

# The Needs Analysis of English for Specific Purposes: A Study in an Indonesian Medical School

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| ARTICLE INFO                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | ABSTRACT                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
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| <p><b>Keywords:</b><br/>English for Specific Purposes, English for Medical Purposes, Needs analysis</p> <p><b>DOI:</b><br/><a href="http://dx.doi.org/10.21093/ijeltal.v7i2.1424">http://dx.doi.org/10.21093/ijeltal.v7i2.1424</a></p> <p><b>How to cite:</b><br/>Hidayati, L. &amp; Meisani, D.R. (2023). The Needs Analysis of English for Specific Purposes: A Study in an Indonesian Medical School. <i>Indonesian Journal of English Language Teaching and Applied Linguistics</i>, 7(2), 465-479</p> | <p><i>In Indonesian higher education institutions, English has been taught for the past few decades to fulfill the specific academic and professional needs of students. The present study investigates medical students' needs for English when studying for their medical degrees which indirectly benefits their professional environments. Through survey-based research, this study examined the communication requirements of students at the Faculty of Medicine at both the academic and professional levels. The data collected through an adapted questionnaire were gathered, examined, and statistically interpreted. Three hundred medical, midwifery, and pharmacy students responded. Their answers highlight the importance of English for students' ability to participate in and understand medical discourse and communicate formally in academic settings. Accordingly, the findings of the study should contribute to improving the course objectives and syllabus, so as a result, the study will definitely benefit the learners for whom it is designed.</i></p> |

## 1. Introduction

In the age of interconnectedness and worldwide relations, English has become more and more important. This language has emerged as one of the most extensively utilized languages for scientific communication in the Industry 4.0 era. In the Indonesian context, many academic and non-academic institutions use English as a common language for a variety of functions, including the significance of national exams, the receiving of scholarships, and as one of the requirements for applying for jobs. Additionally, as the need to complement professionalism with knowledge in a certain area of English, more academic disciplines use English as a medium of instruction. Given the situation, English for Specific Purposes (ESP) instruction becomes a primary concern in the academic community,

particularly at the university level (Liaghat & Latif, 2013; Sari, 2018). Hence, the branch of science that ESP is concentrated on next depends on the occupation.

A key component of the present study is the subtype of ESP known as English for Medical Purpose (EMP). There is a need for students in medical faculty to be proficient in English as all medical material is written in English. Furthermore, reading textbooks and online information is mostly in English besides the meetings, conferences, and research publications they participate in. Following Niazi (2012), English cannot be taught using the same methods as basic English language teaching because the English used in medicine is context-based and is regarded as an advanced kind of language. He continues by saying that rather than perfecting fundamental grammar and structure, the aim of EMP learning is to learn how to use language for social and professional relationships.

In order to meet the objectives and requirements of the stakeholders, a thorough needs analysis must be conducted prior to building an EMP class. According to Saragih (2014) and Axmedovna et al. (2019), the intended course syllabus, teaching materials, and technology application can be appropriately prepared after gathering enough data about learners' needs, wants, and wishes. As EMP is a course for medical students, all materials, methods, and assessments should be relevant to their field in a health area. This is in contrast to English for General Purposes, which is language-centered and focuses on learning language from a broad perspective that encompasses all language abilities as well as cultural characteristics of the English-speaking community. Besides focusing on the target language to complete meaningful tasks in a specific major, the ESP course should benefit the learners by carrying out the targeted skills that are well-suited for their future careers.

Given the conditions, in order to ensure continuity between needs and learning activities in the EMP class, this study intends to examine the needs of students in learning English during their study in the medical faculty. The findings of the study are expected to support decisions about updating and improving the English for Medical Purposes curriculum in the research site. Additionally, this study might assist the Medical Education Unit in enhancing the course offerings.

Designing a course with the idea of enhancing students' learning in an English as a foreign language situation is important for the health department. To be able to communicate with broader patients, peers, and other healthcare professionals, health workers must be fluent in English. Dealing with this it is significant to equip medical with English courses during training in medical programs. By engaging in a variety of cooperative activities and acquiring inventive methods and knowledge of the culture in which they are put, students are expected to connect with their classmates and internalize the experience, which includes the use of the English Language in medical teaching (Chan et al., 2022; Foong & Sow, 2020; Wells, 1994).

