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**English Language Speaking Difficulties that Face
Medical Profession Students at Al-Quds University
from their Perspectives**

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Medical Profession Students at Al-Quds University from
their Perspectives**

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Dedication

I dedicate this thesis to The sake of Allah, my Creator, my Master, and my source of wisdom and knowledge.

I also dedicate this work to my great mother, father, husband , kids, sister, and brothers who provided me with all kinds of encouragement.

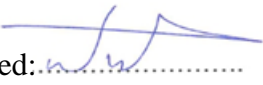
A special thanks to my mother who encourages and pushes me toward success.

To the memory of Dr. Ziad Qabaja who have influenced my life in such a positive and an inspired way.

There are no words that can express my thanks for all of you.

Declaration

I certify that this thesis submitted for the degree of the master, is a result of my own research except where otherwise acknowledged and that this study has not been submitted for a higher degree to any other universities or institutions.

Signed: 

Rana Mohammad Shaaban Atawneh

Date: 9-1-2022

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Abstract

This study aims to investigate English language speaking difficulties that face medical profession students at Al-Quds University from their perspectives. The researcher used the descriptive method. A questionnaire was distributed to (120) junior undergraduate students in Faculty of Public Health at Al-Quds University. The questionnaire includes 26 items divided into 4 domains (Psychological Domain, Instructor Domain, Social domain, and Linguistic Domain). The researcher has reached into results that justified the hypotheses. The results show that most speaking difficulties that face medical students are due for all the domains of speaking problems, especially to social domain that attributed to the lack of opportunities in meeting native speakers of the English language, lack of a chance to speak in the English outside the classroom, Over-crowded classes and feeling afraid when speaking English. The results also indicate that there are statistically significant differences at level ($\alpha \leq 0.05$) attributed to the variable of specialization, where pharmacy is mostly affected than other specialization in English language speaking skill. On the basis of the main findings the researcher stated a number of recommendations: Increasing students' confidence by having them participate in discussions and presentations in English, encouraging instructors to use a variety of methods, encouraging universities and health science colleges to form partnerships with overseas universities, increasing Intensive college English subjects that improve vocabulary and grammar, training instructors and encouraging them to reinforce pharmacy students to use English as a second language.

Chapter One

1. Background and Problem

1.1. Introduction

English is the International Language, and it is one of the most widely used and spoken languages in the technological industry. To study any science subject or computer language, we must be able to communicate in English. Many developed countries require us to speak English in order to communicate effectively.

According to Kelliny (1988) English language is the most used language in the world. There are a number of reasons why English has gained universal recognition. One of these is that many inventions, scientific discoveries, and technological research have taken place in English speaking countries, particularly in the USA and UK. In the second place, Scholars and other writers tend to publish in English in industrialized countries such as Sweden, Germany, Japan and Russia. Especially by scientists and technologists who write by using English to reach more audience. Moreover, new discoveries and inventions cannot be translated into other languages, such as Arabic and Persian, at a rate that can keep up with the speed of scientific and technological advancement, making first hand access essential.

In light of English being the first and most widely used international language, it has become essential for EFL learners to be proficient in speaking in order to communicate effectively. Foreign language acquisition success depends on effective oral communication. What makes the speaking skill essentially important and required for peoples academic and professional promotions that in standard tests such as TOEFL, speaking skill is given special weight since it has become fundamental to people's academic and professional success (Al-Muhtaseb, 2015) .

In Palestine English is taught from the first grade, and English is used as a language of instruction in scientific subjects such as Medicine, Engineering and Nursing. Learning English has difficulties for students whose mother tongue is Arabic. They encounter a big problem in speaking English or using it to communicate with nonnative Arabic speakers.

There are many difficulties that encounter the students in practicing the speaking skill. Firstly, it is psychological factors that affect the learners when they speak, yet others are related to the teachers who deal with the learners, and others are related to the learners themselves and others to the environment. (Kardwish,2016)

When speaking a foreign language, you need to use elision, idioms, phrasal verbs, and reduced speech. You must also utilize intonation, rhythm, and stress. So learners must master many skills to communicate effectively with others. In addition, Students should be motivated by teachers to communicate in English in and out of the classroom, using technology such as audiotapes, radio programs, and television to make learning interesting, and interacting with native speakers to improve the learning process. (Celce-Murcia,2001).

Al-Muhtaseb (2015) announced that Because they lack self-esteem and motivation, EFL students often are not fluent communicators since they fear making pronunciation, , and grammar mistakes. Consequently, they find it difficult to express themselves in English fluently.

It is widely believed that medical students should be able to speak English effectively to communicate with patients, colleagues, and the general public . (Skelton & Richards, 2021), But It is sometimes difficult for students to speak English in class because they lack confidence. Moreover, They should be able to use medical terms in their classroom discussions even though they are difficult and require a large vocabulary. (Chiang et al ,2020).

1.2. Speaking English at Palestinian Universities

Palestinian universities consider English as the language of instructions in their courses such as business, and health profession. The students and the instructors should use English for communication in the classroom .But because English is a foreign language the students have some obstacles to use it (Marouf,2013).

Zhang (2009) argued that a number of reasons that make Speaking English by English learners difficult such as lack of vocabulary, hesitating from anxiety, misunderstanding of speech, in experienced teachers, lack of motivation. Moreover, English is not daily used language and not their mother tongue. so, the learners should try to improve speaking because it's essential skill for interacting with others in the classroom and to understand what they are learning.

Palestinian universities have pre-academic programs in English language which are useful for general purposes. later the stakeholders noticed that these pre-academic programs should also give the students the language skills they need in their academic major, therefore, some universities designed their English for specific purposes to help the students to gain knowledge and use it in the work field.(Marouf,2013).

Kelliny (1988) emphasized the need to speak English for specific purposes (ESP), as English has become the official language of trade, business, education, and medicine. So

courses at universities should be designed so that they can serve specific communicative purposes.

Masterful tutors or native tutors are preferred over nonnative tutors in ESP programs. They should be distinguishable in language, vocabularies, teaching strategies, communication with students, and suitable assessment methods (Celce-Murcia,2001).

For students to communicate effectively, they must master several skills, including rhetorical or functional competence for the production of messages, and linguistic competence for correct grammar usage (Chomsky, 1965). For interpreting meaning from context in a different language, they also need sociolinguistic competence(Hymes, 1972).

Biber (2007) believed that some educational speaking skills want intensive vary of vocabulary comprehension, discourse proficiency, and grammatical expertise in standard of living spoken language. like presenting speechmaking or sharing in room discussion.

1.3. Speaking English in Public Health College

In 1994, the Faculty of Medicine at Al-Quds University in Jerusalem opened its doors to establish the first Palestinian Medical School. The initial university had 34 students, both men and women. Following that, the number of students has increased, and the university now welcomes 250 or more doctors each year. Medical education is rooted on the Palestinian community's distinct requirements, as well as national objectives and top priorities in healthcare education.

The Faculty of Medicine is one of the faculties in Al-Quds University's Health Complex, which also includes other health-related schools (Pharmacy, Dentistry, Nursing, Public health, and Allied Health Profession).

Because Al-Quds University does not have its own teaching hospital, the Faculty of Medicine collaborates with the area's major hospitals to provide clinical training to its students. Furthermore, the Faculty recognizes that clinical and biomedical knowledge are the most important considerations in medical practice, which is mostly dependent on natural sciences (Abdeen,2020).

In health profession college, English is the language of instruction. It is necessary for presentation, meetings and conferences. Medical students should master fluently and speech patterns as group discussion, forming questions, taking notes, and giving a presentation.

Niazi (2012) affirmed that, If non-English-speaking medical practitioners want to learn about the latest developments in their field, they have no choice but to learn English .

Since the function of English as an instrument of communication around the world, the major purpose of professional speaking by medical students is to convey information in briefly, clearly, and directly. In addition, medical students should respect other people and they should not appear disrespectful when communicate with them. Therefore, when aspiring doctors and nurses join the medical discourse community such as conferences,

staff meetings, reports, and e-mails, forms of correspondence are involved in order to communicate and thus to exchange information .

Medical students should be familiar with some essential areas of communication skills such as the correct pronunciation of some words. Additionally, learners should have also skillfulness in construct presentation. Moreover, learners have to employ all advanced conversational skills and use it in conversation with colleagues or others (Niazi,2012).

According to Niazi (2012) Juniors speak English in the class at health colleges by not giving much attention to complete or correct sentence structure. Therefore, occupation-specific, highly technical language must be based on context. The goal of learning English at this level is not mainly to learn grammar and structure, but to acquire and use the language of practice and social relations in the career). In spite of that (Saglam and Arsla, 2018) pointed that to talk about any subject in the target language ,the learners should train adequately to be able to make sentences by using correct grammar and suitable words. The result is clear and intelligible intonation and pronunciation ,so listeners will understand it easily. Moreover , the learner must be reasonably direct to make continuous understanding and efforts.

Rabboh (2018) added that the university has to create ESP courses that cover all levels of the educational system while using the English language to achieve specific goals for world countries and meet the demands of the students. As a result, they can practice specific language skills in real-life situations. As a result, students can use English in their lectures, presentations, and future careers.

Celce-Murcia et al(1996) pointed out that the teachers in the classroom should have clear pronunciation , they also should interest in some factors such as prior language of the students, and the age of the students. However, they need to be aware of attitude and motivation of the learners.

This study intended to observe the speaking difficulties that face medical students from their own perceptive. It also intended to draw attention of teacher's role, curriculum designers ,and researchers for speaking difficulties ,so they can help students to speak better.

1.4. Statement of the Problem

Medical students have actual problem when they try to use English inside classroom. This can be assigned to many reasons such as absence of motivation, absence of vocabulary, absence of correct accent, hesitating from making mistakes, misunderstanding of speech , etc.

Speaking English by Palestinian learners is not easy because English is not their mother tongue, they don't use it in their daily conversation. Moreover they speak English just in their classroom. however the learners should try to enhance speaking skill because speaking is essential for interacting with others in the classroom and outside the classroom. The professors of medicine are talented in their medical command, but this is not enough

to overcome student's linguistic obstacles. so, it is essential for medical students to improve their sufficient competence in communication skills by more discussions, seminars, presentations, etc.

1.5. Purpose of the Study

The study aims at:

1. Investigating the speaking difficulties that face medical profession students at Al-Quds university.
2. The effect of gender, specialization, and achievement level on the speaking difficulties that face profession medical profession students.

1.6. Significance of the Study

This study is expected to have great importance and contribution to the field of English teaching methods in Palestine and areas around since it attempts to help understand the problem, find solutions, and suggest recommendations for developing the skill of speaking in a context where it takes place:

1. This study would help in conducting studies of different fields of English for many students who studying in various disciplines such as those from business, engineering, and law.
2. This study can provide benefits for designing an effective curriculum and sufficient materials for the medical students in Palestinian universities.
3. It may also encourage learners to communicate with others outside the classroom with native and nonnative speakers.
4. Providing instructors, course designers, and those who are in field of education at Al-Quds university with guidelines that help students to get the better of English speaking skill.

1.7. Research Questions

This study has two research questions :

First Question: What is the English language speaking difficulties that face medical profession students at Al-Quds University?

Second Question: Is the the English language speaking difficulties that face medical profession students at Al-Quds University different according to the variables (gender, specialization, and GPA level)?

1.8. Hypotheses of the Study

The researcher convert the second questions into null hypotheses, as the following:

First null hypothesis: There are no statistically significant differences at the significant level ($\alpha \leq 0.05$) between the arithmetic mean of English language speaking difficulties that face medical profession students at Al-Quds University due to the gender variable (male or female).

Second null hypothesis: There are no statistically significant differences at the significant level ($\alpha \leq 0.05$) between the arithmetic mean of English language speaking difficulties that face medical profession students at Al-Quds University due to the specialization level variable (medical laboratory, nursing, pharmacy and medicine).

Third null hypothesis: There are no statistically significant differences at the significant level ($\alpha \leq 0.05$) between the arithmetic mean of English language speaking difficulties that face medical profession students at Al-Quds University due to the GPA level variable (60-69, 70 -79, 80-89,90-100).

1.9. Limitations of the Study

The current study is limited to the following variables:

Junior undergraduate students in the Faculty of Public Health at Al-Quds University who is in the third year university. This study is also limited to the first semester of the academic year (2021-2022). Moreover it is limited to the Faculty of Public Health at Al-Quds University, and to English for medical course.

1.10. Definition of Terms

Speaking: Speaking is an interactive process in which people communicate their ideas, feelings, and thoughts. It is often unpremeditated, enlarge, and open-ended. It depends on the context to shape it's form and meaning, including the participants themselves, their physical environment, their common experiences, the physical environment, and the aim of

speaking. However, speech is not always uncertain Language, it can be arranged and identified (Burns &Joyce, 1997).

Speaking difficulties: for the sake of this study, speaking difficulties are the four types of difficulties that are: Psychological difficulties, social difficulties, Linguistic difficulties, and difficulties attributed to the instructor .

Medical profession students: they are those students who are study one of four branches (Nursing, Medical laboratory ,Pharmacy, and Medicine), at Al-Quds university.

Al-Quds university: It is a Palestinian university that located in Jerusalem, Abu Dis, and al-Bireh. It was founded in 1984. the current president Imad Abu Kishek. the university has 10 academic faculties: Medicine , Dentistry ,Arts, Science and Technology, Public Health, Health Professions, Qur'an and Islamic Studies, Law, Engineering, and Jurisprudence.

Chapter Two

2. Literature Review and Related Studies

2.1. Introduction

In order for this chapter to be organized, systematic, and as clear as possible, the researcher arranged it according to two sections. The first is a review of the most important issues related to the difficulties of speaking, discussion of ESP, and the second section overviews the previous studies related to speaking difficulties.

2.2. Literature Review

2.2.1. Speaking Skill

Speaking is a quick, natural, important, powerful, and abundant way to communicate, and we don't teach it with the same rigor as writing, reading, mathematics, or other abilities (Treasure, 2017).

Humans, like many other creatures, have the ability to make sounds by utilizing particular physiological systems. Humans have the ability to organize a wide range of sounds into a very efficient communication system (Cruttenden, 2008).

Learners must be able to listen to differing viewpoints and express their own, as well as share ideas in order to develop new things. As a result, learners require extensive teaching in speaking and listening abilities. We must teach pupils how to communicate with one another in order for them to be able to discuss ideas in the classroom (Dawes, 2010).

The idea of using speech as a learning tool was first proposed by Lev Vygotsky in the early twentieth century, who discovered that speech and words are metaphorical instruments for communicating and developing understanding. We think with tools, which means that words and speech are metaphorical tools for developing and communicating understanding (Dawes, 2011).

The majority of people learn to speak by watching and listening. By copying the sounds and speech patterns they hear, everyone learns to speak by accident. We learn how speech sounds appear by looking at them. We can use hearing to see if the noises we make are comparable to the ones we're trying to emulate (Eisenstein & Boase, 1964).

In many aspects of life, speaking and listening are essential. Students at universities strive to enhance their speaking skills in order to gain a better understanding of their subjects of

study. They use language to announce the results of their investigations, to illustrate processes, and to participate in discussions. Outside of the classroom, many students find opportunities to communicate. They give speeches, hold meetings, and take part in politics. (Gilman et al , 1962).

Harmer (2007) declared that Speaking is the ability to communicate quickly and fluently, and it necessitates not only linguistic competence but also the ability to digest words and information.

Rebecca (1990) stated that Speaking is the most common way for children to receive language, it is a part of most people's everyday language activities, and it is the primary mechanism for language change. It also instructs us on how to comprehend and communicate in a foreign language.

Because speaking is required for vocations such as medicine, physical education, journalism, and accountancy, education students devote close attention to learning to speak. As a result, a student who is able to communicate effectively will succeed in his chosen profession. (Gilman et al ,1962).

2.2.2. Components of speaking skill

Speaking becomes flawless with practice. As a result, students should practice speaking English as much as possible in order to be able to do so fluently and accurately. To sum up, knowing several key components of English is required. What factor influences people's ability to communicate in English is the component.

