



Mohamed Kheider University of  
Biskra Faculty of Letters and  
Languages Department of Foreign

## MASTER THESIS

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Sciences of the language

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Submitted and Defended by:  
**Khadidja ALLAL**

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### **Medical Students' Attitudes towards the Integration of the English Language as the Teaching/Learning Medium**

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#### **Board of Examiners:**

<b>Dr.</b> SAIHI Hanane	MCA Biskra	President
<b>Dr.</b> SALHI Ahlem	MCB Biskra	Examiner
<b>Mr.</b> CHENINI Abdelhak	MAA Biskra	Supervisor

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## **Dedication**

With a deep affection, I am grateful to my family, my source of success and happiness.

I dedicate this work to my beloved mother and father for everything they gave me and for their unlimited support.

To my family members, my darling sisters: Nedjla, Hanane, Fatima Zahraa, and Asma. Also, to my dear brothers Mohammed and Taher

To my friends with whom I share my time.

To my classmates, and those who helped me during studies.

To anyone who knew, or still knows me.

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## **Abstract**

The present study is an attempt to investigate and shed the light on the current situation of the English language in the Algerian medical faculties. It takes the form of exploratory research since there is not enough research about it. The rising number of doctors and medical students who are aware of the important status of the English language in the medical field point out their urgent need to shift towards the use of the English language as a medium of instruction in teaching/ learning. To enrich this study with valuable data, we designed and distributed an interview for doctors and a questionnaire for medical students in the different departments of the Algerian universities. The finding obtained indicates that there is a total agreement toward the shift of using English as a medium of instruction. Also, the data gathered revealed the non-existence of real ESP courses for medical students in the medical field. Moreover, the participants showed a remarkable weakness in the four skills. Accordingly, based on the results obtained, it is of great importance to suggest some efficient measures and practices be implemented to ESP instruction in the Algerian medical faculties to reach teaching quality, course effectiveness, and cope with students' target needs.

**Key words:** English language, medical, ESP, students, teacher, medium, instruction, skills

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## **List of Acronyms and abbreviations**

**EAP** English for Academic Purposes

**EBE** English for Business and Economy

**EFL** English as a Foreign Language

**EGP** English for General Purposes

**ELT** English Language Teaching

**EMI** English as Medium of Instruction

**EMP** English for Medical Purposes

**EOP** English for Occupational Purposes

**ESP** English for Specific Purposes

**ESS** English for Social Sciences

**EST** English for Science and Technology

**GE** General English

**JAMA** Journal of the American Medical Association

**BAC** baccalaureate

**L1** first language

**Ph.D.** Doctor of Philosophy

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# **General introduction**

## **1. Study Background**

English; being the first world language, the first global lingua franca and the most widely used language in trade, diplomacy, sport, technology, education and sciences; plays an eminent role in higher education all over the world . And due to the acceptance of English as an international language of science and medicine, the number of English language publications has profusely increased to make a great dominance of English language in the medical field.

## **2. Statement of the Problem**

English is the official language of many international conferences and a growing number of well-known journals. Recently, English became widely used in medicine and doctors are convinced of its importance. Medical students have also begun to be aware of it because they have to read medical text books and professional journals which are mostly written in English. Since the researcher works in the medical sector and get attached to the situations where the English language is needed in the medical sector, here the question came to be asked for the Algerian medical students if they are satisfied with the use of French as the teaching language or they prefer to shift towards the use of English language.

## **3. Research Questions**

This research seeks to answer the following research questions:

RQ1: what is the medical student's perspective of using English instead of French in Algeria?

RQ2: what is the current situation of the English language in the Algerian medical faculties?

RQ3: to what extent the use of English language is useful for medical students in Algeria?

#### **4. Aims of the Study**

- **General aim:**

The possibility and readiness to shift from French language to English language in the medical field in Algeria.

- **Specific aims**

- a. The current situation of English language in the Algerian medical faculties.
- b. The need for the integration of English as the teaching/learning medium.
- c. The suggestions for the integration into the use of English language.
- d. The usefulness of teaching using the English language for medical students.

#### **5. Research Methodology**

There is no perfectly agreed scheme for classifying methods in the field of educational research. However, the nature of the problem, the type of the needed data, the objective of the research work, and the populations are factors that impose the appropriate method (Turney and Robb, 1971).

The descriptive approach would certainly fit the purpose because the objective is to know and describe the medical student's attitude toward the use of English language as a medium of instruction.

With regard to the data collection methods, a questionnaire for medical students with an interview for post graduate students and doctors is used to collect the appropriate data. A semi-structured interview is employed to identify the current situation and the possible difficulties encountered by medical students while using the French language, and to find out if the integration is useful or not for them, in addition to some suggested solutions to overcome this situation.

## **6. Structure of the Dissertation**

This dissertation consists mainly of two main parts, which are the theoretical and practical parts. This study is divided into three chapters. The first and second chapters are related to literature review; whereas, the third one is devoted to the fieldwork and data analysis. Chapter one provides background information and a literature review on the English language in different domains and its emergence. It also includes the different types of ESP, how ESP differs from EMP. It also tackles the importance of English, and the different roles performed by ESP teachers. Chapter Two It yields background information and a literature review on medical students in Algerian universities, the importance of the English language. Also, the second chapter tackles the requirements of teaching medical English for teachers and learners after that this chapter is concluded by the need for English language in the medical domains and the objectives behind teaching such English for students of medicine.

## **7. Population and Sample**

This research concerns medical students of medical field and post-graduate students of medicine at the different universities of Algeria in other words doctors of medicine because these students they are advanced learners and thus, they are aware of their needs from the English language.

My population would be of 50 medical students and 10 doctors all of them have studied English at middle, secondary, and tertiary levels.

## **8. Significance of the Study**

The result of the study would help in conducting studies of similar nature in the field on English as a foreign language for students studying in different disciplines such as: dentistry, pharmacy and medicine. Also, this study makes an important contribution about

the attitude of medical students in the Algerian universities to give an insight for their needs and preferences for designing future programs suitable to their perspectives.

## **9. The Literature Review**

With the advent of globalization, English has taken status of lingua franca in the international medical community. A large number of medical students go to foreign for trainings, where the medium of communication and learning is English.

Good communication skills have been fundamental to the successful practice and advancement of medicine, but this importance has often not received the respect it deserves with regard to the use of non-native languages. The slogan amongst medical writers was then, as now, 'Better Communication for Better Health' (Neal, 1962). A study conducted by Bayes (2018) describes problems and provide solutions for medical students to what concern the English language in Thailand and the study gives a starting point for future discussion and improvement in facilitating the language problems of medical students in Thailand.

There are studies conducted on the same area of the present research such as Mawish (2013) study that aims at investigating the academic and professional English language communicative needs of medical learners in Pakistan. The study explored the frequency of usage of English, its importance in various activities related to medical field. Medical students and professionals in Pakistan have several reasons to learn English at medical branches. They need English in their academic and occupational settings to cope with various tasks (e.g. reading books, magazine, journals, and research, speaking to foreigners, presenting at seminars, to make use of expanding and increasingly important database available on Internet and reading original texts).

Also, a study conducted by Tasci (2017) that aims to identify the specific academic English language needs of the students at Pamukkale University Medical Faculty, which is a Turkish medium institution. The overall findings of this study revealed that there is a need to increase the class hours, provide technological equipment, and appoint trained instructors for the efficient teaching of medical English.

Despite the importance of English for Specific Purposes courses for students in Algeria, especially medical learners, there have been very rare studies that generally and specifically examine the English language needs of medical students. Bougenous (2018) emphasizes the need of an English program for medical students in the different Algerian faculties of medicine. He states that, “the implementation of such a program requires lots of efforts, and needs the contribution of the administration, the medical staff and both the teachers and the students.

In Algerian medical universities, teaching English to medical students is still in its infancy, and English has not yet evolved to the point of overcoming French, which is still the most commonly utilized medium of instruction among medical learners and health professionals.



# **Chapter One:**

## **English language and ESP**

## **Introduction**

English as a world language is not only an international language but also a global language. This language is widely used and dominant in different domains such as tradition, politics, and business. However, it is not only used when people communicate with English speakers but it is used by people of different first languages. In other words, the English language is applied when people speak to English people, and when people from different nations meet. This chapter describes the dominant status of English in the different contexts in the world and in Algeria too. In addition, this chapter defines and describes all the elements that can be used in English for specific purposes, and the concluding part of this chapter is about the use of the English language in the medical field.

### **1.1 Status of the English Language**

The English language is not a personal property of any single nation, not even of the circle of the English-speaking ones. It is the possession of any individual or nation who chooses to use it. This is why the status of English language has different dimensions.

#### **1.1.1 Status of the English language in different domains in the world**

Lingua franca is a language that is used to communicate with different people all over the world. The English language is spoken in all the countries in the world irrespective of their mother tongue. According to Crystal (2003 ), “There is a wide consensus that English has become the lingua franca of science, technology, economy, and travel, at least partly because of globalization which has turned the world into a small village” (p. 23). This clearly shows the remarkable success of English as a lingua franca of travel and tourism, business, and international relations.

Also, English as states by Tardy (2004) is not only crucial in gaining a better career, but it is also important in social interactions; no one is unable to communicate in English. The English language was once thought to be a British language, but it has now become the second language of many other countries, including the United States, Australia, Canada, China, South Africa, and India. However, English is now the most widely spoken language in the world. It is also the primary language of business, trade, and commerce, as well as the technological domains dominated by these nations. Furthermore, the Hollywood films and television shows are produced in English, as are the vast majority of world newspapers, as well as the language of scientific study.

