Introduction

1.1 Overview

There is a growing interest and a real consideration of the importance of English language in the Saudi communities in general and the educational institutions in particular. This can be seen and clearly observed from the huge number of foreign companies working in the Gulf Area and the widespread of institutes for teaching English Language in the Saudi Kingdom. The government, the education policy-makers and course designers are all trying to find the suitable theories and policies to devise a proper method to make use of these working opportunities. One of these opportunities is the medical field which is regarded as a potential chance for all Saudis who need jobs or jobless to start a good career. Recent studies show that more than 80% of the employees are non-Saudis who use English as their tool of communication. Moreover, English has become the world dominant language of medicine and technology (Crystal, 2003). So, the key step of being a part of this medical domain is to have a good command of English Language. Mastering English language requires a huge number of studies to be conducted by researchers to determine the actual needs of students. Needs analysis is an approach that can help in diagnosing the learning situation, the learners' wants, attitude, perception and goals.

Needs Analysis (also known as needs assessment) play an essential role in course designing and teaching methodology. It is important to consider needs analysis whether in English for Specific Purposes (ESP) courses or for general English (GE) courses. *According to Iwai et al. (1999), the term needs analysis generally refers to the activities that are involved in collecting information that will serve as the basis for developing a curriculum that will meet the needs of a*

particular group of students. The notion of needs analysis (NA) appeared in 1920 in India by Michael West when he introduced the idea of "needs", when he wanted to consider the learners' needs that are required to master the foreign language in the target situation. Also needs analysis helps in forming the necessary fundamental characteristics of designing a course. In this regards Hutchinson and Waters (1987, p.53) argue that *"any language course should be based on needs analysis"*. Dudley-Evans & St John (1998, p.121) state that *"needs analysis is the process of establishing what and how of a course"*. The two variables addressed here of what and how can be elaborated more as a content of a course and the methodology to deliver this course. What variable depends holistically on learners' needs analysis but how variable is a common ground shared by the learner and others (teachers, administrators, education policy-makers and governmental circles).

1.2 Statement of the Problem

Teaching English language in Saudi Arabia is a challenging issue. Students of English language in the preparatory year spend 6 years studying English in their school before joining the preparatory year which is a part of the university system (Higher education). Students who are enrolled in medical colleges face a problem represented in the lack of language knowledge and skills required to handle the situation. Although the medium of instruction in all medical fields is English, nevertheless, students urge to have their education in their native language (Arabic). preliminary students can hardly make their way and communicate in English. English for Specific Purposes (ESP) and general English are administered and taught to medical students for two terms as a shakeup (remedial) course. The course revises their previous linguistic knowledge and skills and form a basis for new proposed

educational subjects. In spite of all the efforts exerted by the instructors to modify or adapt the course in order to raise the students' motivation and understanding, it seems that the courses do not meet the students' needs. So, this study comes as an attempt to analyse the language needs for what students may perceive as useful or important for them (as subjects) to study.

1.3 Objectives of the study

The objectives of this research can briefly be summarized in the following points:

1- To explore the area of ESP to find solutions for students with specific needs

2- To familiarize learners and teachers with the potential support given by needs analysis approach.

3- To enhance the teaching environment by providing a learning context depending on students real needs.

4- To discuss the possibility of forming theories, designing materials and activities related to needs analysis.

5- To investigate the prerequisites or needs for instruction in college environment those cater for better understanding and motivation.

6- To raise the awareness of teachers, learners and administrators about how useful needs analysis is, if it is well implemented and properly conducted.

1.4 The significance of the study

The significance of this study relies 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

explore students' language needs that can be fulfilled through needs analysis approach. Also, it is just a small contribution in the field of ESP and needs analyses approach.

1.5 The questions of the study

In this study the following questions are raised:

1- To what extent can needs analysis provide the necessary assistance required to enhance the learning environments of medical students?

2- To what degree do the productive skills have more impact on students' communicative performance than the receptive ones?

3- How far does needs perception improve medical students' achievement?

4- To what degree do English teachers consider all macro-skills important for developing language communicative skills?

5- To what extent are English teachers aware of medical students' needs at the preparatory year?

1.6 Hypotheses of the Study

For the purpose of collecting evidence and find persuasive justification, the following hypotheses are designed to be tested within the study.

1. Needs analysis provides the necessary assistance required for enhancing the learning environments of medical students.

2. Productive skills have more impact on medical students' communicative performance than receptive skills.

3- Needs perception improves medical students' achievement?

4. English teachers consider all macro-skills important in developing students' language communicative skills.

5. English teachers are aware of medical students' needs at the preparatory year

1.7 Research Methodlogy

The researcher adopted a mixed method. Two questionnaires were distributed one to the students and another for ESP teachers. Also, an interview was conducted to ESP teachers for more information about the subject of the study. The parameter of the study time was the year 2015. Ministry of Higher Education-Saudi Arabia- at Preparatory Year, Medical Colleges.

1.8 Summary of the Chapter

In this chapter, the researcher tried to give a general view about the study. The overview of the study provided a clear information about the case study regarding status of English language in Saudi Arabia. The statement of the problem reflected the challenges faced by Saudi medical students. Those challenges have led to raising questions and forming hypotheses by the researcher to investigate the problem. The research methodology followed by the researcher for testing the hypotheses was a mixed method approach.

Literature Review

2.1 Overview

This chapter attempts to give a theoretical background for the present study, with an overview for the history and development of English for special purposes. Also, it discusses the problems that face ESP learners, the different theories and models for designing courses based on the language needs of different groups of language learners. Moreover, it enumerates the English skills and their effect on language acquisition depending on learners' needs. Finally, this chapter reviews some related previous studies conducted within ESP perspective.

2.2 The Origins of English for Special Purpose

A historical look into the origins of English for Special Purpose tell about three reasons that lead to the emergence of all ESP: the demands of a Brave New World, a revolution in linguistics, and focus on the learner.

Two factors have eminent effect on ESP reported by (Hutchinson and Waters: 1987:6). First, the end of the Second World War brought with it an

… *age of enormous and unprecedented expansion in scientific, technical and economic activity on an international scale for various reasons, most notably the economic power of the United States in the post-war world, the role [of international language] fell to English*

Furthermore, in 1970th there was a big problem regarding oil commerce that let Western money and Knowledge transferred to the Gulf countries. The language of this knowledge became English. Hutchinson and Waters, 1987: 7) state:

> *The general effect of all this development was to exert pressure on the language teaching profession to deliver the required goods. Whereas English had previously decided its*

own destiny, it now became subject to the wishes, needs and demands of people other than language teachers

The revolution in linguistics stands as the second main reason that have a great impact on the emergence of ESP. Traditional linguists focus on the formal features of language whereas modern linguistics concentrate on the ways in which language is used in real communication. Hutchinson and Waters (1987:7) point out that "*the language we speak and write varies considerably, in a number of different ways, from one context to another*". According to this point teaching instruction and orientation can be modified to achieve different goals in different contexts to meet the learners' needs. Hence, in the late 1960 and the early 1970s there were many attempts to describe English for Science and technology (EST). Hutchinson and Waters (1987:16) identify Ewer and Latorre, Swales, Selinker and Trimble as a few of the prominent descriptive EST pioneers.

The final reason that is considered as having influenced the emergence of ESP is related to the field of psychology. Rather than simply focus on the method of language delivery, more attention is given to the ways in which learners acquire language. Hutchinson and Waters (1987:8) cite *" learners were seen to have different needs and interests, which would have an important influence on their motivation to learn and therefore on the effectiveness of their learning*". Learners were seen to employ different learning strategies, use different skills, enter with different learning schemata, and be motivated by different needs and interests. Therefore, focusing on the learners' needs become equally paramount as the methods employed to disseminate linguistic knowledge. Designing specific courses to better meet these individual needs is a natural extension of this thinking. So, the learner-centered or learning-centered approach as a learning strategy becomes the event of the day among ESL circles.

2.3. Notions about English for Special Purpose

Although the term ESP has widely been used over the last three decades, there has been a considerable debate about what ESP means. Reflecting the dispute over ESP, Robinson (1991: 1) argues that "*what is specific and appropriate in one part of the globe may not be elsewhere*", indicating an impossibility of producing a universally acceptable definition of ESP. Yassin (1999: 52) points out that "*It would not be possible to give an accurate and precise definition of ESP as it is by its very nature as an interdisciplinary area of enquiry*". Thus, In order to understand what ESP means, several elements and factors such as the characteristics and features of ESP, age of ESP learner, time, purposes of the program and learners' need should be considered.

2.3.1 Absolute and Variable Characteristics of English for Special Purpose

Theorists Dudley-Evans and St John (1998:19) modified Strevens' original definition of ESP to form their own. To begin with Strevens', he defined ESP by identifying its absolute and variable characteristics. Strevens' (1988:1-2) definition makes a distinction between four absolute and two variable characteristics.

Absolute characteristics ESP consist of English language teaching which is:

- Designed to meet specified needs of the learner.
- Related in content (i.e. in its themes and topics) to particular disciplines, occupations and activities.
- Centered on the language appropriate to those activities in syntax, lexis, discourse, semantics, etc., and analysis of this discourse.
- In contrast with General English.

<u>Variable characteristics</u>

ESP may be, but is not necessarily:

- Restricted as to the language skills to be learned (e.g. reading only).
- Not taught according to any pre-ordained methodology.

Anthony (1997:30) notes that there has been considerable recent debate about what ESP means despite the fact that it is an approach which has been widely used over the last three decades. At 1997 Japan Conference on ESP. Dudley-Evans offered a modified definition. The revised definition, he and St. John postulate it as follows:

Absolute Characteristics

- ESP is defined to meet specific needs of the learner.
- ESP makes use of the underlying methodology and activities of the discipline it serves.
- ESP is centered on the language (grammar, lexis, and register), skills, discourse and genres appropriate to these activities.

Variable Characteristics

- ESP may be related to or designed for specific disciplines.
- ESP may use, in specific teaching situations, a different methodology from that of general English.
- ESP is likely to be designed for adult learners, either at a tertiary level institution or in a professional work situation. It could, however, be for learners at secondary school level.
- ESP is generally designed for intermediate or advanced students.
- Most ESP courses assume some basic knowledge of the language system, but it can be used with beginners (1998, pp.4-5).

Dudley-Evans and ST. John have removed the absolute characteristic that ‘ESP is in contrast with General English’ and added more variable characteristics. They assert that ESP is not necessarily related to a specific discipline. Furthermore, ESP is likely to be used with adult learners although it could be used with young adults in a secondary school setting.

As for a broader definition of ESP, Hutchinson and Waters (1987:19) theorize, “*ESP is an approach to language teaching in which all decisions as to content and method are based on the learner’s reason for learning*” . Anthony (1997) notes that, it is not clear where ESP courses end and general English courses begin; numerous non-specialist ESL instructors use an ESP approach in that their syllabi are based on analysis of learner needs and their own personal specialist knowledge of using English for real communication.

ESP previously was standing for “English for Special Purposes, ESP now stands for “English for Specific Purposes”. Munby (1978:5) reports that:

> *English for Special Purposes is thought to suggest special languages i.e. restricted language, which for many people is only small part of ESP, whereas English for specific Purpose focuses attention on purpose of the learners and refers to the whole range of language resources.*

2.3.2. The Purpose of the "ESP" Programme

The purpose of "ESP" programme comes from the fact that the learner of "ESP" expresses his/her purpose in learning very clearly: So the concept of purpose in "ESP" is crucial since all the activities are directed towards the achievements clearly specify utilitarian aims at the end of the course. Robinson (1980:6) argues that *"the purpose in "ESP" is generally conceived of as successful performance in work in which the language plays an auxiliary role"*.

The concept of purpose in "ESP" can be seen as a "training" in other words, the learner is provided with specific skills and knowledge to be applied in solving problems, which are clearly specified in advance without necessarily knowing the rationale behind these skills.

In this direction, Widdowson (1983:6) defines (see Robinson above) ESP as *"an essential training operation, which seeks to provide learners with a restricted competence to enable them to cope with certain clearly defined purposes, which the "ESP" course is designed to meet"*. Finally, one can conclude that it's not an easy task to produce a simple definition of "ESP". The very specificity of purposes in "ESP" shows that what is specified for one group of language learners at a certain place might not be the same elsewhere. (ibid).

2.4. Types of ESP

One of the most famous scholars who define the three types of ESP is called Carter. Carter (quoted in Gatehouse: 2001:7) specifies: English as restricted language, English for academic and occupational purposes and English with specific topics:

> *The language used by international air-traffic controllers and waiters is an example of the restricted language. Mackay and Mountford (1978: 4-5) conceive of this type of language as special in the sense that the repertoire required by e.g. the air controller is strictly limited and can accurately be determined [situationally]. However, such restricted repertoires are not languages, just as a tourist phrase book is not grammar. Knowing a restricted "language" would not allow the speaker to communicate effectively in situation outside the vocational environment.*

Considering English for academic and occupational purposes, Carter (cited in Gatehouse: 2001:8) categorizes EAP and English for Occupational purposes

(henceforth EOP) under the same type of ESP. It appears that Carter is implying that the end purpose of both EAP and EOP are one in the same: employment. However, despite the end purpose being identical, that EAP and EOP are different in terms of the language constitutes each one of them. The final type of ESP identified by Carter is English with specific topics. Carter notes that, it is only in this type where the emphasis shifts from purpose to topic. Scientists requiring English for postgraduate reading studies, attending conferences or working in foreign institutions uniquely represent the example for this type that cater for future needs. However, (Gatehouse: 2001:6) argues that this is not a separate type of ESP; rather it is an integral component of ESP courses or programs, which focus on situational language. This situational language was determined based on the interpretation of the results drove from needs analysis of authentic language used in target workplace setting.

Hutchinson and waters (1987:16) identify two ESP types contrasted Carter's three types. Their classification draws on whether the learner uses English for academic purposes or for work and training. Hutchinson and Waters state that, *"it is possible to distinguish ESP courses by the general nature of the learner's specialty*". Therefore, three categories are usually identified in this connection. English for Science and Technology (EST), English for Business and Economics (EBE), and English for Social Sciences (ESS). In this respect two main branches of ESP will be discussed with some more details below.

2.4.1. English for Occupational Purposes (EOP)

English for Occupational Purposes is considered as a very important field that can enhance and raise the standard of those who want to obtain a job. Promotion and effective performance on the workplace require specific courses

to be taught. So, English for Occupational Purposes has been logically brought about as a result of the development in the linguistic field. Dominguez and Rokowski (2002:1) state that "*EOP can be defined as the portion of the curriculum which prepares students for gainful employment in occupations ranging from low-skilled to sophisticated jobs in technical field*". English for Pilots, English for Doctors, and English for Bank employees are examples of EOP domain. English language has a tremendous impact in the labour market that is represented by the role of EOP. Dominguez and Rokowski: (2002:1):

> *EOP is more general compared to ESP because it does not focus on the specific job disciplines but it is more on general basic skills required by the students in order to prepare students for the work. Example of basic skills in EOP are reading, writing, listening and speaking.*

Although, English for Occupational Purposes is directed toward a certain group of specialist, still the basic skills required for establishing an academic course are present: the four skills reading, writing, listening and speaking. These skills will be discussed later in this chapter.

2.4.2. English for Academic Purposes (EAP)

Recently, there has been a development in English language teaching methods. It is widely understood that the communicative-based approaches to the language teaching pay attention to learners' problems in higher education, whereby they need English to continue their studies particularly in the field of science and technology. Flowerdew and Peacock (2001: 8) they mention that "*EAP- is the teaching of English with specific aim to help learners to study, conduct research or teach in that language- is an international activity of tremendous scope*". It accounts for large of ESP activity. Thus, EAP is the most growing ESP branch, and by its very nature, as a discipline taught within the

curriculum of tertiary institutions. EAP shares the broad educational aims of these institutions and at the same time keeps its ESP characteristics.

The special English requirement on the part of the students following higher education courses in science and technology has widely been spread and a good deal of material is done to meet this requirement. The type of student typically catered for in EAP courses are either already in or about to go into a college. An important question aroused about EAP and their specific relation to English language is that, whether the academic activities are universal. In other words, are the students learning through English medium are being taught something that is not connected to their own language communities, or is the academic activity is the same or at least similar around the world? , Whatever the language is? The answer to this question is that the concerns of EAP are not specific to English language, students can do their academic activities through languages other than English; nevertheless many students in higher education institutions are gaining academic achievements through English than their first languages.

2.4.3. Development of EAP

Tracing the history of EAP and its emergence, there are five main countries where it is and still mostly conducted; these are the major English speaking countries (US, UK, Australia, Canada and New Zealand), where there is large number of overseas students, whose first language is not English.

EAP is also carried out in the former British colonial territories, where English is used as second language and was the medium of instruction at university level. EAP was also known in countries which have no historic links with English but which need it to access research literature in that language, e.g. some Western European countries, Japan, China, Latin America, Francophone Africa. (Flowerdew and Peacock 2001: 8).

Now, EAP is a part of instruction in the former Soviet countries as they try to keep away from the influence of Russia and its language and consider themselves as real participants in the global economy and the academic community.

2.5. An Outline of Needs Linguistic Theory

In the past few years, the focus of learning language had been on grammar e.g. the rules of English usage. However, this focus is shifted from describing the rules of usage to the ways in which language is actually used in real communication. The study of (needs analysis, register analysis, discourse analysis and genre analysis) is a new trend in linguistic field nowadays. The shift from describing language values to language "use" communication can be discussed in the following:

2.5.1. Needs Analysis

Needs analysis can be considered as a reliable tool used to discover the linguistic weakness and deficiency of students for better material adaptation, adoption or development in the teaching learning process. Basturkmen (1998) has remarked that needs analysis is finding difficulties and standard frameworks using observation; interviews and questionnaires from participants functioning in a target situation. Furthermore, Stout (1995, as cited in Elkiliç and et al, 2003), notes that need assessment is a systematic exploration of the way things are and the way they should be. Within the same scope, Dudley-Evans and St Johns (1998:121) have stated that "*Needs analysis is the process of establishing the what and how of a course*". The above mentioned definition focuses on the content and methodology of a course. Moreover, Nunan (1988, p:30) states that "…*techniques and procedures for collecting information to be used in syllabus design are referred to as needs analysis*". The more specific definition is given by Richard's (1990, as cited in Elklic', Bayrak' and Parlac' 2003:61) which states that needs analysis focuses on "*A specific language*

needs, such as the special kind of reading comprehension training that foreign students need in order to study engineering, biology, or veterinary medicine". The preceding definitions shed lights on the choice of the language as it is basically left to the learning and language needs of the students.

All the above definitions can be categorized, in one way or the other, under Nunan's general description for every need analysis is made to design better syllabus that meets the students' subjective and objective needs.

2.5.2. Conducting Needs Analysis and its Rationale

In spite of their different outlooks, scholars strongly support conducting needs analysis in the process of learning a certain discipline for specific purposes (Munby, 1978;Hutchinson and Waters, 1987, Yalden, 1987, Nunan, 1988; Canagarajah, 2006). One main purpose of conducting needs analysis is, according to Gardner and Winslow (1983:76), as cited in Poon 1985) "*to produce information which when acted upon makes courses better adapted to students' needs*." Richterich (1984, as cited in Elkilic' and et al. 2003), has asserted that the purpose of needs analysis is to provide the means by involving learners, teachers, administrators and employers in the planning process to obtain substantial input about the content, design and, implementation of a language program. Hutchinson and Waters (1987), too, explain it as a procedure for identifying general and specific language needs of students to find appropriate goals, objectives, methods and contents. Needs analysis is also vital instrument in curriculum development. For this what Long & Crookes (1992:37) say is quoted below

> *The role needs analyses play in curriculum development is obvious. It almost acts as a standpoint for the goal setting and material selection, and syllabus design in general. With a systematic analysis of needs in a school environment more*

consistent and rational decisions can be made for the modification and renewal of the language programs.

As we can see from the above quotation, need analysis may possibly go into modification and renewal of the existing material so as to meet the salient needs of the students in their learning.

Similarly, Yalden (1987) asserts that needs analysis has to be accomplished even before frameworks are drafted in order that the characteristics of learners and their entire language needs can be understood through needs analysis. In the same way, Munby (1978) has strongly asserted that syllabuses and materials in ESP are determined by the communicative needs of the learners. From the above brief explanation we can deduce that needs analysis identifies the principal purposes of learning a specified language; the language type the students need to master; the best methods of teaching to undergo the teaching-learning process; and the possible implementation problems in the program.

2.5.3. Register Analysis

The concept of special language introduces the term "register analysis" into the linguistic domain. The proponents of this "function helps determine form" point of view were Halliday, McIntosh, and Strevens in their book The Linguistic Sciences and Lang- Teaching (1964). They can be credited with introducing a term, which has become part of the jargon of applied linguistics--that of "register" or "a variety of language distinguished according to use" (1964:89). Also, it is called " lexicostatstics" by Swales (1988:1quoted in Dudley-Evans and St. John, 1988) and "frequency analysis" by (Robinson 1991:23). The work of the register concept is on the sentence and grammar level which is eclectic depending on the situation or the context it addresses. Lexicon of specific area or specialty can be seen recurrently when applying register analysis that can encompasses the content into a certain field. These

can be explained by making a comparison between different disciplines i.e. medical domain is different from electrical engineering in terms of vocabulary and grammar. There is an assumption that the ESP is not different from the General English except for a high priority is given to a certain language forms contrasting low priority to other forms. This assumption is supported by Hutchinson and Waters (1987:10) "*Register analysis revealed that there was very little that was distinctive in the sentence of scientific English beyond a tendency to favour particular forms such as the present simple, the passive voice and nominal compounds.*" Moreover, Dudley-Evans and St. John, (1988 as quoted by Hadhi Haseli.S 2007:16) add "*while the grammar of scientific and technical writing does not differ from that of general English, certain grammatical and lexical forms are used much more frequently*". Hutchinson and Waters (1987:10) add that "*The main motive behind register analysis was the pedagogic one of making the ESP more relevant to learners' needs*". Basically, register analysis pave the way for designing a suitable syllabus by directing the efforts towards learners' wants, perceptions and goals.

Regarding the language function and its sematic features, Halliday (1978:64) finds the concept of register "a useful abstraction linking variations of language to variations of social context" and he supposes "that there are three aspects in any situation that have linguistic consequences: field, mode, and tenor" (Eggins, 1994:52). According to him, field refers to "*what is happening, to the nature of the social action that is taking place,*" mode concerns "*what it is that the participants [of a transaction] are expecting language to do for them in that situation,*" and tenor has to do with who are taking part in the transaction as well as the "*nature of the participants, their status and roles*" (Hasan and Halliday, 1985:12). The relationships between language function and language form are synthesized and composed by these three variables. In other words, a register is constituted by "*the linguistic features which are typically associated with a configuration of situational*

features—with particular values of the field, mode and tenor" (Halliday, 1976:22). For example, the tenor of a text, which concerns the relationship between the addresser and the addressee, can "*be analysed in terms of basic distinctions such as polite-colloquial-intimate, on a scale of categories which range from formal to informal*" (Hatim and Mason, 1990:50). In the same scope, the mode of an interaction which manifests the nature of the language code being used can be distinguished in terms of, among other things, spoken and written.

So, the corner stone in building an ESP courses is the register analysis, the necessary initial step to identify the linguistic needs of the learners. Teacher can select and prepare materials according to register analysis and thus the content validity of their work will motivate the learners. Register analysis thus helps ensure appropriateness of content.

2.5.4. Discourse Analysis

Discourse analysis is one of the most important fields within language that received abundant researches under sociolinguistics umbrella. It is more related to language use than its usage in the sense that the study of discourse is the study of all aspects of language in use. Brown and Yule (1983: viii) state that "*term "discourse analysis" has come to be used with a wide range of meanings which cover a wide range of activities*". It is used to describe activities at diverse as sociolinguistics, psycho-linguistics and computational linguistics. Each one of these fields utilizes discourse analysis and its insight within the perspective that probably suit its domain. Also, the basic idea of this stage is simply expressed by Allen and Widdowson (1974) who took the view that the difficulties which the students encounter arise not so much from a defective knowledge of the system of English, but from an unfamiliarity with English use, and that consequently their needs cannot be met by a course which simply provides further practice in the composition of sentences, but only by

one which develops a knowledge of how sentences are used in the performance of different communicative acts. Unlike register analysis, which focuses on language at sentence level, discourse analysis shifts the attention to how language is actually used to perform communicative acts and analyzes the forms of their linguistic realization, most particularly the verb forms. For discourse analysis, there are several meanings, which are intended by the term. The first meaning of discourse analysis refers primarily to spoken interaction, organized into a hierarchy employing some or all the terms act, move, exchange, transaction and others. This is best exemplified by Trimple (1977) who suggests that the physical paragraph should be distinguished from the conceptual paragraphs which may consist of several paragraphs, the conceptual paragraph is (a basic unit) of scientific and technical discourse and (typical putting) of rhetorical units are suggested within the conceptual paragraph.

The second meaning of discourse refers to a stretch of language either spoken or written which considers aspects of sentence, connection, or cohesion. Widdowson (1977:82) suggests more appropriate to use the term text here, not discourse, making a useful distinction between viewing a stretch of language as an exemplification of the structure of the language as unique piece of communication (discourse).

The third meaning of discourse analysis relates to the study of rhetorical function. "*Thus, we find commonly rhetorical techniques of time definition classification, the rhetorical techniques of time, space order and causality*" Trimble and his colleagues consider the sequencing of functions; Widdowson (1979:90) referred to discourse as the use of sentences in combination.

The value of discourse analysis comes from the fact that it focuses on the language use rather than a language usage. All scholars acknowledge the significance of discourse analysis in language teaching. Widdowson (1979:254) suggests "*if we are to adopt a communication approach in teaching*

which takes as primary purpose the development of the ability to do thing with language, then it is discourse which must be at the center of our attention". Candline and Murphy (1976) reporting on a project to prepare lecture comprehension material for engineering students, they note the importance of the study of discourse markers (indicators of transition) and of connectives e.g. firstly, moreover, such as, etc.

The study of cohesion, of discourse markers and other devices would seem to be another trend in linguistics and language teaching which has been developed alongside with "ESP".

Widdowson (1979: 37) states that a concern with "ESP"/EST necessarily entails a concern with communicated competence. He also suggests that it is important for the students to feel that they are involved in a communicative activity and not just learning usage. Students need to be given problems to solve which should as far as possible make appeal to the kinds of cognitive processes which the sciences teaching aims to develop. He makes a number of assumptions that cannot all be justified: The first one is that science is universal; he assumes that students already have some knowledge of science and some knowledge of English. From this point, Widdowson suggests that "*realization of scientific discourse in any language will be a combination of verbal forms unique to the language and non-verbal devices such as formulate and graphs…etc. Which are universal*". Mackey and Mountford (1976) suggest that reading comprehension is a universal skill, like the concept of science can be transferred from one language to another. Thus, "ESP" teacher is concerned not with the skills as such but with the strategies for transfer.

Speech community has been as enveloping concept in sociolinguistics and consequent variety of definitional criteria has widely been discussed; it was seen as being composed of those who share similar linguistic rules as the speech community, of English-speaking world. Labor (1986:7) suggests that

"*New York city is a single speech community and not a collection of speaker living side by side, borrowing occasionally from each other dialects*". In consequence, a speech community is seen as being composed of those who share functional rules that determine the appropriateness of utterances. Others argue for multiple criteria such as Hymes (1974:51) who argues for multiple criteria:

> *A speech community is defined as a community sharing knowledge of rules for the conduct and interpretation of speech. Such sharing comprised knowledge of at least one form of speech, and knowledge also of its patterns of use, both conditions are necessary*

2.5.5. Genre Analysis

Discourse analysis has had a strong influence on ESP research and out of it has developed the Genre Analysis approach with Swales (1981, 1990), being largely responsible for bringing genre research to the core of ESP. Genres, it will be seen, are difficult to define, but at a general level "*genre comprises a class of communicative events, the members of which share some set of communicative purposes*" (Swales 1990:58).

