Needs Analysis of English Language for Medical Learners at Private Medical Institutes in Mahweet City

تحليل احتياجات اللغة الإنجليزية لدى المتعلمين في المعاهد الصحية الخاصة بمدينة المحويت

Dr. Ali Saleh Ahmed Al-Haidari*, Asma Mohammed AL-Gadri, Amat-Allateef Mohammed Jailan, Entssar Ali Anga

English Language Department, Faculty of Education, Mahweet University

*Email: alhaidaryali@gmail.com

Abstract

The present study investigates the English language needs of medical learners at private medical institutes in Mahweet City, Yemen. It employed a descriptive-analytical design, using two primary instruments to achieve the research objectives: a questionnaire and a structured interview. The quantitative data from the questionnaire were analyzed using SPSS software, while qualitative responses from the interviews were thematically analyzed to identify common needs and suitable solutions. The sample consisted of first- and second-year students from the Nursing Departments of Al-Riyadah College, High Institute, and Yemen and Gulf Institute during the first semester of 2021–2022 academic year. The findings revealed that English is perceived as highly important for medical learners' academic progress and future careers. Participants expressed strong needs across all language skills to support their success in specialized courses and professional practice. Furthermore, the results highlighted that learners require more interactive classes, specialized course content tailored to their medical field, extended class time, and greater opportunities to practice language skills. Teachers also emphasized the importance of qualified teachers who can integrate medical terminology into engaging and practical lessons.

Keywords: EMP (English for Medical Purposes), ESP (English for Specific Purposes), Needs analysis, Medical learners, Private Institutes.

الملخص:

تتناول هذه الدراسة احتياجات متعلمي اللغة الإنجليزية في المجال الطبي في المعاهد الطبية الخاصة بمدينة المحويت، اليمن. وقد اعتمدت الدراسة المنهج الوصفي–التحليلي، مستخدمة أداتين رئيسيتين لتحقيق أهدافها. تمثلت الأداة الأولى في استبانة هدفت إلى تحديد الاحتياجات الأساسية لمتعلمي اللغة الإنجليزية في المجال الطبي من وجهة نظرهم، في حين تمثلت الأداة الثانية في مقابلة منظَّمة مكوَّنة من سؤالين؛ ركَّز الأول على استكشاف الاحتياجات الشائعة لمتعلمي المجال الطبي، بينما تناول الثاني المقترحات الممكنة لتلبية هذه الاحتياجات. وتكوَّنت عينة الدراسة من طلاب السنتين الأولى والثانية في أقسام التمريض بكلية الريادة، والمعهد العالي، ومعهد اليمن والخليج، وذلك خلال الفصل الدراسي الأول من العام الجامعي 2021–2022. وأظهرت نتائج الدراسة أن اللغة الإنجليزية تُعد عنصرًا أساسيًا في دعم التقدم الأكاديمي لمتعلمي المجال الطبي وتعزيز فرصهم المهنية المستقبلية. كما بيَّنت النتائج وجود احتياجات مرتفعة لدى المتعلمين في جميع مهارات اللغة الإنجليزية، بما يسهم في دعم نجاحهم في المقررات التخصصية وممارستهم المهنية. إضافةً إلى ذلك، كشفت النتائج عن حاجة المتعلمين إلى دروس تعليمية أكثر تفاعلية، ومحتوى دراسي متخصص يتوافق مع متطلبات المجال الطبي، إلى جانب زيادة وقت المحاضرات الدراسية وتوفير فرص أوسع لممارسة مهارات اللغة. كما أكد المدرسون أهمية توافر معلمين مؤهلين يمتلكون القدرة على دمج المصطلحات الطبية ضمن دروس تعليمية تطبيقية وجذابة.

الكلمات المفتاحية: الإنجليزية للأغراض الطبية، الإنجليزية للأغراض الخاصة، تحليل الاحتياجات، متعلمي الطب، المعاهد الخاصة

1. Introduction

In recent years, an increasing number of people are dedicating time to studying English as a second language due to its widespread use in various fields of human activity. Many countries incorporate English into their school curricula, and children often begin learning the language at the first grade (Lehti & Tuumi, 2021). The true value of learning English lies in its status as one of the most widely spoken languages globally, with approximately one in every four people speaking or understanding it, totaling over 1.75 billion speakers (Robson, 2013). Additionally, English proficiency enhances employment opportunities, as it is the dominant language of science, aviation, computing, diplomacy, and tourism (Ilyosovna, 2020). Consequently, English increases individuals' chances of securing respectable jobs (Akther, 2022) in companies, both domestically and abroad and it has relationship with "job promotions, wage increases, and career satisfaction" (Peltokorpi, 2023, p. 258). Moreover, English is the official language of 54 countries (Rao, 2019) and serves as an institutional or working language in many international organizations. As the world rapidly evolves with new inventions and technological advancements, English remains the dominant language in global trade, pharmacy, maritime affairs, tourism, and technology.

English for Specific Purposes (ESP) is a learner-centered approach to teaching English that focuses on developing communicative competence within a particular field. As Hutchinson and Waters (1987) stated, "ESP is an approach to language teaching in which all decisions as to content and methods are based on the learner's reason for learning" (p. 19). ESP emerged from the broader domains of English as an Additional Language (EAL) and English as a Foreign Language (EFL), primarily driven by the need to equip learners in scientific and technical disciplines with relevant language skills. Hutchinson and Waters (1987) emphasized that ESP gained prominence when English was widely adopted as an international language, generating a demand among professionals such as doctors and businesspeople for up-to-date, field-specific knowledge. Similarly, Pritchard and Nasr (2004) highlighted the critical role of English for science students, noting that "English is of particular importance for science students because it is the principal international language of science and is looked upon as an effective means for enabling those students to become familiar with professional texts written in English" (p. 246). Therefore, one of the central aims of ESP is to address learners' specific academic and professional needs. While ESP shares several foundational principles with general language instruction—particularly in promoting communication and skill development—it distinguishes itself by its responsiveness to learners' goals, motivations, and particular needs, a process formally known as Needs Analysis (NA).

In Yemeni medical education, especially within private medical institutes, many students face difficulties due to insufficient English language proficiency, which hinders their academic performance and limits their ability to operate effectively in clinical settings. English is vital for comprehending medical textbooks, interpreting terminology, accessing global research, and communicating with peers and professionals. However, many students in Mahweet City enroll in medical programs with inadequate English skills in reading, writing, listening, and speaking—making it difficult to meet course demands or engage in clinical practice confidently.

Despite the rising importance of ESP, particularly English for Medical Purposes (EMP), most existing research in Yemen has focused on public universities in major cities. For example, Bin-Tayeh (1996) examined medical students' needs at Sana'a University; Abdullah (2005, 2015) conducted studies at Aden University; and Al-Kadi (2012, 2018) explored similar issues at Ibb University. These studies consistently underscore the mismatch between current ESP curricula and students' actual language needs. Additionally, Al-Ahdal (2010) and Laban (2008) examined ESP practices in Hodeidah, calling for curriculum reform and improved instructional approaches.

However, private medical institutes—especially in less urbanized areas like Mahweet City—remain largely overlooked in existing ESP research. These institutions often operate under distinct administrative frameworks, face resource limitations, and serve students from diverse educational backgrounds. As a result, their learners' language needs may differ considerably from those in public universities. This study aims to address this gap by investigating the English language needs of medical learners at private medical institutes in Mahweet City. By identifying their specific language requirements and the challenges they face, the research seeks to offer context-sensitive recommendations that can inform the development of more effective ESP curricula tailored to the realities of private medical education in Yemen.

Accordingly, the study seeks to answer the following research questions:

1.   To what extent do medical students at the Yemen and Gulf, the High Institute, and Al-Riyadh College agree that English language skills are required for their academic and professional success?

2.   What are the basic English language needs required by medical students at these institutions from the teachers' perspective?

3.   What strategies can be adopted to make English language instruction more effective and appropriate for medical learners?

2. Literature Review

2.1 Needs Analysis

Needs analysis is a systematic process used to gather information about learners, making informed decisions about changes to language programs and identifying their learning requirements. Its primary purpose is to help learners develop their English language skills by ensuring that they receive relevant teaching and materials related to their academic or professional subjects. Needs analysis aims to provide a clear and comprehensive understanding of learners' necessities, goals, interests, and challenges. It is an official procedure centered on learners' requirements and considers the human elements of these requirements. Although it is not an evaluative process for measuring progress, it requires considerable effort, knowledge, and time.

Needs analysis can also be defined as an information-gathering process intended to identify why learners need to study a language so that teachers can select appropriate teaching materials. According to Swales (1988, as cited in Abu Safiyeh, 2021), needs analysis is a formal, important method of analyzing human needs, allowing learners to benefit from better learning experiences and improving their lives. Swales also highlights that ESP courses rely heavily on thorough needs analysis. Similarly, Hutchinson and Waters (1987) described the purpose of needs analysis as answering the question, "Tell me what you need English for, and I will tell you the English that you need" (p. 8). Similarly, Basturkmen (2010) emphasized that needs analysis involves identifying a learner's current difficulties and their target language situation through a combination of methods, such as observing participants performing tasks and conducting interviews and questionnaires.