In the present study, English for Medical Purposes covers the English lessons given to students of Medicine, Midwifery, and Pharmacy. This is different from the research conducted by Lodhi et al. (2018) whose scope focuses on students in the Medical Department. The current analysis also differs from the most recent study conducted by Chan et al. (2022), who investigated the importance of English language skills from the perspective of medical students, focusing on the factors that were deemed important in influencing students' English communication skills during medical training.

As a result of the gaps in the research, as well as the broad contextual needs and similarities of EMP, this study sought to evaluate medical students' perspectives of the usefulness of English Language skills in medical education. Referring to the above circumstances, the research objectives are formulated as follows:

- 1) To identify the students' English communication needs in academic settings.
- 2) To determine the type of English course that can be created using the data collected from the current study.

## **2. Literature Review**

### **2.1 English for Students in Health Department**

Initially, the English for Specific Purposes (ESP) approach was developed in the 1960s to study the principles of English grammar. Since then, in response to the ever-changing demands of the world, ESP has evolved into a specialized approach to teaching English. Currently, ESP focuses on meeting the language learning demands of learners in a particular discipline or occupation (Belcher, 2006; Hyland, 2007).

The development of English for Specific Purposes (ESP) led to the creation of English for Medical Purposes (EMP), which was designed to meet the unique academic and professional requirements of medical students and specialties related to medicine. The course "English for Medical Purposes" concentrates on the unique vocabulary and language abilities needed by medical professionals in the workplace to satisfy the demands of communicating in English with certain groups of people about particular topics (Antic, 2007). Currently, English for Medical Purposes has reached the stage of developing its own research group, disciplinary content, and pedagogy. The selection of authentic and interesting reading materials that are relevant to the medical sector and used at an appropriate level for students is an important part of teaching English in the medical field (Alqurashi, 2016). In addition, various learning activities and medical-related materials that emphasize specific rhetorical and discourse features should be provided as a scaffold to facilitate the understanding of specific texts (Porcaro, 2013).

### **2.2 Needs Analysis for English for Medical Purposes (EMP)**

To design an appropriate EMP syllabus, a needs analysis is needed that accommodates the demands and targets of the stakeholders. Needs analysis, also known as needs assessment, plays an important role in the process of designing and implementing language learning activities (Hamp-Lyons, 2001; Finney, 2002). It generally refers to the activities involved in gathering information that will serve as the basis for developing a curriculum that will meet the needs of a particular group of students.

One of ESP's main contributions to the eclectic world of English Language Teaching (ELT) is needs analysis. Understanding and analyzing student needs are very important in the context of teaching ESP and EMP. Needs analysis can be important information in helping ESP instructors understand the basic needs of students, based on their weaknesses (Alsamadani, 2017). Therefore, some researchers argue that successful ESP classes depend on identifying student needs first (Cowling, 2007; Taillefer, 2007). In addition, needs analysis is also needed by students because instructors or lecturers are aware of their wants and desires when learning something new (Carkin, 2005; Chamot, 2007).

Conducting a needs analysis is a complex process as the need for data collection and follow-up with learners and other stakeholders to determine realistic learning objectives for ESP may differ and require policy changes. However, needs analysis is the foundation on which ESP or EMP instructors have the opportunity to develop pedagogical aspects, teaching materials, and methods that can support increased student success and motivation (Otilia, 2015). Although ESP has been found in many study programs at universities, there are still limitations to the principles for designing an appropriate ESP class which should be seen as a continuous process in accordance with the development of student needs (Sifakis, 2003). In addition, the output of the EMP class is still mostly exam-focused and text-centered. Even after completing their studies, students are still deemed not to have the expected foreign language skills.

Dealing with the conditions above, the main purpose of this research is to look at the needs, demands, and preferences of students in undergraduate medical, pharmacy, and midwifery study programs at the researchers' teaching site. Assessment of the needs of student participants is carried out by considering the perspectives of the most related stakeholders, which are the students who were currently taking English subjects when the study was conducted. The results of this study are expected to contribute to the improvement of the curriculum and lesson plans for English courses in the Medicine, Pharmacy, and Midwifery study programs. The research questions related to this study are:

1. What are the language needs of medical students from each department in their academic activities?
2. How EMP course should be designed based upon the information gathered during the present study?

