Dedication

This work is dedicated to:

My mother, family, wife, teachers, colleagues and friends.

Acknowledgements

Thanks to Allah the Almighty for providing this chance for me to achieve higher knowledge than I was having before. Gaining more knowledge means gaining more wisdom and subjugation to Allah.

I would like to express my thanks and gratitude to Sudan University for Science and Technology for offering me this opportunity to carry out this research. Special thanks to my supervisor Dr. Mahmoud Ali Ahmed for his help and sincere efforts.Thanks also go to those who participated in responding to the survey study, and to Dr. Sharef Obied who has done the statistical work. At last and not least, thanks go to Dr. Osama Mudawe Nurain for his invaluable advice.

Abstract

This study aims at investigating language needs among Saudi medical students in the preparatory year at *Shaqra* University. Students who enroll in medical colleges face up a problem manifest in absence of cognitive language knowledge and skills required to enhance the learning conditions. Although the medium of instruction in all medical fields is English, students' grasp of English language is seemingly poor. This ailing situation is further felt in their appeal to their tutors to shift from teaching in English to Arabic. So, preliminary students can hardly make their way and communicate in English .The significance of this study rests on the fact that medical students are expected to have a highly communicative competence and performance while studying and after graduation. The study attempts to investigate students' language needs in order to satisfy the above cited goal.

The researcher adopted a mixed method (quantitative and qualitative). Two questionnaires (one for medical students and another for ESP teachers at *Shaqra* University) and an interview for ESP teachers were conducted to collect data from the participants.These data were statistically analyzed and the most important findings were as follows:

English for Specific Purpose (ESP) empowers students with skills and knowledge of medical terminology to communicate effectively in various medical contexts. 81.6% of the students consider speaking and writing to have more impact on enhancing medical students' communicative skills compared to listening and reading.

Teachers do appreciate the necessity of language needs analysis for its impact on identifying students' weaknesses and strengths in linguistic knowledge that facilitate learning and understanding.

It is recommended that further studies to be conducted to investigate the students' communicative needs in general and ESP learners' needs in particular to satisfy their English language requirements.

Abstract

Arabic Version

مستخلص الدراسة

تهدف هذه الدراسة إلىتحليلاحتياجات التواصل لدى طلاب المسار الطبي للسنة التحضيرية بجامعة شقراء، بالمملكة العربية السعودية. يواجه طلاب المسار الطبي مشكلة حقيقية تتمثل في فقدان المعرفة اللغوية و المهارات اللغوية اللتان يحتاجانهما في تحسين فرص التعلم. بالرغم من ان اللغة المستخدمة في التدريس هي اللغة الانجليزية الا ان الطلاب يصرون علي استخدام لغتهم الام(العربية).لذلك الطلاب المستجدين يجدون صعوبة في التواصل باللغة الانجليزية. تأتي اهمية هذه الدراسة لحقيقة ان طلاب المسار الطبي يتوقع ان يتمتعوا بكفاءة و اداء عالي للتواصل اثناء الدراسة و بعد التخرج. هذه الدراسة محاولة لتحليلالاحتياجات اللغوية لطلاب اللغة الانجليزية للأغراض الطبية.

استخدم الباحث الطريقة المختلطة (كمي و نوعي).تم توزيع استبيانين(احداهما للطلاب و الاخر للأساتذة في جامعة شقراء) بالإضافة عمل مقابلات مع الاساتذة فقط لجمع المعلومات في المملكة العربية السعودية في الكليات الطبية(عينة البحث) ثم استخدمت المعاير الإحصائية و من ثم تم تحليل النتائج.

تمثلت أهم النتائج التي توصل إليها الباحث في الآتي:

يدعم منهج اللغة الانجليزية للأغراض الطبية الطلاب بالمهارات و المعرفة الخاصة بالمصطلحات الطبية لكي يتمكنوا من التواصل بفعالية في مختلف البيئات الطبية.

81.6%يعتبر الطلاب المحادثة و الكتابة هي الاكثرتأثيراًفي تحسين التواصل اكاديمياً و وظيفياً مقارنةًبمهارتي الاستقبال القراءة و الاستماع.

يقدر الطلاب اهمية تحليل الاحتياجات و اثرها في تحديد مواطن الضعف و القوة للمعرفة اللغوية لدى الطلاب مما يساهم في تسهيل التعلم و الفهم.

يوصي الباحث ان تتوجه الدراسات القادمة لبحث احتياجات الطلاب للتواصل باللغة الانجليزية عامةً و احتياجات طلاب الاغراض الطبية خاصةً لتلبية متطلبات كل منهما.

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List of Abbreviations:

CCQ: Communicative Competence Questionnaire
EAP: English for Academic Purpose.
EBE: English for Business and Economics.
ECST: English Curriculum for Science and Technology
EFL: English as a foreign language or a second language.
EOP: English for Occupational Purpose.
ESL: English as a Second Language
ESP: English for Specific Purposes.
ESS: English for Social Studies.
EST: English for Science and Technology.
GE: General English
GEP: General Purposes English.
IPA: Institute of Public Administration
L2: Second Language
NA: Needs Analysis
SA: Kingdom of Saudi Arabia

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