Exploring the effectiveness of English for Medical Purposes course in Tlemcen University

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Dedications

I would like to express my deep recognition to Allah, for giving

me determination and strength to finish this work.

I thank my parents for their encouragement and endless love.

especially my mother my source of inspiration,

To my brothers , to my grandmother , for their encouragements

To all my family

To all my friends.

To everyone who loves me .

After a study career that carried with a lot of difficulties , hardship and fatigue

I dedicate this work to those who are my hope in life (my parents) ,

To everyone who supported me (my brothers)

To my family and friends

To everyone who contributed to my study life

Acknowledgements

Abstract

Nowadays learners' are interested in using language because of some oriented purposes; a case in point English for Medical Purposes. Doctors are required to update their knowledge about medicine by reading articles written in English and attending international conferences. The present dissertation is an attempt to investigate the needs of the medical learners on the use of English for specific purposes at the faculty of medicine in Tlemcen University. The primary purposes of the present of the research is to ask for implementing English in the medical field and designing ESP courses for medical students. The sample populations used for this case study are the students enrolled in the 4th year and doctors practicing, in different departments, in Tlemcen University Hospital Center. Two research tools were designed to describe the current situation. The first one is a questionnaire survey with students and the second tool is a semi-structured interview with doctors. The quantitative and qualitative analysis of the collected data revealed that the majority of the sample believes that English language is important in their academic studies; they like to learn English for medical purposes. However, the current ESP courses do not fulfill their target and learning needs. According to the analysis and results obtained, the participants need to develop the four skills and their communicative competencies, as well as enriching their medical terminology.

TABLE OF CONTENT

CHAPTER ONE: Teaching English for Medical Purposes

CHAPTER TWO: Research Design, Data Interpretation and Suggestions

LIST OF FIGURES

LIST OF TABLES

List of ABBREVIATIONS

EAP: English for Academic Purposes

ELP: English for Legal Purposes

ELT: English Language Teaching

EMFE: English for Management Finance and Economics

EMP: English for Medical Purposes

EOP: English for Occupational Purposes

EPE: English for business and economy

EPP: English for professional purposes

ESP: English for Specific Purposes

EST: English for Sciences and Technology

NA: Needs Analysis

TEFL: Teaching English as a Foreign Language

General Introduction

The rise of English from a lingua Franca to a global language is the direct result of the on-going process of globalization. Moreover the globalization of English further driven by the growth of the world economy, people from all walks of life around the world are getting involved in the global market of good jobs, science and technology. In the light of such growing importance, one should note that the teaching of English, especially English for specific purposes must respond positively to the newly created world order by developing and designing adequate syllabus, so that students and teachers are better equipped to deal with all aspects of the globalization.

In the context of globalization, the transition from a literary society to a knowledge society through tertiary education creates new and extremely important needs and exigencies, which cannot be attained without first and foremost good command of the English language. Mainly ESP, scientific research and development of technologies are crucial activities in a knowledge and information driven society, in this specific context; it is commonly argued that more than two thirds of the world's scientists write in English and more than three-quarters of the information in global retrieval systems is stored in English. In view of this, ESP courses called upon to take new responsibilities in knowledge society building.

The English language teaching and learning courses are planned all around the world, as it became a necessity in the age of globalization, the TEFL courses planned contain both general English and English for specific purposes with it is different sub-brunches as English for Medical Purposes EMP , English for science and technology EST and English for business and economy EBE, these fields of teaching are based on developing students language needs and make them manage their own learning process in order to satisfy and fulfill their lacks of English language .

Algeria like any other developing countries is bound to bend to the globalization will, ESP courses are offered in our university and the teaching of ESP itself have to

be viewed and reviewed since they have always been subject of discussion, complain and dissatisfaction from the part of both ESP teachers and students, despite their presence for a long time in almost all scientific faculties and departments.

In addition to this, the teaching of ESP is seen as a complex tasks and this complexity stems from its multi-disciplinary activity, ranging from syllabus and course design, materials production, teaching assessing and evaluating. Moreover, regarding the medical domain in Algeria, English language courses are implemented in the department of medicine but not at all levels, only in the first year and sometimes the second year either in the first or second semester for one hour and a half per week, in contrast with French language that is in all the curriculum and lectures. Therefore, the main emphasis is in English for medical purposes that help medical students to cope effectively with their needs required in this field, the success in fulfilling their target and learning needs is to analyze it on order to make adapted courses.

There are many reasons and goals in conducting this research, firstly to analyze the English language use in the department of medicine. Secondly, to identify students' target and learning needs in order to design an effective English course that meet students' needs and develop their skills, this led to the formulating the following research question:

1. Does ESP course offered to medical students fulfill their target and learning needs?

2. Do EMP students need to develop their language skills to improve their academic and practical competence?

This would lead us to put the following hypotheses:

1. The proposed course does not meet medical students' needs and does not develop their skills to communicate in different medical situations.

2. Algerian medical students and doctors need to learn, in an integrated way, both language skills and content related to medical register.

In this work, two different research tools were used to reach the stated objectives: an interview for Doctors in their work place and a questionnaire for medical students. The aim of using mixed tools is to have reliable data that allows the researcher to analyze and identify learners' needs and what is required to be added and modified in their academic and professional context to design an adapted syllabus.

The first chapter considers the implementation of the English language in the entire world then the use of English in different domains then in the medical field. In addition the definition of ESP, its development and characteristics, types of ESP continuing with course design then mentioning materials selection and evaluation in course design, also this chapter deals with medical communication and ending it with medical English language at the lexical level, syntactic level and semantic level.

The second chapter in its first part revolves the description of the University center hospital of Tlemcen and the faculty of medicine, a detailed description of research instruments used, the sample, the data collection process and then the analysis of data collected, the interview with doctors and the questionnaire with students, finally the results are analyzed and discussed and ending with a conclusion.

Chapter One

Teaching English for Medical Purposes

CHAPTER ONE: Teaching English for Medical Purposes

1.1 Introduction

English has become the most popular language used for various communication purposes, English is used by many countries as a first language , second language or foreign language as well as a link language by many countries , a very fast change happened in the world and the globalization appeared where English raised as a main language of economy and education , in this time ESP appeared and it is refers to a powerful movement that has spread and still continue with greater dynamism and impact derived from the traditional process of TEFL .

The development of ESP get in touch with many domains specially the medical one , this chapter will tackle teaching English for specific purposes , characteristics and types of ESP , course design and finally the importance of medical communication and medical English language aspects .

1.2 Rational for Learning English

In today's world multilingualism is becoming more and more important. Language is our significant source of communication, It is the way thought which we share our ideas, feelings, views, and thoughts with others. There are many languages in this world, each country has their language spoken and understood by their people in different regions. The English language has a long and fascinating history that spans from wars, invasions, and influences around the world.

Nowadays, English is the most important and global language in the world, It is the greatest common language spoken universally. English is not the most spoken language in the world; it is the official language in 53 countries and it is spoken as a first language by around 400 million people worldwide, but that's not all; it is also the most common second language in the world. According to the British Council, by 2020 about two billion people in the world will be studying

English. Therefore, it is highly likely that if you meet someone from another country, you will both be able to speak English. It gives you an open door to the world and helps you communicate with global citizens. English is one of the most important languages that are traded globally, and it depends on the matter, in addition to being the first language in business dealings, academic sectors, and all kinds of sciences.

English in all fields: science, business, economy and studies… First of all, English is the universal form of communication in science, although many countries still publish journals in their native tongue. English is currently the best way to share one's research findings with scientists in other part of the world. English is the language of science but precision is tough as a non-native speaker. Elnathan (2021) argues that scientists with a different first language could benefit from mentoring and support to help them communicative their research clearly for global audiences. The science does not run way from the rule and the English prevails between the scientific community manuscripts like articles, theories and rules, are every day published in a global language: the English, this language moderates debates, conferences around the world. In addition to this, success in business depends all about one thing, communication. This is the key to have a successful coupary . A good way to spread your product is have a good stategy of marketing. So, you have to communicate with all world using one language .And the mostly used is the English.

Moreover, English is critical for countries' successful participation in the global economy , that it provides individuals with access to crucial knowledge , skills and employment opportunities and enables organisations to create and sustain international links. A study into the economic impact of lerning English in developing countries has concluded that the language can increase the earning power of individuals by around 25% and the developing economies need access to English if they are to grow and position themselves in the global economy .

Figure1.1

World map percentage English speakers by county
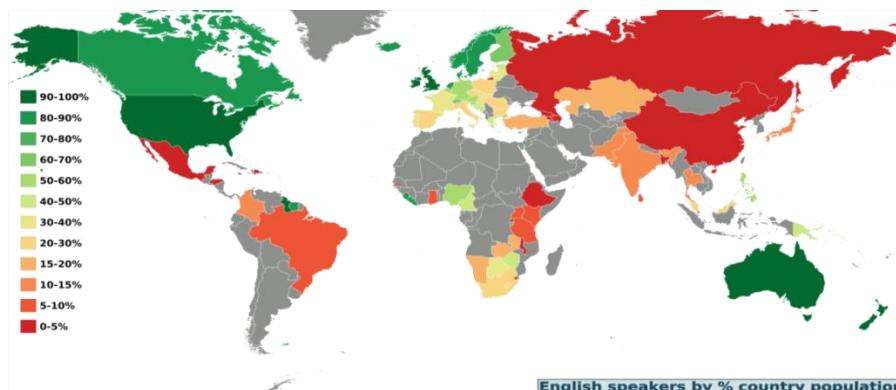
1.2.1 Domains for English use

Nowadays, many countries and people have become dependent on learning English and anyone who wants to succeed in any field must master this language. Moreover, studying English has become an important and essential thing because it is the most spoken and written language in the world, English is used in different fields and domains such as:

Business,English is the most widely spoken language in the world and this is what made business depend on English because the majority of companies around the world rely on English in writing their reports and so on. In addition to this, English is the preferred language in business because many business partners do not speak the same language so they rely on English to communicate between each other.

Commerce,there is no doubt that the English language is very important in the field of commerce and it's role is great in the development of this activity, anyone who is a business owner must learn English because the majority of global commercial

transactions are conducted in English, as well as, many commercial contracts for import and export operations depends on this language.

Tourism,the English language is considered as a means of exchanging cultures around the world, it is one of the most used languages in the field of tourism and it is the common language between the tourist and the host country. Moreover, it is also important for tourists so that they can communicate and for hotel workers and tour guides who have direct contact with tourists.

