

The Challenges Faced by Novice Teachers of English for Medical Purposes (Emp): The Case of Saudi Arabia's Medical Colleges

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Abstract

The teachers of English for Medical Purposes (EMP) are faced with problems of lack of appropriate materials, professional support, low learner motivation and no provision of writing study module at medical colleges of Saudi Arabia. There is not enough study on these issues and researchers are quiet about addressing them. Understanding the new English for Medical Purposes teachers' challenges is of crucial importance to improve their performance and, accordingly, their students' performance. Thus, the main purpose of this study is to investigate the challenges of the new EMP teachers in teaching medical English via exploring the present situation analysis (PSA). This study follows a qualitative approach to conduct an investigation through rigorous interview with five EMP teachers (Ts) and three medical professors (MP) who are the deans of different medical colleges of Saudi Arabia. Data were entered through Atlas ti. Software to be sorted and analyzed for findings which were presented in figures and graphs. The study has found that new EMP teachers face difficulties, such as, adjustment of the English words in the medical context, pronunciation, and the meaning of the medical terminology. They also face challenges such as English used for medical procedures, daily routine in medical institutions, communication with medical staff and patients. But there is hardly any help available for the new EMP teachers to cope with this situation. Pedagogical issues, such as, the methodology of ESP is another area the EMP teachers find it difficult to tackle it. The findings call for steps to find solutions for these challenges to improve the performance of EMP teachers and their students.

1. INTRODUCTION

Present Situation Analysis (PSA) is one of the three categories of Needs Analysis (NA) new model in English for Specific Purposes (ESP) suggested by Dudley-Evans and St John (1998). According to Gusti (1999) the PSA is an analysis of the current condition of teaching and learning situation focusing on students' characteristics, staffing, materials syllabus and academic records. Moreover, Hossain (2013) added that it includes the way of assessing students' specific needs while Hyland (2006) stated that PSA focusing on the students' current

proficiencies and ambitions, what they can do and what they want before they start the course, their skills and perceptions, their familiarity with the specialist subject. It also focuses on what the students' lack and what they already know. Moreover, Alibakhshi et al. (2011) argued that the great majority of ESP teachers are not trained. Paul (2012) claimed that ESP teachers are not intimately familiar with the specific field of ESP. Additionally, Abdulaziz (2012), Hutchinson and Water (2009) reported that ESP teachers face challenges and difficulties teaching a specialized language to a specific group of students with special needs. In the same context, Hekmati et al. (2021) stated that medical students are not satisfied with the current EMP curriculum, textbooks and the teaching and evaluation methods. Thus, Iswati & Tristut (2021) recommend that policymaker should pay more attention to the practice of ESP teaching to minimize the problems faced by ESP teachers.

EMP is one of the ESP branches that is crucial for medical students. In the light of the studies above, it may be concluded that EMP teachers face challenges to teach specialized medical languages. The scenario can create problems for the students since the unqualified ESP or EMP teachers may not be able to deliver the knowledge and skills as required. These challenges obstruct new EMP teachers to perform their jobs properly to improve the medical English language necessary for medical students. As a result, medical students perform low in communicating with the medical staff in the hospital. Boshier and Smalkowski (2002) reported that health care students' primary challenge was communication in medical institutions. Thus, this study's purpose is to investigate those challenges that face EMP teachers when they are newly hired to teach medical students.

Moreover, presenting the PSA as part of NA constructs a picture of learning goals bringing to bear the teachers' values, beliefs and philosophies of teaching and learning (Hyland,2006).

However, all these studies and their findings cannot be applied to EMP because it is different from other ESP branches due to its own special set of medical discourse (Brown, 2016). Gylys and Wedding (1983) argued that medical discourse is a particular terminology employed to achieve a communicative purpose effectively and accurately in healthcare settings such as diagnosis. According to Yang (2005), most EMP term include different word parts or prefixes and suffixes, which should be cautiously noted and taken into consideration when designing a course for medical students. In a study in Iran, Hekmati (2021) investigated the situation of EMP from the medical students' perspectives. Only one study (Djaileb,2018) that discussed challenges related to EMP teachers' incompetency in knowledge of science and medicine. Another study by Yang (2019) investigated the challenges of medical education, generally from the student's perspective.

1.1.Research Question:

The current study will answer the questions:

- 1- What are the challenges the novice EMP teachers face according to the deans and experienced EMP teachers?
- 1- What are the possible solutions of the problems and predicaments faced by the novice EMP teachers in delivering the English curriculum at the medical colleges of Saudi Arabia?

EMP challenges have remained unclear and untapped because they have not been investigated in depth yet. The study's primary objectives are:

1.2.Research Objective:

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- 1- To uncover the challenges novice EMP teachers encounter when they are newly hired to teach EMP.
- 2- To propose perceived solutions for these challenges.

2. Literature Review

The literature review will shed light on English for Specific Purposes in general, ESP Teacher's challenges, Needs Analysis and in particular Present Situation Analysis, Teachers' Needs and English for Medical Purposes (EMP)

2.1. Background of the study

The medical colleges of Saudi Arabia have been providing medical education for about half a century with the establishing of the first medicine college in Saudi Arabia in King Saud University in 1967 (Telmesani, 2011). But little has happened to develop this new kind of EMP courses in an academically sound manner. Nor has there been any credible research in this area of ESP since the beginning. Only in a recent past, for about two decades or so, very few studies have been conducted and still there are problems faced by instructors in teaching ESP regarding the medical terminology used in the medicine stream, regarding the lack of contextual knowledge in teaching courses (Khan, 2020). Hence, the EMP sector has remained uncared for by teachers, education managers and policy makers at the medical colleges of Saudi Arabia. Clearly, there is a gap between what is the situation in the field and what the authority are trying to tackle the EMP situation at the medical colleges. This study aims to paint a realistic picture of the situation and suggest a way forward for an expected development in the EMP sector of the country.

