

CHAPTER ONE

INTRODUCTION

1.1 Background of the study

The goal of the study was to investigate the English language needs of medical students at the Hage Geingob UNAM campus. The UNAM School of Medicine prospectus states that the School of Medicine is a significant medical professional school within the Faculty of Health Sciences. The goal of the School of Medicine is to create medical professionals whose knowledge, professional abilities, and medical practices are in line with societal demands, cultural norms, and scientific developments. The Faculty of Health Sciences was established in 2008, However, the school opened its door for its first 55 student's intake only in 2010. According to the UNAM's School of Medicine Undergraduate Qualifications Prospectus summary of the curriculum offered in the first year (first semester), medical students are offered English for Academic Purpose. Medical professionals record patient histories, examine patients, develop and discuss diagnoses, write reports, and interact with patients and colleagues in English - since it is the national official language of business in Namibia as well as the language of research in the healthcare industry.

The medical profession is distinguished by its register – the manner in which it evinces a high specialism of language usage patterns (it has its unique language and vocabulary). According to Sadegh-Zadeh (2015), linguistics is the scientific study of languages and is concerned with the nature and structure of language as well as its function in human communication. Medical linguists have researched the morphology of medical terminology as well as the syntax and semantics of the medical language. The study of medical vocabulary in the service of creating medical terminologies is aided by the use of medical linguistics morphology (Sadegh-Zadeh, 2015). French and English have had a significant impact on medical terminology in the contemporary century, for instance terms like "bandage," "dragée," "drainage," "lavage," "pancetta," and "pipette" (Wermuth & Verplaetse, 2018).

Wermuth and Verplaetse's (2018) stance on medical terminology is also supported by Laar (1998), who opines that the research of medical literature reveals a significant amount of multilingual vocabulary, or words, including certain phrases that are used in several languages phonetically, grammatically, and semantically. In medieval times, Latin was the lingua franca of medicine (Wermuth & Verplaetse, 2018). However, that shifted to English in modern times

due to its growth as the international language of communication. “The majority of new modern medical terms are (American and British) English loan words, such as ‘bypass,’ ‘compliance,’ ‘clearance,’ ‘pacemaker,’ ‘rooming-in,’ ‘screening,’ and ‘scanning,’ which are either left unchanged and used in the national language or, depending on the target language politics” (Wulff, 2004 as cited in Wermuth & Verplaetse, 2018 p.187).

According to Wermuth and Verplaetse (2018), optimising communication amongst specialists working in their specialised fields is the main goal of medical language. Medical language is needed so that medical personnel may communicate, retrieve patient information and also establish nomenclatures and medical vocabulary. Communication between medical doctors and patients strongly relies on medical language or linguistics. Hence, the development of nomenclatures, vocabularies and terminologies are essential in the medical industry.

Wermuth and Verplaetse (2018) observe that certain terms that are used in everyday language in the medical English register are represented by distinct terms. ‘Delivery’, ‘haemorrhage’, ‘uterine’, ‘vertigo’, and ‘syncope’ are all terms used to describe birth-related events. Yang (2005) claims that medical terminologies have two features in terms of how the terminology is formed:

1. The majority of medical words—aside from those with only one syllable—are made up of roots and affixes. Prefixes and suffixes are two categories for the affixes. Every medical term contains at least one root that defines it and one or more affixes that affect the root's part of speech or meaning.
2. Medical vocabulary is an open system with many new terms and low-frequency words rather than a closed rule-governed system.

The world is becoming smaller and smaller as a result of breakthroughs in information technology, scientific understanding, and technological applications. Nowadays, it is has become relatively easy for people from different cultures and countries to engage, trade, and socialise regularly. Following the attainment of independence in 1990, the constitution of Namibia elevated the English language to the status of the single official language (Frydman, 2011). Even though it was designated as the official language, just 0.8% of the population at the time identified English as their first language (L1), and the majority did not speak it well (Simaata & Simataa, ; Sabao & Nauyoma, 2020). The official language in Namibia is still English, even though it has no historical roots within the country and very few people can fully express themselves in it (Frydman, 2011:182).

English proficiency is seen as essential for thought, action, and work. English is a literary, scientific, and technical language. According to Collins and Mees (2013), “English is the official language of Australia, Canada, the United States, and the United Kingdom”. Additionally, many millions of Europeans, Africans, Chinese, Indians, Japanese, and South Americans speak and read English as a second language. Every significant event that occurs every day is reported in English in newspapers and on radio broadcasts throughout the globe. “English is used by more than 50% of the world's newspapers, over 50% of scientific and technical magazines, and more than 60% of its radio stations” (Collins and Mee, 2013). Thus, English for Specific Purposes is important because, despite the doctors speaking English, they are not adequately exposed to a variety specific for medical purposes. They need to be exposed to the medical language for communication and consistency in the field.

The foregoing discussion demonstrates that English is a global language. No language, historic or contemporary, can compare to English in terms of its stature on the world stage (Collins and Mee, 2013). It is noteworthy to note that around half of humanity prefers to connect with people who do not speak their native tongue in English. English contributes to the development of international relations in this way. As a result, it promotes global understanding between various countries.

English for Specific Purposes (ESP) courses, which enable students to communicate on a global scale within their professions, are becoming more necessary as a result of the impact of globalisation on higher education (Finch, 2014). In this context, Finch (2014) state that ESP courses have established themselves as a mainstay of English training in many East Asian universities. English for Medical Purposes (EMP) courses are now being offered at several East Asian schools to medical students to internationalize the campuses and increase the students' competitiveness on a global scale (Cao, Zhang, Liu & Liping, 2022). The purpose of the English for Medical Purposes courses is to assist medical students in developing the discipline-specific English skills necessary to participate in the discourse community of their particular profession.

According to Finch (2014) English for Medical Purpose courses which are special student focus are becoming more necessary in many English-speaking nations where English is a second language to help healthcare personnel interact internationally and access resources and materials published in English. The demand for specialised, learner-centred EMP courses is developing in many ESL nations, neccesitated by the nature of medical students enrolled in

English for Medical Purposes courses in English-as-a-Second-Language environments (Kanoksilapatham, 2012). This is because it will help healthcare personnel connect internationally and access resources and materials that are published in English. Similarly, recent studies have revealed that “medical students in ESL nations benefit greatly from EMP programmes” (Kanoksilapatham, 2012). This often involves giving them access to up-to-date healthcare material printed in English so that they may interact more effectively with other healthcare practitioners on a global and intra-national scale.

English for Specific Purposes evolved in the late 1960s to meet the English language demands of learners in many academic areas (Hutchinson & Waters, 1987). The concept that learners have diverse language demands, and that their meticulous identification should be the starting point for constructing any syllabi and teaching materials was the basic assumption that underpinned the development of ESP. Paltridge and Starfield (2013) opine that identifying the learners' linguistic requirements is at the heart of ESP, which is why many academics have emphasised the relevance of needs analysis in ESP course design. Given that many nations, including Namibia, use English as a second or foreign language, it is essential to carry out a needs analysis to fully understand the students' unique pragmatic and learning needs within the target discourse community as well as to develop instruction that responds to those needs as well as develop teaching materials that are specifically designed to meet the needs of students in ESL countries. A thorough evaluation of the students' needs is especially important for ESP programs offered in African countries where social meaning and usage of the English language have been organised differently in response to regional language dynamics and market variables.

The English for Medical Purposes module is intended to help students who are interested in a career in medicine to acquire the language and communication abilities needed in their particular professional situations. This is so because “English for Medical Purposes, which can be categorized as either professional or instructional depending on the target audience, is sometimes thought of as a kind of English for Occupational Purposes” (Hwang & Lin, 2010). Medical students' English for Medical Purposes usually focuses on making it easier for them to learn certain medical words and discipline-specific literacy skills. Thus, a needs analysis requires an assessment of the learners' needs in their study and their target environment (medical doctors at the hospital).

1.2 Statement of the problem

English is very important in the medical industry, as it enables medical doctors to communicate with patients and colleagues whose native language is not English. Medical doctors in Namibia use the English language as a medium in many kinds of communicative contexts with patients as well as when working with various kinds of documents that are written in English. Therefore, for medical doctors to effectively and accurately fulfil their duties and responsibilities, it is of paramount importance that they know to proficiently use the English language in the context of their jobs.

According to Hull (2004), teaching Medical English cannot be accomplished at the Basic English language proficiency level or using the Basic English language instructional techniques. The English used in the workplace and the English used by university students are not compatible with each another. The English for Academic Purpose module that is offered to medical students does not cater to their linguistics needs, and even the School of Medicine is in the process of transforming its undergraduate curriculum and wishes to introduce a medical language module in its core curriculum. Hence, this study's findings will help the School of Medicine in their planning to introduce a medical language module, preferably English for Medical Purpose that specifically caters to the linguistic needs of medical students. As a result, curriculum revision must begin with a needs analysis to make the most use of the limited class hours available and to suit the unique English language demands of these medical students. According to Means (2017) the highly formalized, organised conventional English language that university students are taught has become stagnant, outmoded, and redundant. The study materials utilised in English for Academic Purposes are unrelated to the English requirements of medical students. Therefore, a needs analysis will be conducted to examine how the English courses that will be introduced might be linked to the students' perceived, prospective, and unacknowledged future needs. Thus, this study investigates the English language needs of medical students at UNAM. The findings can then be reviewed side by side with their ESP curriculum to improve their perceptive and productive skills in medical linguistics.

1.3 Research objectives

The main objective of this study was to investigate the English language needs of medical students at Unam. More specifically, the following subsidiary objectives guided the study:

- To explore whether the medical students face communication challenges

- To analyse the English language needs of medical students during their studies (onset situation).
- To investigate the English language needs of medical doctors in their professional careers (target situation).

1.4 Significance of the study

This study is significant in that the results have the potential to help develop an ESP course (a medical one) based on reviewed course outlines across various medical schools. Furthermore, the study is also significant in that the university can potentially use a credible course outline that meets the needs of the students. Hence, the study's findings have the potential to assist the School of Medicine in introducing a medical language module, preferably English for Medical Purpose that is capable of catering for the linguistic needs of medical students. The findings may also enable lecturers and curriculum developers to construct a relevant curriculum, syllabi, and materials for the School of Medicine at the Hage Geingob UNAM Campus.

1.5 Delimitations of the study

The study was delimited to only medical students from the School of Medicine at the Hage Geingob UNAM campus, which is situated in the Windhoek, Khomas Region. Additionally, the study was delimited to medical doctors at Windhoek Central State Hospital to determine the language needs of medical professionals.

1.6 Definition of technical terms

- **Medical Linguistics:** A branch of applied linguistics that deals with the application of linguistics in the medical sector.
- **English for Specific Purpose:** English for Specific Purposes is a form of language instruction where all decisions, including those about the technique and the material, are made in light of the learner's goals (Hutchinson & Waters, 1987).
- **English for Medical Purpose:** English for Medical Purposes, teaches language to medical professionals including doctors and nurses (Maher, 1986).

1.7 Summary

This chapter presented the overall orientation of the study starting with the background of the study. Furthermore, the chapter discussed the statement of the problem of the study, the research objective, as well as the significance of the research. The chapter further discussed the delimitations of the study and, lastly, definition of terms that were used in the study. The next

chapter will present and discuss literature from various sources that will give an in depth understanding of the phenomenon of the current study.

CHAPTER TWO

LITERATURE REVIEW AND THEORETICAL FRAMEWORK

2.1 Introduction

This chapter presents the literature review and theoretical framework. In reviewing literature, the chapter focuses on studies conducted across the world, regionally and locally. It explores contexts in which the English language has been customised for specialised uses in specific professional and occupational contexts. The chapter further addresses literature on needs analysis and the communication challenges that medical students encounter in using the English language. Furthermore, the concerns of medical doctors' English language demands is addressed. Finally, the four critical language abilities to effective communication are problematised in equal measure: reading, writing, speaking and listening.

2.2. English for Specific Purposes

According to Hutchinson and Waters (1987), as with the highest advances in mortal endeavours, English for Specific Purposes was not a deliberate and well-organised movement, but rather a harbinger that surfaced from several converging tendencies. There are many different ways these styles are used around the world. However, there are three fundamental factors that have contributed to the birth of all English for Specific Purposes: the need for a Brave New World, the verbal revolution, and the learner's perspective. Since the 1960s, Teaching English as a Foreign Language (TEFL) in general and ESP, in particular, have become two of the most active subfields of applied linguistics. The expansion of ESP can be observed in various sectors and disciplines where English is considered a working tool due to the growth and wide functioning of English as a transnational communication language. Numerous academics have defined English for Specific Purposes, (see for example, Anthony, 1997; Hutchinson & Waters, 1987; Mackay & Mountford, 1978), and they mostly concur that ESP is tutoring English with an end or ideal in connection with a particular subject.

Moreover, Anthony (1997) observes that some have described ESP as nothing more than a simple act of teaching English for any identifiable purpose. However, others were more specific and referred to it as learning English for academic reasons or learning English for professional purposes. "The term "ESP" is typically used to describe the instruction of English for practical purposes" (Mackay & Mountford, 1978,). On the other hand, Hutchinson and Waters (1987) opine that English for Specific Purposes (ESP)

is a language teaching technique where all decisions are made in light of the student's goals, including those regarding methodology and material.

English for Specific Purposes refers to teaching English to acquire clear language skills in real-world contexts, to prepare students to use English in their future careers or to understand English discourse related to their areas of expertise. According to Lamri (2016), the purpose of ESP is to help language learners develop the skills needed to use their language skills in a particular work, profession or business area. Flock (1993), agrees with Lamri about the function of ESP, believing that the emphasis in any ESP teaching setting should be on the demands of the students and what they must perform in the target circumstance.

It is a goal of English for Special Purposes practitioners to develop language courses for people who need communication skills in the use English for Specific Purposes in specific target contexts (Brumfit, 1980). Dudley-Evans & St. John (1998) distinguish between absolute and variable aspects of English for Specific Purposes, and these attributes can also be used to characterise English for a Specific Purpose. The characteristics are:

1. Absolute characteristics:

- English for Special Purposes is designed to meet the unique needs of each student.
- The focus of English for Specific Purposes is grammar, glossary, recording and skills, as well as discourse and genres suitable for these tasks.

2. Variable characteristics:

- ESP can be linked to or created for specific areas.
- In specialised training scenarios, English for Specific Purposes may use a different technique than standard English.
- English for Special Purposes could be created with both adult and secondary school students in mind.
- English for Special Purposes is generally aimed at intermediate or advanced learners and can be used for beginners as well.

Absolute features address the common features of all English for Special Purposes contexts, while variable features describe the situational features of English for Special Purposes contexts.

Advocates of English for Special Purposes include Hutchinson and Waters (1987) and Dudley-Evans and St. Johns (1998) and they divide English for Specific Purposes into two categories: English for Professional Purposes (EPP) and English for Academic Purposes (EAP). They also divide English for Specific Purposes into English for Science and Technology, English for Business and Economics, English for Social Sciences and English for Medical Purposes. According to John (1998), English for Medical Purposes is classified as both EAP and EPP. The requirement for medical students to read textbooks and articles and prepare articles is classified as English for Academic Purposes. On the other hand, reading publications, preparing articles, presenting at conferences, and communicating with patients in English if you work in an English-speaking country may qualify as requests for English for Professional Purposes.

English for Medical Purposes is the teaching of English to healthcare professionals such as doctors and nurses (Maher, 1986). English for Medical Purposes encourages students to learn English with a specific goal in mind so that they can work effectively at work and throughout their medical education. According to Maher (1986), the role of English for Medical Purposes is to address the specific English language demands of medical students, thereby dealing with medical-related themes and issues. It may focus on the limited skills a medical student must possess, such as preparing medical papers or preparing speeches for a medical congress.

2.2.1 English for Medical Purposes (EMP)

English for medical reasons is one type of ESP required for this research. Almost all medical literature produced worldwide is written in English. English is required for academic purposes such as reading textbooks in medicine, researching materials on the Internet, making presentations, taking exams, communicating with teachers, and doing additional studies abroad. Doctors should use it in a variety of situations such as doctor-patient contact, meetings, conferences, and research papers (Choi, 2021). As EMP in the medical field, English plays an important role in medical research (English for Medical Purposes). Because of EMP, medical students can examine English medical textbooks and journal articles (Vahdany & Gerivani, 2016).

According to Lodhi, Shamim, Robab, Shahzad, and Ashraf (2018), understanding English is essential for medical personnel as all medical information is available in English. Medical practitioners must be able to communicate in English because most of the content in books, articles, records and journals is written

in English. It is also essential for their education and future medical careers. But English for medical purposes (EMP) has become mandatory. EMP is a type of ESP required for medical students to meet academic and professional requirements.

Medical English is quite specialised and context-dependent. Doctors employ jargon and ordinary language in the workplace, as well as technical and academic terminology. Because medical English is a higher level of English, it cannot be taught in the same way that basic English is. EMP students are health professionals and students at a university or college's health department. The aim of EMP education is not to study basic grammar and structure, but to learn how to use language in social and professional situations (Niazi, 2012). Njazi (2012) further state that EMP courses are tailored to meet students' needs and goals. The first question to consider is who medical students might be and what their goals would be. EMP students should take an English language course to improve their communication skills (Lodhi, Shamim, Robab, Shahzad, & Ashraf, 2018). It is built on content-based and problem-based learning methods in education. Using technologies in the classroom to enable real-life communication is an integral component of the EMP course.

Medical English education should be different from general English language education. Medical students have learned a lot of medical knowledge and skills during their time in medical school. The purpose of learning English at this level is to use it in medical research instead of learning grammar and basic structures (Finch, 2014). Wahyuni (2021) states that medical students are taught English that meets not just their academic objectives, but also their professional needs as doctors. In this way, the English students' learning may be directly related to their future careers. It is widely assumed that English subjects will be more significant as a result of this relationship and match. Learning is believed to occur if it is already meaningful (Wahyuni, 2012).

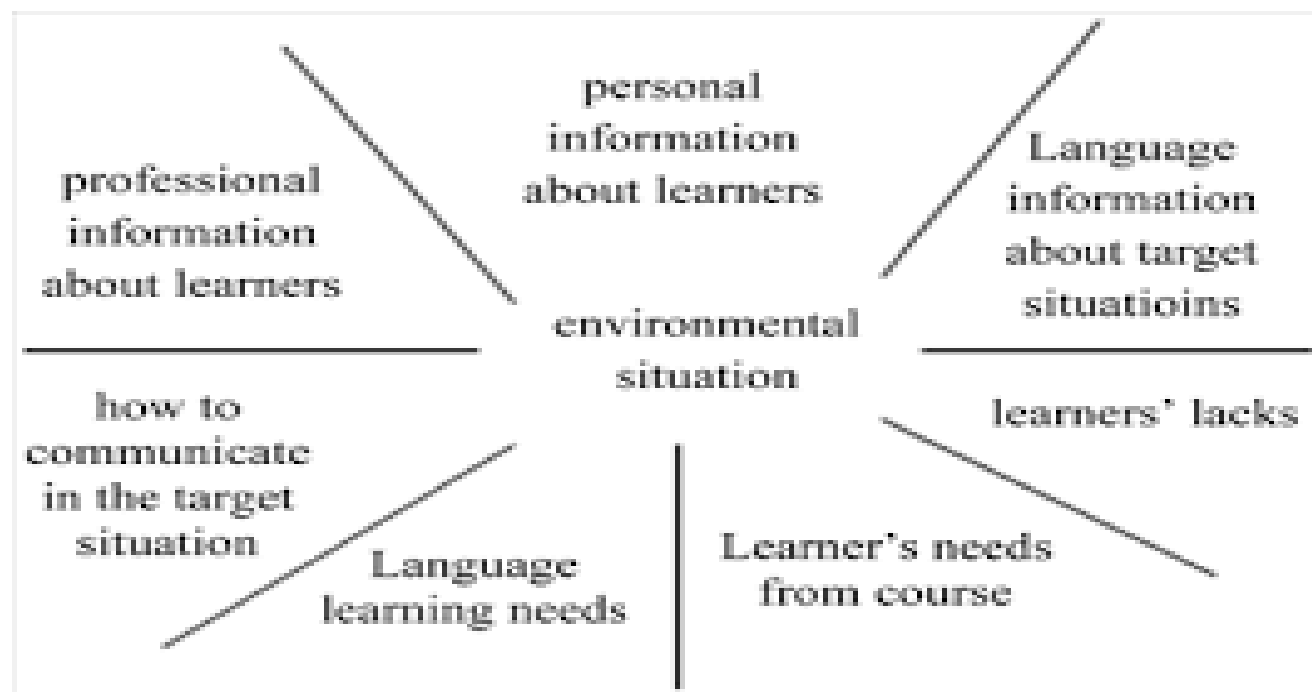
According to Milosavljević, Vuletić, and Jovković (2015), English for Medical Purposes should focus on developing a strong linguistic proficiency in English through subject and context-based courses that prepare students to use English actively after graduation. To do this, English education should focus on specific target contexts or real-life events in which the language will be used. Students should also be encouraged to adopt practical skills that will be useful in a future professional context. EMP is often taught in terms of a real-life scenario. The emphasis in the classroom is on the use of language in context and the acquisition of grammar and structure as well as specific vocabulary. The purpose of such a course is to prepare students for further education or training in private sectors that will greatly assist their

understanding of English. The aim is to teach future medical professionals how to communicate successfully in English, often through scenarios similar to real-life professional settings. The fundamental medical courses are combined with English language education in this method. Medical students are often conscious of the aim of studying English and find it complimentary in that perspective, having previously focused their education on a certain topic (Milosavljević, Vuletić, & Jovković, 2015). Furthermore, understanding the fundamental topic of interest enables students to recognise the true context of terminology and linguistic structures offered to them.

Khalili & Tahririan (2020) note that English is crucial in practically every profession, but maybe none more so than in the medical area, where good communication is critical to therapeutic results. Perusing specific textbooks and journal articles, listening to English-language lectures, conversing with colleagues and professionals in real-life situations, viewing multimedia resources, and writing for publication in international journals all necessitate the use of English for medical students to assist them gain ideas and information about medicine. As a result, a considerable corpus of EMP research has focused on the English language and communication, including genre and discourse studies (Paltridge & Starfield, 2012).

2.3 Needs analysis

Figure 1: *Need analysis on ESP courses*



Source: Hutchinson & Waters (1987)

According to Robinson (1991) as cited in (Kaewpet, 2009), the core English for Unique Purpose principle is to accommodate learners' specific requirements as much as possible. In line with this Kaewpet (2009) believes that no English for Specific Purposes course, official or informal, should be performed without a requirements analysis. It is pointless to run an English for Unique Purpose course without first doing a need analysis. Instead, one should strive to evaluate the students' language requirements to adapt instruction to the students' specific language demands. Brown (2001) defines needs analysis as the systematic collection and analysis of all relevant information necessary to meet the language learning needs of students in the context of a particular institution(s). Because of the increasing needs of diverse businesses with differing language requirements for personnel, the relevance of need analysis has increased, and universities must build curricula that cater to specific industries.

The task-based method, learner-centred approach, sociolinguistic model, learning-centred approach, and systematic approach are the five most prominent models of needs analysis. Long (2005) as cited in Kaewpet, (2009) suggests the task-based method needs analysis. According to Kaewpet (2009), this "consists of the teaching and learning of structures or other aspects of language (concepts, functions, lexical items, etc.)". Tasks are defined as units of analysis and examples of discourse in the performance of target tasks in the task-based approach to needs analysis. Kaewpet (2009) Berwick (1989) and Brindley (1989) are proponents of learner-centred approaches to needs analysis. The learner-centred approach looks at the needs of the learners from three views – Objective vs. Subjective needs, Felt vs. Perceived needs, and Product vs. Process-oriented interpretations. The learner-centred approach also looks at learners' attitudes and feelings.

Munby (1978) proposes the sociolinguistic method to need analysis, which is used to define legitimate target scenarios that target communication skills. According to Kaewpet (2009), the sociolinguistic method creates a communicative profile that balances communication demands and is then developed into a syllabus. The sociolinguistic method, on the other hand, was chastised for its impracticability, inflexibility, difficulty, coupled with its alleged time-consuming nature (West, 1994).

Among all approaches to needs analysis, the learning-centred approach has been acknowledged and used extensively. Hutchinson and Waters (1987) devised and advocated the learning-centred method to need analysis. Hutchinson and Waters argue that close attention needs to be paid to how students learn and that the learning needs strategy is an ideal method for getting students from the starting point to the desired scenario (Kaewpet, 2009). Hutchinson and Waters (1987) advocate for approaching student

needs from two perspectives – learning needs and target needs. They further define “learning needs” as learner identity, socio-cultural background, age, gender, background knowledge on subjects requiring expertise, background knowledge of English, attitudes towards English, attitudes towards cultures of the English-speaking world, and learning English. The term "target needs" refers to "what the student should do in the target environment" (Hutchinson & Waters, 1987, p. 54). These fall into three categories: needs, desires and shortcomings. Requirements are defined as "what the student needs to know to work effectively in the target environment" (Hutchinson & Waters, p. 55). Deficiencies are defined as the differences between what the student understands and what is necessary (Hutchinson & Waters, p. 56). Wants, on the other hand, are defined as what students believe they need.

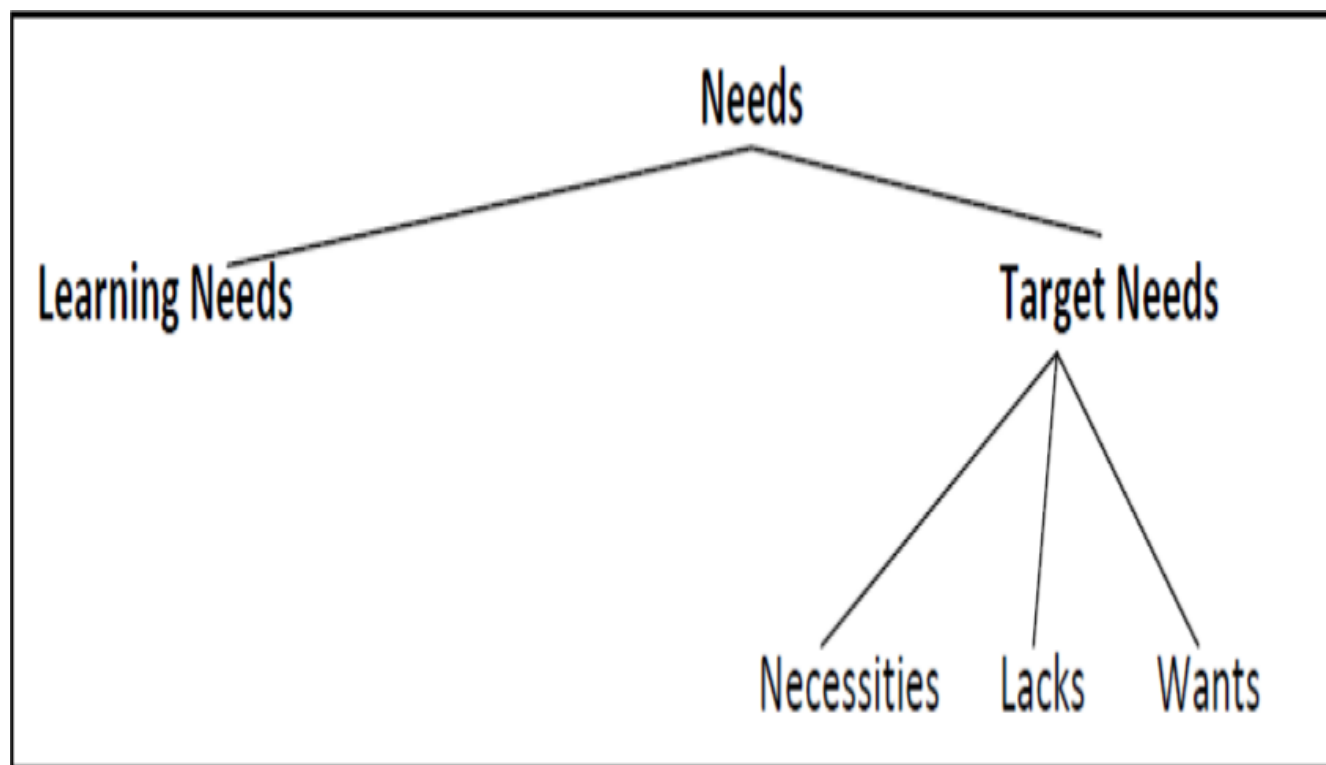
The systematic approach to need analysis is the last way to need analysis. Richterich and Chancerel (1997) introduce a systematic approach to need analysis, which is used to assess the requirements of individuals learning a foreign language. The systematic approach considers the emergent nature of students' needs and is approached before starting a course, as well as during the course, by examining information by the students themselves and by 'teaching institutions' such as places of work and study (Kaewpet, 2009). Two criticisms have been made of the systematic approach – not paying attention to students' real-world demands and over-reliance on students' perceptions of their own needs.

Kaewpet (2009) claim that multiple principles need to be followed to analyse learners' needs. Learner's needs should embrace the following principles:

- Prioritise communication requirements.
- Place equal emphasis on learning needs.
- Consider the context.
- Obtain diverse views.
- Use a variety of data collecting methods.
- Consider needs assessment to be a continual effort.

All needs analysis research should proceed through three stages (Brown, 1995). The first step is preparation, which includes fundamental considerations including defining the programme's objectives, identifying the target demographic, choosing the scope of the inquiry, and deciding on data gathering methodologies. The process of acquiring information is included in the second step of need analysis. The last stage of need analysis addresses how to use this information to draw conclusions about the programme and make the necessary modifications in light of the study findings.

Figure 2: Taxonomy of Target Language Needs



Source: Hutchinson & Waters (1987)

According to Hutchinson and Waters (1987), ESP is a learner-centred strategy (not a product) that tries to address the individual linguistic demands of learners. They all add that the specific learners' language needs, which in their opinion are described as target needs (what the learners need to do in the target context), and learning needs, should be taken into consideration while deciding what and how to teach English (what the learners need to do to learn). To illustrate the target language needs analysis approach, Hutchinson and Waters (1987) use three unique issues: (a) necessities (what is English needed for), which refer to the knowledge that learners need to use the language effectively in the target contexts. (b) lacks (what learners do not know), which refers to the discrepancy between what learners already know and what they now require. (c) Wants, or what students believe they need, correspond to the specific academic or professional requirements of the students in question.

2.3.1 Aspects of an ESP needs analysis

Language needs analysis is used to investigate a wide range of issues and problems in language planning, development, teaching, and learning. According to Rahman (2015), important components of assessing

students' language needs are target situation analysis, learning situation analysis and current situation analysis.

