Abstract

English is taught in Yemen as a foreign language. The outcome of ELT in Yemen is not successful. Students can not express themselves using English. One major reason for this is that the students do not practice English in real life. Students do not get exposed to English outside the classroom. Another reason is that the students, as they expressed, did not pay any attention to this language during their secondary school. Therefore, they find big problem in dealing with English in their tertiary education.

This present research is an attempt to investigate and identify the English language needs of the students of the Faculty of Medical Sciences, General Nursing Department, Hodeidah University, Yemen. It will try to highlight the needs of students for English at the Faculty in their studies and in their future career (graduates as nursing doctors on the filed). On the practical side, the findings of this study will establish a needs profile which could be used to review, evaluate and adjust the current English programme used in the General Nursing Department.

Part of its aim is to evaluate the method of teaching, medium of instruction and the evaluation system as well. It will try to find out and identify the problems that ESP teachers have been encountering in relation to teaching ESP courses in the Faculty of Medical Sciences, General Nursing Department.

Finally, based on the findings, it will try to provide some suggestions towards the improvement of the teaching situation of English for specific purposes (ESP) courses at the (FMS).
It was found that English plays a very vital role in medical studies because the medical students have to read medical textbooks and professional journals which are mostly written in English. Therefore, medical students need to use English for studying their subject matter and also for their higher careers in the future.

Most medical students at Hodeidah University, Yemen, still have difficulties in using English for academic purposes although they studied English for six consecutive years in schools. This means that more English courses should be offered to these medical students. Furthermore, the content of the English courses should be more specific and relevant to their academic needs.

Although there are some studies conducted on needs analysis in Yemen of which only one study on needs of medical students (Bin-Tyeh, 1996), there has been no formal survey of the needs of medical students in using English for academic purposes at Hodeidah University. English has so far been taught without systematic survey of the needs of the medical students. In order to understand as much about the learners as possible, an investigation of the formal needs analyses of the medical students in their use of academic English is essential. These needs will then serve as a guide to improve or expand the existing English programme so that more effective English courses will be created for the medical students in the future.

In undertaking this study, the aim of the researcher is to investigate and identify the language needs of the students of FMS, General Nursing Department, at Hodeidah University. It is expected that the identification of these needs would help in recasting what is currently there to yield appropriate courses that are responsive to the learners’ needs as well as to the needs of the workplace. More specifically, needs analysis in the present study seeks the following ends.
1. To investigate the felt and perceived language needs of the students as well as the felt perceived needs of the graduates.

2. To find out the problems faced by the students as well as by ESP teachers and suggest measures to improve the situation.

3. To evaluate the current teaching materials and suggest necessary changes.

4. To suggest necessary changes in the aims and objectives of the present syllabus.

5. To investigate and find out about the current method of teaching, the medium of instruction, and the evaluation system.

The actual needs of the students of the Faculty of Medical Sciences, General Nursing Department, will be investigated from the viewpoint of

(a) Students and graduates

(b) Subject teachers

(c) ESP teachers

Based on the findings, the researcher tries to answer the following questions:

1. What are the language needs of the students in the General Nursing Department as perceived by the students of the four levels in general and at the different levels of study in particular?

2. What are the language needs of the students as perceived by the teachers?
3. Ate there any preferences of needs at the different levels of study?

4. What are the language needs of the graduates?

5. What are the students’ problems/difficulties that face them in their academic study?

6. What are the problems faced by the ESP teachers that prevent them from heading towards the desired ends?

7. To what extent is the current ESP programme suitable in the present context?

8. What recommendations shall be made towards improving it?

9. What are the necessary changes to be incorporated in the objectives/syllabus in the ESP programme for the Faculty of Medical Sciences?

10. Do the teaching method used; the medium of instruction and the evaluation system correspond with the requirements of students’ academic study?