Brown (1995) defined needs analysis as "the systematic collection and analysis of all relevant information necessary to satisfy the language learning requirements of the students within the context of the particular institutions involved in the learning situation" (p. 21). Similarly, Belcher (2006) emphasized that needs analysis is important for designing ESP materials. This process aims to identify the most suitable courses, establish clear objectives, and meet the communicative needs of the learners. Graves (2000) also noted that needs analysis is "an ongoing process of gathering information about students' needs and preferences, interpreting the information, and making course decisions based on that interpretation in order to meet the needs" (p. 98). Furthermore, Richards and Schmidt (2013) explained that needs analysis collects both subjective and objective information about learners to identify the purposes for which the language is required, the contexts in which it will be used, the people with whom it will be used, and the level of proficiency that is required.

Additionally, Richards (2001) viewed needs analysis from the perspective of curriculum development, affirming its role in gathering information from students, teachers, administrators, and employers. This information is beneficial for planning a successful learning process, specifying learners' needs, and providing suitable and flexible language program courses. He stated that needs analysis in language teaching can be used for a number of different purposes, including:

-To find out what a language skill a learner needs in order to perform a particular role, such as sales manager, tour guide or university students.

-To help determine if an existing course adequately addresses the needs of potential students.

-To determine which students from a group are most in need of training in particular language

skills.

-To identify a change of direction that people in a reference group feel is important.

-To identify a gap between what students are able to do and what they need to be able to do.

-To collect information about a particular problem that learners are experiencing. (p.52)

2.1.1 Types of Needs

The concept of "needs" in second language learning has been extensively discussed and categorized across various scholarly works and educational movements. Brindley (1989) highlighted the inherent difficulty in establishing a universally suitable and applicable definition of second language learning needs. This challenge was corroborated by Richterich (1983, as cited in Fatihi, 2003), who clarified that "the very concept of needs has never been clearly defined and remains at best ambiguous" (p. 43). Despite this definitional complexity, various types of needs can be classified as follows:

2.1.1.1 Subjective Needs and Objective Needs

Brindley (1989) classified needs into two primary types: subjective and objective. Objective needs involve observable aspects of language use, including the learners' current competencies, learning context, and language requirements. Teachers and researchers can identify objective needs through analysis of learners' personal data and their use of language patterns. In contrast, subjective needs are more complex and different. These needs emerge from affective and cognitive factors, including learners' personalities, attitudes, motivations, and prior experiences with English. Nunan (1988) emphasized that subjective needs also involve learners' preferences concerning course length and intensity, instructional context, teaching methodology, and learning style, as well as materials and activities that suit them.

2.1.1.2 Felt Needs and Perceived Needs

Berwick (1989) introduced another categorization: **felt needs** and **perceived needs.** Felt needs align closely with subjective needs, representing the learners' personal wants and desires. Perceived needs, on the other hand, are similar to objective needs, as they represent the assumptions and recommendations provided by educational experts regarding learners' learning experiences.

2.1.1.3 Target Needs and Learning Needs

Hutchinson and Waters (1987) distinguished between **target needs** and **learning needs**. Target needs refer to what learners require to perform effectively in a specific target situation, while learning needs address what learners must do to learn effectively. Target needs aim to clarify various aspects of the target language situation, such as the purpose of language acquisition, the methods of language performance, information about the specific domain, the individuals with whom learners will communicate, the setting for language use, and the period of language use.

In the context of target needs, Hutchinson and Waters (1987) further classified target situations into necessities, lacks, and wants. Necessities are the essential requirements of the target situation that enable learners to function effectively. Lacks identify the discrepancies between learners' existing skills and their required target skills. Wants refer to learners' expectations and desired outcomes. As Richterich (1972, as cited in Al-Ahdal, 2010) aptly stated, "A need does not exist independent of a person. It is people who build their images of their needs on the basis of data relating to themselves and their environment" (p. 212).

Conversely, learning needs assess learners' performance, skills, problems, and perceptions within the current learning environment. Brindley's (1989) subjective needs and Hutchinson and Waters' (1987)

learning needs are summarized by main questions such as: "Why do the learners take this course? How does the learning learn? What resources are available? Who are the learners? Where will the ESP course take place? When will the ESP course take place?" (p. 62).

2.1.1.4 Situation Needs and Language Needs

Brown (1995) proposed a classification of needs into **situation needs** and **language needs.** Situation needs pertain to the contextual information relevant to a language program, focusing on the human aspects, including the physical, social, and psychological conditions in which learning occurs, as well as the nature of language teaching materials and the similarities and differences in social backgrounds. Language needs, on the other hand, specifically address the target linguistic competencies that learners must acquire and the proficiency required for effective language use.

Finally, target needs primarily concern the organized acquisition of language for learners' future academic or occupational pursuits and the necessary language skills for performing in a target situation. In contrast, language and learning needs focus on the most effective methods for language acquisition, the reasons for language study, and the challenges learners encounter. Situation needs and learning needs appear interconnected, both emphasizing the importance of curriculum development. Fundamentally, all these classifications of needs share the common goal of identifying and addressing learners' language requirements.

2.1.2 Significance of Needs Analysis

Needs analysis is considered an essential process for designing an effective English for Specific Purposes (ESP) curriculum. It enables teachers and curriculum designers to determine the specific language skills and competencies that learners must acquire, while also identifying gaps in existing knowledge or skill sets. Needs analysis provides a clear overview of learners' strengths and weaknesses and informs decisions about the most appropriate materials, teaching strategies, and assessment techniques.

Additionally, needs analysis offers a basis for evaluating the effectiveness of educational programs, ensuring they align with learners' requirements and expectations. It is also a vital tool for curriculum renewal and improvement, allowing teachers and program designers to identify and address gaps that may exist in the implementation process. Ultimately, by identifying learners' goals, motivations, and difficulties, needs analysis helps establish priorities in course design and delivery, facilitating more successful teaching and learning outcomes. Richards et al. (1992, as cited in Orang'i, 2021) emphasized that needs analysis is a significant tool prior to the design and evaluation of lessons, content, and curricula. It helps English teachers in understanding the main needs of their learners, particularly in identifying areas where skills are lacking. The fundamental objective of needs analysis is to gather insights from learners, administrators, and curriculum designers regarding learners' specific needs.

2.2 English for Medical Purposes

English has been defined as a means of communication within the term lingua franca which is defined as the "premier research language" (Swales, 2004, as cited in Lodhi et al., 2018, p. 206), a role particularly evident in the field of medicine. Regarding English for Medical Purposes (EMP), Maher (1986) conducted a significant study analyzing the MEDLINE Index Medicus, a computerized database containing nearly one million articles from biomedical journals worldwide published between 1966 and 1983. His research aimed not only to gather linguistic data but also to demonstrate the expanding role of

English as the international *lingua franca* of medicine. Maher (1986) noted the increasing use of English for Specific Purposes (ESP) globally and defined EMP specifically as "The teaching of English for doctors, nurses, and other personnel in the medical professions" (p. 112).

Maher (1986) also emphasized that doctors and medical students must write articles in English, predicting that this trend would grow even in countries where English is not the mother tongue. EMP is therefore highly valuable for medical students because it enables them to achieve various goals, including improving reading comprehension skills. Maher suggested that "EMP is designed to meet the specific English language needs of medical learners (e.g., nurses and dentists), focuses on themes and topics specific to the medical field, and targets a restricted range of skills required by medical learners" (p. 112). Moreover, EMP not only provides medical students with the essential vocabulary needed at the beginning of their studies but also enhances their academic and scientific writing abilities. Finally, EMP aims to introduce students to the specialized English medical terminology they will need to use professionally.

2.3 English in the Medical context in Yemen

The Yemeni context has been giving a lot of efforts and attention in which a large number of studies of ESP-Oriented studies direct with the idea of needs analysis. Al-Kadi (2018) reported some of these studies. First, Bin-Tayeh (1996) investigated the language needs of medical students at Sana'a University. Using the views of undergraduates, lecturers, and graduates, he developed a proto-syllabus for students studying General Medicine. Similarly, Gamal Abdullah, a prominent ESP researcher, focused on the medical context. In 1999, he examined the English language needs of secondary school graduates who planned to study medicine at Aden University. The results showed that these students needed both medical and general English, and Abdullah proposed a pre-sessional course in medical English. Later, Abdullah (2005) studied the language needs of first-year medical students and found that the existing English program was not appropriate. The ESP materials did not match students' present or future needs, and he suggested a new medical English syllabus based on those needs. In 2015, Abdullah investigated ESP materials used for pharmacy students at Aden University and found that the course content and goals were not well-aligned.

