

ABSTRACT

This article entitled: " Needs Analysis in ESP Context for Yemeni Medical Students at Dhamar University" aims at finding out the English language needs of the medical, undergraduate students at Dhamar University from an ESP perspective. More specifically, it seeks to address the following questions: what are the English language needs of the medicines students at Faculty of Medicines, Dhamar University in Yemen?; to what extent do the current ESP courses meet the students' actual needs in the Faculty of Medicine, Dhamar University?; what are the most important recommendations to address the medical students needs in the Faculty of Medicine, Dhamar University?; and what do the medicines students think about the actual needs of medical students in the Faculty of Medicine, Dhamar University?

The total number of 48 medicine students participated in the study to answer the prepared questionnaire. The population of the questionnaire is the selected students from the fourth and fifth academic years. The questionnaire data were analyzed quantitatively and designed to comprehend the ESP context.

The research work investigates the English-related problems the students face while they are studying medicines and, thus, presents solutions and recommendations to overcome such obstacles, bridging the gap between the students' low level of English and the required level at the university where English is used as the language of instruction. The main findings show that the special needs of the medical students such as their limited narrow knowledge of English at Dhamar University are taken into account. The research work shows that the medical students in Dhamar university have low level of English proficiency. Their low, limited knowledge of the English language constitutes an obstacle most students face either in their study or in their occupational careers. The need analysis was figured out to show that all skills and sub-skills are important for the students' academic studies and target career with special attention to scientific terms and reading aspects.

This research study, based on its findings, ends with some recommendations and suggestions to the people concerned of teaching and learning English to the medical students at Dhamar University. It is generally recommended that there is a need to increase the class hours, provide technological equipment, and appoint ESP trained instructors for the efficient teaching of medical English.

KEYWORDS: *ESP, Needs Analysis, Medical Students, Yemen, English Language Proficiency, Dhamar University*

1.INTRODUCTION

Along with the growth of globalization, international trade, international networks, economic integration, and science and technology, English has established dominance as a global language. Consequently, students, academics, and professionals from many different fields are required to use English, and the demand for ESP language teaching has grown rapidly. The worldwide spread of English, its predominant use in diverse international economic and cultural arenas, and the dramatic expansion of electronic communication have allowed the language to achieve the status of an international language or a lingua franca (Marlina & Xu, 2018).

English is considered as a foreign language in Yemen, as in many other countries in the Arab World today, English is the language of learning in the scientific colleges such as the medicine and technology colleges. It is, as a result, now a compulsory foreign language in educational institutions in Yemen-in the scientific colleges such as the medicines colleges. However, most students who enroll in scientific colleges after completing their secondary school education suffers from very poor knowledge of English language. Their English level is too much below the required level that enables them to use English as the language of learning. Most medicine students feel disappointed in the first semester and thereby discontinue their study due to language rather than scientific materials. This study is conducted to investigate and address this problem in Dhamar University, Medicine College.

The main goal of this research is to conduct a needs analysis in an English for specific purposes (ESP) context at Dhamar University in Yemen. The needs analysis process explored the English language needs of undergraduates in a medicines program with the aim of providing guidelines for redesigning and developing an appropriate ESP course.

Consequently, being familiar with the needs of the medical students in their Arabic setting is very significant in designing the related curriculum of English course for specific purpose. As far as the ESP is concerned, the need for ESP in the field of medicine is one of the most important fields that needs to be investigated comprehensively. An ESP course for medical students intends to help them fully assimilate the terminologies related to the area of medicine and become a part of their career in the future.

1.1. Definitions of ESP

English for Specific Purposes (ESP) has emerged as a part of English language teaching to non-native speakers. ESP is seen as an approach which gives importance to the learners' needs, attempting to provide them with the language they need for their academic and occupational requirements. Many definitions of ESP have emerged due to the rising of English usage in institutions and occupational areas. Robinson in his book *ESP Today* argues that it is difficult to reach a single unifying and globally accepted definition of ESP. Robinson refers that ESP is normally goal-oriented. (Robinson, 1991). Anthony argues that ESP is generally linked with specific disciplines and occupations, and it has been broadly adopted by in higher education over the last three decades, (Anthony, 1997, p. 3). Many scholars present their definitions distinctive features of ESP. Hutchinson and Water in their book present a workable definition of ESP.