1.2.2 English in medical field

English is considered the language of science; it is the lingua Franca of medical international communication. English becomes essential in medical field because all medical information and most of medical terms are in English even international conferences are presented in English. Moreover, it helps doctors to constantly follow scientific development , also most developed countries rely on English in this field and even doctors when they present new research they present it in English ,even the world health organization depends on this language , especially when a disease in to provide development and indicators related to this disease in English .

1.3 Teaching English for Specific Purposes

The term ESP firstly appeared in the 1960s, English for specific purposes (ESP) is a subset of English as a second or foreign language. It usually refers to teaching the English language to university students or people already in employment, with reference to the particular vocabulary and skills they need. As with any language taught for specific purposes, a given course of ESP will focus on one occupation or profession, such as Technical English, Scientific English, English for medical professionals, English for waiters, English for tourism, etc. Despite the seemingly limited focus, a course of ESP can have a wide-ranging impact, as is the case with Environmental English.

English for academic purposes, taught to students before or during their degrees, is one sort of ESP, as is Business English. Aviation English is taught to

pilots, air traffic controllers and civil aviation cadets to enable clear radio communications. (Dudley-Evans, 1997) , in addition to this we can defined ESP as an approach rather than a product, which means that ESP does not involve a particular language ; teaching materials or methodology(Hutchinson and waters 1987) , also ESP is considered as an approach to language learning, concentrates on language in context rather than grammar and structure, Robinson (1991) said that ESP is "goal-oriented language learning". It is also defined as "English for specific purposes (ESP) refers to the teaching and learning of English as a second or foreign language where the goal of the learners is to use English in a particular domain." (Paltridge and Starfield,2013,p.2). However, ESP teaching should have a combination between teaching English and the subject matter, this combination will motivate the learner to apply what he learn in class

1.3.1 ESP Development

English for specific purposes has gone through several stages of development since the early 1960s; it has developed at different speeds in different countries, « ESP is not a monolithic universal phenomenon » (Hutchinson and Waters, 1987; 9).

1_ the register analysis

The first approach occurred mainly in the 1960s, in this stage English courses focus on the type language (register) students will encounter in an academic study or professional setting, the purpose of this approach is to identify the grammatical and lexical features of these registers at the sentence level, this stage work on the basis that academic or scientific English had a specific register differ from the one use in general English.

2_Rethorical or discourse analysis (sentence level)

In the first stage ESP focuses on the language at the sentence level but in the second stage of development shifts attention to the level above the sentence, "the focus was thus on the sentence and on the writer's purpose rather than on from" (Robinson 1991:24), in this stage activities are based on analyzing the intention of discourse by identifying discourse makers and textual patterns such as narratives, argumentation, instruction …

3 The target situation analyses

In this stage the ESP course will first identify the target context and then conduct a rigorous analysis of the linguistic features identified in that context , the course will than focus on teaching the aspects of the language identified in the analysis to ensure that it will be useful for the learners ,and the major goal of this stage is to take existing knowledge and place it on a more scientific basis and introduce the use of procedure more closely for relating language analysis to why learners learn(reasons).

4_Skills and strategies

The basic idea behind the skills and strategies approach is that it is not necessary to focus too much on the surface of language, but rather on interpretive strategies that enable the learners to deal with surface from; this approach does not focus on the language itself but on the thinking process involved in it.

5_ A learning centered approach

This stage is not only about language use but also language learning since a truly effective ESP approach must be based on understanding of the language learning process and this brings us to fifth stage.

Figure 1.2

The origins and Development of ESP
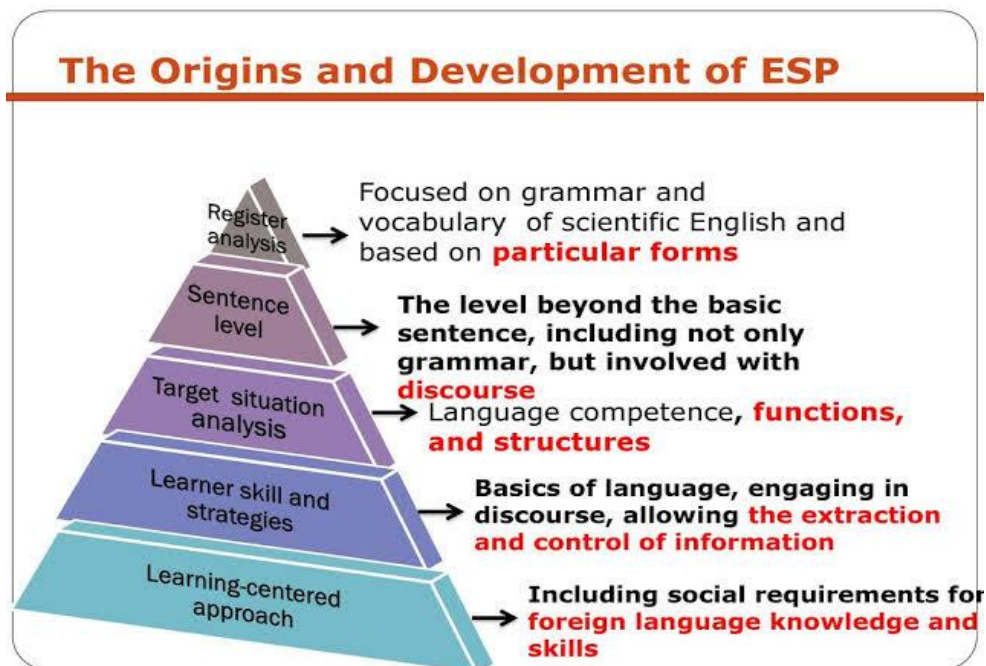
1.3.2 ESP Characteristics

According to Strevens (1988), there are two characteristics which are: Absolute characteristics, and the second one is Variable characteristics, first of all we start with Absolute characteristics:

1 _ Absolute characteristics

ESP is defined to meet psychological needs of the learners and how they will respond to temptations (Maslow's hierarchy of needs).

1. ESP makes use of underlying methodology and activities of the discipline it serves.
2. ESP is centered on the language appropriate to these activities in terms of grammar, lexis, register, study skills, discourse and genre.
3. ESP is defined to meet specific needs of the learners
4. ESP makes use of underlying methodology and activities of the discipline it serves

5. ESP is centered on the language appropriate to these activities in terms of grammar, lexis, register, study skills, discourse and genre.

The language used is appropriate to those activities in syntax, lexis discourse, semantics and analysis of this discourse.

In the other hand, we have the second characteristic which is the variable characteristics. These characteristics are changeable, ESP need to be restricted as the language skills to be learned, not taught according to any pre-ordained methodology.

2_Variable characteristics

Strevens' (1988) ESP may be, but is not necessarily:

1. Restricted as to the language skills to be learned (e.g. reading only);
2. Not taught according to any pre-ordained methodology
3. ESP may be related to or designed for specific disciplines
4. ESP may use, in specific teaching situations, a different methodology from that of General
5. ESP is likely to be designed for adult learners, either at a tertiary level institution or in a
6. Professional work situation. It could, however, be for learners at secondary school level
7. ESP is generally designed for intermediate or advanced students.
8. Most ESP courses assume some basic knowledge of the language systems

Dudley-Evans & St John (1998)

1. ESP may be related to or designed for specific disciplines;
2. ESP may use, in specific teaching situations, a different methodology from that of general English;

3. ESP is likely to be designed for adult learners, either at a tertiary level institution or in a professional work situation. It could, however, be for learners at secondary school level;

4. ESP is generally designed for intermediate or advanced students;

5. Most ESP courses assume some basic knowledge of the language system, but it can be used with beginners.

1.3.3 Types of ESP

1. 3.2.1 English for academic purposes (EAP)

English for academic purpose refers to the languages and related practices that people need to study or work in higher education in English, therefore the purpose of the EAP course is to help these people learn some aspects of language and culture, mainly the institutional and disciplinary practices associated with learning or using the English medium " EAP is concerned with those communication skills in English which are required for study purposes in formal education system" (ETIC 1975)

EAP is often seen as a branch of ELT (English language teaching) and although not all EAP teachers go through the ELT route , it is like EPP (English for professional purposes) and EOP (English for occupational purposes) ,also it is a type of ESP because the teaching content is explicitly tailored to the language practice and learning needs of the learners.

1.3.2.2 English for occupational purposes (EOP)

English for occupational purposes is a branch of ESP that covers situations where learners are learning English for work-related reasons, EOP is for studying a specific subject or as a school subject, it refers to English for professional purposes

EPP in administration, medicine, law and business, and for non-professional purposes in work (language in specific professional or vocational training) or pre-job situation (on job search and interview skills).

EOP is an area of study for those who need English for work, even EOP courses help learners develop the vocabulary and communication skills needed for specific job or work tasks.

1. 3.2.3 EAP vs. EOP

According to Dudley Evans and ST John (1999), all English learners have specific English learning goals and they can be divided into two types EAP English for academic purposes students whose ultimate goal is to improve their English for their education including studying abroad, and EOP learners whose main goal is to learn English to improve profession languages as a skill, EOP focuses specifically on adult language acquisition and all aspects of general education for adult learners. Moreover, the purpose EOP training is to improve performance in the work place, with a particular focus on how adults learn language to communicate in professional settings.