Al-Ahdal (2010) explored the English needs of students majoring in nursing, medical laboratories, and dentistry at Hodeidah University. The study recommended a 20-hour pre-sessional course to help students improve their speaking skills before starting their academic lectures. In addition, at Hodeidah University, Laban (2008) reviewed the existing English program for medical sciences students. Laban conducted a three-part needs analysis — Target Situation Analysis (TSA), Present Situation Analysis (PSA), and Learning Needs Analysis — and evaluated the medium of instruction, teaching methods, and assessment system.

Additionally, Al-Kadi (2012) investigated the English language needs of dentistry students at Ibb University, and Alqasem (2017) examined English teaching at the same institution. Both studies concluded that the existing ESP program was insufficient and highlighted the need for a specialized English course that would match students' learning styles and requirements.

While existing research has significantly contributed to understanding the English language needs of medical students in Yemen's major public universities, several critical gaps remain that justify the necessity of the current study on "Needs Analysis of English Language for Medical Learners at Private Medical Institutes in Mahweet City". First, the geographical focus of previous studies has been limited to urban centers like Sana'a, Aden, Hodeidah, and Ibb, leaving smaller cities like Mahweet - which face unique educational challenges and resource constraints - largely unexplored. Second, the rapid growth of private medical education in Yemen, particularly in response to the increasing demand for healthcare professionals, necessitates specific investigations into these institutions' ESP requirements, as they often

operate with different curricula, student demographics, and teaching conditions compared to public universities.

This study holds particular importance for Yemen's medical education sector and healthcare system. By identifying the precise English language competencies needed by medical learners in Mahweet's private institutes, the findings will inform the development of tailored ESP curricula that bridge the gap between classroom instruction and professional communication demands. In a country where English proficiency is crucial for accessing current medical knowledge, international collaborations, and employment opportunities, such targeted needs analysis could significantly enhance the quality of medical education and ultimately improve healthcare delivery. The study will also contribute to the broader field of ESP research by providing insights into the language needs of students in under-researched regions and institutional contexts, potentially serving as a model for similar investigations in other governorates.

2.4 Previous Studies

Many studies are produced around the world to investigate the needs of learners generally, and there is also a number of studies presented to study the requirements of the learners in medical courses to assess the levels of learners in English language. Many studies can find related to NA with particular themes and matter, but all of them revolve around the same notion.

Kuzembayeva and Zhakanova (2021) carried out a study entitled "Needs Analysis in English Language Teaching of Medical Students in Kazakhstan." The study aimed to identify the English language needs of undergraduate medical students at West Kazakhstan Marat Ospanov Medical University. A questionnaire was distributed to 52 students (14 male and 38 female) in their first and second years during the spring semester of the 2020–2021 academic year. The questionnaire focused on three areas: students' attitudes toward the English language, their language strengths and weaknesses, and their language needs. The findings showed that most students (96.2%) considered English important for their future careers. They mainly needed English to pass international tests like IELTS and TOEFL, pursue postgraduate studies, and study abroad. The students also preferred courses that focused on improving their speaking, communication, reading, and comprehension skills. In addition, they highlighted the need to develop specific sub-skills such as technical writing, pronunciation, and understanding scientific speech. Based on these results, the study suggested that English for Specific Purposes (ESP) course design should focus on these skills to help medical students succeed in their academic and professional communication.

Abu Safiyeh (2021) conducted a needs analysis study titled *Analyzing the English for Specific Purposes Needs of Medical Students at Hebron University.* The study examined the English language requirements of medical students, emphasizing the importance of English as a global language, particularly in medicine. Using Hutchinson and Waters' (1987) needs analysis framework, the study explored both students' and instructors' perceptions of essential English language skills for medical studies at Hebron University. The study employed a mixed-methods approach, combining quantitative data from student and instructor questionnaires with qualitative insights from semi-structured interviews with course teachers. Findings revealed that while both groups acknowledged the importance of all language skills, students prioritized speaking and communication, whereas instructors emphasized reading and writing. Additionally, students rated their reading proficiency as high but considered their listening, grammar, vocabulary, speaking, and writing skills average. The study also identified specific sub-skills that students desired further training in. Finally, participants viewed the existing English courses positively but suggested modifications to better meet students' needs.

Hekmati et al. (2020) conducted a study entitled *"English for Medical Purposes: An Investigation into Medical Students' English Language Needs"* at Birjand University of Medical Sciences in Iran. The

study aimed to explore the English language needs of medical students to help design a more effective English for Medical Purposes (EMP) curriculum. Data were collected through classroom observations, interviews, and a structured questionnaire completed by 282 students, 12 instructors, and 15 medical practitioners. The findings showed that all four language skills were important, with reading ranked highest by all groups. Significant differences were found between students and practitioners in their perceptions of speaking and listening needs. Main language needs included reading medical textbooks, writing for academic purposes, and speaking in professional contexts. The study recommended redesigning EMP courses based on needs analysis, using placement tests, increasing instructional hours, and reducing class sizes to better meet students' academic and professional requirements.

Arroyyani and Nurhayati (2019) conducted a study titled *"Students' Necessities, Lacks and Wants on ICT-Based English for Nursing Students"* in Indonesia. The aim was to analyze the English language needs of nursing students—specifically their necessities, lacks, and wants—regarding ICT-based English materials. The study adopted a descriptive qualitative design and involved 125 nursing students from Nursing Department of Health Sciences College (STIKES) Surya Global located in Bantul, Yogyakarta, selected through simple random sampling. Data were collected using a mixed-format questionnaire (both closed and open-ended) and supplemented with classroom observations. The findings revealed that students needed ICT-based English primarily for communication in daily life, but they lacked sufficient ICT skills and English proficiency to operate digital tools effectively. They expressed a desire for enhanced internet access, better facilities, and more online-based learning and assessment tools. Despite infrastructural challenges, students showed a moderately positive attitude toward ICT integration in English learning and called for improved training and resources to support this shift.

Nasmah (2018) investigated the English language needs of third-semester Government Science students at Muhammadiyah University of Makassar. The study aimed to identify whether the existing teaching practices adequately met the students' English for Specific Purposes (ESP) requirements. A descriptive qualitative method was employed to gather data through questionnaires that explored students' perceptions. The research population consisted of all third-semester students who had taken an ESP course in Government Science during the 2018/2019 academic year. A purposive sampling technique was used to select one class (IP 3 B), comprising 29 students. The findings revealed that the students' current learning conditions did not fully address their specific ESP needs, especially those related to English for Government Science in the Faculty of Social and Political Science. The study also showed that students recognized the importance of English for their academic and future professional careers. However, the teaching materials and program content provided were only partially relevant to their discipline. The study concluded that students required more targeted ESP instruction to enhance their mastery of the four language skills and to meet the specific demands of their academic field.

Al-Kadi (2018) conducted a study titled "*Towards Humanizing ELT: Revisiting the Need for English in the Medical Context in Yemen.*" The research aimed to update the needs profile for English for Specific Purposes (ESP) in Yemen's medical field, adopting a humanistic approach in the post-method era. The study involved 120 participants, including both current students (present situation) and working professionals (target situation), using questionnaires and structured interviews for data collection. Findings revealed varied English language needs in both academic and occupational settings, which were not adequately addressed in the local context. The study analyzed traditional ESP methods and proposed a more learner-centered approach, emphasizing student involvement in curriculum design and teacher autonomy in instruction. Al-Kadi argued that such humanistic strategies could compensate for the limitations of conventional teaching, which often fails to meet individual learner needs.

Showail (2018) conducted a study entitled *The Need for English for Nursing Purposes Course in a Saudi Arabian Nursing College*. It aimed to investigate the English language requirements of nursing students to ensure they receive instruction relevant to their academic and professional goals. The study

was carried out in a nursing college and an English language institute at one Saudi Arabian university. Adopting an interpretive paradigm and a mixed-methods case study design, the researcher gathered data through semi-structured interviews and questionnaires. The qualitative phase involved interviews with five English language teachers, five nursing tutors, and five nursing students, followed by a quantitative phase where questionnaires were distributed to 62 nursing students, 24 nursing tutors, and 42 English language teachers. The qualitative data were analyzed thematically, and the quantitative data were analyzed using SPSS version 24. Findings showed that English is widely used in both nursing studies and future careers. However, the general English course offered during the foundation year was insufficient to prepare students for their academic and professional requirements. The study concluded that there was a significant need to introduce an English for Nursing Purposes (ENP) course. Furthermore, both nursing and English language teachers supported collaborative teaching approaches to enhance the relevance of the ENP course to students' specialized academic needs.