While West notes the difference between genre and discourse analysis by referring to a study done on business telephone calls saying that "*while discourse analysis identifies the functional components of the calls, genre analysis enables the materials writer to sequence these functions into a series to capture the overall structure of such texts*" (West 1997:36). The key feature of genre analysis is that it places the discourse into the communicative context within which it occurs and takes account of aspects such as culture and situation in a way that earlier discourse analysis was unable to do. Accordingly, genre analysis has been considered a very important development in ESP (Dudley-Evans & St John 1998:31).

Discourse analysis may overlap with genre analysis. Dudley-Evans and St. John (1998: 87) give a clear distinction between the two terms:

> *Any study of language or, more specifically, text at a level above that of sentence is a discourse study. This may involve the study of cohesive links between sentences, of paragraphs, or the structure of the whole text. The results of this type of analysis make statements about how texts -any text-work. This is applied discourse analysis. Where, however, the focus of text analysis is on the regularities of structures that distinguish one type of text from another, this is genre analysis and the results focus on the differences between text types, or genres.*

The term ‘genre’ was first used by Swales (1981as quoted in Robinson,1991). His definition of genre is: "*a more or less standardized communicative event with a goal or set of goals mutually understood by the participants in that event and occurring within a functional rather than a personal or social setting*" (Swales, 1981: 10-11, quoted in Robinson, 1991). Bhatia who is one of the researchers in the field of genre analysis has his definition of 'genre analysis' as the study of linguistic behavior in institutionalized academic or professional setting (Bhatia, 1993).

Bhatia highlights a distinction of four systematically related areas of competence that an ESP learner needs to develop so as to get overwhelm his/her lack of confidence in dealing with specialist discourse. These four areas are:

1. **Knowledge of the Code** which is the pre-requisite for developing communicative expertise in specialist or even everyday discourse.

2. **Acquisition of Genre Knowledge** which is the familiarity with and awareness of appropriate rhetorical procedures and conventions typically associated with the specialist discourse community.

3. **Sensitivity to Cognitive Structures**, that is, since certain lexical items have specialist meanings in specific professional genres, a number of syntactic forms may also carry genre specific restricted values in addition to their general meanings codified in grammar books. Thus, it is imperative that the specialist learner become aware of restricted aspects of linguistic code in addition to the general competence he or she requires in the language.

4. **Exploitation of Generic Knowledge**, that is, it is only after learners have developed some acquaintance or, better yet, expertise at levels discussed above, that they can confidently interpret, use or even take liberties with specialist discourse. Genre-analysis approach goes two steps beyond register analysis and one step beyond discourse analysis (though it draws on the findings of both). As Bhatia (undated) states the main benefit of a genre-based approach to the teaching and learning of specialist English is that the learner does not learn language in isolation from specialist contexts, but is encouraged to make the relevant connection between the use of language on the one hand and the purpose of communication on the other.

2.6. Receptive and Productive Skills

Language learners in all languages in the world need productive and receptive skills in order to communicate and socialize in a perfect way. They send a certain message to someone who is supposed to give in and react to this message. The message may be spoken or written production of language in a form of discourse. On the other hand, receiving a message or information through listening or reading demand different communicative activities to be done to decipher the message and react proportionally in a suitable way that may complete the vicious circle in communication. Though, the four language skills (speaking, writing, listening and reading) play a vital role in making communication successful. There is an assumption claims that there is more demand of one skill over the others according to certain situations. For

example, the air-traffic controller will be operating most in the listening and speaking skills; whereas, a medical doctor practising his profession in his home country may need English most for reading specialty literature. As Corder (1973:320) states "*However, these skills may be viewed as tips of the iceberg of a whole set of some internal cognitive mechanisms underlying the production and understanding of speech*"

The classification of receptive skills as passive and productive skills as active may not reflect the real status of processing of language. As cited in Corder (1973:320):

> *Although the receptive skills of reading and listening have few outward noticeable realizations, this does not imply that they are passive. They are, rather, active mental processes which involve hypothesis making and negotiation of meaning*

Moreover, the separation of language skills i.e. each skill to be considered alone is a challenging point. This thorny point lead to the question whether such skills to be handled in isolation or as an integral part of the other skills. The needs analysis may reveal that a student needs the English course for increasing his reading skills, but does this mean that the ESP programme will be confined exclusively to the practice of that particular activity? Reading skill alone cannot make language development possible unless it is integrated and reinforced through listening, writing or speaking because all the four skill have something to share. As Corder points out, the so-called four skills have a lot in common psychologically, and one cannot isolate the mental processes involved in reading from those involved in writing or listening. It follows that "*the efficient learning of reading may also involve writing or speaking. One must not fall into an all too common confusion of ends and means*" (Corder, op cit.). In the same meaning, Widdowson (1978:144) explains that if learning a foreign language is to be viewed

as a matter of acquiring "an ability to interpret discourse, whether the emphasis is on productive or receptive behaviour.... it would seem to follow that any approach directed at achieving it should avoid treating the different skills and abilities that constitute competence in isolation from each other

From a practical point of view, dedicating a learning class to the practice of a single skill area such as reading or writing etc. might result in boredom on the part of the learner and, therefore, decrease learning. Further, with reference to study skills, Candlin, Kirkwood and Moore (1978) point out that any of the study modes involves more than one macro-skill. Reading comprehension, for example, involves note-taking and summarizing which act to facilitate meaning assimilation and the recall of information. Writing academic papers involves reading and discussion with subject tutors. It follows that from a psycholinguistic and practical point of view, productive learning entails an integration of skills. Though the focus of learning tasks will be directed towards the promotion of the target skill area, these tasks should be designed in such a way so as to involve a combination of different types of skills in the learning process. As Stevick observes," *The higher the quality of the image_ that is, the richer and better integrated it is_ the more easily we will be able to get back one part of it when we encounter another part*" (Quoted in Hutchinson and Waters 1987 :75).

ESP learners' communicative needs may have more emphasis on productive skills or vice versa on receptive skills depending on their specialty. In spite of all the assumptions above, regarding no-separation for skills, some learners may prefer to develop productive skills over receptive skills for personal reasons. These reasons reflect their communicative needs and the activities they are presumably will face in the future regarding their career. The purpose of this section is to highlight some of the sub-skills and strategies involved in each type of the four major skills (listening, speaking, reading and

writing). In other words, to consider the importance of productive skills against receptive skills among ESP learners.

2.6.1 Receptive Skills

Reading and listening are considered as receptive skills that enable the reader or the listener to receive a message through orthographic symbols or sound. Both of these skills define the receiver as a decoder of the message. Although reading and listening are receptive skills it does not mean that the reader or the listener is only a passive participant of communication, as both skills involve active participation. Reading and listening are sources of both finely- and roughly-tuned input.

2.6.1.1 Reading Skill

The process of reading comprehension constitutes the first issue in defining the meaning of the word "literacy". Traditionally, the word literacy is defined as the ability to read and write. A person who is not capable of reading a word for instance, is totally illiterate. So, illiteracy reduction and its elimination programme has become an important issue worldwide. Those who are in charge of education have started educating people in the areas of reading and writing to eliminate or at least diminish the amount of illiteracy exists in their communities.

Reading comprehension has captured the attention of many linguists, instructors and teachers. The fact behind that is, reading has become an indispensable aspect of human interactions. According to Goodman and Goodman (1982, as cited in Carmen F. Sierra Monroig 2011), reading is not learning to recognize words, but learning to make sense of texts. Readers are able to create certain methods for relating print to speech as they read meaningful texts. In a constructivist learning environment, students construct their own knowledge. The activities those cater for reading are introduced and problem solving is done within groups through tasks that are meaningful to

students. Social interaction provides for cognitive conflict or discussion, debate, and exchange of ideas. What is new is related to what is known. Furthermore, People interact with written, printed or on-line texts on daily basis for the purpose of getting information, self-entertaining, broadening their background knowledge, obtaining facts, verifying information , conducting international proficiency tests (i.e. TOEFL, ILETS, GRE), etc.

In its simplest definition, reading comprehension can be defined as the ability to grasp a deeper understanding of a written text. RAND Reading Study Group Report (2002: 11) defines reading as "*the process of simultaneously extracting and constructing meaning through interaction and involvement with written language."* The skill of reading is one of the most important as a foundation for learning in school. Reading fosters general knowledge, spelling, writing ability, and vocabulary development. Success in school and in the chosen occupation will be hindered without the skill of reading. Linguistically, understanding a text or whatever the format is, requires a reader to be skillful in decoding its particular vocabulary, extracting the main ideas, evaluating the amount of information presented on that materials, understanding the authors' or writers' point of view, etc. Al-Mutawa and Kilani (1989: 114), define reading as "*the process of extracting meaning from printed or written material. That is the ability to decode meaning from graphic symbols as illustrated by Goodman (1967, p.133): graphic code___ decoding_____ meaning*".

Moreover, the ultimate goal of reading is to understand what is read. In order to understand what is read, background knowledge has to be activated. Vocabulary has to be understood. Comprehension cannot take place without the ability to construct meaning. The grammatical structures of written text are more varied and complex than those of causal, oral language (National Institute of Child Health and Human Development, (2000).

The main purpose of teaching reading comprehension is to develop students understanding of a piece of written language. Martin (1991) cited "*The purpose of reading is to connect the ideas on the page to what you already know. If you don't know anything about a subject, then pouring words of text into your mind is like pouring water into your hand. You don't retain much*." Most of the objectives being set in EFL classes are to help students read effectively and professionally. Greenall & Swan (1986: 2) report:

> *everyone reads with some kind of purpose in mind; generally speaking, the purpose is either to enjoy oneself or to obtain information of some kind. Effective reading means being able to read accurately and efficiently and to understand as much of the passage as you need in order to achieve your purpose*

In the same stream Chorney (2005) states

> *interactive reading can be defined as a process in which readers have control over the texts they are reading. This control enables them to influence the nature of the reading process in that they are able and free to participate actively in the construction of meaning of whatever they are reading*

Goodman (1970) recommends in his research findings, Readers need to become familiar and recognize a vast array of linguistic signals, such as letters, morphemes, syllables, words, phrases, grammatical cues, and discourse markers in order to use their data-processing mechanisms, and organize them. In case, the reader lacks knowledge of these linguistic signals, the reader, has to make guesses from context, take what makes sense, and move on with the reading. This is referred to as top-down processing. The reader uses his or her own intelligence and experience to elicit meaning from the text.

On the other hand, Brown (2001), describes bottom-up processing as the recognition of grapheme-phoneme correspondences, syllables, and lexis in

order for comprehension of the reading to take place. Both processes top-down and bottom-up, have been previously taught according to teacher preference. Recently though, combining the two processes, resulted in what is termed interactive reading that lead to greater success in teaching methodology.

The importance of teaching reading comprehension has been strongly emphasized by many teachers, instructors and linguists in their contributions. Mutawa and Kilani (1989: 115); state that: "*The main goal of teaching reading is to train pupils to read effectively and quickly enough to get information or meaning from written materials rapidly and with full understanding*".

Reading gives wide opportunities to know about linguistics aspects and culture. It serves primarily to introduce basic linguistics form, phonemes, words, structure, sentence patterns and language functions. Also it enriches learners' vocabulary, ideas and comprehensive ability that will facilitate development of greater reading. Moreover, it provides information and ideas to be communicated. In the same regard, Hedge (2000: 205); mentioned a set of general goals for reading components of an English language course. Her contributions are included in the following points:

1-To be able to read arrange of text in English.

2- To adapt reading style according to range of purposes and apply different strategies (e.g. skimming, scanning) as appropriate.

3- To build schematic knowledge in order to interpret texts meaningfully.

4- To develop awareness of the structure of written texts in English and to be able to make use of, e.g., rhetorical cohesive device in comprehending texts.

5- To take a critical stance to content of text.

2.6.1.2 Listening Skill

Listening practice is regarded as a corner stone in ESP learners' priority. Non-native speakers and students alike need a considerable amount of exposure to fluent spoken English by the native speakers. In addition, there seems to be a relationship between the type of listening situation and the learner's listening ability. The listener who uses a telephone to communicate may face some inconveniences like sound distortion and absence of visual support. Add to this, processing the flow of information in a lecture and responding immediately to instructions in a science laboratory or a workshop demand specific skills on the part of the learner dictated by the characteristic features of the listening context. Moreover, listening practice materials should be authentic and should exemplify the discourse procedures and physical features of the situation in which the learners need to perform.

ESP Students required to follow a lecture in English medium about their specialty subject will need to be trained in the discourse procedures, verbal and non-verbal, used by the lecturer. The practice materials should concentrate on items that present problems to students such as the ability to handle logical connectors and anaphoric expressions (reference to an element previously mentioned which is normally fulfilled by the use of pronouns, demonstratives etc. e.g.); to interpret phonological features such as connective and contrastive forms, and colloquial idioms and expressions; and to get the gist of a lecture so as to get notes (Morrison 1978: 64). All these items cannot be practiced in isolation but in contextualized meaningful discourse.

Hutchinson and Waters (1980b:10) discuss some of the procedures that determine the structure of an EST lecture like the conversational mode of presentation and the role of visuals. They maintain that visual display forms the axis of the discourse:

> *Language ceases in effect to be the primary element in the communication: it takes an interpretive role_ explaining,*

highlighting or contextualizing what is visually observable... The normal roles are reversed

Using genuine samples of lectures as a basis for practice can be too highly subject-specific and may not appeal to students. Other materials on general scientific topics can be used to involve learners in the subject like television documentaries or radio broadcast discussions, as Morrison (1978) notes, can be utilized as a vital source for listening practice materials. Audiovisual materials like these can serve as a genuine stimulus on the side of the students to attract their attention and interest.

Backing up listening tasks by written exercises, can check and reinforce the assimilation of the pertinent items. However, video recording lectures can be incorporated into the ESP programme, not so much as a basis for language practice, but more to enable the student to build up a global picture of the structure of his specialty lecture and to provide practice in establishing the relationship between visual forms of presentation and spoken texts (cf. Kennedy and Bolitho 1984).

In an English speaking community, when ESP students required functioning in a workshop or a science laboratory, they might also face comprehension difficulties. This is often due to the nature of the input they are receiving which tends to be colloquial, elliptical, decontextualized and demands immediate response (Farrington 1981). In other words, the stretch of discourse they will be exposed to tends to be rapid, short and devoid of a clear verbal context as it is the case in oral directives and instructions_ where the receiver is required to respond immediately and where failure to collect the message correctly might bear unfavourable consequences. Farrington (1981:68) reflects on the nature of interaction in science laboratories and, thus, points out some comprehension problems that face L2 university students:

Another thing that struck me was how important it was that the request, directive, warning should be understood exactly and first time. 'Sorry? What did you say?', perfectly acceptable in casual conversation, would be a very unfortunate response in many circumstances. I have in mind, for example, one occasion when a lecturer shouted at a Brazillian student, 'Get me the water bottle_ the red-topped one'. At the time of speaking, he had his back to the student, and also, between his teeth, he was holding a syringe...

Communication in such a situation forces the listener to rely more on his/her perceptive skills (identifying the surface structure of words, bit by bit, as heard) for deciphering the incoming data than on the clues provided by the verbal or situational context.

Cutler and Clifton (1999) divided the process of listening into four phases, Decoding, Segmenting, Recognizing, and Integrating. Decoding includes the selection of speech from the acoustic background and its transformation to abstract representation. Segmenting involves parsing continuous sound into words. Recognizing is made up of both word recognition, including the retrieval of lexical information, and utterance interpretation, which primarily consists of syntactic analysis and thematic processing. Thematic processing requires recognition of thematic roles and relations, where a thematic relation is defined as "*a temporal, spatial, causal, or functional relation between things that perform complementary roles in the same scenario or event*" (Estes, Golonka, Jones, & Brian, 2011: 251). After all these steps are completed, the integration phase follows. At this point, the meaning of the utterance is fit into the current context and flow of information.

Decoding here means perceiving the speech (i.e., the human voice) from all the sounds one is exposed to simultaneously and checking each sound element against the mental catalog of abstract representations of the sounds in

the language of interest. This process is necessary because the phonological representation of each word in the mental lexicon is coded in terms of those representative sounds. Segmenting the seemingly continuous sound stream into words has to occur next before the sentence can be parsed. Forming the meaning of the sentence occurs in the Recognizing phase; at this point, syntax must be taken into account.

All the operations up to this point can be completed based solely on phonological, lexical, and syntactic information. However, arriving at an accurate understanding of the message requires more than a simple linguistic analysis, and this is the reason for Integration, where extra-textual contexts, one's world knowledge and experience, and all other relevant pragmatics are taken into account. Roughly speaking, Segmenting and Recognizing in the current model correspond to the parsing phase of Johnston and Doughty (2007). According to the meta-analysis of L2 listening processing by Johnston and Doughty (2007, as cited in Akiko Hagiwara 2010), proficient listeners use a variety of acoustic and syntactic cues for segmentation. On the other hand, low proficiency L2 listeners' use of cues is limited in the initial stage of acquisition, and they must rely on acoustic and semantic cues.

Taylor (1981: 41-42) proposed a developmental description of listening.

Developmental Listening Stages:

Stage 1: Stream of sound (zero comprehension of content)

Stage 2: Isolated word recognition within the stream (minimal comprehension of general content)

Stage 3: Phrase/formula recognition (marginal comprehension of what is heard)

Stage 4: Clause/sentence recognition (minimally functional comprehension of content)

Stage 5: Extended speech recognition (general comprehension of unedited speech)

In Stage 2, learners begin to recognize words present in the stream of sound. This is an incipient word recognition stage and the relationships among the words they can hear are not clear yet. Understanding strings of words begins with Stage 3 where the listeners begin to comprehend the meanings formed by groups of words. However, due to the presence of segments of speech they have failed to understand, the relationships among those groups of words they successfully comprehended are not necessarily clear at this point. Beginning with Stage 4, learners are able to arrive at a rough understanding of the stream of sound as mutually related clauses and sentences. Note that the listening models described and proposed by Johnston and Doughty (2007) and Cutler and Clifton (1999) only deal with a listener at Stage 4.

An entirely different perspective of the listening process is provided by the dual process view, which includes bottom-up processing and top-down processing. Bottom-up processing proceeds from sounds or letters upward to meaning in a fairly linear fashion, and top-down processing relies on the listener's schema and knowledge of the context within which the message is occurring. It is widely believed that both of these processes operate simultaneously during listening. The interaction between top-down and bottom-up skills, known as the Interactive Model, is currently regarded as an accurate representation of both reading and listening (O'Malley, Chamot, & Kupper, 1989; Rumelhart, 1975). It involves the parallel processing of phonological, syntactic, semantic, and pragmatic information. Describing the Integrative Listening Process Model, Thompson, (2004, as cited in Masayasu Aotani ,2011) showed that the process of listening can be decomposed into five distinct stages of *Receive*, *Comprehend*, *Interpret*, *Evaluate*, and *Respond*. *Receive* is basically a matter of hearing acuity, *Comprehend* means understanding the surface meaning as in a physics lecture, *Interpret* requires

understanding the context and possible hidden meanings as in a business negotiation, and *Evaluate* allows the listeners to judge such qualities as logical consistency and the perceived value of the message. In the listening comprehension literature, *Respond* typically means both the listener's internal reaction to the message and the actual response to the interlocutor in a conversation. This model is unique because of its focus on different purposes of listening.

2.6.2. Productive Skill

The other two parts of language skills are speaking and writing skills. They are termed as productive skills. The nature of these skills is related to linguistic output in discourse interaction. The learning of productive skills of speaking and writing is closely linked with the receptive skills of listening and reading. There are a number of reasons why language production is difficult. These are justified by (Harmer, 2001:259), learners must have the knowledge of appropriate vocabulary and learn to perform the tasks of communication spontaneously. In spoken production speakers need to use connected speech, common lexical phrases, show non-verbal means of interaction in face-to-face communication and be able to structure their speech and reformulate ideas. While speech has a greater range of non-verbal means to express meaning. writing will need a greater accuracy as no immediate feedback is given to the writer. Writing is more precise and it should be more accurate than speech.

2.6.2.1 Writing Skill

The main objective of learning English language is to communicate successfully in a verbal and written format. Like the rest of the three skills i.e. Speaking, Listening and Reading, Writing skill represents a critical and crucial

issue in mastering English language. The fact behind that, people of different ranks and social status communicate in different written formats on a regular basis to negotiate, transact and document their agreements and contracts. Higher positions in ministries, firms, organizations, universities required a profound grasp of writing mastery for a better communication.

Writing, in particular has the potential to be a very powerful tool for reflection in and on action because it is in and of itself a composition process (Burton, 2009: 303). Writing is "*a complex cognitive and social activity and . . . the mental processes involved as well as the contextual knowledge bases that must be tapped are enormous*" (Beaufort, 2007: 6). Hyland (2003) adds to this point the role that instruction plays when he compared the experience of the second language learner to the experience of the native speaker writer,

> *Learning how to write in a second language is one of the most challenging aspects of second language learning. Perhaps, is not surprising in view of the fact that even for those who speak English as a first language, the ability to write effectively is something that requires extensive and specialized instruction. (p. xiii)*

The importance of writing skills in different fields of knowledge can be obviously observed in the many contributions as in: Huckin & Olsen (1991:3) who report "For many technical professional, the ultimate product of their work is a written document. If that document is badly written, it reflects badly not only on individual involved but on the entire organization. Organizations know this, of course, and sometimes we hiring and promotion decisions on writing ability". In the same regards, Ellis (1989: viii) writes,

> *there are firms that exist solely because of gaps in writing skills by men and women in the scientific and business communities.*

> *One New York research company in Rockefeller Center operates on a seven-figure budget, spending most of its energies "coordinating research" (clarifying often on intelligible reports) from oil and automobile firms. One executive there claimed recently that most engineers seem to write in the James Joyce stream-of- consciousness style." If they ever learn how to put one word in front of another," the executive said" we will be out of business*

Al-Mutawa and Kilani (1989:125) state : "*writing is an active means of communicating ideas. In its functional sense, it equated with speech since both are concerned with conveying information*". Al-Khuli (1983: 83) writes "writing usually one of the major skills involved in learning a foreign language because, it is one of the medium of conveying message." Also, Zhu (2002: 94) explains

> *while listening and speaking skills are essential for effective communication in many situation, writing constitutes another powerful tool, allowing second-language learners to perform a variety of language tasks, ,ranging from leafing a note for a friend to answering an essay question exam or preparing a research report*

So, ESP learners who are supposed to master writing skills while they are studying as a collegiate students, have the potentiality to make use of essay writing, report building and note-taking for the future to come. By doing well in college writing activities and assignments, they can pave the way for better achievement in the workplace.

Omaggio Hadley (2001) describes the process of learning to write in a second language as a *"continuum of activities that range from the more mechanical or formal aspects of 'writing down' on the one end to the more*

complex act of composing on the other" (p. 281). On this continuum, writing develops first through skill-getting activities that focus on understanding the way the language functions (i.e., its grammar, syntax, lexicon, cohesive devices) to skill-using activities in which learners engage in expression and communication (Rivers as cited in Omaggio Hadley, 2001:281). The ways these activities are structured in instruction highly depend on the purpose and approach to writing.

According to Rao (2007:100), the purpose of writing in EFL teaching is two- fold. On the one hand, [writing] stimulates thinking, compels students to concentrate and organize their ideas, and cultivates their ability to summarize, analyze, and criticize. On the other hand, it reinforces learning in, thinking in, and reflecting on the English language. He asserted that all this makes writing difficult because it requires the use of both linguistic and cognitive strategies learners may not be quite certain about. In fact, writing in general is a problem-solving activity that requires cognitive processes of thinking and memory involved with "*the problem of content-what to say- and the problem of rhetoric-how to say it*" (Kellogg, 2008: 2). ESP learners are faced with a challenging task in writing to which language teachers respond by implementing practices and activities from a variety of approaches or teaching orientations.

In order to produce a coherent and well-organized written works, students should be exposed to a variety of techniques and strategies which are basically oriented towards developing the areas of language appropriateness, style, content, organization, grammar, students thinking process and creativity. Hedge (2000: 302); mentions that:

> *the process view of writing sees it as "thinking, as discovery. Writing is the result of employing strategies to manage the composing process, which is one of the gradual developing a text.*

It involves a number of activities: setting goals, generating ideas, organizing information, selecting appropriate language, making a draft, reading and reviewing it, then revising and editing". Writing is a systematic process. Meaning to say, providing and designing such activities should be graded and in step by step manner like all educational processes.

Regarding genres writing, EFL students have been trained on practicing different kinds of writing in their classes. The most commonly known are Osama Mudawi (2006): The expository writing, the descriptive writing, argumentative writing and Narrative writing. Each type has a different techniques, structure, vocabulary and layout strategies. These kinds are detailed in the following points:

1- Descriptive writing which basically includes

a- Description of places

b- Description of Persons, for instance, in terms of the characterization and profile.

c- Description of objects. (a movie, a book, a ceremony, …etc.)

2- The Expository writing: this type is also known as explanatory writing. It is basically designed to explain a certain subject matter. It is characterized by complete simplicity, step-by-step instructions and the use of analogies.

3- Argumentative Writing (Both For and Against) : This type is normally seen in EFL classes especially at university level as in Drama courses when students are required to argue their attitudes, beliefs and viewpoints over characters, for instance.

4- Narrative writing: this sort of writing is adapted in storytelling and expressing events usually from the past. It can be found in a form of fiction or real events.

5- Writing letters: It falls into two categories formal and informal letters.

6- Notice and Advertisement.

7- Writing Newspapers reports.

There are some practical tips for teaching writing. As it is known by default, writing is the process of producing apiece of written material in well-organized way. Teachers of English language are required to classify and group their learners in genre levels for designing better activities. As starting point, and from the very beginning, someone should know the English alphabet, relationship between sounds and written symbols, spelling, punctuation, indentation, sentence structure and sentence combination for producing a better written work. Moreover, the basic paragraph-building skills such as topic sentence, the controlling of ideas, unity, coherence, transition and subordination should be understood and well-practiced by learners of English. Below is the description of some of the most recommended activities and practices:

1-Prewriting: in this stage, learners are trained about how to write letters and the graphic symbols.

2-Coping: There are many activities related to this stage such as fill in the blank, scrambled sentences, putting sentences in correct order, matching questions and answers, correcting sentences, cross puzzles and sentence completion.

3-Dictation: This activity is essential for developing the spelling. It can be practiced in many forms such as look at the pictures and write the words, fill in

the missing letter, re-arrange the following letters to make a meaningful words, match words with pictures.

4-Controlling writing: Sometimes known as Guided Writing. Students will be given some information which can be illustrated in tables, diagrams, pictures, sentences, etc. and required students to produce their writing on the same material presented. In fact, this writing is in sharp contrast with free writing. It may take one of the following forms:

a- Parallel sentence.

b- Parallel paragraphs.

c- Missing words.

d- Word ordering.

e- Joining sentences.

f- Sentence completion.

g- Writing based on pictures.

There have been four main approaches used in EFL instruction: controlled writing, rhetorical writing, process writing and English for specific purposes (ESP) Bacha, (2002: 165).

