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The Attitudes of Medical Students of English Language Teaching

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Abstract

This study investigated the medical students' perceptions of English language teaching at Hawler Medical University. It included 382 students, 141 males, and 241 females. A questionnaire was used to obtain information. The data were analyzed through SPSS V. 25. The findings displayed the extreme importance of English to medical students. They needed all the language skills to be taught, and listening was the most significant skill. Furthermore, it demonstrated the most appropriate English course to be general and specific English. Concerning English difficulties, findings noticed a statistically significant difference between the participants' ages and reading skills and no significant difference between the ages and other difficulties.

Keywords: Medical Students, English for specific Purposes (ESP)

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1 INTRODUCTION

English is the Lingua Franca in many countries. English has a crucial role in higher schooling stages worldwide. That is why English is required worldwide for scientific purposes (Bonjadi A, Ghojzadeh M, Rahmatvand N. 2013). According to their needs, English for Specific Purposes (ESP) has appeared in non-native countries (Ghanbari B, Rasekh AE. 2012). Language works in all scientific fields, but regularly, Medicine is the focus because language skills are effective in clinical consequences (Flowerdew J. 2012). Rahman M. (2015) defines ESP as "...an approach to language teaching in which all decisions as to content and method are based on the learner's reason for learning" (p. 19). According to (Johns AM. 2012), the point of beginning and ending of ESP courses is not clear. Many non-native English lecturers create ESP courses based on the students' needs and their individual high-quality information regarding English for actual statements (Gatehouse K, 2001). ESP embrace the investigation of language, which underlines the particular communication necessities and practice of a specific group (Hyland K., 2007).

ESP is strictly linked to language learning for a particular specialty. Thus, non-native English speakers ought to learn English as their second language to be able to utilize it in their workplaces. ESP consists of a combination of linguistics and second language education techniques (Antic Z, 2007). English is an essential part of education in higher schooling stages for a certain purpose so as to be familiar with specific vocabulary, increase related knowledge in English, and be prepared for conducting academic activities in

English all over the world in terms of concerned specialty (Belcher DD, 2006). ESP courses are taught depending on how the learners should use that language for their own academic locations. ESP concentrates on the learners' needs analysis, which contains the determination of learners' level and achievement. In addition to ESP, General English is also needed to advance knowledge (hia H-U, Johnson R, Chia H-L, Olive F., 1999). Medical students require a specific English course for Medical Purposes to study their matter at university stages and ease their profession in medical settings. Students need to read and understand medical issues using medical references. In this way, English is a significant factor in medical fields (Bensoussan L, Collado H, Viton JM, Delarque A, 2009). Language skills embracing receptive and productive skills are essential to medical students. According to the research, medical students have difficulties in their skills because they do not have sufficient chance to practice their English in their day-to-day communication (Boniadi A, Ghोजazadeh M, Rahmatvand N. 2013).

English courses are available in every medical department at HMU (Hawler Medical University). English is taught in the first stages of the university. The courses do not have a fixed syllabus, but it needs to be centralized. Therefore, as lecturers at HMU, the authors decided to conduct a research to get some information about the medical students' attitudes that play important roles in setting appropriate English language courses. Medical students have many problems due to the lack of English regarding the Medical profession.

1.1. AIM OF THE STUDY

The study aims to assess the first stage of medical students' attitudes toward English language Teaching.

1.2. The objectives are to:

- 1- Identify the sociodemographic characteristics of medical students.
- 2- Determine the significance of the English language in medical areas.
- 3- Find out the most essential language skill for medical students.
- 4- Point out the difference between the genders of participants in terms of English language skills.

1.3. SIGNIFICANCE OF THE STUDY

This study is conducted to display the importance of the English language to medical students in their workplaces. Research findings are considered as crucial sources of the advancement of English language skills for medical purposes. Furthermore, the current study's findings might be valuable and exciting for other medical departments, including biology, medical analysis, and other universities.

1.4. RESEARCH QUESTIONS

- 1- What is the most important language skill for medical students?
- 2- What is the statistically significant difference between the ages of participants in terms of English language skills?