2.3.1.1 Target Situation Analysis

Target Situation Analysis is a type of needs analysis that focuses on identifying the language needs of learners in a business or academic setting (West, 1994). Also, according to West (1994), target situation analysis methodologies have been developed to determine "how much English" is used. "Target Situation Analysis is a needs analysis that focuses on the needs of students after completing a language course" (Robinson, 1991). The term target situation analysis refers to a type of needs analysis that focuses on determining the language needs of the learners in the professional or academic setting for which they are being prepared. The best-known framework for TSA requirements analysis was proposed by Munby (1978). Munby provides a communicative needs processor, which is a set of elements that can be used to draw data on the desired state of students. Comprehensive databases are an essential feature for target scenario analyses. Munby formalised an important insight into target-level performance: for certain occupations, students' may need only a low degree of accuracy. Consequently, as Munby (1978) suggests, target situation analysis can identify the moment when 'good enough' proficiency for the task is achieved. Target situation analysis is seen as tasks and activities that require students to use English in a target setting. Target situation analysis often use a questionnaire as its tool. Target situation analysis covers needs that are objective, subjective, and product-focused. Overall, the methods used to teach English for Specific Purposes to professional students on campuses are well recognised at this moment, however they are not useful for achieving the end result.

2.3.1.2 Learning situation analysis

The phrase "learning situation analysis" relates to perceived and process-oriented subjective demands (Dudley-Evans & St. John, 1998). Learning scenario analysis also guides students toward what they want to study. According to John (1998), learning situation analysis means "effective strategies for acquiring skills and languages". Learning situation analysis also refers to the reasons why students want to learn. They demonstrate that subjective and felt needs originate from within and are linked to cognitive and emotional processes. As a result, the need to "feel confident" is a personal/felt demand (Dudley-Evans & St. John, 1998). As a result of the learning environment, process-oriented needs arise.

2.3.1.3 Present situation analysis

The most comprehensive array of tools for determining the PSA was developed by Richterich and Chancerel in 1980. According to Robinson (1991), Present Situational Analysis tries to discover how

students are at the beginning of the language course by evaluating their strengths and weaknesses. The baseline analysis evaluates language, ability and learning experiences for strengths and shortcomings (Dudley-Evans & St. John, 1998). Richterich and Chancerel (1980) present three main sources of information: the 'user-institution' such as students, language teaching institutions and the place where students work. According to them, there are three main sources of information: the students themselves, the institution that provides language instruction, and the "user-institution" (such as the students' place of employment). As a result, an ESP practitioner will seek information on specific skill levels, resources, and perspectives on language teaching and learning for each of these. An ESP practitioner wants to know about the different skill levels, resources, and perspectives of the students for each of these. Richterich and Chancerel (1980) also propose that ESP practitioners look into the local civilization and society. The attitude was generally positive toward studying and the English language. Apart from the educational setting, students' educational experiences and the diversity debate always have an impact on how well English for Specific Purposes is taught. Ultimately, English for Specific Purposes practitioners may also research the surrounding community and culture, such as attitudes toward the English language and foreign language acquisition and usage.

2.3.2 Approaches to ESP course design

The approach is a set of linked assumptions about the nature of language teaching and learning. Course design refers to the process by which instructors examine facts about a learning need to develop related sets of teaching and learning skills.

2.3.2.1 Language-centred course design

According to Hutchison and Waters (1987), the language-centred course design technique is the simplest course design process and is the method most familiar to English educators. It aims to create as direct a relationship as possible between the study of the target situation and the content of the ESP course. This technique begins with the identification of the learner's target situation and then continues with the selection of the theoretical aspects of language to identify the linguistic elements that learners need. A curriculum is then created based on the information obtained. The next step is to create curriculum-based content, accompanied by an assessment = in order to measure success of the course. In this regard, it can be stated that course materials are created using this method when the language characteristics of the target context are identified. The method thus concentrates on results.

2.3.2.2 Skills-centred course design

The concept of specific English records as a basis for ESP, as well as the practical constraints on learning imposed by limited time and resources, led to the creation of skills-centred course design. It aims to help students become better information processors rather than presenting a specific linguistic information corpus (Nurpahmi, 2016). The first step of a skills-centred plan is to identify the objective scenario. Data from a target scenario analysis are used to identify theoretical views of the language, the competence needed to deal with target conditions, and the theoretical perspective of learning. The curriculum is then developed using all this knowledge established through these processes. Following the development of content based on the curriculum, an assessment is conducted. Ultimately, this method, which chiefly emphasises competency, is founded on two essential principles – theoretical and pragmatic considerations.

2.3.2.3 Learner-centred approach

Although teachers can influence what is taught, this is based on the concept that learning is completely influenced by the student (Nurpahmi, 2016). The learner is fully responsible for what they read. Learning is defined as the process by which students apply existing knowledge or abilities to make sense of a continuous flow of new information. Consequently, learning is a self-directed process that relies strongly on students' prior knowledge as well as on their abilities and drive to apply it.

2.3.2.4 Learning-centred approach

It is defined as a process in which a student uses his existing knowledge or abilities to make sense of the continuous flow of new information (Amel & Mami, 2020). It is an internal process based mainly on the learner's prior knowledge, but also their capacities and urges to use it. It is a process of negotiation between people and society. Society sets the goal and individuals should do their best to achieve it as much as possible. The foundation of this technique focuses on both the learners and the learning process. It is all about the learner's competency, and according to Hutchinson and Waters (1987), it concentrates as much as possible on the problem of "how someone acquires that competence."

2.4 Language Instructions

2.4.1 Task-based learning

English for Specific Purposes consists of a detailed need analysis which is done before the creation of a course which specifically caters to the desired outcomes for students. English for Specific Purposes also makes use of a task-based curriculum that permits students to make use of real-world language in practical real-world situations. Moreover, English for Specific Purposes has a limited scope that limits

the content to be used in the in course because it only covers the target language skills that are deemed necessary for the students, so English for Specific Purposes can be short and efficient.

Task-based learning is very successful in English for Specific Purposes courses that are designed to cater for the linguistics needs of students in their professional careers. However, there has been some limitation in task-based learning when applying it to schools that cater for students from a diverse range of fields of study. It should be noted that Task-based learning is very important in English for Specific Purposes because practical learning focuses on isolated language skills or integrated language skills.

Students can participate in English-language communicative tasks through task-based learning. The definition of a task is then given as "activities that may stand alone as essential components and that entail comprehending, generating, manipulating, or engaging in real language while attention is primarily dedicated to meaning rather than form" (Nunan, 1989). A highly helpful foundation for creating ESL programmes and courses is provided by the needs analysis component of English for Specific Purpose (Dudley- Evans, 1998). The suggested needs analysis will require input from students as well as a descriptive examination of the particular language abilities that will be demanded of our students by standardised exams in order to be student-centered and adhere to international standards. Task- Based learning gives the teachers a set of activities that specifically cater to the needs of the students and make the course more relevant to real-world situations.

2.4.2 Content-Based Instruction

A form of whole language learning called content-based instruction gives students who do not speak English as their first language the opportunity to experience what it is like to study other academic disciplines in an English-speaking setting. In fact, teaching academic activities and higher-order thinking skills through language acquisition is possible (Met, 1991). The second key benefit of content-based training is that it makes learning English less intimidating and more enjoyable. "Content-Based Instruction increases programme enrollment, teacher and student engagement, and helps students acclimate to future academic situations" (Grabe & Stoller, 1997). Instructors create the framework learning objectives for the English curriculum at professional institutions by combining content-based learning with ESP.

2.4.3 Communicative Language Teaching

Another approach to teaching a language that has meaning to the student is known as communicative language teaching. It was promoted by Stephen and Krashen (1983). When students actively participate

in relevant, theme-based projects, they are repeatedly exposed to language, which aids in language processing, according to the theory behind communicative language education (Oxford & Scarcella, 1992). The core ideas of constructivism and experiential learning directly intersect with this philosophy. This method addresses the requirement that language structures be taught in relevant contexts. By fusing language and subject, educators may provide students repeated exposure to the language in a way that simulates how first languages are learned (Snow, Met & Genesee, 1989). The teaching of communicative languages offers a comprehensive technique for putting what has previously been taken away from the teaching of English for Specific Purposes of collecting Content Based Instructions into practice. In this situation, the teacher's job is to serve as both a leader and a co-learner who may guide students in understanding a subject and then support them as they pursue it further on their own. "We learn by comprehending language at a level that is a little above our current proficiency. The aid of context is used for this. Students learn languages when they are either conversing while reflecting on what they have already learned or when they are asking inquiries to learn something new. In order to be persuaded by the methods.

2.5. English language communicative challenges faced by medical students

Communication is the act of interaction between two or more people either verbally or non-verbally. Communication is essential in every sphere of life and it involves speaking, listening and writing, the tone of voice, facial expression, posture, eye contact, touch and gesture. According to Mathew and Van Wyk (2018), research in African contexts has revealed significant shortcomings in how doctors are trained on the social compact between medicine and society. About 80% of doctors' work involves communication such as speaking, listening and writing hence doctors have to prioritise their way of communication according to the situation and person (Ramasamy, Murugaiyan, Shalini, Vengadapathy & Gopal, 2014). Deducing on Ramasamy, Murugaiyan, Shalini, Vengadapathy and Gopal's (2014) stance on doctor's communication, doctor's duties at the hospital involve communicating with patients and their families. Thus, communication is vital for medical students. Matthews and Van Wyk (2018) state that medical students struggle to communicate effectively in English. Medical students should be exposed to various aspects of communication in order for them to appreciate the need for excellent communication with, and outside of, the patient (for example, family members and other professionals) in healthcare.

According to Mahwish, Ahsan, Khalid, Rasool, Khan, Ayub, and Marwat (2012), language issues impair students' interactions with one another and with patients. Mahwish et al. (2012) further observe that there is an urgent need to build a student-friendly atmosphere by removing language communication hurdles.

Matthews and Van Wyk (2018), in line with Mahwish et al. (2012), posit that medical educators and students continue to report communication difficulties between healthcare professionals and language-incompatible patients, as well as difficulties in communication and language teaching and learning. Communication and language hurdles influence student engagement as well as student-patient interactions, hence the demand for efficient communication is growing. Communication among students is required when discussing case reports, and scenarios, and collecting an effective history from a patient (Mahwish, et al., 2012).

Health professions educators have incorporated elements of universal norms into the medical curriculum to teach communication. However, medical students and physicians continue to struggle to communicate effectively in English. Thus, incorporating an English for Specific Purpose programme that focuses on students' communication requirements is highly recommended (Mahwish, et al., 2012). Communication has been considered critical in developing socially accountable healthcare (Matthews & Van Wyk, 2018). Communication is extremely important in the health sector. Therefore, medical students should be able to communicate effectively, as the diagnosis of diseases and the prescription of drugs to patients depend on the communication capacity of medical students and doctors. As observed by Van den Berg (2016), misunderstanding due to a linguistic disability increases the risk of life-threatening misdiagnosis and disease management. Van den Berg (2016) also notes that when healthcare practitioners convey the intricacies of a diagnosis or treatment but fail to adequately articulate the seriousness of the danger, patients may disobey instructions or refuse potentially life-saving treatment.

Recognising and prioritising patients' problems, exploring their thoughts, concerns, and expectations, and recognising and responding to emotions are important abilities in patient-centred communication. Hashim, Major, Mirza, Prinsloo, Osman, Amiri, and McLean (2012) investigate how medical students learn communication skills in a second language, and the findings demonstrate that medical students who acquire communication skills in an English-taught program may struggle with complex communication skills, especially in conveying empathy and revealing the expectations and feelings of patients. Fawole (2014) examines the communication strategies of English-speaking foreign medical practitioners in the South African state of Limpopo and observe that the South African Health Professionals Council (HPSCA) proficiency exams do not include an English proficiency assessment, language as a separate paper or request a proficiency certificate from other testing bodies such as the United States, Canada, and Australia. According to Fawole (2014), doctors should take an English language competence exam before beginning practice. Communication abilities are not necessarily innate, cannot always be intuited,

and may not be improved by further experience, but a decent linguistic background is crucial for both medical students and doctors in efficient communication (Postigo, 2016). Linguistic difficulties provide significant obstacles for healthcare personnel, particularly in multicultural environments such as large cities (Postigo, 2016). Language obstacles, according to Basimike (2018), cause communication failures, which lead to difficulties such as medical error, poor patient satisfaction and adherence to treatment, and a bad doctor-patient connection, all of which stem from a lack of rapport in the setting of medicine. The most difficult issue with students' communication tasks is that communication rarely occurs in a stress-free environment. Thus, to survive both at university and eventually in their future workplaces, medical students must be able to communicate at a speed level equivalent to the language production of native speakers.

According to Ambiente (2020) doctor-patient communication is defined as a complex type of verbal discourse because it embodies internal variations depending on the type of interaction, i.e., communication characteristics that differ from simple story-taking consisting of a few more or less direct questions. and the type of discourse developed in a situation involving diagnostic or therapeutic plan instruction. It is vital to have effective communication and cooperation among health professionals from different backgrounds (eg doctor-nurse, doctor-laboratory specialist, doctor-administrative staff) (Ambiente, 2020).

Woldemariam and Hundessa (2021) assessed “Doctor-Patient Communication at Adama Hospital Medical College”. They identified communication barriers and causes between doctors and patients. “Some of these barriers have been caused due to poor communication skills, lack of the proper sense of confidentiality, the misuse or inappropriate use of medical jargon, lack of spacious workspace, language differences, the patients low level of understanding sickness, patients low level of education, inappropriate use of cultural and vague expressions, poor time allocation, patients taking too much time due to unnecessary repetitions, the gap between substantive lab evidence versus oral evidence and lack of family partnership and responsibility” (Woldemariam & Hundessa, 2021, p.67). In other words, the communication challenges that are experienced by doctors are sometimes caused by barriers that are out of their cup holders. However, barriers such as poor communication skills, lack of proper sense of confidentiality and the misuse of medical jargon can be attributed to the medical doctor's barrier of communication between them and the patients. So, it can be deduced from their findings that medical doctors do experience communication challenges in their workplace.

Witbeen and Woldemariam (2020) conducted a study on “multiculturalism and communication in the HE classroom context: A Namibian case study”. “Communication difficulties were discovered throughout the study to include stereotypes/generalizations, anxiousness, poor listening abilities, non-verbal gestures, and language” (Witbeen and Woldemariam, 2020, p.38). The study by Witbeen and Woldemariam (2020) concluded that the communication problems experienced in the classroom by the students were not due to cultural differences but due to language proficiencies. “Due to the usage of English as a language of teaching, which directly affected the flow of communication between lecturers and students, this research finds that language was the primary reason for the respondents' inability to effectively communicate with one another” (Witbeen and Woldemariam, 2020, p.38). Thus, the communication challenges faced by students are mostly attributed to their limited usage of the English language. Poor language proficiency has the potential to lead to misconceptions that result in conflict, annoyance, offence, violence, damaged feelings, and the loss of time, effort, money, and human lives. In conclusion, language barriers are semantic issues that occur while the communication is being encoded and/or decoded into words and concepts, respectively.

“The English language is the instrument of communication in the Namibian post-primary institutions, higher institutions of learning as well as being the official language” (Kamati & Woldemariam, 2016, p.6). Students in Namibia are immersed in a rich linguistic environment that allows them to master their first native tongue while still being expected to speak English fluently. “The lower levels of primary education should be taught in the community's immediate language, according to Namibia's education policy, while the upper levels should be taught in a combination of English and the community's immediate language” (Kamati & Woldemariam, 2016, p.6). Thus, it can be construed that Namibia's education policy might be the cause of the communication challenges that students.

Hussen and Woldemariam's (2016) major findings of their study were that “students focus on common expressions rather than the meaning of the given utterances; common expressions are almost the literal meaning of the utterances. However, pragmatic competence deals with meaning beyond literal meaning/known expressions of human communication” (p.91). Communication is the primary goal of learning a second language. Without practical knowledge, communication consists simply of literal meaning. What is not provided semantically or syntactically is given meaning by pragmatics. According to Hussen and Woldemariam (2016) in order to communicate effectively in a target language, one's L2 pragmatic competence must be at least moderately developed; pragmatic utterances are examined in terms of their suitability for the given social context (situation), as well as their effectiveness and social

implications. This concurs with Shankule and Woldemariam (2015) who claimed that “teachers seldom use pragmatic instruction in classrooms, and most students have to spend time by themselves developing pragmatic competence without explicit instruction, and the pragmatics instruction is immature and needs to be developed, and teachers need professional training to know how to teach pragmatics effectively” (p.61).

Romero Coronel (2016) claim that students' lack of exposure to speaking opportunities is one of the reasons they feel shy about speaking. He further states that “Many of the participants admitted that they only had completed one presentation as a final assignment for an English course” (p97). Thus, it can be inferred that medical students have communication issues because they are not vigorously tested on their communication skills.

According to Koponen, Pyörälä and Isotalus (2014) even though effective communication is crucial to the practice of medicine, research indicates that some medical students have a negative attitude about learning and applying these abilities, even after receiving training in effective communication. They consider communication skills to be soft sciences that are simple to learn and uninteresting to study. For all of these reasons, healthcare educators must devise strategies for inspiring medical students to appreciate and master communication skills (Koponen, Pyörälä & Isotalus, 2014).

Siu, Mann, Mangat and Dharamsi (2009) claimed that “despite their obvious aptitude and enthusiasm, the majority of medical students who were fluent in a language other than English did not feel they were competent enough to converse with a patient in that language” (p.110). Students may feel unqualified to interact successfully with their patients because they lack fundamental medical terminology and vocabulary. This shows that even students who are competent in a language might not feel comfortable using it in a medical context and may require further instruction. As was predicted, the majority of medical students believed that good communication would be crucial to provide patients with the best treatment possible.

Chan, Mamat and Nadarajah (2022) state that “medical students brought out the importance of the English language as a communication tool for person-centred care, where effective communication is essential for patient participation and the safety of the patient's treatment” (p.5). Peers and other health professionals also benefit from this importance as a communication tool, which aids in their professional and personal growth and provides possibilities for them to pursue research, specialise, or extend their medical education overseas.

Modi, Chhatwal, Gupta and Singh (2016) claimed that the disconnect between the communication styles taught in training contexts and the actual conduct of doctors in clinical settings is one issue with formal communication skills training in medical schools. Better compliance, better health outcomes, less litigation, and increased satisfaction for both physicians and patients are all results of effective doctor-patient communication. The use of medical jargon, the inability to explain in basic terms, arrogance, not allocating enough time to the doctor-patient contact, and numerous interruptions while the patient is outlining his difficulties are a few of the prevalent communication hurdles. Patients want their doctors to be understanding, sympathetic, supportive, open and honest about the specifics of their condition, the therapy they choose, any potential side effects, and the projected improvement in their symptoms. It is appreciated when doctors actively listen to their patients, encourage them to ask clarifying questions, check to see if they understand, and respect their patient's privacy and comfort. Additionally, it is crucial to establish a rapport between the doctor and the patient through the use of nonverbal cues such as body language, eye contact, facial expression, touch, gestures, and interpersonal distance. Doctors must communicate in writing for clinical documentation and referrals in addition to their clinical encounters with patients.

Healthcare workers working with adult neurological patients reported feeling responsible for communication with patients. However, due to misunderstandings, healthcare workers frequently felt bad for giving subpar care because of interactions that irritated them, made them impatient, and resulted in patients being discharged (Hur & Kang, 2021). According to Stransky and Morris (2019), SLTs frequently teach communication partners how to utilise supportive communication tactics, but doctors seldom ever employ them. This demonstrates a lack of familiarity with these tactics. It was claimed that doctors did not employ communication techniques that patients found helpful. The use of visual aids to enhance communication, note-taking while speaking and regular use of meaningful gestures were among the strategies. These results show that healthcare professionals are not adequately informed on and trained in how to handle people with communication problems.

According to Gude, Tyssen, Anvik, Grimstad, Holen, Baerheim and Løvseth (2020) the number of patients complaining to medical authorities about their doctor, often reflecting the doctors' unacceptable communication styles and poor behaviour has been increasing. Rathiram, Neilson, Kassim, Mokone and Green (2022) discovered that the most frequent issue affecting communication with medical students was the existence of both expressive and receptive language impairments in patients. When treating people with communication problems, healthcare providers find it challenging to communicate. "Finding

patient-specific information quickly was an issue for nurses and doctors, which made it difficult for patients to advocate for themselves and affected their quality of life” (Rathiram, Neilson, Kassim, Mokone & Green, 2022, p.7).

Acar and Buldukoğlu (2016) investigated “students’ difficulties communicating with patients and their perceptions of the characteristics of difficult patients”. The study’s participants said that “talking with patients was the challenge they encountered most frequently, and they recommended restructuring the current communication courses to make them more practical” (Acar & Buldukoğlu, 2016, p.12). Students and staff will be better able to interact with challenging patients if undergraduate education is problem-based rather than conventional, and if applied communication training is provided as part of post-graduation continuing education programmes.

2.6. English language needs of medical students

The growth of the English language as the lingua franca in many areas of life worldwide has increased the need for competency and proficiency in the English language, and the medical industry is no exception. Students and academics rated low vocabulary, poor listening and poor speaking skills as the most challenging areas for medical students studying in Saudi intermediate settings (Hamza, 2018). It is worth noting that English is quite important in medical research, as students are largely required to review medical textbooks and professional publications published in English, and this point of view is echoed by both Hamza (2018) and Basimike (2018).

English in the medical sector is pivotal when doctors are communicating with patients from a different indigenous language than theirs. Hence, the doctor and the patient have to liaise in the universal language, which is English. Lodhi, Shamim, Robab, Shahzad, and Ashraf (2018) note that physicians need English language skills both in their academic courses and in work contexts. Lodhi, Shamim, Robab, Shahzad, and Ashraf (2018) explore the English language demands of medical students and hope to create a course that meet these needs. Lodhi, Shamim, Robab, Shahzad, and Ashraf (2018) submit that in their research, medical doctors and students were observed to have different English language needs. For example, one of the English language needs was to read books and magazines of the medical genre. In addition, doctors and nurses must communicate with each other to use important databases, contribute to international conferences, write research articles for journal publications, take postgraduate courses in English-speaking countries, and work effectively in hospitals where English is widely used.

Javid (2011) also researched on the English for Medical Purpose needs of medical undergraduates in a Saudi context. The main purpose of Javid’s study was to identify the learner’s reasons for learning the

language. This was done in order to establish what they would be taught would be the relevant teaching materials. The study concludes that medical students needed reading and speaking skills more than all others skills. Lodhi, Shamim, Robab, Shahzad & Ashraf (2018) and Javid (2011) note that doctors and students need reading and speaking skills to read medical journals as well as to converse with colleagues, and patients.

When planning EMP courses, we must consider the future professional goals of medical students and their communication needs in various medical communicative contexts (Hull, 2004). Hwang and Lin (2010) evaluated the language demands of Taiwanese medical students. Their research sought to characterise the language needs and attitudes of Taiwanese medical students and faculty. Discussions of the frequency of use of English by medical students, the importance of using English in the field of medicine, the evaluation of the English language proficiency of medical students, the needs analysis of the English course in the Faculty of Medicine, and suggestions for improving the English curriculum for students are undertaken. Hwang and Lin (2010) observe that medical students prefer the input of learning English (reading and listening) to the output of learning English (speaking and writing), and they suggest that future research should examine the linguistic needs of trainees as well as facilitate both medical students' special language needs and medical English language learning.

Most medical students or doctors struggle to proficiently use the English language even though they have high pass marks in their final high school examination. This is why an investigation into their language needs is strongly advised. Vahdany and Gerivani (2016) identify the English language demands of medical students and general practitioners in an EFL environment. According to Vahdany and Gerivani (2016), medical students tend to value reading competence more than other language abilities, and English reading proficiency is considerably more significant in the medical industry. On the other they also submit that English teachers seemed to emphasise that one of the most important writing requests of medical students is "writing a laboratory report", perhaps because most medical terminology and idioms should be in English and they should use English words in their lessons. Contrary to Vahdany and Gerivani (2016), Kayaolu and Da Akbaş (2016) claim that speaking is the most important development among basic language skills, followed by listening, reading and writing.

There are many different types of English requirements in academic contexts. According to Faraj (2015) in a research on Libyan medical students, the needs of medical students are to comprehend lectures, read medical textbooks and journal articles, present articles and actively participate in conferences. Lodhi et

al.'s (2018) additional research on Arab medical students learning English as a Foreign Language submits that English is used in a variety of academic activities, such as teaching, discussing medical topics, attending seminars and conferences, reading articles and journals, interpreting graphs and charts, and writing laboratory reports, essays, and research papers. These studies thus highlight the importance of English in a wide range of academic activities.

Wahyuni (2021) examines the English language needs of medical students and reports that students need to be better at listening and communicating than reading and writing. To meet expectations, teaching materials and approaches should emphasise listening and speaking skills. Medical students should also be able to read articles and journals, write research papers, and follow English course instructions (Wahyu, 2021). These criteria should be addressed in the teaching and learning curriculum as well as in classroom activities. Attending international seminars, reading English medical literature, and conversing with patients and other healthcare professionals from various countries are examples of essential communicative English skills required for a professional career.

Alqurashi (2016) conducted research on medical English for Saudi medical and health workers and notes that to better prepare physicians and medical professionals for careers that require extensive use of English, college English courses for medical majors need to place greater emphasis on language-related aspects such as fluency, comprehension, accuracy, and structure. Working with human health requires a high level of English language skills to ensure one understands the nature of medicine and disease, complete necessary procedures, provide appropriate guidelines and respond effectively to a variety of medical conditions. Because medical information is commonly provided and published worldwide in English, there should be more institutional language-related training (Alqurashi, 2016). Lastly, college English language classes should emphasize communicative ability so that co-workers from all over the world may have a seamless cultural interaction.

Karimnia and Khodashenas (2018) examined “medical students English language learning: needs and perceptions”. The need for medical students to learn English was determined by taking into account their usage of English language abilities and sub-skills, the importance of these skills, and their needs and wants in the language. “The data confirms the need for English fluency and the use of all language skills while producing ESP books (Karimnia and Khodashenas, 2018, p.190). The study also stressed how important it is to take learners' requirements, gaps, and desires into account while creating ESP books. Learning is more pleasurable when all language skills are included in an ESP book which results in the course's goals being met and, as a consequence, in successful learning.

Hekmati, Davoudi, Zareian and Elyasi (2020) investigated medical students' English language needs. They found out that reading proficiency was the most crucial English language need for students majoring in medicine. Second, the reading ability was more significant than other language skills such as writing, speaking, and listening. "There was a strong consensus among the students on the significance of reading proficiency and other language abilities for students attending medical universities" (Hekmati, Davoudi, Zareian, & Elyasi, 2020, p.172).

Kuzembayeva and Zhakanova (2021) performed a case study with the students of the Faculty of General Medicine at the West Kazakhstan Marat Ospanov Medical University in order to examine the English language needs of undergraduate medical students in Kazakhstan. 52 first- and second-year students, including 14 men and 38 women, took part in a quantitative survey during the spring semester of the 2020–2021 academic year. According to Kuzembayeva and Zhakanova (2021), medical students' subjective demands include attention to speaking and listening as well as reading and understanding. Medical students need to communicate and share best practices with international colleagues during conferences and seminars, it is crucial to be conversant in the most recent scientific information on medicine, which is typically delivered in English. The development of reading and writing abilities is one of the objective demands of medical students, which is supported by the possibility of engaging in activities related to their disciplines and producing medical reports and papers in English. Additionally, a situational analysis of the present situation shows that "students need to enhance their English language sub-skills, such as writing technical texts like letters, CVs, emails, and reports, as well as their pronunciation, speaking to native speakers, and comprehension of their speech" (Kuzembayeva & Zhakanova, 2021, p.54).

Recent research by Mubaraq (2017) looked at the English language needs of students in two distinct colleges. The findings indicated that the medical students were dissatisfied with the present EMP programme as a consequence of the confusing materials and syllabus. According to Widiatmoko (2014), 48 medical students participated in traditional language practice sessions guided by English professors and doctors. A native speaker serves as an acting patient and a resource for cultural learning throughout each of the subsequent individual skill-lab sessions, which are also aided by a doctor for dealing with medical procedures and an English instructor for dealing with issues in the target language skill. Additionally, teamwork is seen as advantageous in enhancing several elements of students' learning. Widiatmoko (2014), acknowledged, however, that partners should come to an understanding of a few

realistic guidelines and methods for aiding the students during skill-lab sessions, such as handling error correction, grammar, and pronunciation accuracy.

According to Poedjiastutie and Puspitasari (2018) “the English language programmes (EMP) for medical students placed a greater emphasis on general English than on the purposes for which doctors often communicate” (p.129). The speaking materials were therefore useless to medical students. Additionally, Poedjiastutie and Puspitasari (2018) found that the teacher focused on grammar and spent a lot of time explaining things. In conclusion, “communication skill was considered important in the EMP course” (Poedjiastutie & Puspitasari, 2018, p.135). Medical students understood how crucial doctor-patient communication is to achieve better results in the workplace.

2.7. English language needs of medical doctors

Lodhi, Shamim, Robab, Shahzad & Ashraf (2018) opine that the overall results of the doctors' responses demonstrated that the English language was used in a variety of professional activities, including attending seminars, reading medical literature written in English, comprehending the instructions for medical equipment, communicating with foreign patients, doctors, and other health professionals, writing letters and prescriptions for medical purposes, and taking case histories. Lodhi, Shamim, Robab, Shahzad & Ashraf (2018) further submit that “medical doctors must fulfil their professional duties in English, such as attending meetings and giving presentations and briefings” (p.212). Thus, it can be deduced that medical doctors should communicate in English when they are at their place of work. Medical doctors read Medical journals in English and write research in English because English is the Lingua Franca of Medicine.

Rubab, Masood and Javaid (2020) investigate the “English for Medical Officers”. They believe that the medical officers' desire to acquire English for use in the medical profession was motivated by a variety of factors. Medical officers must efficiently complete a variety of responsibilities in a professional setting, including reading medical books, taking part in conferences and seminars and meeting communication demands (Rubab, Masood & Javaid, 2020, p.29). The majority of doctors leave their home countries in search of rewarding careers and, as English is the primary language of communication in the majority of these nations, there is a clear demand for the EMP course. Due to their subpar proficiency in English, physicians and medical officers encounter a varied number of language related issues in their line of work. Therefore, it is crucial and significant to teach medical specialists the proper English competency abilities.

2.8. Language skills

In terms of language needs, students must master the four language abilities of reading, writing, listening, and speaking. Medical students are expected to read through academic writings in English before tests, attend lectures conducted in English and also use the English language for writing assignments. Additionally, medical students are also tasked with writing reports and are also required to participate in lecture discussions and presentations. Moreover, they are expected to have a good ear for listening to instructions. The four language skills thus become critical in medical students' day-to-day activities. When students fully develop their competencies in these skills, they will become able to use them to converse with co-workers in a professional capacity, record official information concisely as well as interact with patients effectively. Listening and reading abilities are classified as perceptive abilities, whereas writing and speaking abilities are classified as productive abilities (Maung, Khaing, & Nyo, 2014).