### **3. Research Methodology**

#### **3.1 Research Design**

The authors distributed a closed-ended questionnaire to three hundred students in the Faculty of Medicine as part of this descriptive quantitative study. First-semester students from three different study programs comprised the entirety of the participants. There were 156 students participating in the Medicine Study Program, 59 students participating in the Midwifery Study Program, and 85 students participating in the Pharmacy Study Program.

#### **3.2 Instruments**

The questionnaire administered in the study was adapted from Lodhi et.al. (2018). The questionnaire was divided into four parts with different focuses. In the first section, the students were asked about the importance of the English language in both their academic and professional environments. The second and third sections of the survey asked students how they utilize and achieve their listening, speaking, reading, and writing abilities in English. Finally, the students were asked to provide their own analysis of their current proficiency in linguistics skills and factors.

#### **3.3 Data Analysis Procedures**

The majority of the study focused entirely on descriptive statistics like mean scores and standard deviations. The mean scores for each item and component were calculated with the aid of the spreadsheet program Microsoft Excel. The first and second parts of the

questionnaire were classified by using 4 points Likert scale ranging from Extremely Important, Important, Minimal Important, and Not Important. Then, the student's perception of how proficient they are in English skills was classified into Excellent, Good, Average, Below Average, and Poor. Lastly, the students' opinions about their lacks and wants regarding English language learning were classified into Always, Very Often, Sometimes, Rarely, and Never. After obtaining the descriptive data on all aspects, the researchers compared the statistical data from each study program to perceive the more comprehensive information about the 4 sub-parts of the questionnaire.

#### 4. Findings

##### 4.1. Importance of English

Tables 1 and 2 present the frequency and mean of the importance of English according to the students' opinions from three study programs. For Medicine Study Program students (Med), the most important function of English is to help them in their medical academic studies (3.74), and more than half of the students that English is extremely important in their studies (118 students). Meanwhile, the most important function of English courses for Midwifery students (Mid) is to help them enhance their English language skills (3.53). A similar result of importance is also perceived by Pharmacy Study Program students (Phar).

Table 1: Frequency of Importance of English

| Sub-part                             | EI  |     |      | I   |     |      | MI  |     |      | NI  |     |      |
|--------------------------------------|-----|-----|------|-----|-----|------|-----|-----|------|-----|-----|------|
|                                      | Med | Mid | Phar | Med | Mid | Phar | Med | Mid | Phar | Med | Mid | Phar |
| English for medical academic studies | 118 | 21  | 59   | 35  | 38  | 24   | 3   | 0   | 2    | 0   | 0   | 0    |
| English for the medical profession   | 95  | 26  | 58   | 56  | 32  | 26   | 5   | 1   | 0    | 0   | 0   | 1    |
| EMP Course                           | 99  | 23  | 50   | 55  | 36  | 34   | 2   | 0   | 0    | 0   | 0   | 1    |
| English language skills              | 106 | 31  | 61   | 47  | 28  | 23   | 2   | 0   | 0    | 1   | 0   | 1    |
| Understanding medical terminology    | 117 | 26  | 53   | 34  | 33  | 30   | 5   | 0   | 1    | 0   | 0   | 1    |
| English medical Reference            | 115 | 23  | 58   | 38  | 34  | 25   | 3   | 2   | 1    | 0   | 0   | 1    |

Based on the result in Table 2, the three highest-importance of English courses for Medicine students are for medical academic studies, understanding medical terminology, and English medical reference. For midwifery students, an English course is important to enhance their English language skills, understand medical terminology, and help them in the medical profession. Then, pharmacy students think English course is important to enhance their English language skills and help them in medical academic studies and the academic profession.

Table 2: Mean of Importance of English

| Sub-part                             | Mean |      |      | SD    |       |       |
|--------------------------------------|------|------|------|-------|-------|-------|
|                                      | Med  | Mid  | Phar | Med   | Mid   | Phar  |
| English for medical academic studies | 3,74 | 3,36 | 3,67 | 0,483 | 0,483 | 0,521 |
| English for the medical profession   | 3,58 | 3,42 | 3,66 | 0,557 | 0,532 | 0,547 |
| EMP Course                           | 3,62 | 3,39 | 3,56 | 0,512 | 0,492 | 0,566 |
| English language skills              | 3,65 | 3,53 | 3,69 | 0,541 | 0,504 | 0,535 |
| Understanding medical terminology    | 3,72 | 3,44 | 3,59 | 0,518 | 0,501 | 0,583 |
| English medical Reference            | 3,72 | 3,36 | 3,65 | 0,492 | 0,550 | 0,571 |

