

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

◌Sudan University of Science and Technology

College of Graduate Studies

College of Languages

**ESP Learners' Needs:**

**A Case Study of Medicine Students at**

**Some Sudanese Universities**

احتياجات دارسي اللغة الإنجليزية للأغراض الخاصة

دراسة حالة: طلاب كليات الطب في بعض الجامعات السودانية

**A thesis submitted to the Department of English at**

**the College of Languages in fulfillment of the**

**Requirement for M.A.degree**

**In English language**

**Submitted By: Fatah-Elrhman Dafallah Adulruman**

**Supervised By: Dr.AL-Sadig Yahya Abdullah**

**August – 2007**

## **Dedication**

*To my family, wife and children with love*

## **Acknowledgements**

I would like to express my gratefulness to a number of people for their contribution and support throughout the writing of this dissertation. I am indebted to Dr. AL-Sadig Yahya Abdullah, the study supervisor for his expert advice, continuous guidance, and his patience. With his guidance and support this study has been accomplished. Sincere thanks are also extended to Professor Mohammed AL Busairi for allowing me to use his questionnaire. I am grateful to Dr. Abdul Bagi Dafa-Allah Deputy Dean of Faculty of Arts for his encouragement, assistance and generosity all the time. Deep thanks are also extended to Ustaz Izzaddeen Ibraheem for his invaluable feedback on my early plans. My thanks are also extended to medicine students at the University of Khartoum, Al-azhari University and AL-Nilein University for their co-operation. I would like also to acknowledge my indebtedness and gratitude to my father and mother for their support during my academic life, and my wife for her continuous support and encouragements.

## **Abstract**

This study has investigated ESP learners' needs in some Sudanese Universities. In particular the study has targeted, the students studying medicine through the medium of English language. Learners' needs were divided into three categories which cover general needs, academic needs and job needs. Three universities were chosen to examine the hypotheses of the study. The first hypothesis stated that "the most needed English subject is academic reading", the second one stated that "majority of the subjects, regardless of their academic levels have the same English needs" and the last hypothesis is "majority of the students do not have further base-communication non-academic English needs". The study has raised these questions:

1-What is the most urgent English need of the Sudanese medicine students? 2- Do learners, regardless of their academic level, have the same English needs? 3- Do the medicine students need English for further communicative, non-academic purposes? To test these hypotheses and answer these questions, the researcher adopted a descriptive and analytic methodology. The data were collected using Al-Busairi's (1990) questionnaire. Then the collected data were analyzed and discussed. The findings of the study have revealed that, concerning the first hypothesis the results revealed that the most needed English subject is listening skill not academic reading as the study hypothesized, the students in different levels do not have the same English needs and they indicate that they need English for

professionals purposes. In the light of the results mentioned above the study has provided some recommendations in regard to the learners ESP needs, which might guide the teachers and the designers of ESP in their investigation to determine the linguistic needs for the target learners.

## Arabic Abstract

### الخلاصة

تناولت هذه الدراسة احتياجات دارسي اللغة الانجليزية للأغراض المحددة. وقد استهدفت هذه الدراسة الطلاب اللذين يدرسون الطب عن طريق اللغة الانجليزية. تم تقسيم احتياجات اللغة الانجليزية إلى ثلاثة أقسام وهي: الاحتياجات العامة والاحتياجات الاكاديمية والاحتياجات الوظيفية للغة الانجليزية. وشمل البحث الطلاب في الجامعات السودانية الآتية: جامعة الخرطوم ، جامعة الزعيم الأزهري و جامعة النيلين.

قامت الدراسة بوضع الفروض الآتية:

**الفريضة الأولى:** أكثر احتياجات اللغة الانجليزية أهمية هي حاجة الطلاب لهد اللغة لقراءة المواد الاكاديمية.

**الفريضة الثانية:** تختلف احتياجات الطلاب للغة الانجليزية باختلاف مستوياتهم الدراسية.

**الفريضة الثالثة:** غالبية الطلاب لا يحتاجون للغة الانجليزية لإغراض خارج نطاقهم الاكاديمي.

وقد قامت الدراسة بطرح الأسئلة الآتية:

١- ما هي احتياجات اللغة الانجليزية الاكثرالحاحا لطلاب الطب في بعض الجامعات السودانية؟

٢- هل طلاب الطب- دون اعتبار لمستوياتهم الدراسية لهم نفس الاحتياجات للغة الانجليزية؟

٣- هل يحتاج طلاب الطب للغة لانجليزية خارج النطاق الأكاديمي؟  
لاختبار الفرضيات والاجابه على الأسئلة السابقة اعتمدت الدراسة المنهج التحليلي الوصفي. تم جمع المعلومات من مصادرها باستخدام استبانة

بروفيسور محمد البصري لعام ١٩٩٠ . بعد جمع المعلومات تم تحليلها و مناقشتها و تفسير النتائج.

