

The Necessity of an English Language Preliminary Course for the Medical College Students in Bangladesh: A Need Analysis Study for an ESP Course

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Declaration

I hereby declare that,

1. The thesis submitted is my own original work while completing my Bachelor's degree at BRAC University.
2. The thesis does not published previously or written by a third party, except where this is appropriately cited through full and accurate referencing.
3. This thesis does not contain material which has been accepted, or submitted, for any other degree at any other institution.
4. I have acknowledged all main sources of help.

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Approval

The thesis titled “The Necessity of an English Language Preliminary Course for the Medical College Students in Bangladesh: A Need Analysis Study for an ESP Course” submitted by Rubyat Tabassum (Student ID: 18103029) of Fall, 2021 has been accepted as satisfactory in partial fulfillment of the requirement for the degree of B.A. in English on June, 2022.

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Abstract

The purpose of this research is to assess the breadth and kind of difficulties faced by undergraduate students in various portions of English used in medicine. English is currently largely considered the international language of science, and in the case of medical science, there is hardly any book found in any other language except English. Teaching English in higher education institutions ignores individuals' unique characteristics, needs, goals, interests, and ambitions, independent of their fields of study. The most important and challenging question in teaching and learning is whether the course is effective. The course's efficacy is significantly tied to the learners' needs, deficiencies, and requirements. The essential insight into this approach is to suggest a course design by being attentive to target language learners' needs. In this respect, the English language needs of two medical college students in Bangladesh were investigated by means of a need analysis done on 10 students from two medical colleges with three different mediums of education in their higher secondary level. An open-ended questionnaire was adapted to interview the participants and know about their lacks, wants and suggestions to overcome the problems. The findings of the study suggested an ESP course designed for the students of medical college students before starting their academic life there. The medical jargon, complex sentences, pronunciation, and spelling teaching with the flow of speaking should be part of the course material that the students suggested. The self-evaluation done them shows their poor proficiency level in the English language. The implication of an ESP course would be the best way as came out of the study and the previous research. The course should be equally proper and advantageous specifically for medical college students.

Dedication

I dedicate this paper to my beloved parents and my brother.

Acknowledgement

First of all, I would like to thank almighty Allah for His blessing to give me the strength to complete my thesis paper.

I would like to express my gratitude to my thesis supervisor, Dr. Asifa Sultana. Without her support and guidance, I could not complete this paper. Special thanks to the chairperson of the Department of English and Humanities, Professor Firdous Azim. Furthermore, I would like to thank from the bottom of my heart to the other faculty members of the university for their kind and support. I am thankful to my friends, class-fellow, senior and junior of the university who encouraged me throughout this journey.

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Chapter 1: Introduction

1.1 Background:

Guyton and Hall (John E. Hall), Ganong's review of medical physiology (Barrett & Ganong, 2012), Gray's Anatomy (Drake et.al, 2005), Davidson's Principles and Practice of Medicine (Ralston et. al, 2018), these are the titles of some of the books that medical students must read throughout their first year of school. These novels are all written in English.

Bangladesh also teaches English as a second language. Students spend 12 years of their life reading and studying English as a limited-syllabus topic. Students are mainly concerned about achieving excellent grades in SSC and HSC. It is not their major desire to study English as a second language to augment their education. The Bangladesh curriculum's twelve-year framework is insufficient to acquire pupils' proficiency in all four English language abilities. According to Kabir (2014), the existing English national curriculum syllabus can never guarantee a student's mastery of the language within these 12 years (p. 1). According to Kabir (2014), it is still unclear if the English language teaching in our nation is ESL (English as a Second Language) or EFL (English as a Foreign Language) (English as a Foreign Language). Bangladesh is mostly divided into two categories of medium: English and Bangla. These days, the English version is a different type. According to a 1990 study conducted by the National Curriculum and Text Books (NCTB) and the British Government Overseas Development Administration (ODA), the proficiency level of students in Bangladesh is comparatively low for their level, particularly in the case of Bengali medium. (Kabir, 2014, para 2, p. 1). Despite the fact that English is made a mandatory subject, students from Bangla medium backgrounds face numerous challenges in their tertiary education. It is seen that most of the books at the higher

education level are in English. In the “Preface” part of the book “English for Today”, which is a book given by NCTB, it is mentioned that the goal of this book is to make the students efficient in all four skills equally, but it has been seen for a long time that the board examinations on the English language give questionnaires only on reading and writing skills (2020). For this reason, although there are various exercises on speaking and listening skills in the book, the students and also the teachers do not focus on them.

The prime attention of the students in Bangladesh is to get good marks in the examination but not learn and develop all the four skills equally. The Bengali medium students do not get a proper environment to speak English as a part of their communication system, which is another prime reason for the inefficiency of the speaking skills of the students in Bangladesh (Kabir, 2014).

The core notion of teaching languages for individual purposes was developed to address specific academic and professional demands of learners, with each pedagogical setting and group of learners being deemed fresh and distinct from the one before it (Milosavljevic, Vuletic & Jovkovic, 2015). Using scientific terms, mastering and studying by skipping through numerous tiers and ends with the right communication (Khan, 2016, p.79). But in most cases, it is seen that Bengali medium-background students face more difficulty in communicating and also in learning purposes as the materials given to them are mostly English-language-based. However, throughout the second part of the 20th century, English became frequently used in medical college. The quantity of English-language publications has exploded in recent years, with English-language journals accounting for 80% of all journals indexed in Scopus (Pavel, 2014).

This research paper and the need analysis here focuses on English for Specific Academic Purpose, ESAP, a sub-branch of English for Academic Purpose, EAP. A need analysis was done on the medical college students to find out their lacks, necessities, and wants. The needed analysis will help to design a proper and advantageous course for them. The aim of the paper is to conduct a need analysis on medical college students to identify their lacks, wants, and necessities. A real-life experience shared by a lecturer, my former job required me to teach English to medical students. Since I taught them using broad English language materials, I saw a mismatch between their aim area and the English language. "Their gained language abilities cannot be applied in a medical environment." They can, for example, complete numerous exercises in class utilizing active and passive voices appropriately. When describing concepts like hypertension or the nervous system, they prefer to use called/ call/ calls rather than is/ are called. Subject-specific materials energize medical students (Sharmin, 2018).

