

Medical Students Linguistics Needs analysis: students' perspectives

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تحليل احتياجات طلاب الطب اللغوية : وجهات نظر الطلاب

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الملخص

تسعى هذه الدراسة إلى تحديد الاحتياجات اللغوية المحددة لطلاب السنة الثانية بكلية الطب جامعة بغداد للعام الدراسي ٢٠٢٢-٢٠٢٣. تكونت موضوعات هذه الدراسة من ٢٠٠ من ٩٥٠ طالبًا في الطب. استخدمت هذه الدراسة نهجًا وصفيًا وكميًا لتوضيح تصورات الطلاب لفصل تعليم اللغة الإنكليزية لأغراض خاصة. تم الحصول على بيانات البحث من خلال استبيان متبوع بأسئلة مفتوحة. تُظهر النتائج أن المشاركين يتوقعون أن تركز فصول تعليم اللغة الإنكليزية لأغراض خاصة على الاحتياجات المحددة لحياتهم الأكاديمية والمهنية، مع التركيز على صقل مهاراتهم في المكونات الأربعة للغة. علاوة على ذلك، تكشف النتائج أن الطلاب لديهم رأي إيجابي حول دورات تعليم اللغة الإنكليزية لأغراض خاصة في الجامعة. يقترح الطلاب أن يركز برنامج تعليم اللغة الإنكليزية لأغراض خاصة على الاستخدام الكفء للغة وتعزيز مهارات القراءة والكتابة والاستماع والتحدث. الكلمات المفتاحية: طلاب الطب، الاحتياجات اللغوية، وجهات النظر، المهارات، اللغة الإنكليزية لأغراض خاصة

Abstract

This study seeks to ascertain the specific linguistic needs of students in second year college of medicine University of Baghdad for academic year 2022-2023. The subjects of this study consisted of 200 of 950 students in medicine. This study utilized a descriptive and quantitative approach to elucidate students' perceptions of the ESP course. The research data were acquired via a questionnaire followed by open-ended questions. The findings show that participants anticipate that the ESP classes must concentrate on the specific needs of their academic and professional lives, with a focus on honing their skills in the four components of language. Furthermore, the results reveal that students possess a favorable opinion of the ESP courses at the university. The students suggest that the ESP program should emphasize the proficient use of language and enhance skills in reading, writing, listening, and speaking

Key words: medical students, linguistic needs, perspectives, skills, ESP

1. Introduction

In the context of medical arena, English is essential for medical studies such as (EMP) which facilitates medical students' access to English textbooks and periodical articles (Vahdany and Gerivani, 2016). The requirements for English among medical students extend beyond academic study to encompass future career pursuits (Niazi, 2012). In other words, English is essential in medical settings for academic and professional purposes.

For academic purposes, scientific resources and medical terminology are utilized in English, including medical articles, books, and research information (Budianto, 2004). To achieve fluency in speaking, listening reading, and writing in English, individuals must first develop strong foundational language skills (Apriani & Anshori, 2019). Master (2005) affirms that proficiency in the English language is essential for communications in sessions and meetings and other medical communities within professional settings. Ferguson (2013) notes that for doctors to be considered professionals, they must effectively communicate regarding medical needs, including the reading and writing of event reports and referral letters, for which English arrangements are previously accessible. In the pursuit of enhanced professionalism in a medical career, communication with foreign patients occurs in English (Basturkmen, 2010). Studies on ESP and particularly EMP emphasize the significance of EMP in both academic and practical contexts. Students of medicine are anticipated to achieve proficiency in English language skills throughout their studies, enabling them to utilize English effectively in diverse contexts. However, they are provided with inadequate exposure to English practices and activities, and the approach they utilize remains conventional rather than communicative. Medical students necessitate an ESP communicative program tailored to their linguistic requirements, as the existing syllabus fails to align with the professional and academic needs of graduates. At the College of Medicine of University of Baghdad, English is taught for specialized objectives, namely English for Medical objectives (EMP), which is crucial for the academic and practical needs of students of medicine. It is presumed that adequately addressing these two demands will facilitate medical students in achieving their academic objectives and anticipated careers. Thus, this paper is intended to identify the medical students' need analysis required in academic and professional career contexts.

