

# English for Medical Purposes Course Design for Arab University Students

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## **1 Literature Review**

Since 1960s, English for Specific Purpose (ESP) has been progressively growing and has eventually come to play a major part in English Language Teaching (ELT) (Hutchinson and Waters, 1987). This is clearly reflected in academic settings where some universities started to offer MAs in ESP (e.g. University of Birmingham, and Aston University in the UK). Moreover, well-established journals were launched and dedicated to ESP research such as "English for Specific Purposes: An international journal", and the ESP SIG of TESOL and IATEFL are unmistakably present in international conferences. Interesting is the fact that the first English for Medical Purposes (EMP) newsletter, which was totally dedicated to EMP issues, was first published by Kuwait University in 1987. It was titled The EMP and edited by the linguist Nigel Bruce, but after warm welcome from the linguistics circles, it stopped distribution after the Gulf War in 1990.

ESP is basically a sub-section of General English Language (GEL) which focuses on real-life outcomes of an ESP course (Dudley-Evans and St. John, 1998; Hutchinson and Waters, 1987). ESP can also be regarded as a methodology which has widely spread after World War II, and at the same time English language has globally become the primary means of international communications in science, business, education, and medicine (Hutchinson and Waters, 1987). Moreover, English has also become a major channel to global communication and is now the main language of most print publications. More than two-thirds of the world's professionals and scientists read in English; about eighty per cent of online information is in English; and about eighty per cent of the approximately 40 million of internet users communicate in English (Crystal, 1995; Graddol, 1997).

In short, this paper will review the theoretical framework of ESP and EMP while tracing the origin of the field around the world and specifically in the Arab world. It will draw upon major relevant literature in an attempt to find theoretical basis of an EMP for nursing for a specific teaching context in a university in the UAE.

### **1.1 ESP Definitions and characteristics**

Defining ESP has proven to be so problematic to researchers that producing a simple and straightforward definition of ESP is not an easy task (Strevens 1987, p. 109). ESP, generally speaking, refers to a particular group of students learning English for specific fields or a professional career. In contrast to General English (GE), which normally addresses general topics, ESP focuses on specific topics and skills ESP learners need in a particular subject area. Hutchinson and Waters (1987) attempted at only constructing a workable definition since they believed that ESP is to be deemed a process approach rather than a product.

Some researchers (Flowerdew and Peacock, 2001; Strevens, 1987) endeavoured to produce other workable definitions and characteristics of ESP. Most of them agree that ESP is intended to cater for learners' specific needs in particular disciplines; it employs a specific different methodology from GE as it focuses on some activities in a particular area of study or discipline with its special discourse, semantics, syntax, etc.

Richard (2001) proposed some features of ESP teaching. He argued that ESP is to help those who are already fluent learners and immigrants to deal properly and appropriately in their workplace and to use English in their engineering, science and nursing careers, for instance. He believed that special instruction materials were to be devised to meet the

learners' particular technical purposes when working and studying in English-medium academic and professional contexts. Any design of an ESP course, therefore, needs to be tailor-made and goal-oriented while keeping in mind the learners' specific needs.

Mackay and Mountford (1978) characterised the learners' technically specific needs as “clearly utilitarian purpose” (p. 2). They argued that certain participants or learners need a special language in order for them to be competent in the language employed in their settings. Similarly, Robinson (1987) classified ESP as a particular course; in which learners have scientific, occupational, and academic specific goals and purposes.

It is also noticeable that almost all ESP definitions are circled around two areas: the ESP participants or learners' needs (e.g. medial English) and the language used in real-life context (e.g. hospital); the two features of ESP are closely related to every aspect of ESP teaching in order for a utilitarian purpose to be achieved. What seems problematic in describing ESP is the meticulous effort in deciding the kind of discourse, such as vocabulary jargon or register that is to be taught and to reflect accurately the communicative purpose in a specific context the learners need (e.g. patient-nurse talk). Discourse diversity can be so overwhelming and confusing to ESP course designers as the learners' needs analysis can yield a large numbers of needs, purposes, discourse, etc.

In terms of ESP's main characteristics, there is, however, general consensus among ESP researchers that the learners' needs in ESP is paramount and it has been the driving force in any ESP course design since the emergence of ESP courses in the 1960s. Strevens (1988) illustrated ESP in terms of four absolute and two variable aspects. The absolutes are:

1. intended to meet the learners' specific needs;
2. related in its themes and topics to particular disciplines;
3. centered on appropriate discourse analysis of the discourse; and
4. placed in contrast with ‘General English’.

