CHAPTER SIX

IMPLICATIONS AND CONCLUSIONS

6.0 Introduction

In chapter I we have made an attempt for analyzing and criticizing the current ESP courses taught at the Faculty of Medical Sciences, General Nursing Department, Hodeidah University, Yemen. The results of the analysis have revealed the limitations and weaknesses of these two courses. We saw that most of the exercises are mechanical and isolated, with a more focus on grammatical points rather on communicative study-related tasks. We have also noticed that listening skills, speaking skills as well as writing skills are not covered by these two courses. No guidance either to the teacher or to the students was provided by these two courses.

In addition, from the questionnaire findings, we get a vivid picture of the real language needs and skills in their academic studies as well as in their professional commitments. We also get students, graduates, subject teachers and ESP teachers' views of the courses and the desired points in an improved programme for Medical English. We also have a view of the students' lacks and learning needs for reaching desired levels of proficiency in Medical English.

Form all what has been said, it is clear that these two ESP courses currently taught need to be improved or completely changed. The reason is that the course is an essential
element or component in the process of language learning, provided that it is interesting, motivating as well as relevant and responsive to the students’ needs and expectations. Given the constraints of any university syllabus meant for large numbers of students, many broad features must remain essentially the same. But certain crucial changes can be made. In our context, the main changes would be the following

**Overall Syllabus**

- Including spoken and written language skills.
- Adding listening comprehension.
- Introducing reading skill strategies along with comprehension questions.
- Introducing skills development in various specific areas identified by the questionnaires as relevant and important.

**Materials**

- Using different, varied and relevant input, i.e. reading/listening/writing/speaking text, pictures, conversations with suitable teaching aids.
- Providing exposure to language in use.

**Methodology**

- Introducing task-based learning in stead of mechanical drills.
- Using authentic texts.
- Encouraging class discussion and interactions.
Consequently, for the purpose of proposing suggested and improved syllabus, the following components should be considered:

1. Goals

2. Objectives

3. Suggested Components

4. Methodology of Teaching

6.1 Goals of the Course

It is worthy to note that the language needs of the students of the Faculty of Medical Sciences, Hodeidah University, Yemen, extensively studied in this research suggest certain general orientation of revised Medical English courses. These can be expressed as the following goals:

a. To raise the students' overall performance level in the target language so as to cope with medical studies.

b. To encourage the students to make use of this target language (English) to meet their language requirements in their professional commitments and future studies.

c. To orient the students to the communication patterns that are found in the medical world.
6.2 Objectives of the Course

Objectives help in specifying the teaching materials. David Nunan (1988, p.60) points out that objectives are nothing more than a particular way of formulating or stating content and activities. Objectives then specify what the students will be doing in the class in order to achieve the goals. That is, the goals stated above can be achieved through the following objectives:

1. To develop the students’ abilities to acquire the essential and basic knowledge on linguistic forms especially those causing problems e.g. syntax, lexis, etc.

2. To develop the students’ abilities in reading comprehension by providing the students with relevant reading strategies they need in their medical studies (Nursing studies).

3. To develop the students’ abilities in listening comprehension so that the students could follow the lectures in English and take notes, follow medical discussion and medical programmes carried out in English.

4. To develop in the students the ability in writing accurately and fluently in a well organized way.

5. To develop the students’ abilities in speaking to enable them to participate in medical discussions, practical classes in hospital, presenting medical cases, discussing with their classmates in the lecture hall, etc.
6. To encourage the students to make use of the different skills and linguistic forms mentioned in a meaningful way as in real communicative situations.

6.3 Suggested Components of an Improved Course

Since the aim of this study is not to proffer a designed or a fully worked out course, only general components of the course, which reflect and translate the goals and objectives specified in (6.1) and (6.2) are suggested here. These components are actual realization of the requirements of the academic studies and the professional commitments of the students. As the results of data analysis revealed, the medical English courses should cover all the four main skills as well as grammar and vocabulary. However, these elements should be subject to change in accordance with the changing needs of the students together with those of the target situation. It should also be emphasized that the components of the ESP course should be varied and flexible. Activities need to cater for individual differences, as our classes are mixed-ability and multileveled. In addition, the language of the course need not to be highly specialized (full of medical terminologies and specialized language), because students need to be exposed to a wide range of language (general English) in order to develop communication skills. Thus, before proceeding any further to deal with the components of an improved course, it is necessary to consider the nature of the language in the improved courses.