The study is divided into six chapters. Chapter one briefly deals with theoretical background about English language, English language teaching in Yemen, ESP courses in the Faculty of Medical Sciences, Hodeidah University, etc. The statement of the problem is also introduced in this chapter. The aims of the study are also provided. Then, the research questions are introduced as well as the limitations of the study.

The chapter two deals with the review of literature related to the present study. This chapter discusses some theoretical concepts and notions related to English for
specific purposes (ESP), including its origins, definitions, types of ESP courses, its developments (e.g. needs analysis) that have gone through linguistic and non-linguistic approaches by which ESP has been influenced, etc. This chapter also sheds light on the developments of Medical English or English for Medical purposes (EMP).

Chapter two also gives some emphasis on studies incorporating actual needs analyses carried out in different parts of the world. The selected studies have relevance in some way or the other to the present one. The relevance of these studies to the present one comes from different aspects, including procedures used, context and aims of the study or the nature of subjects and the needs being examined. The studies will be reviewed under the following headings:

1. Practical Studies of Needs Analysis in Medical context.

2. Practical Studies of Needs Analysis in Other Context.


Chapter three identifies the context of the study, gives a description of the two methods and, refers to the sources of data collection methods and identifies the procedures of how data are going to be processed.

This study was conducted in the academic year 2007-2008. The investigation of this study involved students studying at the four levels (1-11-11-IV), Graduates of Medical Sciences Faculty, General Nursing department, subject teachers and ESP teachers presently teaching in the Faculty. The total number of participants who were included in the study is 295, (219 students, 30 graduates, 43 subject teachers, and 3 ESP teachers).
The methods of data collection were the ethnographic interviews and the questionnaires. The sample for the interviews consisted of 40 students, 10 subject teachers and 10 graduates, while the questionnaire sample consisted of 179 students, 33 subject teachers, 20 graduates and 3 ESP teachers.

The researcher adopted a three-fold needs analysis: target situation analysis; present situation analysis (or deficiency analysis) and learning needs analysis. The latter type subsumes means and strategy analysis. These aspects of needs analysis are included in the definition developed by Dudley-Evans and St John (1998) that has been discussed in chapter two. A questionnaire was developed and distributed to the participants of the study to investigate the target situation needs. The questionnaire covered the language skills which are or may be practiced in the students’ academic study and professional commitments. The interview questions were used with informants in order to support and complement the information gained by the questionnaires.

To investigate the present situation, a question in the questionnaire was given to the learners focusing on what they do not know or cannot do in English. The students’ questionnaire also contained a section that investigates their learning needs. The ESP teachers were also given a questionnaire, which focused on teaching methods, medium of instruction, evaluation system as well as the problem they faced in teaching ESP courses.

After having obtained the data through ethnographic interviews (face-to-face interviews) and questionnaires, the next step was to analyze this data so as to reach to the answers to research questions. The data that was obtained was of the qualitative type and quantitative type.
Chapter four was devoted to analyzing the data obtained from the four sources of information. The analysis of data has two sections, one for interview analysis and the other for questionnaire analysis.

The interview was analyzed under two headings:

1. Analysis of Students and Graduates’ Interview.

2. Analysis of Subject Teachers’ Interview.

For data analysis purposes, the informant responses were grouped to categories. We said in chapter 3 that this particular study made use of the ethnographic interviews in order to allow the interviewed participant to freely express his/her needs instead of using pre-determined response categories. Therefore, the respondents often provided multiple answers for each question of the interviews which explains why the total number of responses exceeds the number of interviews participants, which were 50 participants for the students and graduates’ interviews and 10 participants for subject teachers’ interview. Participants gave extended answers, which led them to note several points related to the questions.

The first question of the two versions of the interview is “Do you use English?” which is abroad question in the two versions of the interview. To answer this broad question, all the informants of the two interviews gave the positive answer ‘yes’. Therefore, the interview analysis was begun with the second question of each interview.