This paper focuses on the problems faced by the students while they start their academic life at the medical college. The purpose of this study was to look at the English language demands of medical students and come up with a plan to construct a course that would suit those needs. Because medical textbooks and periodicals are written in English, there is a pressing need for medical students to gain basic English abilities.

1.2 Research questions:

The research questions for this paper are:

- Does the English language create problems for medical college students?
- What is the proficiency level of medical college students in English language skills?

- Do medical students need an English language preliminary course before starting their academic journey in medical colleges?

Thus, the research objective for this particular paper includes finding out the English language needs of the medical college studying students for their academic purpose. A number of research works are done on the problems faced by the medical students and also need analysis is done but the focus on the wants and the lacks of the students are less which created a research gap to design a syllabus properly for the medical college students.

Therefore, focusing on lacks, wants and necessities for the medical college students this paper gives the result of the need analysis in an arranged way to approach a preliminary English course for them.

Chapter 2: Literature review

Designing ESP materials and making content selections without considering the learners' learning motivations and demands is a pointless effort (Yazdjerdi, 2000). English for Medical Purposes (EMP), as a branch of English for Specific Purposes (ESP), should be created and taught in such a way that it improves physicians' communication skills and allows them to effectively utilize the English language in a variety of work-related scenarios (Kariminia & Khodashenas, 2018).

The necessities of an English course for medical students also depend on the present situation of the English language prevailing in Bangladesh. My former job required me to teach English to medical students. Since I taught them using broad English language materials, I saw a mismatch between their aim area and the English language. "Their gained language abilities cannot be applied in a medical environment." They can, for example, complete numerous exercises in class utilizing active and passive voices appropriately. When describing concepts like hypertension or the nervous system, they prefer to use called/ call/ calls rather than is/ are called. Subject-specific materials energize medical students (Sharmin, 2018). That shows why the necessity of a preliminary English language starts and in the future how this problem can be overcome. This part also focuses on the fact that an ESP-based preliminary course could be a good suggestion for medical college students to remove their suffering on this issue.

2. 1 Necessity of a preliminary English course: According to a study conducted at one of Saudi Arabia's nutrition and health science colleges, students are required to learn English as a

compulsory subject beginning in class KG-1, but even after learning English for so long, students are not proficient in English in that college because students do not practice English speaking outside of school and due to the dominance of Arabic. Students in Jordan's medical and health institutes are taught in English, causing them great difficulty (Al-Hussein, Rabea, Almahameed & Al-Nawafleh, 2018, p.891). In 1974 English was introduced as a mandatory subject to teach from class 6 and now it is compulsory from class one (Chowdhury & Kabir, 2014). The study of English at the elementary and secondary levels was discontinued in 1972. Only at the secondary school level did it continue to be a topic to be studied. Throughout Bangla's re-establishment, English has always been there, although in a "disguised" form. They also assert that stakeholders have been aware of the language's "global" and "pragmatic" demand in Bangladesh since the early 1980s. English was taught from the first year of elementary school within the next 10 years (Rahman, et al. 2006). This indicates the necessity of English was recognized. The ability to communicate in English is essential for gaining access to education, business, and technology. In reality, English is used as a language of teaching at the tertiary level in Bangladesh's more than 150 public and private universities (The Daily Star, 2018, Dec, 22). From the time of the British administration until 1971, English had high importance in this Bangla-speaking area. The language of government, education, and the courts was English (Ara, 2020, March). The medical sciences have advanced significantly as a result of the researchers' tireless efforts and extensive study. As a result of their failure to pass English language learning in the traditional approach, these statistics highlight the significance of an English language preparatory course for medical college students.

2.2 The present condition of the English language in Bangladesh: Though various languages all over the world are recognized as international languages, English is used as the global

language and still plays a central role in education (Lodhi, et. al, 2018). According to Rahman et al. (2019), English language acquisition has a top priority for Bangladesh's economic development and skilled workforce. In Bangladesh's Bangla medium schools, children do not speak English in their classrooms. Students do not view English as a "language," but rather as a "subject," which keeps them focused on reading for grades rather than learning. This provides a barrier that prevents Bengali medium pupils from learning the language (Kabir, 2014).

Government-sponsored "primary schools" place a strong focus on the Bangla language and supply Bangla textbooks. However, Bangladesh has recently created English-language schools, which essentially convert literature into English, assisting students in tertiary education to some extent (Rahman et. al, 2020). Bangladesh is gradually making the English language more accessible to pupils in this manner. The major goal of teaching English in Bangladesh, according to common thinking, is to enable students to utilize it as a 'library language' in higher education at both the national and international levels (Islam & Hashim, 2019, March). However, such labeling provides the idea that language has a limited function. According to Chowdhury and Kamal (2014), students learn English in schools and universities via rote memorization, grammatical principles, and memory of vocabulary. As a result, in Bangladesh, 'memorization' has become a generally accepted way of learning English that focuses minimal emphasis on hearing and speaking. These pupils are ill-prepared for the increasingly difficult demands of tertiary-level English teaching and learning. In today's Bangladesh, students learn English for both professional and academic achievement, but the resources and processes are insufficient for pupils to succeed in both. (Chowdhury & Kamal, 2014). According to Farooqui (2007), the present emphasis on English language education in Bangladesh is due to the growing global demand for English in professional fields. Students learn English throughout their high school

and college years before enrolling in university. Despite the fact that English is widely used as a second language in Bangladesh, the country is not designated as an ESL country (Ali, 2013). English is not used for interpersonal or inter-institutional communication in Bangladesh, and it has little chance of becoming the lingua franca.