6.3.1 The Nature of the Language

It was revealed by the analyses of data that there is a need for a language that is based on medical studies (i.e. the students' specialist subject area) and General English.
Medical English, as a branch of ESP, relies heavily on specialized vocabulary, a great part of which is not English but Greek and Latin. Most of these vocabularies cannot be usually translated or defined. They are internationally accepted as medical terminology which students must learn irrespective of their own language of study (i.e., if it is English, Arabic, French, etc.). The medical textbooks, in particular, are characterized by a high density of scientific and medical terminology. The texts in these books are long, descriptive, authentic texts featuring diagrammatic and other semi-verbal devices. The texts on the Connective Tissue (refer to appendix 7) are some examples of medical texts used by the students of Medical Sciences (Nursing department). The texts given in appendix 7 belong to Histology subject. So the students in this subject are expected to carry out these functions when reading the text i.e., he/she has to identify, classify, describe, etc. In order to do this, the student has to understand the relation between parts of texts and to distinguish these various language functions employed in them. To make use of such texts necessitates an awareness of its coherence and the progression of the ideas that exhibit a particular concept. For this purpose, the students have to develop their reading strategies, which are one of the objectives of an improved course, in order to benefit from reading such texts.

The second point, which is also linked with the specific texts (medical texts), is the inclusion of interesting authentic materials in the course book. This would guarantee that the students use the language meaningfully, instead of doing isolated exercises that
focus only on some grammatical points and lexical items. Therefore, it could be suggested that the texts that need to be used at the beginning of the ESP course should be broadly related to the students' specialized field of study and would not be full of 'complex technical information'. This approach may have the advantage in that it accords with the students' learning needs. It is thus expected that such texts would retain the motivation in the students and engender the kind of positive learning cycle described by Hutchinson and Waters (1987).

However, medical students (Nursing students) need to tackle the more highly specialized texts, as said before, to which they are likely to be exposed in their upper stages of their academic studies. Therefore, these texts could be gradually be exposed to the students in their ESP class once the English teacher feels that the linguistic competence has progressed and the students are in a position to tackle more difficult language.

B. General English

On their views in the 1st year English programme, a massive majority of the informants were in favor of General English (besides Medical English, of course). That means they need also General English to be included in their ESP English programme. The main reason for this was their need to interact with other (refer to the responses to Q1 of students and graduates' interview). The reasons behind students' need for General English is that, the researcher agrees, the material used would need first to raise their
linguistic competence (i.e. students' weak standard). Another reason may be that the materials have to be relevant to the students' needs and that would sustain motivation.

c. The Students' Communicative Needs

The findings of the data analysis have shown that the students of the Faculty of Medical Sciences, General Nursing Department, Hodeidah University, Yemen, are in need of an English course that is activity-based and that will prepare and equip them with the necessary skills to cope with their academic studies. This is proved by the results in table 31 and 32 of the questionnaires. Also as part of what was mentioned by the students regarding their learning needs that they expressed a need for activities that would allow them to participate in class- to communicate. On the linguistic side the students have expressed a need for non-subject specific vocabulary and grammatical points. The results of the analyses have also surmised that the students are in need of all the four skills (this can be proved by their responses to section 2 of their questionnaire in the tables 21, 22, 23 & 24 which are clustered between 'important' and 'very important' categories).

It could be also observed that to carry out one communicative activity there would be a need for more than one skill. According to Nunan (1989, p. 22) "...In real life as in the classroom, most tasks of any complexity involve more than one macro skills." Thus, in discussions the students have to listen, take notes, ask questions for information/clarification etc. To show the importance of these macro-skills (components of an improved course) for the students' specific studies and in what way each skill is needed and exploited, each skill will be discussed separately in the following section.
6.3.2 Listening Skills

As shown by the findings of the present research, listening skills are important for the students in their academic studies and professional commitments. In particular, tasks on listening to lectures and take notes, following medical discussions/seminars could be considered. This means that the students need to be exposed to a variety of listening activities that would help improve the students’ pronunciation and also facilitate acquisition. The results of the questionnaire (item 6 of section 1 of students’ questionnaire) have revealed that the students have difficulties in this skill. Therefore, these listening activities should be included in the improved course. In fact, these listening skills are nowhere in the current ESP courses as we saw in the critical review of the ESP courses in chapter 1.