2.2. English for Specific Purposes

ESP, a separate field in language teaching in applied linguistics, gained popularity in English teaching in the 1960s and gradually became a significant area of Teaching English as a Foreign Language (TEFL) (Dudley-Evans & St. John, 1998). Hutchinson and Waters (1987) defined ESP as an "approach" rather than a "product. In case of EMP in Saudi Arabia, there is no prescribed approach to teaching EMP in the medical colleges. Therefore, the product, meaning the output of the teaching and learning phenomena, is at jeopardy because the systems providing EMP are not linguistically and pedagogically sound. Moreover, it comes in consistency with Richard and Schmidt's definition (2010) who asserts that "ESP is the role of English in a language course or programme of instruction in which the content and aims of the course are determined by the specific needs of a particular group of learners (p. 198)." Huhta (2010) divided ESP into three main orientations: academic, professional, and vocational. Brown (2016) stated that English for Academic purposes (EAP) could be further divided into third-level categories of English for science and technology, English for social sciences purposes, and English for humanities purposes. Similarly, EAP can be divided into various categories, like English for Medical Purposes (EMP), which can further be subdivided into specializations like medicine, nursing, emergency, eldercare, and radiology.

EMP is a sub-branch of ESP, which is different from other ESP branches as EMP has its own set of medical discourse (Gylys and Wedding, 1983). This area of ESP has been developing gradually worldwide with a rise in EMP courses delivering specific communication topics, grammar, and EMP discourse. The continuous development of EMP urged the researchers to explore specific topics and materials that meet medical students' needs in their target situation (Master, 2005).

A body of studies highlights the ESP teachers' challenges and difficulties in teaching ESP from different perspectives. Otilia (2015) and Nezakatgo (2017) investigated the ESP teachers' challenges in general. Their findings were: teachers lack of 1) content knowledge and 2) the perception of the ESP domain that they teach. Sassi (2015) explored the challenges in course

design, Alsharif & Shukri (2018) explored the pedagogical challenges of ESP. Their findings were: ESP teachers lack of 1) skills in ESP teaching, 2) materials development and 3) testing. The challenges in general, as the current study explores, are teacher's lack of:

- Content knowledge
- Perception of ESP domain
- Skills in ESP teaching
- Material development
- Expertise in testing

2.3. Present Situation Analysis (PSA)

Richard and Chancerel (1980) proposed the present situation analysis. There are two major needs analysis approaches: target situation analysis (TSA) and the present situation analysis (PSA). These two types of situation analysis, as coined by Jordan (1997) and Basturkman(2010), are two sides of the same coin. PSA is used to define what learners know at the beginning of the course; their point of weaknesses and strengths, their perception and their skills and familiarity with the subject (Hyland, 2006; Robinson, 1991). In the current study, the researcher identifies the challenges new EMP teachers encounter in teaching the medical English language. PSA can be identified from the learners, the teaching establishment, and the user-institution (Richard & Chancerel, 1980). In the current study, PSA is explored via a semi-structured interview to investigate new EMP teachers' challenges because it focuses on what the learners know and what they lack at the time of the study. PSA is an analysis of the current condition of teaching and learning situation focusing on students' characteristics, staffing, materials syllabus and academic records (Gusti, 1999) and issues in relation to teacher need and teacher development.

2.4. ESP Teacher's challenges

Hutchinson and Waters (1978) focused on the three problems faced by ESP teachers that are: 1) **The lack of orthodoxy:** New ESP teachers often find it challenging to find a bearing with an agreed map or guide to follow, but authentic texts can be used to clarify this problem.

2) **New realms of knowledge:** ESP teachers may also have to struggle to master language and subject matter beyond the bounds of their previous experience. ESP teachers may feel a sense of inadequacy in their ability to cope. This problem is best illustrated in the question of specialist knowledge and language. In the medical field, it is not easy for ESP teachers to explain a medical procedure for the learners if the text is selected as a text and is not simplified enough to work as an element of the learning process. New EMP teachers find such texts difficult because English teachers often receive little or no education in science.

3) **Change in the English status:** One of the most critical ESP features concerning general English is that English status changes from being a subject to a service industry for other specialties.

ESP teachers may also have to negotiate in a more physical sense: in cramped classrooms, often in inconvenient, poorly ventilated, or heated locations. ESP teachers teach groups of learners with certain expectations due to the course's nature, content, and achievements. Relevance has been the leading cause for ESP concern; learners have been expecting that they will acquire English proficiency for their own specific needs, but many teachers must live with the problem. Typically, there are differences among the types of vocabulary, namely, Structural, such as: 'Is', 'this', and 'only'; General, such as, 'table', 'run', 'get', 'weather', etc.; Sub-technical, as 'hospital', 'patient', 'drugs', 'sick', etc.; Technical, like 'arthritis', 'an

appendectomy', 'adenoma', etc. Only new EMP teachers will face some difficulties with the last type, but the variation is slight.

2.5.English for Medical Purposes (EMP)

EMP can be considered as a specific sub-branch of ESP. EMP is different from other ESP branches due to that EMP has its own set of medical discourse (Gyls and Wedding,1983; Davies et al. (2020).) According to Yang (2005), mostly EMP terms-include different word parts such as prefixes and affixes, which should be cautiously noted and taken into consideration when designing a course for medical students. Celce-Murcia (2001) argued that ESP branches and sub-branches are not easy to classify due to each ESP area's particular nature. It is so various to the point that there is even an ESP for prisoners. Additionally, among the many ESP subsections, EMP is classified as English for science and technology (EST) sub-branches that is a branch of ESP. EMP has been developing gradually worldwide with a rise in EMP courses delivering specific communication topics, grammar, and EMP discourse (Master, 2005). Similarly, Orr (2002) analyzed a two-year EMP course intended for undergraduate medical students at an Australian college, which was expected to set up English nurses' non-native speaker of English nurses. The essential aim of the course was English for admission and registration. The course materials were designed by a nursing educator and an English language instructor, who uncovered the importance of the content and teacher's input to plan and implement an EMP course. That suggests that an EMP course needs to cover the linguistic and communicative features and the content area related to medical topics such as conversations among patients, doctors, and nurses.