2. Research Questions

1. What are the primary linguistic requirements for students at the College of Medicine to achieve proficiency in the English language?
2. Which language skills are important in studying EMP at the College of Medicine for medical students?

3. THEORETICAL FRAMEWORK

3.1 English at College of Medicine

The College of Medicine at the University of Baghdad graduates over 500 students annually, each earning a bachelor's degree in medicine and general surgery. These graduates possess the necessary knowledge, skills, and professional attitudes, ensuring they are highly qualified to practice safely and effectively, with a particular focus on primary health care. A student of medicine must develop the skills and competencies necessary to specialize and advance in their professional career. One essential skill that every doctor requires is the ability to use the English language effectively and accurately, enabling precise expression in both oral and written communication. Nonetheless, the progress of English in medical colleges appears to be slow. Students require proficiency in English to navigate advancements in medical fields, facilitate communication, and produce written materials such as prescriptions, leaflets, and reports. It has frequently been observed that medical students express concerns regarding their proficiency in English. Additionally, it has been noted that during the oral assessments of the two semesters, a majority of students struggle to articulate their thoughts verbally. Therefore, the initiation of this paper seems to be necessary as it tackles the medical students' linguistic needs at the colleges of medicine. Through replies to a questionnaire, this paper addresses the challenges they face in learning EMP.

3.2 Needs analysis

In detecting students' linguistic requirements, needs analysis is considered as a fundamental part of executive processes before planning a programme. Dudley-Evans & St. John (1998) believes that needs analysis is an incessant and active procedure. Only through mandate analysis can we regulate programme contents and instruction methods. In this respect, Jarvis (1983) remarks that needs analysis is the requirement to consider learners' language. Similarly, Richards and Weber (1985) affirm that need analysis is a procedure to detect and govern learners' language requirements and organize their learning with respect to their standing. Needs analysis is a crucial phase in the development of English for specific purposes i.e. materials of EMP (Astika, 2015; Alqurashi, 2016; Aniqoh; 2018 Belcher, 2006; Nalini Arumugam, 2011). Given the significance of needs analysis for medical students, multiple studies have been conducted, yielding various findings within the setting of EFL. Needs analysis examines the tasks that students must perform in their workplace or within a specific academic or professional domain. Robinson (1991, p.11) posits that the information obtained from a needs analysis is typically aligned with the teaching and learning approach, as well as the subsequent syllabus design.

If the teacher or planner prioritizes a pedagogical approach centered on linguistic forms and their precise reproduction, the needs analysis will likely include an examination of the students' understanding of linguistic forms and a linguistic analysis of tasks at the target level. Students' needs can be articulated through specific language items that must subsequently be taught. The needs analysis process aims to address questions concerning the timing, location, and rationale behind language learners' requirements for the English language (Basturkmen 2010). Starting with Munby's communicative necessities, the definitions and classifications of needs continue to be a topic of debate in the relevant literature (Basturkmen, 2010). Dudley-Evans and John (1998, p.125) provide a "comprehensive framework for needs analysis" that addresses these issues

A. Professional information regarding "the learners: the tasks and activities that learners" are currently utilizing or will utilize for "target situation analysis and objective needs" assessment.

B. Personal information, regarding students, includes issues that could influence their learning processes, such as prior educational experiences, cultural background, motivations for enrolling in the course, expectations, and attitudes towards English, including desires, resources, and individual linguistic needs.

C. Information regarding the students' English language proficiency: their existing abilities and language usage, the analysis of the current situation enabling us to evaluate (D)

D. The deficiencies of the students: the discrepancies between (C) and (A) deficiencies.

Development of ESP

Hutchinson and Waters (1987, p.9) review the development of ESP in terms of the subsequent five stages:

1 Register Analysis

A significant aspect of ESP analysis is register. Robinson (1991, p.20) notices that "register has been a fruitful term in the field of stylistics, but also the basis of research in ESP." Consequently, register has been characterized in diverse ways by different scholars. Halliday (1978, p.23) describes 'register' as follows:

"the set of meanings, the configuration of semantic patterns, that are typically drawn upon under specific conditions, along with the words and structures that are used in the realization of these meanings".