One of the most important listening skills for the students of Medical Sciences is note-taking. While listening to lectures, the students have to do two things. Firstly, they have to distinguish the main points the speaker is making from example, which illustrate or support the main points. Secondly, the students should realize when the lecture is finishing one topic and moving to another. There are many techniques that can help the students to do this:

1. The students could be given pre-listening questions and while listening to a mini-lecture (about 5-10 minutes long) they will answer the questions.

2. The main points in a lecture could be written randomly and as the students listen to the lecture they put them in the correct order. At other times they could listen to a lecture and fill in the missing information in a table or a structure.
3. At this stage it could be pointed out to the students that the lecture consists of some important points and the students have to listen and write down these points.

4. Here the students are given no guidance. They are asked to listen to the lecture and summarize it.

Following this progression, it is expected that the students will gradually be able to develop their listening comprehension

6.3.3 Speaking Skills

It is taken for granted that any listening task or activity can be integrated into speaking activities. In this regard, activities and tasks, which focus on both listening and speaking, should be included in the course. This is highly required because the current courses do not cover these two skills as indicated by the critical review of the current courses in chapter 1.

The results of the interview have indicated that speaking is a greatly needed activity by almost all informants. In addition to the need to ask and answer questions in the classroom the students need, as revealed by the results of their questionnaire, to participate in seminars, medical discussions, making presentation in front of the class, communicate with others in English especially during their academic studies, professional commitments and in their future higher studies. On their view on the 1st year English programme, the students expressed also their need to English for survival (social interaction).
From what has been said in the two previous paragraphs, it can be inferred that the students need to practice language beyond the sentence level. For example, the students in answering questions or participating in medical discussions have to have control over certain linguistic functions such as explaining, contrasting or exemplifying. To be able to express meaning using these functions there should be some situational contexts to clarify it. Therefore the activities that have to be introduced to the students should aim at giving them such control. An example of such activities would be the information-gap or a problem-solving where the teacher creates a situation and where the students lack some of the information. This will create a need for getting information and hence using the language. Success is measured as to whether they can cope with the communicative demands of that immediate situation (i.e. filling the gap or solving problems).

6.3.4 Reading Skill

The informants of our present study have emphasized the importance of reading because reading is an essential and necessary strategy in any language learning. The results of the data analysis have revealed that reading is a long-term, most needed skill. The results have also shown that it is the academic reading that they have to practice. For the context of this study, it is advisable to include reading activities that develop in the students the essential skills to read certain texts. Students need to be trained how to deal actively with texts by using certain strategies such as skimming, scanning, predicting what is (not) in a text, referencing, understanding information when not explicitly stated,
etc. The texts chosen for reading should be also authentic and relevant to the students' goals. They should reflect texts that are really used in the students' academic study.

The results of the data analysis have revealed that the students need the reading skills and that they have difficulties in it. One of these difficulties was in the area of vocabulary, which made many students depend on translating each word in the text in order to understand it.

6.3.5 Writing Skills

These are very much related to reading skills and highly needed and demanded in the medical study and profession. If a doctor wants to write a reply to referential letter from another doctor, he/she has first to read and understand the message. In fact, writing in this academic situation is of great importance to all participants as expressed in the interviews and questionnaires (refer to table 1 & 24).

The findings of the analyses of data have revealed that writing activities related to students' academic studies and professional commitments include writing notes from lectures, answering examination questions, writing history of the patient, writing research papers and writing medical reports. The last three writing activities are carried out at the higher stage of the academic studies. Therefore practicing this kind of writing at the pre-medical stage (when language is being taught) could be de-motivating. First, because these types of writing conform to certain specification which could be too difficult for the students who are, in general, weak in English. Secondly, these writing activities would not be relevant to the learning/teaching situation at the pre-medical stage. Therefore, it
could be suggested that (Bin-Tyeh, 1996, p. 92) practicing of these writing activities could be postponed to the time when the students are in need of them and where they would be more relevant e.g. 3rd and 4th year.