Aniqoh (2018) conducted a study titled *Need Analysis of ESP Materials for the Medical Laboratory Technology Students in the Health Polytechnics Semarang*. The study emphasized the importance of needs analysis in developing English for Specific Purposes (ESP) materials, particularly for Medical Laboratory Technology students. The study aimed to identify students' needs for ESP materials and to explore lecturers' perspectives on necessary ESP content. Using a qualitative approach, the study collected data through interviews and questionnaires involving 80 students and three lecturers. The analysis was guided by Dudley-Evans and St. John's (2009) needs assessment framework. Findings revealed that ESP instruction should integrate all four language skills (listening, reading, speaking, and writing) along with grammar and vocabulary. Additionally, the study highlighted the importance of topic relevance, suggesting themes such as health issues, laboratory staff duties, hospital laboratory tasks, and medical reports. The study concluded that ESP material development must align with students' academic and professional requirements. It also recommended that textbook designers and lecturers consider learners' evolving needs to ensure effective ESP instruction.

Mohammed and Nur (2018) conducted a study titled *"Needs Analysis in English for Academic Purposes: The Case of Teaching Assistants at the University of Khartoum."* The research examined the English language needs of teaching assistants at the University of Khartoum, Sudan, focusing on their purposes for learning English, essential language skills, and proficiency levels. Using a quantitative approach, the researchers collected data through questionnaires and proficiency tests. Findings indicated that teaching assistants required English primarily for academic teaching and social communication, with writing and speaking identified as the most critical skills. However, the results revealed that participants' overall English proficiency was below average across all language skills. This study highlights the importance of tailored English for Academic Purposes (EAP) programs to address the specific linguistic needs of university teaching assistants, particularly in strengthening writing and speaking competencies.

Khodashenas and Karimnia (2018) examined the English language needs of medical students, interns, and practicing doctors at hospitals affiliated with Jundishapur University of Medical Sciences in Iran. The study aimed to explore the English language needs of medical students, interns, and practicing doctors to develop more effective medical English programs. A needs analysis questionnaire was administered to 110 participants across three professional groups. The findings revealed that reading was regarded as the most essential skill for accessing medical resources. Speaking and listening were considered less critical by students and interns due to instruction being in Persian, though practicing doctors valued them more for international engagement. The study underscored the importance of revising ESP curricula to emphasize reading while gradually incorporating communication skills for advanced learners.

Çelik (2017) investigated the perceived language needs of medical students through a study entitled *"Perceived Language Needs of Undergraduate Medical Students Enrolled in a Consecutively*

Running ESP Course" at a Turkish state university. The objective was to identify the language skill priorities of second- and third-year medical students enrolled in an ongoing ESP course, in order to enhance its effectiveness. Data were gathered from 88 students using a 26-item Likert-scale questionnaire focusing on the four language skills: reading, writing, speaking, and listening. The results showed that reading was viewed as the most important skill, followed by speaking and writing. Listening was rated lowest, possibly due to limited exposure to English-speaking contexts. The study emphasized the lack of institutional needs assessment and called for course redesigns aligned with students' academic and communicative needs.

Innocent (2017) conducted a study entitled *"Designing an English for Special Purposes (ESP) Course: The Case of Medical Students."* It aimed to develop a comprehensive ESP syllabus tailored to the academic and professional English language needs of medical students in the Republic of Benin, particularly those seeking further specialization abroad. Adopting a needs-based and functional syllabus design approach, the researcher structured the course into three core modules: a Refresher Component to reinforce general English proficiency, a Special Register Component focusing on medical terminology and professional communication, and a Paper Reading/Writing Component designed to develop academic reading and writing skills. The course incorporated a blend of instructional strategies, drawing on the Natural Approach, the Structural Approach, Total Physical Response (TPR), and content-based instruction. Instructional activities included communicative tasks such as dialogues, role-plays, medical scenario simulations, guided readings, and structured writing exercises. Findings revealed that traditional vocabulary memorization was insufficient for preparing students for real-world medical communication. Instead, the study emphasized the importance of using authentic materials and promoting meaningful language use in academic and clinical settings. The study concluded that a well-structured ESP course grounded in real-life language tasks significantly improves students' communicative competence and overall readiness for both academic advancement and international medical engagement.

Akbari (2016) investigated the language learning challenges of MA-level paramedical students at Isfahan University of Medical Sciences through qualitative methods involving open-ended questionnaires and interviews with 69 participants. Findings showed that while reading and translation were relatively strong, students struggled with speaking, listening, and grammar, mainly due to limited English exposure and external responsibilities. Despite these barriers, students remained motivated to improve their English for academic and research purposes. Akbari recommended developing ESP programs that integrate all four language skills and address study strategies.

Kayaoğlu and Akbaş (2016) conducted a study entitled "An Investigation into Medical Students' English Language Needs" at Karadeniz Technical University in Turkey. This study examined the academic English requirements of first-year medical students in order to help design more effective English for Medical Purposes (EMP) courses. Data were collected using a structured questionnaire completed by 169 students. The findings showed that students primarily learn English to communicate with others, access medical materials, and carry out tasks related to their future profession. Students also expressed a clear preference for traditional face-to-face classrooms and blended learning, rather than fully online instruction. Speaking was seen as the most important skill, followed by listening, reading, and writing. Participants highlighted the need to improve their communication skills for medical contexts, especially for interacting with patients and making professional presentations. Interestingly, nearly half of the students did not want formal assessments, although some supported self-assessment. In general, the study suggested that EMP courses should focus on improving communication skills and providing more face-to-face practice, while reducing test anxiety, in order to better address students' medical English needs.

Taşçı (2007) investigated the English language needs of medical students in a Turkish EFL context, focusing on both their academic and professional requirements. The study involved students,

faculty members, and administrative staff at a Turkish-medium university to support the development of a suitable English for Medical Purposes curriculum. Data were gathered using questionnaires administered to students and faculty, and an interview was conducted with the Dean of the Medical Faculty to gain administrative insights. Quantitative analyses were applied to the survey data, while the interview data were examined qualitatively. The results showed that students primarily needed to improve their English reading skills for research tasks, especially in relation to problem-based learning. In addition, students valued interactive learning activities and improving their speaking skills, suggesting a shift from traditional perceptions of medical English needs.

3. Methodology

The study is descriptive in nature. A mixed-methods research design (Creswell, 2014; Creswell & Creswell, 2018) was employed to examine the English language needs of medical learners at private medical institutes in Mahweet City, integrating both quantitative and qualitative analytic–descriptive approaches. Data collection was conducted using two primary instruments: a questionnaire and structured interviews.

The participants in this study comprised medical nursing students enrolled in the first semester of the 2021–2022 academic year at three private medical institutions located in Mahweet City: the High Institute, Al-Riyadah College, and the Yemen and Gulf Institute. The total population included 207 students. A systematic sampling technique was employed to select 30% of the population, resulting in a representative sample of 62 students. To ensure proportional representation and minimize sampling bias, every third student was selected from a randomly ordered list. The participants' English proficiency levels ranged from low to intermediate, primarily due to their reliance on secondary school English instruction. Additionally, most of the students were unable to access English language institutes in Sana'a or other urban centers due to their residence in rural areas.

Those participants who were students from the Yemen and Gulf Institute, the High Institute, and Al-Riyadh College were asked to administer the questionnaire in order to gather quantitative data on learners' perceptions. This data was used to address Question One, which explores the extent to which medical students perceive English language proficiency as essential for their academic and professional development. Descriptive statistical techniques, including means and standard deviations, were used to analyze the data. Conversely, qualitative data were obtained through structured interviews with English language teachers. These interviews were designed to address question two, which explores learners' English language needs from the teachers' perspective, and question three, which examines potential strategies for enhancing English language instruction for medical learners. The qualitative data were analyzed using thematic content analysis to identify recurring themes and patterns.

To manage the quantitative aspect of the study, the questionnaire was divided into six sections and constructed using a five-point Likert scale (1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree). Section 1 was designed to gather information about the perceived importance of the English language (items 1–4). Section 2 focused on identifying the general English language needs of medical students (items 5–12). Sections 3 to 6 aimed to investigate students' perceptions regarding the importance of the four main language skills. Section 3 assessed the importance of reading skills (items 13–23), Section 4 examined writing skills (items 24–33), Section 5 targeted listening skills (items 34–40), and Section 6 evaluated speaking skills (items 41–47). The questionnaire was administered to medical learners from Yemen and Gulf Institute, High Institute, and Al-Riyadah College in Mahweet City. It was used to explore the learners' perspectives on their English language needs in academic and professional medical contexts during the academic year 2021/2022.

According to Bonett and Wright (2017), it is advisable to calculate Cronbach's alpha which is ideally falls with the range of 0.7 to 0.9. Therefore, the Cronbach's alpha for all sub-sections of the questionnaire showed an acceptable to excellent reliability coefficient (greater than 0.70).

Subsequently, under the qualitative part of the study, structured interviews were conducted with seven English teachers working at institutions under the study, selected through convenience sampling. Golzar and Noor (2022) defined convenience as "a way of selecting participants from the target population based on ease of access" (p. 72).

Statistical analysis of the quantitative data was conducted using IBM SPSS Statistics Version 24 (Sönmez, 2019; Yahya, 2020), while the qualitative data were interpreted through thematic analysis (Lochmiller, 2021).