Bouguenous (2018) claims that almost all science, engineering, computer technology, medicine, tourism, and business literature use the English language; thus, most students who go to foreign countries to pursue their higher education should know the English language. In addition, practically a considerable number of courses are taught in English in foreign nations because the majority of colleges around the world need English proficiency. According to Crystal (1997), English is now used as a working language by about 85 percent of international organizations because it is the primary language of financial institutions.

### **1.1.2 Status of the English language in education**

Since the majority of higher education books are written in English, English plays a dominant role in the field of education all over the world. Jhaveri (2015) notes that:

English has been widely used by the students as well as the teachers and researchers around the world as the main medium used in the various fields of education and it is the only language where the information is stored in the form of books and journals in both printed and electronic form (p. 3).

This makes students and teachers acquire the language to gain access to data kept or published in foreign journals, books, and even newspapers.

Students can now access resources from all over the world simply by using the internet, thanks to the improvements in the field of education. Moreover, Alagozlu (1994) declares that “the learners can learn the subjects independently and develop their self-learning attitude” (p. 19). Most students nowadays want to study in a foreign nation to have better job prospects all over the world, and English is the most appropriate language for them. As a result, English as a foreign language encourages students to learn English to improve their learning abilities in science and technology, and other disciplines.

Even if English is not an official language in several countries, such as Sweden and the Netherlands, science, and engineering syllabi are prepared in English since much of the material in these fields is only available in English, as Crystal says (1997). So even though the English language is not the official language in these countries, but it is used in the designing and submitting of educational programs especially at the university level.

The primary goal of creating higher education resources in English is to make them accessible to students and teachers everywhere on the planet. So every student, teacher, or researcher who takes advantage of this chance can improve his or her qualifications and expertise, as well as have access to what is fresh and useful in this area. As a result, the importance of English in the field of education is very crucial as most of the books are published in English and the researches that are done in the different fields of education are done in English.

### **1.1.3 Status of the English language in Medicine**

The status of the English language in medicine is highly mentioned in recent years since its importance and its remarkable development. Accordingly, Pavel (2014) declares:

“There are two fields where the English language has come into prominence: information technology and medicine; it is a relatively new field and English has been the fundamental language throughout its entire development” (p.39). In other words, the medical field is considered a new field this is why the language used in this field is highly stimulated by the language that is widely used at that time. In addition, due to the vast use of the English language in the medical sector, this gave more importance and value to this language.

In the same vein Pavel (2014) states that since the English language became extensively utilized in the second part of the twentieth century, the number of English language publications has risen, including English language journals accounting for 80 percent of all journals indexed in Scopus. This demonstrates the importance of the English language in medical studies and research. Many international conferences, as well as a significant number of medical studies, choose English as their official language. In the last, the English language is the official language of many international conferences and a growing number of national journals. For example, the Academic Emergency Medicine journal is published in English language and many other medical journals and official newspapers.

## **1.2 The Use of the English Language as a Language of Instruction**

Language of instruction is the language used in the teaching and learning process. According to Simanu-Klutz (1999), the language of instruction is the language of the classroom. This indicates that the language used in the classroom is the language of instruction. For instance, when the teacher asks the students to complete the task, sit in pairs, or when the teacher explains the topic and maintains control over the learners, all these instructions are part of the language of the classroom.

According to Schmidt (2002), the language of instruction is also known as the medium of instruction. A medium is something that is utilized to transmit information from one person to another. According to Oxford Learner's Pocket Dictionary (2011), a medium is a means of conveying information from one person to another. As can be seen from the definition of medium, language is one of the teaching methods used to communicate with others.

Haryanto (2012) writes in his Ph.D. study that the migration from non-English to English teaching as a medium of instruction (EMI) has become a global phenomenon in the educational system. As a result, this makes the English language taking such an important position in many educational systems around the world. Dearden (2014, p.1) defines EMI as “The use of the English language to teach academic subjects in countries or jurisdictions where the first language (L1) of the majority of the population is not English”. It means in an academic setting English language is used by the learners and teachers whose mother tongue is not English. This makes the English language more dominant and used in different countries around the world.

As examples of worldwide EMI practice, nations like Ghana, Turkey, and Rwanda have failed to continue EMI education due to a lack of educational infrastructure, English proficiency, appropriate teacher education programs, and in-service professional development (Tylor, 2010). This means that even the higher status of the English language in the different countries where the English language is considered as a second language, but the educational structure of these countries and the teachers' competencies in the English language affect very widely the use of English language as medium of instruction.

### **1.3 The Effectiveness of the English Language as Language of Instruction**

To become a language of instruction, a language should have some characteristics to be adopted as the instructional language. In this sense, Farani (2010) as cited in Gillani (2010, p. 35) suggests the following characteristics:

- a. The language should be lucid and understandable for the teachers and the learners.
- b. It should be possible to promote advanced research work in that language
- c. It should have a simple grammatical structure, not a complicated one.
- d. It must have a rich vocabulary.
- e. It should be considered a language, spoken and understood all over the country.

To summarize these characteristics, the English language has all these characteristics in the countries that their first or second language is English. Also, in many international universities around the world English language is used as a medium of instruction such as the international universities of Turkey, Philippine, India, Japan, China...etc. All this proves the usefulness of the English language as a medium of instruction around the world.

### **1.4 English Language in Algeria**

Algeria's linguistic problem was one of the most important complications faced after the independence. Removing the colonial system and reclaiming one's identity was a difficult task for a country that had been under French colonialism for 132 years. In today's world, English is regarded as a second foreign language. Benrabah (2007) opines that since 2000, when the government implemented the most widely approved educational reform in the United States, the English language has taken a challenging task. The most significant

change brought about by this reform is that English is now taught in the first grade of middle school. Supporting this idea, Zughoul (2003) argues:

In Arab North Africa, and despite the fact that French has had a strong foothold in Tunisia, Algeria and Morocco, it has been retreating and losing a lot of ground to the English language. In fact the tendency of what can be termed a shift from French to English in these countries cannot be cancelled (p. 122).

The English language is neither an official nor a national language, but it has a great role in nowadays Algerian communication and use. Most of the citizens of different ages are trying to learn this global language because of its importance in almost all fields of life.

### **1.5 The Status of the English Language in the Algerian Educational System**

The emphasis on teaching English is becoming a vital part of education all over the world. In the specific case of Algeria, the recognition of the Ministry of Education of the growing importance of English language can be noticed. Benrabah, (1999) states that the Algerian universities first followed a system modeled after the French system, which enabled university faculties to develop their own teaching curricula. The method resulted in duplication of academic offers and a complete loss of student background because it was taken from a country with different qualifications.

In his study, Benrabah (2007) mentions that the ministry of education in 2001 announced education reforms, and many changes have taken place in the English teaching situation; at the same time, English is still regarded as the second foreign language in the Algerian education system after French. He adds that English is introduced in the first grade at middle school for four years till the high school for three years. According to him, the decision to adopt grade and accessibility of studying the English language are the main reasons why English has expanded so much quicker than French in the post-colonial globe.



Despite the fact that Algeria's official languages are Arabic and French, Algerian decision-makers want to include English in all levels of education due to its critical significance in nearly all sectors. Mazouzi (2019) published an article about a proposal by the Algerian minister of higher education to promote English as an official language of teaching and administration at the country's universities has received a mixed response from students and professors. Ben Bouzid, who was appointed minister of higher education, published his proposal on his Face book page on August 20, 2019 that there is great hope and coming prepared for the shift toward the use of the English language in all the academic and administrative issues. In addition, Mazzouzi (2019) continues to say that in the national conference of Algerian universities Ben Bouzid said "French does not get you anywhere!" This is a confirmation of his points of view toward the French language as it is no longer useful and in the same time confirmed his awareness of the status and the role of the English language in the Algerian educational system. It is a serious declaration but it fails to get to some serious issues raised by the language question in Algeria.

### **1.6 English for Specific Purposes**

To shift from the important status of the English language toward its application in the different domains and in medicine especially, the specific purpose of English language and why it is special and used for specific goals should be mentioned. According to (Munby, 1978),

The term "special" means "unique", many researchers prefer to replace it with the term "specific" or "specifiable". These terms are not intended to qualify the language, but to highlight the purpose of studying it. It specifies the focus on certain features of the language that are immediately associated with the restricted use of the target language which is required by the learner to achieve a particular purpose (p. 2).

### **1.6.1 Definition of English for specific purposes**

Many scholars define ESP in different ways. By the term English for Specific (or Special, Specified, Specifiable) Purposes, they refer to that type of language learning which has its focus on all aspects of language about to a particular field of human activity (Wright, 1992, p. 3). In other words, it is a way of teaching/learning English for specialized subjects with some specific educational and professional purposes in mind. Anthony (1997) argues that some people defined ESP as teaching English for any purpose while others define it as teaching English for academic, occupational, or professional purposes. This indicates that ESP may be taught in any subject or sub-discipline with academic goals.

To make the definition of ESP clear enough, Johns and Dudley-Evans, Tony (1991) states:

ESP means the teaching and learning of English as a second or foreign language that meets specific needs of the learners, makes use of underlying methodology and activities of the discipline it serves, and is centered on the language appropriate to these activities in terms of grammar, lexis, register, study skills, discourse and genre (p. 297).

In other words, ESP is when teach or learn the English language as a second language to meet the specific needs of learners in terms of linguistic and methodological contexts.

The following are some opinions on the relation between the English for general purposes (EGP) and ESP: First, According to Hutchinson and Waters (1987), the knowledge of the requirement separates ESP from general English (GE). According to them, It implies that one can tell the difference between ESP and GE when s/he is aware of the demands of teaching or studying the English language. Because General English

addresses learners' broad needs while the other addresses learners' specialized needs. Second, Robinson (1991) suggests that Language is treated as a service rather than a topic in an ESP class. To clarify this statement concerning ESP, it is important to note that the English language is not a topic that can be taught or studied. As a result, it is an activity or a function performed in various ways following with particular rules.

