

Students' Needs or Teachers' Wishes? A Triangulated Survey of Medical EAP in Iranian Context

Hassan Soodmand Afshar¹, Maryam Ahmadi²

¹Corresponding Author, Professor, Department of English Language, Faculty of Humanities, Bu-Ali Sina University, Hamedan, Iran, Email: soodmand@basu.ac.ir

²M.A., Department of English Language, Faculty of Humanities, Bu-Ali Sina University, Hamedan, Iran, Email: maryamahmadi1989@gmail.com

Abstract

Mixed in method, the present study investigated whether there was any significant difference between students' and teachers' perceptions of Iranian medical English for Academic Purposes (EAP) students' language needs. In so doing, 220 EAP students of medicine, 30 subject-matter teachers of EAP, and 20 teachers of English for General Purposes (EGP) teaching medical EAP completed a Likert-scale questionnaire. Fifty of the students and 20 of the teachers also attended a semi-structured interview. The results of both descriptive statistics and inferential statistics indicated that, overall, there was a significant mismatch between the students' and the teachers' perceptions of medical EAP students' needs. However, both teachers and students perceived reading comprehension as the most important language skill. Moreover, the students, in general, were found not to be satisfied with the EAP program presented to them. The results might prove fruitful for curriculum designers, materials developers, and teachers in (medical) EAP contexts to hear students' voices and to incorporate them in their programs, syllabi, and teaching.

Keywords: needs, students' perception, teachers' perception, medical EAP, subject-matter teachers, EGP teachers

1. Introduction

1.1. Needs and Needs Analysis

Since English is the most essential and the most acceptable language of science and commerce throughout the world and because most of the scholarly conferences, workshops, and debates are held in English, the role of English for the expression of information within specific professional fields has become undeniably evident (Gatehouse, 2001). Therefore, teaching English for Specific Purposes (ESP), at the crux of which lies EAP, has become a major concern and a serious preoccupation especially in the environments where English is practiced as a foreign language.

The major factor in every ESP/EAP course seems to be the definition, analysis, and assessment of the needs. Needs have been defined as “a gap or measurable discrepancy between a current state of affairs and desired future state” (Berwick, 1989, P. 52). Hutchinson and Waters (1987, as cited in Soodmand Afshar & Movassagh, 2016) classify needs into two categories including “target needs”, which are the activities learners should do in the target situation (which is akin to Brindley’s 1989 product-oriented view of needs wherein needs are regarded as what the learners should do at the end of their language course) and the “learning needs” which are the activities learners have to do to learn (which is, in turn, similar to Brindley’s process-oriented view of needs which refers to what learners need to do to learn a language).

Needs analysis (NA) is undoubtedly an indispensable part of any ESP/EAP course which can impact materials development, syllabus design, and teaching methods. Hyland (2007), maintains that language NA has traditionally been an essential part of ESP/EAP course design and is described as the use of systematic devices to define the specific sets of linguistic forms, texts, skills, and

communicative practices which a special group of learners must acquire. According to Long (2005), “there is an urgent need for courses of all kinds to be relevant and to be seen relevant to the needs of specific groups of learners” (p. 19). Dudley-Evans (2001), states that the results of NA are important in determining the key features of teaching and material development. Similarly, Jordan (1997) maintains that NA is the first step for syllabus design, materials development, and any teaching/learning activities. However, NA is, by nature, highly context-specific and needs are defined and affected by a multitude of factors.

1.2. Studies on Needs Analysis

There is an impressive amount of research in the literature on NA (Bosher & Smalkoski, 2002; Cowling, 2007; Jasso-Aguilar, 2005). For one, Basturkmen (1998) explored the English language needs and the perceptions of a large pool of faculty members and students of the English language in Kuwait University's College of Petroleum. The study findings supported the idea that needs analysis was a helpful means to gather information about students' and faculty's understanding of students' language needs and of the relative significance of skills and sub-skills, and of faculty's perceptions of students' English language proficiency.

By the same token, Liu et al. (2011), administering a questionnaire to 972 Taiwanese college students, investigated their necessities, lacks, and wants in various language skills. Their findings showed that students' perceived needs and the course they took were different and that what the students *needed* was not always the same as what they *lacked*.

Similarly, Arnó-Macià et al. (2020), adopting both quantitative surveys and qualitative diary entries, investigated Engineering students' understanding

of the role of ESP courses in two European universities in Spain and Austria. They found that, overall, the students were satisfied with the ESP courses they took which implies that the course met their needs to a large extent.

ESP/EAP NA has also gained attention in the Iranian context. Some of the works conducted in the area include the studies of Atai (2000, 2002), Atai and Nazari (2010), Eslami (2005, 2010), Malmir and Bagheri (2019), Mazdayasna and Tahririan (2008), Moslemi et al. (2011), Soodmand Afshar and Movassagh (2016) and Tavakoli and Tavakol (2018). All these studies assume that by analyzing students' needs, their motivation will be enhanced and learning will take place at a faster rate.

In a study that focused on students' and teachers' understanding of students' problems in EAP courses, Eslami (2010) found significant discrepancies between the students and the teachers with regard to their understanding of language needs. Teachers believed that such problems as negative attitudes toward English, lack of audio-visual facilities, and low level of language proficiency were the most important issues students encountered. On the other hand, students perceived excessive use of translation activities and boring classes as more challenging than their teachers did, an outcome which indicates that teachers might not always be the best assessors of students' language needs and problems (Eslami, 2010).

In an attempt to evaluate present and target reading comprehension needs of Health Information Management (HIM) EAP students through a triangulated approach including a multitude of measures and sources, Atai and Nazari (2010) found that all the participants considered 'using bilingual general dictionaries', 'skimming texts', 'knowledge of HIM terminologies', 'scanning texts', 'understanding main ideas', and 'guessing meanings of words' as either 'important' or 'very important' to students' success. The results also indicated that undergraduate students' general English proficiency, in general, and

reading comprehension, in particular, were lower than what was needed in the EAP course.

Soodmand Afshar and Movassagh (2016), in a large-scale, nation-wide, mixed methods, multi-informant study, adopting structured questionnaire, semi-structured interviews and observation, explored the perception of needs from the perspective of EAP teachers and students as well as syllabus designers. The participants included 831 EAP students and 55 EAP teachers. Moreover, thirty syllabi of various EAP courses were also subjected to content analysis to get a picture of the needs specified by syllabus designers. The results of both quantitative and qualitative data analyses revealed that the three groups of stakeholders involved (i.e., teachers, students and syllabus designers) significantly differed in terms of their views of the needs. The results of the observations revealed that EAP education in Iran suffered from such problems as lack of systematic NA projects prior to syllabus design and curriculum development, low general English proficiency level of the students, use of traditional forms of assessment like translation and lack of use of such alternative and dynamic approaches to assessment as portfolio assessment, reflective journals, etc., adoption of uniform, inflexible, boring and tailor-made materials and textbooks mainly compiled by SAMT organization, lack of interaction between the teachers and the students or among the students themselves, the mono-skill focus of the courses (e.g., focus on reading skill and translation), and lack of use of technology in EAP teaching, etc.