A body of studies (Otilia (2015), Alsharif (2018), Sassi (2015) highlight the ESP teachers' challenges and difficulties in teaching ESP from different perspectives. Otilia (2015), studied the ESP teacher challenges in general. She found out that ESP teachers face specific challenges in teaching ESP, such as lacking the necessary knowledge of the subject to teach Business English and not realizing the importance of foreign language for workplace or study purposes that require linguistic proficiency and knowledge of work-related and disciplinary concepts. She added that ESP teachers face a challenge in using technology in class and using a valuable teaching tool to create new communication forms. Otilia added that the task of teaching ESP by ESL teachers is not an easy one insisting what Dudley- Evans and St. John (1998) pointed out concerning ESP complexity, identifying five key roles of the ESP practitioner: teacher, course designer and materials provider, collaborator, researcher and evaluator and this is probably the biggest challenge of the profession.

Alsharif (2018) studied teachers' perceptions of the pedagogy in teaching ESP courses at the Saudi Arabian University. She concentrated on the ESP challenges that face ESP teachers. She found out that ESP teachers find difficulties teaching ESP since they lack ESP teaching skills and knowledge, leading to ESP teaching inefficacy. She added that most teachers lack skill development courses and need training courses in knowledge development and the proper instructional language command. She concluded her study by recommending further studies to determine the teachers' choices of pedagogic strategies in teaching ESP courses.

Sassi (2015) explored the challenges in ESP teaching with regards to the course design. He focused on the teachers' perceptions about the process and challenges in course design in ESP. However, the study included the ESP course design for returning students from the continued education department's workplace at higher colleges of technology. In the findings section, four major themes have emerged from the data analysis process; they consist of influence of 1) Culture, Ideology, and Politics 2) The controversy of Needs Analysis, 3) Challenges in producing adequate course materials, and 4) Theory versus practice. Finally, the study

discussed the implications of the findings and presented some recommendations for further use.

The studies, Otilia (2015), Sassi (2015), Alsharif (2018) and Davies et al. (2020), have discussed the challenges recommending scopes for improvement, such as, pedagogical challenges related to teaching ESP course; challenges in course design in the ESP field, and challenges in teaching ESP in general. The researcher has not come across any study that explored the challenges of EMP teachers. Very few studies have discussed the medical students' challenges, medical education challenges, but EMP teachers' challenges.

Djaileb (2018) investigated the challenges that medical students and EMP teachers face broadly in the faculty of medicine. The study focused on the challenges encountered in the teaching of ESP in Algeria and the learners' main deficiencies due to inadequate programs used in the faculty of medicine. The main aim of this study was to explore the students' challenges, such as difficulties in reading, grammar, speaking, and translation the medical texts. Although the study aimed to explore the EMP teachers' challenges, it failed to elaborate on the medical language challenges and other relevant difficulties. The study found out that EMP teachers have to authenticate the materials they have to use in the classroom; EMP teachers need to get formal training in ESP and be trained in the domain of medicine. Hence, the administration should avoid recruiting general English teachers.

Nezakatgoo (2017) conducted a qualitative study to explore the main challenges ESP teachers encounter in medical universities. She reported that ESP teachers face challenges related to the institution, learners, and teachers. Regarding the institution challenges, she mentioned the irresolute aims, the structure of the curricula, and content of syllabus, evaluation, time limitation and classroom size. Concerning the learners' challenges, she stated that students lack motivation; their English background is poor; learners' focus on the test, and learners' inappropriate needs' analysis. As for ESP teachers' challenges, she included teachers' language proficiency, teachers' content knowledge, teachers' perception of ESP, teachers' teaching method, teachers' familiarity with material development, and testing skills. However, the findings of the study avoid vital medical challenges and neglected the nature of medical language and its difficulties. To date, no study has yet discussed the EMP challenges in teaching medical English language to provide clear guidelines for the newly hired EMP teachers to teach the very specialized language for medical students in medical universities.

3. The Study Design

The study adopted the qualitative approach via a case study method using semi-structured interviews. It is an exploratory case study in which the researcher investigated EMP teachers' needs in Jeddah city as a single case in a specific context. This approach is suitable for the present research because it intends to explore EMP teachers' challenges from different perspectives. This approach was chosen because it allowed the researcher to have an in-depth understanding of the issue through the comments, opinions, and statements of two groups of participants- medical professors (Deans) and EMP teachers

3.1.Participants

The units of analysis were two groups of participants using purposive sampling method. The participants were selected from five medical colleges in Jeddah city in Saudi Arabia. The first group was five EMP teachers (Ts) who were selected from among 17 working teachers, whose experience in teaching medical English language ranges from 5 to 12 years; table (1) shows their demographic picture of the participants. The second group of the participants consisted of three medical professors (MP) who are current deans and were selected out of five

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deans requested to take part in the study. Their experience in medical college deanship ranges from 8 to 20 years; table (2) shows their demographic data.

Table 3.1 EMP Teachers (Ts) Profile

P	Age	Gender	Nationality	Experience in Medical field
Participant 1	55	Male	Egyptian	5
Participant 2	49	Male	American	5
Participant 3	54	Male	Sudanese	9
Participant 4	48	Female	Sudanese	12
Participant 5	42	Male	Jordanian	12

Table 3.2 Medical Professors (Deans) profile

P	Age	Gender	Nationality	Experience as a Dean
Participant 1	60	Female	Iraqi	20 years
Participant 2	57	Female	Egyptian	10 years
Participant 3	55	Male	Jordanian	8 years

3.2.Data Collection Procedure

A single interview was conducted as a pilot study to refine the questions and eliminate any redundancies. Minor modifications have been done accordingly. Five teachers **Ts** from the five Medical Colleges in Jeddah and three medical professors' **MP** "deans" participated in the semi-structured interview. After the interviews had been conducted with EMP teachers, it was also conducted with the medical deans to triangulate the data for clarity and credibility of the findings. The purpose was to investigate the challenges that new EMP teachers face when they are newly hired to teach medical English. The researchers presented the interview questions regarding the challenges of EMP teachers to each group of participants, then all data were inserted into Atlas. ti to summarize the results using graphs to be clear for the reader. Direct quotations of the participants were presented in graphs preceded by two digits (0-0). The first digit refers to the number of participants and the second refers to the quotation number.