2.3 English for Specific purposes (ESP): is defined by different researchers and linguists in different ways. According to Holme (1996), the essence of a language curriculum is that it is selective. The General English syllabus is built on a vision of the type of world that students have to know about English. An example to clear the concept of ESP is given by Holme, that is, a general English course designed for the teens will have material that includes typical and traditional language-based activities. The majority of ESP instruction is thought to be focused on external goals. In ESP, the learner is viewed as a language learner who is pursuing academic, professional, or vocational goals and utilizes English as a tool to accomplish those goals (Basturkmen, 2010). Trying to figure out, or simply speculating, what these actions are or the needs of the students and designing a course based on those needs is the motive of ESP. Ramirez (2015) says the courses of ESP are designed to meet the specific needs and purposes of particular groups of learners (p. 2). It is said that both ESP and ELT (English Language Teaching) share the same aim, which is to develop the competence of communication among students. However, there is a distinction between them (Basturkmen, 2010). ESP is followed by various branches. Basturkmen (2010), showed the branches with the purpose in every branch. They are followed by several sub-branches also,

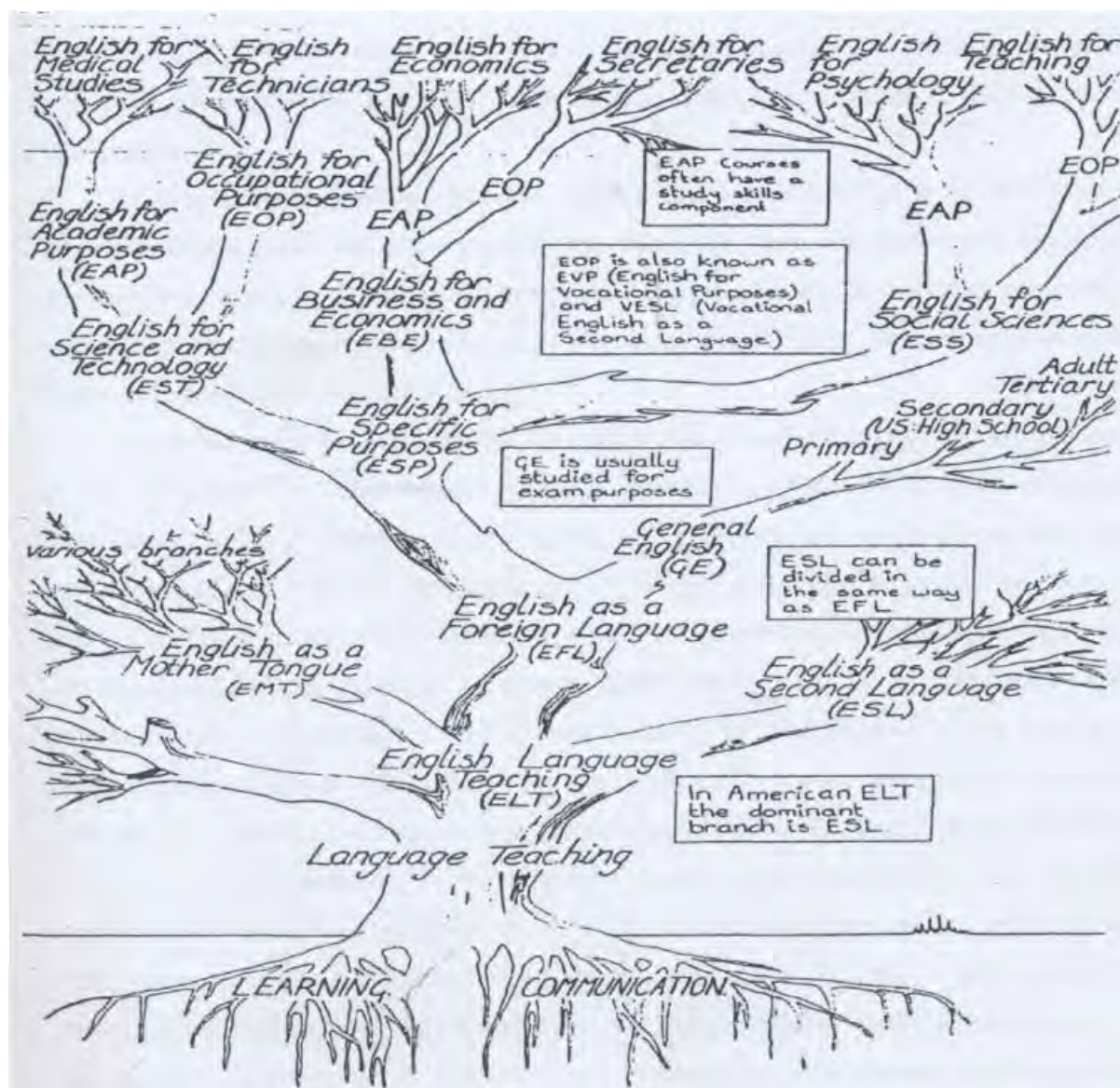


Figure 1: Branches of ESP

From “figure 1,” it is seen that, English for Specific Purpose (ESP) are divided into three branches, English for Professional Purposes (EPP), English for Academic Purposes (EAP), and English for Occupational Purposes (EOP). These three branches also have sub-branches. The sub-branches of EPP are English for General Professional Purposes (EGPP) and English for Specific Professional Purposes (ESPP), sub-branches of EAP are English for General Academic Purposes (EGAP) and English for Specific Academic Purposes (ESAP),

last, the sub-branches of EOP are, **English for General Occupational Purposes (EGOP)** and **English for Specific Occupational Purposes (ESOP)**.

Therefore these are the branches and sub-branches of English for Specific Purpose (ESP) respectively.

Courses designed based on every branch meet the different needs of the learners (p. 6-7). Regarding the importance of ESP, it is said that the ESP technique improves the learning process of the students and allows them to use English in practical life. This also increases the interest of the students to learn more English for speaking and texts relevant to their fields (Fiorito, 2006).

In an ESP environment, it's assumed that the learner wants to gain 'real world' goals, goals that necessitate certain linguistic abilities (Basturkmen, 2010). Hutchinson and Waters (1987), showed the steps that include in the course designing process of ESP or ESAP:

1. Ways of describing language
2. Models of Learning
3. Need Analysis

The course designing process leads to the approach to course design that includes more steps, syllabus design, material evaluation, material design, and methodology (Hutchinson & Waters, 1987, p. 3). This process comes from the focus on four types of ESP teaching objectives, which include proficiency, knowledge, emotional, and transfers goals, depending on the ESP teaching approach. These goals are outlined as follows: Four abilities in reading, writing, listening, and speaking are the provincial proficiency goals (Sonmez, 2019).

Medical English is quite specialized and context-based. Doctors employ jargon and ordinary language in the workplace, as well as technical and academic terminology. They pay little attention to good sentence form. Because medical English is a higher level of English, it is quite impossible to teach in the same way that basic level English is (Niazi, 2012, p. 51). This indicates the importance of ESP for medical purposes.