Adopting a multi-informant approach including classroom observations, focus-group discussions, semi-structured interviews, researchers' retrospection and informal talks, Tavakoli and Tavakol (2018) investigated the nature and sources of the problems lying in the way of EAP education in Iran. The participants included 178 undergraduate (EAP) students, 17 graduate students,

15 English Language Teaching (ELT) teachers, and 7 content teachers from eight different universities throughout the country.

They found that the EAP education problems in Iran rooted in the *educational system* of the country (e.g., nepotism and lack of meritocracy, scarcity of useful materials and resources, inappropriate educational policies, insufficient time devotion, lack of systematic in-service training courses for EAP teachers, traditional assessment system, etc.), *political issues, orientations and ideologies* (e.g., Islamicization of the values in Humanities including language education values, localization, and nativization of the curricula and the syllabi for foreign language education, reforming approaches to language teaching, etc.) and *sociocultural context* (e.g., the public's view about education in general, and foreign (i.e., English) language education in particular, fear from Western culture and languages, discrimination against female academicians and their marginalization, etc.). Tavakoli and Tavakol (2018, p. 41), finally propose a short list of 'remedies' including making "collective efforts... to establish a research agenda and a professional knowledge base" to tackle the problems, uniting with the world for the experts to have active participation in professional activities, changing and promoting foreign language education standards, adopting meritocracy in recruiting EAP policymakers and educators, etc. However, although their study enjoyed several pluses and tried to explore the roots of the problems, unlike what Tavakoli and Tavakol (2018) claim, the study only ends up with a short list of broadly-defined suggestions rather than practical short-, mid- and long-term operationally defined workable solutions to the problems.

1.3. Significance of the Study and Research Questions

Although NA has been found to be of crucial importance in EAP education in general (e.g., Soodmand Afshar & Movassagh, 2016; Brindley,

1989; Boshier & Smalkoski, 2002; Hyland, 2007; Liu et al., 2011), few large-scale triangulated studies can be found in the literature to have focused on Iranian medical EAP students' needs from the viewpoints of both students and teachers (Atai, 2000; Farhady & Hedayati, 2009; 1988; Mazdayasna & Tahririan, 2008). Most importantly, to the best of the researchers' knowledge and investigation, little research has been conducted in the EAP context of Iran, and even in the world, to investigate the mediating role of negotiation and interaction in EAP students' final perception of needs.

Thus, drawing upon what was mentioned above, the present study set out to investigate English language learning needs of medical EAP students from their own, as well as from their teachers' viewpoints in order to make the Iranian EAP teaching more effective and make better use of both human resources and facilities. The present study, thus, addressed the following research questions:

1. *Overall*, is there any significant difference between students' and teachers' perceptions of students' needs in medical EAP courses in Iran?
2. Is there any significant difference between medical EAP students' and teachers' perceptions of students' specific needs as measured by the individual items of the questionnaire?
3. What language skill is perceived as the most important in learning/teaching medical EAP by Iranian EAP students and teachers?
4. What types of teaching methodology and class activities are perceived as the most important in medical EAP by Iranian EAP students and teachers?

2. Method

2.1. Participants

The participants of the study included 220 medical EAP students (123 males and 97 females) who had all passed 'Technical English' courses. Their ages

ranged from 22 to 28 years. The study also included 30 subject-matter teachers of EAP and 20 EGP teachers (both male and female), ranging from 35 to 50 years of age, who had teaching experiences between 10 to 15 years. The participants were selected from various medical universities throughout the country to better represent the population of medical EAP students and teachers in Iran. Moreover, 50 students and 20 teachers (10 subject-matter and 10 EGP teachers), selected randomly from among the participants, were also interviewed. The informed consent of all the participants at both phases was obtained before the study began.

2.2. Instruments

To collect the data required, we administered a questionnaire and conducted a semi-structured interview which are described briefly as follows.

2.2.1. Structured Likert-scale Questionnaires

In constructing the questionnaires of the study (both students' and teachers' versions), the following measures were taken:

1. The main items of the questionnaires were extracted from the major NA questionnaires already existing in the field (e.g., Atai & Nazari, 2010; Basturkmen, 1998; Mazdayasna & Tahririan, 2008) which were then judged by two experts in the field based on whose ideas, necessary adjustments were made.
2. A group of 100 similar subjects (i.e., EAP students of Medicine) was asked to respond to a semi-structured questionnaire on the strong points and weak points of Medical EAP education in Iran and for what purposes medical EAP students needed English. The common patterns of their responses also acted

as potential bases for some of the items of the questionnaires of the study.

3. To further ensure the validity of the questionnaire, the Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy and a principal component factor analysis with Varimax rotation were conducted. The KMO was found to be 0.74 which indicates that enough items were predicted by each factor. Bartlett's test of Sphericity was also found to be significant ($p=.000$) which indicates that the relationship among the variables was strong and that the variables were correlated highly enough to provide a reasonable basis for factor analysis. See the KMO results in Appendix 1. As mentioned above, a principal component factor analysis with Varimax rotation was also run, the results of which are presented in Appendix 2.
4. Using Cronbach's Alpha internal consistency, the reliability of the questionnaire was also estimated ($\alpha=.89$) which shows it enjoyed an acceptable internal consistency reliability rate.

Copies of both questionnaires (i.e., students' version and teachers' version) which included 54 items on a Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree) exist in Appendices 3 and 4 respectively.

2.2.2. Semi-structured Interviews

To triangulate the data for validation purposes and to delve more deeply into the issue, the results gained from the questionnaires were compared with those obtained from a semi-structured interview which was conducted with 50 students, selected randomly out of student participants of the study, and 20 teachers (i.e., 10 from subject-matter teachers and 10 from EGP teachers) who were also randomly selected. The informed consent of both groups was also received and ensured. The interview consisted of eight questions on the major issues in medical EAP education in Iran including the type of language skills and

class activities which receive greater importance, students' and teachers' satisfaction (or lack thereof) with the teaching methods adopted, assessment methods, and content of the course (See Appendices 5 and 6 for the students' and the teachers' interview questions respectively).

2.3. Procedure

First, 220 medical EAP students, 30 subject-matter teachers teaching EAP, and 20 EGP teachers of medical EAP from different universities in various regions of the country were randomly selected as the participants of the study. The questionnaires, constructed as mentioned above, were distributed among all the student participants in their class hours by one of the researchers. Subject-matter teachers and EGP teachers were visited in their offices by the previous appointment to complete the teachers' version of the questionnaire. It is worth mentioning that one of the researchers was present at the time of administering the questionnaires to resolve any ambiguities faced by students and teachers.

Fifty students selected randomly from among the student participants of the study, were also interviewed after their class hours and 20 teachers (out of the teacher participants) were met in their offices at the time they preferred to be interviewed by the researchers. It should be mentioned here that both students and teachers were selected randomly for the interview and their informed consent was also obtained.