The variable features are:

1. ESP may be limited as to the learning skills (e.g. writing) to be learned;
2. ESP may not be taught in terms to any predetermined methodology. It means that a specific teaching technique mainly focusing on, for example, communication skills is to be adopted in some teaching and learning contexts but not a general teaching approach. Dudley-Evans and St John (1998), later, offered their own definition of ESP employing the absolute and variable taxonomy, which is similar to Strevens' in terms of the absolutes, but their variables are different; they added more variable characteristics:

1. ESP may be related to or designed for specific disciplines;
2. ESP may use, in specific teaching situations, a different methodology from that of ‘General English’;
3. ESP is likely to be designed for adult learners, either at a tertiary level institution or in professional work situations. It could, however, be used for learners at secondary school level;
4. ESP is generally designed for intermediate or advanced students. Most ESP courses assume basic knowledge of the language system. (Dudley-Evans and St John, 1998, p.4)

Nevertheless, ESP can be taught to beginners if careful attention is given to needs analysis and to an appropriate material design addressing the level of students. Dudley-Evans and St John (1998) in their analysis of ESP tried to resolve the debate of what ESP is and what is not. They also produced a diagram for ESP sections and sub-sections in terms of discipline or profession area which is illustrated in Figure 1.0 below.

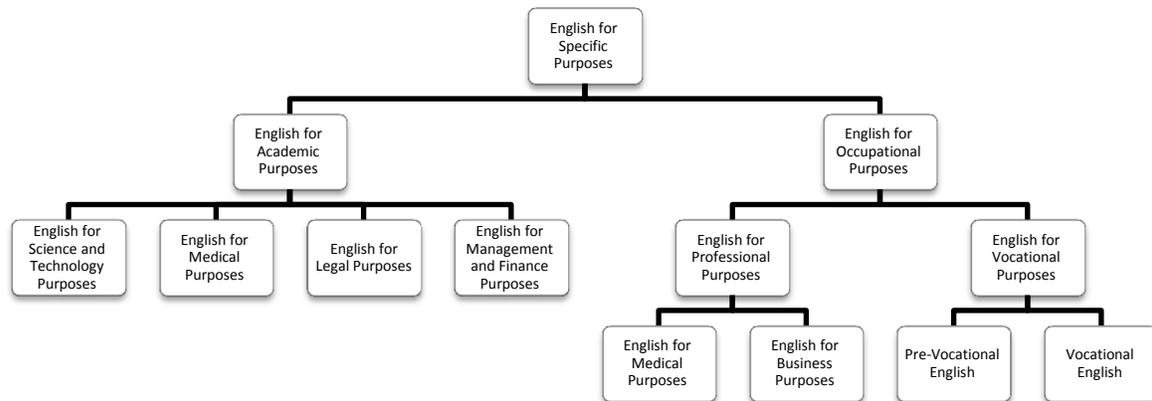


Figure 1.0: ESP classification adapted from Dudley-Evans and St John (1998, p. 6)

In sum, it can be established that the concept 'needs' is so dominant in any ESP curriculum and that irrelevant materials are not to be included. All researchers give strong emphasis on analysing the learners' need in order to arrive at a proper ESP curriculum. Needs Analysis is then a crucial stage as it tells curriculum developers about the specific language used by the learners in their own contexts. Course writers, hence, can manage to develop real-life simulative materials.

## 1.2 History of ESP

With numerous attempts at identifying the first ESP course as such, researchers still have not yet agreed on the origin of ESP course (Robinson, 1987). Hutchinson and Waters (1987) stated that the oldest ESP material was a set of published phrases for tourism and was produced in 1576. They contended that the origin of an ESP course is very difficult to be historically traced. Hutchinson and Waters (1987), however, noted that ESP emerged as a response to three trends: Demands of a brave new world, a revolution in linguistics, and focus on the learner. To elucidate what they meant by a brave new world, Hutchinson and Waters (1987) argued that two major factors contributed to rapid flow of technical knowledge from the West into different parts of the world.

First, after the Second World War, the notably massive scientific and economic growth was mainly led by the English-speaking United States of America. Second, the enormous discoveries and then the crisis of oil in the 1970s of the twentieth century have established new channels of relationship between the West and the (Middle) East. In fact, the medium of this international communication has been dominated by English language or special English in particular. English language teaching industry has since been re-shaping its resources to meet the multipurpose needs of new learners, namely, ESP learners (Hutchinson and Waters 1987, p. 7).

According to Hutchinson and Waters (1987), the second crucial source of ESP emergence was signalled by communicative learning and teaching concepts that had

instigated a revolution in linguistics. As the concept of language as communication (Widdowson, 1978) began to dominate the linguistics scene, linguists, hence, grew dissatisfied with the prescriptive grammar and linguistics. Moreover, increased awareness of learners' different needs in deferent contexts necessitated that language instruction need to cater for the new developments in linguistics. For example, in the 1970s' emerged English for Science and Technology (EST) (Hutchinson and Waters, 1987) signifying that a new era of ESP in ELT was about to arrive.