As complementary abilities, reading and writing are essential for producing successful written communication (Sadiku, 2015). According to Hornby (2005), reading occurs when a person examines and comprehends "the meaning of written or printed words or symbols. The eyes take in the written or printed word and send it to the brain. The brain must decode or look for meaning at this point. Receptive competence is what we refer to as reading ability. Reading may be done in a variety of ways, including participatory reading aloud, intense reading, skimming, and scanning. Hornby (2005) defines writing as the act of creating letters or numbers on a surface, often using a pen or pencil. The act of writing is the culmination of multiple distinct activities, all of which are extremely difficult to acquire at once. Taking notes, determining a key concept, outlining, writing, and editing are a few examples of these separate actions. Writing of any type is impossible to begin without the main concept and the supporting details. The brain encodes ideas and transmits them to the hand when it gets an idea. The words are then written down by hand or typed. Writing abilities are thus considered to be productive capabilities. According to Omaggio (1993), writing well is not a natural talent. Rather, it is widely acquired or culturally transmitted as a collection of behaviours in formal educational settings or elsewhere. Writing skills must therefore be practised and learned through experience.

Since speaking and listening abilities are closely connected and frequently used in tandem in everyday circumstances, combining the two aims to promote efficient oral communication (Sadiku, 2015). To listen is to "give attention to something which you can hear" (Hornby, 2005). This suggests that you should comprehend what you hear to react to it and engage with the speaker. Speaking or auditory text

is sent to the brain through the ears when listening. The brain must translate and look for significance. Listening is a receptive talent. In contrast, Hornby (2005) defines speaking as the act of conversing with or talking to someone. This demonstrates the need for interpersonal connection, which includes not just "putting a message together" but also the reaction that the listener can offer to the speaker, (Hadfield & Hadfield, 2008). The context in which it occurs impacts the structure and meaning of the speech, which includes the persons themselves, their shared experiences, the physical surroundings, and the goals for communicating. It is open-ended and spontaneous, and it regularly changes. Speech is not always random though. It is possible to identify and track language patterns (or functions) that frequently occur in particular discourse settings, such as denying an invitation or asking for time off from work (Burns & Joyce, 1997). The brain encodes ideas and sends them to the mouth when it gets an idea, and the spoken text is created by the mouth using an articulation mechanism (Hornby, 2005). Speaking abilities are thus considered to be productive skills.

Receptive skills like reading and listening have related sub-skills that must be mastered. These are what they are:

- List the essential features and facts
- Connect causes and effects
- List the events in order.
- Projecting results and
- Extrapolating significance from surrounding cues.

In conclusion, Sadiku (2015) claims that these four language skills provide a variety of key functions for students, including scaffolded assistance, creative possibilities, settings for exchanging actual information, confirmation of their proficiency (proof of learning), and most crucially, confidence.

Eticha and Woldemariam (2018) explored "the impacts of pragmatic knowledge on the effectiveness of oral communication: English teachers of Adama science and technology university in focus". They recommended that "a language education course should be created to aid students in gaining pragmatic competence by utilising four language skills in a communicative manner" (p.40). Writing, reading, and listening all take place in communicative situations. "The goal of a language teacher should be to give students a variety of opportunities to experience language use in various socio-cultural contexts through the use of language creatively and critically in various interactional patterns that will help them become

effective communicators in the target language” (Eticha & Woldemariam, 2018, p.40). Effective communication occurs when all parties involved can readily comprehend one another. The successful operation of a business depends on having good language abilities. Lastly, it makes opportunities and resolves issues.

2.9. Previous needs analysis studies conducted

A needs analysis, according to Puspitasari (2013), is a technique for acquiring information about the learners' requirements. Target and learning needs are separated into separate groups by Hutchinson and Waters. The three sorts of target needs are necessities (what language skills students must have to function as planned), shortages (what they lack), and desires (what they want to learn) (Hutchinson & Waters, 1987).

Arroyyani and Nurhayati (2019) examine nursing students' needs, deficiencies and desires in ICT-based English and submit that the majority of participants learned English to communicate successfully, both verbally and in writing. The study recommends that nursing students should make use of ICT-based English tools as this has the potential to increase their motivation to attend the courses. Students also expect an English course that makes good use of ICT, such as online quizzes and exams, online sharing of resources and web-based and online-based learning activities including online study delivery, among other things. They still need guidance on how to operate the technological device, the grammar used on the website, and more resources to assist with ICT-based English education (Arroyyani and Nurhayati, 2019).

Chemir and Kitila (2022) investigate students' requests for English for academic reasons in Ethiopian higher education institutions. By examining the students' current and target situations, they are able to assess the respondents' attitudes and motivations towards English. The findings demonstrate that participants understand the importance of English (especially EAP) and have unique motivations to learn English, as evidenced by the link between instrumental and integrative motivation (Chemir & Kitila, 2022). Also, course designers and EAP teachers must strike a balance between instrumental and integrative motivation when developing EAP courses to fulfil students' language needs during their academic studies and after, that is, during the span of their professional careers.

Chan (2014) conducted a needs analysis with 215 employees from a private Hong Kong business, examining the verbal and written English needs of employees, as well as the most challenging oral and written forms of communication in the workplace. In terms of speaking requirements, informal meetings,

group chats, phone calls, and formal oral presentations are necessary. Meanwhile, the most important written requirements on the job were preparing English documents such as memos and business letters, as well as internal and external e-mail exchanges. The challenges they faced in oral communication included business discussions, formal speaking presentations, and social contacts. With regards to speaking to overseas customers, they were largely concerned about the correct use of terminology.

Daksayani (2018) conducted an “English needs assessment for business students at a Malaysian private institution”. The purpose of Daksayni's (2018) research was to identify the English language concerns and needs of senior business students at a private college. Based on the findings of the three research questions, a curriculum for an English language course was proposed. The study is expected to shed light on how these students' English language skills can be improved (Daksayni, 2018). As a result of this research, business students may be better prepared for industrial training or occupations where their professionalism is heavily dependent on language skills.

Chatsungnoen (2015) conducted a “needs assessment for an English for Special Purposes (ESP) course for Thai students majoring in Food Science and Technology”. Understanding the language needed by students and major stakeholders in many sectors of the food industry should shape the content of university-level ESP courses. The needs analysis approach attributed students' difficulties to three factors – students' grammar, students' deficiencies and environmental conditions. The majority of the students said they had difficulties in all areas of English. They assumed that their difficulties with vocabulary were related to difficulties with other English language proficiencies. Limited vocabulary learning strategies seemed to be the source of their difficulties (Chatsungnoen, 2015). Also, Chatsungnoen (2015) argues that pronunciation problems, limited opportunities to use English and Thai social and cultural norms contribute to students' listening and speaking difficulties. The students' reading difficulties stemmed from the lack of prior knowledge about food science and technology and the skills of the ESP instructors in this field. Students' difficulties with grammar and language functions were attributed to a lack of understanding in these areas, as well as to differences between grammatical structures and language functions taught in the ESP program and those taught in professional settings as well as differences between grammatical structures and language functions.

Shahmoradi and Izadpanah (2017) conducted a study on “assessing the English language needs of Persian Literature university students from teachers' perspectives”. They observe that reading, writing, and speaking skills are the most significant talents in Persian literature students' academic studies, social lives and target needs, respectively. The study's second result is that the most significant subskills for Persian

literature students' academic studies and target requirements, respectively, are listening to class discussions and writing letters/forms/job applications (Shahmoradi & Izadpanah, 2017). In conclusion, their findings demonstrate the significance of the reading ability for Persian literature students' academic studies, writing ability for their social lives and speaking ability for their future professional demands. Listening to class discussions and writing letters/forms/job applications were also rated as the most critical subskills for their students' academic courses and target requirements by specialised English teachers.

From the perspectives of certain subject teachers, English for Academic Purposes instructors, graduate students, and undergraduate students, Atai and Nazari (2011) “investigated the target reading comprehension demands of Iranian students of Health Information Management who are studying English for Academic Purposes”. According to the findings, in order for the students to succeed in their academic courses, they must increase their General English Proficiency, work on their reading subskills like skimming and scanning, and familiarise themselves with a variety of genres. Additionally, they noted that their primary reading skills problems included slow reading speed, limited vocabulary knowledge, outdated and challenging ESP textbooks, low General English Proficiency, a lack of familiarity with the future goals and language-use scenarios of ESP courses, teacher-centered classes, and a high enrolment in ESP classes.

Noori and Mazdayasna (2014) conducted a “triangulated study of target situation needs of Iranian undergraduate students of English language and literature”. The study data showed that communication-based classrooms with greater chances for student discussion and learning should take the place of teacher-centered and lecture-based English literature lessons. In order to excel in their mainstream courses, English literature students should be given solid understanding of English mythology, history, philosophy, schools of thought, and criticism in addition to in-depth knowledge of various writers, critics, and poets. Noori and Mazdayasna (2014) stated that “English literature classrooms should use more recent texts and resources. In this sense, the utilisation of audiovisual resources and other sources, such as Web-based materials, can more effectively complement and advance the use of textbooks” (p.1379). Additionally, English literature majors need to improve their critical thinking and study skills, which should have been cultivated earlier in high school. Noori and Mazdayasna (2014) further claim that “students can effectively complete the tasks associated with the subject-specific courses during their academic studies if these aptitudes and competencies are acquired during their high school education” (p.1379).

Noori and Mazdayasna (2015) also conducted a “critical approach study on EAP programs in a nonnative context”. The results of this study showed that the tradition of textbook-driven lectures has long governed teaching and learning. This tradition is a covert manifestation of institutional authority and control over teachers and students in all facets of academic and school studies. The findings of Noori and Mazdayasna (2015) showed that because it forces them to follow the official and regulated curriculum, the material coverage exerts influence on both staff and students. Additionally, when teachers are teaching a lot of material, they don't have time to get to know each of their students or to encourage them to sum up, write about, or talk about the course material.

Atai and Hejazi (2019) conducted an “assessment of the academic English language needs of Iranian post-graduate students of psychology”. They found out that the present English for Academic Purposes curriculum for psychology students in Iran suffers from a major lack of accountability when it comes to meeting the demands and expectations of post-graduate students and professors. To re-define and operationalize clear, attainable goals for English for Academic Purposes programmes and subsequently revise the current English for Academic Purposes textbooks and programmes in order to take into account the perceptions of all stakeholders, curriculum developers, syllabus designers, and materials developers need to rely more on research findings. Additionally, the situation could be made better by beginning "a gradual transition from the current traditional English for Academic Purposes programmes to critical English for Academic Purposes programmes in Iranian universities, in which Iranian English for Academic Purposes students (as well as teachers) are encouraged to engage their due rights to decide about various aspects of their academic life" (Atai &Hejazi, 2019, p.298). According to Atai and Hejazi (2019), General English and English for Academic Purpose course development should take into account students' low General English Proficiency level. More particular, important steps should be done to direct students in a suitable academic English path since being able to study cutting-edge materials in English is of the highest significance. For instance, at the post-graduate level, additional course units may be devoted to English for Academic Purposes, particularly in the first semesters.

Koenig, Guertler, Żarnowska, and Horbačauskienė (2020) conducted a study on “developing English language competence for global engineers”. They claim that ideal setting for learning important English language skills should be a technical English course. The findings demonstrate that engineering students strongly prioritise domain-specific language applications, as seen by their priority for specialised vocabulary, practical technical knowledge, and oral communication abilities. This student-informed feedback aligns with studies of working engineers who highlight the importance of oral communication

abilities in the workplace, as well as employers who note that new university graduates commonly lack oral communication skills, despite their importance. Koenig, Guertler, Żarnowska, and Horbaćauskienė (2020) state that a technical English course should be highly tailored to the domain of application to allow for the focused acquisition of pertinent terminology and the integration of pertinent genuine resources. This will help the course achieve the aims and expectations of the learners. “The findings show that chances for oral communication practise that are in line with learners' interests and expectations should be prioritised in a technical English course” (Koenig, Guertler, Żarnowska, & Horbaćauskienė, 2020, p.248). Their findings also shows that oral interaction assignments focused on pertinent domain-related themes and including new technical terminology would seem to be the best way to combine those aims and expectations in the classroom.

Mahdavi Zafarghandi, Khalili Sabet, and Shahroudi (2014) conducted a study on “developing an ESP needs profile of Iranian students of Business Administration”. The study's results showed that there was an increasing demand for the other three associated abilities in addition to the traditional emphasis on the importance of reading proficiency in pupils' academic achievement. The overwhelming majority of the participants stressed the crucial significance of hearing, speaking and writing based-tasks elements in the questionnaire (Mahdavi Zafarghandi, Khalili Sabet, & Shahroudi, 2014, p.13). They also reported that students, especially those in graduate programmes, urged that adequately proactive instructions be given to get them ready for language-related activities in the actual world. Since proficiency is simply one way of reaching the goals, it cannot be sufficient on its own.

Mahdavi Zafarghandi, Khalili Sabet, and Shahroudi (2014) further conclude that the students' overall language ability in English, notably their speaking and writing abilities, needed to be improved "greatly." It was urgently necessary to improve one's speaking, listening, and written language abilities in both professional and academic settings. The responses of various participant groups indicate that none of these abilities appear to be adequately fostered during ESP training. Although reading-related activities occupied nearly the whole class period in most higher education institutions, the majority of participants did not believe that the ESP courses had a significant impact on their ability to read (Mahdavi Zafarghandi, Khalili Sabet, & Shahroudi, 2014, p.14). Additionally, it was noted that pre- and post-reading exercises, summarising, taking notes, inferencing, and figuring out the meaning of words in context were not given much weight.

Tenedero and Orias (2016) conducted a study titled “English that counts: Designing a purposive communication course for future accountants”. They posit that simulator-based learning, cooperative learning, and research projects must be incorporated into the teaching and learning activities to increase the opportunity for new knowledge application and the development of target skills. To practise the skills they learnt from the GAP lectures, learners are immersed in simulations that are as genuine as possible. Participating in a simulated job interview, taking notes while listening to a live lecture from an accounting professional, recording the minutes of a real group business meeting, emailing questions, and presenting a business analysis of a real company are a few examples of simulation activities in the course. Together, these instructional techniques aid in bridging the knowledge gap between theoretical concepts and fundamental employability abilities (Tenedero & Orias, 2016, p.16).

Ayoola, Olutayo and Banji (2017) conducted a study titled “Using Needs Analysis to Develop a Learner-Centred Use of English Curriculum for First-Year Students in a Nigerian University.” They argued that a quality use of English course should find a balance between speaking, listening, and reading receptive skills and speaking and writing productive abilities. Ayoola, Olutayo and Banji (2017) also argue that technology should be incorporated into a revamped Use of English curriculum for first-year university students. It should also strive to achieve a balance between the productive abilities of speaking and writing and the receptive skills of listening and reading. The final performance of the students at the conclusion of their studies is affected by these four talents. “For the new generation of first-year university students, it is imperative that the course materials and methodology for teaching and learning Use of English be creative and as enticing as feasible” (Ayoola, Olutayo & Banji, 2017, p.63).

Tesema and Woldemariam (2016) conducted a study of the “specific English language needs of engineering students of Adama Science and Technology University (Ethiopia): A case study”. The study found out that writing, reading, vocabulary, speaking, listening, grammar, and pronunciation were determined to be crucial English abilities, in that order, in the academic studies of student engineers. The four macro-skills were used to identify and prioritise specific activities (reading, writing, speaking and listening). English macro-activities and abilities connected to occupations were also listed and prioritised. In general, the students struggled with all abilities, but particularly with speaking in their academic field (Tesema & Woldemariam, 2016, p.37). Students, therefore, required English more for future professional than for academic objectives.

In addition, Aljadani, (2020) conducted a study on the “English for Religious Purposes: Identifying English Language Needs of the Staff of the General Presidency of the Grand Mosque and Prophet’s

Mosque”. The results of the study show that speaking and listening are the most important English language abilities for work in the religious sector. Many interviewees stated that these two abilities are crucial to the nature of their professions and that greater attention should be paid to them as a result. Reading comprehension was also emphasised as a crucial talent for religious employment. “Participants defended this conclusion based on the interviews, saying that it is important to read and comprehend the English-language materials that pilgrims and tourists bring with them since they frequently break religious laws” (Aljadani, 2020, p.72).

110 students responded to the survey that Sahiba (2019) used to look into the opinions of students at IAIN Palangka Raya on their demands for English language instruction. According to research, the majority of pupils require English as a means of disseminating and promoting Islam around the world. In a similar vein, Abudhahir and Ali (2018) polled 30 Malaysian Islamic studies students about their opinions of English, as well as the skills and resources they felt would be most helpful to have in a proposed English for Islamic studies course. The majority of students, according to the findings, place a high value on English and consider speaking to be their most important talent if they wish to become Islamic preachers. Participants say that Islamic-related resources with a stronger emphasis on role-playing exercises are available.

Sattarpour and Khalili (2019) conducted a study on “Exploring the present and target academic English language needs of Iranian undergraduate students: a case at the Tabriz University of Medical Sciences”. In certain areas, there were discrepancies between the perceptions of the students and the two groups of teachers. “There were cases where teachers overestimated or underestimated student skills, which may have been a significant reason in students' requirements in ESP classes not being satisfied, leading to the overall dissatisfaction with the results of such programmes” (Sattarpour & Khalili, 2019, p.122). Planning and conducting ESP courses should take into account students' present skills, requirements, and preferences since "the degree to which perceptions are shared directly determines concerns of language policy, curriculum, and pedagogy" (Sattarpour & Khalili, 2019, p.122).

Hejazi (2013) conducted a postgraduate study of 343 psychology students from seven major Iranian institutions located in diverse provinces. According to the participants, the main issues in ESP were the participants' low levels of general English proficiency, the dearth of qualified ESP teachers, the lack of a cogent curriculum, the absence of current ESP methodology and ESP books, the absence of audio-

visual aids, and the lack of real-world situations in Iran where specialised English could be used in the practise of psychology.

Esfandiari (2015) conducted a study titled “An investigation into ESAP needs of Iranian BA students of law”. Based on information gathered from 218 undergraduate students, 33 graduate students, and 10 subject area teachers, current and target needs were examined. In terms of students' present and target needs, the findings showed significant differences between student and teacher groups; however, general and technical vocabulary knowledge, as well as general use of a bilingual English-to-Persian dictionary, were identified as the most important target needs. Additionally, study of the students' current standing revealed that undergraduate law students still had significant difficulties with general English, indicating that the creation of ESP courses should draw more heavily from general English.

Sothan (2015) explored “the English language needs according to undergraduate students and employers in Cambodia”. The study discovered that the majority of students gave vocational or work-related English very high marks. Additionally, results based on the opinions of both students and employers on language requirements appear to diverge. Speaking and reading are the two abilities that students feel they need to develop the most in order to improve their overall English proficiency, whereas businesses believe that writing is the most crucial talent to have in the job. “Another important conclusion was that most employers believed their respective institutions lacked report writing skills” (Sothan, 2015, p.95). These findings imply that speaking, reading, and writing learning and teaching resources for English should be included in all university-offered English courses. But since this is what pupils generally need, academic reading skills should be emphasised in the learning and teaching resources for reading.

Farah and Rumalessin (2021) investigated “English needs of law department students in English for specific purposes”. According to a survey, the majority of law students are concerned with finding a professional career that would allow them to utilise English in their areas. “Therefore, students look to the lecturers to supply specialised materials connected to Law cases so that they may manage their academic and professional challenges throughout the semester or even in the next semester” (Farah & Rumalessin, 2021, p.131). In other words, ESP in the Law Department must be a course that helps students who explicitly need to learn English so that both academic and professional demands may be addressed at the same time.

Balaei and Ahour (2018) conducted a study on “Information technology students’ language needs for their ESP course”. According to the study's findings, the majority of IT students said they needed to read and comprehend technical textbooks, whether they were printed or available online. “They must be able

to read and comprehend in a variety of settings outside of the classroom” (Balaei & Ahour, 2018, p.202). Even when it comes to writing, the ESP courses place less focus on teaching students how to write reports or how to take notes. “The ESP teachers do not emphasise these qualities of writing, which are crucial in academic contexts, as the IT students pointed out in their additional ideas section of the questionnaire (Balaei & Ahour, 2018, p.202).

Monghnade and Woldemariam (2015) investigated “the English language needs of business students of Adama Science and Technology University, Ethiopia”. The English language needs of business students and what is provided in English courses differ significantly. While the test results showed that pupils had language weaknesses, the participants highlighted their felt language needs. Additionally, target situation assessments highlighted the target groups' linguistic needs. “The evaluation of the English courses provided for these groups, however, revealed that they are unable to satisfy the demands of the pupils” (Monghnade & Woldemariam, 2015, p.189). This shows that business students of Adama Science and Technology University have perceived needs that are not currently being met by the course they are pursuing.

To ascertain the English language communication needs of Croatian tourism students and staff, Bobanovic and Grzinic (2011) conducted a survey. About 70% of the employees who responded to the study said they were required to read and write for work-related contact. Only 10% of them also thought they had weak speaking abilities. Accent, rapid speech, and idiomatic English were among the challenges the employees had while attempting to understand the spoken language. Moreover, the English language communication demands of 40 workers working for foreign tourist organisations in Thailand were surveyed by Prachanant (2012). The findings demonstrated that speaking and listening were more significant to the questioned employees than reading and writing. The most essential communication functions were identified to be giving aid and information. During their conversations, they had trouble communicating due to accented, rapid speaking, and a limited vocabulary.

Restika (2014) also carried out a needs analysis study. Restika (2014) study examined “the English language needs of Economics Faculty students as they learned business English”. Students studying economics were the study's subject. Participants from the Economics Faculty, Accounting Faculty, Management Faculty, and Economics of Development Faculty, as well as the head of each study programme, the lecturers in each study programme, the English-taught Economics Faculty lecturers, and four government employees institutions, were selected to take part in this study. Restika (2014) utilised

a questionnaire and an interviewing guide to getting the data. Restika (2014) found that more than 50% of students require English for work-related activities. The results of the interview and the participant's responses to the questionnaire revealed that speaking is the most crucial English ability to master, and many students are eager to learn it. The instructors were required to use real resources and be able to create a stimulating learning environment. Additionally, the interview results showed that the student's English proficiency was still subpar.

Yasmin, Sarkar and Sohail (2016) explored the “English language needs in the hotel industry in Pakistan: An evaluation of existing teaching material”. Reading and writing were deemed to be crucial for a few tasks, although speaking, and listening were the abilities that experts in the field utilised the most. One of the most crucial listening and speaking tasks for their participation in responding to calls and inquiries, as well as listening to requests and complaints. Additionally, among the language abilities that the polled employees appreciated the most were reading and replying to written complaints and requests. Fujita (2020) conducted a study on “English for tourism and hospitality”. The two abilities that were deemed to be most important were speaking and listening. Fujita (2020) found that one of the challenges the participants had while communicating with foreign tourists was listening to rapid, accented English.

Karnine, Preece and Muhammad (2022) conducted “a study on needs analysis in English teaching and learning skills for Sultan Salahuddin Abdul Aziz Shah Polytechnic Engineering Students Pursuing Degree”. They found out that writing ability is the key skill with which the respondents struggle. As a result, the objective of a course will be to satisfy the demands and issue areas experienced by the respondents, and this is how a course should be constructed. They also stated that a "narrow angled route should be developed toward a predetermined purpose when building a course” (Karnine, Preece & Muhammad, 2022, p.6). As a result, the course offered will satisfy the needs and preferences of engineering students. Skills in speaking, reading, and listening need to be improved. A well-planned course, like English for Specific Courses, should be appropriate and useful for teaching and learning in higher education.

Lu (2018) conducted a study on “What do nurses say about their English language needs for patient care and their ESP coursework: The case of Taiwanese nurses”. Nursing colleges and universities have developed nursing English courses to improve nurses' ability to use English and to ensure the safety and comfort of foreign patients in light of Taiwan's expanding, linguistically diverse populations and the Taiwanese government's policies to promote medical tourism. However, Lu (2018) discovered that there is a disconnect between nursing English for Specific Purposes of training and the necessity for nurses to

interact with patients in English. Foreign patients may encounter problems or, even worse, receive subpar care as a result of a language barrier. According to Lu (2018), "English for Specific Purposes educators need to design nurse English communication competency and confidence programmes centred on speaking in cross-cultural care settings" (p.128). Similarly, the linguistic needs of engineers working in Taiwan's high-tech sector were investigated by Spence and Liu (2013). The study examined the activities requiring English-language abilities that engineers had to complete and how their usage of English grew over their careers. The results also showed that engineers need English in several contexts for communication. Since engineers had to work with clients from other countries, these events affected both the engineering and commercial worlds. This prompted Spence and Liu (2013) to propose that English for Specific Purposes courses and language programmes both include cross-cultural training.

Similarly, Mori and Suzuki (2018) conducted a study on "needs analysis of English for hospital nurses. Hospital nurses were given a questionnaire by Mori and Suzuki (2018) to find out what kinds of settings or circumstances they think require English and, secondly, what kinds of English vocabulary they think are important while caring for patients who speak the language. They learned that nurses believed that English was crucial for "scenes" when it came to thorough explanations or directives. The English words for symptoms, bodily parts, and body organs are more important in terms of "vocabulary" than other words used in other areas of nursing. "The analysis of both "scenes" and "vocabulary" indicate that nurses need English most when they have careful and close communication with patients, especially when miscommunication could lead to serious medical errors" (Mori & Suzuki, 2018, p.117).

Moreover, "according to nurses, studying English for Specific Purposes is not only necessary but also essential for nursing students" (Wulandari, Muchsin, & Tambuna, 2019, p.435). Speaking and listening abilities are the ones that nursing students most require to communicate in English. Correspondingly, Theeartsana (2017) found out that majority of nurses wanted to learn general English. Analysis of training needs preferences revealed that the respondents wished to emphasise speaking ability. The remaining abilities were not given great importance, but they were nonetheless necessary and valued. "The nurses needed to pick up new words, both in everyday English and in technical terms" (Theeartsana, 2017, p.39).

Showail (2020) conducted a study titled "The Need for English for Nursing Purposes Course in a Saudi Arabian Nursing College". The study found that oral skills are less crucial for nursing students' academic success than literacy abilities (reading and writing) (speaking and listening). Conversely, oral

communication skills are more crucial for nurses' professional roles. In terms of reading, writing, speaking, and listening abilities, new students entering nursing college confront several language barriers, and they must work harder to comprehend medical terminology. Moreover, Canziani (2021) claim nursing requested the addition of a more comprehensive list of technical terminology about medical devices in the curriculum as one of the subjects that they valued the most among those that included taking history and specialised vocabulary.

Riwasanti, Maghfiroh, and Mustikawati (2021) conducted an “analysis of English language needs in nursing students of Muhammadiyah Ponorogo University”. They discovered that students require English as a prerequisite for their future employment since speaking English is the talent that students find most interesting. This illustrates that the needs of the labour market and students' desire to improve their speaking skills are compatible. In addition, According to Jubhari (2022), nursing students have placed the speaking, listening, reading, and writing subskills in the order of importance for each subskill as follows: reading; examining drawings and work schedules; comprehending the English-language content of the job contract. understanding spoken English, hearing English conversations, and hearing and understanding media in English Speaking involves pronouncing new words in the English language, describing items or materials, and outlining steps in a process. English paragraph writing and English report writing are both forms of writing. English, as well as writing the contract in English. “All of the supporting skills are equally important” (Jubhari, 2022, p.84).

Putri, Kher, Rani and Ramli (2021) identified the “English language needs in the hospitality and travel industry”. The four English language skills—listening, speaking, reading, and writing—were found to be the ones most frequently employed by students in the hospitality and tourism industries. English is frequently spoken at work. The ability of the pupils to use and understand spoken language through speaking and listening is unquestionably necessary for this. In addition, even though proficiency in reading and writing are not utilised to the same extent as speaking and listening, hence the value of mastering these abilities cannot be equated. There are still several responsibilities at work that calls for reading and writing proficiency from the workforce. “These findings suggest that the ESP instructors should make sure that the course materials they are giving the students are tailored to their requirements” (Putri, Kher, Rani, & Ramli, 2021, p.16). The lecturers shouldn't just use the information they learned in class and their assumptions while creating the materials. Instead, they ought to emphasise how English is used in the workplace.

Arias-Contreras and Moore (2022) examined “the role of the English language in the field of agriculture: A needs analysis”. The study suggested that curriculum developers must take into account the student's selected field of study, and English instruction at VET institutions should try to suit their genuine interests and requirements. “To do this, it is essential to provide instructors with professional development opportunities, pedagogical resources, and language programmes that direct them concerning the language content, subjects, activities, and skills relevant to the pupils they teach” (Arias-Contreras & Moore, 2022, p.105). It is clear from the study’s findings that Chile requires a curriculum that takes unique learners' linguistic requirements and interests into account. “Making teaching resources and programmes for languages with a focus on careers, as well as giving instructors additional training opportunities will enable a bridge to be built between the sector and pertinent training institutions” (Arias-Contreras & Moore, 2022, p.105). This will assist students to get a deeper grasp of how English may be used as a tool for continued professional growth throughout their working lives. According to Arias-Contreras and Moore (2022), English is an important professional skill for technicians that may assist them not only deal with the obstacles of the workplace but also open up new job options.

Kim and Joo (2018) carried out a survey to look at the English needs of Korean culinary students. They discovered a link between the students' perceived demand for English and the kind of future employment they wanted. The greatest English proficiency requirements were for students who intended to work in restaurants or hotels overseas, but the language requirements were significantly lower for students who intended to work in Korea. According to the study's findings, English schools should provide a variety of language courses to better prepare students for their future employment. Moreover, the language needs of Malaysian cab drivers when speaking English with their customers were examined by Kamaruddin, Izehari, and Sukimin (2017). They discovered that these drivers suffer from three key communication difficulties in English: first, understanding native speakers' speech; second, starting and maintaining conversations; and third, talking with non-native speakers from non-English speaking nations. Kamaruddin, Izehari, and Sukimin (2017) advise taxi businesses to think about providing English classes to help the drivers' fluency in the language.

At the SMK in Padang, Marhasni, Kusni and Rosa (2013) performed research on the needs analysis of English materials for students studying computer and network engineering. The input, content, language, and task components of the resources were examined to determine what the students' needs were for English-language materials. Marhasni, Kusni and Rosa (2013) discovered that some of the students' inputs, themes, linguistic skills, and activities still need to be mastered before they can learn at their best.

However, the interview with the professors and students was not included in this study. Only questionnaires are used to collect data from the two groups of participants. It was also challenging for Marhasni, Kusni and Rosa (2013) to pinpoint the needs of the students to the activities they are performing at work because SMK students were not allowed to work following their majors. Additionally, there are few opportunities for the students to get employment in the location where the study was done depending on their skills. Additionally, the questionnaire utilised in the study is inappropriate for assessing the students' lack since the outcome could not be reliable.