Harris (1974) indicates that there are five components of speaking skill relate to :

a) Vocabulary: refers to the selection of relevant words for speech. So, in order to effectively explain your ideas or communicate, you should utilize a sufficient number of words. You can't communicate successfully until you have a large vocabulary. As a result, the researcher believes that English learners will be unable to properly speak or write English if they do not understand vocabulary.

b) Grammar: is necessary for students to be able to communicate effectively. Students must be able to construct a correct sentence in conversation. In order to give a good speech, pupils must be able to use structure and proper grammar. The benefit of grammar is that it allows you to become fluent in both the oral and written forms of the language.

d) Pronunciation: When speaking, students should employ correct sounds and language. The phonological process, which refers to the component of grammar that determines how sounds change and pattern in a language, is the subject of pronunciation. To sum up, the researcher considered that pronunciation is the study of how words are formed clearly in order to make speaking simple and acceptable.

e) Comprehension: it requires a subject to rebut, to speak, and to initiate it in oral communication.

f) Fluency: Fluency is defined as the ability to speak, write, or read with ease, comfort, and simplicity. In other words, the learner is able to communicate, understand, and answer in a clear and concise manner. Fluency in speaking allows students to communicate quickly and without pause or interruption. So , the speaker takes a long time to find the right words to explain his thoughts.

According to Vanderkevent (1990) there are three speaking components in English language:

- a. The Speakers: The folks who make the sound are known as speakers. Speakers are the essential tool for expressing one's point of view or feelings to the listener. As a result, without the speaker, the speaker's point of view or feelings will not be accepted.
- b. The Listeners: People who receive the speaker's point of view or emotion are referred to as listeners. Speakers will write down their points of view or ideas if there are no listeners.
- c. The Utterances: The utterances are the words, sentences, or phrases that speakers use to describe their thoughts and feelings. If there is no utterance, the speakers and listeners will utilize sign.

Olivares(2020) mention other components of speaking:

1. 1. Accuracy is based on recognized grammar, which denotes a proper relationship between words, adequate vocabulary, which denotes proper word selection, and acceptable word pronunciation (intonation and emphasis). Imitation and repetition are essential to all of these characteristics. As a result, the teacher's grammar, pronunciation, and vocabulary must be of sufficient quality so that the pupils can copy their teacher. To achieve accuracy on his own, students should participate in activities both inside and outside of the classroom. Additionally, children must be conscious of their listening and speaking abilities, practice what they have learned, and review new terminology through reading.
2. Phonology is the study of language's sound structure (the relationship between one sound to another and their dissimilarities). It's also interested in how the speaker's patterns are pronounced and the sound structure.
3. Stress refers to the amount of emphasis placed on certain syllables in a word. alternatively it's the act of pronouncing a syllable or word with a lot of force when other words or syllables in the same sentence don't.
4. Speaking work in pairs. Working in pairs has a number of advantages, including increasing student participation and expanding language use. Students can use the pair-work technique to practice language in a variety of activities.

2.2.3. Significance of Speaking

In the world, there are 378 million native English speakers and 743 million non-native English speakers. Because English has recently become a worldwide language, it has become increasingly important to speak it. English is a well-known language for commercial, business, and cultural purposes, and it is also necessary for global internet connections. In its various specialties, English is used in all colleges around the world. (Yadav,2018)

Speaking allows children to ask questions, demonstrate their ideas, and discuss them, all of which can help them develop their thinking skills in the classroom.(Dawes,2011)

Speaking, in the form of interaction among the multiple information stores, is an important aspect in learning. While conversing with others, keep a mental record of the encounter, which will include a variety of facts from other sectors. In this way, spoken communication aids the mind's learning process. (Dakowska, 2018).

Sarac (2007) stated that through the internalization of their speech, children in particular learn to think, re-think, and critically assess other people's thinking as well as their own. This is remarkable in its own right. Speaking also allows students to have an active and reflective role in their own education by allowing them to range and re-arrange their thoughts, explain reasoning, and solve problems.

The ability to speak is the most important skill that a student should master because it is required for the construction of meaning. Speaking can assist students in expressing their views and beliefs in a free and immediate manner. People are attracted to learning English because it is useful in interpersonal interactions. (Sari,2018).

However, Ur (1996) considered Speaking is the most crucial skill of the four (listening, speaking, reading, and writing) since knowing a language requires you to be a speaker of that language in order to be able to use it.

Speaking is the foundation of culture and, more importantly, of business. No salesperson can sell anything unless he can effectively communicate the merits of his product or present his thoughts in English. Indeed, how we communicate with people has a significant impact on our ability to succeed in life.(Cody,2007)

In today's society, being able to communicate in English has become a requirement. Not only that, but the world as a whole despises the inability to communicate in English. Only those who speak English accurately and fluently are chosen by all of the companies. (Carmen,2010)

Gilman et al (1962) observed that Every person aspires to speak well enough to merit praise while he goes about his professional and civic duties. Today's university students have discovered that being able to communicate effectively is a valuable advantage. As a result, they are able to participate in group discussions, have a better understanding of their subjects of study, declare their research, and demonstrate methods.

It will be beneficial to learn English because it is vital for many professionals in many nations where English is spoken as a foreign language. Because English is an official language, it is the most commonly used language at international conferences. (De Freitas,1970)

2.2.4. Teaching English as a Foreign Language

English is regarded as a foreign language when it is taught in schools. It is usually very broad, but it is not an important part of social or daily life. Most countries that use English as a foreign language believe that English is not the main language for communicating with others in daily life.(Broughton et al, 1980).

In this example, a foreign language is taught to thousands of students who are motivated to acquire the language for practical reasons. There is an instructional purpose for teaching English in schools, and some older learners learn English by traveling to England to converse with English-speaking people, tourists or friends, and to read English newspapers and books. When a common mother tongue is accessible, it is usually employed for the most personal reasons, and the speaker expresses his emotional life through it. (Broughton et al, 1980).

English is a foreign language in Palestine, and most students are not familiar with it. Students usually only use English in class and rarely use English outside of class. The time to learn English in class is limited, and students are not motivated to practice English outside of class. This situation causes problems when students try to communicate in English (Al Nakhalah,2016).

Before the twentieth century there were two sorts of approaches for showing English as a second or foreign language. Initial one is getting Learners to utilize a language(for talking and comprehension) versus the second one which is getting Learners to break down a language(to learn punctuation of the language) ,then, at that point, individuals in a single nation or locale started to see that learning the language of another country it essential and helpful. In this manner the concentration in language study was developed. (Celce-Murcia,2011).

According to Richards and Rodger(2001) Linguists developed new language teaching methodologies at the same time. Linguists emphasize the significance of meaning in learning. They believe that speaking, rather than writing, is the most important form of communication. The Direct Method suggests that the learner should think directly in the second language so that he can connect his expressions to his thoughts.

Between 1950 and 1960, Situational Method, Audio-lingual Method, and Communicative Methods were developed. In the 1990s, the terms "Content-Based Instruction" and "Task-Based Language Teaching" gained popular. Cooperative learning, multiple intelligence, and a whole language approach were also popular. (Richards and Rodger, 2001)

In the twenty-first century, communicative language teaching (CLT) emerged as a novel approach to teaching English as a foreign language. Teaching course descriptions, material, and curricular guidelines was the purpose of (CLT). The Communicative Method was designed to teach language rather than to interest in language itself. It is concerned in (sociolinguistics) real-life functional and social settings in the classroom, which translates to communicative competence. (Celce-Murcia,2011).

Teachers should employ English in everyday scenarios to assist pupils in practicing the language in a variety of situations. They also tend to give up on pupils' language development so that they can use the language autonomously. As a result, the communicative method hypothesis was an ideal solution for teaching a second language.(Narayan,2017,pp. 135-173)

Reading, writing, listening, and speaking are the four language abilities that second and foreign language teachers focus on while teaching communication. Reading and listening were portrayed as passive skills, whereas writing and speaking were shown as active. (Celce-Murcia,2011).

Communication piqued people's curiosity. The phrase "communicative competence" encompasses not only linguistic but also pragmatic abilities. There is widespread agreement on the difficulty of written and oral communication, as well as the need for learners to have prior communication experience. (Celce-Murcia,2011).

Verbal communication is a cultural as well as a natural phenomenon that affects every aspect of our lives. Language acquisition is a natural process that occurs in the human mind, rather than employing descriptive linguistic processes.(Dakowska,2005).

Because vocabulary and grammar are easier to understand by most teachers than pronunciation, Western philologists and linguists have spent more time studying them. (Celce-Murcia and etal,1996).

Speech is a technique for getting people to respond in a meaningful way. The person could be himself or someone else. The character of the meaningful reaction might range from broad and natural to specialized and focused. To elicit meaningful answers through speaking, we should employ professional language. Gestures or audible words are examples of spoken words, which are referred to as speech symbols. (Eisenson and Boase,1964).

Speaking is a useful aural/oral skill that entails making a series of structured vocal statements to convey information. (Nunan,2003)

According to Hornby (2007), Speaking entails speaking in a normal voice, uttering words, knowing and being able to utilize language, expressing oneself in words, and making discourse. The ability to accomplish something well is referred to as skill. As a result, we can deduce that speaking is the ability to express oneself in a normal voice using words or a language.

Oxford Dictionary of Current English (2009) defines Speaking as the act of communicating information or expressing one's thoughts and feelings via the use of spoken languages.

Speaking is defined as an interactive process including the production, processing, and reception of information. Where it occurs to produce form and meaning depends on the environment, the participants, and the reasons of speaking (Burns & Joyce, 1997).

Bygate (1987) remonstrates that traditionally, the focus of attention in speaking has been on the creation of auditory gestures intended to elicit varied verbal reactions from the listener. It is defined as the systematic mixing of sounds according to language-specific principles in order to generate meaningful utterances.

Cameron (2001) indicates that Speaking is the active use of language to convey meanings that people can understand. She goes on to say that if you want to convey your ideas with others in a foreign language, you should be interested in the finer points of the language. To convey information correctly and precisely, a speaker must utilize the most relevant words and syntax, as well as meticulously order the discourse.

As Kreidler (1997) defined it as act of communication that takes place in a specific location and over a specific period of time, whether delivered over the phone, on television, or in person, is referred to as speaking.

Speaking is defined as the act of expressing our feelings and thoughts, as well as the things we see and experience, via the use of words. (Ozdemir, 2016).

Speaking is a process that begins in the brain and ends with the verbal expression of thoughts. (Gunes, 2014).

2.2.4.1. Speaking Activities

Adult university students must practice activities such as giving an oral report, leading a discussion, and so on. Students in business areas, for example, should learn how to lead

business meetings, give speeches, participate in conferences, give oral presentations, and connect with coworkers (Celce-Murcia, 2001)

According to Celce-Murcia (2001) there are activities to develop speaking skills in the classroom:

1. Discussion: The most common activity in the oral skills class is undoubtedly conversations. In general, students must introduce a topic after listening to, reading a passage, or seeing a movie, and then form groups or pairs to discuss the topic and come up with an acceptable answer.

2. Speeches: another popular exercise in the speaking skills is giving a prepared speech. Topics for speeches will vary depending on the students' emphasis and level, but in any case, students should be given considerable flexibility in selecting the subject of their lectures. In other words, pupils select appropriate subject, while the teacher provides the speaking form.

3. Role plays are particularly well suited to intercultural differences in speech acts. Role-playing games may be a lot of fun. Role plays can be written using and blending knowledge gained from discussion or instruction of the speech act and its variations, or they can be written using and blending knowledge gained from discussion or instruction of the speech act and its variations, depending on the student level.

4. Conversations: The focus of their or others' communication is on studying and assessing the language they or others generate. Furthermore, in order to become qualified English speakers, students must be aware of the characteristics of language.

Crawford et al (2005) found that One of the pre-teaching exercises is brainstorming. In general, this activity relies on teachers asking questions in order to operate their students' data. In speaking activities, brainstorming is a popular practice that can assist students in gaining background knowledge and establishing appropriate schemata.

A game According to Wright and et al (2006) is an activity that creates engagement and amusement. Games assist learners in learning by allowing them to play and connect with others while posing challenges. Games also assist the teacher in helping students enhance their language skills when they talk or write to express their own opinions or provide information.

According to Harmer (2007) One of the most useful speaking tasks is telling a story. Students can read stories from books or the internet and then tell them to their classmates in order to improve their speaking skills.

There is technology available, such as the ability to show movies, play audiotapes, or watch recorded television shows. These activities can give learners with a fun and realistic opportunity to develop their speaking skills. The teacher can also increase classroom learning activities by viewing or listening to a television show, film, or radio program in English. This information is then used in future class activities such as discussions and oral reports. Teachers can also urge students to participate in English-language business missions with native speakers so that they can talk and connect with them. The teacher can also urge them to form an English club in order to identify native speakers with whom to converse.. Finally, the teacher can invite native English speakers to the class to engage in genuine conversation or give a presentation, which will be followed by student questions (Celce-Murcia,2001).

Communicating with a native speaker allows non-native English speakers to learn how to improve their accent and language learning skills. It also allows non-native English speakers to learn more about the foreign culture, which is important for speaking English.

2.2.4.2. Listening to speaking

Every person in communication has the objective of not only expressing his or her own thoughts, but also of receiving the ideas of others. These functions are equally important in any community.

Every student should be interested in a convincing speaker as well as a prospective listener. The accuracy criterion for hearing to understand is accuracy; the judgment criterion for listening to determine is judgment. A systematic explanation should be understandable to the listener, who should be able to differentiate rational inferences from contrived ones. He should look into the significance and what it represents. In communication, accurate listening is crucial; nevertheless, absorbed-mindedness is just as detrimental to hearing as it is to speaking (Gilman et al,1962).

Listening and speaking are two-way processes. This can be seen in people of all walks of life. In a conversation, the listener instantly made a statement, and then he adds to the general crosstalk with his own thoughts. As a result, both the speaker and the listener contribute equally to the entire message (Luck ,1975).

According to Eisenson and Boase (1964) Few of us could learn to talk without listening. Hearing and seeing can help us learn to talk. As a result, we unconsciously imitate the sounds and speech patterns we hear as we learn to speak. Seeing aids in our understanding of how spoken sounds seem. Hearing aids in the investigation of our speech, allowing us to determine whether the sounds we create are similar to those we are attempting to replicate. Finally, hearing allows us to determine whether we are utilizing the correct sounds to produce the words we want to convey. The reception of sounds, the transmission of sounds through air, and the interpretation or translation of sounds in their meaning are all part of the listening process.

As observed by Celce-Murcia (2001) Communication does not entail self-expression; rather, it entails another person comprehending one's message through listening. In everyday life, listening is needed more than any other single language skill. In general, we should anticipate to listen twice as much as we speak, write twice as much, and read twice as much. As a result, there is a need for disciplined listening comprehension development not just as a foundation for speaking but also as a skill in and of itself.

To conclude, People with good listening abilities can be coherent and understand what another person is saying. To put it another way, listening skills enable people to comprehend what others are saying, and effective listening skills enable people to be more productive.

2.2.5. The nature of Speaking

Nashruddin (2013) pointed out that Speaking is a useful skill since it allows humans to construct language. Speaking is, without a doubt, one of the most prominent abilities in language skills.

Speaking as Brown (2004) is a skill that we use to communicate on a daily basis, whether at school or outside of it. Speaking is a skill that requires two or more people, referred to as listener and speaker, to act on what they hear and make decisions quickly.

Speaking is the active use of a language to build and share meaning. To put it another way, we utilize speech to express meanings so that others can understand them. In order to communicate with people, the speaker should use proper terms in the foreign language so that the listener may understand him (Cameron, 2001).

Learners of a second language aspire to be fluent in English. Learners frequently judge their foreign language proficiency based on their ability to talk in a continuous stream. As a result, teachers strive to find the greatest method, approach, or technique for pupils to develop their speaking skills (Richards, 2008).

Brown and Yule (1983) indicated that Short, frequently disconnected utterances make up spoken language. There is a lot of overlap and repeat between speakers. When there is essentially structured grammar, the use of indefinite words, phrases, and the usage of occasional interjections, spoken language becomes less conceptually thick than other English skills.

