Abstract

The current research is entitled *Investigating the Direct Method and the Grammar Translation Method of Teaching English for Medical Purposes at 21 September University for Medical and Applied Sciences*. It investigated the effects of two different methods of English for Medical Purposes (EMP) instruction, namely, Grammar Translation Method (GTM) and Direct Method (DM) in comparison with the conventional method (LM) of teaching English for medical purposes at 21 September UMAS. The study was an experimental study, with three groups which were presented as follows:

First experimental group which was assigned to DM.

Second experimental group which was assigned to GTM.

Control group which was assigned to the conventional method - LM.

The study was intended to examine the effect of each method in reading and writing skills through assessing the students' level before and after applying the teaching methods under focus of the study in which the researcher investigated the effects of both skills by using DM and GTM compared to the conventional method (LM) for teaching EMP.

The population of this study was the students and English teachers of the first level at 21 September UMAS in the academic year 2022/2023. The sample of the study consisted of 120 students, divided into three groups, in which each one had 40. In selecting the sample, the researcher used the random sampling as a technique to determine the sample. Test and interview were the instruments of the study for collecting the data and information needed in this research. The test included different questions that measured the language proficiency level of the students. It was intended for finding out the students' ability before and after the treatment was carried out. Specifically, the tests were used to find out the students' achievement in terms of reading and writing skills. A number of statistical techniques were used to analyze the study data. The results of the tests were processed by SPSS software, version 22, and they were analyzed by the researcher statistically through using various statistical

techniques such as Cronbach Alpha to estimate the reliability of the designed tests; mean to measure central tendency whose chief use consisted in summarizing the essential features of a series and in enabling the achievement scores to be compared; standard deviation to measure the dispersion of the achievement scores; pair t-test to judge the significance of the mean of difference between the pretests and posttests; ANOVA to determine the impact of teaching methods on students' performance scores; and Bonferroni's test for multi comparisons to reveal and identify the source of the differences among the methods.

Regarding the interview, the researcher conducted a semi-structured interview which is perhaps the most common type of interview used in research. The interview data was analyzed qualitatively by going over the writings and answers that corresponded to certain questions from the interview questions**.**

The materials included in this study contained an English course book as EMP with exactly similar content which was taught by two different teachers in three different teaching methodologies, namely DM, GTM and LM. The books used for conducting the treatment were the student's and teacher's books, *"Nursing (1), Oxford English for Careers*" , written by Tony Grice (16-22). The researcher chose unit three " *Hospital Admission*s" and applied it in the treatment of the three methods.

Regarding the results of the study, the interview findings were consistent with the results of post-tests, which indicate that the majority of respondents considered the GTM is the most effective one as a method of teaching EMP at 21 September UMAS. Accordingly, GTM proved itself as a beneficial one that has a positive and facilitative role, as students learn consciously and explicitly, which should reduce language interference. In addition, students become active participants, which helps achieve meaningful learning. It also enhances the competence and right performance of the language of students. In short, it is a preferable method for both teachers and students, and using the L1 alongside the L2 fulfills the needs of the students.

The researcher recommended that supervisors give EMP teachers more guidance through holding practical workshops that help teachers know for how to use GTM more about the GTM since it is an acceptable method at 21 UMAS , and it is

preferred by the students of medicine. It is also hoped that this study can be effective in improving EMP teaching methods and be useful for EMP teachers who can help university students with different English needs, purposes and causes progress in higher level of personal satisfaction and social contribution in a rapidly changing global society like Yemen

ملخص الدراسة.

هدف هذ البحث إلى دراسة تحقيقية يتم من خلالها تقصي اثر تطبيق المنهج المباشر ومنهج ترجمة القواعد لتدريس اللغة الانجليزية لأغراض طبية في جامعة ٢١ سبتمبر للعلوم الطبية والتطبيقية، وتمثلت أسئلة الدراسة في الآتي :

1- ما أثر تطبيق المنهج المباشر ومنهج ترجمة القواعد لتدريس اللغة الإنجليزية لأغراض طبية مقارنة بالطريقة الاعتيادية في تحصيل طلبة التخصصات الطبية في مهارة القراءة.

2- ما أثر تطبيق المنهج المباشر ومنهج ترجمة القواعد مقارنة بالطريقة الاعتيادية في تدريس اللغة الانجليزية لأغراض طبية مقارنة بالطريقة الاعتيادية في مهارة الكتابة.

وقد قام الباحث بتطوير اختبار تحصيلي قبلي وبعدي ، حيث تم قياس ثبات الاختبار التحصيلي في مهارة القراءة والكتابة وتم تطبيقهما على عينة استطلاعية من غير عينة الدراسة وحسب معامل ثبات الاختبار التحصيلي بطريقة كرونخ وبلغ معامل ثباته في مهارة القراءة (0.87) ، بينما بلغ ثباته في مهارة الكتابة (0.86) وقد تم التأكد من ثبات الاختبار من خلال عرضه على مجموعة من المحكمين من دكاترة الجامعة.

واقتصرت عينة الدراسة على ثلاثة تخصصات لطلبة المستوى الأول في جامعة ٢١ سبتمبر للعلوم الطبية والتطبيقية وقد تم اختيارها بالطريقة العشوائية، وتم توزيعها على ثلاث مجموعات بالطريقة العشوائية ،المجموعة التجريبية الأولى والتي تم تدريسها بالمنهج المباشر وبلغ عدد أفرادها (40) طالباً، والمجموعة التجريبية الثانية والتي تم تدريسها بمنهج ترجمة القواعد وبلغ عدد أفرادها (40) طالباً والمجموعة الضابطة والتي تم تدريسها بالطريقة الاعتيادية وبلغ عدد أفرادها (40) طالباً. وتمثلت المادة الدراسية في دروس الوحدة الثالثة من كتاب التمريض، والتي تم تدريسها في ثماني محاضرات من خلال خطط تدريسية لكل من المنهج المباشر ، و منهج ترجمة القواعد ،والتي قام الباحث بإعدادها وعمل على تكافؤ صيغها بتوحيد الأهداف و الوسائل التدريسية المستخدمة ،وحرصاً على ضبط المتغيرات ، قام معلمون متكافئون من حيث المؤهل العلمي والخبرة التدريسية بتدريس هذه الخطط. وقد تم تحليل البيانات باستخدام تحليل التباين المصاحب ANCOVA وكشفت النتائج عن تفوق منهج ترجمة القواعد في التدريس على المنهج المباشر والطريقة الاعتيادية في مهارة القراءة والكتابة.

وقد خلصت الدراسة إلى عدد من التوصيات أهمها : تدريب مدرسي اللغة الانجليزية لأغراض طبية على استخدام منهج ترجمة القواعد والمنهج المباشر وتفعيلهما في خططهم التدريسية .