2.4. Data Analysis

To analyze the data collected to answer the first research question of the study, we calculated descriptive statistics and ran an Independent Samples t-test to compare the students' and the teachers' perceptions of the needs *overall*. To

answer the second research question of the study (i.e., is there any statistically significant difference between the students' and the teachers' *specific* language needs as measured by the individual items of the questionnaire?), Chi-Square analyses were run. To answer the third research question of the study as to what language skills were perceived as more important by medical EAP students, frequency analyses were conducted. To answer the last research question of the study as to what types of teaching methodology and class activities were perceived as important in medical EAP classes by Iranian EAP teachers and students, both frequency and Chi-Square analyses were conducted. The interview data were analyzed through content analysis followed by 'quantitization' and frequency analysis. That is, the interviews were audio-recorded, transcribed, and the common patterns and the recurring themes of the responses were identified, coded, "quantitized" (Dörnyei, 2007), subjected to frequency analysis and tabulated. Then, in order to compare the students' and the teachers' responses to the interview questions, Chi-Square analyses were run.

3. Results

3.1. Results of the Questionnaires

The first research question formulated set out to see whether, *overall*, there was any significant difference between teachers' and students' perceptions of students' needs.

In order to answer this question, an Independent Samples t-test was conducted. However, before presenting the results of this test, the descriptive statistics for both groups of the study are presented in Table 1.

Table 1*Descriptive Statistics for Students and Teachers*

	N	Mean	Std. Deviation	Std. Error of Mean
Students	220	3.59	.37	.025
Teachers	50	3.73	.24	.034

As shown in Table 1, the mean score of the students' perceived needs of medical EAP classes is lower than that of teachers' perceptions of students' needs. Table 2 reports the results of the Independent Samples *t*-test comparing students' and teachers' perceptions of students' needs.

As Table 2 indicates, overall, there is a statistically significant difference between students' and teachers' perceptions of students' needs in medical EAP classes in Iran, $t(268) = 2.54, p = .01 \leq .05$.

Table 2*Independent Samples t-test for Investigating the Difference between Medical EAP students and Teachers' Perceptions of Students' Needs Overall*

t-test for Equality of Means						
t	df	Sig (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of Difference	
					Lower	Upper
-2.54	268	0.01	-.143	.56	-.25	-.03
-3.33	110.663	0.01	-.143	.042	-.22	-.05

Note. $p \leq 0.05$

To see whether there was any statistically significant difference between the students' and the teachers' *specific* language needs as measured by the individual items of the questionnaire (i.e., to answer the second research question of the study), Chi-Square analyses were run. In order to save space and for the sake of brevity, only the results of the analysis for the pair of items in both questionnaires which came to be significantly different were included in Table 3 as follows:

Table 3

Chi-Square Analyses Indicating the Difference between Students' and Teachers' Perceptions of Students' Specific Needs as Measured by Individual Items of the Questionnaire

No.	Items	Percent		Pearson Chi-Square value	df	Asymp. Sig. (2-sided)
		Students	Teachers			
1	I am satisfied with the number of students in the class.	34.5% D	50% D	22.48	4	.00
2	I am not satisfied with the class because it is boring.	31.4% A	46% D	26.93	4	.00
4	I am satisfied with the methods of assessments.	31.8% A	58% A	12.89	4	.01
7	I prefer EAP teachers to teach EAP courses.	31.8% A	30% SA	11.82	4	.01
10	I prefer Persian language curriculum resources.	37.3% D	38% SD	11.61 17.82	4 4	.02 .001
13	I prefer in-class activities to be performed individually.	33.6% Nor A, Nor D	38% D	11.98	4	.02
15	The EAP textbook content is interesting.	29.5% A	50% A	11.79 12.93	4 4	.01 .01
16	The EAP course materials consider students' needs and interests.	30.5% D	38% A	12.93	4	.01
17	Course content includes technical articles and new topics.	35.5% D	40% A	16.68	4	.002
30	Students need English in order to improve writing skills.	40.9% A	56% A	10.98	4	.02
34	After passing EAP courses, writing skill is reinforced.	27.7% Nor A, Nor D	42% A	10.65	4	.03
37	After passing EAP courses, English grammar is strengthened.	33.6% D	50% A	18.92	4	.001
42	Medical students need listening skills for listening to the issues being discussed in the media.	44.1% A	66% A	12.83	4	.01
43	Students need speaking skills in order to participate in academic discussions.	45.5% A	68% A	9.57	3	.02
45	Students need speaking skills in order to discuss in English in the class.	37.7% A	68% A	16.30	4	.003

No.	Items	Percent		Pearson Chi-Square value	df	Asymp. Sig. (2-sided)
		Students	Teachers			
48	Students need reading comprehension skills in order to read English journals.	48.6% SA A	70% A	10.99	4	.02
51	Students need writing skills in order to take notes from lectures and conferences.	45.9% A	66% A	16.14	4	.003
52	Students need writing skills in order to write research papers.	46.4% A	74% A	16.21	4	.003
53	Students need writing skills in order to write materials for giving lectures in the class.	47.7% A	70% A	9.52	4	.04
54	Students need writing skills in order to take notes from medical textbooks and academic materials.	46.8% A	70% A	10.40	4	.03

Note. $p \leq .05$

SD=Strongly Disagree D= Disagree, NOR= Neither Agree or Disagree, A= Agree, SA= Strongly Agree

To answer the third research question of the study as to what skill(s) was/were perceived as the most important in medical EAP by Iranian EAP students, EAP teachers, and EGP teachers (i.e., item 31 of the questionnaire), frequency distribution was calculated, the results of which are summarized in Table 4.

Table 4

The Frequency Distribution of Responses to Item 31 of the Questionnaire

Skills	Medical Students		EAP Teachers		EGP Teachers	
	f	p	F	p	f	P
Reading Comprehension	145	65.9	21	70	13	65
Speaking	36	16.4	6	20	3	15
Listening	27	12.3	2	6.7	2	10
Writing	12	5.5	1	3.3	2	10

Note. f=frequency, p=percentage

As indicated in Table 4, both the students and the teachers specified 'reading comprehension' as the most important language skill they needed in medical EAP classes. After reading comprehension, speaking was ranked as the second important skill, listening came next and writing was perceived as the least important skill.

To see whether there was any significant difference between the teachers' and the students' perceptions of the most important skill, a Chi-square analysis was conducted, the results of which are summarized in Table 5.

Table 5

Chi-square Analysis Indicating the Difference between Students' and Teachers' Responses to Item 31 of the Questionnaire

Pearson Chi-Square	Value	df	Asymp. Sig. (2- sided)
	2.06	6	.9

Note. $p \leq .05$

As shown in Table 5, there was no significant difference between the students and the teachers concerning the participants' perceptions of the importance of the skills ($p > .05$).

To answer the fourth research question of the study i.e. to explore what types of teaching methodology and class activities (i.e., items 3, 9, 12, 19, 20, 21, and 23 to 29 of the questionnaire) were perceived as important in medical EAP classes by Iranian EAP teachers and students, both frequency and Chi-Square analyses were conducted, the results of which are presented in Table 6.