2.4 Need Analysis and its importance:

Need analysis is one of the most important parts and a mandatory step when designing a course for ESP learning students. ESP courses are designed to teach the language to a certain group of students. The course syllabus is arranged based on the language learners' needs or requirements that will be effective for them to use in the academic areas, workplaces, and professions (Basturkmen, 2010, p.17). Bangladesh appears to have failed to achieve self-sufficiency in English language instruction. Even though the problem has been extensively recognized in popular opinion and scientific studies, officials are frequently hesitant to accept it (Rahman et.al, 2019, p. 11). So in Bangladesh, the needs of the students are still not prioritized at all at every level of language teaching. According to Chamber (1980) the focus of the "need analysis" should be on the communicative requirements of the students in a target situation and he has referred to this as a target situation analysis (p. 18). Keith Johnson in his book, 'An Introduction to foreign language learning and teaching' says that planning is necessary for teaching foreign language learners' needs should be analyzed first. (Johnson, p.200). This will help to understand the purpose of different foreign languages. As we are doing our assignment on a fundamental course of learning the English language which is a foreign language for the students of the section we surveyed. 'UK essay' comments on the importance of need analysis in a foreign language. They mentioned that, in general, information that is gathered for the purpose

of knowing the use of a particular language, used to organize the course with various communicative tasks, and the level of proficiency which is required to make a syllabus. (UK essays, 2018). On this note, it is said that as a separate and necessary point, need analysis was developed in 1960 for planning educational programs. From then, it has started to become a part of curriculum development and education accountability. (Stufflebeam, McComick, Brinkerhoff and Nelson, 1985). This is how the use of need analysis is necessary to set goals and objectives.

The needs analysis is the beginning step for creating a course. It is a requirement in the early stages of establishing a syllabus and is a crucial aspect of the curriculum creation process. As a result, the data acquired from a need analysis may be utilized to emphasize program goals and pick appropriate material for the syllabus. (Eshtehardi, 2017, September). So need analysis has been given as the starting step for designing a course of any purpose. We cannot work on a goal unless we know the necessities of the learners. “Once identified, needs can be stated as goals and objectives”. (Brown, p.35). Again an article named, ‘Need Analysis’ says that the information which is received or found from a need analysis helps one teacher and the students to define and set the program goals. Because of that, the teacher plans his lessons, materials, tests, and other activities. (Ganesh, 2018). Nunan has talked about the tasks to be made communicative. So that, the learners can relate their life to fulfill the goal of the language course and this is also possible by need analysis. Nunan says, “.....a family of procedures for gathering information about learners and communication tasks.....” (Nunan, 1988, p. 75). Every course should have some planning for the welfare of the students and it helps the teachers. Thus need analysis should be established for all the points. Without environment analysis, the aim of doing need analysis may remain unfulfilled because environment analysis includes the factors of a course which are teachers, learners, and the teaching and learning situation. (Wedman, 1990). There are various

purposes of need analysis. One of them is to identify a change of direction of a particular group of learners to fill in the gap between what students can do and what they need to do (Brown, 1995). Different assessment strategies are used to assess learners' target demands and learning needs. These assessment methods are used to determine the communication requirements of students in certain disciplines (Brown, 1995). Understanding the gaps and the students' demands need analysis is a good way to gather information for both students and teachers for designing a course (Axmedovna, 2019, March). There are various purposes of needs analysis. One of them is to identify a change of direction of a particular group of learners to fill in the gap that is necessary about what students can do and what they need to learn and how they can implement those in their real life. Understanding these gaps and the students' demands need analysis, is a good way to gather information for both students and teachers (Axmedovna, 2019, March).

2.5 Need Analysis tools:

Hutchinson and Waters (1987) divided the needs into two groups. These are referred to as goal needs (what the learner must perform in a certain setting) and learning needs (i.e. what the learner needs to do in order to learn). The following content that the individual must learn about the language is included in the target needs. For instance, there are several approaches to dealing with the issue and a desire to learn the language. These are strongly connected to ideas like needs, desires, and deficits (Hutchinson & Waters, 1987).

The three need analysis tools are used here to reach to gain the research objectives.

- **Lacks:** What are the deficiencies of the students? The focus of lacks includes the situation of the students and their proficiency level in English language skills which again

can be detected following the methods like self-testing or self-report observation and analysis.

- **Wants:** Learners have their own opinions on what they believe is beneficial to them. This information is valuable in determining whether the learners' and needs analysts' perspectives are similar. If they are not the same, the curriculum designer may need to reconsider the conclusions of the requirements analysis or persuade the learners that another viewpoint of what they want is more valuable.
- **Necessities:** What is required in the learners' language use? Do the students, for example, have to write their responses to test questions in English or interact in English? Which abilities are required of them?

(Nation & Macalister, 2010)

2.6 Findings from previous needs analysis: According to research, persons who travel to Australia for various medical training programs are unable to communicate well in English, either with the trainers or with the patients for the training, as they must take the patients' medical histories in English (Alnahdi, et al. 2021, p. 4). Simultaneously, in Arabic-speaking nations, medical students have reported difficulty gathering a history from patients when they return home and begin working in hospitals (Alnahdi, et al. 2021, p. 3). The language used in medical science has distinct linguistic characteristics and needs specialized study that can only be accomplished via the use of specially built programs (Milosavljevic, Vuletic, Jovkoic, 2015). Adding a suffix or prefix correctly, a word root, and so on were among the areas of difficulty that

the students encountered when reading medical texts. This demonstrates that students must be proficient in the English language to study at a medical institution without difficulty (Khan, 2016, p.80). It is also stated that medical vocabularies provide significant challenges in achieving a medical student's goals (Khan, 2016). Various elements make all aspects of English language learning and teaching tough. A study conducted in rural Bangladesh found that the "Socioeconomic" factor is preventing the development of English teaching and learning (Hamid, 2011). Furthermore, there are several reasons for which the Bangladeshi students are not confident enough due to the surroundings. For example: if a student speaks in English his/her peer would laugh, so shyness starts working, then finding out grammatical mistakes or pronunciation mistakes in public, etc. These types of reasons refrain the students from speaking English in their schools and colleges, thus their speaking skill lacks (Kabir, 2014).

