



Faculty of Graduate Studies

English Department

**Analyzing the English for Specific Purposes Needs of Medical
Students at Hebron University**

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Hebron University

Faculty of Graduate Studies

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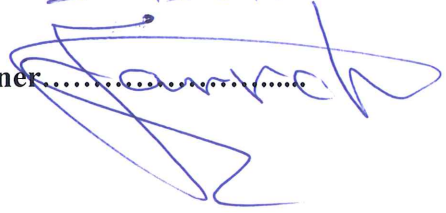
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DEDICATION

This work is dedicated to:

- *My parents for their endless love, support, help and encouragement throughout my life. A special feeling of gratitude to you.*
- *My lovely daughter Lujain who was joyful, patient and tolerant during my study.*
- *My brothers and sisters for their help, assistance and love.*
- *My supervisor Dr. Hazem Bader especially for his confidence, guidance and support throughout my study. You are a source of inspiration to all students.*
- *The Faculty of Graduate Studies at Hebron University in general and to all instructors in the Faculty of Arts in particular.*
- *All my friends and colleagues.*
- *Thank you Allah for always being there for me ...*

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ABSTRACT

English is the top global, international and multicultural language in the world. It is the language of communication and education in various fields. One of those fields is Medicine, and the increasing demand for this specialization leads to new studies for investigating the medical students' necessities around the world. This study aimed at investigating the specific English language needs of medical students at Hebron University (HU). Implementing Hutchinson and Waters' (1987) approach for needs analysis, this study analyzed the medical students and the instructors' perceptions toward the necessity of English language skills and sub-skills for studying medicine at HU, the learners' perceptions toward their proficiency of English language skills, the students' perceptions toward the English language sub-skills they wish to get training in, and the students and the teachers' perceptions toward the provided courses at the faculty of medicine. Concerning the data collection, a quantitative method exemplified by students and instructors' questionnaires and a qualitative method represented by a semi-structured interview with the teachers of the provided courses (Good Practice Student's Book: Communication Skills in English for the Medical Practitioner and Unlock Level 4 Reading, Writing & Critical Thinking) were used. The primary results have shown that both the instructors and the students believe that all English language skills are significant and fundamental for medical students giving priority to speaking and communication regarding students' perceptions, while the instructors have chosen reading and writing as the most important skills for studying medicine at HU. Also, the medical students have evaluated their level of proficiency in English language skills as high in reading skills and of an average rank in listening, grammar, vocabulary, speaking and writing. Medical students have expressed their needs of getting training in various suggested English

language sub-skills as shown later in the paper .Finally, the findings have shown that the majority of the instructors and students have presented positive perceptions and attitudes toward the usefulness of the offered courses with some modifications to fulfill the students' wants and necessities.

ARABIC ABSTRACT

ملخص

اللغة الإنجليزية هي اللغة العالمية و الدولية والمتعددة الثقافات الأولى في العالم. وهي لغة التواصل والتعليم في مختلف المجالات. الطب هو أحد هذه المجالات، وقد أدى ويؤدي الطلب المتزايد على هذا التخصص إلى دراسات جديدة لتحليل احتياجات طلاب الطب حول العالم. تهدف هذه الدراسة إلى تحليل احتياجات اللغة الإنجليزية الخاصة بطلاب الطب في جامعة الخليل. من خلال تطبيق نهج Hutchinson and Waters (1987) لتحليل الاحتياجات، حيث حللت هذه الدراسة تصورات طلاب الطب والمعلمين حول ضرورة مهارات اللغة الإنجليزية والمهارات الفرعية لدراسة الطب في جامعة الخليل، وتصورات الطلاب تجاه درجة اتقانهم لمهارات اللغة الإنجليزية، وتصوراتهم للمهارات الفرعية للغة الإنجليزية التي يرغبون في الحصول على تدريب فيها، وتصورات الطلاب والمعلمين تجاه المساقات المقدمة في كلية الطب. أما فيما يتعلق بجمع البيانات، فقد تم استخدام طريقة كمية تتمثل في استبيانات الطلاب والمعلمين وطريقة نوعية ممثلة بمقابلة شبه منظمة مع معلمي المساقات المطروحة للطلاب في كلية الطب المقدمة (Good Practice Student's Book: Communication Skills in English for the Medical Practitioner) و (Unlock Level 4 Reading, Writing & Critical Thinking). أظهرت النتائج أن كلاً من المدرسين والطلاب يعتقدون أن جميع مهارات اللغة الإنجليزية مهمة وأساسية لطلاب الطب مع إعطاء الأولوية للمحادثة ومهارات التواصل فيما يتعلق بتصورات الطلاب، بينما اختار المعلمون القراءة والكتابة كأكثر المهارات أهمية لدراسة الطب في جامعة الخليل. بالإضافة إلى ذلك، ناقشت الدراسة التصورات حول أهمية المهارات الفرعية للغة الإنجليزية. أيضاً قيم طلاب الطب مستوى إجادتهم لمهارات اللغة الإنجليزية على أنها عالية في مهارات القراءة ومتوسطة الدرجة في الاستماع والقواعد والمفردات والتحدث والكتابة. كما أعرب طلاب الطب عن حاجتهم إلى التدريب في مختلف المهارات الفرعية المقترحة للغة الإنجليزية كما هو موضح لاحقاً في الرسالة. وأخيراً وأوضحت الدراسة أن غالبية المدرسين والطلاب قد قدموا تصورات واتجاهات إيجابية تجاه فائدة المساقات المطروحة مع الحاجة لبعض بعض التعديلات لتلبية رغبات الطلاب واحتياجاتهم.

CHAPTER ONE

BACKGROUND AND PROBLEM

1.1 Introduction

English language is the medium of communication across the globe. It is also the official language for more than 67 different countries and more than 1.5 billion people who speak it around the world. As the world is developing and changing, new discoveries appear every day. This necessitates that researchers including teachers need to conduct new research to rope them into the educational systems. Mackay & Moutford (1978) claimed that the instructional manner includes various parts such as teachers, students, syllabi and the strategies of teaching. Colleges and schools apply various syllabi and courses which all have goals, objectives and skills to address. Also, the practical and poignant changes in curriculum should reflect the institution's philosophy, goals, vision, educational experiences and resources (p, 56).

Course design is a plan of significant points includes learners' needs and teaching strategies, which they help to achieve learners' progress and some specific learning outcomes. In 2013, Alsouthas pointed out that curriculum development is a very essential step in order to improve the quality of education so as to enhance students' readiness for the future.

Universities in Palestine offer English for Specific Purposes (ESP) courses in order to fulfill the students' language and learning wants. At Hebron University, the ESP programs are suggested to different specializations, for example, Business, Pharmacy, Nursing Science and Technology; and Medicine. However, the students do not reflect high performances in their courses.

Hebron University has opened a new branch in Medical Sciences, which is Medicine. Therefore, in this study, the researcher is going to analyze the English language needs of medical students at Hebron University.

1.2 Statement of the Problem

Part of the applied linguists' work is to conduct research that improves aspects in teaching and learning, and suggests changes that bring about effective improvement in students' learning in particular. In this line, and given the fact that students at the College of Medicine receive English language training which is mostly general (English for general purposes), the researcher thinks that the medical students' language practice is inadequate and insufficient to help them successfully cope with their academic and language needs at their department and in future job requirements. In addition, the language courses offered to medical students have not been designed in light of research on their language specific needs. Therefore, a language program suitable to meet medical students' needs in language is an urgent need. The first step in developing and designing this course is to analyze their needs as proposed by Dudley-Evans & Jo (2007), and Hutchinson, & Waters (1987). After looking into the language courses offered at the College of Medicine, and after consulting with the research supervisor, the researcher has been inspired by the problem outlined earlier to conduct a research to explore the medical students' English language needs at Hebron University.

1.3 Rationale and Significance of the Study

Students at the Department of Medicine receive English training in courses that are mostly related to general English. These courses do not also meet their actual language needs. Therefore, the researcher believes it is important to analyze the students' needs in order to design courses that are suitable for them and help them learn more efficiently. Looking

into previous researches, the researcher found that there are no studies on analyzing medical students' language needs have been published in Palestine, which will make this investigation hopefully an addition in this discipline.

The significance of this investigation can be summarized as the following:

1. This study is expected to furnish valuable information on the English language needs of Medical students at Hebron University that are essential for them.
2. This research is hoped to serve as a basis and a guide to help those in authority at HU to design relevant and appropriate courses for those students, and consequently improve teaching at the school of Medicine.
3. This research will hopefully demonstrate the role and significance of needs analysis in the process of teaching and course design.
4. This study can encourage Palestinian researchers to start investigating similar topics.

1.4 Purpose of the Study

The study aims at:

1. Investigating the English language needs of Medical students at HU on the basis of their perceptions.
2. Investigating the English language needs of Medical students at HU on the basis of their instructors' perceptions.
3. Providing teachers, course designers, and those who are in charge of education at Hebron University with guidelines that help develop new ESP courses for Medical students that meet their needs and demands.

1.5 Research Questions

This study aims to answer the following research questions:

1. What are the English language needs of Medical students at Hebron University on the basis of their perceptions?
 - A. How important/necessary are the English language skills for Medical students at HU?
 - B. What are the English language lacks of Medical students at HU?
 - C. What are the English language wants of Medical students at HU?
 - D. To what extent are the offered courses (Good Practice Student's Book: Communication Skills in English for the Medical Practitioner and Unlock Level 4 Reading, Writing & Critical Thinking) useful to medical students at HU?
2. What are the English language needs of Medical students at HU on the basis of the instructors' perceptions?
 - A. How important/ necessary is the English language skills to Medical students at HU?
 - B. To what extent are the offered courses (Good Practice Student's Book: Communication Skills in English for the Medical Practitioner and Unlock Level 4: Reading, Writing & Critical Thinking) useful to medical students at HU?

1.6 Research Hypotheses

Research hypotheses are:

1. There are no English language needs of Medical students at Hebron University on the basis of their perceptions.
 - A. There are no important/necessary English language skills for medical students at HU.
 - B. There are no English language lacks of medical students at HU.
 - C. There are no English language wants of medical students at HU.

D. The offered courses (Good Practice Student's Book: Communication Skills in English for the Medical Practitioner and Unlock Level 4 Reading, Writing & Critical Thinking) are not useful to medical students at HU.

2. There are no English language needs of Medical students at HU on the basis of instructors' perceptions.

A. There are no important/ necessary English language skills to Medical students at HU.

B. The offered courses (Good Practice Student's Book: Communication Skills in English for the Medical Practitioner and Unlock Level 4: Reading, Writing & Critical Thinking) are not useful to medical students at HU.

1.7 Limitation of the Study

The research will be conducted on medical students and instructors at the school of Medical Sciences at HU from the beginning of the second semester of the academic year 2019/2020 to the first semester of the academic year 2020/2021. The results of the research may not be generalizable for all specializations at HU, and other institutions.

1.8 Design of the Study

This study consists of five chapters. Chapter one presents the background about teaching medicine in Palestinian universities in general and at HU in particular. It also presents the statement of the problem, rationale and significance of the problem, purposes of the study, research questions, hypotheses of the study, scope and limitation of the study, design of the study, and definitions of key terms. Chapter two presents a theoretical background of the study concerning the foundation of ESP, course design, needs analysis, and related studies. Chapter three shows the methodology of the study regarding the participants, instruments, procedures, statistical analyses, and interview protocol. Chapter four shows the discussion

of the findings of the study. Finally, chapter five presents a summary of the findings, recommendations and suggestions for further research.

1.9 Definition of Key Terms

1. ESP courses: courses which focus on the needs of the students indifferent disciplines and fields of the study; "concerns of ESP have always been, and remain with needs analysis, text analysis, and preparing learners to communicate effectively in the tasks prescribed by their study or work situations" (Dudely- Evans & St John, 1998, p.1).

2. EMP: English for medical purposes

3. EAP: a term that concerns the language of particular practices, which learners use the English language as a medium for holding a specific work or study (Gillett, 2017). Or it is a type of English for specific purposes which is concerned mainly with study contexts (Carkin, 2005).

4. ESAP: English for specific academic purposes.

5. Medical English: a concept that consists of a wide range of skills that are taught for persons who are learning to be in medical professions such as doctors, nurses, etc. Also, it is designed for meeting the specific English language needs of medical students such as dentists; and nurses (Maher,2008).

6. Needs analysis: a key stage in ESP in where leaners can classify the "what and how of a course" (Dudely- Evans & St John, 1998, p.1)

7. Necessities: a term which is related to the types of needs established according to the "target situation" requirements that help students to perform sufficiently in academic or occupational contexts (Hutchinson& Waters, 1987).

8. Wants: a concept that relates to how learners perceive their own needs (Hutchinson & Waters, 1987).

9. Lacks: a term that reflects what students can do compared with what they able to do (Hutchinson & Waters, 1987).

SECOND CHAPTER

LITERATURE REVIEW

2.1 Introduction

Traditional curricula are based on old methods and strategies. They depend on grammatical and structural skills and underestimating the communicative abilities. A continuous curriculum development is a great path of changing the instructional systems and modifying the students' attitudes toward learning which can keep the teachers up-to-date with the new ways, and techniques of teaching.

Today, tomorrow and in the future, the syllabus designers keep the learner the core of teaching. course designers look forward to meeting all the students' demands and visions. On the other hand, research and studies are still required for completing this stage.

Curriculum development is a systematic, progressive and planned procedure for creating the essence of instruction. Also, it facilitates and enhances positive improvements and updating of school syllabi.

A well-prepared curriculum should include the innovations and modern solutions for the various problems facing the world nowadays. It also has to propose the society needs and perceptions of the educational processes among countries.

The following is a brief review of ESP, English for Medical Purposes (EMP), course design, needs analysis and related studies.

2.2 English for Specific Purposes

2.2.1 Historical and Theoretical Perspective on ESP

In the 1960s, English for specific purposes has grown to become one of the most prominent fields of English language. ESP is an area of teaching targeted English, because of academic, professional or vocational aims.

Dudley-Evans(1987) has defined ESP as a field of using certain language, methods and activities of different areas of the language like grammar, lexis or study skills, to meet the students' needs. ESP is mostly designed for adult learners. Also, ESP proposes basic knowledge of a certain topic.

ESP differs from General English (GE) because ESP offers the needed language of the profession, and it focuses on the learners' reasons for learning English. Also, ESP teachers have a sense of the students' wants more than others do, while GE proposes English of public topics.

ESP is also a term that refers to teaching or studying English for a particular career such as law, medicine, business, etc.

When the students know why they learn the language, that will reflect on the procedure of designing courses on both sides. At first, the learners will be motivated and aware of learning the language. Secondly, that will make teachers put exert efforts on the right ways of meeting the students' needs and expectations. Therefore, the learners and the techniques of acquiring the language are considered the primary parts of the process. Hutchinson and Waters (1992) have suggested that ESP is an approach not a product of language learning, which means that ESP focuses on language learning, not on the use of the language. Therefore, all decisions according to the methods or contents will be based on the learners' causes of learning.

Woodrow(2017) has claimed that course effectiveness can be shown by outcomes. Therefore, a quick and economical use of English language seeks for a course of academic study or an employee in a certain position(p.79).

Halverson (2009) has proposed that ESP focuses on language in context rather than teaching grammar or language structures. He also pointed out that ESP is usually taught to adult students (p.15).