Figure1.3

Classification of ESP according to Hutchinson and Waters (1987)
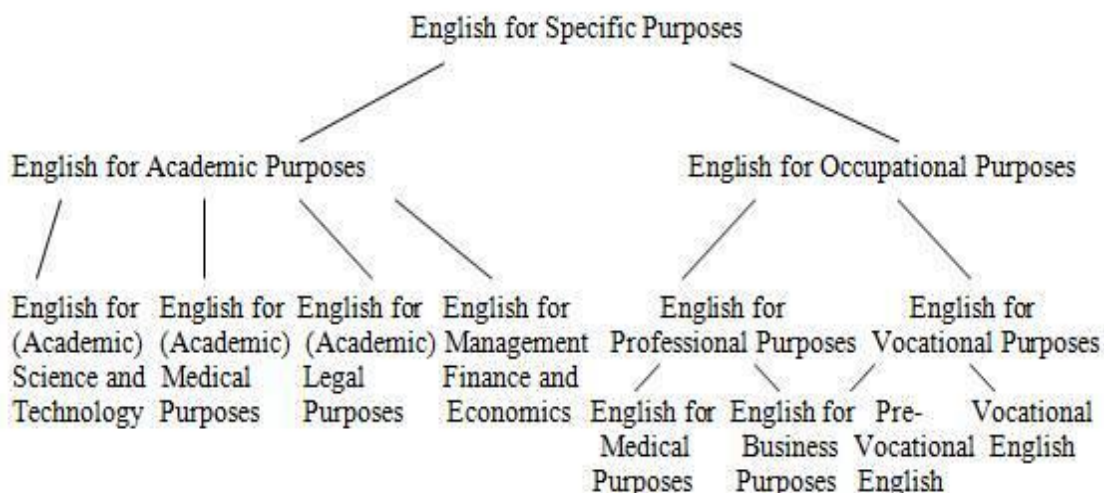
Many researchers investigated in ESP types as Hutchinson and Waters (1987), they classify ESP into two main types that are meant to satisfy and fulfill learners' needs; English for Occupational Purposes (EOP) and English for Academic Purposes (EAP). This figure explain the division of ESP according Hutchinson and Waters (1987).

First of all, EAP refers to students who their first language is not English; they may need help with both languages of academic disciplines and specific study skills required for the course.

EAP branch includes:

1/English (Academic) for Science and Technology (EST)

2/English (Academic) for Medical Purposes (EMP)

3/English (Academic) for Legal Purposes (ELP)

4/English for Management Finance and Economics (EMFE)

In the other hand, English for Occupational Purposes (EOP) is broken down in two branches:

_English for Professional Purposes; in this branch also there are some subtitles: English for Medical Purposes, and English for Business Purposes.

_Vocational purposes, and some subtitles which are Pre-Vocational English and Vocational English.

1.4 Course design

Course design is the process of interpreting raw data about learning needs to create a comprehensive set of teaching experience whose ultimate goal is to guide learners to a specific level of knowledge. In the context of ESP , "course design is a process of data collection in preparing effective tasks, activities and to create the most suitable setting for ESP learners to achieved their goals" (Richards, 2001).Moreover, course design is the process and methodology of crating quality of learning environment and experience for students through conscious and structured engagement with classroom materials, learning activities and interactions, students can access information ,gain skills and practice higher-level of thinking.

Robinson's states that the characteristics of ESP course are:

1-ESP is goal directed.

2-ESP course is based on analysis of needs

3-Often, there is a specified period for the ESP course.

4-ESP learners tend to be adults

5-learners may need specialist language but it is not necessary

6-Sometimes, a very high level of proficiency is not required as the students succeed in their aims.

Based on this criteria ESP course design is goal oriented, learners are learning English because they need it or they will need it in their professional career.

1.4.1 Needs analysis

In all ESP teaching situations, we must start by considering the needs of the learners and what they have to do in the target situation (Flook, 1993). Needs are defined as being the requirements that the students have in order to be able to communicate effectively in the target situation. They are also defined as what the students need to learn to acquire the language.

Needs analysis (also known as needs assessment) has a vital role in the process of designing and carrying out any language course, whether it will be English for Specific Purposes (ESP) or general English course, and its centrality has been acknowledged by several scholars and authors (Munby, 1978; Richterich and Chancerel, 1987; Hutchinson and Waters, 1987). The key stages in ESP are needs analysis, course design, materials selection, teaching and learning, and evaluation. These are not separate, linearly-related activities, rather they represent phases which overlap and are interdependent. Needs analysis is the process of establishing what and how of a course; evaluation is the process of establishing the effectiveness. It is also a formal, systematic process of identifying and evaluating training that should be done, or specific needs of an individual or group of employees, customers, suppliers , etc.

Richards and Platt (1992:242) state that NA is "the process of determining the needs for which a learner or a group of learners acquires a language and arranges the needs according to priorities." Consequently, a teacher engaged in the process of NA is required to gather information about "what" the learner need and "how" he can learn. Dudley-Evans and St. John (1998) came with a modern concept of needs identification that is considered as a comprehensive and encompasses many works of the above-mentioned scholars.
This concept includes:

Figure1.4

Modern concept of needs Dudley-Evans and St. John (1998)
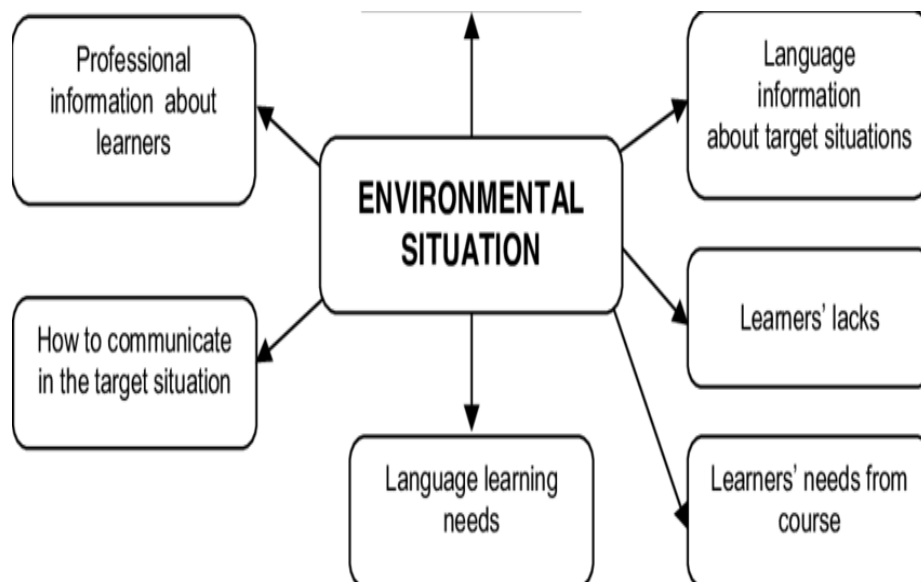
All of the approaches mentioned above were included in the concept of needs analysis as devised by Dudley-Evans and St. John (1998: 125), present-ed in Figure 1.4 , according Modern concept of needs Dudley-Evans and St. John (1998)

In the environmental situation we have: personal information about learners , how to communicate on the target situation , language learning needs , language information about target situation, "learners, lacks , learners" needs from course . Needs analysis in ESP should en-compass determining the following aspects :

a. professional information about the learners : the tasks and activities learners are/will be using English for (target situation analysis and objective needs)

b. personal information about the learners : factors influencing the way they learn such as their previous learning experiences, cultural information, reasons for attending the course and expectations of it, attitude to English (wants, means, subjective needs)

c. English language information about the learners : what their current language use and skills are (present situation analysis).

d. learners lacks.

e. language learning information : effective ways of learning the skills and language (learning needs).

 f. professional communication information about : knowledge of how language and skills are used in the target situation (linguistic analysis, discourse analysis, genre analysis).

 g. what is wanted from the course (course expectations and requirements).

h. information about the environment in which the course will be run (means analysis). Other approaches to needs analysis have also been proposed, e.g.,

pedagogic needs analysis.

  Hutchinson and Waters identify two types of needs as illustrated in the figure below

Figure1.5

Types of Needs analysis in ESP (Hutchinson and Waters)

NEEDS

Target needs	Learning needs
What the learner needs to do in the target situation	What the learners needs to do in order to learn

Necessities	Lacks	Wants
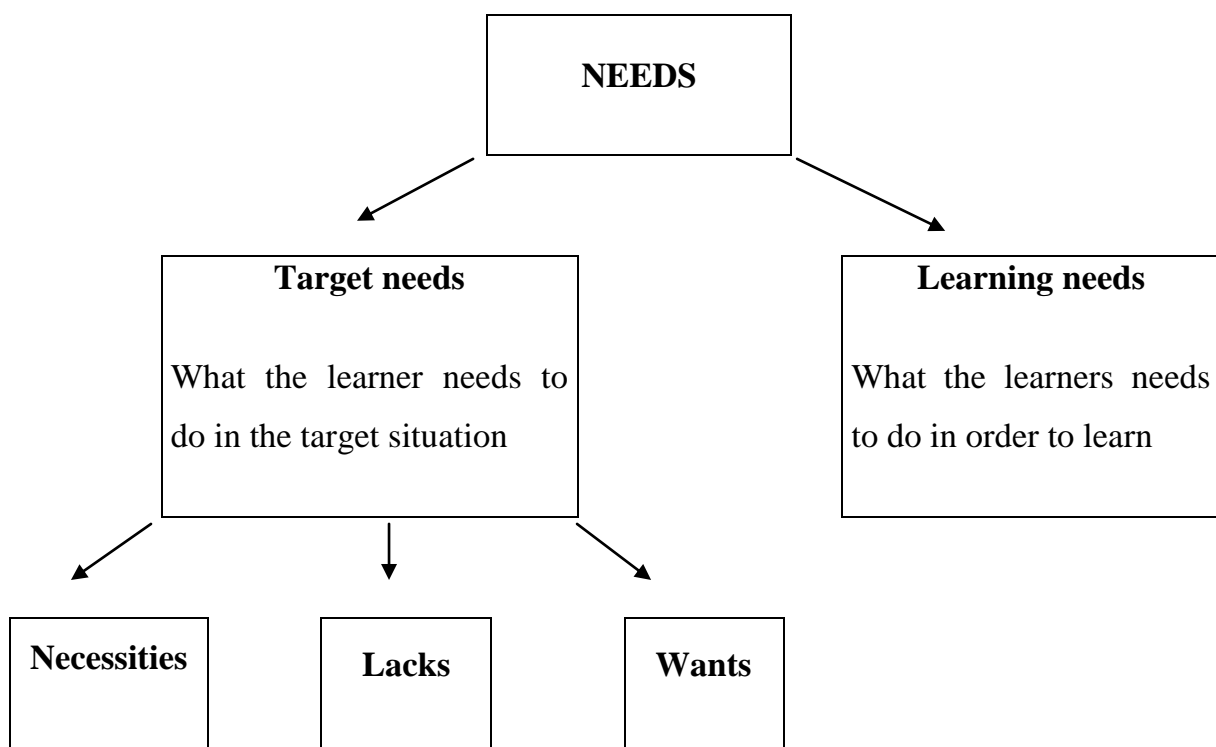
Target needs

Target needs is like an umbrella term in which practice hides a number of important distinctions .It is more useful to look at the target situation in terms of NECESSITIES , LACKS and WANTS .