Gholaminejad (2021) assessed the “Disciplinary differences in the language needs of engineering students in Iran: a cross-disciplinary analysis”. Students of various engineering disciplines are taught comparable subskills using similar teaching methods and texts at the majority of Iranian institutions. Gholaminejad's (2021) study focused on Iranian undergraduate and graduate students in electrical, mechanical, and chemical engineering assessments of their current language abilities and target-situation language needs with the dual goals of identifying and comparing the students' language needs and deficiencies. Gholaminejad (2021) found out that the majority of Electrical Engineering, Mechanical Engineering, and Chemical Engineering students felt their English abilities were lacking in some subskills, including "writing scientific articles," "comprehending English field-specific lectures," "participating in international events," "note-taking from field-specific lectures," "taking class examinations in English," "writing scientific articles," and "translating technical texts (Persian-English)." “In addition, they felt their English abilities were lacking in many other areas “ (Gholaminejad, 2021, p.167). Regarding the participants' target English needs, a variety of subskills and language elements were listed as crucial for success in academic studies, including "reading subject-specific texts in English," "understanding teachers' slides in English," "comprehending English field-specific lectures," "using the Internet to do research," "knowledge of technical vocabulary," "participating in international events," and "translating technical texts (English-Persian)” (Gholaminejad, 2021, p.168). It was also noted that the design of the English curriculum needed to include a multi-skill approach and that the EAP course needed additional credit allocation.

Shi (2018) explored “course design for a university-level ESP-based college English program at the university of finance and economics in China”. When teaching courses that are ESP-based, particularly those on the track of economics and finance, the teachers lack confidence. When teaching ESP-based English courses, the teachers are perplexed about their own identities; specifically, they are uncertain if they are language teachers or subject course instructors. The conclusion that ESP-based courses increased

student satisfaction is unlikely to ensure that the students are happy with the courses given their increasingly diverse and demanding requirements. In addition, Atai and Shoja (2011) investigated the present and target situations of academic language demands of students studying computer engineering. Writing abilities and language components were seen as being crucial when it came to the respondents' assessments of the demands of the target circumstance. The reading, writing, speaking, and listening subskills were where the students reported having the most trouble. The student's level of English proficiency was found to be low, and they expressed the desire for more general English rather than field-specific English.

Garcia-Ponce (2020) conducted a “Needs analysis to enhance English language proficiency at a Mexican university”. The goal of the need analysis study was to examine the expectations, needs, difficulties, and recommendations of the stakeholders regarding English language instruction and learning at the University of Guanajuato and to determine how this information might be reformulated into a suggestion that would improve the English proficiency of the university's students. The voices and perspectives that were included in the study generally indicated that more agentive practises should be implemented to guarantee that English language goals are attained and that this university's students have better opportunities to enter the competitive labour market after completing their bachelor's degrees. Garcia-Ponce (2020) proposed that the “University of Guanajuato establish an English coordination to control and supervise general English programmes and career path English programmes throughout the many departments to achieve this” (p.156).

Borti (2021) conducted a “language Needs of Francophone Students in an English as a Second Language Context”. According to the overall research, the majority of the Francophone students thought their need for English language proficiency was important to both their academic and professional goals. For instance, “students graded proposal writing, summarising and paraphrasing, writing research articles, reports, and letters are all crucial to their demands, as are vocabulary building, grammar, and report writing” (Borti, 2021, p.191). Performing needs analyses will show if in-place courses and methods need to be modified to fulfil the unique English language needs. For instance, more research is required to determine the requirements of the 2.9% of students who felt that the English classes were not pertinent to their academic and professional goals (Borti, 2021, p.191). The investigation's findings may prompt changes to the curriculum and methodology to make it more pertinent to today's learners.

According to a study by Huong (2018), police officers carry out routine tasks like listening to foreigners' complaints, statements, and explanations, requesting personal information from immigrants and foreign visitors, and providing directions to and reminding foreign visitors and tourists, among other things. The study discovered that the police officers' deficiencies included speaking pauses, pronunciation issues, prepositional faults in the senses of misuse, insertion, and omission, as well as a lack of command over other types of sentences. Similarly, the findings of the study by Ping and Guo (2019) showed that as all business-related papers and materials are written in English, students at B-schools have a stronger need for proficiency in reading and writing e-mails, contracts, and annual reports. However, because they are more likely to talk in public and interact with foreigners, top firm managers think that speaking and listening are equally as vital as writing and reading. The study also discovered that organisations require employees to be discursively competent. Students should thus be instructed in ESP-oriented courses that lay a priority on the common English discursive competencies needed in the workplace.

Al-Malki, Javid, Farooq, Algethami, and Al-Harthi (2022) conducted an “Analysis of the English Language Needs of the Saudi Tourism Workforce: The First Step into Designing ESP Teaching Materials.” The study's initial goal was to examine the English-language communication needs of Saudi Arabia's tourist workforce and then suggest an English for Specific Purposes approach to English instruction depending on their needs. To ascertain their English language communication needs, a nationwide survey was created and mailed to sixty-two male and fifteen female employees working in the Saudi tourist business. The findings of Al-Malki, Javid, Farooq, Algethami, and Al-Harthi's (2022) study shows how crucial English language competence is for the Saudi workforce to effectively interact with both domestic and foreign visitors. Speaking is the most crucial ability in this respect, according to the survey, as the majority of the time the Saudi tourism personnel must converse with visitors in order to meet their demands. Other language skills were also given a fair amount of preference. The findings about the importance of different language sub-skills are likewise consistent with the participants' strong preference for speaking abilities. Reading and listening comprehension were the other two most essential sub-skills. This demonstrates that Al-Malki, Javid, Farooq, Algethami, and Al-Harthi (2022) respondents recognised the value of listening and reading abilities as a subset of good communication with visitors. Writing, grammar, and vocabulary sub-skills had the lowest mean scores, indicating their importance, respectively.

Glomo-Narzoles and Glomo-Palermo (2021) investigated the “workplace English language needs and their pedagogical implications in ESP”. They found out that the majority of employees think their level

of English proficiency is good, but they all agree that they need to work on their speaking abilities. “According to the workers, the top three listening issues include difficulty understanding accents and pronunciation, difficulty understanding slang, idiomatic phrases, or colloquialisms, and difficulty remembering the full conversation” (Glomo-Narzoles & Glomo-Palermo, 2021, p.210). Thus, it can be inferred that the workers require listening skills. Glomo-Narzoles and Glomo-Palermo (2021) also found out that the three main speaking issues are difficulty pronouncing words correctly, inability to talk with proper syntax and structure, and lack of speaking confidence. Glomo-Narzoles and Glomo-Palermo (2021) further claimed that the most common reading issues include insufficient vocabulary, inability to grasp words, technical terminology, slang, and idiomatic phrases, and difficulty understanding owing to grammatical weaknesses. The failure to employ proper syntax and structure, as well as faults in spelling, punctuation, and other technicalities, is the last writing issue, along with the challenge of producing messages that convey the intended meaning are the challenges that workers face. Glomo-Narzoles and Glomo-Palermo (2021) concluded that “the top areas of English language course/training that the employees need are grammar and structure; basic oral communication skills and writing reports; and filling out workplace forms” (p.211).

Rossikhina, Ermakova and Aleshchenko (2019) conducted an “Analysis of the English language needs of students at the Russian Technological University”. “The most required are receptive skills, while oral and written communication like writing research papers and making presentations is often neglected” (Rossikhina, Ermakova & Aleshchenko, 2019, p.96). Although reading appears to be the most important ability for the 50% of people who use English in their employment, oral and written communication is equally important. Rossikhina, Ermakova and Aleshchenko (2019) claim that “the main concern of many subject professors is that students demonstrate poor knowledge of technical terms, which ‘leads to the inability to translate articles, listen to lectures and present results of research’” (p.97)

Gholaminejad's (2020) study centred on the viewpoints of the students and sought to compare the academic language needs of Iranian undergraduate social and natural science students in the present and target situations. 260 undergraduate students from the Sharif University of Technology and Shahid Beheshti University who were majoring in the social sciences (n=143) and natural sciences (n=117) respectively participated in this study by answering a validated questionnaire on language requirements self-assessment. According to Gholaminejad (2020), the majority of social science students reported having difficulties with a variety of sub-skills, including "reading," "writing," "speaking," "listening," "translation," and "technical vocabulary." However, the majority of the students of the natural sciences

only mentioned the sub-skills connected to "writing" and "listening" as challenging areas. In other words, the students of the social sciences added ten more skills to their list of perceived weaknesses, but the majority of natural sciences students only listed two.

Hamdani and Ghania (2022) made an effort to pinpoint the English use of hydraulics engineers as well as the knowledge and abilities required in the profession. Additionally, they intended to close the present gap between academic studies and the demands of engineers in the workplace. Consequently, information was acquired from 50 engineers working in various hydraulics contexts using a questionnaire that combined quantitative and qualitative methodologies. The overall results indicate that many hydraulics engineers acknowledged a high degree of need for speaking skills since their main use of the English language at work is to converse with foreigners about field-related issues or to showcase their projects. Additionally, “these experts noted that they had a strong need for writing skills in order to complete projects and other paperwork relevant to their jobs” (Hamdani & Ghania, 2022, p.687). Therefore, ESP teachers need to give these abilities greater attention while creating their course materials and planning their lessons.

According to Elyas and Algofaili (2019), Saudi Arabia's King Abdulaziz Military Academy graduates were inept and had trouble conversing in English with others. This inspired them to enrol in English classes after graduation. Hashmi, Rajab, and Sindi (2020) noted that students had a highly positive attitude toward learning the English language and were conscious of their contextual limitations; as a result, it is important to take into account their "wants" while developing an English language course for dentistry students. Moreover, a survey of the issues and needs pertaining to the communication of Clinical Research Associates was undertaken by Chankasikub (2014). In this investigation, 50 clinical researchers took part. According to the research's findings, speaking was their main communication challenge. The second problematic skill was likewise determined to be English listening. They struggled with teleconferences, presentations, and face-to-face or telephone conversations, which made them more anxious and affected their performance.

Generoso and Arbon (2020) conducted a language needs analysis study to design an EAP curriculum to develop foreign students' English skills. They found that the four macro skills, listening, speaking, reading, and writing was seen by international students as essential to their academic achievement as well as to their survival in a foreign country like the Philippines. “Although all of the macro skills were important and regularly utilised, speaking and listening abilities stood out as being the most important since they are constantly employed in classes and conversations with other students” (Generoso & Arbon,

2020, p.439). It's important to emphasise learning the appropriate language for work in tertiary education. The study also found that when students made an effort to acquire the language, they acknowledged that they encountered obstacles and problems, which their teachers confirmed.

Moreover, Alghamdi (2019) explored the English language needs of business students and teachers' perspectives in a Saudi Undergraduate Context. The study's main goal was to investigate the English language needs of undergraduate business majors. Determining the student's English language needs for academic reasons as seen by the students, their language teachers, and business professors was the driving force for the research. The three university participant groups affirmed that they are well aware that English is crucial for students studying business. "The English language teachers' perceptions of the goals of the English courses were mainly to meet the student's academic needs (rather than professional) but the student's expectations are not being met and nor do the teachers consider their needs are being met" (Alghamdi, 2019, p.15).

Lin, Arumugam, Mohamad, Suppiah and Lwin (2021) conducted a "needs analysis on the importance of English communication skills for government officials in Myanmar". To perform their daily tasks properly, officials need to develop their verbal and written communication skills more than their reading and listening abilities. Lin, Arumugam, Mohamad, Suppiah and Lwin (2021) stressed that "despite the fact that speaking and writing abilities were shown to be highly appreciated in this study, course planners should still take all four language skills into account" (p.621). The four abilities should be effectively integrated into courses and resources to aid in the development of employees' English language proficiency. The four language abilities of hearing, speaking, reading, and writing does not work individually, but when they are combined, they result in fully developed speakers, readers, and writers.

Karachedee (2017) conducted a "needs for English communication skills of Thai employees in a multinational company" study. According to Karachedee (2017), Thai employees at the multinational company have poor listening and speaking English communication abilities. Therefore, the multinational company should assist in the development of the staff's English communication abilities. According to Karachedee's (2017) research, the employees' biggest issues were poor English proficiency and communication apprehensions. Infrequent use in daily life and anxiety while speaking a foreign language was the concerns. Due to other poor English communication abilities, speaking was discovered to be a communication issue.

2.10 Research gap

As far as the current research has established, there is no needs analysis study conducted on the English language needs of medical students in Namibia. By investigating the English language learning and target needs of Namibian medical students, the study sought to close this knowledge gap.

2.11 Conceptual Framework

A theoretical framework outlines the theoretical component of a research and supports the ongoing efforts. A conceptual framework provides information about what to anticipate and understand from a study. The conceptual framework that the researcher chose examines the present study's challenges through the prism of what is already known about the topic and what the researcher wants the readers to know.

2.11.1 The Learning-centred Approach (Competence)

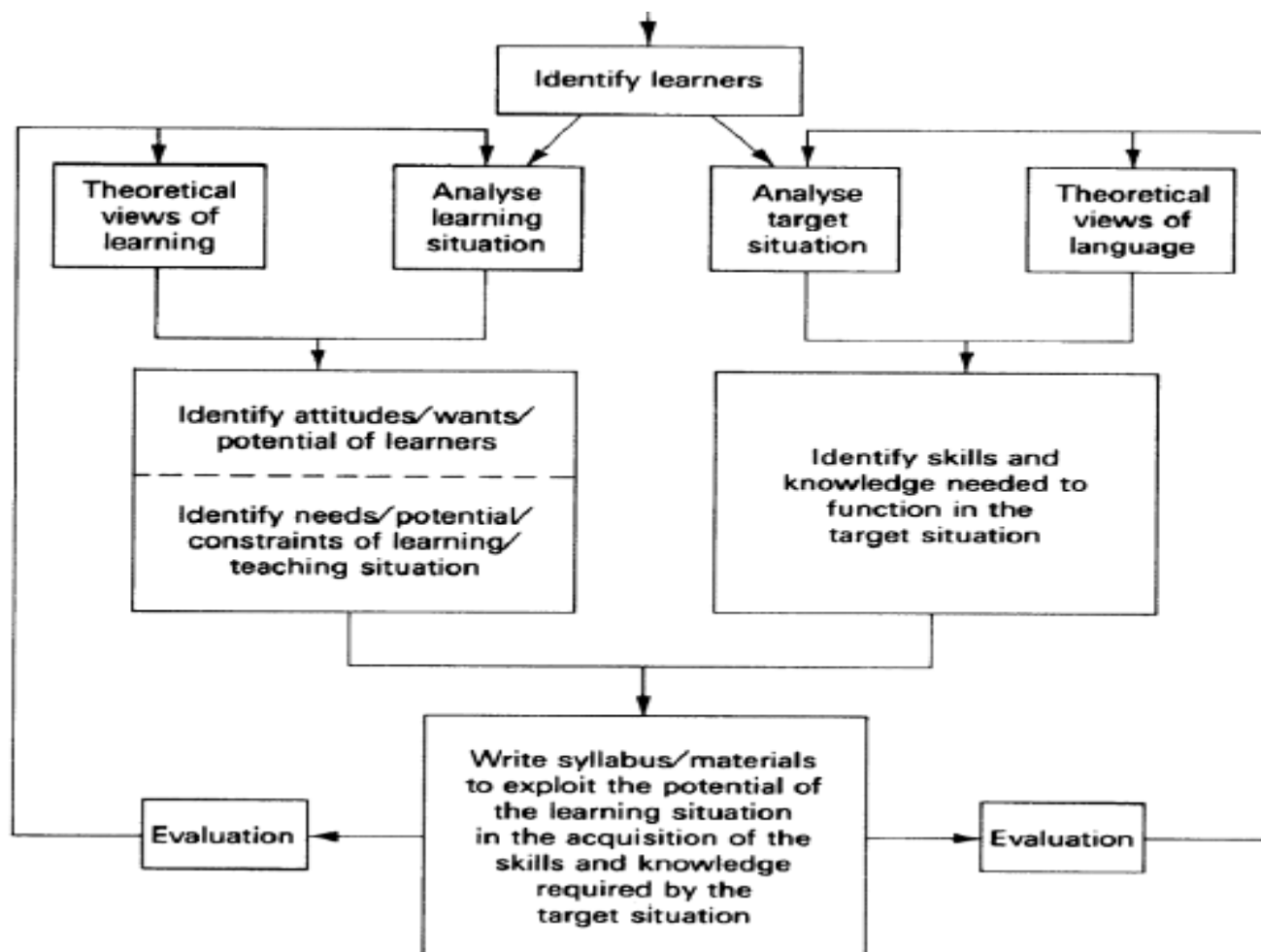
Throughout its evolution, English for Specific Purposes (ESP) has benefitted from theories of language acquisition, general learning and methods of course design (Richards, 2001). In terms of actual communication, linguistics underwent a revolution that had an impact on the development of ESP. According to Dudley-Evans and St. John (1998), ESP is traditionally defined as the study of the English language in specific settings and areas, such as medicine, engineering and business, etc.

Hutchinson and Waters (1987) created a model that makes it simple to examine students' requirements from the beginning up to the target condition, which led to the development of a learning-centred approach. It is crucial with this method that students focus their analyses on the learning experience rather than the information they want to have upon completing the course. Weimer (2002) emphasises that there are several ways in which a learning-centred strategy varies from a conventional teaching-centred (language/skills-centred) approach. The conventional teaching-centred approach should never be mistaken for the learner-centred approach.

According to Hutchinson and Waters (1987), the best way to bring students from their starting point to the desired scenario is to use a learning requirements strategy. Learners' needs are addressed from two aspects – target needs and learning needs. Hutchinson and Waters (1987) define target needs as what the student needs to do in the target environment. Such requirements are divided into three types – requirements, shortcomings and desires. Requirements focus on what students need to know to meet their obligations. The deficiencies, which explain what individuals do not know are “the gaps between what the learner knows and his needs” (Hutchinson & Waters, 1987, p. 56). Desires, on the other hand, express what students believe they need (Nation, 2000). Unlike target needs, learning needs refer to various

factors such as students' socio-cultural background, educational background, age, gender, background knowledge of specific content, background knowledge of English, attitudes towards English and attitudes towards different cultures. In general, learning ESP requires learning a language to make sense of the new flow of information. On the other hand, learning is an internal process that is highly dependent on the learners' current knowledge and their ability and motivation to apply it (Hutchinson & Waters, 1987). The learning-centred approach to course design is schematically represented in Figure 1 below.

Figure 3: A learning-centred approach to course design



Source: Hutchinson & Waters (1987)

2.11.2 Principles/Tenets

Bloor (1984) argues that to develop an effective teaching/learning curriculum, it is necessary to analyse the needs of both the target and learning contexts. Similarly, McDonough (1984) emphasizes the

importance of clearly defining the purpose and learning needs. The underlying principle of this technique is that the student is the key actor in the learning process, which requires the following guidelines:

- The student determines learning by applying his/her knowledge and ability to make sense of new information.
- Learning is a dialogue between individuals and society.
- Lesson design is a negotiation process in which both the objective scenario and the curriculum elements interact. It is also a dynamic process with changing tools and resources.
- Finds learners by analyzing both learning and target scenarios.
- Recognise learners' attitudes, future needs and desires, as well as the constraints of the learning and teaching environment.
- Identifying the knowledge and skills required to work in the target environment.

2.11.3 Application of the conceptual framework

It has been well argued that there are several advantages of using the learning-centred approach of Hutchinson and Waters (1987). For example, interviews can provide a continuous systematic assessment of the students' needs through the use of data collection techniques such as surveys, questionnaires and observations. The study adopted a learning-centred approach to identify and classify students' target needs into requirements, deficiencies, and preferences. The study also evaluated the student at each stage of the course design process. This was important in order to determine the language skills in the student's ESP course that needed the most reinforcement, and which would work well in the target setting. The study concluded by analysing the students' attitudes, potential wants and desires as well as the constraints of the learning and teaching situation.

2.12. Summary

This section presented the literature of the study in accordance with the research questions. The next section will discuss the research methodology that was used by the study.

CHAPTER THREE

RESEARCH METHODS AND PROCEDURES

3.1 Introduction

This chapter presents the research methods and research design that were utilised in the study. The research design, research paradigm, research strategy, research location, study population, study sample, research instruments, data analysis, and ethical issues are all explained in the chapter.

3.2 Research design

According to Lee (2012), a research design is a general strategy that researchers use to connect the different components of the research coherently and rationally, and ensures that the research problem is adequately addressed. To achieve the research objectives, a descriptive research design was used in this study. The purpose of descriptive research is to characterize phenomena and their properties (Nassaj, 2015). A descriptive design was chosen because of its high degree of representation and its ability to allow the researcher to easily obtain participant perspectives. The descriptive design attempts to characterize the analysed features and facts. Another reason for opting for this design is that it entails obtaining data describing events and then organising, tabulating, describing, and explaining the data obtained. It also makes extensive use of visual aids such as tables, charts and graphs, which help the reader understand the data distribution more easily.

3.3 Research approach

A mixed-methods strategy that incorporates both quantitative and qualitative methodologies was used for this research. The definition of mixed methods research in various ways makes it difficult to understand (Niglas, 2009). Data collection triangulation is another term for combining techniques. Triangulation is the process of using multiple strategies to answer the same topic to determine the authenticity and reliability of the data (Denzin, 2012). The study used a mixed method approach to assess medical students' English language needs (both during the period of their academic studies and their intended professional work) and the acceptability and usefulness of the ESP course from the medical student's perspective.

The rationale for using this approach is because when evaluating ESP courses, Richards (2001) recommends using a mixed methods research design, noting that both quantitative and qualitative ways of acquiring knowledge are very important as they serve different tasks and can be used to complement

each other. Furthermore, this research strategy allows for a greater degree of understanding to be achieved than would be possible if a single methodology was used for individual inquiries. Finally, the mixed methods research technique enables the study to rigorously collect and evaluate both qualitative and quantitative data in a sequential and/or simultaneous manner and incorporate both data formats to the interpretation, analysis and understanding of the problem under study.

3.4 Research paradigm

A paradigm is a set of basic assumptions used by scientists to interpret and understand the universe (Creswell, 2009; Richards, 2003). This study used a pragmatic approach because it allows the researcher to use any research technique they think will be most beneficial to the research. The paradigm of pragmatism is about "what works" to solve the study and/or research problem. In addition, the pragmatism paradigm includes a variety of data collection and analysis tools. Creswell (2009), in this regard, posits that the pragmatic paradigm opens the door to multiple methodologies, different worldviews and other assumptions, as well as alternative methods of data collection and interpretation. Pragmatism sees knowledge as both aggregated and factual.

3.5 Research setting/location of the study

The study was conducted at the Hage Geingob UNAM Campus School of Medicine in Windhoek as well as at Windhoek Central State Hospital in Windhoek with the goal of exploring the current English language needs of medical students at the School of Medicine.

3.6 Study population, sampling and sample size

The study population for this study comprised of medical students in the Faculty of Medicine at the Hage Geingob UNAM campus. The study population also comprised medical doctors from Windhoek Central State Hospital. The population consisted of both medical students and medical practitioners because needs analysis research looks at both the baseline and target situation to obtain the perspectives of both students and those already working in the target setting. The independent variable in this study is "medical students" and the dependent variable is "medical doctors". The independent variable (in the initial state) causes a change in the dependent variable (the target state), and the dependent variable cannot cause a change in the independent variable. Grove and Burns (1993) define the research population as all components (individuals, objects, and events) that meet the sample requirements for inclusion in research. Long (2005) advocates using different sources of information to identify demands for ESP courses, so the study chose a dual-target group.

In addition, the study utilised a purposive sampling design to sample medical doctors from Windhoek Central State Hospital and medical students at the Hage Geingob UNAM campus. Purposeful design is often used to select a sample in a study to achieve representativeness or comparability (Teddlie & Yu, 2007). The purposive sampling was chosen because the study had two predefined specific groups which were used in exploring the English language needs of medical students at the Hage Geingob UNAM Campus in Windhoek. Purposive sampling also allows the researcher to select the topic based on the view that an identified person has relevant information that is important to the study. The study used Yamane's formula with a 95% confidence level and a 10% margin of error to determine a representative sample (medical students) for the quantitative aspect of this study (Yaman, 1967). The formula $n = \frac{N}{1 + Ne^2}$ where n = sample size or participants for this study, N = a population size, and e = confidence level was adopted for the study. The total population of medical students was 175 and the sample size using the Yamane formula was 63 medical students. In addition, the sample size for the qualitative parts of the research (observation of medical doctors) was formed by data saturation hence 45 medical doctors were included. According to Brink et al. (2018), data saturation occurs when additional individuals do not provide new information and the resulting patterns become repetitive.

3.6.1 Inclusion and exclusion criteria

INCLUSION CRITERIA	EXCLUSION CRITERIA
Medical doctors working at Windhoek Central State Hospital.	Medical practitioners are not present at the time of data collection
Medical practitioners are present at the time of data collection.	Medical doctors who do not want to participate in the research
2nd-year medical students enrolled in the School of Medicine at the Hage Geingob UNAM campus	Medical doctors who do not do consultation at Windhoek Central State Hospital
3rd-year medical students enrolled in the School of Medicine at the Hage Geingob UNAM campus	2nd-year medical students enrolled in the School of Medicine at the Hage Geingob UNAM campus who were absent at the time of data collection

	3rd-year medical students enrolled in the School of Medicine at the Hage Geingob UNAM campus and absent at the time of data collection
	3rd-year medical students enrolled in the School of Medicine at the Hage Geingob UNAM campus who do not want to attend
	Medical students that are not in the 2nd nor 3rd year of study in the School of Medicine at the Hage Geingob UNAM campus

3.7 Research instruments

Both quantitative and qualitative data collection approaches were used in this study. A questionnaire was used for quantitative data and an observation checklist was used for qualitative data.

3.7.1. Questionnaire

A questionnaire is a research tool consisting of a series of questions designed to obtain information from respondents (Saul, 2018). The questionnaire contained both closed-ended and open-ended questions. The questionnaires for students contained sections A, B, C and D. Section A collected background information of medical students, Section B covered items on English communicative challenges, while Section C covered items on English learning. Lastly, Section D dealt with English language proficiency issues of the students. The items in the questionnaire were developed through the researcher's experience and the relevant literature review. The questionnaire is appended as Appendix A for student's questionnaires

3.7.2. Observation checklist

To gather additional data for the study, an observation checklist was also utilised. Through this, the researcher depends on his or her abilities of observation on what he or she would have observed throughout the research rather than speaking with individuals to gather information on what they think about the issues under study. This study employed direct observation, which involves monitoring behaviour as it happens. According to Cohen (2000), observations are stylised notes written regarding predefined elements of an event or series of occurrences under study, usually by more than one observer. This research documented the English language requirements of medical physicians during their

professional careers. The observation checklist was also employed in the study to measure the competency of medical professionals in the usage of English medical vocabulary. The reason for selecting this instrument is that anybody can use it and produce reliable results. The observation checklist utilised in the current study is attached as Appendix B.

3.7.3. Document analysis

The researcher also assessed the curriculum guide in order to gain a brief overview into the currently existing materials.

3.8 Data analysis

Data from the quantitative survey were examined using Microsoft Excel to reduce, organise, provide meaning to the data and to summarise the study's conclusions. To characterise the data, descriptive statistics such as frequencies are utilised. Following that, data were displayed in tables and graphs to report and describe the study's findings. In contrast, thematic analysis was used to analyse the qualitative data. Thematic analysis examines what has been seen concerning the specific issue of investigation. This method is beneficial for identifying common themes among the many narratives of study participants and the events they narrate. When analysing and interpreting qualitative data, there are six processes required (Creswell, 2014). The initial stage is to organise and prepare the material for analysis, followed by transcription of the interviews. The second stage is to sift over all of the data to get a general feel of the information. Thirdly, code the data, examine transcripts and field notes, and categorise it. Fourth, develop a description, and themes, and employ codes to build a limited number of data-related topics or categories. Fifth, interrelate descriptions and themes to create a tale that connects descriptions and themes. Finally, to make sense of the data, interpret the significance of themes/descriptions by asking what lessons were learnt, and which may be a researcher's perspective.

3.9 Limitations of the study

The research was time-limited; The researcher collected the data during the weekdays when the students were on campus and during breaks. Finally, the study was also limited to the English language needs of medical students.

3.10 Ethical considerations

The researcher applied for, and obtained ethical clearance from the Research and Publication Committee of the Namibia University of Science and Technology (FRPC) and followed the ethical clearance procedures. Data collection permission was obtained from the University of Namibia's Hage Geingob

campus and the Ministry of Health and Social Services. The confidentiality of students and doctors was maintained throughout the investigation. Respect for the participants is a critical part of the research. Research ethics requires conducting responsible research. The following ethical principles were considered during this study:

- **Respect for people** - Participants in the research sample participated in the research freely and voluntarily. In addition, individuals had the right to withdraw from the study at any time, as well as the freedom to refuse to provide information or to request clarity about the purpose of the study. The participants' right to self-determination was honoured by the researcher.
- **Beneficence**- Participants in research have the right to be safe and comfortable (Brink et al, 2012). This concept was followed by carefully constructing questions, monitoring participants for signs of discomfort, and enabling them to ask questions, express their grievances and be referred for counselling as needed. The researcher strove to demonstrate sensitivity to the institution's culture and reputation.
- **Justice** - This means that research participants have the right to fair selection and treatment (Brink et al., 2012). Participants were selected for reasons directly related to the study topic.
- **Informed consent**- This is the ethical principle of voluntary participation (Brink et al, 2012). The researcher provided clear information to the study participants regarding their participation in the study and ensured that they understood the research process for them to decide whether to give consent or opt out.
- **Confidentiality and Anonymity**- The 'method to guarantee confidentiality' refers to the researcher's obligation to ensure that no data collected during the study is linked to individual participants or made available to anyone else. The 'method of guaranteeing anonymity' refers to the researcher's act of concealing the names of the participants in the study (Brink et al, 2012). This was ensured by processing the data anonymously in such a way that the participants could not be individually identified (achieving by using identification codes instead of actual names) and storing data obtained from the questionnaire replies in a safe location.

3.11 Summary

This section presented the research methodology that was used in the study. The study approach and design, population and the sampling and sampling procedures that were adopted were discussed. It further indicated how data collection methods and research instruments was used throughout the research study. Lastly, it also discussed the data analysis procedures and ethical considerations that was used in

this study. The next chapter presents, analyses and examines the findings of study as they respond to the study objectives

CHAPTER FOUR:

FINDINGS AND DISCUSSIONS

4.1 Introduction

This chapter presents, analyses and examines the findings of study as they respond to the study objectives and under the following themes: participant background information and English communication obstacles of medical students. It also examines the data on medical students' perceptual and productive demands as well as medical practitioners' English language needs.

