>	0	0	0	0	1	14.3	0	0	6	85.7	4.71	.756
<b>3. General English instruction should start from the preparatory classes.</b>	0	0	0	0	1	14.3	1	14.3	5	71.4	4.57	.787
<b>4. Medical English instruction should start from the preparatory classes.</b>	0	0	0	0	2	28.6	3	42.9	2	28.6	3.43	1.718
<b>5. The materials in medical students' English courses should be relevant to the medical field.</b>	0	0	0	0	0	0	3	42.9	4	57.1	4.57	.535
<b>6. The current amount of English instruction given to medical students at EMU is adequate to meet their academic and professional English language needs.</b>	0	0	0	0	3	42.9	3	42.9	1	14.3	3.71	.756
<b>7. Even if students fail in English courses in preparatory class they should be allowed to</b>	2	28.6	2	28.6	3	42.9	0	0	0	0	2.14	.900

continue their medical education.													
8. The students should be taught in separate classes according to their proficiency levels.	2	28.6	1	14.3	1	14.3	2	28.6	1	14.3	2.86	1.574	
9. English classes should continue during the medical students' academic medical education.	0	0	0	0	2	28.6	4	57.1	1	14.3	3.86	.690	
10. English language instructors should use a method in which students can learn English interactively in groups.	0	0	0	0	1	14.3	5	71.4	1	14.3	4.00	.577	
11. Problem based learning (PBL) should be adapted to use in English for medical purposes courses.	0	0	0	0	2	28.6	2	28.6	3	42.9	4.14	.900	
12. The medical students at EMU have the language capacity to read the English language medical sources in the library.	0	0	0	0	0	0	5	71.4	2	28.6	4.29	.488	
13. In order to make use of the medical sites on the internet, one should have a high level of English.	0	0	0	0	4	57.1	2	28.6	1	14.3	3.57	.787	
14. Translation skills are important to develop learners' overall language competence for medical studies.	0	0	1	14.3	3	42.9	3	42.9	0	0	3.29	.756	
15. It is important for medical students to be able to read the original English texts.	0	0	0	0	1	14.3	2	28.6	4	57.1	4.43	.787	
16. English language instructors are	0	0	0	0	0	0	5	71.4	2	28.6	4.29	.488	



---

<b>knowledgeable enough to teach English for medical purposes courses.</b>														
<b>17. At present, English language instructors at EMU consider medical academic English language needs when selecting the materials for their lessons.</b>	0	0	0	0	0	0	2	28.6	5	71.4	4.71	.48	8	
<b>18. English language instructors should use internet in English classes.</b>	0	0	0	0	1	14.3	1	14.3	5	71.4	4.57	.78	7	
<b>19. At EMU, there is adequate technological equipment (TV, video, radio, internet, D.V.D.) available for language teaching.</b>	0	0	0	0	1	14.3	3	42.9	3	42.9	4.29	.75	6	
<b>20. At EMU instructors use the technological equipment (TV, video, radio, internet, D.V.D.) available for language teaching) effectively.</b>	0	0	0	0	1	14.3	3	42.9	3	42.9	4.29	.75	6	

---

The descriptive statistics for first four questions (Table 4.12) indicate that the majority of the instructors reported that both General (M= 4.71) and Medical (M=4.71) purposes English is very important for medical students at EMU. Concordant with this, the 3<sup>rd</sup> and 4<sup>th</sup> questions' results show the instructors also agree the both general and medical English instruction should start in the preparatory class (M=4.71 , 3.43 respectively). In terms of the materials in medical students' English courses, the instructors believe that they should be relevant to the medical field. (M=4.71). As table 4.12 indicates, the instructors

agree that the current amount of English instruction given to medical students at EMU is adequate to meet their academic and professional English language needs.(M=3.71).For questions 7,the instructors have negative feeling about the condition in which the students should be allowed to continue their medical education ,even if they fail in English courses in preparatory class.(M=2.14),also there is high consensus on this point .(SD=0.90) .

Moreover, the results indicate that the instructors disagree about the importance of having separate classes according to the students 'language proficiency levels.(M=2.86).In terms of question 9,the instructors agree about the condition in which the English classes should go on during the students' medical education at EMU.(M=3.86).The instructors reported high agreement with the use of group work and the adaptation of problem bases learning( PBL) to the English classes.(Q-10 M=4 ,Q-11 M= 4.14).

The instructors also reported that the students have high level of proficiency adequate to read the English sources in the medical library.(Q-12 M=4.29).They also agree with the idea that to make use of the medical sites on the internet, one should have a high level of English.(Q-13 M= 3.57). In terms of the translation skills for the students, the instructors were unsure about the importance of those skills for their students. (Q-14 M= 3.29). The instructors express strongly agreement about the importance of reading the original English resources (Q-15 M=4.43).

According to question 16, the instructors' perceptions of the English language instructors' knowledge to teach medical students were remarkably positive. (M= 4.29).For question 17, they reported positive feeling about whether the English language instructors choose materials considering the academic English needs of the students. (M= 4.71).According to question 18,the instructors believe that the internet should be used in English classes.(M=4.57).the results of question19 and 20 reveal the instructors' positive perceptions about the adequate

availability of technological equipment and effectively usage of them by the instructors.(M= 4.29).

Table 4.13: Results of Descriptive Analysis for Instructors' Opinions about Learning and Using the four Language Skills

	<b>1 (The most important)</b>		<b>2</b>		<b>3</b>		<b>4 (The least important)</b>		<b>Mean</b>	<b>SD</b>
	<b>F</b>	<b>%</b>	<b>F</b>	<b>%</b>	<b>F</b>	<b>%</b>	<b>F</b>	<b>%</b>		
<b>Listening</b>	1	14.3	2	28.6	4	57.1	0	0	2.43	.787
<b>Speaking</b>	1	14.3	3	42.9	3	42.9	0	0	2.71	1.254
<b>Reading</b>	5	71.4	0	0	2	28.6	0	0	1.57	.976
<b>Writing</b>	0	0	2	28.6	1	14.3	4	57.1	3.29	.951

As it can be seen in (Table 4.13), the majority of the instructors selected reading skill as the most important skill (f=5, p=71.4%) and writing skill as the least important skill (f=4, p=57.1%). Table 4.14 shows the results of descriptive analysis for instructors' opinions about need of English writing skills.

Table 4.14: Results of Descriptive Analysis for Instructors' Opinions about need of English Writing Skills

	<b>Always</b>		<b>Often</b>		<b>Rarely</b>		<b>Never</b>		<b>Mean</b>	<b>SD</b>
	<b>F</b>	<b>%</b>	<b>f</b>	<b>%</b>	<b>F</b>	<b>%</b>	<b>f</b>	<b>%</b>		
<b>How often do you think the medical students at EMU need English writing skills?</b>	2	28.6	5	71.4	0	0	0	0	1.71	.48

Based on the data collected, as it can be seen in (Table 4.14), all of the instructors selected often (71.4%) or always (28.6%) for the need of writing skills. Moreover, for

the importance of the skill, it was found that the mean score was 1.71, with SD of .48. Low standard deviation shows that the scores are close to the mean.

Table 4.15: Results of Descriptive Analysis for Instructors' Opinions about the Reason for Significance of Writing Skill

	SD		D		N		A		SA		Mean	SD
	F	%	f	%	f	%	f	%	f	%		
<b>To write laboratory reports</b>	0	0	0	0	2	28.6	0	0	5	71.4	4.43	.976
<b>To write term projects</b>	1	14.3	0	0	2	28.6	2	28.6	2	28.6	3.57	1.397
<b>To do homework</b>	0	0	0	0	5	71.4	0	0	2	28.6	3.57	.976
<b>To take notes during lectures</b>	0	0	0	0	4	57.1	1	14.3	2	28.6	3.71	.951
<b>To write essays</b>	0	0	1	14.3	4	57.1	0	0	2	28.6	3.43	1.134
<b>To write research papers</b>	1	14.3	0	0	0	0	4	57.1	2	28.6	3.86	1.345

As it can be seen in Table 4.15, among different reasons for the significance of writing skill, writing laboratory reports had the highest percent of strongly agree (f=5, p=71.4%) and writing research papers (f=4, p=57.1%) had the highest percent of agree. Among items, 'To write laboratory reports' had the highest mean score (M=4.42, SD=.97) and item 7 'Even if students fail in English courses in preparatory class they should be allowed to write term projects and to do homework items' had the lowest mean score (M=2.14, SD=.90). A high standard deviation shows that the scores are spread while a low standard deviation shows that these scores are close to the mean.

Table 4.16: Results of Descriptive Analysis for Instructors' Opinions about Need of English Reading Skills

	Always		Often		Rarely		Never		Mean	SD
	F	%	f	%	F	%	F	%		
<b>How often do you think the medical students at EMU need English reading skills?</b>	4	57.1	3	42.9	0	0	0	0	1.43	.53

According to the (Table 4.16), all of the instructors selected often (42.9%) or always (57.1%) for the need of reading skills. Moreover, it was found that the mean score was 1.43, with SD of .53.

Table 4.17: Results of Descriptive Analysis for Instructors' Opinions about the Reason for Significance of Reading Skill

	SD		D		N		A		SA		Me	SD
	F	%	f	%	f	%	F	%	f	%		
<b>To read textbooks and resource books</b>	0	0	0	0	2	28.6	0	0	5	71.4	4.43	.976
<b>To read exam questions</b>	0	0	0	0	1	14.3	1	14.3	5	71.4	4.57	.787
<b>To read medical journals and articles</b>	0	0	0	0	1	14.3	2	28.6	4	57.1	4.43	.787
<b>To read novels and stories</b>	0	0	0	0	3	42.9	1	14.3	3	42.9	4.00	1.000
<b>To read newspapers and journals</b>	0	0	0	0	1	14.3	2	28.6	4	57.1	4.43	.787
<b>To read graphs, charts and tables</b>	0	0	0	0	1	14.3	2	28.6	4	57.1	4.43	.787

According to the results of item analysis as it shows in (Table 4.17), among different reasons for significance of reading skill, reading exam questions (f=5, p=71.4%) and textbooks and resource books (f=5, p=71.4%) had the highest percent of strongly agree and read novels and stories had the lowest percent of strongly agree (f=3, p=42.9%).

Among items, ‘To read exam questions’ had the highest mean score (M=4.57, SD=.78) and ‘To read novels and stories’ had the lowest mean score (M=4.00, SD=1.00).

Table 4.18: Results of Descriptive Analysis for Instructors’ Opinions about Need of English Listening Skill

	Always		Often		Rarely		Never		Mean	SD
	F	%	f	%	F	%	F	%		
<b>How often do you think the medical students at EMU need English listening skills?</b>	3	42.9	4	57.1	0	0	0	0	1.57	.53

Based on the results of the study (Table 4.18), all of the instructors selected often (57.1%) or always (42.9%) for the need of listening skills. Moreover, it was found that the mean score was 1.57, with SD of .53.