Firstly, Controlled writing focuses on practice of language patterns and grammatical accuracy. Writing is perceived as an opportunity for the learner to manipulate and transform language forms (Raimes,1991: 408). Secondly, Rhetorical writing centered on "*models of writing above the sentence level and advocated the different rhetorical modes of narration, cause–effect, comparison–contrast, argumentation, etc., and took into account the cultural and linguistic background of the writer*" (Bacha, 2002: 165). Thirdly, Process writing concentrates on the various things writers do prior to writing (brainstorming), while writing (revising), and until they prepare their final

product (proofreading). This approach is reflected in the instruction through the implementation of practices that "*allow their students time and opportunity for selecting topics, generating ideas, writing drafts and revisions, and providing feedback"* (Raimes, 1991: 410). Finally, The English for specific purposes derives from a focus on content as related to the writing tasks common in certain discourse communities. Its implementation in L2 instruction was realized through tasks built around reading and writing in the content from various disciplines (Raimes, 1991: 411).

Hyland (2003:2) considers these various approaches to writing as perspectives or teaching orientations teachers are likely to adopt in an eclectic way "*accommodating their practices to the constraints of their teaching situations and their beliefs about how students learn to write*". Hyland (2003) identifies seven teaching orientations to writing according to their focus and ways they are enacted in teaching practices. These teaching orientations consider the four approaches formerly described but add three new ones and some features important to the discussion of writing in second language learning. When the focus is on language structures, writing is understood as a product in which language knowledge is attained through imitation and manipulation of models. The teaching orientation to writing as text functions extends to the way paragraphs and texts are structured in the forms of patterns to be remembered and reproduced. This orientation is usually used to prepare L2 learners for college level academic writing. Writing as creative expression explores learners' opinions and experiences highlighting their self-discovery. The teaching orientation that looks into the writing process focuses on learner's cognitive processes as related to planning, writing, drafting, revising and editing and the teacher’s role is one of a guide in the process of creating awareness of strategies to write. Teacher's response (feedback) during the writing stages is also an essential part of this teaching orientation to writing. This is considered to be "*the dominant approach in L2 writing teaching today*"

(Hyland, 2003: 14). The teaching orientation focused on content looks at the topics learners write about while the teaching orientation focused on genre and context of writing underscore the purpose and audience learners write for. This overview of the teaching orientations to writing defines the varied forms L2 instruction can take and the varied ways they can impact the learner's development of this language skill.

Grammar is the most important element in producing a correct piece of writing. Teachers should be aware that students have acquired the necessary skills in the areas of grammatical meaning which includes syntax, functional words and intonation and stress.

1- Grammatical Structures (subject, verb, pronoun, Tense forms, sequence of tenses, single-word, phrase, clauses modification patterns, prepositional, participle, infinitive phrases, noun, adjectives, adverb clauses, subordination and coordination constructions).

2- Syntactical structure (complete sentence, sentence variety and correct parallel structure).

Add to all these, Punctuation: Correct punctuation is the most important elements in writing process. Students should develop their punctuation ability to avoid committing mistakes when writing. Punctuation includes:

1- Capitalization

2- End punctuation (Full-stops, question mark, exclamation mark.

3- Use of commas, hyphens, and apostrophes.

To help EFL learners to be successful in producing a coherent piece of writing with a meaningful context, teacher likely consider the following when teaching:

1-Planning: The role of the teacher is to support and encourage his/her students to plan their own writing by stating purposes, linking ideas and knowing what kind of readers are they going to address.

2-Revising: Is one of the most useful techniques in EFL writing classes. Students are trained about how to revise their own production to be sure that all the expressed ideas are logic and persuasive.

3-Reader-based prose: This is actually concerned with knowing about what the readers need to know and how to make information clear and easy to be obtained.

4-Motivation: students will be highly motivated when presented with meaningful, relevant, and a real purpose of writing.

Writing skill has become an area of interest for many scholars, linguists and teachers. As a result, many have been written in that area. Their contributions can be seen obviously in different formats such as books, papers, newspapers, educational forums, on-line publications…etc. Some of these contributions are stated in the following regard:

Hedge (2000: 305) has suggested many principles for teachers to be incorporated all together with the activities for teaching writing skill. They are stated as follow:

1- Assisting students to generate ideas.

2-Provide practice in planning.

3- Contextualizing tasks.

4- Encouraging students in revision strategies.

5-Issues in introducing a process approach

6- Supporting students with technology.

Macy et.al (2000: 96) have mentioned useful strategies for teaching writing. Their contributions are stated in the following points:

Modeling

1-Be a good model; write with your students; share your writing with them; model writing strategies.

2-Help students generate topics through activities such as brainstorming and listing

3-With assigned topics, help students generate ideas through small-group and class discussions.

4-Teach composition strategies

5-Help students understand their audience and purpose of writing

6-Raise students' awareness of rhetorical form through reading activities

Process

1-Provide students with feedback on draft

2-Train students to be effective evaluators of peer writing

3-Help students monitor and evaluate their own writing

4Teach revision and editing strategies

Expectation

1-Keep in mind that the early steps of the writing process should be devoted to content and organization, not error-free-writing

2-Be aware that second-language learners bring different levels of writing experiences from their first language. Provide individualized guidance.

Motivation

1-Allow students to select their own topics whenever possible.

2-When assigning topics make sure that the keys are meaningful and relevant.

3- Respond to students writing as an interested reader.

4-Provide students with opportunities to "publish their written in a variety of formats.

5-Help students become confident in themselves as writers.

Level

1-Keep in mind that students' language proficiency itself does not always determines writing success.

2-Students at lower levels of proficiency can start to write.

Aforementioned views of the scholars conclude that writing skill is a unique mental activity that triggers all human experiences and memory-accumulated files, lessons and aspirations to produce an artistic piece of linear text. The way people compose their writing tells what type of characters they are. ESP students' writing reflects the persona and the background of their literacy and specialty. Medical writing differs from literary writing. No one can deny the deep contrast between the two spheres.

2.6.2.2 Speaking Skill

Speaking skill in English language is related to communicative competence. In the 1960's sociolinguists began examining language as it was used in actual speech communities instead of focusing on the formal rules of language. This change in the field of linguistics contributed to the idea of communicative competence as "*knowing how, when, and why to say what to whom*" (Klee 1998: 339). The goal of communicative competence is to "*allow learners to use the target language in meaningful, interactive, and engaging ways*" (Koike and Hinojosa, 1998: 33). Klee (1998) also presents three

communicative modes to consider when studying communicative competence. They are the interpersonal mode, the interpretive mode, and the presentational mode. The presentational mode refers to "one-way" productive communication, the interpretive mode refers to the receptive abilities to understand and interpret language, and the interpersonal mode "*involves active negotiation of meaning*" (p. 346).

Furthermore, Acquisition of linguistic abilities and cognitive competence represent the input or the intake which has a great impact on language production i.e. the output. The performance competence reflects the achieved goals or learning outcomes that ESP learners attained. ESP learners might need English in order to communicate orally in formal as well as in informal situations. These two situations share much in common, still each maintains its own features and demands specific skills.

In both formal and informal contexts, communication is usually either bi-directional or multi-directional and is mediated by paralinguistic features and feedback. However, informal speech tends to be redundant and elliptic, fragmented and inconsistent. It is mediated by repetitions, hesitations, false starts and pauses; and usually participants contribute in short turns due to the interruptions that normally take place in informal speech situations. On the basis of a study of the language used in informal business meetings (where the participants know each other), Williams (1988) remarks:

> *The language contained a large number of unfinished sentences, false starts, overlapping utterances, interruptions and fillers such as 'urn', 'er', and 'you know . A large proportion of the language contained comments, jokes, quips, repetitions.... The speakers did not generally speak in one-sentence utterances.... Overtly polite forms were not generally used in the real meetings... (p. 49).*

Williams (1988) further points out that the language functions performed by participants in informal meetings are not necessarily realized explicitly: "*Which function was being performed was clear from the presuppositions, situation, and context*" (p.51). There seems to be two language problems that especially need to be drawn attention to in relation to informal speech:1) The ability to process unfinished sentences (i.e. abbreviated utterances) whether receptively or productively. This has been pointed out by Cook (1978:103-4):

> *... it has always seemed odd to me that such a common feature of the spoken language should be carefully avoided.... Students often find it difficult to locate the referential 'root' of an incomplete sentence and their English is marked by an inability to formulate sentences in a natural way*

Cook (1978) notes that students should be trained in dialogues which involve the manipulation of incomplete sentences. 2) The ability to handle discourse strategies for performing language functions rather than excessive reliance on the formal exponents for these functions. Williams (1988) points out that L2 speakers world-wide tend to be over-explicit when they express speech acts. She holds published learning materials which proceed from the functional approach to be accountable for this phenomenon.

As a result of a comparative study of the language taught by business English books and that used in real business meetings, she explains that textbooks tend to present learners with an 'item-bank' of language functions together with their over-polite, over-explicit linguistic realizations; whereas, in real meetings, many of these functions are covertly realized. Williams gives the example of 'expressing opinion' function. She explains that in the books examined, "*28 ways for performing this function were taught. These were all explicit, and included items like 'I definitely think that'; 'I really do think that' ; 'as I see it'; 'I consider'; 'I feel'; 'in my opinion*'". Comparing this to the way in

which this function is performed in real situations, she notes: "*Of the 59 expressions of opinion in the real meetings, 18 began with versions of 'I think', while 19 were statements that were not expressed explicitly, but were heard to be opinions*" (p. 52). Williams observes that not only do such books teach students inaccurate expressions, but they train them to be over-explicit, as well: "*We might be in danger of teaching our students to be over-explicit*" (p. 52). Therefore, she recommends that teachers should rely more on authentic materials than on course books and their accompanying tapes and films.

In a study of the speech that occurs in formal environments (academic seminars, committees, and formal business meetings), the language used_ being in most cases pre-planned_ tends to be more structured, formulaic, precise and consistent. Participants usually contribute in long turns and speak in sentences which are relatively short and grammatically correct (Ellis & Beattie 1986: 117). It follows that structured long-turn speech is a feature of performance in formal contexts. Since the nature of communication is essentially transactional (i.e. message-oriented), one is bound to relate information clearly, systematically and concisely: "*Successful transactional speech often involves more use of specific vocabulary*" (Brown & Yule 1983a: 13). The speaker is obliged to make conscious use of rhetorical acts and discourse procedures. One is bound to exemplify, define, describe etc. The speaker tends to make overt use of logical connectors (e.g. consequently, on the other hand, as a result etc.) for organizing the flow of information. In this respect, formal speech shares many of the features of written language (cf. Brown & Yule 1983b: 14). On the other hand, the receiver, as Brown and Yule (1983a:13) note, "*is conventionally expected to make notes in writing in order to from a permanent record*" of what has been said.

This implies that ESP learners need to be trained in the skills required for communicating information in long turns. As Brown and Yule (1983a:19) point out:

> *The ability to produce long transactional turns, in which clear information is transferred, is, we claim, not an ability which is automatically acquired.... It is an ability which appears to need adequate models, adequate practice and feedback.... training the student to produce short turns will not automatically yield a student who can perform satisfactorily in long turns*

A long turn, as defined by Brown and Yule (1983a), "*consists of a string of utterances which may last as long as an hour's lecture*" (p. 16). The longer the turn, they observe, the more demands are made on the language producer. One form of long-turn speech that ESP students might need to be trained in is 'talk delivery' where the speaker will be fully responsible for the structure of the discourse. Price (1977) suggests a technique for training students in structuring their presentation. She identifies five stages in the presentation of a speech: a) general introduction, b) statement of intention, c) information in detail, d) conclusion, and e) invitation for discussion. The approach she proposes for training students in talk delivery is to introduce them to the idea of the five stages, discuss with them the function of each stage and, then, provide them with a model talk. The students would be asked to spot the five stages as they listened, and the kind of language used for treating each stage. Vocabulary and phrases appropriate for each function can be arrived at through negotiation between teacher and learner. Then each student would be asked to deliver a talk himself choosing a topic from his specialized field.

In conclusion, in order that ESP learners should perform appropriately in both formal and informal situations, they need to develop an awareness of "*the social diversity of language*" (Tarone & Yule 1989: 97). Language use is not uniform. It changes in compliance with the features of the social situation, the purpose of communication, topic and relationship between speaker and listener.

2.7. Previous Related Literature

In this part the researcher will present the previous studies conducted in the field of needs analysis. The researcher will discuss these studies in terms of how these studies were conducted, what are their findings and in what field these studies were carried out.

Al-Harby. M. "ESP Target Situation Needs Analysis: The English Language Communicative Needs As Perceived By Health Professionals In The Riyadh Area", the Graduate Faculty of The University of Georgia 2005.The purpose of this study was to investigate the English language communicative needs of health professionals in the Riyadh area by investigating their language use in the workplace in order to provide empirical data serving Saudi ESP context.

The study used the framework of needs analysis to investigate the extent of English use in the careers of medical professionals, the required level of the reading, writing, listening and speaking skills in different activities, and the perception of health professionals towards their English language preparation during their previous college study.

A questionnaire was constructed and distributed to three different hospitals in the Riyadh area representing five different medical sites. The sample population consisted of health professionals representing physicians, dentists, pharmacists, and applied medical technicians.

The findings of the study indicated that the English language is used extensively at the workplace and plays an important role in the careers of health professionals. However, physicians and dentists used English more often than pharmacists and applied medical specialists. The findings also indicated that the receptive skills (e.g. reading and listening) were perceived as more important than the productive skills (speaking and writing). However, the differences in percentages between receptive skills and productive skills were too close to make an affirmative judgment. Finally, the findings revealed that

the English language courses that health professionals took at the college level were inadequate in relating the English language use to their medical needs.

AL-Wasilla. M."Designing syllabus for Medical Students in Sudan" Unpublished M.S thesis Gazira: Gazira University, Madani, Sudan 2005. This study was conducted to investigate an ESP syllabus in faculties of Medicines in the Sudanese's Universities and it has covered the same area of the recent study. The subjects participated in this study were one hundred students from four different universities. The tools used in this study are two questionnaires; One for the ESP teachers and the other for students. Each one consists of 48 questions covering five skills, reading, and writing, listening, speaking and translating.

After analyzing the obtained data, the researcher has concluded that the students' command of the ESP skills is unsatisfactory. The students are not well motivated and they have little interest in using English. The students' standard when using English, which is related to their subject of study, is poor. Teaching materials produced recently by some staff members do not meet the requirements of students and staff and they are not able to compete successfully with materials published by expert publishing houses. English vocabulary items are not closely related to students' specialization. The students do not pay more attention to translating accurately medical terminology, technical passages and formal and informal letters, memos and notes from Arabic to English and vice versa.

Braima. M .E. "Investigating the role of English language post Arabicization", Department of Arts. University of Khartoum. Sudan 2004. In his study Braima used a questionnaire for the students selected from faculty of Art and faculty of science and instructed interview for the subject teachers and English instructors. In this study statement was put for three groups (students,

English instructors and subject lectures) to investigate which of the four skills is most needed for the students to succeed at the university level.

The result concerning the students showed that; 35% of the students believe that reading is the most important skill. Other 35% of the students thought that speaking skill is the most important skill. Only 16% rank listening skill in the third position and 12% positioned writing in the last.

The results for the English instructors reveals that 55.6% of them rated reading skill as the most important skill, 22.2% ranked writing second, while listening and speaking shared the third position with 11% for each.

On other hand, the subject lecturers also support to the instructors' rating as 60% of them believed that reading is the most important skill, while 27% of them ranked listening in the second position and 13% placed writing in the third position.

Darcy W. Lear, M.A. "Communicative Needs of English-Speaking Health Care Professionals Who Work With Spanish-Speaking Clients: A Case Study", The Graduate School of The Ohio State University 2003. Over the course of three years, a qualitative case study was conducted in a series of three perinatal clinics in one metropolitan area in Ohio. Through an in-depth examination of five health care professionals in a clinic setting, the study focused on the common linguistic and cultural needs of this group and how to address their varying Spanish-language needs. Specifically, the researcher examined the nature of communication in a health care setting, the Spanish language acquired by the health care professionals, how they acquired needed Spanish language, their linguistic needs, their cultural needs, issues of reciprocity related to Spanish and English languages of communication, and issues of power related to Spanish as the language of communication. Data in the form of participant observer field notes, participant interviews, document

analysis, and member checks were collected and triangulated. Data were then coded and managed using NUD*IST software.

Results indicated that participants were able to produce routinely used words and common expression in Spanish, but they were only able to understand isolated lexical items when they were spoken in Spanish by native speakers. Their needs included written resources formatted for optimal use in the health care perinatal clinic workplace, strategies for developing listening skills, and awareness of cultural differences.

It was concluded that an imbalance was revealed in productive and receptive abilities on the part of study participants (e.g., health care participants) indicating that the commonly accepted theories of comprehensible input and comprehensible output models may not apply to the participants in this clinic setting.

Implications for instruction include a focus on strategies that facilitate on-the-job learning beyond the typical academic context, an approach to productive language skill development that involves referring students to appropriate resources and assisting them in formatting information so that it will be useful in the perinatal clinic workplace, a focus on receptive skills, beginning with receptive strategies in interactive listening that allow for continuation of communicative interactions while also demonstrating the limits of receptive abilities, and possibly integrating autonomous language learning with clinic workplace interactions.

Gessesse. M. "Identifying Students' Language Needs in Private Medical Colleges in Bahir Dar**",** The School of Graduate Studies, Bahir Dar University 2009. The aim of this study has been to identify English language needs of Alkan, Kiyamed and Gambi Medical colleges in Bahir Dar town. Three hundred students and five teachers, and five executive bodies of each of the medical colleges and the Amhara Bureau of Education and Health Bureau had

participated in the study. The methods of data collection were semi-structured questionnaire, semi-structured interview and document analysis. The data collection methods were referring to the language skills, language use, language testing, teaching methods, and other related issues to ESP (English for Academic Purposes).

Both descriptive and inferential statistics had been employed in analyzing the raw data collected. The result shows that speaking and reading are favorite skills of the students while the teachers recommend speaking and writing as the most important skills to medical students. Reported speech, communicative activities and tense types were found the grammatical and functional language needs of the students. The teachers and the students prescribe the need of learning ESP for the best possible English use in their field of study while the executive bodies suggested GPE. Using varying items in testing (depending on their needs) is recommended to meet the diversified needs of the students. Thus, the colleges and Bureau of education and Bureau of Health need to emphasis the need of the students and have to revise the present day materials in light with the students' needs.

Madkhali, Husam. M. "A language curriculum model: A case study in Saudi Arabia", Ball State University. United State, Indiana 2005. This study is threefold: (1) To investigate the needs of English for Academic Purposes at the Institute of Public Administration (IPA) in Riyadh, Saudi Arabia (SA), and the needs of English for Job Purposes in the Saudi private sector; (2) To establish goals based on the needs found; and (3) To propose an alternate design for the current English Language Center at the IPA in SA. The researcher used multi-modal approach to data collection that included questionnaires, focus groups, and interviews with different populations: managers, employees, human resource managers, students, and teachers.

In business settings, the results showed that English is often used in the private sector for the, following reasons: existence of non-native speakers of Arabic expatriates in the private sector in SA, nature of the company, dealing with international companies, agents of some international companies, and the company itself is not Saudi. In academic settings, students faced difficulties mainly in three skill areas: reading, writing, and speaking. Based on the needs found, the researcher suggested teaching two business courses: *Business Correspondence* and *Business Communication.* In addition, the

Researcher proposed an alternate design for the current program at the English Language Center which should focus on General English, rather than English for Specific Purposes.

Pau,Li. Hau. "Examining Taiwanese Nursing Students at the Junior College Levels' Communicative Competence When Interacting with English-Speaking Patients for Medical Purposes", The Faculty of Graduate School of Education. University of Massachusetts Lowell 2014. This study paper meets with the researcher focusing area of communicative needs. Knowing that providing quality English services could help serve this English-speaking community, various colleges started offering English for Specific Purposes (ESP) conversation courses to teach their nursing students how to communicate orally with patients in English. However, more often than not, these courses were not developed on the basis of a needs analysis.

Based on this fact, the purpose of this study was to examine Taiwanese nursing students at the junior college level’s communicative competence when interacting with English-speaking patients for medical purposes. The study used a mixed methods research approach to collect both quantitative and qualitative data from 192 nursing students at two junior colleges and four nursing and English language professionals. The study explored the research questions: "To what extent do Taiwanese nursing students at the junior college

level who have completed ESP conversation courses feel competent to communicate orally with English-speaking patients for medical purposes?" and "What communicative competences do Taiwanese nursing students at the junior college level need to possess in order to be able to communicate effectively with English-speaking patients for medical purposes?"

The quantitative aspect of the study asked the students to self-evaluate their ability to communicate orally with English-speaking patients using the adapted version of Communicative Competence Questionnaire (CCQ). The results showed that the students as a whole felt slightly competent to communicate orally with the patients. They were somewhat competent at using verbal and non-verbal strategies to produce and comprehend spoken English. However, their communicative competence was not mature enough for them to produce grammatically correct utterances when providing health care services to English-speaking patients. Additionally, communicative interaction and role-play activities were two types of classroom instruction that could help the students develop their grammatical competence and strategic competence respectively.

The qualitative aspect of the study used focus groups and in-depth interviews with two groups of six students each who had answered the questionnaire and two nurses and two EFL/ESP teachers respectively to understand their perceptions of the communicative competences that Taiwanese nursing students at the junior college level need to have. The major findings included grammatical competence, competence of producing utterances clearly, strategic competence, and competence of using appropriate language. The qualitative data also revealed that the nursing students were not quite competent at conversing with English-speaking patients when providing health care services to them, which supports the survey results in general.

As Taiwan government looks to improve its English services to better serve its English-speaking community, it is of value to understand the oral English communicative competence of nursing students at the junior college level, who are considered the major source of the future nursing workforce. This study may serve as a stepping stone for further research.

Xian-Min. Zhuo. "English curriculum for medical students in the People's Republic of China", University of Massachusetts Amherst. United States, Massachusetts 1989. This study discussed and analyzed the problems relating to the English curriculum in medical schools and designed a relevant English curriculum for medical students. In doing so, the study utilized the following research procedure: (1) review of government's policy; (2) review of literature in English for specific purposes and curriculum development; (3) review of the current English curriculum for science and technology (ECST); (4) review of medical English textbooks; (5) review of English textbooks for Chinese secondary school students; and (6) field observation.

Although there are no specific figures available, a growing number of Chinese medical students have been studying in English-speaking countries for the past decade. Considering that the Chinese government is likely to maintain its "open door" policy, students will continue to participate in advanced studies overseas. As part of their academic work, they are required to write papers in English. This strongly suggests that there is a need to design an English writing curriculum to help students develop needed writing skills in the English language.

The curriculum developed in this study is for medical students who specifically need to improve their English writings kills in medical science. Based on the students' needs, goals and objectives were developed, and a

syllabus was specified, teacher-training, materials and methods, as well as evaluation procedures were also defined.

The curriculum is relevant for Chinese medical students, however, its effectiveness and sufficiency need to be field-tested and appropriate modifications must be made.

2.8. Summary of the Chapter

This chapter has discussed the definition of ESP, which gave an account of some definitions of the term ESP from different points of view. It included also, types of ESP with especial reference to; the EAP English for Academic Purposes and The EOP English for Occupation, discussing the demand for EAP and EOP in language teaching and learning. The researcher discussed, ESP characteristics, (this identified the main characteristics of the ESP), historical background of ESP (this gave general idea about the emergence of ESP) and the factors that affected this emergence that led to the development of ESP. Linguistics background, this highlighted the shift from language "usage" to language "use", development of ESP as a discipline, which was divided into four sections: needs analysis, register analysis, discourse analysis and genre analysis. Moreover, the researcher discussed the learning and teaching of the four skills; reading, listening, writing and speaking consecutively. These Skills were divided into receptive and productive to see which one was more important for ESP learners. Finally, this chapter has consulted the previous studies conducted in the field of needs analysis. The researcher reviewed those studies in terms of how they were conducted and what their results were. The previous studies were arranged alphabetically.

All the above studies yielded the contribution expected for the this study. The area and the scope were the same as the present study. Need analysis and language communicative skills was the core of these studies.

Research Methodology

3.1 Overview

This chapter is designed to represent the research methodology of the current study, to explain the sample selection, the research population, to describe the procedure used in designing the instrument and methods of collecting data, and to provide an explanation of the statistical procedures used to analyze the data generated from participants' responses to the survey.

3.2 Research Methodology

The study adopted mixed methods research design in which two questionnaires were demonstrated and instructed to measure participants' responses to ESP learners' communicative needs, evaluating the importance of receptive skills versus productive skills. Also, a semi- structured interview was used to collect data from the teaching staff to provide more crucial responses to the study.

3.3 Research Design

This study conducted in Saudi Arabia, Ministry of higher education. The researcher has chosen Shaqra University, the medical colleges by adopting random method. The three medical colleges were Medicine, Pharmacy and Medical Sciences. A random sample of these medical students was selected from the three Medical Colleges. The total number of the students is 220. Also, a random sample of EFL teachers and Medical Practitioners were selected from Medical Colleges who teach medical subjects that consists of medical terminology. The participants were regarded as teachers no matter whether they have medical majors or linguistic majors. The total number of the sample was 26 participants.

This study consisted of two questionnaires and one interview for ESP teachers. One questionnaire was directed to medical students and the other for ESP teachers. The students' questionnaire consisted of 24 questions dealt with three hypotheses. Items 1-8 addressed to what extent Needs Analysis can provide the necessary assistance required to enhance the learning

environments of medical students. Items 9-16 examined to what degree the productive skills is more important than the receptive ones. Items 17-24 addressed how far needs perception improves medical students' achievement. On the other hand, ESP teachers' questionnaire included 15 questions that addressed two hypotheses. Items 1-7 examined to what degree English teachers consider macro-skills important for developing students' receptive and productive skills. Items 8-15 investigated to what extent English teachers aware of medical students' needs at the preparatory year. Finally, the interview covered the same two hypotheses in the teachers' questionnaire and it was designed and conducted to assist the findings in the questionnaire.

This study adopted a mixed methods research design. 'Mixed methods research is a procedure for collecting, analyzing, and "mixing" quantitative and qualitative data at some stage of the research process within a single study in order to understand a research problem more completely' (Ivankova and Creswell, 2009: 156). The assumption is that the supplementary findings of a mixed methods study can produce a fuller picture of the topic or issues being investigated, expanding the scope and breadth of the study (Dornyei, 2007: 164). Richards (2001: 297) advocates this strategy in investigating ESP courses, arguing that 'both quantitative and qualitative approaches to collecting information are needed because they serve different purposes and can be used to complement each other'. Given the complex reality of language needs, the productive skills and receptive skills comparison and the limitations associated with any research method, it was believed that using mixed methods would strengthen the study design.

Therefore, the research design had both qualitative and quantitative components. The goal of the former was to explore the English language needs of ESP learners (in both their academic studies and target careers) and to evaluate the importance of productive skills versus receptive ones. The

appropriateness and effectiveness of each skill was tested, through individual semi-structured interviews with twenty six (teachers) participants.

The goal of the quantitative component was to examine these needs and obtain an overall picture of them, as well as to evaluate productive skills versus receptive ones, in order to maximize the reliability and vividness of the whole picture, thus aiding diagnosis and treatment, through a questionnaire survey administered to 180 (students) participants. Also, another questionnaire was administered to 26 (teachers) participants.

In the following, a more detailed discussion of the two research approaches is presented. Its structure is consistent with the sequential nature of the mixed methods employed in this study.