Jones (1962) mentioned some points for the nature of speaking:

1. The organs of speech produce a sequence of sounds, which are combined with particular characteristics' to form spoken language..
2. These sound sequences are composed up of spoken sounds and glides..
3. Speech Sounds are acoustic effects created deliberately by the speech organs; they are the result of specific activities performed by these organs.
4. Speech sounds are created voluntarily; they require speech organs to be placed in specific eye locations or manipulated in specific ways.
5. Gliders are the natural and inescapable result of speaking two speech sounds one after the other; the Speaker does not have to go out of his way to make one.
6. Even to the most experienced ear, most glides are unheard or only seldom audible; most glides in English require no special care in the actual teaching of the language.

2.2.6. Requirement of successful speaking

Your ability to speak to others in an engaging and comfortable manner is reflected in your mastery of speaking abilities. Being a powerful speaker necessitates a wide range of abilities. You should be able to overcome your anxieties and concerns. To become a fluent speaker, you must put in a lot of effort, but it is not impossible.

As Devlin (2002) explained that Vocabulary, parts of speech, and requisites are all aspects of speech. For all purposes of communication, there are around 2000 different words that must be said correctly. To speak English, you don't need to know every word in the

dictionary. Furthermore, language is split into nine parts, which are referred to as the Parts of Speech. Nouns, verbs, articles, adjectives, adverbs, pronouns, adverbs, prepositions, conjunctions, and interjections are all parts of speech. The most crucial and difficult to utilize in our speech is the noun.

Perspicuity, Purity, and Precision are the three pillars of the English language. Perspicuity relies on simple language to explain thoughts clearly, ensuring that the speaker is not confronted with ambiguous or double-meaning phrases. Purity has a good command of the English language. It forbids the use of idioms, slang words, obscene phrases, outdated terminology, or unclear statements. It also does not utilize a new term unless a special word is used. Precision necessitates concise and exact expression, free of ambiguity and repetition; the style is straightforward and uncomplicated, allowing the listener to comprehend the speaker's meaning (Devlin, 2002).

Dawes (2010) pointed out that Speaking, improvisation, reading aloud, and other dramatic techniques should be taught in schools. Most professors should encourage students to communicate with their peers, the entire class, the teachers, and the entire school.

Teachers should aid all students in improving their speaking and listening abilities, providing them confidence and practice, and pricing their voice for those learners who have the confidence to express their thoughts and pass over with others. Other learners who are less confident in their ability to articulate themselves should have their views expressed orally by their instructor, who should also provide the appropriate atmosphere for them to practice their social and collaborative skills (Dawes, 2010).

Celce-Murcia (2001) believes that In the classroom, teachers should use connect speaking, listening, and pronunciation to teach multiple skills. To put it another way, teachers should employ writing and reading activities in the classroom to encourage students to talk. Furthermore, students must assume responsibility for their own education. Nowadays, learning isn't only a one-way transfer of knowledge from instructor to student; learner learn independently from teachers, friends, and the rest of the world, and the learner tries to use these opportunities to strengthen their language skills.

Clear articulation of sounds in words, sentences, and phrases, clear pronunciation of the sound, and acceptable pronunciation efficient use of the voice are all required for good communication. Some speakers are fortunate enough to be able to utilize good speech without exerting any conscious effort because they learnt to talk in prior years and have normal vocal structures. Other speakers lack the ability to rectify pitch, duration, quality, and volume issues (Gilman, 1962).

2.2.7. Factors that cause speaking difficulties

Because English is not their first tongue, non-native learners have some challenges while trying to communicate in English. For a variety of reasons, such as fear, worry, and a lack of enthusiasm, mastering a new language is difficult.

Jones (1962) emphasized that speaking English has difficulties of Five kinds in the field of pronunciation .they are as follows:

Difficulty No.1. The student must become aware of the many speech sounds that occur in the language. He should recall the pronunciation and acoustic properties of the sounds when he hears them.

Difficulty No.2. The learner must master the use of his or her vocal organ to produce a variety of foreign sounds.

Difficulty No.3. Learners must employ those sounds in their natural environments when using connected speech.

Difficulty No.4. In terms of 'sound-attributes,' the learner must master voice pitch, duration, and stress.

Difficulty No.5. The student must learn to process sounds by linking the sounds of one sequence with the sounds of the next sequence, as well as to pronounce the entire sequence rapidly and without pitching.

Difficulty No. 6. The shapes of traditional letters should be learned, as well as the relationships between normal orthography and pronunciation.

According to Celce-Murcia (2001) It was the most challenging component of using our foreign language in genuine interaction with one or more other speakers since it requires comprehending and observing the other speakers, thinking about one's own contribution, affecting that contribution, monitoring its effect, and producing it.

Gilman(1962) indicates that Anyone who manages to prepare a speech is immediately confronted with three issues:

- (1) What am I going to say?
- (2) Where can I find things to help me improve my speech?
- (3) What is the best approach for me to organize my speech in a meaningful way?

Gilman (1962) considers Fear is a typical cause of speech difficulties. Nervous tension, worry, and intense interest may accompany speaking. Fear can cause dry mouth, stomachache, and leg and knee tremors, all of which can make it difficult to talk.

Carmen (2010) declared that Learners whose mother tongue is not English have acquired English in a "non-natural" manner. That is, the learner acquired English in a manner distinct from natural language acquisition. Everyone knows that learning to speak a language first and then writing it is the most natural approach to learn a language. Learners who do not acquire English in a spontaneous manner can write in English, but they will struggle if asked to speak about the same subject. When they try to talk, the majority of the words stay on the tip of their tongue and refuse to come out.

If those words do get out, the sound will be disjointed and aimless.

According to Ur (1996), there are many factors that cause speaking difficulties, and they are as follows:

1.Inhibition. Students are upset because they make mistakes, are afraid of criticism, or are plain bashful.

2.Nothing to say. Students are unable to express themselves since they have nothing to say due to a lack of motivation.

3. Low or uneven participation. Due to big courses and the inclination of some students to play a dominant role, only a few students can speak at a time, while others speak very little or not at all.

4. Mother-tongue use. Learners prefer to communicate with their peers in their mother tongue because it is easier to communicate in and learners feel more at ease while speaking in their mother tongue.

2.2.8. Assessment of Speaking

The systematic process of measuring the accomplishment of learning outcomes using tests or other tools is known as assessment. Assessments collect data on students' learning in order to enhance it later.

According to Harmer (2007) There are two types of test item:

a. Direct test item. It investigates the ability to communicate. Direct test items, on the other hand, focus on using language in a real-life setting.

b. Indirect test item. It assesses a student's knowledge and abilities by asking them to answer questions about their receptive and productive abilities. It, on the other hand, aims to uncover students' language understanding through more ordered items like multiple choice questions.

At the end of their English classes, students will be evaluated. Teachers will evaluate students' ability to see how far they have advanced in their English studies. A test is a tool used to evaluate a student's ability, performance, or knowledge. (Brown, 2004).

According to Powers and Stansfield (1983) Test of spoken English consists of seven sections:

The first section is an ungraded "warm-up" in which students respond verbally to a series of questions such as their names, future plans, reasons for studying English, and so on).

In the second section, Learners should read a brief passage loudly after reading it silently. Learners will be graded on their ability to pronounce words correctly and speak clearly.

In the third section, Learners are given a sequence of ten incomplete phrases to finish orally in order to get the correct meaning.

The fourth section consists of six line drawings depicting an unfinished story. Learners are asked to describe the tale using the past tense and based on the illustrations.

In the fifth section, Learners examine a single line drawing and must respond to a series of spoken questions based on the image.

The sixth section consists of A series of spoken questions will be used to elicit appropriate responses from the students. Learners should respond to questions using common object descriptions and open-ended expressions regarding some difficulties with language quality and communication sufficiency from the learner.

In the seventh section, The learner should look at a written schedule and then describe it orally.

Harris and Mccann (1994) made categorization consists of informal, formal and self-assessment of speaking assessment.

Informal assessment of speaking: Because creating formal oral examinations for educational situations is difficult, informal assessment of speech assessment is highly important. The majority of informal assessment relies on students being seen and their behaviors being monitored in the classroom. The instructor uses a band scale to record and monitor what he sees and hears, providing some degree of perception so that teachers can agree on what to assess and how to analyze it.

Formal assessment: In comparison to informal evaluation, formal assessment requires more structured planning, design, and administration testing. The format of the tests varies depending on the sort of mission that serves as the foundation for the text.

Self-assessment is a tough tool because it is based on the learner's own performance in speaking exercises. As a result, there are several steps to this type of evaluation.

2.2.9. English for Specific Purposes

The learning and teaching of English as a foreign language or a second language by various learners whose primary goal is to use English in a specific zone is referred to as English for specific purposes (ESP) (Paltridge & Starfield, 2013).

2.2.9.1. Historical and Theoretical outlook on ESP

Celce-Murcia (2001) pointed out that the movement known as English for specific purposes (ESP) is founded on the idea that teaching any language should be tailored to the specific needs of students as well as the socio-cultural context in which they will use it. Adult educators are the most vocal proponents of this movement. The demands of students are more closely linked to professional, academic, or occupational environments. There has been an increase in the number of ESP proponents who work and reside in English-speaking nations, offering English vocational or English for occupational reasons programs for new immigrants, or focusing on English for business or academic purposes. ESP, on the other hand, continues to be more common in English as a foreign language environments. A large proportion of adult students are interested in learning academic or business English as a means of continuing their studies or careers at English educational institutions. As a result, many employers and educational institutions throughout the world are looking for English second or international teachers with solid ESP backgrounds.

Hutchinson and Waters (1987) mentioned The creation of ESP was triggered by three key factors: a revolution in linguistics, and a new focus on the learner in language training. Hutchinson and Waters referred to two distinct historical stages in the development of ESP. The first period was the time following World War II, also known as the postwar period. During these times, there was a significant increase in economic, scientific, and technological activities. Technology and commerce disciplines were created as a result of these advances. These two sectors necessitated the employment of coherent language as a communication tool with individuals all over the world. As a result of this revolution, English has become one of the world's most widely spoken languages.

The requirement for students to learn English for specific instrumental tasks has aided the development of ESP instruction (English for Special or Specific Purposes). As a result, the

specifics of courses and materials created to teach English in fields such as medicine, engineering, science, agriculture, tourism, and so on. Specialized English is best learned as a layer on top of a strong general English foundation. In fact, specialist English learning has become increasingly popular, with one organization recently hosting an English course as part of the educational process. (Broughton, et al, 1980).

2.2.9.2. Characteristics of ESP

Dudley and John (1998) extended definitions of ESP characterized in terms of 'absolute and variable' as follows:

Absolute Characteristics

1. ESP is tailored to meet the needs of individual students.
2. The essential approach and actions of the discipline for which ESP works were used by ESP.
3. In terms of lexis, grammar, genres, register, discourse, and study skills, ESP focuses on the language specific to these activities.

Variable Characteristics:

- (1) ESP may be associated or designed for specific disciplines.
- (2) ESP can be applied in a variety of methodologies and instructional situations that aren't necessarily related to general English.
- (3) Adult learners in advanced level institutions or in professional employment situations are likely to benefit from ESP. ESP, on the other hand, may be appropriate for secondary school kids.
- (4) ESP is generally designed for middle or high level students.
- (5) The majority of ESP courses cover some basic language system expertise.

The expansion of the language's use in specific domains around the world has created distinct motivations for learning English, as well as a desire to meet those specific demands, which has led to the ESP method to teaching and learning English. In other words, ESP has arisen to meet the unique needs of learners engaged in global economic, scientific, and technological activities. English has become the learned language of business, commerce, and technology, resulting in a new generation of learners who use the language for specific goal (Hutchinson & Waters, 1987).

According to Celce-Murcia (2001) The main focus of the ESP movement is English for occupational reasons, particularly English for business purposes (EBP) and VESL, as well as English for academic purposes (EAP). It is crucial to note that in certain countries, such as Italy, there are project-oriented curriculum for professionals in the tourist business who drive white automobiles (English for tourism). In some nations, knowing English is crucial for community development.

Kelliny (1988) declared that the shift to teaching English for particular purposes (ESP) has resulted in not just changes in course design and materials organization, but it has also stressed the underlying goal of ELT as meaningful communication that is concerned with the individual's personal requirements in a specific context. In general, such courses can be tailored to meet very precise communicative goals. The advent of ESP courses that are

tailored to the individual needs of learners has resulted in an increase in the number of ESP courses available to foreign students.

2.2.9.3. Types of ESP

As Jordan (1997) has stated that ESP has two main strands: English for Occupational, Professional, Vocational Purposes, and English for Academic Purposes (EAP). The phrase English for Educational Purposes (EEP) is no longer often used.

According to Dudley-Evans and St. Johns (1998) English for Occupational Purposes and English for Academic Purposes are the two primary components of ESP. They stated that the distinction between English for academic and English for occupational purposes is not unique because students can study and work at the same time. They also established (English for the Social Sciences), (English for Business and Economics), and (English for Science and Technology) in the field of English for Medical Purposes, which is divided into English for academic purposes and English for occupational purposes due to the fact that medical students are required to read and write articles, attend conferences, prepare papers, and speak English in foreign countries.

EPP and ESP are classified under English for Specific Academic Purposes. For example, material has been created for beginning doctors to offer them practice with patient engagement. The material is built around 23 speech functions that allow students to practice listening to lectures, reading textbooks, and other skills.

According to Mackay and Mountford (1978) Occupational demands in ESP include civil aviation, works, etc., as well as technical trades, hotels, and academic demands like as business, law, medical, engineering, and so on.

2.2.9.4. English for Medical Purposes

The term "English for Medical Purposes" (EMP) first appeared in the late twentieth century, when English became the primary worldwide language of science and medicine. Latin had been the lingua franca of medicine in the Middle Ages at the time (Taavitsainen, 2006).

Because English is the practical language of medicine in Palestine, the curriculum has been written entirely in English. The English language is used in classroom activities, communication with teachers and coworkers, presentations, dealing with course content, and assessment. As a result, students should gain accurate and confident specialist healthcare English and communication abilities.

The teaching of English to doctors, English for medical laboratories, English for nurses, English for pharmacy, and English for healthcare in the medical profession is referred to as English for Medical Purposes (EMP).

Learners in the EMP program study English with the explicit purpose of demonstrating consistent performance at work and obtaining competent medical training. The EMP course is developed to fulfill the special demands of medical learners in English language, and so covers topics and issues linked to the medical area. It may concentrate on preparing

a conversation for a medical conference, writing medical papers, or other limited skills required of a medical student (Maher, 1986).

The main goal of medical students, in addition to improving their ability to communicate in English, is to master specific idioms and language related to their field of work. So, Learners should be at the intermediate, advanced, or advanced level, with a good understanding of the language's structural patterns (Tiersky & Tiersky, 1992).

EMP is designed According to Maher (2018) as the following :

- a) to concentrate on topics and concepts that are distinctive to the medical industry
- b) to encounter the English specific needs of the medical learner.
- c) to perform a limited set of abilities, such as giving a discussion at a medical convention or writing a medical paper, which are required of medical students.

According to Virginia Allum (www.authersden.com) EMP is used in many areas :

1. For scholarly purposes, EMP is used. Healthcare professionals that wish to engage in worldwide conversations use English. They are frequently required to express themselves in English at conferences. Furthermore, nursing must employ English for research and to integrate practices into an international platform in order to progress toward a shared international standard of at least a bachelor's degree level.
2. EMP for workplace readiness. This could be part of the examination required to register as a healthcare professional.
3. EMP for use in healthcare settings where English is not the primary language. When patients desire to visit a hospital in a foreign nation, English is the common language between the patient and the health care professional. Many countries are attempting to find a suitable answer to this issue.

2.2.9.5. The Importance of Speaking English for Medical Purposes

There is a global expansion need for employing the English language over non-English speaking countries. For example, a non-native English student may be required to travel to another nation for medical treatment. Furthermore, in order to provide the greatest service, this non-native student must be fluent in English when communicating in English. As a result, the growing demand for effective English communication for medical purposes in non-English speaking countries around the world is clear.

Many Arab countries teach medicine entirely in English, while others do it in Arabic. Some of the reasons for continuing to educate medicine in English include that much intellectual, technological, and scientific information is communicated in English around the world. As a result, medical students must be fluent in English in order to attend courses or international conferences in other countries. (Sabbour et al ,2009).