3.3.Data analysis

In qualitative method, data collection and analysis is a simultaneous activity. It has been an interactive process throughout they study until realistic findings were defined. Initially, all interviews were audio-recorded and transcribed verbatim following the interview. Transcripts reviewed by both the researchers separately for accuracy. Once transcription was finished, a qualitative style of analysis was conducted with the assistance of Atlas.ti, a qualitative software program. After getting initial impression, the process of memoing was applied immediately and this procedure lead the early coding. Then from each transcript, significant phrases or sentences that pertain directly to the practical experience of EMP was identified. That is, *coding* process was assigned to sort out various aspects of the data so that specific pieces of

data had been retrieved to give the answer of the research question as well as refined list of codes that identifies the major ideas of the present study. As a result of memoing and coding, the researchers identified “abstract themes” that emerges from the analysis of the data. The formulated meanings were then clustered into themes allowing for the emergence of themes common to the participants’ entire transcripts. That is, the researchers developed *clusters of meaning* from these significant statements into themes. The major themes found in the data become the major findings of the study. After that, the researchers integrated the results into an in-depth, exhaustive description of the EMP phenomenon. Finally, the researchers validated the findings with the participants, and include participants’ remarks in the final description.

5. Findings of the study

To structure all features of EMP that contribute to challenges among medical professionals, data were analyzed to validate the research question of the study. However, the codes group that comes under the research question is ‘**Challenges**’. The researchers present the PSA to provide the weaknesses and the deficiencies EMP teachers face when they are newly hired to teach EMP. The researchers present these challenges from medical deans’ and EMP teachers’ perspectives. The themes and sub-themes are then presented. As of 330 significant statements, four themes originated from the analysis of the participants’ responses to the interview questions. These include medical terminology challenges, medical English structure challenges, pedagogical challenges, and background challenges. Each theme focuses on several significances of EMP that contribute to challenges among medical professionals who have access to ESP Classes. For instance, participants considered the EMP as a medical terminology challenge that was associated with pronunciation and morphology of the medical terms as well the medical term’s meaning is considered a challenge. The participants in the study stated that it was difficult for the novice EMP teacher to decipher the meaning of the Latin words used in the medical texts and documents.

5.1.Challenges from Medical Professors’ perspective

The respondents gave varied responses to interview questions regarding the *challenges that new EMP teachers face*. Medical professors (MP) provided some challenges that the new EMP teachers encounter. [MP1] claimed, “*Motivating students to study ESP is one of the teacher's challenges. The same participant added that the EMP teacher should prepare himself in the specialty he is teaching, the EMP teacher should train himself and read about the specialty.*” Additionally, [MP1] claimed, “*The new EMP teacher finds it difficult to pronounce some new medical words in addition to the challenge of following up the continuous development of the medical field*” This response revealed that new EMP teachers find challenges in training themselves on teaching medical English language, the pronunciation of the term and keeping themselves updated with the latest inventions and continuous medical field updates.

[MP2] reported, “*The new EMP teacher finds some difficulties understanding the concept of the medical term and its meanings. [MP2] added that the new EMP teacher finds some communication challenges with medical staff since they use specific terms, signs, symbols or even expressions that refer to medical meaning.*” Understanding the meaning of medical terms and being aware of the medical staff’s communication language since they use specific symbols, terms, and expressions are significant challenges for new EMP teachers.

[MP3] reported. “*New EMP teacher faces challenges in understanding the meaning and the language of medical terminology since it is derived from Greek and Latin language.*”

program objectives they are teaching to support and help the medical staff achieve such objectives via teaching the medical English language. In the same context, new EMP teachers faced pedagogical challenges, such as motivating students, to study in the medical field. Finally, there are challenges regarding the background of medical field routine and procedures and unfamiliarity with work in the medical field.

5.2.Challenges from EMP teachers' perspective

In answering the interview questions, Teachers (Ts) of EMP provided varied responses.

[T4] stated, *“New EMP teachers usually find challenges in dealing with Latin and Greek words in pronunciation, word format and spelling. Not only this, but also they find difficulties in getting their students involved in the learning EMP and get them engaged in related activities due to the lack of experience in the medical field.”* This answer revealed that new EMP teachers face some challenges regarding the word format and the pronunciation of the medical term, and they find some challenges in keeping their students involved in the learning process since they did not study specific teaching methods of EMP.

[T7] stated, *“New EMP teachers find challenges in dealing with ESP in general and EMP in particular. They find challenges in word format derived from Greek and Latin language, and they also find challenges in splitting the words into their components like root, suffixes and prefixes. He added that new EMP teachers find difficulties understanding the meaning of the English words in the medical context.”* This response shows that most new EMP teachers could not understand word parts such as the medical terms combining forms. For example, in (dermal), which consist of two parts, the first is (derm), which means "skin" while the 2nd part is (al), which means "pertaining to".

Additionally, new EMP teachers face challenges in understanding the meaning of a word in the medical context. One English word may be used in different meaning in the hospital; for example, the word "caesarian delivery" means the mother giving her birth via surgery.

[T8] claimed, *“New EMP teachers should be familiar with the medical terminology basics to deal with the medical terms efficiently. New EMP teachers find challenges in understanding the practical side of the procedures or operations. They should have a general idea about the procedures their students perform in the hospital.”* For instance, they should understand the mechanism of how to perform (Gastroscopy), which is the visual examination of the stomach. That would help teachers to employ such procedures in their conversation or reading classes.

