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**ENGLISH FOR SPECIFIC PURPOSES: PhD MEDICAL postgraduates’ NEEDS ASSESSMENT**

Currently, English for Specific Purposes (ESP) is one of the major foreign language courses in higher education, either in undergraduates or postgraduates, as well. Each course is specialized according to the specific needs concerning particular purposes in specialty field.

The needs analysis for English course design was studied in famous works connected with communicative approach in ESP training [1-7]. The role of needs analysis in the improvement of PhD postgraduate English for specific purposes course hasn’t been studied thoroughly yet, although this analysis provided could adjust the material, rise motivation, increase efficiency of the ESP course.

The purpose of the study was to determine the postgraduate students’ concerns and to outline their needs in English medium communication. The carried needs analysis could show the ways to develop better ESP course which corresponds properly the real needs of the postgraduates.

Such alterations to the syllabus, to the academic programs and contents will favour the improvement of communicative skills and thus promote the progress in English language acquirement.

As it was mentioned in the literature, needs analysis is considered to be a key feature in the courses of studies, a form of educational technology (Hyland). The idea of ‘needs’, ‘lacks’ and ‘wants’ analysis has been offered by Hutchinson and Waters [2] aiming at classifying needs of the learners.

It is known, that PhD postgraduate education includes English language as a subject. It is a constituent of postgraduate syllabus as ESP. This ESP course is aimed at advanced training to attain foreign language competencies required for the search and analysis of scientific information from English medium sources concerning the PhD postgraduates’ professional area and international professional communication.

This English course may be considered as a source of professional development and improvement of qualification for the PhD postgraduates by the knowledge and skills involved. The course suggests various activities enhancing English spoken and written communication skills which are required for PhD postgraduates in professional field. Their English practice is connected with working out the international sources of information sought towards their research work fulfillment.

Within the study undertaken, the PhD postgraduate students were surveyed to evaluate their needs in English skills and to adjust the course corresponding to the information received. As it is explicated in the research works elaborated [1-5], the ‘necessities’ determine what the learner supposed to know to be able to function effectively in the situation. ‘Lacks’ show the gaps between the target proficiency and the current learner’s level of proficiency. The ‘wants’ represent the subjective needs of learners [2].

The approved emphasis of student-centered classroom proves the necessity to analyse pre- and post-ESP course needs expressed by the postgraduates and to compare transformations in realized alterations. We considered the creation of their needs analysis is valuable to find out what your students need exactly because needs analysis is a useful tool gives wide information for the course design.

Needs analysis can be carried out in different ways, either inductive: case studies, observations, etc., or deductive: questionnaires, surveys, etc. [4; 6; 7].

The needs analysis was carried out through questionnaires, in written form. The PhD medical postgraduates were asked to describe their past experience participating in the events connected with English language usage, such as international conferences, travelling abroad, teaching English-medium students, professional exchange programs, reading English sources in their field, participating in international clinical trials, etc.

In case when that experience wasn’t positive, the respondents were asked to give the details about it – explain why: didn’t understand anything, was uncomfortable to speak English with mistakes, could’t understand all words and it interfered understanding, the interlocutor spoke too quickly therefore the respondent didn’t catch the words and it made him (her) to check back, everything was clear but little word stock didn’t allow to answer in English, couldn’t formulate question, etc.

The results of the needs analysis showed the most crucial language skills needed by the PhD medical postgraduates. These findings served the base to the alterations made in the syllabus and the ESP course materials to adjust it to the changing needs, meet the needs of the university postgraduate students.

The focus on the needs of postgraduates was reflected in the content and style of the activities relevant exactly for them.

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