The second section of data analysis was devoted to questionnaire analysis. Four questionnaires were used for the four sources of data collection. These four
sources are medical students, medical graduates, subject teachers as well as ESP teachers. The first three questionnaires were analyzed under the following headings:

1. **Background Information**

   This section in all versions attempts to collect personal or background information about the respondents for referential purposes. Data were collected from a total number of 232 participants (179 students, 20 graduates, 33 subject teachers).

2. **Language Difficulties**

   Question 6 of section I in students and graduates’ questionnaires investigates the English language difficulties or problems that students and graduates face when they study or use English.

   The problems in question 6 of section I were given a list of fourteen items—these items are numbered (A-N) (Appendix 3 & 4). The first four items (A-D) are about the difficulties of the four main language skills in students and graduates’ academic studies and professional commitments respectively. The other ten items (E-N) represent some of the common difficulties of learners that they may face while using or learning English.

3. **Importance of the Main English Language Skills**

   Qs 8-9 of section II in the students’ questionnaire and Q7-10 of section II in the subject teachers’ questionnaire dealt with how these two sources of data collection perceived the importance of the English macro-skills for the students of Medical Sciences for their academic studies and future career. The data obtained from the above mentioned sources was each computed and analyzed using the Statistical Package for Social Sciences (SPSS).
4. Analysis of Students' English Language Needs

In chapter 3 it was mentioned that the data obtained from the first three sources—students, subject teachers and graduates was each computed and analyzed using the Statistical Package for Social Sciences (SPSS). The findings of the questionnaires which cover section II (Qs 9-12), III and II of each questionnaire will be reported under the following headings:

1. Language needs as perceived by students and subject teachers.

2. Language needs and Preferences of needs as perceived by students in different levels of study.

3. Views of the Subjects towards the 1st year English Programme.

4.1 Language Needs as Perceived by Students and Teachers

In this section the language needs will be reported from the point of view of both students and subject teachers. In other words, this section will answer the first two research questions. As it has been mentioned in chapter 3, the 27 items of Qs 9-12 in section II of students' questionnaire run parallel with the items in section III of subject teachers' questionnaire. Therefore, most of the information could be directly checked one against the other to determine whether there was substantial disagreement on any item between the two groups.

The items in the sections mentioned above reflect the kind of communicative activities which the students have to carry out in English in their academic studies. Each item is given a 3 numerical value that correspond with his/her degree of
importance. The SPSS was used to find out the mean of each item. The following readings are interpreted as follows:

1 to 1.44 somewhat important (abbreviated to SI)
1.45 to 2.44 important (abbreviated to IM)
2.45 to 3.00 very important (abbreviated to V.I)

The mean and percentage of each category for each statement are discussed. The findings of the students and subject teachers’ questionnaires to this section are presented in tabulated forms.

4.2 Language needs and their preferences as perceived by students of each level of study

This section of data analysis deals with the language needs of the sub-skills of the four main skills as perceived by the students in each level of study. It also deals with the preferences of needs for each level. The reason for identifying the preferences of needs is that such information would help in prioritizing needs in course design, for example, the needs of 1st year students of particular sub-skills will come before the 2nd year and the 3rd year. It is also important to know which level expressed great need for particular skill than the others. The following tables illustrate the preferences of needs in the four sub-skills as expressed by the students.

4.3 Views of the Subjects Towards the 1st year English Programme

Sections 2 and 3 in the students and graduates’ questionnaires respectively and section 4 in the subject teachers’ questionnaire aimed at getting feedback from these three sources of information about the English programme currently taught. They had to agree/disagree with a set of statements. The first four statements were about the
subjects’ views towards the 1st year English programme while the last three items are about future career needs.

5. The Graduate’s Needs as Perceived by the Graduates

The findings to the items in section II of the graduates’ questionnaire were displayed also in tabulated forms. These items represent the communicative activities which are confined to the graduates (doctors) professional commitments.