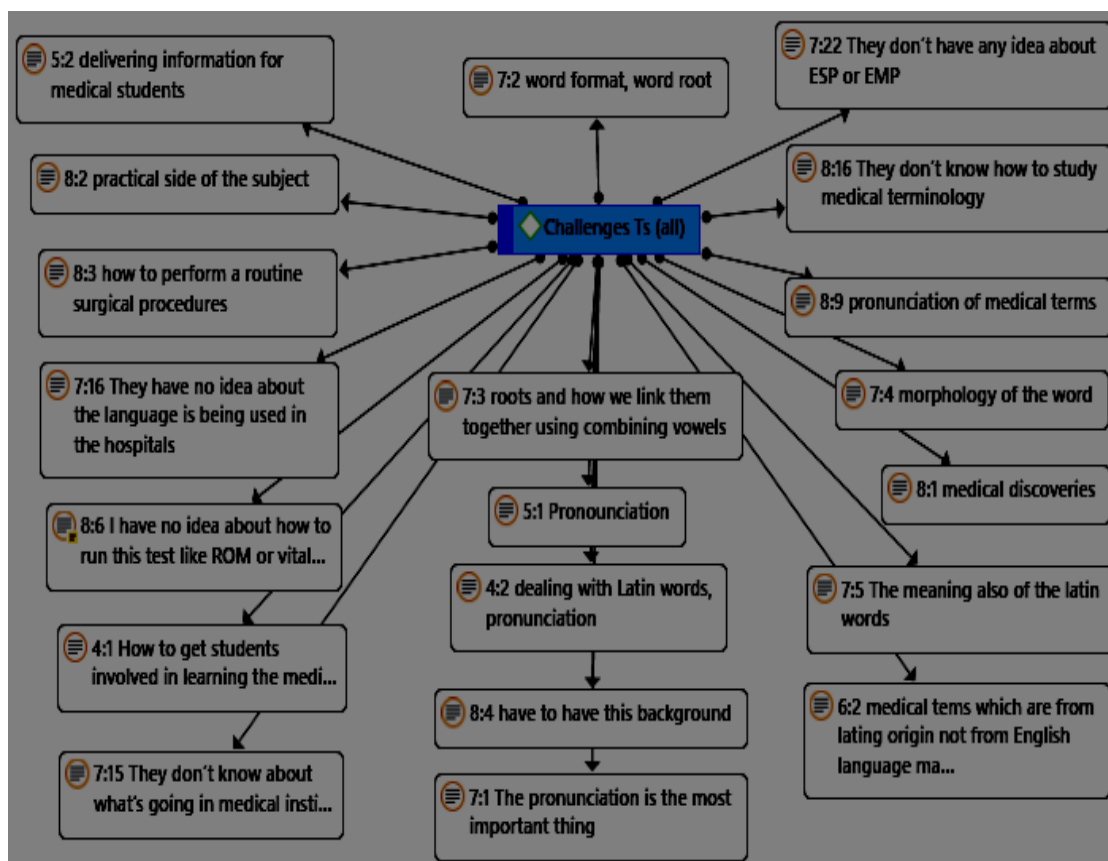
Additionally, [T8] added, *“New EMP teachers should keep themselves updated with the latest discoveries in the medical field because, in some cases, some diseases are eliminated, and some others are newly discovered. That will change the curriculum content and requires some modifications. In the same vein, new EMP teachers find it challenging to understand medical abbreviations.”* For example, the abbreviation ROM (range of movement) implies how long the patients should practice a specific exercise to strengthen a specific organ's muscles.

To sum it up, the answers include some challenges such as, a. medical terminology pronunciation, b. word formatting and c. the meaning of Greek and Latin words. Their responses also included some challenges that regarded the medical English language, such as using the medical language that medical staff speaks in the hospital and adjusting the word in

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the medical context. There are also challenges regarding the familiarity with the medical procedures names and their practical side, and the routine life in a medical institution. There are also challenges regarding pedagogical sides that include delivering information to medical students, the ESP and EMP methodology, and how to get students involved in studying EMP. Figure (4.2) summarizes the EMP teachers.

Figure 4.2: Challenges (Teachers) Ts



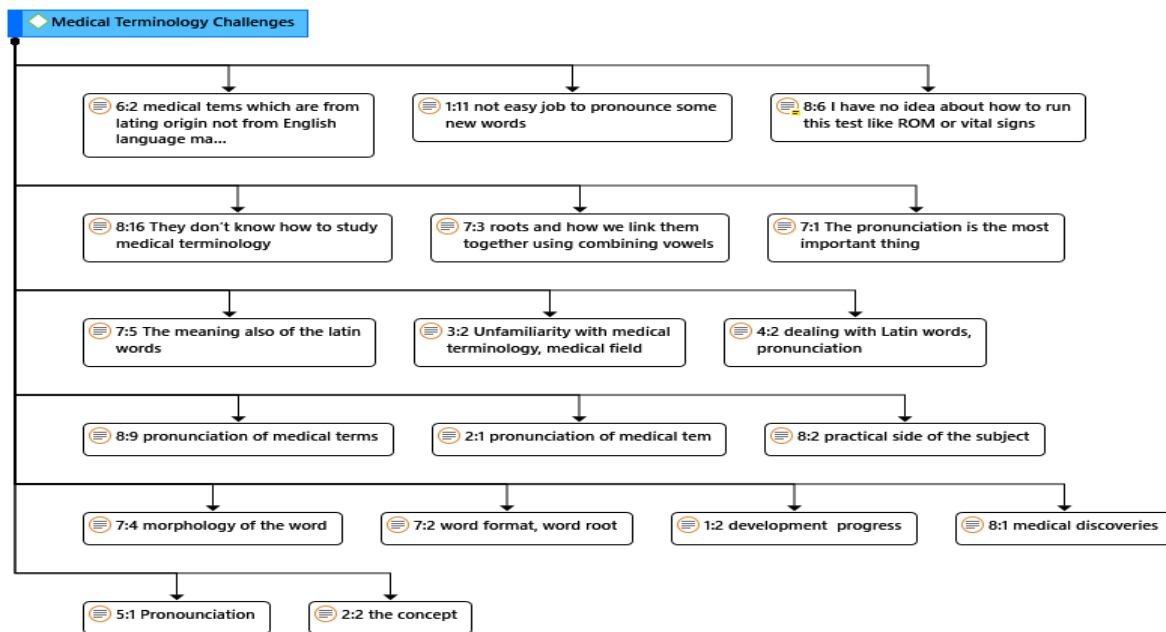
With an intensive review of the medical professors and the EMP teachers' proposed challenges, it is noticed that four themes are dominant under the codes group of challenges: *Medical Terminology challenges, Medical English challenges, Pedagogical Challenges and Background challenges*. Under each theme, there are subthemes:

Theme 1: Medical Terminology Challenges. This theme includes challenges related to medical terminology. Some sub-themes that emerged included the meaning and the pronunciation of medical terms. As mentioned by participant 7 and 8, one of the challenges facing EMP teachers is the pronunciation of the medical terms. They further stated that new EMP teachers do not know the morphology of the word. Besides, the medical term's meaning is considered a challenge, as stated by participant 4, who said that new EMP teachers find difficulties understanding the Latin words.