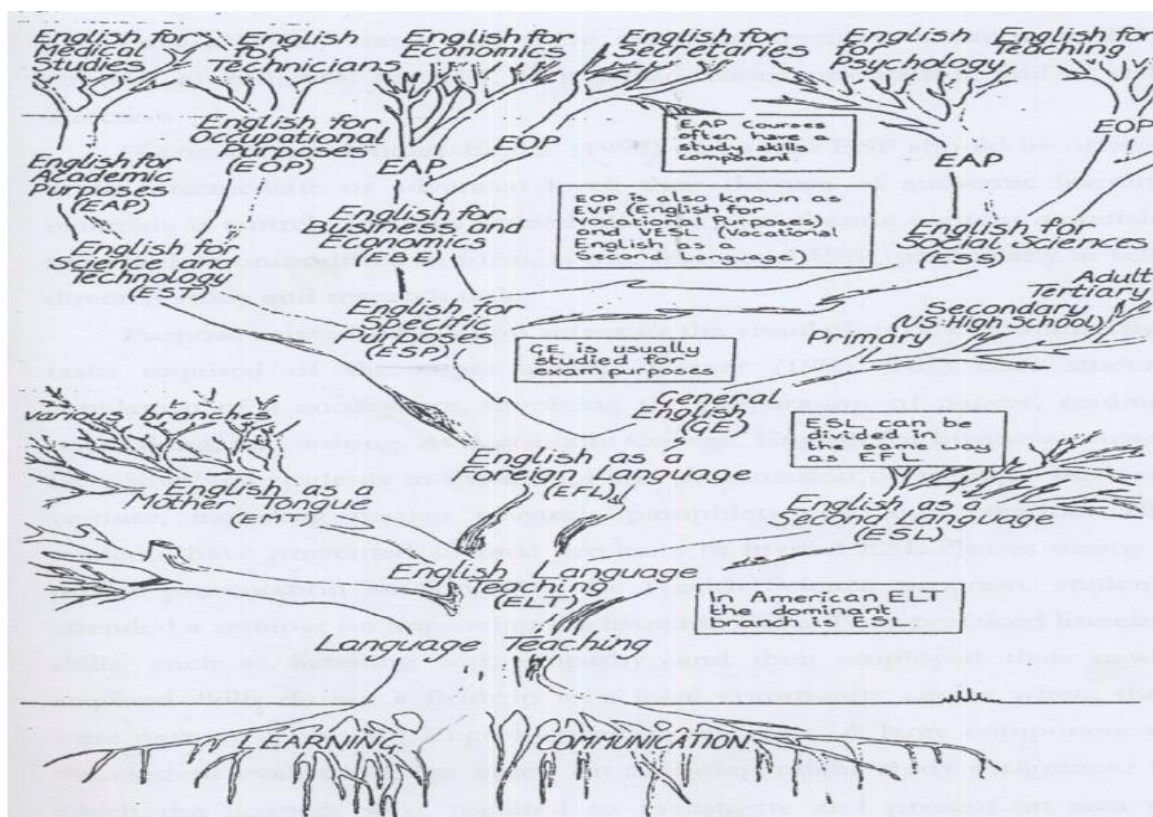
Finally, Ourniki (2012) summarizes the difference between English for specific purposes and English for general purposes as follows: ESP is contrasted with EGP or English for General Purposes. She continues, English is taught as a second language with other topics for educational reasons as a subject that will be helpful to the learners in the future. There is usually no immediate necessity for learners to utilize English for any actual communicative objectives in this form of learning; On the other hand, English is taught to specialized learners with specific occupational and academic goals (Ourniki, 2012).

According to Anthony (1997), “Generally, ESP is designed for intermediate or advanced students and most ESP courses assume some basic knowledge of the language systems” (pp. 4-5). For him, ESP can but is not necessarily concerned with a specific discipline, nor does it have to be aimed at a certain age group or ability range. Rather, ESP should be seen simply as an approach to teaching, or what Dudley-Evans and St. John (1998) describe as an attitude of mind.

### **1.6.2 Branches of English for specific purposes**

ESP is a term used to cover various types of courses that differ from one another according to the learners' needs. In the ‘Tree of ELT’, Hutchinson and Waters (1987, p. 17) devise ESP into three branches to suit different teaching situations: English for Science

and Technology (EST), English for Business and Economy (EBE), and English for Social Sciences (ESS).



**Figure 1.1 Tree of ELT” Hutchinson and Waters (1987)**

Generally, the goals of each type are further regrouped under two major categories which are labeled respectively EAP (English for Academic Purposes) and EOP (English for Occupational Purposes).

### **1.6.2.1 English for science and technology**

The importance of EST in the development of the ESP area is recognized by applied linguists. For example Hutchinson and Waters (1987, p. 9) state: “One area of activity has been particularly important in the development of ESP: this is the area usually known as EST.” that is to say, English for science and technology is an important branch for English for specific purposes created for the development of ESP.

As Robinson (1980) explains, EST can be activity-oriented when utilized in an occupational context or curriculum-oriented when used in an educational setting. He states that “EST would seem to have both an occupational and an educational use of English” (p. 8). This means that EST can be taught to be used in academic settings and thus under the area of EAP or to be used in work that is in EOP. To conclude, English for science and technology can be used in an academic context that is EAP, and it can be used referring to activity-oriented that is EOP.

### **1.6.2.2 English for academic purposes**

EAP is typically given to students who need English for their studies at educational institutions. In this case, English is employed as a learning medium rather than a subject as it is explained by Robinson (1991), who writes: “The current concern in EAP is with studying context, which is with identifying the social as well as academic requirements of a particular situation and equipping students to cope.” (p. 106). That is to say, English for academic purposes is used for the students’ needs in their academic context. Everything related to pieces of equipments of students in their academic setting is English for academic purposes.

Robinson (1991) adds that in such scenarios, EAP courses are designed to give learners specific language skills so that they can read a variety of literature, write essays, and converse in their professions using English. As a result, EAP is designed to equip students with the English language so that they can complete their studies, as opposed to EOP, which teaches English to those who require it to do their jobs.

### **1.6.2.3 English for occupational purposes**

EOP is taught in situations in which learners need English as part of their work. Harmer (1983) has given some examples to illustrate EOP situations where people may be obliged to use English as part of their everyday job. He states: “An air traffic controller needs English to guide aircraft through skies... the businessman may need English for international trade.”(p. 1). That is to say, EOP is the English used when one needs it in his/her work whatever it is.

The teaching of English for occupational reasons is related to the demands of students who require English to carry out their jobs. In these settings, English is taught with an occupational focus. As supported by Kennedy and Bolitho (1984): “EOP is taught in a situation in which learners need to use English as part of their work or profession.” (p. 4). In the same line of thought, Hutchinson and Waters (1987) see that there is no clear distinction between EAP and EOP. They argue that people can work and study at the same time and it is likely in many cases the language learned in a study situation will be used later on in job environments such an example is found in the English for medical sciences notably in the Genetics field.

## **1.7 English for Medical Sciences**

English for medical sciences is The English offered for medical students. The use of English in the scientific field is steadily increasing and nowadays specialists estimate that about 90% of the documentation relevant to medical publications is written in English as highlighted by Breitler (1982).

Ramirez, (2020) points: “It is well known that 90% of scientific articles are published in English” (p. 98). Any work done in the scientific field, international seminars,

journals, articles and conferences has to be done in English or has to be translated to English since the need of this language in the scientific field.

Along with the same line, Ammon and Hollinger (1992) state: “English has become so dominant as the international language of science, especially of scientific publications, that its use seems to be necessary if one wants to be read or discussed outside of one’s own country”( pp. 12-13). Since the English language has become dominant as an international language, it is so clear that the developed fields such as medicine will get used of that language to be accessed by all the ones that are related to the fieldwork or study.

In this sense Mackey and Mountford (1978) assert that when science is taught in English, students must have a greater level of language competence to comprehend and manage complex intellectual contents; in such cases, scientific success or failure is equivalent to English success or failure. This illustrates much more the importance of the English language in parallel to the domain studied or researched.

## **Conclusion**

Through this chapter, the researcher tried to give a clear idea about the use of the English language as a medium of instruction, and its status in the different domains especially in the medical field which is the subject matter of this research work. Also, in this part the term ESP is clearly defined. The researcher further mentioned branches or aspects of English for specific purposes that are English for science and technology, English for academic purposes, and English for occupational purposes. This is only one division according to the researcher mentioned in this part. A concluding title was about the medical English to pave the way to the second chapter that is devoted to the English language for medical purposes.

**Chapter Two:**  
**English Language for**  
**Medical Purposes**



## **Introduction**

In medical schools around the world, English is part of the medical education curriculum. Medical students and teachers understand the specific English language needs of medical learners. For example, to write a medical paper, one needs more writing skills than other skills. When preparing a medical conference presentation, one needs more oral skills than other skills.

The four skills are very useful in the communication process because doctor's papers and publications are published in English; this language is growing as a tool for worldwide communication and education in medicine. In this chapter, the researcher describes every single element related to medical English and English for medical purposes from the use of the English language to its importance in the medical field. Then, the second part is devoted to teaching medical English and the requirements for both medical students and teachers to teach the English language in the medical faculties. The concluding part is about the importance of teaching medicine in English and the need for it.

### **2.1 Medical English**

Medicine has covered the areas of clinical medicine and surgery, medical research, biomedicine, and other health sciences as well as the science and art of preserving and restoring human health via the study, diagnosis, and treatment of patients. According to Maher (1986a), a specialized technical language such as the language of medicine can be defined as a “restricted repertoire of words and expressions selected from the whole language to cover every requirement within a well-defined context” (p.117). It means the words and the expressions used in medicine define the required context which is the background related to that medical sector.