2.2.2 The Relationship between English for Specific Purposes (ESP) and English Language Teaching (ELT)

ESP is considered to be a branch of ELT (English Language Teaching)because ESP has specific goals to attain by the oriented language in the learning procedure, while ELT aimed at establishing a general level of proficiency”. Strevens (1988) has stated that ESP is a major part of communicative language teaching in general. Swales (1988) has talked about the qualities of ESP as one of ELT branches. ESP depends on special needs and it has special content. ESP also is concerned with particular language skills such as listening, speaking, reading and writing. However, ESP may consider other language areas like grammar, pronunciation, vocabulary or activities. ESP always puts the learners at the center of the course designing process.

English was also taught as a mother tongue, as a second language or as a foreign language. All of these are branches of ELT. Therefore, ESP is an approach to language learning based on learners' needs.

2.2.3 Characteristics of ESP

ESP does not concern a particular language, method, technique or material. The reason why the students learn the foreign language can make a clear understanding of ESP. Actually, the necessity of learning a language can be for work or academic purposes.

Johns & Dudley-Evans (2012) have clarified the two standards for defining ESP courses. The first one is that ESP programs have obvious goals and objectives. The second is that ESP courses depend on needs analysis. Moreover, needs analysis provides valuable information about the learners' wants and lacks.

Dudley-Evans (1987) have mentioned the characteristics of ESP. These characteristics include:

- Core characteristics

1. ESP deals about special needs.
2. ESP works for meeting students' certain needs.
3. ESP uses methodologies and activities underlying the specific fields.
4. ESP makes the language appropriate to these activities, to take grammar, lexis, register, study skills, discourse and genre into consideration.

- Changeable characteristics

1. ESP is designed for certain sections.
2. ESP may make use of specific teaching situations with several methods from General English.
3. ESP is designed for adult students, either at the tertiary level or in professional work situations.
4. ESP is usually designed for primary or advanced learners.
5. Most of ESP courses provide basic knowledge about the language system.
6. ESP courses are limited to a specific time.
7. Mohan (1986) has proposed that ESP courses prepare students to choose the best communicative environments.

2.2.4 Types of ESP

As students learn English for various reasons, there are several kinds of ESP according to Mackay and Mountford (1978), for example:

1. Occupational demands; for operations, civil airline, etc.
2. Vocational training courses for hotel, technical trades, etc.
3. Academic study like medicine, law, engineering, etc.

ESP generally can be classified into two main categories: English for academic purposes (EAP) and English for occupational purposes (EOP). Also, EAP is classified into four categories: English for science and technology (EST), English for medical purposes (EMP), English for legal purposes (ELP) and English for management, finance and economics (EMFE). But, EOP includes English for professional purposes in administration, law, medicine, business and vocational purposes. In addition, vocational English is related to the language of specific professions (Dudley-Evans, 1987).

2.3 English for Medical Purposes

The concept of English for Medical Purposes (EMP) refers to teaching English for doctors, nurses, dentists or others who are in the medical professions. EMP is an area designed to meet the specific English language needs of medical learners. EMP also focuses on the themes and topics of the medical fields. Moreover, EMP enhances the medical learners' skills and abilities to use the language for medical aims like medical reports or preparing for medical meetings (Dudley-Evans, 1987).

In medicine, the English language is widely used. The questions of teaching English for medical purposes increased rapidly. Medical students are also being aware of the language more than before. Therefore, a long time ago several curricula centers started to provide special courses for certain needs of the language. They also kept coming over different

challenges and obstacles, in order to adjust programs for medical needs and wants.

Medical English is a contextual and academic language based on medicine.

EMP does not rely on learning grammar or structure, but it depends on learning English for social or career requirements (Robinson, 1991). He has also mentioned that EMP clarifies the students' needs of the academic activities, the targeted level of proficiency, and the doctors' needs of professional jobs.

EMP courses are similar to ESP courses; they should be designed on the basis of students' necessities. Moreover, English language courses must enhance the communicative effectiveness of the EMP learners. EMP courses rely on task-based, content-based or problem-based learning. EMP courses also take care of educational means and manners. For the purpose of real-life communication inside the classroom, the EMP courses depend on technological equipment. Therefore, the courses are designed according to students' needs. Robinson (1991) has suggested that needs analysis is a crucial feature of ESP courses. Niazi (2012) has argued that teaching medical English is a new and modern approach. Moreover, he added that teaching English for medical objectives should vary from teaching general English. Medical students also gather numerous knowledge and skills from the medical courses.

Moreover, medical language syllabi should be based on medical language rather than the rules or structures of the English language. EMP courses provide students real contexts and they try to teach them specific knowledge in various medical issues. Students are

exposed to real hospital reports, charts, medical equipment, therefore, students must be taught according to health care perspectives.

Holmstrom (2005) has suggested that the EMP syllabi are unsuitable for doctors and medical students. He also added that medical courses must contain various skills and knowledge. Moreover, they have to highlight the development and innovation in the medical fields. The content must be new and modern.

2.4 Language Skills and ESP

Reading, writing, listening and speaking are the four basic English language skills in addition to grammar and vocabulary. The following is a review of these skills:

2.4.1 Reading

Paltridge and Starfield (2004) have stated that reading is the most prominent skill in ESP courses. Therefore, teachers should teach students the right way of building this skill to improve valuable knowledge of the specific topic they need. Likewise, they have added that the reading skill are the essence of comprehension and it is necessary to learn the strategies of reading and draw students' attention to the rhetorical features of the texts to understand better.

Bojovic (2010) has argued that reading is a complex, interactive and flexible activity that can take time and resources to understand the provided data in the ESP texts. There are various reasons beyond reading, for example, entertainment and research, etc. He has also added that reading skills are significant in ESP courses because they can link the ideas and prior knowledge, and they can improve the students' level of competency.

Schleppegrell and Bowman (1986) have discussed two types of reading that are required in ESP courses. The first one is simple identification abilities ,while the second is higher-

level thinking skills such as synthesizing, predicting and analyzing. Furthermore, he has added that in order to improve the identification skills, the ESP courses should contain two types of tasks: intensive and extensive. The intensive reading is like analyzing a short text or paragraph to improve concepts, vocabulary, grammar and comprehension skills. On the other hand, the extensive reading is a fast process of looking for the general ideas or improving reading procedure (p,83).

Students need to expand their vocabulary and items to be fluent and efficient readers. That can be achieved by learning words through context, pictures, videos and authentic materials, but not by a list of isolated words or words' definitions. Furthermore, listening and grammar can be improved through writing, and as a result of that, the reading comprehension will be developed.

Schleppegrell and Bowman (1986) have also stated that reading skills develop ESP learners' in different aspects. For example, reading texts provide students with authentic materials and a huge amount of vocabulary through various activities such as fill-in-the-blank vocabulary exercises, draw a graph to represent the given data, etc.

2.4.2 Writing

Writing is one of the major four language skills in ESP courses and training programs. Dudley-Evans and Jo (2007) have stressed that the effective ESP courses should include several activities, methodologies and skills of English language to help improve students' proficiency and prepare them for the future.

However, writing is considered to be one of the most difficult skills for students at different levels. One of the main reasons for that difficulty is the weakness in the ability to master this skill. Hedge (1988:5) has mentioned that dealing with writing skills as an aid of learning and expressing ideas, thoughts, and feelings can be a good procedure for

mastering the writing skills easily. Gilmore (2009) has pointed out that some students cannot write some lines in their mother tongue and when it comes to their second language, it becomes worse. In addition, he has emphasized that writing skills are very beneficial for learners to think critically and make students able to use some wonderful words and expressions correctly. Similarly, Shriganeshan (2017) has suggested the effectiveness of utilizing literary texts to increase the students' writing proficiency at the tertiary level (p.27).

Writing is a complex ability for many students because it needs brainstorming, collecting some ideas, writing several drafts and rewriting them after correction in the final stage. Grabe and Kalan (1996:6) have argued that the writing ability needs exert effort and continuous practice to master it. Other scholars have confirmed the significance of the intrinsic motivation for students. To illustrate, sometimes teachers explain a long lesson or grammatical rules but without drawing the students' attention. According to Zamel (2012), attracting the students' attention to write in a specific topic is a troublesome, but it is crucial for them. She has also added that teachers should consider the students' goals of learning in writing classes and provide them with numerous opportunities for writing effectively.

I believe that offering students some chances for writing and encouraging them to do that can yield successful works. Nevertheless, teachers should pay attention to the time of the writing activities. Time is necessary for students to learn the stages of writing systematically. Also, time is a potential factor in producing a well-organized and coherent writing piece.

To conclude, ESP students need special care of writing skills due to their fear of its difficulty. Teachers should provide them with various activities to develop these skills.

2.4.3 Listening

Listening skills are the most required for language acquisition in ESP courses, therefore, they need decent attention. Listening comprehension is also important for English communication. Teachers should improve students' listening skills to build their good abilities to comprehend the messages beyond utterances. Some scholars have stated that it is vital to listen and become accustomed to several accents while others have confirmed the importance of getting the various messages rather than focusing on the structure of the language.

Maslova (2007) has mentioned the significance of forming good strategies of listening skills in ESP courses such as top-down and bottom-up strategies. A top-down strategy depends on comprehending the general messages while the bottom-up relies on understanding a word level one. Besides, she has argued that most of ESP learners like top-down rather than the bottom-up strategy because they need to develop different listening skills and sub-skills (P.38). Moreover, Maslova (2007: 39) has put a taxonomy of listening skills, which rely on communicative purposes such as:

1. Listening to know the main ideas of the passages.
2. Listening for specific data.
3. Listening to search of specific details.
4. Listening to identify the attitude of the speaker.
5. Listening to guess the meaning of some words.

6. Listening to recognize the communicative function of the various texts.
7. Intensive listening (to concentrate on how language is used).

Also, Schleppegrell & Bowman (1986) have suggested several activities that help to improve the students' listening skills, for example, asking learners to make presentations or mini-lectures in front of the class, or offering them exercises about number or direction recognition.

2.4.4 Speaking

The speaking ability is crucial for communication and it is one of the hardest skills for students because it needs to master the language in order to use it confidently. Some courses and textbooks neglect this skill, and some teachers do not give the speaking skills the priority to practice them inside the classroom.

One of the main goals of ESP courses is to gain the language for communicative purposes. Rahman (2015) argued that the primary cause of creating such ESP courses is to establish a communicative atmosphere (p.43). Some scholars say a good listener is a good speaker, which reveals the importance of listening comprehension, which leads to a better speaker of the English language. To illustrate, ESP courses about tourism contain various activities that encourage students to use the English language and reinforce their language proficiency.

Some non-native teachers over-stressed pronunciation. They need students to speak the English language like native speakers. However, Dudley-Evans (1987) has stated that English is an international language and various pronunciation are standard throughout the world. Therefore, there is a need for fluent and confident students.

Role-playing is an efficient method to stimulate learners' speaking ability. Khalid (2017) has mentioned other communicative activities for students inside the classroom such as group discussion, group project, and oral presentations.

Lee & Van Patten (2003: 179) have mentioned three methods to be considered for teaching speaking skills:

1. Material-oriented input concentrates on tutor's listening activities.
2. Structure-oriented input focuses on language use and grammar.
3. Structured output concentrates on right forms.
4. Communicative output depends on doing various tasks such as creating a video, improving a travel plan, etc.

To conclude, students must practice their language in order to formulate a good speaking skill.

2.4.5 Grammar and Vocabulary

Some schools or universities teach ESP courses as separate subjects. Skenderi (2018) has argued that grammar presented in ESP courses is not enough, therefore, teachers should enrich them with various tasks and exercises.

Basturkmen, & Helen (1997) have classified ESP courses into two categories: grammar and vocabulary. They have argued that grammar is a crucial and critical part of ESP courses, because it should be taught in a communicative rather than a traditional way. Teaching grammar communicatively means less concentration on explicit grammar and error correction (p.21). Teaching grammar is essential for gaining a high level of accuracy in ESP classes, but grammar classes are usually boring for students because they think learning vocabulary is more significant (p.22).

Several ESP courses teach vocabulary because of its importance, and they depend on the students' exposure of particular words for a limited time. Some learners find learning vocabulary a difficult process rather than grammar which is related to individual differences and the numerous meanings for a certain word.

(Veprava, 2015) has suggested that vocabulary plays an essential role in acquiring the language. Also, Rohn (2015) has explained that if students learn only grammar, they will not improve their language while learning numerous words and expressions is key for future success. For appropriate word knowledge, students should learn its pronunciation, spelling, grammatical form, its meanings and collocations in a systematic way (p.34). Moreover, (Veprava, 2015) has confirmed the significance of using the ESP vocabulary in context to provide enough understanding of the words which is an effective way for language comprehension.

Donesch-Jezo(2017) has claimed that teaching specific vocabulary in ESP classes aims at preparing learners to communicate effectively in the future. It is often suggested that learning technical terms is not the job of ESP teachers, but teaching certain words concerning special topics and subjects is surely their jobs.

2.5 Syllabus and Course Design

2.5.1 Definition of Course Design

Course design is a procedure of creating quality environments and experiences for students. In this stage, curricula designers employ various instructional materials, strategies, skills and activities. Therefore, students can gain different skills, and become exposed to different levels of thinking. The major goal of designing courses is fulfilling the students' needs. Effective and practical courses reflect the interaction and participation of students. They should also affect the students' outcomes positively.

In 2019, Halverson has suggested that the good syllabus must be:

1. Relevant to students' life.
2. Challengeable in certain tasks according to students' level and abilities. Moreover, it must lead to a higher level of thinking.
3. Exciting for learners.
4. Attractive for teachers and learners and it should inspire them.

2.5.2 Types of Courses

Various types of syllabuses can fulfill different learners' needs. Consequently, course designers can design two types of courses such as the "linear" and "spiral" syllabuses to meet these needs. The linear syllabus depends on presenting language items isolated from each other such as grammar, vocabulary, etc. Therefore, students need to surely practice each item before going to the next one because the teachers will not go back to it again. In contrast the spiral syllabus contains several units with some units as a revision of previous language items (Annex, 2011).

Moreover, Annex (2011) has added that a syllabus can be internal or external for students. The internal syllabus is designed by learners. On the other hand, the external syllabus consists of external detailed descriptions of the future learning.

Umera-Okeke (2005: 57) has grouped syllabuses under two categories: unexplained and explained. The unexplained syllabuses are divided into: evaluation and organizational syllabuses, while the explained syllabuses are classified into: material, teacher and classroom syllabuses. The evaluation syllabus is offered by the ministries or whoever in charge of designing courses. Whereas teachers do not participate in that process and they should teach the whole course without any change. Hutchinson & Waters (1987:80) have stated that the course will measure the achievement of the goals of the learning procedure.

They maintained that "It states what a successful learner will know by the end of the course... it reflects an official assumption as to the nature of language and linguistic performance. "On the other hand, the organizational syllabus not only concerns the language but the sequence of topics like the content page of a textbook.(Hutchinson & Waters, 1987: 81). They also consider some variables of how students learn, for example:

1. What is more easily and likely to learn?
2. What is more crucial for learning?
3. Are some items required for learning other items?
4. What is more beneficial in the classroom?

The previous questions specify the order of the organizational syllabus and that's why the organizational syllabus is considered unexplained.