According to Selim and Tasneem (2011), when communicative language education first arrived in Bangladesh, conventional instructors were unprepared, thus they attempted to avoid teaching the two core skills of speaking and listening (p. 141). Because speaking and listening have now become a key aspect of the English language, this is having a detrimental impact on pupils today. It shows that the medical students in Bangladesh do not get a strong background in the English language for communicative purposes at all. Moreover, the medical students have to read many different vocabularies which becomes tough for them to use while communicating for their academic purpose (Lodhi et.al, 2018). With 55 percent believing that English was used at seminars, the majority of doctors agreed that it was. In response to the question of whether English is required for studying medical literature, 75% of doctors answered that it is (Lodhi et.al, 2018). The instructors give the lecture in the Bengali language to make the students

understand the topics easily which reduces the communicative skills of the medical students (Lodhi et.al, 2018).

2.7 The necessity of ESP course for the medical students in Bangladesh: The medium of language of the medical books and other materials in Bangladesh is English. The need for Medical English language instruction, according to Niazi (2012), are a fresh and current method. Teaching medical English should be distinct from normal English language instruction. DuGas, Esson, and Ronald (1999) have stated the fact that Medical English should be taught from the perspectives that include medicine and health care and that they can learn in a way to use this communicatively. They have indicated two points,

1. Vocabulary acquisition, sentence structure, and grammar acquisition should be emphasized.
2. Teachers or instructors should hold a good proficient level in the English language besides being a physician.

Both of them have also suggested a format of language learning for the medical students which is the “A-B” format. The presentation and acquisition of language is the subject of Lesson 'A.' Lesson 'B' gives you the chance to apply what you learned in the previous lesson. Lesson 'B' learning tasks might involve using real hospital papers and records, using medical equipment, evaluating role-playing, and doing an open inquiry of the issue. Treatments and interfering variables that are relevant to the primary topic As a consequence, all students are encouraged to participate in conversations. They have found out about these necessities of the medical students by conducting surveys and observing their performances. Students' ability to listen to, participate in, and comprehend lectures, read textbooks, sit for written, oral, or practical examinations, and

prepare assignments is gravely jeopardized if they do not have a basic level of English proficiency (Hayes et. al, 1994).

Therefore, the aim of this research paper is to show the necessity of an English language preliminary course focusing on ESAP, English for Specific Academic Purpose, a sub-branch of EAP i.e, English for Academic Purpose for the medical college students. The difficulties faced by the students are indicated. In short, the need analysis is performed to show the lack, wants, and necessities of the medical students for an English language preliminary course.

Chapter 3: Need analysis and Methodology

This paper is based on the need analysis study and it is mentioned above by the researchers that before designing any syllabus or course for the students it is necessary to know the students' needs, wants, etc. Needs analysis, according to Dudley-Evans and St John (1998: 121), is the process of determining a learner's "what" and "how" in completing a course (Dudley-Evans & St John, 1998 p.121),

To understand learners as persons, language users, and language learners and to understand how language learning and skill development may be optimized for a specific learner group (medical college students), a framework of need analysis is to be followed and to understand target circumstances and learning environments in order to promote suitable interpretations (Perinpasingam, 2015).

3.1 The framework of the research:

The set and framework of processes and methods utilized in gathering and assessing the given variables and study topic are known as research design. It specifies the study's purpose, data gathering techniques, and statistical strategy (Lodhi, et.al, 2018). The nature of this research is descriptive, which shows an explanatory research design for this one. It entails acquiring data that explains occurrences, then organizing, tabulating, depicting, and describing the information gathered. It commonly employs visual aids, such as tables, to improve the reader's comprehension of the data distribution.

For this research, I have followed the need analysis framework offered by Hutchinson and Waters (1987). They separated needs into target needs (what the learner must perform in a specific setting) and learning needs (what the learner must do in order to learn). The following are the three perspectives of the target needs,

- Lacks
- Wants
- Necessities



Figure 2: Three types of need analysis tools

‘Figure 2’ shows that, these three are considered the Need Analysis tools. Based on these three Need Analysis (lacks, wants and necessities) tools questionnaires for interviewing the students are arranged.

3.2 Methodology:

As mentioned above, the paper is a descriptive one. The qualitative method is followed here. The qualitative method is chosen to interact with the students in person so that there does not remain any communication gap in collecting the data. The interview session helped to take some data that helped this paper to focus on more areas where the students lack, their necessities and their wants. The interview session was informative and the students answered openly and shared their views. Their positive reply and eagerness for a preliminary English language course specifically designed for them made clear that they did face a lot of problems.

3.3 Participants' Background:

For this research, I have selected ten students who are studying undergraduate in medical college. They were from two different medical colleges in different divisions. In answer to the first part of the questionnaire from the “appendix”, it is seen that each of the 10 students was between 22 to 24 years. Six of them are female and four of them are male. Five of them have completed their secondary and higher secondary level from Bangla medium background, three of them are from English version background and two of them completed their secondary level from the English version school and higher secondary level from Bangla Version. Table 1 in the below gives a clear view of the participants.

Table 1: Details About Participants

Language Medium	No. of students in secondary level	No. of students in higher secondary level
Bangla Medium Background	5	7
English Version Background	5	3

3.4 Research Instruments:

Interviews of the participants were taken to conduct a short study and also observed some of their class recordings which helped me to understand how they are lacking an understanding of the English language through instructions in class.

The interviews were conducted with ten students. They are two different medical colleges under the authority of the one university. For the privacy purpose of the students, they all are third-year and fourth-year students. Six of them are from Bangla medium background students and four are from English version background.

3.5 Procedure:

The primary data is collected from the interview sessions done with the participants. The interview session was performed online with 8 of them as they were staying in different districts of Bangladesh and physically with 2 as they were nearby. Each of them was interviewed for 30-40 minutes each. They were asked questions in English and Bangla for their convenience.

3.6 Detailed information about the questionnaire from the appendix:

The interview session questions are divided into five parts as shown in the “appendix”. All the questions were open-ended as the students should not get a confined area to express their difficulties and needs. The questions are made in a way so that they cannot openly share their every difficulty, necessity, etc. The parts focus on the students’ introduction and their educational background (medium), the second part focuses on the **lacks**, the questions in the third part focus both on the **necessities** and **wants**, and the fourth part questions are based on the **lacks** and **necessities**, and the fifth part is based on the lacks and wants. The parts consisted of questions like

3.6.1 The first part of the questionnaire

The students were asked about their age, gender, the background of their high school level, and their medium of education now.