3.3.1. Quantitative Research

Quantitative scientific research entails ‘data collection procedures that result primarily in numerical data which is then analysed primarily by statistical methods’ (Dornyei, 2007: 24). These procedures are developed in order to increase the likelihood that the data so collected will be unbiased, reliable and relevant to the research questions (Davies, 2007:10). This suggests that quantitative research seeks to answer questions in an objective way. Indeed, McDonough and McDonough (1997: 49) indicate that ‘traditional numerical designs are good on objectivity, reliability, feasibility and replicability’.

Dornyei (2007: 34) lists some of the characteristic features of quantitative research, which tends to be ‘systematic, rigorous, focused, and tightly controlled, involving precise measurement and producing reliable and replicable data that is generalizable to other contexts’. McDonough and McDonough (1997: 49) explain that the aim of quantitative research is ‘to make generalizations, and find evidence from the particular sample studied to the population of people at large’. This implies that generalizability is an important factor which researchers often supposed to constitute one of the necessary purposes of their quantitative research. Unlike qualitative

researchers, who focus on the ‘meaning in the particular’, quantitative researchers follow a ‘meaning in the general’ approach (Dornyei, 2007: 27).

In the context of social studies, quantitative research has been criticized as ‘overly simplistic, decontextualised, reductionist in terms of its generalisations, and failing to capture the meanings that actors attach to their lives and circumstances’ (Brannen, 2005: 7). Nonetheless, even if such shortcomings apply, this does not necessarily mean the complete abandonment of quantitative research. Rather, such problems can and should be overcome by reinforcing and complementing it with a qualitative component. McDonough and McDonough (1997: 71) point out that ‘there is no necessity for research to use only one method. In fact, there are good reasons to incorporate several techniques in data-gathering’, thus improving both credibility and plausibility of interpretation.

A typical strategy of inquiry associated with quantitative research is the survey (Brown, 2001; Cohen et al., 2007; Dornyei, 2007; Creswell, 2009). ‘Survey research provides a quantitative or numeric description of trends, attitudes, or opinions of a population by studying a sample of that population’ (Creswell, 2009: 12). While survey data can be gathered by other methods such as structured interviews, the main method of data collection in surveys is the questionnaire (Dornyei, 2007: 101). The present study made use of questionnaires only to collect quantitative data.

3.3.1.1. Questionnaires

While it is difficult to provide a precise definition (Dornyei, 2007: 102), questionnaires can be defined as ‘any written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers’ (Brown, 2001: 6). Questionnaires allow second language researchers to gather a variety of types of information concerning learners’ beliefs about learning, their motivations to learn and their attitudes and reactions to learning, to classroom activities and to instruction (Mackey and

Gass, 2005: 93), as well as data on language use and communication difficulties (Richards, 2001: 60).

Compared with interviews, questionnaires have the advantages of flexibility and brevity of timing, since respondents can 'fill out a questionnaire in their own time, at their own pace, and fit it into their schedule' (Brown, 2001: 77). When completing a questionnaire, people are also usually free from the stress and anxiety commonly associated with face-to-face interviews. According to Cohen et al. (2007: 333), 'lack of face-to-face contact between the researcher and the respondents in a questionnaire might facilitate responses to sensitive materials'.

However, there are some challenges associated with the use of the questionnaire as a research tool. One typical problem is that questionnaire items must be sufficiently simple to be understood by the respondents (Dornyei, 2007: 115); thus, badly designed questionnaires may yield superficial, imprecise and unreliable data. Another problem is that while it is frequently assumed that researchers can control bias by using questionnaires (Mackey and Gass, 2005: 96), it is possible that bias can creep into them in terms of what questions are put and how they are formulated. This underpins the need to conduct interviews as a preliminary stage in designing the questionnaire, in order to work out what questions to ask and to formulate the items to be included in the questionnaire (Richards, 2001; Brown and Rodgers, 2002). This was considered in the present research, as discussed below (see section 3.3.1.1.2).Vandermeeren (2005: 166) asserts that questionnaires offer access to respondents' real perceptions of language needs. They can also be used to measures respondents' attitudes and interests (Dornyei, 2007: 102).

Therefore, questionnaires were used in this study mainly to investigate students' English language needs in their academic studies and target careers, as well as their preference of productive skills versus receptive ones. Specifically, the questionnaires were utilized to measure the

participants' satisfaction with their medical course in terms of language needs and to highlight areas where students felt that their needs were not being met.

Two types of questionnaire item are usually identified: open and closed ended (Mackey and Gass, 2005; Cohen et al., 2007; Dornyei, 2007; Brown, 2009). A closed ended item requires respondents to choose an answer from a limited selection determined by the researcher beforehand, whereas open-ended questions allow respondents to answer in their own words by writing in a blank space (Mackey and Gass, 2005; Dornyei, 2007; Brown, 2009). While both types have some disadvantages, Brown (2009: 201) observes that 'many questionnaires contain both types, and they are usually seen as being complementary'. As a matter of fact, only the closed ended type was used in this study, because it was believed that the interview would serve the purpose of the open-ended questions.

3.3.1.1.1. The Questionnaire Sample

Questionnaire data were obtained from two main sources: current ESP students and ESP teachers. It was intended that a comparison of the two groups would allow identification of both similarities and differences among their needs. While 'there are no hard and fast rules in setting up the optimal sample size' (Dornyei, 2007: 99), a total of 206 participants completed questionnaires. The total sample consists of 180 students and 26 ESP teachers. The selection of these participants was made using purposive random sampling procedures. Samples were duly chosen from each group by purposive random sampling, a basic mixed methods sampling strategy which 'involves taking a random sample of a small number of units from a much larger target population' (Teddlie and Yu, 2007: 90).

The first group was composed of 180 preparatory-year students following the ESP courses. All were Saudi males, native speakers of Arabic, whose ages ranged from 19 to 22 years. They had all studied English as an FL at intermediate and secondary schools. Their ESP course ran for a year,

divided into two semesters. It was decided to include this group as one of the main sources because they had some experience of the ESP course and thus the information they provided was ‘grounded in experience’ (Graves, 2000:114).

The second group within the questionnaire sample comprised 26 male ESP teachers, ranging in age from 35 to 45 years. fourteen of them were native speakers of Arabic from Jordan, Sudan and Syria, while eleven were English speakers from India. They all had long teaching experience, both at the Medical colleges (from 2 to 12 years) and in other institutions. Their selection was motivated by the fact that they were always in touch with students and could determine their needs by assessing and evaluating their abilities in using English in productive way and receptive way in different kinds of discourse or texts, both academic and professional.

They would also be likely to notice the difficulties that students faced while learning ESP. It was suggested that these teachers were in a position to provide important information about their students’ ESP learning needs and language needs in both their academic studies and target careers.

3.3.1.1.2. Developing and Piloting The Questionnaire

Dornyei states that ‘The developing and piloting of a questionnaire is a stepwise process’ (2007:112). Early in May 2014, the researcher drafted two preliminary questionnaires (one each for students, and the other for teachers) and asked some of his colleagues and six experienced PhD holders (all specialised in English language) to go through the items and to comment on the design of the questionnaires and their suitability for ESP NA purposes. Very useful feedback was obtained on both wording and format. It is to be noted that the piloted questionnaires were also examined by the researcher’s first and secondly by the supervisor, who provided invaluable feedback on both wording and format. A considerable number of changes and modifications were made in consequence, until the near-final versions of the questionnaires were ready for piloting.

The main aim of the piloting stage was to increase the practicability, reliability and validity of the questionnaires (Cohen et al., 2007: 341). The piloting stage was also essential to ensure that the questionnaires covered all aspects required to answer the research questions. In addition, it was helpful in assessing the clarity, readability and comprehensibility of the items so that any errors or ambiguities could be corrected. It was also important to determine how long respondents would require to complete them. Finally, piloting provided a good opportunity to try out the statistical and analytical procedures that would be used in the main study.

Mackey and Gass (2005: 96) advise that ‘questionnaires should be administered in learners’ native language’. Therefore, before distributing the students’ pilot questionnaires, the English versions were translated into Arabic, using the researcher’s own ability in Arabic as his native language. The students' Arabic version was then examined by some colleagues, before the Arabic versions were translated back into English by the researcher in order to ensure that the content of the original English versions was preserved. Some changes were suggested, such as rewording some items, correcting a few grammatical mistakes and simplifying some questions to ensure that the participants could understand them fully. The colleges were visited twice, to survey 15 ESP teachers and then 24 ESP students. All 39 respondents were chosen randomly.

The participants were asked on the last page of the questionnaire to provide their comments and suggestions. The response of the two groups to the pilot study was very good. The time spent answering the questionnaire was 15-20 minutes, as expected. The results indicated that some changes needed to be made. For example, some items were found to be trivial and unnecessary or unlikely to yield any significant responses, such as on age and level of education. Some other items were deleted, reworded or replaced by new ones to make them clearer. Generally speaking, the pilot study was very helpful in assessing the clarity of the questionnaire items, so that any

errors and ambiguous instructions were corrected or modified. It gave the researcher useful training in how to approach participants and administer the questionnaires. This helped to screen out any items that had not worked or to exclude irrelevant ones.

3.3.1.1.3 Content and Format of the Final Questionnaire

There were two versions of the final questionnaire, one for students (Appendix B1) and one for ESP teachers (Appendix B2). The teachers' questionnaire was in English, while the other was written in English and then translated into Arabic (the native language of their respondents), in order to avoid any misinterpretation of the items and to make it easier and less time-consuming for the respondents, especially those who might have low English proficiency, thus helping to ensure valid responses.

One type of questions was used in the questionnaires. The students' version consisted of 24 questions, all were closed-ended. The closed items were of one type: Likert-scale questions (see Appendixes A1). The ESP teachers' questionnaire also consisted of 15 closed-ended questions. The closed items were of one type also: Likert-scale questions (see Appendix A2).

Most questions were identical for the two groups in order to facilitate the comparison of responses. The proposed questions sought to elicit the respondents' reasons for studying English, their preference over language skills whether it was for productive skills or for receptive ones, their levels of proficiency in English skills and students' language needs in terms of both their academic studies and their target careers.

3.3.1.1.4. Administering the Questionnaire

A total of 226 copies of the questionnaire were distributed: 26 to ESP teachers and 180 each to students. All incomplete, unreliable and late responses were excluded from the study, leaving 206 valid responses. Specific procedures were used in administering the questionnaires to each group. First, the questionnaire was anonymously administered to 180 ESP

students towards the end of the second semester. This was a suitable time of year because the students were asked to reflect on something they had already done and to base their responses and comments on concrete experiences. It was also appropriate, especially for the teaching staff, because it was towards the end of the academic year, when most were usually concluding their syllabuses or allowing revision. Before administering the questionnaires, the researcher asked the supervisor of the Preparatory Year Programme at each college to encourage the students to participate in the study. Here, I must acknowledge the effort and support of the teaching staff and the heads of department, who were very helpful and cooperative in encouraging the students to complete the questionnaires as truthfully as possible. The students were gently encouraged and were also repeatedly reminded to answer all of the questionnaire items. A total of 200 questionnaires were administered. Of these, 20 were disregarded as incomplete, leaving 180 valid responses.

The teacher's version was next administered anonymously to 26 respondents towards the end of the second semester. The researcher spent some time with each ESP teacher to ask him to participate in the study, explaining the purpose of the study and emphasizing the potential importance of its outcomes for teaching and learning ESP in the Medical Colleges as a whole. They were asked to kindly return their questionnaires within two weeks. It took the researcher more than 20 days to collect all 26 completed questionnaires.

3.3.1.1.5. Analysis of Questionnaire Data

The responses to closed questionnaire items were analysed statistically using the Statistical Package for the Social Sciences (SPSS) software, which is commonly used in applied linguistics and education research (Dornyei, 2007: 198). Therefore, the quantitative questionnaire data were coded into SPSS, then descriptive and inferential statistics were conducted.

The study adopted the descriptive analytical approach, and the data collection method was based on an analytical and descriptive survey. Two questionnaires were developed and structured by the researcher to evaluate ESP learners' communicative needs concerning the importance of receptive skills versus productive skills and in the preparatory year at Shaqra University. A Likert Scale was used with five points that can be explained as follows: (strongly agree= 5/agree= 4/Neutral= 3 /disagree= 2 and strongly disagree= 1) for measuring responses. The survey instrument was one section only that included the methodology used to evaluate the importance of receptive skills versus productive skills and ESP learners' communicative needs in the preparatory year at Shaqra University. Descriptive statistics included the means, percentages and frequencies of the closed responses. Such statistics can help to summarize quantitative findings by 'describing the general tendencies in the data and the overall spread of the scores' (Dornyei, 2007: 213). They also formed the basis of the inferential statistics employed in this study.

The main concern of inferential statistics is the testing of statistical significance, which indicates whether the findings are generalizable to the population at large (Dornyei, 2007: 210). In this study, inferential statistical procedures were used to ascertain any significant differences among the two groups (students and teachers) regarding their perceptions of English language needs and their attitudes towards English language skills. This was done by employing the Cronbach's Alpha Equation, which is used to compare two independent groups.

The data collected by the open-ended questionnaire items were mainly qualitative and hence were analysed using the same procedures as for the interview data (section 3.3.2.). This is because, as Brown (2001: 212) notes, the data obtained from open-ended questionnaire items resemble what people say in response to interview questions. So, the researcher avoided open-ended questions in the questionnaire. The qualitative data obtained was

quite enough to be mainly used to supplement, validate or illuminate the quantitative questionnaire data.

3.3.2. Qualitative Research

While there is general agreement as to the main features and principles of qualitative research, it is difficult to define qualitative research clearly (Dornyei, 2007: 35). However, a working definition is provided by Dornyei (2007: 24): ‘qualitative research involves data collection procedures that result primarily in open-ended, non-numerical data which is then analysed primarily by non-statistical methods’. This suggests that qualitative research tends to be interpretive rather than statistical (Mackey and Gass, 2005: 2) and descriptive rather than predictive (Vanderstoep and Johnston, 2009: 167).

Douglas (2000: 256) adds that qualitative research focuses more on the individual than on groups. This means that ‘qualitative research mostly focuses on understanding the particular and the distinctive, and does not necessarily seek or claim to generalize findings to other contexts’ (Croker, 2009: 9). The goal of qualitative research is to provide a deeper understanding of the subjective personal viewpoints, experiences and feelings of participants (Strauss and Corbin, 1990; Dornyei, 2007; Croker, 2009). The focus of qualitative research is on understanding processes going on in natural settings such as classrooms and workplaces (Croker, 2009: 5). For example, natural interaction with students in their college settings would yield deeper explanations from their perspectives of their English learning process, their attitudes and motivations, what difficulties they faced in learning English, what specifically they needed to improve their English and how the pedagogical setting influenced their learning.

Dornyei (2007: 39-40) lists some core features and characteristics of qualitative research: it is naturalistic (occurring in natural settings), exploratory (exploring new ideas and insights) and useful for making sense of highly complex conditions; it allows depth, profundity and thoroughness.

Lynch (2003: 26) observes that the qualitative research approach is ‘very thorough in terms of the amount of information that it gathers about programme process and the experiences of the programme participants’.

The qualitative research approach taken in the present study sought to investigate and understand the personal practices, attitudes, experiences and perceptions of the participants concerning the ESP needs, its students’ present and future language needs and the importance of English in the healthcare community. To investigate these questions, the only main qualitative data collection method used was interviews.

This qualitative research method was used in order to come closer to the participants and to elicit their feelings, justifications, perceptions and interpretations regarding the research problem. It was believed that this would help to capture the varied perceptions of the participants without imposing a predetermined standpoint, as might be the case if quantitative research methods were used. This method was also used for the purposes of validation. Ivankova and Creswell (2009: 143) observe that triangulation can result in substantiated and well-validated findings, because ‘it offsets the weaknesses of one method with the strengths of another’. That is, the data obtained from the qualitative methods were used to supplement and help to interpret those obtained from the quantitative ones.

The abovementioned features and characteristics of qualitative research do not mean that it is without limitations. A common criticism, for example, has to do with the issue of subjectivity, i.e. the quality of a researcher that affects his/her research (Peshkin, 1988: 17). Dornyei (2007: 54) admits that qualitative research is inherently subjective. Patton (2002: 50) explains that ‘critics of qualitative inquiry have charged that the approach is too subjective, in large part because the researcher is the instrument of both data collection and data interpretation and because a qualitative strategy includes having personal contact with and getting close to the people and situation under study’. This suggests that it may be easy

for the personal prejudices and attitudes of the researcher to bias the data. While ‘this is a major concern in qualitative research’, it can be handled by triangulation (Croker, 2009: 11). Indeed, some scholars view subjectivity as virtuous and argue that it can contribute to the effectiveness of research (Peshkin, 1988: 18). That is, the personality and interests of the researcher may shape and enrich the research, rather than always necessarily biasing its results.

Qualitative research is also criticized for its lack of generalizability, its small samples and the time needed to analyse the data (Richards, 2001; Dornyei, 2007). Despite these criticisms, qualitative research is used in the present study because of the belief that it could illuminate curriculum development by providing an in-depth analysis of the feelings, thoughts and experiences of those involved in teaching and learning ESP for healthcare students. It would also allow the researcher to discover aspects of the ESP course of which he was not previously aware and which needed to be included in the overall research design (Lynch, 2003: 26).

A variety of research methods can be used to collect qualitative data, including observation, interviews and document analysis (Thomas, 2003; Davies, 2007; Dornyei, 2007; Croker, 2009; Vanderstoep and Johnston, 2009). The tool used here in this study is an interview.

3.3.2.1. Interview

One of the main methods of collecting qualitative data for the present study was to interview the research participants. Seen as ‘the gold standard of qualitative research’ (Silverman, 2000: 51), the interview is described as a ‘conversation with a purpose’ (Burgess, 1984: 102) that ‘offers different ways of exploring people’s experience and views’ and allows the researcher to probe beneath the surface of issues in order to see them from each participant’s perspective (Richards, 2009: 183).

The interview can serve different functions, such as that of a main instrument for collecting data to address the research objectives and that of a

validating instrument, verifying and confirming data collected by other research methods (Cohen et al., 2007: 351). In the current study interviews were used for three purposes: (1) to collect data in order to answer the research questions, (2) to interpret, clarify and validate data collected by other research instruments used (questionnaires) and (3) to help in designing and formulating the questionnaire. That is, interviews were used in the current study as a complementary instrument to explore in greater detail some related aspects and topics which could not be explored by means of the questionnaire survey. These included language needs, the problems and difficulties students had in learning ESP, their motivations and attitudes towards learning ESP and the linguistic problems students faced while communicating in English in the workplace.

Because interviews are often useful for finding out which topics, issues and questions should be asked or focused on in questionnaires (Brown, 2001; Richards, 2001; Brown and Rodgers, 2002), one of the essential reasons for using interviews in this study was to collect information on the ESP course and students' language needs in both their academic studies and target careers, in order to help formulate and design the questionnaires. In other words, interviews were used to help the researcher to formulate some items to be included, to work out what questions to ask and to understand the key issues. The premise was that the researcher risked being limited by his preconceptions or overlooking some types of target needs or learning needs that were unlikely to be discovered or classified unless he asked those involved. Interviews are a common needs analysis and evaluation tool (Robinson, 1991; McDonough and McDonough, 1997; Dudley-Evans and St John, 1998; Graves, 2000; Brown, 2001; Richards, 2001; Lynch, 2003).

The decision to make use of interviews in some parts of this research study was taken after careful consideration of their advantages, especially when compared with other data collection methods, although, as

Richards (2009: 195) notes, ‘all data collection methods have their drawbacks and interviews are no exception’. For example, in the present study, the interview was used instead of observation, i.e. ‘the conscious noticing and detailed examination of participants’ behavior in a naturalistic setting’ (Richards, 2009: 166), because ‘we cannot observe everything. We cannot observe feelings, thoughts, and intentions. We cannot observe behaviors that took place at some previous points in time’ and ‘we have to ask people questions about these things’ (Patton, 2002: 341). This suggests that there is a need for a more appropriate research method such as interviews, which allow the researcher to ask the participants involved about their perceptions, feelings, attitudes and needs.

Individual face-to-face semi-structured interviews were considered more suitable for the present study than either the unstructured or structured alternatives. Cohen et al. (2007: 354) explain that the major distinction among these three types lies in the degree of structure in the process of the interview, which reflects its purpose. O’Leary (2005: 164) explains that semi-structured interviews ‘start with some defined question plan, but pursue a [relatively] conversational style of interview’. The interviewer follows a guide or schedule, which involves identifying in advance a key list of questions, topics and sub-topics to help maintain a systematic coverage of the topic and guide the interview itself (Drever, 2003; Dornyei, 2007; Richards, 2009). The interview schedule can help the interviewer in five main ways: (a) by ensuring that the topic is covered and nothing important is forgotten; (b) by providing a template for the opening statement; (c) by offering suitable wording of questions; (d) by listing some probe questions to follow if needed; and (e) by offering a list of comments (Dornyei, 2007: 137). The present study made use of the interview schedule to serve as a guide to the researcher and to enable the participants to provide profitable and fruitful answers.

The semi-structured interview was chosen to be used in the present study because of its advantages over the other two types, and because it is commonly employed in NAs in ESP (Long, 2005c; Kim, 2006). It was used to collect some information about the participants' perceptions, views, needs, attitudes, likes and dislikes regarding the ESP learners' needs and Language skills preference. It was also used to gather some information about the difficulties in learning, teaching and using English within the context in Saudi Arabia. Finally, it was useful in helping the researcher to gain a sense of what types of needs, skills and activities should be addressed in teachers' questionnaire.

3.3.2.1.1. The Interview Sample

Long (2005c: 37) points out that interviewing several different stakeholders (insiders and outsiders) in NA provides reliable and accurate results. If a successful course evaluation is desired, there would always be a need 'to include multiple perspectives that speak to all stakeholders' (Ross, 2003: 4). Therefore, in selecting the sample for the semi-structured interviews in this study, multiple sources of information were sought from both insiders and outsiders. Randomly sampling was applied to select twenty six interviewees whose knowledge and experience were considered to be typical with regard to the research purpose.

3.3.2.1.2. Interview Preparation and Design

Richards advises the researchers 'It is important to prepare thoroughly for interviews. This involves piloting, preparing a realistic schedule, and paying attention to practical details such as timing and location'. (2009: 169). After the researcher was equipped with knowledge of the background to the main topic through the literature review, the researcher started to decide on his overall aim in the interviews and think about the key questions and topics that needed to be covered. Then, while designing the interview schedule, the researcher tried to group the questions under the relevant topics and organize these topics to produce a natural developing line of

investigation (Richards, 2009: 187). In constructing the interview schedules, the researcher followed some important guidelines for wording the questions suggested by a number of scholars (Drever, 2003; Cohen et al., 2007; Dornyei, 2007).

After drafting the preliminary interview, the researcher asked two experienced PhD holders to look at it and comment on it. Invaluable feedback on both wording and structure was obtained and a considerable number of amendments were made in consequence until the final draft of the interview was ready for piloting.

3.3.2.1.3. Piloting the Interview

A pilot study can be defined as ‘a small-scale trial of the proposed procedures, materials and methods’ (Mackey and Gass, 2005: 43). It allows the proposed instruments and procedures for data collection and analysis to be tried and tested, to ensure that they are workable and produce useful data, so that refinements and modifications can be made if necessary before the actual study begins (Dornyei, 2007; Murray, 2009). It can also help to save time and energy by revealing potential problems that can be addressed before the main study is carried out (Mackey and Gass, 2005; Murray, 2009).

Therefore, to avoid time-consuming problems arising during the interview process and to remove any potential ambiguity from both the structure and content of the schedules, the interviews were piloted with four representatives from teachers group. The main purpose here was to produce valid schedules which would enable the researcher to collect some of the required data. In addition, it was a good opportunity to try out the analysis procedures that would be used in the main study.

The interviews were piloted in July 2015. At the beginning, the researcher spent some time explaining the aim of the study and the purpose of the interview, then asked the interviewee to comment on whether the interview schedule made sense and whether it worked. Generally speaking,

feedback from the teachers was helpful in including or eliminating particular questions, and any unclear or ambiguous items were refined. While transcribing the pilot interviews, the researcher felt that there needed to be more probing and prompting questions to clarify points with the interviewees and follow up important issues and ideas. Moreover, the researcher decided not to take notes during any interview that was recorded, because it was unnecessary and potentially disrupting (McDonough and McDonough, 1997; Dornyei, 2007; Richards, 2009). Interviews, as Dudley-Evans and St John (1998: 135) assert, 'should be recorded so that the interviewer can really listen rather than take lots of notes'. However, it was decided to take notes if a participant was prepared to be interviewed but did not want to be recorded. The next step was the actual event of conducting the interviews, as explained below.

3.3.2.1.4. Conducting the Interview

The refined and revised interview schedules were sent to the participants beforehand to give them a chance to prepare and this may have helped to prevent potential misunderstanding of questions and consequently to reduce the chance of unprofitable responses. The aim was not to test the participants' memory of facts but rather to give them a clear picture of the purpose of the interviews and the nature of the questions so that they could reflect on them and that the interviews would yield more profitable information.

All ten interviews were conducted one-to-one, which 'involves a meeting between one researcher and one informant' (Denscombe, 2005: 166). All were conducted by the researcher over a period of about three weeks. Each took between fifteen and twenty minutes, depending on the amount of detail each interviewee was ready to provide. Interviews with ESP teachers were conducted at their respective colleges. The ESP teachers, as they all suggested, were interviewed in their offices.

Prior to each interview session, the researcher explained the reason for the interview and the purpose of the study to the interviewee and reassured him that what he would say would be confidential and that he would remain anonymous. During the interviews, the researcher avoided expressing his personal opinions or showing by facial expressions, gestures, intonation or any other subtle cues what the researcher thought, so as not to influence the responses.

The sequencing of questions and topics in the interviews, as Richards (2009: 188) suggests, moved from the general to the more specific. The key questions and topics were often placed in the middle of the interviews because the interviewees might be nervous at the beginning and bored or tired by the end (Mackey and Gass, 2005: 175). While following the interview schedule, the researcher also used both clarifying and exploratory probes (Davies, 2007: 110) in order 'to go further and to increase the richness and depth of the responses' (Dornyei, 2007: 138).

The researcher ended each interview by giving the interviewee a chance to comment or add anything. On completing each interview session, he also allowed the interviewee to express his impression of the process and the content of the interview. This methodological feedback was important, because it could help uncover any problems so as to address them and improve the process of interviewing before continuing with other interviewees. The researcher also expressed his great appreciation and respect to each interviewee for his worthwhile participation and effort, before repeating the assurances of confidentially and anonymity and informing the interviewee that he had the full right to request a copy of the transcript and recording of the interview in case he wanted to review and amend the transcript. Only one (an ESP teacher) asked for his interview recording, which he received within a week.

After leaving the site of each interview session, the researcher immediately made notes of any new emergent points or questions and areas

to be explored in the next interviews. This could have guided additional data collection (Richards, 2009: 188).

3.3.2.1.5. Analysis of the Interview

Dey states ‘The overriding objective of analysis is to produce an intelligible, coherent and valid account’ (1993: 52). To achieve this, the process of analysing the interview data had three stages: preparation, analysis and summary (Drever, 2003: 60).

The preparation stage aimed to ‘make the material manageable, while at the same time retaining as much of the original information as possible and avoiding any distortion’ (Drever, 2003: 60). Thus, the first task was to transform the recordings of the interviews into textual form (Dornyei, 2007: 246). This crucial transcription process was time-consuming (Cohen et al., 2007; Davies, 2007; Dornyei, 2007; Richards, 2009), but it had the advantage of allowing the researcher to get to know the data thoroughly (Dornyei, 2007: 246).