The third factor leading to ESP emergence was unprecedented developments in psycholinguistics. Mechanism of language acquisition or how children acquire first and second languages was surfaced and was therefore given much prominence. In second language acquisition and learning, learners are believed to have different learning styles, strategies, skills, schemata, needs and motivation. Developing specific instruction to cater for these individual learners was thus a natural development of those new trends in psycholinguistics.

Another significant stage in the historical development of ESP is the emergence of register analysis. Due to the influence of earlier research on register (Swales, 1971; Halliday et al, 1964) it was only in the 1960s and early 1970s that ESP studies grew aware of significance of including register in needs analysis. Register analysis is rooted in the hypotheses that language of medicine, for instance, is not similar to that of accountancy. This entails that ESP discourse analysis needs to assign certain grammatical and lexical characteristics of each specific register, so that ESP materials are closely relevant to the learners' linguistic needs and real-life communicative functions at their workplace, thus excluding the irrelevant materials from ESP course. Furthermore, Lee (1976) believed that there are two features of register: a lexical analysis of the specifically required language items and the syntactic study of that discourse. In terms of curriculum design, this means that ESP course developers need to utilise the language system as a vehicle to enhance students' communicative competence in specific situations related to their discipline.

What is problematic about register analysis is that register research is rigidly textual and selective of special jargons and that communicative abilities gain less attention. However, Widdowson (1979) considered developing that learners' communicative competence is an essential part of the learning. Accordingly, Hutchinson and Waters (1987) argued that there was a shift in ESP focus from register and grammar into communicative competence development which marked a new developing stage in ESP history. They also advocated that discourse, register and grammar to be presented as "rhetorical functions for communicative purposes" (p. 20). Munby (1978) published *Communicative Syllabus Design* where it is argued that situation analysis is to be integrated with communicative settings and that analysing the needs of learners as specific communication purposes is central. This led to the development of ESP communicative courses.

### **1.3 Needs Analysis in ESP**

Needs Analysis (NA) is an indispensable stage in designing ESP materials (Belcher, 2006). It represents a cornerstone in identifying the course objective, and learners' communicative and linguistic needs. NA is defined differently by researchers, but many of them agree that NA reflects necessities, wants and needs of learners in their subject area. (West, 1994; Brindley, 1984). Dudley-Evans and St John (1998, p.125) defined NA as "professional information about the learners: The tasks and activities learners are/will be using English for [...]target situation analysis and objective Needs" They also consider NA as the process through which personal information such as wants, means and subjective needs

are retrieved. In addition, they regarded NA as the process of deciding the learners' English language skill; finding information related to linguistic, genre, discourse; determining what is expected out of the course; and finally establishing how the course will be administered and run.

With the emergence of communicative competence (Hymes, 1971), It has been established (Chambers, 1987) that NA should focus on identifying specific communicative needs and their realisation in the course delivery. Basturkmen (2006) stated that an essential feature of ESP design is to effectively analyse learners' communicative needs to ensure successful learning and teaching experience. ESP course developers, therefore, should immerse themselves in analysing students' needs before designing their courses.

NA can be detailed to include many important factors. One of the current theoretical framework of needs analysis was presented by Dudley-Evans and St. John (1998):

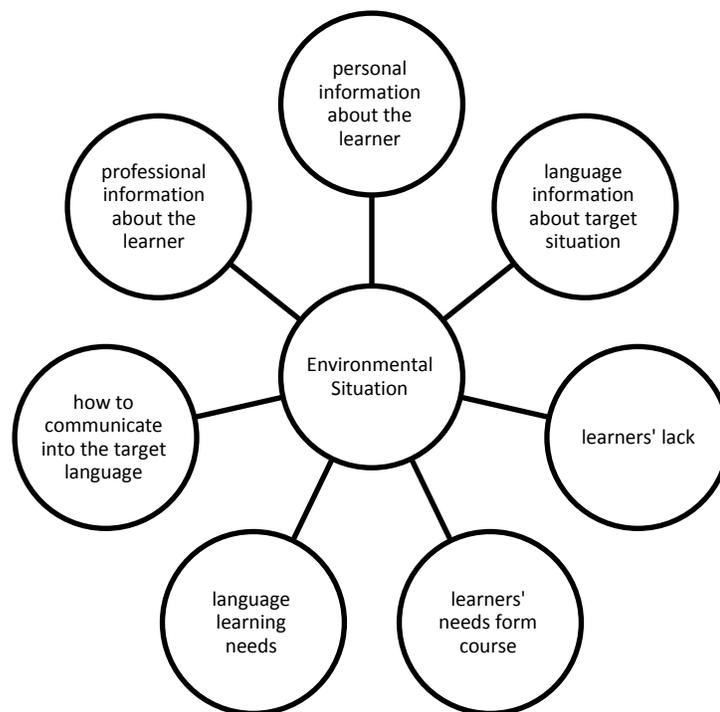


Figure 1.1: Needs analysis Components adapted from Dudley-Evans and St John 1998, p. 125

They believed that an environmental situation plays a major part and it seeks to comprehensively inform the course designers about the learners.