1.2. Needs Analysis

Needs analysis (NA) has long been viewed as the first step for the design of language curricula or syllabi. Need Analysis mean is the first step that needs to be taken in the preparation of ESP English learning program. Needs Analysis process is an information gathering process. According to experts, NA is the first and most important step in the process of preparing ESP program. A comprehensive needs analysis contributes very much to designing a very useful curriculum.

ESP is closely related to the needs analysis NA of the learners. This means that learners' needs analysis plays very crucial role in developing ESP courses. Richard West argues that during the twenty years of the surveys in the NA, "the focus and scope of needs analysis NA have changed. The dominant focus of early needs analysis was occupational /EOP, but this later changed to academic language/EAP. (West, 1994)The most thorough and widely known

work on needs analysis is John Munby's *Communicative Syllabus Design* (1978). Munby, presents a detailed set of procedures for discovering target situation needs. He calls this set of procedures the Communication Needs Processor (CNP). The CNP is composed of a group of questions about key communication variables such as topic, participants, medium etc., which can be used to identify the target language needs of any group of learners. Munby is considered a cornerstone in the development

of ESP (Munby, 1978)

1.3. Definitions of CLIL

When the term Content and Language Integrated Learning (CLIL) was adopted in Europe during 1994, the experts involved strongly believed that it represented futuristic education founded on historically significant good educational practice. There was doubt about whether it would spread from isolated centers of innovation, or very specific regions, into mainstream education as a whole. There was also a large question mark over whether this type of educational experience would flourish in the larger countries of Europe. But there was consensus, among practitioners and researchers, that the initial research outcomes of various CLIL models were too positive for it to be side-lined as another passing educational fad. CLIL has often been a grassroots movement, energized by innovative educators, parents and students, or otherwise by equally innovative administrators and decision-makers, and has developed in different ways according to the needs and interests of those involved.

There is great potential in now collecting different types of CLIL practice in order to both strengthen existing practice, and open doors for others to see what can be achieved, even when operating with limited resources. This is the strength of this type of publication which seeks to articulate and share insight and good practice on this fast-moving and exciting educational phenomenon. (Marsh, 2012, p. 7)

1.4. . Significance of NA

West (1997) finds reaching an agreed upon definition for NA difficult due to the earlier ways through which the concept of NA has evolved. He refers to Richterich's (1983:p.2) comment, which states that "the very concept of language needs has never been clearly defined and remains at best ambiguous." (West R. , 1997)

However, West (1994:1) introduces his definition of NA as: "What learners will be required to do with the foreign language in the target situation, and how learners might best master the target language during the period of training." Also, NA has been defined in conventional approaches as the attempt to systematically collect information about the communicative demands faced by those in the target situation. This analysis involves information about language use in specific academic, professional, or vocational groups, the linguistic skills used most frequently in the target situation, and the difficulties experienced by second language learners in such contexts. (Basturkmen & Helder, *The practice of LSP'*, 2004)

Indeed, the notion of needs is still taken to be complex, extending beyond a simple conceptualization of the target language context wherein the target language will be used. L.

I. Juan, in his article, concludes:

needs are described as perceived and felt, objective and subjective, situational or communicative, situation or language, target situation/goal-oriented and learning, process-oriented and product-oriented; in addition, there are necessities, wants and lacks. These terms have been introduced to describe the different factors and perspectives that have helped the concept of needs to grow. Each of these terms represents a different philosophy or educational value, and merits careful thought. (Juan, 2014)

1.5. Summary

To sum up, through this chapter, the researcher attempted to build the analysis with which this study is primarily concerned, i.e. the discussion of EIL in relation to ESP. the researcher specifically, attempted to review certain movements in HE, in terms of teaching the language to learners of specific disciplines, as a consequence of the language internationality. Then, I continued to present aspects concomitant to the current status of English, especially in the area of ELT.