As Nunan (1991) wrote that successful students can hold a decent conversation in the target language. Furthermore, the ability to communicate effectively and clearly in a second language aids learners' achievement in school and in other aspects of life. As a result, if pupils do not have the opportunity to learn English in the classroom or outside of it, they will become less engaged and driven to learn. Professors should help students enhance their speaking skills by allowing them to talk in a rich atmosphere that includes a variety of resources, collaborative work, diverse assignments, and shared knowledge.

Bouguenous (2018) declared that English is important for medical students for the following reasons:

1. Students can use English to communicate with other health professionals in English-speaking countries. Students can use English to communicate with international English speakers, make touch with them, and understand them..
2. Students can use English to communicate with international English speakers, make touch with them, and understand them.
3. Students can use English to discuss with others scientific publications, articles, and medical literature written in English..

Maher (1986) stated that English is one of the global languages in 372 of the 373 international conferences held in Europe, the Middle East, America, and Australia. In the medical industry, the English language is extremely important for communication. Furthermore, because English is a valuable tool in the government, doctors can utilize it in a variety of settings, including overseas hospitals.

2.2.10. Activities and strategies to promote speaking to Students of Medicine

Medical classroom activities are a significant role in improving a student's ability to communicate effectively in English. Activities should focus on themes that are both compulsive and appropriate for students, allowing them to properly express their opinions, ideas, and relay messages.

Hwang (2011) sought to investigate and recognize relevant teaching materials and activities in the medical classroom that include professional related vocabulary, syntax, and discourse that learners require in order to communicate effectively.

Muller (2012) presented a video game about medical terminology to non-native students who are struggling with communication skills and medical vocabulary. The study emphasized the use of games to engage and support non-native students in interacting with self-confidence while avoiding the pitfalls of muddled verbal communication.

Rogan and San Miguel (2013) have affirmed designing Creating a new program to assist students in health professions. The conditional study examined a creative curriculum called therapeutically speaking developed in 2004 for non-native students who have communication issues. The focus of this curriculum is on classroom activities and technology tools. This curriculum seeks to help non-native students enhance their communication skills with patients, increase communication competency, and increase awareness of medical terminology and staff. As a result, non-native pupils can communicate with others with confidence.

Teachers' most successful technique for increasing students' speaking skills is group talks or group work. Group discussions are beneficial because they allow students to collaborate and learn from one another. The ideas, views, and perspectives of the students are analyzed and compared. As a result, the teacher should create an environment conducive to good group work (Jolliffe,2007).

According to D'addio (1991) The lesson can include a variety of activities to accommodate the various learning needs of pupils. The focus of the activities should be on vocabulary input, with particular attention paid to pronunciation. As a result, the teacher can present a

photograph of a patient to offer the pupils an idea of what they can discuss. Visuals always help students remember information better. Furthermore, a teacher can employ a doctor-patient dialogue and have pupils listen to it before describing the same case. In addition, the teacher can design a role-playing session for the class. By employing a problem-solving activity, students can work in couples or groups to reconstruct the discourse as if they were doctors in real life.

Professors should make every speaking engagement an opportunity for students to participate. As a result, students should participate in seminars, oral presentations, questioning in lectures, articulating data and offering oral guidance, and social interaction with other students (Jordan,1997).

2.2.11. Problems of Speaking Encounter Medical Students

Medical students have difficulties not only in terms of pronunciation, linguistic competence, appropriateness awareness, and pragmatic abilities, but also in terms of psychological factors. Even though a student is completely capable of creating accurate and appropriate utterances, he may be hesitant to speak in front of his colleagues, even if they also present appropriate and correct language (Krashen ,1981).

Sheerin (1981) admitted that Ninety percent of pupils have difficulties with word pronunciation and technical language, which they do not understand anyway. As a result, an excellent pronouncing medical dictionary is necessary to assist students in accurately pronouncing words.

Chiang et al (2020) pointed out that Students have trouble hearing, especially when they go to different countries and are unable to understand the accents of the individuals they meet. Another issue is that they have a hard time articulating their thoughts and views. Students had not developed their thinking skills in English, thus they must translate English into their mother tongue in order to use it in communication. Furthermore, when the teacher asks them questions in English, they respond in their mother tongue. Furthermore, when the teacher speaks quickly, students struggle to absorb the message since they must be quick enough to keep up with him, and some students lose important information. Furthermore, some students are self-conscious when attempting to communicate and express themselves in English because they spend a long time to consider relevant vocabularies.

Chiang and his friends indicated that lack of or poor enthusiasm to speak English is reason to assume that students who are considered as good English speakers have a strong desire to improve their English. In general, though, motivation to enhance one's English skills was low. Furthermore, pursuing a health profession necessitates the use of English in a difficult and time-consuming manner, as well as a high level of enthusiasm. When they try to speak English in class, some pupils lack confidence and become nervous. Furthermore, medical phrases are difficult to understand, and they should have a large vocabulary to be able to employ them in class discussions. (Chiang et al ,2020).

2.2.12. Teacher role in EMP

In teaching English for medicine, a teacher is an expert, an activator, an adviser, and a manager. Jordan (1997) noted that one of the most important characteristics required of a medical student instructor is flexibility: the ability to switch from generic language to a specific objective, as well as the flexibility to deal with diverse groups of students through short observation.

Hwang (2011) attempted to affirm that In class, the teacher should employ relevant resources and activities. These materials and activities must be appropriate for learners and their careers, and they must include vocabulary, syntax, and discourse that are required for students to participate in both written and spoken genres. Then, in relation to performance evaluation, the teacher should execute learning outcomes and what the learner should master by the end of the course. As a result, teachers must be adaptable and knowledgeable about professional activities, as well as theoretical and practical changes.

Hutchinson and Waters (1987) remarked that ESP teachers may not necessarily need to be well-educated in the particular field, but they do need to understand the fundamental principles of the subject area, have a positive attitude toward the subject's content, and be aware of how much they already know. In order to achieve meaningful communication in the classroom, the teacher should share knowledge with pupils and be fun and open-minded.

Teachers should concentrate on the medical student's specific English language demands, as well as concerns and subject matter connected to the medical sectors, and on a limited set of skills that the medical learner may require (Maher ,1986).

Teachers must relinquish control of the classroom and offer students responsibility for their own learning. As a result, students should be aware of the importance of adopting techniques and procedures to aid them in their own learning. Medical students appear to be self-sufficient not only in terms of language acquisition, but also in terms of knowledge acquisition. Students, on the other hand, will not be able to be self-sufficient if professors continue to educate from a traditional perspective. Teachers should encourage students to learn for themselves. Furthermore, the teacher is responsible for supporting students in acquiring the required skills and information to achieve their objectives. Rather than managing students, the teacher's function in learning activities is that of a counselor and organizer. He values and respects his students, and he understands that in order to create the ideal learning environment, he must create the most favorable conditions in the classroom. The instructor values pupils, listens to their opinions, stimulates them, instills confidence in them, and empathizes with their concerns. The teacher should be patient with his students, which will increase everyone's engagement and happiness in class. Without a doubt, the most crucial duty of the teacher is to employ the most successful tactics and to communicate effective strategies to the students (Bouguenous, 2018).

2.2.13. Syllabus design for speaking in EMP

The language of instruction in Palestinian universities for health professionals is English. As a result, learners require English to cope with the content of many disciplines in the medical curriculum, as well as to communicate with teachers and other students.

Maher (1986) has reminded us that EMP courses, like all kinds of ESP, should be tailored to the learners' goals and objectives, which means focusing first on who these medical learners are and what their goals are. He's also mentioned the requirement for a specialized syllabus that will boost an English language course's communicative success. For example, there have been attempts to develop courses utilizing instructional approaches like problem-based learning and content-based learning. Furthermore, in EMP courses, the usage of equipment has been emphasized as an important part of conducting technical real-life communication in the classroom.

Hutchinson and Waters (1987) argued that the process of developing a syllabus should be more interactive and dynamic. To put it another way, at every stage of the design process, all elements that deal with learning must be supported by play.

According to Duddley and St.John (1998) The aim of an ESP course for the Medical Department should be such English Specific Purposes, which are necessary in laboratories and hospitals. While it may be concerned with the specific terms used for communication in laboratories and hospitals in its objective examination. As a result, teachers may be able to use materials about English terms to communicate with other doctors, patients, and so on.

Hwang (2011) found that using general English in the freshman year, followed by medical English in the second and third years, was the finest decoration of curricular design for the English syllabus.

Setiawati (2016) discussed in his research The importance of learning courses necessitates a focus on learner-centered courses, as well as an interest in curriculum development and design to meet learners' individual needs.

Grammar has typically not been taught in medical school with a discussion of grammatical rules. Students should, however, be permitted to recognize the rules on their own. Furthermore, students should take an active role in the course design since the student-centered method is a key aspect of modern English language course design, which is vital for students to continue studying after the course ends and helps them grow their confidence and happiness (Bouguenous, 2018).

Celce-Murcia et al (1996) pointed out that The first consideration in creating a syllabus is to offer the learners themselves a sense of importance or impressiveness. As a result, course designers should consider a linguistic concern, taking into account factors such as the learners' prior language, openness to the target language, learners' ages, and learners' attitude toward the target language and motivation to achieve coherent speech patterns in the second language.

2.2.14. Requirements of communication skills in EMP context

Meehan (2004) pointed up the following required areas of communication skills in EMP context:

1. Oral Skills
 - a. Pronunciation: the use of individual sounds with attention to areas of difficulty for specific language groups, such as rhythm, intonation, and sentence and word stress, all of which can cause major miscommunication issues and reduce a learner's fluency.
 - b. Presentation Skills entails the organization of a presentation as well as the use of appropriate strategies. Voice, pace, body language, and sign usage are all important in medical meetings and while handing off cases to superiors.
 - c. Teaching abilities: this includes representing procedures and introducing content to patients or juniors in a clear and understandable manner.
 - d. Doctor-Patient Conversation: greetings, obtaining the history of the patient's complaints, presenting physicals, proposing therapies, and closing the meeting are all part of the doctor-patient conversation. Learning to explain diagnostic procedures or medical disorders can help learners feel more competent when they start communicating with patients by teaching them how to ask open-ended questions, express sympathy, discuss treatment, and deliver bad news.
 - e. Discussion/Collaboration: going into the debate, asking for opinions, expressing their issue, agreeing and disagreeing, providing suggestions, or requesting and giving clarification may be done with colleagues, professors, or at medical conferences and seminars.
 - f. Daily Communications Skills: these skills contain contact with other hospital staff, make phone calls, requesting tests or discussion, and interacting with other.
 - g. Spontaneous Conversation Skills: Practice unplanned responses to various themes without any preparation by practicing spontaneous conversation skills. How to handle casual conversation scenarios, such as chatting with patients
2. Writing Skills
 - a. The Medical Paper: it entails creating papers for journals that comprise an abstract, introduction, methods, results, and discussion, as well as the overall arrangement.
 - b. Language Functions in Medical Writing: learner The student should be able to define, compare, predict, express necessity, express purpose, express cause and effect, and make recommendations.
 - c. Everyday Writing : such as letters, notes, charts, etc.
3. Listening Skills
 - a. Formal Presentations: Listening or taking notes for organization, others by using formal medical presentations.
 - b. Everyday Conversations: In order to develop experience with inference, expressions, tone, and idioms, students should listen carefully in genuine conversations. and to increase patients' and colleagues' knowledge of what may occur in a medical practice
 - c. Listening Etiquette: rules of listening is important for interruption, turn-taking etc. This can assist students in avoiding breakups and allow patients to be open about their worries.

4. Reading Skills

General : Comprehension reading, scanning, skimming, identifying emotion, appeal word and sentence attack, etc. These skills are essential in the task of reading scientific medical papers and journals.

5. Vocabulary Skills

- a. Word Study Skills: it contains using suffixes and prefixes, stem, dictionaries , and context clues.
- b. Vocabulary Differences: differences are between medical practitioner and patient terminology.

6. Cultural Awareness

- a. Cultural principles and norms in the relationship between doctor and patient which include differentiation of cultural images of these roles.
- b. comprehension of social cover of the culture.
- c. comprehension culturally sustainable boundaries : what are the acceptable to ask for a physician.

2.3. Related Studies

Some studies have conveyed the subject of English language speaking difficulties that face health profession students in universities and their point of view.

As a result, this study attempted to describe how advanced research relates to past statistics research. It also assists the researcher in comparing his findings to those of other similar studies in order to determine the role of this study and its relationship to other studies. To do so, the researcher must review some of the previous studies and researches relevant to the subject of this study, both Arab and global studies.

2.3.1. Related Studies for English language speaking difficulties that face medical profession students

Al-Roud (2016) has conducted a study that aims at finding out the problems that the students of southern region universities in Jordan encounter in English speaking skill. The sample consists of (239) male and female students. The instrument includes 27 items divided into 4 domains. The results indicated that there are statistically significant differences to the variable of university for all the domains of speaking problems. Those differences were in favor of Tafila Technical University. The results also indicated that there are statistically significant differences attributed to the variable of gender definitely in social domain, where females were mostly affected than males in English language speaking skill.

Al-Jama and Al-Jamal (2014) have conducted a study that aimed at describing difficulties that may be encountered at an EFL setting. The sample was stratified random as drawn from six Jordanian public universities. Survey questionnaires as well as semi-structured interviews were constructed. 64 students were interviewed out of 566 students who responded to a survey questionnaire. The findings of the study exposed a perceived failure

of EFL students' speaking skill in English was reported together with reasons that explain such perceived difficulty. The results of the study showed a 'low' speaking proficiency level among EFL undergraduates along with negligible instruction of the speaking skill at university courses' level. More highlighted difficulties by this study were as these of: communication in L1, large classes, and lack of time.

Al Hosni, (2014) has conducted a study based on Speaking Difficulties Encountered by Young EFL Learners. This study is a case study. The population consisted of grade 5 teachers and students in basic education schools in Oman. (4) English teachers and (3) classes from one school were involved. Researcher used three instruments, and they are lesson observations, interviews, and curriculum analysis. The data collected on this issue revealed that there are three major speaking difficulties encountered by the students at this level, and they are linguistic difficulties, mother tongue use, and inhibition. The findings of this study suggest that grade 5 students encounter some speaking difficulties that can be overcome by putting more emphasis on this skill. Many issues related to teachers, teaching strategies, curriculum, extracurricular activities, and assessment regulation should be considered. Teachers need to be trained on how to integrate speaking to other skills and how to teach it communicatively. Their awareness of how language is acquired and learned should be raised. Moreover, teachers need to be enlightened on the different teaching strategies that may reduce their use of L1 in their classes. In order for the curriculum to provide students with frequent opportunities of speaking, communicative tasks should be included. Those tasks should focus on getting students to convey the meaning rather than the form.

Aprialita (2018) have conducted a study was based on English speaking difficulties faced by Jordanian international students at university of Muhammadiyah Surakarta. The researcher used qualitative method and hermeneutic phenomenology as an approach to collect and analyze data with semi-structured interview techniques in order to produce descriptive data appropriate from the participants perspective. The results of this research showed English speaking difficulties faced by Jordanian international students for the reasons such as anxiety, shame, and self -confidence. So, Jordanian international students should more practice English. In addition, they also have to interact with international students from different country and local students to overcome this difficulty.

Abu El Enein (2011) conducted a study aimed to explore difficulties encountering English majors in giving academic oral presentations during class. researcher applied two tools, a questionnaire and an interview card. Through the interview card, the researcher elicited difficulties from (47) English majors throughout using main criteria of academic oral presentations. The study shown that more than 58% of the students were in agreement that speakers don't act cheerfully and smile when speaking, Presenter is unable to use tools such LCD effectively, Speakers don't keep eye-contact with audience, Speakers don't stick to the objectives of the speech and Speakers don't use appropriate transitional words and clear signals were serious difficulties encountering English majors in giving academic oral presentation. In light of the interview card, these findings were found: purpose statement of the presentation isn't explicit, there isn't a good choice of the topic, objectives aren't clear, there isn't a good connection of ideas, there aren't well structured and clear conclusions and the presenter doesn't use suitable gestures to keep audience's attention

were major difficulties encountering students in giving academic oral presentations through the main criteria of academic oral presentation of the interview card. Moreover, results showed, according to the two tools, that there were no statistically significant differences at ($\alpha \leq 0.05$) due to classification. But there were statistically significant differences in favor of females due to gender through interview card.