#### 4.2. Using Language Skills

Tables 3 and 4 present the frequency and mean of using language skills according to the student's opinions from three study programs. Mostly, the students of the Medicine Study Program use English to read articles and journals of which 103 students think that this is extremely important. Similarly, most midwifery students also use English to read articles and journals and 40 students think that this is important. Meanwhile, the majority of pharmacy students use English to read a textbook.

Table 3: Frequency of Using Language Skills

| Sub-part                     | EI  |     |      | I   |     |      | MI  |     |      | NI  |     |      |
|------------------------------|-----|-----|------|-----|-----|------|-----|-----|------|-----|-----|------|
|                              | Med | Mid | Phar | Med | Mid | Phar | Med | Mid | Phar | Med | Mid | Phar |
| Daily conversation           | 33  | 5   | 11   | 92  | 37  | 63   | 29  | 17  | 11   | 2   | 0   | 0    |
| Discussion on medical issues | 30  | 4   | 10   | 101 | 39  | 57   | 25  | 15  | 16   | 0   | 1   | 2    |
| Seminars and conferences     | 44  | 5   | 10   | 86  | 41  | 54   | 26  | 13  | 21   | 0   | 0   | 0    |
| Presentations                | 29  | 5   | 9    | 93  | 33  | 58   | 34  | 21  | 17   | 0   | 0   | 1    |
| Read textbooks               | 98  | 11  | 39   | 53  | 43  | 40   | 5   | 5   | 6    | 0   | 0   | 0    |
| Read articles and journals   | 103 | 16  | 40   | 50  | 40  | 34   | 3   | 3   | 10   | 0   | 0   | 1    |
| Write laboratory reports     | 46  | 3   | 14   | 84  | 31  | 40   | 24  | 25  | 28   | 2   | 0   | 3    |
| Take notes during lectures   | 35  | 5   | 23   | 83  | 28  | 43   | 34  | 26  | 18   | 4   | 0   | 1    |
| Write research               | 58  | 8   | 17   | 75  | 30  | 44   | 22  | 19  | 22   | 1   | 2   | 2    |

Based on the result in Table 4, the four highest use of language skills for Medicine students are for reading articles and journals, reading textbooks, attending seminars and conferences, and writing laboratory reports. For midwifery students, they use their language skills mostly for reading articles and journals, reading textbooks, and having daily conversations. Then, pharmacy students use their language skills for reading textbooks, reading articles and journals, and taking notes during lectures.

Table 4: Mean of Using Language Skill

| Sub-part                     | Mean |      |      | SD    |       |       |
|------------------------------|------|------|------|-------|-------|-------|
|                              | Med  | Mid  | Phar | Med   | Mid   | Phar  |
| Daily conversation           | 3,00 | 2,80 | 3,00 | 0,672 | 0,581 | 0,512 |
| Discussion on medical issues | 3,03 | 2,78 | 2,88 | 0,595 | 0,589 | 0,625 |
| Seminars and conferences     | 3,12 | 2,86 | 2,87 | 0,662 | 0,540 | 0,593 |
| Presentations                | 2,97 | 2,73 | 2,88 | 0,637 | 0,611 | 0,586 |
| Read textbooks               | 3,60 | 3,10 | 3,39 | 0,554 | 0,515 | 0,619 |
| Read articles and journals   | 3,64 | 3,22 | 3,33 | 0,520 | 0,527 | 0,730 |
| Write laboratory reports     | 3,12 | 2,63 | 2,76 | 0,700 | 0,584 | 0,766 |
| Take notes during lectures   | 2,96 | 2,64 | 3,04 | 0,739 | 0,637 | 0,731 |
| Write research               | 3,22 | 2,75 | 2,89 | 0,703 | 0,733 | 0,740 |

### 4.3 Skills and Factors

Tables 5 and 6 present the frequency and mean of their current proficiency in linguistics skills based on their own perception. Ninety-four students of the Medicine study program think that they are good at their listening comprehension which makes this skill as the best skill they have. Similarly, the midwifery students also think that they perform better in listening comprehension. Meanwhile, pharmacy students tend to perform better in pronunciation.