6 Material Evaluation

The section in the students and ESP teachers’ questionnaires on material evaluation contained 9 questions (15 items). All items were designed to help the researcher to form and build a general picture about the suitability of the materials currently used in teaching and learning at the Faculty. The total number of respondents for the following section was 182 (179 students and 3 ESP teachers). For analyzing the responses to the items in this section, the first two categories in some items sometimes are added to each other to form one category as in table 39a, 39b, etc.

7. Classroom Activities and Resources

This is the last section of students’ version and section II in ESP Teachers’ version. Questions included in both versions asked about the different classroom techniques, interaction patterns, classroom activities and resources used in the teaching and learning situation. Results for those questions are reported under tabulated forms.
8. ESP Teachers' Version

8.1 Background Information

The total number of ESP teachers participated in the present study was three. All of them had M.A degree and graduated from the Faculty of Education, Hodeidah University.

8.2 Medium of Instruction and Methods of Teaching

Two questions are included in this section of ESP teachers’ version. The first question asks about the medium of instruction used by the teachers. If the teacher uses Arabic in Q1, the second question asks the teacher to mention the cases in which Arabic is used.

8.3 Evaluation System

Part (A): Present Evaluation System

This section tried to investigate the present evaluation system in terms of language skills and areas that the test type being used covered.

Part (B): Suggested Evaluation System

This section had two questions. In (Q1 teachers were asked to choose on of the given options about how frequently students should be assessed and by which means. In (Q2) respondents were asked about the language skills and areas that should be included in the test in this particular context. These two parts would indicate how often students should be evaluated, in what areas, and the type of assessment.
4: Difficulties

The last section of ESP teachers’ questionnaire was devoted to the difficulties and problems that these teachers have faced during the teaching of ESP courses in the Faculty concerned. The analysis of this section revealed that teachers had faced problems. All the ESP teachers agreed that big numbers and low level of learners are some of the problems faced by ESP teachers.

Chapter five in this study discusses the findings and results obtained from the data analysis done in chapter four. The discussion of findings was conducted under the following headings.

1. Discussion of the Interview Findings and Results
2. Discussion of the Questionnaire Findings and Results
3. Overall Findings

1. Discussion of the Interview Findings and Results

Having analyzed the interviews by means of grouping the responses to categories the next step was to discuss the findings and results obtained from this analysis. In fact the analysis of the interview has revealed that English is a necessary tool for the students in the General Nursing Department, Faculty of Medical Sciences, Hodeidah University. This has been revealed in their use of English in nearly all their academic studies and professional Commitments. The findings of the interviews were discussed under the following headings

1. The macro-skills of language.
2. Vocabulary
3. Grammar
4. Attitudes towards English
5. Other needs

2 Discussion of the Questionnaire Findings and Results:

This section of chapter five discusses and conflates the results drawn from the research questionnaires used in this study. It will also elucidate and clarify the findings of this discussion. The discussion of the results of questionnaires attempted in this section will answer the research questions of the study by drawing on, synthesizing and comparing results from all the relevant sources of data. In order to answer these questions, the discussion was carried out under the following headlines:

1. Importance of English Language in terms of the four main skills
2. Students’ difficulties and deficiencies
3. 1st year English programme
4. Evaluation of ESP courses
5. Methodology of teaching
6. Future needs

2.1 Importance of English Language Skills.

The findings of the questionnaires of the first three groups of informants, namely, the students, subject teachers and graduates have revealed that English language skills are very important for the students’ academic studies and future careers (sections 2, 3 and of each questionnaire respectively).
In order to present the perceptions of the three groups of informant mentioned above, regarding the importance of language skills, mean values will be compared so that explanation and interpretation can be made. Table 1 below compares the average means of importance of the four main language skills perceived by students, subject teachers and graduates.

