

مجلة جامعة الرازي للعلوم الإدارية والإنسانية RUHMS

علمية محكمة تصدر عن مركز البحث العلمي، وكلية العلوم الإدارية والإنسانية – جامعة الرازي

Print ISSN: 2791-3287 & Online ISSN: 2791-3295

جامعة الرازي
Al-Razi University



جامعة الرازي
كلية العلوم الإدارية والإنسانية



ديسمبر ٢٠٢٤م

المجلد الخامس

العدد العاشر

الهيئة الاستشارية

الرقم	الاسم	التخصص	الجامعة	الدولة
١	أ. د / عبدالله عبدالله السنفي	إدارة أعمال	جامعة صنعاء	اليمن
٢	أ. د / صالح حسن الحرير	إدارة أعمال	جامعة عدن	اليمن
٣	أ. د / طلعت اسعد عبد الحميد	إدارة أعمال	جامعة المنصورة	مصر
٤	أ. د / حسن عبد الوهاب حسن	إدارة أعمال	جامعة القران الكريم	السودان
٥	أ. د / نجاة محمد جمعان	إدارة أعمال	جامعة صنعاء	اليمن
٦	أ. د / احمد علي الحاج	تخطيط تربوي	جامعة صنعاء	اليمن
٧	أ. د / محمد احمد الجلال	طرائق التدريس	جامعة ذمار	اليمن

الإشراف العام

د / طارق علي النهمي
رئيس مجلس الأمناء
أ.د/خليل الوجيه
رئيس الجامعة

رئيس التحرير

د / عبد الفتاح القرص
عميد كلية العلوم الإدارية والإنسانية

مدير التحرير

د / نجيب علي إسكندر
رئيس قسم الإدارة الصحية

هيئة التحرير

أ.د/ أحمد سمير محمد ياسين
أ.م. د / تركي القباني
د / محمد الحسيني
أ . د . م / محمد القطيبي
أ . د / صالح علي النهاري
د/ أحمد الحجوري
د/مراد الصايدي
د/ فضل شجاع الدين

مجلة جامعة الرازي للعلوم الإدارية والإنسانية. المجلد (٥)، العدد (١٠)، صفحة من ١٢٢ إلى ١٤٠

رقم الإيداع في دار الكتب الوطنية - صنعاء () لسنة 2020م

مجلة جامعة الرازي - مجلة علمية محكمة - تهدف إلى إتاحة الفرصة للباحثين لنشر بحوثهم العلمية باللغتين العربية والإنجليزية في مختلف العلوم الإدارية والإنسانية

مجلة جامعة الرازي للعلوم الإدارية والإنسانية

مجلة علمية محكمة تعنى بنشر البحوث في مجال العلوم الإدارية والإنسانية

تصدر عن مركز البحث العلمي، وكلية العلوم الإدارية والإنسانية - جامعة الرازي - اليمن

توجه المراسلات إلى رئيس التحرير على العنوان الآتي:
مجلة جامعة الرازي للعلوم الإدارية والإنسانية

ص.ب:.....، الرمز البريدي..... اليمن

هاتف : ٢١٦٩٢٣ - ٧٧٤٤٤٠٠١٢

فاكس : ٤٠٦٧٦٠

البريد الإلكتروني: ruahms@alraziuni.edu.ye

صفحة الإنترنت: www.alraziuni.edu

**Evaluating the Effectiveness of ESP Courses in the Medical Sciences
Department at Abs Community College (ACC)**

Dr. Hassan Ahmed Hassan Laban

Assistant Professor: English Language Department

Hajjah University, Hajjah, Yemen

Abstract

This study tries to evaluate the effectiveness of the two ESP courses of medical sciences department taught at Abs Community College (ACC) in Yemen. A sample of 145 students was selected from the population to participate in this study. The participants were asked to respond to a 35-statement questionnaire, adapted in Salehi et al (2015) and Aldaihani et al (2015), to obtain information on their evaluation of the two ESP courses in developing their proficiency in the four English skills and express their attitudes towards the content, exercises and topics of these two courses. The findings of the study revealed that the two ESP courses are effective and helpful in improving the students' proficiency in the four English skills with remarkable emphasis on reading. The results also showed that the content, activities and the topics of the two ESP courses match the needs of the medical sciences students. A few deficiencies were revealed in some sub-skills of writing and oral performance. Therefore, the ESP courses requires modification in the content to help students achieve their objectives. The results of the study have also some significant implications for students, teachers and syllabus designers.

Keywords: ESP, program evaluation, learners' needs, English skills & ACC

دراسة تقييم فعالية منهجي اللغة الإنجليزية الخاصين بقسم العلوم الطبية والذان يدرسان في كلية المجتمع في عيس-
محافظة حجة

ملخص الدراسة

تهدف هذه الدراسة الحالية الى تقييم فعالية منهجي اللغة الانجليزية الخاصين بقسم العلوم الطبية و اللذين يدرسان في كلية المجتمع في عيس-محافظة حجة - حيث اختير ١٤٥ طالبا من أجمالي عدد طلاب قسم العلوم الطبية-كعينة- للمشاركة في هذه الدراسة فقد طلب من المشاركين ان يستجيبوا لفقرات الاستبيان كأداة لجمع البيانات والمكون من ٣٥ فقرة بغرض الحصول على معلومات حول تقييمهم لهذين المنهجين الخاصين بتدريس اللغة الانجليزية في قسم العلوم الطبية حيث تركز التقييم على عنصرين مهمين وهما تقييم المنهجين من ناحية فعاليتهم في تطوير كفاءات الطلاب في مهارات اللغة الانجليزية الأربعة والتعبير عن مواقفهم وآرائهم فيما اذا كان محتوى وأنشطة ومواضيع هذين المنهجين يلبي احتياجات الطلاب اللغوية فقد اظهرت الدراسة ان هذين المنهجين فاعلان ومساعدان في تحسين كفاءات الطلاب في مهارات اللغة الانجليزية مع تركيز ملحوظ على مهارة القراءة كما اظهرت نتائج الدراسة بأن محتوى هذين المنهجين بالإضافة للأنشطة والمواضيع المدرجة فيهما تلبي الاحتياجات اللغوية لطلاب العلوم الطبية في هذه الكلية مع وجود بعض القصور في بعض الاحتياجات اللغوية في مهارة الكتابة والتي يمكن معالجتها لاحقا كما ان الدراسة خلصت الى بعض التوصيات الهامة للطلاب ومدرسي اللغة الانجليزية بالإضافة الى مصممي هذا النوع من المناهج