2 LITERATURE REVIEW

All of the various definitions of ESP shed light on improving the ESP teaching process in which the students' mere goal is learning English for a specific purpose, including profession and education, not learning the second language mainly. ESP is partly included in ELT (English Language Teaching) courses to get the process, material, and methods (Dudley-Evans & St. John, 1998). ESP courses are implemented for those learners who have basic information about the English language as a second language. They learn English for some occupational skills and accomplish their professions' responsibilities (Lorenzo, 2005). ESP is an advanced division of the English Language to be educated. Learning English for a specific purpose is an important part of language teaching in universities regarding particular goals based on the specialty. (Varnosfardani, 2009). Many factors affect ESP programs, including course design, organized needs analysis, teachers' knowledge of the field, and enough research to the specific branches. (Eslami, 2010; Hayati, 2008). In general, there are insufficient studies to look at English Language needs for medical students and the essence of the English Language. They have been educated unsystematically so far and without a particular survey for Medicine (Eslami, 2010, Karimkhanlouei, 2012). The stakeholders play a significant role in finding a fruitful course for medical students. The English language is used in science and technology worldwide. Hence, it makes countries set up classes of ESP in their own study systems. ESP is divided into two core sections: English for Academic purposes (EAP) and English for Occupational Purposes (EOP). The latter is almost concerned with technical English, for instance, English for Business, even though EAP focuses on English in Educational settings such as schools and universities to let students complete their scientific progressions

(Mahraj, 2019). EAP belongs to realizing ESP specialists who state that teaching general English does not fulfill the scientific students' requirements (Shing & Sim, 2011). Sager (1998) considers EAP as "learners' needs for quick and economical use of the English language to pursue a course of academic study". Nevertheless, Wei and Flaitz (2005) mention EAP as a "Key responsibility" to strengthen the learners' English language proficiency to definitely succeed in their study programs.

Many factors influence the scope of a situational analysis for ESP: the cause of language necessity, methods and content of language usage, stakeholders of the language use, the setting, and the time of language use (Hutchinson and Waters, 2006). They also consider learning needs analysis as an essential dimension in which the learners' necessities are clarified, and it leads to a good performance and fulfillment of the situational requirements. Thus, some points come into reality, including the causes of taking language courses by the students, the available materials and textbooks, the learners, and the language courses' settings. (Piamsai, 2017). Salehi, Khadivar, and Mehrabi (2015) mention some interactive factors in the process of foreign language learning and consider perception as the main one. Attitude makes sense for language learning while the participants are frank and honest. It displays that it is uneasy to determine the workable factors. Attitudes influence the process, practice activity in class, the content, and the learners tremendously. In addition to the approaches, perceptions play a great role in learning effectively and affect the learners' activities and performances (Kara, 2009). The learners with optimistic views concerning learning become more curious to enhance second language learning. On the contrary, the students' negative impressions result in class apprehension, failing in outcome, and negative attitude. It also examines the students'

attitudes regarding foreign language learning and finds that their attitudes toward the target language are the central concern for advancement and development. (Abidin, Pour-Mohammadi, & Alzwari, 2012).

As mentioned in a study performed by Salehi, al et. (2015) about the EFL teachers' and Medical students' perceptions towards the English Language in Iranian universities such as Zanjan University, Tehran Islamic-Azad University Shahid-Beheshti University, and Tehran University, using questionnaire and interviews to gather the data, it found that no significant difference existed between the perceptions of teachers and students concerning ESP course-book. Their perceptions were seriously effective to have the parts of the textbook. Arani (2004) examined the needs of language learning among medical students at Kashan University, employing revealing their English language attitudes as a central subject in university. A group of students participated in the study by filling up questionnaires initially, in the middle, and at the end of the English for the medical purpose (EMP) course. The findings dealt with the participants' optimistic attitudes to the English class subjects. The Study of Baleghizadeh and Rahimi (2011) explained that the regular assessment for textbooks did not happen frequently and focused on the students' needs and opinions.

In Iran, another study conducted by Eslami-Rasekh (2010) indicated that the Ministry of Higher Education enhanced ESP course books for the engineering departments. Still, it did not occur based on the systematic needs-analysis. Likewise, Amirian and Tavakoli (2009) researched to assess ESP workbooks' components in engineering departments. They declared the usefulness and success of teaching technical vocabulary and reading proficiency that would be operative in engineering careers and environments.

Another process of assessing the computer-science engineering department's academic language needs arose following the curriculums of English for Specific Academic Purposes (ESAP). The results demonstrated that writing skill was the priority for the students, and they met difficulties in learning other skills (Atai, 2008). The context of English for medical students (EMS) was enhanced and boosted without an organized needs analysis for both medical learners and lecturers.