Olsson (2018) has conducted a study aimed to investigate speaking in the EFL classroom. The method used for this study was qualitative, semi structured interviews with (4) EFL teachers of different secondary schools in south of Sweden. The results of this study showed that the four teachers used different oral activities very often in their teaching, especially different kinds of discussions. The oral activities were often connected to other projects and assignments that included other skills such as reading and writing. Therefore, the oral proficiency activities were only said to be clearly planned and assessed once or twice per term. Moreover, the four teachers main focus when assessing the students' oral proficiency seemed to be phenomena like fluency, clearness, adaption to purpose and strategy usage.

Olivares (2020) conducted a study that aimed to investigate EFL students' difficulties in speaking:. This descriptive study aimed at EFL students' difficulties in speaking. Fifty students between ten to thirteen years old participated in this research. They belonged to a public school in Guayaquil, Ecuador. They were at A1 level according to the Common European Framework. In this descriptive study, quantitative and qualitative data was analyzed. The instruments applied for the study were a demographic survey, a Likert scale survey and two open-ended questions. The findings disclosed that the participants had problems with pronunciation and fluency. They do not perform activities to enhance speaking skills in classes. Regarding students' perspectives, results disclosed that learners are neutral about pair-working. The findings might have implications for EFL researchers, teachers, and learners.

Yaseen (2018) has conducted a study that aims at examining factors affecting grade 10 EFL Students in Jordanian Private schools. The researcher selected a representative sample of 150 grade 10 male and female students, from two private schools in Jordan in addition to six grade-ten English teachers and six English language supervisors. the researcher used a mixed design of qualitative and quantitative data to obtain the results. A questionnaire was administered to the sample of the study, and semi structured interviews were conducted with six grades -ten English language teachers and six English Language supervisors. The findings revealed that students encountered many difficulties that caused the existence of these factors, such as anxiety, lack of motivation, lack of encouragement, fear of criticism by peers and the intense use of Arabic in class. Moreover, the findings also uncovered that teachers play a significant role in running and planning the speaking lessons. The results also indicated that some teachers might not have a sufficient number of English lessons to include the speaking task. Adding to that, some teachers lack the required training, strategies and techniques to manage a speaking lesson. Other factors that the study unveiled were related to educational and surrounding environment, in terms of using technological teaching aids and a convenient number of students in class.

Al- Eiadeh, et al (2016) have conducted a study aimed to enhance the oral communication skills (conversations) of ANU students. The methodology of this research project was the

qualitative type . The sample of the study consisted of 20 students (12 female students and 8 male students) all of them are studying English language, the majority of the sample were the seniors and juniors students, while freshman were minority students. The researchers used random sample method. To achieve the objectives of the present study, the researchers used semi structured interview as an instrument for data collection. The results of this study revealed that the students of ANU face many problems related to speaking skill, such as confusion and embarrassment; students did not learn speaking lessons correctly at school, and face difficulty in pronouncing some words. The results also showed that the most frequent problems were the limited amount of vocabulary among students, while the least frequent problems were the difficulty in understanding questions. This study also presented some of appropriate solutions to overcome the weakness in speaking skill, such as practicing speaking English inside and outside the classroom effectively, using the modern social media to communicate in English and to express the students feelings and needs.

Huda (2018) has conducted a study that aimed to investigate speaking anxiety in the presentation of EFL students. The method used in this study was descriptive qualitative method. 41 students of 1C was selected to be participants. The data were gathered through questionnaire and semi- structured interviews. The result of the study showed that anxiety was exist in freshmen of UIN Walisongo Semarang in specifically in 1C of English Department. It can be seen from the result of mean score of questionnaire's result that the average score of student anxiety is in the existing class. The result of factors that contribute to students' speaking anxiety during presentation were overthinking, lack of preparation, bad experience, low proficiency, low self -confidence, afraid of making mistakes, and test. Ryu (2002) has conducted a study on pronunciation of English as a second or foreign language learners. Researcher used quantitative and qualitative method to collect data. The study suggests that supra segmental properties, including stress, rhythm, and intonation, have a great influence on learner's pronunciation. Supra segmental tends to be perceived as foreign accent more than deviance in segments and that supra segmental can signal implicit messages in various ways which syntax or lexical choice cannot. Regardless of its significant role in pronunciation, the acquisition of supra segmental, especially rhythm, is believed to emerge at the most advanced stage in second language learning.

Al-Muhtaseb (2015) conducted a study that aimed to assess the teaching practices of the English oral skills at the Palestinian universities. A descriptive analysis was made using quantitative and qualitative methods. Data were collected by means of a questionnaire given to 152 students. Another questionnaire was given to the oral class teachers, in addition to a semi-structured interview. To verify data, class observation was also made. The results showed that the majority of students did not make effort to reach high level of competency in speaking. It was also found that the method of assessment was mainly made by one-sided oral presentations rather than interactive dialogues. In addition, the majority of teachers did not use standard rubrics for assessment. Though teachers claimed using the Communicative Approach and Task-based Learning, there is medium success in developing their students' fluency. Teachers claimed that such lack of success is due to overcrowded classes, lack of time, and lack of using technology, in addition to students' insufficient efforts to prepare for the oral class. The study recommends that interconnected

efforts by the students, the teachers, and the English Departments altogether should be increased to enhance students' oral fluency.

Niazi (2002) conducted a study dealing with English for Medical Purposes as a case of English for Specific Purposes. The study depended on descriptive methods for collecting data. The researcher has opted qualitative and quantitative methods for carrying out research keeping various considerations in view methods. The researcher designed four questionnaires for which helped in gathering information from each of 115 the members of medical discourse community: the students of medicine, teachers of medicine, medical trainees and medical administrators. The result of the study showed that there is a need of English course in medical colleges adjusted with an aim to meet academic and occupational medical needs of learners. Moreover, it is essential to bridge the gap between current and required levels of linguistic inadequacies of medical students keeping under guard their academic and occupational needs. So that, English course should be integrated with all four skills (speaking, listening, reading and writing) emphasizing on medical activities and thus specific teaching methodologies.

Abu Safiyeh (2021) conducted a study which aimed to Analyze the English for specific purposes needs of medical students The study depended on descriptive methods through collect data. Researcher utilized two assortments of questionnaires, one for instructors and another for learners. The findings show that medical students consider all English language skills are significant for their studying at the Faculty of Medicine, the researcher found that students need to get training in all English language skills in order to improve them and to use the English language effectively in their studying at the College of Medicine.

Skelton and Richards (2021) have conducted a study that addressed Communication for Medicine. The study used qualitative research. The result of the survey showed that It should be a continuing sense of overlap between teachers and researchers in EMP/LMP and CC.I. Moreover as teachers and course writers, it may be that the published work to date the literature, but also the online contributions will help teacher to develop and to have the interest to motivate themselves to do new things, and to motivate their students, too.

Aniqoh (2018) conducted a study that addressed Need Analysis of ESP Materials for the Medical Laboratory Technology Students in The Health Polytechnics Semarang. Researcher used a qualitative method, in addition to questionnaires and interviews. Sample of this study were 80 participants from medical laboratory technology students. Researcher found that all four of the language skills were necessary for their academic studies and their target career, and designing ESP materials based on students' needs and lecturers' needs used in the Medical Laboratory Technology is very important.

Khan (2020) conducted a study aiming to Necessity of ESP Courses for Medical and Science Students. The researcher adopted the quality and quantity methods. Data collection procedures were two questioners, one for teacher and the other for students, in addition to class observation. The study sample comprised of (68) students and (20) instructors in the Faculty of Dentistry at Najran University. The results showed the importance of ESP course that plays an important role in teaching Science and Medicine students.

Sabbour, et al (2009) conducted a study of Language barriers in medical education and attitudes towards Arabization of medicine. This study was descriptive qualitative with two

questionnaires survey of 326 medical students and 110 faculty staff members in the Faculty of Medicine, Ain Shams University . The results showed that the idea of teaching some medical courses in Arabic is not impossible and that teaching interventions are necessary for students whose English language is not enough.

Tasci (2007) conducted a study on An Analysis of Medical Students' English Language Needs. The researcher prepared questionnaires and interviews , Completed questionnaires were collected from 173 currently enrolled students and 58 academicians. The results showed that both the students and the instructors responded that (speaking, listening, reading and writing) skills are important for the medical students to be successful in their academic studies and to communicate with foreign patients.

Bouguenous (2018) conducted a study on The Need for Teaching Effective ESP Courses for Medical Students in Algeria. Three main tools of research were relied on to collect the necessary data. These include a questionnaire submitted to 150 students of the medical faculty and another one submitted to 5 ESP teachers, added to an interview with the Dean of the medical faculty of Sidi Belabes University. The results showed that there's no extant of real ESP courses for medical students in the field and there's no of any type of training for supposed ESP teachers in the medical faculty. Additionally, the participants showed a exceptional weakness in general English competence. Moreover , they need to develop the four skills all together belonging to the interactive skills such as: listening and speaking of prior importance and to design an ESP course for medical students should be made on the basis of analyzing students' language and learning needs.

Ruteng, et al (2016) conducted a study on Obstacles in Learning to Speak English Faced by Nurse Students of Stikes Santu Paulus Ruteng. To address the study, the researcher chose qualitative approach to collect data in the form of field note, observation and interview which are described qualitatively. The number of participants were (10) students. The study showed that there is a great need to study of the problems faced by the nurse students and then develop appropriate strategies to improve their speaking ability in English as a foreign language. This study attempted to look for pedagogical methods which could help hand out with the problems of learning to speak English. By adapting the process-oriented approach could be a more successful strategy presenting a positive, collaborative and encouraging learning.

Sursattayawong (2006) conducted a study on a Survey of English Speaking Problems of Nurses at Rajavithi Hospital. The questionnaire consisted of five parts, it based on the informal interview questions with the nurses to study English speaking skill of nurses. Data were collected from 20 professional nurses who randomly selected to be the representative of the total number of nurses. The findings of this study confirmed that speaking was an important skill for nurses. The nurses looked to be interested in the importance of speaking English for communication in order to get better job opportunities. The nurses need to improve their speaking proficiency for their professions in order to communicate more easily with foreign patients. The training programs for the nurses should emphasize speaking skill.

Hossain , et al (2010) conducted a study which aimed to focus on English as a meduim of instruction problem for undergraduate medical students. The study depended on two sets of questions were prepared as the instrument of the test. The questions included in the two

sets were close-ended and called for different types of response. In constructing questions. The results showed that there were extent of weakness of the students in expressing their knowledge, so a short list may be prepared and given to the students and teachers. A course on English language was present previously which was desisted on account of ineffectiveness and time constrain. There is a scope of English specialists ,course planners, and medical teachers to work together to discover practical approach to solve the current problem pointed in this study.

Maharani, et al (2020) conducted a study on An Analysis of Pronunciation Errors Made by Medical Students. The study depended on the descriptive qualitative method. The findings had important implications for English teaching at the department of Economic Sciences. First, it was important to take into account the target learners' level of proficiency in English before starting to design the ESP program. This significantly helped in determining the study needs of the students. Second, the selection of the language materials should be relevant to their future work and to future research. The inclusion of materials from the subject matter of the students will motivate them to learn English effectively. The results showed that there was variety of pronunciation errors made by medical student. pronunciation errors are classified into three types: developmental errors, interference errors, and intralingua errors. In speaking, teacher and students had their effect to each other. The teacher has responsibility to convey and assess the error of students. In addition, students also should be more dynamic in look over and correcting the pronunciation themselves. They have to create and improve their pronunciation capacity . in compliance with this reason, it is important to appeal a suitable learning model to reduce pronunciation errors produced by students.

Rudy and Draji (2017) conducted a study aimed to make an Analysis of Interferences on English for Medical Purpose Speaking Activity. The methodology was descriptive analysis study. The sample consisted of (4) medical students. Result showed that among four language transfers or interferences, phonological and grammatical interferences were prominent. As addition generalization and fossilization can be observed. Students did less English pronunciation practice in the class. So ,Teachers at Medical Class should introduce medical terms in English together with the pronunciation. The pronunciation recital should be scheduled before speaking activity. Teachers at Medical Class should introduce medical terms in English together with the pronunciation. The pronunciation recital should be scheduled before speaking activity.

Argawal (2002) conducted a study about Assessment of Interpersonal Communication Skills of Intern Doctors. The sample of the study was Ten Intern doctors comprising 25 % of the total number in Institute of medicine . Four interviews with patients coming to the outpatient department of Internal Medicine. All the interviews were video-recorded. Two trained staff members scored the video recorded interviews independently. The results showed that over all intern doctors are deficient in almost all the components of interpersonal communication skills. A communication skills training course in undergraduate medical education could improve the existing situation in their country.

Lodhi, et al (2018) conducted a study aiming to investigate English for Doctors: An ESP Approach to Needs Analysis and Course Design For Medical Students. The data was collected, analyzed and interpreted quantitatively by administering questionnaire among

medical students and doctors. The findings revealed that there is huge gap between the acquired competencies of doctors with their desired level of English proficiency skills. Majority of the respondents stressed upon the need to introduce English language courses and workshops for medical students and doctors respectively, so that they may fulfill their communicative needs in effective way.

Juita (2021) conducted a study about the speaking assessment for students of medical laboratory technology. The methodology was a descriptive quantitative study where data gathered and subsequently analyze to describe a phenomena of interest . The numerical data were collected from the result of speaking assessment of the students of Medical Laboratory Technology at Akademi Kesehatan John Paul II Pekanbaru. There were (102) students who had been assessed. The instrument of this study was rubric assessment with four aspects assessed: grammar, vocabulary, fluency, and pronunciation. The average speaking performance was 2.25 in satisfactory level. The lowest result was grammar with the average score of 2.56 in satisfactory category, whereas the highest result was pronunciation, 3.08, good category. The results of vocabulary and fluency were 2.79 and 2.82 in satisfactory level. In conclusion, students' speaking performances were still in satisfactory level. Improvements were needed in grammar, vocabulary and fluency

Ghobain (2010) conducted a study aiming to investigate ESP in Medical Schools and the Balance between EFL and ELF from Students' Perspective. The study adopted a qualitative paradigm design using interviews as the main source of data. Questionnaires were also employed to reach as many participants as possible bearing in mind the limited number of informants interviewed. The results showed that although participants preferred native models, they also accepted other 'Englishes' and expressed willingness to know more about their characteristics particularly pronunciation. The results also showed that despite students' preference for native varieties in general, they were still in favor of teachers with knowledge and experience even if their intelligibility was not agreed upon. Generally speaking, the results show elements of contradiction and this may be justified by the co-constructive nature of the research.

Alqurashi (2016) reviewed the English for Medical Purposes for Saudi Medical and Health Professionals. This study explored the English language needs of 156 Saudi fellowship doctors and students of medical majors who are enrolled at medical and training programs in Australian hospitals and universities. Data were collected via a questionnaire adopted from a previous study. Results emphasize the findings of previous studies that learners usually attach high importance to any skills that they use frequently to help them achieve the utmost aim of improving their language abilities. In addition, the study findings suggest current college English language courses for medical majors need to focus more on improving language-related aspects like fluency, understanding, accuracy, and structure. Such changes are necessary to prepare doctors and medical professionals for work in medical jobs that depend on heavy usage of the English language and also improving communicative competence aspects to ensure smooth cultural interaction with co-workers from all around the world. The study concludes by pointing that there is a critical need to restructure English for medical purposes programs in Saudi Arabia to make better course design, content, and materials responsive to target language learners' own future goals.

2.3.2. Comment on Previous Studies

Previous studies which were used in this study are related to English language speaking difficulties that face medical profession students. It sheds lights on some essential issues that seek to determine the difficulties of the speaking and find the possible solutions. Some studies have focused on the role of psychological and social aspects in students' challenges. The other research concentrate on psychological and social challenges that influence speaking difficulties, even to natural speakers of English language. As a result, a questionnaire and interview card were created expressly for this purpose. Furthermore, first-hand data was gathered to identify points of weakness and strength in order to avoid and overcome these challenges, as well as to accomplish an active giving of the speech. To some extent, the researcher drew on past research to anticipate the various challenges that EFL learners face when giving effective speaking.