4.2 Questionnaire and Observation Return Rate

The researcher distributed 63 questionnaires to second and third-year medical students at the Hage Geingob UNAM Campus' School of Medicine. All of the questionnaires were returned, resulting in a hundred percent response rate, which was ideal for this study. This high return rate might be attributed to the researcher personally administering the questionnaires, waiting on the students to complete them, and then collecting them on the same day. According to Gordon, Davidoff, Tarnow, Reidenberg and Endriss, (2002), there is no perfect number for a response rate, the higher the better, sixty percent would be marginal, seventy percent would be acceptable, and eighty percent would be good and ninety percent would be excellent. Hence, the researcher achieved a hundred percent return rate which was excellent and analysed a total of sixty-three questionnaires. The observations were conducted at Windhoek Central Hospital. There was no specified sample size for the observations because the researcher relied on data saturation to determine the sample size that he observed and it was eventually forty-five medical doctors.

4.3 Background information of the student participants

This sub-section presents the background information of the participants in terms of gender, age, year of study and English proficiency.

4.3.1. Gender distribution of the student participants

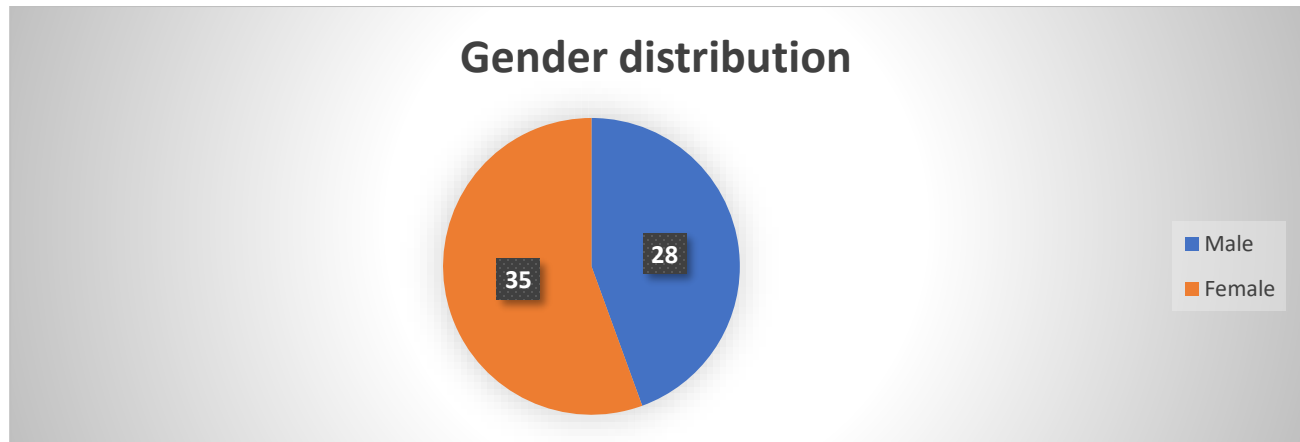


Figure 4: Gender distribution of the student participants

Figure 3 shows the gender distribution of students who participated in this study. The statistic reveals that twenty-eight of the participants were male and thirty-five were female, indicating that both genders were well represented. It was vital to determine the gender distribution of the participants for further data analysis. Therefore, a balanced gender distribution of the students was crucial.

4.2.2 Age distribution of the student participants

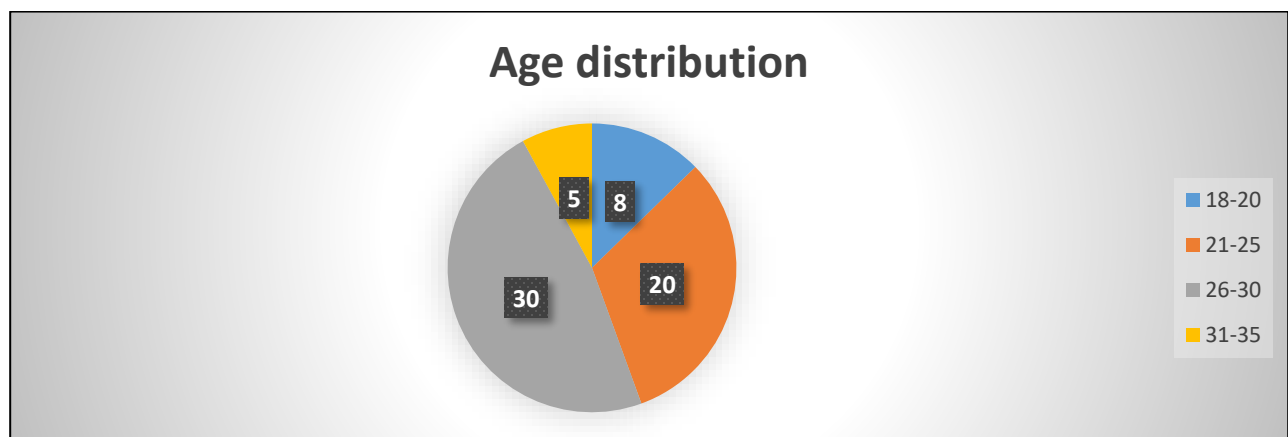


Figure 5: Age distribution of the student participants

Figure 4 shows that the majority of participants, thirty of the participants, were between the ages of twenty-six and thirty, while twenty of the participants were between the ages of twenty-one and twenty-five. Only eight of the participants were between the ages of eighteen and twenty, while only five of the participants were between the ages of thirty-one and thirty-five. The data show that all of the participants are tertiary school-age, and hence their responses may be regarded as representing medical students in

Namibia. The age of the participants was vital to guarantee that they were within the age range of tertiary school students, namely medical students, who were the intended group.

4.3.3 Year of study distribution of the student participants

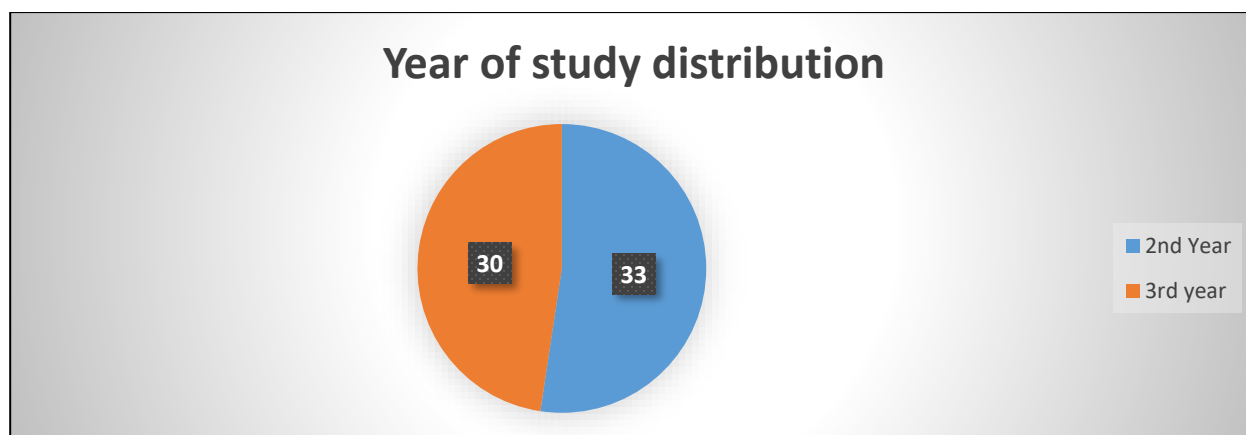


Figure 6: Student's year of study distribution

Figure 5 above indicates the data on the year of study of the medical students in the School of Medicine at Hage Geingob UNAM Campus who took part in the study. The study sought to collect data from the second-year and third-year groups of students that were enrolled in the School of Medicine at Hage Geingob UNAM campus to ensure that all second and third-year students at the university were represented in the study, as well as to also generalise the findings across all senior medical students on the campus. The data shows that second-year medical students were represented by thirty-three students in the study. The figure also shows that third-year medical students were represented by thirty students in the study. It was essential to establish this data so that the study could guarantee that it has used the right respondents in the study. This would then make it possible for the findings to be generalized to all medical students from the School of Medicine at Hage Geingob Campus.

4.3.4 Participants' English language proficiency

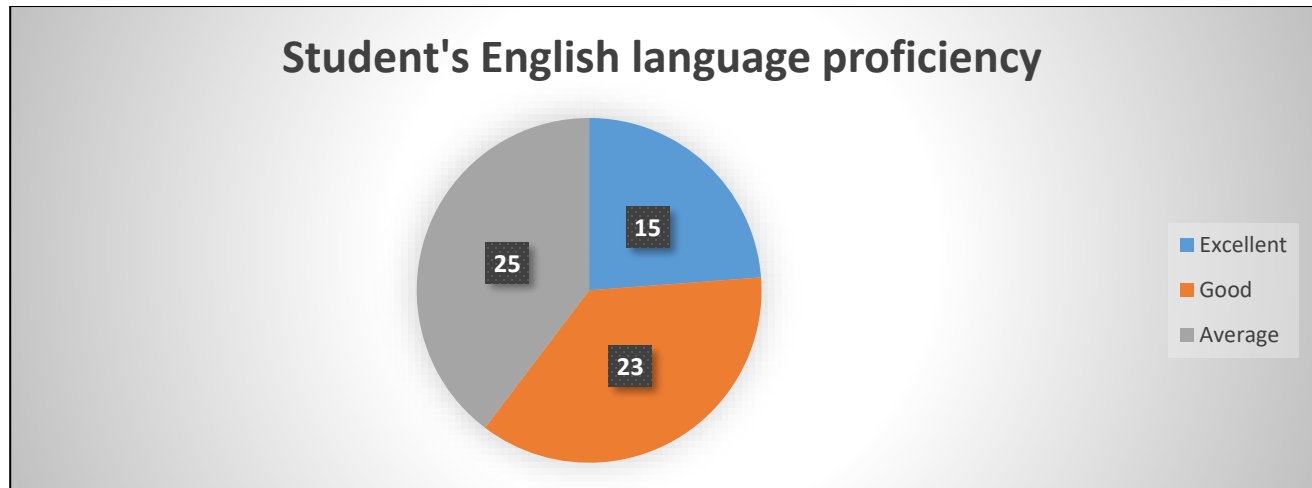


Figure 7: Students' English language proficiency

Data on students' English language proficiency was important because the study purposively sampled medical students who have been taught English since primary school. Therefore, the premise was that because of this, they are rich in information. Figure 6 above demonstrates that twenty-five of the participants believe that their English language proficiency is average, while twenty-three of the participants believe that their English language proficiency is good. The figure also indicates that fifteen of the participants believe that their English language proficiency is excellent. Ultimately, this data was important because it shows students' beliefs about their proficiency in the English language.

4.4 English communicative challenges of medical students

This sub-section seeks to answer research objective one. Research objective one sought to explore the English language communicative challenges encountered by medical students. The English-language communication challenges faced by the medical students were explored through various elements of the questionnaire.

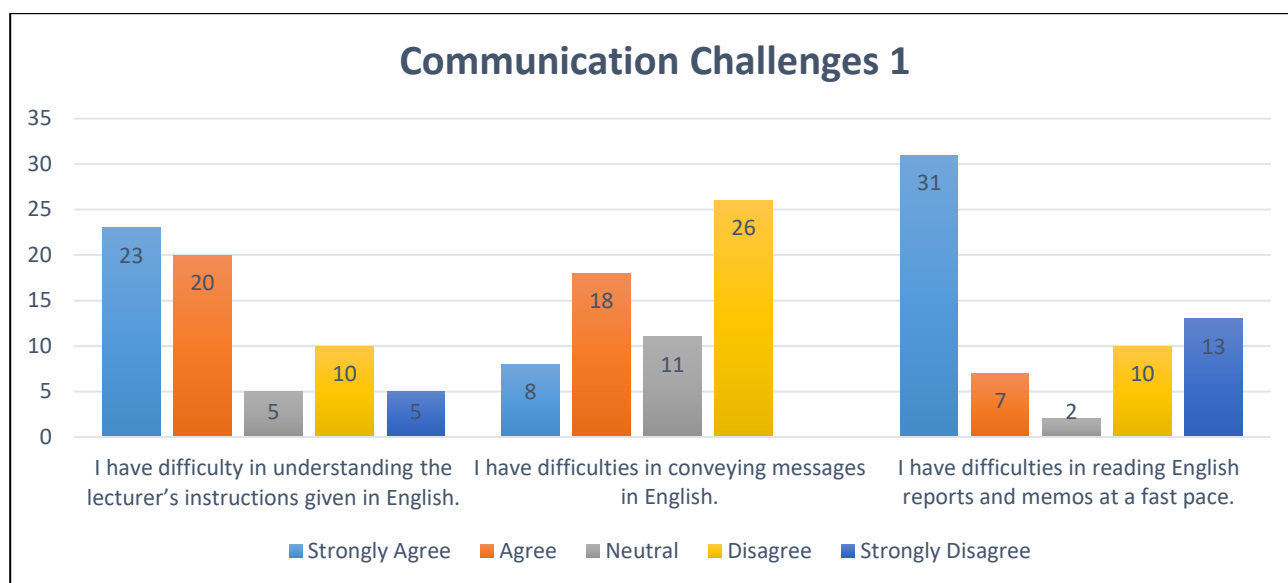


Figure 8: Medical student's communication challenges 1

The participants were asked about their opinions on three statements and the results are highlighted in Figure 7 above. The first statement that the participants were asked was “I have difficulty in understanding the lecturers’ instructions given in English”. The majority of the participants (twenty-three) strongly agree while twenty agree that they have difficulty understanding the lecturer’s instructions given in English. A few of the participants (five) don’t have an opinion on the given statement. However, a small number of participants (ten) disagree whilst five strongly disagree that they have difficulty understanding the lecturer’s instructions given in English. Deductions from the findings of the first statement, indicate that medical students largely have difficulties in understanding the lecturers’ instructions given in English.

Additionally, the second statement posed to the participants was “I have difficulties in conveying messages in English”. A small number of participants (eight) strongly agree while eighteen agree that they have difficulties in conveying messages in English. Nevertheless, a fair number of participants (eleven) did not have an opinion on the given statement. On the other hand, most of the participants (twenty-six) disagree that they have difficulties conveying messages in English. The responses to the second statement demonstrate that students believe that they do not have major problem conveying messages in English. Lastly, the participants were asked their opinion on the statement “I have difficulties in reading English reports and memos at a fast pace”. The majority of the participants (thirty-one) strongly agree while seven agree that they have difficulties reading English reports and memos at a fast pace. A few of the participants (two) did not have an opinion on the matter. On the other hand, a fair number of the participants (ten) agree whilst thirteen participants strongly disagree that have difficulties

reading English reports and memos at a fast pace. It can be deduced from the responses to the third statement that the medical students by and large, have difficulties reading English reports and memos at a fast pace.

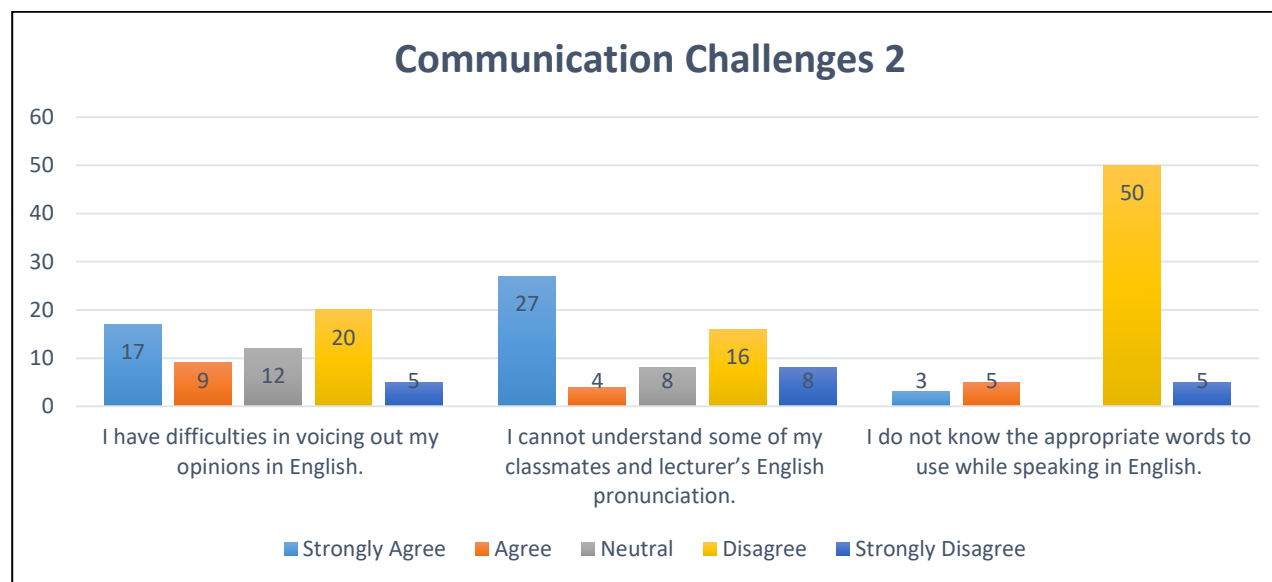


Figure 9: Medical student's communication challenges 2

The participants were further asked about their opinions on three additional statements and the results from their responses are highlighted in Figure 8 above. The first statement that the participants were probed on was “I have difficulties in voicing out my opinions in English”. The study’s findings evince that most of the participants (seventeen) strongly agree while nine agree that they have difficulties voicing their opinions in English. Unexpectedly, a fair number of participants (twelve) did not have an opinion on the given statement. The results also demonstrate that quite a sizeable number of the participants (twenty) disagree whilst five participants strongly disagree that have difficulties voicing their opinions in English. It can be deduced from these findings that medical students do moderately experience difficulties in voicing their opinions in English. The second statement that the participants were probed on was “I cannot understand some of my classmate and lecturers’ English pronunciation.” Results from the participants on this question demonstrate that most of the participants (twenty-seven) strongly agree while four agree that they cannot understand some of their classmates and lecturers’ English pronunciation. The findings also show that a few of the participants (eight) did not have an opinion on the matter. However, the results also show that a fair number of the participants (sixteen) disagree whilst eight strongly disagree that they cannot understand some of their classmates and lecturers’ English pronunciation. It can be observed from these findings that medical students indeed

experience difficulties in comprehending their classmates' and lecturers' English pronunciation. Lastly, the third statement that the participants were probed on was "I do not know the appropriate words to use while speaking in English". Figure 7 above indicates that a small number of participants (three) strongly agree while five agree that they do not know the appropriate words to use when speaking in English. The results from the participants also evince that the majority of the participants (fifty) disagree whilst five strongly disagree that they do not know the appropriate words to use while speaking in English. Drawing from the results, it can be concluded that medical students do not experience difficulties in the usage of appropriate words while speaking English.

The study also established that medical students experience communication challenges at work (during practicals at hospitals). The participants believed that these communication challenges are caused by various factors, and they hinder them from performing well. The participants submitted that:

"Yes, sometimes I face communication challenges during practical. Sometimes I find it hard to build rapport with my colleagues and patients." (Medical student 45)

"Yes, I face communication challenges at work. I think it is caused by my mother tongue and sometimes I end up not correctly pronouncing some words and it makes me ashamed. This sometimes results in opting not to take part in discussions at work" (Medical students 23)

"Yes, I do, it is very embarrassing especially when you are talking to senior medical doctors, and you end up stuttering because of the fear of not fully expressing your opinion again" (Medical student 11)

"Yes, sometimes I face challenges when communicating with my colleagues especially when I am explaining some procedures that I know I fully understand but I end up struggling to utter some words or my sentence construction jams up (Medical student 18)

The study's findings demonstrate that medical students do experience communication challenges when they are at work. The findings indicate that these challenges are as a result of various factors and that the medical students' self-esteems are affected by these challenges.

4.5 The perceptive and productive needs of medical students

This section attempts to address research objective number two. The second research goal was to examine the English language needs of medical students during their training (onset situation). The English language needs of medical students were assessed using several questions from the questionnaire. In this

study, the perceptual needs of medical students are listening and reading skills, while the productive needs of medical students are writing and speaking skills.

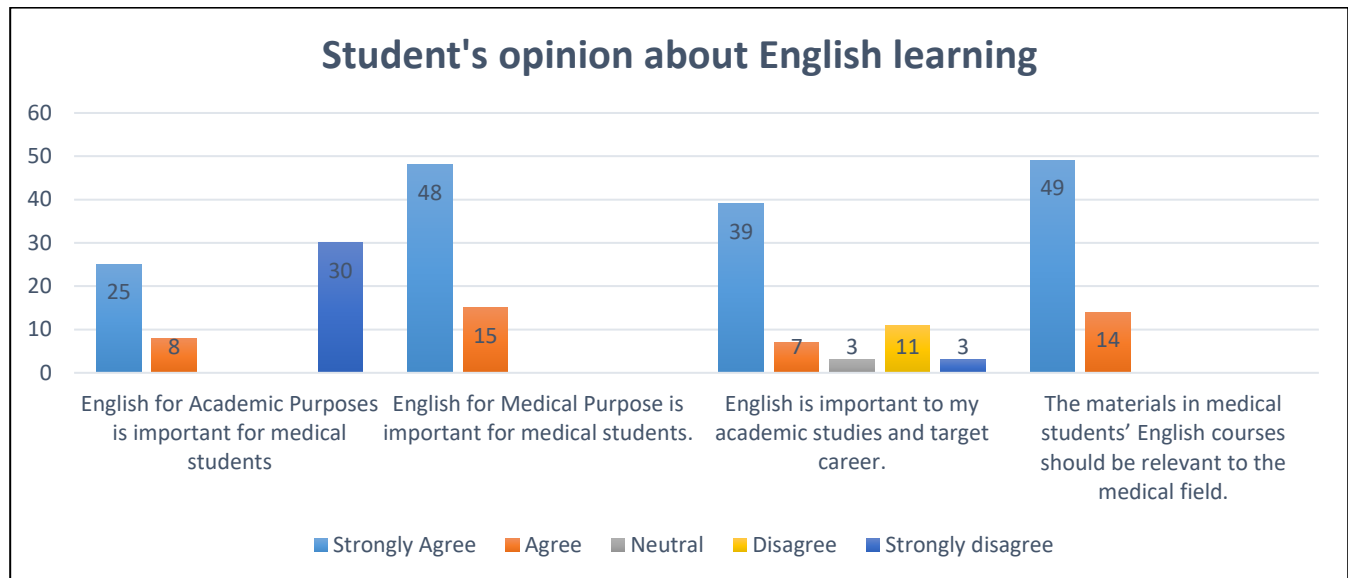


Figure 10: Students’ opinions about English

In the quest to answer research objective number two, the participants were probed about their opinions on four statements regarding the learning of English as a medical student and the results are highlighted in Figure 9 above. The first statement that the participants were probed on was “English for Academic Purposes is important for medical students”. The data shows that the majority of the participants (twenty-five) strongly agree while eight agree with the assertion that English for Academic Purposes is important for medical students. However, a fair number of the participants also (thirty) strongly disagree that English for Academic Purposes is important for medical students. It can be concluded from the observed results from first statement that English for Academic Purpose is indeed critical for medical students. Furthermore, the participants were also probed on the statement “English for Medical Purpose is important for medical students”. The majority of the participants (forty-eight) strongly agree while fifteen agree that English for Medical Purpose is important for medical students. This shows that medical students strongly believe that they should be taught English for Medical Purpose.

Moreover, the data from the respondents as demonstrated in Figure 9 above evinces that the participants were also asked for their opinion on the statement “English is important to my academic studies and target career”. The results collected from the participants demonstrate that the majority of the participants (thirty-nine) strongly agree while seven agree that English is important in their academic studies as well

as their target career. The results also indicate that a small number of the participants (three) did not have an opinion on the matter. Similarly, a fewer of the participants (eleven) disagree while three strongly disagree that English is important to their academic studies and target career. Ultimately, these data show that medical students believe that English is very important in their studies and the workplace. Lastly, the students were asked about their opinion on the statement “The materials in medical students’ English courses should be relevant to the medical field”. The data collected in response to this statement is very conclusive and it shows that the majority of the participants (forty-nine) strongly agree while fourteen agree that the materials in medical students’ English courses should be relevant to the medical field. To sum up, all the participants strongly feel that the materials that are used to teach English to Medical students must be relevant to the medical field or use medical discourse.

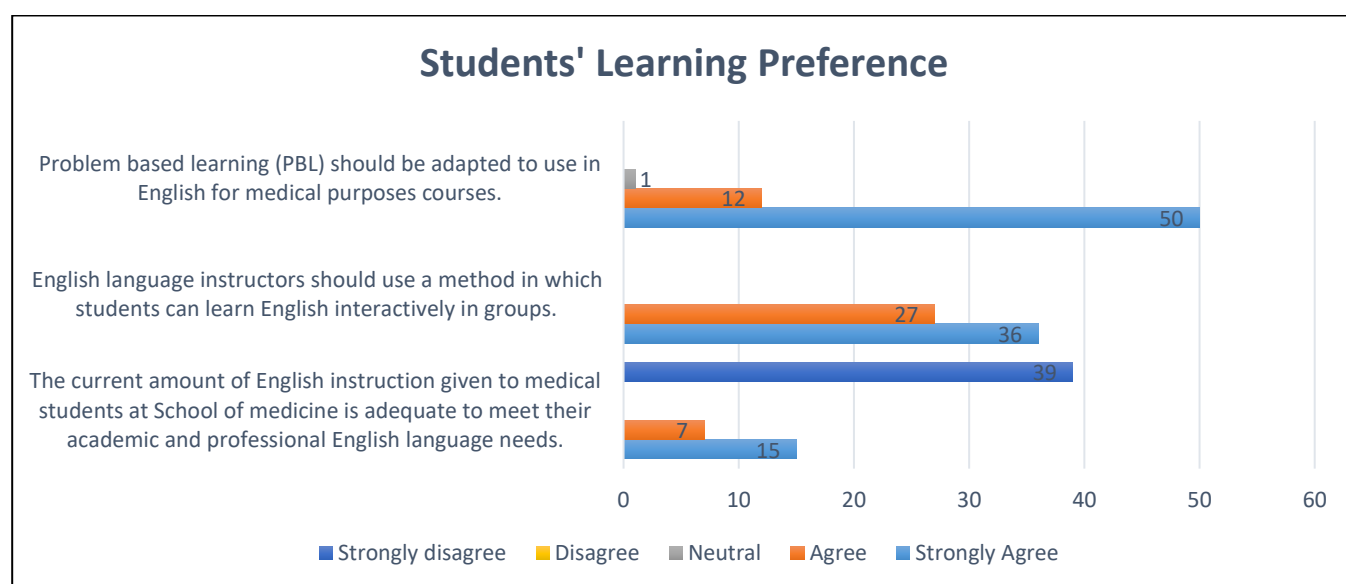


Figure 11: Students’ learning preferences

Figure 10 above illustrates the opinions of medical students on their learning preferences. The participants were asked about their opinion on the statement “Problem-based learning should be adapted to use in English for Medical Purposes courses”. The data from the participants reveals that most of the participants (fifty) strongly agree whilst twelve agree that problem-based learning should be adapted to use in English for Medical Purposes courses. However, one participant was not sure about whether problem-based learning should be adapted to use in English for Medical Purposes courses. These results in the first statement suggest that problem-based learning should be adapted to use in English for Medical Purposes courses. In addition, the participants were also asked if “English language instructors should use a method in which students can learn English interactively in groups”. The data shows that most of the participants (thirty-six) strongly agree while twenty-seven agree that English language instructors

should use a method in which students can learn English interactively in groups. The results of the second statement indicate that medical students largely prefer English language teachers to use a technique in which students study English interactively in groups.

Finally, Figure 10 also illustrates results collected when the participants were also probed on if “The current amount of English instruction given to medical students at the School of Medicine is adequate to meet their academic and professional English language needs”. The data on the last statement indicates that most of the participants (thirty-nine) strongly disagree that the current amount of English instruction given to medical students at the School of Medicine is adequate to meet their academic and professional English language needs. On the other hand, a few of the participants (seven) agree while fifteen strongly agree that the current amount of English instruction given to medical students at the School of Medicine is adequate to meet their academic and professional English language needs. In conclusion, the present level of English teaching provided to medical students at the School of Medicine is insufficient to satisfy their academic and professional English language needs.

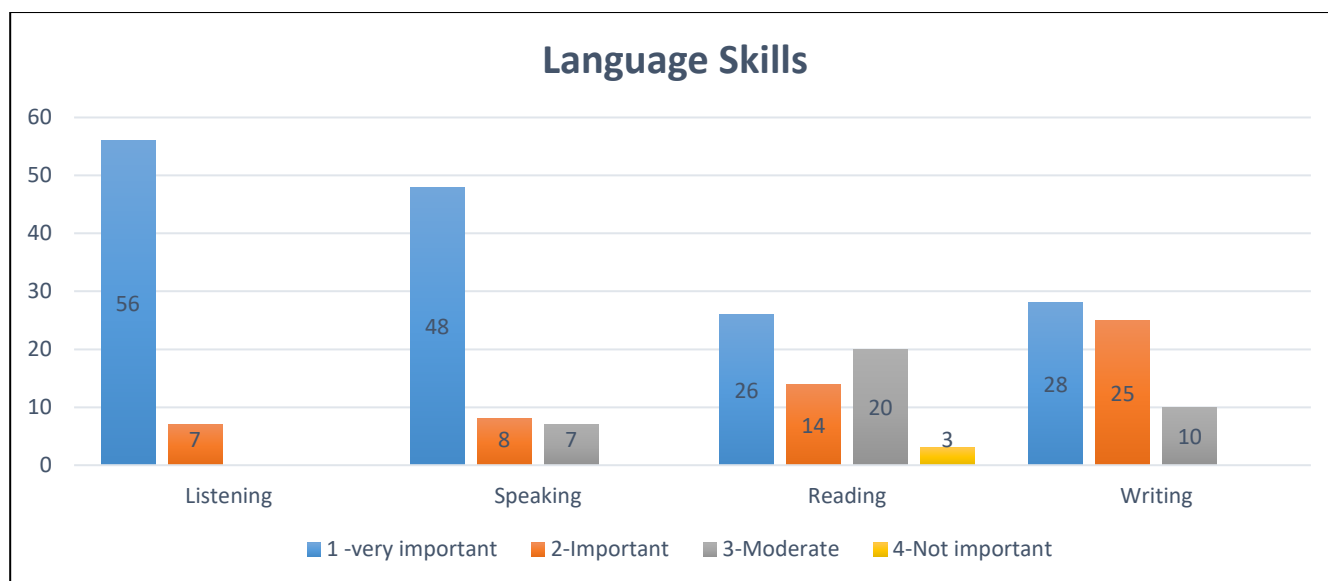


Figure 12: Important language skills for medical students

Figure 11 above summarises the results of the enquiry on the language skills that are deemed to be important to medical students. The data shows that the participants rated listening skills highest amongst all of the skills that were listed. Listening skills were rated very important by fifty-six participants and important by seven participants. Moreover, speaking skills were also rated very important by forty-eight participants, important by eight participants and moderate by seven participants. The data also indicates

that reading skills were rated very important by twenty-six participants, important by fourteen participants, moderate by twenty participants and not important by three participants. Lastly, writing skills were rated very important by twenty-eight participants, important by twenty-five participants and moderate by ten participants. In conclusion, it can be deduced from these results that all language skills are very important for medical students but listening and speaking skills are what require more emphasis in the teaching and learning of English to students of medicine.