Many attitudes were available about the significance of needs analysis. Karimkhanlouei (2012, p.1) states, "If a group of learners' needs for a language can be accurately specified, then this specification can be used to determine the content of a language program that will meet these needs." An appropriate teaching method for a language course in a specific field stayed effective while the learners' essence of English became familiar by the educators and course designers to exploit it. Students' needs in a field were an excellent means of structuring a language course design. It led to the usage of language in real-world conditions. A study conducted by Boshier (2002) on the English language for nursing students focused on the needs analysis to explain the students' attitudes about their requirements in English classrooms. It was discovered that the most significant zone was the clinical areas to use their English while speaking to the clients and patients. The English language is a global language used in universities and academic settings worldwide. The essence of English for medical learners is a vital part of their life due to their profession, which is sensitive to work with humans' critical moments of life.

The empathy of the learners' requirement was the key to discriminate ESP from EGP (English for General Purpose). It

became the primary phase, which antedated the linkage of all modern ESP curricula. Other paces included course design, educational methods, subject advancement, and assessment (Flowerdew, 2013). A study performed by (Davoudi-Mobarakeh, Eslami-Rasekh, & Barati, 2014) displayed no distinction between ESP and EGP in theoretical aspects, while in practice, alternatives were available. Correspondingly, it was improper to connect these curricula in the absence of learners' needs. On the contrary, some researchers believed that it was appropriate to get a successful course without the learners' needs because their needs were obvious in their authentic life (Hill et al., 2010). Besides, Liu et al. (2011) referred that prosperous educators created real-world objectives for their learners based on their professional requirements. Davoudi-Mobarakeh et al. (2014) indicated the all-inclusive and adaptable features of ESP. The adaptable features were alternatives, but the all-inclusive ones were essentially available in ESP courses. The all-inclusive features embraced the learners' particular necessities as the main issue in the course design, applicable methods and tasks related to the subjects, and language Knowledge. On the other hand, the adaptable features were using a specific method far from EGP, the development for a particular refinement, and the essence of overall language information to ESP courses. Besides, ESP may fit intermediate and advanced levels. However, what to teach for the course makes ESP different from EFL; the needs and wants of the students to decide what methodology is suitable for the course. John and Dudley Evans (1991, p.305) maintain that "ESP requires methodologies that are specialized or unique"; the uniqueness is determined by the study or job requirements.

The students' requirements are the crucial point to differentiate ESP from EGP courses because the specific needs are the course design's central elements. ESP is one of the disciplines which are

comprised of three general areas of knowledge; language, pedagogy, and scope. These areas are concerned with the learners' alternatives and curiosity (Davoudi-Mobarakeh, Eslami-Rasekh, & Barati, 2014). Hutchinson and Waters (1993) categorized the definition of ESP into three central interpretations; firstly, teaching a particular variability and method of English does not refer to the ESP objectives. Some background information in the content is educated utilizing target language. Secondly, ESP does not indicate only technical vocabulary and precise grammar.

What is more, they do not result in effective communication. Finally, ESP relies on learning philosophies indifferent to other systems of language education. Procedures of language learning are alike in ESP and EGP. It displays that an extraordinary method does not need in ESP courses.

After a tremendous review of English language instruction by Nunan (2007) through the years, standard-based methods enhanced instructional schemes in an interactive model. The methods are comprised of competency-based education and standard education. Competency-based language teaching (CBLT) deals with the achievements of learning. It is also concerned with the performances of what the students are expecting more than what they are expected to learn. This teaching model makes the learners use English in their social contacts like involving and wishing information, uttering their feelings and concepts, using non-verbal communications, and participating in discussions (Richards and Rodgers, 2001).

3 METHODS

3.1 Research Designs

This study was descriptive and was composed of quantitative components.

3.2 Participants

This study selected 382 first-year medical students randomly as the participants of the current study. They were students who were present in the classrooms during data collection by the author. It was conducted at all of the colleges of HMU, such as Medicine, Dentistry, Pharmacy, Nursing, and Health Science Colleges, from 1st Jan. 2020 to 25th Jul. 2020.