4. Results
4.1 Results Related to the First question
4.1.1 The Importance of English language

Table 1: The Importance of English language

No	Section one: Importance of English language	N	Mean	St. D	Overall Mean	Overall St. D
1	English language is important for the study of medicine.	62	4.74	0.60	4.64	0.72
2	Learning English helps me to get an excellent job.	62	4.71	0.58		
3	English language helps me interact with foreigners.	62	4.50	0.80		
4	English language helps me study abroad.	62	4.60	0.86		

Table 1 shows how much students value the English language for their medical studies and future career. The table consists of four items. The mean scores for all items are notably high: 4.74 for the importance of English in studying medicine, 4.71 for its role in obtaining excellent jobs, 4.60 for its role in studying abroad, and 4.50 for helping interact with foreigners. The overall mean for this section is 4.64, with a standard deviation of 0.72. These results suggest a very strong agreement among students regarding the vital role of English in both academic and professional domains. The consistently high scores indicate that medical students perceived English as a main language that facilitates their learning, future job opportunities, and international engagement. The relatively low standard deviation reflects a high level of consensus among participants.

4.1.2 General Needs

Table 2: General Needs

No	Section Two: General Needs	N	Mean	St. D	Overall Mean	Overall St. D
1	I need to improve my English.	62	4.63	0.60	4.34	0.90
2	The time to study English must be an hour every day.	62	4.11	1.0		
3	I prefer English class with more activities.	62	4.35	0.76		
4	I hope to have a teacher who has the ability to	62	4.65	0.57		

	encourage me to speak in the class.					
5	I need intensive English courses that improve my professional language.	62	4.23	1.25		
6	I hope that my teacher ignores my grammatical mistakes and helps me correct them myself.	62	3.94	1.24		
7	The classroom should be large to encourage me and my classmates to work in groups.	62	4.44	0.87		

Table 2 assesses students' perceptions of their general needs for improving English skills. The table includes eight items, covering the need for improvement, preferred teaching methods, classroom environment, and teacher behavior. The means range from 3.94 (teacher should help with self-correcting grammar) to 4.65 (teacher should encourage speaking in class). The overall mean is 4.34, with a relatively high standard deviation of 0.90. Students express a strong need to enhance their English language abilities and show a preference for more interactive, supportive learning environments. The high mean for the desire to be encouraged by teachers and participate actively in class reflects their motivation for learning. However, the wider spread in standard deviation and lower means on grammar and self-correction suggest some **variation in learner preferences or confidence levels**, particularly when it comes to more autonomous aspects of language learning.

4.1.3 Importance of Reading Skills

Table 3: Importance of Reading Skills

No	Section Three: Reading skills are important for Medical Learners to	N	Mean	St. D	Overall Mean	Overall St. D
1	Read textbooks in details.	62	4.48	0.69		
2	Read exam questions.	62	4.79	0.41		
3	Read medical reports.	62	4.81	0.40	4.60	0.72
4	Read medical terms.	62	4.71	0.62		
5	Identify the main idea of what I read.	62	4.42	0.77		
6	Summarize lectures given in English.	62	4.58	0.56		
7	Expand vocabulary used in medicine.	62	4.60	0.76		
8	Read instructions of medical instruments.	62	4.52	0.81		
9	Read drug prescription.	62	4.68	0.71		
10	Study for the exam.	62	4.48	0.86		
11	Read e-mails from foreign doctors.	62	4.42	0.87		

Table 3 examines how students perceive the importance of reading skills in medical education. It includes eleven items related to reading textbooks, reports, exam questions, drug prescriptions, and professional correspondence. The mean scores are consistently high, with the highest being 4.81 (reading medical reports) and the lowest being 4.42 (reading emails from foreign doctors and identifying main ideas). The overall mean is 4.60 and the standard deviation is 0.72. The data clearly show that students regard reading as a **critical skill** in their medical studies. The very high mean scores indicate that reading is essential for comprehending course content, preparing for exams, and engaging with professional materials. The relatively low variation in responses reflects **strong consensus** on the importance of

reading, suggesting that any ESP course for these students should prioritize reading proficiency as a core component.

4.1.4 Importance of Writing Skills

Table 4: Importance of Writing Skills

No	Section Four: Writing skills are important for Medical Learners to	N	Mean	St. D	Overall Mean	Overall St. D
1	Write medical reports.	62	4.61	0.71	4.61	0.68
2	Write notes during lectures.	62	4.52	0.60		
3	Write down notes to patients' charts.	62	4.76	0.66		
4	Write research papers.	62	4.42	0.83		
5	Do homework.	62	4.29	0.85		
6	Write the patients' history.	62	4.71	0.61		
7	Write medical terms.	62	4.87	0.39		
8	Write names of equipment.	62	4.69	0.56		
9	Translate the medical terms to common	62	4.61	0.65		
10	Answer class quizzes and exams.	62	4.66	0.72		

Table 4 focuses on writing-related tasks in medical education, including writing medical reports, research papers, patient histories, and exam answers. Among the ten items, the highest mean is 4.87 (writing medical terms), while the lowest is 4.29 (doing homework). The overall mean is 4.61 with a standard deviation of 0.68. Writing skills are also perceived as **highly important** by the students, especially for recording precise medical language and patient information. The high mean scores suggest that students are aware of the need to accurately express themselves in written form in both academic and clinical contexts. The relatively small standard deviation again shows a **strong agreement** among students, reinforcing the need to include writing skill development—especially technical writing—in ESP course design.

4.1.5 Importance of Listening Skills

Table 5: Importance of Listening Skills

No	Section Five: Listening skills are important for Medical Learners to	N	Mean	St. D	Overall Mean	Overall St. D
1	Follow spoken instructions from lecturers.	62	4.50	0.67	4.26	0.89
2	Understand discussions on medical issues.	62	4.50	0.75		
3	Listen to medical programs given in	62	4.40	0.80		
4	Listen to instructions for assignment.	62	4.34	0.74		
5	Listen to conversation in a meeting given in English	62	3.34	1.17		
6	Understand power point presentations.	62	4.18	0.96		
7	Listen to the recorded classes.	62	4.05	1.04		

Table 5 evaluates students' perceptions of the role of listening in their education. It contains seven items, including understanding lectures, discussions, assignments, and recorded materials. Mean scores range from 3.34 (listening to meetings in English) to 4.50 (following spoken instructions and

understanding discussions). The overall mean is 4.26, with a standard deviation of 0.89. Students show general agreement on the importance of listening skills, but the lower mean for attending English-language meetings and the higher standard deviation indicate less confidence or exposure to such real-time interactive listening situations. This suggests that while students recognize the value of listening in their studies, practical comprehension in real-world scenarios remains a challenge for many. Therefore, listening training in ESP courses should include real-life simulations such as presentations, meetings, or dialogues.

4.1.6 Importance of Speaking Skills

Table 6: Importance of Speaking Skills

No	Section Six: Speaking skills are important for Medical Learners to	N	Mean	St. D	Overall Mean	Overall St. D
1	Participate in class discussions.	62	4.58	0.64	4.31	0.91
2	Present reports orally.	62	4.16	1.20		
3	Ask and answer questions in class.	62	4.39	0.85		
4	Speak with foreign doctors in field.	62	4.06	0.99		
5	Give oral presentations.	62	4.35	0.84		
6	Express ideas during lectures.	62	4.35	0.83		
7	Give lectures in English.	62	4.19	1.00		

Table 6 assesses speaking-related needs such as participating in discussions, giving oral reports, answering questions, and communicating with foreign doctors. The highest mean is 4.58 (participating in class discussions), and the lowest is 4.06 (speaking with foreign doctors in the field). The overall mean is 4.31, with a standard deviation of 0.91. Speaking is considered important, particularly within the classroom setting. However, the relatively lower means and higher standard deviation—especially for real-world communication—suggest that students may lack the **confidence or opportunity to practice speaking English** outside academic environments. This points to a **need for more speaking-focused activities,** especially those involving role plays, simulations, or interactions with professionals, to help bridge this gap.

The results across all six sections indicate a strong and consistent agreement among medical students at the Yemen and Gulf, the High Institute, and Al-Riyadh College that English language skills are essential for their academic and professional success. The overall mean scores in all areas are high: 4.64 for the general importance of English, 4.34 for general needs, 4.60 for reading, 4.61 for writing, 4.26 for listening, and 4.31 for speaking. These findings reveal that students place extreme emphasis on reading and writing skills, which are directly tied to academic activities such as studying textbooks, writing reports, and taking exams. Moreover, they recognize the value of speaking and listening skills in both classroom participation and future professional interactions, although slightly lower means and higher standard deviations suggest less confidence in these productive skills.

Importantly, the very high ratings for statements such as "English is important for the study of medicine" (M = 4.74) and "Learning English helps me to get an excellent job" (M = 4.71) clearly demonstrate that students view English proficiency as a vital tool not only for academic success but also for future career development. Therefore, the data strongly support the conclusion that these students

overwhelmingly agree on the critical role English plays in both their current education and future medical careers.