A_ Necessities: we call necessities the type of need determined by the demand of the target situation, are the academic or occupational requirements of the target situation. Accordingly, needs "are perhaps more appropriately described as objectives" (Robinson, 1991: 7) to be achieved.

B_ Lacks: since the concern in ESP is with the needs of particular learners' .You also need the learner knows already, so that you can decide which of the necessities the learners lacks. The target proficiency in other words, needs to be matched against the existing proficiency of the learners. The gap between the two can be referred to as the learner's lacks (Hutchinson, waters and Breen, 1979)

C_ Wants : So far , we have considered target needs only in an objective sense , with the actual learners playing no active role .But the learners too, have a view as to what their needs are .As Richterich (1984,29) comments '…a need does not exist independent of a person. It is people who build their images of their needs on the basis of data relating to themselves and their environment.'

Learners may well have a clear idea of the 'necessities 'of the target situation: they will certainly have a view as to their 'lacks'. But it is quite possible that the learners' view will conflict with the perceptions of other interested parties: source designers, sponsors, teachers…etc.

Learning Needs

Learning needs represent the strategies and skills used by learners to move from the start (lacks) to the final destination (necessities). It focuses on how to learn to do something (methodology). Hutchinson and Waters (1987) claim that it is

naive to base a course design simply on the target objectives, and that the learning situation must also be taken into account. They added that the target situation alone is not reliable indicator, and that the conditions of the learning situation, the learners' knowledge, skills, strategies, motivation for learning, the setting and the time loud are of prime importance. Learning needs is the gap between the learner's current level of knowledge and skills, and the level of knowledge and skills required to perform a task or a set of tasks.

1.4.2 Syllabus design

Syllabus design can be defined as selection and organization of instructional content including suggested strategy for presenting content and evaluation (Brown, 1995). Syllabus design is based essentially on a decision about the « Units » of classroom activity, and the « sequence »in which they are to be performed. The syllabus thus formalizes the content to be learned in a domain of knowledge or behavior, and « arranges this content to in a succession of interim objectives » (Widdowson, 1990, p.127).

1.4.3 Materials selection

Material selection is conducted due to helps teachers to achieve program goals in teaching and learning .It also helps the schools protect the integrity of programs. Teachers in certain schools have policy that the materials should reflect local interest and issues besides curriculum

Teaching and learning materials can also add important structure to lesson planning and the delivery of instruction. Learning materials act as a guide for both the teacher and the learner. They can provide a valuable routine in the teaching and learning process.

1.4.4 Evaluation

Evaluation uses methods and measures to judge students learning and understanding of thee material for purposes of grading and reporting

Evaluation is feedback from the instructor to the student about the student's learning (Classroom assessment). Evaluation of teaching involves collecting evidence, from various stakeholders, for the purpose of improving the effectiveness of the teaching-learning process. A successful evaluation generates outcomes that are valid, reliable and indicate directions and action for development. To determine and understand the level of knowledge and skills of students, at various times of the learning period, to be aware of the specific difficulties of individual students, or of an entire class, as a basis for further teaching.

1.5 Medical Communication

Medical science communication also called medical communication is a cross-sectional filed arising from medicine and communication. Medical communication focuses on communication with medical personnel, so it tends to belong to medicine in terms of subject attribution. As a branch of scientific communication, medical communication emphasizes the authority and scientific facts of information sources. Therefore, the transmitter of medical communication must be professional medical staff as medical workers including doctors, nurses and medical technicians.

In general, medical communication is the development and production of materials that deal specifically with medicine or health care, it is about communicating medical and scientific data and information (innovation and perspectives on specific diseases and their treatments) in various forms to various audiences such as doctors, pharmacists, hospital stuff and even patients.

1.5.1 Doctors-Patient communication

In a central clinical function, the resulting communication is the heart and art of medicine; it is a central component of health care. Moreover, the primary goals of current doctors-patient communication are building good relationships, facilitating information, exchange and engaging patients in decision-making. In addition to this, good doctors-patient communication has the potential to regulate

patient emotions, facilitate understanding of medical information and allow for better identification of patients needs, perceptions and expectations, patients who reported a good communication with their doctors were more likely to be satisfied with their treatments and specially to share pertinent information for accurate diagnosis of their problems, follow advice to be "prescribed treatment."

1.5.2 Doctors-doctors communication

Effective communication among doctors who are interdependently involved treating patients is critical to the quality of care, misunderstanding can lead to loss of mutual trust, waste of time and money, and more importantly, they may be detrimental to the health and even life of patients, good communication increases doctors' job satisfaction and sense of purposes. Moreover, effective communication between health care professionals should be clear, timely and discrete, this communication is necessary to make an accurate diagnosis, ensure appropriate treatment is provided, and ensure that patients understand their health conditions and need the ability to express complex or technical terms in a commonly understood manner, such as healthcare professionals must explain and apply information provided to them by other staff.

1.6 Medical English Linguistic Aspects

Medical language is the language used by medical experts in their professional communication and incorporates more than 2,500 years of a development influenced mostly by Greek and Latin medical traditions. Today, all the most influential medical journals are written in English, and English has become the language of choice at international communication. Whereas in former times new medical terms were derived from classical Greek or Latin roots, now they are often, partly or wholly, composed of words borrowed from ordinary English for example: bypass operation, clearance, base excess, screening, scanning and doctors from non-English–speaking countries now have the choice between importing these English terms directly and translating them into their own language. Learning English medical language that has become a lingua franca during the last few

decades creates certain obstacles for learning in the form of collocations, irregular forms, existence of synonyms, doublets abbreviations etc…. To manage medical language at an appropriate level requires looking for the most convenient teaching and learning strategies.

For linguists the language of medicine is fascinating for the flow of concepts and words from one tongue to another. For medical doctors, an appropriate of the history and original meaning of words offers a new dimension to their professional language.

1.6.1 Lexical level:

Medical terminology is the language used to describe anatomical structures, procedures, conditions, processes, and treatments. At first, glance medical terms may appear intimidating, but once you understand the basic word structure and the definitions of some common word elements, the meaning of thousands of medical terms can be easily parsed. Most medical terms adhere to a fixed structure of a prefix, root, and suffix. These word components are assembled like building blocks to create a vast vocabulary.

Greeks are considered the founders of rational medicine and medical terms are primarily derived from Greek and Latin. Over centuries, the language of medicine has evolved into multiple national medical languages. Today, medical English is the dominant language for international communication. English is used in most influential medical journals and it has become the language of choice at international conferences. Basic Term Structure Medical terms are comprised of these standard word parts:

Prefix: When included, the prefix appears at the beginning of a medical term and usually indicates a location, direction, type, quality, or quantity.

Root: The root gives a term its essential meaning. Nearly all medical terms contain at least one root. When a prefix is absent, the term begins with a root.

Suffix: The suffix appears at the end of a term and may indicate a specialty, test, procedure, function, disorder, or status. Otherwise, it may simply define whether the word is a noun, verb, or adjective.

Combining vowel: A combining vowel (usually the letter "o") may be added between words parts to aid in pronunciation. Breaking a word down into its component parts should help readers determine the meaning of an unfamiliar term. For example, hypothermia has the prefix hypo- (meaning below normal), the root them (heat or warmth), and the suffix-ia (condition).

The purpose of medical terminology is to create a standardised language for medical professionals. This language helps medical staff communicate more efficiently and makes documentation easier.

Here is some essential vocabulary for nurses and medical professionals working in an English-speaking context. Each word is shown with its part of speech and meaning, while an example sentence shows the word in context.

Table1.1

Examples of vocabulary for nurses and medical professionals working

Word part of speech	Meaning	Example sentence
Abnormal Adjective	Not normal for the human body.	This amount of weight loss is **abnormal** for women your age.
Ache Noun / verb	Pain that won't go away	I cannot sleep because my knees **ache** in the night.
Acute Adjective	Quick to become severe/ bad	We knew the baby was coming right away because the woman's labour pains were **acute**.

1.6.2 Syntactic level

Syntax is the arrangement of words and phrases to create well-formed sentence in language. The syntactic simplification is performed at the sentence level, sentence lingers then 10 words are assumed to require syntactic simplification and are processed through a series of modules. Examples:

Wrong syntax: The hand washing technique with soap in COVID-19 and also alcohol- based sanitizers is described.

Correct syntax: The technique for hand washing using soap or alcohol-based sanitizer for preventing COVID-19 is described.

1.2.3 Semantic level

Semantic is the study concerned with the relations between the signs of a system, and human behavioural reaction to signs, including unconscious attitude, influences of social institutions, and epistemologies and linguistic assumptions.

Lexemes (words and word phrases) in the specialist lexicon were matched against strings in the 1997 Met thesaurus of the Unified Medical Language System (UMLS) developed by the National Library of Medicine. This yielded a "semantic lexicon," in which each lexeme is associated with one or more syntactic types, each of which can have one or more semantic types. The semantic lexicon was then used to assign semantic types to lexemes occurring in a corpus of discharge summaries (603,306 sentences). Lexical items with multiple semantic types were examined to determine whether some of the types could be eliminated, on the basis of usage in discharge summaries. A concordance program was used to find contrasting contexts for each lexeme that would reflect different semantic senses. Based on this evidence, semantic preference rules were developed to reduce the number of lexemes with multiple semantic types

The analysis of compound words consists of two steps; first it has to identify the different morpho-semantic constituents, to segment compound words into prefixes and suffixes. Second, the semantic relationships occurring between these

constituents must be determined in order to provide the resulting semantic interpretation.

Conclusion

  This chapter contains three parts ,the first part starts with the rationale for learning English language and the different domains for English use especially in the medical field then dealing with the definition of English for specific purposes , the development of ESP and it's characteristics and types , continuing with course design and needs analysis and the second part continue syllabus design , materials selection and evaluation , then the third part tackles the definition of medical communication which contains the doctors-doctors communication and doctors-patient communication then speaking about medical English language aspects which contains lexical level, syntactic level and ending this chapter with the semantic level.

Chapter Two

Data Analysis and Recommendations

CHAPTER TWO: Research Design, Data Interpretation and Suggestions

2.1 Introduction

The first chapter deals with the importance of ESP course for medical students, and this chapter is devoted to the description and analysis of data gathered by research tools and the discussion of the finding , first part deals with the University hospital centre of Tlemcen and the department of medicine , then followed with research design and procedures and the research methodology used in this research, the second part deals with the interpretation and discussion of the main result , the end of this work is accomplished with some suggestions , recommendations and a conclusion.