Introduction

There is no doubt nowadays that English language is the core language in mostly all the fields of knowledge. In fact, there is an increasing demand for it in almost all countries of the world. English today is the language of Media, Trade, Tourism, etc. It has become a sufficient tool for professional and academic settings and activities. In other words, English is recently the medium of instruction in many university majors such as Medicine, Engineering, Pharmacology, etc. In addition, books and references related to the above mentioned fields are written and published in English. Given this importance to English language, an overwhelming majority of world population use it.

Swales (1978) emphasized the importance of English for the students of science and technology. He indicated that the faculties of Agriculture, Engineering and Science were English medium. Swales further stated that "many premier European (and Japanese) journals had already begun a switch way from publishing articles in Germany, French, Dutch, Swedish, and Japanese to new editorial policies that increasingly required English for the language of publication", cited in (Harrabi, 2010).

English for Specific Purposes is an approach to English language teaching which is abbreviated to ESP. The main purpose or definition of this abbreviation is to teach some of the specific English vocabularies that are related specially to the learners with specific aims, fields of study, or occupation, such as medicine, engineering, etc. (Salehi et al, 2015).

John and Dudley (1991) defined ESP as the path of the future given the English expansion worldwide, reflected in literature as well. They stated that Language is multifaceted and human activity is diversified in a wide scope of technical applications. According to them, every progressive step in life has its own special terminology, and human life and language are concerned with many topics. Every topic requires certain communicative tasks to be performed, and these tasks require the mastery of certain task-based skills (Enesi et al, 2021).

According to Hutchinson & Waters (1987), three main factors have led to the emergence and growth of English for Specific Purposes (ESP): the increased demand for English to suit particular needs of learners, the developments in linguistics and educational psychology. Hutchinson (1987) further added that special group of learners need a particular type of English according to their requirements so by analyzing the characteristic area of their special area of profession or study, their language can be identified.

The language used in the most educational textbooks specially in Medicine or Engineering in foreign language countries is English (Salehi et al, 2015). Yemen is also a country in which English is used as a foreign language in the higher education and as a special course (ESP) in applied technical fields as Medicine and Engineering. These university fields have ESP as essential courses. ESP courses are basically prepared to equip the students with the language skills which will help them to function in the target situation or profession (Tabatabaei & Mokhtari, 2014). English language proficiency is also needed as priority for the learners to be competent in English that will help them communicate professionally in the future workplace

(Linton,2012). Similarly, in the Yemeni community colleges, students of medical sciences need to perform their communicative activities and functions in the target situation using ESP related to their major.

In the university level of Yemen, it is observed that majority of the students enrolled in the technical colleges face problems and difficulties in the kind of English required for them to fulfill. This is, according to the researcher's knowledge, due to their low proficiency and weakness regarding their background knowledge in English at the time of entering the course. Cleminson et al (2008), as cited in Linton (2012), stated that "... There is a huge gap between the skills necessary to perform work activities and the level of students' English competency on entering the course. Therefore, these students of this type of problems need a kind of English that helps them confront these problems as well as perform the activities required from them in their academic study, a belief agreed upon by many researchers (Hutchinson &Waters, 1987; Dudley-Evans and St. John, 1998; Salehi et al, 2015; Aldaihani et al, 2015).

Based on Dudley-Evans and St. John (1998), the countries in which English is considered as a foreign language not as a second language, the main and the only source of English is ESP classroom. According to Rinzi (2003), in a second or a foreign language context, after teachers textbook is the prominent factors. Therefore, one of the factors that can be helpful in designing ESP courses is provided by textbook analysis and evaluation, cited in (Salehi et al, 2015). In addition, English for Specific Purposes (ESP) courses help the learners learn the career-oriented English skills to meet employers' demands of the learners who seek to enter the workplace.

These students must both learn as much knowledge as possible on their target context and develop their English language skills with regard to what is required by the target department managers or personnel directors (Zafarghandi, 2017). Linton (2012) emphasized that more and more universities in many countries such as Saudi Arabia, Taiwan, Kuwait, etc. are offering ESP courses to meet the global trend as well as to meet students' future career needs. He further indicated that ESP should properly be seen not as particular language product but as an approach in teaching and learning which is directed by specific and apparent reasons for learning.

ESP teaching resources have been considered one of the significant issues for ESP teachers (Estaji & Nazi, 2015; Khoshhal, 2018; Medrea&Rus, 2012; Setiawati, 2016). Khoshhal (2018) asserted that the ESP course is developed to open the way for students for their future job situation. Therefore, the materials should be highly related to students' field of study and not be emphasized only on particular language skill. Moreover, ESP courses should provide productive skill materials of speaking and writing as these two skills are significant for ESP learners' language development, cited in (Iswati & Hastuti, 2020).In the same vein, Strevens (1988), as cited in Enesi, et al (2021), stated that ESP consists of English language teaching designed to meet specified needs of the learner, related in content to particular disciplines, occupations and activities. Learners need to be exposed to their related field vocabularies which can be learnt through reading and listening besides pronunciation that will contribute to learners' intelligibility.