Table 6

Chi-square Analyses Comparing Medical EAP Students and Teachers' Perceptions of the Importance of Teaching Methodology and Class Activities

No.	Items	Percent		Pearson Chi-Square value	df	Asymp. Sig. (2-sided)
		Students	Teachers			
3	I am satisfied with teaching methodology.	33.6%	42%	6.57	4	.1
		A	A			
9	I prefer English language curriculum resources.	45.5%	42%	6.99	4	.1
		A	SA			
			A			
12	I prefer class activities to be performed in groups.	40.9%	44%	4.03	4	.4
		A	A			
19	More time should be devoted to teaching English in EAP classes.	37.3%	56%	8.23	4	.08
		A	A			
20	Teaching English should be fully in line with the course content.	46.4%	64%	9.05	4	.06
		A	A			
21	More attention should be paid to English class discussions.	44.1%	66%	9.05	3	.06
		A	A			
23	I want to learn English in order to learn common core vocabularies.	47.7%	44%	1.69	4	.1
		A	SA			
24	I want to learn English in order to speak in English.	40.5%	54%	6.42	4	.1
		SA	A			
		A				
25	I want to learn English in order to learn new vocabularies in context and to learn synonyms.	44.5%	58%	2.50	4	.6
		A	A			
26	I want to learn English in order to understand how to use technical English in real contexts like hospitals.	50.9%	48%	2.03	4	.7
		SA	A			
		A				
27	I want to learn English in order to overcome the grammatical problems which are common among medical EAP students.	41.4%	50%	4.10	4	.3
		A	A			
28	I want to learn English in order to improve reading comprehension.	45.5%	50%	2.92	4	.5
		A	A			
29	I want to learn English in order to improve Listening.	44.5%	56%	7.46	4	.1
		SA	A			

Note. $p \leq .05$

As indicated in Table 6, there was no significant difference between the teachers and the students regarding the perceived importance of teaching methodology and class activities.

3.2. Results of the Interview

As mentioned earlier, 50 students, selected randomly out of the student population of the study, and 10 teachers from each group of EAP and EGP teachers (20 in total) sat a semi-structured interview, the results of which were analyzed using content analysis and subsequently through 'quantitization' and tabulation as already stated in 2.4. In order to compare the frequencies thus extracted (i.e., the students' and the teachers' common patterns of responses to the interview questions), Chi-Square analyses were run, the results of which are summarized in Table 7.

Table 7

Chi-square Analyses Comparing the Responses of Teachers and Students to the Items of the Interview

No	items	Percent		Pearson Chi-Square Value	df	Asymp. Sig. (2-sided)
		Students	Teachers			
1	The most important language skills needed medical EAP classes?	42% Reading	40% Reading	.18	3	.9
2	Relevance of the content of EAP courses to students' field of study?	78% Yes	70% Yes	.29	1	.5
3	Satisfaction with the teaching methodology?	72% Yes	80% Yes	.27	1	.6
4	Satisfaction with the assessment methods?	62% No	70% Yes	3.44	1	.06
5	EAP textbooks and materials taking students' educational needs into account?	64% No	70% Yes	3.96	1	.04
6	Subject-matter EAP teachers, EGP teachers or team teaching preferred?	80% EAP	70% EAP	.49	1	.4
7	After passing the EAP courses, students' English language skills reinforced?	60% No	90% Yes	3.29	1	.03
8	What kinds of methodology and class activities are the most important ones in EAP classes?	39% English class discussions	70% Reading from passages and Translation	8.30	2	.01

Note. $p \leq 0.05$

As indicated in Table 7, regarding item one of the interview, overall, the findings of the interview are in line with the results of the questionnaire (item 31) in which ‘reading comprehension’ was perceived as the most important skill by all groups of the study.

The results of the interview with regard to the perceived importance of all four language skills in all groups are summarized in Table 8.

Table 8

The Frequency Distribution of Responses of all the Groups of the Study to Question 1 of the Interview (i.e., the perceived importance of all four language skills)

Skills	Medical Students		Teachers	
	F	p	f	P
Reading Comprehension	21	42	4	40
Speaking	12	24	2	20
Listening	12	24	3	30
Writing	5	10	1	10

As indicated in Table 8, for teachers, reading comprehension was specified as the most important skill followed by speaking, listening, and writing respectively. For students, reading comprehension was the most important skill; listening and speaking received equal importance, and then writing received the least importance among the skills. However, in the questionnaire, students ranked speaking as the second important and listening as the third important skill.

4. Discussion

Due to the significance of needs analysis in ESP/EAP, the present study investigated the students’ and the teachers’ perceptions of the students’ needs in the Medical EAP context. The results of the study showed, overall, there was a significant difference between the two groups in this respect and that, in general,

students were not satisfied with the EAP program presented to them which corroborates the findings of other similar studies in this respect (e.g., Mazdayasna & Tahririan, 2008; Soodmand Afshar & Movassagh, 2016; Tavakoli & Tavakol, 2018), The results, however, are in contrast to those of such other studies in the field as Arnó-Macià et al. (2020), as stated earlier, that found, overall, the students were satisfied with the ESP courses they took. This shows the context-specific nature of the degree of satisfaction with EAP courses and consequently the varying nature of needs in various EAP contexts.

Going into more details, we found significant differences between the two groups regarding the specific needs of the students as measured by the individual items of the questionnaire. That is, both groups were, for instance, dissatisfied with the number of students in the class although the teachers were more so. In agreement with the results of the present study, Mazdayasna and Tahririan (2008), exploring the EAP needs of Iranian students of Nursing and Midwifery, also found that more than 30 percent of the students stated that they were dissatisfied with the size of the classes. Similarly, Soodmand Afshar and Movassagh (2016) also found the big size of EAP classes as one of the problems of EAP education in Iran.

The majority of the students were not satisfied with the class because they thought it was boring, a finding supported by the results of Eslami (2010) who also found that Iranian EAP students ranked excessive use of translation activities and boring classes as more challenging than their teachers did.

One of the plausible reasons for this might be the monotonous style of instruction which causes students to feel bored with the class. Since most EAP teachers in Iran adopt the pure Grammar-Translation Method (GTM) as noticed in the interview with both groups of subject-specific EAP teachers and EGP teachers, students would get bored and would either talk to each other or

would play with their cell phones as remarked by one of the student participants in the interview. This might be due to the EAP teachers' not involving students in class activities and being the sole authority in the classroom. In reality, EAP instruction in Iran is limited to teaching a bunch of technical vocabulary items and translating texts. However, such activities do not reflect students' interests and might result in low motivation, a lower rate of class participation and involvement, and ultimately lower understanding and achievement on the part of students.

There was also a significant difference between the students' and the teachers' perceptions of the methods of assessment as revealed by the results of the questionnaire although interview findings did not corroborate questionnaire results in this regard. The findings of the questionnaire in this respect are supported by the results of Sherkatolabbasi and Mahdavi Zafarghandi (2012), Soodmand Afshar and Movassagh (2016), and Tavakoli and Tavakol (2018) who found that the methods of assessments in Iranian EAP classes were inappropriate and lacked continuous formative assessment and alternative forms of assessment. It seems that lack of attention and devotion of insufficient time to ESP might cause teachers to adopt traditional summative forms of assessment only, which might encourage students to cram for the EAP exams the night before taking the test.