Table 4.19: Results of Descriptive Analysis for Instructors’ Opinions about the Reason for Significance of Listening Skill

	SD		D		N		A		SA		Mean	SD
	f	%	F	%	f	%	F	%	f	%		
<b>To understand daily conversations.</b>	0	0	0	0	1	14.3	3	42.9	3	42.9	4.29	.756
<b>To follow spoken instructions from lecturers.</b>	0	0	0	0	0	0	2	28.6	5	71.4	4.71	.488
<b>To understand radio and TV programs.</b>	0	0	0	0	1	14.3	1	14.3	5	71.4	4.57	.787

<b>To understand discussions on medical issues</b>	0	0	0	0	0	0	2	28.6	5	71.4	4.71	.488
<b>To understand seminars, conferences.</b>	0	0	0	0	0	0	3	42.9	4	57.1	4.57	.535
<b>To understand and take notes during lectures.</b>	0	0	0	0	0	0	1	14.3	6	85.7	4.86	.378

According to the results of item analysis (Table 4.19), among different reasons for significance of listening skill, to understand and take notes during lectures (f=6, p=85.7%) had the highest percent of strongly agree and To understand daily conversations (f=3, p=42.9%) and To understand seminars, conferences (f=3, p=42.9%) had the highest percent of agree.

Among items, ‘To understand and take notes during lectures.’ had the highest mean score (M=4.86, SD=.37) and ‘To understand daily conversations.’ had the lowest mean score (M=4.29, SD=.75).

Table 4.20: Results of Descriptive Analysis for Instructors’ Opinions about Need of English Speaking Skills

	Always		Often		Rarely		Never		Mean	SD
	f	%	f	%	F	%	f	%		
<b>How often do you think the medical students at EMU need English speaking skills?</b>	4	57.1	3	42.9	0	0	0	0	1.43	.53

Table 4.20 also displays participants’ responses about the need of English speaking skills and subjects’ response indicates that the majority of instructors selected always

(f=4, p=57.1) for this question. Moreover, it was found that the mean score was 1.43, with SD of .53.

Table 4.21: Results of Descriptive Analysis for Instructors' Opinions about the Reason for Significance of Speaking Skill

	SD		D		N		A		SA		Mean	SD
	F	%	F	%	f	%	f	%	f	%		
<b>To participate in class discussions</b>	0	0	0	0	1	14.3	1	14.3	5	71.4	4.57	.787
<b>To carry on daily conversations</b>	0	0	0	0	1	14.3	3	42.9	3	42.9	4.29	.756
<b>To present oral reports</b>	0	0	0	0	0	0	2	28.6	5	71.4	4.71	.488
<b>To talk to foreign patients</b>	0	0	0	0	3	42.9	1	14.3	3	42.9	4.00	1.000
<b>To make presentations at seminars and conferences</b>	0	0	0	0	2	28.6	2	28.6	3	42.9	4.14	.900
<b>To ask questions in class.</b>	0	0	0	0	0	0	3	42.9	4	57.1	4.57	.535

Subjects' response in Table 4.21 indicates that among different reason for significance of speaking skill, to present oral reports (f=5, p=71.4%) and to participate in class discussions (f=5, p=71.4%) had the highest percent of strongly agree.

Among items, 'To present oral reports.' had the highest mean score (M=4.71, SD=.48) and 'To talk to foreign patients.' had the lowest mean score (M=4.00, SD=1.00).



Table 4.22: Results of Descriptive Analysis for Instructors' Opinions about English Language Problems

	SD		D		N		A		SA		Mean	SD
	f	%	F	%	f	%	F	%	F	%		
<b>Poor vocabulary</b>	0	0	2	28.6	2	28.6	2	28.6	1	14.3	3.29	1.113
<b>Poor grammar</b>	0	0	1	14.3	5	71.4	1	14.3	0	0	3.00	.577
<b>Poor listening comprehension</b>	·	·	3	42.9	3	42.9	0	0	1	14.3	2.86	1.069
<b>Poor speaking skill</b>	·	·	3	42.9	2	28.6	0	0	2	28.6	3.14	1.345
<b>Slow reading speed</b>	·	·	3	42.9	1	14.3	3	42.9	0	0	3.00	1.000
<b>Poor writing skill</b>	·	·	4	57.1	1	14.3	2	28.6	0	0	2.71	.951
<b>Poor pronunciation</b>	0	0	3	42.9	3	42.9	1	14.3	0	0	2.71	.756
<b>The complex use of English in reading materials in general</b>	2	28.6	1	14.3	1	14.3	1	14.3	2	28.6	3.00	1.732
<b>The complex use of English in reading materials in medicine.</b>	1	14.3	2	28.6	0	0	1	14.3	3	42.9	3.43	1.718

Table 4.22 indicates that according to instructors' opinions about English language problems, the complexity of English utilization in reading materials in medicine (f=3, p=42.9%) had the highest percent of strongly agree. Moreover, slow reading speed had the highest percent of agree (f=3, p=42.9%).

Among items, 'The complex use of English in reading materials in medicine.' had the highest mean score (M=3.43, SD=1.71) and two items 'Poor writing skill, Poor pronunciation.' had the lowest mean score (M=2.71, SD=1.00).

### 4.1.3 Results of the Third Research Question

What are the similarities and differences between students' and instructors' opinions in terms of students' needs of four skills?

According to the result that Table 4.23 indicates, there is no significant difference between students' and instructors' opinions about learning English in items 1 to 16. However, their response is significantly different in item 17, 18, 19, and 20.

Table 4.23: The Mean Score of Both Students' and Instructors' Opinions about Learning English at the Medical Faculty of EMU University

	<b>group</b>	<b>N</b>	<b>Mean</b>	<b>Std. Deviation</b>
<b>q1</b>	students	99	4.15	1.173
	instructors	7	4.71	.756
<b>q2</b>	students	99	4.07	1.081
	instructors	7	4.71	.756
<b>q3</b>	students	99	3.95	1.240
	instructors	7	4.57	.787
<b>q4</b>	students	99	3.52	1.328
	instructors	7	3.43	1.718
<b>q5</b>	students	99	4.20	.903
	instructors	7	4.57	.535
<b>q6</b>	students	99	3.30	1.173
	instructors	7	3.71	.756
<b>q7</b>	students	99	2.69	1.397
	instructors	7	2.14	.900
<b>q8</b>	students	99	2.71	1.445
	instructors	7	2.86	1.574
<b>q9</b>	students	99	2.85	1.328
	instructors	7	3.86	.690
<b>q10</b>	students	99	3.42	1.230
	instructors	7	4.00	.577
<b>q11</b>	students	99	3.59	1.245
	instructors	7	4.14	.900
<b>q12</b>	students	99	3.66	1.032
	instructors	7	4.29	.488
<b>q13</b>	students	99	3.87	.911
	instructors	7	3.57	.787
<b>q14</b>	students	99	3.85	1.091
	instructors	7	3.29	.756
<b>q15</b>	students	99	3.97	1.173

	instructors	7	4.43	.787
<b>q16</b>	students	99	3.60	1.245
	instructors	7	4.29	.488
<b>q17</b>	<b>students</b>	<b>99</b>	<b>3.34</b>	<b>1.002</b>
	<b>instructors</b>	<b>7</b>	<b>4.71</b>	<b>.488</b>
<b>q18</b>	<b>students</b>	<b>99</b>	<b>3.21</b>	<b>1.189</b>
	<b>instructors</b>	<b>7</b>	<b>4.57</b>	<b>.787</b>
<b>q19</b>	<b>students</b>	<b>99</b>	<b>3.09</b>	<b>1.187</b>
	<b>instructors</b>	<b>7</b>	<b>4.29</b>	<b>.756</b>
<b>q20</b>	<b>students</b>	<b>99</b>	<b>3.31</b>	<b>1.166</b>
	<b>instructors</b>	<b>7</b>	<b>4.29</b>	<b>.756</b>

Figure 4.1 illustrates the similarities and differences between students' and instructors' opinions about learning English at the Medical Faculty of EMU University.

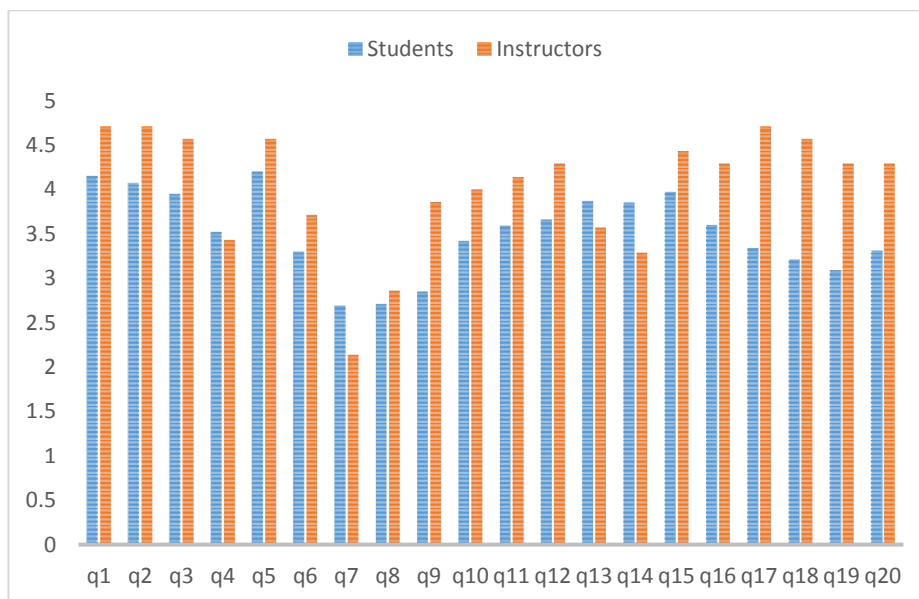


Figure 4.1: The similarities and differences between students' and instructors' opinions about learning English

As it can be seen in (Figure 4.1), in most of the statements students' and instructors' opinions about learning English is similar. To find significant differences between

their responses, independent sample t-test was run. Table 4.24 shows the results of t-test.

Table 4.24: Results of T-Test

<i>t-test for Equality of Means</i>					
	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
<b>Q1</b>	-1.248	104	.215	-.563	.451
<b>Q2</b>	-1.545	104	.125	-.644	.416
<b>Q3</b>	-1.305	104	.195	-.622	.477
<b>Q4</b>	.164	104	.870	.087	.529
<b>Q5</b>	-1.066	104	.289	-.369	.347
<b>Q6</b>	-.912	104	.364	-.411	.451
<b>Q7</b>	1.013	104	.313	.544	.537
<b>Q8</b>	-.264	104	.792	-.150	.568
<b>Q9</b>	-1.985	104	.050	-1.009	.508
<b>Q10</b>	-1.225	104	.223	-.576	.470
<b>Q11</b>	-1.160	104	.249	-.557	.480
<b>Q12</b>	-1.595	104	.114	-.629	.394
<b>Q13</b>	.841	104	.402	.297	.354
<b>Q14</b>	1.339	104	.184	.563	.420
<b>Q15</b>	-1.016	104	.312	-.459	.452
<b>Q16</b>	-1.453	104	.149	-.690	.475
<b>Q17</b>	<b>-3.579</b>	<b>104</b>	<b>.001</b>	<b>-1.371</b>	<b>.383</b>
<b>Q18</b>	<b>-2.972</b>	<b>104</b>	<b>.004</b>	<b>-1.359</b>	<b>.457</b>
<b>Q19</b>	<b>-2.618</b>	<b>104</b>	<b>.010</b>	<b>-1.195</b>	<b>.456</b>

<b>Q20</b>	<b>-2.169</b>	<b>104</b>	<b>.032</b>	<b>-.973</b>	<b>.448</b>
------------	---------------	------------	-------------	--------------	-------------

As Table 4.24 indicates, there is no significant difference between students' and instructors' opinions about learning English in items 1 to 16. However, their response is significantly different in items 17 ( $t=-3.57, P=.001$ ), 18 ( $t=-2.97, P=.004$ ), 19 ( $t=-2.61, P=.010$ ), and 20 ( $t=-2.16, P=.032$ ).