Statement of the Problem

Students coming from different areas with their limited background in English language to study at the community colleges are shocked with the intensive ESP courses taught at these colleges.. In fact, these students need these ESP courses to help them fulfill the communicative activities required from them. This means that these courses should be designed according to the students' needs. However, there is no evidence that these ESP courses have been designed according to the students' needs. Actually, the administration of these colleges have not conducted or used any special technique, since the establishment, to satisfy the needs of the ESP learners . It is also necessary to find out whether or not the courses presently offered at these colleges are up-to-date and really catered to the students' needs.

In foreign language contexts, as in the context of Yemen, and according to the researcher's observation in the present study context, learners do not have a context with the English language speakers, so the textbooks and ESP courses play crucial role in this context. As a result, language instructors and designers should pay enough attention to choose a suitable textbook that can meet the needs of the learners. The medium of instruction in the Yemeni community colleges is the national language, Arabic, with small portion of English used when presenting technical terms. However, it becomes of great importance for the Yemeni students of community colleges to read English books and articles, present topics in front of the class, write reports on topics related to their fields of study.

The Study Purpose

The main purpose of this study is to evaluate the effectiveness of the two ESP courses taught at Abs Community College (ACC), in the medical sciences department, from the learners' perspectives. The learners' own evaluation of their improvement in the English language skills as well as the effectiveness of the content, topics, and the activities are examined upon completing the two courses of the program.

Objectives of the Study

- 1.To evaluate the effectiveness of the two ESP English courses program in improving the students' English language skills?
- 2.To investigate whether the two ESP courses' content, topics and activities are based on the Yemeni medical sciences learners' needs?

Questions of the Study

The present study tries to answer the following two questions:

1. How effective are the two ESP English courses program in improving the students' English language skills?
2. Is each of the ESP courses content, topics and activities based on the Yemeni medical sciences learners' needs?

Significance of the Study

In our EFL context, in Yemen, ESP courses are considered the only source of students in ACC. As a result, conducting an on-going evaluation of these two courses will provide language teachers, course designers as well as curriculum developers with the different needs of the learners to be considered in preparing suitable textbooks which will be tailored accordingly. The significance of this study will also arise from the fact that, according to the best of the researcher's knowledge, it is the first research conducted that attempts an evaluation of the ESP courses taught at ACC in Yemen.

Literature Review

ESP Courses

Hutchinson and Waters (1987) stated that ESP is an additional language, which meets individual learner needs for academic studies or vocational purposes. They further indicated that "much of the work done by ESP teachers is concerned with designing appropriate courses for various groups of learners". Dudley-Evans & St John (1998), in their categorization of ESP in absolute and variable characteristics, stated that ESP consists of English language teaching which is designed to meet specific needs of the learner. Moreover, according to Javid (2015), ESP courses are designed for the learners who would like to use English for their occupation in post academic settings, cited in (Phuong et al, 2017).

Belcher (2006) stated that ESP is a language approach whose goal is to provide learners with narrowly defined goals of language elements they need to function as professions. McArthur (1996) describes ESP as a communicative based approach for English language teaching program designed to meet the learners' needs in specific professional contexts. ESP is the English Language taught for professional, vocational and other specific purposes, quoted in (Herida & Enriquez, 2021). ESP first started to be taught in the workplace for staff development (Kenny, 2016) and is likely to be designed for adult learners, either for a tertiary institution or in a professional work situation (Dudley-Evans & St. John, 1998).

The process of preparing and designing an ESP course entails a complex procedure consisting of, among others, conducting needs analysis, syllabus design, preparing relevant materials, and evaluating the program (Munby, 1978; Dudley-Evans, & St. John, 1998; Hutchinson, & Waters, 1987; Iswati & Hastuti, 2020). Evaluation in ESP is crucial as it is a method to measure the extent to which the course's goal is achieved or how successful the course is (Iswati & Hastuti, 2020), which is the concern of the present study.

ESP Program Evaluation

Aldaihani et al (2015) stated that evaluation can be conducted for different reasons in all aspects of life. When it comes to education, it can be said that the primary aim of evaluation is to get feedback about the performance of both learners and teacher, the curriculum and other aspects of the educational process. According to them, the goals might include the determination of strengths and weaknesses of certain educational activities in a given program.

Salehi et al (2017) considered evaluation as a sustaining factor in designing ESP courses. Phuong et al (2017) stated that evaluating ESP curriculum will help in improving the language teaching methods and enhancing ESP courses quality. Moreover, Dubin and Olshtain (1986), as cited in Harrabi (2010), indicated that a syllabus is only to be designed after an examination of the way the language is viewed and used, an analysis of its contents, and the dynamics of learning. The work includes reviewing programs and examining the materials in use to assess the degree to which they answer the need.

Murphy (2000) described evaluation as a way to find out the extent to which a program achieves its aims or objectives. In this case, it helps decision-makers in improving program by analyzing the data gathered. Kiely (2009) asserts that "evaluation has emerged from studies on teaching methods which were stimulated by theories on language learning with a focus on quality assurance and enhancement".

Connecting evaluation with the time in which it is conducted, Scriven (1991) came up with two concepts of evaluation: formative evaluation and summative evaluation. Formative evaluation is conducted while the program is being designed. This kind of evaluation helps the designers in improving and amending the program. The purpose of formative evaluation is to validate or ensure that the goals of the instruction are being achieved and to improve the instruction if necessary, Weston, Mc Alpine and Bordonaro (1995). However, summative evaluation is carried out after the implementation of a program to provide judgments about the value and merit of a program. For instance, after a curriculum is thoroughly developed, a summative evaluation might be required to identify the effectiveness of the curriculum package, Worthen and Sanders (1998), cited in (Aldaihani, et al, 2015). The present study conducts a summative evaluation of the two ESP courses program taught at ACC since the program lasted for one year and the study has been conducted upon the completion of these two courses.