Moreover, Hutchinson & Waters (1987) have argued that the organizational and evaluation syllabuses provide some instructional experiences with indication of their orders, but they do not mention how to achieve the set goals. Also, the organizational syllabus supplies different interpretations on its way to the students such as the material writer. The material writer shows several assumptions about the nature of language, language use, skills and strategies. Also, there are eight standards for material syllabus design, for instance, topic syllabus, situational syllabus, functional syllabus, skills syllabus, structural syllabus, discourse syllabus and skills and strategies syllabus. Besides, the teacher syllabus indicates the role of the teacher in the clarification and simplification of the syllabus. Finally, the classroom syllabus can be shown through lesson plans, while different factors can affect the lesson plan such as individual differences, urgent circumstances, etc. (p.85). Breen (1984) he has indicated that the classroom can form a suitable syllabus for itself (p.66).

2.6.1 Approaches to Course Design

2.6.1.1 Language- Centered Approach to Course Design

This kind of courses focuses on language. The language is divided into parts and students take each part at once. Therefore, the students learn and see how it works then they practice what they have learnt after that. The courses that are based on language-centered approaches highlight the structure of the text and the discourse. At first, students have to expose to significant vocabulary because lexis is considered very important to express functions. Lexical input also enables learners to examine and master the given expressions to enhance communicative competence (Amanat, 2015).

2.6.1.2 Skill- Based Syllabus

In this type, the courses have a set of particular abilities, while the language is used within. Moreover, the main reason of designing these courses are for learning the specific language skills. They enhance developing more general competences in the language and they help to apply the incidental vocabulary and items for different language situations(Amanat, 2015).

2.6.1.3 Learning-centered Approach

The learning-centered approach takes students from the starting point to the target situation. The learners' needs are the most prominent feature of this kind of courses. They also involve the learning styles, the effective teaching methods, the knowledge of the specialized content, the study location, the time of the study, the ESP material, the objectives of teaching the specific course and the importance of the courses for the learners (Amanat, 2015).

2.6.4 Stages of Course Design

Martin (2012) has stated that there are several steps for designing ESP courses such as:

1. Investigating the students' learning needs.
2. Setting the goals and the objectives of the courses.
3. Determining the content.
4. Selecting some appropriate activities and tasks.
5. Organizing the materials.
6. Putting the assessment techniques.

Some scholars have indicated that planning and designing courses need different stages and levels of preparation. For example, Richards (2001) has stated that the process of designing an ESP course goes through the following steps:

1. Analyzing the aims of designing an ESP course.
2. Describing the importance of designing an ESP course for investigating the current level of the students and the needed level.
3. Collecting and choosing the content of the course.

Hutchinson & Waters (1987) have discussed the main procedure of designing ESP courses; they have clarified the importance of choosing the appropriate areas of the language and setting the exact goals of the course. That leads to draw the suitable materials, methods, tasks and activities (p. 22).

2.7 Needs Analysis

2.7.1 Definition of Needs Analysis

Swales (1988) has defined needs analysis as a formal and a critical technique of analyzing the requirements of the human being. It is also considered a very important procedure that the people get benefit from, and help them create a better life. Needs analysis is a helpful way of gaining fruitful information about the population of a certain field. ESP depends on needs analysis.

Hutchinson and Waters (1987) have suggested that the students' awareness of their wants makes the ESP courses different from other courses. Besides, they have added that this consciousness will give the learner various kinds of opportunities to learn the language.

Dudley-Evans (1987) has stated that needs analysis is a tool that helps the course designers identify the real necessities of designing a certain course. Needs analysis also helps reveal the targeted skills, tasks and activities.

Needs analysis has its importance and significance in EFL, ESL fields. Moreover, according to the technological revolution and innovations, new courses are required to fill the knowledge gap of the information and skills.

2. 7.2 Significance of Needs Analysis

Needs analysis is a significant process for designing ESP courses. Richards (2001) has indicated the importance of that as:

1. Examining the needed areas of language.
2. Showing a full picture of the strengths and weaknesses of the provided courses.
3. Investigating the specific training programs.
4. Clarifying the students and teachers' expectations of the course.
5. Identifying the required abilities.
6. Collecting data about the serious problems that face the learners.

2.7.3 Approaches to Needs Analysis

2.7.3.1 A Sociolinguistics Approach

This model has great attention from course designers, especially in ESP architects. Munby (1978) has worked on individual needs and his work has influenced the course designers for analyzing the learners' communication needs. Jordan (2012) has stated that this model can help to specify the students' needs in particular situations, which can lead to

identifying specific tasks, activities, linguistic aspects, and experiences. Munby has also put the right criteria for this model which is "Communication Need Processor" that considers different factors influencing the communication process. According to the previous process, the students' language and learning needs can be obtained and converted into "communicative competence specification" (p,102).

On the other hand, Jordan (2012) has criticized that Munby has considered language, culture, and communicative purposes, but he has not mentioned tasks or activities. But, West (1994) has argued that the previous model collects information about the students rather than from the students.

2.7.3.2 A Systematic Approach

This model relies on getting information from students and the educational institutions because the learners are the core of this approach. Jordan (2012) has discussed that Richterich and Chancerel (1977) have established this model to investigate the adults' needs of learning a foreign language. They also depend on measuring the students' level of proficiency before the course starts and during the course. Moreover, Jordan (2012) has criticized that this model does not consider the students' actual-world and that model depends on the students' expectations and perceptions which makes a serious problem because not all students are aware of their needs and wants (p.116).

2.7.3.3 A Learner-centered Approach

Berwick (2012) and Brindley (2012) have mentioned that the learners' needs can be investigated in three ways:

1. From the experts' perspectives or the students' perspectives.

2. From students' requirements or responses to target situations involving their cognitive and affective factors such as: learning perceptions and expectations, learning wants, learning lacks, personality, confidence, and character.
3. Before starting the course or through taking it.

Also, Brindley (2012) has confirmed the significance of the students' attitudes and feelings for expressing their learning needs, interests, concerns, society and culture to help course designers to choose the right implementation of the language. In contrast, Belcher (2006) has discussed the importance of the students' awareness of target situations and educational perceptions which lead to choosing the appropriate form and context (p. 136).

2.7.3.4 A Task-based Approach

This approach concerns the tasks and activities that encourage students to communicate effectively. The main goal of this approach is to practice the actual-world language of the students' needs. Long (2005) has recommended this approach for the teaching and learning process to analyze the learners' linguistic needs. On the other hand, there are several ESP researches who have classified the development of needs analysis into two categories. The first category has concentrated on the four language skills and the lexical features such as the work of Munby (1978) and Dudley-Evans & Jo (2007). The second category has focused on the comprehensive task-based approach such as the work of Long (2005).

2.7.3.5 Strategy Approach

This approach is concerned with the process or procedure of learning the foreign language in ESP courses (Dudley-Evans, 1987; Hutchinson & Waters, 1987). There are several points to consider for analyzing the learners' needs. Hutchinson & Waters (1987) have mentioned some of them such as students' skills, abilities, interests, motivation, knowledge, aims of learning the language, ways and strategies of learning and valid

resources of the language. Kern (2013) has mentioned that utilizing technology for learning ESP courses is a creative point because it can provide an effective and motivating environment for students; it can encourage them to practice the language and develop their skills and proficiency.

2.7.3.6 Means Analysis

This approach concerns collecting data about the social features of the environment of teaching the language. Swales (1989) has stated course designers should consider five variables to investigate learners' needs according to environmental aspects, for example, students' variables such as their attitudes, motivation, class performances and classroom traditions. Next comes the teachers' variables like their educational purposes and types or styles of teaching whether teacher-centered approach or learner-centered approach. Then, the instructional variables related to the policy of language teaching in the institution. The changeable aspects for their life are considered also one of the variables(p.89). These considerations can supply course developers with valuable information about the educational context of ESP courses.

2.7.3.7 A Learning-centered Approach

This approach examines the significance of language learning procedure. It tries to create a motivating style of teaching and learning English in ESP courses. Also, it encourages students to reach their destination by providing particular teaching methods and strategies. Besides, it depends on investigating students' requirements, wants and lacks in target situations, and showing students' attitudes, culture, purposes of learning the language and the appropriate methods of learning (Dudley-Evans, 1987).

Knowing the learners' needs can help to design courses that fulfill their needs, wants and lacks. Also, it can develop their current courses to improve their achievement. Moreover,

identifying the appropriate educational strategies leads to reaching the learners, teachers, and courses' objectives. Also, collecting data about the learners' characteristics can establish a suitable and effective language learning environment.

2.8 Related Studies

Several studies were conducted to analyze the students' needs in various topics and subjects. Sharmin (2011) has analyzed the English language needs, wants and necessities of medical students at Bangladesh University through questionnaires. She has divided their needs into two crucial categories: target needs and learning needs. Target needs related to students' requirements in certain situations and conditions, while learning needs are the learners' necessities to learn the language. The results have shown that students have a shortage in their writing and speaking skills. Also, they do not have adequate vocabulary and their knowledge about grammar is not efficient.

Likewise, Kayaoglu & Dagakbas (2016) have conducted a study on medical students at Karadeniz Technical University in Turkey. They have utilized a questionnaire as a tool for collecting data. According to the results, they have found out that speaking is the most significant ability followed by listening, reading and writing. They have also indicated that having English competency is a future requirement for their positions as doctors or nurses.

Mazdayasna, Golnar, & H., M. (2008) have analyzed the undergraduate medical sciences students' needs of English language skills. The students are studying in the faculties of midwifery and nursing in Iran. They have collected data by using several tools such as questionnaires and interviews. Teachers and students in the same faculty have participated in the study. The results have revealed that the teachers are dissatisfied with their students' performances. Besides, the results have shown the weaknesses of the subtracted courses that cannot prepare students for the future. The students have proposed that they need

several factors for successful language learning such as enough time, equipment, financial issues and qualified teachers with English language and communication skills.

Besides, Eggly, Musial, & Smulowitz (1998) have conducted a study on the relationship between English language competency and success as a medical resident at Wayne State University in Michigan. The tool of collecting data is a test of English language for international communication and a questionnaire. The test is for teachers and the questionnaire is for students. The findings have shown that the reading skills are the most important for teachers and students in the medical faculty. Also, they have considered writing skills as an important ability for them, whereas medical instructors have explained the significance of students needs for developing and modifying courses. Moreover, they have suggested a special English course for medical issues.

Furthermore, Lombardo and Linda (1987) have analyzed the Italian students' necessities of economics faculty. The results have revealed that the learners have positive attitudes toward learning English language to prepare themselves for better chances of future positions. They have indicated that the hardest skill is reading and having adequate technical vocabulary concerns their specialization. They have also considered that the listening competency is more significant than speaking and writing. Finally, they have suggested participating in conferences and meetings.

Moreover, Abdullah (1999) has analyzed the needs of school students at the secondary level who crave to enroll at the Medical college at the University of Aden. The results have revealed that the students want GE and ESP courses to be able to communicate effectively in different situations. They also have suggested taking a medical course before joining the medical college.

Furthermore, Al-Tamimi and Shuib (2010) have analyzed the petroleum engineering students' needs at Hadhramout University of Science and Technology. The purpose of the study is to investigate the learners' English skills in several linguistic areas. The researchers have collected the data through questionnaires. According to the findings, English is crucial for petroleum engineering students and they have shown the shortage of students' performances in particular skills such as speaking and writing.

Next , Zoghoul and Hussein (1985) have discussed the undergraduate students' needs of various disciplines such as arts and humanities, economics, medical sciences, administrative sciences, engineering and natural sciences. The teachers and students have participated in the study. The findings have shown that the students need more training in the English language skills, while the faculty members gave a clear and genuine evaluation of the students' current level and competency regarding English language proficiency.

Then, Alsout (2013) has analyzed premedical students' needs of English language skills. He has added that the premedical students need the English language to read journals, books, reports, etc. Students need communication skills to contact with patients, or who are in medical professions. Moreover, they want training programs to develop speaking and writing abilities.

In Jordan, Al-Khatib (2005) has also analyzed the tourism and banking workers' needs of English communication skills. The findings have shown that English communication abilities are crucial for tourism and banking workers, and they have a positive attitude about English language learning. They also use the English language frequently in their workplace. The researcher has suggested that course designers should include English communication skills concerning the workplace in ESP courses regarding that students.

Basturkmen and Helen(1997) have performed a research on students in the Petroleum and Engineering faculty at Kuwait University. The results of the study have demonstrated the significance of English skills for Petroleum and Engineering students, while Pritchard and Nasr (2004) has conducted a study on Egyptian students at the faculty of technology. The study aimed to analyze the students' needs of English proficiency, and reading skills in particular. The findings have confirmed that ESP courses should provide basic information for students, while ESP teachers should understand the technical vocabulary and special concepts regarding pertinent to their ESP class.

In addition,Javid and Umer (1970) have examined the needs of medical undergraduates at the KSA University. They have used a questionnaire for collecting the data. The findings have revealed that speaking and reading skills are the most essential for medical students. Moreover, the writing and grammar proficiency are considered the most arduous abilities for them.

Finally, Kandil (2002) has examined the wants and necessities of Arab EFL students. He has argued that the students' needs have not received sufficient attention from course designers or developers.

2.9 Conclusion

This chapter has presented the theoretical framework concerning ESP, including the historical and theoretical perspectives on ESP, the relationship between English for specific purposes (ESP) and English language teaching (ELT), characteristics of ESP, types of ESP, English for medical purposes and English language skills in ESP courses. Besides, it has introduced course design including its definition, types, approaches and

stages. Then it has investigated the definition of needs analysis, its importance and approaches. Finally, some studies relevant to the discussed topics were mentioned.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter presents the methodology of the study and demonstrates the populations, the instrumentations, and the procedures of conducting the study. Moreover, it shows the statistical analyses of the questionnaires of medical students and lecturers in Hebron University, and the protocol of the interview that is conducted with the instructors of the offered courses.

3.2 Populations

3.2.1 Students: They are the major stakeholders and primary source of the data. There are (204) medical students at Hebron University. In this study, a random sample of (11) male and (32) female students classified as the following: (29) first-year students and (14) second-year students were participated. Long (2005) has affirmed that learners like to apprise their needs rather than discuss them. The sample of (43) students are chosen as being the most suitable informants about their perceptions and they have experienced several courses, for instance, the offered courses (Good Practice Student's Book: Communication Skills in English for the Medical Practitioner) and (Unlock Level 4 Reading, Writing & Critical Thinking)and different activities such as conferences and workshops.

Because of students awareness of their needs they were asked to express their expectations and attitudes to create the appropriate courses and training programs at the faculty of medicine

3.2.2 Instructors: A sample of (10) instructors, (9) males and a female, participated in this study. They teach students and they are conscious about their necessities. Also, they have created their own perceptions toward medical students in Hebron University because they instruct and educate them. Lecturers can guide course designers in selecting suitable contents in future ESP courses that fulfill medical students' requirements. In addition, Long (2005) has confirmed the significance of the instructors' English language proficiency, years of experience and qualifications.

3.3 Instrumentations

3.3.1 Questionnaires. In this study, two assortments of questionnaires were utilized, one for instructors and another for learners. Mcleod (2018) has stated that a questionnaire is a useful mean of collecting data because it can measure the learners and lecturers' point of view, attitudes, performances and behaviors in a cheapest and fleetest way. Moreover, Debois (2020) has affirmed that questionnaires are a practical mean because the researcher can ask closed or open-ended questions to gather a numerous data about the targeted group.

3.3.2 Validity of questionnaires. Instructors from Hebron University checked the validity of both questionnaires and then they gave the approval for them. Several alterations were made for both questionnaires. The questionnaires were piloted before using them with medical students and instructors.