Regarding priority ranking of the four English language skills, there are some differences between students' and instructors' opinion. For instance, students selected speaking skill as the most important skill ( $f=34, p=34.3\%$ ) but their instructors selected reading skill as the most important skill ( $f=5, p=71.4\%$ ). Moreover, the results indicated that both students ( $f=72, p=72.7\%$ ) and their instructors ( $f=4, p=57.1\%$ ) selected writing skill as the least important skill. Figure 4.2 illustrates the similarities and differences between students' and instructors' opinions about the importance of listening skill.

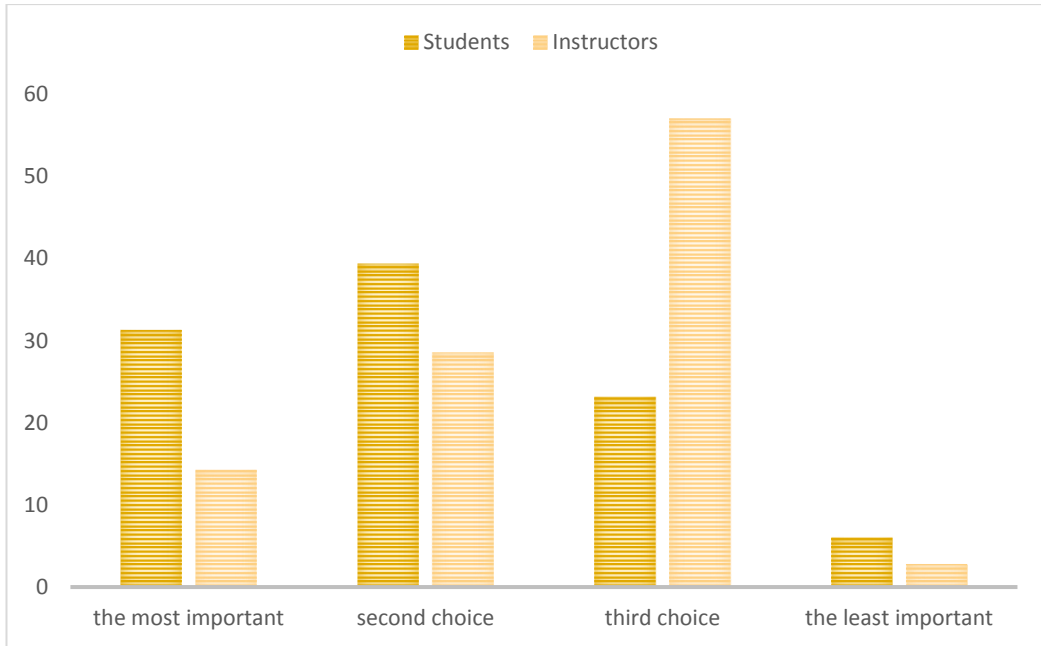


Figure 4.2: The similarities and differences between students' and instructors' opinions about the importance of listening skill.

As the figure demonstrates, the majority of the instructors (57.1%) selected the listening skill as the third important skill. However, the majority of the students (39.4%) selected it as the second important skill.

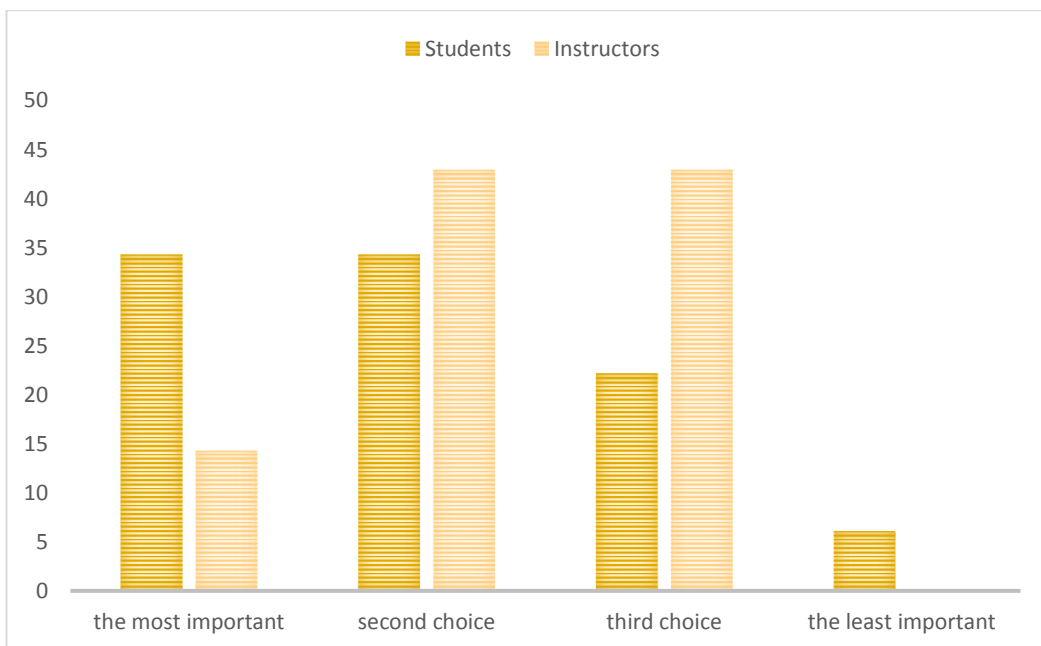


Figure 4.3 The similarities and differences between students' and instructors' opinions about the importance of speaking skill.

As the (figure 4.3) demonstrates, the majority of the instructors selected the second (42.9%) and third (42.9%) choice for the importance of the speaking skill. However, the majority of the students selected the first (34.3%) and second (34.3%) choice for the importance of the speaking skill.

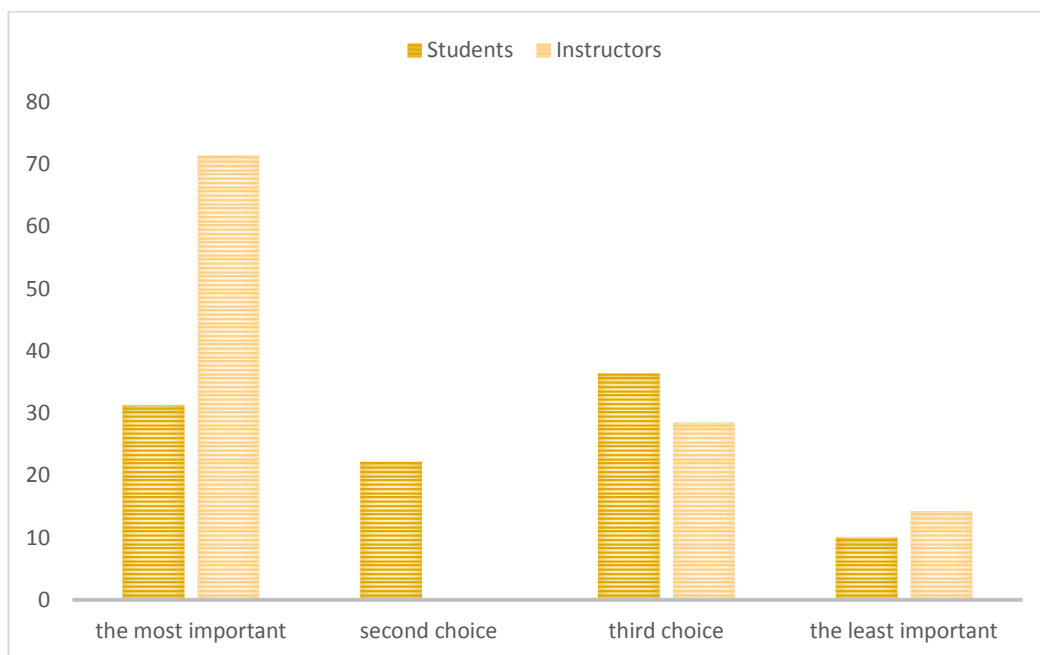


Figure 4.4 The similarities and differences between students' and instructors' opinions about the importance of reading skill.

As the (figure 4.4) demonstrates, the majority of the instructors selected the first choice (71.4%) for the importance of the reading skill. However, the majority of the students selected the third choice (36.4%) for the importance of the reading skill.

Figure 4.4 shows the similarities and differences between students' and instructors' opinions about the importance of writing skill.

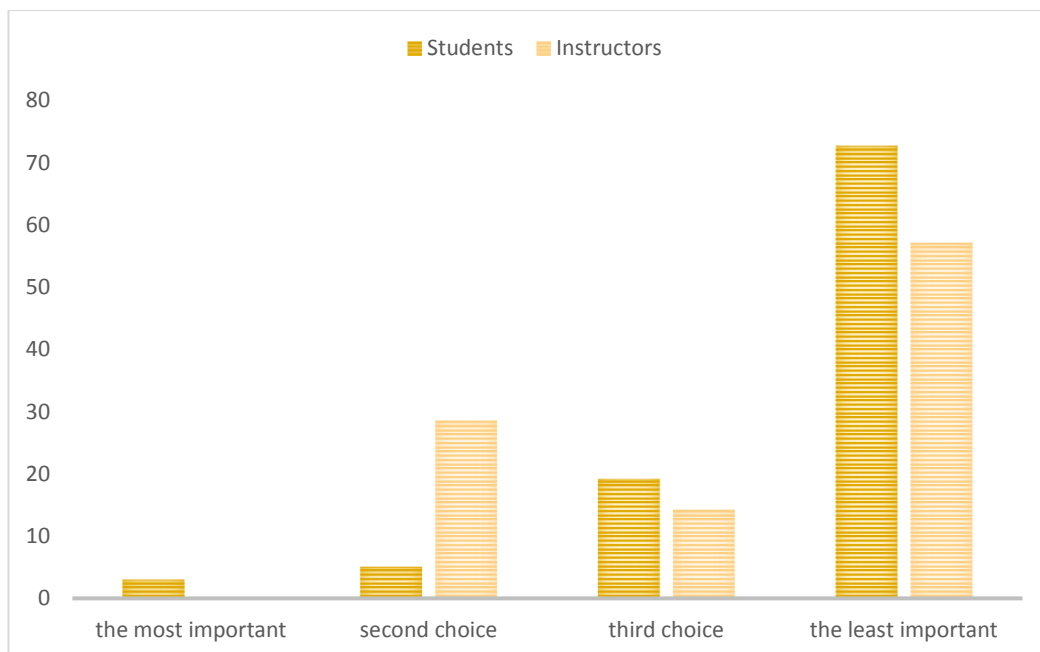


Figure 4.5 The similarities and differences between students’ and instructors’ opinions about the importance of writing skill.

According to the (figure 4.5), the majority of both instructors (57.1%) and students (72.7%) selected the least important choice for the importance of the writing skill.