Related Works

Salehi (2015) conducted a study to evaluate the ESP medical textbook taught at some universities in Iran. Two researcher-made-questionnaires and one interview protocol were used for data collection.. To conduct the study, 86 freshmen and sophomore learners of medicine and 3 Iranian instructors who were teaching medicine and had M.A and Ph.D. degrees in English were selected as a sample to participate in this study. The participants answered to a 28-item questionnaire to express their attitudes towards the content, exercises, and topics of their of their ESP course book. The findings revealed that the content and the topics of the ESP medical textbook are based on the learners' and instructors' needs. The results of the study have a number of implications for medical instructors, learners, and syllabus designers.

Phueng et al (2017) conducted a study of evaluation of ESP effectiveness in Faculty of Pharmacy, university of Medicine and Pharmacy at Ho Chi Minh City, Vietnam. 3 self-administered questionnaires were employed to collect the feedbacks from sophomores, final year and pharmacists graduating in 2016 in evaluating ESP course effectiveness. The findings of the study indicate that final-year pharmacy students and newly graduated pharmacists, beside their moderate English competency, had a low frequency in using English. It is also found that

there exists the relationship between final-year pharmacy students' frequency of using English, their English competency and pharmaceutical specialization as well as that between English use frequency and occupation.

Aldaihani et al (2015) carried out a study to examine the students' perceptions of the effectiveness of the English program implemented in the College of Technological Studies in Kuwait. A sample of 242 students was randomly selected from the population. The students were asked to respond to a 21-statement questionnaire designed to obtain information about how they perceive their competencies in English after they have successfully completed the requirements of the English program. Overall, the participants viewed the English programs effective in improving their English competencies. However, they also pointed to some inadequacies which seem to be related to the program's implementation

Harrabi (2010) examined the perceptions of students in the faculty of sciences of Monastir and the higher institute of technology of Jendouba in Tunisia, through questionnaire. Two groups of 32 and 17 second and third year students randomly selected from the higher institute of technology of Jendouba and the faculty of sciences of Monastir as a sample to participate in the study. The findings of the study indicated students' needs for more English as well as a different type of English instruction than was currently available. The study concluded with a recommendation for a redesigned English curriculum for second and third year science and technology students, using a communicative approach.

Zafarghandi et al (2017) examined the efficacy of an ESP course offered to graduate students of Psychology at Islamic Azad University of Tonekabon through performing a needs analysis to evaluate the ESP course. The results of the questionnaires were compared with those of a course evaluation at the end of the ESP program. The findings of these questionnaires revealed that the students perceived that they needed the language to improve their test scores first, and then to read and write academic articles. The evaluation of the course also distinguished the efficient parts of the program and identified the parts which needed major or minor adaptation, indicating that the ESP course needs is not tailed according to the students' needs and requires some modification.

Linton (2012) did a study to explore the efficacy of an ESP course for Business Administration at Community College of Jazan University in Saudi with the purpose of creating a new direction to effective ESP teaching-learning curriculum techniques in the tertiary level context considering learners' specific needs in the fields of Business studies with a view to developing further professional leadership. Questionnaires were employed to collect the data of the study from a group of 20 ESP teachers. The results of the study showed that the existing ESP course syllabus is not designed appropriately according to the students' needs in the workplace. The study, therefore, suggests that ESP course should be re-designed according to the learners' needs in the job field.

Tabatabaei and Mokhtari (2014) examined problems of the ESP program in Iran. The researchers focused on the perception of the ESP teachers and learners with special reference to Azad University, Najafabad Branch. 102 male and female Iranian learners majoring in

computer engineering, electronic engineering, and civil engineering, BSC from Islamic Azad University were selected to participate in this study. A questionnaire was employed as the main instrument for collecting the data of the study which consists of some items related to ESP learners' needs and attitudes. The results of the study suggest students' internal motivation to learn English can be the outcomes of an ESP program in which learners' needs, nature of students' majors and professional needs are the focus of attention.

By reviewing previous studies and researches, successful methodologies and insights have been understood and identified that can be used in a similar context such as the one being dealt with. In addition, conducting a review of previous studies has helped in defining the study problem, forming the study objectives and questions and selecting the appropriate method for determining the type of data needed to address the study questions. In fact, it established the present study as a novel one that is distinguished from the other previous studies in that it evaluates the effectiveness of on-going ESP program designed according to the experience of a commercial ESP course designer who is unknown to the learners as well as to the college.

Methodology

Participants

The students participating in this study were freshman learners studying Nursing and Midwifery at Medical Sciences department at ACC in the academic year 2021-2022 and who have completed the two ESP courses. They are going to obtain a diploma degree in one of the majors in the medical sciences. The total number of the students taking part in this study was 145 selected randomly from the two sections of the medical sciences department and they are both males and females. These students have completed the two ESP courses recommended for them in their first academic year at ACC.

Instrument

The study employed a type of questionnaire to collect the data. Questionnaires are used to collect quantitative data and detailed information. They can be regarded as one of the most useful instruments to obtain data (Salehi et al, 2015), are relatively easy to prepare, used with large numbers of subjects, and they obtain information that is relatively easy to tabulate and analyze (Richards, 2001).