Note-taking is an important need for students' academic study as shown by the results of the analyses of data. Therefore, considering such an activity in the language course would be of great importance and motivation. Note-taking as a common practice at the tertiary level helps students develop their own strategies in an attempt to cope with the large volume of information they have to take in lectures, seminars and information from books or other publications during periods of private study or in the library.

6.3.6 Grammar

As indicated by the analysis of interview and the problems of students mentioned in the questionnaire that grammar was the cause of some linguistic problems to the students. Apart from dealing with grammatical difficulties, there was a need for grammar to be treated within their context. Thus, in the English programme for General Nursing Department, students' language structures will be dealt with according to the need for them in expressing certain language functions.

In the context of our study, grammatical structures that could be given a priority to be included in the course will have to be deduced from the skills (functions) included in the objectives. This would help the students to overcome their difficulties at writing (examination answers, research papers etc.), speaking and reading levels. The adoption of Task-Based Learning (TBL) would help in this regard as will be seen later in this chapter.
6.3.7 Vocabulary

It should be emphasized that the language of Medical English does not differ a lot from that of General English. Medical English is characterized with its terminologies, most of which are not English but Greek and Latin. Besides, as the results of data analysis, the students have expressed a need for vocabulary which is non-subject specific. Thus, it is expected that the use of the General English items would help in this.

6.4 Methodology

In order to implement these suggested components of an improved course mentioned above, a methodology for the design of instructional materials and the teaching of these materials is suggested in this section. To understand the approach suggested for our present context, some theoretical background is necessary.

It has been reported that a strong form of Communicative Language Teaching (CLT) has led to task-based instruction (Weshe and Skehan 2002, in Shuja’ 2004, p.256). As the name suggested, task based instruction or task based learning (TBL) is organized around tasks which require communicative language use of varied type by the students in the classroom. It was pointed out that using different and varied tasks in the process of teaching is more helpful in developing communication in the classroom.

The use of a variety of different kinds of tasks in language teaching is said to make language teaching more communicative since it provides a purpose for a classroom activity which goes beyond the practice of language for its own sake.

( Richards,Platta and Weber, 1986 p.289)
Focusing on the importance of task-based in the process of teaching/learning language, Skehan (1998), in Nunan (n.d) puts forward five key characteristics of a task.

- Meaning is primary.
- Learners are not given other people's meaning to regurgitate.
- There is some sort of relationship to comparable real-world activities.
- Task completion has some priority.
- The assessment of the task is in terms of outcome.

In addition, Ellis (2003, p. 16) points out that "...task is intended to result in language use that bears a resemblance, direct or indirect, to the way language is used in the real world". In fact, task-based considers language use as the driving force in language learning. (Wills and Wills, 2001).

For the foregoing feature and other reasons, which are given presently, (TBL) is suggested for the design, implementation and teaching of Medical English courses in our context. Long and Crook (1992) point out that task-based syllabuses are suitable for the context of ESP because these syllabuses could be designed and proposed only after the learner's specific needs and the purpose of learning the language have been identified.

There is also an agreement among all researchers who work on task-based research that a pedagogical task can be used in the class to negotiate meaning as well as
to negotiate the form of the input or the output (Skehan, 2003; Foster, 1998; Foster and Ellis, 1991).

In nutshell, a task-based syllabus will be of help in creating a motivating classroom atmosphere, which will, in turn, provide the students with relevant learning experiences that encourage them to practice and interact in the target language. This kind of syllabus will be helpful because its prime concern is on meaning rather than on structure. (Skehan, 1998).

6.4.1 Task-based Learning Framework

J. Willis (1996) provides a very useful framework for implementing tasks in the classroom. The framework can be used in the following order.

1. Pre-Task
   - Teacher Role
     - Introducing the topic and task
     - Using activities/texts to help students prepare for the task
     - Playing tape recorders of others doing the same task
     - Providing input (a listening or reading text)
   - Student Role
     - Noting any useful words or phrases from the pre-task phase
     - Preparing for the task

2. Task Cycle
   - Task
     - Student Role
       - Doing the task in pairs or small groups
     - Teacher Role
       - Monitoring and encouraging the students planning
     - Student Role
       - Preparing and rehearsing to report to the class
     - Teacher Role
       - Helping the students in the preparation of oral or written reports
     - Student Role
• Presenting oral reports or displaying written ones
  • Teacher Role
  • Supervising and guiding the students while reporting
  • Giving brief feedback on the reports