## 4.2 Analysis of the Qualitative Data for Instructors’ Interviews

The teachers' interview comprised thirteen questions which were employed on the basis of the quantitative instrument that was used in this study as well as the study objectives. The last question in the list of these 13 questions focused on further opinions and considerations. In this section, the analysis is presented to report the frequency of the pre-specified themes.

### 4.2.1 Analysis of the Data for Interview Question 1

Based on the data gathered through the interview and the first interview question “**In your opinion to what extent is English important for the medical students at EMU University and which language skills are necessary to improve?**” The results are presented for the 6 instructors who were interviewed.



**Instructor 1** considers English very important for medical students. Moreover, as far as different language skills are concerned, the reading skill was deemed as very important and the reason was because they need to do a lot of reading for the required knowledge. For the listening skill, it was mentioned by instructor 1 that it was not as important and the students need listening as much as they can understand lectures. Writing skill was specified as important especially for examinations and this will be in the form of short paragraphs about some medical topics. Instructor 1 mentioned a need for fluency in oral and written English for being a medical professional.

**Instructor 2** believed that “only a few students face difficulty in writing and speaking”. Thus, this instructor believed that there was no need to focus on the skills. However, it was mentioned that the students need “technical vocabulary”.

**Instructor 3** first of all believed that English is very important. Furthermore, the skills reading and listening were specified as very important.

**Instructor 4** maintained that English is very important and focused on the importance of the writing skill.

**Instructor 5** mentioned that for the “medical profession, all English skills are equally very important, because an inability to understand procedures, read requests, give orders and so on will cause problems”. It was also mentioned that course 131 must be accomplished with high levels and also a higher “level of English is needed if the case is more complicated”.

**Instructor 6** believed that not only the “medium of instruction” has to be English but also medical students have to learn English very well even before they register in their program.

Thus, it can be concluded that most instructors consider English learning as very important and as far as skills are concerned they consider writing and reading as the most important ones although two instructors believed that all skills as equally important. Also, one of the instructors mentioned learning technical vocabulary as essential. The following (table 4.25) summarizes the main ideas related to interview question 1.

Table 4.25 Analysis of the views for interview question 1

	Inst 1	Inst 2	Inst 3	Inst 4	Inst 5	Inst 6
Interview	R	Tech Voc	R	W	R	R
Question 1	W		L		W	W
					L	L
					S	S

R=Reading    W= Writing    L= Listening    S= Speaking

#### 4.2.2 Analysis of the Data for Interview Question 2

Data analysis which is related to the second interview question “**Have there been conferences held in English at EMU University? Do you expect the students to attend such conferences?**”

**Instructor 1** believed that they must attend conferences.

**Instructor 2** stated that the responsibility to hold such events belongs to their department and as modern language department they have no idea about holding such events.

**Instructor 3** also held a positive view and said conferences are held and the students are expected to participate.

**Instructor 4** also said that they “need to attend these conferences”.

**Instructor 5** similarly held a strict positive view by saying “sure” they have to attend.

**Instructor 6** likewise said that “the students have to attend medical conferences or seminars to have better insights into current medical issues”.

Thus, it can be concluded that all instructors except one believed that conferences are held and the participation of the medical students is compulsory. The following table (4.26) summarizes the views for interview question 2.

Table 4.26 Analysis of the views for interview question 2

	Inst 1	Inst 2	Inst 3	Inst 4	Inst 5	Inst 6
Interview Question 2	Positive	Neutral	Positive	Positive	Positive	Positive

### 4.2.3 Analysis of the Data for Interview Question 3

Data analyses which is related to the third Interview question “**Do you think that the current amount of the English language lessons is adequate to meet the students’ such needs?**”

**Instructor 1** stated that the current amount of the English language lessons is not adequate to meet the students’ such needs.

**Instructor 2** also stated that with the limited two hours of Medical English instruction per week, the students can hardly be able to use English effectively.

**Instructor 3** also believed that “some students’ English levels are very low” and thus it does not seem to be sufficient.

**Instructor 4** limited two hours of Medical English instruction is not enough.

**Instructor 5** likewise pinpointed that it is not much and students “still lack important language skills, like speaking and writing”.

**Instructor 6** was the only instructor who believed that the current amount of English language lessons are adequate enough to meet the students’ such needs.

Thus, it can be concluded that all instructors except one believed that the current amount of the English language lessons is adequate to meet the students’ needs. The following (Table 4.27) summarizes the views for interview question 3.

Table 4.27 Analysis of the views for interview question 3

	Inst 1	Inst 2	Inst 3	Inst 4	Inst 5	Inst 6
Interview Question 3	Negative	Negative	Negative	Negative	Negative	Positive

#### 4.2.4 Analysis of the Data for Interview Question 4

Data analyses which is related to the fourth interview question “**Do you think they can be proficient enough to understand this medical jargon in considered time?**”,

**Instructor 1** said “I am not sure... I think most of them don’t have good enough conversational English skills. They should enrol in English courses”.

**Instructor 2** said “Partly”.

**Instructor 3** believes that it is not adequate.

**Instructor 4** ,similar to instructor 1, stated that problem based approach which is employed is learnable and effective even if their ESP courses have not been.

**Instructor 5** said that it is not enough although “progressing” is observable.

**Instructor 6** believed that it is enough and in case they study “before lecture and listen” they can succeed.

Thus, it can be concluded that one of the instructors focused and highlighted the implementation of the problem-based approach as successful and effective. And overall most of the instructors stated that they cannot be proficient enough to understand this medical jargon in considered time. The following table (4.28) summarizes the views for interview question 4.

Table 4.28 Analysis of the views for interview question 4

	Inst 1	Inst 2	Inst 3	Inst 4	Inst 5	Inst 6
Interview Question 4	No	Partly	No	Yes	Somewhat	Yes

#### 4.2.5 Analysis of the Data for Interview Question 5

Data analyses which is related to the fifth interview question “**What can be the role of the English language and content area instructors in problem based learning?**”,

**Instructor 1** said “they help students to be familiar with real situations”.

**Instructor 2** believed that the instructors put problem based learning into action.

**Instructor 3** stated that the role is facilitating a higher level specially in speaking.

**Instructor 4** argued that the instructors need to “be equipped with the necessary skills”

**Instructor 5** had no idea on this point.

**Instructor 6** focused the role on course content and language development.

Thus, it can be concluded that instructors believed that their role was to provide real situations, put problem-based learning into action, help learners to advance in speaking. The instructors also themselves need to follow the medical literature and expand their knowledge of medical English. The content instructors and English language instructors should cooperate to more appropriately conduct PBL. The following (Table 4.29) summarizes the views for interview question 5.

Table 4.29 Analysis of the views for interview question 5

	Inst 1	Inst 2	Inst 3	Inst 4	Inst 5	Inst 6
Interview Question 5	Provide real situations	Put into action	Improve speaking	Equip themselves with necessary skills	.....	course content and language development

#### 4.2.6 Analysis of the Data for Interview Question 6

Data analyses which is related to the sixth interview question “**Should the English language instructors know about the medical literature?**”

All the instructors held a positive view.

Thus, it can be concluded that all the instructors believed that the English language instructors should know about the medical literature. The following table (4.30) summarizes the views for interview question 6.

Table 4.30 Analysis of the views for interview question 6

	Inst 1	Inst 2	Inst 3	Inst 4	Inst 5	Inst 6
Interview Question 6	Positive	Positive	Positive	Positive	Positive	Positive

#### 4.2.7 Analysis of the Data for Interview Question 7

Data analyses which is related to the seventh interview question “**What do you think about the medical knowledge of the English language instructors? They may not be knowledgeable in medical field? Do you think that the content instructors and the language instructors should work together?, ”**

**Instructor 1** held a positive view and said “if they don’t have enough knowledge about medical field they should cooperate with medical instructors”.

**Instructor 2** said that “English language instructors are trying hard.It will be a good idea to work together, especially report writing”.

**Instructor 3**, on the contrary ,believed that “Medical knowledge is not needed by English language instructors. No knowledge of medical field is needed.”

**Instructor 4** held the positive view the same as instructor one and two to have more effective course for students.

**Instructor 5** similarly said that “They need to have medical knowledge but they can close this gap by cooperating with medical instructors”.

**Instructor 6** also held a positive view.

Thus, it can be concluded that all the instructors except one believed that having medical knowledge for the English language instructors is needed and working together with medical instructors is appreciated by them. The following (Table 4.31) summarizes the views for interview question 7.

Table 4.31 Analysis of the views for interview question 7

	Inst 1	Inst 2	Inst 3	Inst 4	Inst 5	Inst 6
Interview Question 7	Positive Working together	Positive Report writing	Negative	Positive More effective	Positive Cooperation	Positive

#### 4.2.8 Analysis of the Data for Interview Question 8

Data analyses which is related to the eighth interview question “**What is your opinion about the instructional materials for language instructors? Should they be related to the medical field?,**”

All the instructors held a positive view except third one .

Thus, it can be concluded that all the instructors except one believed that instructional materials must be related to the medical field. The following (Table 4.32) summarizes the views for interview question 8.



Table 4.32 Analysis of the views for interview question 8

	Inst 1	Inst 2	Inst 3	Inst 4	Inst 5	Inst 6
Interview Question 8	Positive	Positive	Negative	Positive	Positive	Positive

#### 4.2.9 Analysis of the Data for Interview Question 9

Data analyses which is related to the ninth interview question “**Is the available technological equipment adequate for this purpose?**”

All instructors held a positive view.

Thus, it can be concluded that all the instructors consistently believed that the available technological equipment is adequate for this purpose. The following (Table 4.33) summarizes the views for interview question 9.

Table 4.33 Analysis of the views for interview question 9

	Inst 1	Inst 2	Inst 3	Inst 4	Inst 5	Inst 6
Interview Question 9	Positive	Positive	Positive	Positive	Positive	Positive

#### 4.2.10 Analysis of the Data for Interview Question 10

Data analyses which is related to the tenth research question “**How can the English instructors use the internet?**”

**Instructor 1** believed that some pages that provide students with supplementary reading materials and useful links are employed from the Net.

**Instructor 2** mentioned using WhatsApp, YouTube, and Quizlet whenever appropriate.

**Instructor 3** said that they can use WhatsApp, YouTube, and other applications or sites.

**Instructor 4** said that “They can use the internet for reading related articles and etc.”.

**Instructor 5** believed that internet can be used “for learning about new technologies and so many articles in this field”

**Instructor 6** stated that “With the increase of computer and Internet availability in language schools on the rise, many teachers, with little or no training or experience in this medium as a language learning tool, they use them.”

Thus, it can be concluded that all the instructors believed that internet is currently being used by the instructors. They may use applications such as WhatsApp or teaching learning tools such as Quizlet. Also useful links and websites including supplementary materials or articles such as YouTube are also recommended. The following (Table 4.34) summarizes the views for interview question 10.

Table 4.34 Analysis of the views for interview question 10

	Inst 1	Inst 2	Inst 3	Inst 4	Inst 5	Inst 6
Interview Question 10	supplementary reading materials useful links	WhatsApp YouTube Quizlet	WhatsApp YouTube Other Apps	related article	learning new technologies articles	Language learning tool

#### 4.2.11 Analysis of the Data for Interview Question 11

Data analyses which is related to the eleventh interview question “**Are there separate classes according to the proficiency levels of the students?**”

All instructors said that there weren’t any separate classes based on proficiency levels. Thus, it can be concluded that all the instructors consistently believed that the classes are not based on the proficiency levels of the students. The following (Table 4.35) summarizes the views for interview question 11.