To some extent, the researcher attempted to review the international role achieved by English in the twenty-first century, which gave birth to the increasing numbers of English speakers, the majority of whom are non-native. The new role of the language as a vehicle of international communication challenges the traditional pedagogic decisions, which are solely focused on the native speakers and models. In other words, this traditional view seems to be unjustified and inappropriate with the current global status of English, as the needs of this globalizing world are different from those imported from the native speaking countries.

Research Methodology

1.6. Overview

It is agreed that the basis of a sound approach to English course design in non-English context is to comprehensively the needs of the learners. ESP courses in the Yemeni universities, particularly in scientific colleges, are far from being satisfactory. The English language courses are traditional courses whose designers only focus on the structural grammatical rules, neglecting the needs of the learners/students. There is an international tendency to modernize ESP to be most relevant to the needs of the learners, and this study comes up to cope up with this international trend.

In order to comprehend the Yemeni learners' English language needs in general and medicines Yemeni learners' English language needs in particular, both descriptive and quantitative data must be collected and analyzed to address the research questions. In this chapter, the second section (section 3.2) describes the participants involved in the research. Section 3.3 is dedicated to the description of the instruments used for gathering data. The data collection procedures and data analyses are outlined in sections 3.4 and 3.5, respectively.

1.7. Population of the Study

The total population of the study is 90 students. The participants in this research are the enrolled medical students. The students are the most important source of information about their targeted language needs, because they are the ones who need English to use it in the learning process and the professional life. This research assumes that any knowledge of the Medicines Faculty students' English language needs in the academic context undoubtedly has positive constructive impact on the teaching and learning process of English Language.

1.8. Sample of the Study

The samples were randomly selected in this study. This is called the probability sampling. This way of selecting samples is an old way. By 1948 some academic researchers had already been experimenting with a form of sampling based on probability theory. This technique involves the selection of a "random sample" from a list containing the names of everyone in the population being sampled. The samples have been very carefully selected to truly represent the population. Earl Babbie argues that although the term representativeness has no precise, scientific meaning, it carries a commonsense meaning that makes it useful here. For our purpose, a sample is representative of the population from which it is selected if the aggregate characteristics of the sample closely approximate those same aggregate characteristics in the population (Babbie, *The basics of social research*, 2008, p. 210). Babbie (2008) states

In this research, the questionnaires were given to 48 enrolled students in the Medicines Faculty, Dhamar University. All the 48 students in the academic year 2023-2024 were invited to participate in the research and all agreed. Part of them is in their fourth academic year, and others are in their fifth academic year. Among the 48 students, 40 students are male, while 8 are female. The researcher separately meets the participants and explain the purpose of the research and give them instructions on how to answer the questionnaire. The selected participants are the EPSEM samples in which each member of a population has the same chance of being selected into the sample. Table (1) below shows the respondents sampling background.

Table 0.1: Sample Demographics

| | | Frequency | Percent |
|--------|--------------|-----------|---------|
| Level | Fourth level | 35 | 72.9 |
| | Fifth level | 13 | 27.1 |
| Gender | Male | 40 | 83.3 |
| | Female | 8 | 16.7 |
| | Total | 48 | 100 |

1.9. Research Tools

In order to conduct a comprehensive needs analysis, the researcher must first conduct a data collection process. Several instruments are used for data collection procedure. The most common data collection instruments are questionnaire, observation, discussion, and structured interview. The current research work uses a questionnaire as the data collection instrument.

1.10. Research Method

The aim of this study was to find out the needs of medical students who are in their third and fourth levels. To this end, samples were randomly selected from the faculty of Medicine at Dhamar University with the total number of 48 medicine students, 40 males and 8 females, taking part in this study. Following the construction of the quantitative tool of questionnaire, permission to conduct the questionnaires at Medicines Faculty, Dhamar University was obtained from the university administration on March, 2023. The questionnaire was distributed and collected by the researcher on April 2023. The questionnaires were distributed to all participants in their class hours by the researcher.