Description of the Questionnaire

The instrument to collect the data of this study is a type of questionnaire. The items of the questionnaire were adapted from some questionnaires which are related to the study topic and are then modified and selected to suit the present situation. These items or checklists include that of Salehi et al (2015) and Aldaihani et al (2015). The questionnaire items have been determined and selected based on the objectives of the study which require qualitative data, and

close-ended items appropriate for the present study, which ensure the accuracy and consistency of the data collected and adequately cover all the relevant aspects and variables of the study topic, have been selected from the previous studies. To enhance this procedure, five colleagues were asked to validate the adapted instrument.

The questionnaire has two parts with 35 items. The first part is of 20 items that are used to elicit information about the students' evaluations of the efficacy of the two ESP courses offered to ACC. The items included in the first part of the questionnaire were introduced in such a way that four important areas in the ESP courses can be evaluated. These four areas are:

1. Items 1-5: Students' evaluation of their improvement in the reading skills.
2. Items 6-10: Students' evaluation of their improvement in the grammar.
3. Items 11-15: Students' evaluation of their improvement in the writing skills.
4. Items 16-20: Students' evaluation of their improvement in the oral skills.

The second part of the questionnaire is of 15 items aiming to elicit the learners' attitudes towards the content, topics, and the activities of the two ESP courses.

Data Analysis & Results

After obtaining the required and necessary data for the present study through the questionnaire, they were analyzed to identify the learners' evaluation to find out to what extent these two ESP courses match the English needs of the medical sciences students. To achieve this objective, the Statistical Package for Social Sciences was used to find the percentages, frequencies, and the means of the learners' responses to the items of the questionnaire .

Participants were required to express their level of evaluation with the items of the questionnaire using a five- point Likert Scale that ranges from "Strongly Agree" to "Strongly Disagree". The following conventions were used to represent the points of the scale:

SA= Strongly Agree A=Agree U=Unsure D=Disagree
SD=Strongly Disagree M=Mean F=Frequency St.D = Standard Deviation

Table1: Descriptive Statistics of Students' Responses to the Reading Statements

No	Items	N	SA		A		U		D		SD		Mean
			F	P	F	P	F	P	F	P	F	P	
1	The English courses helped me read and comprehend different types of texts.	145	51	35.2	87	60.0	7	4.8	0	0	0	0	4.30
2	After I finished the courses, I was able to read and interpret charts and tables	45	23	15.3	87	60.0	31	21.4	2	1.4	2	1.4	3.88
3	The two courses helped me learn strategies of increasing my vocabulary reservoir.	145	62	42.8	70	48.3	9	6.2	2	1.4	2	1.4	4.30
4	The English courses helped me read and comprehend scientific texts relevant to my major..	145	79	54.5	58	40.0	4	2.8	1	.7	3	2.1	4.44
5	After I finished the courses, I was able to elicit in texts by reading between the lines.	145	49	33.8	70	48.3	17	11.7	5	3.4	4	2.8	4.07

N= 145

Table 1 above shows the results of the students' responses to the statements of the reading skills. They believed that their reading proficiency in English was developed after they completed the two ESP courses. As revealed from the table, the students responded in highly positive way to the five items of the reading skill. To be more specific, the participants responded positively to item 1 (95.2%, M= 4.30), putting (strongly agree and agree together) indicating that the two ESP courses helped them read and comprehend different types of texts and only 4.8% who expressed no idea, (91.1%, M= 4.30) agreed that the English courses helped them learn strategies of increasing their vocabulary knowledge as opposed to 2.8% who disagreed and 6.2% who expressed no idea ; and (94.5%, M=4.44) of the participants agreed that the two ESP courses helped them read and comprehended scientific texts as opposed to 2.8% who disagreed and 2.8 who expressed no idea. Moreover, the second and fifth items reveal the respondents' satisfaction with the ability of the two ESP courses to improve their skills of reading charts and tables (75.3%, M=3.88) as contrasted to 21.4% who disagreed and 2.8% who

expressed no idea and eliciting ideas in texts by reading between lines (82.1%,M=4.07) as opposed to 11.7% who disagreed and 6.2% who expressed no idea.

Table 2: Descriptive Statistics of Students' Responses to the Grammar Proficiency

No	Items	N			A		U		D		SD		1
			F	P	F	P	F	P	F	P	F	P	
1	The English courses offered comprehensive revision of the English grammar I learned in school.	145	94	64.8	46	31.7	4	2.8	00	00	1	.7	4.60
2	After I finished the English courses, I was able to write meaningful and grammatical correct sentences.	145	30	20.7	80	55.2	28	19.3	2	1.4	5	3.4	3.88
3	The English courses introduced me to ways of analyzing the structure of sentences within English texts.	145	56	38.6	79	54.5	5	3.4	3	2.1	2	1.4	4.27
4	The English courses cover the main grammar items appropriate to my level.	145	56	38.6	76	52.4	11	7.6	2	1.4	0	0	4.28
5	The grammar points were presented with brief and easy examples and explanations.	145	100	69.0	34	23.4	3	2.1	6	4.1	2	1.4	4.54

N= 145

As for the grammar proficiency, the students' evaluation revealed great satisfaction with their development in grammar proficiency in English as 96.5% of the participants agreed with the first item that the two ESP courses offered comprehensive revision of the English grammar they learned in school with a mean score of 4.6 . The responses to the other items (2-5) indicate that the two ESP courses offered much help to the students in their grammar proficiency (75.9%, M=3.88; 93.1%,M=4.27; 91%,M=4.28 & 92.4%,M=4.54 respectively).