Teachers and students in Algeria are still complaining about students' grades and their poor proficiency level in English in the department of medicine , the implementation of ESP curriculum is the first step that it is reflected through an optional course introduced and offered to both medical students and teachers.

2.2. Situation Analysis

We conducted our research in the DR TIDJANU DAMERDJI University Hospital center in Tlemcen and the faculty of medicine takes the name of the martyr "BENAOUDABENZERDJEB" (4th year students) in Tlemcen also .

2.2.1 University Hospital Centre of Tlemcen

The Dr Tidjanu Damerdji University Hospital center in Tlemcen is built in a residential building, it is currently made up of 44 specialist departments and laborations.
The Hospital center in Tlemcen has a capacity of 646 beds and covers a population of 1,5 million citizens .It have 19 medical specialties which are: Anesthesia-Resuscitation , Pediatrics, Cardiology, Daematology , Endocrinology- Diabetology , Epidemiology , Gestroenterology , Hematology, Infections diseases, Occupational Medicine , Internal Medicine , Forensic Medicine , Nuclear medicine and metabolic imaging , Physical medicine and rehabilitation , Nephtology , Neurology, Medical oncology , Pneumo- Phthisiology , psychiatry.

2.2.2. Department of Medicine

Today,the Faculty takes the name of the martyr "BENAOUDA BENZERDJEB", the first courses offered in medicine (between 1974 and 1980) were in common with biology core where some fields have to finish their studies in others universities as Algiers and Oran. In 1981, the first year of medicine has launched and then in 1998 the Faculty of Medicine in Tlemcen was created. It comprises three different departments:

1-Department of Medicine

2-Department of Dentistry

3-Department of Pharmacy

Students admitted come from various neighboring towns and cities, hold high school diplomas (Baccalaureate diploma) in science and mathematics streams in the Department of medicine , they go through a syllabus of 7 years to have a degree of generalized medicine , this degree opens the door for students to start their career and become general practitioners, they can also go on to specialize in a specific field of medicine. Moreover, English is included in the program of medicine but not in all levels besides French language which is used more in daily life.

The curriculum in the department of medicine is divided into three stages;

_ From the 1st year to 3rd year; a pre-clinic cycle where students receive a theoretical instructions.

_ From the 4th year to the 6th year: the clinic cycle deals with diagnosing and treating diseases.

_ The 7th year: is the practical stage, the students are required to have full-time treating session in hospital.

2.3 Research design and procedures

The primary objective of this study was the effectiveness of the EMP course for medical students , Research design is an essential part of any work to achieve goals and adequately address research problem , first a suitable strategy must be followed to collect and gather data and present it efficiently .In addition to clearly describing

of the methods used in data analysis, in this work two different tools or instruments were used in order to obtain reliable results.

2.3.1 Sample population

As with any given ESP situation, the research should be supported by subjects on when the study is built, due to the complexity of needs analysis, the increase in data sources is essential for obtaining valid results and those that will provide useful data for the needs analysis are students in medical department and Doctors in the hospital. Thus, to obtain information regarding students' needs and the situation of ESP courses in the department of medicine.

2.3.1.1 Doctors ' profile

The participants are four doctors in the hospital of Tlemcen .To carry out the process of data collection, 4 Doctors were chosen to check their different opinions, the informants are Doctors specialized in Neurosurgeon and Anaesthesia, the participants has finished their studies and started their work in the hospital of Tlemcen and they practised the medical profession for 3 to 10 years.

2.3.1.1 Students' profile

The sample population chosen is the 4th year students of medicine .This study deals and concerned with medical graduate students from Tlemcen University, department of medicine, who participated in this work from the same undergraduate level, prepare different specializations as they are able to determine the objective of this study.

2.3.2 Instrumentation

Research instrumentations used in this work are the questionnaire and the interview, they are considered as the useful tools used in collecting data and they are assumed to be one of most common methods of data collection in foreign languages research as they provide the researcher with different information from a variety of perspectives.

Two tools were used in this research, an interview and a questionnaire

2.3.2.1 Doctors' Interview

The interview was used in this work to collect data about the importance of English language for Doctors. IT was designed as a semi structured interview to guide our informants in their answers.

2.3.2.2 Students' questionnaire

In this work, a questionnaire was selected to collect some required data for medical students who were considered by the researchers to be the most important informants in this investigation.

2.4 Data Analysis

Is an important stage of the research process , it is the process of inspecting , cleaning, transforming and modeling data with the goal of highlighting useful information , suggestions , conclusions and supporting decision making , this means that the data analysis process is not restricted to a single method but rather has multiple facts and approaches , encompassing diverse techniques , in our research we use qualitative and quantitative methods in order to draw possible and coherent conclusion.

2.4.1 Results of Doctors' interview

The questionnaire were conducted for 04 doctors in Tlemcen hospital "Neurosurgery department" , it is composed of 07 questions aims to collect and gather date about the doctors' use of English in their domain , also it aims to determine the importance of English in medical field , starting with doctors experience and specialty , then if they faced situations in which English is used , then the need of English in their academic studies , their level of English .In

addition to the difficulties that they faced and ending with their suggestions for the academic education of the future generation

.Q1: Doctor's Experience and specialty

Doctor's experience ranged from 3 years to 10years with different specialties like Neurosurgery and Anesthesia**.**

Q2: In your working are you faced to situation in which English language is used?

Figure2.1

Situation in which English language is used.
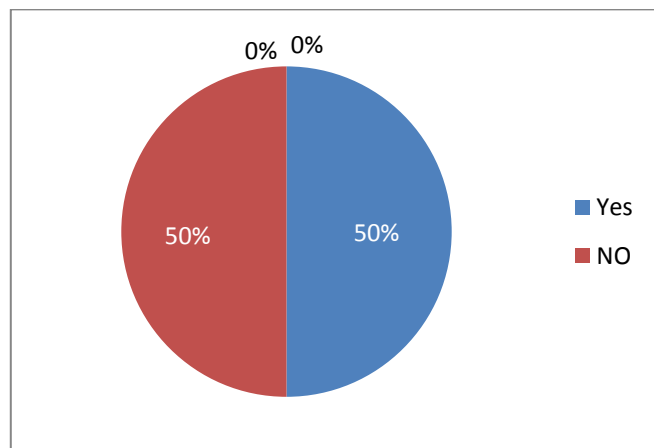
This question was devoted to know if they faced some situation in which it was necessary to use the English language, two doctors said "Yes" and the others said "No".

Q3 : In your academic studies do you need English ?

All the doctors stated that they need English in their academic studies , because according to them , all medical information are available in English also all

scientific articles wish published today are in English and they said that English is the official language of many international conferences .

Q4: What is your proficiency level in English?

Figure2.2

Doctor's proficiency level in English.
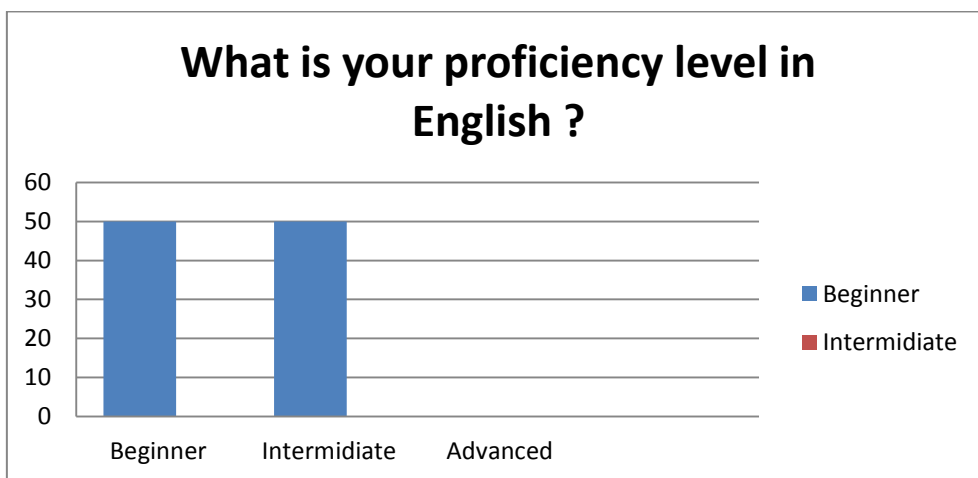
Two doctors said that they are beginner in English and two doctors said that they are intermediate, the majority of doctors said that the main reasons behind this situation (no motivation and time to study English, medicine in Algeria depends on French language).

Q5: Do you think that the lack of English competence constitutes a handicap for you professional career?

The majority of doctors said YES

Q6: Do you find difficulties when (From 1 to 8) :

Table2.2

The main difficulties (from 1 to 8)

Response	Yes	No	Totale
1-listening to a researcher explaining a disease	3 (75 %)	1 (25%)	4(100%)
2-comprehending a medical articles	4 (100%)	0(0%)	4(100%)
3-writing an abstract for a conference	3 (75%)	1 (25%)	4(100%)
4-presenting a paper in a conference	2(50%)	2 (50%)	4(100%)
5-understanding a patient speaking in English	4 (100%)	0 (0%)	4(100%)
6-Reading a medication leaflet	2 (50%)	2 (50%)	4(100%)
7-writing an email in English	1 (25%)	3(75%)	4(100%)
8-interacting with foreigners in English	1(25%)	3(75%)	4(100%)

1-listening to a researcher explaining a disease

Three doctors stated that they have some difficulties when listening to a researcher explaining a disease.

2-comprehending a medical articles

All of them said that they cannot comprehend medical articles written in English.

3-writing an abstract for a conference

The majority of doctors said that they cannot write an abstract for a conference.

4-presenting a paper in a conference

Two doctors said that they can present a paper in a conference.

5-understanding a patient speaking in English

All of them said that they can understand a patient speaking in English.

6-Reading a medication leaflet

Two doctors said that they can read a medication leaflet.

7-writing an email in English

Some of them said they can write an email in English.

8-Interacting with foreigners in English

Some of them said that they can interact with foreigners with no difficulties. However, other doctors said that they cannot understand them.

Q7: According to your experience what do you suggest for the academic education of the future generations?

Giving English more importance in medical formation and promote specific English during medical training.