(See appendix A for the names of the jury p.106)

3.3.2.1 Medical students' questionnaire. The questionnaire was adopted from Al-Tamimi and Shuib (2010), and next it was modified to suit the goals of the study. It consists of several sections. The first section of the questionnaire is used to express some general information about medical students in HU such as their gender and their academic year. In the second section, in part A the students are going to identify their perceptions

toward their needs of several English language skills for studying in the college of medicine and in part B they are going to express their necessities toward various English language sub-skills to study in their faculty. A five-point Likert scale was utilized including (very important, important, moderately important, of little importance, unimportant). The level of importance they state point out to what extent a certain skill/sub-skill is significance for them.

Part C and D request students to elicit their lacks and deficiencies of English language skills and sub-skills by utilizing a five-point Likert scale (very good, good, average, weak, very weak). Students are requested to present their level of proficiency in listening, speaking, reading, writing, grammar and vocabulary. In part E, students are going to show their needs of the amount of training concerns the English language skills to receive in order to improve their English competency. In this section, a four-point Likert scale was utilized(a lot of training, training needed, little training needed, no training needed). The last section, section three was outlined to elicit data concerning the students' perceptions toward the usefulness of the provided courses (Good Practice Student's Book: Communication Skills in English for the Medical Practitioner and Unlock Level 4 Reading, Writing & Critical Thinking). It contains six questions, four closed questions and two open-ended questions, these questions were designed to achieve the goals of the study as the following:

1. How useful is the English language courses (Good Practice Student's Book: Communication Skills in English for the Medical Practitioner and Unlock Level 4 Reading, Writing & Critical Thinking) to you? To elicit their answers, a five- point Likert scale (very useful, useful, of some use, of little use, not useful) was used.
2. What aspects of the English language should such courses highlight? They can choose more than one option including 'grammar, technical vocabulary, general vocabulary,

listening comprehension, speaking skills, reading comprehension, writing skill' and they can add any skill or area of language they find significant for them.

3. Is the time allotted to the offered English courses enough to you to use the language effectively? This question is important to reveal their realization and awareness of goals of the given courses.

4. The English courses offered for medical students should be given by:

A. A specialist in the field (medical practitioner)

B. An English language teacher

C. A medical instructor and an English teacher (joint teaching)

D. It does not matter

E. Please mention some weaknesses of the courses (Good Practice Student's Book: Communication Skills in English for the Medical Practitioner and Unlock Level 4 Reading, Writing & Critical Thinking).

F. Please provide some suggestions to improve the course courses (Good Practice Student's Book: Communication Skills in English for the Medical Practitioner and Unlock Level 4 Reading, Writing & Critical Thinking) or English language training at the school of medicine.

(See appendix B for medical students' questionnaire p.107).

3.3.2.2 Instructors' questionnaire. This questionnaire consists of similar sections of students' questionnaire. The first sections requests instructors' general information such as gender, experience, level of proficiency and qualification. The second section is divided into two parts, the first part asks instructors to express their perceptions toward medical students' English language needs of several skills, while the second part requests the instructors' perceptions of medical students' English language needs of sub-skills, and a

five-point Likert scale was utilized including (very important, important, moderately important, of little importance, unimportant). The third section consists of seven questions about several issues. The following are the questions of that section:

1. How useful are the English language courses (Good Practice Student's Book: Communication Skills in English for the Medical Practitioner and Unlock Level 4 Reading, Writing & Critical Thinking) to medical students? They can choose from a five-point Likert scale (very useful, useful, of some use, of little use, not useful) to answer the question.
2. What aspects of the English language should such courses highlight? The instructors can choose more than one from the following options: grammar, technical vocabulary, general vocabulary, listening comprehension, reading comprehension, speaking skills, writing skills and they can express any skills or area of the English language they find significant for their studying.
3. Which type of English language courses would you like medical students to attend? The instructors have the following choices: English for Academic Purposes (EAP), English for Occupational Purposes (EOP) or General English (GE). They have the opportunity to choose more than one option and to specify their needs of specific course that is not mentioned in the previous options.
4. Is the time allocated to the English course enough to medical students to use the language effectively? To measure if the learners are satisfied of the training time of the course, and the instructors can respond either yes or no.
5. Should English courses be offered for medical students by: a specialist in the field (medical practitioner), an English language teacher, a medical instructor and English teacher (joint teaching) or it does not matter?

6. Please provide some weaknesses of the courses (Good Practice Student's Book: Communication Skills in English for the Medical Practitioner and Unlock Level 4 Reading, Writing & Critical Thinking).

7. Please provide some suggestions to improve the course (Good Practice Student's Book: Communication Skills in English for the Medical Practitioner and Unlock Level 4 Reading, Writing & Critical Thinking) and English language training at the College of Medicine.

(See appendix C for instructors' questionnaire p.113)

3.3.3 Interview with the instructors who have been teaching (Good Practice Student's Book: Communication Skills in English for the Medical Practitioner and Unlock Level 4 Reading, Writing & Critical Thinking) at the College of Medicine.

Interview is a useful qualitative mean of collecting data directly from the source. Ali (2016) has stated that the interview has several advantages such as the facility of correcting any mistakes or misunderstanding between the interviewer and interviewee in the interview. The interview also can help to collect primary, fragrant and new data as needed. Moreover, it saves time and it can reveal the interviewee facial expressions, body gestures, feelings, attitudes and opinions that help to analyze the information in depth.

This interview has great merits and characteristics. Firstly, the interview with the instructors who deliver the courses is significant because he can provide beneficial data

about the medical students' wants and lacks. He also knows their level, psychology and attitudes. He is a well-informed about the offered courses and activities concerning the medicine school such as seminars, workshops and conferences held in HU.

It is worth mentioning that we decided to conduct a structured interview. However, the discussion was fruitful so that led to discuss several issue and shifted the interview into semi-structured.

3.4 Procedure

Students and instructors' questionnaires were adopted from Al-Tamimi and Shuib, and then they were piloted and adapted to suit the goals of the study. The data of the study were gathered from the beginning of the second semester of the academic year 2019/2020 until the first semester of the academic year 2020/2021 after taking the approval from the Faculty of High Studies. Next, the questionnaires were given to a jury of instructors from HU and several modifications were done on them.

According to the current circumstances of corona virus, the researcher could not visit the HU to tell the medical students about her study. Therefore, the researcher took the permission from the Hebron University's president to take the medical students' e-mails from the database. Then the researcher transferred the students' questionnaire into online to send it to their e-mails. However, after a few weeks, the researcher could visit the HU, and the instructors' questionnaire was handed to the instructors. Then the procedure of

collecting the data was finished and the process of analyzing them was started. The questionnaires were computed and analyzed by utilizing SPSS. By this time, the interviews with the instructors who deliver the courses were conducted to discuss some issues about medical students, courses and several points.

3.5 Statistical Analysis of Medical Students' Questionnaire

SECTION ONE

Table (1)

Sample distribution according to gender and academic year

Variables	Number	Valid percent
Gender		
Male	11	25.6%
Female	32	74.4%
Total	43	100.0%
Academic year		
First	29	67.4
Second	14	32.6

SECTION TWO

A. What are the most important English language skills for studying at the college of Medicine?

For answering this question, mean and standard deviations were analyzed. The findings are presented in table (2).

Table (2)

Students' perception toward the significance of English language skills

English language skills	Mean	Std. Deviation	Degree
Speaking	4.53	.882	High
communication	4.37	.846	High
Writing	4.28	.826	High
Listening	4.28	.666	High
Reading	4.23	.649	High
Vocabulary	4.05	.899	High
Grammar	3.02	.988	Middle

This table shows the important English language skills for medical students at HU. They considered speaking as the most significant skills for them, followed by communication. After that, writing and listening with the same degree of importance. Then they are ordered as the following: reading, vocabulary and finally grammar.

B1. What are the most important reading sub-skills for studying at the College of Medicine?

To answer this question, mean and standard deviation were analyzed. The findings are presented in table (3).

Table (3)

Students' perceptions toward the significance of reading sub-skills

Reading sub-skills	Mean	Std. Deviation	Degree
Reading medical textbook	4.53	.550	High
Reading medical articles in journals	3.79	.833	High
Reading course handouts	3.79	.833	High
Reading instructions for assignments/ Projects	3.60	.955	Middle

The previous table shows the significant reading sub-skills for medical students at HU. They are ordered as the following: Reading medical textbook is the most important reading sub-skill, then Reading medical articles in journals and Reading course handouts with the same degree of Importance, and finally Reading instructions for assignments/projects.

B2. What are the most important writing sub-skills for studying at the College of Medicine?

To answer this question, means and standard deviation were computed and analyzed.

Results are presented in table (4).

Table (4)

Students' perceptions toward the significance of writing sub-skills

Writing sub-skills	Mean	Std. Deviation	Degree
Writing research papers	4.33	.808	High
Writing assignment	4.28	.826	High
Note-taking in lectures	4.09	.648	High
Writing reports	4.09	.895	High
Answering exams	3.98	.707	High

This table shows the important writing sub-skills for medical students at HU. They consider writing research papers as the most significant one, followed by Writing assignment, then note taking in lectures and writing reports with the same degree of importance. Finally, answering exams.

B3. What are the most important listening sub-skills for studying at the College of Medicine?

To answer this question, means and standard deviation were computed and analyzed.

Results are presented in table (5).

Table (5)

Students' perceptions toward the significance of listening sub-skills

Listening sub-skills	Mean	Std. Deviation	Degree
Listening to oral presentation	4.63	.578	High
Following and understanding lectures	4.42	.731	High
Listening to instructions for assignment	4.33	.715	High
Following questions/answer sessions in class	4.30	.914	High

Table 5 shows the important listening sub-skills for medical students at HU. They are ranked as the following: listening to oral presentation as the most important one, then following and understanding lectures, next listening to instructions for assignment, and finally following questions/answer sessions in class.

B4. What are the most important speaking sub-skills for studying at the College of Medicine?

To answer this question, means and standard deviation were computed and analyzed.

Results are presented in table (6).

Table (6)

Students' perceptions toward the significance of speaking sub-skills

Speaking sub-skills	Mean	Std. Deviation	Degree
Asking questions in class	4.28	.701	High
Participating in oral discussions	4.14	.915	High
Giving oral presentations	4.00	.787	High
Participating in conferences	3.98	.831	High
Participating in seminars	3.98	.938	High

Table 6 presents the important speaking sub-skills for medical students at HU. They are ordered as the following: asking questions in class as the most important one, then participating in oral discussions, next giving oral presentations, participating in conferences, and finally participating in seminars.

C. How proficient are you in the following English language skills?

To answer this question, means and standard deviation were computed and analyzed.

Results are presented in table (7).

Table (7)

Students' perceptions of their level of proficiency in English language skills

English language skills	Mean	Std. Deviation	Degree
Reading	4.00	.765	High
Listening	3.67	1.028	Middle
Grammar	3.40	.885	Middle
Vocabulary	3.33	.928	Middle
Speaking	3.26	1.061	Middle
Writing	3.17	1.034	Middle

Table 7 presents the medical students' perceptions of their level of competency in several English language skills in HU. They are ordered as the following: reading, listening, grammar, vocabulary, speaking and finally writing.

D1. How proficient are you in the reading sub-skills?

To answer this question, means and standard deviation were computed and analyzed.

Results are presented in table (8).

Table (8)

Students' perceptions of their level of proficiency in reading sub-skills

Reading sub-skills	Mean	Std. Deviation	Degree
Reading course handouts	4.07	.838	High
Reading instructions for reading assignments/ projects	3.83	.881	High
Reading medical textbooks	3.60	.701	Middle
Reading medical articles in journals	3.50	.834	Middle

This table shows the medical students' perceptions of their level of competency in various English language skills at HU. They are ordered as the following from the most proficient reading sub-skill to the least one as: Reading course handouts, Reading instructions for reading assignments/ projects, Reading medical textbooks and finally Reading medical articles in journals.

D2. How proficient are you in the writing sub-skills?

To answer this question, means and standard deviation were computed and analyzed.

Results are presented in table (9).

Table (9)

Students' perceptions of their level of proficiency in writing sub-skills

Writing sub-skills	Mean	Std. Deviation	Degree
Note-taking in lectures	3.26	.885	Middle
Writing assignment	3.24	.850	Middle
Writing reports	3.19	.833	Middle
Writing research papers	3.02	.869	Middle
Answering exams	3.0000	.98773	Middle

Table 9 shows the medical students' perceptions of their level of competency in writing sub-skills at HU. They are ordered as the following from the most proficient writing sub-skill to the least one as: note-taking in lectures, writing assignment, writing reports, writing research papers, and answering exams.

D3. How proficient are you in the listening sub-skills?

To answer this question, means and standard deviation were computed and analyzed.

Results are presented in table (10).

Table (10)

Students' perceptions of their level of proficiency in listening sub-skills

Listening sub-skills	Mean	Std. Deviation	Degree
Listening to oral presentation	3.7619	.61721	High
Following and understanding lectures	3.7143	.83478	High
Following questions/answer sessions in class	3.5952	.76699	Middle
Listening to instructions for assignment	3.5714	.73726	Middle

This table shows the medical students' perceptions of their level of competency in listening sub-skills at HU. They are ordered as the following from the most proficient

listening sub-skill to the least one as: listening to oral presentation, following and understanding lectures, following questions/answer sessions in class, and listening to instructions for assignment.

D4. How proficient are you in the speaking sub-skills?

To answer this question, means and standard deviation were computed and analyzed.

Results are presented in table (11).

Table (11)

Students' perceptions of their level of proficiency in speaking sub-skills

Speaking sub-skills	Mean	Std. Deviation	Degree
Participating in oral discussions	3.2857	.91826	Middle
Asking questions in class	3.0238	.89683	Middle
Giving oral presentations	2.6905	1.04737	Middle
Participating in seminars	2.4048	1.12747	Middle
Participating in conferences	2.4048	1.12747	Middle

This table shows the medical students' perceptions of their level of competency in speaking sub-skills at HU. They are ordered as the following from the most proficient speaking sub-skill to the least one as: participating in oral discussions, asking questions in class, giving oral presentations, participating in seminars and finally participating in conferences.

E1. How much language training would you like to receive for the following to improve your reading sub-skills?

To answer this question, means and standard deviation were computed and analyzed.

Results are presented in table (12).

Table (12)

Students' perceptions toward the degree of training required to develop their reading sub-skills

Reading sub-skills	Mean	Std. Deviation	Degree
Reading medical textbooks	2.5238	.83339	Middle
Reading instructions for assignments/ projects	2.4524	.70546	Middle
Reading course handouts	2.4286	.73726	Middle
Reading medical articles in journals	2.3571	.75938	Middle

Table 12 presents the medical students' perceptions of the needed training to improve their reading sub-skills at HU. They are required a middle level of training of reading sub-skills as the following: reading medical textbooks, reading instructions for assignments/ projects, reading course handouts, and reading medical articles in journals.

E2. How much language training would you like to receive for the following to improve your writing sub-skills?

To answer this question, means and standard deviation were computed and analyzed.

Results are presented in table (13).