4.2 Results Related to the Second Question

As mentioned, the study involved a structured interview conducted with English teachers who teach English courses at medical institutes in Mahweet City. The interview consisted of two main questions. The first question was, "Based on your knowledge and experience, what are the common English language needs of medical learners?" This question provided an opportunity for English language teachers to contribute their views on the specific language needs of medical learners, as they are familiar with the learners' difficulties and areas of weakness in English. Therefore, the researchers decided to use this interview to identify the most important language needs of medical learners. The participants offered a range of needs, which will be presented as follows:

First Need: Learners need to take preparatory English language courses before entering medical institutes and colleges. Studying English at school is not enough to prepare them for studying medicine. Many learners take extra English courses to qualify for medical colleges. English teachers noted that learners who take these courses before joining the institutes help themselves learn better and also help their teachers. Preparation courses help improve learners' English language skills.

Second Need: Learners need appropriate curricula. Curricula play a major role in the learning process. Respondents said that it is necessary to have well-structured English courses that meet learning goals and help learners gain basic skills that improve their abilities. Participants confirmed that medical learners often use English in real situations, such as hospital training. English is also the most common language between doctors. Thus, English courses must prepare learners to communicate well. Respondents suggested that teachers should do more than just follow textbooks—they must also give additional information that is useful in the medical field. The courses should include grammar to improve writing skills, listening practice to enhance listening skills, and reading materials to improve reading. Lessons must also involve both group and individual activities. English courses should be taught by teachers who are both experts in English and familiar with medical topics. Finally, the courses should be practical and include communication skills, medical terms, and vocabulary.

Third Need: Learners need more awareness about the importance of English. Many learners view English only as a subject to pass, so teachers must show them its great value for their future work as doctors. For example, they will need English to read medical reports, write patients' histories, and communicate with colleagues and patients.

Fourth Need: Medical learners need qualified and capable English language teachers. Teachers must have strong English language skills and knowledge of medical terms in English and Latin. They must also be professional in their teaching methods. Teachers must be able to improve learners' abilities and build a positive, supportive relationship with them. In addition, they need up-to-date knowledge of teaching and use modern teaching tools instead of outdated methods.

Fifth Need: Learners need more practical training to improve their language skills. Increasing learners' English abilities requires ongoing practice, which is also beneficial for their medical studies. Training programs should support teachers alongside their main courses so that all learners reach a similar level. These programs can provide practice and activities that improve language skills. Teachers must go

beyond lectures and traditional teaching; learners need practice, discussion, and presentations to improve their skills.

Sixth Need: Learners need enough time for lectures. Participants noted that enough time should be given to practice and complete English courses properly. Time must be managed well so that learners can cover the course content and achieve its goals.

Seventh Need: Learners need a good classroom environment. Participants explained that classes should not be overcrowded. Large classes do not allow teachers to communicate well with learners, address their different learning styles, or teach language skills effectively. Teachers need to involve all learners with a variety of tasks and encourage them to participate.

Eighth Need: Learners need to improve all language skills and sub-skills. Respondents indicated that learners need to improve their skills in reading, writing, speaking, listening, vocabulary, and grammar. English courses must focus on all of these areas. Teachers can include grammar, technical and general vocabulary, listening practice, reading practice, and writing exercises. Learners need reading skills to understand medical textbooks and instructions for assignments, writing skills to complete research papers and exams, listening skills to follow lectures and instructions, and speaking skills to ask questions, practice oral discussions, and give presentations.

The teachers' perspectives reveal that medical learners require comprehensive preparation in all four language skills, along with specialized medical vocabulary and practical communication training. Significant needs include preparatory courses, relevant curricula, qualified instructors, and increased practice time. These findings directly address the second research question, highlighting the specific areas where English instruction must be tailored to meet medical students' academic and professional requirements.

4.3 Results Related to the Third Question

The second question of the interview was: "Based on your knowledge and experience, what are the suitable solutions that can make teaching English appropriate for medical learners' needs?" The seven teachers provided various suggestions to improve English teaching for medical learners. These solutions are outlined as follows:

Solution One: Realizing the significance of the English language

Medical learners must be aware of the importance of the English language and improve their English skills as much as possible. They need to enhance their abilities in all language skills. English should be seen as part of medical education rather than as separate from the medical profession. University administrators, lecturers, and field experts in medicine should work together to raise awareness about the importance of learning English during medical studies and to offer guided courses for this purpose.

Solution Two: Providing appropriate courses

English courses in medical universities should cover all areas of the language, including both major skills and sub-skills. It is important to design curricula that are relevant to the specific needs of medical learners.

Solution Three: Raising awareness of medical learners' English needs

Participants emphasized that learners' needs must be considered at all levels, including course design, current skill levels, teaching methods, and training activities. They also noted the need for creating a supportive learning environment that matches the learners' goals and abilities.

Solution Four: Choosing suitable English language teachers

Teachers should have a strong command of English and the necessary expertise to deliver lessons effectively. They must also have experience in teaching English for medical purposes. Respondents affirmed that teachers must understand the language skills needed in medicine, identify learners' strengths and weaknesses, and design courses to improve those skills

Solution Five: Allowing learners to practice English

Participants indicated that learners must practice English inside and outside the classroom. They observed that learners rarely practice independently and rely mostly on lectures for language input. Due to limited class time and large class sizes, it is often difficult for all learners to practice in class. Teachers should encourage learners to do additional practice outside the classroom during their free time.

Solution Six: Treating English as a language of interaction

Some respondents explained that learners often lack opportunities to use English for communication. Teachers should not focus only on grammar; instead, they must allow more time for practicing speaking and communication skills. Oral activities can improve learners' confidence, reduce the focus on grammar rules, and encourage learners to speak more often.

Solution Seven: Paying attention to learners' motivation

Some teachers stated that medical learners often lack motivation to learn English. This is because they may not be interested in the subject or because the courses repeat high school materials and become boring. To motivate learners, courses need to be more engaging and relevant to medical contexts rather than repeating basic grammar exercises.

Solution Eight: Creating new teaching methods

Some teachers still use traditional lecture methods and do not involve learners in choosing teaching styles. Participants argued that English teachers must be more flexible, use technology, introduce new teaching strategies, and adapt their style to fit learners' needs. Teachers should also involve learners in selecting the most effective learning methods.

The strategies suggested by teachers emphasize raising awareness of the importance of English, designing relevant and skill-balanced curricula, providing experienced instructors, and creating more opportunities for active language use inside and outside the classroom. These recommendations directly answer the third question of the research by offering actionable solutions to make English instruction more effective and better aligned with medical learners' real-world needs.

5. Discussion

The findings of this study show that medical students in Mahweet City place high value on the English language in all skill areas. Most students agreed that English is important for their academic success, future careers, and communication with international professionals. These results are similar to many previous needs analysis studies in medical settings (Holme & Chalauisaeng, 2006; Tsao et al., 2008; Liu et al., 2011; Abdul Malik et al., 2020; Wahyuni, 2021; Kalola, 2022; Chan et al., 2022), which also found that medical students see English as essential for both current study and future work. This agreement suggests that the importance of English is not unique to Mahweet but is a common finding in many private institutes in Mahweet, supporting the need for ESP programs that match local contexts.

In this study, reading was seen as the most important skill for academic success, especially for understanding medical texts, exam questions, drug prescriptions, and lecture notes. This agrees with Taşçı's (2007) finding that reading skills are a main academic strength for medical students. Al-Kadi (2018) also found that students' main purpose in learning English was to access textbooks, handouts, and research articles relevant to their field. The replication of this finding across contexts suggests that reading should remain the cornerstone of ESP curricula for medical students. Similarly, Karimnia and Khodashenas (2018), Vahdany and Gerivani (2016), and Showail (2018) identified reading comprehension of academic resources as a high-priority sub-skill, confirming that the academic nature of medical training makes reading the most directly applicable skill in daily study.

Although reading is the top priority, this study also found that students want to improve their listening and speaking skills, especially for lectures, seminars, group discussions, and doctor–patient communication. This matches Aniqoh's (2018) conclusion that listening to lectures and taking part in class discussions are important for health-related students. Similarly, Abu Safiyeh (2021) and Al-Kadi (2018) noted that oral communication—such as presentations, seminars, and consultations—is necessary for professional work. Ibrahim (2020) pointed out that poor speaking and listening skills are a major problem and suggested syllabus changes to address them. In their studies, Carnando (2020) and Kayaoğlu and Akbaş (2016) also showed that adding these skills to ESP courses can help connect academic learning to real work needs. Carnando (2020) further found that speaking and listening were the skills most closely linked to future medical roles. Moreover, studies by Lodhi et al. (2018) and Moslehifar and Ibrahim (2012) reinforced that communicative competence, especially in speaking and listening, is vital in patient consultations, presentations, and international collaborations. This finding is echoed by Innocent (2017), whose study similarly highlighted the importance of these skills. Together, these findings clarify that English proficiency serves a dual purpose: facilitating academic success and enabling integration into the global medical community.