The second sub-theme is the unfamiliarity of the teachers with medical terminology. As mentioned by participant 7, new EMP teachers do not know word format such as word root. On the other hand, participant 8 stated that new EMP teachers do not know how to use medical terminology. Participant 6 added that new EMP teachers find it challenging to use medical terms derived from the Latin language.

The third sub-theme is the medical field's continuous development making it difficult for teachers to update their information. As mentioned by participant 8, new EMP teachers do not know about the medical field latest discoveries. The fourth sub-theme is the unfamiliarity with the medical procedures practical side of the medical procedures such as ROM (the range of movement) and NGT (Naso-gastric tube). As proposed by participant 8, neither do new EMP teachers know the practical side of the medical term, nor the mechanism of the medical procedures. Figure (4.3) shows the participants' answers.

Figure 4. 3 Medical Terminology Challenges



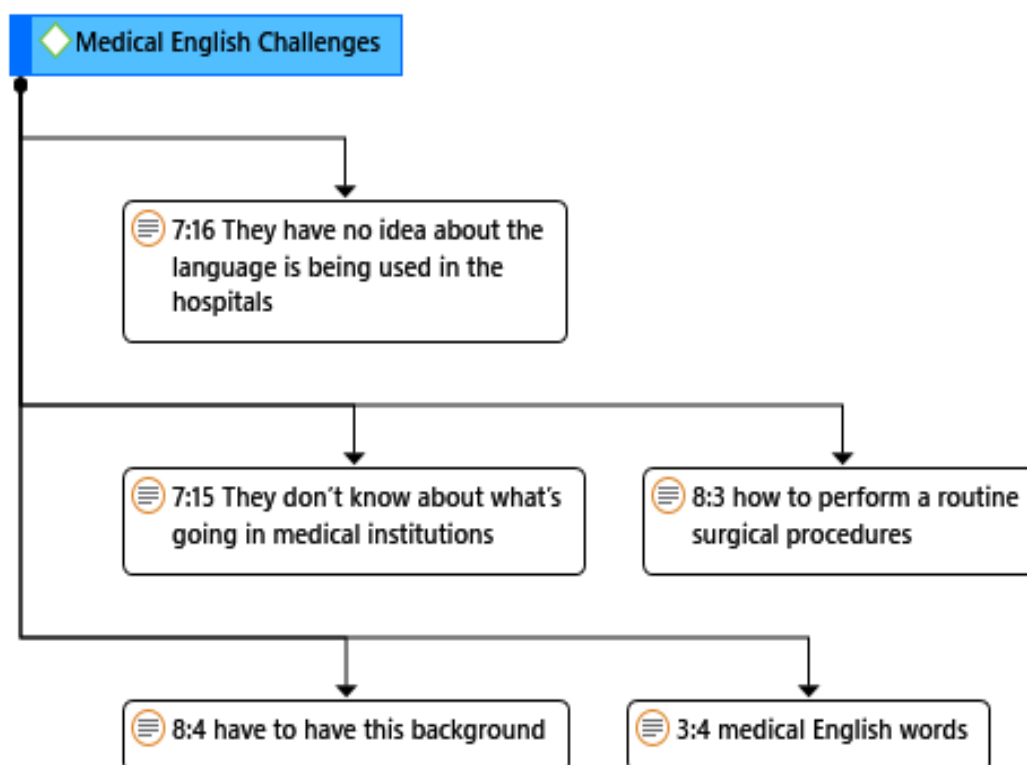
Theme 2: Medical English Structure Challenges:

This theme includes challenges related to the medical English language. Sub-themes that emerged from the responses included unfamiliarity with the communication language that medical staff speak. As stated by participant 7, new EMP teachers do not understand the language medical staff speak. In some cases, the medical staffs use specific expressions to avoid colliding with the patients. For instance, if the announcement within the hospital states "code blue", it indicates that a patient is having a heart attack; therefore, all medical staff should work swiftly and save the patient's life.

A second sub-theme is unfamiliarity with the English meaning of a word in the medical context. Participant 3 said that new EMP teachers face challenges in identifying the meaning of the English words in the medical context. For instance, the word "delivery" in the English language means to deliver something to someone, but in the medical context, it refers to giving birth. As a result, the EMP teacher should familiarize himself/herself with the meaning of the English words in the medical field.

The third sub-theme is the lack of awareness of routine medical life in health institutions. Both participants 7 and 8 mentioned that new EMP teachers do not know the medical institution's daily life in medical institutions while also lacking in the medical background. EMP teachers teach conservation to medical students, and sometimes they face challenges in simulating the medical staff's daily life to their students. They face difficulties since they are not familiar with it. Figure 4.4 summarises the medical English challenges.

Figure 4.4: Medical English Challenges



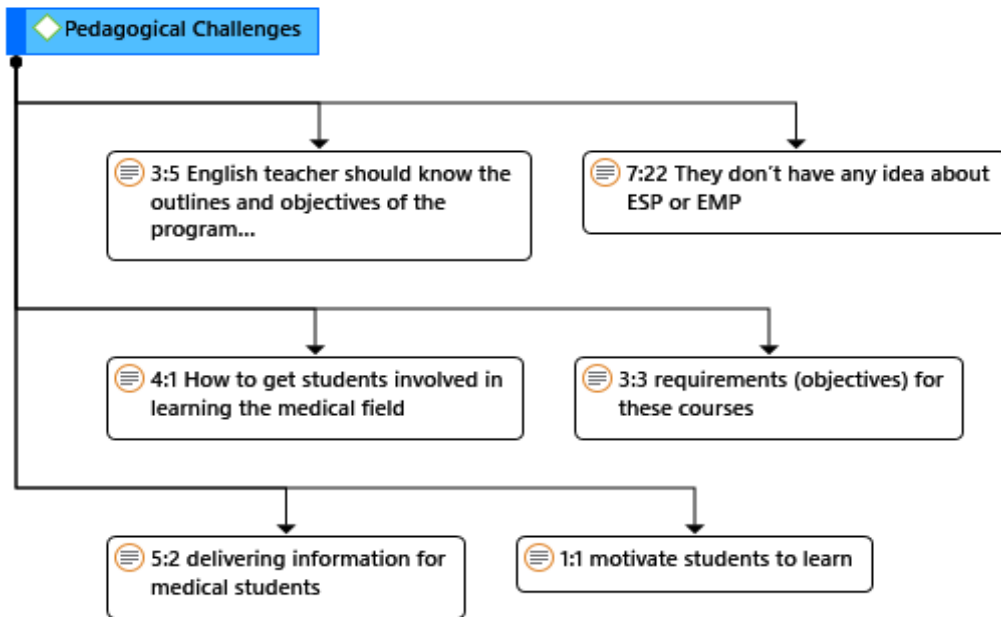
Theme 3: Pedagogical Challenges:

This theme comprises the challenges related to pedagogy. Sub-themes that emerged include ESP and EMP methodology. That is, new EMP teachers did not study specific methodology for ESP that leads to challenges in teaching. As stated by participant 7, new EMP teachers neither have an idea about ESP nor did EMP. Participant 8 mention that there are challenges in delivering information for medical students.

The second subtheme includes being familiar with the objectives of the medical program they teach. They should be familiar with the nursing or the medicine program's objectives for the proper execution of their practice, and this can be through teaching the medical English language. Participant 3 confirmed that the new EMP teacher should know the medical program objectives and outlines they teach.

The third subtheme is getting students involved in studying ESP; that is, they should adopt specific teaching methods to motivate students to study ESP and EMP. As participant 4 said, new EMP teachers should know how to get students involved in learning the medical field. Figure(4.5) summarizes the pedagogical challenges.

Figure 4.5: Pedagogical Challenges



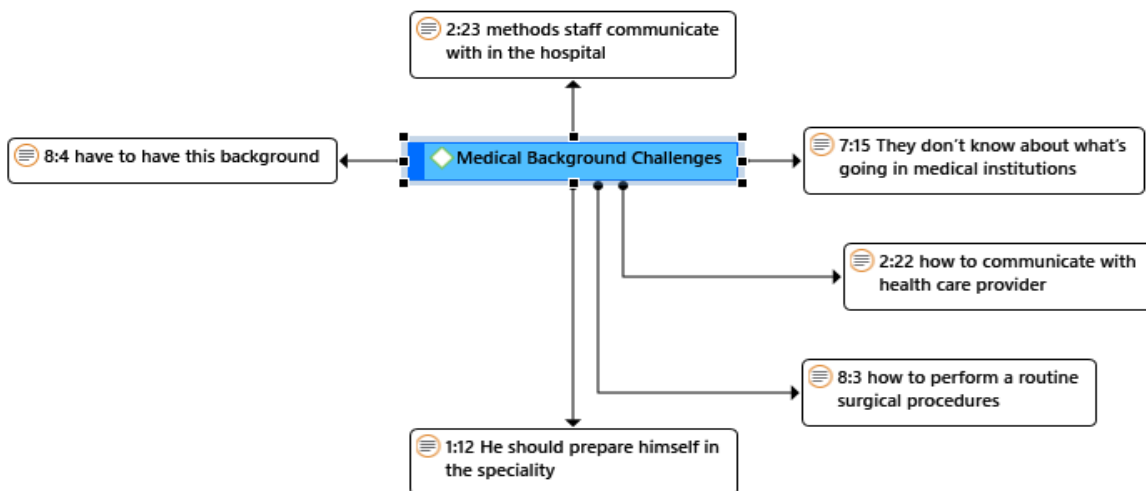
Theme 4: Background Challenges:

It has been noticed from reading the responses that new EMP teachers faced challenges regarding their medical backgrounds. Sub-themes that emerged include routine life in the medical institutions. New EMP teachers do not know about the routine of a working day of medical staff, which causes difficulties. Participant 3 stated that new EMP teachers should better understand the medical background and know what is going on in medical institutions. Participant 2 stated that new EMP teachers should know the medical staff's methods to communicate with one another.

The second subtheme is the mechanism of medical procedures. As mentioned by participant 8, new EMP teachers do not know general ideas about the mechanism of medical procedures such as catheterization or pre-operational procedures.

The third subtheme is the medical staff job description. Typically, new EMP teachers do not have a general background in the job of medical staff. As stated by participant 1, EMP teachers must know about what their students have to perform in the work field. They should prepare adequately in the specialty they are teaching. Figure (4.6) shows medical background challenges

Figure 4.6: Medical Background Challenges



Main findings emerged from interviews

The study found out that new EMP teachers' face four main challenges: Medical terminology, Medical English language, Pedagogical challenges, and medical background challenges.

- **Medical Terminology** Challenges include pronunciation and the meaning of the medical terms, unfamiliarity with medical terminology such as such as “psoriasis-Osteoporosis-Arteriosclerosis”, and the medical field's continuous development make it difficult for teachers to update their information regularly since the medical field has daily inventions, updates based on recent studies.
- In **Medical English Challenges**, new EMP teachers face difficulties with the different usage of the English words in the medical context; that is, the adjustment of the English words in the medical field. For instance, the term "delivery" is "giving birth" in the medical field, not handling anything to someone, such as the word “procedures” which in medical field refers to catheterization, intubation and cutting off an organ. In other words, the term in the English language might have a different meaning in the medical context that requires much effort from new EMP teachers.
- **Pedagogical Challenges** include unfamiliarity of the ESP and EMP methodology; that is, new EMP teachers did not study specific ESP methodology that leads to teaching challenges; they face challenges when dealing with ESP courses objectives since ESP teacher has to in some cases design his courses. An EMP teacher has to be familiar with the objectives of the medical program they are teaching. They should be familiar with the nursing or medicine objectives to help achieve them via teaching medical English language. For example, one of the medicine program objective require the students to use medical terms in the medical context, therefore, EMP teacher should design the course taking this objective into consideration. They also find difficulties in getting students involved in studying ESP; that is, they should adopt specific teaching methods to motivate students to study ESP and EMP. For instance, new EMP teacher should be familiar with some medical procedures to attract the students' attention when explaining about the procedure in the classroom.
- **Medical background Challenges** include unfamiliarity with medical procedures such as (ROM) which means the range of movement the patient has to practice strengthening his muscles, and (NGT) which means the patient has food through a tube inserting from nose to the stomach (Naso-gastric tube), i.e., the practical side of the tests or procedures that are happening in the hospital. They do not have a general idea about the medical procedure mechanism such as catheterization or pre-operational procedures; they do not have a background about the job titles and the job description of medical staff such as nephrologist, dermatologist, obstetrician, and paediatrician. They do not know about the routine of a working day of medical staff in any medical institutions, i.e., they do not know what the job of triage nurse is, what is the work done by observation room nurse and floor nurse.