Table 3: Descriptive Statistics of Students' Responses to the Writing Statements

No	Items	N	SA		A		U		D		SD		M
			F	P	F	P	F	P	F	P	F	P	
1	The English courses helped me acquire the skills of writing texts for various purposes.	145	33	22.8	69	47.6	27		9	6.2	7	4.8	3.77
2	After I finished the courses, I was able to write well-organized and coherent paragraphs.	145	10	6.9	26	17.9	86	59.3	17	11.7	6	4.1	3.12
3	The courses gave the opportunity to review the writing mechanics and punctuation marks.	145	44	30.3	62	42.8	23	15.9	11	7.6	5	3.4	3.89
4	The English courses helped me write reports relevant to my major.	145	29	20.0	51	35.2	43	29.7	18	12.4	4	2.8	3.57
5	The English courses helped me write letters of medical referral.	45	21	14.5	61	42.1	36	24.8	22	15.2	5	3.4	3.49

N=145

Table 3 above reveals the participants' responses to the items targeting the writing skills. The students' evaluation of the improvement in the writing skill indicate that the two ESP courses helped them much in their writing skills as 73.1% of them agreed that the courses helped them review the writing mechanics and punctuation marks as opposed to 11.0% who disagreed and 15.9% who expressed no idea, M= 3.9 and 70.4% acquire the skills of writing texts for various purposes as opposed to 11.0% who disagreed and 18.6% who expressed no idea, M=3.77. As for the fourth and fifth items, the informants seem to be more or less confident that the two courses helped them learn the skills of writing report relevant to the students' major (55.2%, M=3.57) and letters of medical referral(56.6%, M=3.49). However, the participants were not sure if they were able to write well-organized and coherent

paragraphs as 24.8% only agreed as opposed to 59.3% who disagreed and 15.8% who gave no idea, M=3.12.

Table 4: Descriptive Statistics of Students' Responses to the Oral Statements

No	Items	N	SA		A		U		D		SD		M
			F	P	F	P	F	P	F	P	F	P	
1	The English course improved my oral communication skills in my field of specialization.	145	27	18.6	83	57.2	27		6	4.1	2	1.4	3.88
2	The English course improved my oral communication skills in areas outside my field of specialization.	145	33	22.8	72	49.7	27	18.6	8	5.5	5	3.4	3.83
3	The English courses improved my skills of presentation in front of an audience.	145	16	11.0	51	35.2	50	34.5	16	11.0	12	8.4	3.30
4	The English courses improved my skills of listening in English.	145	27	18.6	74	51.0	29	20.0	12	8.3	3	2.1	3.76
5	The English courses helped me respond orally and critically to the instructor's questions.	145	41	28.3	75	51.7	23	15.9	2	1.4	4	2.8	4.01

N= 30

As for the oral skills, the participants expressed great satisfaction with their development and improvement in communicating and listening in English as indicated by the result of the fifth statement where 80% agreed that the two courses helped them respond orally and critically to the instructor's questions (as opposed to 4.2% who disagreed and 15.9% who were neutral, M=3.73). Moreover, a big number of the participants revealed their satisfaction with their improvement in the other oral skills as shown by the results of the first statement (75.8% agreed as opposed to 5.5% who disagreed and 18.6% who expressed no idea, M=4.13), the second statement (72.5% agreed with the statement; 8.9% disagreed; and 18.6% suspended their view,

M=4.37), and the forth statement (69.6% agreed; 10.4% disagreed ; and 20.0% expressed no idea, M=3.73). However, only 46.4% of the participants agreed that the two ESP courses improved their skills of presentation (as opposed to 19.3% who disagreed and 34.5% who gave no views, M=3.73).

Table 5 : Average Frequency, percentage, Mean and Standard deviation of the Students' Evaluation of the Four Skills

English Skill	NO	Agree %	Indecisive %	Disagree %	Mean	St.D
Reading	145	87.6	9.4	3	4.20	0.75
Grammar Proficiency	145	89.8	7	3.2	4.32	. 0.75
Writing	145	56	29.7	14.3	3.57	1.00
Oral Ability	145	68.8	21.5	9.7	.3.75	0.93

Table 5 above demonstrates the rank of each English language skill based on the participants' evaluation. As it is obvious from the table, the grammar proficiency skill has the highest mean (4.32, 0.75), followed by reading skill (4.20, 0.75), oral ability skill (3.75, 0.93), while the lowest mean belongs to writing skill (3.57, 1.00). It is very clear that writing and oral ability as productive skills need more improvement in order to enable students to meet the language proficiency requirement (Azlan et al, 2022).

Table 6:Descriptive Statistics of Students' Responses on the Content of the ESP Program

No	Items	N	SA		A		U		D		SD		Mean
			F	P	F	P	F	P	F	P	F	P	
1	The subject and content of the course is relevant to the learners' needs as English language learner.	145	48	33.1	85	58.6	8	5.5	3	2.1	1	.7	4.21
2	The content meets your felt needs for learning or it can be adapted for this purpose.	45	23	15.9	83	57.2	29	20.0	8	5.5	2	1.4	3.80
3	The functions exemplify English that learner will be likely to use in the future.	145	53	36.6	74	51.0	17	11.7	1	.7	0	0.0	4.23

4	The language used in the courses is authentic-i.e. like real life English.	145	31	21.4	78	53.8	32	22.1	1	.7	3	2.1	3.91
5	The language used is at the right level for my current English ability.	145	61	42.1	65	44.8	14	9.7	3	2.1	2	1.4	4.24

N= 145

It is very clear from the table above that the participants had agreement towards the whole content of the two ESP courses as well as the material used in these courses. A whelming majority of the participants (91.7%, M=4.21) believed that the subject and content of the two ESP courses is relevant to their needs. This attitude is also supported by item 2 that 73.1% of the participants agreed that the content of the two courses meet their felt needs (M=3.80). In addition, the respondents indicated that the language used in the courses exemplify English that they will probably use in their future (87.6%, M=4.23), authentic like real life English (75.2%, M=3.91), and is at the right level for their current English ability (87%, M=4.24), as shown in statements 3, 4 and 5 respectively.