2.4.2 Results of students' questionnaire

The questionnaire was administrated to 20 students of the 4th year of medicine at the university of Tlemcen during the academic year 2021/2022 , it composed of 11 questions aim to gather and collect data about students needs of English in their studies. Firstly, it starts with a general question which is about students gender, then if English is important in their academic studies , also if they are interesting about reading books , articles .. Even their level in English , the number of hours and the

classification of English language skills according to their degree of important in their studies , ending with their suggestions

Q 1: Students gender

**Figure 2.3**

Student's Gender.
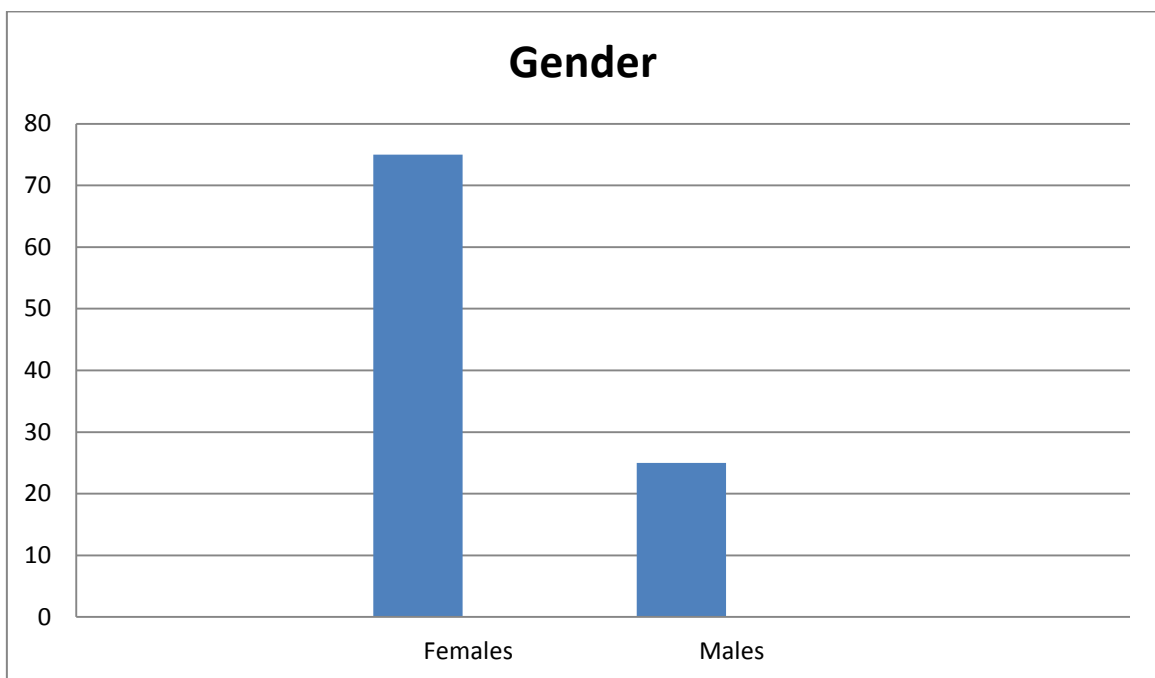
The statistics in this histogram shows that the most medicine students are females because females percentage is higher than males , females represent 75 % while 25 % represent males.

Q2 : For how long you have been learning English ?

Most student's answers were about 8 to 10 years.

Q3 : Do you consider English important in your studies ?

Figure 2.4

The important of English in their studies.

Do you consider English important in your studies ?

15%

85%

■ YES ■ NO
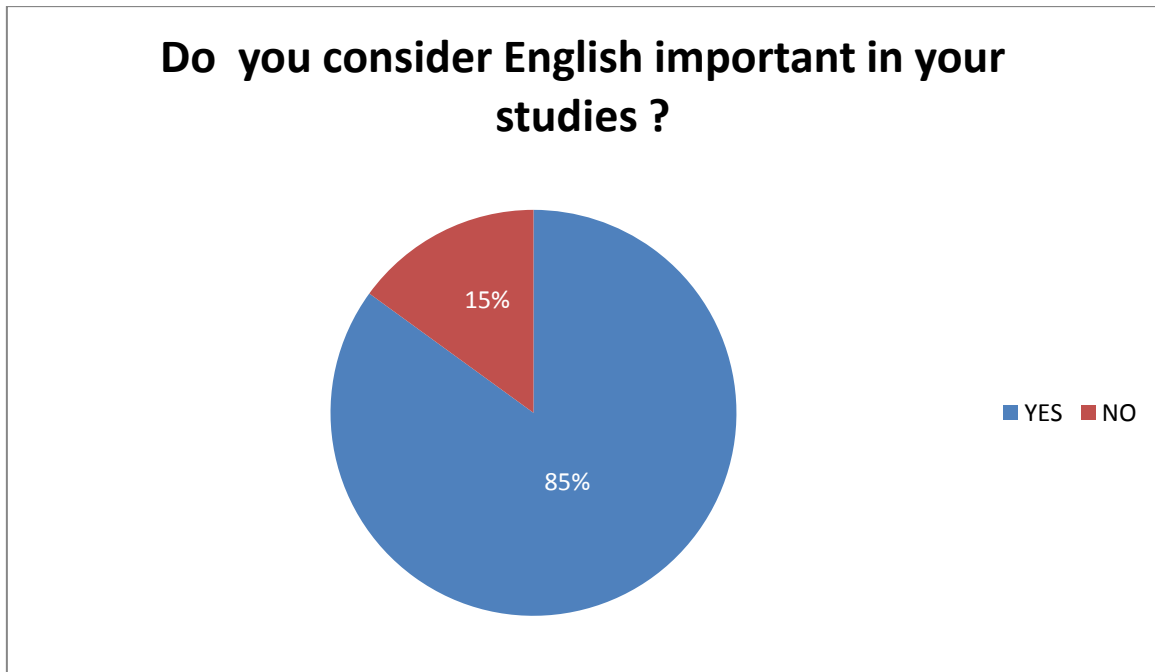
The statistics in this sector figure shows that 85 **%** of students said «YES » 17 students said that English is important in their study , while 15**%** of them said « NO » , so we can conclude that the majority of medicine students agree that English is important because according to them all scientific research and articles are in English , the most used language in the world , the language of communication.

Q4 : Do you read books / articles / documents in English ?

Figure 2.5

Students 'Reading books , articles , and documents in English.

Do you read books /articles /documents in English ?
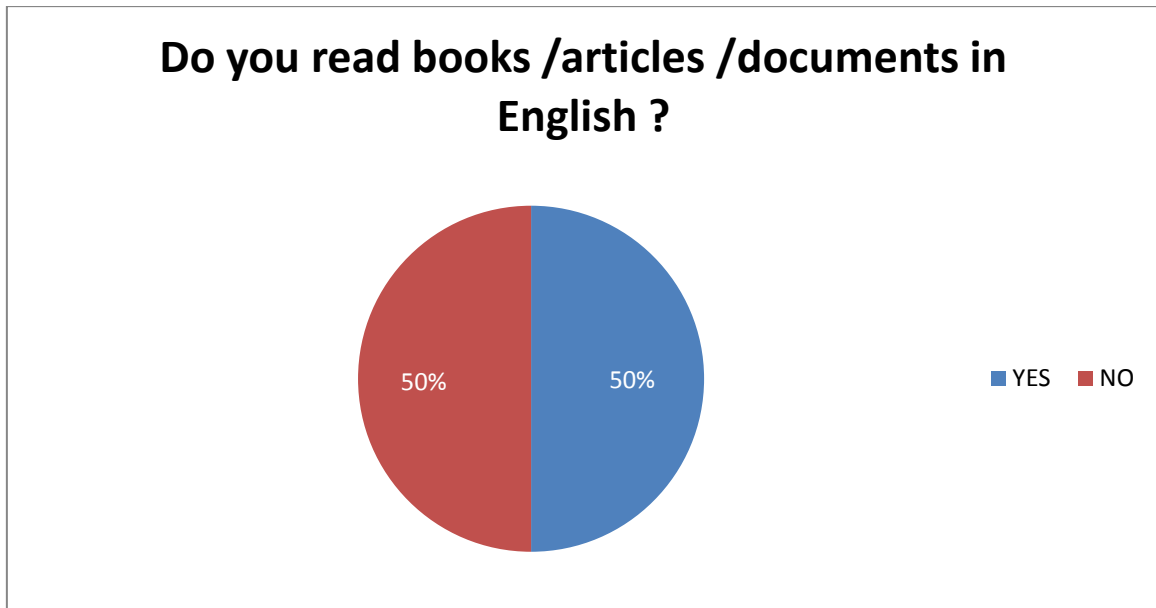
After analyzing the responses the statistics in this histogram shows that 50**%** of students said « YES » they read in English and the rest said « NO » they read just in French.

Q5: Do you listen to foreign doctors on the net ?

Figure 2.6

Students' listing to foreign doctors on the net
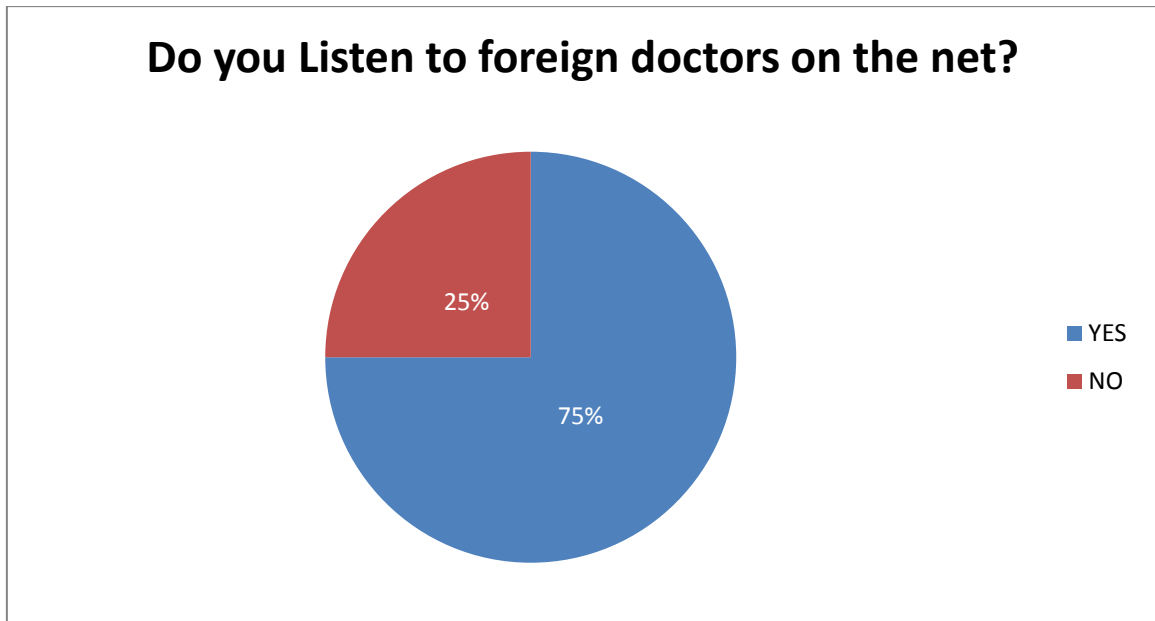
This figure shows that 75**%**of students said "NO" they do not listen to foreign doctors on the net, while 25% of them said "YES"

Q6 : What is your proficiency level in English ?