3. Language Focus
   ➢ Analysis
     • Students Role
       • Doing some conscious-raising activities on features found in the text or script
     • Teacher Role
       • Drawing the students' attention to some useful words and phrases
   ➢ Practice
     • Teacher Role
       • Giving necessary practice activities when needed
     • Student Role
       • Practicing words and phrases occurring during the analysis as well as in the task text or report
       • Taking note of useful language items for future use

(cited in Shuja’ 2004, p. 258)

6.4.2 Writing a letter of referral

This is a part of the communicative activities that the medical students are going to practice in their professional commitments. In fact, communication is an important part of nursing doctors’ daily routine. It is obvious that several different specialists of medical profession might have to be consulted before a suitable treatment can be guaranteed. Usually it is the General Practitioner as nursing doctor who has the closest contact with the patient and who refers him to the specialist. Thus written communication (as in the case of writing a letter of referral) providing sufficient information is indispensable with.

To show how the TBL framework works, an example of a task of writing a letter of referral is presented below.
1. Pre-Task: The teacher provides the context of the task by mentioning the Purpose of writing this letter (a letter of referral) and the nature of the problem about which the students will write the letter. The problem could be a nursing doctor finds himself not sure from the suitable treatment that will be prescribed to his patient. As a result, he refers the patient to the specialists. A name of hospital could be mentioned.

2. Task Cycle:
   - Task: The students start discussing in pairs what to include in the letter. The teacher monitors the process and offers help when necessary.
   - Planning: 1. The students prepare a first draft of the letter.
      2. The students redraft the letter and check the final one.
      3. The students decide how to report back what they have written to the class.
   - Report: The students present their reports either by circulating or displaying the letter.

3. Language Focus:
   - Analysis: The students compare their letter with real letters written by Professionals. The teacher observes.
• Practice: With the help of the teacher, the students practise new language points, words and phrases that come up during the task.

From what has been illustrated about task-based, it can be seen that the task will be a good learning opportunity for the learners to participate and negotiate both meaning and form. The task initially focuses on meaning until agreement is achieved by the learners on what and how to write the letter, and how to present it to the audience. Towards the end of the task, language points, which cropped up are discussed and rules, if any, are deduced. Such task will also generate a lot of speaking. Therefore, the adoption of TBL to the design of teaching materials and their implementation into the classroom will certainly be intriguing and interesting for the learners. Most probably, it will yield results, which reflect the needs expressed by the informants who participated in the identification of language needs of the students of the Faculty of Medical Sciences, General Nursing Department, Hodeidah University, Yemen.

6.5 The Constraints

The following constraints were inferred from the results of this study as the major problems of the process of ESP teaching.

The first constraint is related to students' linguistic proficiency. The results of data analysis have shown the need for specific course to help the students cope with the requirements of their medical study. Therefore, in order to benefit from such a course the students, the researcher claims, have to be proficient enough in the language. In the discussion on the students' communicative needs, it was revealed that the students
expressed a great demand of linguistic needs. Thus, linguistic proficiency may cause a problem for students if their needs were interpreted in the new course without raising this linguistic proficiency of the student.

Another constraint is related to the availability of language teachers specialized and trained in ESP. The ESP teachers in Hodeidah University graduated from the Faculty of education with little knowledge of ESP being taught. They are mostly interested in teaching literature and general English rather than technical subjects and usually have problems in understanding the registers and concepts of medical English. This is due to the fact that English teachers often receive little or no education in the sciences. Therefore, the ESP teachers need to be trained and equipped with an understanding of the students’ specialization i.e. the context.

Other constraints can be summed up in the following points

- There has been a shortage of credit and contact hours.

- There has been a shortage of adequate classrooms.

- There has been a difficulty in accommodating the huge number of students. This is really considered a serious problem.

- Unavailability of audio/visual aids which can make learning more realistic, interesting, productive and communicative.
6.6 Recommendations

This section will provide some recommendations and suggestions for improving the status of teaching Medical English in the Faculty of Medical Sciences, Hodeidah University. These suggestions and recommendations are supported by information obtained from the informants of these study. The recommendations and suggestions are given below.

1. The current medical English courses should be evaluated to see to what extent they meet the students’ needs as mentioned in this research.