Table 7: Descriptive Statistics of Students' Responses on the Activities of the Program

No	Items	N	SA		A		U		D		SD		Mean
			F	P	F	P	F	P	F	P	F	P	
1	The activities in the courses include guiding questions which encourage the development of high-level thinking skills.	145	23	15.9	90	62.1	27	18.6	3	2.1	2	1.4	3.88
2	The activities apply to a diversity of student abilities, interests and learning styles.	5	51	35.2	79	54.5	11	7.6	1	.7	3	2.1	4.20
3	The activities provide mechanical exercises to practice language items and skills.	145	41	28.3	76	52.4	19	13.1	7	4.8	2	1.4	4.01
4	The activities promote creative, original, and independent responses.	145	37	25.5	87	60.0	17	11.7	3	2.1	1	.7	4.07

5	The activities encourage sufficient communicative and meaningful practice.	145	42	29.0	84	57.9	18	12.4	1	.7	0	00	4.15
---	--	-----	----	------	----	------	----	------	---	----	---	----	------

N=145

It is apparent from the table above that majority of the respondents agreed on the activities of the two ESP courses and their relevance to the learners' needs. The participants showed their great satisfaction towards the activities of the two ESP courses as these activities can apply to a diversity of the participants' abilities, interests and learning styles (89.7%, M=4.20), encourage sufficient communication and practice (87%, M=4.15) as well as promote creative, original, and independent responses (85.5%, M=4.07). Moreover, the participants showed their consent that the activities encourage the development of their thinking skills (78%, 3.88) and provide mechanical exercises to practice language items and skills (80.7%, M=4.01).

Table 8: Descriptive Statistics of Students' Responses on the Topics of the Program

No	Items	N	SA		A		U		D		SD		Mean
			F	P	F	P	F	P	F	P	F	P	
1	The topics of the courses are adequate in enabling a student to use them in his fields of studies.	145	65	44.8	71	49.0	4	2.8	3	2.1	2	1.4	4.33
2	The topics in the courses are difficult for the students to follow.	145	18	12.4	32	22.1	36	24.8	39	26.9	20	13.8	2.92
3	The topics are relevant to their students' medical studies.	145	71	49.0	64	44.1	5	3.4	3	2.1	2	1.4	4.37
4	The ordering of material by topics has been arranged in - ..	145	38	26.2	79	54.5	18	12.4	6	4.1	4	2.8	4
5	The topics help expand students' awareness and enrich their	45	85	58.6	54	37.2	3	2.1	00	00	3	2.1	4.50

As it is obvious from the table above, majority of the participants agreed that the topics of the two ESP courses help expand students' awareness and enrich their experience, enable students to use them in their studies, and are relevant to students' medical studies as well as arranged in a logical fashion (95.8%, M=4.50; 93.8%, M=4.33; 93.1%, M=4.37 & 80.7%, M=4) respectively.

Findings and Discussion

This study has been conducted for the purpose of evaluating the effectiveness of the two ESP courses taught at Abs Community College in the two sections of Nursing and Midwifery in the medical sciences department. As indicated by the results of the students' responses, the two ESP courses seem to be helpful in improving the students' proficiency in the four English skills with remarkable emphasis on some skills. As it was revealed from the results of the analysis of the students' responses, grammar proficiency skill occupied the first rank among the four skills with 90%, on average, of the total number of the participants who believed that their proficiency in the grammar skill was improved and enhanced to a great extent. When reading skill is considered, the respondents indicated that the program, namely the two ESP courses, provided them with an extensive and effective reading skills that help them develop, comprehend and interpret different types of reading texts with an average percentage of 88% of the total number of the participants. In terms of writing skill, participants' evaluations were positive regarding some statements particularly statements 11 &13 and passive when it comes to statement 12. Regarding the oral skill, the students' responses showed positive results as they indicated that their oral performance was improved after they completed the two courses of the program

Overall, the two ESP courses are more effective in improving the students' performance and proficiency in the four skills of English. However, the students pointed out to some weaknesses and deficiencies that the two ESP courses might be suffering from. It is obviously noticed that though the students' evaluations of the writing skill were generally positive, they were not as positive when they responded to the statement on learning the skill of writing well-organized and coherent paragraphs (only 24.8% agreed). This may indicate that this goal or need has not been achieved according to the students because it has not been given the required emphasis by the ESP course instructors and curriculum developers which, if reconsidered, according to Aldaihani et al (2015), the program's performance can be enhanced and hence results may be yielded. The same thing can be applicable to the presentation skills as the participants' responses to the statement on the oral skills indicate that this goal for the presentation skills has not been attained. Only 46.2% said that the two ESP courses helped them in developing their presentation skills in front of an audience, which needs to be considered in further research to investigate the inadequacies behind not achieving this goal.

Another weakness pointed out from the analysis of this study is the lack to balance among the four skills presented in the two ESP courses. As it is shown from the analysis of the students' responses, grammar proficiency and reading skills were presented on the expense of the other two skills in the two courses. As we have noticed, students believed that the two ESP courses helped them improve their grammar proficiency and reading skills than the other skills presented in the courses (writing and oral ability). This is proved by the descriptive statistics of

these two skills in terms of average percentage, mean and St.D (89.8%, M=4.32 & St.D=0.75 and 87.6%, M=4.20 & St.D=0.75 respectively).

In regard to the students' attitudes towards the content, topics and activities of the two ESP courses whether they are based on the students' needs or not, the content, activities and the topics of the two ESP courses seem to match the needs of the **medical sciences students**. This is also proved by their responses to their evaluation of the four skills as the two ESP courses have improved their English skills. However, some considerations should be given to those skills which received less responses such as the skill of writing well-organized and coherent paragraphs and the skills of oral presentation (only 24.8% and 46.2% agreed respectively).