Figure 2.7

Students' proficiency in English.
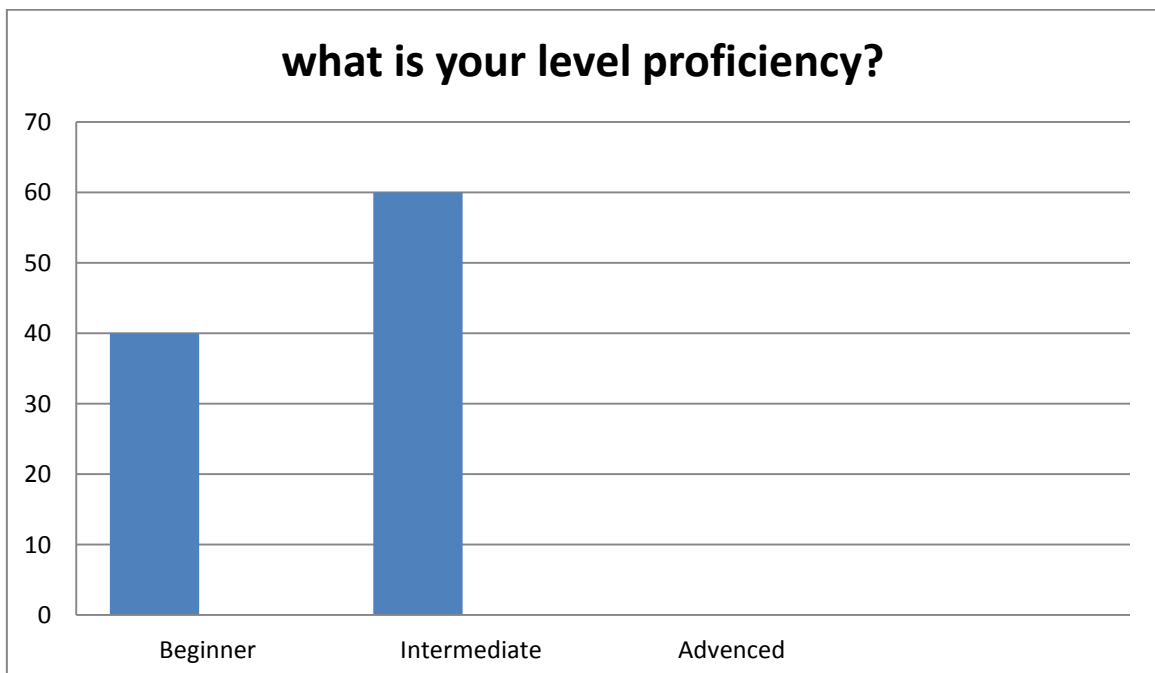
This figure represent student's level in English « beginner ,Intermediate , Advanced » , more than the half of students 60% consider themselves as intermediate in English , while the 40% of students said that they are beginners and no one choose the advanced level , in their opinions the reason behind this situation is that they are not motivated enough to learn English.

**Q7 : Do you find the number of hours for English language ?**

 Figure: 2.8

The number of hours for learning English.
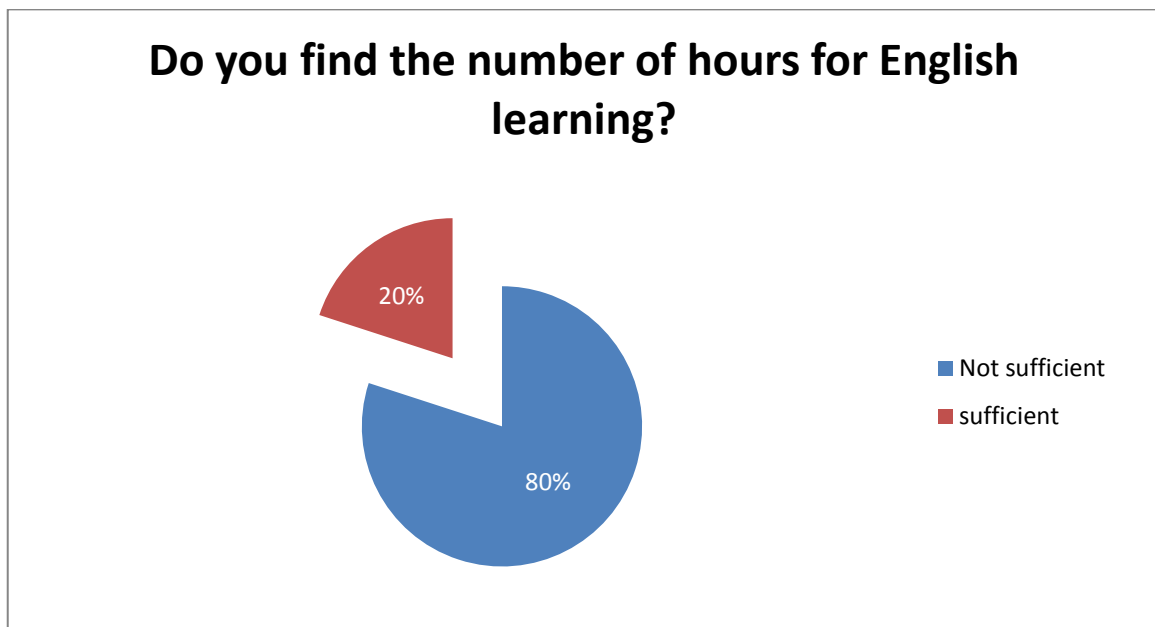
   The majority of students 80% said that the number of hours is not sufficient , while 20 % of them said that they have no problem with the number of hours.

Q8: Which English is useful for you ?

Figure: 2.9

Student's useful English.

Which English is useful for you ?
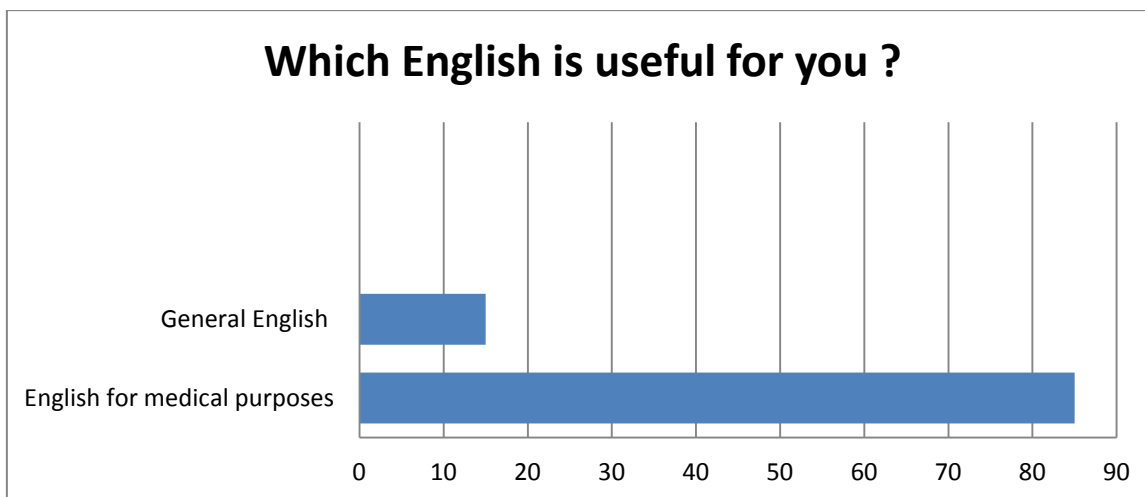
After analyzing the responses the bars graph reveals that most of students 85% choose English for medical purposes while 15% of them choose general English , the immediate analysis shows that medicine students prefer medical English .

Q9 : Classify these skills according to their degree of important for you studies

Table:2.3

　Classification of skills according to students' degree of important for their studies

Skills	Rank 01	Rank 02	Rank 03	Totale
Reading	02	15	3	20
	10%	75%	15%	100%
Speaking	14	4	2	20
	70%	20%	10%	100%
Listing	2	17	1	20
	10%	85%	5	100%
Writing	12	4	4	20
	60%	20%	20%	100%

The figure reveals which skill medicine students needs more , it shows that Reading skill is the first and Speaking is the second , then Writing the third one and listing the forth .

2.5 Interpretation and Discussion of the Main Results

Doctors' interview and students' questionnaires have enabled the researchers to collect a large amount of data concerning the importance of English whether in professional or academic settings. The data collected from doctors interview, revealed that they believe that English language is very important in the medical context, they considered their level in English language between beginner and intermediate and the lack of English competence constitute a handicap for their professional career. In addition to this, they have some difficulties in listening to a researcher explaining a disease, comprehending a medical articles and writing an abstract for a conference. They suggest for the academic education of the future generation to give English more importance in medical field and medical formation and to promote specific English during the medical training. With regard to medical students' questionnaire analysis, the statistics showed that the majority of the learners agree that English is important in their field of study and after analyzing the responses some of them like to learn English and they considered their level in English between beginner and intermediate. In addition to this the number of hours for English learning is not sufficient for them , the students considered English for medical purposes useful for them , the majority of the sample classified reading skill as the first skill according to their needs , also they have many difficulties specially when listening to oral presentations an when taking notes during the lecture , they claimed that they cannot speak with a patient in English also they cannot speak to a public on medical issues in English. All these results confirm the first hypothesis which claims that "The proposed course does not meet medical students' needs and does not develop their skills to communicate in different medical situations".