Gunnarson (2006) argues that medical language, text patterns, and text and discourse content have all been established as a technique of dealing with reality in a medically acceptable manner. In other words, the language is used to serve the ultimate objective of medical sciences from terminology to medical discourse even medical text patterns.

“The language of medicine is one of the technical languages that are investigated for their instrumental role both in medical diagnosis and in treatment. Social and interactional research has been carried out on medical discourse since the 1970s” (Fisher and Todd, 1983, p. 25). This indicates the long period where the English language is carrying out on medical discourse since it is used for medical purposes (diagnosis and treatment).

Additionally, Putnam (1975) claims that: “Recent research topics include physician-patient interaction, medical socialization, medical ethics, and the representation of science and medicine in literature, whereas the social and cultural determinants of diseases are also explored through language use” (pp. 215–271). It means the language is responsible for exploring the different sciences. Or in other words, language use of the English language is responsible for the representation of science and medicine in particular.

According to the traditional concept, medical language is regarded as the language used by medical experts when communicating between them. It is the language of "experts", a special language, as opposed to the general language used by the public. In addition, the development of medical terminology is due to the need for precise and concise communication among practitioners in a certain field, but this usually produces undesirable effects, excluding those who are not familiar with the specific professional language of the group. This might pose problems when individuals, for example, are

unable to follow medical talks and so are unable to comprehend information about their illness and treatment. This is referred to be the language's negative impact on communication in this circumstance.

### **2.1.1 English for medical purposes ( EMP)**

English for medical purposes (EMP) is the English used in the medical field for medical aim. It is simply the English written in English for medical reasons. Various researchers have characterized and researched it as follows: EMP is a form of ESP that focuses on teaching English to healthcare medical professionals and nurses (Maher, 1986 b). Therefore, it is considered as a type of ESP used by doctors and the practitioners of health care in teaching the English language. He adds that like all the other ESP courses, EMP aims at teaching medical learners English with an identifiable goal, such as efficient performance at work and effective medical training or developing English competence for carrying academic medical research.

Further, Maher (1986 b) noted that the aim of designing EMP courses is to meet the medical learners' specific needs, so the courses should deal with the themes and topics related to the medical field on one hand, and expose learners to the required skills in the medical field such as writing medical papers or preparing talks for medical meetings, on the other hand.

Stevens (1971) cited that EMP has two major implications: a redirection of pedagogical skills by teachers of English and a new approach to English study by learners (p. 7). Particularly in the field of the teaching/learning of English during medical education, EMP provides a practical orientation of language teaching skills by regarding the English language as a new approach for learning and teaching in medicine.

### **2.1.2 The use of the English language in the medical field**

The use of English for medical purposes is increasing not only in countries, where English is the mother tongue but also in non-native speaking English countries. In order this respect, Maher (1986a) conducted a study to analyze the computerized database; Medline Index Medicus; The investigation put under study nearly one million articles dealing with biomedical journals around the world.

This study of medical journals is useful not just for medical students but also for English language learners simply because it allows a large number of professors and students in the field of medicine, as well as those who are unrelated, to utilize the English language.

English has long been the most widely used lingua franca in the western world, especially in disciplines like medicine. English has been utilized in a variety of fields to varying degrees. Within medicine and mathematics, however, English is regarded to be the only language of wider communication (Ammon, 1994). This view confirms the unique role of the English language in medicine and in mathematics too, that is related to science. The more the English language is used in science the more it is classified as the language of science.

Many studies indicate that the use of English in the medical field has increased tremendously in the world. According to Maher (1989), this could be explained through the increase in the number of articles written in English. He also found out that the increase of the use of medical English in writing and publishing articles touched even those non-native speaking English countries.

The statistics obtained from Maher's study (1986a) indicates that about 72% of the written articles that appeared in the Index Medicus were published in the English language in 1982. A good example was that of Japan where about 33% of the articles were

published in English. In the same context, Maher (1986a) found out that in period of approximately twelve months, about 373 meetings reported in the Journal of the American Medical Association (JAMA) were held in English.

Another study on the usage of English was conducted in Japan, where a survey of four medical sites revealed that around 96, 7% of doctors read medical books and articles in English and regards such reading to be extremely significant. This convinced Maher (1986a) to conclude that The English language has served as a means of worldwide communication for medical students.

The increase of the use of English in the medical domain was also examined by Benfield and Howard (2015) throughout Medline. They stated that the period between 2016 and 2018 and get a remarkable increase of publications written in English; from 72% to 88%. This new phenomenon of the increasing numbers of English use in the medical field spread in many countries such as Sweden and Netherlands, and even in the Arabic countries such as Egypt and Syria.

### **2.1.3 The importance of English for medical purposes**

The importance of English language for Medical Purpose has always been a matter of concern, especially when you are a student searching for a better career and ultimately a good job and handsome salary. This is therefore a big issue in the field of medicine since this field has suddenly started gaining prominence. With globalization, the internet, television people's desires to be economically fit are increasing and they are in search of better opportunities to improve their lives.

A declaration by a specialized doctor from Spain came as follows: "the scientific importance of English is such that, whenever I have a meeting with my residents and I have many, both residents and meetings. I find myself emphasizing over and over again the need for them to learn English" (Lucaya, 2009, p. 1). This doctor is only one example

of the elite of practitioners of health care that they have particularly the same point of view.

Because most of the scientific, technological, and academic information is communicated internationally in English, the English language plays a vital role in the field of medicine (Maher, 1989). That is to say because the scientific, technological, and academic information are expressed in English, this highlighted the role of the English language in use from a clear point of view. Kazem and Fatemeh, (2014) states that:

A critical analysis of the differences between English for Academic Purposes EAP and English for Specific Purposes ESP would be useful in order to gain a better understanding of the function of English for Medical Purposes EMP in medical education: It's worth noting that EAP is taught to improve one's capacity to read and comprehend scientific books, whereas ESP teaches the skill of communicating in the target language in the workplace. As a result, it's possible to deduce that ESP is more commonly utilized in ESL environment and EAP in an EFL context (pp. 62-76).

This example is used to illustrate the significant role of learning English for medical purposes.

Bouزيد, A (2012) illustrates the importance of the English language in scientific researches and in Biology specifically increased especially from 2002, when former US president Clinton called upon Geneticians from the whole world to sequence the human genome providing the world laboratories with financial supports and free access to previous American studies done in this area. Without a doubt, high demand for the English language is required for such a worldwide inquiry. they will need to improve their English language skills in order to be able to use such scientific publications, attend international

conferences, and write in acceptable English, as they will be required to give scientific reports, describe laboratory experiences, and so on.

To conclude, all the related studies points support to the importance of using English in the medical field. Other ways, this title can be devoted for a whole chapter, since the unlimited points that may be mentioned to explain the importance of English for the medical sector.

## **2.2 Teaching Medical English**

The combination of medical register and discourse, as well as the pedagogical abilities of a language instructor, are used to educate learners on how to acquire medical jargon. EMP classes, like all other types of ESP courses, are centered on the requirements of the students. That is to say, who wants to learn and what the purposes of learning are.

Erten (2003) points out that the medical English register comprises a wide variety of terms that are represented by distinct terminology in everyday language; therefore, it is critical to comprehend and explain medical jargon before attempting to evaluate the requirements of medical learners. Furthermore, technical equipment is extensively used in classrooms to guarantee real-time contact among students. He adds to say that in order to study medical terminology and acquire vocabulary, students are given structural approaches and vocabulary teaching strategies.

Learners have the opportunity to practice different language skills while studying a subject area. In this case, Bailey (2000) proposes a course involving health concepts to motivate students to learn English in an ESL environment. This course uses Time Magazine to allow learners to read books related to health topics and autobiography. By allowing students to watch movies about medical issues, this makes students audiovisual

ones. Finally, Bailey found that once learners feel the authenticity and practicality of the course through teaching methods, they will make great progress in English learning.

According to Bailey (2000), learner's communication skills can be developed through interactions that result from the discussion of controversial topics in the health field. Therefore, when learners focus on real health issues, they will learn better in small groups. In summary, the academic and professional language needs of medical students should be met through various tasks related to medical concepts and technologies that provide real-world data.

The literature also shows that medical English teaching has a more structured and traditional approach. This attempts to develop specific courses using technology and teaching methods. Medical staff said that medical English teaching is a demanding job for teachers. Therefore, teachers should first analyze the unique needs of students in their environment, and then consider which of these methods is appropriate. In this sense, needs analysis is very important as the first step in curriculum design suitable for students.

### **2.2.1 Teaching medical English in Algeria**

In Algeria, ESP centers establish the ground as a consequence of different interactions between Algerian institutions under the Ministry of Higher Education and Scientific Research and British universities. The goal is to use English as a medium to further scientific research and improve understanding of many fields.

The Department of Medicine, the Department of Dental Medicine, and the Department of Pharmacy are the three medical departments that make up the Faculty of Medicine. The Department of Medicine typically accepts candidates with an excellent or near-good Baccalaureate diploma (BAC) from scientific and mathematic streams.



Those students complete a six- to seven-year curriculum to get a doctorate, allowing them to begin their professional careers as general practitioners; they can also continue their studies after graduation to become specialized in a certain specialty.

Bouguenous (2018) argues that in the Algerian university, English is not taught in both of the departments of Medicine and Pharmacy, and is regarded as a secondary course in the department of Dental Medicine where teachers are free to teach whatever they judge as relevant. “ It is up to them to opt for the convenient syllabus and the appropriate methodology applied in the teaching process”(Bouguenous, 2018, p. 81-85) This asserts the fact that decision-makers, in general, and curriculum developers, in particular, give no particular attention to teaching English to let alone English for Specific Purposes.