3.6.2 The second part of the questionnaire

They were asked 2 questions if they have any preliminary English courses in their institution before entering the academic area of medical college and if they have, what they are taught.

In this part, the target was to find out where they **lack** if they have a preliminary English language course before starting their academic courses in medical college.

3.6.3 The third part of the questionnaire

It was regarding the medium of the instructions used by the lecturers in their respective classes and their preferences for the medium of instruction. Also in this part, I asked them whether English is used for speaking or for communicating with one another in their classrooms or even in the institutions.

Through this information the motive was to find out their **necessities** in the English language, and which skills are necessary for them to focus on. The first question of this part focuses on the **wants** of the students.

3.6.4 The fourth part of the questionnaire

This part took a bit longer as this part demanded more explanations. I asked them if they faced any problems in their first year regarding English language understanding, reading and

writing. This part carried the questions regarding in which purposes the English language is used, it is only for writing or others. Also, the difficult areas for each of them in their medical courses if they have any.

The questions in this part were arranged in a way to understand the **lacks** and the **necessities** of the students by finding out their difficulties, their position in English language proficiency, and also the uses of the English language in their academic purpose.

3.6.5 The fifth part of the questionnaire

Here they were asked to mark themselves in order of reading, writing, and communication skills in the English language. I ended my interview session by asking their opinion about whether a three-month preliminary English language course specifically designed for them would be helpful or not, or if they want it for more days. Also asked for their suggestions if they want to add any.

This part consisted of questions focusing on the **lacks** and the **wants**. The students have scored themselves which indicates their self-report observation of various skills. The last part of the questionnaire was set to know the wants of the students so that it can be confirmed whether the result of my need analysis and the students' wants, match one another or not.

The questionnaire was made to see the outcome that if the students need an English language preliminary course from an ESP perspective or not. To find out the areas these particular groups of students face problems in their medical college academic life is another purpose of the questionnaire. Lacks, Wants, and Necessities are the main points to focus through the interview session.

The students were informed well that their colleges' name and also their identity would not be disclosed. They agreed to give the interview on this condition. So, the interviewees were sent the interview part with the result after it was written down in an arranged way to have a cross-check. They informed after cross checked it, that everything was correctly written here.

Chapter 4: Findings

The findings give a clear view of all the participants' (medical college students from different backgrounds) positions on English language learning with all their necessities, lacks, and wants.

The finding part also shows the points of what problems the students faced with the English language when they started their academic journey in medicine. The suggestions by the students to end these issues are shown.

4.1 Lacks

In reply to the two questions consecutively all of the students said the same thing that they are only taught about some medical jargon. Though they are from two different medical colleges this answer was quite the same from all the interviewees. They also include that they are trained for 8-10 days and instead of understanding the medical “term”, vocabulary, the pronunciation, etc. becomes more confusing. One of them added a piece of important information that many students in their class cannot ask questions due to fear of saying the wrong pronunciation. She said, “I feel so afraid and uneasy in asking questions to my lecturers, as I cannot pronounce most of the word correctly.” All of them in different ways said that these classes for such a few days are not at all helpful for them.

Six of them said that the teachers do not use the English language as the medium of instruction, Two of them said the same and mentioned the reasons that teachers sometimes try to give lectures in English but students then request them to explain the same in Bangla and rest of the two said that during ‘Anatomy’, their teachers used English more than Bangla as the medium

of instructions, but they only mentioned about a particular course and a particular lecturer not everyone.

In reply to the question about using English for communication purposes, they mentioned that as maximum students ask questions in Bangla and the teachers also replied in Bangla. In this case, three students focus on the fact that most of their teachers feel free to give lectures and communicate with the students in Bangla. They wanted to indicate their teachers' expertise. One of the participant's reply was,

“Our teachers read the lines in English from the books and they translate it into Bangla in their own words to make the topic easier to the students, though they use the medical terms in English but do not give a full lecture in that.”

Eight of them included the point that every alternative day they have to attend an oral exam, in medical college, they call it “item”. They mentioned that in the item it is mandatory to answer all the questions in English and that becomes tough for many students. They are not given the chance or given the environment to communicate in English. Even they are bound to give the professional exam parts that are written and oral in the English language. Nine out of ten students said that they found it hard in their first year as they had no training at all.

So, the lacks of the students it is seen that the students have difficulties in pronouncing the medical terms or jargons, speaking fluently using the medical jargons, understanding the complex sentences too. They mentioned the deficits of teachers' expertise in speaking or delivering lectures in English which is not helping their listening skill to develop.

4.2 Necessities

All of the ten students replied that they faced a lot of problems regarding the English language. The English version students replied that they had the confidence that the language would not be a problem for them, but they were wrong, they had to struggle a lot like the books used to have a different type of English language with lots of medical jargon which is very different from the general English they learned in their secondary and higher secondary level. It was too tough for those particular English version background students to adapt to the English language used in the academic purpose of medical colleges with new and different medical terms, complex sentences, etc.

In answer to the question of usage of the English language in their medical college academic courses, they mentioned the given points:

- For writing in exams.
- To give viva and ‘items’ held regularly.
- For reading the books as all are in English
- For communicating with the lecturers, for example: when they are teaching from the books or repeating the lines of the books.

A participant said, “There is no use of Bangla language in any of our exam, not in written or in “items”, we have to appear all the exams in English only.”

Moreover, the following areas are the most common and difficult ones indicated by the students.

The three stars indicate the most difficult areas and the two stars indicate the difficult areas for the students.

*** Vocabularies/term

*** Pronunciation

*** Writing and expressing a long sentence orally in English

*** Understanding the meaning of sentences with the medical jargon

*** Communications in the English language in the class

** Grammatical mistakes

** Spelling

They again mentioned that the difficulties were not solved even by the teachers. And some of them create more confusion while explaining the sentences from the book which is why they explain it in Bangla in their way.