وقد توصلت الدراسة إلي إن مهارة الاستماع لفهم المحاضرات هي أكثر المهارة حوجة وليست الحوجة لمهارة القراءة لفهم المواد الدراسية كما افترضت الدراسة. إن الطلاب بمختلف مستوياتهم الدراسية ليس لهم نفس الاحتياجات للغة الانجليزية. وان الطلاب يحتاجون للغة الانجليزية لإغراض خارج النطاق الأكاديمي.

على ضوء النتائج السابقة قامت الدراسة بوضع بعض التوصيات التي قد تساعد مدرسي اللغة الانجليزية للأغراض المحددة ومصممي مناهجها الدراسية في معرفة الاحتياجات الحقيقية للطلاب واستخدامها في وضع منهج يقابل هذه الاحتياجات مما يجعل منهج اللغة الانجليزية للأغراض المحددة أكثر فعالية.

## Definition of Terms

- 1- ESP ----- English for specific purposes
- 2- EAP ----- English for Academic purposes
- 3- EOP ----- English for Occupational purposes
- 4- EST -----English for Science and Technology
- 5- EBE ----- English for Business Science
- 6- ESS ----- English for Social Science
- 7- GPE ----- General Purposes English
- 8- SPSS ----- Statistical Package for Social Science.

#### **Table of contents**

<b>No</b>	<b>Contents</b>	<b>Page</b>
-----------	-----------------	-------------



	Dedication	
	Contents	
	Acknowledgment	
	Abstract	
	Arabic Abstract	
	Definition of terms	
<b>Chapter one</b>		
	<b>Introduction</b>	
1.1	Overview	1
1.2	The Statement of the Research Problem	2
1.3	The Questions of the Study	4
1.4	Hypotheses	4
1.5	The Objectives of the Study	5
1.6	The Significance of the Study	6
1.7	Methodology	7
1.8	The Outline of the Study	7
1.9	The Summary	8
<b>Chapter two</b>		
<b>Theoretical Framework</b>		
2.1	Introduction	9
2.2	Definition of ESP	9
2.2.1.	The purpose of the Programme	11
2.3	Historical Background of ESP	12
2.4.	Types of ESP	14
2.4.1.	EOP	15
2.4.2.	EAP	16
2.4.3	Development of ESP	17
2.5.	ESP Characteristics	17
2.6	An Outline to Linguistic Theory	19
2.6.1	Register Analysis	20
2.6.2	Discourage Analysis	23
2.7.	ESP Courses Designing	30

2.7.1	Curriculum and Syllabus	30
2.7.2	Approaches to ESP Course Design	32
2.7.3.	The Genre Base Approach	32
2.7.4.	Situational Approaches	35
2.7.5	Notional/Functional Approaches	36
2.7.6	Content-Based Approach	37
2.8.	Related Literature	38
2.8.1	Studies Conducted in the Field of Medicine	38
2.8.2	Studies Conducted in the Field of Engineering	39
2.8.3	Studies Conducted in the Field of Science	41
2.8.4	Studies Conducted in the Field of Management	42
2.8.5	Studies Conducted in the Field of Law	43
2.9.	The Summery	

<b>Chapter Three</b>		
<b>Methodology Of The Research</b>		
3.1	Introduction	47
3.2	Methods	47
3.2.1	Population	47
3.2.2	Subjects	48
3.2.3	Instrument	48
3.2.4	Procedure	49
3.2.5	Data	49
3.3	Reliability	50
3.4	Validity	50
3.5	Summary	50

<b>Chapter Four</b>		
<b>Data Analysis, Results and Discussion</b>		
4.1.	Introduction	51
4.2	Results	51
4.2.1.	Data Analysis	51
4.2.2.	Students' Questionnaire	54
4.2.3	The General Needs	54
4.2.4.	The Academic Needs	58
4.2.5.	The Job Needs	62
4.3.	Detailed Discussion	65
4.4.	Testing the Research Hypotheses	65
4.4.1	Hypothesis One	65
4.4.2.	Hypothesis Two	65
4.4.3.	Hypothesis Three	66
4.5.	Findings Pertaining to Hypothesis One	67
4.6.	Finding Pertaining to Hypothesis Two	75
4.7.	Finding Pertaining to Hypothesis Three	82
4.8.	Summary	86
<b>Chapter Five</b>		
<b>Summary, Conclusions and Recommendations</b>		
5.1	Introduction	87
5.2	Summary of the Study	87
5.3.	Conclusions	89
5.4.	Recommendations	90
5.4.1	Recommendations for the Teachers	90
5.4.2.	Recommendations for ESP Courses Designers	91
5.4.3.	Recommendations for Further Studies	92
	References	93
	Appendix (A) students' questionnaire	99
	Appendix (B) master table	102