A research done by Bouguenous (2018) states that English, which is considered a secondary subject, is a semester module with a maximum of thirty (30) hours each semester. It appears that teaching medical students how to communicate successfully in English is insufficient. This is not applicable in all the scientific departments only a few which have the English language as a module.

Dentists not only cut and seal patients' teeth but also conduct a variety of operations and tasks, as well as provide a variety of therapies to keep natural teeth healthy. As a result, after getting a Ph.D. in dentistry, one must either work or pursue postgraduate study in dentistry or related disciplines. Dentists who want to advance their careers can enroll in a range of residency, master's, and doctoral programs.

### **2.2.2 English language requirements for teachers**

As a research field, English for Specific Purposes (ESP) highlights its attention on the integration of research subjects with English language instruction, which is seen as a difficult problem.

In Algeria, a national investigation was conducted by professor Benzzaoucha (2013) about the quantification of Algerian medical teacher's research output during 2000-2009. Concluded that Algerian medical teacher's research output was particularly low (less than 1% in indexed journals) and this not only due to the lack of biostatic training and the promotion evaluation grid that did not encourage writing but also to the low level of English language proficiency.

Djailab (2018) investigates the difficulties experienced in teaching ESP in Algeria. She opines that teachers must persuade themselves to share power and control with their pupils which makes ESP classes a big struggle for them. She continues that It is difficult to work together to design an acceptable syllabus for medical students for Algerian ones. This is why the Algerian teacher's duty is to be an organizer or promoter who seeks out favorable chances and convenient circumstances.

Djailab (2018) describes the difficulties experienced in teaching ESP in Algeria. Teachers must persuade themselves to share power and control with their pupils, she claims, which makes ESP classes a big struggle for them. It's difficult to work together to design an acceptable syllabus for medical students. A teacher's duty is essentially that of an organizer or marketer who seeks out favorable chances.

In any situation, having a good degree or certificate does not guarantee that you will be a great teacher, as most instructors need additional training and skills to be successful in their careers. As a result, many teachers seek training courses in order to improve their teaching abilities and expertise. Richards and Farrell (2005) state that training courses are collections of exercises developed for both GE and ESP teachers... a preparation for a new teaching assignment or responsibility, or a first teaching position. Therefore, it is clear that the aim of training teachers is to prepare them to develop some pedagogical roles with a focus on teachers' present responsibilities.

Bayes (2018) states in English for Medicine that: “English for Medicine is a very professional course. The teacher adapts her teaching to meet the needs of the class and their personal knowledge and you feel you can really learn.” (p. 3). That is to say, this professional course should be taught by experienced and qualified English language teachers by designing programs to help doctors and medical students develop listening, speaking, reading, and writing skills in English.

However, Teachers have to build their learners’ positive attitude towards their learning process as Hutchinson and Waters’ (1987) comment that ESP teachers do not need to be experts in the specialty topic, but they must have a positive attitude toward the subject's content, a working understanding of the subject's key concepts, and an awareness of how much they already know.

Moreover, it is clear now that teachers should enable students to evaluate themselves as well as tolerate varying degrees of learner autonomy. To put it another way, there should be shared knowledge and interest between the instructor and the student in order to establish meaningful communication in the classroom. As a result, ESP teachers must be open-minded and knowledgeable about the abilities and levels of their students.

In the last, research conducted by Alqurashi (2016) indicates that Teachers should help students become more conscious of their learning processes and eventually relinquish control over their students' studies. As a result, an ESP teacher is expected to be more adaptable and informed about new teaching methods. He is in charge of establishing an environment in which medical students are more concerned with learning English and developing the required abilities to achieve their interaction and communication goals.

### 2.2.3 English language requirements for students

Teachers are not the only ones to blame for students not attaining their full potential in school; students also bear some responsibility for their ingrained belief in their teachers' critical role in managing and guiding their learning.

Maher (1986a) states that An EMP course is meant to address the unique English language demands of medical students, and as a result, it covers medical-related themes and topics. It may place a greater focus on the limited set of skills needed of medical students, such as drafting medical articles or preparing speeches for medical meetings. Here, he insists on the needs of medical learners that should be taken into consideration to master the four skills that are required to get the ultimate goal of that course.

**Table 2.1: Linguistic Knowledge Required in Workplace Situations John, (2007).**

<b>knowledge</b>	<b>Skills</b>	<b>requirements</b>
<b>Linguistic Knowledge</b>	English Language	Knowledge of the structure and content of the English language including the meaning and spelling of words, rules of composition and grammar.
<b>Linguistic Knowledge</b>	Active Listening	Giving full attention to what other people are saying, taking time to Understand the points being made; asking questions as appropriate, and not interrupting at inappropriate times (obtain medical histories).

<b>Abilities</b>	Speaking	Talking to others to convey information effectively (provide prescription information to pharmacies).
	Social Perceptiveness	Being aware of others' reactions and understanding why they react as they do (interview patients to obtain medical information).
	Oral Comprehension	The ability to listen to and understand information and ideas presented through spoken words (assist physician during exams).
	Oral Expression	The ability to communicate information and ideas in speaking so others will understand (explain treatment procedures to patients).
	Speech Clarity	The ability to speak clearly so others can understand you (answer telephones).

Many researchers and educators believe that learners' autonomy is extremely beneficial to students' learning, particularly medical students. Because students generally translate their medical expertise to the English course, they may assist in the creation of the course, allowing for the growth of student autonomy.

Autonomy is a need in a culture that places a high value on higher education. Because teachers cannot supply all of the skills and information that student's desire, the best approach to assist students is to equip them with techniques for learning on their own. Student autonomy and good learning are inextricably linked concepts.

An underlying concept by Chur Hansen and Vernon-Roberts (1998) mentions that the good use of paralinguistic, verbal competence and non-verbal language determines language fluency components. In summary, learners must have a strong command of the English language as well as a thorough grasp of 'Western' culture. That is to say, verbal and non-verbal language proficiency with the paralinguistic features of language is the components of language fluency for learners. Hansen adds to say that learners of any other field that are using the English language need a high proficiency and good understanding of the culture of that language to help them master the language.

The international journal of psych-educational sciences determines the needed requirements and lacks of the medical students as follows:

- Fostering and developing their linguistic, communicative and intercultural competencies.
- Listening and speaking skills are to be developed so as to be able to ask and answer.
- Focusing more on academic English and less on English for practitioners.
- Minding the specificity of the language to some extent (more or less). (2019, p. 4)

All of the cited requirements by the international journal of psych-educational sciences are needed because developing linguistic competencies ameliorates the students' performance when they became doctors. It means saving humanity from only a linguistic competence. To add more, the mentioned requirements are not only the ones that should be

present and required but there are other necessities to overcome the success of the whole learning process.

### **2.3 Needs for Teaching Medicine in English**

During recent years, English has increasingly become important for learning many subjects, especially at the university level. Students of scientific and technical subjects depend largely on textbooks written in English. This part of the dissertation explains and illustrates the need for teaching medicine in the English language whatever the situation is.

In today's world, due to the high demand in the global medical field, medical students who specialize in medicine and wish to move to any part of the world need to learn the English language to get what they want. Also, the globalization of the labor market, especially in the field of healthcare, means that fluency in English is very important for the careers of medical students.

The usage of medical English in lectures, textbooks, and journal articles has been gradually growing, according to reports (Hwang & Lin, 2010). Because doctors and professors prefer to have a common language understood for all the community such as people in the domain or the common people

Carrying out research and obtaining information are not the only factors that highlight the role of the English language in medical education, but the demand for English in all communication, learning, and research activities makes the need for that language more and more important.

Medical doctors and researchers need to learn English, not only for the purpose of teaching and learning but also for publishing their research work (Milosavljević, 2008). This author points to the most recently used tool in the medical domain to share personal experiences or even studies to emphasize the role and the need at the same time for using such a language.

Furthermore, a lack of language proficiency may have a negative influence on the quality of medical care (Ibrahim, 2010). It means as the English language has a good impact when it is used in its way, it has a negative impact when it is not used in its correct way. Thus, the need for learning the correct language is needed to overcome the needed role of the medical field.

It is noticed that English is also needed for providing healthcare amenities. It is essential in communication, increasing language skills, and most crucially, to satisfy the needs of patients and expectations of professionals interacting with healthcare institutions (Health Care, 2007). This last citation from the health care is considered as an instruction for the countries that they are still not using the English language as a medium of instruction, and it is at the same time a declaration for the urgent need for English language in the medical sector.

These descriptive studies explain the spread of English as an international medium of communication and show the need to consider special language education for medical learners. In this respect, the practitioners of English for Medical Purposes have to design courses and materials to address the practical needs of these learners

#### **2.4 Objectives of Teaching Medicine in English**

Being able to communicate in English allows medical practitioners to keep up with the latest scientific findings and highlight the importance of Algerian medical professionals, particularly students of medicine and doctors, who struggle to comprehend or communicate with international colleagues at conferences.

The goal is to instruct future English medical professionals to actively communicate in English, primarily through specific situations that closely reflect the real world of the professional setting. According to Breitler (1982): “Medical English teaching should not only focus on vocabulary acquisition and text analysis but also on developing



communication skills, problem solving, as well as decision making.” (p. 98). Decision-making, problem solving help learners developing their skills in the language, as well as teachers enhancing the teaching methods used to fulfill the ultimate objective of teaching medical students with the English language.