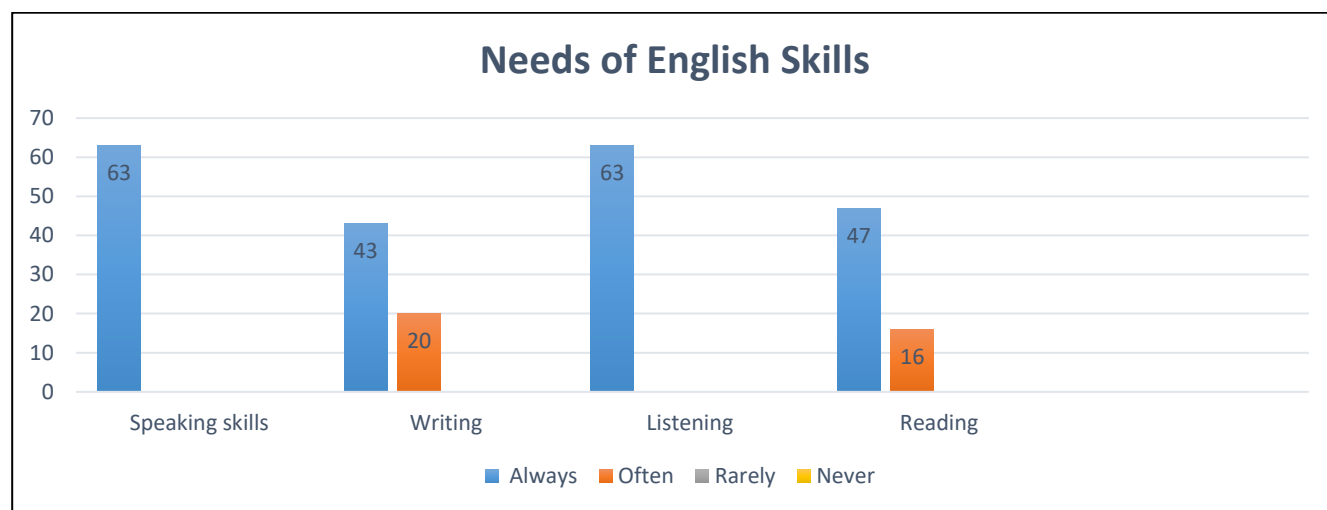


Figure 13: Frequency of the use of language skills

Figure 12 indicates the frequency with which medical students are required to apply language skills (speaking, writing, listening, and writing skills). The data from the figure demonstrates that medical students must always use their speaking abilities, and this was endorsed by all of the sixty-three participants. According to the findings, forty-three participants believe that medical students must always use their writing abilities, whereas twenty participants believed that medical students must frequently use this skill. Furthermore, the statistics also suggest that all of the sixty-three participants believe that medical students must always employ their listening abilities. Finally, forty-seven participants indicated that medical students must always use their reading abilities, while sixteen participants feel that medical students must frequently use their reading skills. Resultantly, these findings suggest that medical students always need all language skills.

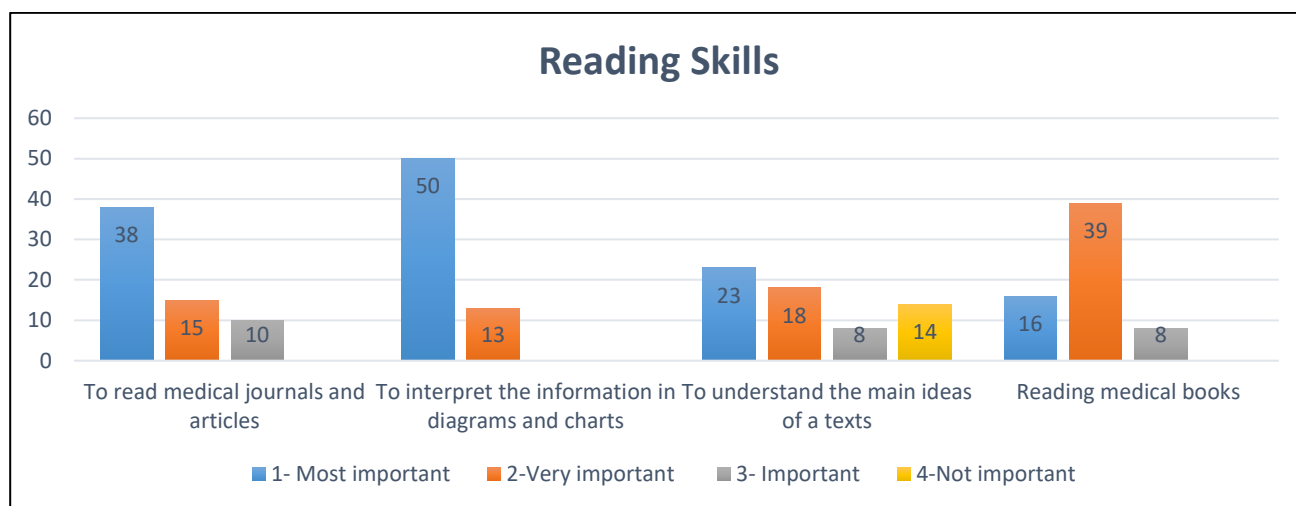


Figure 14: Reading skills

The study sought to examine the sub-skills of reading that medical students need to learn. Figure 13 above summarizes the findings. The results demonstrate that thirty-eight participants indicated that reading skills are more important for reading journals and medical articles, while fifteen participants indicated that reading skills are very important for reading journals and medical articles. Ten participants also indicated that reading skills are important for reading medical journals and articles. Furthermore, Figure 13 also shows that fifty participants indicated that reading skills are more important for interpreting information in diagrams and graphs, and thirteen participants indicated that reading skills are very important for interpreting information in diagrams and graphs.

Figure 13 further demonstrates that twenty-three participants believe that reading skills are more important for understanding the main ideas of a text while eighteen participants indicated that reading skills are very important for understanding the main ideas of a text. The data in Figure 13 also reveals that eight participants feel that reading skills are important for understanding the main ideas of a text whilst fourteen participants indicated that reading skills are not important for understanding the main ideas of a text. Furthermore, Figure 13 illustrates that sixteen participants believe that reading skills are more important for reading medical books while thirty-nine participants indicated that reading skills are very important for reading medical books. Finally, the data shows that eight participants believe that reading skills are important for reading medical books. In light of this, it can be inferred that medical students feel the need to learn reading skills in order to be able to interpret information in diagrams and tables and to read medical journals and articles.

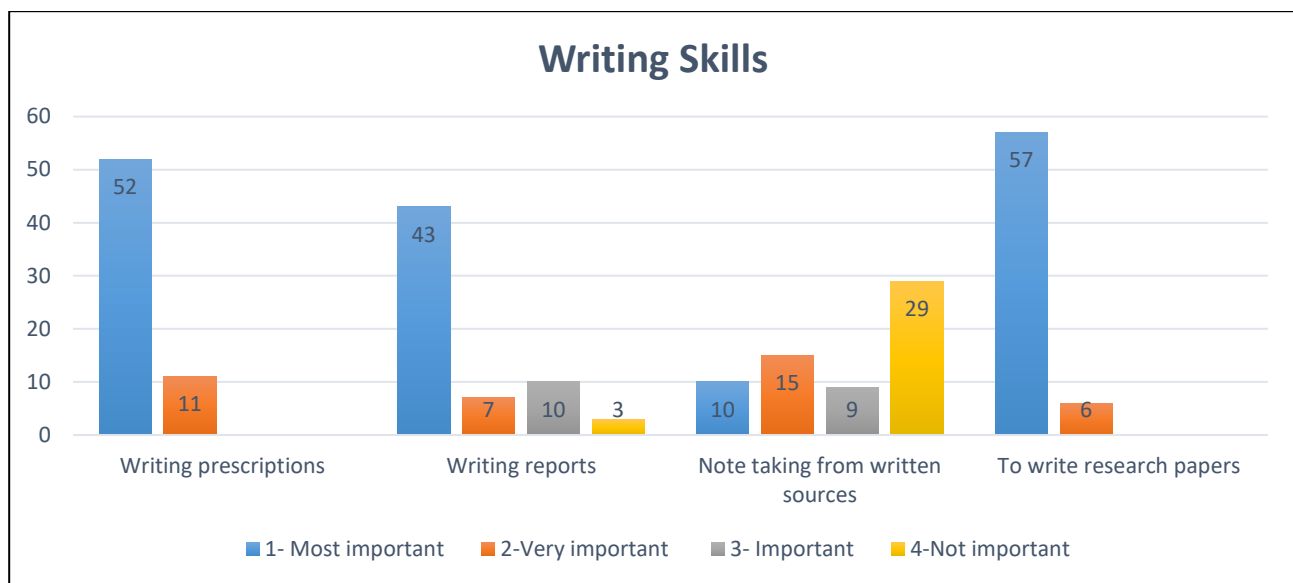


Figure 15: Writing skills

The study also sought to establish the sub-skills of writing that medical students feel they need to learn. Figure 14 above summarises the findings. The data indicates that fifty-two participants feel that writing skills are more important for writing prescriptions, whilst eleven participants believe that writing skills are very important for writing prescriptions. In addition, forty-three participants opine that writing skills are most important for writing reports whilst seven participants submit that writing skills are very important for writing reports. The data also shows that ten participants believe that writing skills are important for writing reports whilst three participants feel that writing skills are not important for writing reports.

Furthermore, Figure 14 also reveals that ten participants feel that writing skills are more important for taking notes from written sources while fifteen participants indicated that writing skills are very important for taking notes from written sources. Nine participants indicated that writing skills are important for taking notes from written sources while twenty participants believe that writing skills are not important for taking notes from written sources. Figure 14 further illustrates that fifty-seven participants feel that writing skills are more important for writing research papers whilst six participants believes that writing skills are very important for writing research papers. In short, it can be inferred from these findings that medical students feel the need to learn writing skills in order to be able to write prescriptions, reports, and research papers.

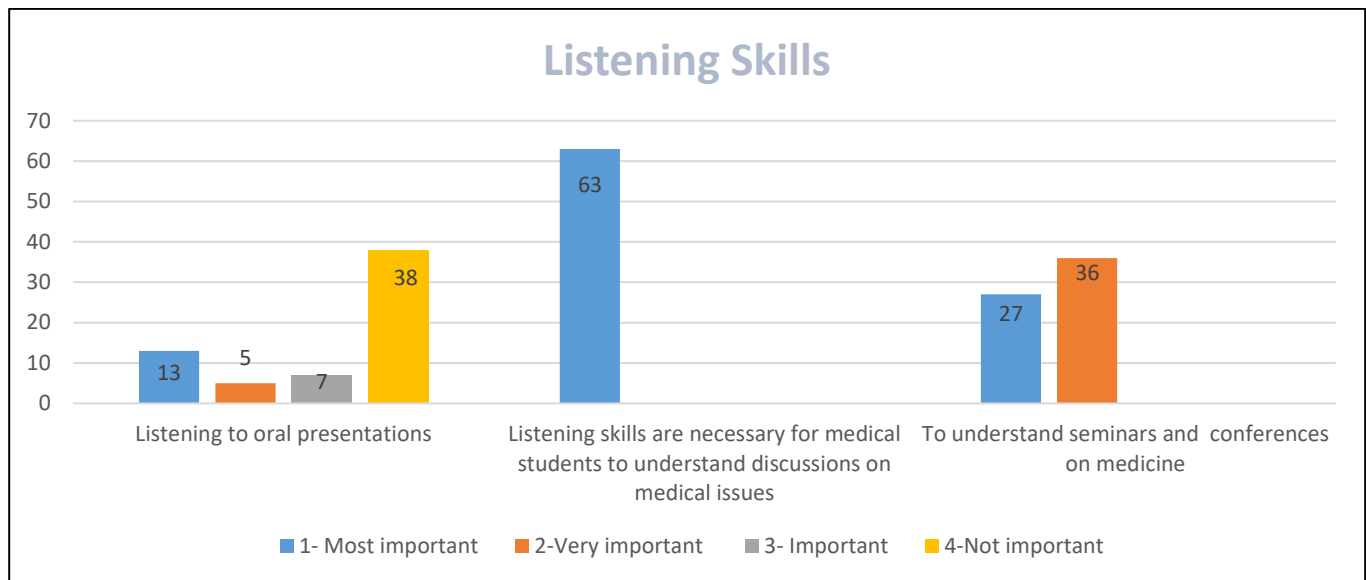


Figure 16: Listening skills

The study also intended to establish the sub-skills of listening that medical students felt they needed to learn. Figure 15 above summarises the findings. The results highlight that thirteen participants feel that listening skills are more important for listening to oral presentations while five participants opine that listening skills are very important for listening to oral presentations. The results also indicate that seven participants believe that listening skills are important for listening to oral presentations whilst thirty-eight participants submit that listening skills are not important for listening to oral presentations.

Furthermore, Figure 15 evinces that all the sixty-three participants feel that listening skills are more important for medical students to understand discussions on medical issues. Finally, it was also established that twenty-seven participants feel that listening skills are most important for understanding seminars and conferences, while thirty-six participants believe that listening skills are very important for understanding seminars and conferences. In summary, it can be inferred from these findings that medical students wish to learn listening skills in order to be able to understand discussions on medical issues as well as medical seminars and lectures.

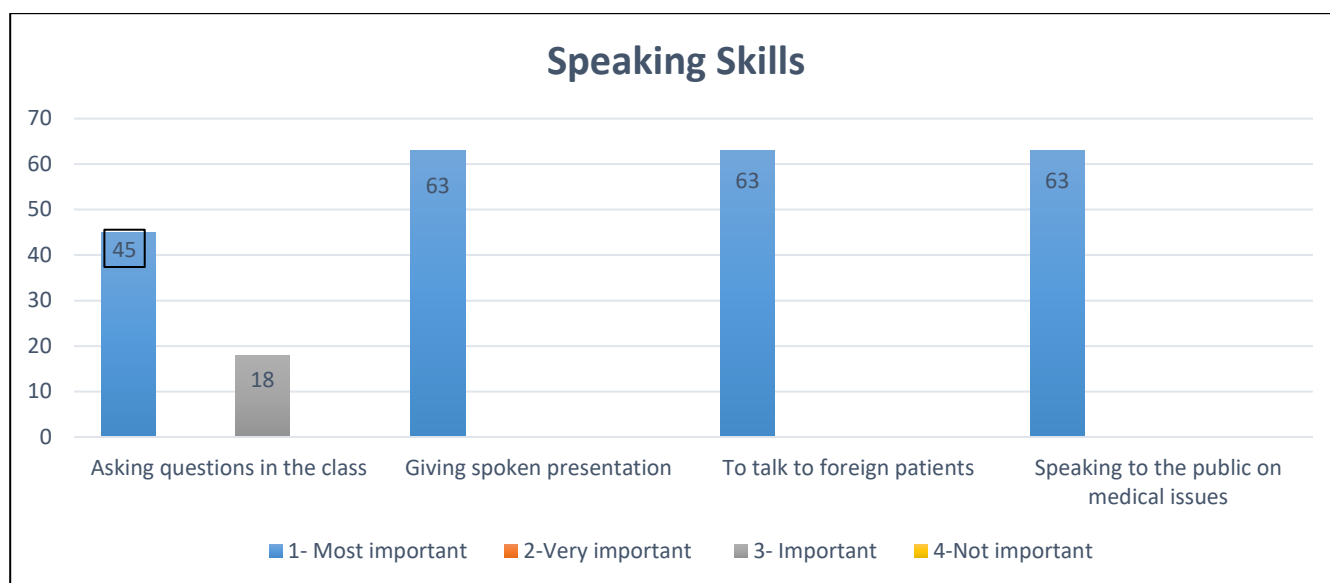


Figure 17: Speaking skills

The needed to also establish which sub-skills of speaking medical students needed to learn. Figure 16 above summarises the results. Figure 16 above shows that forty-five participants indicated that speaking skills are more important for asking questions in the classroom while eighteen participants feel that speaking skills are important for asking questions in the classroom. Furthermore, the study results also demonstrate that all the sixty-three participants believe that speaking skills are the most important for making an oral presentation. The study results further evince that all sixty-three participants submit that speaking skills are more important for speaking with foreign patients. Finally, the study results also demonstrate that all the sixty-three participants feel that speaking skills are the most important for speaking to the public about medical issues. Resultantly, it can be inferred from these findings that medical students feel they need to learn English in order to be able to speak during oral presentations as well as to speak with foreign patients and the public on medical issues.

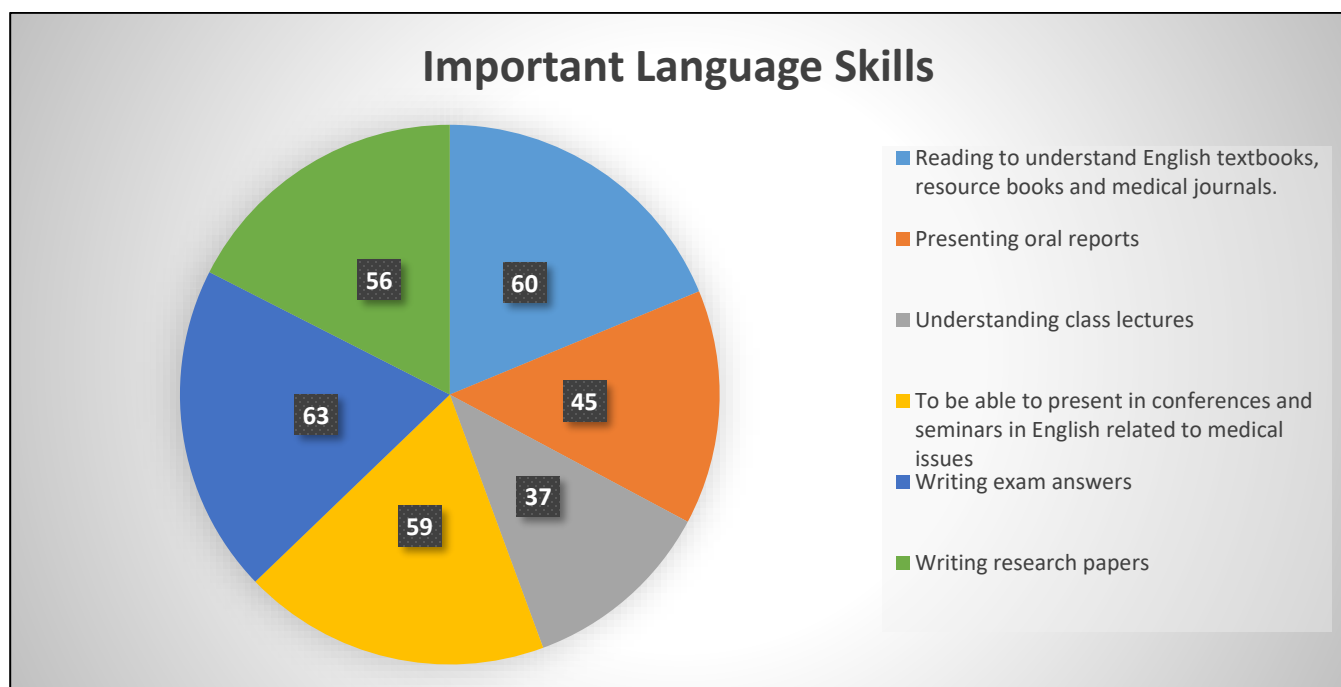


Figure 18: English language skills important for students' success in medical studies

The study attempted to address research objective two by determining which English language abilities are significant for students' progress in medical courses. Figure 17 summarises the responses to this endeavour. As evinced by the results, all of the sixty-three of the participants ranked exam writing as the most significant achievement for medical students. The survey also established that sixty of the participants ranked reading to understand English textbooks, material resources and medical journals as the most crucial skill for medical students' academic performance. In addition, fifty-nine of the participants chose to be able to present in lectures and seminars in English related to medical issues as the most important skill for the success of medical students in their studies. The study results show that seventeen percent of participants chose writing research papers as the most important skill for medical students' success in their studies. Furthermore, the study results indicate that forty-five of the participants chose the presentation of oral reports as the most important skill for medical students' success in their studies. Finally, thirty-seven of the participants chose understanding classroom lessons as the most important skill for medical students' success in their studies.

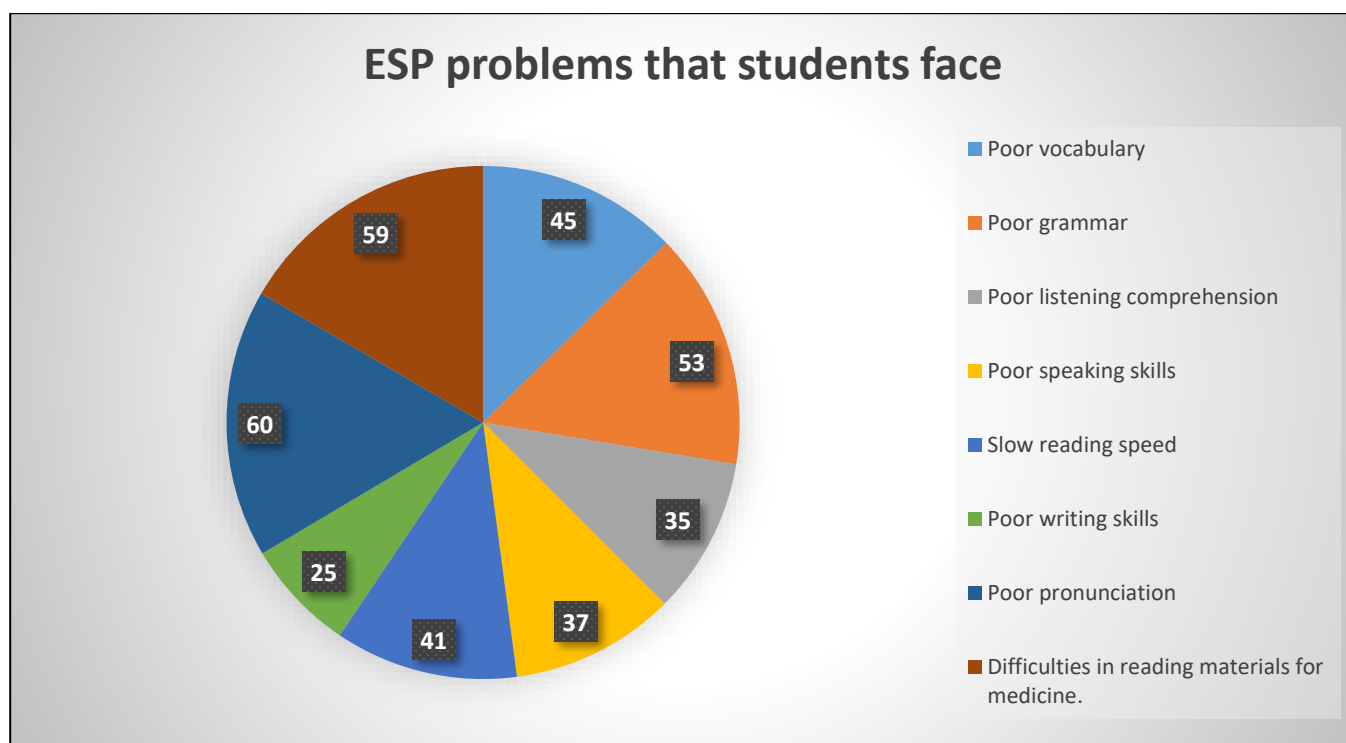


Figure 19: English language problems

To find out about the English language needs of medical students, it is very important to find out about the problems that medical students are currently facing in their studies. The study observes that fifty-nine of the participants have problems with reading medical materials while sixty of the participants encounter poor pronunciation challenges in their studies. The study results also evince that fifty-three of the participants face poor grammar challenges while forty-five of the participants face problems of vocabulary in their studies. Additionally, the study established that forty-one of the participants face problems of slow reading speed while thirty-seven of the participants face problems of poor speaking abilities in their studies. Finally, the study notes that thirty-five of the participants face challenges related to poor listening comprehension while twenty-five of the participants face problems of poor writing skills in their studies. In summary, it can be inferred from these findings that medical students face a diversity of English language problems that must be addressed in order for them to be able to master all the language skills they will need in their professional careers.

4.6 English language needs of medical doctors

This sub-section seeks to answer research objective three. Research objective three sought to investigate the English language needs of medical doctors in the professional context (target situation). The English language needs of medical doctors in their professional careers were examined through various elements of the observation checklist.

4.6.1 Background information of medical doctors

Table 1: Gender distribution of the participants

Female	Male
24	21

Table 1 above shows the gender distribution of the medical doctors who were observed for this study. The statistic reveals that twenty-five of the participants were female and twenty-one of the participants were male, indicating that both genders were well represented. It was vital to determine the gender distribution of the participants for further data analysis. Therefore, a balanced gender distribution of medical doctors was crucial.

4.6.2 Themes and subthemes

Medical Doctors from Windhoek Central State Hospital were observed. The study examined the interaction and communication between doctors and colleagues (other doctors and nurses), patients and visitors. A checklist was used to record the information and summarise all the results of the collected data into a single checklist. The results were organized into main themes and sub-themes. The main themes included communication (with language barriers as the sub-theme) and the medical vocabulary (with the lack of medical vocabulary as the sub-theme). The themes and sub-themes are highlighted in Table 2 below.

Table 2: Themes and subthemes from the observation method

Themes	Sub-themes
Communication	Language barriers
Medical vocabulary	Lack of medical vocabulary

4.6.2.1 Major theme 1: Communication

The observation focused mainly on the frequency with which the medical doctor encountered communication problems with patients. It also focused on how frequently the medical practitioner had difficulties understanding the patients' diverse languages, dialects, and pronunciations.

4.6.2.1.1 Subtheme theme: Language barriers

The researcher observed medical doctors in their professional settings. The researcher focused more on the manners in which the medical doctors were communicating with other health workers, patients and visitors. It was observed that during some interactions between some medical doctors and patients, there were language barriers that prevented the medical doctors and the patients from understanding each other. The researcher observed that the language barriers were largely as a result of the difference in mother tongue or the patient not being able to explain what was ailing them in English. In such instances, the medical doctors had to call nurses to interpret what the patient was saying. Additionally, the researcher also observed that some doctors' accents and pronunciations made it difficult for the patients and nurses to fully comprehend what they are saying. It was also noted that some doctors had difficulties understanding the slang used by patients. In several observed instances, the accents and pronunciations of the patients and visitors sometimes made it difficult for the medical doctors to understand what they are saying. Resultantly, it can be noted that these language barriers occurred frequently during the observation. As a result, one of the language needs of medical doctors is to understand the pronunciation and accents of people from diverse backgrounds so that they may be in a better position to help them.

4.6.2.2 Major theme 2: Medical vocabulary

The observation focused mainly on the frequency with which the medical doctors used medical vocabulary when communicating with patients and colleagues and any other observations noted down.

4.6.2.2.1 Subtheme: Lack of medical vocabulary

Any medical doctor's ability to utilise medical language is essential. However, the researcher has observed that some medical doctors found it to be a barrier to use technical language because it was too complicated or intimidating to the patients. The problem is that medical vocabulary is typically thick, dry, and difficult to comprehend, as a result some doctors chose to not use it. Additionally, the researcher observed that some medical doctors do not possess good English vocabulary, or their mother tongue interferes with their utterances in English, which in turn affects their medical vocabulary. The researcher also observed that some doctors do have an appropriate proficiency level in communicative English to use medical terms. Moreover, it was observed that some medical doctors often use simple English words when talking to patients and visitors, and they hardly use medical vocabulary. In summary, the study observed that medical doctors rarely use medical vocabulary in their communication with patients and visitors. Medical doctors need medical terminologies in their vocabulary.

4.7 Discussions

The study's purpose was to learn more about the English needs of medical students at the Hage Geingob UNAM Campus. Medicine, like any other scientific subject, is defined by its vocabulary and terminology, which evolved over millennia. The major purpose of medical language is to increase written and spoken communication among professionals in various professions. Medical language helps with the development of jargon, vocabularies, terminologies and codes to help medical experts successfully communicate and record patient data, both on paper and increasingly electronically. Because communication between medical professionals and patients is primarily based on medical language or linguistics, the development of nomenclatures, vocabularies, and terminologies is critical in the medical industry (Sadegh-Zadeh, 2015).

Research objective one sought to explore the English language communicative challenges of medical students. Communication is essential in every sphere of life, and it involves speaking, listening and writing, the tone of voice, facial expression, posture, eye contact, touch and gesture (Ramasamy, Murugaiyan, Shalini, Vengadapathy & Gopal, 2014). The current study notes that medical students face communication difficulties in English. The current study's findings support Matthews and Van Wyk's (2018) claim that medical students have difficulty communicating effectively in English. One of the difficulties that medical students are confronted with is trouble comprehending the lecturers' English instructions. Furthermore, the current study observes that medical students struggle to comprehend English language constructed reports and memoranda at a rapid rate. Additionally, the current study established that medical students do experience difficulties in voicing their opinions in English. The study also submits that medical students experience difficulties in comprehending their classmates' and lecturers' English pronunciation. Lastly, the current study observes that medical students experience communication challenges with each other at work (during practicals at hospitals). Mahwish, Ahsan, Khalid, Rasool, Khan, Ayub and Marwat (2012) note that students' interactions with patients are hampered by language issues. The current study's findings indicate that medical students do experience communication challenges when they are at work. The findings also illustrate that these challenges are caused by various factors and that the medical students' self-esteems are affected by these struggles. Educators need to develop ways to help these students overcome communication challenges because they pose a great threat to their careers. Basimike (2018) agrees with this and notes that communication breakdowns which lead to such problems as medical error, poor patient satisfaction and adherence to

treatment, as well as a poor doctor-patient relationship, emanating from lack of rapport in the context of medicine.

The second research goal was to examine the English language requirements of medical students during their training (onset situation). Based on the data collected by the study, medical students believe that English for Academic Purposes is vital. They do, however, believe that they should be taught English for Medical Purposes. Furthermore, the current study also established that medical students consider English highly significant to their education and work. The study also notes that medical students prefer materials that are related to the medical sector or employ medical discourse when instructors are teaching English to medical students. As a result, medical students should be taught English for Medical Purposes, and the materials used to teach English to medical students should be relevant to the medical profession or employ medical discourse. These findings corroborate Lodhi, Shamim, Robab, Shahzad and Ashraf's (2018) claim that medical students and doctors require English in both academic and professional settings.