The researcher transcribed the audio-recorded interviews verbatim and made them available in tangible forms in order to make the task of going through them easy. All interviews conducted in Arabic were transcribed and translated into English, the translated transcriptions being verified by a bilingual expert. Those interviews conducted in English were directly transcribed. The transcription process included all unfinished sentences, phrases, expressions and pauses.

The next stage, the analysis, comprised two steps: pre-coding and coding (Dornyei, 2007: 250). While pre-coding involves reading the transcripts and reflecting on them in order to look for key ideas and issues related to the research questions, ‘coding involves highlighting extracts of the transcribed data and labelling these in a way that they can be easily identified, retrieved, or grouped’ (Dornyei, 2007: 250). Therefore, in this phase, the task was to read each transcript and break it down into small chunks, each containing a unit of meaning, in order to classify them.

These chunks (short passages uttered by an interviewee embodying a specific idea or concept) were carefully read in order to assign key themes or categories to them. It was ‘a process of funneling the data into relevant categories’ in order ‘to make comparisons between cases much more effectively’ (Dey, 1993: 42). The classification of the data into different themes or categories was guided by the objectives of this study and the research questions. The literature reviewed in chapter two also helped in the classification. While this might be seen as imposing a predetermined classification which would risk distorting the data in order to make them fit (Drever, 2003: 68), the researcher was also flexible and alert to new themes emerging from the data. The final stage of the analysis process involved summarizing, making a synthesis of the results of the previous stages and drawing conclusions in order to answer the research questions.

3.4 Research Population

The research population of the study consists of three colleges in Shagra University: Medicine, Pharmacy and Medical sciences. Shaqra University includes three campuses and all have the three medical specialties mentioned above. The three campuses are Shaqra, Dawadimi and Que'aia. Dawadmi colleges were randomly drawn from a pool of the 3 campuses in Shaqra by following simple or unrestricted random sampling method. The selection of EFL faculty instructors at university level based on the fact that teachers have been teaching medical English for at least 4 semesters. As a result, they were expected to be proficient teachers in dealing with ESP courses and different English language styles. Moreover, it is supposed that university students are likely to have a good knowledge about their linguistic needs. The inspiration to choose this two fold target population was drawn from a number of scholars (e.g. Robinson, 1991; Dudley-Evans and St John, 1998; Richards, 2001; Long, 2005c), who stress the importance of employing multiple sources of information in identifying needs for ESP courses. The population is shown in table No. (3-1)

(3-1) Research Target Population Table

Name of College	Medicine	Pharmacy	Medical Sciences	Total
No. of students	40	59	81	180
No. of teachers	8	8	10	26

4.5 Reliability

Although the term ‘Reliability’ is a concept used for testing or evaluating quantitative research, the idea is most often used in all kinds of research. If it seen that the idea of testing as a way of information elicitation then the most important test of any qualitative study is its quality. Reliability is defined as the degree of consistency of the study’s results and (Brown and Rodgers, 2002; Dornyei, 2007). Also, reliability can be seen as ‘the extent to which our measurement instruments and procedures produce consistent results in a given population in different circumstances’ (Dornyei, 2007: 50). There are different ways to measure the reliability of a questionnaire (Mackey and Gass, 2005, Dornyei, 2007). For example, some of the various common methods for assessing reliability are Pearsons "R" formula, Cronbach's Alpha Equation and etc.

To measure the reliability of the questionnaire, the researcher used Cronbach's Alpha Equation (α). It is a tool for assessing the reliability of scales. The equation has been implemented on the exploratory sample to measure structural reliability. Cronbach's Alpha is a measure of internal consistency. Precisely, it is a coefficient of reliability. To save time and for the appropriate calculation of the data, SPSS programme was used to calculate this equation. Specifically, if there is a degree increase in the number of items, there is a corresponding increase in Cronbach's alpha if the average inter-item correlation is low, as the average inter-item correlation

increases, Cronbach's alpha increases as well. The researcher has administrated two questionnaires for the purpose of collecting data. This instrument must have the ability to produce the same results when re-administrated on the same students/teachers under the same conditions. This process is known as test reliability. The researcher adopted a test-retest method for the purpose of measuring reliability. The statistical method which was adopted by the researcher was of Cronbach's Alpha Equation (2004). This formula has been used to calculate the degree of reliability. The formula used was as follows:

i- Reliability of Students' Questionnaire

The general formula for coefficient alpha is typically written as Cronbach, Where

$$\alpha = \frac{k}{k-1}\left(1 - \sum \frac{S_i^2}{S_t^2}\right)$$

a: assessing the reliability of scales

S_i^2 : variance of item i

S_t^2 : variance of total scores

$$validity = \sqrt{reliabilit\,y} = \sqrt{0.784} = 0.88$$

Table (3.2:A) Students' Correlation Coefficient Reliability

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	No of Items
0.775	0.784	24

Table (3.3:A) Students' Validity Table

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	No of Items
0.775	0.885	24

ii- Reliability of Teachers' Questionnaire

The general formula for coefficient alpha is typically written as Cronbach, 2004):

$$\alpha = \frac{k}{k-1}(1 - \sum \frac{S_i^2}{S_t^2})$$

Where

a: assessing the reliability of scales

S_i^2 : Variance of item i

S_t^2 : Variance of total scores

$$validity = \sqrt{reliabilit\,y} = \sqrt{0.666} = 0.81$$

Table (3-2:B) Teachers' Correlation Coefficient Reliability

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
0.640	0.666	15

Table (3-3:B) Teachers' Validity

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
0.640	0.816	15

3.6 Validity

Validity is defined as the degree to which a research instrument measures what it is supposed to measure (Brown and Rodgers, 2002; Dornyei, 2007) . Furthermore, validity can be defined as the extent to which the results can be accurately interpreted and effectively generalized (Brown and Rodgers, 2002: 240).The questionnaire was evaluated in terms of its

validity to attest that it was not only relevant but free from systematic errors and produce valid information. The questionnaire was distributed to a panel of experts to make sure that it holds the fundamental aspects of validity such as face validity, content validity, criterion-related validity and constructs validity. The questionnaire was reconstructed upon their own observation and recommendation after they thoroughly analyze the instructional objectives, items and subject matter. The panel recommended that the items of the questionnaire should be re-arranged to go from general to specific items. Also, items number 2, 13, and 21 should be re-phrased in a more simple structure. Items 4 and 14 need more clarification. Finally, item 9 should be divided into two items or cut short to tackle just one idea.

Face validity of the test is defined as the way the test looks to administrators, educators, and test-takers. Unlike content validity, face validity is not investigated through formal procedures and is not determined by subject matter experts. Instead, anyone who looks over the test, including examinees and other stakeholders, may develop an informal opinion as to whether or not the test is measuring what it is supposed to measure. So, a test used in this study was assessed by distributing it among professional jury members (6 Ph.D. holders) who had a wide experience in the field of EFL setting: 4 of them are from Shaqra University and the rests are from Jeizan University in Saudi Arabia.

After the test was revised by the referee members, they gave the researcher useful advice about all parts of the test and changes were made accordingly for each set of the items in the final draft.

Content validity is an important research methodology term that refers to how well a test measures the behavior for which it is intended. Content validity can also be called rational or logical validity. Freeman (1965: 91) says that each test item should be sampling of knowledge or performance which the test purports to measure. It was also supposed because all items were derived from the previous test constructed by the

researcher himself and it was considered as valid by jury members who developed them. That is to say, the test covered the area of ESP students' needs regarding the importance of productive skills and receptive skills for the level of the preparatory year program.

Criterion-related Content is a test which predicts the kind of behavior it was intended to predict (e.g. success in a job). It is said to possess predictive validity. This validity, therefore, refers to the association between present results as indicated by a test and future to provide an estimate of present behavior. Criterion-related validity was investigated by correlating test results for the questionnaire tools with the results of actual EFL responses that had been done by students. All of the resulting correlations were high. This indicates a strong level of criterion-related validity.

3.7 Summary

The theoretical and methodological perspectives were discussed in this chapter. Also, it has covered the research design and explained the research procedures used in detail. A mixed methods research design was applied, including qualitative and quantitative approach to data collection on the basis of methods (interviews and questionnaires), sources (ESP students and teachers), and locations (Shaqra University-Medical Colleges) to allow a comprehensive analysis of the research questions, and constructing reliability and validity.

The following two chapters present the quantitative statistic procedures, qualitative work that was done, and the findings of the study with regard to the students’ language needs.

Data analysis, Results and Discussion

4.1 Overview

As previously mentioned in chapter one, this research is basically based on investigating ESP learner's communicative needs, analyzing the language needs among medical students in the preparatory year. Throughout the research, a survey method was conducted for the purpose of gathering data. These data had been statistically processed and analyzed to evaluating the importance of receptive skills versus productive skills within the communicative prospective.

The results and analysis of the questionnaires and interviews discussed the five sections related to the hypotheses of the study. Section one: Needs analysis provides the necessary assistance required for enhancing the learning environments of medical students. Section two: Productive skills have more impact on medical students' communicative performance than receptive skills. Section three: Needs perception improves medical students achievement. Section four: English teachers consider all macro-skills are important in developing students' communicative skills. Section five: English teachers are aware of medical students' needs at the preparatory year.

4.2 Analysis of Data

Statistical analysis of the data obtained from the conducted survey was carried out by using Statistical Packages of Social Sciences (SPSS). Two questionnaires were developed and structured by the researcher to evaluate ESP learners' communicative needs concerning the importance of receptive skills versus productive skills in the preparatory year at Shaqra University. One questionnaire was directed to medical students and the other for ESP teachers. The students' questionnaire consisted of 24 questions dealt with three hypotheses (1,2,3). On the other hand, ESP teachers' questionnaire included 15 questions that addressed two hypotheses. Added

to that, the researcher conducted an interview related to teachers' questionnaire to verify and confirming to the collected data.

The results obtained from the survey questionnaires are expressed in the following tables for the five above mentioned hypotheses.

4.2.1 Analysis for Students Questionnaire:

Table (4.2.1) Students' Descriptive Statistics for Section one

	N	Mean	Std. Deviation	Std. Error Mean
Q1	180	4.2167	.69536	.05183
Q2	180	4.3389	.81989	.06111
Q3	180	3.8944	.86197	.06425
Q4	180	3.7389	1.04835	.07814
Q5	180	4.2000	.91786	.06841
Q6	180	4.6444	.69009	.05144
Q7	180	4.4222	.75454	.05624
Q8	180	4.4944	.67267	.05014

Table (4.2.2) Students' One sample Test for Section One

	Test Value = 3					
	T	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Q1	23.475	179	.000	1.21667	1.1144	1.3189
Q2	21.909	179	.000	1.33889	1.2183	1.4595
Q3	13.922	179	.000	.89444	.7677	1.0212
Q4	9.456	179	.000	.73889	.5847	.8931
Q5	17.541	179	.000	1.20000	1.0650	1.3350
Q6	31.970	179	.000	1.64444	1.5429	1.7459
Q7	25.288	179	.000	1.42222	1.3112	1.5332
Q8	29.807	179	.000	1.49444	1.3955	1.5934

Table (4.2.3) Students' Frequency Responses for Item [1]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	4	2.2	2.2	2.2
	Neutral	16	8.9	8.9	11.1
	Agree	97	53.9	53.9	65.0
	strongly agree	63	35.0	35.0	100.0
	Total	180	100.0	100.0	

From table (4.2.3), according to item (1), which says "English for Specific Purposes fulfills the needs of medical specialty", 88.9% of the respondents agree on this item. This is corresponding with the mean which is 4.21 (table: 4.2.1). The t, is 23.47 as seen in the table (4.2.2) with sig. value . 000, and this value is less than 0.005 and this indicates that there is a statistical significant difference between the presumed mean [3] and the actual mean 4.21 and this leads the researcher to reject the null hypothesis which says that the presumed and actual means are equal and accept the alternative hypothesis which says that the actual mean is different from presumed mean m1≠m2.

Table (4.2.4) Students' Frequency Responses for Item [2]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	2	1.1	1.1	1.1
	Disagree	3	1.7	1.7	2.8
	Neutral	19	10.6	10.6	13.3
	Agree	64	35.6	35.6	48.9
	strongly agree	92	51.1	51.1	100.0
	Total	180	100.0	100.0	

According to item (2), "Identifying the weaknesses in linguistic knowledge makes learning easier", from table: 4.2.4, 86.7% of the subjects chose this option *agree*. This is corresponding with the mean which is 4.33 (table: 4.2.1). From table: (4.2.2), the statistical analysis reveals that the t, is 21.90 and of sig. value of .000 which is less than 0.005. This indicates that there is a statistical significant difference between the presumed mean [3] and the actual mean 4.33. The difference between the two means leads to the rejection of the null hypothesis which says that the presumed and actual means are equal and the acceptance of the alternative one.

Table (4.2.5) Students' Frequency Responses for Item [3]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	1	.6	.6	.6
	Disagree	7	3.9	3.9	4.4
	Neutral	50	27.8	27.8	32.2
	Agree	74	41.1	41.1	73.3
	strongly agree	48	26.7	26.7	100.0
	Total	180	100.0	100.0	

From table 4.2.5, according to item (3), which says "I know exactly what I need to learn in college level.", 67.8% of the participants agree on this item. This is conforming to the mean which is 3.89 (table: 4.2.1). From table: (4.2.2), t=13.92 with sig. value .000, and this value is less than 0.005 and this indicates that there is a statistical significant difference between the presumed mean [3] and the actual mean 3.89 and this shows the rejection the null hypothesis which says m1=m2and the acceptance the alternative hypothesis.

Table (4.2.6) Students' Frequency Responses for Item [4]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	1	.6	.6	.6
	Disagree	28	15.6	15.6	16.1
	Neutral	38	21.1	21.1	37.2
	Agree	63	35.0	35.0	72.2
	strongly agree	50	27.8	27.8	100.0
	Total	180	100.0	100.0	

Regarding to item (4), "The specific language in English for Specific Purpose enables learners communicate effectively", from table: 4.2.6, 62.8.% of the respondents agree on this item. This is corresponding with the mean which is 3.73 (table: 4.2.1). From table (4.2.2), t=9.45 with sig. value . 000, and this value is less than 0.005 and this indicates that there is a statistical significant difference between the presumed mean [3] and the

actual mean 3.73. This difference between the two means leads to the rejection of the null hypothesis which says that the presumed and actual means are equal and the acceptance of the alternative hypothesis.

Table (4.2.7) Students' Frequency Responses for Item [5]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	2	1.1	1.1	1.1
	Disagree	10	5.6	5.6	6.7
	Neutral	19	10.6	10.6	17.2
	Agree	68	37.8	37.8	55.0
	strongly agree	81	45.0	45.0	100.0
	Total	180	100.0	100.0	

From table: 4.2.7, according to item (5), which says " The ESP course has met the language needs to function satisfactorily in my academic studies.", 82.8% of the subjects chose this option *agree*. This is corresponding with the mean which is 4.20 (table: 4.2.1). From table:(4.2.2), the statistical analysis reveals that the t, is 17.54 and of sig. value of .000 which is less than 0.005. This reflects that there is a statistical significant difference between the presumed mean [3] and the actual mean 4.20 and this leads the researcher to reject the null hypothesis which says that the presumed and actual means are equal and accept the alternative one.

Table (4.2.8)Students' Frequency Responses for Item [6]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	2	1.1	1.1	1.1
	Disagree	3	1.7	1.7	2.8
	Neutral	1	.6	.6	3.3
	Agree	45	25.0	25.0	28.3
	strongly agree	129	71.7	71.7	100.0
	Total	180	100.0	100.0	

Referring to item (6), " It is better to study the part of English that help me in my future career", from table: 4.2.8, 96.7% of the respondents agree on

this item. This is corresponding with the mean which is 4.64 (table: 4.2.1). From table (4.2.2), t=31.97 with sig. value .000, and this value is less than 0.005 and this indicates that there is a statistical significant difference between the presumed mean [3] and the actual mean 4.64.This difference between the two means leads to rejection of the null hypothesis m1=m2 and the acceptance the alternative hypothesis m1≠m2.

Table (4.2.9) Students' Frequency Responses for Item [7]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	5	2.8	2.8	2.8
	Neutral	14	7.8	7.8	10.6
	Agree	61	33.9	33.9	44.4
	strongly agree	100	55.6	55.6	100.0
	Total	180	100.0	100.0	

According to table: 4.2.9, item (7), which says “Repetition of certain English vocabulary enriches my learning experience", 89.5% of the subjects agree on this item. This is conforming to the mean which is 4.42 (table: 4.2.1). From table: (4.2.2), t=25.28 with sig value .000, and this value is less than 0.005 and this shows that there is a statistical significant difference between the presumed mean [3] and the actual mean 4.42. This contrast in means leads the researcher to reject the null hypothesis which says that the presumed and actual means are equal and accept the alternative one.

Table (4.2.10) Students' Frequency Responses for Item [8]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	1	.6	.6	.6

	Disagree	1	.6	.6	1.1
	Neutral	9	5.0	5.0	6.1
	Agree	66	36.7	36.7	42.8
	strongly agree	103	57.2	57.2	100.0
	Total	180	100.0	100.0	

Considering item (8), "Language in medical contexts makes interacting effective". From table: 4.2.10, 93.9% of the respondents agree on this item. This is corresponding with the mean which is 4.49 (table: 4.2.1). From table: (4.2.2), t=29.80 with sig. value .000, and this value is less than 0.005 and this indicates that there is a statistical significant difference between the presumed mean [3] and the actual mean 4.49. This difference between the two means reflects rejection of the null hypothesis which says that the presumed and actual means are equal and the acceptance the alternative one.

Table (4.2.11) Students' Descriptive Statistics for Section Two

	N	Mean	Std. Deviation	Std. Error Mean
Q9	180	4.5833	.70809	.05278
Q10	180	4.3778	.83335	.06211
Q11	180	3.2833	1.12501	.08385
Q12	180	3.7444	1.07860	.08039
Q13	180	4.0833	.76862	.05729
Q14	180	4.5667	.70987	.05291
Q15	180	4.2944	.88246	.06577
Q16	180	4.3722	.78413	.05845

Table (4.2.12) Students' One Sample Test for Section Two

	Test Value = 3					
	T	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper

Q9	30.000	179	.000	1.58333	1.4792	1.6875
Q10	22.181	179	.000	1.37778	1.2552	1.5003
Q11	3.379	179	.001	.28333	.1179	.4488
Q12	9.260	179	.000	.74444	.5858	.9031
Q13	18.910	179	.000	1.08333	.9703	1.1964
Q14	29.610	179	.000	1.56667	1.4623	1.6711
Q15	19.680	179	.000	1.29444	1.1647	1.4242
Q16	23.478	179	.000	1.37222	1.2569	1.4876

Table (4.2.13) Students' Frequency Responses for Item [9]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	1	.6	.6	.6
	Disagree	2	1.1	1.1	1.7
	Neutral	11	6.1	6.1	7.8
	Agree	43	23.9	23.9	31.7
	strongly agree	123	68.3	68.3	100.0
	Total	180	100.0	100.0	

From table: 4.2.13, according to item (9), which says "I need English language to be a more qualified job candidate in the medical field", 91.3 % of the respondents agree on this item. This is corresponding with the mean which is 4.58 (table: 4.2.11). From table: (4.2.12), the statistical analysis reveals that the t, is 30.00 and of sig. value of .000 which is less than 0.005. This shows that there is a statistical significant difference between the presumed mean [3] and the actual mean 4.58 .This difference between the two means leads the researcher to reject the null hypothesis which says m1=m2and accept the alternative one m1≠m2.

Table (4.2.14) Students' Frequency Responses for Item [10]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	4	2.2	2.2	2.2
	Neutral	29	16.1	16.1	18.3

	Agree	42	23.3	23.3	41.7
	strongly agree	105	58.3	58.3	100.0
	Total	180	100.0	100.0	

According to item (10), "Productive skills (writing and speaking) are the most effective skills to communicate in medical field", from table: 4.2.11, 81.6% of the participants agree on this item. This is corresponding with the mean which is 4.37 (table: 4.2.11). From table (4.2.12), t= 22.18 with sig. value .000, and this value is less than 0.005. This indicates that there is a statistical significant difference between the presumed mean [3] and the actual mean 4.37. This shows the rejection of the null hypothesis which says m1=m2and the acceptance of the alternative hypothesis m1≠m2.

Table (4.2.15) Students' Frequency Responses for Item [11]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	10	5.6	5.6	5.6
	Disagree	36	20.0	20.0	25.6
	Neutral	56	31.1	31.1	56.7
	Agree	49	27.2	27.2	83.9
	strongly agree	29	16.1	16.1	100.0
	Total	180	100.0	100.0	

Referring to table: 4.2.15, item (11), which says "I prefer to speak in seminars rather than to listen", 43.3 % of the subjects chose this option *agree*. This is corresponding with the mean which is 3.28 (table: 4.2.11). From table: (4.2.12), the statistical analysis reveals that the t, is 3.37 with sig. value .001, and this value is less than 0.005. This indicates that there is a statistical significant difference between the presumed mean [3] and the actual mean 3.28 and this leads the researcher to reject the null hypothesis which says m1=m2and accept the alternative hypothesis.

Table (4.2.16) Students' Frequency Responses for Item [12]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	4	2.2	2.2	2.2
	Disagree	23	12.8	12.8	15.0
	Neutral	40	22.2	22.2	37.2
	Agree	61	33.9	33.9	71.1
	strongly agree	52	28.9	28.9	100.0
	Total	180	100.0	100.0	

Considering item (12), "It is better to write assignments, projects and research papers rather than just read them", from table: 4.2.11, 62.8% of the respondents agree on this item. This is corresponding with the mean which is 3.74 (table: 4.2.11). From table: (4.2.12), t=9.26 with sig. value .000, and this value is less than 0.005. This indicates that there is a statistical significant difference between the presumed mean [3] and the actual mean 3.74. This difference between the two means leads to the rejection of the null hypothesis m1=m2and the acceptance of the alternative hypothesis m1≠m2.

Table (4.2.17) Students' Frequency Responses for Item [13]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	6	3.3	3.3	3.3
	Neutral	28	15.6	15.6	18.9
	Agree	91	50.6	50.6	69.4
	strongly agree	55	30.6	30.6	100.0
	Total	180	100.0	100.0	

From table: 4.2.17, according to item (13), which says "Some instructions are needed to foster my English skills use after college completion", 81.2 % of the participants agree on this item. This is conforming to the mean which is 4.08 (table: 4.2.11). From table: (4.2.12), t=18.91 with sig. value .000, and this value is less than 0.005 and this indicates that there is a statistical significant difference between the presumed mean [3] and the actual mean 4.08. This contrast in means leads

the researcher to reject the null hypothesis and accept the alternative Hypothesis m1≠m2.

Table (4.2.18) Students' Frequency Responses for Item [14]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	1	.6	.6	.6
	Disagree	2	1.1	1.1	1.7
	Neutral	11	6.1	6.1	7.8
	Agree	46	25.6	25.6	33.3
	strongly agree	120	66.7	66.7	100.0
	Total	180	100.0	100.0	

According to item (14), "Practicing more speaking activities helps me to be a fluent speaker ", from table: 4.2.18, 92.3% of the respondents agree on this item. This is corresponding with the mean which is 4.56 (table: 4.2.11). From table (4.2.12), the statistical analysis reveals that the t, is 29.61 with sig. value .000, and this value is less than 0.005. This shows that there is a statistical significant difference between the presumed mean [3] and the actual mean 4.56. This difference between the two means leads to the rejection of the null hypothesis which says that the presumed and actual means are equal and acceptance the alternative hypothesis.

Table (4.2.19) Students' Frequency Responses for Item [15]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	4	2.2	2.2	2.2
	Disagree	5	2.8	2.8	5.0
	Neutral	12	6.7	6.7	11.7
	Agree	72	40.0	40.0	51.7

	strongly agree	87	48.3	48.3	100.0
	Total	180	100.0	100.0	

From table: 4.2.19, according to item (15), which says" Receptive skills (listening and reading) help me to understand messages", 88.3 % of the Subjects chose the option *agree*. This is conforming to the mean which is 4.29 (table: 4.2.11). From table: (4.2.12), t=19.68 with sig. value .000, and this value is less than 0.005. This shows that there is a statistical significant difference between the presumed mean [3] and the actual mean 4.29. This contrast in the means leads the researcher to reject the null hypothesis which says m1=m2and accept the alternative hypothesis m1≠m2.

Table (4.2.20) Students' Frequency Responses for Item [16]

		Frequency	Percent	Valid Percent	Cumulative Percent
	Disagree	5	2.8	2.8	2.8
	Neutral	19	10.6	10.6	13.3
Valid	Agree	60	33.3	33.3	46.7
	strongly agree	96	53.3	53.3	100.0
	Total	180	100.0	100.0	

Referring to item (16), "Productive skills (speaking and writing) help in expressing oneself well in medical field", from table: 4.2.20, 86.6% of the respondents agree on this item. This is corresponding with the mean which is 4.37 (table: 4.2.11). From table: (4.2.12), t=23.47 with sig value .000, and this value is less than 0.005. This shows that there is a statistical significant difference between the presumed mean [3] and the actual mean 4.37. This difference between the two means leads to rejection of the null hypothesis which says m1=m2 and acceptance the alternative hypothesis m1≠m2.

Table (4.2.21) Students' Descriptive Statistic for Section Three

	N	Mean	Std. Deviation	Std. Error Mean
Q17	180	4.1278	.79123	.05897

Q18	180	4.0833	.82472	.06147
Q19	180	4.3500	.85532	.06375
Q20	180	4.0000	.99720	.07433
Q21	180	4.6611	.66989	.04993
Q22	180	4.2833	.86699	.06462
Q23	180	4.1611	.95814	.07142
Q24	180	4.8556	.46223	.03445

Table (4.2.22) Students' One Sample Test for Section Three

	Test Value = 3					
	T	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Q17	19.123	179	.000	1.12778	1.0114	1.2442
Q18	17.623	179	.000	1.08333	.9620	1.2046
Q19	21.176	179	.000	1.35000	1.2242	1.4758
Q20	13.454	179	.000	1.00000	.8533	1.1467
Q21	33.268	179	.000	1.66111	1.5626	1.7596
Q22	19.859	179	.000	1.28333	1.1558	1.4109
Q23	16.259	179	.000	1.16111	1.0202	1.3020
Q24	53.858	179	.000	1.85556	1.7876	1.9235

Table (4.2.23) Students' Frequency Responses for Item [17]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	4	2.2	2.2	2.2
	Neutral	34	18.9	18.9	21.1
	Agree	77	42.8	42.8	63.9
	strongly agree	65	36.1	36.1	100.0
	Total	180	100.0	100.0	

From table: 4.2.23, according to item (17), which says "Medical topics enriches personal knowledge about the field", 78.9 % of the participants agree on this item. This is corresponding with the mean which is 4.12 (table: 4.2.21). From table: (4.2.22), t=19.12 with sig value .000, and this value is less than 0.005. This indicates that there is a statistical significant difference between the presumed mean [3] and the actual mean 4.12. This difference between the two means leads the researcher to reject the null hypothesis

which says that the presumed and actual means are equal m1=m2and accept the alternative hypothesis m1≠m2.