In literature on health care professional settings, Shi and Storey (2001) attempted to analyse and to identify the communicative skills and needs of medical students who were expected to work in hospitals as doctors. By observing doctor-patient and doctor-doctor communication occasions, they clearly identify the specific authentic talks those participants needed and thus those tasks were employed to develop a strongly focused syllabus truly addressing the learners' needs. Moreover, that authentic data led to appropriate needs analysis that in turn led to successful course delivery.

Within the Arab context, NA literature published by Arab scholars is scarce and more attention is required to meet the gradually increasing number of ESP courses in the Arab and Gulf States. One of the few NA conducted in the Arab settings is by Shaaban (2005) who

designed a needs analysis for the employees at the American University of Beirut. Participants attended a ten-week course in ESP. Based on the NA and ESP course delivery the teachers expressed their utter satisfaction with the NA conducted as it led to efficient learning of the communicative and linguistic tasks the participants needed in their workplace. An ESP programme is thus to be tailor-made fulfilling the learners' specific needs by conducting appropriate needs analysis.

On the other hand, out of my personal experience and reading, I have found that some ESP teachers are either unwilling or perhaps unable to conduct the required needs analysis especially when they encounter some specialist courses that need plenty of time and energy to be practically realised. This inevitably drifts or even distorts the specific focus of the ESP course at hand and eventually fails to prepare the target group of students professionally and linguistically.

#### **1.4 ESP Curriculum Development**

Curriculum development is basically the process of planning and implementing a certain curriculum; in the same way a language curriculum is regarded as the various tasks and materials combined in one design. In other words, a language curriculum refers to what and how students and teachers interact in the learning and teaching process (Richards, 2001). Regarding ESP curriculum, Litwack (1979) stated that ESP curriculum is a specific one and that there are certain steps to be followed in developing ESP curricula such as analysing learners' needs, designing authentic materials, finding relevant and appropriate discourse, deciding the language activities and task, re-editing the design, and finally piloting and evaluating the materials.

It can be noted that in a general English curriculum design only general English language needs are considered, but with an ESP curriculum both the general and specific English needs are to be taken into consideration in order for the students to competently operate in their specific field or occupation. For example, an ESP syllabus in medicine needs to focus more on specific Latin terminology because this is what EMP students need. It should be thus noted that ESP learners' needs is significantly determined by their major and thus influences the specific aspects of any ESP curriculum. This is why needs analysis is to be carefully oriented toward learner-centered methodology (West, 1984).

As discussed above, ESP instruction needs to be learner-centered which makes curriculum development goal-oriented and tailored to the specific needs of learners. It should also be socio-culturally sensitive (Hutchson and Water, 1978), which indicates that developing a course for a group of Arab students might differ from developing an ESP course for Spanish ones as the Spanish class can be more familiar with Latin scripts and terminology. For that reason, more focus on Latin and Greek medical terms is needed when developing and teaching ESP to Arab students.

Authenticity should be a central factor in designing ESP teaching materials (Robinson, 1988). In fact, finding authentic materials is a hard task and some ESP teachers, hence, prefer to adapt commercial ESP published textbooks. Again, it is a hard choice for ESP teachers to choose appropriate published materials that are close to authentic ones and at the same time specifically tailored to the learners' specific needs because of the wide range of publications in the market that usually meet more general than the specific needs of the learners. It is almost far-fetched for ready-made published course books to be fully practical due to the existence of a wide range of ESP sub-branches courses (Dudley-Evans and St John, 1998). I believe that an alternative is to produce in-house textbooks to meet the identified learners' needs within a specific content area. By developing tailored-made ESP materials

that meet the specific course objectives. These materials can enhance the learners' major programme in that the in-house materials can manage to introduce authentic tasks and activities that meet the learners' specific needs. Moreover, to ensure an effective ESP course delivery, a cooperation with content subject teachers (e.g. a nursing teacher) can supplement any missing content feature in the course. A real nurse is able to convey real-life input into the classroom where an English teacher uses that authentic input to develop students' linguistics skills. For example, a nurse introduces the terms cardiologist and the teacher explains the use of the prefix cardio- and the suffix -ist.

### **1.5 English for Medical Purposes**

English for Medical Purposes (EMP) can be considered as a specific sub-branch of ESP. What distinguishes EMP from other ESP sub-branches is that EMP has its own set of medical discourse. Gylys and Wedding (1983) argued that medical discourse is a particular terminology employed to effectively and accurately achieve a communicative purpose in health care settings such as diagnosis. According to Yang (2005), EMP terminology mostly consists of prefixes and affixes, which should be carefully noted when designing an EMP course.