The researcher selected the questionnaire as the instruments in this study because it was possible for the researcher to create a questionnaire to cover the topics that the researcher wanted to study. Moreover, it was a convenient tool for getting necessary data and information from a lot of people in a limited time. In addition, it was easy and accurate to analyze the collected data by using the software package, Statistical Package for the Social Sciences (SPSS). After composing all items of the questionnaire, a complete questionnaire was sent to the research supervisor for the first draft checking. Therefore, the poor items were removed or edited according to the supervisor's guiding instructions. Then, the questionnaire was used in a pilot study in order to measure the internal consistency of reliability of the questionnaire. Thus, the researcher obtained in-depth information from the participants which could help to make the findings more accurate and valid.

1.11. Data Analysis

Escorcia stresses the significance of data analysis in the situation of learners' needs in ESP:

In the context of ESP, needs analysis has become the dynamic impulse underlying course design, the justification for the S and the P, the driving force that has motivated teachers and course designers throughout the world ever since the magic acronym ESP came in. (Blanca, 1985, p. 228)

The process of needs analysis involves considering the following issues: who the learners are, what their proficiency level is, what they can already do in the requisite language, what they need the foreign language for, in what situations are they required to operate, what roles are they expected to adopt, what communicative activities they will be most engaged in, how far they are familiar with their specialized subject area, how far they are motivated, what teaching modes suit them best, and so on. Finally, decisions are made as to what type of tasks would most effectively address the learners' aims, fit their learning styles and sustain interest and motivation.

Data were analyzed using the Statistical Package for Social Sciences (SPSS). In accordance with the objectives of the research study, the data were analyzed quantitatively. Descriptive statistics were mainly done. Quantitative research provides data in the form of numbers. The researcher can apply statistical calculations to explain the data and obtain truths including preference tendency, and dissimilarities. Finally, the questionnaire data were analyzed quantitatively by going over the transcript and looking for answers that corresponded to certain questions from the questionnaires. The great advantage of quantitative research is that it provides descriptive data. An automated method like a survey is often employed in this kind of research. The data obtained from the NA questionnaire were analyzed by using the Statistical Packages for Social Sciences (SPSS). A descriptive research design was utilized in the data analysis.

1.12. Summary

This section presented information about the language courses at the Medicines Faculty, Dhamar University. It also presented information about the participants and why they were selected to gather data from, and the means by which the data were gathered. The data collection and data analysis procedures were also presented. The researcher carefully analyzed the data generated from the questionnaire tool. The following chapter will discuss the data analysis process and the results in detail. There seemed to be an agreement among the respondents that majority of the students lacked required English language proficiency and that more time and effort should be dedicated to English language course.

Conclusion, Findings and Recommendations

All 48 students were asked to complete the questionnaire, 35 students (72.9%) from the fourth level and 13 students (27.1%) from the fifth level. Of the 48 students, 40 students (83.3%) are male, while 8 students (16.7%) are female. The administration and description of the Questionnaire on the English Language Needs Questionnaire, were fully described in Chapter 3. Of the 48 students in the Medicines College, Dhamar University, 48 students (100%) returned the questionnaires. The findings are presented. The conclusions drawn from these findings are presented at this chapter. This chapter reports the findings for the responses to the questionnaire into two parts based on the responses of the 48 students. First the findings on the background information are presented. Then, the findings of the difficulties with general English language skills.

2.1. Findings on the Background Information

This part contains general information about the students, their prior learning experiences with other English language courses, their frequency of using the English language outside the classroom, their attitudes towards the English language, and self-evaluation for English language skills competency. This section reports the students' demographic information. The findings helped the researcher understand the students' personal information and to determine the students' current English language competency.

All students except one student agreed that they need the English language. Thus, they agreed on the significance of learning the English language for ESP. They agreed on their

primary goals in studying English; they want to learn English, because they need English language in the academic field. In the open-ended questions students expanded upon this. Students said that they would like to find a good job and they are aware of the importance of English when looking for a job. Most respondents say that they need English language in their future career.