Table 5: Frequency of Skills and Factors

| Sub-part                             | Excellent |     |      | Good |     |      | Average |     |      | Below Average |     |      | Poor |     |      |
|--------------------------------------|-----------|-----|------|------|-----|------|---------|-----|------|---------------|-----|------|------|-----|------|
|                                      | Med       | Mid | Phar | Med  | Mid | Phar | Med     | Mid | Phar | Med           | Mid | Phar | Med  | Mid | Phar |
| Listening                            | 14        | 4   | 1    | 94   | 17  | 35   | 41      | 32  | 36   | 6             | 5   | 12   | 1    | 1   | 1    |
| Speaking                             | 14        | 1   | 3    | 55   | 19  | 28   | 72      | 30  | 45   | 14            | 7   | 9    | 1    | 2   | 0    |
| Vocabulary                           | 14        | 3   | 4    | 71   | 13  | 23   | 63      | 35  | 42   | 7             | 5   | 16   | 1    | 3   | 0    |
| Grammar                              | 10        | 1   | 2    | 62   | 2   | 12   | 66      | 44  | 39   | 17            | 10  | 31   | 1    | 2   | 1    |
| Pronunciation                        | 18        | 3   | 4    | 72   | 17  | 32   | 57      | 33  | 41   | 8             | 6   | 8    | 1    | 0   | 0    |
| Comprehension of medical terminology | 6         | 1   | 0    | 48   | 9   | 11   | 76      | 42  | 55   | 22            | 5   | 18   | 4    | 2   | 1    |

Table 6: Mean of Skills and Factors

| Sub-part                             | Mean |      |      | SD    |       |       |
|--------------------------------------|------|------|------|-------|-------|-------|
|                                      | Med  | Mid  | Phar | Med   | Mid   | Phar  |
| Listening                            | 3,73 | 3,31 | 3,27 | 0,703 | 0,793 | 0,762 |
| Speaking                             | 3,43 | 3,17 | 3,29 | 0,804 | 0,791 | 0,704 |
| Vocabulary                           | 3,58 | 3,14 | 3,18 | 0,745 | 0,840 | 0,789 |
| Grammar                              | 3,40 | 2,83 | 2,80 | 0,793 | 0,620 | 0,784 |
| Pronunciation                        | 3,63 | 3,29 | 3,38 | 0,781 | 0,720 | 0,723 |
| Comprehension of medical terminology | 3,19 | 3,03 | 2,89 | 0,820 | 0,669 | 0,618 |

Besides, the results from Table 5 also reveal the students' skill that needs improvement the most. For medicine students, they think that their comprehension of medical terminology is poor. Meanwhile, midwifery students think that their pronunciation skill is poor. Lastly, pharmacy students think that their grammar is poor.

### 4.4 Lacks and Wants

Tables 7 and 8 present the frequency and mean of lacks and wants regarding English language learning. For medical students, they experience problems in performing communication about medical-related topics very often. Thus, they hope that they will be able to understand medical-related instructions and lectures the most. For midwifery students, they also think that communicating about medical-related topics is the biggest problem. Besides understanding medical-related instructions and lectures, they also have the same result for written case history comprehension. For pharmacy students, there was a slight difference in the communication problem and comprehending of references. Thus, they expect to have an improvement in those two aspects.

Table 7: Frequency of Lacks and Wants

| Sub-part                                                     | Always |     |      | Very Often |     |      | Sometimes |     |      | Rarely |     |      | Never |     |      |
|--------------------------------------------------------------|--------|-----|------|------------|-----|------|-----------|-----|------|--------|-----|------|-------|-----|------|
|                                                              | Med    | Mid | Phar | Med        | Mid | Phar | Med       | Mid | Phar | Med    | Mid | Phar | Med   | Mid | Phar |
| Not able to communicate about medical related topics         | 4      | 0   | 4    | 28         | 13  | 18   | 91        | 37  | 51   | 29     | 7   | 12   | 4     | 2   | 0    |
| Not able to understand medical books, articles and magazines | 5      | 0   | 3    | 20         | 16  | 15   | 88        | 35  | 58   | 39     | 6   | 9    | 4     | 2   | 0    |
| To understand medical related instructions and lectures      | 22     | 4   | 12   | 37         | 16  | 17   | 61        | 32  | 42   | 33     | 6   | 13   | 3     | 1   | 1    |
| To comprehend Written case histories                         | 20     | 4   | 11   | 36         | 16  | 15   | 70        | 33  | 46   | 25     | 4   | 13   | 5     | 2   | 0    |