Table (13)

Students' perceptions toward the degree of training required to develop their writing sub-skills

Writing sub-skills	Mean	Std. Deviation	Degree
Writing research papers	3.3571	.75938	High
Answering exams	3.3095	.78050	High
Note-taking in lectures	3.2381	.79048	High

Writing assignment	3.1190	.77152	High
Writing reports	3.0952	.79048	High

Table 13 presents the medical students' perceptions of the needed training to improve their writing sub-skills at HU. They are required a high level of training to evolve writing sub-skills as the following: writing research papers, answering exams, note-taking in lectures, writing assignment, and writing reports.

E3. How much language training would you like to receive for the following to improve your listening sub-skills?

To answer this question, means and standard deviation were computed and analyzed.

Results are presented in table (14).

Table (14)

Students' perceptions toward the degree of training required to develop their listening sub-skills

Listening sub-skills	Mean	Std. Deviation	Degree
Following and understanding lectures	2.5714	.70340	Middle
Following questions/answer sessions in class	2.3333	.57027	Middle
Listening to instructions for assignment	2.3095	.60438	Middle
Listening to oral presentation	2.2857	.59615	Middle

This table shows the medical students' needs of training for developing their listening sub-skills at HU. They required a middle level of training to improve their writing sub-skills as the following: following and understanding lectures, following questions/answer sessions in class, listening to instructions for assignment, and finally listening to oral presentation.

E4. How much language training would you like to receive for the following to improve your speaking sub-skills?

To answer this question, means and standard deviation were computed and analyzed.

Results are presented in table (15).

Table (15)

Students' perceptions toward the degree of training required to develop their speaking sub-skills

Speaking sub-skills	Mean	Std. Deviation	Degree
Giving oral presentations	3.5714	.73726	High
Participating in seminars	3.5476	.73923	High
Asking questions in class	3.3333	.75439	High
Participating in lecture discussion	3.1429	.78310	High

This table shows the medical students' needs of training for developing their speaking sub-skills at HU. They required a high rank of practicing as the following: giving oral presentations, participating in seminars, asking questions in class and participating in lecture discussion.

SECTION THREE

Table (16)

Students' perceptions toward the offered courses (Good Practice Student's Book: Communication Skills in English for the Medical Practitioner and Unlock Level 4 Reading, Writing & Critical Thinking)

Degree of usefulness	Number	Valid percent	System missing
Very useful	5	11.6	-
Useful	20	46.5	
Of some use	11	25.6	
Of little use	4	9.3	
Not useful	3	7.0	

This table presents to what extent medical students at HU believe that the courses (Good Practice Student's Book: Communication Skills in English for the Medical Practitioner and Unlock Level 4 Reading, Writing & Critical Thinking) are beneficial for their study at the college of medicine. The findings show that the majority of the students think that they are beneficial for them.

Table (17)

Students' perceptions toward language aspects to be highlighted

Language aspects	Number	Valid percent	System missing
Grammar	7	16.3%	36
Technical vocabulary	15	34.9%	28
General vocabulary	17	39.5%	26
Listening comprehension	16	37.2%	27
Speaking skills	37	86.0%	6
Reading comprehension	23	53.5%	20

This table shows the students responses to various language areas that should be emphasized in English language courses at the faculty of medicine at HU. As shown, the priority is given to speaking skills followed by reading comprehension, then general vocabulary, listening comprehension, technical vocabulary and finally grammar.

Table (18)
Students' opinions toward the time allotted to the provided courses

Variables	Number	Valid percent	System missing
Is the time allotted to the offered courses enough to you to use the language effectively?			-
Yes	18	41.9	
No	25	58.1	

Table 18 presents the students' points of view according to the allotted time to the offered courses at the college of medicine at HU. The results reveal that the majority of the students agree that the time is not adequate to use the language communicatively and effectively.

Table (19)
Students' opinions toward the teacher of such English courses

Variables	Number	Valid percent	System missing
English courses offered for medical students should be given by:			-
A specialist in the field (medical practitioner)	16	37.2	
An English language teacher	18	41.9	
It doesn't matter	9	20.9	

This table shows the various students' perceptions toward the teacher of English courses. (41.9%) of medical students believe that an English teacher is better to deliver such courses, while (37.2%) think that a specialist in the field (medical practitioner) should

teach these courses. However, (20.9%) of medical students have a neutral opinions and it does not matter whether an English teacher present the courses or a specialist in the field.

Table (20)
Students' responses about the weaknesses of the offered courses

Weaknesses	Number	Valid percent	System missing
Teachers' style of teaching does not suit some students because they depend on traditional and old methods of teaching	1	3.4	28
The book is too long and the time is not enough to finish the units	1	3.4	
The relationship between students and teachers is an obstacle because students cannot express their needs and wants cozily.	1	3.4	
The overcrowded classes	1	3.4	
I don't know	2	6.9	
The courses do not cover the grammatical rules of the English language	1	3.4	
The courses do not focus on our field of specialization as medical students	1	3.4	
They ignore speaking skills	1	3.4	
They do not enhance the understandings or the use of the language effectively	1	3.4	
Courses are boring	1	3.4	
They ignore communication skills and teachers do not encourage students to interact or discuss topics with each other	1	3.4	
Courses' levels are higher than the levels of students	1	3.4	
courses neglect writing skills	1	3.4	
Teachers do not utilize technological means	1	3.4	
Total	15	-	

This table contains some difficulties and obstacles face medical students in learning the provided courses.

Table (21)
Students' suggestions to develop the English language courses

Suggestions	Number	Valid percent	System missing
Bring foreigners to medical college	2	8.0	18
Provide instructors with some courses or training programs concerns teaching these courses	2	8.0	
Replace these courses with more beneficial ones	2	8.0	
Provide students with adequate time to finish the whole units either for study or to finish their home works			
Because the level of the courses are high, some students hope to take into consideration their level to provide appropriate courses to develop their proficiency	1	4.0	
Furnish students with some practice and training to equip them with the language	1	4.0	
Prepare courses regarding medical terminology and vocabulary	2	8.0	
Use modern technological means for teaching English courses	1	4.0	
Establish courses concerning particularly speaking skills	1	4.0	
Build the skills of reading medical articles	1	4.0	
Modify these subjects to make them more appropriate to their specialization, this may make students more willing to study them			
focus on writing works	2	8.0	
Teachers should arise group discussion and interaction between students and teachers	2	8.0	
Provide teachers with training courses and programs to make them qualified to teach such courses	2	8.0	
To reduce the number of students in a class	6	2.4	
Total	25	100.0	

This table shows the medical students' suggestions concerns improving the offered courses and training programs in medical faculty at HU.

3.6 Statistical Analysis of instructors' Questionnaire

SECTION ONE

Table (22)

Sample distribution concerning gender, years of experience and qualification

Variables	Frequency	Valid percent
Gender		
Male	9	90.00%
Female	1	10.00%
Total	10	100%
Years of experience		
Minimum	2.00	-
Maximum	25.00	-
Mean	14.1000	-
Std. Deviation	7.14065	-
Qualification		
BA	1	10.00%
MA	1	10.00%
PhD	8	80.00%
Total	10	100%

SECTION TWO

A-What are the most important English language skills at the College of Medicine?

To answer this question, means and standard deviation were computed and analyzed.

Findings are shown in table (23).

Table (23)

Instructors' Perceptions toward the significance of English Language skills

English language skills	Mean	Std. Deviation	Degree
Reading	4.8000	.42164	High
Writing	4.8000	.42164	High
Listening	4.7000	.48305	High
Speaking	4.5000	.52705	High
Vocabulary	4.4000	.84327	High
Grammar	3.6000	.84327	High

The table presents the most significant English language skills for medical students at HU according to instructors' expectations. The results shows that the most important skills are reading and writing with the same degree of importance. Followed and ordered as: listening, speaking, vocabulary and the least one is grammar.

B1. What are the most important reading sub-skills for studying at the College of Medicine?

To answer this question, means and standard deviation were computed and analyzed.

Findings are shown in table (24).

Table (24)

Instructors' Perceptions toward the significance of reading sub- skills

Reading sub-skills	Mean	Std. Deviation	Degree
Reading medical textbook	5.0000	.00000	High
Reading medical articles in journals	4.7000	.48305	High
Reading course handouts	4.2000	.42164	High
Reading instructions for assignments/ Projects	4.2000	.63246	High

This table shows the most important reading sub-skills for medical students at HU as received from their instructors. The most significant one is reading medical textbook,

followed by reading medical articles in journals, then Reading course handouts and Reading instructions for assignments/ projects with the same degree of importance.

B2. What are the most important writing sub-skills for studying at the College of Medicine?

To answer this question, means and standard deviation were computed and analyzed.

Findings are shown in table (25).

Table (25)

Instructors’ Perceptions toward the significance of writing sub- skills

Writing sub-skills	Mean	Std. Deviation	Degree
Writing reports	4.9000	.31623	High
Writing assignments	4.6000	.51640	High
Note-taking in lectures	4.6000	.96609	High
Answering exams	4.3000	.67495	High
Writing research papers	4.0000	.66667	High

According to results, the instructors consider that the most important writing sub-skill for medical students in HU is writing reports. Followed by writing assignments and note taking in lectures with the same degree of significance. Then answering exams and the least important writing sub-skill is writing research papers.

B3. What are the most important listening sub-skills for studying at the College of Medicine?

To answer this question, means and standard deviation were computed and analyzed as

shown in table (26).

Table (26)

Instructors' Perceptions toward the significance of listening sub- skills

Listening sub-skills	Mean	Std. Deviation	Degree
Following and understanding lectures	4.8000	.42164	High
Listening to oral presentations	4.6000	.69921	High
Following questions/answer sessions in class	4.4000	.84327	High
Listening to instructions for assignments	4.3000	.94868	High

The instructors consider following and understanding lectures as the most important listening sub-skill for medicals students in HU. Then listening to oral presentations, next following questions/answer sessions in class. Moreover, the least important one is listening to instructions for assignments.

B4. What are the most important speaking sub-skills for studying at the College of Medicine?

To answer this question, means and standard deviation were computed and analyzed as shown in table (27).

Table (27)

Instructors' Perceptions toward the significance of speaking sub- skills

Speaking sub-skills	Mean	Std. Deviation	Degree
Participation in oral discussions	4.8000	.42164	High
Asking questions in class	4.4000	.51640	High
Giving oral presentations	4.3000	.82327	High
Participating in seminars	4.1000	.87560	High
Participating in conferences	4.1000	.56765	High

The instructors consider participation in oral discussions as the most important speaking sub-skill for medicals students in HU. Then asking questions in class, next giving oral presentations and. And the least important two speaking sub-skill are Participating in seminars and Partaking in conferences.

SECTION THREE

Table (28)

Instructors' perceptions toward the usefulness of the courses (Good Practice Student's Book: Communication Skills in English for the Medical Practitioner and Unlock Level 4 Reading, Writing & Critical Thinking) to Medical students?

Degree of usefulness	Frequency	Valid Percent
very useful	4	40.0
Useful	4	40.0
of some use	2	20.0
Total	10	100.0

Table 28 shows the relevance of the offered courses to medical students' needs in HU. The findings show that the majority of the instructors believe that the provided courses are beneficial for medical students in HU. Nevertheless, two out of ten think that the offered courses are providing a little of the needed material.

Table (29)

Instructors' perceptions toward various language aspects to be highlighted

Language aspects	Frequency	Valid Percent
Grammar	2	20.00%
Technical vocabulary	7	70.00%
General vocabulary	4	40.00%
Listening comprehension	8	80.00%
Reading comprehension	7	70.00%
Speaking skills	8	80.00%
Writing skills	9	90.00%

This table shows the instructors' perceptions toward the different areas of the language that such courses should emphasize to improve medical students proficiency in HU. It is obvious that the writing skills are the most needed area of the language. Followed by

listening comprehension and speaking skills with the same degree of significance. Then reading comprehension and technical vocabulary with the same rank of importance. Next, general vocabulary and finally Grammar.

Table (30)

Instructors' perceptions toward the types of the English language courses that the medical faculty should provide

Types of courses	Frequency	Valid Percent
EAP	8	80.00%
EOP	7	70.00%
GE	6	60.00%

Table 30 shows that the instructors prefer to provide students with English for Academic Purposes (EAP) as the first option at the faculty of medicine in HU. Then they consider English for Occupational Purposes (EOP) and the least needed course is General English (GE).

Table (31)

Instructors' perceptions toward the time allocated to the English courses

Variables	Frequency	Valid Percent
Is the time allocated to the English course enough to medical students to use the language effectively?		
Yes	4	40.00%
No	6	60.00%

Table 31 shows that 60% of instructors agree that the time allocated to the provided courses at the faculty of medicine in HU is not enough for students to use the language effectively.

Table (32)

Instructors' perceptions toward the teacher of the provided course

Variables	Frequency	Valid Percent
English courses offered for medical students should be given by:		
A specialist in the field (medical practitioner)	6	60.00%
An English language teacher	2	20.00%
A medical instructor and an English teacher (joint teaching)	2	20.00%
It does not matter	0	0.00%

This table shows that the majority of the instructors believe that the most significant and prominent instructor to deliver such a course is a specialist in the field (medical practitioner). Followed by an English language teacher and joint teaching with the same degree of importance.

Table (33)

Weaknesses of the courses (Good Practice Student's Book: Communication Skills in English for the Medical Practitioner and Unlock Level 4 Reading, Writing & Critical Thinking) as mentioned by instructors.

Weaknesses	Valid percent	System missing
The allocated time for each course is not enough to use the language effectively	10.00%	5
The style of teaching depends mostly on lecturing, while students need more practice	10.00%	
Students should involve more in the learning process through various tasks	10.00%	
Some skills are neglected in the offered courses such as conversation and discussion	10.00%	

Table 33 shows some weaknesses of the courses (Good Practice Student's Book: Communication Skills in English for the Medical Practitioner and Unlock Level 4 Reading, Writing & Critical Thinking) as mentioned by the instructors.

Table (34)

Suggestions for developing the offered courses (Good Practice Student's Book: Communication Skills in English for the Medical Practitioner and Unlock Level 4 Reading, Writing & Critical Thinking) and training program as mentioned by instructors.

Suggestions	Valid percent	System missing
Provide some training courses for instructors to be qualified to teach different courses	10.00%	6
Enrich the courses with training programs	10.00%	
Encourage students to make presentations and discussions to improve their speaking skills	10.00%	
Guide students to read various books related to their specialization to improve their reading skills and to gain a wide range of technical vocabulary	10.00%	

Table 34 presents some suggestions as perceived by the instructors for improving the offered courses and training programs to make medical students more proficient in English language skills in HU.

3.7 Interview Protocol with the instructors of the Offered Courses (Good Practice Student's Book: Communication Skills in English for the Medical Practitioner and Unlock Level 4 Reading, Writing & Critical Thinking)

The following are the questions of the interview, which was conducted online with the instructors of the delivered courses (Good Practice Student's Book: Communication Skills

in English for the Medical Practitioner and Unlock Level 4 Reading, Writing & Critical Thinking) and the answers formed during the interview:

- **How significant are the English language skills for medical students in their academic life?**

Teacher (1): "Undoubtedly, learning English is an important step for all students. As for medical students, it is necessary to learn the skills so that they can communicate with the international community. I believe that they will not be able to check what is happening all over the world if their English language is weak. Learning these skills would make students more confident about themselves and their abilities."

Teacher (2): "English is the language of science and technology. It is especially important for medical students since it helps them study and do research within their academic life. This is added to the benefits of English in their future career in Palestine or overseas."

- **What are the English language skills and sub-skills that you focus on and aim to improve in your classes?**

Teacher (1): "Each course has its own outcomes; however, I usually try to focus on the development of reading and writing. I believe that listening and speaking are two skills that can be acquired throughout the students' educational journey."