The current study also examined the English learning preferences while analysing the English language demands of medical students in their courses. Evidence collected by the current study indicates that problem-based learning should be adapted for use in English courses for medical purposes. Additionally, the current study established that medical students prefer English-speaking instructors who adopt an interactive group learning strategy. Finally, the current study observed that the amount of English training currently provided to medical students at the School of Medicine is insufficient to meet their academic and professional English language needs. These data suggest that to meet the English language demands of medical students, it is necessary to address the English learning preferences of the medical students mentioned here. As medical information is regularly provided and published in English around the world, more institutional language training is needed (Alqurashi, 2016). Consequently, medical students require problem-based learning to be adapted for use in medical English courses and should be taught in English interactively in groups.

The study attempted to investigate the English language skills deemed important to medical students. The results of the current study indicate that medical students rated the listening skills as the most needed among all skills (listening, speaking, writing and speaking). Furthermore, it can be inferred from these results that all language skills are very important for medical students, but listening and speaking skills are the skills that require more emphasis in the teaching and learning of English to medical students. Hamza (2018) also shares the same sentiment that medical students considered poor vocabulary, poor

listening and poor speaking skills as the most problematic areas for medical students. The current study also established that medical students make use of the four language skills quite often at school and work. Since the study believes that all the four language skills are used and needed by medical students, it was crucial to establish which sub-skill of each of these skills is needed the most. Lodhi, Shamim, Robab, Shahzad and Ashraf (2018) conclude that doctors and students have different English language needs, for example, one of the needs of the English language was to read medical books and journals. The current study established that medical students must learn reading skills in order to be able to interpret information in diagrams and graphs and to read medical journals and articles. This resonates with Hamza (2018) and Basimike (2018) who opine that English is very important in medical studies as students must read medical textbooks and professional publications, which are largely published in English. The current study also believes that medical students must learn writing skills in order to be able to write prescriptions, reports, and research papers. Vahdany and Gerivani (2016) also state that English instructors believe that "writing laboratory reports" was one of the most significant writing requests of medical students, possibly because most medical phrases and expressions are in English. As such, they must use English words in their writings. Clear writing is necessary for proper medical practice, and incorrect prescriptions and documentation can harm patients. One also needs to be able to correctly express complex scientific concepts and critical medical facts through writing.

Additionally, the current study submits that medical students must learn to listen to grasp speeches on medical topics, as well as seminars and lectures on medicine. Finally, the current study observes that medical students must learn to speak in order to be able to make oral presentations as well as to speak with foreign patients and the public about medical issues. These findings resonate with those from Wahyu (2021) who submits that English should be integrated into the academic and professional needs of medical students, with a strong emphasis on hearing and speaking, as well as a range of skills. Actively listening to patients shows respect for their self-awareness and also creates trust. It enables doctors to act as trusted intermediaries, providing critical medical information and at the same time translating it into solutions that are congruent with the values and aspirations expressed by patients. Effective doctor-patient communication leads to better compliance, better health outcomes, and greater satisfaction for both doctors and patients.

To find and establish the English language needs of medical students, it is very important to find out about the problems that medical students are currently facing in their studies. The current study observes that medical students experience difficulties in reading medical materials and slow reading speed problems

in their studies. The results of the current study also note that medical students are faced with poor grammar and vocabulary problems in their studies. Additionally, the current study established that medical students also face challenges related to poor pronunciation and poor speaking skills in their studies. Finally, the current study also notes that medical students face problems related to poor listening comprehension and poor writing skills in their studies. In conclusion, it can be inferred from these findings that medical students face English language problems that must be addressed to enable them to master all the language skills they need in their professional careers. According to Kayaoğlu and Dağ Akbaş (2016) among the key language skills, speaking is the most crucial to develop, followed by listening, reading and writing. Doctors who are fluent in English are more up-to-date on medical breakthroughs. Knowing English allows them to freely peruse international medical journals and most modern medical textbooks. Language problems damage patient and doctor satisfaction, as well as communication between doctors and patients. Consequently, any ESP course aimed at the needs of medical students must address the problems that medical students face in their studies.

Research objective three sought to investigate the English language needs of medical doctors in their professional careers (target situation). The current study's findings demonstrate that there were linguistic obstacles that inhibited medical practitioners and patients from communicating effectively. It is essential to have effective communication and collaboration between medical staff from different backgrounds (e.g. doctor-nurse, doctor-laboratory specialist, medical-administrative staff) (Ambiente, 2020). Notably, the results of the current study show that the language barriers were caused by differences in the mother tongues or the patient being unable to explain what was bothering them in English. Resultantly, doctors had to call nurses to interpret what the patients were saying. Additionally, the results of the current study illustrate that doctors' accents and pronunciations have made it difficult for patients and nurses to fully understand what they are saying. It was also noted that doctors have had a hard time understanding the slang used by patients, and even the accent and pronunciations of patients and visitors sometimes made it difficult for the doctor to understand what they were saying. Language barriers pose enormous challenges for healthcare professionals, especially in multicultural contexts such as large cities (Postigo, 2016). Therefore, it can be inferred that doctors need good to excellent speaking and listening skills so that they can mitigate communication barriers.

Any medical doctor's ability to utilise medical language is essential. However, the current study's findings demonstrate that medical doctors found it to be a barrier to use medical vocabulary because it was too complicated or intimidating for their patients. Additionally, the current study's findings show

that some medical doctors do not possess good proficiency in English, or in some instances their mother tongue interferes in their utterances which affects their medical vocabulary. Ultimately, the current study's findings suggest that medical doctors rarely use medical vocabulary in their communication with patients and visitors and that medical doctors need medical terminologies in their vocabulary. According to Alqurashi (2016), to better prepare doctors and medical professionals for careers that require extensive use of the English language, university English language courses for medical majors should place a greater emphasis on language-related aspects such as fluency, and understanding, accuracy, and structure. To ensure that a doctor understands the nature of medicine and diseases, performs the necessary procedures, gives the correct instructions, and responds appropriately to various medical conditions, addressing people's health requires a high level of English proficiency.

4.8 Summary

This chapter presented the findings of the study in accordance to the study's objectives. The chapter further discussed the findings of the study. The next chapter will conclude the study and give recommendations.

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

5.1. Conclusions

This study sought to investigate the English language needs of medical students in the Hage Geingob UNAM Campus School of Medicine. Three research objectives were formulated to serve as benchmarks for this research. The research objectives were:

1. To explore whether the medical students face communication challenges
2. Analyse the English language needs of medical students in their studies (initial situation).
3. Investigate the English language needs of doctors in their professional careers (target situation).

In an attempt to address the research goal, which is to explore the English-language communication challenges of medical students, the study concludes that medical students experience English-language communication challenges. The study further concludes that medical students have difficulty understanding the teachers' instructions given in English. Furthermore, the study notes that medical students face difficulties in reading reports and notes in English at a fast pace. Also, it is established that medical students have a hard time expressing their opinions in English. The study thus, notes that medical students face difficulties related to understanding the English pronunciation of their classmates and teachers. Finally, the study concludes that medical students experience communication difficulties at work (during exercises in hospitals). These challenges need to be addressed and rectified because communication plays a vital role in the studies and careers of medical students.

In an attempt to address the second goal of the research, which is to analyse the English language needs of medical students in their studies (initial situation). The study concludes that medical students should be taught English for Medical Purposes and that the materials used to teach English to medical students should be relevant to the medical field or use medical language. The research also established that problem-based learning should be modified for use in English courses for medical purposes and English language instructors should adopt an approach that allows students to learn English in groups and interact with each other. Furthermore, the study shows that medical students require comprehensive language skills in their studies. The study believes that medical students always need to use the four language skills frequently at both school and work. A further conclusion in this regard is that medical students must learn

reading skills to interpret information in diagrams and graphs and to read medical journals and articles. The study also observes that medical students must learn writing skills to write prescriptions, reports and research papers, and that medical students must learn listening skills to understand discussions on medical issues and medical seminars and lectures. Finally, the study within the foregoing context also notes that medical students need to learn speaking skills in order for them to be able to make oral presentations and speak to foreign patients and the public on medical issues. Doctors who are fluent in English are more knowledgeable about developments in contemporary medicine. Knowing English allows them to study international medical publications and most current medical texts without restrictions. Patient and doctor satisfaction, as well as doctor-patient communication, are all compromised by language problems. Therefore, any ESP course that will be tailored to the needs of the medical student must focus on the secondary skills highlighted here.

In an attempt to address research goal three, which is to investigate the English language needs of doctors in their professional careers (target situation), the study concludes language is a barrier that prevents doctors and patients from understanding each other. Furthermore, the study observes that these language barriers were caused by the difference in the mother tongues or the patient being unable to explain what was bothering them in English. In this regard, doctors had to rely on nurses to interpret what the patients were saying. Additionally, the study notes that doctors' accents and pronunciations make it difficult for patients and nurses to fully understand what they are saying. In addition, doctors have had a hard time understanding the slang used by patients, and even the accent and pronunciations of patients and visitors sometimes make it difficult for the doctor to understand what they are saying. Therefore, it can be concluded that doctors need speaking and listening skills so that they can mitigate communication barriers. The study also conclude that medical doctors found it to be a barrier to using medical vocabulary because it was too complicated or intimidating. Additionally, the study's findings show that some of the medical doctors do not possess a good proficiency in English, or that their mother tongue interferes in their utterances which affects their medical vocabulary. Ultimately, the study concludes that medical doctors rarely use medical vocabulary in their communication with patients and visitors and that medical doctors need medical terminologies in their vocabulary.

5.2. Recommendations

An English for Medical Purpose course should be introduced at Hage Geingob UNAM Campus. Thus, the study recommends the following:

- Medical students must be taught reading skills that enhance their reading speed. Activities for reading skills must include reading medical reports and journals as materials.
- Medical students must be taught reading comprehension skills to interpret information in diagrams and graphs. The materials to be used for reading comprehension activities must include medical journals, articles and prescriptions and diagnoses.
- Medical students must be taught listening comprehension skills using voice notes of speakers with different accents and pronunciations variations that are found in Namibia. Discussions on medical issues, seminars and lectures can also be used for listening comprehension activities.
- Medical students must be taught writing skills to write prescriptions, reports, and research papers. Thus, writing skills activities should be on writing prescriptions, reports, and research papers
- Medical students must be taught speaking skills for oral presentations and to speak to foreign patients and the public on medical issues. Hence, the activities for speaking skills must be on oral presentations on medical issues and speaking in different scenarios in a hospital set-up.
- To increase students' familiarity with medical terminology, field-specific English literature must be included in the language course curriculum. This material includes science journals, medical reports, and prescriptions.

5.3 Suggestions for future research topics

- Following this needs analysis, more research may be conducted on topics such as materials creation, teaching, and evaluation of medical students.
- Case study research may be done by conducting an error analysis of medical students' written work and finding out their writing needs.
- A need analysis study can be conducted on nursing students from the University of Namibia, Welwitschia Health Training Centre and the International University of Management.
- The nature of English for Medical Purposes in a Multilingualism culture in Namibia.

REFERENCES

- Abudhahir, R., & Ali, M. (2018). English for Islamic Studies: Should I Learn English?–From the Eyes of Islamic Studies Students. *LSP International Journal*, 5(1).
- Acar, G., & Buldukoğlu, K. (2016). Student Difficulties Communicating with Patients and Their Perceptions of the Characteristics of Difficult Patients. *Journal of Psychiatric Nursing/Psikiyatri Hemsireleri Dernegi*, 7(1).
- Alghamdi, A. (2019). Exploring English Language Needs: Business Students' and Teachers' Perspectives in a Saudi Undergraduate Context. *Arab World English Journal: Special Issue: Application of Global ELT Practices in Saudi Arabia September*.
- Al-Malki, E. A. A., Javid, C. Z., Farooq, M. U., Algethami, G. F., & Al-Harthi, A. A. (2022). Analysis of the English Language Needs of the Saudi Tourism Workforce: A First Step into Designing ESP Teaching Materials. *International Journal of Learning, Teaching and Educational Research*, 21(2).
- Aljadani, M. M. (2020). *English for Religious Purposes: Identifying English Language Needs of the Staff of the General Presidency of the Grand Mosque and Prophet's Mosque* (Doctoral dissertation, KING ABDULAZIZ UNIVERSITY JEDDAH).
- Alqurashi, F. (2016). English for medical purposes for Saudi medical and health professionals. *Advances in Language and Literary Studies*, 7(6), 243–252.
- Anthony, L. (1997). “Preaching to Cannibals: A look at Academic Writing in Engineering”. *The Japan Conference on English for Specific Purposes Proceedings*.
- Ambiente, U. (2020). Learning English for medical purposes in distance education. A conceptual approach. *Revista de Educación de la Universidad de Granada*, 27.
- Amel, A, & Mami, N. (2020). An ESP Course Design for Postgraduate Students of Engineering at Badji Mokhtar Annaba University in Algeria. *International Journal of English Language Teaching-EA Journals UK*, 8(01).
- Arias-Contreras, C., & Moore, P. J. (2022). The role of English language in the field of agriculture: A needs analysis. *English for Specific Purposes*, 65, 95-106.

- Arroyyani, R., & Nurhayati, L. (2019). Students' necessities, lacks and wants on ict-based english for nursing students. *Anglo-saxon: Journal of the English Language Education Study Program*, 10(2), 159–176.
- Atai, M. R., & Hejazi, S. Y. (2019). Assessment of academic English language needs of Iranian post-graduate students of psychology. *Ibérica*, (38), 275-302.
- Atai, M. A., & Nazari, O. (2011). Exploring reading comprehension needs of Iranian EAP students of health information management (HIM): A triangulated approach. *System*, 39(2011), 30-43.
- Atai, M. & Shoja, L. (2011), “A triangulated study of academic language needs of Iranian students of computer engineering: are the courses on track?”, *RELC Journal*, 42(3), 305-323.
- Ayoola, K., Olutayo, G., & Banji, T. (2017). Using Needs Analysis to Develop a Learner-Centred Use of English Curriculum for First Year Students in a Nigerian University.
- Balaei, P., & Ahour, T. (2018). Information technology students’ language needs for their esp course. *International Journal of Applied Linguistics and English Literature*, 7(2), 197-203.
- Basimike, K. (2018). An investigation of the use of the English language in multilingual communication: A case study of doctors in the Khomas region. (Master’s thesis, University of Namibia, Windhoek, Namibia). Retrieved from <http://repository.unam.edu.na/bitstream/handle/11070/2575/basimike2018.pdf?sequence=1&isAllowed=y>.
- Bloor, M. (1984). Identifying the Components of a Language Syllabus: A Problem for Designers of Courses in ESP or Communication Studies. In R. Williams, J. Swales, & J. Kirkman, *Common Ground: Shared Interests in ESP and Communication Studies* (pp. 15–24). Oxford: Pergamon Press in association with British Council.
- Bobanovic, M. K., & Grzinic, J. (2011). The importance of English language skills in the tourism sector: A comparative study of students’/employees’ perceptions in Croatia. *Almatourism*

Journal of Tourism, Culture and Territorial Development, 2, 10-23.
<https://almatourism.unibo.it/article/view/2476/1849>

- Borti, A. (2021). Language Needs of Francophone Students in an English as a Second Language Context. *Ghana Journal of Linguistics*, 10(2), 175-202.
- Brown, J. (1995). *The elements of the language curriculum*. Boston: Heinle & Heinle Publishers.
- Brown, J. (2001). *Using Surveys in Language Program*. Cambridge: Cambridge University Press.
- Brumfit, C. (1980). *Problems and principles in English teaching*. Oxford: Pergamon Press.
- Bryman, A. (2001). Samhällsvetenskapliga metoder. *Malmö: Liber ekonomi*.
- Burns, A., & Joyce, H. (1997). *Focus on Speaking*. Sydney: Macquarie University Press.
- Canziani, T. (2021). English for nurses: Needs analysis and syllabus. In *1st Educational Sciences Conference, ESC 2020 Proceeding* (pp. 29-44).
- Cao, Z., Zhang, Z., Liu, Y., & Liping, L. (2022) Exploring English for Medical Purposes (EMP) Teacher Cognition in the Chinese Context. *Frontiers in Psychology*, 5865.
- Celik, H. (2017). Perceived language needs of undergraduate medical students enrolled in a consecutively running esp course. *The journal of teaching English for specific and academic purposes Vol. 5, No 2, pp. 209-218*.
- Chan, M. (2014). Communicative needs in the workplace and curriculum development of business English course in Hong Kong. *Business and Professional Communication Quarterly*, 77(4), 376-408.
- Chan, S. M., Mamat, N. H., & Nadarajah, V. D. (2022). Mind your language: the importance of english language skills in an International Medical Programme (IMP). *BMC medical education*, 22(1), 1-7.
- Chankasikub, K. (2014). *A Survey of Problems and Needs in English Communication of Clinical Research Associates*. Language Institute, Thammasat University
- Chambers, F. (1980). Are-evaluation of needs analysis. *ESP Journal*, 1: 25-33.

- Chatsungnoen, P. (2015). *Needs analysis for an English for Specific Purposes (ESP) course for Thai undergraduates in a Food Science and Technology programme: a thesis presented in partial fulfilment of the requirements for the degree of Doctor of Philosophy in Education, Massey University, Palmerston North, New Zealand* (Doctoral dissertation, Massey University).
- Chemir, S., & Kitila, T. (2022). Learners' needs analysis for English for academic purposes in Ethiopian higher education institutions: The case of Wachemo University freshman students. *Cogent Education*, 9(1), 2026190.
- Chia, H., Johnson, R., Chia, H., & Olive, F. (1999). English for college students in Taiwan: a study of perceptions of English needs in a medical context. *English for Specific Purposes*, 18(2), pp. 107–119.
- Choi, L. (2021). Implementing English for Medical Purposes (EMP) in South Korea: Nursing students' ongoing needs analysis. *Nurse Education Today*, 104, 104989.
- Cohen, L. (2000). *Research methods in education (5th Ed.)*. New York: Routledge Falmer.
- Collins, B., & Mees, I. M. (2013). *Practical phonetics and phonology: A resource book for students*. Routledge.
- Creswell, J. (2009). *Research design: Qualitative, quantitative and mixed methods approach*. California: Sage Publication.
- Dafa-Alla, F. (2012). ESP learners' needs: A case study of medical students at some Sudanese universities. *English for specific purposes world*, 36 (12), 1682-3257
- Daksayani, G. (2018). *A needs analysis of English for business students at a private university in Malaysia/Daksayani Ganeson* (Doctoral dissertation, University of Malaya).
- Denzin, N. K. (2012). Triangulation 2.0. *Journal of mixed methods research*, 6(2), 80-88.
- Dudley-Evans, T., & St. John, M. (1998). *Developments in English for specific purposes: A multi-disciplinary approach*. Cambridge: Cambridge University Press.
- Education Management Information System. (2015). *Education Statistics*. Windhoek: Ministry of Education, Arts and Culture.

- Elyas, T., & Alghofaili, N. (2019). Native English speakers versus non-native English speakers: The impact of language teachers on EFL learner's English proficiency. *English Review Journal of English Education*, 7(2).
- Esfandiari, R. (2015). An investigation into ESAP needs of Iranian BA students of law. *Teaching English as a Second Language Quarterly (Formerly Journal of Teaching Language Skills)*, 34(3), 29-59.
- Eticha, D. and Woldemariam, H. (2018). The pragmatic knowledge of university lecturers: a case study. *International journal of research in social science*. 8 (1), 30-45. Impact Factor: 7.081. Also available at: http://www.ijmra.us/project%20doc/2018/IJRSS_JANUARY2018/IJMRA-12854.pdf
- Faraj, B. (2015). English for medical education in EFL context. *Journal of Teaching English for Specific and Academic Purposes*, 3(1), 121–148.
- Farah, R. R., & Rumalessin, U. A. T. (2021). Investigating English needs of law department students in English for specific purposes. *Journal of English Educators Society*, 6(1), 126-132.
- Fawole, A. (2014). *Communication strategies of English-speaking foreign medical doctors in the Limpopo province*(Doctoral thesis, University of Limpopo, South Africa). Retrieved from http://ul.netd.ac.za/bitstream/handle/10386/1283/fawole_aa_2014.pdf?sequence=1&isAllowed.
- Finch, A., (2014). Caring in English: ESP for nurses. *Int. J. Engl. Lang. Teach.* 1(1), 1–10.
- Flock, D. (1993). Are the Authentic materials a pre-requisite for an esp course? *The ESP Maghreb Conference*. London: The British Council.
- Frydman, J. (2011). A critical analysis of Namibia's English-Only language policy. *Proceedings of the 40th Annual Conference on African Linguistics*. Retrieved from <http://www.lingref.com/cpp/acal/40/paper2574.pdf>.
- Fujita, R. (2020). English for tourism and hospitality. In H. Terauchi, J. Noguchi & A. Tajino (Eds.), *Towards a new paradigm for English language teaching: English for specific purposes in Asia and beyond* (pp.172-180). Routledge.

- Garcia-Ponce, E. E. (2020). Needs analysis to enhance English language proficiency at a Mexican university. *Profile Issues in Teachers Professional Development*, 22(2), 145-162.
- Generoso, J. C., & Arbon, A. M. M. (2020). Language needs analysis: An EAP curriculum design to develop foreign students' English skills. *Journal of Asia TEFL*, 17(2), 428.
- Gholaminejad, R. (2020). What do Iranian undergraduate students of social vs. natural sciences say about their language needs?. *International Journal of Research in English Education*, 5(1), 104-115.
- Gholaminejad, R. (2021). Disciplinary differences in the language needs of engineering students in Iran: a cross-disciplinary analysis. *Journal of Applied Research in Higher Education*.
- Glomo-Narzoles, D. T., & Glomo-Palermo, D. T. (2021). Workplace English language needs and their pedagogical implications in ESP. *International Journal of English Language and Literature Studies*, 10(3), 202-212.
- Grabe, W., & Stoller, F. L. (1997). Content-based instruction: Research foundations. *The content-based classroom: Perspectives on integrating language and content*, 1, 5-21.
- Gordon, N., Davidoff, F., Tarnow, E., Reidenberg, M. M., & Endriss, K. (2002). A question of response rate. *Science*, 25(1), 25.
- Grove, S., & Burns, N. (1993). *The practise of nursing research: conduct, critique & utilization*. Philadelphia: Sanders.
- Gude, T., Tyssen, R., Anvik, T., Grimstad, H., Holen, A., Baerheim, A., ... & Løvseth, L. (2020). Have medical students' attitudes towards clinical communication skills changed over a 12-year period? A comparative long-term study. *BMC Medical Education*, 20(1), 1-7.
- Hadfield, J., & Hadfield, C. (2008). *Introduction to teaching English*. Eial: Oxford University Press.
- Hamdani, I., & Ghania, O. (2022). Identifying the English language needs of hydraulics engineers: bridging the gap between ESP academic studies and professional needs. *International Online Journal of Education and Teaching (IOJET)*, 9(2), 677-689.

- Hamza, A. (2018). English language problems that face by medical students in EFL context. *Multi-knowledge electronic comprehensive journal for education and science publications (MECSJ)*.
- Hashim, J., Major , S., Mirza, D., Prinsloo, E., Osman, O., Amiri, L., & McLean, M. (2012). Medical students learning communication skills in a second language: empathy and expectations. *Clinical and Basic Research*.
- Hashmi, U. M., Rajab, H., & Sindi, A. E. (2020). Dental students' perceptions of ESP material and its impact on their language proficiency: A case study of a Saudi Arabian university. *Arab World English Journal*, 10(4), 3-17
- Hejazi, S. Y. (2013). Assessment of academic English needs of Iranian postgraduate psychology students. *Unpublished master's thesis*). *Khwarazmi University, Tehran*.
- Hekmati, N., Davoudi, M., Zareian, G., & Elyasi, M. (2020). English for medical purposes: An investigation into medical students' English language needs. *Iranian Journal of Applied Language Studies*, 12(1), 151-176.
- Hornby, A. (2005). *Oxford Advanced Learner's Dictionary*. Oxford: Oxford University Press.
- Hull, M. (2004). Changing the paradigm for medical English language teaching. *Paper presented at the 2004 International Symposium of English for Medical Purpose*. Xi'an.
- Huong, T. (2018). English language needs in listening and speaking skill of police officers in Vietnam: Basis for ESP Syllabus design. *Asian EFL Journal*, 14(7.2), 251 - 279.
- Hussen, G. H. and Woldemariam, H. Z. (2016). An evaluation of the pragmatic competence of year one students of the school of humanities and law: a case study. *NAWA journal of language and communication*. 10 (1), 64-94.
- Hutchinson, T., & Waters, A. (1987). *English for Specific Purposes*. Cambridge: Cambridge University Press.
- Hutchinson, T., & Waters, A. (1987). *English for Specific Purposes: A learning-centred approach*. New York: Cambridge University Press.
- Hwang, Y. (2011). Pedagogical implications on medical students' linguistic needs. *English language teaching Vol. 4, No. 4*.

- Hwang, Y., & Lin, S. (2010). A study of medical students' linguistic needs in Taiwan. *The Asian ESP Journal*.
- Javid, c, & umer, m. (2013). Investigating English language needs: Medical undergraduate's perspective in a Saudi context. *Pakistan journal of social sciences (pjss)* vol. 33, no. 2 (2013).
- Javid, c. (2011). EMP needs of medical undergraduates in a Saudi context. *Kashmir journal of language research*, 14(1), 89-100.
- Johns, A. (2013). *The history of English for specific purposes research*. In B. Paltridge & S. Starfield (Eds.), *The handbook of English for Specific Purposes* (pp. 5-30). West Sussex: John Wiley&Sons, Inc.
- Johns, A., & Salmani, A. (2015). *English for Specific Purposes: The state of the art* (An online interview with Ann M. Johns). *International Journal of Language Studies*, 9(2), 113-120.
- Jubhari, Y. (2022). Needs Analysis in English for Specific Purposes (ESP) for Nursing Students. *EDULEC: EDUCATION, LANGUAGE AND CULTURE JOURNAL*, 2(1), 80-86.
- Kaewpet, C. (2009). A framework for investigating learner needs: Needs analysis extended to curriculum development. *Electronic journal of foreign language teaching* Vol. 6, no. 2, pp. 209–220.
- Kamati, N. and Woldemariam, H. Z. (2016). Causes of the underachievement of grade 12 learners in English as a second language: a case study. *NAWA journal of language and communication*. 10 (2), 32-48. <http://ir.nust.na/xmlui/handle/10628/672>
- Kamaruddin, S., Izehari, Z., & Sukimin, I. (2017). Language needs analysis: An initial investigation on Malaysian drivers for alternative taxi company. *Asian Journal of Social Science Studies*, 2(4), 45-53. <https://doi.org/10.20849/ajsss.v2i4.239>
- Kanoksilapatham, B. (2012). Language for specific purposes in Asia. In: Chapelle, C. (Ed.), *The Encyclopedia of Applied Linguistics*. Wiley & Sons, Boston.
- Karachedee, P. (2017). *Needs for English Communication Skills of Thai Employees in a Multinational Company* (Doctoral dissertation, Master's Thesis, Faculty of Education, Burapha University).

- Karimnia, A., & Khodashenas, M. R. (2018). MEDICAL STUDENTS' ENGLISH LANGUAGE LEARNING: NEEDS AND PERCEPTIONS. *Sustainable Multilingualism*, (13), 168-195.
- Karnine, V., Preece, D., & Muhammad, B. (2022). A Study on Needs Analysis in English Teaching and Learning Skills for Sultan Salahuddin Abdul Aziz Shah Polytechnic Engineering Students Pursuing Degree. In *Proceedings* 82 (1), 63). MDPI.
- Kayaoğlu, M., & Dağ Akbaş, R. (2016). An investigation into medical students' English language needs. *Participatory educational research special issue 2016-i*, pp., 63-71.
- Khalili, S., & Tahririan, M. (2020). Deciphering challenges of teaching English for specific purposes to medical students: Needs, lacks, students' preferences, and efficacy of the courses. *Teaching English Language*, 14(1), 365-394.
- Kim, K., & Joo, K. (2018). Korean culinary college students' desired careers and English proficiency needs. *English Teaching*, 73(1), 161-181.
- Koponen, J., Pyörälä, E., & Isotalus, P. (2014). Communication skills for medical students: Results from three experiential methods. *Simulation & Gaming*, 45(2), 235-254.
- Koenig, E., Guertler, K., Żarnowska, D., & Horbačauskienė, J. (2020). Developing English language competence for global engineers. In *2020 IEEE Global Engineering Education Conference (EDUCON)* (pp. 242-249). IEEE.
- Krashen, S. D. & Terrel, T. D. (1983). *The natural approach: language acquisition in the classroom*. San Francisco: The Alemany press.
- Kuzembayeva, G., & Zhakanova, B. (2021). Needs analysis in English language teaching of medical students in Kazakhstan. *International Journal of Multilingual Education*, 19,
- Laar, M. (1998). The Latin component in English medical texts and some of the possibilities it offers for interdisciplinary integrated teaching. *Linguistics in Estonia and Finland: Crossing the Gulf Symposium*. Estonia: Tallin.

- Lamri, C. (2016). *An introduction to English for specific purposes (ESP): Online lectures for third-year 'Licence' level*. Retrieved from <http://www.https://www.scribd.com/document/344923072/4-An-Introduction-to-ESP-LAMRI-pdf>.
- Lee, P. (2012). *Research design: what is it and why do it?* South Carolina: Sage Publications.
- Lin, O., Arumugam, N., Mohamad, F., Suppiah, P. C., & Lwin, A. S. (2021). Needs Analysis on the Importance of English Communication Skills for Government Officials in Myanmar. *Journal of Academic Research in Business and Social Sciences*, 11(3), 612- 624.
- Lodhi, M., Shamim, M., Robab, M., Shahzad, S., & Ashraf, A. (2018). English for doctors: An ESP Approach to needs analysis and course design for medical students. *International Journal of English linguistics; Vol. 8, No. 5; 2018 ISSN 1923-869X E-ISSN 1923-8703*.
- Long, M. (2005). Methodological issues in learner need analysis. In M. Long , *Second language needs analysis* (pp. 19-76). Cambridge: Cambridge University Press.
- Lu, Y. L. (2018). What do nurses say about their English language needs for patient care and their ESP coursework: The case of Taiwanese nurses. *English for Specific Purposes*, 50, 116-129.
- Mackay, R., & Mountford, A. (1978). *English for specific purposes: A case study approach*. London: Longman.
- Maher, J. (1986). The development of English as the international language of medicine. *Applied Linguistics*, 7, 206-218.
- Mahwish , G., Ahsan , A., Khalid, L., Rasool, M., Khan, F., Ayub, M., & Marwat, S. (2012). Isolation of medical students: Communication barrier and its effect on careers. *J Ayub Med Coll Abbottabad* 2012;24(3-4).
- Mahdavi Zafarghandi, A., Khalili Sabet, M., & Shahroudi, S. (2014). Developing an ESP needs profile of Iranian students of Business Administration. *International Journal of Research Studies in Language Learning*, 3(5), 3-18.
- Matthews, M., & Van Wyk, J. (2018). Exploring a communication curriculum through a focus on social accountability: A case study at a South African medical school. *African Journal of Primary Health Care & Family Medicine*;10(1), a1634. <https://doi.org/10.4102/phcfm.v10i1.1634>.