Celce-Murcia (2001) states that ESP branches and sub-branches are hard to classify since the specific nature of each ESP context is so diverse to the extent that there is even an ESP for prisoners. Along the numerous ESP subsections, EMP comes under the umbrella of English for Science and Technology (EST), which is, in turn, a branch of ESP. EMP has been steadily growing around the world (Master, 2005) with an increasing rise in EMP courses delivering specific communication topics, grammar, and EMP discourse. This has led researchers to meticulously study what materials and topic to be chosen when designing EMP textbooks.

In research literature, Orr (2002) examined a two-year EMP course designed for student nurses at an Australian university which was intended to prepare non-native speaker of English nurses. The main focus of the course was English for admission and registration. The course materials were designed by both a nursing instructor and English teacher, which brings to light the significance of content instructor's input in designing and delivering an EMP course. In other words, an EMP course needs to cover not only the linguistic and communicative features of the topic, but also the content areas related to medical topics such as conversations among patients, doctors and nurses.

Regarding the teacher's role in ESP, Swales (1985) states that ESP teachers must be immensely involved in the content language of the discipline. NA for EMP course should be conducted with extreme care. Boshier and Smalkowski's (2002) emphasise that the crucial role need analysis plays in determining EMP course selection and delivery. They contended that a needs analysis should be based on interviews with teachers and students, students' questionnaires about the complexities of the health-care language and observations of different EMP classes. They also found that communication was the main difficulty healthcare students faced. It can then be concluded that EMP courses need to focus on enhancing students' communicative skills such as speaking, and hence EMP materials are to represent that trend.

### **1.6 ESP and EMP in the Arab World.**

Unfortunately there is a serious lack of research related to ESP in the Arab world. Much of scholarly work comes in the form of some journal articles and unpublished PhD and MA papers (Rahim, 2005; Al-Fadly, 2004; Al-Muslimi, 2004; Bin-Tayeh, 1996; Abdullah,

1999). There is a serious need to investigate ESP teaching and learning within Arabic ELT context.

A study related to EMP in the UAE was conducted by Ibrahim (2001) who examined the nature of doctor-patient conversation. He found that it is somehow comparable to traditional teacher-student communication in terms of Speech Acts theory (Searle, 1975) where Initiation (on the part of the nurse or doctor) and response (from the patient) occurs frequently (Ibrahim 2001, p. 333). He found that language miscommunication commonly occurred in medical contexts in UAE hospitals. Doctor-centered communication was more beneficial as it led to communication exchanges with less linguistic demands on patients and health care professionals and that patient-centered approach within multicultural regions such as the UAE was not the norm. This shows that when designing an ESP or EMP course the notion of communication and fluency should outweigh accuracy, but in a balanced way. This can be achieved by including more speaking and listening activities than reading and writing ones. In theory, this reflects the constructivist theory that promotes learner-centered approach which encourages students to learn more effectively allowing for meaning construction on the part of students themselves (Jonassen, 1998).

In Jordan, Zoghoul and Hussein (1985) investigated the English proficiency of undergraduate university students in different major including medicine. They found that students overestimated their level in English and that more English instruction is needed in order for Arab students be able to cope effectively with their major. This case can be to some extent generalised to most ESP Arab students. Out of my experience in teaching some ESP courses, I have come to realise that almost the majority of ESP Arab students hardly come linguistically prepared to achieve the ESP course objectives they study. The dilemma of filling the gap between the students' English proficiency and the course demands poses a serious challenge for ESP teachers who often find themselves returning to basic English rules to remedy students' linguistic weaknesses and at the same time enhancing students' communicative skills.

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## **2 Design Methodology**

In this section, I will suggest certain steps that can be employed when designing an EMP course at university in the UAE. I will propose conducting a NA comprising questionnaire, interviews, and fieldnotes. I will draw upon research presented mainly by Hutchinson and Waters (1987) and Dudley-Evans and St. John (1998), who advocates learner-centred, skill-based ESP course design. I will, therefore, provide indicative course objectives, epistemic outputs, comprehension skills, thinking skills involved in the course. I then provide some information about teaching activities, teaching Aids, homework |a| and tasks

### **2.1 Needs Analysis**

The steps to be undertaken in designing NA and developing materials for the this paper are based on the notions proposed by Hutchinson and Waters (1987) in that it seeks to adopt a learner-centred approach focusing more on enhancing students' communicative skills along with other linguistic abilities. The first stage is an observation of a real course taught at University of Sharjah. The course takes about three months. I am planning to visit this class to discover and predict the English language linguistic skills future nursing students have and to find out the linguistic pre-requisites they need in order for them to be able to deal with the content and language |that they are| of such EMP course. I am also planning to take fieldnotes and try to videotape one class if possible.

The second step will be conducting an informal interview (See Appendix A) with course teacher who would normally be one of my colleagues to discuss the students' strengths and weaknesses, the materials, and the assessment procedures.