Writing was also considered important, especially for medical reports, research papers, and assignments. However, students in this study felt less confident in writing than in reading. This is similar to Abu Safiyeh's (2021) finding that writing is often rated lower than reading. Tasçi (2007) and Showail (2018) also reported that while writing is important in medical education, it often remains weak without specific teaching. This is a common problem: even though medical students need to write clearly and accurately, they usually receive less training in writing than in reading. Ahmed (2018) and Ahmed and Pawar (2018) explained that without structured practice, productive skills like writing usually develop more slowly than receptive skills.

Similar findings have been reported in previous research. Rabadi and Rabadi (2020) found that writing anxiety among medical students was caused by language difficulties, lack of practice, low confidence, and fear of assessment. Kim et al. (2021) showed that expository and argumentative writing tasks improved medical students' academic results by helping them think more critically and apply their

knowledge. These results suggest that writing can be improved through targeted activities, such as reducing anxiety, giving purposeful writing tasks, and encouraging guided group writing.

In general, this study confirms that English has an important and wide-ranging role in the academic and professional lives of medical students. As previous studies recommend (Tasçi, 2007; Al-Kadi, 2018), ESP courses should focus on the learner and use real, subject-specific materials. The common skill order—reading first, followed by speaking, listening, and writing—shows the need for a balanced program that teaches all skills. Weaker productive skills should be strengthened, but strong support for receptive skills must also be maintained. Regular needs analysis, ideally every two to three years (Poedjiastutie, 2019; Al-Hassaani & Qaid, 2021), will help ESP programs keep up with changing student needs and the demands of the medical profession.

The present findings resonate with earlier ESP research, affirming the multidimensional role of English in shaping medical students' academic and professional trajectories. Yacoub (2022) found that in Egypt, medical students ranked reading skills highest, followed by listening, speaking, and writing. Robles (2020) created a syllabus focusing on reading through medical vocabulary but also included speaking, listening, and writing activities, showing the value of a complete, context-based approach. Ibrahim (2020) identified a significant gap in speaking and listening skills among medical learners and suggested adding multimedia tools to the ESP syllabus to meet these needs. Together, these studies show the continuing importance of reading and listening, the common weakness in speaking and writing, and the need for balanced, learner-focused, and subject-specific ESP courses based on regular needs analysis.

The findings of this study have strong applicability to the Yemeni context for several reasons. First, Yemen's higher education system, particularly in medical and health-related fields, increasingly relies on English-language resources, including textbooks, research articles, and international guidelines. Since local medical curricula often integrate foreign-authored materials, the high priority students in Mahweet place on reading skills directly reflects the national need to access and comprehend these resources.

Second, Yemen's medical graduates are expected to engage in professional exchanges with international health organizations, non-governmental organization, and humanitarian agencies that operate widely in the country. In this context, the identified importance of listening and speaking skills aligns with real-world demands, such as participating in training programs, presenting research findings, and communicating with foreign medical teams.

Third, the relative weakness in writing skills found in this study mirrors broader challenges in Yemen, where limited exposure to structured English writing instruction reduces students' ability to produce professional reports, case studies, and research papers. Addressing this gap through targeted ESP interventions would directly enhance graduates' ability to contribute to academic publications and health policy documentation—both essential for Yemen's medical development.

Finally, the study's recommendation for regular needs analysis is particularly relevant in Yemen's rapidly changing socio-economic and health landscape. Shifts in public health priorities, the introduction of new medical technologies, and the ongoing humanitarian crisis mean that English language needs for medical learners may evolve quickly. A responsive, learner-centered ESP curriculum would ensure that Yemeni medical graduates are equipped not only for academic success but also for effective participation in the global medical community.

6. Conclusion

This study was conducted to investigate the specific English language needs of medical learners in Mahweet City, Yemen, addressing the problem of a mismatch between current English instruction and

the academic and professional demands of the medical field. Despite the increasing use of English in medical education, research, and clinical practice, many learners begin their studies without the necessary language skills to fully benefit from these opportunities.

The findings revealed a consistently high valuation of English among learners, with reading and writing identified as the most critical skills for academic success, particularly for accessing medical literature, preparing reports, and completing examinations. Listening and speaking were also regarded as important for lectures, discussions, and professional communication, though lower confidence and limited practice opportunities were evident. Teachers confirmed these needs and emphasized the importance of preparatory courses, specialized curricula, qualified instructors, interactive methodologies, and supportive learning environments.

These results have clear implications for ESP program development in Yemen. Curriculum planners and instructors should collaborate to design context-specific courses that balance receptive and productive skills, integrate authentic medical tasks, and allocate sufficient time for practice. Regular needs analyses are essential to ensure that instruction keeps pace with the evolving requirements of medical education and healthcare delivery. Addressing these needs will not only improve learners' academic performance but also enhance their professional competence and contribution to quality healthcare in Yemen.

References

1. Abdullah, G. (1999). *A study of the learners' needs of would-be medical students* [Master's thesis]. University of Aden.
2. Abdullah, G. (2005). *Needs of ESP learners for practical English communication* [Ph.D. dissertation]. University of Pune.
3. Abdullah, G. (2015). Proposed schemata of an English courses of the learners of pharmacy. *Global Journal of Teaching English for Specific and Academic Purpose, 1*(1), 105-125.
4. Abdul Malik, S. W., Chan, M. Y., Ali, M. A., & Isa, M. M. (2020). English language needs of medical students in their clinical years: Lecturers' and students' perspectives. *Journal of Language and Communication, 7*(1), 587-611.
5. Abu Safiyeh, H. (2021). *Analyzing the English for specific purposes needs of medical students* [Master's thesis]. Hebron University.
6. Ahmed, S. T. S. (2018). Challenges of English language teaching in Yemeni primary and secondary schools. *GRIN Verlag*, 1-11.
7. Ahmed, S. T. S., & Pawar, S. V. (2018). Communicative competence in English as a foreign language: Its meaning and the pedagogical considerations for its development. *The Creative Launcher, 2*(6), 301-312.
8. Akbari, Z. (2016). The study of EFL students' perceptions of their problems, needs and concerns over learning English: The case of MA paramedical students. *Procedia - Social and Behavioral Sciences, 232*, 24–34. https://doi.org/10.1016/J.SBSPRO.2016.10.006
9. Al-Ahdal, A. M. H. (2010). English for medical students of Hodeidah University, Yemen: A pre-sessional course. *Language in India, 10*, 180-377.
10. Al-Hassaani, A. M. A., & Qaid, A. F. M. (2021). Challenges and strategies in teaching speaking skills to the Yemeni EFL learners at Aden University: A case study. *Arab World English Journal (AWEJ), 12*(1), 498-514. https://dx.doi.org/10.24093/awej/vol12no1.32
11. Al-Kadi, A. M. (2012). *English needs analysis of dentistry students at Ibb University, Yemen* [Master's thesis]. University of Ibb.
12. Al-Kadi, A. (2018). Towards humanizing ELT: Revisiting the need for English in the medical context in Yemen. *Language Teaching and Education Research (LATER), 1*(2), 121-138.
13. Alqasem, A. (2017). *Designing ESP English courses for medicine students at Ibb University* [Master's thesis]. Ibb University.
14. Aniqoh, A. (2018). *Need analysis of ESP materials for the medical laboratory technology students in the Health Polytechnics Semarang* [Master's thesis]. Muhammadiyah University of Surakarta.
15. Arroyyani, R., & Nurhayati, L. (2019). Students' necessities, lacks and wants on ICT-based English for nursing students. *ANGLO-SAXON, 10*(2), 160–176.

16. Basturkmen, H. (1998). Refining procedures: A needs analysis project at Kuwait University. *English Teaching Forum, 36*(4), 2-9.

17. Belcher, D. D. (2006). English for specific purposes: Teaching to perceived needs and imagined futures in worlds of work, study, and everyday life. *TESOL Quarterly, 40*(1), 133-156. https://doi.org/10.2307/40264514

18. Berwick, R. (1989). Needs assessment in language programming: From theory to practice. In R. K. Johnson (Ed.), *The second language curriculum* (pp. 48-62). Cambridge University Press.

19. Bin-Tayeh, N. (1996). *An investigation of the language needs of the students' general medicine development* [Master's thesis]. Sana'a University.

20. Bonett, D. G., & Wright, T. A. (2015). Cronbach's alpha reliability: Interval estimation, hypothesis testing, and sample size planning. *Journal of Organizational Behavior, 36*(1), 3–15. https://doi.org/10.1002/job.1960

21. Brindley, G. (1989). The role of needs analysis in adult. In R. K. Johnson (Ed.), *The second language curriculum* (pp. 63-78). Cambridge University Press.