In initial levels of ESP growth, the advantage of 'register' appears to be in recognizing the implied linguistic characteristics by which particular teaching fields are noticeable.

The difficulty with "register analysis and frequency studies" is that they cannot be employed to be the central base for the selection of the items of the syllabus (Coffey, 1984, p. 4). Placed differently, "register analysis" is slight as a base for choosing "the content of an ESP syllabus", in the respect that it is regularly problematic to create what differentiates "a language register". Register too designates a language rather than describes it. That is, it is more related to calculate linguistic traits and systems, instead of purpose or utilization (see, Bhatia, 1993; Flowerdew and Peacock, 2001a). Likewise, Kennedy and Bolitho (1984, p. 9) elucidate that though "these studies are beneficial in teaching a rudimentary grammatical cypher of science, they do not tell the learner when he/she should employ the systems, as well as acts of communication".

In this connection, Widdowson (1979) critiques the propensity to offer lists of the superior "language of science", contending that the pedagogical presentation of the consequences of studies on 'register analysis' has resulted in the instruction of "usage" in opposition to "use". For Widdowson (ibid, p. 8), usage is "the exemplification of linguistic rules", in which language is described as "isolated grammatical items, while use is the manner in which these rules are drawn upon to perform social acts or the ability to do so".

2 Discourse Analysis

In the rhetorical stage, the second level of improvement has directed the consideration to the stage beyond the sentence, since ESP became thoroughly concerned with the developing area of "discourse or rhetorical analysis". It centers upon understanding how sentences are linked in spoken and written text to yield sense. The aim of study, thus, is to categorize the structural systems in writings and to assign the linguistic sources by which these systems are identified. The used systems and patterns later can form "the syllabus of the ESP course". Two levels of ESP growth are realized (Dudley-Evans and St John, 1998, p.3):

1. The first level focuses on "language at the sentence" phase.

2. The second level focuses on the phase "above the sentence (i.e. discourse or rhetorical" level).

In phase 1, there is "a more or less tacit assumption in this approach that the rhetorical patterns of text organization" differs suggestively between professional fields of use. The rhetorical constructions of "science text" are distinguished from that of "commercial texts". The archetypal instruction materials associated with

the discourse method help students to rearrange “textual patterns and discourse markers mainly by means of text-diagramming exercises”. For example, the sentence: “I don’t have enough money” has a certain meaning different from that is used in other contexts. If in dissimilar dialogues, it is obvious that the meaning changes.

1. a. “Do you want a cup of milk?”
- b. “I don’t have enough money.”
2. a. “Have you get lunch?”
- b. “I don’t have enough money”

3. Target Situation Analysis

Hutchinson and Waters (1987) expound that “target situation analysis” is intended to consider student’s current knowledge, spotting it on a more scientific source by creating practices for associating the analysis of language more thoroughly to learners’ causes for learning. In a course of ESP, there is a procedure of identifying learners’ aim to grasp English realized as “need analysis or target situation analysis”. Target situation analysis instructs the instructor to constitute a syllabus. For instance, John Munby (1978, pp.48-49) in his “Communicative Syllabus Design”, presents a comprehensive outline of the learners’ requirement in accordance with communication purposes, communicative situation, ways of communication, “language skills, functions, structures”, etc.

4. Methodology

A specific set of procedures and methods is employed to collect and analyze the defined variables and research problem. This study employs a mixed research method that integrates both quantitative and qualitative procedures, focusing on the description and interpretation of the data collected from students' responses to the administered questionnaires and open -ended questions. First, it begins with quantitative processes, involving the collection of data on frequently occurring items in the questionnaire, followed by organization and tabulation, ultimately leading to justification and conclusions based on the results of the quantitative analysis. Then, a qualitative research method is carried out to account for the answers to the open-ended questions. The purpose of employing questionnaires in this study was intended to give replies to the research questions and collect data accordingly. The aim was to suggest an ESP course for medical students based on their reported deficiencies in English competence, encompassing listening, speaking, reading, and writing skills (See Appendix 1). The perceptions of individuals within the medical discourse community were essential for demonstrating the linguistic competence of medical students in both academic and professional settings; hence, a specific questionnaire was developed for each medical student. Consequently, a questionnaire was developed to gather information from members of the medical discourse community as previously mentioned.