- Marhasni, R., Kusni, K., & Rosa, R. N. (2013). The Needs Analysis of English Materials on Computer and Network Engineering Students. *Journal of English Language Teaching*, 1(2), 604-613.
- Maung, C., Khaing, M., & Nyo, M. (2014). Developing the four skills of language teaching staff through a lesson. Retrieved from <http://https://umoar.mu.edu.mm/bitstream/handle/123456789/61/Developing%20the%20Four%20Skills.pdf?sequence=1&isAllowed=y>.
- Means, A.. (2017). Education for a post-work future: Automation, precarity, and stagnation. *Knowledge Cultures*, 5(01), 21-40.
- Met, M. (1991). Learning language through content: Learning content through language. *Foreign language annals*, 24(4), 281.
- McDonough, J. (1984). *ESP in Perspective: A Practical Guide*. London: Collins Educational.
- Ministry of Basic Education. (1993). *Towards Education for All: a development brief for Education, Culture and Training*. Windhoek: Gamsberg publishing.
- Milosavljević, N., Vuletić, A., & Jovković, L. (2015). Learning medical English: a prerequisite for successful academic and professional education. *Srpski arhiv za celokupno lekarstvo*, 143(3-4), 237-240.
- Modi, J. N., Chhatwal, J., Gupta, P., & Singh, T. (2016). Teaching and assessing communication skills in medical undergraduate training. *Indian Pediatrics*, 53(6), 497- 504.
- Monghnade, T. and Woldemariam, H. Z. (2015). The English language needs of business students of Adama Science and Technology University, Ethiopia. *NAWA journal of language and communication*. 9 (1), 150-193.
- Mori, H., & Suzuki, S. (2018). Needs Analysis of English for Hospital Nurses. *Journal of Japanese Red Cross Toyota College of Nursing*, 13(1), 109-119.
- Mubaraq, Y. F. (2017). Needs analysis: Medical English for Indonesian medical students. In *National Seminar Proceeding* (pp. 568–575). Banjarmasin.

- Munby, J. (1978). *Communicative syllabus design: A sociolinguistic model for defining the content of purpose-specific language programmes*. London: Cambridge University Press
- Nassaj, H. (2015). Qualitative and descriptive research: Data type versus data analysis. *Language Teaching Research Vol. 19(2)* 129–132.
- Nation, P. (2000). *Designing and improving a language course*. Forum, 38, 2.
- Niglas, K. (2009). How the novice researcher can make sense of mixed methods designs. *International Journal of Multiple Research Approaches*, 3. <http://dx.doi.org/10.5172/mra.455.3.1.34>, 34-46.
- Niazi, M. (2012). English for medical purposes: A case of English for specific purposes. National University of Modern Languages, Islamabad, Pakistan.
- Noori, M., & Mazdayasna, G. (2015). EAP programs in a nonnative context: A critical approach. *International Journal of Language and Applied Linguistics*, 1(3), 46-53.
- Noori, M., & Mazdayasna, G. (2014). A triangulated study of target situation needs of Iranian undergraduate students of English language and literature. *Procedia-Social and Behavioral Sciences*, 98, 1374-1379.
- Nunan, D. (1989). *Designing tasks for the communicative classroom*. Cambridge university press.
- Nurpahmi, S. (2016). ESP course design: An integrated approach. *Lentera Pendidikan: Jurnal Ilmu Tarbiyah Dan Keguruan*, 19(2), 172-181.
- Omaggio, H. (1993). *Teaching language in context*. Boston: Heinle & Heinle Press.
- Özdemir, N. (2014). Diagnosing the EAP needs of Turkish medical students: A longitudinal critical need analysis. *IBERICA 28. qxp: Iberica*.
- Patton, M. (1990). *Qualitative evaluation and research methods*. California: Sage Publications.
- Paltridge, B., & Starfield, S. (Eds.) (2013). *The handbook of English for specific purposes*. West Sussex: John Wiley & Sons, Ltd.
- Ping, H., & Guo, F. (2019). What skills do college students require in the workplace? A research study based on discursive competence. *The Asian ESP Journal*, 15(1.1), 119 - 140.

- Postigo, A. (2016). Challenges in doctor-patient communication in the province of Malaga: a multilingual crossroads. *7th International Conference on Intercultural Education "Education, Health and ICT for a transcultural world"*. Almeria: Retrieved from <http://www.sciencedirect.com>.
- Poedjiastutie, D., & Puspitasari, R. (2018). Do Doctors Need Communication in their Job Places?(A Case in Indonesia). *Indonesian Journal of English Education*, 5(2), 127-142.
- Prachanant, N. (2012). Needs analysis on English language use in tourism industry. *Procedia Social and Behavioral Sciences*, 66, 117-25. <https://doi.org/10.1016/j.sbspro.2012.11.253>
- Putri, N., Kher, D. F., Rani, Y. A., & Ramli, A. J. (2021). English for specific purposes: english language needs in hospitality and travel industry. *IJMURHICA: International Journal of Multidisciplinary Research of Higher Education*, 1(1), 1-17.
- Puspitasari, I. (2013). English for Computer Science: Sebuah Analisis Kebutuhan Bahasa Inggris Pada Mahasiswa Teknik Informatika. *Jurnal Pro Bisnis*, 6(1), 20–37.
- Rahman, M. (2015). English for Specific Purposes (ESP): A Holistic Review. *Universal Journal of Educational Research*, 3(1), 24–31.
- Ramasamy, R., Murugaiyan, S., Shalini, R., Vengadapathy, K., & Gopal, N. (2014). Communication skills for medical students: An overview. *Journal of Contemporary Medical Education DOI: 10.5455/jcme.20140321110500*.
- Rathiram, V., Neilson, L. O., Kassim, A. S., Mokone, W. T., & Green, C. C. (2022). Communication experiences of healthcare students whilst managing adults with communication disorders. *South African Journal of Communication Disorders*, 69(1), 9.
- Restika, M. (2014). *An Analysis of Economics Faculty Students' English Needs in Learning Business English as English for Specific Purpose (ESP) Course at Universitas Negeri Padang* (Doctoral dissertation, Universitas Negeri Padang).
- Richards, J. (2001). *Curriculum development in language teaching*. Cambridge: Cambridge University Press.
- Richards, K. (2003). *Qualitative Inquiry in TESOL*. Basingstoke: Palgrave Macmillan.

- Richterich, R. & Chancerel, J. (1980). Identifying the needs of adults learning a foreign language. Oxford: Pergamon Press
- Riwasanti, M. F., Maghfiroh, A., & Mustikawati, D. A. (2021). ANALYSIS OF ENGLISH LANGUAGE NEEDS IN NURSING STUDENTS OF MUHAMMADIYAH PONOROGO UNIVERSITY. *PROJECT (Professional Journal of English Education)*, 4(6), 1067-1075.
- Robinson, P. (1991). ESP today: A practitioner's guide. New York: Prentice-Hall
- Romero Coronel, L. G. (2016). *Communicative Skills For Medical ESP In Ecuador* (Master's thesis, Espol).
- Rossikhina, O. G., Ermakova, P. V., & Aleshchenko, O. A. (2019). Analysis of the English language needs of students at the Russian Technological University. *RUDN Journal of Psychology and Pedagogics*, 16(1), 88-100
- Rubab, I., Masood, F., & Javaid, M. A. (2020). English for Medical Officers: A Case of ESP.
- Sahiba, A. (2019). *Investigating student's belief toward the importance of english learning for dakwah activity at IAIN Palangka Raya* (Doctoral dissertation, IAIN Palangka Raya).
- Sadegh-Zadeh, K. (2015). Handbook of analytic philosophy of medicine, philosophy and medicine. *Springer Science and Business Media Dordrecht DOI 10.1007/978-94-017-9579-1_4*.
- Sadiku, L. (2015). The importance of four skills reading, speaking, writing, and listening in a lesson hour. *European Journal of Language and Literature Studies Vol.1, Nr. 1*.
- Sattarpour, S., & Khalili, A. (2019). Exploring the present and target academic English language needs of Iranian undergraduate students: a case at the Tabriz University of Medical Sciences. *Research and Development in Medical Education*, 8(2), 113-123.
- Saul, M. (2018). *Questionnaire*. Retrieved from <https://www.simplypsychology.org/questionnaires.html>.
- Shahmoradi, Y., & Izadpanah, S. (2017). Assessing the English language needs of Persian Literature university students from teachers' perspective. *Journal of Modern Research in English Language Studies*, 4(1), 68– 33.

- Shankule, K. and Woldemariam, H. Z. (2015). An evaluation of the pragmatic competence of high school students of English: a case study in Ethiopia. *NAWA journal of language and communication*, 9 (2), 40-63. <http://ir.nust.na/handle/10628/704>
- Shi, W. (2018). Exploring course design for a university-level ESP-based college English program at the university of finance and economics in China. *Journal of Teaching English for Specific and Academic Purposes*, 6(1), 115-124.
- Showail, H. (2020). The Need for English for Nursing Purposes Course in a Saudi Arabian Nursing College.
- Scarcella, R. C., & Oxford, R. L. (1992). The tapestry of language learning: The individual in the communicative classroom.
- Simataa, A. A., & Simataa, E. (2017). Namibian multilingualism and sustainable development. *JULACE: Journal of the University of Namibia Language Centre*, 2(2), 26-37.
- Siu, T., Mann, M., Mangat, B., & Dharamsi, S. (2009). Language skills of UBC medical students: Working toward cultural competency in health care. *BC Med J*, 51(3), 108-111.
- Snow, M. A., Met, M., & Genesee, F. (1989). A conceptual framework for the integration of language and content in second/foreign language instruction. *TESOL quarterly*, 23(2), 201-217.
- Sothan, S. (2015). Exploring English language needs according to undergraduate students and employers in Cambodia. *International Journal of Linguistics and Communication*, 3(1), 87-96.
- Spence, P., & Liu, G.-Z. (2013). Engineering English and the high-tech industry: A case study of an English needs analysis of process integration engineers at a semiconductor manufacturing company in taiwan. *English for Specific Purposes*, 32(2), 97-109. <https://doi.org/10.1016/j.esp.2012.11.003>.
- Teddlie, C., & Yu, F. (2007). Mixed methods sampling: A typology with examples. *Journal of Mixed Methods Research*, 1(1), 77-100.

- Tenedero, P., & Orias, B. (2016). English that counts: Designing a purposive communication course for future accountants. *Esp-World. Info*, 50(17), 1-22.
- Tesema, S. A., & Woldemariam, H. Z. (2016). A study of the specific English language needs of engineering students of Adama Science and Technology University (Ethiopia): A case study.
- Theeartsana, P. (2017). *English language needs analysis of Thai nurses at a public hospital in Bangkok* (Doctoral dissertation, Master thesis]. Bangkok: Thammasat University).
- Unam Faculty of Health Science. (n.d.). *Faculty of Health Science brochure*. Retrieved from <http://www.unam.edu.na/sites/default/files/Faculty%20of%20Health%20Sciences.pdf>.
- Unam School Medicine undergraduate qualification. (n.d.). Retrieved from <http://www.unam.edu.na/school-of-medicine/undergraduate-qualifications?qualificationid=3548>.
- Vahdany, F., & Gerivani, L. (2016). AN analysis of the English language needs of medical students and general practitioners: A case study of Guilan university of medical sciences. *International Journal of English Language and Literature Studies*, 5(2): 104-110.
- Van den Berg, V. (2016). Still lost in translation: language barriers in South African health care remain. *South African Family Practice*, 58:6, 229-231, DOI:10.1080/20786190.2016.1223795.
- Wahyuni, S. (2021). The English Language Needs for Medical Students: A Link and Match of Academic and Professional Career. *ENGLISH FRANCA: Academic Journal of English Language and Education*, 5(1), 169- 184.
- Weimer, M. (2002). *Learner-centred teaching: five key changes to practice*. San Fransisco, CA: Jossey Bass.
- Wermuth , M., & Verplaetse, H. (2018). Medical terminology in the Western world: Current Situation. In A. Abied & A. Ahmed, *Handbook of Terminology: Terminology in the Arab world*. John Benjamins Publishing Company.
- West, R. (1994). Needs analysis in language teaching. *Language Teaching*, 27, 1–19.
- Widiatmoko, P. (2014). Facilitating Relevance of Classroom Pedagogy and Professional Needs in an EFL Medical English. In *Conference proceeding of the 61st TEFLIN Conference Indonesia*.

- Witbeen, P.P. and Woldemariam, H.Z. (2020). Multiculturalism and Communication in the HE Classroom Context: A Namibian Case Study. *International journal of multidisciplinary comparative studies*. University of Greenwich (London). 1-3, pp.20...43 <http://www.ijmcs-journal.org/wp-content/uploads/2021/03/PETRINA PATRICIA-WITBEEN-HAILELEUL-ZELEKE-WOLDEMARIAM.pdf>
- Woldemariam, H.Z. and Hundessa, AB. (2021). Assessment of Doctor-Patient Communication at Adama Hospital Medical College: A Symbolic Interactionist Perspective. *Arsi Journal of Sciences and Innovations*. 6(2), 35-75. <http://213.55.95.79/index.php/ajsi/article/view/3196/2440>
- Wulandari, R. Z., Muchsin, M. K., & Tambunan, T. (2019). A Need Analysis of English For Specific Purposes (ESP) For Nursing Students At SMKS Kesehatan Kendari. *Journal of English Education and Teaching*, 3(4), 429-437.
- Yasmin, M., Sarkar, M., & Sohail, A. (2016). Exploring English language needs in the hotel industry in Pakistan: An evaluation of existing teaching material. *Journal of Hospitality & Tourism Education*, 28(4), 202-213.
- Yang, M. (2005). Nursing pre-professionals medical terminology learning strategies. *Asian EFL Journal*, 7(1), 137-154.

APPENDICES

APPENDIX A

STUDENT'S QUESTIONNAIRE

Dear Student

Thank you for taking the time and effort to participate in this research. My name is Eben Ezer Kalola, and I am a Master's student in English and Applied Linguistics at Namibia University of Science and Technology. This inquiry is being conducted to get insight into the current English Language needs of medical students at the Hage Geingob UNAM campus's School of Medicine. The questionnaire requires about 10 minutes to complete.

Be assured that your views on this questionnaire will be handled with confidentiality and anonymity.

Thank you for your invaluable participation!

Eben Ezer Kalola

SECTION A: DEMOGRAPHIC INFORMATION:

1. Gender: Please select the relevant box.

Male Female

2. Age Group: Please select the relevant box.

18-20 21-25 26-30 31-35 36-40 Above 40

3. Year of Study: Please select the relevant box.

2nd Year 3rd Year

4. Please tick the correct box. In my opinion, my English language skills are:

Excellent Good Average Poor Very Poor

5. My mother tongue is _____

SECTION B: COMMUNICATION CHALLENGES

1. Please check the appropriate box to indicate how much you agree or disagree with each of the following statements.

Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I have difficulty understanding the lecturer's instructions given in English.					
I have difficulties conveying messages in English.					
I have difficulties reading English reports and memos at a fast pace.					
I have difficulties voicing my opinions in English.					
I cannot understand some of my classmate's and lecturer's English pronunciation.					
I do not know the appropriate words to use while speaking in English.					

2. Do you face any communication challenges at work (during practical's)/school?

Elaborate_____

SECTION C: ENGLISH LEARNING

3. Check the correct box to indicate the extent to which you agree or disagree with each of the following statements.

Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
English for Academic Purposes is important for medical students					
English for Medical Purpose is important for medical students.					
English is important to my academic studies and target career.					
The materials in medical students' English courses should be relevant to the medical field.					
The current amount of English instruction given to medical students at the School of Medicine is adequate to meet their academic and professional English language needs.					
English language instructors should use a method in which students can learn English interactively in groups.					
Problem-based learning (PBL) should be adapted to use in English for medical purposes courses.					

4. Do you think it is necessary to have a fluent command of oral and written English as a Medical doctor? Why do you say so?

SECTION D: PROFICIENCY

5. 5. Which of the following language skills do you think are important for medical students?
(Please arrange them in order of importance – number 1 being the most important, and number 4 being the least important)

Skills	Rate
--------	------

Listening

Speaking

Reading

Writing

6. Indicate how often you think medical students need the following English skills

Skills	a) Always	b) Often	c) Rarely	d) Never
--------	-----------	----------	-----------	----------

Speaking skills

Writing

Listening

Reading

7. Which of the following secondary skills would you like to learn? Check the appropriate box, depending on the selection made by: **most important (number 1), very important (number 2), important (number 3) and not important (number 4)**

Major language skills	1	2	3	4
Reading				
To read medical journals and articles				
To interpret the information in diagrams and charts				
To understand the main ideas of reading texts				
Reading medical books				
Writing				
Writing prescriptions				
Writing reports				
Note-taking from written sources				
To write research papers				
Listening				
Listening to oral presentations				
Listening skills are necessary for medical students to understand discussions on medical issues				
To understand seminars and conferences.				
Speaking				
Asking questions in the class				
Giving spoken presentation				
To talk to foreign patients				
Speaking to the public on medical issues				

8. Which of the following English language skills are important for student success in medical studies? (Mark as many as possible that applies to you)

Reading to understand English textbooks, resource books and medical journals.	
Presenting oral reports	
Understanding class lectures	
To be able to present at conferences and seminars in English related to medical issues	
Writing exam answers	
Writing research papers	

9. Check the problems you think students may currently face in their medical studies. You can tick as many as possibly applicable to you.

English language problems	
Poor vocabulary	
Poor grammar	
Poor listening comprehension	
Poor speaking skills	
Slow reading speed	
Poor writing skills	
Poor pronunciation	
Difficulties in reading materials for medicine.	

10. To what extent do you think English for Specific Purposes should be focused on medical vocabulary? Please specify, in terms of the large extent or less extent and elaborate.

11. Do you have any suggestions for making the English courses more effective and more useful to you as a medical student? If yes, please state them.

APPENDIX B

OBSERVATION CHECKLIST FOR MEDICAL DOCTORS

Exploring the current English language needs for medical students at the School of Medicine at Hage Geingob UNAM campus.

1. Demographic information

Gender:

Specialisations:

2. Please use the scale below to rate the use of English by medical doctors. *Tick your answer for each item below.*

Statements	Very often	Often	Rarely	Not at all
1. The doctor encounter communication problems with patients.				
2. The doctor struggles to understand the different slang, accents and pronunciations of the patients.				
3. The doctor has problems explaining the patient's charts, scans, medication as well as medical and surgical procedures in English.				
4. The doctor uses the medical register when communicating with patients and colleagues.				

3. Any other observations:

APPENDIX C

ETHICAL CLEARANCE APPROVAL



FACULTY RESEARCH ETHICS COMMITTEE (F-REC)

DECISION: ETHICS APPROVAL

Ref: S004/2021
Student no.: 214073777

Issue Date: 25 February 2021

RESEARCH TOPIC

Title: Exploring the current English language needs for medical students in the School of Medicine at Hage Geingob UNAM campus

Researcher: Eben Ezer Kalola
Tel: +264 81 493 9082
E-mail: Kalolaebenezer@gmail.com

Supervisor: Prof Haileleul Z Woldemariam
E-mail: hwoldemariam@nust.na

Dear Mr Kalola,

The Faculty of Human Sciences Research Ethics Committee (F-REC) of the Namibia University of Science and Technology reviewed your application for the above-mentioned research. The research as set out in the application has been approved.

We would like to point out that you, as principal investigator, are obliged to:

- maintain the ethical integrity of your research,
- adhere to the Research policy and ethical guidelines of NUST, and
- remain within the scope of your research proposal and supporting evidence as submitted to the F-REC.

Should any aspect of your research change from the information as presented to the F-REC, which could have an effect on the possibility of harm to any research subject, you are under the obligation to report it immediately to your supervisor or F-REC as applicable in writing. Should there be any uncertainty in this regard, you have to consult with the F-REC.

We wish you success with your research, and trust that it will make a positive contribution to the quest for knowledge at NUST.

Sincerely,



Dr Hennie J Bruyns
Chairperson: FREC
Tel: +264 61 207-2988 / 7
E-mail: hbruyns@nust.na



Prof Alinah K Segobye
Dean: FoHS
Tel: +264 61 207-2418
E-mail: asegobye@nust.na

APPENDIX D

PERMISSION LETTER FROM SCHOOL OF MEDICINE, HAGE GEINGOB CAMPUS

SCHOOL OF MEDICINE

University of Namibia, Private Bag 13301, Windhoek, Namibia
Florence Ngeingae street, Windhoek, North
☎ +264 61 206 5023, URL: <http://www.unam.edu.na>



Dr. Felicia Christians
Associate Dean: School of Medicine
Faculty of Health Sciences &
Veterinary Medicine
University of Namibia: Hage Geingob
Campus
Tel: 264612065010/+264818430191
E-mail: fchristians@unam.na

07/10/2021

Mr. E. E. Kalola
PO Box 80013
Ongwediwa

RE. Permission to conduct research at the School of Medicine, Hage Geingob campus

Dear Mr. Kalola

Your request to conduct a research study at the Hage Geingob campus is well received.

Your study titled : **"Exploring the current English language needs for medical students in the School of Medicine at the Hage Geingob campus"**, is relevant and timely.

We are currently transforming/ realigning the undergraduate curriculum and wish to introduce a medical language course into our core curriculum. The students you plan to interview would have done English for Academic Purposes in Year 1, Semester 1 .

I hereby grant permission to conduct the research study amongst 2nd and 3rd year medical students at the Hage Geingob campus.

I wish you every success with your study and trust that the results will be shared with the School of Medicine management.

Yours sincerely

A handwritten signature in dark ink, appearing to read "F. Christians", is written over a horizontal line.

Dr. F. Christians
Associate Dean: School of Medicine
Hage Geingob campus

APPENDIX E

PERMISSION LETTER FROM THE MINISTRY OF HEALTH AND SOCIAL SERVICES


REPUBLIC OF NAMIBIA

MINISTRY OF HEALTH AND SOCIAL SERVICES
OFFICE OF THE EXECUTIVE DIRECTOR

Ministerial Building
Harvey Street
Private Bag 13198, Windhoek

Tel. No: 061-203 2507
Fax No: 061-222 558
Andre.Shipanga@mhss.gov.na

Ref: 133/3/EEK001
Enquiries: Mr. A. Shipanga

Date: 06 January 2022

Mr. Eben E. Kalola
PO Box 80013
Ongwediva

Dear Mr. Kalola

Re: Exploring the current English language needs for medical students in the School of Medicine at the Hage Geingob campus

1. Reference is made to your application to conduct the above-mentioned study.
2. The proposal has been evaluated and found to have merit.
3. Kindly be informed that permission to conduct the study has been granted under the following conditions:
 - 3.1 The data to be collected must only be used for academic purpose;
 - 3.2 No other data should be collected other than the data stated in the proposal;
 - 3.3 Stipulated ethical considerations in the protocol related to the protection of Human Subjects should be observed and adhered to, any violation thereof will lead to termination of the study at any stage;
 - 3.4 Preliminary findings to be submitted upon completion of the study;
 - 3.5 Final report to be submitted upon completion of the study;
 - 3.6 Separate permission should be sought from the Ministry for the publication of the findings.
4. The ministry cannot assign a Social Worker specifically for the study, research participants requiring counselling and therapy support must be referred to the nearest health facility.
5. All the cost implications that will result from this study will be the responsibility of the applicant and not of the MoHSS.

Yours sincerely,


BEN NANGOMBE
EXECUTIVE DIRECTOR

All official correspondence must be addressed to the Executive Director



18.415

APPENDIX F

PERMISSION LETTER FROM THE OFFICE OF THE CHIEF MEDICAL SUPERINTENDENT

9-0/0001


REPUBLIC OF NAMIBIA
Ministry of Health and Social Services

Private Bag 13215
Windhoek
Namibia
Enquiries: Ms. S. Sipinge

Harvey Street
Windhoek Central Hospital
Ref. No. 17/3/3 EEK001

Tel. No. (061) 203 3024
Fax No. (061) 222886
Date 20 January 2022

OFFICE OF THE CHIEF MEDICAL SUPERINTENDENT

Mr. Eben Ezer Kalola
Namibia University of Science and Technology
Windhoek
0814939082

Dear Mr. Kalola

SUBJECT: REQUEST FOR PERMISSION TO CONDUCT A STUDY ON EXPLORING THE CURRENT ENGLISH LANGUAGE NEEDS FOR MEDICAL STUDENTS IN THE SCHOOL OF MEDICINE AT WINDHOEK CENTRAL HOSPITAL.

1. Reference is made to your application to conduct the above-mentioned study.
2. This letter serves to inform you that permission has been granted for you to conduct a research on the above mentioned subject as per your request.
3. Patients/Clients information should be kept confidential at all times.
4. Copy of report to be submitted at Chief Medical Superintendent and Customer care office, Windhoek Central Hospital upon completion of the study.

Yours sincerely


DR. D. J. JIRAB
CHIEF MEDICAL SUPERINTENDENT



"Your Health, Our Concern"

APPENDIX G

RECOMMENDED ENGLISH FOR MEDICAL PURPOSE COURSE OUTLINE FOR MEDICAL STUDENTS

English for Medical Purpose

1. Introduction

This English for Medical Purposes course is for medical students at the Hage Geingob Campus. It is divided into four chapters which address the academic and professional needs of physicians. The sequence and balance of the modules are determined by the students' requests. Each module encapsulated a series of self-learning exercises for students.

2. The syllabus's goals

This course is designed to help prospective physicians in their professional field develop integrated skills, critical thinking and autonomy, which may include compiling, organizing presentations, researching and analysing the content of certain materials, and conducting virtual and non-virtual communication, intercultural awareness and evaluating professional sources.

3. Course objectives

The course will cover the following:

a. Listening

1. Pay attention to professional speeches and take notes (eg at meetings and training sessions).
2. Participate in academic and professional presentations and follow handouts, slides and other materials (for example, speeches/lectures at conferences and meetings).
3. Pay attention to and follow patient reports of their disease.
4. Listen to descriptions and explanations of symptoms, impacts, and processes and gather both salient information and details.
5. Pay attention to academic lectures and take detailed notes.
6. Pay attention to and obey directions, such as those given by senior doctors at work.
7. Comprehend different tones and accents: try to understand the patient with a typical Namibian accent (Oshikwanyama, Otjiherero, Nama/Damar/ Afrikaans etc) is trying to say.

b. Reading

1. Read and seek reference resources for relevant information (Medical books).
2. Determine the writer's intent for genuine academic and professional contact (eg, email, letter, fax).
3. Recognize the author's views and views in legitimate medical writings (medical blogs, professional/scientific publications, articles and abstracts).
4. Read and analyze work-related texts/documents related to real case scenarios (medical history, prescriptions, sick leave, patient records, data recording).
5. Read and follow the operating manuals, new instructions for medical equipment, safety instructions, and warning labels.
6. Extract relevant information from images (eg graphics and posters) (at exhibitions and conferences).
7. Find and choose the appropriate material for academic papers and presentations from academic papers and online sources.

c. Speaking production

1. Provide an overview of your employment, including responsibilities, work circumstances, and so on (for example, talking to foreign visitors).
2. Introduce yourself and the location of the studio, work, office, laboratory and production unit (for example, talking to foreign visitors).
3. Deliver professional speeches/presentations using handouts and PowerPoint presentations.
4. Describe and explain the causes, symptoms and processes.
5. Attend academic meetings and tutorials.
6. Participate in professional/academic interviews, such as job interviews, scholarship interviews, and media interviews.
7. Provide instructions for using new medical equipment, as well as safety precautions and warning labels.
8. Participate in professional consultations and discussions (eg, talk to your doctor, nurse, and others).
9. Use appropriate academic and professional genres and discourses.

d. Writing

1. Fill out medical-related forms (patient card, sick leave, medications, case history).
2. Compose professional/academic e-mails and letters.
3. Produce academic and professional publications as well as abstracts.
4. Prepare handouts / PowerPoint (for presentations, conferences and meetings).
5. Build proposals, applications and recommendations.
6. Use field-appropriate academic and professional styles and discourse.
7. Use appropriate register and medical vocabulary in written composition.
8. Write clear, thorough writings summarising, contrasting, and assessing facts in his or her subject of interest.

4. Approach to methodology

The communicative approach to language teaching is a key element of this.

5. Reading Materials:

Allum, V. (2012). *English for Medical Purposes: Doctors*. Lulu. com.

Bloom, G. (1982). *the Language of Medicine in English*. Regents Publishing Company.

Chabner, D. (2020). *The Language of Medicine E-Book*. Elsevier Health Sciences.

Fitzgerald, P., McCullagh, M., & Wright, R. (2021). *English for Medicine in Higher Education Studies: Course eBook*. Garnet Education.

6. ASSESSMENT:

Continuous assessment: (60 %)

- Academic Essay.
- Oral presentation.
- Listening comprehension activities.
- Test.

Examination: (40%)

1 x 3 hour examination paper)

section	Skill	competences
1.	Reading comprehension: Script of passages and dialogues	a. Specific techniques used to read for different purposes.
2.	To write	a. Apply the techniques needed to write academically. - Medical / academic judgments. - Scientific paragraph which has its elements and with specific models (Analysis: conductive/inductive, Description, analogy) - Academic medical card, with relative structure, document and argumentative writing. Medical-scientific articles or books to the medical community.
3.	To listen	a. listening comprehension: - Phrases - dialogues - Steps - To learn two- and three-part words, double negation, idioms,showing agreement, false, emphatic uncertainty Conditions
4.	To speak	Introduce oneself orally to: - Describe oneself - "a medical case - "a research area - Discuss a medical problem in depth

APPENDIX H

EDITOR'S CERTIFICATE

Editing Certificate

This certificate serves to confirm that I, Linea Awakeshe Hamukwaya, have edited the thesis (Exploring the current English language needs for medical students in the School of Medicine at Hage Geingob UNAM campus) of Eben Ezer Kalola for language and typographical correctness.

I have also indicated the areas in the thesis to which attention should be paid. I trust that my advice was accepted and that these corrections and changes were executed as suggested.

As an experienced language editor and an associate member of the Professional Editors' Guild (PEG), I believe that the dissertation is ready for evaluation and publication, provided that the author has corrected all errors as indicated. For further information or editing, I may be contacted at the following e-mail address: linea@lexiconsultancy.com.na

Name of Editor: Linea Awakeshe Hamukwaya

Qualifications: Doctor of Philosophy- PhD, General Linguistics, master's degree, English Studies.

Signature: 

Date Issued: 05/06/2022

The editor will not be held accountable for any later additions or changes to the document that were not edited by the editor, nor if the client rejects/ignores any of the changes, suggestions or queries, which he/she is free to do. The editor can also not be held responsible for errors in the content of the document or whether or not the client passes or fails. It is the client's responsibility to review the edited document before submitting it for evaluation.