2. Academic and professional medical courses need to be a top priority before the concerned Faculty. Students ought to be provided with Medical English courses, which consider the language needs identified in the present study. A course, which trains the students how to speak and write academic and professional medical English, needs to be developed and implemented along the lines of Task-based Learning.

3. Medical English courses could be humanized by adding or creating tasks, which help the students achieve effective and durable learning. Humanising the course will also help make the language process a more effective and relevant experience.

4. The suggested components of an improved syllabus proposed in this study should gradually be put into practice.
5. English should be treated at both the functional and notional level. This would help the students to carry out different communicative activities at all stages of their academic studies and their future professional commitments.

6. All teaching and learning methods, approaches, objectives, content and evaluation system should be developed according to the new developments. Peter Strevens (1988) indicates that the different difficulties and problems caused by teaching ESP courses to all parties who are involved in such situations can be solved and handled by improving the different aspects of the teaching process such as teachers, materials, evaluation.

7. The material should provide enough motivation to develop the language aptitude of the students. This goal can be achieved by making the information it contains relevant to Medical Sciences specialization. Irrelevant material discourages the students and consequently the learning will fail. The selection of grammatical structures and lexical items must be those which are of most frequent occurrence in the specialist literature with which the students are concerned.

8. It is generally believed that reading skill is almost the only skill which is most emphasized and practiced in EFL/ESL situations, particularly in cases where students have to read English material for their own specialist subject but never actually have to speak the language in real communication as it is in the case in our present study. Moreover, it is often the most available form of contact with the language, since it is something that one can always have at hand. In such a
situation, teaching the study skills related to reading is of prime concern. It must focus directly on the types of sub-skills learners will need, for example, skimming, scanning, dictionary skills, and so on.

9. The time devoted to teaching/learning ESP in the Faculty of Medical Sciences is not adequate. Mastering a language requires enough exposure to the language. Since there is particularly no exposure to English outside the language classes, it is recommended that more time should be allotted to English in ESP course.

10. The English teachers should be trained for ESP and should have some knowledge of the students' subject specialization.

11. The English teachers should be equipped with a knowledge of methodology so as to be able to create an active international atmosphere in the classroom which would allow the students to communicate in the classroom and hence their language.

12. Efficient and co-operative teaching should be encouraged whereby the English teachers work in collaboration with the subject teacher.

13. The students, the teaching staff and the administration of the Faculty of Medical Sciences should be made aware of the importance of English in the students' academic studies and not just consider it as a university requirement.

14. Making as small classes as possible. This will certainly increase the amount of time for every student to take part in class activities as well as to practice their
language. It will also be helpful for the teacher to give special attention to slow learners.

15. Instead of asking Faculty of Education to provide teachers to FMS, English language for Specific Purpose unit needs to be set up at the Faculty concerned. This helps avoid isolation and develop a rapport between FMS teacher and the Faculty members. This unit should not only provide language-based courses, they should also equip the students with personal, interpersonal and communication skills.

16. The use of audio/visual aids in the process of ESP teaching appears to be crucial for the improvement of Medical English standard at the FMS. Teaching aids can make learning more realistic, interesting, productive and communicative. Video can provide a positive support to the language teacher. Since an EFL situation offers very little exposure to the foreign language outside the class, the audio-visual aids and net services can be used as effective complements to the available teaching resources. Audio/Visual aids have high motivational value. The visual presentation of language in use will involve the students more actively in the learning task.

6.7 Conclusion

An analysis of the students’ needs is seen as a first step in the preparation of ESP course design without which course design would be impossible. If at all course design is done without considering students’ needs, the resultant course will not be relevant and
responsive to the actual needs of these students concerned. Needs analysis is a fact-finding process, which gathers relevant and important information from different sources (the students, the teaching staff and the working graduates in our context) and by different methods (questionnaires, interviews, class observations, etc.). The identification of students’ needs and the attempt to meet these needs have a priority in ESP, as Hutchinson & Waters (1987), Dudley-Evans & St.John (1998) and others pointed out.

More specifically, an analysis of students’ needs of Medical Sciences is used to identify two kinds of needs: students’ academic and professional needs. The language needs of the students of the Medical Sciences were identified, together with the language needs required by the professional commitments.