Next, I will prepare a questionnaire as an instrument to obtain enough information about the learners' needs and goals: linguistic and professional. The questionnaire will be handed to estimate 15 students (this is the typical ESP class size at my workplace).

A level-evaluation English test will be the next instrument. The students are supposed to pass their foundation year program achieving an overall band 5 in IELTS, but the aim of my placement test is to double-check the students' level in English and find out if the class will be to some extent a multi-level one. The test will include items examining the students' grammatical knowledge, reading comprehension, writing as well as to check the students' speaking by interview with the students.

The data obtained will be analysed and employed to write the course objectives and a syllabus. The NA information will help me choose appropriate teaching methods, materials, and assessment. There are also other factors included in the NA process including administrative technicalities of the course; I will be teaching the course at the college campus, so I am aware of the logistic and institutional requirements of the course delivery such as classroom size, IT supplementary materials, timing, etc. I am also familiar with the students who move from the university foundation year into their majors; this helps me to be more knowledgeable with the cultural background of the students. To conclude, it is undeniable that there is no perfect recipe for teaching, but I will try to engage the students in motivating tasks and interactive activities related to their major.

## **2.2 Course Description**

EMP for Nursing profession is a pre-intermediate course that is offered in the first term of specialization to health care students. It basically aims at equipping students with the necessary language skills they need to cope with the linguistic requirements of their specialisation and to use English properly and fluently in the professional environment they are expected to join. As it draws on a wide range of topics and applications that pertain to nursing and related topics, this course seeks to develop all four skills with special emphasis on lexical acquisition and grammatical accuracy. Since the course is oriented towards communication rather than knowledge acquisition in the field of specialisation, it gradually trains nurse students to interpret and use words appropriately and to formulate grammatically correct statements while talking and writing pertaining drug administration, history taking, lab reports, and hospital procedures. This course will also familiarise the students with basic medical terminology of Latina and Greek roots, suffixes, prefixes.

## **2.3 Course Objectives**

The main goal of my EMP specific curriculum is to prepare students to be able to recognise and produce spoken and written language in order to effectively interact with patients, other nurses, supervisors, and the public. The specific detailed aims are to:

1. Improve students' ability to recognise and produce written and oral EMP English;
2. prepare students to realise the hospital culture concepts and communications.

There is also cognitive output, comprehension, thinking application and behavioural skills students are expected to acquire by the end of this course.

Epistemic Outputs:

- Building on the foundation year programme.
- Reinforcing what the learners have already learnt through the four skills.

- Assimilating the basics of EMP through systematic and graded practice of the Four skills (Listening, Speaking, Reading and Writing).
- Ensuring Knowledge and grasp of the basic EMP terminology and lexical uses in English Language for potential communication and interactive practice in the professional environment.

**Comprehension Skills:**

- Students should be confident to understand nursing-related documents, including medical scripts and reports, dialogues, etc.
- They are also expected to be able to comprehend medical cases, reports, and hospital issues related to the nursing profession.

**Thinking Skills:**

- By the end of the course, students should be able to basically communicate in EMP language, evaluate situations and attitudes and formulate opinions in the field of nursing.
- They are expected to express points of view and give basic arguments on particular patient-nurse issues.

**Application Skills**

- Through simulation and role play students learn to apply and transfer what they learn in EMP classes to different basic medical situations in spoken as well as written English.

**Behavioural Objectives**

- By the End of the course students are expected to be able to:
  - apply their knowledge of EMP terminology in the professional environment and communicate fluently with colleagues, doctors and patients.
  - Discuss several nurse-related issues and express themselves without inhibition.
  - Comment and speak their thoughts with confidence.
  - Give short talks and presentations about basic medical cases in the domain of nursing.
  - Write memos, emails, and short reports.

**2.4 Teaching Activities and Aids**

- Scheduled lectures.

Tasks in the student’s book as well as workbook that will be designed.

- Individual, pair and group learning and teaching tasks.
- Motivating and encouraging students to be creative and self-reliant in presenting original materials by arranging field visits to local clinics and hospitals

Student’s workbook and textbook (to be designed)

Supplementary materials: hand-outs, leaflets, etc. provided by course instructor

EMP Glossaries and dictionaries

Other EMP references.

**2.5 Course Contents**

The proposed course textbook content (Appendix B1) will be detailed illustrated to include as many relevant and specific topics that can of assistant to the students as possible. The following unit breakdown is indicating of only singly unit lesson sequencing (Sample unit is provided Appendix B2):

<b>Topics:</b> Healthy Lifestyle
<b>Culture:</b> Eating Habits Around the World
<b>Reading:</b> Reading history of GP
<b>Medical Vocabulary:</b> Vitamins
<b>Listening:</b> Listening to a doctor's talk

<b>Grammar:</b> Should/shouldn't
<b>Writing:</b> an Email dealing with work pressures
<b>Speaking:</b> Role play (making life changes, giving advice about stress management)
<b>Listening:</b> Listening to a doctor's talk

#### Homework and Tasks

- Student should do the homework, tasks and assignments regularly.
- Students prepare certain topics and give presentations related to the professional environment.
- Students keep all these in a course file and present this portfolio at the end of the course to be assessed.