Table (4.2.24) Students' Frequency Responses for Item [18]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	2	1.1	1.1	1.1
	Disagree	4	2.2	2.2	3.3
	Neutral	30	16.7	16.7	20.0
	Agree	85	47.2	47.2	67.2
	strongly agree	59	32.8	32.8	100.0
	Total	180	100.0	100.0	

Considering item (18), "The special nature of medical terms requires special learning activities". From table: 4.2.24, 80.0% of the subjects agree on this item. This is conforming to the mean which is 4.08 (table: 4.2.21). From table (4.2.22), the statistical analysis reveals that the t is 17.62 with sig. value .000, and this value is less than 0.005. This shows that there is a statistical significant difference between the presumed mean [3] and the actual mean 4.08. This leads the researcher to reject the null hypothesis which says that the presumed and actual means are equal and accept the alternative mean.

Table (4.2.25) Students' Frequency Responses for Item [19]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	1	.6	.6	.6
	Disagree	9	5.0	5.0	5.6
	Neutral	12	6.7	6.7	12.2
	Agree	62	34.4	34.4	46.7
	strongly agree	96	53.3	53.3	100.0
	Total	180	100.0	100.0	

Regarding item (19), which says "Technical vocabulary enhances medical communication ". From table: 4.2.25, 87.7% of the respondents agree on this item. This is conforming to the mean which is 4.35 (table: 4.2.21). From table (4.2.22), t=21.17 with sig. value .000, and this value is less than 0.005. This indicates that there is a statistical significant difference between the presumed mean [3] and the actual mean 4.35. This difference between the two means leads to rejection of the null hypothesis which says m1=m2and the acceptance the alternative hypothesis which says m1≠m2.

Table (4.2.26) Students' Frequency Responses for Item [20]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	5	2.8	2.8	2.8
	Disagree	9	5.0	5.0	7.8
	Neutral	32	17.8	17.8	25.6
	Agree	69	38.3	38.3	63.9
	strongly agree	65	36.1	36.1	100.0
	Total	180	100.0	100.0	

According to item (20), "Medical vocabularies of other subjects are helpful in English language classes", from table: 4.2.26, 74.4% of the subjects chose the option *agree*. This is corresponding with the mean which is 4.00 (table: 4.2.21). From table (4.2.22), the statistical analysis reveals that the ‘t’ is 13.45 with sig. value .000, and this value is less than 0.005. This shows that there is a statistical significant difference between the presumed mean [3] and the actual mean 4.00. This leads the researcher to reject the null hypothesis which says that m1=m2and accept the alternative hypothesis m1≠m2.

Table (4.2.27) Students' Frequency Responses for Item [21]

	Frequency	Percent	Valid Percent	Cumulative Percent

	Disagree	5	2.8	2.8	2.8
	Neutral	5	2.8	2.8	5.6
Valid	Agree	36	20.0	20.0	25.6
	strongly agree	134	74.4	74.4	100.0
	Total	180	100.0	100.0	

From table: 4.2.27, according to item (21), which says "English language is essential for a successful medical professional ", 94.4% of the respondents agrees on this item. This is conforming to the mean which is 4.66 (table: 4.2.21). From table: (4.2.22), t=33.26 with sig. value .000, and this value is less than 0.005. This indicates that there is a statistical significant difference between the presumed mean [3] and the actual mean 4.66. This difference between the two means leads to rejection of the null hypothesis which says that the presumed and actual means are equal and acceptance the alternative hypothesis.

Table (4.2.28) Students' Frequency Responses for Item [22]

		Frequency	Percent	Valid Percent	Cumulative Percent
	strongly disagree	2	1.1	1.1	1.1
	Disagree	4	2.2	2.2	3.3
	Neutral	25	13.9	13.9	17.2
Valid	Agree	59	32.8	32.8	50.0
	strongly agree	90	50.0	50.0	100.0
	Total	180	100.0	100.0	

Regarding item (22), "Instruction should focus on General English", from table: 4.2.28, 82.8% of the participants agree on this item. This is corresponding with the mean which is 4.28 (table: 4.2.21). From table: (4.2.22), t=19.85 with sig. value .000, and this value is less than 0.005. This indicates that there is a statistical significant difference between the presumed mean [3] and the actual mean 4.28. This leads the researcher to

reject the null hypothesis which says m1=m2 and accept the alternative hypothesis m1≠m2.

Table (4.2.29) Students' Frequency Responses for Item [23]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	2	1.1	1.1	1.1
	Disagree	10	5.6	5.6	6.7
	Neutral	28	15.6	15.6	22.2
	Agree	57	31.7	31.7	53.9
	strongly agree	83	46.1	46.1	100.0
	Total	180	100.0	100.0	

Considering item (23), which says "Instruction should focus on Medical English", from table: 4.2.29, 77.8% of the subjects agree on this item. This is corresponding with the mean which is 4.16 (table: 4.2.21). From table (4.2.22), the statistical analysis reveals that the t, is 16.25 with sig. value . 000, and this value is less than 0.005. This shows that there is a statistical significant difference between the presumed mean [3] and the actual mean 4.16. This difference between the two means leads to rejection of the null hypothesis which says that the presumed and actual means are equal and acceptance the alternative hypothesis.

Table (4.2.30) Students' Frequency Responses for Item [24]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	2	1.1	1.1	1.1
	Neutral	2	1.1	1.1	2.2
	Agree	16	8.9	8.9	11.1
	strongly agree	160	88.9	88.9	100.0
	Total	180	100.0	100.0	

Regarding item (24), " I need English language to pursuit my postgraduate studies", from table: 4.2.30, 96.9% of the respondents agree on this item. This is conforming to the mean which is 4.85 (table: 4.2.21). From table: (4.2.22), t=53.85 with sig. value .000, and this value is less than 0.005. So, it indicates that there is a statistical significant difference between the presumed mean [3] and the actual mean 4.85. This leads the researcher to reject the null hypothesis which says that m1= m2and accept the alternative hypothesis which says that m1≠m2.

Table (4.2.31) Students' Correlation Coefficient for Sections [1-2-3]

		t1	t2	t3
t1	Pearson Correlation	1	.353**	.390**
	Sig. (2-tailed)		.000	.000
	N	180	180	180
t2	Pearson Correlation	.353**	1	.262**
	Sig. (2-tailed)	.000		.000
	N	180	180	180
t3	Pearson Correlation	.390**	.262**	1
	Sig. (2-tailed)	.000	.000	
	N	180	180	180

Table: (4.2.36) of the correlations, shows that the relationship between section (1) and section (3) is stronger than the relationship between section (1) and section (2). "R" between section (1) and section (2) equal . 353, and "R" between section (1) and section (3) equal .390 where "R" is the correlation coefficient.

4.2.2 Analysis for Teachers Questionnaire:

Table (4.2.32) Teachers' Descriptive Statistic for Section Four

	N	Mean	Std. Deviation	Std. Error Mean
Q1	26	4.7692	.51441	.10088
Q2	26	4.2308	.58704	.11513

Q3	26	4.0000	.63246	.12403
Q4	26	3.8846	.58835	.11538
Q5	26	3.9615	.52769	.10349
Q6	26	2.3462	.93562	.18349
Q7	26	2.7308	1.11562	.21879

Table (4.2.33) Teachers' One Sample Test for Section Four

	Test Value = 3					
	T	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Q1	17.537	25	.000	1.76923	1.5615	1.9770
Q2	10.690	25	.000	1.23077	.9937	1.4679
Q3	8.062	25	.000	1.00000	.7445	1.2555
Q4	7.667	25	.000	.88462	.6470	1.1223
Q5	9.291	25	.000	.96154	.7484	1.1747
Q6	-3.563-	25	.002	-.65385-	-1.0318-	-.2759-
Q7	-1.231-	25	.230	-.26923-	-.7198-	.1814

Table (4.2.34) Teachers' Frequency Responses for Item [1]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Neutral	1	3.8	3.8	3.8
	Agree	4	15.4	15.4	19.2
	strongly agree	21	80.8	80.8	100.0
	Total	26	100.0	100.0	

Starting with table: 4.2.34, according item (1), which says "Having a fluent command of written and oral English is an integral part for being a successful medical professional", 96.2% of the respondents agree on this item. This is corresponding with the mean which is 4.76 (table: 4.2.32). From table: (4.2.33), t=17.53 with sig. value .000, and this value is less than 0.005. So, it indicates that there is a statistical significant difference between the presumed mean [3] and the actual mean 4.76. This difference between the two means leads to the rejection of the null hypothesis which says that the presumed and actual means are equal and the acceptance of the alternative hypothesis which says that $m1 \neq m2$.

Table (4.2.35) Teachers' Frequency Responses for Item [2]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Neutral	2	7.7	7.7	7.7
	Agree	16	61.5	61.5	69.2
	strongly agree	8	30.8	30.8	100.0
	Total	26	100.0	100.0	

According to item (2), which says " Productive skills (writing and speaking) the most effective skills to communicate in medical field", from table: 4.2.35, 92.3% of the subjects chose the option *agree*. This is conforming to the mean which is 4.23 (table: 4.2.32). From table: (4.2.33), t=10.69 with sig value .000, and this value is less than 0.00. So, it indicates that there is a statistical significant difference between the presumed mean [3] and the actual mean 4.23. This leads the researcher to reject the null hypothesis which says that m1=m2 the presumed and accept the alternative hypothesis.

Table (4.2.36) Teachers' Frequency Responses for Item [3]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	1	3.8	3.8	3.8
	Neutral	2	7.7	7.7	11.5
	Agree	19	73.1	73.1	84.6
	strongly agree	4	15.4	15.4	100.0
	Total	26	100.0	100.0	

Considering table: 4.2.36, by looking to item (3), which says" Receptive skills (listening and reading) are the most effective skills in English language learning process", 88.5% of the participants agree on this item. This is corresponding with the mean which is 4.00 (table: 4.2.32). From table:

(4.2.33), the statistical analysis reveals that the t, is 8.06 with sig. value .000, and this value is less than 0.005. So, this shows that there is a statistical significant difference between the presumed mean [3] and the actual mean 4.00. This contrast in the means leads to rejection of the null hypothesis which says that the presumed and actual means are equal and acceptance of the alternative hypothesis which says that m1≠m2.

Table (4.2.37) Teachers' Frequency Responses for Item [4]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Neutral	6	23.1	23.1	23.1
	Agree	17	65.4	65.4	88.5
	strongly agree	3	11.5	11.5	100.0
	Total	26	100.0	100.0	

According to item (4), which says "ESP students' education depends unexceptionally on the four skills". From table: 4.2.37, 76.9% of the respondents agree on this item. This is conforming to the mean which is 3.88 (table: 4.2.32). From table: (4.2.33), t=7.66 with sig value .000, and this value is less than 0.005. So, it indicates that there is a statistical significant difference between the presumed mean [3] and the actual mean 3.88. This difference between the two means leads to the rejection of the null hypothesis which says that the presumed and actual means are equal and acceptance the alternative hypothesis.

Table (4.2.38) Teachers' Frequency Responses for Item [5]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Neutral	4	15.4	15.4	15.4
	Agree	19	73.1	73.1	88.5
	strongly agree	3	11.5	11.5	100.0
	Total	26	100.0	100.0	

From table: 4.2.38, according to item (5), which says "Students should speak in seminars rather than listen", 84.6% of the subjects agree on this item. This is corresponding with the mean which is 3.96 (table: 4.2.32). From table (4.2.33), t=9.29 with sig. value .000, and this value is less than 0.005. So, it shows that there is a statistical significant difference between the presumed mean [3] and the actual mean 3.96. This leads the researcher to reject the null hypothesis which says m1=m2and accept the alternative hypothesis which says that m1≠m2.

Table (4.2.39) Teachers' Frequency Responses for Item [6]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	2	7.7	7.7	7.7
	Disagree	17	65.4	65.4	73.1
	Neutral	5	19.2	19.2	92.3
	strongly agree	2	7.7	7.7	100.0
	Total	26	100.0	100.0	

Referring to item number (6), which says "Students prefer the written tasks rather than the reading ones". From table: 4.2.39, 26.9% of the respondents agree on this item. This is corresponding with the mean which is 2.34 (table: 4.2.32). From table: (4.2.33), the statistical analysis reveals that the t, is -3.56- with sig. value .002, and this value is less than 0.005. So, it indicates that there is a statistical significant difference between the presumed mean [3] and the actual mean 2.34. This difference reflects the rejection of the null hypothesis which says that the presumed and actual means are equal and acceptance of the alternative hypothesis which says that m1≠m2.

Table (4.2.40) Teachers' Frequency Responses for Item [7]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	17	65.4	65.4	65.4

	Neutral	2	7.7	7.7	73.1
	Agree	4	15.4	15.4	88.5
	strongly agree	3	11.5	11.5	100.0
	Total	26	100.0	100.0	

Considering item number (7), which says "The English language four skills have the same impact on ESP students' performance", from table: 4.2.45, 26.9% of the participants agree on this item. This is conforming to the mean which is 2.73 (table: 4.2.32). From table: (4.2.33), t= - 1.23- with sig. value .230, and this value is greater than 0.005. So, it shows that there is no statistical significant difference between the presumed mean [3] and the actual mean 2.73. This leads the researcher to accept the null hypothesis which says that the presumed and actual means are equal {m1=m2}, and reject the alternative hypothesis which says that the two means are not equal {m1≠m2}.

Table (4.2.41) Teachers' Descriptive Statistic for Section Five

	N	Mean	Std. Deviation	Std. Error Mean
Q8	26	3.7308	.72430	.14205
Q9	26	4.0769	.68836	.13500
Q10	26	4.3077	.54913	.10769
Q11	26	2.3462	.68948	.13522
Q12	26	2.7308	1.15092	.22571
Q13	26	4.1154	.43146	.08462
Q14	26	4.6154	.57110	.11200
Q15	26	4.5769	.70274	.13782

Table (4.2.42) Teachers' One Sample Test for Section Five

	Test Value = 3					
	T	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Q8	5.145	25	.000	.73077	.4382	1.0233

Q9	7.977	25	.000	1.07692	.7989	1.3550
Q10	12.143	25	.000	1.30769	1.0859	1.5295
Q11	-4.835-	25	.000	-.65385-	-.9323-	-.3754-
Q12	-1.193-	25	.244	-.26923-	-.7341-	.1956
Q13	13.182	25	.000	1.11538	.9411	1.2897
Q14	14.423	25	.000	1.61538	1.3847	1.8461
Q15	11.442	25	.000	1.57692	1.2931	1.8608

Table (4.2.43) Teachers' Frequency Responses for Item [8]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	1	3.8	3.8	3.8
	Neutral	8	30.8	30.8	34.6
	Agree	14	53.8	53.8	88.5
	strongly agree	3	11.5	11.5	100.0
	Total	26	100.0	100.0	

According to item (8), from table: 4.2.43, which says " The ESP course has met the students' language needs to function satisfactorily in their academic studies", 65.3% of the respondents agree on this item. This is corresponding with the mean which is 3.73 (table: 4.2.41). From table (4.2.42), t= 5.14 with sig. value .000, and this value is less than 0.005. So, it indicates that there is a statistical significant difference between the presumed mean [3] and the actual mean 3.73. This difference between the two means leads the researcher to reject the null hypothesis which says that the presumed and actual means are equal and accept the alternative hypothesis.

Table (4.2.44) Teachers' Frequency Responses for Item [9]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Neutral	5	19.2	19.2	19.2
	Agree	14	53.8	53.8	73.1
	strongly agree	7	26.9	26.9	100.0
	Total	26	100.0	100.0	

Regarding item (9), which says "The ESP course meets my students' language needs to function satisfactorily in their target careers", from table: 4.2.44, 80.7.3% of the subjects chose the option *agree*. This is corresponding with the mean which is 4.07 (table: 4.2.41). The statistical analysis shows that the t, is 7.97 as it is seen in table (4.2.42), with sig. value .000, and this value is less than 0.005. So, it indicates that there is a statistical significant difference between the presumed mean [3] and the actual mean 4.07. This conclusion leads to the rejection of the null hypothesis which says that m1=m2and the acceptance the alternative hypothesis m1≠m2.

Table (4.2.45) Teachers' Frequency Responses for Item [10]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Neutral	1	3.8	3.8	3.8
	Agree	16	61.5	61.5	65.4
	strongly agree	9	34.6	34.6	100.0
	Total	26	100.0	100.0	

Considering item (10), which says "Instruction should focus on Medical English", from table: 4.2.45, 96.1% of the participants agree on this item. This is conforming to the mean which is 4.30 (table: 4.2.41). From table: (4.2.42), t= 12.14 with sig. value .000, and this value is less than 0.005. This indicates that there is a statistical significant difference between the presumed mean [3] and the actual mean 4.30. The contrast in these means leads the researcher to reject the null hypothesis which says that the presumed and actual means are equal and accept the alternative hypothesis.

Table (4.2.46) Teachers' Frequency Responses for Item [11]

		Frequency	Percent	Valid Percent	Cumulative Percent
	Disagree	20	76.9	76.9	76.9
	Neutral	3	11.5	11.5	88.5
	Agree	3	11.5	11.5	100.0

Total	26	100.0	100.0	

According to item (11), from table: 4.2.46, which says "Instruction should focus on General English", 23.0% of the respondents agree on this item. This is corresponding with the mean which is 2.34 (table: 4.2.41). The statistical analysis reveals that the t, is -4.83- with sig. value .000, as it is seen in table (4.2.42), and this value is less than 0.005. So, this indicates that there is a statistical significant difference between the presumed mean [3] and the actual mean 2.34. The difference between the two means leads to the rejection of the null hypothesis which says that m1=m2 and the acceptance of the alternative hypothesis m1≠m2.

Table (4.2.47) Teachers' Frequency Responses for Item [12]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	1	3.8	3.8	3.8
	Disagree	15	57.7	57.7	61.5
	Neutral	3	11.5	11.5	73.1
	Agree	4	15.4	15.4	88.5
	strongly agree	3	11.5	11.5	100.0
	Total	26	100.0	100.0	

Referring to item number (12) table: 4.2.47, which says "The content in the teaching learning process of English language is related to the medical discipline", 26.9% of the subjects agree on this item. This is corresponding with the mean which is 2.73 (table: 4.2.41). From table (4.2.42), t= - 1.19- with sig. value .244, and this value is greater than 0.005. So, it indicates that there is no a statistical significant difference between the presumed mean [3]

and the actual mean 2.73. This leads the researcher to accept the null hypothesis which says that the presumed and actual means are equal {m1=m2}, and reject the alternative hypothesis which says that the two means are not equal {m1≠m2}.

Table (4.2.48) Teachers' Frequency Responses for Item [13]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Neutral	1	3.8	3.8	3.8
	Agree	21	80.8	80.8	84.6
	strongly agree	4	15.4	15.4	100.0
	Total	26	100.0	100.0	

Regarding item (13), which says "Some instructions are needed to foster students English language skills use after college completion", as it is seen in table (4.2.48), 96.2 % of the respondents agree on this item. This is corresponding with the means which is 4.11 (table 4.2.41). From table: (4.2.42), t=13.18 with sig. value .000, and this value is less than 0.005. So, this indicates that there is a statistical significant difference between the presumed mean [3] and the actual mean 4.11. The difference between these two means leads to the rejection of the null hypothesis which says that the presumed and actual means are equal and the acceptance of the alternative hypothesis.

Table (4.2.49) Teachers' Frequency Responses for Item [14]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Neutral	1	3.8	3.8	3.8
	Agree	8	30.8	30.8	34.6
	strongly agree	17	65.4	65.4	100.0
	Total	26	100.0	100.0	

From table: 4.2.49, according to item (14), which reads "It is necessary to identify general and specific language needs of students to find appropriate objectives, methods and contents", 86.2% of the participants agree on this item. This is conforming to the mean which is 4.61 (table: 4.2.41). From table: (4.2.42), t=14.42 with sig. value .000, and this value is less than 0.005. So, it indicates that there is a statistical significant difference between the presumed mean [3] and the actual mean 4.61. This difference between the two means leads to the rejection of the null hypothesis which says that m1=m2 and the acceptance of the alternative hypothesis.

Table (4.2.50) Teachers' Frequency Responses for Item [15]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	1	3.8	3.8	3.8
	Agree	8	30.8	30.8	34.6
	strongly agree	17	65.4	65.4	100.0
	Total	26	100.0	100.0	

According to item (15), from table: 4.2.50, which says "The special nature of medical terms require special tasks and activities", 96.2 % of the respondents agree on this item. This is corresponding with the mean which is 4.57 (table: 4.2.41). The statistical analysis shows that the t is 11.44 with sig. value .000, as it is seen in table (4.2.42), and this value is less than 0.005. So, it indicates that there is a statistical significant difference between the presumed mean [3] and the actual mean 4.57. This leads the researcher to reject the null hypothesis which says m1=m2 and accept the alternative hypothesis which indicates that m1≠m2.

Table (4.2.51) Teachers' Correlation Coefficient for Sections [4-5]

		t4	t5
t4	Pearson Correlation	1	.569**
	Sig. (2-tailed)		.002
	N	26	26

t5	Pearson Correlation	.569**	1
	Sig. (2-tailed)	.002	
	N	26	26

According to table: (4.2.51) of the correlations, it shows that the relationship between section (4) and section (5) is very strong. The "R" between section (4) and section (5) equal .569, where "R" is the correlation coefficient.

4.2.2.1 Analysis for Teachers Interview:

In the interview section, there were twenty six ESP teachers-interviewees. This section was meant to provide further information for analyzing, discussing and testing ESP teachers' hypotheses. The two hypotheses that were addressed in this section:" English teachers consider the importance of all macro-skills in developing students' communicative skills" and "English teachers are aware of medical students' needs at the preparatory year".

The interview consisted of 11oral questions. The first question was conducted to elicit personal information about the participants' training in teaching English language in general and ESP courses in particular. Most of the participants' responses declared that they have received training in General English but they did not receive training in ESP teaching. Despite of this fact, they were teaching ESP courses at least for more than five years. They have had great experience that could enable them to be a good sample to participate in this study.

The interviewees were asked whether they think English language is important to students in their academic study and target career (Q 2). All of the responses agreed on this question by expressing their opinions as follow;" *Yes, of course - Yes, It is very essential - Yes, it is so important that they need it to cope with their career - of course, it is very essential - Yes, Positively it is very important - Of course, it plays a vital role in my*

students' academic study and target career – Yes, Absolutely." The ESP teachers used a definite affirmative expression to make it clear and simple that no doubt, English language is very important in the two situations (academic study and target career). So, this response reflected ESP teachers' perception of students' needs for language.

In the following question in the interview, it was an instrumental one (q 3). The interviewees were asked about the function of language, the wants of the students and their ability to use language. The question was "What do you want your students to be able to do with English language?". The responses of ESP teachers were expressed like" *Communication is the most important aim of a student learning English. It is either in their daily routine activities or when doing their job duties - I want my students to be able to understand and use specific English language - To communicate properly and fluently with their colleagues or people they are working for - I want my students to learn the four skills of English language - I want my students to acquire English language skills that help in their specializations - To communicate effectively, to master their Terminology and to receive and give instructions - To master the learning process effectively - ……Be able to attain at least level 3 of IELTS for example - I wants my students to be perfect both in oral and written English to overcome all their needs -…to be able to use English in various ways in their study to be able communicate Inside and outside class room*". From these responses, it could be clearly noticed that most of ESP teachers related the function of the language with the communicative performance. They encouraged students to use English in their studies and as well as in social life. Such types of responses went hand in hand with the researchers' speculation about ESP students' needs; ESP teachers are aware of medical students' needs in the preparatory year.

When interviewees were asked what they do perceive as students' needs in academic studies and target career (q 4), their responses were followed as " *As for medical students, I think they need the medical*

terminologies and conversational exchanges that help them to fulfill the different medical procedures such as diagnosing illnesses, handling medical devices, laboratory testing and the relevant medical processes - I think they need specific English language competency to help them in academic studies - The students should have a good command on productive skills to execute the assigned job - I think the most important things is to master the reading skill - I think students should receive skills that build a solid foundation related to their majors - There are so many. English is important for them to have a master command on researches and experiments, Communication, and to keep update with the new things in their field - Make them able to understand general in an academic context - The students need to have their foundation in English to be more stronger in order to achieve their skillful academic studies and target career - to study English intensively and extensively employing overall language skills, whether oral or written ones". Most of the responses went in the direction of the students' specialty .i.e. the responses tackled the medical needs issue regarding ESP courses and learning situations. On the other hand, there were some ESP teachers spoke about improving Language Skills as a need. This came as real support for the study and gave a comprehensive picture of all the area of research. Also, some of ESP teachers mentioned the use of language in the future i.e. the target career, and gave details or examples explaining this need. It was also worth to mention that one ESP teacher considered reading as the most important skill for medical students to master.

The interviewees were asked what they need to satisfy or to meet the students' needs (q 5). The response were read as " *That depends on the type of English that a student needs as the curriculum need depends on the student need English for - We need objective oriented and well organized specific language course - The question is obvious - We need good syllabuses and we can make what we call ' English village " to keep in touch with the language - We need well planned syllabuses that help*

improve the students' English language and enable them to use it for communication - I need to reinforce their abilities to master the four skills, particularly writing and speaking. Also, increase the vocabulary and the terms that suit their field of study - good students equal pedagogical aids plus curriculum environment - Make them able to do above average in all 4 main language skills - The students need to have more peer group activities among themselves inside the class with the supervision of their teachers to improve their language - comprehensive academic English course generally and for specific purposes". The responses for this question were addressing the syllabus, teaching methodology and learning activities or tasks. In what concerning syllabuses, some of ESP teachers talked about many types of syllabuses like: objective oriented and well organized specific language course, well planned syllabuses and comprehensive academic English course generally and specific purposes. All these expressions that described syllabuses reflected the awareness of ESP teachers of students' language needs. ESP teachers were thinking about improving students language competence and performance through a bundle of teaching techniques and procedures like: one teacher called for what he named " English village " for students to keep in touch with the language, another teacher spoke about having more peer group activities among students inside the class with the supervision of their teachers, another teacher remarked about reinforcing students' abilities to master the four skills and the last one spoke about increasing the vocabulary and the terminology that suit their field of study.

In interviews, ESP teachers were asked what extent they think the English language courses at the preparatory year are based on medical English (q 10). Their responses were like " *Preparatory students have got a syllabus that is very relevant to medical studies as they study different topics that explain human anatomy and various illnesses - They are based greatly on medical English - The stuff is good enough if student take interest in learning - It bases greatly on medical English because they have a separate*

course related to it - It bases greatly on medical English because they have a separate course related to it - To far extend since they presented medical topics and ailments, diseases and health care and some tiny hints to first aids - It does fairly well with their future needs - According to my point of view, the course based on medical English is above the standard as the topics and the vocabulary used here are highly professional and out of their standard - In my view General English is basic thing particularly in initial phase of preparatory year". Most of the ESP teachers responses agree with the assumption declared in the question. They expressed their total agreement and complete satisfaction with this idea except for two ESP teachers; one of them said the course based on medical English but it is above the standard as the topics and the vocabulary used here are highly professional and out of their standard. This expression also gave a clear proof that the courses were based on medical English, no matter if they were above the standard of the students and reflected the awareness of ESP teachers about medical students' needs. The other ESP teacher demanded that General English was regarded as a basic thing particularly in initial phase of preparatory year. From this response, it was clear that the situation on the ground indicated the existence of medical courses and it was a real conducive fact for students' needs but the teacher preferred more concentration on General English.

All in all, the general analysis of ESP teachers' interviews responses reflected the awareness of ESP teachers of medical students' needs at the preparatory year. Also, it unfolded the efforts and endeavours ESP teachers implemented in order to meet the needs of medical students.