The rationale for using a questionnaire as a data collection method is as follows:

1. The study encompassed a significant number of people. The data had to be collected from a specific member of the medical discourse society, namely medical students.
2. A questionnaire was regarded the most actual device for the information needed for the study.
3. Ensuring participants' anonymity in the research facilitated candid responses.

A questionnaire facilitated the collection of delayed responses, either via mail or in person, from participants whose demanding schedules precluded immediate participation during the data dissemination phase. The student questionnaire comprised 30 items, and the sample consisted of 200 students from roughly 950 second-year students for the school year 2022-2023.

1. Sample

The individuals in this category were medical students from the College of Medicine, University of Baghdad. They serve as crucial sources of information concerning their linguistic requirements. With direct experience in the learning process, one can deduce that individuals have a distinct understanding of their academic and future English language requirements.

The current study sample consists of two hundred (200) second-year undergraduate students enrolled in the Medicine program at the College of Medicine, University of Baghdad, for the academic year 2022-2023. Approximately (950) students were admitted to the second stage of the College of Medicine for the same academic year.

2. Instrument

The main instrument is a questionnaire consisting of thirty items followed by seven open-ended questions, concerning the linguistic needs of medical students. This study will clarify the rationale for employing

questionnaire and open-ended question as research instruments, with a focus on those administered to medical college educators.

3. Data collection

Replies to the above instruments constitute the data collection for the study. these replies are quantitatively and qualitatively analyzed to arrive at the main findings. Individuals with firsthand knowledge of the learning process demonstrate a clear awareness of their academic and professional English language requirements.

The questionnaire closes with a series of open-ended questions designed to address potential issues not covered within the main body of the questionnaire. Their relevance primarily pertains to inquiries absent from the questionnaire. In support of the questionnaire, certain open-ended questions are designed to seek students of medicine linguistic needs and requirements. These questions entail what else those students want to add. They desire to give more necessities and suggestions which might help meet their needs. In this section, the researcher attempts to fill in the gap that the questionnaire overlooks. In other words, he intends to cover all their linguistic needs and requirements. In this respect, he places seven questions to search for their other needs (in addition to those given in the questionnaire).

1. What difficulties and obstacles do you face in learning EMP?

The study of medicine in English necessitates a program emphasizing language proficiency and grammar. Students encounter difficulties in reading, writing, and listening, necessitating activities for each competency. The existing curriculum is deficient in possibilities for oral communication and interaction, underscoring the necessity for a revised curriculum that emphasizes reading, writing, and speaking. This will enhance students' linguistic abilities and equip them for their professional futures, ensuring they are well prepared for their academic pursuits.

2. Which class activities do you enjoy the most? Classroom activities constitute an essential part of language learning as they enhance communication and interaction among learners. Classroom activities for students of medicine include discussions on several different topics, some of which are purely medical and some of which are social rather than medical. They involve activities for discussing medical topics, activities for discussing social topics, activities for general topics, and activities for discussing mixed social and medical topics that are directly related to society, for example, the effect of drugs on human health from a medical perspective and a social perspective. Some students have been asked which one they prefer as second-year students. Their answers fluctuate as shown in "In my opinion, a degree is better because it makes you because it comes from scientific knowledge.", "I think that knowledge is better than a degree because knowledge makes you get a degree" and "I prefer activities because they help me speak more freely". It seems that students of medicine mostly are motivated to take part in class activities, yet they need encouragement and motivation. It is the role of the teachers to do so. They are willing tend to discuss topics that are relevant to their studies and develop their language and cognitive skills.