ESP teachers must understand the need of implementing and strengthening so-called higher-order thinking abilities in their learners in order for them to meet both professional and social needs. Therefore, the common objectives of teaching medicine in the English language are classified by Alqurashi (2016) as follows:

- Participate in student exchanges and international student congresses, as well as participate in discussions and debates around the world and stay up to date on medical news.
- Follow relevant literature, write research papers, and participate in student exchanges and international student congresses. Such activities make a reasonable framework for them to share their expertise and experience with international peers, as well as publish scholarly articles.
- Simulating simple conversation with the patient (question/answer, advice) while focusing on language accuracy regardless of the patient's origin. It's critical to be honest with patients, but it's also critical to encourage and offer them hope, which can only happen if there's excellent communication.
- Students' ability to read and comprehend a medical document in English in the time it would take them to read and comprehend the comparable Romanian material, as well as seek, prioritize, and present information. Also, doing a general checkup everywhere around the world, learning about medical history, and so on.

**Conclusion**

Language for specific purpose courses must be based on insights into learners' actual language learning needs, which can be gained through qualitative needs analysis. Medical English is taught from the perspective of medicine and health care first and foremost while reinforcing vocabulary acquisition, grammar, and structure. Secondly, teachers can help students deploy background knowledge and integrate new knowledge. The students at the Faculty of Medicine use the language for practical purposes. Learners are taught how to interact with foreigners, read instructions in manuals, and write articles.

To sum up, all the descriptive studies mentioned above explain the use and the importance of the English language in the medical field by stating the methodological teaching methods in medicine in Algeria. Also, it is mentioning after that the requirements for teachers and learners with the urgent need to devote real English medical courses for medical students and professionals. The concluding part is for the objectives of teaching English to medical students.

# **Chapter Three: Fieldwork**

## **Introduction**

The following chapter deals with the research study from a practical perspective. It is completely devoted to the presentation of the field work and data analysis. It is divided into two main parts. The first part of this chapter briefly deals with a presentation of the nature and aim of the research methodology, study participants, tools and their description used in the current research work an aspect of validity and reliability in terms of results and conclusions.

The second part of the chapter is devoted to the analysis of the data gathered from the interview and the questionnaire used. Moreover, a thorough discussion of results and interpretations will be provided in order to reveal the research findings that have been remarkably witnessed while conducting this study.

Afterwards, a general conclusion will follow from our findings and therefore, would serve as a beneficial ground for future research on one hand and as a background for medical students and doctors on the other.

## **Part one**

### **3.1. Research Design**

#### **3.1.1. Research aims and instruments**

The research methodology design is an extremely important feature to ensure the ordinary flow of the research investigation and procedure. Therefore, the identification of multiple points is required so as to build a well-structured practical framework. First, the current research followed a descriptive method design. This is merely implemented so as answer the given questions relevant to the actual topic under exploration.

The primary goal set forth in this research study is to know the current situation of the English language in the Algerian medical faculties and the readiness to shift toward the use of

the English language. Additionally, a questionnaire is submitted to 40 medical student and a number of 10 doctors are interviewed, ten of them are pharmacist and the rest ten are medicine doctors. As far as, the instruments were utilized: a semi structured doctors' interview with a questionnaire to the medical students. The Interview was used to give in-depth views about the targeted research work. Moreover, it aims to reflect doctors' professional and personal viewpoints about the relation that holds this research problem with their academic and professional experience and knowledge. As a result, shed light on the possible resolutions that may be put forward in finding relevant answers to the provided questions.

### **3.1.2 .Population**

The term population has been used by Chelli (2017, p.28) to refer to "the group of people whom the study is about. The target population consists of all the people to whom the survey's finding are to be applied" whereas, the sample is "the group of participants whom the researcher actually examines in an empirical investigation". Therefore, our population specifically target medical students from the different Algerian universities. The medical students who collaborate with the designed research are students of medicine, pharmacy, and dental students. The total number gathered is 50 responses.

By reason of the direct relation of this work with the doctors, we have chosen purposively interviewing the graduated doctors to consolidate the research work. Ten (10) doctors were interviewed to give their feedback and attitude about the given research.

## **3.2. Description and Administration of the Research Instruments**

### **3.2.1. The questionnaire**

In the words of Brown (2001): "Questionnaires are any written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers." (As cited in Dörnyei,

2003, p.6). This tool is “usually used not to elicit real language data but to collect data on attitudes about language or qualitative sociolinguistic information” (Bijeikienė and Tamošiūnaitė, 2013, p. 45). The questionnaire was In order to obtain data about the attitudes of medical students towards the integration of English language as a medium of instruction; we have divided the questionnaire into two sections with twenty three questions.

### **3.2.1.1. Description of the medical students’ questionnaire**

The target aim behind the use of this data collection tool is to obtain the different views and attitudes that medical student have toward the integration to the English language as the teaching/ learning medium instead of the French language. The data collected can be categorized into two sections: General information, Importance of Using English in the Medical Field.

The questionnaire is divided in term of structure into three components:

- A general descriptive short paragraph which states the title of the research work at hand. Then, the aim set behind such an investigation is being provided so as to give the students the chance to have an overall idea about the nature of the topic to be discussed and to prepare themselves, to the questions to be posed in the questionnaire.
- The first half part of questions targets the general information about the medical students as the gender and the specialty, from the first to the sixth question.
- The second half part of questions indicates the importance of using English in the medical field from different perspectives, from the seventh to the twenty-three question.

### **3.2.1.2. Administering the medical students’ questionnaire**

Medical students who were targeted to answer the questionnaire were selected randomly from the different medical fields (pharmacy, medicine, dentistry) of the Algerian universities to know their attitudes and opinions about the research conducted in this study.

Over a period of one week, a total number of 50 medical students volunteered to answer the given questionnaire.

This questionnaire is designed online through Google form and distributed through social media. A considerable number of constructive comments in the second section proved to be extremely fruitful. It provided insights about what should be taken into consideration while this shift takes place. Moreover, some remarks were solely made about the questionnaire length and its attractiveness.

### **3.2.2. The interview**

According to Kothari (2004, p.97) the interview “involves presentation of oral-verbal stimuli and reply in terms of oral-verbal responses. This method can be used through personal interviews and, if possible, through telephone interviews”. Accordingly, he continues to say that the interview is an implication for a classic sociolinguistic interview is that it should sound as natural as possible, thus, questions should be posed as naturally as possible in order to give a feeling of an informal chat

#### **3.2.2.1. Description of the interview**

The following research instrument falls within the category of semi-structured interviews. It is an additional tool used to gather data from professional perspectives and views belonging to the tertiary level (i.e. doctors). Thanks to the implementation of such a methodological tool, the research gained rich and detailed data that would help in gathering enough information and data about the target topic.

The interview is composed of 12 questions distributed to ten (10) doctors by asking them about their general information and their attitudes toward this research work. Also, content is specifically guided by the research objectives and conclusions. In terms of structure, the interview is composed of the following components:

- A short paragraph which states the title of the research work at hand. Then, the aim set behind such an investigation is being provided so as to give the interviewees the chance to have an overall idea about the nature of the topic to be discussed and to prepare themselves, to the questions to be posed by the interviewer.
- The relevant information about the qualification, faculty, and year of graduation.
- A final thank you note to show appreciation to the beneficial contributions of the interviewees.

This interview consists of a considerable set of questions 12 that are almost open ended ones. These, in turn, permit the interviewees to feel free to express their viewpoints in their own terms. However, they were supplemented by probes and follow-up questions through improvisations such as (could you please comment on that? If yes, why? , How? For instance, probes used were various. This depends on both the question and the response of the interviewee. This was useful in terms of getting more in-depth answers or to get extended answers comprising more clarifications concerning some points, mentioned by the interviewee, which seem interesting and need further illustrations and comments.

The total number of questions is twelve questions. These questions were supplemented by follow-up questions such as ‘Did you find any difficulties?, if yes, why? , How?’

McNabb (2010) argued that “in a typical in-depth interview, there is no set limit to the number of questions that should be used” (p.100). The goal of these questions is to continue asking the interviewees until the desired information objectives are met.

The **first four** questions are designed to acquire relevant information about the target population. The **fifth** and **sixth** questions attempt to discuss students’ opinions and views about the language used in their studies. First, these questions seek to know if the interviewees like to study medicine with their language used or not, and if they find any difficulties about the language that they are taught with. Second, the questions aim to get the



interviewees' reflections about the use of the English language instead of using French language. The **seventh** and **eighth** questions attempt to know about the doctors' level of English and the implementation for an ESP course in the medical faculties. The rest of the questions attempt to tackle the usefulness of translation from their experiences and the status of the English language from their perspectives. The final question aims at requesting doctors to provide any comments or further suggestions related to our research work in order to bring about their attitude about the usefulness of the English language in the Algerian education system.

### 3.2.2.2. Administering the doctors' interview

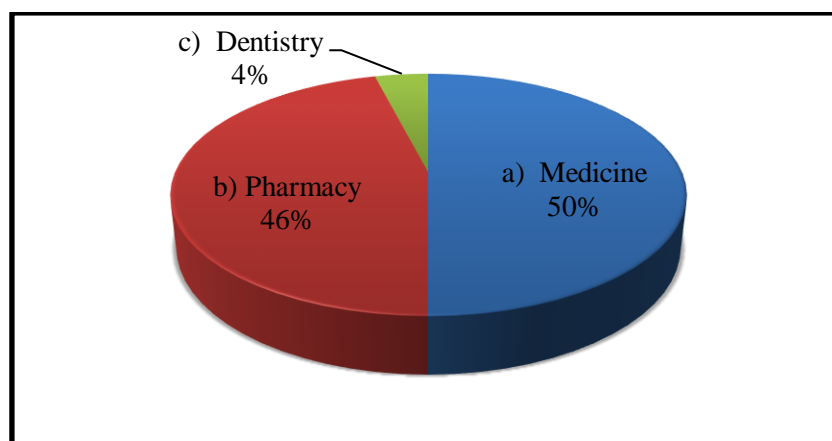
Doctors who were targeted to take part in the interview were selected for the mere belief that their opinions and responses are necessary to meet the research objectives. Moreover, their experience in our area under study will provide the current investigation fruitful insights. Over a period of four weeks, a total number of 10 doctors were interviewed. The interviews took from 15 to 25 minutes to answer. The following table shows an overview of the number of interviewees and some relevant data about them such as the interview duration and the gender of the interviewee.