Table 4.35 Analysis of the views for interview question 11

---

	Inst 1	Inst 2	Inst 3	Inst 4	Inst 5	Inst 6
Interview Question 11	Negative	Negative	Negative	Negative	Negative	Negative

---

#### 4.2.12 Analysis of the Data for Interview Question 12

Data analyses which is related to the twelfth interview question “**Can the necessary adjustments for this purpose be done if I submit to you the findings of my study?**”

**Instructor 1** strongly believed that that necessary adjustments can be done out of recommendations of the present study.

**Instructor 2** said that it would be possible if the instructors are given the opportunity.

**Instructor 3** stated that necessary adjustments can be done out of recommendations of the present study.

**Instructor 4** said that necessary adjustments can be done out of recommendations of the present study.

**Instructor 5** also strongly believed that that necessary adjustments can be done out of recommendations of the present study.

**Instructor 6** said that necessary adjustments can be done out of recommendations of the present study.

Thus, it can be concluded that all the instructors consistently believed there is possibility of making the necessary adjustments if the recommendations of the present study are submitted to the university. The following (Table 4.36) summarizes the views for interview question 12.

Table 4.36 Analysis of the views for interview question 12

	Inst 1	Inst 2	Inst 3	Inst 4	Inst 5	Inst 6
Interview Question 12	Positive	Positive	Positive	Positive	Positive	Positive

#### **4.2.13 Analysis of the Data for Interview Question 13**

Finally, an open-ended questions was asked of the instructors to state their **further opinions and considerations**. Following, the analysis is presented.

**Instructor 1** believed that “there is a need for more well qualified teachers because we suffer from a shortage of teaching staff”.

**Instructor 2** said that “Please come and observe the classes .Examine the materials and tests as well”.

**Instructor 3** stated that “General English language improvement for students is more important as the students learn how to use medical terms during their studies”.

**Instructor 4** highlighted that “the students should be proficient enough in English to continue their success after they have graduated”.

**Instructor 5** acknowledged that more time is needed, as the course is too short.

**Instructor 6** had no further comments or considerations.

Based on the interviewees further comments and considerations it was revealed that there is a need for qualified staff and there is a lack of qualified staff as teachers. There is a need for further study and investigation on materials as well as tests and classes. Also, there is a need for focusing general English proficiency together with these courses. The focus on proficiency was also mentioned by another instructor. Finally, one interviewee stated that the course is short and more time has to be allocated for these courses. The following (table 4.37) summarizes the views for the last interview question.

Table 4.37 Analysis of the views for open-ended interview question 13

Open-ended interview question	
Inst 1	Need for qualified teachers/ further staff
Inst 2	Doing investigation on materials and tests and classes
Inst 3	General English language improvement as necessary which is to be promoted
Inst 4	Making students proficient enough to be successful after completing courses
Inst 5	Allocating more time /courses are too short
Inst 6	-----

### **4.3 Summary**

The present chapter provided a presentation of quantitative analysis of the data related to the questionnaires filled by both the students and the instructors. Also, it presented an analysis of the qualitative data related to the instructors' interviews.

The quantitative data analysis confirmed that the students perceived speaking as the most important skill while instructors believed reading was the most important. However, both groups believed writing was the least important. Different activities such as writing laboratory reports and research papers were mentioned for writing. As for reading, reading exam questions and textbooks and resource books were mentioned. For the listening, understanding to be able to take notes was mentioned. Finally, for the speaking, presenting oral reports and participating in class discussions were selected as of the highest importance. Thus, both groups had similar views apart from a few items which related to EMU environment such as technology and the implementation of internet by the instructors.

In general, the findings of the interviews suggest that English learning is considered as important by most of the instructors. The skills they mentioned in interviews included writing, reading, and technical vocabulary. Also, the interviewees believed that conference participation must be obligatory. Moreover, it was mentioned that the current amount of the English language lessons is satisfactory to meet the students' needs. Focusing on the problem-based approach, which provides real situations, it was believed that it is successful and effective. However, the instructors believed that proficiency level is very important. Furthermore, the instructors stated that knowing medical literature can benefit instructors and a cooperation is needed with medical instructors as the materials must be related to medical field and it is possible as there

is adequate equipment. All instructors were also internet-friendly using different applications, websites and programs in their teaching. Additionally, it was stated that positive views from this study can benefit the faculty if submitted to the university. Finally, among the stated considerations and comments were looking for more qualified teachers due to lack of staff, focusing on general English proficiency, allocating more time for the courses.

## **Chapter 5**

### **DISCUSSION OF RESULTS AND CONCLUSION**

#### **5.1 Discussion of the Results**

In previous sections the details related to the analyses of both quantitative and qualitative data were presented. This section provides a discussion and a conclusion, implication, limitation, and suggestions.

##### **5.1.1 What are the Medical Students' Perceived Needs of Four Skills?**

Based on the analysis of the data, it was revealed that the majority of the students selected speaking skill as the most important skill and writing skill as the least important skill. Among the different reasons for the significance of writing skill, writing research papers and essays had the highest percent of strongly agreement and writing laboratory reports had the highest percent of agreement. Among different reasons for the significance of reading skill, reading exam questions and textbooks and resource books had the highest percent of strongly agree and reading graphs, charts and tables had the highest percent of agreement. Among different reasons for the significance of listening skill, following spoken instructions from lecturers and understanding discussions on medical issues had the highest percent of strongly agreement and to understand radio and TV programs had the highest percent of agreement. Among different reasons for the significance of speaking skill, presenting oral reports and making presentations at seminars and conferences had the highest percent of strongly agreement and participating in class discussions had the highest percent of agreement. As for the problems, it was found out that according to students'



opinions, the complexity use of English in reading materials in medicine had the highest percent of strongly agreement and the complexity use of English in reading materials in general had the highest percent of agreement. Thus, both were problematic areas.

### **5.1.2 What are the Instructors' Perception of their Students' Needs of Four Skills?**

The majority of the instructors selected reading skill as the most important skill but writing skill as the least important. Among different reasons for the significance of writing skill, writing laboratory reports had the highest percent of strongly agreement and writing research papers had the highest percent of agreement. According to the analysis, among different reasons for the significance of reading skill, reading exam questions and textbooks and resource books had the highest percent of strongly agreement and reading novels and stories had the lowest percent of strongly agreement. Also, among different reasons for the significance of listening skill, understanding and taking notes during lectures had the highest percent of strongly agreement and understanding daily conversations and understanding seminars or conferences had the highest percent of agreement. Among different reasons for the significance of speaking skill, presenting oral reports and to participating in class discussions had the highest percent of strongly agreement. As it related to the problems, the complexity use of English in reading materials in medicine had the highest percent of strongly agreement. Also, the slow reading speed had the highest percent of agreement which was not included in the areas mentioned by the students.

### **5.1.3 What are the Similarities and Differences between Students' and Instructors' Opinions in Terms of Students' Needs of Four Skills?**

Based on the analysis it was observed that there is no significant difference between students' and instructors' opinions as far as learning English is concerned in items 1 to 16. However, their response is significantly different in items 17 'At present, English language instructors at EMU consider medical academic English language needs when selecting the materials for their lessons.', 18 'English language instructors should use internet in English classes.', 19 'At EMU, there is adequate technological equipment such as TV, video, radio, internet, and D.V.D. available for language teaching.', and 20 'At EMU instructors use the technological equipment such as TV, video, radio, internet, and D.V.D. available for language teaching' effectively. Mismatch in their idea about this item may relate to instructor' views of the working environment and the students' views of the learning environment. A significant difference was observed in choosing the most important skill as the instructors selected reading while the students selected speaking. However, both groups selected writing as the least important.

## **5.2 Conclusions**

The overall objective of the study was similar to other studies such as the one done by Tsou and Chen (2014). In their study they also focused on finding strengths and weaknesses of an ESP program. The present thesis researcher also aimed at conducting needs analysis for the same purpose and also to find priorities. The type of comparison made between the students and teachers' views also is similar to what was conducted by Zohoorian (2015), who compared views with the literature and also found that speaking and writing skills were the dominant and prioritized skills.

The findings of the present study suggest that this group of students, aged between 18 to 23, were taking the medical courses and the English courses as a requirement, believe both general and medical purposes English courses are important for medical students. The findings of this study are in line with the study conducted by Budianto (2004), who found that medical students stated that they needed English to continue future career.

It seems that these students strongly agree that using sites is an important objective and for this reason the knowledge of English language is important. This view was also taken important by Taşçı (2007), who found that finding sources at the library and on the internet has been an important issue in learning English and one of the aims of teaching English to medical students.

However, a large percentage of the students (52%) believe that failing in such courses must not hinder them from continuing the medical courses. As far as the content and materials of the course are concerned it was believed that they should be tailored toward medical issues and the medical field. Focusing on medical field topics is in agreement with the results of previous needs analysis studied by Maher (1986), who reports that writing papers or preparing talks for a medical meeting are very important and it is recommended to tailor the materials toward such medical topics rather than general.

Also, it seems that as the priority of the students is the speaking skill less significance must be given to the writing skill by the university and the materials must concentrate more on improving the students' speaking. Writing should be thus focused on, based on the students' perceptions, as far as it helps them in writing research papers and

essays in accordance with Taşçı's (2007) and Budianto's (2004) study. They mentioned that the importance of the writing skill is only for these areas rather than report writing or note taking. Thus, it was reported that interactive and speaking skills are more beneficial and prioritized.

It was also concluded that they strongly agreed with the fact that they needed the reading skill for reading exam questions, textbooks, and resource books. Thus, it is evident that again the materials need to relate to the medical field. However, based on the results it can be concluded that they did not feel the need to read graphs, charts, or tables. The findings related to the importance of English writing in performing well in exams is also in line with the study findings presented by Javid (2011). He also found that participants stated that they needed English for such a purpose.

Moreover, as for the listening skill again they highly agreed that they needed it for following spoken instructions from lecturers and for understanding discussions on medical issues. This also suggests the idea that the materials must be related to the field as they also maintained that they did not need it for listening to radio and other general purposes.

Similarly, as for the speaking skill their priority was for success in presentations in conferences or seminars and making reports. Also again they mentioned their need to be able to participate in class discussions which proved the above-mentioned fact that medical field must be considered for these courses.

Finally, the students mentioned that they had poor vocabulary and also they mentioned that the complexity of the medical texts confuses them. Thus, it can be concluded that

such practice is needed to be included in their courses to be able to improve vocabulary specially related to medical field as well as reading medical field-related texts. The importance of reading is also highlighted out of the results for the study conducted by Vahdany and Gerivani (2016) who found reading important for understanding field related texts.

Similar to the students, instructors also mentioned that both general and medical courses are important. They also mentioned that the staff who instruct the courses have enough knowledge of handling such courses as far as medical issues are concerned. Also they believed that for using the medical sites on the internet, one should have a high level of English. However, they disagreed with the students in believing that upon failure in these courses the students must not be able to pursue their studies in the medical field and they need more practice in English before pursuing their medical courses.