22. Brown, J. (1995). *The elements of language curriculum: A systematic approach program development*. Heinle & Heinle.

23. Carnando, G. (2020). NEED analysis for designing ESP course for medical students. *Anglo-Saxon: Jurnal Ilmiah Program Studi Pendidikan Bahasa Inggris, 11*(1), 1-12.

24. Çelik, H. (2017). Perceived language needs of undergraduate medical students enrolled in a consecutively running ESP course. *Journal of Teaching English for Specific and Academic Purposes, 5*(2), 209–218. https://doi.org/10.22190/JTESAP1702209C

25. Chan, S. M. H., 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*(405), 1-7. https://doi.org/10.1186/s12909-022-03481-w

26. Creswell, J. W. (2014). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (4th ed.). Pearson.

27. Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). SAGE Publications, Inc.

28. Dudley-Evans, T. & St. John, M. J. (2009). *Development in ESP: A multi-disciplinary approach*. Cambridge University Press.

29. Fatihi, A. R. (2003). The role of needs analysis in ESL program design. *South Asian Language Review, 8*(1&2), 39-59.

30. Golzar, J., & Noor, S. (2022). Convenience sampling. *International Journal of Education and Language Studies (IJELS), 1*(2), 72-77. https://doi.org/10.22034/ijesls.2022.162981

31. Graves, K. (2000). *Designing language courses: A guide for teachers*. Heinle and Heinle Thomson Learning.

32. 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. https://doi.org/10.22111/IJALS.2020.5648

33. Holme, R., & Chalauisaeng, B. (2006). The learner as needs analyst: The use of participatory appraisal in the EAP reading classroom. *English for Specific Purposes, 25*(4), 403-419. https://doi.org/10.1016/j.esp.2006.01.003

34. Hossain, S. (2013). Effect of regulatory changes on auditor independence and audit quality. *International Journal of Auditing, 17*(3), 246-264.

35. Hutchinson, T., & Waters, A. (1987). *English for specific purposes: A learning-centered approach*. Cambridge University Press.

36. Ibrahim, H. H. (2020). Needs analysis as a prerequisite for designing an ESP course for medical students. *Open Journal of Modern Linguistics, 10*, 83-103. http://10.4236/ojml.2020.102006

37. Innocent, D. C. (2017). Designing an English for special purposes (ESP) course: The case of medical students. *Journal of Language Teaching and Research, 8*(3), 447–458. https://doi.org/10.17507/jltr.0803.02

38. Kalola, E. E. (2022). *Exploring the current English language needs of medical students in the school of medicine at Hage Geingob UNAM Campus* [Master's thesis]. Namibia University of Science and Technology.

39. Karimnia, A., & Khodashenas, M. R. (2018). Medical students' English language learning: Needs and perceptions. *Sustainable Multilingualism, 13*(1), 164–190. https://doi.org/10.2478/SM-2018-0016

40. Kayaoğlu, M. N., & Akbaş, R. D. (2016). An investigation into medical students' English language needs. *Participatory Educational Research, spi16*(1), 63–71. https://doi.org/10.17275/per.16.spi.1.8

41. Kim, S., Yang, J. W., Lim, J., Lee, S., Ihm, J., & Park, J. (2021). The impact of writing on academic performance for medical students. *BMC Medical Education, 21*(61), 1-8. https://doi.org/10.1186/s12909-021-02485-2

42. Kuzembayeva, G., & Zhakanova, B. (2021). Needs analysis in English language teaching of medical students in Kazakhstan. *International Journal of Multilingual Education, 19*, 45-55. https://doi.org/10.22333/ijme.2021.19005

43. Laban, H. (2008). A study of English as medium of instruction in medical colleges of Yemen [Ph.D. dissertation]. Aligarh Muslim University.

44. Lehti, J., & Tummi, V. (2021). *Integration of English language into other school subjects in primary school education: A comparative cross-national study in Finland and Sweden* [Master's thesis]. University of Eastern Finland.

45. Lochmiller, C. R. (2021). Conducting thematic analysis with qualitative data. *The Qualitative Report, 26*(6), 2029-2044. https://doi.org/10.46743/2160-3715/2021.5008

46. Liu, J. Y., Chang, Y. J., Yang, F. Y., & Sun, Y. C. (2011). Is what I need what I want? Reconceptualising college students' needs in English courses for general and specific/academic purposes. *Journal of English for Academic Purposes, 10*(4), 271–280. https://doi.org/10.1016/j.jeap.2011.09.002

47. Lodhi, M. A., Shamim, M., Robab, M., Shahzad, S. K., & Ashraf, A. (2018). English for doctors: An ESP approach to needs analysis and course design for medical. *International Journal of English Linguistics, 8*(5), 205-214. https://doi.org/10.5539/ijel.v8n5p205

48. Maher, J. (1986). English for medical purposes. *Language Teaching, 19*(2), 112-145. https://doi.org/10.1017/S0261444800012003

49. Mohammed, A., & Nur, S. (2018). Needs analysis in English for academic purposes: The case of teaching assistants at the University of Khartoum. *HOW, 25*(2), 49-68. https://doi.org/10.19183/how.25.2.409

50. Moslehifar, M. A., & Ibrahim, N. A. (2012). English language oral communication needs at the workplace: Feedback from human resource development (HRD) trainees. *Procedia - Social and Behavioral Sciences, 66*, 529-536. http://10.1016/j.sbspro.2020.11.297

51. Nasmah, A. S. (2018). *Needs analysis of English for specific purpose at third semester students of government science in Muhammadiyah University of Makassar: A descriptive quantitative research* [Degree of Education's thesis]. Muhammadiyah University of Makassar.

52. Nunan, D. (1988). *Syllabus design: Second language research*. Oxford University Press.

53. Orang'I, D. O. (2021). Listening and speaking skills as learning and target needs in business English program for tour guide students in Kenya. *JOALL (Journal of Applied Linguistics and Literature), 6*(1), 11-31. http://dx.doi.org/10.33369/joall.v6i1.11437

54. Peltokorpi, V. (2023). The "language" of career success: The effects of English language competence on local employees' career outcomes in foreign subsidiaries. *Journal of International Business Studies, 54*, 258–284. https://doi.org/10.1057/s41267-022-00544-4

55. Poedjiastutie, D. (2019). *Some challenges of English for medical purposes (EMP) reading: A case in Indonesia*. University of Muhammadiyah Malang.

56. Pritchard, M., & Nasr, A. (2004). Improving reading performance among Egyptian engineering students: Principles and practices. *English for Specific Purposes, 23*(4), 425–445. https://doi.org/10.1016/j.esp.2004.01.002

57. Rabadi, R. I., & Rabadi, A. D. (2020). Do medical students experience writing anxiety while learning English as a foreign language? *Psychology Research and Behavior Management, 13*, 838–893. http://doi.org/10.2147/PRBM.S276448

58. Richards, J. C. (2001). *Curriculum development in language teaching*. Cambridge University Press.

59. Richards, J. C., & Schmidt, R. (2010). *Longman dictionary of language teaching and applied linguistics* (4th ed.). Pearson Educational Limited.

60. Robles, M. D. P. R. (2020). An ESP syllabus design to improve reading by learning specific vocabulary in medicine [Bachelor's thesis]. Meritorious Autonomous University of Puebla.

61. Robson, M. (2013). *The English effect: The impact of English, what it's worth to the UK and why it matters to the world* (pp. 1–24). British Council. https://www.britishcouncil.org/sites/default/files/english-effect-report-v2.pdf

62. Showail, H. Y. (2018). *The need for English for nursing purposes course in a Saudi Arabian nursing college* [Doctoral thesis]. University of Exeter.

63. Sönmez, H. (2019). An examination of needs analysis research in the language education process. *International Journal of Education and Literacy Studies, 7*(1), 8-17. http://dx.doi.org/10.7575/aiac.ijels.v.7n.1p.8

64. Sweet, H. (1908). *The history of language*. Aldine House.

65. Taşçı, Ç. (2007). An analysis of medical students' English language needs [Master's thesis]. Bilkent University.

66. Tsao, C., Wei, A. M., & Fang, A. (2008). ESP for college students in Taiwan: A survey of student and faculty perceptions. In *Proceedings of the 2008 International Symposium on ESP & its Application in Nursing & Medical English Education* (pp. 245-262).

67. 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. http://10.18488/journal.23/2016.5.2/23.2.104.110

68. Wahyuni, S. (2021). English language needs for medical students: A link and match of academic and professional career. *ENGLISHFRANCA: Academic Journal of English Language and Education, 5*(1), 169-184. http://dx.doi.org/10.29240/ef.v5i1.2146

69. Yacoub, E. S. A. (2022). Needs analysis of teaching English for specific purposes for secondary students applying to medical faculties. *International Journal of Curriculum & Technological Education, 6*(9), 1-32. https://doi.org/10.21608/IJCTE.2022.116269.1036

70. Yahya, E. M. A. (2020). Designing an ESP course for medical learners based on need analysis. *International Journal of English Research, 6*(2), 15-21.