Regarding the second hypothesis which states that Algerian medical students and doctors need to learn, in an integrated way, both language skills and content related to medical register the results revealed that for medical students the four skills are all important and should be developed all together. However, students put much emphasis on developing the reading and listening ones especially reading which is subject of an immediate need. To sum up, the analysis of the data obtained show the importance of English language in the medical field, in addition to the necessity of identifying students' target and learning needs to design an effective ESP course, in addition to the necessity of developing the four skills to improve students' level.

2.6 Suggestions and recommendations

To be a great doctor, you need to communicate effectively and efficiently by conveying complex messages clearly to the patients and colleagues .Thus it is essential for doctors to be adept at languages , especially English . Some scholars noticed that EMP became essential and English has got a special status in medical settings in Algeria. There are many several reasons for medical professionals to learn medical English as it has grained nowadays the status of Lingua Franca. There are many academic and professional settings relying on English as far as Algerian medical situation is concerned.

In order to improve and support the EMP courses proposed by Tlemcen University faculty of medicine , the researchers propose some suggestions and solutions based on the needs and requirements of learners and implementation of skills , also students can improve their English by learning at home for example through online programs and podcasts , skill-based activities and language assignments to help students improve their skills by focusing on reading as it enriches their medical terminology and adds more time to the curriculum. Distance or online courses can support the current EMP syllabus. The courses have a strong practical focus making trainees develop a sufficient confidence and English

language skills to participate internationally. For example our Doctors attend English online lectures with foreign Doctors , they learn new medical words and how to pronounce them , and every time they discuss a medical topic online at least twice a week , so they learn many skills (listening, speaking....)at the same time . Moreover , providing additional hours to medical students to study English because one or two sessions are not enough to learn medical terms and speak English , we suggest 5 sessions in the week to learn English especially nowadays it has become very important in the whole world in all the domains and especially in the medicine field. Finally, for the future generations, it is important that the ministry start thinking how to impose English a learning tool in some streams as medicine.

2.7 Conclusion

The main goal of this chapter is to clarify and search about the effectiveness of the EMP course in Tlemcen University, it includes the data collection by using mixed instruments which are the interview and the questionnaire , also different graphs and tables are used in this work , concluding this chapter with some recommendations and suggestions to help students' improve their level of English in their domain.

In this chapter , the investigators tries to propose and come up with some solutions and suggestions to inspire researchers and help teachers and students to improve their English language level and to improve the teaching of ESP in the medical department.

GENERAL CONCLUSION

It has been a long time since English became the language of science and today in modern medical practices; medical professionals are constantly to English when browsing the literature or attending international conferences, unless they know enough English to read medical reading publications. In addition to this follow the scientific importance of the English language itself is especially important in the process of globalization and emergence of knowledge societies as medical advances have so far been almost essential.

In the same line of thought , Algerian Doctors need English to strengthen their position in international medical networks, they need to read scientific literature and medical articles also keep in touch with foreign colleagues and attend international conferences , the fulfillment of these tasks can only be achieved by mastering English .However , the teaching of English in the medical department in Tlemcen University has not paid special attention which is reflected in the newly introduced ESP courses.

This study was developed into two chapters , the first chapter start with the importance of English especially in the medical field then the definition of ESP , its emergence , its types and characteristics , it is also contains the course design , the needs analysis importance , its emergence , its types and characteristics , it is also contains the course design , the needs analysis importance , its types .In addition to the syllabus design then materials selection in a course design and ending with medical communication and medical English language at the syntactic , semantic and lexical levels.

A mixed research methods was used to collect data, an interview and a questionnaire in order to achieve the research objectives , after collecting data and analyzing it, the interview reveals that Doctors have a lack in English for medical purposes and their level on productive skills as communicating in English is average , where the teacher interview shows that English language offered to medical students need to be based on their needs analysis to satisfy their needs and

students' questionnaire reveals that their level in English is between average and immediate and the courses provided are not really related to their field of study , this confirms the firs hypothesis .

Regarding the second hypothesis, for medical students the four language skills are all important and should be developed all together to improve their level in English. However, students put much emphasis on development the reading and listing ones especially reading which I subject of an immediate need.

As a result , the ministry of higher education need to ensure that ESP courses are not only for medical students but for all fields of study , and must allow sufficient time in their schedule and a better learning environment and the course offered should be appropriate and based on the learners' goals and learning needs.

Unfortunately, we recall that we faced some difficulties especially when it comes to the lack of interest of some students in answering the questions, as some of them did not answer as we asked them and did not finish it as they were not serious, this lack of interest and seriousness show that they are not motivated and interested in learning English.

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Appendices

Appendix 1: Doctor's questionnaire

Dear Doctors, you are kindly requested to answer the following questions related to the use of English in your professional and research activities.

1. Doctor Experience: years…………………….... specialty …………..….

2. In your working, are you faced to situations in which English language is used?

<div align="center">Yes ☐   No ☐</div>

3. In your academic studies do you need English?

<div align="center">Yes ☐   No ☐</div>

Please explain,

………………………………………………………………………………………
………………………………………………………………………………………
………………………………………………………………………………………
…………………………………………………………

4. What is your proficiency level in English?

<div align="center">Beginner ☐   Intermediate ☐   Advanced ☐</div>

- What are the reasons behind that situation?

………………………………………………………………………………………
………………………………………………………………………………………
……………………………………………

5. Do you think that the lack of English competence constitutes a handicap for your professional career?

<div align="center">Yes ☐   No ☐</div>

Why?...*Appendices*
....

....

....

6. Do you find difficulties when:

Listening to a researcher explaining a disease	
Comprehending a medical article	
Writing an abstract for a conference	
Presenting a paper in a conference	

Understanding a patient speaking in English	
Reading a medication leaflet	
Writing an email in English	
Interacting with foreigners in English	

7. According to your experience what do you suggest for the academic education of the future generations?

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Thanks for your

cooperation

Appendix 2: Students questionnaire

  Dear students you are kindly requested to answer the following questions related to the use of English in your studies.

1. students gender

        Male   female

2. Do you think that English is important in your studies?

Yes.   No

3. Do you like learning English ?

Yes   No

4. Do you use books/articles/documents in your field printed in English ?

Yes   No

5. Do you find the number of hours for English learning

          Not sufficient   Sufficient   Too much

6. What is your proficiency level in English ?

Beginner   Intermediate   advanced

7. Which English is useful for you ?

          General English   English for medical purposes

8. What is/are the skill(s)you feel more confident to use ?

(Please classify from the most important to the least important)

          _Listening

          _Speaking

          _Reading

          _, writing

9. Do you find difficulties when:

Listening to oral presentation		Speaking with a patient in English	
Comprehend a scientific text written in English		Read text books and articles	
Take notes during the lecture		Asking questions in the class	
Listening to a medical conversation		Speaking to a public on medical issues	

Résumé

Un grand changement s'est produits dans l'apprentissage et l'enseignement des langues, de plus en plus, les apprenants sont intéressés par l'utilisation des langues en raison de certaines finalistes orientées et la question de l'enseignement des l'anglais à des fins médicales a fait , l'objet de recherches importantes au cours des dernières années et la nécessité de l'anglais comme langue professionnelle en médicine et aujourd'hui incontestable . la présente thèse est une première tentative d'enquêter sur les besoins des apprenants en médicine dans l'utilisation de l'anglais à des fins spécifiques à la faculté de médecin de l'université de Tlemcen , l'objectif principal de la présente recherche est de demander la mise en œuvre de l'anglais dans le domaine médical et concevoir des cours ESP efficaces pour les étudiants , l'échantillon de population utilisé pour cette étude de cas sont les étudiants inscrites en 4ᵉᵐᵉ année, et afin d'identifier les besoins linguistiques des apprenants et de décrire la situation actuelle de l'enseignement Esp dans la faculté de médecine, deux outils de recherche différence ont été conçu, le premier est une enquête par questionnaire auprès des étudiants et le deuxième outil est un entretien semi-structuré avec des médicine du CHU de Tlemcen, l'analyse quantitative et qualitative des données collectées a révélé que la majorité de l'échantillon estime que la langue anglaise est important dans leur études universitaire, ils aiment apprendre l'anglais à des fins médicales, cependant, les cours de ESP actuels ne répondent pas à leur cible et à leurs besoins, d'apprentissage, selon l'analyse et les résultats obtenus, les participants doivent développer les quatre compétences et leur compétence communicative, ainsi qu'enrichir leur terminologie médicale.

ملخص

حدث تغيير كبير في تعلم اللغات و تدريسها ،أكثر فأكثر،أصبح يهتم المتعلمون باستخدام اللغات بسبب بعض الأغراض الموجهة ،و قد تم البحث في مسألة تدريس اللغات الإنجليزية للأغراض الطبية بشكل كبير خلال السنوات القليلة الماضية و الحاجة إلى اللغة الإنجليزية كلغة احترافية في الطب أصبحت في الوقت الحاضر

بعيدة عن الشك. الأطروحة الحالية هي محاولة أولية للتحقيق في احتياجاتي متعلمي الطب في استخدام اللغة الإنجليزية لأغراض محددة في كلية الطب لجامعة تلمسان ، و الغرض الأساسي من البحث الحالي هو طلب تطبيق اللغة الإنجليزية في المجال الطبي و تصميم دورات فعالة للطلاب. عينة المجتمع المستخدمة في دراسة هذه الحالة هي الطلاب المسجلين في السنة الرابعة و من أجل تحديد احتياجات المتعلمين اللغوية ووصف الوضع الحالي لتدريس اللغة الإنجليزية لأغراض خاصة في كلية الطب ،تم تصميم أدانيين مختلفتين في البحث ،الأولى عبارة عن استبيان مع الطلاب و الأداة الثانية عبارة عن مقابلة شبه منظمة معي الأطباء في المستشفى الجامعي يتلمسان ،أظهر التحليل الكمي و النوعي للبيانات التي تم جمعها إن غالبية العيان يعتقدون أن اللغة الإنجليزية مهمة في دراستهم الأكاديمية فهم يحبون تعلم الإنجليزية لأغراض طبية،ومع ذلك فإن الدورات اللغة الإنجليزية لأغراض خاصة لا تأبي أهدافهم و احتياجاتهم التعليمية ،وفقا للنتائج التي تم الحصول عليها يحتاج المشاركون إلى تطوير المهارات الأربعة و كفاءتهم التواصلية بإضافة إلى إثراء مصطلحاتهم العلمية .

60