2.2. Findings on the Importance of Skills

The skills students see as important are closely related to their goals for studying English. While all students say all six skills (Scientific vocabulary, Reading skills, Speaking skills, Writing skills, Listening skills, General vocabulary) are very important, grammar is identified as important. This shows that grammar is not important for medicines students at Medicines college, Dhamar University. The students want to focus on the scientific vocabulary more than any other skills. These are consistent with the goals of learning English for their future careers and further university graduate studies.

It is an agreement that majority of the students lack required English language proficiency, the language skills should be emphasized, and medical terminology is very necessary to be taught in the English courses. Medical students ranked reading skills as the highest skill, grammar is ranked the lowest component. While the scientific terms are ranked the second important component, other skills as writing, general vocabulary, speaking, listening are ranked successively.

2.3. Pedagogical Implications

This needs analysis study gives some useful results both for Dhamar University and for similar medical contexts in Yemen. There is a need for curriculum renewal in accordance with the findings of this needs analysis. There is a need to create new curriculum to be implemented.

From the respondents' answers, there is a need to change both the currently teaching methods and the current English courses. So far as the teaching methods are concerned, it has been proved that the students emphasize more significance on the acquisition of speaking and listening skills than on grammar, while the most common teaching methods are the grammar and translations methods. Students, through their answers, prefer the communicational method to the grammatical method. They prefer to practicing the language to memorizing the grammatical rules. They put more emphasis on how the language is taught. There must be discussions in the classroom and not only lecturing.

Concerning the English materials, although the curriculum is useful and contents useful information, it does not focus on the practice such as he speaking and listening skills. They do not include speaking and listening exercises. The lack is not only in the quality of the materials, but it is also in the quantity. It means that there is a need for more courses to be taught. The period of teaching English must not be limited to the first academic year, but it must be extended to the second and third academic years. There should be courses during the first three academic years.

2.4. Recommendations for the University

As a result of this research study, the researcher presents the following recommendations:

1- The university should increase the English language class hours per week in order to fully meet the academic and professional language needs of the students.

2- The university should conduct some training programs or workshops to provide the teachers with the English special needs of medical students. Such training programs are very necessary, because the questionnaire data indicate that English teachers lack experience in ESP, although they command knowledge of the English language. Concerning the teachers' medical. Although the English lesson teachers may make some efforts to teach medical English, it was not seen as adequate by the students. Therefore, there is a need for some training programs or workshops to provided them with the English special needs of medical students. Such training will improve the English teachers. The training should be provided through workshop activities, and conferences.

3- The English courses should be relevant to the medical field. In terms of the materials, the students, through their responses in the questionnaire, believe that the materials in English courses should be relevant to the medical field. Thus, there is need for authentic related-to-medicines materials which are relevant to the students' needs.

4- The university should make available the Internet access for both the students and instructors. There is a need for both the students and the instructors to have easy access to the internet. The Internet is very useful in language teaching. By searching on the internet students can find useful materials and teachers can have access to authentic materials. In English classes, the students and instructors can use the internet to search for articles and relevant medical sites together. There are some medical sites which provide useful information for the medical studentssuch as www.medicalstudent.com and www.emedicine.com. Some texts can be extracted from these or other sites. After students have obtained the required material texts, in English classes, they should successfully read the medical topics and successfully extract the meanings.

5- The teachers should pay special attention to the main skills. In terms of the main skills, in the new curriculum to be developed, reading should be given more priority, as the questionnaire data reveal that readingis seen as the most important skill. In English classes, there is a need for pre-reading activities, reviewing new vocabulary and medical terms. Whilereading tasks, the students should encourage the reader to be active during the reading process and the post-reading tasks should reinforce the readers' comprehension of the text.

6- The teachers should pay also special attention to the other skillsin the classroom activities according to the needs analysis results. It can be concluded that both for speaking and listening, the students place utmost importance. The students should be given tasks to present and discuss medical topics.

7- The teachers should pay special attention to the most common vocabulary, lexical phrases and expressions used by doctors to communicate with patients. That is, medical discourse should be taught to the students. In classes they can use role play activities in order to practice communicating with patients in real life situations, such as examinations or taking the history of a patient, which require asking questions about common symptoms of the disease, their complaints, and giving instructions and explaining a diagnosis.