**Table 3.2: General information about the interviewees.**

<b>Number of interviewees</b>	<b>Educational degree</b>	<b>Gender</b>	<b>Overall professional experience</b>	<b>Interview estimated time</b>
01	Doctor in medicine	male	5 years	15minutes
02	Doctor in medicine	female	2years	15minutes

03	Doctor in medicine	female	3years	15minutes
04	Doctor in medicine	female	1year	15minutes
05	Doctor in medicine	female	6years	20minutes
06	Pharmacist doctor	female	10years	20minutes
07	Pharmacist doctor	male	14years	20minutes
08	Pharmacist doctor	male	6years	15minutes
09	Pharmacist doctor	male	4years	20minutes
10	Pharmacist doctor	female	3years	15minutes

The above table indicates that most of the interviewed doctors have quite a relevant experience. This is compatible with the nature of the research work at hand which needs to depict both knowledge and experience of doctors to reflect on proper educational practices to acquire the right amount of information. This latter serves to the identification of several variables reasonably organized to find practical solutions to our research problem under study.

**Part two****3.3. The Analysis of the Research Instruments****3.3.1. The analysis of the questionnaire****Item 1. Respondents' specialty****Figure 3.2: Respondents' specialty**

This question aimed to study the respondent educational specialty to analyze the questions accordingly, there a significant percentage of medicine and pharmacist students with (50% and 46%) respectively in comparison with dentistry students (4%).

**Item2. The language of instruction in respondents' domain**

The answers gathered showed that the language of instruction of medical students is the French language as it is shown in the table below:

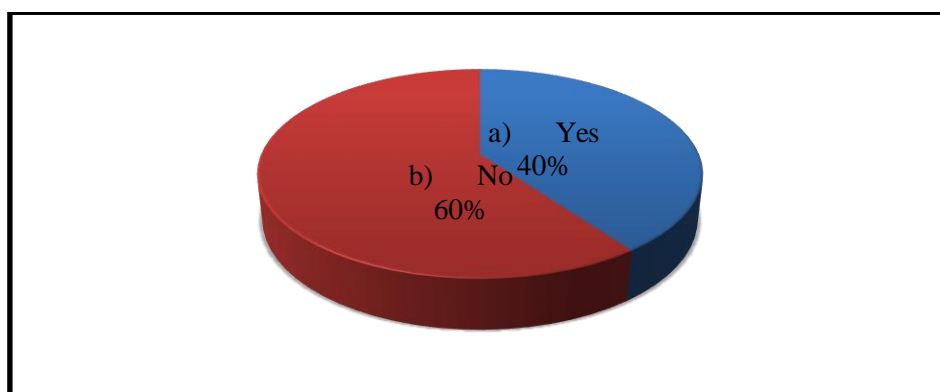
**Table 3.3: The language of instruction in respondents' domain**

Option	Responses	Percentage
a) Arabic	0	0%
b) French	50	100%
c) English	0	0%
<b>Total</b>	<b>50</b>	<b>100%</b>

It is clear from the table that approximately all the medical students used the French language (100%) and no one is taught with the English language (0%). It is worth mentioning that no one had been taught Arabic as a means of instruction. To our knowledge, this result has previously been described. In particular, a previous study of Benrabah declared that “95% of undergraduate courses in medicine and technical disciplines are taught in French” (2007, p.233). In 2015, the preparatory school students’ at Tlemcen said that 100% of their lectures are delivered in French (Kandsi, & Khalfaoui, 2015, p.37).

**Item3. The existence of difficulties when using the language used in your studies.**

Only 40 % of medical students find difficulties when using the French language as it is presented in the figure (3.4) below:



**Figure 3.3: The existence of difficulties when using the language used in your studies**

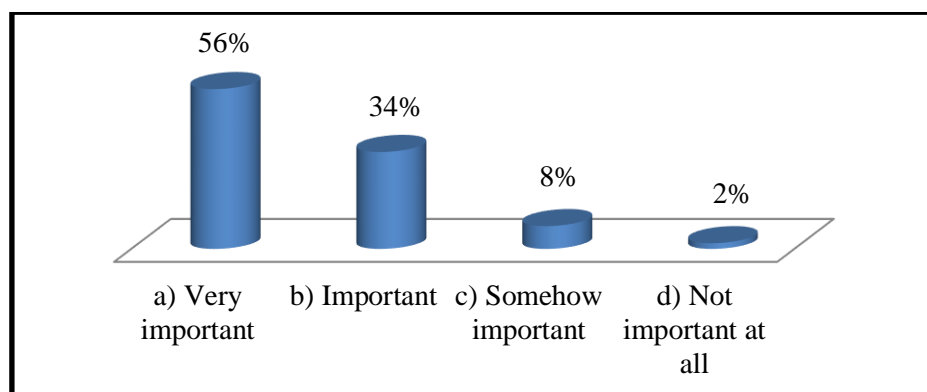
**Table 3.4: The existence of difficulties when using the language used in your studies**

Option	Responses	Percentage
a) Yes	20	40%
b) No	30	60%
<b>Total</b>	<b>50</b>	<b>100%</b>

The 60% of those respondents’ who did not find difficulties when using the French language justified their answers as they felt adapted with the language with time since all the

surrounded environment used the French language. However, others have a significant background from the previous educational levels, and a few of them justify their answer by medicine is plenty of new terminology it should be taken whatever the language is.

**Item4. The degree of importance of the English language to medical students' study or their future career.**



**Figure 3.4: The degree of importance of the English language to medical students' study or their future career**

The students' answers demonstrated that English was more than important for nearly more than half (56%) of the respondents who did justify their answers as follows:

- For my personal culture.
- All the sources are in English and the newest medical publication are in English too.
- Most of the researches and articles are written in English, so to stay updated you have to master the language.
- It's science's language, now all the articles in the net are in English and all the scientific progresses are published in English
- Most references are in English whether it is for our thesis research or in our work setting

- It's my dream to study abroad or even work outside Algeria due to the current circumstances that doctors face every day while being in an ignorant society so I find it rather important to take care of my English and to develop it every day.

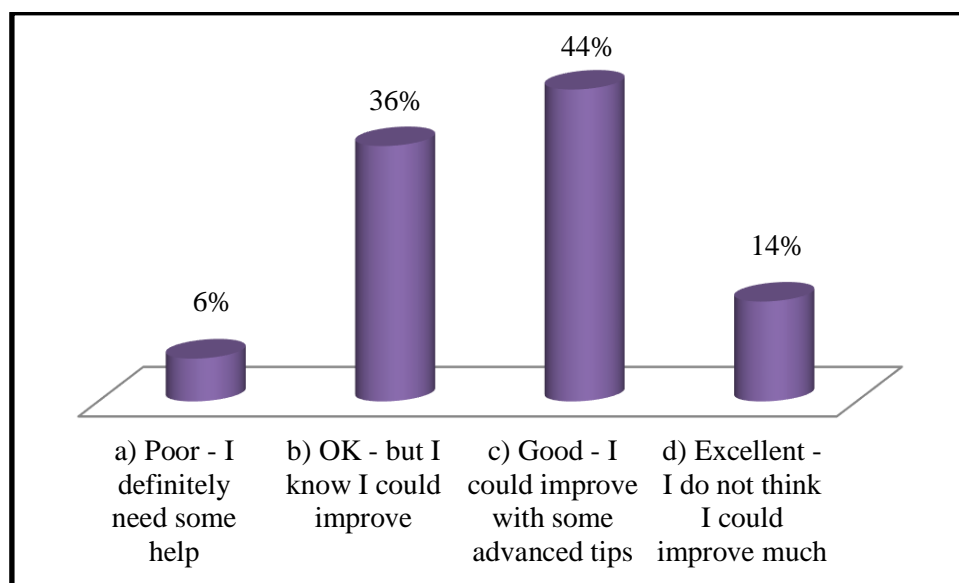
For those who answered that English language somehow important (8 % ), they justify they answer as follows: “The thing is that we don't have to use this language unless we're working in multinational hospitals and when it comes to patients, we actually often need to explain things in Arabic unless they're foreigners. Maybe we'd need it to share research papers but we're not there yet I guess.”. So they consider that English language is somehow important since they rarely use it in daily life and they only use the French language or medical terms.

#### **Item 5: Respondents' evaluation of their level in English language**

Through this question, the researcher aims to explore the level of medical students in English i.e., how do they evaluate their current overall level of English? To reply, students had to cross one of the four suggested possibilities: Poor, OK, Good and Excellent. The table below summarizes the respondents' answers vis-à-vis their proficiency in English.