Table 8: Mean of Lacks and Wants

| Sub-part                                                      | Mean |      |      | SD    |       |       |
|---------------------------------------------------------------|------|------|------|-------|-------|-------|
|                                                               | Med  | Mid  | Phar | Med   | Mid   | Phar  |
| Not able to communicate about medical-related topics          | 2,99 | 3,03 | 3,16 | 0,758 | 0,694 | 0,721 |
| Not able to understand medical books, articles, and magazines | 2,89 | 3,10 | 3,14 | 0,775 | 0,712 | 0,639 |
| To understand medical-related instructions and lectures       | 3,27 | 3,27 | 3,31 | 1,012 | 0,806 | 0,939 |
| To comprehend Written case histories                          | 3,26 | 3,27 | 3,28 | 0,984 | 0,827 | 0,881 |

#### 4.5 Designing an EMP Course

The authors break down the appropriate design of an EMP course into three phases: course preparation, classroom management, and course evaluation based on their analysis of the relevant literature and research, as well as their own practical experience in the field. These procedures are thought to be the best ones to use in research settings, particularly for students with various requirements and backgrounds. Additionally, each of the steps includes a number of procedures that must be followed in order to develop a successful English for Medical Purposes course.

In the course preparation step, the lecturers or instructors should analyze the needs of their stakeholders, especially students. A needs analysis is essential for designing an effective EMP course, as it helps to identify the language needs of the learners and determine the most appropriate course content. Needs analysis in designing EMP courses is also suggested by many experts (Cowling, 2007; Hamp-Lyons, 2001; Finney, 2002; Taillefer, 2007). Referring to the research results, needs analysis can be done by identifying how the students perceive the importance of English and how will they use English as a means of study and communication

in their field. Recent research has explored the language needs of medical learners and the importance of needs analysis in EMP. For example, a study by Lodhi et al (2018) explored the English language needs of medical learners and designed a course to meet their specific needs. Another study by Rinawati et al (2022) investigated the English needs of first-year medical students taking a compulsory program in English for academic purposes. The study found that the students had a need for English for medical purposes, such as medical terminology and medical communication.

The next process is to design the syllabus containing the whole teaching and learning process. Designing syllabi is also suggested by the acclaimed ESP experts Hutchinson and Waters (1987). Designing a syllabus is an important part of the process of teaching a course. A syllabus should be clear, concise, and well-organized. It should give students an overview of what they will learn in the course, and it should inform them about the resources available to them for further study. The design of an effective syllabus for English for Medical Purposes is challenging because medical students come to the course with diverse language skills. It requires a thorough understanding of the needs of medical students and the ability to create a course that meets those needs. Since the syllabus is designed to meet students' needs, doing a thorough analysis of those needs is essential. Furthermore, lecturers must consider the language proficiency level of the students, the amount of time available to teach the course, and also their lacks and want regarding English language learning. Additionally, lecturers must ensure that the course is engaging and relevant to the student's needs. Fortunately, there are several solutions to the challenges faced when designing an EMP syllabus, such as creating a course tailored to the specific needs of medical students and using a variety of teaching methods to ensure that the course is engaging and relevant to the student's needs.

Then, material development needs to be conducted to complete the initial steps of designing an EMP course. Material design is the process of conceptualizing the development of instructional materials, which focuses primarily on selecting appropriate materials to meet learners' needs. Tomlinson (2010) set several guidelines to consider while creating English instructional materials. First, the selection of authentic materials can be based on the needs analysis results and the integration of authentic materials into the design process. Second, as students learn specific things from authentic resources, they should be able to think about their own wants. Third, providing learners ample opportunities to use the target language is essential for achieving their objective. Fourth, providing feedback is critical to improving learners' abilities offered by lecturers. Fifth, providing students with the appropriate responses is an essential responsibility of lecturers. Teachers are willing to help students who may require further clarification. Finally, designing resources that fit the learners' needs will have positive effects once they stimulate learners' emotions, intellect, and sense of aesthetics.