6. DISCUSSION

The qualitative data collected through semi-structured interview with the three deans and the five EMP teachers show similar results summarized here. The triangulation of the two sets of data uniquely concludes that the novice EMP teachers' problems with continuous development in the medical fields, which needs constant updating of the information. They also find challenges regarding pedagogical issues such as the methodology of ESP, being familiar with objectives of the medical program and how to set objectives of the medical English course, teaching methods and how to motivate students and get them involved in studying ESP.

The study has found that new EMP teachers face difficulties regarding linguistics, either in English or medical terms. They encounter pronunciation difficulties such as such as “psoriasis-Osteoporosis-Arteriosclerosis-sphygmomanometer”; the medical term meaning and face a problem with the English word adjustment in the medical field and its usage.

These findings correspond with Otilia (2015) and Nezakatgoo (2017) regarding ESP teachers' same difficulties and challenges. They identified that ESP teachers lack the necessary knowledge and language proficiency. Both studies stated that ESP teachers also have problems with a lack of background of the field and disciplinary concepts of the field they teach. They also showed that ESP teachers have difficulties regarding pedagogical issues such as using technology in teaching ESP and using a valuable tool to help with traditional teaching forms and create new forms of communication.

However, the present study findings go hand in hand with Alsharif (2018), who agrees that EMP or ESP teachers find difficulties in teaching ESP since they lack ESP teaching skills and knowledge, leading to ESP teaching inefficacy. She noticed that ESP teachers lacked skill development courses and confirmed that they need training in knowledge development and correct instruction language commands. In her study, Sassi (2015) found out that ESP teachers usually lack pedagogic knowledge since they find challenges in course design and producing adequate course materials. They also have pedagogical challenges regarding needs analysis and culture, ideology and politics. In the same vein, the present study agrees with Djaileb (2018), who posits that EMP teachers have poor knowledge of the medical language and they need appropriate training for self-empowerment to be able to deliver the EMP curriculum successfully.

Hence, the findings of the present study are consistent with the previous studies, including Otilia (2015), Nezakatgoo (2017), Alsharif (2018), Sassi (2015), Djaileb (2018) and Davies et al. (2020) who conducted their studies regarding the challenges and difficulties that ESP or EMP teachers encounter. All these studies discussed the challenges of ESP in general scope whilst the present study highlighted the challenges of EMP in particular. The researcher focused on the EMP teachers' challenges that they face in medical colleges when teaching medical English to medical students. The challenges of EMP teachers include the linguistic difficulties since medical terms are mainly derived from Latin or Greek languages; the linguistic challenges lie in the different usage of the English words in the medical context, such as the word "delivery", which is used in our daily life to deliver something to someone. However, in the medical context, it means the pregnant women deliver her baby.

Regarding the pedagogical challenges in EMP teaching, the researcher found out that new EMP teachers find challenges to align their English course learning outcomes and objectives with the learning outcomes and objectives of the medical program they teach in medicine, nursing, or any other specialty. The current study explored the present situation analysis (PSA) for newly hired EMP teachers to investigate their challenges and difficulties teaching the medical English language. That came in the same line with (Hyland 2006) when he stated that (PSA) identifies the learners' knowledge at the beginning of the course, their weakness and strength to know about their skills, and the subject perception and familiarity.

Recommendations for future research

The current study found that the new EMP teachers find it difficult to understand and pronounce the medical terms, the adjustment of English words in the medical context, the pedagogical challenges teaching EMP and the challenges regarding the lack of medical background.

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Further studies are recommended in a specific area of medical field such as nursing, physiotherapy and radiology to find solutions for these challenges to improve the performance of the EMP teachers and their students.

7. Conclusion

The single pivotal challenge of this investigation emerged as the absence of a useful list of medical terms/expressions, e.g. bed sheeting, handwashing, sanitizing, dressing etc. related to patient care; medical instructions, e.g. take a deep breathe, roll up your sleeves, raise your leg etc. common medicine; e.g. pain killers and inhaler, IV drip, syrup etc. ;specific vocabulary for explanation of medical issues for effective communication between doctors and nurses e.g. insert the needle, change the canula, feed the patient etc. ; doctors and patients e.g. you will feel , take these drops QD (every day) take 40 mg (tabs) etc. , nurses and nurses e.g. fill in the patient's form, I will be on call tonight etc, nurses and patients e.g. you should repeat the exercise twice a day, eat your meal etc. and hospital administrative staff e.g. register your information, the discharge office will contact the patient. In addition, knowledge and skills of general communicative English would be an important element in improving any course/module in any country/region that falls short of such courses in demand. Although EMP courses are in high demand nowadays in Saudi Arabia, there is no available training course for preparing new EMP teachers who have not received any formal or informal training in this area Alsubaie (2016), and the whole concept of EMP and its teaching methodology is vague. Designing a training course for GETs to be EMP teachers is not easy, and finding solutions for EMP challenges is necessary. That is precisely the underlying motivation for writing the present study, which attempted to explore the challenges EMP teachers face in different medical settings in Jeddah, Saudi Arabia and paint the real picture of what is happening in EMP sector currently and what issues need to be addressed immediately to ensure development in the teaching-learning of EMP at the medical colleges of Saudi Arabia. The study reveals that learner empowerment through a user-friendly study module, teacher empowerment through an effective system of training and Continued Professional Development (CPD) through an appropriate supervision and monitoring mechanism.

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