It was also found that the students significantly preferred EAP teachers to teach EAP courses. The results of the questionnaire here are also confirmed by the findings of the interview in this regard. Students thus seemingly perceive EAP teachers' familiarity with students' field of study as playing a vital role.

It should be noted here that not all EAP teachers in Iran have acceptable command of the English language. Thus, to compensate for this and to consider the students' preference for subject-specific EAP teachers, it would be more

logical to have team-teaching or 'co-teaching' in which EAP' teachers consult EGP teachers before going to class.

The students' and the teachers' perceptions also significantly differed with regard to the EAP textbook used in the class. That is, only a small number of the students, but nearly half of the teachers believed that the EAP textbook content was interesting. Most students believed that the course books adopted, mainly produced locally by the Organization for the Compilation of Humanities Books (SAMT), did not include new technical articles and topics, were outdated, and did not incorporate the materials which appealed to their tastes, interests and needs. This might be one of the prime causes of the students' demotivation, dissatisfaction, and boredom, a result also corroborated by the findings of Mazdayasna and Tahririan (2008) and Soodmand Afshar and Movassagh (2016) who also found that the majority of the students and even some teachers expressed dissatisfaction with the content of the textbooks adopted in EAP courses.

The EAP textbooks and materials (some in the form of non-graded scrambled hand-outs) are either selected by the teachers themselves as stated by the bulk of the teachers in the interview, or are assigned by the Ministry of Health and Medical Education of Iran, or SAMT as mentioned above, which do not take into account students' needs and interests regarding course content and materials adopting a pre-determined one-size-fits-all framework into which the authors have to incorporate their materials (Soodmand Afshar & Movassagh, 2016).

There was also a significant difference between the students' and the teachers' opinions about the enhancement of writing skills after taking the EAP course. Only a small number of the students, but nearly half of the teachers stated that after passing EAP courses, the students' writing skills were reinforced. The students also disagreed that their English grammar was reinforced;

however, the teachers were of a different opinion. The results of the interview also indicated, overall, none of the English language skills and components of the students was reinforced, confirming Yarmohammadi's (2005) stance in this respect that English for Specific Purposes in Iran is, in reality, English for no specific purposes making students proficient in none of the four language skills. The results here are also in agreement with the findings of Mazdayasna and Tahririan (2008) who found the Iranian EAP students of Midwifery and Nursing gained sufficient proficiency in none of the four main language skills after passing the ESP course.

Significant differences were also found between students' and teachers' perceptions regarding the other items of the questionnaire. That is, while more than half of the teachers agreed that Medical students needed listening skill for listening to the issues being discussed in the media, less than half of the students agreed so. A large number of the teachers, but only a small number of the students agreed that the students needed speaking in order to participate in academic discussions and to discuss in English in the class. While the majority (70%) of the teachers agreed that the students needed reading comprehension in order to read English journals, nearly 50 percent of the students disagreed with that. The students and the teachers were also of a different opinion regarding the students' need for writing in order to take notes from lectures and conferences, to write research papers, to write materials for giving lectures in the class, and to take notes from medical textbooks and academic materials. This confirms the assumption that the students' expectations are basically different from what is, in reality, practiced in the classroom context highlighting the existence of a big gap between the students' and the teachers' perceptions of the students' needs and expectations, something which was also echoed in the semi-structured interview.

The third research question investigated which skills were perceived as receiving the highest importance in teaching Medical EAP by Iranian EAP students and teachers. The results indicated that both groups specified 'reading comprehension' as the most important skill in comparison to other main skills which is confirmed by what was found in the interview and which is in line with the goal specifications of the syllabus of the course "English for the Students of Medicine" designed by the Ministry of Health and Medical Education of Iran. This finding is also confirmed by the results of Soodmand Afshar and Movassagh (2016), Chia et al. (1999), Mazdayasna and Tahririan (2008), Akgul (1991), Alagozlu (1994), Boztas (1988), and Elkiliç (1994).

However, it is worth mentioning here that although the bulk of the time of the class in EAP classes in Iran is spent on reading comprehension, the students do not gain sufficient proficiency in reading comprehension skills, most possibly because the meaning of reading passages is most often conveyed through translation only, and, in practice, no attention is paid to enhancing such macro- and micro-skills in reading as 'getting the main idea', 'skimming', 'scanning', etc.

Also, teachers and students were of the same opinion that students needed reading comprehension skills in order to study medical textbooks, to read English journals, to read scientific materials on the internet and to read English newspapers and magazines, something which is also highlighted by the syllabus of the course designed by the Iranian Ministry of Health and Medical Education.

The writing was perceived as the least important skill by both the students and the teachers in the present study. In line with our results, the finding of the studies by Akgul (1991), Alagozlu (1994) and Elkilic (1994) indicated that students had low writing and speaking proficiency and that these skills were seen as the least needed ones.

As mentioned earlier, the results of the study also indicated that regarding the items which were related to the types of methodology and class activities,

(i.e., the focus of the last research question of the study), there was no significant difference between the students and the teachers' perceptions.

Both the students and the teachers perceived doing such activities as learning common core vocabularies, speaking in English, learning the vocabularies in context, understanding how to use 'Technical English' in such real contexts as hospitals, overcoming their grammatical problems and improving reading, and listening skills as important.

The results also indicated that both the students and the teachers were reportedly satisfied with teachers' methods of teaching, which stands in contrast to the findings obtained from Sherkatolabbasi and Mahdavi Zafarghandi's (2012) study conducted in the EAP context of Iran in which students were totally dissatisfied with teachers' method of teaching English. These mixed findings call for the need for further research in this area.

Both the teachers and the students in the present study preferred English language resources, and in-group activities. They also believed that more time should be devoted to 'teaching' English in their classes. This is corroborated by the comments of the majority of the EAP teachers attending the interview who complained that they always ran short of time in EAP classes and that the general English proficiency level of their students in EAP classes was low which is congruent with the findings of such studies as Atai and Nazari (2010) and Soodmand Afshar and Movassagh (2016). The teachers interviewed in the study unanimously agreed that most of their students (except a few in every class who already had the chance of taking English conversation courses out in private language institutes) did not have sufficient rudimentary knowledge of the English language, which hindered them from keeping up with the requirements of the course and that they (teachers) were swayed to lower their standards of teaching due to persistent requests of their students. One of the likely reasons

for this insufficient general English knowledge of the students might be the poor English language instruction presented to students during the seven years of junior and senior secondary school education in Iran; an ill trend that continues during the three-credit EGP courses students have to take and pass at university before entering the EAP courses, which does not seem to be sufficient and productive.

Both the students and the teachers stated that more attention should be paid to 'English class discussions'. That is why they selected speaking as the second most important skill which might imply they need to know how to discuss in English to attend academic conferences and seminars abroad. This activity was specified as the most important one among speaking activities in the results of the interview;

Also, the students perceived 'understanding how to use technical English in such real contexts as hospitals' as the most important activity to be done in medical EAP classes. The teachers, on the other hand, believed that more time should be devoted to teaching English in EAP classes, something which they rightly perceived as being of paramount importance, a finding also corroborated by the results of other similar studies (e.g., Soodmand Afshar & Movassagh, 2016).