### 3 Limitations of the design

Some questions has surfaced when I was working on the theoretical [have] framework pertaining to ^ design of the course which has made ^ think of [the] [me] practical implementation of course delivery and design for example How compatible and effective are the materials for that EMP course? And would NA in this paper lead to clearly identified course objectives that would drive the material designs? These two questions should be kept in the developers' mind throughout their design process. It is, hence, recommended that the design process follow non-linear process in the sense that it follows cyclic process and always be subject to review at every stage. It is also advisable to return to course design to amend an item when necessary. As the proposed stages of designing an EMP is of indicative nature, there might arise some issues in terms of needs analysis since the potential students are not present in reality and the participants population I described in this paper is based on my past students' analysis experience.

### 4 Conclusions:

About 375 million people all over the world speak English as a first language, with a similar number speaking English as a second language, and about 750 million individuals speaking English as a foreign language (EFL) (Crystal, 1995). It is estimated that speakers of English as a second language will soon outnumber those who speak it as a first language (Graddol, 1997). Furthermore, many studies show that learners around the world are aware of the significance of English fluency and proficiency for professional careers.

In conclusion, this paper is to suggest a design for an ESP course for medical students after conducting a NA. I concur with researchers discussing NA (Richards et al 1985, Hutchinson and Waters, 1987) in that a NA would ultimately help “identify general to specific language needs, which can be addressed in developing goals, objectives and content for a language programme (and) provide data which can serve as the basis for reviewing and evaluating an existing programme” (Richards et al 1985, p. 7). Accordingly, after analysing learners' needs, I hope the course design will be appropriate to the target EMP students.

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## Appendix A

Teachers' Interview questions:

The interview questions are supposed to be conducted with a colleague teacher of EMP. It is administered at the end of a past course.

1. At the end of the course do you believe that the course objectives have been fulfilled? Why? why not?
2. To what extent do you feel your students now understand the course medical topics, literature, and terminology?
3. Was the course outline in accordance with your expectations? If not? How and what would you contribute to future EMP courses?
4. How have your students interacted with the content of this EMP course? Was it motivating to them? If not, what would you do to motivate students in future EMP course?
5. What do you feel about the course tasks used in course?
6. How did your students respond to pair and group work? Please explain.
7. What suggestions and ideas can you offer us to improve pair and group-work
8. How do you think about assessment methods used in this course?
9. How do you think students should be assessed in an EMP course?
10. could there be elements that you think we have not discussed and that they would contribute to the success of future MEP course? Plz explain.

**Appendix B1**  
**Course content**

Week	Topics	Culture	Reading	Vocabulary	Grammar	Speaking	Writing
1	Healthy Lifestyle	Eating Healthy	Heart illnesses	Vitamins	Should/shouldn't	Role play on stress management	Writing an Email to offer advice
2	Instructions and procedure	General practice in the UK	Reading history of GP	Medical jobs, symptoms	Past simple	Role-play	Referral report
3	Complaints	Body Language		Describing pain	Yes/No questions	Answering the phone	A case report
4	Infections	Drug prescription around the world	A passage about Infection Control	Abbreviation	Modals (could/can, etc.)	Explaining a procedure (controlling infections)	A Clinical case report
5	hygienic behaviour	Hygiene around the world	Obesity	Health and exercises items	Making suggestion phrases	Family history story telling	Am email writing (about a medical case)
6	Parents and children	Familial relationships	Sleep habit and children	Pediatrician-related terminology	Writing a an assuring letter	Sharing experience/ re-assuring language	Practicing a parent-nurse dialogue
7	diseases	Community service and care	Memories	Responses to bad news	Likes and dislikes	How to break bad news	Sympathising letter
8	Multinational hospitals	Names awareness	Health provider in the UAE		Being polite	Responding to impolite comments	Write a memo

Unit 1 Healthy Lifestyle

1 Work in pairs and describe the lifestyle the pictures below reflect.



2 Match each statements with the suitable picture.

a. c.  
I love the taste.

I can't take it anymore!

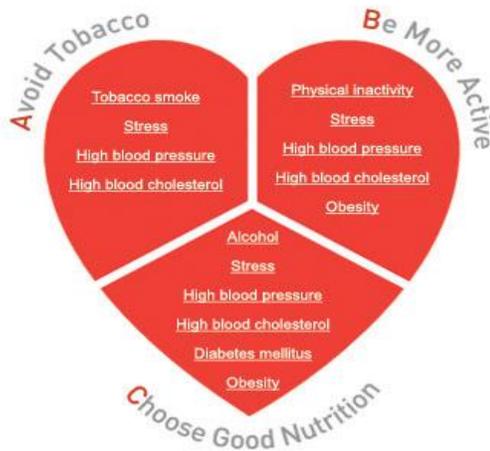
b. d.  
I feel healthy when I am jogging.