8- The teachers should give attention to grammar, although it is the least component needed by the students. Although grammar was given the least importance by the students, there is a need for the necessary grammar or vocabulary items to be acquired by the students.

2.5. Recommendation for Future Research

Based on the findings of this study, the researcher humbly but eagerly presents the following recommendations for further research in this area of study:

- 1- The future researchers should expand the data collection tools to include interviews in addition to the questionnaire. Although this study is solely based on the questionnaire, future researchers should use other tools such as interviews.
- 2- The researchers should include the teachers in their data collection tools. This study applies the questionnaire tool for data collection from medicines students. However, it could be further improved by including teachers of ESP.
- 3- The future researchers should expand the number of respondents to be from the four academic years. Although this study is limited to the fourth and fifth levels, the future researcher can conduct a need analysis with the four academic years students in order to get more comprehensive findings.
- 4- The future researcher should conduct a need analysis with medicines students in two or more Yemeni universities so that larger data set could be collected and a more comprehensive, deep findings could be reached.

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Appendix 1: Questionnaire

Dhamar University

Arts College

Medicines Students' Questionnaire

Dear Student,

This questionnaire aims at analyzing your English Language needs in order to design a suitable course based on the information you provide. Therefore, you are very kindly requested to help completing the research by answering the following questions. Your responses will be confidential and will only be used for research purposes. Your help in completing this questionnaire is highly appreciated.

Please tick (v) the suitable choice.

Thank you very much.

I- Background

Name:(Optional)..... Level : Major: Age: () years

Gender (Circle): Male () Female ()

2- Do you need English Language?

Yes () No ()

If yes, for which of these do you use English? Tick the appropriate one (yes) or (no)

| No | Item | Yes | No |
|----|--------------------------------------|-----|----|
| 1 | Social /private life | | |
| 2 | Academic studies | | |
| 3 | Communication with the outside world | | |
| 4 | Future job | | |

3- Are you satisfied with the current English course taught in your college?

Yes () No () To some extent ()

If no, could you explain why? (optional)

3- Skills needed

3.1. How important is each of these language areas? Put () in the appropriate column.

| No | Lang. area | Very | Important | Neutral | Not | Not Very |
|----|------------|------|-----------|---------|-----|----------|
|----|------------|------|-----------|---------|-----|----------|

| | | Important | | | important | Important |
|---|-----------------------|-----------|--|--|-----------|-----------|
| 1 | Reading skills | | | | | |
| 2 | Writing skills | | | | | |
| 3 | Speaking skills | | | | | |
| 4 | Listening skills | | | | | |
| 5 | General vocabulary | | | | | |
| 6 | Scientific vocabulary | | | | | |
| 7 | Grammar | | | | | |

3.2. What level of proficiency do you have in the following language skills? Put a tick (✓) in the appropriate column

| N | Skill | Poor 1 | Fair 2 | Good 3 | Very good 4 | Excellent 5 |
|---|--------------------|-----------|-----------|-----------|----------------|----------------|
| 1 | Listening | | | | | |
| 2 | Speaking | | | | | |
| 3 | Reading | | | | | |
| 4 | Writing | | | | | |
| 5 | Grammar | | | | | |
| 6 | General Vocabulary | | | | | |
| 7 | Technical Terms | | | | | |

3.3. Language Needs

* Rank the following according to their importance to you. Put a tick (✓) in the appropriate column

| N | Component | Very Important 5 | Important 4 | Neutral 3 | Not Important 2 | Not Very Important 1 |
|---|-----------|---------------------|----------------|--------------|--------------------|-------------------------|
| 1 | Listening | | | | | |
| 2 | Speaking | | | | | |

| | | | | | | |
|---|--------------------|--|--|--|--|--|
| 3 | Reading | | | | | |
| 4 | Writing | | | | | |
| 5 | Grammar | | | | | |
| 6 | General Vocabulary | | | | | |
| 7 | Technical Terms | | | | | |

3.4. Instructions: You are kindly requested to read carefully each of the listed needs in the table below and then put a tick (✓) in the correct column that best reflects your view to tell us how important it is to include the needs in the English Language Courses taught in your college.