5. Conclusion and Implications

The current study investigated the students' and the teachers' perceptions of the students' needs in medical EAP classes in Iran, and the language skills, the type of methodology and class activities which were perceived as the most important by Iranian medical EAP teachers and students. Significant differences were also found between the students' and the teachers' perceptions of the students' needs in Medical EAP classes in Iran. The results also showed that

there were significant differences between the students' and the teachers' perceptions regarding their such specific needs as satisfaction with the number of students in the class, the atmosphere of the class, the methods of assessment, preference for EAP/EGP teachers for teaching EAP courses, individual in-class activities, EAP textbook content, etc.

The study also found that both groups (i.e., the students and the teachers) specified 'reading comprehension' followed by speaking as the most important skills for medical EAP students. Listening and writing ranked third and fourth respectively.

As Arnó-Macià et al. (2020) rightly argue, the needs of EAP/ESP students are 'ever-changing' and not written-in-the-stone. This necessitates the conduct of regular needs analyses projects before beginning to design and develop an ESP/EAP course to incorporate the updated needs of the end-users (i.e., students) in the program if we wish to hear their voices and, of course, observe their rights.

The results of this study might help syllabus designers and curriculum developers to design EAP courses and course contents for Medical students which are in line with the students' needs and interests as found in the present study. In fact, EAP education in the EAP contexts, especially in Iran should be given a second thought and serious consideration to echo the often-not-heard voice of the students in the program, of course, through negotiation and interaction with other stakeholders in the program (e.g., teachers, syllabus designers, experts, etc.) to prevent huge waste of effort, time, and financial and human resources. EAP teachers are also encouraged to open their eyes and ears to their students' voices, needs, and expectations as expressed by the students themselves and negotiate toward a joint understanding of needs and a joint objective.

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Appendix 1

Results of KMO and Bartlett's test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		0.74
Bartlett's Test of		
Sphericity	Approx. Chi-Square	3735.76
	df	1431
	Sig.	.000

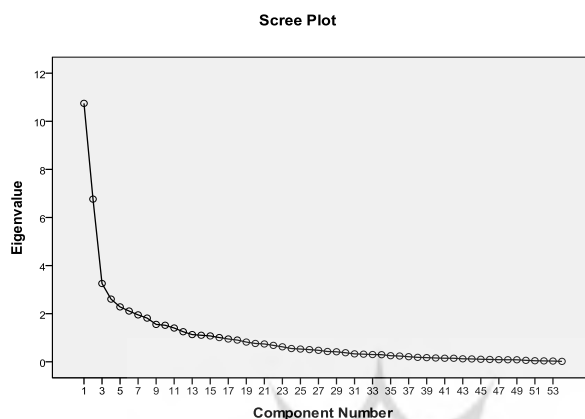
Appendix 2

Factor Loadings for the Rotated Factors

Item	Factor Loadings			Communality
	1	2	3	
1				.77
2				.72
3				.68
4				.75
5				.69
6				.76
7				.81
8				.79
9				.86
10				.83
11				.84
12				.80
13				.79
14				.65
15		.60		.81
16		.68		.77
17				.73
18				.71
19				.74
20				.74
21				.65
22				.74
23	.58			.73
24	.60			.86
25				.71
26	.65			.83
27				.68
28	.53			.78
29	.52			.80
30			-.57	.79
31			-.64	.70
32		.63		.77
33		.66		.82
34		.56		.70
35	.66			.86
36	.55			.76
37		.61		.66
38				.74
39	.52			.87
40	.59			.77
41	.64			.77
42	.58			.74
43	.51			.78
44	.57			.78
45	.50			.81
46	.51			.80
47	.53			.74
48	.52			.85
49	.64			.76
50	.64			.79
51	.53			.75
52	.56			.75
53	.51			.81
54	.65			.76
Eigenvalues	10.74	6.74	3.25	
% of variance	19.89	12.52	6.02	

Note. Loadings <.40 are omitted.

Factor Analysis Scree Plot



Appendix 3

Students' Questionnaire (Persian Version)

به نام خدا

عنوان تحقیق:

Students' Needs or Teachers' Wishes? A Survey of Medical EAP in Iranian Context

بررسی انگلیسی با اهداف ویژه رشته پزشکی در ایران: نیازهای زبانی دانشجویان یا انتظارات اساتید؟

جنسیت:

سن:

نام:

لطفاً سوالات زیر را با دقت مطالعه نموده و گزینه مناسب را انتخاب نمایید.

شماره سوالات	سوالات	کاملاً مخالفم (۱)	مخالفم (۲)	نظری ندارم (۳)	موافقم (۴)	کاملاً موافقم (۵)
۱	از تعداد دانشجویان کلاس رضایت دارم.					
۲	از کلاس راضی نیستم زیرا فکر میکنم کلاس خسته کننده است.					
۳	از روش تدریس استاد در کلاس رضایت دارم.					
۴	از روش ارزیابی استاد رضایت دارم.					
۵	از مطالب درسی که در کلاس استفاده میشود رضایت دارم.					
۶	از مضمون و محتوای مطالب درسی که در کلاس کار میشود رضایت دارم.					
۷	ترجیح میدهم استاد زبان تخصصی (اساتید رشته خودم) واحد زبان تخصصی را تدریس کند.					
۸	ترجیح میدهم استاد زبان عمومی (اساتید رشته زبان انگلیسی) واحد زبان تخصصی را تدریس کند.					
۹	ترجیح میدهم منابع درسی درس زبان تخصصی به زبان انگلیسی باشد.					
۱۰	ترجیح میدهم منابع درسی درس زبان تخصصی به زبان فارسی باشد.					
۱۱	ترجیح میدهم منابع درسی به زبان فارسی و انگلیسی باشد.					
۱۲	ترجیح میدهم در کلاس فعالیت ها به صورت گروهی انجام شود.					
۱۳	ترجیح میدهم در کلاس فعالیت ها به صورت انفرادی انجام شود.					
۱۴	مضمون و محتوای مطالب درسی کاملاً مرتبط با رشته تحصیلی ام است.					
۱۵	محتوای کتب درسی زبان تخصصی جالب و جذاب است.					

۱۶	در کتب درسی زبان تخصصی و مطالب درسی ما به نیازها و علایق دانشجویان توجه شده است.				
۱۷	مطالب درسی در بردارنده مقالات و موضوعات جدید تخصصی به زبان انگلیسی می باشد.				
۱۸	کلاس های زبان تخصصی به موفقیت من در مطالعات آینده کمک شایانی میکند.				
۱۹	زمان بیشتری باید به آموزش زبان انگلیسی اختصاص داده شود.				
۲۰	آموزش زبان انگلیسی باید کاملا در راستای مطالب درسی مربوطه باشد.				
۲۱	به مهارت "بحث و گفتگو به زبان انگلیسی در کلاس" باید توجه بیشتری شود.				
۲۲	درس زبان تخصصی در فهم و یادگیری سایر مطالب درسی به من کمک زیادی میکند و بسیار مفید است.				