In the very first year, they were not comfortable asking to repeat a part which they could not understand because many teachers are not trained well in speaking or communicating in English. Though the English version background students tried to understand the Bangla medium background students struggled a lot and they did not get any outcome from the classes in the first few months.

Thus they faced and they are facing a lot of issues in these parts. Four of them added that they tried a lot but they could understand that they need help from experts ones and they also got the fact that they have to be well proficient in the English language in a specific way for their academic area.

4.3 Wants

To identify their wants they were asked to mark themselves based on their performance in the first year. As wants were described by the students' perspectives on their own performance

(Hustchinson & Walter, 1987), so this activity is a part of this purpose. The students were informed that they would have to mark themselves on their reading skills, writing skills, and communication skills (listening, speaking and understanding). Through these evaluation the students has shown their weak areas in terms if skills, which would help to understand that what skills should an ESP course for them focused on. Their identity was kept anonymous so they could give the mark without being hesitated. It was a request to them to avoid fractional marking.

- E.V indicates English Version
- B.M indicates Bangla Medium
- Hybrid (English version in secondary level and Bangla medium in higher secondary level)

For,

5, it is "extremely good"

4, it is "very good"

3, it is "good"

2, it is "not good"

1, it is "needs improvement"

Table 2: Self Evaluation of the Students on Their Skills

Students (indicated by number)	Reading Skill (Out of 5)	Writing Skill (Out of 5)	Communication skill (Speaking, understanding, and listening) (Out of 5)
Student no. 1 (B.M)	3	2	1
Student no. 2 (B.M)	2	2	1
Student no. 3 (B.M)	3	1	2
Student no. 4 (E.V)	3	2	3
Student no. 5 (B.M)	2	1	1
Student no. 6 (B.M)	1	2	1
Student no. 7 (E.V)	2	3	1
Student no. 8 (E.V)	2	2	2
Student no. 9 (Hybrid)	1	1	1
Student no. 10 (Hybrid)	2	1	1

The case of reading skills based on the first-year performance of the students in medical college shows that only 3 students gave themselves 3 and others stick to 2 and 1, which means none of them are confident enough to mark themselves as “very good” in reading skill. Two of the English version background students also marked them as not good, which indicates their struggle.

In the case of writing skills only one student from the English version marked him 3, the rest of them stated their performance as “not good” and “needs improvement”. The result shows that most of the students face more difficulty in writing skills than reading skills which makes sense because when they are not understanding what they are reading then they would not be able to show their writing skills.

One of the participants (Bangla medium background) mentioned in this case, “When I was in the first year it took so long for me to understand one line with so many new words, also, it was so tough for me to understand and remember a small para at that time. I suffered a lot.”

Almost all the students except for one without a delay marked themselves as “needs improvement” and “not good.” And even the number of “needs improvement” is more than “not good.” This shows that they consider themselves very weak in communication skills.

For the suggestion of the students, a “Preliminary English course” specifically designed for them was accepted positive by each of them and some of them mentioned that instead of designing the course for the first year it should be designed for every year students as every year they do different department courses like ‘Anatomy’, ‘Pathology’ etc. and they carry different words or medical terms particularly use in that course. That is why they suggested so. And

regarding the time limit, most of them preferred two months prior to English language learning courses instead of 3 and a half months. Because they said it would be too much pressure for them.

Thus, these are all the data collected from the students in the interview session. The questions were made to separately indicate the lacks, the necessities, and the wants of the students.

The interviewees were sent the interview part with the result after it was written down in an arranged way to have a cross-check. They informed me that everything was correctly written here.

Chapter 5: Discussions

The study aimed to determine medical students' perspectives on the necessity and frequency of using English language skills, as well as their deficiencies and requirements, and their feelings about the existing English language course for medical students. The findings can aid material developers and syllabus designers in developing appropriate ways for adjusting course materials to the needs of students, hence improving the production of ESP materials.

The questions are asked to find out where the students lack, what type of necessities they have in the English language and what are their wants to overcome all their lacks and difficulties they faced regarding the English language in their academic courses. The students indicated some specific parts like vocabulary, medical terms, spelling, pronunciation, and saying long sentences in 'items' were difficult and they mentioned that still, they are struggling in these areas. In fact, professional doctors who have passed this phase long ago also mentioned the importance of English language learning during the undergraduate period in medical college. English was used at seminars and the majority of doctors agreed that it was. The practicing doctors those who entered in their professional life mentioned that the English language is one of the most important basics for the medical college students (Lodhi et.al, 2018).

Based on prior research and the findings, it is clear that these medical college students require English language ability in order to effectively complete their academic and future official tasks. English is unquestionably the medium of communication in the field of medicine (Milosavljevic, Vuletic, & Jovkoic, 2015), also as evidenced by the data. These findings appear to be a reflection of what medical college students have accepted about their talents, deficiencies, needs, and desires.

The students demand the English language preliminary course based on their academic courses which will carry the medical terms of each course. They have suggested a particular time period for the course and also suggested providing this course before starting the classes in every respect which will help them to prepare themselves for the upcoming vocabularies of the particular medical courses. Data shows all the ten students did not like or find advantageous the course offered to them as the course could not cover a few of their problems or difficulties. There are students from different backgrounds but the course was not arranged in a way that will be helpful for the students. For example, a lot of complex sentences are used in the medical college books with the new vocabulary, but the students cannot understand these easily. They struggle for understanding and also for presenting it to the teachers in the English language. The students have pointed out other points including their difficulties in all the basic skills of the English language.

In the interview, the students stressed the significance of English language skills, particularly speaking and listening, in their daily communication as well as academic duties such as reading and writing. Researchers found that medical college students must be able to comprehend sentences written with medical jargon (Hossain et.al, 2010), the similar fact is stated by the interviewees seen in the findings section. These abilities can help students in medical tests such as items, terms, cards, and professional exams, as well as in confronting a viva board with confidence, avoiding miscommunication with lecturers and others, increasing their eligibility for international conferences, and socializing with others. As a result, language courses should place a greater focus on oral and auditory abilities in order for the university to assist these medical college students in overcoming language barriers. Table 2, indicates the same fact from the self-

evaluation of the students that they are weaker in communication skills, also with reading, and writing skills.