2.4. Summary

This chapter was devoted to explore the literature review and studies related to **English language speaking difficulties that face medical profession students**. First of all, a theoretical background about the speaking skill was introduced in terms of component, significance of speaking, nature of speaking, problems, requirements, activities and assessment of speaking skill. Secondly, ESP field, its development, characters, types. (EMP and most important issues that associated with this field). Lastly, relevant studies to the topic. performances were all presented and discussed. All methods, samples , finding and results of these studies have used in this section. The results will be used in the discussion whether as defenders or as opponents.

Chapter Three

3. Methods and Procedures

3.1. Introduction

This chapter discusses the methodology and design of the study in details. It gives information about the population and sample of subjects from whom data was collected, research instruments which were used for data collection; the questionnaire, reliability and validity of the instruments, the pilot study data, collection procedures and finally , it introduces variables of the study.

3.2. Methodology

The current study depended on the descriptive method to achieve the required data and to describe the study phenomena . since it is suitable for this kind of research and study purposes. The descriptive approach examines the case as in actuality; it analyzes information and then draws out results .

3.3. Population of the Study

Population of the study consisted of all the junior undergraduate students in the first semester of the academic year 2021-2022 in the Faculty of Public Health at Al-Quds University. The total number was (680) male and female learners according to Deanship of Registration and Admission of Al-Quds University.

3.4. Sample of the Study

In this research, sample of the study were recognized by using the stratified random sample. The sample of the study consisted of (120) junior undergraduate students in the first semester of the academic year 2021-2022 in Faculty of Public Health at Al-Quds University. The researcher used a selected simple random stratified sampling to respond to the questionnaire. The sample consisted of the students of Medical laboratory, students of nursing, students of pharmacy, and students of medicine. Medical Laboratory Sciences who was accepted in Medical Laboratory Sciences after successfully graduation from secondary school/ scientific stream with an average in accordance with the requirements of

the university in that particular year, almost 88% . Medical students should finish at least five academic years at the university. Students enrolled in Al-Quds University's Nursing Department are also eligible. After successfully graduating from secondary school/scientific stream with an average of almost 70% in line with the university's requirements in that specific year, the student will be accepted into Nursing Sciences. Furthermore, there are students who are studying The Faculty of Pharmacy at Al-Quds University. These student had a secondary school (Tawjihi) scientific branch at the average of 80% and above. A student should successfully complete the requirements of at least five academic years. Moreover, student who are studying at Faculty of Medicine. Minimum score requirements in the high school certificate exam (Tawjihi) is 96% for regular Track and 94% for parallel Track. Students have to finish six -years in this faculty. (Al-Quds university ,2021).

The sample was distributed according to the independent variables of gender, specialization and GPA level as shown in the table (3.1).

Table (3.1): Students sample distribution according to the independent variables (gender, specialization level, achievement level)

Students' sample			
Variables	Level	Frequencies	Percentage
Gender	Male	47	39.2%
	Female	73	60.8%
Total		120	100%
Specialization	Medical lab science	30	25%
	Nursing	30	25%
	Pharmacy	30	25%
	Medicine	30	25%
Total		120	100%
GPA	60-69%	3	2.5%
	70-79%	41	43.2%
	80-89%	71	59.2%
	90-100%	5	4.2%
Total		120	100%

Table (3.1) shows the distribution of the study sample by gender variable (39.2%) for male and (60.8%) for female. The variable of specialization level shows that (25%) for Medical lab science, (25%) for Nursing, (25%) for Pharmacy, and (25%) for Medicine. The variable of GPA level shows that (2.5%) for 60-69% ,(43.2%) for 70-789%, (59.2%) for 80-89%,and (4.2%) for 90-100%..

3.5. Instruments

The researcher used the following instrument to achieve the purpose of the study:

Questionnaire:

The questionnaire was structured as the following:

Section One: Demographic information on three of the students' variables: gender, specialization level and GPA level.

Section Two: Data on the first dependent variable which was developed to investigate English language speaking difficulties that face medical profession students at Al-Quds University. This section consists of four domains: The first domain is psychological domain which contains 8 sections. The second one is Instructor domain which contains 8 sections. The third domain is social domain which contains 5 sections, and the last domain is Linguistic domain which consists 5 sections.

The first phase in the questionnaire construction process was to produce a list of items that explained the type of information that would be collected. As a result, I compiled a list of connected themes and issues that were important in medical communication . To compile this list, I researched relevant literature on speaking difficulties face medical students, including previously published studies. I discussed all points with my supervisor, then I organized all of the possible domains that were relevant to speaking.

Thus, questionnaires were finally constructed on the basis of information gathered from instructions of my supervisor as well as on the basis of questionnaires used in previous studies , such as (Al-Roud, 2016) . As a result , I designed one questionnaire for the students of public health.

Section Two was intended to elicit the information by using Likert scale with four-points, ranging from strongly disagree to strongly agree (strongly disagree, disagree, agree, strongly agree).

(See appendix I).

3.6. Validity of the instrument

The questionnaire was approved and evaluated by professional respondents of professional experts in the field from Hebron University. To check their validity, the panel of experts were asked to estimate the appropriateness of the instruments to the study purpose. They gave feedback and asked the researcher to make some modifications. The researcher did what is best for the study, and then she finally use it with medical learners.

Validity: The questionnaire has been handed to a number of concerned experts, from English professors, for evaluation. These referees kindly presented their views on the

questioner in terms of its content, clarity of items' meaning and suitability. They also proposed what they deem necessary to modify the formulation of items in order to avoid any misunderstanding and to assure that the questionnaire meets aims of the study. They suggested that I have to change some words by others, and I have to make some harmony between words in English and Arabic. The final copy of the questionnaire was modified according to the experts' recommendations.

3.7. Reliability of the instrument

3.7.1. Reliability of the questionnaire:

The researcher verified the reliability of the questionnaire by calculating the reliability of the total degree for the items of the study according to the reliability equation Cronbach alpha. The reliability statistics for the total score of the items of the English language speaking difficulties that face medical profession students at Al-Quds University was based on this finding the questionnaire developed was considered to be a reliable instrument. Thus, it consistently meets the purposes of study. The following table shows the reliability degree for the sections of the questionnaire.

Table (3.2): Reliability of study instrument

Domain	Items	Reliability
Total score[1] Psychological	8	0.778
Total score[2] Instructor	8	0.720
Total score[3] Social	5	0.690
Total score[4] Linguistic	5	0.869
Total Degree	26	0.887

It can be noticed from table (3.3) that there is a good and acceptable statistical rate of the total items related to English language speaking difficulties that face medical profession students at Al-Quds University from their point views where the reliability of the total degree is [0.887], and a good percentage of the total items related to Psychological, Instructor, Social, Linguistic the reliability of the total degree is between [0.690 - 0.778].

3.7.2. The pilot study

The pilot study was conducted on 20 third year students in the faculty of public health at Al-Quds university in both genders (females and males), as a pilot sample, and a questionnaire was given out to them to find out the range of the difficulties in order to build the main study tool. The students found that some sentences are unclear, and they felt

that the time is not enough to answer all the domains, so the researcher rectified the questionnaire according to the pilot study.

3.8. Procedures

The researcher implemented the following procedures to carry out this study.

1. After determining the statement of the problem, the population and the sample of the study, the researcher prepared the study instruments, which was a questionnaire to elicit the responses English language speaking difficulties that face medical profession students at Al-Quds University from their point views.
2. the instrument was presented to a group of expert arbitrators to take their observations and suggestions in consideration in terms of content and construction of instruments so that the researcher can reach the final form of the questionnaire [see Appendix II and III].
3. The final form of the instrument was tested through a pilot study.
4. The researcher obtained permission to conduct this research in Faculty of Public Health at Al-Quds university. As a result, she went to Department of Curriculum and Teaching Methods zat Al-Quds university. In consequence of obtaining the information from four different specializations at Al-Quds University's Faculty of Public Health, she supplied the permission paper for the dean of faculty of medicine, nursing, pharmacy, and medical laboratory. [See Appendix IV].
5. In the third week of September, the researcher began gathering data from medical students. I gave students all directions and information which are necessary to be conscious of the questionnaire. Students filled out questionnaires at the beginning of their lecture. Thus the teachers and the students were very cooperative.
6. Obtaining a letter of approval from Research Ethics Subcommittee in the faculty of educational sciences [see appendix V].
7. Verifying validity of the questionnaire by displaying it to a number of academic staff and experts in the field,[see appendix 11]. Moreover, testing the reliability of questionnaire by using equation Cronbach Alph.
8. The questionnaire was only given to medical students during class time by the researcher. The participants were asked to answer to statements structured on a four-point scale in order to identify their speaking issues (Strongly agree, agree, strongly disagree and disagree). To minimize any misunderstandings, the researcher gave oral instructions to the responders in Arabic and she gave them enough time to fill-in Finally, the questionnaire data was displayed, and frequencies and percentages were determined, after that the researcher collected the questionnaire to be ready for analysis and discussion
9. Questionnaire was computed and analyzed using SPSS.
10. The results were gathered and analyzed by using the descriptive and inferential statistics. Simple tables with numbers and title were used for each result.
11. Explain the information to reveal whether the results agree or not with previous studies.

12. Give recommendations for the researchers to carry on more studies.
13. Using APA (American Physiological Association) style in writing the reference.

3.9. Study design

The study employed the descriptive method by quantitative research instrument which was one questionnaire which provides a concise and logical process for established research question(s) through data collection, interpretation, analysis, and discussion. as well as data gathering procedures and a statistical analysis. This method is adopted due to its relevance and suitability to the purpose of the study.

3.10. Variables of the study

3.10.1. Independent variables:

1. **Gender:** (male, female).
2. **Specialization:** Medical lab science, Nursing, Pharmacy, Medicine).
3. **GPA level:** (60-69%, 70-79%, 80-89%, 90-100%).

3.10.2. Dependent variables:

English language speaking difficulties that face medical profession students at Al-Quds University from their perspectives.

3.11. Data analysis

In order to analyze the data, collecting the questionnaires of the study, they were coded by giving certain numbers to prepare them for statistical analysis. The researcher used the Statistical Package for Social Science [SPSS] using descriptive and analytical statistics [means, frequencies, and percentage, Standard Deviation, Independent t-test, one-way ANOVA, Cronbach Alpha and LSD].

3.12. Correction of the questionnaire

The researchers gave each level of degree of approval a certain degree, strongly agree (4), agree (3), disagree (2), strongly disagree (1) .

The Likert scale was employed in questionnaires and as a means of assessing behavior, particularly in the field of statistics. The scale is based on the degree of impact or non-impact reactions.

3.13. Correction key:

Table (3.2) the correction key levels

Mean	Degree
1.00 – 1.74	Very Low
1.75 -2.49	Low
2.50- 3.24	Moderate
3.25- 4.00	High

Chapter Four

4. Results

4.1. Introduction

The purpose of this study is to investigate English language speaking difficulties that face medical profession students at Al-Quds University from their point views. The results of this study are presented in this chapter by discussing research questions in light of students' survey questionnaire. The result from the students' questionnaire discussed and presented.

4.2. The results of the Statistical Analysis of the Students' Questionnaire:

4.2.1. First Question: What is the English language speaking difficulties that face medical profession students at Al-Quds University?

To answer the first question researcher extracted means and standard deviation of the English language speaking difficulties that face medical profession students at Al-Quds University as shown in Table (4.1).

Table (4.1): Means and standard deviations of the four domains of English language speaking difficulties that face medical profession students at Al-Quds University.

Domain		Mean	Std. deviation	Degree of extent
1	Social	2.87	0.56	Moderate
2	Psychological	2.50	0.53	Moderate
3	Linguistic	2.42	0.73	Low
4	Instructor	2.34	0.48	Low
Total Degree		2.51	0.43	Moderate

We can investigate from table (4.1) that the degree of the English language speaking difficulties that face medical profession students at Al-Quds University was moderate in general ($M= 2.51$), where the averages ranged between ($M=2.34$ and $M=2.87$). The highest mean of difficulties as shown in table 4.1 is for the Social domain by ($M= 2.87$),

then followed by the (Psychological domain) (M= 2.50). However, linguistics and instructor's domains were have low mean (M=2.42, and M= 2.34) respectively.

As for the results related to the items of each domain of the difficulties, they were as follows:

First: Psychological Domain

The researcher extracted means and standard deviation, of the Psychological Domain shown in Table (4.6).

Table (4.2): Means, standard deviations of the items of Psychological Domain.

Questions	Mean	Std. deviation	Degree of extent
4 Over -crowded classes	2.87	0.71	Moderate
6 I feel afraid of making mistakes.	2.69	0.96	Moderate
7 I feel confused when speaking in the English language	2.65	0.87	Moderate
8 I get anxious when speaking in the English language	2.65	0.88	Moderate
2 I think that the atmosphere of the classroom is unfriendly.	2.55	0.83	Moderate
5 I have no Motivation.	2.45	0.86	Low
1 I feel Shy when speaking in the English language	2.15	0.83	Low
3 I'm not interested in the English speaking skill	2.00	0.81	Low
Total Degree	2.50	0.53	Moderate

Table (4.2) shows that the degree of English language speaking difficulties that face medical profession students at Al-Quds University and related to Psychological Domain are moderate (M=2.50) and St. (0.53). The highest response were for items number (4 , 6 and 7) (Over -crowded classes) (M=2.87) and St. (0.71), fear of making mistakes (M=2.69) and St. (0.96), and then feeling confused when speaking the language (M= 2.65) and St.(0.87).

The lowest one was paragraph (3) (I'm not interested in the English speaking skill) with mean (2.00) and St. (0.81) and its low degree, and the next one paragraph was (I feel Shy when speaking in the English language) with mean (2.15) and St. (0.81).

Second : Instructor Domain

The researcher extracted means and standard deviation, of the Instructor Domain, so as shown in Table (4.7).

Table (4.3): Means, standard deviations of the extent of Instructor Domain.

Questions	Mean	Std. deviation	Degree of extent	
4	Instructors force us to speak which makes me anxious	2.60	0.92	Moderate
3	The class being teacher-centered	2.47	0.79	Low
6	Instructors does not direct me to speak English suitably	2.45	0.80	Low
2	The teacher does not apply the way of pairs and groups for his students in speaking English language	2.37	0.82	Low
7	The teacher does not listen carefully to the students during speech to understand their errors	2.35	0.79	Low
1	The teacher does not reinforce the students when they speak in English language	2.25	0.85	Low
8	The teacher uses his native language during his speech with students	2.23	0.86	Low
5	The teacher does not tolerate the students' errors	2.00	0.76	Low
Total Degree		2.34	0.48	Low

Table (4.3) shows that the degree of English language speaking difficulties that face medical profession students at Al-Quds University and related to Instructor Domain are moderate (M=2.34) and St. (0.48). The highest response were for items number (4,3,6) (Instructors force students to speak which makes them anxious) (M=2.60) and St. (0.92), The class being teacher-centered (M=2.47) and St. (0.79), and then Instructors does not direct students to speak English suitably (M= 2.45) and St.(0.80).

The lowest one was paragraph (5) (The teacher does not tolerate the students' errors) with mean (2.00) and St. (0.76) and its low degree, and the next one paragraph was (8) (The teacher uses his native language during his speech with students) with mean (2.23) and St. (0.86).

Third: Social Domain

The researcher extracted means and standard deviation, of the Social Domain, so as shown in Table (4.4).

Table (4.4): Means, standard deviations of the extent of Social Domain.

Questions	Mean	Std. deviation	Degree of extent	
5	I lack of opportunities in meeting native speakers of the English language .	3.11	0.86	Moderate
1	I don't have a chance to speak in the English outside the classroom.	2.95	0.81	Moderate
4	School syllabus does not focus on conversation	2.84	0.88	Moderate

Questions		Mean	Std. deviation	Degree of extent
3	Problems in finding suitable words during group discussions	2.83	0.81	Moderate
2	A criticism for who speak the English language from audience	2.66	0.81	Moderate
Total Degree		2.87	0.56	Moderate

Table (4.4) shows that the degree of English language speaking difficulties that face medical profession students at Al-Quds University and related to Social Domain are moderate (M=2.87) and St. (0.56). The highest response were for items number (5,1,4) (lack of opportunities in meeting native speakers of the English language) (M=3.11) and St. (0.86), students don't have a chance to speak in the English outside the classroom (M=2.95) and St. (0.81), and then School syllabus does not focus on conversation (M=2.84) and St.(0.88).