دانشجویان رشته پزشکی برای به زبان انگلیسی نیاز دارند و میخواهند آن را یاد بگیرند.

شماره سوالات	سوالات	کاملا مخالف (۱)	مخالف (۲)	نری ندارم (۳)	موافقم (۴)	کاملا موافقم (۵)
۲۳	یادگیری لغات رایج انگلیسی					
۲۴	یادگیری صحبت کردن به زبان انگلیسی					
۲۵	یادگیری لغات جدید در جملات، یادگیری مترادف ها ، و تفسیر جملات					
۲۶	تمرین یادگیری چگونگی استفاده از اصطلاحات پزشکی در محیط واقعی نظیر بیمارستان					
۲۷	برطرف شدن مشکلات گرامری که برای اکثریت دانشجویان مشترک است.					
۲۸	تقویت مهارت خواندن					
۲۹	تقویت مهارت شنیداری					
۳۰	تقویت مهارت نوشتاری					

۳۱. به نظر شما کدامیک از مهارت ها در رشته پزشکی کاربرد بیشتری دارد؟ لطفاً به ترتیب اولویت با ذکر شماره مشخص کنید.

الف) شنیداری ب) گفتاری خواندن و درک مفاهیم د) نوشتاری

بعد از گذراندن درس زبان تخصصی مهارت های زبان انگلیسی خود را چگونه ارزیابی میکنید؟

شماره سوالات	سوالات	کاملا مخالف (۱)	مخالف (۲)	نظری ندارم (۳)	موافقم (۴)	کاملا موافقم (۵)
۳۲	مهارت شنیداری ام تقویت شده است.					
۳۳	مهارت گفتاری ام تقویت شده است.					
۳۴	مهارت نوشتاری ام تقویت شده است.					
۳۵	مهارت خواندن و درک مفاهیم تقویت شده است.					
۳۶	دامنه واژگانی ام افزایش یافته است.					
۳۷	دانش دستوری ام تقویت شده است.					
۳۸	تلفظ انگلیسی ام بهبود یافته است.					

مهارت های شنیداری:

به عنوان دانشجوی رشته پزشکی به مهارت شنیداری برای نیاز دارم.

شماره سوالات	سوالات	کاملا مخالف (۱)	مخالف (۲)	نظری ندارم (۳)	موافقم (۴)	کاملا موافقم (۵)
۳۹	گوش دادن به سخنرانی ها و سمینارها					
۴۰	گوش دادن به سخنرانی های داخل کلاس					
۴۱	گوش دادن به دستورالعمل هایی که در بیمارستان به آن نیاز دارم.					
۴۲	گوش دادن به مباحثی که در رسانه ها مطرح میشود.					

مهارت های گفتاری:

به عنوان دانشجوی رشته پزشکی به مهارت گفتاری برای نیاز دارم.

شماره سوالات	سوالات	کاملا مخالفم (۱)	مخالقم (۲)	نظری ندارم (۳)	موافقم (۴)	کاملا موافقم (۵)
43	شرکت کردن در بحث های آکادمیک					
44	صحبت کردن در سمینارها، جلسات و کنفرانس ها					
45	پرسش و پاسخ در داخل کلاس					
46	برای صحبت کردن با دانشجویان، اساتید، کنفرانس دهندگان و بیماران					

مهارت های خواندن و درک مفاهیم:

به عنوان دانشجوی رشته پزشکی به مهارت مهارت های خواندن و درک مفاهیم برای نیاز دارم.

شماره سوالات	سوالات	کاملا مخالفم (۱)	مخالقم (۲)	نظری ندارم (۳)	موافقم (۴)	کاملا موافقم (۵)
47	خواندن کتاب های رشته پزشکی					
48	خواندن مقالات انگلیسی در مجلات معتبر					
49	خواندن مطالب علمی اینترنتی					
50	خواندن روزنامه ها و مجلات انگلیسی					

مهارت های نوشتاری:

به عنوان دانشجوی رشته پزشکی به مهارت مهارت های نوشتاری برای نیاز دارم.

شماره سوالات	سوالات	کاملا مخالفم (۱)	مخالقم (۲)	نظری ندارم (۳)	موافقم (۴)	کاملا موافقم (۵)
51	تکته برداری از سخنرانی ها و کنفرانس ها					
52	نوشتن مقالات علمی پژوهشی					
53	نوشتن مطالب برای ارائه کنفرانس در کلاس					
54	تکته برداری از کتب پزشکی و مطالب درسی					

Appendix 4

Teachers' Questionnaire (Persian version)

به نام خدا

عنوان تحقیق:

Students' Needs or Teachers' Wishes? A Survey of Medical EAP in Iranian Context

بررسی انگلیسی با اهداف ویژه رشته پزشکی در ایران: نیازهای زبانی دانشجویان یا انتظارات اساتید؟

جنسیت:

سن:

نام:

لطفا سوالات زیر را با دقت مطالعه نموده و گزینه مناسب را انتخاب نمایید.

شماره سوالات	سوالات	کاملا مخالفم (۱)	مخالقم (۲)	نظری ندارم (۳)	موافقم (۴)	کاملا موافقم (۵)
۱	از تعداد دانشجویان کلاس رضایت دارم.					
۲	از کلاس راضی نیستم زیرا فکر میکنم کلاس برای دانشجویان خسته کننده است.					
۳	از روش تدریس رضایت دارم.					
۴	از روش ارزیابی دانشجویان رضایت دارم.					
۵	از مطالب درسی که در کلاس استفاده میشود رضایت دارم.					
۶	از مضمون و محتوای مطالب درسی که در کلاس کار میشود رضایت دارم.					
۷	ترجیح میدهم استاد زبان تخصصی واحد زبان تخصصی را تدریس کند.					
۸	ترجیح میدهم استاذ زبان عمومی (اساتید رشته زبان انگلیسی) واحد زبان تخصصی را تدریس کند.					
۹	ترجیح میدهم منابع درسی درس زبان تخصصی به زبان انگلیسی باشد.					

10	ترجیح میدهم منابع درسی درس زبان تخصصی به زبان فارسی باشد.				
11	ترجیح میدهم منابع درسی درس زبان تخصصی به زبان فارسی و انگلیسی باشد.				
12	ترجیح میدهم در کلاس فعالیت ها به صورت گروهی انجام شود.				
13	ترجیح میدهم در کلاس فعالیت ها به صورت انفرادی انجام شود.				
14	مضمون و محتوای مطالب درسی درس زبان تخصصی کاملا مرتبط با رشته تحصیلی دانشجویان است.				
15	محتوای کتب درسی زبان تخصصی جالب است.				
16	در کتب درسی زبان تخصصی و مطالب درسی ما به نیازها و علایق دانشجویان توجه شده است.				
17	مطالب درسی در بردارنده مقالات و موضوعات جدید تخصصی می باشد.				
18	کلاس های زبان تخصصی به موفقیت دانشجویان در مطالعات آینده کمک شایانی میکند.				
19	زمان بیشتری باید به آموزش زبان انگلیسی اختصاص داده شود.				
20	آموزش زبان انگلیسی باید کاملا در راستای مطالب درسی مربوطه باشد.				
21	به مهارت "بحث و گفتگو در کلاس به زبان انگلیسی" باید توجه بیشتری شود.				
22	درس زبان تخصصی در فهم و یادگیری سایر مطالب درسی به دانشجویان کمک زیادی میکند و بسیار مفید است.				