In the classroom management step, there are three aspects that should be considered. Those are classroom setting and classroom size. After the pandemic, there is a shift in the teaching and learning setting in most universities in Indonesia. The faculty offers online and offline learning depending on the needs of the course. The practice of online learning has been widely known for its benefits and effectiveness in an ideal setting. In the field of English for Medical Purposes, online learning can provide a variety of advantages to students. From greater flexibility in a student's schedule to the ability to find more free time for interests, the

benefits of online learning are numerous. One of the most notable benefits of online learning for English for Medical Purposes is the ability to access courses from anywhere in the world. With the rise of the digital age, students can access courses from their own homes, eliminating the need to travel to a physical location. This can be especially beneficial for students who may not have access to a physical classroom or who may not be able to travel to one.

Additionally, online learning can provide students with more flexibility in their learning, allowing them to learn at their own pace and on their own schedule. Another benefit of online learning for English for Medical Purposes is the ability to access a variety of courses. With the rise of the digital age, there are now more courses available than ever before. Students can access courses from a variety of sources, including universities, online learning platforms, and even independent instructors. This allows students to access courses that are tailored to their specific needs and interests, giving them the ability to learn more effectively. Introducing technology into the classroom can be beneficial. It is adaptable, increases knowledge retention, removes communication barriers like social anxiety, saves money because students don't have to travel, and allows for self-pacing (Arkorf & Abaidoo, 2014).

Furthermore, most people who teach ESP or EMP have to deal with large classrooms. In many parts of the world, especially in developing nations, classrooms are significantly larger than what lecturers consider optimal for the instruction and development of learners. In numerous instances, class sizes are growing. In many universities, class sizes have increased over the past decade due to the increasing number of students and the need for educational institutions to remain profitable.

The use of large classrooms in EMP courses has been growing in recent years, with many universities and medical schools offering courses with large class sizes. For example, a study of EMP courses in South Korea found that the average class size was around 30 students, with some classes having as many as 50 students (Choi, 2021). Similarly, a survey of Chinese universities found that the average class size for EMP courses was around 30 students (Cao et al, 2022).

Large classrooms can present a number of challenges for EMP teachers. For example, it can be difficult to ensure that all students are engaged and participating in the lesson, as well as to provide individualized feedback to each student. Additionally, it can be difficult to manage classroom dynamics, as large classes can be more prone to disruptions. Despite the challenges, there are also a number of benefits to teaching in large classrooms. For example, large classes can be more cost-effective, as they require fewer teachers and resources. Additionally, large classes can create a more dynamic learning environment, as students can learn from each other and engage in more meaningful conversations. In order to ensure that EMP courses are effective, it is important for teachers to be aware of the challenges and benefits of teaching in large classrooms. By understanding the implications of large classrooms, teachers can develop strategies to ensure that all students are engaged and that the learning environment is effective.

Lastly, course evaluation is an important part of medical education. It is used to assess student performance and provide feedback to instructors. When evaluating student performance, it is important to consider the diverse perspectives of students and lecturers. Students may have different expectations for their performance in a course, while lecturers

may have different criteria for evaluating student performance. It is important to consider both perspectives when evaluating student performance.

In order to ensure that healthcare professionals are able to communicate effectively in English, it is important to provide them with tasks and assignments that are designed to help them develop their English language skills. Additionally, testing is an important part of assessing the progress of healthcare professionals in their English language learning. When designing tasks and assignments for healthcare professionals learning English for Medical Purposes, it is important to consider the specific language needs of the learners. For example, tasks and assignments should focus on the language used in the healthcare setting, such as medical terminology and abbreviations. Additionally, tasks and assignments should be designed to help learners develop their reading, writing, listening, and speaking skills in English. For example, tasks could include reading and summarizing medical journal articles, writing patient reports, and listening to and responding to medical conversations.

By providing healthcare professionals with tasks and assignments that are tailored to their specific language needs, as well as tests that are designed to assess their progress, healthcare professionals will be able to develop the language skills they need to communicate effectively in English.

## **5. Discussion**

As mentioned in the introduction, analyzing students' needs in English language learning must be used as a starting point to design an effective EMP classroom. The authors analyzed students' needs from three study programs in this study. The results revealed that medical, midwifery, and pharmacy students have different needs but somewhat similar ones. To answer the first research question, the authors interpreted the results by referring to students' perceptions about the importance of English and the use of English.