Unlike the students who mentioned speaking skill as their priority, instructors focused on the reading skill. However, both the students and the instructors agreed in believing that the writing skill is the least important. However, this was not in line with some studies including Zohoorian (2015) or Vahdany and Gerivani (2016). In these studies speaking was not the main skill of concern. The justification is that in such contexts as English is not even the second language, reading seems to be more important than speaking skill.

As for the reading skill, similar to students instructors believed that reading exam questions is very important. They also referred to reading English textbooks and resources as another important area. This is also mentioned by Javid (2011). As for the

listening skill, unlike the students the instructors referred to the improvement of listening for daily conversations while the students only desired to improve their understanding for the note taking. The reasons mentioned for the speaking skill matched what was found for the students. Presenting oral reports and participating in class discussions were prioritized by the instructors, too. As for presenting oral reports the findings were in line with Lombardo (1988) where the participants referred to this issue.

Finally, as for the problems found prioritized by the instructors it was found out that complexity use of English was also similarly mentioned here. However, the next item mentioned was pace of reading which does not seem to be important by the students. Based on the instructors' interviews it can be concluded that there is mismatch in some areas such as the skill of priority where they did not mention speaking while it was a priority based on the analysis of the students' questionnaires. Similar to students who believed that medical field related text must be practiced, one of instructors also mentioned that teaching technical vocabulary can be helpful. The importance of vocabulary is also maintained by Taşçi (2007).

Also, conference participation was mentioned by the interviewees while it was of less importance by the students. This is in contrast with what Taşçi (2007) found who stresses that students in his study stated one of the reasons for the importance of listening. Furthermore, based on the instructors' interviews it can be concluded that more time should be allocated to learning English for this group of students and they cannot be proficient enough to understand this medical jargon in considered time. Also, it can be concluded that problem-based learning was a priority for the instructors to advance learners while a reconsideration of the language and content is deemed

necessary. While instructors' views are considered, the university must ensure the medical literature proficiency of the staff for teaching English courses and perhaps a cooperation of the instructors and the academic staff can be helpful in doing so. One other point that needs attention here is that students' proficiency levels are so varied and the class are heterogeneous and it is concluded that a placement test may solve the problem upon registration for these courses based on which decision on the level of the courses can be made.

It can generally be concluded that the implementation of a needs analysis which is the recommended first step in preparing students and registering them in any English for specific purposes course seems to be a valid step here, too. Thus, to lessen the mismatches in ideas of students and instructors and also to seek to find the students' needs and interest it is key to conduct needs analysis and clarify these issues.

### **5.3 Implications of the Study**

This research has identified some important insights to the related policy makers including the administrators in EMU. While, based on the findings, the students selected speaking skill as the most important and the instructors selected reading skill as the most important, it is advisable to have more cooperation of the students and instructors on the process of material and skill selection on the onset of any instructional English course. This may also be generalized to other constructs of the study where mismatch is observed in the students' and instructors' views. Also, as both students and their instructors selected writing skill as the least important skill, the course designers have to consider this and reduce activities related to writing.

As the reading skill was concerned, the students mentioned reading exam questions, textbooks and resource books as well as graphs, charts and tables as significant. Thus, it is recommended to include activities related to these in the course content.

As the listening skill was concerned, the students mentioned following spoken instructions from lecturers and understanding discussions on medical issues as significant. Thus, it is recommended to include discussions related to medical issues during the courses. As the writing skill was concerned the students mentioned writing research papers and essays. Thus, it is recommended to include these types of writing related to medical issues during the courses.

As the speaking skill was concerned the students mentioned presenting oral reports and participating in class discussions. Thus, it is recommended to include these types of activities during the English courses. Also, as the students mentioned the complexity of English utilization in reading materials in medicine as an important problem, the course designers can consider this fact.

#### **5.4 Limitations of the Study**

Like any other studies, the present study was also restricted due to some limitations. First and foremost, the findings of the present study may not be generalizable to other contexts, other departments and other universities. Furthermore, a limited number of instructors participated in interview which may also restrict the generalizability of the findings.

Furthermore, the questionnaire focused on asking for views related to students' and instructors' opinions about learning English, learning and using the four language skills, need of English skills and the reason for their significance, English language



problems and did not focus on other important factors or constructs that play important roles in learning English such as materials development, teaching, and assessment.

Also, other researchers can benefit using other research designs and other instruments to collect data such as situation needs analysis or target situation needs analysis. Moreover, it may be possible to conduct interviews with the students as well to seek their interests, recommendations, and views on these and other similar courses which can give researchers valuable ideas and information to improve the weaknesses and know the advantages. The present study only focused on data collected from the instructors' interviews.

### **5.5 Suggestions for Further Research**

Though this study has added important insights in relation to the medical students and the English courses, the replication of the same study with other departments in EMU is recommended to find more information and add to the consistency of findings. Also, an analysis and investigation of the content, materials, tests, and classroom techniques can add to the body of knowledge related to these courses.

Also, the possibility of using more technological techniques can be investigated. Other research techniques such as focus group interview or observation can give more in-depth information on the views of both instructors and students, advantages and drawbacks of the courses. Moreover, other researchers may also conduct interviews with the students to find their views in relation to these courses.

## REFERENCES

- Amirian, Z, & Tavakoli, M. (2009). Reassessing the ESP courses offered to engineering students in Iran. *English for Specific Purposes World*, 8 (23), 1-13.
- Atefi Boroujeni, S. & Moradian Fard, F. (2013). A Needs Analysis of English for Specific Purposes (ESP) Course for Adoption of Communicative Language Teaching: A Case of Iranian First-Year Students of Educational Administration. *International Journal of Humanities and Social Science Invention ISSN (Online):2319-7722, ISSN (Print):2319-7714*
- Baghban, Z. Z. V. (2014) .*The effect of authentic context on motivation level, reading motivation and reading achievement among Iranian EAP students*. Unpublished PhD thesis, Universiti Sains Malaysia.
- Basturkmen, H. (2006). *Ideas and options for specific purposes*. New Jersey: Lawrence Erlbaum Associates, Inc.
- Belcher, D. D. (2004). Trends in teaching English for specific purposes. *Annual Review of Applied Linguistics*, 24, 165-186.
- Benesch, S. (1996). Needs analysis and curriculum development in EAP: An example of a critical approach. *TESOL Quarterly*, 30(4), 723-738.

- Bernard, R., & Zemach, D. (2003). Materials for specific purposes. In B. Tomilson (Ed) *Developing Materials for Language Teaching*. London: Gromwell Press.
- Brown, J. D. (2005). Foreign and second language needs analysis. In M. H. Long, & C. J. Doughty (Eds.), *The handbook of language teaching*. Oxford: Blackwell publishing.
- Brown, J. D. (2016). *Introducing needs analysis and English for specific purposes*. NY: Routledge.
- Brumfit, C. J., & Johnson, K. (1979). *The communicative approach to language teaching*. Oxford: Oxford University Press.
- Brunton, M. (2009). An account of ESP with possible future directions. *Online Journal of English for Specific Purposes World*, 3(24), 8.
- Budianto, L. (2004). Students' Needs in Learning English in the Medical Faculty of Muhammadiyah University at Malang. *JURNAL ILMU PENDIDIKAN*, 11(3), 1-9.
- Chostelidou, D. (2010). A needs analysis approach to ESP syllabus design in Greek tertiary education: A descriptive account of students' needs. *Procedia-Social and Behavioral Sciences*, 2(2), 4507-4512.
- Creswell, J. W. (2012). *Qualitative inquiry and research design: Choosing among five approaches*. London: SAGE.

- Dominguez, G. A., & Rokowski, P. E. (2002). Bridging the gap between English for academic and occupational purposes. *English for Specific Purposes World*, 2 (1).
- Dornyei, Z. (2007). *Research methods in applied linguistics*. Oxford: Oxford University Press.
- Dudley-Evans, T. (2001). English for specific purposes. In R. Carter, & D. Nunan, (Eds.). *The Cambridge guide to teaching English to speakers of other languages* (pp. 131-136). Cambridge: Cambridge University Press.
- Dudley-Evans, T., & St John, M. (1998). *Developments in ESP: A multi-disciplinary approach*. Cambridge: Cambridge University Press.
- Ellis, R. (2003). *Task-based language learning and teaching*. Oxford: Oxford University Press.
- Eslami-Rasekh, Z. (2010). Teachers' voice vs. students' voice: A needs analysis approach to English for academic purposes (EAP) in Iran. *English Language Teaching*, 3 (1), 3-12.
- Ferris, D. (2012). Students' views of academic aural/oral skills: A Comparative needs analysis. *TESOL Quarterly*, 32(2), 289-318.

- Flowerdew, J., & Peacock, M. (2001). Issues in EAP: A preliminary perspective. In J. Flowerdew, & M. Peacock, (Eds.), *Research perspectives on English for academic purposes* (pp. 8-152). Cambridge: Cambridge University Press.
- Garrett, Amanda L., "Guidelines for interpretive interview fidelity in mixed methods research within the context of a randomized controlled trial"(2016).public access theses and dissertations from the College of Education and Human Science.276. <http://digitalcommons.unl.edu/cehdsdiss/276>
- Gatehouse, K. (2001). Key issues in English for specific purposes (ESP) curriculum development. *The Internet TESL Journal*, 7(10).
- Gillham, B. (2004). *The research interview*. UK: Continuum.
- Gorard, S., & Taylor, C. (2004). *Combining methods in educational and social research*. England: Open University Press.
- Gupta, K., Sleezer, C. M., & Russ-Eft, D. F. (2007). *A practical guide to needs assessment*. CA: John Wiley & Sons.
- Harwood, N., & Petric, B. (2011). English for academic purposes. In J. Simpson (Ed.), *The Routledge handbook of applied linguistics* (pp. 243-258). London: Routledge.
- Haseli Songhori, M. (2008). Introduction to needs analysis. *English for Specific Purposes world*, 4, 2008, [www.esp-world.info](http://www.esp-world.info)

- Hesse-Biber, S. (2010). *Mixed methods research: Merging theory with practice*. New York: Guilford Press.
- Huhta, A., Vogt, K., Johnson, E., Tulkki, H. (2013). Needs analysis for language course design: A holistic approach to ESP. Cambridge: Cambridge University Press.
- Huhta, M., Vogt, K., Johnson, E., Tulkki, H., & Hall, D. R. (Eds.) (2013). *Needs analysis for language course design: a holistic approach to ESP (pp. 1-8)*. Cambridge: Cambridge University Press.
- Hutchinson, T., & Waters, A. (1987). *English for specific purposes: A learning-centered approach*. Cambridge: Cambridge University Press.
- Hyland, K. (2006). *English for academic purposes: An advanced resource book*. NY: Routledge.
- Hyland, k., & Hamp-Lyons, L. (2002). EAP: Issues and directions. *Journal of English for Academic Purposes* 1(1), 1-12.
- Jasso-Aguilar, R. (1999). Sources, methods and triangulation in needs analysis: A critical perspective in a case study of Waikiki Hotel aids. *English for Specific Purposes*, 18(1), 27-46.
- Javid, C. Z. (2011). EMP needs of medical undergraduates in a Saudi Context. *Kashmir Journal of*

- Johnson, B., & Christensen, L. (2012). *Educational research: Quantitative, qualitative, and mixed approaches*. California: Sage Publications.
- Johnson, K., & Johnson, H. (2009). Foreign language course design. In K. Knapp, & B. Seidlhofer, (Eds.). *Handbook of foreign language communication and learning* (pp. 309-340). Berlin: Walter de Gruyter GmbH & Co.
- Jordan, R. R. (1997). *English for academic purposes: A guide and resource for teachers*. Cambridge: Cambridge University Press.
- Kaewpet, C. (2009). Communication needs of Thai civil engineering students. *English for Specific Purposes*, 28(4), 266-278.
- Karimkhanlui, G. (2007). EAP and communicative use of language. *English for Specific Purposes World*, 2 (15). *Language Research*, 14(1), 89-110.
- Lodico, M. G., Spaulding, D. T., & Voegtler, K. H. (2010). *Methods in educational research: From theory to practice*. San Francisco: John Wiley & Sons.
- Lombardo, L. (1988). *Language learners needs, interests and motivation: A survey of EFL students in an Italian economics faculty*. ERIC Document Reproduction Service No. ED304006.
- Long, M. H. (2005). Methodological issues in learner needs analysis. In M. H. Long, (Ed). *Second language needs analysis* (pp. 19-76). Cambridge: Cambridge University Press.