Table 1. Participants' Socio-demographics

Sociodemographic Characteristics		F	%
Age group/ Years	17-20	373	97.6
	21-24	9	2.4
Gender	Male	141	36.9
	Female	241	63.1
Native Language	Kurdish	345	90.3
	Arabic	23	6
	English	4	1
	Others	10	2.6
Total		382	100

According to table 1, information obtained from a background questionnaire showed that the participants' main ages were divided into two groups, including (17-20) and (21-24). Most of them (97.6%) were between (17-20), and (2.4%) of them were between (21-24) years old. Relating to the participants' genders, (36.9%) were male, and (63.1%) were female. Thus the number of female students were more than males. Besides, different languages were determined as their native languages; the majority of the participants (90.3%) referred to Kurdish, Arabic for (6%), other languages for (2.6%), and only (1%) mentioned English as a native language.

3.3. Instrumentation

This study's main data collection instrument was a questionnaire in English developed through a literature review, validation, and a pilot questionnaire. The questionnaire was used primarily by Zughoul & Hussein (1985) and Guo (1989). The items were refined further based on pilot questionnaire factor analyses. The resulting items were included in the main questionnaire. The questionnaire contained two main parts: first, the participants' sociodemographic characteristics in terms of age, gender, and native language. Second, a scale with 13 items about the medical students' perceptions of the English Language. To ease the process of data collecting, the questionnaire was primarily translated into participants' native language, "Kurdish and Arabic," and handed out to them.

3.4. Procedures

Pilot Study

A pilot study is an essential procedure implemented with a limited number of samples. Othman and Kilic (2018) described it as a test of the instrument with a certain number of samples, which is indifferent to the directed examples. It guarantees the questionnaire's reliability concerning clearness, understandability, and cultural agreement and discovers the complications occurring during the real procedure. This study had its own pilot study to determine the weaknesses, which were influential in the study's reliability and validity. The questionnaire was checked by two medical experts and two English language experts for validity. Then some items were deleted and changed accordingly. The pilot study was implemented at HMU, with a limited number of students (10). The results pointed out that the questionnaire was reliable with a Cronbach's Alpha value of 0.818.

Data Collection

The participants were randomly assigned to answer the questionnaire. Ethical appreciation is a key factor before gathering data to keep the participants' beliefs. The essential permissions were obtained for ethical issues for the pilot study and real data collections. The author declared to keep the participants' privacy and use them merely for this study. The author met the lecturers and discussed the points. He also explained to the students that their participation would be completely voluntary, and they could withdraw at any time. Before handing out the questionnaire, all the learners were enlightened about the research and their seriousness in replying to the items. The questionnaire was handed out to the

students during the classes and collected in the same class time. The students were enthusiastic about participating, and they were not rewarded materially at all for their participation. The participants were instructed how to fill up the information.

3.5. Data Analyses

After collecting the data, they were entered into SPSS software for statistical analysis Version 25. and a range of descriptive and inferential statistics was computed. The following analyses were used to point out the questions' findings; the frequency and percentages were pointed out through descriptive statistical analyses. Besides, inferential statistical analysis (Chi-square and Fisher's exact tests) was utilized to determine the association between variables. The P-value is considered statistically significant if it's ≤ 0.05 , which rejects the null hypothesis.

4 RESULTS AND DISCUSSION

The existent study seeks to find out results about Medical Students' Perceptions of English Language Teaching, which was mentioned in the first chapter.

Table 2. The Importance of English to Medical Studies

How important do you think English language is to your current medical studies?	F	%
Very important	288	75.4
Important	77	20.2
Somewhat important	13	3.4
Unimportant	4	1
Total	382	100

As can be seen in Table 2, the analysis revealed that the highest percentage of the participants (75.4%) believed that English was essential to their medical subjects. On the contrary, only a few participants that recorded the lowest percentage (1%) deemed English was unimportant to medical studies. Some (20.2%) expressed their supposition that English was significant, and another range of participants (3.4%) showed English as somewhat important to their medical fields. Another study in Iran conducted by Boniadi, A., Ghojatzadeh, M., and Rahmatvand, N. (2013) mentioned that the English language is the key to study medical science worldwide. Besides, it leads to fluent students of Medicine.