Regarding English language skills and how far ESP teachers considered all macro-skills equally important in developing communicative skills (integrative approach) , with no differences between all four skills. Interviewees were asked to evaluate the importance of the four main skills in students’ academic studies (q 6). The responses were recorded as that "

Students need the skills of English to do different jobs such as: communication, analyzing, extracting general image from diagrams, explaining, planning and achieving their various jobs. So, the skills are integrating and important - I strongly recommend reading and writing skills for my students for academic studies - All skills are equally important. They can't do very well without getting mastery in all. They provide students with situations that allow for well-rounded development and progress in all areas of language learning that will be reflected positively in their academic studies - To far extent I consider speaking and writing are very necessary. Also, listening and reading should be considered - To facilitate the learning for more output - In a descending order from Listening-1:Reading2:Writing3: Speaking4 - The four skills play a vital role in the language but as per the academic studies are concerned, speaking should be concentrated more among the students - For the proficiency and comprehension academic texts and production of scientific concepts as well". Nearly half of ESP teachers' responses for this question considered all four skills have the same impact on medical students and some described the language skills as "integrated" i.e. they complete each other linguistically. One of the ESP teachers, from the same group of added that "some emphasis should be on certain skills like" speaking". The responses of the other group for same the question came in a different prospective; they put the language skills in an order according to their importance to them. Some ESP teachers chose just two skills and others spoke about language skills function. To conclude, ESP teachers have different consideration for this issue. The majority regarded all skills as equally important and a few considered certain skills as having great impact than others.

In interviews, ESP teachers were asked whether they thought that it was necessary to have a fluent command of oral and written English to be a successful medical professional (q 7). ESP teachers' responses came like that " *Of course. I think it is very important to have a fluent command of oral*

and written English - Yes, I think so - Of course - Both are needed so as to be a successful medical professional - Yes, I do. I think it is very necessary - An above average command is needed - No, I never agree with the word fluent. If a student could make the listener understand him that will be more than enough to proceed with his profession - Accurate written English is crucial for a successful medical professional". Undoubtedly, All ESP teachers agreed on the necessity of having fluency in oral skills and a good command of writing skills. Medical students' success in future career was interconnected with their performance in oral and written skills. These two expressive (productive) skills work as a springboard for medical students to be an expert, a distinctive and a professional candidate in medical field.

ESP teachers were asked to assess the importance of the four main skills for students' target careers (q 8). The responses were quoted as" *The target career of my student is of a medical one. So they need the four skills to do medical jobs that mentioned so far in question number 4 - They are needed for communication, office work and correspondences - Well, productive skills are of course required in their careers but receptive skills can't be avoided - To far extent I think. Once mastering the language enables them to have good career and helps much in being professional - In a descending order from Speaking-1 Listening-2:Reading3:Writing4 - When we talk about target careers all the four skills are most important as each skill has its own dominant role in each aspects – Four skills can assist them to be aware of their professional domain*". The responses for this instrumental question expressed that ESP teachers thought the four skills enable medical students to handle their jobs well. Whatsoever your target career or specialty might be, the four skills should be a corner stone in that medical profession. Although two ESP teachers considered some language skills were more important than others, they did not deny the fact that all four skills were important in workplace.

In interviews, ESP teachers were asked to evaluate the importance of productive skills (speaking and writing) against receptive skills (reading and listening) for ESP learners (q 9). ESP teachers' responses were recorded as" *I don't think that one skill is more important that the other because medical students need to do medical procedures that start by understanding (receptive) and ends with handling (productive) so all skills are important for medical students - No. I do not think so, but productive skills are important for their professions - Here one thing can't substitute another. But weakness in receptive skills can be tolerated - I think so - Each one has its own role in learning the target language - No, I don't think so - According to my point of view, I think productive skills are more important than receptive skills as it helps the students always to express their needs - I think overall language skills are significant for their academic field*". As it can be noticed from ESP teachers' responses here regarding the importance of productive skills versus receptive ones, most of them declared that there were no difference between these two skills. They stated in their responses that both types of skills were needed for medical students to understand their learning materials, express their needs and carry out their tasks. There was one ESP teacher who said that productive skills are more important than receptive skills as it helps the students always to express their needs. This was the only different opinion about this question. So, all ESP teachers thought that there were no barriers between productive and receptive skills. Their conclusion assisted the researcher assumption about ESP teachers considered all macro-skills have the same importance in developing students' communicative skills.

The researcher asked a question for interviewees to add anything or any comment about this topic but all interviewees did not respond to this invitation except for one. He responded by using these words "Really, I am proud of myself to be a part of this interview and I do not like to comment on it as I am fully satisfied with the content prescribed".

4.3 Identical Items in Both Questionnaires

Table (4.2.52) Matching (teachers' and students') Identical Questions

Shared Items	Students	Teachers	No,
Productive skills (writing and speaking) the most effective skills to communicate in medical field.	q.10	q.2	1
Receptive skills (listening and reading) are the most effective skills in English language learning process	q.15	q.3	2
Students should speak in seminars rather than listen	q.11	q.5	3
Students prefer the written tasks rather than the reading ones	q.12	q.6	4
The ESP course has met the students' language needs to function satisfactorily in their academic studies	q.5	q.8	5
Instruction should focus on Medical English	q.23	q.10	6
Instruction should focus on General English	q.22	q.11	7
Some instructions are needed to foster students English language skills use after college completion.	q.13	q.13	8
The special nature of medical terms require special tasks and activities	q.18	q.15	9

It was clear from table: (4.2.52) above, there were some items in the two questionnaires that were administered by the researcher shared by both participants (teachers' and students'). The responses for the items were correlated to find the reliability coefficient for each pair of items. The numbers (2,3,5 and 6) represented teachers' items that support hypothesis (1) in the study and the numbers (8,10,11,13 and 15) supported hypothesis (2) in the study. Furthermore, the numbers (10,11,15) represented students' items that supported hypothesis (2) and the numbers (23,22,13 and 18) supported hypothesis (3) in the study. Only number item (5) represented hypothesis (1) in the study from students' questionnaire.

The following tables tested and explained the reliability coefficient for each pair of items from teachers' and students' questionnaires. They tested whether both ESP teachers and medical students had the same opinion about certain items or vice versa.

(4.2.53:A) Means Table for Items [2;teachers&10;students]

	Codes	N	Mean	Std. Deviation	Std. Error Mean
samples	1.00	26	4.5769	.70274	.13782
	2.00	26	4.2308	.58704	.11513

(4.2.53:B) Correlation Coefficient for Items [2;teachers&10;students]

Productive skills (writing and speaking) the most effective skills to communicate in medical field	Levene's Test for Equality of Variances		t-test for Equality of Means			
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference
Equal variances assumed	1.322	.256	1.928	50	.060	.34615
Equal variances not assumed			1.928	48.465	.060	.34615

From table:(4.2.53:B) of independent samples test, it could be noticed that sig value was 0.256 and this value was equal to 25.6% which was greater than sig. level that was equal to 5%. This result indicated 'equal variance assumed'. So, the researcher looked at the second part of the table for sig. value in equal variance assumed; hence sig value was equal to 0.06 and this was greater than 0.005. This led the researcher to accept the null hypothesis ($H_{\circ}$) which said that the means of the students and teachers were equal for the item that says" Productive skills (writing and speaking) the most effective skills to communicate in medical field" and rejected the alternative hypothesis (H_1) which was $M_1 \neq M_2$.

(4.2.54:A) Means Table for Items [3;teachers&15;students]

	codes	N	Mean	Std. Deviation	Std. Error Mean
Q15	1.00	26	3.9615	1.18257	.23192
	2.00	26	4.0000	.63246	.12403

(4.2.54:B) Correlation Coefficient for Items [2;teachers&10;students]

Receptive skills (listening and reading) are the most effective skills in English language learning process	Levene's Test for Equality of Variances		t-test for Equ			
	F	Sig.	t	Df	Sig. (2-tailed)	

Equal variances assumed	7.148	.010	-.146-	50	.884	
Equal variances not assumed			-.146-	38.220	.885	

From table :(4.2.54: B) of independent samples test, it showed that sig. value was 0.010 which was greater than sig. level that was equal to 5%(0.005) and this result indicated 'equal variance assumed'. So, the researcher looked at the second part of the table for sig. value in equal variance assumed; hence sig value was equal to 0.884 and this was greater than 0.005. This led the researcher to accept the null hypothesis ($H_{\circ}$) which said that the means of the students and teachers were equal for the item that read “Receptive skills (listening and reading) are the most effective skills in English language learning process" and rejected the alternative hypothesis which was $M_1 \neq M_2$.

(4.2.55:A) Means Table for Items [5;teachers&11;students]

	codes	N	Mean	Std. Deviation	Std. Error Mean
Q11	1.00	26	3.7692	.95111	.18653
	2.00	26	3.9231	.56022	.10987

(4.2.55:B) Correlation Coefficient for Items [5;teachers&11;students]

Students should speak in seminars rather than listen	Levene's Test for Equality of Variances		t-test for Eq			
	F	Sig.	t	df	Sig. (2-tailed)	
Equal variances assumed	7.786	.007	-.711-	50	.481	
Equal variances not assumed			-.711-	40.483	.481	

From table:(4.2.55:B) of independent samples test, it could be noticed that sig. value was 0.007 which was greater than sig. level that was equal to (0.005) and this result indicated 'equal variance assumed'. So, the researcher looked at the second part of the table for sig. value in equal variance assumed; hence sig. value was equal to 0.481 and this was greater than

0.005. This led the researcher to accept the null hypothesis which said that the means of the students and teachers were equal for the item that read" Students should speak in seminars rather than listen" and rejected the alternative hypothesis which was $M_1 \neq M_2$.

(4.2.56:A) Means Table for Items [6;teachers&12;students]

	codes	N	Mean	Std. Deviation	Std. Error Mean
Q12	1.00	26	3.8462	1.00766	.19762
	2.00	26	2.3462	.93562	.18349

(4.2.56:B) Correlation Coefficient for Items [6;teachers&12;students]

Students prefer the written tasks rather than the reading ones	Levene's Test for Equality of Variances		t-test for			
	F	Sig.	t	df	Sig. (2-tailed)	
Equal variances assumed	.859	.359	5.562	50	.000	
Equal variances not assumed			5.562	49.727	.000	

From table:(4.2.56:B) of independent samples test, showed that sig. value was 0.359 which was greater than sig. level that was equal to (0.005) and this result indicated 'equal variance assumed'. So, the researcher looked at the second part of the table for sig. value in equal variance assumed; hence sig. value was equal to 0.000 and this was less than 0.005, this led the researcher to reject the null hypothesis ($H_\circ$) which said that the means of the students and teachers were equal for the item that read" Students prefer the written tasks rather than the reading ones" and accepted the alternative hypothesis which was $M_1 \neq M_2$.

(4.2.57:A) Means Table for Items [8;teachers&5;students]

	codes	N	Mean	Std. Deviation	Std. Error Mean
Q5	1.00	26	4.1538	.96715	.18967
	2.00	26	3.7308	.72430	.14205

(4.2.57:B) Correlation Coefficient for Items [8;teachers&5;students]

The ESP course has met the students' language needs to	Levene's Test for Equality of Variances	t-test for E

function satisfactorily in their academic studies	F	Sig.	t	df	Sig. (2-tailed)	
Equal variances assumed	.803	.374	1.785	50	.080	
Equal variances not assumed			1.785	46.332	.081	

From table:(4.2.57:B) of independent samples test, it could be noticed that sig. value was 0.374 which was greater than sig. level that was equal to (0.005) and this result indicated 'equal variance assumed'. So, the researcher looked at the second part of the table for sig. value in equal variance assumed; hence sig value was equal to 0.080 and this is greater than 0.005. This led the researcher to accept the null hypothesis ($H_{\circ}$) which said that the means of the students and teachers were equal for the item that read" The ESP course has met the students' language needs to function satisfactorily in their academic studies" and rejected the alternative hypothesis (H_1) which was $M_1 \neq M_2$.

(4.2.58:A) Means Table for Items [10; teachers &23; students]

	codes	N	Mean	Std. Deviation	Std. Error Mean
Q23	1.00	26	4.1154	.90893	.17826
	2.00	26	4.3077	.54913	.10769

(4.2.58:B) Correlation Coefficient for Items [10;teachers&23;students]

Instruction should focus on Medical English	Levene's Test for Equality of Variances		t-test for E			
	F	Sig.	t	df	Sig. (2-tailed)	
Equal variances assumed	6.157	.016	-.923-	50	.360	
Equal variances not assumed			-.923-	41.104	.361	

From table:(4.2.58:B) of independent samples test, it showed that sig. value was 0.016 which is greater than sig level that is equal (0.005) and this result indicated 'equal variance assumed'. So, the researcher looked at the second part of the table for sig. value in equal variance assumed; hence sig. value was equal to 0.360 and this was greater than 0.005, this led the researcher to accept the null hypothesis ($H_{\circ}$) which said that the means of the

students and teachers were equal for the item that read" Instruction should focus on Medical English" and rejected the alternative hypothesis.

(4.2.59:B) Means Table for Items [11;teachers&22;students]

	codes	N	Mean	Std. Deviation	Std. Error Mean
Q22	1.00	26	4.2692	.82741	.16227
	2.00	26	2.3462	.68948	.13522

(4.2.59:B) Correlation Coefficient for Items [11;teachers&22;students]

Instruction should focus on General English	Levene's Test for Equality of Variances		t-test for Equality of Means			
	F	Sig.	t	df	Sig. (2-tailed)	
Equal variances assumed	3.299	.075	9.104	50	.000	
Equal variances not assumed			9.104	48.425	.000	

From table:(4.2.59:B) of independent samples test, it showed that sig. value was 0.075 which was greater than sig. level that was equal to (0.005) and this result indicated 'equal variance assumed'. So, by looking at the second part of the table for sig. value in equal variance assumed; hence sig. value was equal to 0.000 and this was less than 0.005. This led the researcher to reject the null hypothesis ($H_{\circ}$) which said that the means of the students and teachers were equal for the item that read" Instruction should focus on General English" and accepted the alternative hypothesis (H_1) which was $M_1 \neq M_2$.

(4.2.60:A) Means Table for Items [13;teachers&13;students]

	codes	N	Mean	Std. Deviation	Std. Error Mean
Q13	1.00	26	4.0769	.74421	.14595
	2.00	26	4.1154	.43146	.08462

(4.2.60:B) Correlation Coefficient for Items [13;teachers&13;students]

Some instructions are needed to foster students English language skills use after college completion	Levene's Test for Equality of Variances		t-test for Equality of Means			
	F	Sig.	t	df	Sig. (2-tailed)	
Equal variances assumed	6.952	.011	-.228-	50	.821	
Equal variances not assumed			-.228-	40.100	.821	

From table:(4.2.60:B) of independent samples test, it could be noticed that sig value was 0.011 which was greater than sig. level that was equal to (0.005) and this result indicated 'equal variance assumed'. So, by looking at the second part of the table for sig. value in equal variance assumed; hence sig. value was equal to 0.821 and this was greater than 0.005. This led the researcher to accept the null hypothesis ($H_{\circ}$) which said that the means of the students and teachers were equal for the item that read" Some instructions are needed to foster students English language skills use after college completion" and rejected the alternative hypothesis (H_1) which was $M_1 \neq M_2$.

(4.2.61:A) Means Table for Items [15;teachers&18;students]

	codes	N	Mean	Std. Deviation	Std. Error Mean
Q18	1.00	26	4.3846	.69725	.13674
	2.00	25	4.5600	.71181	.14236

(4.2.61:B) Correlation Coefficient for Items [15;teachers&18;students]

The special nature of medical terms requires special tasks and activities	Levene's Test for Equality of Variances		t-test for Equality of Means			
	F	Sig.	t	df	Sig. (2-tailed)	
Equal variances assumed	.260	.612	-.889-	49	.378	
Equal variances not assumed			-.888-	48.820	.379	

From table:(4.2.61:B) of independent samples test, it showed that sig. value was 0.612 which was greater than sig. level that was equal to (0.005) and this result indicated 'equal variance assumed'. So, by looking at the second part of the table for sig. value in equal variance assumed; hence sig value was equal to 0.378 and this was greater than 0.005. This led the researcher to accept the null hypothesis ($H_{\circ}$) which said that the means of the students and teachers were equal for the item that read" The special nature of medical terms requires special tasks and activities" and rejected the alternative hypothesis (H_1) which was $M_1 \neq M_2$.

According to the above statistical analysis, it was very clear from the responses of the two subjects of the study that the majority of the items were differently approached by the two participants. From the nine identical items that were correlated here, there were seven items received the same responses from all participants (ESP teachers and medical students) i.e. they reflected the conformity of both sides. On the other hand, there were only two items reflected a tangible inconsistency in the responses of the two participants (ESP teachers and medical students). Most of these items related ESP leaners' communicative needs. Both, ESP teachers and medical students recognized students' needs but each one from a different prospective. Students reflected their own personal linguistic needs in a certain manner that was different from ESP teachers who described what they thought it was their students' communicative needs. This was one of the study controversial areas for discussion; English language four skills communicative importance.

4.4 Discussion

The main objective of this study was to investigate the communicative needs of ESP learners, by evaluating the importance of receptive skills against productive skills for medical students in the preparatory year at Shaqra University. Medical students faced some linguistic communicative challenges while studying at colleges and after graduation in the workplace. Their language skills were not as expected to be according the general outcome –objectives of the syllabi. So, investigation and analysis were required here to assign the real needs for ESP learners. To improve their language ability in general and to provide them with the skills they need in order to communicate effectively in the target situation, it was important to see whether ESP leaners depend on productive skills or receptive skills to achieve this goal. Undoubtedly, students outwardly skills or expression were clearly- noticed by others but the inwardly skills needed other method of judgment. In spite of this

fact, the researcher exerted efforts by using different scientific tools to elicit true responses from the participants. The current study came as an attempt to respond to these important issues. To achieve its objective, the study has addressed five main research questions:

1- To what extent needs analysis can provide the necessary assistance required to enhance the learning environments of medical students?

2- To what degree the productive skills have more impact on students' communicative performance than the receptive ones?

3- How far does needs perception improve medical students' achievement?

4- To what degree do English teachers consider all macro-skills important for developing students' language communicative skills?

5- To what extent are English teachers aware of medical students' needs at the preparatory year?

According to the data collected the majority of medical students recognized the assistance provided by needs analysis to make learning environments more interesting. Students thought that English for Specific Purposes fulfilled their needs of medical specialty. Also, identifying the weaknesses in linguistic knowledge makes learning easier. Students need to know exactly what type of English they would be learning in college level. Moreover, the specific language in English for Specific Purpose enabled students to communicate effectively as it negotiates medical knowledge. Students agreed on that the ESP course has met their language needs to function satisfactorily in their academic studies. Student thought it was better to study the part of English that help them in their future career. Furthermore, language in medical contexts and the repetition of certain English vocabulary enriched the learning experience and made interacting effective for medical students.

The statistical analysis revealed that medical students differentiated between language productive and receptive skills. According to the

collected data, the majority of the students thought that productive skills (speaking and writing) had more impact on medical students' communicative performance academically and professionally. The receptive skills reading and listening were also important but had less impact on medical students. The students justified their ranking of these skills as they needed English language to be more qualified job candidates in the medical field. Some instructions were needed to foster their English skills use after college completion. So, they considered productive skills (writing and speaking) were the most effective skills to communicate in medical field. Regarding their academic classes, they preferred to speak in seminars rather than listen. Also, they needed to practice more speaking activities to be fluent speakers. Added to this, they declared that it was better to write assignments, projects and research papers rather than just read them. On the other hand, receptive skills (listening and reading) help medical students to understand messages.

The result of the students questionnaires suggested that perception of language needs improved students' achievement. This could be explained through medical students' knowledgeable choices. The majority of the students considered medical topics enriched their personal knowledge about the field. As for medical students real concern, technical vocabulary enhances medical communication. Also, medical vocabularies of other subjects were helpful in English language classes. Most of the students disclosed that the special nature of medical terms requires special learning activities. English language was highly valued by medical students that it was considered essential for a successful medical professional. Though, English language was awfully needed to pursuit their postgraduate studies. In contrasting the need for General English and Medical English, students showed a slight difference between the two types of English. So, Instruction should focus on both General English and Medical English.

The study found that all the four skills were indifferently important in developing language communicative skills. The majority of interviewees and questionnaire respondents perceived all four language skills as being of equal importance in students' language communicative skills. They gave the productive skills and the receptive skills almost the same response 92.3% & 88.5%. This slight difference in percentages supported the hypothesis that both skills were effective in communicating in medical field. The results also suggested that having a fluent command of oral and written English is an integral part of being a successful health professional. ESP students' education was depending unexceptionally on the four skills. So, Students should speak in seminars rather than to listen. Also, it was better for them to do the written tasks rather than just to read.

The results of the questionnaires and the interviews reflected that most of ESP teachers were aware of the medical students' needs at the preparatory year. The majority of the participants and the interviewees thought that the ESP course has met the students' language needs to function satisfactorily in their academic studies and in their target careers. Some instructions were needed to foster students' English language skills use after college completion. Furthermore, by comparing medical English and general English instruction, the majority of ESP teachers stressed on the importance of Medical English Instruction over General English. So, the instruction should be focused on Medical English. Although ESP teachers did not think that the content in the teaching learning process of English language was related to the medical discipline, they thought the special nature of medical terms required special tasks and activities.

4.5 Testing Hypotheses

This part for testing hypotheses of the study was divided into five sections. Each section was named after one hypothesis of this study. Moreover, this study considered the level of confidence (significances) 95% and allows 5% for the error.

4.5.1 Hypothesis (1)

The first question that was asked and investigated by the researcher in this study "To what extent needs analysis can provide the necessary assistance required to enhance the learning environments of medical students?". This question was directed to medical students. To answer this question the researcher went through a very long journey looking for answers into the statistic tables. Statistically, many descriptive tables emerged to explain the situation such as frequency tables, means tables and correlation coefficient tables. Each group of these tables provided the researcher with certain information or explains a real thorny issue.

This section consisted of 8 items that supported the first hypothesis [from item 1 to item 8].

Table (4.2.62) Likert Scale

Weighted Mean	Level
From 1 up to 1.79	Strongly Disagree
From 1.80 up to 2.59	Disagree
From 2.60 up to 3.39	Not Sure
From 3.40 up to 4.19	Agree
From 4.20 up to 5	Strongly Agree

Table (4.2.63) Students' Means for Sections [1-2-3]

		t1	t2	t3
N	Valid	180	180	180
	Missing	0	0	0
Mean		4.5056	4.4278	4.5833
Std. Deviation		.58374	.59823	.53769
Percentiles	100	5.0000	5.0000	5.0000

Table (4.2.64) Students' Frequency Responses for Section One

t1		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Neutral	8	4.4	4.4	4.4
	Agree	73	40.6	40.6	45.0
	strongly agree	99	55.0	55.0	100.0
	Total	180	100.0	100.0	

It was very clear from table: (4.2.63) above, the mean of t1 which represented hypothesis one in the study [Needs analysis provides the necessary assistance required for enhancing the learning environments of medical students] was 4.50 and this value was between 4.20 and 5. According to the likert scale table :(4.2.31), this value indicated strongly agree on hypothesis 1 which was referred to as section (1). For more details, referring to frequency table: (4.2.64) for the eight items (Q1, Q2 ,Q3 ,Q4 ,Q5 ,Q6 ,Q7 and Q8), it could be seen that about 55.0% of the students strongly agreed on this section and 40.6 of the students agreed on this section i.e. 95.6 supported (hypothesis one). So, according to the discussion and testing above, hypothesis (1) was accepted.

4.5.2 Hypothesis (2)

This section included 8 items, also. The question under study was to what degree the productive skill was more important than the receptive one. The researcher was addressing medical students by this question. The responses that investigated this question were represented in a statistical table explaining each item.

Table (4.2.65) Students' Frequency Responses for Section Two

t2		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Neutral	10	5.6	5.6	5.6
	Agree	83	46.1	46.1	51.7
	strongly agree	87	48.3	48.3	100.0
	Total	180	100.0	100.0	

It was obvious from table: (4.2.63) mentioned above, the mean for t2 which represented hypothesis two in the study [Productive skills have more impact on medical students' communicative performance than receptive skills] was 4.42 and this value was located between 4.20 and 5. According to the likert scale table :(4.2.62), this value indicated strongly agreed on

hypothesis 2 which was referred to as section (2). For more details, referring to frequency: (4.2.56), for the eight items (Q9, Q10, Q11, Q12, Q13, Q14, Q15 and Q16) it could be seen that about % 48.3 of the students strongly agreed on this section and %46.1 of the students agreed on this section i.e.% 94.4 supported (hypothesis two). So, according to the discussion and testing above, hypothesis (2) was accepted.

4.5.3 Hypothesis (3)

The third question that was asked and investigated by the researcher in this study was how far needs perception improves medical students' achievement. This question was directed to medical students and was consisted of 8 items, too.

Table (4.2.66) Students' Frequency Responses for Section Three

t3		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Neutral	4	2.2	2.2	2.2
	Agree	67	37.2	37.2	39.4
	strongly agree	109	60.6	60.6	100.0
	Total	180	100.0	100.0	

It was obvious from table: (4.2.63) above, the mean for t3 which represented hypothesis three in the study [Needs perception improves medical students' achievement] was 4.58 and this value was between 4.20 and 5. According to the likert scale table:(4.2.62), this value indicated strongly agreed on hypothesis 3 which was referred to as section (3). For more details, referring to frequency table: (4.2.66), for the eight items (Q17, Q18, Q19, Q20, Q21, Q22, Q23 and Q24), it could be seen that about % 60.6 of the students strongly agreed on this section and 37.2 of the students agreed on this section i.e.97.8 supported (hypothesis three). So, according to the discussion and testing above, hypothesis (3) was accepted.

4.5.4 Hypothesis (4)

The fourth question that was asked and investigated by the researcher in this study was whether English teachers consider all macro-skills important for developing students' communicative skills". This question was directed to ESP teachers and consisted of 7 items that supported the fourth hypothesis.

Table (4.2.67) Teachers' Means for Sections [4:5]

		t4	t5
N	Valid	26	26
	Missing	0	0
Mean		4.0000	4.0385
Std. Deviation		.40000	.52769
Percentiles	100	5.0000	5.0000

Table (4.2.68) Teachers' Frequency Responses for Section Four

t4		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Neutral	2	7.7	7.7	7.7
	Agree	22	84.6	84.6	92.3
	strongly agree	2	7.7	7.7	100.0
	Total	26	100.0	100.0	

It was clear from the means table : (4.2.67), the mean for t4 which represents hypothesis four in the study [English teachers consider the importance of macro-skills in developing students' communicative skills] was 4.00 and this value was between 3.40 and 4.19. According to the likert scale table :(4.2.62), this value indicated agreed on hypothesis 4 which was referred to as section (4). For more details, referring to frequency table: (4.2.68), for the seven item (Q1, Q2, Q3, Q4, Q5, Q6 and Q7), it could be seen that about %7.7 of ESP teachers strongly agreed on this section and 84.6% of ESP teachers agreed on this section i.e. 94.3% supported (hypothesis four). So, according to the discussion and testing above, hypothesis (4) was accepted.

4.5.5 Hypothesis (5)

The last question that was asked and investigated by the researcher in this study was to what extent English teachers were aware of medical students' needs at the preparatory year. This question was directed to ESP teachers and was including of 8 items that supported hypothesis five.