The lowest one was paragraph (2) (A criticism for who speak the English language from audience) with mean (2.66) and St. (0.81) and its low degree, and the next one paragraph was (3) (Problems in finding suitable words during group discussions) with mean (2.83) and St. (0.81).

Fourth: Linguistic Domain

The researcher extracted means and standard deviation, of the Linguistic Domain, so as shown in Table (4.8).

Table (4.5): Means, standard deviations of the extent of Linguistic Domain.

Questions		Mean	Std. deviation	Degree of extent
1	I don't have sufficient vocabulary knowledge	2.625	0.917	Moderate
2	I don't have sufficient grammar knowledge	2.44	0.92	Low
3	I'm weak in the expressions and concepts of the English language	2.42	0.88	Low
4	I'm weak in constructing sentences	2.35	0.92	Low
5	I'm weak in correct pronunciation.	2.29	0.91	Low
Total Degree		2.42	0.73	Low

Table (4.5) shows that the degree of English language speaking difficulties that face medical profession students at Al-Quds University and related to Linguistic Domain are moderate (M=2.42) and St. (0.73). The highest response was for item number (1) (I don't have sufficient vocabulary knowledge) (M=2.62) and St. (0.91).

The lowest one was paragraph (5) (I'm weak in correct pronunciation) with mean (2.29) and St. (0.91) and its low degree, and the next one paragraph was (4) (I'm weak in constructing sentences) with mean (2.35) and St. (0.92).

4.2.2. Second Question: Is the English language speaking difficulties that face medical profession students at Al-Quds University different according to the variables (gender, specialization, and GPA)?

To answer the previous question we need to check every Hypothesis:

First hypothesis: There are no statistically significant differences at the significant level ($\alpha \leq 0.05$) between the arithmetic mean of English language speaking difficulties that face medical profession students at Al-Quds University due to the gender variable (male or female)"

To make sure if these means are significant or not, T.test was used, and the result is shown in table (4.6) .

Table (4.6): Arithmetic of Mean, standard Deviation and T. Value attributed to Gender.

Domain	Gender	No	Mean	Std. deviation	Degree of freedom	T Value	Sig
Psychological Domain	Male	47	2.39	0.52	118	1.781	0.530
	Female	73	2.57	0.52			
Instructor Domain	Male	47	2.39	0.49	118	1.004	0.940
	Female	73	2.30	0.47			
Social domain	Male	47	2.76	0.57	118	1.746	0.827
	Female	73	2.94	0.54			
Linguistic domain	Male	47	2.37	0.71	118	0.639	0.410
	Female	73	2.46	0.75			
Total degree	Male	47	2.46	0.44	118	0.957	0.900
	Female	73	2.54	0.43			

Table (4.6) shows that there were no significant differences at ($\alpha \leq 0.05$) in the English language speaking difficulties that face medical profession students at Al-Quds University and can be attributed to gender, (B=.90) , therefore this hypothesis is accepted.

And it's the same for all domains with no significant differences in the (Psychological, Instructor, Social, and Linguistic).

Second hypothesis: There are no statistically significant differences at the significant level ($\alpha \leq 0.05$) between the arithmetic mean of English language speaking difficulties that face medical profession students at Al-Quds University due to the specialization (medical laboratory, nursing, pharmacy and medicine).

Researcher calculated the means and standard deviation for student's' answer about English language speaking difficulties that face them and attributed to their specialization, and the results are presented in table (4.7).

Table (4.7): Means and standard Deviation of the students' answers according to their specializations.

Domains	Specialization	Number	Mean	Standard deviation
Psychological Domain	medical laboratory	30	2.53	0.48
	Nursing	30	2.35	0.56
	pharmacy	30	2.64	0.61
	Medicine	30	2.47	0.42
Instructor Domain	medical laboratory	30	2.22	0.42
	Nursing	30	2.21	0.59
	pharmacy	30	2.55	0.49
	Medicine	30	2.39	0.32
Social domain	medical laboratory	30	3.07	0.48
	Nursing	30	2.52	0.70
	pharmacy	30	3.07	0.51
	Medicine	30	2.84	0.29
Linguistic domain	medical laboratory	30	2.46	0.73
	Nursing	30	2.44	0.71
	pharmacy	30	2.54	0.89
	Medicine	30	2.253	0.596
Total Degree	medical laboratory	30	2.52	0.37
	Nursing	30	2.35	0.54
	pharmacy	30	2.67	0.47
	Medicine	30	2.47	0.24

The table (4.7) above shows virtual differences in average means of English language speaking difficulties that face medical students and attributed to specializations level variable. To check these differences, one way ANOVA was applied in using test data as shown in the table (4.8).

Table (4.8): Results of one way ANOVA test for the scores of responses of English language speaking difficulties that face medical students and attributed to specializations level.

Domains	Source variance	Sum of Squares	Degree of freedom	Mean Square	F value	Sig
Psychological Domain	Between Groups	1.367	3	0.456	1.635	0.185
	Within Groups	32.335	116	0.279		

	Total	33.702	119			
Instructor Domain	Between Groups	2.315	3	0.772	3.518	0.017
	Within Groups	25.443	116	0.219		
	Total	27.758	119			
Social domain	Between Groups	6.177	3	2.059	7.598	0.000
	Within Groups	31.437	116	0.271		
	Total	37.615	119			
Linguistic domain	Between Groups	1.393	3	0.464	0.847	0.471
	Within Groups	63.591	116	0.548		
	Total	64.984	119			
Total degree	Between Groups	1.587	3	0.529	2.909	0.038
	Within Groups	21.098	116	0.182		
	Total	22.685	119			

Results show that there were a significant differences at ($\alpha \leq 0.05$) in English language speaking difficulties in Instructor Domain and Social domain domains that face medical profession students at Al-Quds University due to the specialization, therefore this hypothesis is rejected.

However, for the psychological and Linguistic domains, no significant differences were found.

To find the source of the differences, the researcher used the LSD test for dimensional comparisons of differences, as shown in Table (4.9).

Table (4.9): Results of the (LSD) test for dimensional comparisons of the differences between the arithmetic averages according to the variable specialization

Total Degree	Medical lab		-0.1705	0.1500	-0.0512
	Nursing	0.1705		0.3205*	0.1192
	Pharmacy	-0.1500	-0.3205*		-0.2012
	Medicine	0.0512	-0.1192	0.2012	

The results of Table (4.9) indicate that there are significant differences between the arithmetic means of English language speaking difficulties that face medical profession students at Al-Quds University due to the specialization. The differences were between Pharmacy and Nursing specializations and in favor of (Pharmacy) with (0.3205) points in **total degree**.

Significant differences between the arithmetic means of English language speaking difficulties that face medical profession students at Al-Quds University due to the specialization. The differences were between (Pharmacy and Nursing specializations) and in favor of (Pharmacy) with (0.3205) points, in **total degree**.

There are significant differences between the arithmetic means of English language speaking difficulties that face medical profession students at Al-Quds University due to the specialization. The differences were between (Pharmacy and Medical Lab) and in favor of (Pharmacy) with (0.3291) points in total degree.

The results also indicate that there are significant differences between the arithmetic means of English language speaking difficulties that face medical profession students at Al-Quds University due to **Specialization**. The differences were between (Nursing) in one hand and (Medical Lab, pharmacy and medicine) on the other hand in favor of ((Medical Lab, pharmacy and medicine) .

Third hypothesis:

There are no statistically significant differences at the significant level ($\alpha \leq 0.05$) between the arithmetic mean of English language speaking difficulties that face medical profession students at Al-Quds University due to the GPA variable

Researcher calculated the means and standard deviations of students' answer about English language speaking difficulties that face medical profession students and attributed to their GPA , and the results are show in table (4.10).

Table (4.10): Means and standard Deviations of students' answers according to their GPA.

Domains	GPA	Number	Mean	Standard deviation
Psychological Domain	60-69%	3	2.083	0.072
	70-79%	41	2.595	0.585
	80-89%	71	2.470	0.516
	90-100%	5	2.475	0.298
Instructor Domain	60-69%	3	2.083	0.688
	70-79%	41	2.320	0.469
	80-89%	71	2.366	0.487
	90-100%	5	2.375	0.530
Social domain	60-69%	3	2.267	0.702
	70-79%	41	2.912	0.620
	80-89%	71	2.870	0.517
	90-100%	5	3.040	0.555
Linguistic domain	60-69%	3	2.667	0.306
	70-79%	41	2.605	0.815
	80-89%	71	2.338	0.692
	90-100%	5	2.120	0.729
Total Degree	60-69%	3	2.231	0.342
	70-79%	41	2.573	0.509
	80-89%	71	2.490	0.407
	90-100%	5	2.485	0.140

The table (4.10) above shows virtual differences in average means of speaking difficulties that face medical profession students at Al-Quds University due to GPA. To check these differences, one way ANOVA was applied in using test data as shown in the table (4.11).

Table (4.11): Results of one way ANOVA test for the scores of speaking difficulties that face medical profession students at Al-Quds University due to GPA

Domains	Source variance	Sum of Squares	Degree of freedom	Mean Square	F value	Sig
Psychological Domain	Between Groups	0.953	3	0.318	1.125	0.342
	Within Groups	32.749	116	0.282		
	Total	33.702	119			
Instructor Domain	Between Groups	0.267	3	0.089	0.376	0.771
	Within Groups	27.491	116	0.237		
	Total	27.758	119			
Social domain	Between Groups	1.304	3	0.435	1.389	0.250
	Within Groups	36.310	116	0.313		
	Total	37.615	119			
Linguistic domain	Between Groups	2.503	3	0.834	1.549	0.206
	Within Groups	62.481	116	0.539		
	Total	64.984	119			
Total degree	Between Groups	0.430	3	0.143	0.747	0.526
	Within Groups	22.256	116	0.192		
	Total	22.685	119			

Table (4.11) shows that there were no significant differences at ($\alpha \leq 0.05$) in the extent of the English language speaking difficulties that face medical profession students at Al-Quds University and can be attributed to GPA, ($B=.52$), therefore this hypothesis is accepted. And it's the same for all domains with no significant differences in the extent of (Psychological, Instructor, Social, Linguistic)

4.3.Summary

This chapter discussed the findings of the study, answered the research questions, and discussed the statistical analyses of the data which were collected through students' questionnaire. The results were demonstrated statically by tables and comments.

Chapter Five

5. Conclusions and Discussion

5.1. Introduction

To begin with , it was hypothesized that medical students do not achieve a high degree of speaking ability. As a result, it was critical to look into the causes of their speech difficulties. For this purpose, the researcher conducted this study on a sample from Al-Quds university consists of the students of Medical laboratory, students of nursing, students of pharmacy, and students of medicine. Based on this, data were gathered about the problem, and the results were presented and discussed. Conclusions and recommendations are presented ahead in an attempt to help suggest solutions and further research to the difficulties of speaking that face medical students.

5.2. Discussion of the findings related to the first main question:

What is the English language speaking difficulties that face medical profession students at Al-Quds University?

To answer this question arithmetic mean and standard deviation were calculated from the students' responses to the questionnaire items. Based on the response scale, the researcher adopted four levels of responses by using Likert scale (strongly disagree, disagree, agree, strongly agree). The results showed that English language speaking difficulties that face medical profession students at Al-Quds University is in an average level with mean value of (2.51), and a standard deviation of (0.43). The results were attributed to the fact that the speaking difficulties relating to social domain and psychological domain were at high effect. The other difficulties relating to instructor, and linguistic domains were with low effect.

The social problems are the most effective domain as it pose a great difficulty that encounters medical learners in speaking English and this could be due to the student's lack of opportunities in meeting native speakers of the English language and they don't have a chance to speak in English outside the classroom. As a result, finding someone who speaks English appears to be unusual, and if it does, it will be criticized and attacked by others, thus the goal of English speaking ability is limited to classroom learning for the sake of evaluation and testing. The social problems reflected their effects on psychological

problems where Over -crowded classes in addition to the fear from making errors, confusion, and anxiety which lead to weakness while speaking. While Linguistic and instructor domains have low degree which mean that these domains don't make big difficulties with speaking English.

This result is similar to those of (Al-Roud ,2016) (Al-Jama&Al-Jamal, 2014) (Aprialita, 2018) (Abu El Enein, 2011) (Yaseen, 2018) (Al- Eiadeh, et al, 2016) (Huda, 2018) (Al-Muhtaseb, 2015) and (Tasci, 2007)

5.3.Discussion of the findings related to the second question:

Is the English language speaking difficulties that face medical profession students at Al-Quds University different according to the variables (gender, specialization, and GPA)?

To answer this question, the researchers developed the following null hypotheses and discussed the results of the answers.

5.3.1. Discussion of the findings related to first hypothesis: “There are no statistically significant differences at the significant level ($\alpha \leq 0.05$) between the arithmetic mean of English language speaking difficulties that face medical profession students at Al-Quds University due to the gender variable (male or female)" .

To answer the hypothesis, the researcher used T-test. The hypothesis was accepted. The result showed that there are no statistically significant differences at the significant level ($\alpha \leq 0.05$) between the mean score of English language speaking difficulties that face medical profession students at Al-Quds University due to gender. The researcher attributed this to the difficulties of speaking that were commonly shared by male and female students.

This result is similar to those of (Olivares, 2020) , (Yaseen, 2018) (Al-Muhtaseb, 2015), and (Niazi, 2002) who disclosed that all students had problems and encountered difficulties with speaking and pronunciation .

5.3.2. Discussion of the findings related to the second hypothesis:

“There are no statistically significant differences at the significant level ($\alpha \leq 0.05$) between the arithmetic mean of English language speaking difficulties that face medical profession students at Al-Quds University due to the specialization (medical laboratory, nursing, pharmacy and medicine)”.

To answer the hypothesis, the researcher used One Way ANOVA. The hypothesis was rejected. The result showed that there are statistically significant differences at the significant level ($\alpha \leq 0.05$) between the mean score of English language speaking difficulties that face medical profession students at Al-Quds University due to specialization level in Instructor Domain and Social domain. The differences were between Pharmacy and Nursing specializations and in favor of (Pharmacy) with (0.3205) points in total degree. The differences were also between (Pharmacy and Medical Lab) and

in favor of Pharmacy with (0.3291) points, in total degree. The differences were between (Nursing) in one hand and (Medical Lab, pharmacy and medicine) on the other hand in favor of ((Medical Lab, pharmacy and medicine) . The researcher attributed this result to the different kind of instructors who teach different specialization and different social circumstances that affect the students.

The current study results agreed with the results of (Al Hosni, 2014) (Abu El Enein, 2011) (Aprialita ,2018) (Olsson, 2018) (Yaseen, 2018) (Al- Eiadeh, et al, 2016) (Niazi ,2002) (Skelton and Richards, 2021) (Tasci, 2007) and (Hossain and et al, 2010) . They found that speaking difficulties encountered by the students are associated with teachers who need to be trained on how to integrate speaking to other skills and how to teach it communicatively. In addition, they also found that students have to interact with international students from different country and local students to overcome this difficulty. The studies were related to educational and surrounding environment such as lack of motivation, lack of encouragement, fear of criticism by peers and the intense use of Arabic in class.

5.3.3. Discussion of the findings related to the third hypothesis: “There are no statistically significant differences at the significant level ($\alpha \leq 0.05$) between the arithmetic mean of English language speaking difficulties that face medical profession students at Al-Quds University due to the GPA variable”.

To answer this hypothesis, the researcher used One Way ANOVA. The hypothesis was accepted. The result of the study showed that there are no statistically significant differences at the significant level ($\alpha \leq 0.05$) between the mean score of English language speaking difficulties that face medical profession students at Al-Quds University due to GPA level. The researcher attributed this so close result between the mean score of speaking difficulties at different levels of GPA to the same social, psychological, and educational circumstances that students live in. In addition, they usually registered the same courses together with the same instructors. so, researcher thinks that all of students with different GPA encounter the same difficulties in speaking English.