- Mackey, A., & Gass, S. M. (2005). *Second language research: Methodology and design*. New Jersey: Lawrence Erlbaum Associates.
- Maher, J. (1986). English for medical purposes. *Language Teaching*, 19, 112-145.
- Medical English. (2018, April 17). Retrieved from <http://study-medicalenglish.com/home/about/>
- Morse, J. M. (2012). The implications of interview type and structure in mixed-method designs. In F. Gabriun, J. A. Holstei, A. B. Marvasti, K. D. Mckinney (Eds.), *The Sage handbook of interview research the complexity of the craft* (pp.193-204). London: Sage Publications.
- Ostbye, L. I. (1997). ESP in medical sciences: A multidimensional approach to syllabus design. In J. Pique, & D. J. Viera (Eds.), *Applied languages: Theory and practice in ESP* (pp. 93-106). D'aquesta Edicio: Universitat de Valencia.
- Paltridge, B., & Starfield, S. (2013). *The handbook of English for specific purposes*. UK: Wiley-Blackwell.
- Richards, J. C. (2001). *Curriculum development in language teaching*. Cambridge. Cambridge University Press.
- Robinson, P. C. (1991). *ESP today: A practitioner's guide*. New York: Prentice Hall.



- Spector-Cohen, E., Kirschner, M., & Wexler, C. (2001). Designing EAP reading courses at the University level. *English for Specific Purposes Journal*, 20, 367-386.
- Stevens, P. (1980). *Teaching English as an international language: From practice to principle*. Oxford: Pergamon Press.
- Stevens, P. (1988). ESP after twenty years: A re-appraisal. In M. Tickoo (Ed.), *ESP: State of the art* (pp. 1-13). Singapore: SEAMEO Regional Centre.
- Tarnopolsky, O. (2009). Content-based internet-assisted ESP teaching to Ukrainian university students majoring in psychology. *The Reading Matrix*, 9 (2), 184-197.
- Taşçi, Ç. (2007). *An analysis of medical students' English language needs* (Masters' thesis). Retrieved from <http://www.thesis.bilkent.edu.tr/0003344.pdf>.
- Teddie, Ch., & Tashakkori, A. (2009). *Foundations of mixed methods research: Integrating quantitative and qualitative approaches in social and behavioural sciences*. London: Sage.
- Tsou, W., & Chen, F. (2014). ESP program evaluation framework: Description and application to a Taiwanese university ESP program. *English for Specific Purposes*, 33, 39-53.

Vahdany, F. & Gerivani, L. (2016). An analysis of the English language needs of medical students and general practitioners: a case study of Guilan University of medical sciences. *International Journal of English Language and Literature Studies*, 5(2), 104-110.

Watson Todd, R. (2003). EAP or TEAP? English for Academic Purposes vol.2 no.2 pp.147-156.doi:10.1016/S1475-1585(03)00014-6  
<http://www.sciencedirect.com/science/article/pii/S1475158503000146>

West, R. (1994). Needs analysis in language teaching. *Language Teaching*, 27(1), 1-19.

*www.ijhssi.org Volume 2 Issue 6 june.2013 PP.35-44*

Yan, Z. (2005). Needs analysis of EFL teacher development in Chinese universities. *Foreign language teaching and research*, 3, 48-52.

Zohoorian, Z. (2015). A needs analysis approach: An investigation of needs in an EAP context. *Theory and Practice in Language Studies*, 5(1), 58-65.

## **APPENDICES**

## Appendix A: Approval Letter from Ethics Committee of EMU

 **Doğu Akdeniz Üniversitesi**  
"Üluslararası Kariyer İçin"

**Eastern Mediterranean University**  
"For Your International Career"

P.K.: 99628 Gazimağusa, KUZETİ KIBRIS /  
Famagusta, North Cyprus,  
via Mersin-10 TURKEY  
Tel: (+90) 392 630 1995  
Faks/Fax: (+90) 392 630 2919  
bayek@emu.edu.tr

Etik Kurulu / Ethics Committee

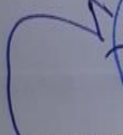
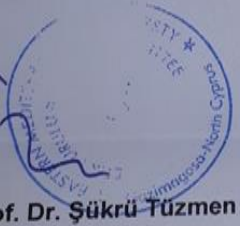
**Reference No:** ETK00-2018-0251 **15.10.2018**  
**Subject:** Application for Ethics.

**RE:** Khadijeh Kasraeifard  
*Foreign Languages Education*

To Whom It May Concern:

On the date of **15.10.2018**, (Meeting number **2018/59-66**), EMU's Scientific Research and Publication Ethics Committee (BAYEK) has granted, Khadijeh Kasraeifard, from the Department of Foreign Languages Education, to pursue with her Ms. thesis work "**An Investigation of Needs: a Case of Medical Students in EMU**", under the supervision of Assoc. Prof. Dr. Javanshir Shibliyev. This decision has been taken by the majority of votes.

Regards,

**Assoc. Prof. Dr. Şükrü Tüzmen**  
Director of Ethics Committee

ŞT/ba.

## Appendix B: Questionnaire for Teachers

Dear participant,

I am a student in the Master's of Arts in the Teaching of English as a Foreign Language Program at Eastern Mediterranean University. For my master thesis, I am conducting an analysis of English language needs of Medical Faculty students at Eastern Mediterranean University. The aim of this questionnaire is to obtain necessary information for this purpose. Cooperation is voluntary and your completion of the questionnaire is assumed to grant permission to use your answers for this study. Thank you in advance for your cooperation and for taking the time to answer the questions fully and meticulously.

KHADĪJEH KASRAEĪFARD  
Eastern Mediterranean UNIVERSITY  
Master of Arts in Teaching English as a Foreign Language MA TEFL 2016

### D) Demographical Information

1. Gender: ..... a) Male ..... b) Female
2. Age:.....
3. Title: .....
4. The university you graduated from: .....
5. The university you obtained your specialty from: .....
6. Department: .....
7. Administrative post:.....

**B. The following questions aim to identify your opinions about learning English at the Medical Faculty of EMU University. Please use the following scale for questions from 1 to 20. (Please circle your answers).**

1. Strongly disagree    2. Disagree    3. Not sure    4. Agree    5. Strongly agree

1. General purposes English is important for medical students at EMU.	1	2	3	4	5
2. Medical purposes English is important for medical students at EMU.	1	2	3	4	5
3. General English instruction should start from the preparatory classes.	1	2	3	4	5
4. Medical English instruction should start from the preparatory classes.	1	2	3	4	5
5. The materials in medical students' English courses should be relevant to the medical field.	1	2	3	4	5
6. The current amount of English instruction given to medical students at EMU is adequate to meet their academic and professional English language needs.	1	2	3	4	5
7. Medical students should be allowed to continue onto their medical education, even if they fail in English courses in preparatory class.	1	2	3	4	5
8. The students should be taught in separate classes according to their proficiency levels.	1	2	3	4	5
9. English classes should continue during the medical students' academic medical education.	1	2	3	4	5

10. English language instructors should use a method in which students can learn English interactively in groups.	1	2	3	4	5
11. Problem based learning (PBL) should be adapted to use in English for medical purposes courses.	1	2	3	4	5
12. The medical students at EMU have the language capacity to read the English language medical sources in the library.	1	2	3	4	5
13. In order to make use of the medical sites on the internet, one should have a high level of English.	1	2	3	4	5
14. Translation skills are important to develop learners' overall language competence for medical studies.	1	2	3	4	5
15. It is important for medical students to be able to read the original English texts.	1	2	3	4	5
16. English language instructors are knowledgeable enough to teach English for medical purposes courses.	1	2	3	4	5
17. At present, English language instructors at EMU consider medical academic English language needs when selecting the materials for their lessons.	1	2	3	4	5
18. English language instructors should use internet in English classes.	1	2	3	4	5
19. At EMU, there is adequate technological equipment (TV, video, radio, internet, D.V.D.) available for language teaching.	1	2	3	4	5
20. At EMU instructors use the technological equipment (TV, video, radio, internet, D.V.D.) available for language teaching) effectively.	1	2	3	4	5

**C. The following questions aim to identify your opinions about learning and using the four language skills--reading, writing, speaking and listening .**

1. Which of the following English language skills do you think are the most important for medical students? (Please put them in order of importance assigning number 1 to the most important, number 4 to the least important.)

listening ( ) speaking ( ) reading ( ) writing ( )

2. How often do you think the medical students at EMU need English writing skills?

a) always b) often c) rarely d) never

3. Please use the following scale to determine why writing skills are necessary for medical students. (Please circle your answers)

1. Strongly agree 2. Agree 3. Not sure 4. Disagree 5. Strongly disagree

To write laboratory reports	1	2	3	4	5
To write term projects	1	2	3	4	5
To do homework	1	2	3	4	5
To take notes during lectures	1	2	3	4	5
To write essays	1	2	3	4	5
To write research papers	1	2	3	4	5

Others (please specify) .....	1	2	3	4	5
-------------------------------	---	---	---	---	---

4. How often do you think the medical students at EMU need English writing skills?

- a) always    b) often    c) rarely    d) never

5. Please use the following scale to determine for which of these reading materials English reading skills are important. (Please circle your answers)

1. Strongly disagree    2. Disagree    3. Not sure    4. Agree    5. Strongly agree

To read textbooks and resource books	1	2	3	4	5
To read exam questions	1	2	3	4	5
To read medical journals and articles	1	2	3	4	5
To read novels and stories	1	2	3	4	5
To read newspapers and journals	1	2	3	4	5
To read graphs, charts and tables	1	2	3	4	5
Others (please specify) .....	1	2	3	4	5

6. Please use the following scale to determine why reading skills are necessary for medical students. (Please circle your answers).