Table 1: The average means of the four main language skills

<table>
<thead>
<tr>
<th>Skill</th>
<th>Students</th>
<th>Teachers</th>
<th>Graduates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>2.43</td>
<td>2.74</td>
<td>2.23</td>
</tr>
<tr>
<td>Writing</td>
<td>2.42</td>
<td>2.73</td>
<td>2.39</td>
</tr>
<tr>
<td>Listening</td>
<td>2.14</td>
<td>2.53</td>
<td>2.36</td>
</tr>
<tr>
<td>Speaking</td>
<td>2.29</td>
<td>2.61</td>
<td>2.55</td>
</tr>
</tbody>
</table>

The Table above reveals that the most important skill for both students and subject teachers is reading. As to the graduates, the most important skill is speaking. Both teachers and students agree that writing is the next important skill while listening is the least important. Writing, on the other hand, comes next to speaking for the graduates.

The average mean for the four main skills have revealed that, reading is the most important language skill for the students of the General Nursing department, as perceived by both students and subject teachers.

As to the graduates, the most important skill is speaking. This result also corresponds with the results of the interview which is considered as a strong support to what the students and graduates mentioned in the interview- the need for interaction approach, the need to participate in medical discussion with doctors, present medical topics in English, etc.
Writing is considered the next important skill as perceived by the subject teachers and students, a point which was expressed about in the interviews in terms of a ‘need to form correct sentences in English’ and a ‘need for writing without spelling mistakes’.

Listening has been considered the least needed skill by both subject teachers and students. Although this result conflicts with the results of the interview where listening was a ‘pressing’ need for the majority of the students, it may still be of great importance to what the students had mentioned in the interview - the need for listening to lectures and take notes in English.

2.2 Students’ Difficulties

The results of question six in section one of both students and graduates’ questionnaires have revealed that students of FMS, General Nursing department as well as the medical graduates encounter a lot of difficulties related to language study and use. The result of the question asked about students’ difficulty in the interview also proved this. It was clear that students lack the basic strategies, which could have enabled them to learn and deal with the language. This lack of background causes a barrier between students and the situations which require the students to use English effectively. And this is a clear picture of the present situation where students find themselves studying the ESP courses. Students mainly lack the communicative and study skills and strategies.

2.3 1st Year English Programme.

The 1st year English programme currently taught in the FMS is claimed to support and help students in their academic study. The three first sources of
information, namely, the students, subject teachers and graduates responded favorably
to the section in their questionnaire about their views on the current English
programme. A massive majority of the respondents opt for an English programme that
is based on language specific to medical studies.

It is very important here to mention that some of the student informants in the
interview have claimed that ‘.... There is no link between what we are doing in
English and what we are doing in our medical subjects’, a point which was also
emphasized by the subject teachers. It is also necessary to mention that all the three
sources of information were against the 1st year English programme that it did not
meet and help students in their linguistic and academic needs.

2.4 Students’ Future Needs

The findings of sections 3 in both students and graduates’ questionnaires and
section 4 in the subject teachers’ questionnaire (items 5-7) have revealed that all the
informants will need English in the future to go on their higher studies in English
speaking medical institutions, participate in medical conferences/seminars and work
with foreign colleagues. This means that the respondents are aware of the importance
of English even after they finish their academic studies.

2.5 Evaluation of ESP Courses

In chapter 1 we reviewed the existing English courses at the Faculty of
Medical Sciences, so as to highlight their strengths and weaknesses .In fact, the
shortcomings of these courses outnumbered their merits and advantages. To further
verify and support the conclusions arrived at by the critical review, it was decided to
include some items in the students and ESP teachers' questionnaires that seek the views of the two groups mentioned above on this aspect.

The findings of the analysis of the section of material evaluation in the students and ESP teachers' questionnaires revealed that the teaching material, by all means, is not appropriate and does not meet students' current or future needs. This is revealed by the absence of the needs mentioned in the students and graduates' questionnaires in the current English courses and which were perceived as very important for students' academic studies and graduates' professional commitments.