The current study results agreed with the results of (Olivares,2020) (Yaseen , 2018) (Al- Eiadeh, et al, 2016) (Al-Muhtaseb, 2015) and (Niazi,2002)

The findings of these studies revealed that students encountered many speaking difficulties that caused by social, psychological and instructor factors, such as anxiety, lack of motivation, lack of encouragement, fear of criticism by peers. Adding to that, some teachers lack the required training, strategies and techniques to manage a speaking lesson. Other factors that the study unveiled were related to educational and surrounding environment.

5.4. Summary

The analysis of the data obtained from the study instruments led to an insight into the results with moderate arithmetic averages showing the benefit of studying English language speaking difficulties that face medical profession students. That agreed with questionnaire in which students face difficulty with speaking in the classroom. However, motivation of students to speak without any anxiety or criticism helped most of them to speak successfully. The results of the questionnaire in the speaking difficulties that face medical students showed a high percentage of difficulties in social and in psychological domains. This was followed by difficulties in instructor and in linguistic domain.

5.5. Recommendations

In the light of the results of the study, the researcher recommends the following:

1. Increasing students' confidence by having them participate in discussions and presentations in English, as the results show high level of shyness and anxiety of utilizing the language in psychological domain.
2. Encouraging universities and health science colleges to form partnerships with overseas universities to require students to communicate in English with them, as studies reveal that students struggle because they don't have the opportunity to speak English outside of the classroom.
3. Increasing Intensive college English subjects that improve vocabulary and grammar, as the results show that there are difficulties due to students' knowledge of vocabulary and grammar.
4. Training instructors and encouraging them to reinforce pharmacy students to use English as a second language, as the results suggest that the instructors are causing problems for the students.
5. Forming mutual groups made up of students from various medical specialties to do research and participate in conferences held in English
6. Ministry of Education decision-makers should pay special attention to speaking skills in schools.
7. English speaking skill courses for pupils should be held in schools and even colleges.
8. Overcrowding is never a good thing when it comes to enhancing students' speaking skill. On the contrary, they reduce teachers' ability to control their classrooms, they obstruct effective communication, and they deprive students of sufficient and equal participation possibilities. As a result, English departments in Palestinian universities should seriously consider this issue when making decisions, and attempt to assign more oral classes with fewer pupils in the class.

5.6.Suggestions for Further Research

1. The researcher suggests conducting other studies about speaking difficulties that face other specializations.
2. The researcher suggests conducting studies that interest in the relationship between motivation to learn and speaking difficulties that face the students.

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Appendixes

Appendix (I): Students' Instruments (Questionnaire) Primary form

Deanship of Graduate Studies

Al-Quds University



Students' Questionnaire

Dear Student,

This questionnaire is part of a research project at Al-Quds University titled '**English language speaking difficulties that faced medical profession students at Al-Quds University from their perspective**'. Your participation is highly valued. The information you provide will be used to develop and promote teaching/learning at Al-Quds University. All the answers you provide in this questionnaire will remain confidential and will be used for research purposes only.

Please fill in the blanks with the appropriate information or tick (✓) the appropriate box:
Thank you for your cooperation.

Researcher
Rana M. Atawneh

Section I : Background Information

- 1) Gender: Male Female
- 2) Specialization : Medical lab science Nursing Pharmacy Medicine
- 3) Achievement level: 60-69% 70-79% 80-89% 90-100%

Section II :

English language speaking difficulties that face medical profession students at Al-Quds University

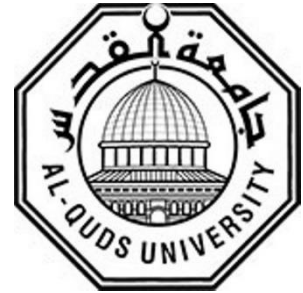
D0mains	No.	Item	Strongly disagree	Disagree	agree	strongly agree
Psychological Domain	1	Shyness when speak in English language				
	2	Unfriendly atmosphere of the classroom				
	3	Lack for interesting in English speaking skill				
	4	Over -crowded classes				
	5	Lack of Motivation.				
	6	Being afraid of making mistakes.				
	7	Being confused when speak in English language				
	8	Anxiety feeling when speak in English language				
Instructor Domain	1	The teacherreinforce the students when they speak in English language				
	2	The teacher applies the way of pairs and groups for his students in speaking English language				
	3	The class being teacher-centered				
	4	Teachers pushing us to speak which makes me anxious				
	5	The teacher tolerates the students' errors				
	6	Teachers not correcting us				
	7	The teacher listens carefully to the students during his speech to understand their errors				
	8	The teacher uses his native language during his speech with students				
Social Domain	1	Having no chance to speak in the English outside the classroom.				

	2	A criticism for who speak English language from surrounding people				
	3	Problems with finding suitable words during group discussions				
	4	Lack of holding course from local society associations in English language				
	5	Lack of opportunities in meeting native speakers of English language .				
Linguistic Domain	1	Not having sufficient vocabulary knowledge				
	2	Not having sufficient grammar knowledge				
	3	Weakness in having the expressions and concepts of the English language				
	4	Weakness in constructing sentences				
	5	Weakness in correct pronunciation.				

Appendix (II): Students' Instruments (Questionnaire) Final Form

Deanship of Graduate Studies

Al-Quds University



Students' Questionnaire

Dear Student,

This questionnaire is part of a research project at Al-Quds University titled '**English language speaking difficulties that face medical profession students at Al-Quds University from their perspective**'. Your participation is highly valued. The information you provide will be used to develop and promote teaching/learning at Hebron University. All the answers you provide in this questionnaire will remain confidential and will be used for research purposes only.

Please fill in the blanks with the appropriate information or tick (✓) the appropriate box:
Thank you for your cooperation.

Researcher

Rana M. Atawneh

Section I: Background Information

- 1) Gender: Male Female
- 2) Specialization: Medical lab science Nursing Pharmacy
Medicine
- 3) Achievement level: 60-69% 70-79% 80-89% 90-100%

Section II :
Section II :

English language speaking difficulties that face medical profession students at Al-Quds University from their perspective

D0mains	No.	Item	Strongly disagree	Disagree	Sagree	strongly agree
Psychological Domain	1	I feel Shy when speaking in the English language				
	2	I think that the atmosphere of the classroom is unfriendly.				
	3	I'm not interested in the English speaking skill				
	4	Over -crowded classes				
	5	I have no Motivation.				
	6	I feel afraid of making mistakes.				
	7	I feel confused when speaking in the English language				
	8	I get anxious when speaking in the English language				
Instructor Domain	1	The teacher does not reinforce the students when they speak in English language				
	2	The teacher does not apply the way of pairs and groups for his students in speaking English language				
	3	The class being teacher-centered				
	4	Instructors force us to speak which makes me anxious				
	5	The teacher does not tolerate the students' errors				
	6	Instructors does not direct me to speak English suitably				
	7	The teacher does not listen carefully to the students during speech to understand their errors				
	8	The teacher uses his native language during his speech with students				
Social domain	1	I don't have a chance to speak in the English outside the classroom.				

	2	A criticism for who speak the English language from audience				
	3	Problems in finding suitable words during group discussions				
	4	School syllabus does not focus on conversation				
	5	I lack of opportunities in meeting native speakers of the English language .				
Linguistic Domain	1	I don't have sufficient vocabulary knowledge				
	2	I don't have sufficient grammar knowledge				
	3	I'm weak in the expressions and concepts of the English language				
	4	I'm weak in constructing sentences				
	5	I'm weak in correct pronunciation.				

Appendix (III): Arabic Students' Instruments (Questionnaire)



جامعة القدس
الدراسات العليا
كلية العلوم التربوية

استبانة لطلبة التخصصات الطبية في جامعة القدس عن الصعوبات التي تواجههم اثناء المحادثة
باللغة الانجليزية

أخي الطالب/ أختي الطالبة

بعد التحية،

تقوم الباحثة بإجراء دراسة بعنوان: (صعوبات المحادثة باللغة الانجليزية التي تواجه طلبة
التخصصات الطبية في جامعة القدس من وجهة نظرهم)، وذلك استكمالاً لمتطلبات نيل درجة
الماجستير في أساليب تدريس اللّغة الإنجليزية. أرجوا منكم الإجابة على فقرات هذه الاستبانة، وذلك
بما يتفق مع وجهة نظركم، علماً بأن بيانات هذه الدراسة لن تستخدم إلا لأغراض البحث العلمي فقط،
وستعامل بالسرية التامة.

شاكرين لكم حسن تعاونكم

إعداد: الباحثة رنا عطاونة

القسم الأول: (بيانات أولية)

- (1) الجنس: ذكر أنثى
- (2) التخصص: مختبرات طبية تمريض صيدلة
- (3) المعدل التراكمي: 60-69 % 70-79 % 80-89 % 90-100 %

القسم الثاني:

English language speaking difficulties that face medical profession students at Al-Quds University

الصعوبات التي تواجه طلبة التخصصات الطبية في جامعة القدس اثناء المحادثة باللغة الانجليزية من وجهة نظرهم

المجال	الرقم	الفقرات	معارض بشدة	معارض	موافق	موافق بشدة
المجال النفسي	1	I feel Shy when speaking in the English language أشعر بالخجل عند التحدث باللغة الانجليزية				
	2	I think that the atmosphere of the classroom is unfriendly. اعتقد ان الوضع غير مشجع داخل الغرفة الصفية				
	3	I'm not interested in the English speaking skill ليس لدي الرغبة بالتحدث باللغة الانجليزية				
	4	Over -crowded classes ارى ان عدد الطلاب كبير بالمحاضرة				
	5	I have no Motivation. قلة التشجيع من قبل المدرس				
	6	I feel afraid of making mistakes. اشعر بالخوف من الوقوع بالأخطاء اثناء المحادثة				
	7	I feel confused when speaking in the English language اشعر بالارتباك عند التحدث باللغة الانجليزية				
	8	I get anxious when speaking in the English Language اشعر بالتوتر عند التحدث باللغة الانجليزية				
المجال المتعلق بالمعلم	1	The teacher does not reinforce the students when they speak in English language لا يقوم المعلم بدعم وتعزيز الطلبة عندما يتحدثون باللغة الانجليزية				
	2	The teacher does not apply the way of pairs and groups for his students in speaking English language لا يستخدم المعلم اسلوب التعلم بالجماعات او مع الزميل عند التحدث باللغة الانجليزية				

			The class being teacher-centered المعلم هو من يتحدث طوال الوقت	3	
			Instructors force us to speak which makes me anxious اشعر بالقلق عندما يجبرني المعلم على الحديث باللغة الانجليزية	4	
			The teacher does not tolerate the students' errors لا يتسامح المعلم مع اخطاء الطلبة	5	
			Instructors does not direct me to speak English suitably لا يقوم المعلم بتوجيهي حول التحدث باللغة الانجليزية بالطريقة المناسبة	6	
			The teacher does not listen carefully to the students during speech to understand their errors لا يستمع المعلم لمحادثة الطلاب بحرص لمعرفة الأخطاء التي يقعون فيها	7	
			The teacher uses his native language during his speech with students يستخدم المعلم اللغة العربية كثيرا اثناء الحديث مع الطلبة	8	
			I don't have a chance to speak in the English outside the classroom. لا توجد فرصة للحديث باللغة الانجليزية خارج الغرفة الصفية	1	المجال الاجتماعي
			A criticism for who speak the English language from audience انتقاد الناس المحيطين وسخريتهم ممن يتحدثون باللغة الانجليزية	2	
			Problems in finding suitable words during group discussions عدم القدرة على ايجاد الكلمات المناسبة اثناء المناقشات الجماعية	3	
			School syllabus does not focus on conversation عدم تركيز منهاج اللغة الانجليزية المدرسي على المحادثة	4	
			I lack of opportunities in meeting native speakers of the English language . عدم توفر الفرص للمحادثة مع اشخاص لغتهم الام الانجليزية	5	
			I don't have sufficient vocabulary knowledge لا امتلك المفردات الكافية باللغة الانجليزية	1	المجال اللغوي
			I don't have sufficient grammar knowledge افتقر الى امتلاك معرفة كافية بقواعد اللغة الانجليزية	2	
			I'm weak in the expressions and concepts of the English language افتقر الى امتلاك معرفة كافية في التعبيرات والمصطلحات	3	

			I'm weak in constructing sentences اجد صعوبة في تكوين الجمل باللغة الانجليزية	4	
			I'm weak in correct pronunciation. لدي ضعف في النطق الصحيح للغة الانجليزية	5	

Appendix (IV): List of Validation Experts

No.	Name	Place of work	Specialization
1	Dr. Riyad Zahida	Hebron University	English Language & Literature
2	Dr. Mohsen Adas	Al Quds University	Curriculum and Methods of Teaching
3	Dr. Mahmood Eshreteh	Hebron University	English Language & Literature
4	Dr. Raghad Dweik	Hebron University	Teaching Methods, (TESOL)
5	Lecturer Abd Alkarim Haddad	Hebron University	Translation and interpretation
6	Prof.Dr.Afif Zeidan	Al Quds University	Curriculum and Methods of Teaching

Appendix (V): Facilitating Letter

Al-Quds University
Faculty of Educational Sciences



جامعة القدس
كلية العلوم التربوية

التاريخ: 2021/9/6

حضرة د. هاني عابدين المحترم

عميد كلية الطب

الموضوع : تسهيل مهمة

تحية طيبة وبعد،،

تقوم الطالبة رنا محمد شعبان عطاونة ، ورقمها الجامعي (21720073) ، بإجراء دراسة بعنوان:

“English Language Speaking difficulties that faced medical profession
Students at Al-Quds University from their point views”

لذا نرجو من حضرتكم تسهيل مهمة الطالبة المذكورة أعلاه، وذلك لتطبيق الدراسة خلال الفصل الدراسي الحالي.

شاكرين لكم حسن تعاونكم



د. محسن عدس

منسق برنامج اساليب التدريس



صعوبات المحادثة باللغة الانجليزية التي تواجه طلبة التخصصات الطبية في جامعة القدس من وجهة نظرهم

اعداد: رنا محمد شعبان عطاونة

اشراف: د. عدنان شحادة

الملخص:

هدفت هذه الدراسة الى تقصي صعوبات المحادثة باللغة الانجليزية التي تواجه طلبة التخصصات الطبية في جامعة القدس من وجهة نظرهم. استخدمت الباحثة الأسلوب الوصفي، حيث قامت الباحثة بتوزيع استبانة على عينة اشتملت (120) طالبا وطالبة يدرسون في كلية العلوم الطبية في جامعة القدس. اشتملت الاستبانة على اربعة مستويات وهي (المستوى النفسي، والمستوى المتعلق بالمعلم، والمستوى الاجتماعي، والمستوى اللغوي). وبعد التحليل جاءت نتائج الدراسة مطابقة لفرضيات البحث. أظهرت النتائج ان معظم الصعوبات التي واجهت الطلبة في المحادثة باللغة الانجليزية تعود الى جميع المستويات وبالأخص المستوى الاجتماعي الذي يعود الى عدم توافر الفرص لمقابلة اشخاص اجانب لتبادل الحديث معهم، وعدم توافر الفرصة للتحدث باللغة الانجليزية خارج الغرفة الصفية، والمعاناة من اكتظاظ الغرف الصفية بأعداد كبيرة من الطلبة، بالإضافة الى الشعور بالخوف عند التحدث باللغة الانجليزية. أظهرت النتائج ايضا ان هناك فروق عند ($\alpha \leq 0.05$) تتعلق بمتغير التخصص حيث ان تخصص الصيدلة كان يعاني من صعوبات التحدث باللغة الانجليزية اكثر من باقي التخصصات الطبية الاخرى. وبناء على هذه النتائج أسدي الباحث بعض التوصيات وهي : العمل على تعزيز ثقة الطلبة بأنفسهم من خلال اشراكهم في المناقشات الصفية والعروض التقديمية، وتشجيع المعلمين على استخدام اساليب تعليمية متنوعة، وحث الجامعة وبالأخص كلية العلوم الطبية على عقد اتفاقيات مع جامعات اجنبية، و العمل على زيادة المقررات التي تركز على تعلم المفردات والقواعد الانجليزية، و العمل على تدريب وتشجيع المعلمين على حث طلبة الصيدلة على التحدث باللغة الانجليزية.

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