

---

## Letter to the Editor

# Viewpoint of Graduate Students on Holding Special English Language Courses at Kermanshah University of Medical Sciences in 2016

(Received: 20 May 2017

Accepted: 10 Jun 2017)

---

### Dear Editor

Assessment of teaching methods in medical sciences, owing to their specific role in training the manpower, has always been of special significance and is considered a feedback to improve the educational activities. Evaluating the students' viewpoints, who are the principal audience of educational models, is one of the best and most useful methods to present education. Nowadays, English language is undoubtedly the most important language around the world. Moreover, English language, one of the most significant communications means for using scientific and research resources and references as well as advanced technologies, is one of the basic life skills in the current world (1). Universities, as the centers of supplying and training expert manpower in scientific domains, have to analyze the existing situation regularly and identify the problems by analyzing different issues, undertake measures in line with promoting the quality of education, and implement appropriate strategies (2).

This cross-sectional study evaluated the viewpoints of graduate students on special English language courses and their effects on the academic performance of students. The study sample included all graduate students in the academic year 2016-2017. The required data were obtained by a questionnaire consisting of demographic information, survey questions and qualitative questions, which were rated based on Likert scale from 0 to 4.

The data obtained from face-to-face interviews and completed checklists included 110 students with 65% female, 38.21% from the School of Medicine, 49.98% from the School of Nursing and Midwifery, and 11.81% from the School of Public Health.

83% of the students reported that the special English course enabled them to understand the technical materials better, and 78.5% considered the content of the course presented in classroom to be related to their discipline. Further, 92.6% believed the teacher's mastery in presenting scientific materials was satisfactory, and

78.5% thought the special English course helped them understand academic articles.

Moreover, 78.5% of the students considered the content of courses presented in the classroom to be related to their discipline, but the results of Maleki & Kazemi at Zanjan University of Medical Sciences showed the presented materials were not in line with the students' needs and did not provide the students with required skills (3).

In our study, the teacher's academic mastery, teaching method and updated content were found to be 92.6%, 85.2% and 80.6% satisfactory, respectively.

At the end, given the positive feedbacks provided by this research regarding the special English course, this course at graduate levels is suggested to be taught by the teachers of the given department. This course is also suggested to be presented at the beginning terms in order to make students more capable during the education process.

**Alireza Alikhani M.Sc.<sup>1</sup>, Mohammad Reza Salahshoor Ph.D.<sup>2\*</sup>**

1. Educational Development Center, Kermanshah University of Medical Sciences, Kermanshah, Iran

2. Dept. of Anatomical Sciences, Medical School, Kermanshah University of Medical Sciences, Kermanshah, Iran

\*Address for Correspondence: School of Medicine, University St., Shahid Shiroudi Blvd., Kermanshah, Iran, Zip-code: 67148-69914, Tel: +988314274618, Fax: +988314276477

Email: rezasalashoor@yahoo.com

---

**Citation.** Alikhani A, Salahshoor MR. Viewpoint of graduate students on holding special English language courses at Kermanshah University of Medical Sciences in 2016. *Educ Res Med Sci.* 2017; 6(1): 51-52.

---

## References

1. Rad M, Shamousi N, Rakhshani MH. The efficiency of English language teaching at undergraduate level from nursing and midwifery students and practitioners' point of view. *Journal of Medical Education Development*. 2010; 3(4); 12-19. [Persian]
2. Yazdankhah Fard Y, Pouladi S, Kamali F, Zahmatkeshan N, Mirzaei K, Akaberian S, et al. The stressing factors in clinical education: The viewpoints of students. *Iranian Journal of Medical Education*. 2009; 8(2); 341-350. [Persian]
3. Maleki A, Kazemi M. An evaluation of an ESP textbook for teaching English to the students of medicine according to the teacher's and students' views and need analysis. *Journal of Medical Education Development*. 2011; 3(5); 49-55. [Persian]