3.4.1. Listening Skills:

| N | Listening | Very Important 5 | Important 4 | Neutral 3 | Not Important 2 | Not Very Important 1 |
|---|--|---------------------|----------------|--------------|--------------------|-------------------------|
| 1 | Understanding lectures | | | | | |
| 2 | Understanding instructions | | | | | |
| 3 | Listening with comprehension to question/answer sessions | | | | | |
| 4 | Understanding power point presentations | | | | | |
| 5 | Understanding discussions on medical issues | | | | | |
| 6 | Understanding seminars and conferences | | | | | |

3.4.2. Speaking Skills:

| N | Speaking | Very Important 5 | Important 4 | Neutral 3 | Not Important 2 | Not Very Important 1 |
|---|-------------------------------------|---------------------|----------------|--------------|--------------------|-------------------------|
| 1 | To participate in class discussions | | | | | |

| | | | | | | |
|---|---|--|--|--|--|--|
| 2 | To participate in daily conversations | | | | | |
| 3 | To present oral reports | | | | | |
| 4 | To make presentation in seminars and conferences | | | | | |
| 5 | To ask questions in class | | | | | |
| 6 | To speak with foreign patients and other doctors in the same field. | | | | | |

3.4.3. Reading Skills:

| N | Reading | Very Important 5 | Important 4 | Neutral 3 | Not Important 2 | Not Very Important 1 |
|---|--|---------------------|----------------|--------------|--------------------|-------------------------|
| 1 | To read textbooks and source books | | | | | |
| 2 | To read exam questions | | | | | |
| 3 | To read medical journals and articles | | | | | |
| 4 | To read graphs, charts and tables | | | | | |
| 5 | To read instructions for assignments | | | | | |
| 6 | To read texts on the internet when doing graduation projects | | | | | |

3.4.4. Writing Skills:

| N | Writing | Very Important 5 | Important 4 | Neutral 3 | Not Important 2 | Not Very Important 1 |
|---|---------------------------------|---------------------|----------------|--------------|--------------------|-------------------------|
| 1 | To write down notes in lectures | | | | | |

| | | | | | | |
|---|---|--|--|--|--|--|
| 2 | To write answers to questions and quizzes | | | | | |
| 3 | To write medical reports | | | | | |
| 4 | To write assignments | | | | | |
| 5 | To write instructions to patients | | | | | |
| 6 | To write letters to other doctors in the same field | | | | | |

3.4.5. Vocabulary:

| N | Vocabulary | Very Important 5 | Important 4 | Neutral 3 | Not Important 2 | Not Very Important 1 |
|---|---|---------------------|----------------|--------------|--------------------|-------------------------|
| 1 | To understand medical terminology and their definitions | | | | | |
| 2 | To be able to communicate about medical-related topics | | | | | |
| 3 | To use medical terms | | | | | |
| 4 | To understand medical texts | | | | | |
| 5 | To give medical presentations | | | | | |
| 6 | To use the dictionary to get the meaning of new terms | | | | | |

3.4.6. Grammar:

| N | Grammar | Very Important | Important | Neutral | Not Important | Not Very Important |
|---|---------|----------------|-----------|---------|---------------|--------------------|
| | | | | | | |

| | | 5 | 4 | 3 | 2 | 1 |
|---|---|---|---|---|---|---|
| 1 | To understand sentence elements | | | | | |
| 2 | To communicate with people in workplace | | | | | |
| 3 | To interact with seminars, conferences and lectures | | | | | |
| 4 | To write properly medical reports | | | | | |
| 5 | To speak properly to native-speaking people | | | | | |
| 6 | To understand sentence connectors, e.g., and, but, or | | | | | |

Others (please specify)

| N | Others | Very Important 5 | Important 4 | Neutral 3 | Not Important 2 | Not Very Important 1 |
|---|--------|---------------------|----------------|--------------|--------------------|-------------------------|
| 1 | | | | | | |
| 2 | | | | | | |
| 3 | | | | | | |

Thank you for your cooperation.