Teacher (2): "In the first semester, the focus was on listening and speaking. In the second semester, on the other hand, the focus was on reading and writing. Critical thinking was highly emphasized in both semesters."

- **Do you believe that the courses (Good Practice Student's Book: Communication Skills in English for the Medical Practitioner and Unlock Level 4**

Reading, Writing & Critical Thinking) are enough for medical students to use the English language effectively?

Teacher (1): "I cannot say these courses are enough, but they are effective. These courses are effective resources that develop students' skills. However, without having extra resources, the whole issue is going to be like a normal one. I usually give students different opportunities to see and benefit from other sources."

Teacher (2): "The books were good and present real life examples but the time was somehow limited. In other words, the material in the two books was not completely covered due to the time factor."

- **Do you think that these courses are motivating to medical students to participate in the classes? What are you doing to encourage them to participate?**

Teacher (1): "It depends on the teacher and not the book or the course. If the teacher is motivating, students will be automatically motivated and participate in all discussions. As for the book, yes, I see lots of critical activities that stimulate thinking and encourage students to participate."

Teacher (2): "The courses should be motivating. Yet, the large number of student in the same class affects the extent to which students are willing to participate. Many students do not participate unless they are forced to do so. In other words, many students are not self-motivated if the speaking activity is not graded."

- **What type of tasks did you use for your medical students?**

Teacher (1): "I usually use different types. I am with engaging students in the discussion regardless of the methodology. My tasks include writing paragraphs, understanding the context, and so on so forth."

Teacher (2): "Speaking, listening, reading, and writing tasks. These included writing assignments, listening questions, role plays, and group and pair work activities related to the themes covered in class."

- **What kind of assessment techniques did you use to evaluate the medical students? Which kind did you prefer?**

Teacher (1): "The assessment system followed at the university. I mean the exams. Sometimes, we move a bit from such system and assess them individually. And I usually give them extracurricular activities."

Teacher (2): "Exams, writing assignments, oral exams. Each of these techniques has a specialty, but exams were the easiest to perform due to the large number of students."

- **Have you ever conducted a needs analysis form concerning your students' needs before teaching the courses?**

Teacher (1): "Yes."

Teacher (2): "No."

- **Did you recommend medical students to perform any research paper in English?**

Teacher (1): "I teach freshmen, so their abilities in writing a research paper is still limited."

Teacher (2): "Yes."

- **Have medical students ever engaged in any international conferences, meetings or seminars? How did you assess their performance and the efficiency of using the English language?**

Teacher (1): "I don't really know. As for the second part, I would say that their great performance inside the classroom will be certainly reflected on their performance outside the classroom."

Teacher (2): "I do not think they had the time to participate in international conferences, meetings or seminars. Yet, I really encourage them to utilize such valuable opportunities."

- **How do you think the courses should be taught: by a specialist or an English teacher? Why?**

Teacher (1): "Of course by an English language teacher because he/she is the specialist in the language."

Teacher (2): "This depends on the course objectives. The course objectives deal with English language skills and so, it is better to be taught by an English language teacher."

- **What do you recommend for developing the provided courses (Good Practice Student's Book: Communication Skills in English for the Medical Practitioner and Unlock Level 4 Reading, Writing & Critical Thinking)?**

Teacher (1): "As I said earlier, it needs to be accompanied by external papers, handouts, and resources."

Teacher (2): "The courses are named English 1 and English 2 for medical students. As I mentioned earlier, the first course focused on listening and speaking and the other focused on reading and writing."

"I recommend that the students should take the non-medical courses in the summer course. It seemed that the students are stressed out because of the number of credit hours they have to cover within the same course. This in turns negatively affected their motivation to participate in many activities after long, tiring medical lectures."

3.8 Conclusion

This chapter has introduced the methodology of the study including the participants, the instrumentations and the procedures of conducting it. In addition, it has presented the statistical analyses of the students and the instructors' questionnaires. Finally, the interviews protocol with the instructors of the offered courses (Good Practice Student's Book: Communication Skills in English for the Medical Practitioner and Unlock Level 4 Reading, Writing & Critical Thinking) are displayed.

CHAPTER FOUR

FINDINGS AND DISCUSSION

4.1 Introduction

This chapter displays the results and the findings of the study including the research questions, the discussion of statistical analyses of the students' and instructors' questionnaires and the investigation of the interview with instructors' who deliver the courses (Good Practice Student's Book: Communication Skills in English for the Medical Practitioner and Unlock Level 4 Reading, Writing & Critical Thinking).

4.2 Discussion of the Statistical Analysis of Medical Students' Questionnaire

4.2.1 **Research question number one.** What are the English language needs of Medical students at Hebron University on the basis of their perceptions?

4.2.1.1 *The first sub-questions.* How important/necessary are the English language skills for medical students at HU?

Students express their opinions among the importance of the English language skills in section two of the questionnaire, which are elicited from table 2 to 6. Students are asked about the significance of English language skills for studying medicine at HU. Table 2 presents that the medical students appoint all English language skills are important for their studying but with different degrees of importance. The students' reflections can show their awareness of the significance of the English language skills for performing well in their medical studying. Also, the instructors at the interview confirm the importance of the English language skills at the faculty of medicine, and the benefits of learning English language skills for communication and interaction with the global community. Besides, having a high proficiency of English language skills can qualify medical students for better job, life, etc.

Returning back to table 2, medical students rank the English language skills according to their importance as the following: speaking is the most important skill (4.53), followed by communication (4.37), then writing and listening holding the same degree of importance (4.28), Reading (4.23), vocabulary (4.05) , and finally Grammar (3.02).

It is not surprising that medical students have chosen the speaking as the most significant skills for them, followed by communication skills. That can reflect the students' need of practicing the language for using it fluently and effectively in different situations such as introducing themselves, interacting with patients, and participating in several conferences and seminars. Moreover, Rahman (2015)states that the main cause of creating such ESP courses is to establish communicative environments. However, medical students may express their needs of neglected skills as highly indispensable. In addition, this result match Kayaoglu & Dagakbas' (2016) findings, which is the speaking skills are the most fundamental one for medical students at Karadeniz Technical University in Turkey.

Then, they have selected writing and listening skills with the same degree of importance. Listening and writing are connected because when students improve their listening ability; they can interact with EFL learners in written or oral way. In the interview, the instructors emphasize that the students' writing skills need some training and practicing, while listening ability can be acquired through their educational journey. In addition, Hedge (1988) has mentioned that writing is a mean of conveying students' feelings, thoughts and ideas. Moreover, medical learners are requested to write reports, exams, assignments, etc. Schleppegrell & Bowman (1986) have proposed that medical students are required to make presentations and do some exercises individually or in groups.

Next, the reading ability is one of the main features of ESP courses and it is fundamental to evolve their knowledge about several topics. Paltridge & Starfield (2004) have stated that reading is the heart of ESP courses, so teachers should teach them the strategies to

improve this skill. While, Bojoovic (2010) has clarified that reading is a systematic ability needs adequate time and resources to gain it in a good way.

After that, the medical students have chosen vocabulary as an important skill. Medical students need technical and general vocabulary in their professional life. The provided course (Unlock Level 4 Reading, Writing & Critical Thinking) focuses on reading, writing and improving critical thinking, and it is efficient for medical students as mentioned by the instructors in the interview. Moreover, Rohan (2015) has proposed that learning adequate words, expressions and vocabularies can qualify students for future success.

The least significant skill for medical students' at HU is grammar. Medical students may not aware of the necessity of grammar for their language acquisition. While, the grammatical features and the syntactic structures can distinguish between medical and other fields of study. Also, Basturkmen, & Helen (1997) have confirmed on the significance of grammar for acquiring high level of accuracy and to be taught in a communicative way rather than a traditional way.

Table 3 presents the most important reading sub-skills as mentioned by the students in the faculty of medicine at HU. They have ranked them as the following: Reading medical textbooks as the most important (4.53), followed by Reading medical articles in journals (3.79), then Reading course handouts (3.79) and finally Reading instructions for assignments/ projects (3.60). The students' choices show that they depend on the medical textbooks as the primary source of information. While in the interview, the instructors emphasize at the importance of extra sources to improve the students' skills and to get benefit from them. Moreover, the medical periodicals contain valuable data about medical issues, so that help to enrich the students' knowledge and experience. Moreover, the instructors have mentioned that they enhance students' reading skills by different sources. While, reading course handouts and Reading instructions for assignments/ projects are

considered the least significant reading sub-skills but they are major activities for comprehension to reach the needed outcomes. Alsout (2013) has emphasized on reading journals, books and reports.

Table 4 shows the most fundamental writing sub-skills according to medical students' perceptions. Medical students give primacy to writing research papers (4.33), then writing assignment (4.28), note taking in lectures (4.09), writing reports (4.09), and finally answering exams (3.98). Medical students may be damaged the traditional thinking about taking exams although they have sometimes taken examinations, but that can reflect their determination and enthusiasm of learning and searching about various medical issues. Then they choose writing assignment which is highlighted in the offered courses (Good Practice Student's Book: Communication Skills in English for the Medical Practitioner and Unlock Level 4 Reading, Writing & Critical Thinking) and in the interview, the instructor has confirmed on the importance of writing tasks. Then they emphasize on the discussion and note taking in the lecture. Moreover, medical students are prepared to diagnose several cases and be ready for writing reports. Besides, the least important skill is answering exams. Therefore, the ability of answering exams is a required skill. To conclude, having valuable information and grand experiences qualify medical students to be great doctors.

Table 5 displays the most important listening sub-skills for medical students at HU. They have arranged them of high degrees with slight difference as the following: Listening to oral presentation (4.63), Following and understanding lectures (4.42), Listening to instructions for assignments (4.33), and finally Following questions/answer sessions in class (4.30). Medical students are asked to present many presentations in several medical issues through their study. However, the instructor in the interview concentrates on reading and writing, while listening and speaking do not need special attention as he says.

While the other instructor reveals the objectives of the offered courses, which are focusing on listening and speaking in the first semester and concentrating on reading and writing in the second one.

Next, table 6 shows the most significant speaking sub-skills for medical students at HU. They have mentioned that all the suggested speaking sub-skills are important for them. They have selected asking questions in class as the most important speaking sub-skill (4.28), followed by participating in oral discussions (4.14), giving oral presentations (4.00), participating in conferences (3.98), and finally participating in seminars (3.98). In the lecture students are supposed to participate and discuss topics, present several oral presentations, ask and answer questions. Moreover, the delivered course (*Good Practice Student's Book: Communication Skills in English for the Medical Practitioner*) concentrates on communication, conversation, and stimulating the critical thinking as mentioned by the instructors. While, the instructors state that the medical students perform well inside the classroom, which reflect their participation in seminars or conferences. In 1987, Lombardo & Linda have investigated the Italian students' needs of economics faculty, and the students have suggested participating in conferences and meetings.

4.2.1.2 *The second sub-question.* What are the English language lacks of medical students at HU?

To answer this question, medical students are asked about their proficiency in various English language skills and sub-skills.

Table 7 shows the medical students' competency in English language skills, sub-skills, and vocabulary and grammar. They have identified their lacks and deficiencies in English language skills. Firstly, they ranked reading as the most proficient skills (4.00) compared

with the average or middle level of listening (3.67), grammar (3.40), vocabulary (3.33), speaking (3.26) and finally writing (3.17). The students' ranks reflect that the least proficient skills need the most training, so the writing is the needed ability to be trained then speaking, vocabulary, grammar, listening and finally reading. Medical students depend on reading textbooks, periodicals, reports and several medical issues, so it is predictable to choose reading as the most proficient skill for them and it needs the least practice. Also, they are provided with the course (Unlock Level 4 Reading, Writing & Critical Thinking) aims at developing their reading and writing skills. Next, comes listening skill, and they have delivered the course (Good Practice Student's Book: Communication Skills in English for the Medical Practitioner) to evolve this skill. Then, comes grammar, it is worth mentioning that the medical students seem to be of a better level of competency in grammar than the productive skills; speaking and writing, because the students exposure early to English grammar and rules of English language at school level. After that vocabulary which is very significant for medical students. Vepreva (2015) has stated that vocabulary plays an essential role in language acquisition. However, Speaking is an average skill because it is neglected; for example, listening and speaking are excluded in Al-Tawjihi Exam as teachers try to prepare secondary students for reading comprehension and writing tasks. Finally, writing is the least proficient skill and it requests the most training. Kalan (1996) has stated that writing is a difficult ability and need adequate time and practice. Also, the instructors affirm that they attempt to vary their styles and means in order to motivate students to gain the requested skills. The previous results match with the findings of Sharmin's study; she has stated that the medical students at Bangladesh University have a lack of writing and speaking skills. Moreover, they do not have adequate vocabularies, and their knowledge about grammar is not efficient. In addition, the results of Al-Tamimi and Shuib's(2010) study match the previous findings,

they have concluded that the engineering students' needs specified in speaking and writing skills.

Table 8 presents the medical students' proficiency in reading sub-skills. They have expressed a high level of proficiency in reading course handouts (4.07) and reading instructions for reading assignments/ projects (3.83). Nevertheless, an average level of competency in reading medical textbooks (3.60) and reading medical articles in journals (3.50). Giving a high significance for reading sub-skills does not mean that the medical students are proficient in them. Moreover, the second delivered course (Unlock Level 4 Reading, Writing & Critical Thinking) focuses on reading ability as perceived from the instructors in the interview. Also, the instructor affirms that they focus on providing reading tasks in the lectures. Schleppegrell & Bowman (1986) have mentioned that reading skills can evolve students in various features such as equipping students with authentic materials and numerous vocabularies and expressions.

Table 9 shows the medical students' level of competency in writing sub-skills at HU. They have arranged them with an average or middle level of proficiency as the following: note taking in lectures as the most proficient skill (3.26), then writing assignment (3.24), writing reports (3.19), writing research papers (3.02), and finally answering exams (3.00). This lack of writing sub-skills because of the discard of writing tasks and activities in schools and university, as they need much time to master it. Gilmore (2009) has stated that writing skills are difficult for students and they need much practicing. Moreover, Zamel (2012) has confirmed on the importance of providing students with numerous opportunities for practicing writing skills. In addition, the instructors have mentioned that the second course concentrates on writing skills. In addition, they ask students to write research papers, summaries, assignments, and many others.

Table 10 reveals the medical students' level of competency in suggested listening sub-skills at HU. They have ranked some of them with a high level of competency such as listening to oral presentation (3.76) and following and understanding lectures (3.71). While the next two listening sub-skills are given an average level of competency: following questions/ answer sessions in class (3, 59) and listening to instructions for assignments (3.57). Generally speaking, listening skills and sub-skills are affected by the students' amount of exposure of English language in their study or in real life situations. The instructor has proposed that they express several listening activities for medical students in order to prepare them well for future professions.

Table 11 shows an average level of competency in speaking sub-skills at HU. They have ranked them as the following: participating in oral discussion (3.28), asking question in class (3.02), giving oral presentation (2.69), participating in seminars and conferences holding the same degree of proficiency. Unfortunately, speaking ability is ignored in school and university because of two reasons; the first one is the large number of students in the same class, while the second reason is the time factor as mentioned by the instructors in the interview.

It is worth mentioning that medical students have an average level of competency in English language skills. Although the offered courses aim at developing medical students' level, the number of students in the same class and the lack of time do not help to achieve the goals.