Table (4.2.69) Teachers' Frequency Responses for Section Five

t5		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Neutral	3	11.5	11.5	11.5
	Agree	19	73.1	73.1	84.6
	strongly agree	4	15.4	15.4	100.0
	Total	26	100.0	100.0	

It was obvious from table: (4.2.67) above, the mean for t5 which represented hypothesis number five in the study [English teachers are aware of medical students' needs at the preparatory year] was 4.03 and this value was between 3.40 and 4.19. According to the likert scale table :(4.2.62), this value indicated agreeing on hypothesis 5 which was referred to as section (5). For more details, referring to frequency table: (4.2.69), for the eight items (Q8, Q9, Q10, Q11, Q12, Q13, Q14 and Q15), it could be seen that about %15.4 of ESP teachers strongly agreed on this section and 73.1 of ESP teachers agreed on this section i.e.88.5% supported (hypothesis five). So, according to the discussion and testing above, hypothesis (5) was accepted.

4.6 Summary of the Chapter

This chapter has discussed the data analysis and results. Data analysis was including: students' questionnaires, teachers' questionnaires and interviews. The study results were clearly exposed in the analysis of interviews and testing hypotheses section. Added to this, the researcher carried out a comparison between the identical questions in both questionnaires i.e. the same question asked twice, once for students and once again for ESP teachers. By using this method, the researcher aimed to see

whether students and ESP teachers have same attitude towards one issue. So, according to the above discussion and statistical work, all the testing and results yields one interpretation for the whole data. The five hypotheses under investigation were all proved and accepted.

Conclusion and Recommendations

5.1 Overview

The study is basically designed to investigate ESP learners' communicative needs and to evaluate the importance of receptive skills against productive skills for medical students in the preparatory year at Shaqra University. The research methodology was built on the statement of the problem and the research questions, as well as the theoretical discussion of needs analysis. The data collection methods used were a questionnaire for students, a semi-structured questionnaire for teachers and a semi-structured interview for teachers, also. The data collected were analyzed using percentage, means and descriptive analysis. The results obtained from the data analysis were discussed under the scope of the research questions and hypotheses formulated. Hence, this chapter hold a number of findings which are triggered from the analyses of results under the scope of research questions and hypotheses. Moreover, the chapter will provide a number of suggestions based on the findings and addresses some recommendations for further studies and investigations.

5.2 Findings

1-Medical students appreciate the necessity of needs analysis and its impact on identifying students' weaknesses and strengths in linguistic knowledge that facilitate learning and understanding.

2- English for Specific Purpose (ESP) empowers students with skills and knowledge of medical terminology to communicate effectively in various medical contexts.

3- The majority of the students believe that productive skills (speaking and writing) have more impact on enhancing medical students' communicative skills compared to receptive skills (listening and reading).

4- Both ESP teachers and medical students think that some instructions related to ergonomics are needed to foster students' English skills use after college.

5- Students awareness of needs analysis have great impact on fostering students learning experiences and achievements.

6- Medical topics and themes represent the main source of knowledge for medical students to enrich their personal and professional knowledge and information.

7- Most of the students disclose that the special nature of medical terms require special learning activities.

8- There were no significant difference between General English and Medical English for medical students in regard to instruction.

9- ESP teachers and instructors have strong believe that all receptive and productive skills have the same degree of importance in improving students communicative skills.

10- ESL teachers and instructors are fully aware of students persisting needs and demands.

11- The current ESP course components seems to be suitable and appropriate to the intended level of medical students and meet the students' language needs to ensure their continuity and productivity in their academic studies.

12- Based on medical students' needs analysis, much emphasis should be placed on ESP instruction rather than general English instruction.

13- ESP teachers and medical students are different in dealing with language skills. ESP teachers regard the skills as "integrated" while medical students consider productive skills as more important.

5.3 Recommendations

1- It is recommended that it is better to study the part of English that help medical students in their future career.

2- Some instructions related to medical ergonomics are needed to cater for students' English skills use after college completion.

3- Students should have more speaking activities rather than just listen in academic classes to develop fluency.

4- The study suggests that students should write assignments, collaborate in projects and research papers rather than just read them.

5- It is recommended that and due to the unique nature of medical terminology, teaching medical terminology should be accompanied with proper tasks and activities for fostering students use of these terms.

6- Instruction should focus on both General English and Medical English.

7- It is necessary to identify general and specific language needs of students to find appropriate objectives, methods and contents.

5.4 Suggestions for Further studies

1- As it is clear from previous studies, the importance of language skills among students and teachers is a controversial area. So, more research is needed in regard to the importance of receptive skills versus productive skills.

2- This study was conducted on a small size of EFL students and instructors at university level at medical colleges. It is suggested that the framework of the study should be replicated and applied in a large scale.

3- It is suggested that ESP teachers should train themselves by investigating the theoretical and practical issues of needs analysis along with their teaching methods.

4- Motivation constitutes a major element in mastering language skills. Based on that, it is suggested that teachers should investigate the methods in which their students can be inspired and motivated.

5- It is a true fact that, ESP teachers are encountering a new role to be played in the class since the need of students are totally differing due to the changing world practices. Therefore, it is suggested that teachers should be aware of the students' needs and should be prepared to satisfy those needs.

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Appendices

Appendix (A): Students' Questionnaire

Sudan University of Science & Technology (SUST)

Analyzing the Language Needs of Medical Students (A case study of medical students in the preparatory year at Shaqra University)

Dear **students**,

Would you please spare a few minutes of your valuable time to fill in this questionnaire. We highly appreciate your help.

Instruction: Put a Tick mark(✍) beside the statements which are most close to your opinions:

(Mark the appropriate box)	اوافق بشدة	اوافق	غير متأكد	لا اوافق	لا اوافق بشدة
1- English for Specific Purposes fulfills the needs of medical specialty. تحقق اللغة الانجليزية للأغراض الطبية الاهداف المرجوة في مجال التخصص الطبي					
2 - Identifying the weaknesses in linguistic knowledge makes learning more easier. تحديد مواطن الضعف في لغتي الانجليزية يجعل تعلمي اكثر سهولة					
3 - I know exactly what type of English I need to learn in college level. انا اعلم نوعية اللغة الإنجليزية التي اريد ان اتعلمها في المستوي الجامعي					
4 – The specific language in English for Specific Purpose enables learners communicate effectively. تمكنني اللغة المحددة للأغراض الطبية من التواصل مع الاخرين بفعالية					
5 - The ESP course has met the language needs to function satisfactorily in my academic studies. اللغة الانجليزية للأغراض الطبية تلبي احتياجاتي للغة لكي اتمكن من العمل بطريقة مرضية في مسيرتي الاكاديمية					
6 – It is better to study the part of English that help me in my future career. من الافضل دراسة اللغة التي احتاجها لكي تساعدني في حياتي المهنية مستقبلا					

7 - Repetition of certain English vocabulary enriches my learning experience.تكرار مفردات انجليزية بعينها (محددة) يثري تجربتي التعليمية					
8- Language in medical contexts makes interacting effective استخدام اللغة في المواقف الطبية تجعل التفاعل اللغوي اكثر فائدة					
9- I need English language to be a more qualified job candidate in the medical field احتاج اللغة الانجليزية لكي اصبح منافس مؤهل لسوق العمل في مجالي					
10- Productive skills (writing and speaking) are the most effective skills to communicate in medical field. اهم مهارتين للتواصل في المجال الطبي هما مهارتي (المحادثة و الكتابة)					
11- I prefer to speak in seminars rather than listen افضل التحدث في السمنارات (المنتديات) بدلاً من الاستماع					
12- It is better to write assignments, projects and research papers rather than just read them من الافضل المشاركة في كتابة الفروض و المشاريع و البحوث بدلاً من قراءتها فقط					
13- Some instructions are needed to foster my English skills use after college completion. تتطلب بعض الدروس تبني استخدامات مهارات اللغة لما بعد اكمال الراسة					
14- Practicing more speaking activities helps me to be a fluent speaker التحدث بطلاقة هواهم نشاط في عملية تعلم اللغة الانجليزية					
15- Receptive skills (listening and reading) help me to understand messages تساعد مهارتي الاستماع و القراءة في فهم الرسائل					
16- Productive skills (speaking and writing) help in expressing oneself well in medical field تساعد مهارتي التحدث و القراءة في التعبير بطريقة جيدة في المجال الطبي					
17- Medical topics enriches personal knowledge about the field تثر ي المواضيع الطبية المعارف الشخصية في المجال الطبي					
18- The special nature of medical terms require special learning activities تتطلب الطبيعة الخاصة للمصطلحات الطبية انشطة تعليمية خاصة بها					
19- Technical vocabulary enhances medical communication تسهل المفردات الطبية المتخصصة التواصل في المجال الطبي					
20- Medical vocabularies of other subjects are helpful in English language classes المفردات الطبية التي تدرس لمواد اخري تساعد في دروس اللغة الإنجليزية					

21- English language is essential for a successful medical professional اللغة الانجليزية ضرورية للكادر الطبي الناجح					
22- Instruction should focus on General English يجب ان يركز التدريس علي اللغة الانجليزية العامة					
23- Instruction should focus on Medical English يجب ان يركز التدريس علي اللغة الانجليزية الطبية					
24- I need English language to pursuit my postgraduate studies احتاج اللغة الانجليزية لمواصلة دراستي العليا مستقبلاً					

Thank you

Khalid Hassan Abdu

Appendix (B) :Teachers' Questionnaire_

Sudan University of Science & Technology (SUST)

Analyzing the Language Needs of Medical Students (A case study of medical students in the preparatory year at Shaqra University)

PhD. in English Teaching and Learning (ELT)

Dear colleagues,

Would you please spare a few minutes of your valuable time to fill in this questionnaire. We highly appreciate your help.

Instruction: Put a Tick mark (✅) beside the statements which are most close to your opinions:

(Mark the appropriate box.)	**Strongly Agree**	**Agree**	**Not sure**	**Disagree**	**Strongly disagree**
1- Having a fluent command of written and oral English is an integral part for being a successful medical professional					
2 - Productive skills (writing and speaking) the most effective skills to communicate in medical field.					
3 – Receptive skills (listening and reading) are the most effective skills in English language learning process					
4- ESP students' education depends unexceptionally on the four skills					
5- Students should speak in seminars rather than listen					
6- Students prefer the written tasks rather than the reading ones					
7 - The English language four skills have the same impact on ESP students' performance					
8- The ESP course has met the students' language needs to function satisfactorily in their academic studies					
9- The ESP course meets my students' language needs to function satisfactorily in their target careers.					

10- Instruction should focus on Medical English					
11- Instruction should focus on General English					
12- The content in the teaching learning process of English language is related to the medical discipline					
13- Some instructions are needed to foster students English language skills use after college completion.					
14- It is necessary to identify general and specific language needs of students to find appropriate objectives, methods and contents.					
15- The special nature of medical terms require special tasks and activities					

N.B: Add any comments or your impression about the subject of the research.

……
……

Thank you

Khalid Hassan Abdu

Appendix (C 1)_Sample of ESP Teachers' Interviews (Script)

1. Have you ever attended a teachers' training course, in either general or medical English ?

Yes, I have attended general English.

2. Do you think that English is important to your students in their academic study and target careers?

Yes, it is so important that they need it to cope with their career.

3. What do you want your students to be able to do with English language?

Communication is the most important aim of a student learning English. It is either in their daily routine activities or when doing their job duties.

4. What do you perceive as the needs of your students for their academic studies and target careers?

As for medical students, I think they need the medical terminologies and conversational exchanges that help them to fulfill the different medical procedures such as diagnosing illnesses, handling medical devices, laboratory testing and the relevant medical processes.

5. What do you need to satisfy your students' language needs?

That depends on the type of English that a student needs as the curriculum need depends on the student need English for.

6. To what extent do you think the four main skills are important in your students' academic studies?

Students need the skills of English to do different jobs such as: communication, analyzing, extracting general image from diagrams, explaining, planning and achieving their various jobs. So, the skills are integrating and important.

7. Do you think that it is necessary to have a fluent command of oral and written English to be a successful medical professional?

Of course. I think it is very important to have a fluent command of oral and written English.

8. To what extent do you think the four main skills are important in your students' target careers?

The target career of my student is of a medical one. So they need to do medical jobs that mentioned so far in question number 4. (go back to question number 4)

9. Do you think productive skills (speaking and writing) are more important than receptive skills (reading and listening) for ESP learners?

I don't think that one skill is more important that the other because medical students need to do medical procedures that start by understanding (receptive) and ends with handling (productive) so all skills are important for medical students.

10. To what extent do you think the English language courses at the preparatory year are based on medical English?

Preparatory students have got a syllabus that is very relevant to medical studies as they study different topics that explain human anatomy and various illnesses.

Appendix (C 2)_Sample of ESP Teachers' Interviews (Script)

1. **Have you ever attended a teacher's training course, in either general or medical English?**

   Yes. I have attended teacher's training course in general English

2. **Do you think that English is important to your students in their academic study and target careers?**

   Yes, I think that English is important to my students in their academic study and target careers

3. **What do you want your students to be able to do with English language?**

   I want my students to be able to understand and use specific English language.

4. **What do you perceive as the needs of your students for their academic studies and target careers?**

   I think they need specific English language competency to help them in academic studies.

5. **What do you need to satisfy your students' language needs?**

   We need objective oriented and well organized specific language course.

6. **To what extent do you think the four main skills are important in your <u>students' academic studies</u>?**

   I strongly recommend reading and writing skills for my students for academic studies.

7. **Do you think that it is necessary to have a fluent command of oral and *written English to be a successful medical professional?*** *Yes, I think so.*

8. **To what extent do you think the four main skills are important in your <u>students' target careers</u>?**

   They are needed for communication, office work and correspondences.

9. **Do you think productive skills (speaking and writing) are more important than receptive skills (reading and listening) for ESP learners?**

   No. I do not think so, but productive skills are important for their professions.

10. **To what extent do you think the English language courses at the preparatory year are based on medical English?**

    They are based greatly on medical English.

11. If you would like to comment or add anything you are very welcome.

……

Thank you very much for your time and participation.

Appendix (C 3)_Sample of ESP Teachers' Interviews (Script)

1. Have you ever attended a teachers' training course, in either general or medical English ?

Yes.

2. Do you think that English is important to your students in their academic study and target careers?

Yes.

3. What do you want your students to be able to do with English language?

To communicate properly and fluently with their colleagues or people they are working for.

4. What do you perceive as the needs of your students for their academic studies and target careers?

The students should have a good command on productive skills to execute the assigned job.

5. What do you need to satisfy your students' language needs?

The question is obscure. But I need the right methods and teaching tools.

6. To what extent do you think the four main skills are important in your students' academic studies?

All skills are equally important. They can't do very well without getting mastery in all.

7. Do you think that it is necessary to have a fluent command of oral and written English to be a successful medical professional?

Of course.

8. To what extent do you think the four main skills are important in your students' target careers?

Well, productive skills are of course required in their careers but receptive skills can't be avoided.

9. Do you think productive skills (speaking and writing) are more important than receptive skills (reading and listening) for ESP learners?

Here one thing can't substitute another. But weakness in receptive skills can be tolerated.

10 . To what extent do you think the English language courses at the preparatory year are based on medical English?

The stuff is good enough if student take interest in learning.

11. If you would like to comment or add anything you are very welcome.

The success of a teacher lies in motivation. If he succeeds in inspiring the students to learn, than teaching and learning becomes a sensational experience both for the teacher and the student.

Thank you very much for your time and participation.

Appendix (C 4) Sample of ESP Teachers' Interviews (Script)

1. Have you ever attended a teacher's training course, in either general or medical English?

No. I never attended training course in general English

2. Do you think that English is important to your students in their academic study and target careers?

of course, it is very essential

3. What do you want your students to be able to do with English language?

I want my students to learn the four skills of English language

4. What do you perceive as the needs of your students for their academic studies and target careers?

I think the most important things is to master the reading skill

5. What do you need to satisfy your students' language needs?

We need good syllabuses and we can make what we call ' English village " to keep in touch with the language

6. To what extent do you think the four main skills are important in your students' academic studies?

They provide students with situations that allow for well-rounded development and progress in all areas of language learning That will be reflected positively in their academic studies.

7. Do you think that it is necessary to have a fluent command of oral and written English to be a successful medical professional?

Both are needed so as to be a successful medical professional

8. To what extent do you think the four main skills are important in your students' target careers?

They are needed for communication, office work and correspondences.

9. Do you think productive skills (speaking and writing) are more important than receptive skills (reading and listening) for ESP learners?

No. I do not think so, but productive skills are important for their professions.

10 . To what extent do you think the English language courses at the preparatory year are based on medical English?

It bases greatly on medical English because they have a separate course related to it.

11. If you would like to comment or add anything you are very welcome.

……

Thank you very much for your time and participation.

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Appendix (C 5) Sample of ESP Teachers' Interviews (Script)

1. Have you ever attended a teacher's training course, in either general or medical English?

Yes. I attended training course in general English

2. Do you think that English is important to your students in their academic study and target careers?

Yes, it is very essential

3. What do you want your students to be able to do with English language?

I want my students to acquire English language skills that help in their specializations.

4. What do you perceive as the needs of your students for their academic studies and target careers?

I think students should receive skills that build a solid foundation related to their majors.

5. What do you need to satisfy your students' language needs?

We need well planned syllabuses that help improve the students' English language and enable them to use it for communication.

6. To what extent do you think the four main skills are important in your students' academic studies?

They provide students with situations that allow for well-rounded development and progress in all areas of language learning That will be reflected positively in their academic studies.

7. Do you think that it is necessary to have a fluent command of oral and written English to be a successful medical professional?

Both are needed so as to be a successful medical professional.

8. To what extent do you think the four main skills are important in your students' target careers?

They are needed for communication, office work and correspondences.

9. Do you think productive skills (speaking and writing) are more important than receptive skills (reading and listening) for ESP learners?

No. I do not think so, but productive skills are important for their professions.

10 . To what extent do you think the English language courses at the preparatory year are based on medical English?

It bases greatly on medical English because they have a separate course related to it.

11. If you would like to comment or add anything you are very welcome.
……
……
Thank you very much for your time and participation.

Appendix (C 6) Sample of ESP Teachers' Interviews (Script)

1. Have you ever attended a teachers' training course, in either general or medical English ?
Yes, I have.
2. Do you think that English is important to your students in their academic study and target careers?
Yes. Positively it is very important.
3. What do you want your students to be able to do with English language?
To communicate effectively, to master their Terminology and to receive and give instructions.
4. What do you perceive as the needs of your students for their academic studies and target careers?
There are so many. English is important for them to have a master command on researches and experiments, Communication, and to keep update with the new things in their field.
5. What do you need to satisfy your students' language needs?
I need to reinforce their abilities to master the four skills, particularly writing and speaking. Also, increase the vocabulary and the terms that suit their field of study.
6. To what extent do you think the four main skills are important in your students' academic studies?
To far extent I consider speaking and writing are very necessary. , listening and reading should be considered.
7. Do you think that it is necessary to have a fluent command of oral and written English to be a successful medical professional?
Yes, I do. I think it is very necessary.
8. To what extent do you think the four main skills are important in your students' target careers?
To far extent I think. Once mastering the language enables them to have good career and helps much in being professional.
9. Do you think productive skills (speaking and writing) are more important than receptive skills (reading and listening) for ESP learners?
I think so.

10 . To what extent do you think the English language courses at the preparatory year are based on medical English?
To far extend since they presented medical topics and ailments, diseases and health care and some tiny hints to first aids.
11. If you would like to comment or add anything you are very welcome.
……
……
Thank you very much for your time and participation.

Appendix (C 7) Sample of ESP Teachers' Interviews (Script)

1. Have you ever attended a teachers' training course, in either general or medical English?
Yes I have.
2. Do you think that English is important to your students in their academic study and target careers?
Of course .
3. What do you want your students to be able to do with English language?
To master the learning process effectively.
4. What do you perceive as the needs of your students for their academic studies and target careers?
I need good syllabuses and good teaching environments
5. What do you need to satisfy your students' language needs?
Good students – pedagogical aids – curriculum environments
6. To what extent do you think the four main skills are important in your students' academic studies?
To facilitate the learning for more output.
7. Do you think that it is necessary to have a fluent command of oral and written English to be a successful medical professional?
Of course.
8. To what extent do you think the four main skills are important in your students' target careers?
Without the four skills there will be no language learning and no career also.
9. Do you think productive skills (speaking and writing) are more important than receptive skills (reading and listening) for ESP learners?
Each one has its own role in learning the target language
10 . To what extent do you think the English language courses at the preparatory year are based on medical English?
Not at all.
11. If you would like to comment or add anything you are very welcome.
……
……
Thank you very much for your time and participation.

Appendix (C 8) Sample of ESP Teachers' Interviews

1. Have you ever attended a teachers' training course, in either general or *medical English?*

Yes, I have

2. Do you think that English is important to your students in their academic study and target careers?.

Yes, I do

3. What do you want your students to be able to do with English language?

Be able to attain at least level 3 of IELTS for example.

4. What do you perceive as the needs of your students for their academic studies and target careers?

Make them able to understand general in an academic context.

5. What do you need to satisfy your students' language needs?

Make them able to do above average in all 4 main language skills.

6. To what extent do you think the four main skills are important in your students' academic studies?

In a descending order from Listening-1 –Reading2,-Writing3 – Speaking4

7. Do you think that it is necessary to have a fluent command of oral and written English to be a successful medical professional?

An above average command is needed

8. To what extent do you think the four main skills are important in your students' target careers?

In a descending order from Speaking-1 Listening-2 –Reading3,-Writing4

9. Do you think productive skills (speaking and writing) are more important than receptive skills (reading and listening) for ESP learners?

No, I don't think so.

10 . To what extent do you think the English language courses at the preparatory year are based on medical English?

It does fairly well with their future needs.

11. If you would like to comment or add anything you are very welcome.

……

……

Thank you very much for your time and participation.

Appendix (C 9) Sample of ESP Teachers' Interviews (Script)

1. Have you ever attended a teachers' training course, in either general or medical English ?

Yes, I have attended lot of teachers' training courses in general English but not in medical English

2. Do you think that English is important to your students in their academic study and target careers?

Of course, it plays a vital role in my students' academic study and target career.

3. What do you want your students to be able to do with English language?

I wants my students to be perfect both in oral and written English to overcome all their needs

4. What do you perceive as the needs of your students for their academic studies and target careers?

The students need to have their foundation in English to be more stronger in order to achieve their skillful academic studies and target career

5. What do you need to satisfy your students' language needs?

The students need to have more peer group activities among themselves inside the class with the supervision of their teachers to improve their language

6. To what extent do you think the four main skills are important in your students' academic studies?

The four skills play a vital role in the language but as per the academic studies are concerned, speaking should be concentrated more among the students

7. Do you think that it is necessary to have a fluent command of oral and written English to be a successful medical professional?

No, I never agree with the word fluent. If a student could make the listener understand him that will be more than enough to proceed with his profession

8. To what extent do you think the four main skills are important in your students' target careers?

When we talk about target careers all the four skills are most important as each skill has its own dominant role in each aspects.

9. Do you think productive skills (speaking and writing) are more important than receptive skills (reading and listening) for ESP learners?
According to my point of view, I think productive skills are more important than receptive skills as it helps the students always to express their needs.
10 . To what extent do you think the English language courses at the preparatory year are based on medical English?
According to my point of view, the course based on medical English is above the standard as the topics and the vocabulary used here are highly professional and out of their standard.
11. If you would like to comment or add anything you are very welcome.
Really, I am proud of myself to be a part of this interview and not like to comment on it as I am fully satisfied with the content prescribed above.
Thank you very much for your time and participation.

Appendix (C 10) Sample of ESP Teachers' Interviews (Script)

1. Have you ever attended a teachers' training course, in either general or medical English?
Yes,
2. Do you think that English is important to your students in their academic study and target careers?
Absolutely. Yes,.
3. What do you want your students to be able to do with English language?
to be able to use English in various ways in their study to be able communicate Inside and outside class room
4. What do you perceive as the needs of your students for their academic studies and target careers?
to study English intensively and extensively employing overall language skills, whether oral or written ones .
5. What do you need to satisfy your students' language needs?
comprehensive academic English course generally and for specific purposes.
6. To what extent do you think the four main skills are important in your <u>students' academic studies</u>?
for the proficiency and comprehension academic texts and production of scientific concepts as well
7. Do you think that it is necessary to have a fluent command of oral and written English to be a successful medical professional?
Accurate written English is crucial for a successful medical professional
8. To what extent do you think the four main skills are important in your <u>students' target careers</u>?
Four skills to assist them to be aware of their professional domain
9. Do you think productive skills (speaking and writing) are more important than receptive skills (reading and listening) for ESP learners?

I think overall language skills are significant for their academic field
10. To what extent do you think the English language courses at the preparatory year are based on medical English?
In my view General English is basic thing particularly in initial phase of preparatory year.
11. If you would like to comment or add anything you are very welcome.
……
Thank you very much for your time and participation.

Appendix (D) List of Referees

The background Checking Questionnaire was carefully examined and revised by a group of ph. D holders and Lecturers

The following are the names of those who participated in revising and editing process:

Name	Qualification	Position	Institution
Mohammed Abu bakr Al qadhi	Ph.D	Associate Professor	Shaqra University
Hamed Arabi	Ph.D	Assistant Professor	Shaqra University
Ahmed Taha Musa	Ph.D	Assistant Professor	Jeizan University
Osama Mudawi Nurain	Ph.D	Assistant Professor	Jeizan University
Ahmed Gumaa	Ph.D.A	Assistant Professor	Shaqra University

Appendix (E) Students' Reliability

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
Q1	97.5611	61.074	.347	.267	.766
Q2	97.4389	61.276	.263	.260	.770
Q3	97.8833	59.601	.374	.348	.764
Q4	98.0389	57.948	.393	.327	.762
Q5	97.5778	58.960	.392	.467	.762
Q6	97.1333	60.898	.367	.492	.765
Q7	97.3556	60.152	.393	.325	.763
Q8	97.2833	60.819	.386	.337	.764
Q9	97.1944	61.107	.336	.252	.766
Q10	97.4000	61.292	.256	.349	.770
Q11	98.4944	60.061	.229	.273	.775
Q12	98.0333	59.731	.266	.252	.771
Q13	97.6944	61.342	.282	.245	.769
Q14	97.2111	60.737	.369	.388	.765
Q15	97.4833	60.732	.277	.412	.769
Q16	97.4056	59.550	.426	.429	.761
Q17	97.6500	59.268	.446	.369	.760
Q18	97.6944	60.660	.310	.255	.767
Q19	97.4278	60.101	.339	.249	.766
Q20	97.7778	58.677	.370	.372	.764
Q21	97.1167	61.154	.355	.361	.766
Q22	97.4944	65.101	-.038-	.139	.787
Q23	97.6167	60.137	.287	.230	.769
Q24	96.9222	63.581	.208	.369	.772

Appendix (F) Teachers' Reliability

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
Q1	61.6538	14.555	.263	.886	.515
Q2	62.1923	14.242	.286	.802	.509
Q3	62.4231	16.814	-.262-	.696	.599
Q4	62.5385	16.338	-.175-	.930	.582
Q5	62.4615	15.218	.087	.819	.540
Q6	64.0769	12.154	.433	.927	.458
Q7	63.6923	10.542	.561	.947	.401
Q8	62.6923	14.302	.188	.959	.525
Q9	62.3462	15.915	-.097-	.718	.577
Q10	62.1154	14.346	.290	.935	.510
Q11	64.0769	11.834	.747	.978	.405
Q12	63.6923	10.862	.483	.965	.429
Q13	62.3077	15.582	.025	.966	.547
Q14	61.8077	15.042	.110	.821	.538
Q15	61.8462	16.215	-.151-	.841	.588