My fridge doesn't have any junk food.

3 In group, discuss the illness the person in picture 4 may be predisposed to. Is it easy or difficult to change bad eating habits? Why? Why not? How to change unhealthy lifestyle?

Reading:

1 work in groups, look at the picture and share with your group if you have/had any family member with heart problems. Discuss why he or she became ill.



### 2 Skim the text and suggest a title.

As heart disease continues to be the number-one killer in the United States, researchers have become increasingly interested in identifying the **potential** risk factors that **trigger** heart attacks. High-fat diets and "life in the fast lane" have long been known to contribute to the high incidence of heart failure. But according to new studies, the list of risk factors may be significantly longer and quite surprising. Heart failure, for example, appears to have seasonal and temporal patterns. A higher percentage of heart attacks occur in cold weather, and more people experience heart failure on Monday than on any other day of the week. In addition, people are more susceptible to heart attacks in the first few hours after waking. Cardiologists first observed this morning **phenomenon** in the mid-1980, and have since discovered a number of possible causes. An early morning rise in blood pressure, heart rate, and concentration of heart stimulating hormones, plus a reduction of blood flow to the heart, may all contribute to the higher incidence of heart attacks between the hours of 8:00 a.m. and 10:00 a.m. In other studies, both birthdays and bachelorhood have been implicated as risk factors. Statistics reveal that heart attack rates increase significantly for both females and males in the few days immediately preceding and following their birthdays. And unmarried men are more at risk for heart attacks than their married counterparts. Though stress is thought to be linked in some way to all of the aforementioned risk factors, intense research continues in the hope of further comprehending why and how heart failure is triggered.

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### 3 Find the correct answer from the text.

1. What does the passage mainly discuss?
  - A. Risk factors in heart attacks
  - B. Seasonal and temporal patterns of heart attacks

C. Cardiology in the 1980s D. Diet and stress as factors in heart attacks

2. The word **potential** in paragraph 1 could best be replaced by which of the following?

A. harmful B. unknown C. primary D. possible

3. The word **trigger** in paragraph 1 is closest in meaning to which of the following?

A. involve B. cause C. affect D. encounter

4. According to the passage, which of the following is not possible cause of many heart attacks?

A. Decreased blood flow of the heart B. Increased blood pressure

C. Lower heart rate D. Increase in hormones

5. The word **phenomenon** in paragraph 2 refers to which of the following?

A. habit B. illness C. occurrence D. activity

### Vocabulary

Just ONE POTENT OUNCE of VIBE is EQUIVALENT to nutrients\*\* found in:

<b>11</b> Tomatoes Vitamin A			<b>10 Cups</b> Green Beans Folate
<b>30</b> Broccoli Selenium			<b>19</b> Wheat Slices Zinc
<b>96</b> Blueberries Antioxidants†			<b>Certified Organic</b> Aloe Vera Gel
<b>5 Cups</b> Green Tea (EGCG Content)			<b>12</b> Orange Slices Vitamin C
<b>71</b> Cantaloupe Vitamin E			<b>25</b> Asparagus Calcium

1 Fill in the correct word from the box.

Carbohydrates Vitamin A Fats Vitamin B  
Proteins Vitamin C Vitamin D

1 .....increases resistance to infection and improves eyesight.

- 2 .....aids in good digestion and steady nerves.
- 3 .....Prevents scurvy and helps our muscles and gums.
- 4 .....helps keep our teeth and bones healthy and strong.
- 5 ..... give us strength and energy.
- 6 ....., in correct amounts, enhance our skin and give us energy.
- 7 .....build and repair our bodies.

2 In groups, list the foods that contain these important nutrients. You can use the picture and your own knowledge.

Vitamin A .....

Vitamin C .....

Vitamin D .....

Vitamin B .....

Fats .....

Carbohydrates .....

Proteins .....

Look at the pictures. Make sentences giving advice to these people. Use *should* or *shouldn't*



He has a ..... so he .....



He has a ..... so he .....



He has a ..... so he .....



He has a .....



He .....

**Speaking:**

- 1 Write five pieces of advice that you could give to a friend who smokes heavily.
- 2 Read the grammar section to help you use should/shouldn't
- 3 Working in pairs discuss the dangers of workaholic behaviour. Student A is workaholic and student B gives advice about how about time management.

**Writing**

- 1 Write an Email to your partners and give him advice how to balance work and home demands.



- 2 Review the grammar spot (should/shouldn't) to help you check you writing.