4.2.1.3 The third sub-question. What are the English language wants of medical students at HU?

To investigate the medical students' wants at HU, they are asked to what extent they are interested to get training in various English language sub-skills.

Table 12 presents the medical students' wants of reading sub-skills at HU. Medical students are interested in reading sub-skills in an average degree as the following: reading medical textbooks (2.52), reading instructions for assignments/ projects (2.45), reading course handouts (2.42), and finally reading medical articles in journals (2.35). They have expressed their needs of training concerning reading sub-skills, but the most training sub-skill is related to medical textbooks, which means they cannot deal with the provided books correctly. Paltridge & Starfield (2004) have mentioned that reading skills are the core of ESP courses, and these skills are vital for comprehension.

Table 13 shows the requested training concerning writing sub-skills for medical students at HU. They have ranked them with high degrees, which reveals the students' necessities of getting training in the suggested writing sub-skills. They have arranged them as the following: writing research papers (3.35), then answering exams (3.30), note taking in lectures (3.23), writing assignments (3.11), and finally writing reports (3.09). They request to get training in writing research papers the most while instructors confirm giving students the chance to write research papers as mentioned in the interview. While writing exams is significant for them, they need to obtain practice to improve this sub-skill. Besides, taking notes in lectures, doing assignments and writing reports.

Table 14 shows the suggested listening sub-skills with middle means, and that reflects the students' need of an average training in them. They have ranked them as the following: reading and understanding lectures (2.57), then following questions/ answer sessions in class (2.33), listening to instructions for assignment (2.30), and finally listening to oral presentation. In the interview, the instructor have mentioned that the first course Good Practice Student's Book: Communication Skills in English for the Medical Practitioner focuses on listening and speaking skills consequently that prepare them for improving connected skills.

Table 15 presents the medical students' perceptions toward getting training in the suggested speaking sub-skills. They have ordered them with high degrees, which reflects their needs of getting training in all the suggested speaking sub-skills. They have arranged them as the following: giving oral presentation as the most needed sub-skill to get training in (3.57), then participating in seminars (3.54), asking questions in class (3.33), and finally participating in lecture discussion (3.14). The medical students have recommended the most requested training to be giving oral presentation, which reflects their request to arise their self-confidence and improve their English language skills. In addition, the instructors have stated that they give students several speaking tasks such as role-play and they sometimes assess them by oral exams.

The previous question shows the students' needs to get training in English language reading, writing, listening, and speaking sub-skills. They have expressed their lack and deficiencies in several skills to evolve these sub-skills for future professions and success.

4.2.1.4 The fourth sub-question. To what extent are the offered courses (Good Practice Student's Book: Communication Skills in English for the Medical Practitioner and Unlock Level 4 Reading, Writing & Critical Thinking) useful to medical students at HU?

To answer this question regarding the usefulness of the offered courses, the medical students are asked to several questions and the results are below.

Table 16 shows to what extent medical students find the courses (Good Practice Student's Book: Communication Skills in English for the Medical Practitioner and Unlock Level 4 Reading, Writing & Critical Thinking) beneficial and helpful to them. The table presents a little of the students express positive attitudes toward the usefulness of the courses, (11.6%) of them think the courses are useful, and (46.5%) of them show that it is useful.

While (25.6%) think, the courses are of some use. Nevertheless (9.3%) think the courses are of little use and finally (7.00%) think the offered courses are not useful for them. Approximately, half of medical students consider the delivered courses are fruitful and advantageous for them. While the second half indicate negative perceptions toward the offered courses, and that can be helpful for improving these courses after identifying the reasons behind that. The reasons will be discussed later when talking about the weaknesses and suggestions for developing the offered courses. As we mentioned before, medical students are the main stakeholders and their opinions and perspectives are extremely necessary.

Table 17 shows the students' perceptions toward the language aspects to be highlighted and emphasized in the offered courses in the faculty of medicine. They have expressed their opinions and they give the priority for speaking skills (86.0%), then reading comprehension (53.5%), general vocabulary (39.5%), listening comprehension (37.2%), technical vocabulary (34.9%), and the least one is grammar (16.3%). The medical students find themselves in need to develop their English language skills to perform effectively in various medical situations. They give the priority to speaking skills and reading comprehension and the least priority to grammar. In the Palestinian schools, teachers focus on grammatical aspects and rules more than other skills, so they think the other skills are highly needed to be developed.

Table 18 presents the students' opinions regarding the time allotted to the offered courses (Good Practice Student's Book: Communication Skills in English for the Medical Practitioner and Unlock Level 4: Reading, Writing & Critical Thinking) at the faculty of medicine at HU. (41.9%) of medical students think the offered time is enough to learning English language skills effectively in the delivered courses. Nevertheless, (58.1%) of medical students think that the offered time is not enough to learn English language

communicatively. In the interview, the instructors have mentioned that the time factor makes medical students stressed out, and the instructors cannot cover all the topics in the textbook.

Table 19 shows the medical students' perceptions toward the teacher of such courses. (37.2%) of medical students have stated that it is better to be taught by a specialist in the field (medical practitioner). However, (41.0%) of medical students prefer an English teacher to teach such courses. While, (20.9%) of medical students do not worry if a specialist in the field or an English teacher teach such courses. The medical students' attitudes toward who to teach such courses are confusing because teaching such courses by a specialist who knows the medical issues will provide them with valuable information. However, teaching such courses by an English teacher will develop their foreign language, which is a necessity these days.

Table 20 shows the medical students' responses about the weaknesses of the offered courses. They have mentioned the following points:

1. Teachers' style of teaching does not suit some students because they depend on traditional and old methods of teaching.
2. The book is too long and the time is not enough to finish the units.
3. The relationship between students and teachers is an obstacle because students cannot express their wants cozily.
4. The overcrowded classes.
5. I do not know.
6. The courses do not cover the grammatical rules of the English language.
7. The courses do not focus on our fields of specialization as medical students.
8. They ignore speaking skills.

9. They do not enhance the understandings or the use of the language effectively.
10. Courses are boring.
11. They ignore communication skills and teachers do not encourage students to interact or discuss topics.
12. Courses' levels are higher than the levels of students.
13. Courses neglect writing skills.
14. Teachers do not utilize technological means.

Some points have stressed by several students and it is worth mentioning that these limitations are considered negative points, and teachers and course designers in order to develop the delivered courses and to provide healthy and effective learning environments should consider them.

Table 22 presents the medical students suggestions to develop the English language courses at the faculty of medicine. The suggestions are mentioned below:

1. Bring foreigners to medical college.
2. Provide instructors with some courses or training programs concerns teaching these courses.
3. Replace these courses with more beneficial ones.
4. Provide students with adequate time either to finish the whole units for study or to finish their home works.
5. Because the level of the courses are high, some students hope to take into consideration their level to provide appropriate courses to develop their proficiency
6. Furnish students with some practice and training to equip them with the language.
7. Prepare courses regarding medical terminology and vocabulary.

8. Use modern technological means for teaching English courses.
9. Establish courses concerning speaking skills in particular.
10. Build the skills of reading medical articles.
11. Modify these subjects to make them more appropriate to their specialization; this may make students more willing to study them.
12. Focus on writing works.
13. Teachers should arise group discussion and interaction between students and teachers
14. Provide teachers with training courses and programs to make them qualified to teach such courses.
15. To reduce the number of students in a class.

The mentioned suggestions should be taken into account to develop the courses, training programs and teaching atmosphere. Many medical students stress some of these limitations. Moreover, some of the mentioned suggestions match the previous weaknesses.

4.3 Discussion of the Statistical Analysis of instructors' Questionnaire

The following is the discussion of the statistical analysis of the instructors' questionnaire, which is analyzed to answer the second research question. It presents the instructors' perceptions toward medical students' necessities concerns English language skills and sub-skills for studying medicine at HU. Moreover, the instructors are expressed their perceptions toward the delivered courses and English language training at the faculty.

4.3.1 Research questions number two. What are the English language needs of Medical students at HU on the basis of instructors' perceptions?

4.3.1.1 The first sub-question. How important/ necessary is the English language skills to Medical students at HU?

The medical students' necessities are shown in tables 23-27. Table 23 presents that the instructors set all the English language skills with high degrees of significance. They have ranked them as the following: reading and writing with the same degree of importance (4.80), followed by listening (4.70), speaking (4.50), vocabulary (4.40) and finally grammar (3.60). It is noticeable that both students and instructors have assigned all the English language skills to be significant in the faculty of medicine. Also, they have ranked vocabulary and grammar as the least important skills. It is worth mentioning that the similarity between students and instructors emphasize the importance of the suggested skills.

Table 24 presents the degree of significance of different reading sub-skills. The instructors have assigned them with high means, which reveals the importance of them. They are ordered as the following: reading medical textbook (5.00), followed by reading medical articles in journals (4.70), and finally reading course handouts and reading instructions for assignments/ projects have the same degree of significance (4.20). The instructors and the students share the same order of the significance of reading sub-skills. Both of them believe that the most significant reading sub-skill is reading medical textbook, which is one of the primary means to facilitate studying medicine at the faculty. Also, keeping abreast with the updating or innovations in the medical fields can provide students with valuable data and experience. Finally, reading course handouts and instructions for assignment are important even they are ranked as the least significant skills.

Table 25 shows the instructors' perceptions toward the importance of writing sub-skills in the faculty of medicine. All of the suggested writing sub-skills are considered significant for studying medicine. They have ordered them as the following: writing reports (4.90), followed by writing assignments and note-taking in lectures with the same degree of importance (4.60), answering exams (4.30) and finally writing research papers (4.00). This

rank is different from students', because the instructors consider writing reports as the most significant skill while medical students assign writing research papers. Gilmore (2009) emphasizes the significance of writing skills for students to think critically and they make students able to utilize several words and vocabularies correctly. Moreover, the instructors mention that they ask students to write paragraphs and research papers.

Table 26 shows the importance of listening sub-skills regarding to the instructors' perceptions. They assign all the suggested listening sub-skills with high means. The instructors have ranked them as the following: following and understanding lectures as the most significant listening sub-skills (4.80). Followed by listening to oral presentations (4.60), following questions/ answer sessions in class (4.40), and finally listening to instructions for assignments (4.30). The instructors and the students focus on the significance of listening sub-skills. There is a slight difference between the means of the instructors and the means of the medical students concerning listening sub-skills. However, the similarity of perceptions confirms the significance of listening sub-skills.

Table 27 shows the instructors' perceptions toward the significance of speaking sub-skills. All the suggested speaking sub-skills are vital. The most important speaking sub-skill is participating in oral discussions (4.80), followed by asking questions in class (4.40), giving oral presentations (4.30), and finally participating in seminars and conferences with the same degree of significance (4.10). Both, the instructor and the students assign all the speaking sub-skills to be important. Also, the instructor and the medical students have ranked the speaking sub-skills in the same order.

4.3.1.2 The second sub-question. To what extent are the offered courses (Good Practice Student's Book: Communication Skills in English for the Medical Practitioner and Unlock Level 4: Reading, Writing & Critical Thinking) useful to medical students at HU?

The following discussion will answer the second sub-question of the research question number two. It investigates the instructors' perceptions toward the delivered courses (Good Practice Student's Book: Communication Skills in English for the Medical Practitioner and Unlock Level 4 Reading, Writing & Critical Thinking) at the faculty of medicine at HU. '

Table 28 presents the instructors' positive perceptions toward the offered courses, (40.00%) of the instructors show that the offered courses are very useful. Also (40.00%) of the instructors show that they are useful, while (20.00%) of them show that the offered courses are of some use. The instructors show positive attitude toward the delivered courses comparing with students' perceptions of them.

Table 29 shows the several language aspects selected by the instructors to be highlighted in the offered English language courses. They indicate writing to be the most important skill to be included in the English language courses (90.00%). Followed by listening comprehension speaking skills with the same degree of significance (80.00%). Then, technical vocabulary and reading comprehension with the same degree of importance (70.00%). And the least important two skills are general vocabulary (40.00%) and grammar (20.00%). The instructors have emphasized the writing ability to be the first and the most important ability that should be included in the English language courses. The instructors focus on listening and speaking, and they reveal their positive attitudes concerning the offered courses. Moreover, technical vocabulary and reading ability are important, Paltridge & Starfield (2004) have confirmed on the importance of reading skills for understanding various topics. Also, Schleppegrell & Bowman (1986) have stated that reading texts provide students a large amount of vocabularies and expressions. However, other language aspects are assigned to be important for studying medicine such as general vocabulary and grammar.

Table 30 displays the kinds of English courses that should be offered for medical students at HU. The instructors consider EAP (English for Academic Purposes) to be the most significant type to be taught at the faculty of medicine (80.00%). Followed by EOP (English for Occupational Purposes) (70.00%), and finally GE (General English) (60.00%). There is a slight difference between the three types of courses, which reveals the importance of them and the positive attitudes of the instructors toward such courses. Robinson (1991) who has stated that the English for medical purposes' courses indicate the learners' needs of the academic activities and needed level of competency confirms this. Moreover, the instructors' opinions are important for fulfilling the students' necessities.

Table 31 presents the instructors' perceptions toward the time allocated to the English courses. The majority of the instructors agree that the time is not enough to cover all the topics and to help students use the language effectively, while others believe that the offered time is enough. The instructors' perception is similar to students', so that emphasizes the significance of the time for obtaining the instructional and educational objectives.

Table 32 shows the instructors' perceptions toward the teacher of the delivered courses. The majority of the instructors believe that it is better to be taught by a specialist in the field (medical practitioner). They think that teaching the courses by an expert of the medical issues is better than others are for two reasons. Firstly, the doctors or the professionals who will deliver the courses surely have a high level of English language proficiency. Besides, the experts of the medical field supposed to be qualified and skillful in several methods of teaching such course. However, the medical students give the priority for an English teacher then a specialist in the medical fields. Moreover, Ahmadi (2007) has proposed that the medical students prefer English language courses to be taught by language department teachers rather than an expert in the medical issues.

Table 33 presents the limitations of the offered courses as perceived from the instructors.

They have mentioned the following:

1. The allocated time for each course is not enough to use the English language effectively.
2. The style of teaching depends mostly on lecturing, while students need more practice.
3. Students should be involved more in the learning process through various tasks.
4. Some skills are neglected in the offered courses such as conversation and discussion.

Table 34 shows the instructors suggestions for developing the offered courses. They include the following:

1. Provide some training courses for instructors to be qualified to teach different courses.
2. Enrich the courses with training programs.
3. Encourage students to make presentations and discussions to improve their speaking skills.
4. Guide students to read various books related to their specialization to improve their reading skills and to gain a wide range of technical vocabulary

Improving the English language courses is an important process to fulfil the medical students' needs and necessities.

4.5 Conclusion

This chapter has investigated the results of the study and answered the research questions. It has discussed the statistical analyses of the medical students' and the instructors' questionnaires with relation to the interview. Moreover, it has discussed the needs, lacks

and necessities of the medical students. Besides, the medical students' and the instructors' perceptions toward the delivered courses at the faculty of medicine.

CHAPTER FIVE

CONCLUSION AND RECOMMENDATIONS

This chapter will sum up the main results of the study, offer recommendations, and shows several suggestions for further research.