1. Strongly disagree    2. Disagree    3. Not sure    4. Agree    5. Strongly agree

To understand the main ideas of reading texts	1	2	3	4	5
To read texts in detail.	1	2	3	4	5
To translate texts	1	2	3	4	5
To interpret the information in diagrams and charts	1	2	3	4	5
To summarize	1	2	3	4	5
Others (please specify) .....	1	2	3	4	5

7. How often do you think the medical students at EMU need English listening skills?

- a) always    b) often    c) rarely    d) never

8. Please use the following scale to determine why listening skills are necessary for medical students. (Please circle your answers)

1. Strongly disagree    2. Disagree    3. Not sure    4. Agree    5. Strongly agree

To understand daily conversations.	1	2	3	4	5
To follow spoken instructions from lecturers.	1	2	3	4	5
To understand radio and TV programs.	1	2	3	4	5
To understand discussions on medical issues	1	2	3	4	5
To understand seminars, conferences.	1	2	3	4	5
To understand and take notes during lectures.	1	2	3	4	5
Others (please specify) .....	1	2	3	4	5

9. How often do you think the medical students at EMU need English speaking skills?

- a) always    b) often    c) rarely    d) never

10. Please use the following scale to determine why speaking skills are necessary for medical students. (Please circle your answers)

1. Strongly disagree    2. Disagree    3. Not sure    4. Agree    5. Strongly agree

To participate in class discussions	1	2	3	4	5
To carry on daily conversations	1	2	3	4	5
To present oral reports	1	2	3	4	5
To talk to foreign patients	1	2	3	4	5
To make presentations at seminars and conferences	1	2	3	4	5
To ask questions in class.	1	2	3	4	5
Others (please specify) .....	1	2	3	4	5

11. Which of the following English language skills are important for the students' success in medical studies? (Check whichever are appropriate.)

- reading to understand English textbooks, resource books and medical journals.
- presenting oral reports
- understanding class lectures
- carrying on conversations
- to follow conferences and seminars held in English related to medical issues
- to be able to present in conferences and seminars in English related to medical issues
- writing exam answers
- writing research papers
- Others (please specify) .....

12. For what purposes have you needed English most in your academic and professional life? (You can check all appropriate items).

- To take notes during lectures
- To write laboratory reports
- While participating in the seminars presented in English both at home and abroad
- In order to follow the literature of my own specialty, specifically.  In order to keep track of the literature about new findings, techniques and treatments in medicine in general.
- To understand the manuals of medical equipment

13. Please use the following scale to determine what English language problems medical students may currently be facing in their medical studies.

1. Strongly disagree    2. Disagree    3. Not sure    4. Agree    5. Strongly agree

Poor vocabulary	1	2	3	4	5
-----------------	---	---	---	---	---



Poor grammar	1	2	3	4	5
Poor listening comprehension	1	2	3	4	5
Poor speaking skill	1	2	3	4	5
Slow reading speed	1	2	3	4	5
Poor writing skill	1	2	3	4	5
Poor pronunciation	1	2	3	4	5
The complex use of English in reading materials in general	1	2	3	4	5
The complex use of English in reading materials in medicine.	1	2	3	4	5
Others (please specify) .....	1	2	3	4	5

## Appendix C: Questionnaire for Student

Dear participant,

I am a student in the Master's of Arts in the Teaching of English as a Foreign Language Program at EMU University. For my master thesis, I am conducting an analysis of English language needs of Medical Faculty students at EMU University. The aim of this questionnaire is to obtain necessary information for this purpose. Cooperation is voluntary and your completion of the questionnaire is assumed to grant permission to use your answers for this study. Thank you in advance for your cooperation and for taking the time to answer the questions fully and meticulously.

KHADĪJEH KASRAEĪFARD  
Eastern Mediterranean University  
Master of Arts in Teaching English as a Foreign Language MA TEFL 2016

### A) Demographical Information

(Please circle your answers)

1. Your gender:            a) Male            b) Female

2. Your Age:.....

3. Which class do you attend?

a) Preparatory   b) First   c) Second   d) Third        e) Fourth        f) Fifth   g) Sixth

4. Which of the following high schools did you graduate from?

a) General high school

b) Industry and Occupation high school

c) Commercial high school

d) High schools which give intensive education such as Anatolian high schools.

e) Other (Please specify) \_\_\_\_\_

**B. The following questions aim to identify your opinions about learning English at the Medical Faculty of EMU University. Please use the following scale for questions from 1 to 20. Please circle your answers.**

1. Strongly disagree   2. Disagree   3. Not sure   4. Agree        5. Strongly agree

1. General purposes English is important for medical students at EMU.	1	2	3	4	5
2. Medical purposes English is important for medical students at EMU.	1	2	3	4	5
3. General English instruction should start from the preparatory classes.	1	2	3	4	5
4. Medical English instruction should start from the preparatory classes.	1	2	3	4	5

5. The materials in medical students' English courses should be relevant to the medical field.	1	2	3	4	5
6. The current amount of English instruction given to medical students at EMU is adequate to meet their academic and professional English language needs.	1	2	3	4	5
7. Even if students fail in English courses in preparatory class they should be allowed to continue their medical education.	1	2	3	4	5
8. The students should be taught in separate classes according to their proficiency levels.	1	2	3	4	5
9. English classes should continue during the medical students' academic medical education.	1	2	3	4	5
10. English language instructors should use a method in which students can learn English interactively in groups.	1	2	3	4	5
11. Problem based learning (PBL) should be adapted to use in English for medical purposes courses.	1	2	3	4	5
12. The medical students at EMU have the language capacity to read the English language medical sources in the library.	1	2	3	4	5
13. In order to make use of the medical sites on the internet, one should have a high level of English.	1	2	3	4	5
14. Translation skills are important to develop learners' overall language competence for medical studies.	1	2	3	4	5
15. It is important for medical students to be able to read the original English texts.	1	2	3	4	5
16. English language instructors are knowledgeable enough to teach English for medical purposes courses.	1	2	3	4	5
17. At present, English language instructors at EMU consider medical academic English language needs when selecting the materials for their lessons.	1	2	3	4	5
18. English language instructors should use internet in English classes.	1	2	3	4	5
19. At EMU, there is adequate technological equipment (TV, video, radio, internet, D.V.D.) available for language teaching.	1	2	3	4	5
20. At EMU instructors use the technological equipment (TV, video, radio, internet, D.V.D.) available for language teaching) effectively.	1	2	3	4	5

**C. The following questions aim to identify your opinions about learning and using the four language skills--reading, writing, speaking and listening .**

1. Which of the following English language skills do you think are the most important for medical students? (Please put them in order of importance assigning number 1 to the most important, number 4 to the least important.)

listening ( ) speaking ( ) reading ( ) writing ( )

2. How often do you think the medical students at EMU need English writing skills?

a) always    b) often    c) rarely    d) never

3. Please use the following scale to determine why English writing skills are necessary for medical students. (Please circle your answers)

1. Strongly disagree 2. Disagree 3. Not sure 4. Agree 5. Strongly agree

To write laboratory reports	1	2	3	4	5
To write term projects	1	2	3	4	5
To do homework	1	2	3	4	5
To take notes during lectures	1	2	3	4	5
To write essays	1	2	3	4	5
To write research papers	1	2	3	4	5
Others (please specify) .....	1	2	3	4	5

4. How often do you think the medical students at EMU need English writing skills?

a) always b) often c) rarely d) never

5. Please use the following scale to determine for which of these reading materials English reading skills are important. (Please circle your answers)

1. Strongly disagree 2. Disagree 3. Not sure 4. Agree 5. Strongly agree

To read textbooks and resource books	1	2	3	4	5
To read exam questions	1	2	3	4	5
To read medical journals and articles	1	2	3	4	5
To read novels and stories	1	2	3	4	5
To read newspapers and journals	1	2	3	4	5
To read graphs, charts and tables	1	2	3	4	5
Others (please specify) .....	1	2	3	4	5

6. Please use the following scale to determine why reading skills are necessary for medical students. (Please circle your answers).

1. Strongly disagree 2. Disagree 3. Not sure 4. Agree 5. Strongly agree

To understand the main ideas of reading texts	1	2	3	4	5
To read texts in detail.	1	2	3	4	5
To translate texts	1	2	3	4	5
To interpret the information in diagrams and charts	1	2	3	4	5
To summarize	1	2	3	4	5
Others (please specify) .....	1	2	3	4	5

7. How often do you think the medical students at EMU need English listening skills?

a) always b) often c) rarely d) never

8. Please use the following scale to determine why listening skills are necessary for medical students. (Please circle your answers)

1. Strongly disagree 2. Disagree 3. Not sure 4. Agree 5. Strongly agree

To understand daily conversations.	1	2	3	4	5
To follow spoken instructions from lecturers.	1	2	3	4	5
To understand radio and TV programs.	1	2	3	4	5
To understand discussions on medical issues	1	2	3	4	5
To understand seminars, conferences.	1	2	3	4	5
To understand and take notes during lectures.	1	2	3	4	5
Others (please specify) .....	1	2	3	4	5

9. How often do you think the medical students at EMU need English speaking skills?

a) always b) often c) rarely d) never

10. Please use the following scale to determine why speaking skills are necessary for medical students. (Please circle your answers)

1. Strongly disagree 2. Disagree 3. Not sure 4. Agree 5. Strongly agree

To participate in class discussions	1	2	3	4	5
To carry on daily conversations	1	2	3	4	5
To present oral reports	1	2	3	4	5
To talk to foreign patients	1	2	3	4	5
To make presentations at seminars and conferences	1	2	3	4	5
To ask questions in class.	1	2	3	4	5
Others (please specify) .....	1	2	3	4	5

11. Which of the following English language skills are important for the students' success in medical studies? (Check whichever are appropriate.)

- reading to understand English textbooks, resource books and medical journals.
- presenting oral reports
- understanding class lectures
- carrying on conversations
- to follow conferences and seminars held in English related to medical field
- to be able to present in conferences and seminars in English related to medical issues
- writing exam answers
- writing research papers
- Others (please specify) .....

12. Please use the following scale to determine what English language problems medical students may currently be facing in their medical studies

1. Strongly disagree 2. Disagree 3. Not sure 4. Agree 5. Strongly Agree

Poor vocabulary	1	2	3	4	5
Poor grammar	1	2	3	4	5
Poor listening comprehension	1	2	3	4	5
Poor speaking skill	1	2	3	4	5
Slow reading speed	1	2	3	4	5
Poor writing skill	1	2	3	4	5
Poor pronunciation	1	2	3	4	5
The complex use of English in reading materials in general	1	2	3	4	5
The complex use of English in reading materials in medicine.	1	2	3	4	5
Others (please specify) .....	1	2	3	4	5

## Appendix D: Instructor Interview

### Sample of the Interview in English

\_In your opinion to what extent is English important for the medical students at EMU University and which language skills are necessary to improve?

\_Have there been conferences held in English at EMU University? Do you expect the students to attend such conferences?

\_Do you think that the current amount of the English language lessons are adequate enough to meet the students' such needs?

\_Do you think they can be proficient enough to understand this medical jargon in considered time?

\_What can be the role of the English language and content area instructors in problem based learning?

\_Should the English language instructors know about the medical literature

\_What do you think about the medical knowledge of the English language instructors? They may not be knowledgeable in medical field? Do you think that the content instructors and the language instructors should work together?

\_What is your opinion about the instructional materials for language instructors? Should they be related to the medical field?

\_Is the available technological equipment adequate for this purpose?

\_How can the English instructors use the internet?

\_Are there separate classes according to the proficiency levels of the students?

\_Can the necessary adjustments for this purpose be done if I submit to you the findings of my study?

\_Do you have further opinions and considerations?