Moreover, the students have mentioned above that they want to have lecturers with more expertise in the English language who can give an understandable lecture in English and who can help the students to make the process easier. In other researches it is found that, the weak regions in English used in medical science may be specified very precisely by individuals working in this field, such as instructors, to remedy the difficulties with the language (Hossain et. al, 2010). The pupils said that their professors play a vital role that they believe is being overlooked. As indicated by the researchers, a brief list of the most common mistakes made by students may be developed and distributed to students and teachers.

Many students who join medical school have had their elementary and secondary school education in a language other than English, or in English but in a conventional manner. Many of them are taken aback by the abrupt change in instructional language and medical jargon, and they are finding it difficult to adapt to the change and learn anatomy, physiology, and biochemistry easily (Gupta, Deshmukh & Chari, 2017). In the findings section, we see that the participants are from different academic backgrounds at primary and higher secondary levels, in spite of being from English version or English medium background the students faced problems when they entered the academic life of medicine, although they might face a lesser problem than the Bangla medium background students they did. This indicates that the students are in real need of an ESP preliminary course in the medical college students.

Speaking fluently in English with the medical jargons is one of the major challenges of the medical college students. English, however, is widely accepted over the world. Students are

less expressive in English, according to a huge number of medical college professors; nonetheless, students' responses to written exams are not a problem in the majority of situations (Gupta, Deshmukh & Chari, 2017). The students struggle more with communication skills as observed from the findings and Table:1. But from this study, it is also seen that the students face problems in both reading and writing skills too. Their areas of problem include vocabularies, complex sentences, etc. which they struggle hard to understand and also deliver during their oral examination. The severity of the situation is that nearly all have chosen this career and are early learners, genuine, and hard workers, but they are typically under-confident in the classroom owing to a lack of English language competency, leading to poor self-esteem and performance considerably below their full ability.

In terms of medical students' English language limitations, the data showed that they were proficient in reading, writing vocabulary, and grammatical abilities, but not so much in speaking, listening, pronunciation, or communication skills. They also said they were inadequate in the sub-skills of writing and speaking. Furthermore, despite the fact that students communicate frequently, their proficiency in this area is lacking. In academic settings, the concept that language should be relevant to the aim for which students are expected to use language when they finish their studies should be kept in mind.

Medical students' awareness of the need to develop their English while studying medicine should be emphasized because English should be considered not just a component of the medical profession, but also a part of medical education (Kayaoglu & Akbas, 2016). This implies that the value of English in medical education is still being overlooked. An ESP course for medical college students is an effective way to make the students prepare for the academic courses of medical college.

Thus, all of the above information both from the students and from the researchers' articles are indicating the necessity of a preliminary English language course specifically designed for undergraduate medical college students.

Chapter 6: Conclusion

The study found the perspectives of medical students on current English language courses after assessing the findings of the English language learning demands. According to the findings of the interviews, the majority of medical students consider that current English language teaching is ineffective and useless. In other words, the present English language course for medical students does not match their English language study needs and objectives.

According to Gupta, Deshmukh & Chari, English should remain the primary language of instruction in medical education. Students and lecturers are aware of the future importance of this language. To ensure that their talents do not decline, those who find it difficult to acquire and comprehend should be encouraged to speak English outside of medical school and provided additional input in the form of classes (Gupta, Deshmukh & Chari, 2017).

The students interviewed clearly mention their issues regarding the English language they have to face in the medical college, from their very first year. When they are having difficulty understanding very long statements with sophisticated grammatical patterns, translation might assist them. The grammar-translation approach is frequently utilized in ELT classrooms across the world (Hamza, 2018). However, it should be recognized that translating medical texts comes with its own set of challenges and may not be as advantageous as it appears because it may lead to an over-reliance on the translation process, which is time-consuming for students. Teachers in the medical faculty should be familiar with translation techniques and medical text translations in order to appropriately serve the wants and desires in terms of translation in EMP education. However, they should not rely on them totally (Hamza, 2018).

Instead of going for a better way that will be helpful for the students, based on their necessities and wants, an ESP, a preliminary course for the medical college students can help them to prepare themselves for facing the complex sentences, and medical jargon used in their academic books. As a medium of instruction, English should be used to develop their communication skill and also to understand the lectures given by their teachers in courses like anatomy, pathology, biochemistry, etc.

Medical students' English instruction should focus on core language abilities and prioritize communication skills. Additionally, students' comprehension of the importance of each language skill should be improved, and all skills should be covered in the curriculum (Kayaoglu & Akbas, 2016). The expectations of medical students should be considered while developing a medical English course since it is vital to understand the students' requirements, shortcomings, and goals in order to improve the course's success. Course designers, English specialists, and medical instructors may work together to develop a realistic answer to some of the issues that medical students face.

During the interview, students stated that understanding the lectures of the teachers is sometimes difficult due to factors such as the use of both Bangla and English as a medium of instruction, or even when some use English, it is difficult to understand due to grammatical issues, pronunciation, and so on. When teaching difficult medical topics in English, instructors must be aware of the problems that some students face and alter their teaching methods accordingly. Teachers and students might benefit from a preliminary English language course in their academic fields.

To sum up, students in Bangladesh who receive their medical education solely in English have a hard time comprehending English, as well as the Latin and Greek terminology used in English. A previous English language course was provided, but the students found it unproductive and time constraining. Course designers, English specialists, and medical instructors may be able to work together to find a practical solution to the problem found in this study. Medical students regard an effective English language education based on ESP as a need and a goal.

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Appendix

Questionnaire of the interview

1. a. What is your age and sex?

b. What was the medium of education in your high school level (Bangla / English)? And, what is their medium of education now?
2. a. Did you have any preliminary English language courses to make you prepare for your rest of the academic courses?

b. If you have the English language preliminary course then what are the topic were you taught?
3. a. What is the language used for your lectures and instructions in classes?

b. Which language is more comfortable for you to understand as the medium of lectures?

c. Which language you use for your communication in classes or in the institutions?
4. a. Did you face any difficulties regarding the language understanding, reading and writing in you very first year of medical college life?

b. Do you need English for the writing purposes, for example examination? Or do you have to give oral assessments too in English?

c. (If someone answers question 'a' of this part) What are the exact areas (vocabularies, grammar, spelling) of English language you think that you struggled most in your academic courses of medical college?
5. Self-evaluation of the students on reading skill, writing skills and communication skill.