Three dimensions of needs analysis were considered in the present research: Present Situation Analysis (PSA), Target Situation Analysis (TSA) and Learning Situation Analysis (LSA). In order to study and examine the students’ needs on the light of these three dimensions mentioned above, four sources of information were approached: students, graduates (working nursing doctors), subject teachers and ESP teachers. All the four levels of the Nursing department in the Faculty of Medical Sciences as well as their teachers were selected to participate in the study. Graduates as working nursing doctors were also selected to provide information about the target situation needs. They belonged to different hospitals and private clinics.

Two data collection procedures were used in this study to elicit information from the four sources of data. These two procedures included four questionnaires and two
ethnographic interviews. Data collection process revealed two types of information: quantitative information (from the questionnaires) and qualitative information (from the interviews). Two different ways of analyzing were used with the two types of data. Quantitative data was analyzed statistically using SPSS Package whereas quantitative data was analyzed in terms of categories and themes, which were either already predetermined or emerged from the data itself.

The analysis of data has revealed interesting results and findings. They have shown a great and increasing demand for mastery of English language skills for the students' academic and professional commitments. The results revealed that reading is the first required language skills while writing occupied the second important skill. Speaking, which ranked number three, was also perceived as important for the students expressed their need to interact. Listening, though ranked the last, was also expressed by the students as an important need for their academic study as they have to listen to lectures and take notes in English.

The findings of the present study also present a thorough picture of the students' learning needs, which are linguistic such as medical terminologies and collocations, and non-linguistic such as providing teaching aids and making smaller classes in order to encourage class discussion and interactions. These findings can properly and best be used to design or select teaching materials suitable for students' needs and goals.

The findings of the study made possible the specification of goals and objectives of teaching medical English in the Faculty of Medical Sciences. Some components of the
course were suggested in the improved course, including examples of micro-skills of listening, speaking, reading and writing. Then, Task-based Learning approach was seen to be the most suitable approach to the design and teaching of Medical English courses in the context of this study.

The findings also suggested some implications and generated some useful recommendations regarding the improvement of Medical English teaching in Hodeiadah University. These included issues relating teaching time devoted to the course, number of teachers and their training, use of authentic materials, using audio-visual teaching aids, developing other skills such as personal and interpersonal skills, increasing the number of courses throughout period of study.

6.8 A Summary of Chapters

This section gives short summaries for each chapter of our present research. It is worth mentioning that this present study comprises six chapters. The first two chapters are devoted to theoretical background of the study, whereas the last four chapters are devoted to the design of the study, analysis, discussions, findings and implication of the study.

Chapter 1 opens with the background of the problem of the present research, the teaching of English in Yemen, its beginning and development. It also presents a critical review of the existing Medical English courses taught at the Faculty of Medical Sciences, General Nursing Department. It ends by stating the problem of the study and the research questions.
Chapter 2 presents review of the literature related to the study. It starts with
geneneral overview of LSP and ESP, historical background of ESP and its origin and goes
down to its developments which include linguistic developments such as register
analysis, genre analysis. They also include non-linguistic developments such as study
skills, learner-centred approach and needs analysis. The chapter concludes with a section
on material evaluation.

Chapter 2 also reviews some previous needs analysis studies relevant to the
current one. The studies are taken from several ESP contexts. These include Kuwait,
Hong Kong, Thailand, Yemen, etc.

Chapter 3 presents the research methods. It gives a detailed description of the
participants in the study and the selection process. It also affords account of the
description of the instruments of the research.

Chapter 4 gives details of the data analysis phase. It displays the quantitative data
in tabular form. The qualitative data is presented in category form as well as in tabular
one.

Chapter 5 discusses the results obtained from the four sources in chapter 4 under
several headings: importance of English language skills, students' difficulties, evaluation
of ESP courses, methodology of teaching, etc. Then it reports overall findings under
several headings including linguistic and non-linguistic difficulties, learning needs,
priorities among language skills and sub-skills, etc.
Chapter 6 is devoted to the implications and conclusions of the study. Among other things, it specifies the goals and objectives of teaching English for Medical Purposes in the Faculty of Medical Sciences, Hodeidah University, Yemen. It also suggests some components of the course as well as an approach (TBL) for the design and implementation of Medical English courses in the University. Then it lists some recommendations, which are generated from the findings of the extensive needs analysis carried out throughout the present study.