Table 3. The Most Significant Language Skills to Medical Students

Title	First		Second		Third		Fourth		Total	
	F	%	F	%	F	%	F	%	F	%
Listening	181	47.4	105	27.5	52	13.6	44	11.5	382	100
Speaking	145	38	139	36.4	57	14.9	41	10.7	382	100
Reading	28	7.3	94	24.6	191	50	69	18.1	382	100
Writing	30	7.9	49	12.8	80	20.9	223	58.4	382	100

As the table above interprets, it is evident that the significance of language skills, according to the medical students, was listed as: almost half of them (47.4%) regarded listening, 38% mentioned speaking, 7.3% marked reading, and 7.9% considered writing. In this way, listening could become the most central skill for medical

students. On the other hand, writing was nominated as the most insignificant skill because more than half of them (58.4%) acknowledged writing, 18.1% declared reading, 10.7% determined speaking, and 11.5% specified listening. Concerning the vital language skills, speaking was marked by 36.4%, listening by 27.5%, reading by 24.6%, and writing by 12.8% of the participants. The highest percentage was (50%) in which half of the participants showed reading, 20.9% appointed writing, 14.9% named speaking, and 13.6% opted for listening about the somewhat important language skills. This result is consistent with the findings of Maharaj, M.'s (2019) study referring to listening, in addition to speaking and writing, as the essential skill to computer-engineering students.

Table 4. The Relation between English Materials with Medical Course

Title		F	%
Should the materials in the freshman English course be relevant to the medical field?	No	81	21.2
	Yes	301	78.8
	Total	382	100
Which of the following English curricula do you perceive as the best one?	N/A	81	21.2
	General English in the first year, no need for specific English for students	87	22.8
	Specific English in the first year, no need for General English for students	101	26.4
	General English in the first semester of first year, specific English in the second semester of first year	101	26.4
	Specific English in the first semester of first year, General English in the second semester of first year	12	3.1
	Total	382	100

Table 4. displayed the connection of English materials to the medical field; most participants (78.8%) totally agreed with the relation, but some of them (21.2%) students informed the exact opposite.

The findings of the above table gave information about the English curriculum for the first-year students. It demonstrated that eighty-seven participants (22.8%) preferred only general English without specific English. The highest percentage of participants (26.4%) expressed exactly what they feel: only specific English was needed for them. The same percentage of them were convinced of English curriculum division as General English in the first semester and specific English in the second semester of the first year. In opposition, Specific English in the first semester and General English in the second semester of the first year were the participants' notions, which were considered the lowest percentage (3.1). It has something in common with Mahraj, M.'s (2019) study, which affirmed that the students should study and enhance their language skills to be able to get their academic and professional achievement. Moreover, Vogt, C. and Oliver, D. (1998) pinpointed that the learners of faculty of Medicine preferred the English language because their English Study in high schools did not apply their language development; therefore, they were unable to work with English sufficiently in university. It verified the Faculty of Medicine to highlight the English language rather than technical English.

Table 5. The Differences between Age Groups Concerning English Difficulties

Title		Age group/ Years						P-Value
		17-20		21-24		Total		
		F	%	F	%	F	%	
Limited vocabulary	No	297	97.4	8	2.6	382	100	0.494
	Yes	76	98.7	1	1.3	382	100	NS
Poor grammar	No	308	97.8	7	2.2	382	100	0.709
	Yes	65	97	2	3	382	100	NS
Poor listening comprehension	No	309	97.8	7	2.2	382	100	0.691
	Yes	64	97	2	3	382	100	NS
Poor speaking skill	No	214	98.2	4	1.8	382	100	0.439
	Yes	159	97	5	3	382	100	NS
Slow reading speed	No	338	98.3	6	1.7	382	100	0.018
	Yes	35	92.1	3	7.9	382	100	S
Poor writing skill	No	344	98	7	2	382	100	0.117
	Yes	29	93.5	2	6.5	382	100	NS
Other (specify)	No	349	97.8	8	2.2	382	100	0.575
	Yes	24	96	1	4	382	100	NS

The findings of the differences between age groups in terms of English difficulties signaled that there was no statistically significant difference ($p>0.05$) between two classifications of students' ages "17-20" and "21-24" in their vocabulary issues. No statistically significant difference ($p>0.05$) existed between the two age groups regarding grammar problems. Moreover, the students' age groups provided a non-statistically significant difference ($p>0.05$) with respect to poor listening comprehension. In the same way, there was no statistically significant difference ($p>0.05$)