3. What motivates you to learn more? The study of medicine in English necessitates a program emphasizing linguistic proficiency and grammatical accuracy. Students encounter difficulties in reading, writing, and listening, necessitating activities for each skill. The existing curriculum is deficient in possibilities for oral communication and interaction, underscoring the necessity for a revised curriculum that emphasizes reading, writing, and speaking. This will enhance students' linguistic abilities and equip them for their professional futures, ensuring they are well prepared for their academic pursuits.

4. Which factors do you think help improve learning EMP? Teachers in general play a great role in helping students better learn second language. Overcoming language barriers, educators and teachers should generate a condition with low nervousness to inspire the students to speak and interact. Educators are often advised to continue with the duties and assignments that are not hard or discouraging. They must order activities in a way that their student should not feeling boring and unwilling to learn. They must concentrate on activities that include discovering the strengths and weaknesses of each student's skills. One can argue that there are influential factors that help in developing students' linguistic abilities by giving more time for students to practice linguistic expressions through which they can discover their linguistic errors and also enable them to overcome all difficulties. This would in return help them to improve their standards.

5. Do you think the classroom atmosphere is encouraging and motivating learning? What atmosphere do you suggest? The present medical curriculum does not sufficiently cover grammatical requirements and language abilities of the students. Students need exercises for each of their skills—reading, writing, reading, and listening. They also indicate demand for a revised course emphasizing interaction and oral communication.

Students' language demands, which are clear from their initial stage of medical education, are not sufficiently addressed by the present course. Their academic performance might be much improved by a new curriculum emphasizing these abilities.

6. What suggestions can you offer to improve learning EMP? The existing medical curriculum insufficiently addresses the language proficiency and grammatical requirements of students. Students encounter difficulties in reading, writing, and listening, necessitating activities for each skill. They also articulate a necessity for a revised syllabus that emphasizes oral communication and interaction. The existing curriculum insufficiently addresses students' linguistic requirements, which become apparent during their initial phase of medical education. An innovative curriculum emphasizing these skills could markedly enhance their academic performance.

5. Results

This section presents the overall findings of the study derived from the data analysis conducted through a questionnaire comprising 30 items, along with open-ended questions, administered to 200 students from a total of approximately 950 second-year students for the academic year 2022-2023. The results of the two instruments can be demonstrated by offering satisfactory responses to the research questions posed at the outset of the investigation.

1. What are the main linguistic needs of the students of College of Medicine to master English language?

In terms of the current proficiency in English skills, 66% of respondents indicate that their reading skill is satisfactory. A total of 57% of respondents indicate that they find their speaking skills to be satisfactory. Sixty percent of participants indicate that their listening skills are proficient. 69% of participants indicate that they possess good proficiency in English writing skills. Overall, each of the skills appears to hold significant value for medical students. These skills are essential for their ongoing studies and imminent professional endeavors. The results reveal that the proficiency of medical learners in diverse English language abilities and skills is crucial. This includes a strong grasp of vocabulary, grammar, listening comprehension, reading speed, pronunciation, general and medical reading comprehension, practice with written exams, and an understanding of medical terminology. The results suggest that the proficiency levels of medical learners among the students are insufficient. Therefore, it is crucial to establish an English course to improve their proficiency at medical college; the majority of respondents indicate that previous English courses do not align with their academic and professional needs in the medical sector. The participants indicate that the English language courses they undertook before entering medical college are somewhat disconnected from their current linguistic requirements in the medical area. English teaching offered to medical students before they enter medical college fails to meet their language requirements, as the courses do not correspond with their particular medical needs. The findings clearly indicate a strong endorsement for incorporating English courses into the curriculum of medical colleges at the University of Baghdad, College of Medicine. The present proficiency levels of medical students are insufficient to satisfy their existing and future language requirements in both academic and professional settings within the medical domain.