This study is a small scale one with interesting findings. However, it reveals some limitations. The study involves only 145 ESP learners and employs one instrument of data collection. These limitations might have influenced the findings of the study in that they could bring a superficial understanding of the topic investigated. A study with a big number of participants might be of a significant understanding to confirm or contradict the findings of this study. A study employing a mixed method may be recommended to obtain qualitative data with the purpose of deepening our understanding of the topic.

The findings of the study revealed some implications for the parties concerning with ESP program evaluation such as curriculum developers, syllabus designer, ESP teachers and academic institutions. These parties should be familiar and aware of the significance of English proficiency in the learners' academic setting. This issue may help these parties in improving and developing the English curriculum according to the findings of the needs and skills investigated. ESP teachers can reconsider or rethink the way how specific courses should be taught to meet ESP students' English needs and skills. In addition, curriculum developers and syllabus designers may need to revisit and rectify the ESP courses in the view of the findings of the this study, and ESP teachers and academic institutions can co-operate and conduct training courses for the ESP learners to prepare for their academic English.

Conclusion and Recommendations

The present study tried to examine the students' evaluation of the effectiveness of the two ESP courses taught at the Community College of Abs in Yemen. A total number of 145 students, as a sample, was selected to participate in this study to collect data. The participants were asked to respond to a questionnaire of two parts with 36 statements designed to elicit their information about how they evaluate the two ESP courses in improving their English and if these two courses match their linguistic needs. According to the findings of the study, the participants viewed the two ESP courses as effective in improving their English proficiencies and appropriate to their language needs. This sort of evaluation will be of great significance for the syllabus designers and curriculum developers to have a better understanding of what must be and not be included in the textbook (Salehi et al, 2015). However, such an evaluation of the two courses from the perspectives of the students, according the researcher, cannot be enough and comprehensible. Other parties can be involved in the evaluation process in a further large

scale study such as English and subject teachers who, according to Iswati and Hastuti (2020), can decide the necessary actions to improve the course or other related aspects.

Though the findings showed the appropriateness of the two ESP courses in developing the student' competence in English, but some deficiencies of low percentages have been pointed out by the respondents which will be considered by the ESP teachers and syllabus designers in later stage of course development. It will be also of great interest to include more practice and exercises about the students' future career in the field to be used in their real life situations. In fact, medical graduates are in need to get familiar with the demands and requirements of the workplace in future. Based on the findings and limitations of this study, some areas of ESP courses are suggested to be evaluated in term of their effectiveness for future research such as pharmacy, biology, nursing, etc.

References

- Azlan, M.N, Yusuf, N.K, Panah, E, Soopar, A.A.& Norazian, M.H. (2022). English Language Needs among Service Sector Employees in Malaysia's New Norm. *International Journal of Academic Research in Business & Social Sciences*, Vol. 12No.9, ٢٠٢٢
- Aldaihani, H.A., Shugair, K.M., Alotaibi, A.M. & Alrabah, S. (2015). Students' Perceptions of the Effectiveness of the English Program Taught at the College of Technological Studies in Kuwait. *English Language Teaching: Vol.8, No.4,2015*
- Dudley-Evans, T. & St. John, M. (1998). *Developments in ESP*. Cambridge: Cambridge University Press
- Enesi, M, Vrapı, F. & Trifoni, A. (2021). Challenges of Teaching and Learning English Language for ESP Courses. *Journal of Education and Social Research*, Vol.11, No.4,2021
- Harrabi, A. (2010). Tunisian Science and Technology Students' Perceptions of ESP Course: A step towards a program design: *English for Specific Purposes World*, Vol.9, No.29.2010
- Herida, I.C.P & Enriquez, A.A. (2021). Perceptions in English for Academic and Professional Purposes Competencies: An Analysis of TVL Class. *Journal of Social Work and Science Education*, 1(3)10, 1-8
- Hutchinson, T.,& Waters, A. (1987). *English for Specific Purposes*, Cambridge University Press.
- Iswati, L. & Hastuti, S.D.S. (2020). Evaluating On-going ESP Courses at Two Higher Education Institutions: Students' Perspectives. *Advances in Social, Educational and Humanities*, Vol.518
- Linton, H.A. (2012). An Evaluation of the Effectiveness of ESP Courses for Business Administration at the Community College of Jazan University: *English for Specific Purposes World*, Vol.12, No.36, 2012.

Phuong, T.N.T., Phuong, T.N.D & Truong, D.V. (2017). Evaluation of the ESP Effectiveness in Faculty of Pharmacy, University of Medicine and Pharmacy at Ho Chi Minh City, Vietnam: *RedpharmRes, Vol.1, No., 2017.*

Richards, J.C. (2001). *Curriculum Development in Language Teaching*. Cambridge University Press.

Salehi, H., Khadivar, Z., Babae, R., & Singh, H.K.A. (2015). An Evaluating Study on ESP Medical Textbook: Instructors and Learners' Needs Analysis: *English Language Teaching: Vol.8, No.8,2015.*

Tabatabaei, O. & Mokhtari, A. (2014). ESP Learners' Perception of ESP Program Problems at Iranian Universities (A Case Study of Islamic Azad University Najafabad Branch): *Theory and Practice in Language Studies, Vol.4., No,6,2014.*

Zafarghandi, A.M., Sabet, M.K. & Delijani, Y.K. (2017).An Investigation into the

Effectiveness of an ESP Course: A Case Study of Graduate Students of Psychology: *Journal of Applied Linguistics and Language Research, Vol.4., No.2,2017.*