دانشجویان رشته پزشکی برای.... به زبان انگلیسی نیاز دارند و میخواهند آن را یاد بگیرند.

شماره سوالات	سوالات	کاملا مخالف (۱)	مخالف (۲)	نظری ندارم (۳)	موافقم (۴)	کاملا موافقم (۵)
23	یادگیری لغات رایج انگلیسی					
24	یادگیری صحبت کردن به زبان انگلیسی					
25	یادگیری لغات جدید در جملات، یادگیری مترادف ها ، و تفسیر جملات					
26	تمرین یادگیری چگونگی استفاده از اصطلاحات پزشکی در محیط واقعی نظیر بیمارستان					
27	برطرف شدن مشکلات گرامری که برای اکثریت دانشجویان مشترک است.					
28	تقویت مهارت خواندن					
29	تقویت مهارت شنیداری					
30	تقویت مهارت نوشتاری					

۳۱. به نظر شما کدامیک از مهارت ها در رشته پزشکی کاربرد بیشتری دارد؟ لطفا به ترتیب اولویت با ذکر شماره مشخص کنید.

(الف) شنیداری (ب) گفتاری خواندن و درک مفاهیم (د) نوشتاری

بعد از گذراندن درس زبان تخصصی مهارت های زبان انگلیسی دانشجویان را چگونه ارزیابی میکنید؟

شماره سوالات	سوالات	کاملا مخالف (۱)	مخالف (۲)	نظری ندارم (۳)	موافقم (۴)	کاملا موافقم (۵)
۳۲	مهارت شنیداری دانشجویان تقویت شده است.					
۳۳	مهارت گفتاری دانشجویان تقویت شده است.					
۳۴	مهارت نوشتاری دانشجویان تقویت شده است.					
۳۵	مهارت خواندن و درک مفاهیم دانشجویان تقویت شده است.					
۳۶	دامنه واژگانی دانشجویان افزایش است.					
۳۷	دانش دستوری دانشجویان تقویت شده است.					
۳۸	تلفظ انگلیسی دانشجویان بهبود یافته است.					

مهارت های شنیداری:

دانشجویان رشته پزشکی به مهارت های شنیداری برای نیاز دارند.

شماره سوالات	سوالات	کاملا مخالفم (۱)	مخالقم (۲)	نظری ندارم (۳)	موافقم (۴)	کاملا موافقم (۵)
۳۹	گوش دادن به سخنرانی ها و سمینارها					
۴۰	گوش دادن به سخنرانی های داخل کلاس					
۴۱	گوش دادن به دستورالعمل هایی که در بیمارستان مطرح میشود.					
۴۲	گوش دادن به مباحثی که در رسانه ها مطرح میشود.					

مهارت های گفتاری:

دانشجویان رشته پزشکی به مهارت های گفتاری برای نیاز دارند.

شماره سوالات	سوالات	کاملا مخالفم (۱)	مخالقم (۲)	نظری ندارم (۳)	موافقم (۴)	کاملا موافقم (۵)
۴۳	شرکت کردن در بحث های آکادمیک					
۴۴	صحبت کردن در سمینارها، جلسات و کنفرانس ها					
۴۵	پرسش و پاسخ در داخل کلاس					
۴۶	برای صحبت کردن با دانشجویان، اساتید، کنفرانس دهندگان و بیماران					

مهارت های خواندن و درک مفاهیم:

دانشجویان رشته پزشکی به مهارت مهارت های خواندن و درک مفاهیم برای نیاز دارند.

شماره سوالات	سوالات	کاملا مخالفم (۱)	موافقم (۲)	نظری ندارم (۳)	موافقم (۴)	کاملا موافقم (۵)
۴۷	خواندن کتاب های رشته پزشکی					
۴۸	خواندن مقالات انگلیسی در مجلات معتبر					
۴۹	خواندن مطالب علمی اینترنتی					
۵۰	خواندن روزنامه ها و مجلات انگلیسی					

مهارت های نوشتاری:

دانشجویان رشته پزشکی به مهارت های نوشتاری برای نیاز دارند.

شماره سوالات	سوالات	کاملا مخالفم (۱)	مخالقم (۲)	نظری ندارم (۳)	موافقم (۴)	کاملا موافقم (۵)
۵۱	تکته برداری از سخنرانی ها و کنفرانس ها					
۵۲	نوشتن مقالات علمی پژوهشی					
۵۳	نوشتن مطالب برای ارائه کنفرانس در کلاس					
۵۴	تکته برداری از کتب پزشکی و مطالب درسی					

Appendix 5**Semi-Structured Interview (Students' Questions- Persian version)**

۱. به نظر شما کدامیک از مهارت‌ها دارای اهمیت بیشتری هستند و شما بیشتر از هر مهارت دیگر به آن مهارت در کلاس های زبان تخصصی احتیاج دارید؟
۲. آیا ای محتوای درس زبان تخصصی به رشته تحصیلی شما مرتبط است؟
۳. آیا از روش تدریس رضایت دارید؟
۴. آیا از روش ارزیابی رضایت دارید؟
۵. آیا فکر میکنید در کتب درسی زبان تخصصی و مطالب درسی که در کلاس کار میشود، به نیازها و علایق شما توجه می شود؟
۶. به نظر شما چه کسی باید درس زبان تخصصی را تدریس کند؟ اساتید رشته ی زبان انگلیسی یا اساتید همان رشته؟

۷. آیا فکر میکنید بعد از گذراندن درس زبان تخصصی مهارت های زبان انگلیسی شما تقویت شده است؟ کدام مهارت؟
 ۸. کدامیک از فعالیت های کلاسی و روش تدریس از نظر شما بیشترین اهمیت را دارند؟

Appendix 6

Semi-structured Interview (Teachers' Questions- Persian version)

۱. به نظر شما کدامیک از مهارت‌ها دارای اهمیت بیشتری هستند و دانشجویان بیشتر از هر مهارت دیگر به آن مهارت در کلاس های زبان تخصصی احتیاج دارند؟
۲. آیا محتوای درس زبان تخصصی به رشته تحصیلی دانشجویان مرتبط است؟
۳. آیا از روش تدریس خود رضایت دارید؟
۴. آیا از روش ارزیابی خود رضایت دارید؟
۵. آیا فکر میکنید در کتب درسی زبان تخصصی و مطالب درسی که در کلاس کار میشود، به نیازها و علایق دانشجویان توجه می شود؟
۶. به نظر شما چه کسی باید درس زبان تخصصی را تدریس کند؟ اساتید رشته ی زبان انگلیسی یا اساتید همان رشته ؟
۷. آیا فکر میکنید بعد از گذراندن درس زبان تخصصی مهارت های زبان انگلیسی دانشجویان تقویت شده است؟ کدام مهارت؟
۸. کدامیک از فعالیت های کلاسی از نظر شما بیشترین اهمیت را دارند؟