2. Which language skills are important in studying EMP at the College of Medicine for medical students?

Most respondents indicate that both general English and medical English hold considerable importance. Most respondents indicate that medical English is more significant for students of medicine than general English. The result demonstrate that medical students acknowledge the importance of incorporating medical English in the first and second years of medical education. This suggests that the content of English lectures and programmes for students of medicine should be pertinent to the medical arena, given that all medical subjects are taught in English. Most participants indicate disagreement with the sufficiency of English instruction offered to students of medicine before their entry into medical institute. The current programme inadequately meets their academic and occupational English language requirements. Respondents indicated that instructors in English language instruction should utilize a method that promotes interactive group learning. The majority of respondents indicate that medical students must be able to read English-language medical sources available in the library. Medical students must possess reading skills that allow them to effectively utilize medical websites for retrieving information online. Translation skills significantly contribute to learners' comprehension of medical issues and are crucial for medical students to improve their overall language proficiency in medical studies.

5.1. Conclusions

The quantitative analysis of the collected data yields certain outcomes. The results derived from the students' responses to the questionnaire, open-ended questions can culminate in the principal conclusions of the study. Medical students describe their discontent with the current English language program and its competencies; they critique the methodology, style, materials, and curriculum utilized in their English language courses. The English training offered in secondary schools, particularly in pre-medical programs, inadequately meets the linguistic needs of students transitioning to medical college. Consequently, both students and educators advocate for a revised curriculum that meets the language requirements of the students. The English education offered to medical students before their admission to medical college is insufficient. A comprehensive investigation of ESP might be conducted at the national standard, allowing ESP practitioners, such as educators and researchers, to systematically document the academic and professional English language requirements of students of medicine. This method may aid in formulating the forthcoming instructional strategies and mission concepts for efficient course content development. Moreover, medical educators might enhance the communicative program by providing pertinent resources, including publications, periodicals, books, and journals.

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Appendix (A) Figure 1: Linguistic Needs Analysis of Students of College of Medicine

No	Item	Agree	Not sure	Disagree
1	English is essential in College of Medicine.	194	0	6
2	English is necessary for your future professional career.	184	6	10
٣	The aims behind taking EMP			
	a. answering questions about general information in English	46	12	142
	b. explaining medical issues to others	60	4	136

	c. talking about medical issues	22	6	172
	d. conducting medical research work in English	182	4	14
	e. socializing and offering help to people using English	16	4	180
	f. reading books and magazines on medicine	176	6	18
	g. learning English which allows you to the internet websites	190	2	8
	h. translating medical materials into Arabic	138	6	56
	i. learning how to pass a test in English	134	8	58
	j. gaining fluency in speaking	154	12	34
4	What types of linguistic syllabi do you need for specialized teaching materials?	General English materials 10	Materials of EMP 50	Materials of both general English and EMP 140
5	How long do you think you need to study English?	One year 8	Two years 180	More than two years 12
6	How many teaching hours a week are sufficient for teaching English?	Three hours a week 184	Four hours a week 16	Six hours a week 0
7	Which medium of communication do you need to use EMP with?	Spoken 8	Written 4	Spoken & written 188
8	What is the target level of EMP you need to accomplish?	Advanced level 176	Intermediate level 14	Elementary level 10
	What are the English language skills you need to acquire / learn?			
	a. listening	Yes 6	No 194	
9	b. speaking	Yes 182	No 18	
	c. reading	Yes 182	No 18	
	d. writing	Yes 182	No 18	
	What would you need to read in English?			
	a. English books of medicine	Yes 200	No 0	
10	b. social magazines and newspapers	Yes 14	No 186	
	c. English articles and reports of medicine	Yes 200	No 0	
	d. course handouts	Yes 138	No 62	