This inappropriateness of the current English courses is also proved by the responses of the informants to the section in their questionnaires regarding their views on the 1st year English programme (see tables 31, 32 & 37). An overwhelming majority of the informants believed that the currently taught English courses did not tally with their needs. They believed that the courses did not show them how to use English in certain situations related to their academic studies and future profession.

2.6 Methodology of Teaching

This section deals with the issue of teaching methods, medium of instruction and evaluation system that are followed in the teaching of ESP courses at the Faculty of Medical Sciences, General Nursing department. It discusses information obtained from the ESP teacher questionnaire (sections 2, 3 & 5) and student questionnaire (section 5).

At present students of Medical Sciences are tested on the basis of one objective test at the end of each semester. From the ESP teachers' responses to item B. section 5, of their questionnaire, it can be inferred that one aspect of methodology
(testing) does not help the learners in achieving any kind of language progress. All the ESP teachers agreed that one test conducted at the end of each semester is not enough. This indeed is what actually happens. This has been a practice for several years, due to large numbers of students taking the English course and to a limited number of teaching hours.

It can also be observed from the same section related to the evaluation system that all the ESP teacher agreed that the best method to evaluate students is by a test including class work assessment, attendance, home assignments, mid semester test and final test. Only one teacher suggested that the students should be evaluated on the basis of one objective test at the end of each semester.

In regard to the actual teaching methods used in the context of the present study, it has been observed from that all the ESP teacher indicated that the medium of instruction they used most of the time was ‘teaching English through English and Arabic’. This implies the use of grammar-translation method. It is known that this method does not pay any attention to oral skills, communicative writing and to classroom interactions, either teacher-teacher or student-student-interaction.

In the last section of the ESP teachers’ questionnaire regarding the difficulties faced by these teachers in teaching and learning English, it was found that one of these problems is the large number of learners. It may be because of this big number of learners that the teachers resort to such teaching methods. Locastro (2001) pointed out that large classes make monitoring class work and giving feedback difficult. Large classes can be a very important and serious problem, because class size is an important variable in language teaching and learning (Palmer, 1999).
3. Overall Findings

This section sums up the findings of the study drawn from the analysis and discussion of data. The findings will be reported under the following headings:

1. Difficulties (linguistic and non-linguistic)
2. Target needs
3. Learning needs
4. The current Medical courses
5. Priorities among language skills and sub-skills

3.1 Linguistic Difficulties

The findings of the interviews and questionnaires of the informants of this present study have revealed agreement among these informants that the students of the Faculty of Medical Sciences have the following problems:

a) They had difficulty in understanding

b) They had problem in identifying meanings of vocabulary items in different contexts.

c) They had difficulty in communicating orally.

d) They had problem in constructing meaningful sentences in English.

e) They had problem in the pronunciation of medical terminologies.

f) They are used to translating every word into their mother tongue.
3.2 Non-Linguistic Difficulties

Apart from the linguistic difficulties, the students expressed other factors that caused problems and difficulties for them in learning English and these factors can be termed as non-linguistic difficulties (hindrances). These are:

a) The two ESP courses (Medical English courses) do not provide and cater for the students’ lacks and wants. They do not include basic skills that would help the students in their academic studies and prepare them for their future profession. Students and ESP teachers pointed to the insufficiency of these two ESP courses to enable the students cope with the requirements of their academic studies and future career.

b) The inappropriateness of the teaching method which does not encourage the students to learn the language.

c) The unavailability of teaching aids such as tape-recorder, video, flash cards, etc. may make the students' learning more uneasy.

d) Crowded classes have also an impact on the students’ comprehension as well as participation in the class. For them, they cannot learn the language without practicing it with their classmates in the class, or without the teacher’s guidance.