between age groups in speaking skills. Contrariwise, the findings achieved a statistically significant difference ($p < 0.05$) to the advantage of the students from (17-20) years old concerning the slowness of reading. That is to say that the younger group faced more difficulties than the elder one about reading speed. Concerning writing weaknesses, no statistically significant difference ($p > 0.05$) was found between the two parts of ages. Furthermore, the students' ages proved no statistically significant difference ($p > 0.05$) respecting other English language complications. It is in line with the arguments that detected statistically significant differences between the younger and the elderly Saudi students in learning reading skills in favor of the older (Gawi, E.M.K., 2012). Conversely, the same study discovered a statistically significant difference between the learners' ages regarding grammar, vocabulary, communication, and writing in support of the younger group. This study agrees with the study mentioned that Forty-three percent of participants scored at a level significantly lower than the limits acceptable for their age on the Boston Naming Test; 73% scored significantly below the acceptable limits for their age on grammatical competency; 23% scored significantly below the acceptable limits for their age on language comprehension; 47% of participants received more than one rating of moderate impairment on picture description. (Bryan, 2004)

5 CONCLUSION AND RECOMMENDATION

In the final analyses, the findings of this study can be summarized as follows: the perceptions of the students are significantly favorable about English language teaching due to their academic achievements, which are all in the English language. In general, the essence of all four language skills is determined by the

students. The highest focus is on listening, and the lowest is on writing. After asking the students to set the English course pattern, they principally acknowledged only general English to improve their language skills. Similarly, the first semester for general English and the second semester for specific English was adopted by some other students. Likewise, this study examined English difficulties in all aspects containing vocabulary, grammar, listening, speaking, writing, and reading skills. The students' ages do not affect the mentioned problems, excluding reading skills in which the younger learners face more complications than the elder ones.

At present, no fixed English language courses are available to medical departments. That is why it is recommended that English language skills, including speaking, listening, writing, and reading, should be taught in medical departments in English language courses to advance students' proficiency and accuracy. In addition to that, medical terminology should take part in the English language classes partially. Many English language topics must be interrelated with medical texts. Listening skills should be focused on rather than other skills continuously. Eventually, other studies must be conducted on medical students' English language requirements in some other medical universities. In this way, more reliable findings can be obtained to be generalized.

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7. Appendix

Questionnaire

Code:

Part One: Sociodemographic Characteristics

Age: [] years

Gender: Male [] Female []

Native Language: Kurdish [] Arabic []
English [] Others []

Part Two: Students' Perceptions of English Language Teaching

1. How important do you think English language is to your current medical studies?

very important [] important [] somewhat important []
unimportant []

2. How important do you think English language is to your future careers?

very important [] important [] somewhat important []
unimportant []

3. Are you asked to write reports and research papers in English?

always [] often [] occasionally [] never []

4. Are you asked to write test answers in English?

always [] often [] occasionally [] never []

1. Which language is used in your oral Lectures? (**select one.**)

English [] Kurdish [] Kurdish, but medical terms in English [] other []

2. Which of the following English language skills do you feel are more important than the others to be improved are? (Rank them this way: 1 = Least important, 4 = most important. Rank all.)

listening [] speaking [] reading [] writing []

3. What is the most important reason to include listening comprehension activities in the freshman English language course? (Select one.)

to understand daily conversation [] to follow short lectures []
to understand radio and TV programs [] other (specify) []

4. What is the most important reason to include reading activities in the freshman English language course? (Select one.)

to read English newspapers and magazines [] to read textbooks [] to read professional journals [] other (specify)

5. What is the most important reason to include speaking activities in the freshman English language course? (Select one.)

to carry on daily conversation [] to present classroom oral reports [] to deliver a speech [] other (specify) []

6. What is the most important reason to include writing activities in the freshman English language course? (Select one.)

to write correct sentences [] to write for practical purposes [] to write research reports [] other (specify) []

7. What kind of English problems are you currently facing in your academic studies?

(You may check whatever is appropriate.)

limited vocabulary [] poor grammar [] poor listening comprehension [] poor speaking skill [] slow reading speed [] poor writing skill [] poor reading comprehension [] other (specify) []

12. What percentage of English materials in a freshman course should be relevant to the medical field? 90–100% [] 70–89% [] 50–69% [] 30–49% [] less than 40% []

13. Which of the following English curricula do you perceive is the best one for?

General English in the first year, no need for specific English for students []

Specific English in the first year, no need for General English for students []

General English in the first semester of first year, specific English in the second semester of first year []

Specific English in the first semester of first year, General English in the second semester of first year []

Other (specify)