	e. instructions for assignments and projects	Yes 162	No 38
	f. entertainment and funny stories	Yes 4	No 196
11	How do you assess your proficiency in reading English texts?		
	Very good 24	Good 36	Satisfactory 132
			Weak 8
12	How do you assess your proficiency in speaking English?		
	Very good 20	Good 50	Satisfactory 114
			Weak 16
	What skills do you lack while speaking English?		
13	a. fluency	a. Yes 190	b. No 10
	b. asking questions correctly	a. Yes 162	b. No 38
	c. answering questions correctly	a. Yes 162	b. No 38
	d. choosing the correct vocabulary item	a. Yes 168	b. No 32
	e. expressing yourself	a. Yes 48	b. No 152
	Why do you need speaking in English?		
14	a. participating in oral discussion	a. Yes 144	b. No 56
	b. asking questions in class	a. Yes 140	b. No 60
	c. giving oral presentations	a. Yes 58	b. No 142
	d. participating in seminars	a. Yes 26	b. No 174
	f. participating in workshops and conferences	a. Yes 26	b. No 174
15	How do you assess your proficiency in spoken English?		
	a. Very good 68	b. Good 120	c. Satisfactory 12
			d. Weak 0
	What do you lack while listening to spoken English?		
16	a. comprehending spoken English because of speed speech	a. Yes 158	b. No 42
	b. comprehending spoken English because of accent	a. Yes 160	b. No 40
	c. deducing the meaning of unknown words or idioms	a. Yes 164	b. No 36
17	How do you assess your proficiency in writing English texts?		
	very good 28	good 138	satisfactory 30
			weak 4
١٨	What would you need to write in English?		

	a. writing reports	a. Yes 120	b. No 80	
	b. writing assignments	a. Yes 124	b. No 76	
	c. note-taking through lectures	a. Yes 64	b. No 136	
	d. writing research papers	a. Yes 30	b. No 170	
	e. answering exams	a. Yes 178	b. No 22	
	What skills do you lack while writing English texts?			
19	a. lack of punctuation	a. Yes 178	b. No 22	
	b. spelling mistakes	a. Yes 98	b. No 102	
	c. paragraphing and organization	a. Yes 42	b. No 158	
	d. using proper words and expressions	a. Yes 66	b. No 134	
	answering examination questions	a. Yes 80	b. No 120	
	20	Do you need to study grammar?	a. Yes 110	b. No 90
٢١	Which grammatical aspects do you need to study ?			
	a. tenses and models	a. Yes 200	b. No 0	
	b. singular and plural	a. Yes 200	b. No 0	
	c. sentence structure	a. Yes 200	b. No 0	
	d. parts of speech	a. Yes 200	b. No 0	
	e. prepositions and conjunctions	a. Yes 200	b. No 0	
	f. passive and active sentences	a. Yes 200	b. No 0	
	g. conditional clauses	a. Yes 200	b. No 0	
	h. word-formation, inflections and derivations	a. Yes 194	b. No 6	
	i. articles and determiners	a. Yes 194	b. No 6	
22	How much grammatical practice do you need per unit?	a. one exercise 4	b. two exercises 60	c. three exercises 136
23	How much oral practice do you need per unit?	a. one exercise 2	b. two exercises 44	c. three exercises 154
24		one exercise 2	b. two exercises 34	c. three exercises 164

	How much written practice do you need per unit?			
25	What type of vocabulary items do you need most?	a. frequently recurrent ordinary vocabulary 6	b. frequently medical vocabulary 30	c. both ordinary and scientific vocabulary 164
26	Communication and interaction between students themselves are important.	always 154	sometimes 38	never 8
27	Communication and interaction between students and professors are important.	always 118	sometimes 66	never 16
	What would you need to listen to in English?			
28	a. lectures to understand them	a. Yes 200		b. No 0
	b. oral practice	a. Yes 168		b. No 32
	c. questions/answers in class session	a. Yes 134		b. No 66
	d. instructions for assignments	a. Yes 112		b. No 88
29	Translation skills are important in comprehending medical issues.	a. Yes 182		b. No 18
30	It is necessary for medical students to read the original texts.	a. Yes 154		b. No 46

Appendix (B)

1. What difficulties and obstacles do you face in learning EMP?
2. Which class activities do you enjoy the most?
3. What motivates you to learn more?
4. Which factors do you think help improve learning EMP?
5. Do you think the classroom atmosphere is encouraging and motivating learning? What atmosphere do you suggest?
6. What suggestions can you offer to improve learning EMP?
7. What else do you want to add concerning learning EMP?