For Medicine students, the overall results indicated that 69% of the students think that English is extremely important for their studies. In the first questionnaire section, the highest response was about the importance of English for medical academic studies. Most of the teaching and learning materials in this study program are presented in English, although not all lecturers orally discussed the materials in English. The way medical students perceive the importance of English during and after their studies have also been confirmed by several researchers. As explained by Kayaoglu & Akbas (2016) and Wahyuni (2021), having a strong command of the English language is necessary for medical students, not only for their education but also to have careers in the future that are desirable and speaking skill is more important than any other skill. Besides medical academic studies, medicine students also perceive that understanding medical terminology and English medical reference are extremely important.

This result also confirms the students' perception of the use of language skills dominated by English as medical discourse and a medium of communication. This result is similar to research conducted by Ekayati et.al (2020) and Lodhi et.al (2018), the majority of respondents emphasized the importance of introducing English language classes and workshops for medical students and non-English study program, respectively, in order to effectively meet their communicative demands. Reading academic articles and journals, reading textbooks, and writing research papers were the top three most particular

educational activities. The use of English as a means of communication in formal settings such as seminars and conferences followed. According to Shirvan (2008), one of the primary reasons for teaching English to medical students is that they are required to read academic literature written in English and engage in discussion with colleagues from English-speaking or non-English-speaking countries to determine how various medical conditions are interrelated.

For Midwifery students, the overall results indicated that 57% of the students think that English is important for their studies. Regarding the importance of English, midwifery students perceived that taking EMP course is extremely important to improve their English language skills. Then, it was followed by understanding medical terminology and English for medical profession. This result is different from medicine students since most of them highlighted the importance of medical discourse. Highlighting the importance of medical vocabulary is also similar to the research conducted by Arroyani et al (2022). In their research, the students viewed context-based vocabulary comprehension as the most essential skill to acquire. Midwifery students tend to have more variation in the importance of English especially English for medical profession. As mentioned by Hariyanto, et al (2022), the majority of students surveyed expressed interest in learning English for the purpose of securing employment in the future, and many felt that an oral proficiency component should be incorporated into English classes.

Regarding the way how they use their English skill, most of the students use English for reading and speaking for daily conversation. This result needs to be furthered observed since in the first section of questionnaire they mentioned that they are fully aware of how important English is for medical profession. Meanwhile, in the second section, the highest use of English is for daily conversation not for something related to their profession such as discussion medical issues or speaking in formal setting.

In order to design an effective EMP program, it is important to consider the language needs of medical learners. A needs analysis can help to identify the language skills that need to be developed and the areas where learners need more support. It is also important to consider the learners' cultural backgrounds and the context in which they will be using the language. In addition, it is important to consider the different levels of language proficiency among learners. For example, some learners may be more proficient in medical terminology than others. Therefore, it is important to design a program that is tailored to the needs of each learner.

It is also important to consider the different types of materials that can be used in the program. For example, textbooks, audio recordings, videos, and online resources can all be used to help learners gain a better understanding of medical language. Finally, it is important to consider the assessment methods that will be used to evaluate the learners' progress. This could include tests, quizzes, and written assignments.

In conclusion, designing an effective EMP program requires careful consideration of the language needs of medical learners, the different levels of language proficiency among learners, the types of materials that can be used, and the assessment methods that will be used to evaluate the learners' progress. By taking these factors into account, healthcare professionals can ensure that their EMP program is effective and that their learners are able

to gain the language skills they need to provide equitable care to patients who prefer non-dominant languages.

## **6. Conclusion**

Pertaining to the research result, students' responses emphasize the significance of English for students' abilities to participate in and comprehend medical discourse as well as communicate formally in academic settings. In response to the English-learning requirements of the students, an EMP course should begin with subskills such as medical terminology and grammar before moving on to medical discourse and communicative English. Then, drawing from their examination of the aforementioned literature and research, as well as their own experience in the field, the authors divide the design of an EMP course into three stages: course preparation, classroom management, and course evaluation. To better prepare students for their professional work, future researchers could collaborate with additional stakeholders, such as the head of the study program and users, to conduct a more thorough examination of learning needs. In addition, in-depth interviews can be conducted to better comprehend the requirements of the stakeholders.

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