1.3 Target Needs

The findings of the analysis of data have revealed that the English language is needed to gain access to the medical literature (Nursing stream), which in the present context or situation is in English only. A vast majority of the respondents expressed a
long-term need and that is of continuing their higher studies in English speaking medical institutions. English is also needed by graduates who expressed their need to carry out their professional commitments in English. Therefore, English is needed for their academic study (Medical Nursing), work and training modes.

3.4 Learning Needs

This section summarizes what was perceived as students’ learning needs by different sources. They are called learning needs because meeting them will certainly facilitate students’ language learning. These learning needs covered the students’ ‘wants and expectation’ towards their needs and their attitude towards the English programme. The identification of these kinds of needs will also help overcome present deficiencies and difficulties, and will help in achieving the target situation needs mentioned above in . It is also appropriate to mention here that these learning needs do not refer only to the language itself, but also subsume methodological factors as well. These are presented in the following points:

1. Class management and organization: pair and group work during lessons to encourage class discussion and interactions.

2. Assignments, both class and take-home, help in the students’ learning process.

3. Frequent tests because these kinds of tests help in checking language development and in suggesting improvement.

4. Small classes: these will provide more learning opportunities for the students, as every student will be given time to participate in the class.
5. Use of teaching aids such as audio-visual aids and others will attract the students’ attention and increase their motivation to learn the language.

6. Relevant, authentic and interesting teaching/learning material will also help the students develop sustained motivation.

7. Applying teaching methods suitable to the purpose of the English course as well as to the learners’ needs will facilitate language learning and will enable the learners to become active and attentive learners.

8. Conducting specialized lectures in English by subject specialist teachers or by medical people from the field will enrich the students’ knowledge of academic and professional English.

3.5 The Current Medical English Courses

From the critical review of the current English courses and from the data analysis (the informants’ views on English programme and material evaluation sections) and discussion of the findings, it is found that Medical English courses which are currently taught are not up to the mark, and that they do not respond to the needs and requirements of the students’ academic study and future or professional career. The shortcomings of these courses can be reported as following:

1. They do not cater for the students’ academic needs and communicative activities mentioned in section two of their questionnaire.

2. They do not provide and encourage any class interaction.

3. They do not include speaking skills and listening comprehension.
4. Specialized vocabulary is presented in isolation instead of contextualizing it.

5. There is a little coverage of language skills that are needed in future workplace.

6. It contains a lot of isolated and decontextualized exercises.

5.3.6 Priorities among Language Skills and Sub-Skills

Based on the discussion of results obtained from different sources, the following order of the importance of the main skills was perceived: reading, writing, speaking and listening. Looking at the skills in detail, the following sub-skills have a priority over other sub-skills:

1. Reading to understand exam questions in English.
2. Reading to get all the information from an English medical text.
3. Reading to get the main information from an English medical text.
4. Reading books and academic references.
5. Reading the labels of medicine when buy them.
6. Writing test/exam answers in English.
7. Writing essays/research papers in English.
8. Writing medical reports in English.
9. Writing the history of patient.
10. Discussing in English medical cases with senior doctors.
11. Giving correct answers in English when asked.

12. Giving instruction to non-Arabic patient.

13. Following medical discussion/seminars in English.

14. Understanding questions asked by lecturers/colleagues in English.

Other skills shown in tables also receive considerable degree of importance. This implies that all these skills should be included in the medical courses because the students themselves, as revealed from the analysis of data, wished to have a good command of all those skills presented in the questionnaire.

The last chapter presents some crucial changes that can be made in the current ESP courses, suggested components of the improved courses and some recommendations. The chapter also presents the study briefly and ends with a summary of chapters.

Based on the results of the present study and their pedagogical implications, some recommendations are introduced in this chapter. These recommendations, hopefully, will help improve the situation of ESP teaching and learning at the Faculty of Medical Sciences, General Nursing department, at the Yemeni Universities in general and at Hodeidah University in particular. The following are some of these recommendations:

1. The current medical English courses should be evaluated to see to what extent they 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) indicated 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.