5.1 Summary of the Major Findings of the Study

1. The findings show that medical students believe all English language skills, grammar and vocabulary are significant for their studying at the Faculty of Medicine.
2. The findings present that students assign 'reading medical textbook' to be the most important reading sub-skill, 'writing research papers' to be the most significant writing sub-skill, 'listening to oral presentations' to be the most crucial listening sub-skill, and finally 'asking questions in class' to be the most fundamental speaking sub-skill.
3. The results also show that students are of a high level of proficiency in reading. However, their level of competency is an average/middle in listening, grammar, vocabulary, speaking and finally writing. They have assigned themselves to be the most proficient in reading and the least proficient in writing. Regarding sub-skills, the students assign 'reading course handouts' to be the most proficient reading sub-skills and 'reading medical articles in journals' to be the least proficient reading sub-skill, 'note-taking in lecture' to be the most competent writing sub-skill and 'answering exams' to be the least proficient writing sub-skill, 'listening to oral presentations' to be the most proficient listening sub-skill and 'listening to instructions for assignment' as the least competent

listening sub-skill , and finally 'participating in oral discussions' to be the most competent speaking sub-skill and 'participating in conferences' as the least proficient speaking sub-skill. The previous results showed that the students have a lack at the least proficient sub-skill. And they need to master these skills and sub-skills.

4. Concerning the students' wants, they hope to get training in all English language skills in order to improve them and to use the English language effectively in their studying at the College of Medicine. In reading, findings showed that students needed to get training mostly in 'reading medical textbooks' followed by 'reading instructions for assignments/ projects. In writing, the result presented that students requested training mostly in 'writing research papers' followed by 'answering exams'. In listening, the findings showed that students needed training mostly in ' following and understanding lectures' followed by following questions/ answer sessions in class. And finally in speaking, the results revealed that students needed training mostly in 'giving oral presentations' followed by 'participating in seminars'.

5. Moving to students' perceptions toward the usefulness of the delivered courses (Good Practice Student's Book: Communication Skills in English for the Medical Practitioner and Unlock Level 4 Reading, Writing & Critical Thinking) at the Faculty of Medicine. Most of the students have expressed positive perceptions toward the offered courses, because (11.6 %) of students think that they are very useful, and (46.5%) of them think the offered courses are useful.

6. The results revealed the students' perceptions toward the language aspects to be highlighted in the offered courses. They have emphasized several features and the priority is given to speaking, followed by reading comprehension, then general vocabulary. They have expressed their needs of gaining all the language skills to be able to use them in several situations. As for the time allotted to the provided courses, (58.1%) of students have shown that they are not pleased and satisfied with time since it is not enough to help them use the language communicatively. With respect to the teachers of such courses, students have expressed mixed attitudes toward that, (41.9) of students prefer to be taught by an English teacher, while (37.2%) of students prioritize a specialist of the field (medical practitioner). Finally, students have pointed out some weaknesses of the delivered courses and some suggestions to improve them at the College of Medicine.

7. The instructors of the offered courses (Good Practice Student's Book: Communication Skills in English for the Medical Practitioner and Unlock Level 4 Reading, Writing & Critical Thinking) think that all English language skills are significant for medical students including reading and writing, then listening, speaking, vocabulary and finally grammar. These findings match with students' perceptions.

8. The majority of the instructors think that the offered courses (Good Practice Student's Book: Communication Skills in English for the Medical Practitioner and Unlock Level 4 Reading, Writing & Critical Thinking) at the Faculty of Medicine are useful for students.

9. The findings revealed the instructors' perceptions toward various language aspects to be emphasized in such courses. They have expressed that writing skills are the most requested area of the language. Followed by listening comprehension and speaking skills, then reading comprehension, technical vocabulary, general vocabulary and finally grammar.

10. Also, the instructors revealed their perceptions toward the types that should be provided in the College of Medicine. They have chosen EAP (English for Academic Purposes) as the preferred and favorable courses (80.00%), followed by (70.00%) for EOP (English for Occupational Purposes) courses and (60.00%) for GE (General Purposes) courses.

11. Regarding the time allocated for the offered courses, (60.00%) of the instructors agreed that it is not adequate to use the language effectively.

12. Concerning the instructors' perceptions toward the teacher of the offered courses, the majority of the instructors preferred to be taught by a specialist in the field (medical practitioner) rather than an English teacher.

13. The results presented some weaknesses of the delivered courses and some suggestions for developing them as mentioned by the instructors.

14. Finally, in this study, needs analysis (NA) investigated a detailed account of medical students' needs, lacks and wants.

15. And all the research hypotheses are declined. Consequently,

15.1 There are English language needs for medical students at HU on the basis of their perceptions.

- A. There are important English language needs for medical students at HU.
- B. There are English language lacks for medical students at HU.
- C. There are English language wants for medical students at HU.
- D. The delivered courses (Good Practice Student's Book: Communication Skills in English for the Medical Practitioner and Unlock Level 4 Reading, Writing & Critical Thinking) are beneficial for medical students at HU.

15.2 There are English language needs of medical students at HU on the basis of their instructors' perceptions.

- A. There are significant English language needs for medical students at HU.
- B. The offered courses (Good Practice Student's Book: Communication Skills in English for the Medical Practitioner and Unlock Level 4 Reading, Writing & Critical Thinking) are fruitful and fundamental for medical students at HU.

5.2 Recommendations

1. In the light of the study, medical students need to evolve and improve their English language skills, grammar and vocabulary. Therefore, course designers should modify and adapt the offered ESP courses to fulfill the medical students' needs.
2. To design medical textbooks as perceived from the instructors and the students to fulfill the students' wants.

3. The time factor should take more attention because the time allocated to the delivered courses is not enough to help students use the language effectively.
4. The consequences and the results of this study should be taken into consideration from the instructors and the course designers to make new or pre-medical courses that bolster and sustain the medical textbooks.
5. The English language proficiency level of the instructors should be improved by providing training courses to make them qualified and skillful to teach such ESP courses. Moreover, some instructors should be supplied with several methodologies of teaching such ESP courses to build a solid background of the methods they should use in their classes.
6. Holding some conferences and meetings either inside the HU or outside it to encourage students to interact, communicate and discuss points or topics, and that can be fundamental and essential for improving their communication and speaking skills.
7. Encourage students to join into a journal to keep abreast with new medical issues, and to be able to write about them so that may help to evolve their writing skills.
8. Combination and cooperation between the College of Medicine and the Department of the English Language is recommended. Because of various events (workshops, training sessions and courses, international conferences, meetings, or bringing foreigners to the college) can be arranged in order to help students and instructors to use

and practice the language so that leads to improve their speaking abilities and promote their language proficiency.

5.3 Suggestions for further studies

1. This study titled 'Analyzing the English for Specific Purposes Needs of Medical Students at Hebron University' can serve as a model for needs analysis studies in various higher education institutions to help them investigate their students' needs, lacks and wants.
2. Research on students' motivations and attitudes toward the English language courses at the Faculty of Medicine.
3. Research to explore the needed English language courses for workplaces.
4. Research on methods of teaching ESP courses.
5. Teacher development is a suggested research.
6. Research on the effect of the students' psychological needs on their studying.

5.4 Conclusion

This study has investigated the English language needs of medical students at HU to be a rooted and a fixed basis that help course designers and stakeholders to build effective English for Medical Purposes courses to fulfill the necessities of medical learners. Moreover, creating such courses will lead to achieve one of the major goals of establishing and creating qualified specialist and experts who can compete at the national and international arenas.

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APPENDIX A

Names of the jury

Number	Name	Title
1	Ahmad Atawneh	Lecturer at the English Department, Faculty of Arts, Hebron University, Hebron, Palestine.
2	Mahmmoud Shuriteh	Lecturer at the English Department, Faculty of Arts, Hebron University, Hebron, Palestine.
3	Mohammad Farrah	Lecturer at the English Department, Faculty of Arts, Hebron University, Hebron, Palestine.
4	Khaldoun Sughair	Lecturer at the English Department, Faculty of Arts, Hebron University, Hebron, Palestine.

APPENDIX B

Students' Questionnaire

Dear medical students,

This questionnaire is a part of research project titled "**Analyzing the English for Specific Purposes Needs of Medical Students at Hebron University**" which aims at investigating the specific English language needs of medical students at Hebron University. We appreciate your participation in this project which will help develop and improve teaching at HU particularly at the College of Medicine.

It is not necessary to provide your name. Your answers will be confidential and will be used for research purposes only.

Thank you for your time

Researcher

Hadeel Abu Safiyeh

Section One: Background Information

Please fill in the blanks with the appropriate information:

1. Gender male female
2. Academic year first second

Section Two: Medical Students' Perceptions toward their English Language Needs

- A. What are the most important English language skills for studying at the College of Medicine?

English language skills	Very important	Important	Moderately Important	Of little importance	Unimportant
Listening					
Speaking					
Reading					
Writing					
Grammar					
Vocabulary					
Communication					

B. What are the most important English language sub-skills for studying at the College of Medicine?

	English language skills	Very important	Important	Moderately important	Of little importance	Unimportant
Reading sub-skills	Reading medical textbooks					
	Reading medical articles in journals					
	Reading course handouts					
	Reading instructions for assignments/ projects					
Writing sub-skills	Writing reports					
	Writing assignment					
	Note-taking in lectures					
	Writing research papers					
	Answering exams					
Listening sub-skills	Following and understanding lectures					
	Listening to oral presentation					
	Following questions/answer sessions in class					
	Listening to instructions for assignment					
Speaking sub-skills	Participating in oral discussions					
	Asking questions in class					
	Giving oral presentations					
	Participating in seminars					
	Participating in conferences					

C. How proficient are you in the following language skills?

English language skills	Very good	Good	Average	Weak	Very weak
Listening					
Speaking					
Writing					
Reading					
Grammar					
Vocabulary					

D. How proficient are you in the following English sub-skills?

	English language skills	Very good	Good	Average	Weak	Very weak
Reading sub-skills	Reading medical textbooks					
	Reading medical articles in journals					
	Reading course handouts					
	Reading instructions for reading assignments/projects					
Writing sub-skills	Writing reports					
	Writing assignment					
	Note-taking in lectures					
	Writing research papers					
	Answering exams					
Listening sub-skills	Following and understanding lectures					
	Listening to oral presentation					
	Following questions/answer sessions in class					
	Listening to instructions for assignment					
Speaking	Participating in					

sub-skills	oral discussions					
	Asking questions in class					
	Giving oral presentations					
	Participating in seminars					
	Participating in conferences					

E. How much language training would you like to receive for the following to improve your English language sub-skills?

	English language skills	A lot of training	Training needed	Little training needed	No training needed
Reading sub-skills	Reading medical textbooks				
	Reading medical articles in journals				
	Reading course handouts				
	Reading instructions for assignments/projects				
Writing sub-skills	Writing reports				
	Writing assignment				
	Note-taking in lectures				
	Writing research papers				
	Answering exams				
Listening sub-skills	Following and understanding lectures				
	Listening to oral presentation				
	Following questions/answer sessions in class				
	Listening to instructions for assignment				
Speaking	Participating in				

sub-skills	lecture discussion				
	Asking questions in class				
	Giving oral presentations				
	Participating in seminars				

Section Three: Medical students' Perceptions toward the Usefulness of the Courses (Good Practice Student's Book: Communication Skills in English for the Medical Practitioner and Unlock Level 4 Reading, Writing & Critical Thinking) and English Language Training at the College of Medicine?

1. How useful are the English language courses (**Good Practice Student's Book: Communication Skills in English for the Medical Practitioner and Unlock Level 4 Reading, Writing & Critical Thinking**) to you?

very useful useful of some use of little use not useful

2. What aspects of the English language should such courses highlight? (You can choose more than one)

Grammar

Technical vocabulary

General vocabulary

Listening comprehension

Speaking skills

Reading comprehension

Writing skills

Other (please specify).....

3. Is the time allotted to the offered course enough to you to use the language effectively?

Yes No

4. The English courses offered for medical students should be given by:

A specialist in the field (medical practitioner)

An English language teacher

A medical instructor and an English teacher (joint teaching)

It doesn't matter

5. Please mention the weaknesses of the course (**Good Practice Student's Book: Communication Skills in English for the Medical Practitioner and Unlock Level 4 Reading, Writing & Critical Thinking**).

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6. Please provide some suggestions to improve the course (Good Practice Student's Book: Communication Skills in English for the Medical Practitioner and Unlock Level 4 Reading, Writing & Critical Thinking) or English language training at the school of Medicine.

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Thank you

Appendix C
Instructors' Questionnaire

Dear Medical instructor,

This questionnaire is a part of a research project titled "**Analyzing the English for Specific Purposes Needs of Medical Students at Hebron University**". The research aims at investigating the specific English language needs of medical students at Hebron University. We appreciate your participation in the project. We will use the provided information for developing and improving teaching at HU particularly in the College of Medicine.

It is not necessary to provide your name. All your answers will be confidential for the research purposes only.

Thank you for your time

Researcher
Hadeel Abu Safiyeh

Section One: Background Information

- 1- Gender: male female
- 2- Years of experience:.....
- 3- Qualification: PhD MA BA

Section Two: instructors' perceptions toward the significance of English language skills

A- What are the most important English language skills at the College of Medicine?

English language skills	Very important	Important	Moderately important	Of little importance	Unimportant
Listening					
Speaking					
Writing					
Reading					
Grammar					
Vocabulary					

B- What are the most important English language sub-skills for studying at the College of Medicine?

	English language skills	Very important	important	Moderately important	Of little importance	Unimportant
Reading sub-skills	Reading medical textbook					
	Reading medical articles in journals					
	Reading course handouts					
	Reading instructions for assignments/ Projects					
Writing sub-skills	Writing reports					
	Writing assignments					
	Note-taking in lectures					
	Answering exams					
	Writing research papers					
Listening sub-skills	Following and understanding lectures					
	Listening to oral presentations					
	Following questions/answer sessions in class					
	Listening to instructions for assignments					
Speaking sub-skills	Participation in oral discussions					
	Asking questions in class					
	Giving oral presentations					
	Participating in seminars					
	Participating in conferences					

Section Three: instructors' perceptions toward the usefulness of the courses (Good Practice Student's Book: Communication Skills in English for the Medical Practitioner and Unlock Level 4 Reading, Writing & Critical Thinking) and English language training at the college of Medicine?

1. How useful are the English language courses (**Good Practice Student's Book: Communication Skills in English for the Medical Practitioner and Unlock Level 4 Reading, Writing & Critical Thinking**) to Medical students?

very useful useful of some use of little use not useful

2. What aspects of the English language should such courses highlight? (you can choose more than one)

Grammar

Technical vocabulary

General vocabulary

Listening comprehension

Reading comprehension

Speaking skills

Writing skills

Other (please specify).....

3. Which type of English language courses would you like medical students to attend? (You can choose more than one option)

English for Academic Purposes (EAP)

English for Occupational Purposes (EOP)

General English (GE)

Others (specify):.....

4. Is the time allocated to the English course enough to medical students to use the language effectively?

Yes No

5. English courses offered for medical students should be given by:

- A specialist in the field (medical practitioner)
- An English language teacher
- A medical instructor and an English teacher (joint teaching)

- It does not matter
- Please provide some weaknesses of the courses (**Good Practice Student's Book: Communication Skills in English for the Medical Practitioner and Unlock Level 4 Reading, Writing & Critical Thinking**).

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6. Please provide some suggestions to improve the course (**Good Practice Student's Book: Communication Skills in English for the Medical Practitioner and Unlock Level 4 Reading, Writing & Critical Thinking**) and English language training at the College of Medicine.

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Thank you