**Table 3.5: Respondents' evaluation of their level in English language**

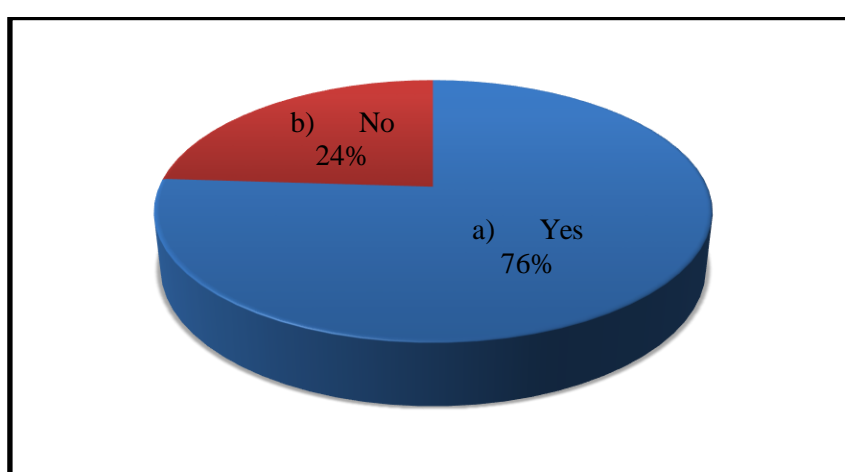
<b>Option</b>	<b>Responses</b>	<b>Percentage</b>
a) Poor - I definitely need some help	3	6%
b) OK - but I know I could improve	18	36%
c) Good - I could improve with some advanced tips	22	44%
d) Excellent - I do not think I could improve much	7	14%
<b>Total</b>	<b>50</b>	<b>100%</b>



**Figure 3.5: Respondents' evaluation of their level in English language**

Although the results in table 3.8 showed that medical students were not very proficient in English (44% only for good level) the reality demonstrates that medical learner's are generally the most competent learners among those who get their BAC degree in Algeria. They are nearly brilliant in all the subjects they take during their tertiary level.

**Item 6. Medical students' responses about whether they have been in a situation where they need to use English (listen, read, speak or write) or not.**



**Figure 3.6: Medical students' responses about whether they have been in a situation where they need to use English (listen, read, speak or write) or not**

This question is very interesting in our study since it helped us a lot in determining whether they have been in a situation where they need to use English language. 76% from the students' responses describe the different situations in using the English language as follows:

- Joining online education courses and medical webinars and reading scientific papers.
- When looking for videos to understand my lessons, most of them are in English.
- There was a Gynecologist from Cuba and i had to asking her about a case and I should to speak in English because am not good in the French language.
- When Reading some researches which are written in English.
- Using English in a web search gets you a larger amount of information, better quality and quantity than the French search.

So the situation differs from using English with foreign colleagues, foreign patients, on the web, and when chatting with doctors.

#### **Item7. The skills that is important for the students' success in medical studies**

**Table 3.6: The skills that is important for the students' success in medical studies**

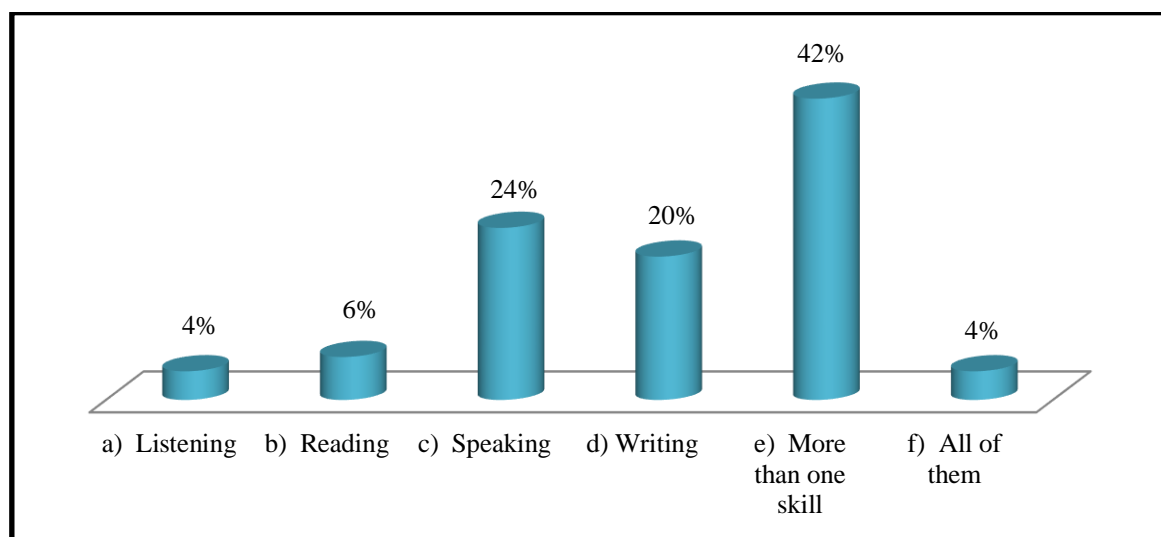
<b>Option</b>	<b>Responses</b>	<b>Percentage</b>
a) Reading to understand English textbooks, resource books and medical journals	6	12%
b) Presenting oral reports	0	0%
c) Understanding class lectures	0	0%
d) Carrying on conversations	0	0%
e) Following conferences and seminars held in English related to medical field	0	0%



f) Being able to present in conferences and seminars in English related to medical issues	0	0%
g) Writing exam answers	0	0%
h) Writing research papers	0	0%
i) More than one skill	44	88%
<b>Total</b>	<b>50</b>	<b>100%</b>

The table above shows that medical students need more than a skill in their medical studies (88%) and only (12%) for reading to understand textbook and medical journals since they are the most consultative references in the medical field. This could be attributed to the fact that most individual skills involve one or more of the other skills when operating. Speaking involves listening for oral communication and writing for note-taking. We can deduce that not one skill could function in isolation of the other skills. Here, we can refer to Widdowson (1978) and his argument for integrating the four skills. He asserted that the data elicited from the present research indicate that speaking is needed since the ability to speak is essential for most jobs in order to interact and convey information. Listening is crucial too to exchange ideas and identify what the others are uttering. In addition, writing is one of the language skills that receive much attention even if it is very hard for the learners.

**Item8. The language learning skills that medical students are weak in and they would like to improve.**



**Figure 3.7: The language learning skills that medical students are weak in and they would like to improve**

In this question, medical students were asked to identify which of the language learning skill (s) that they need to improve. The figure above indicates that the majority of the students (42%) have indicated that they are weak on more than one skill. While the majority of the rest face difficulties with the productive skills (24% in speaking skill and 20% in writing skill). Thus, this clearly illustrate that students are aware of their weaknesses in the learning process and want to improve them.

**Item9. Respondents' difficulties in listening.**

According to Kandsi (2015), there are a lot of difficulties that learners may encounter in the listening comprehension processes and the purpose is to be aware of these problems and try to solve them.

The table below indicates that medical students find more than one difficulty in the listening skill (28%). This proved the awareness of medical students of their lacks especially in listening skill as the varied percentages shown below:

**Table 3.7: Respondents' difficulties in listening**

<b>Option</b>	<b>Responses</b>	<b>Percentage</b>
a) Understanding daily English conversations	6	12%
b) Following spoken instructions from lecturers	2	4%
c) Understanding medical radio and TV programs	7	14%
d) Understanding discussions on medical issues	7	14%
e) Understanding seminars and conferences' presentations	13	26%
f) Understanding and taking notes during lectures	1	2%
a) More than one difficulty	14	28%
<b>Total</b>	<b>50</b>	<b>100%</b>

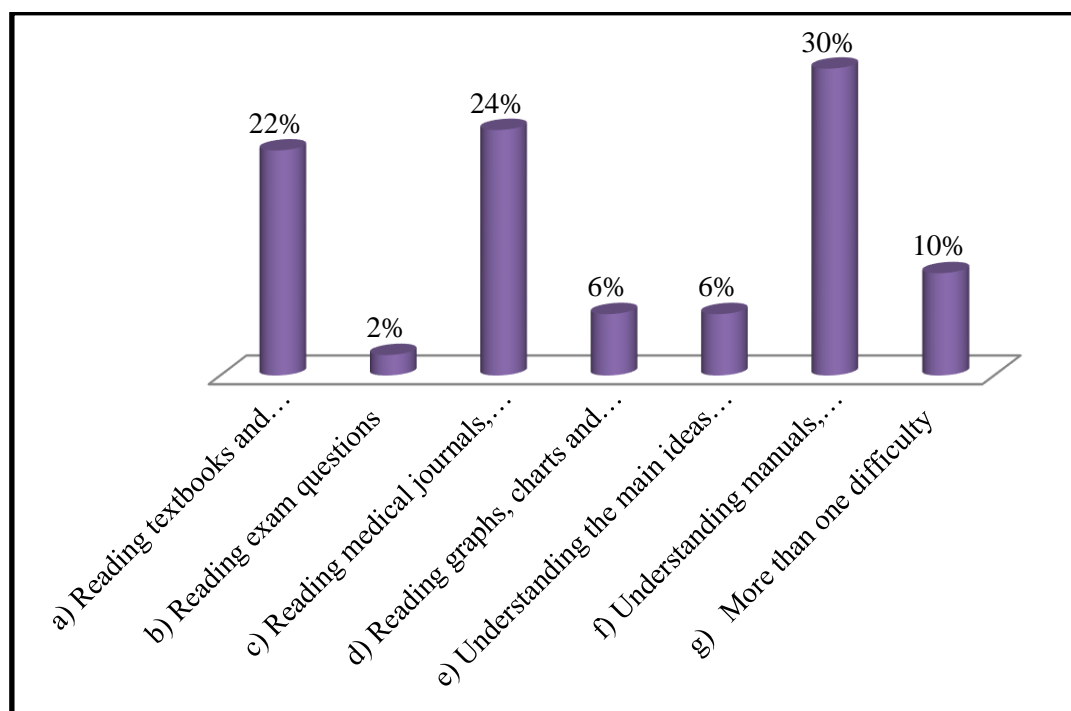
Hasan (2000) indicated that unfamiliar words, difficult grammatical structures, and the length of the spoken passages are the most important factors that cause problems for learners' listening comprehension. He continued that clarity, lack of interest, and the demand for complete answers to listening comprehension questions are the serious difficulties of students' listening comprehension. This is why Teachers should help their students to develop the necessary skills of listening comprehension like listening for understanding particular information, listening for the main ideas, explanation and inference, listening for intended meaning through providing different tasks and activities at different levels.

**Item10. Respondents' difficulties in reading**

Reading difficulties may appear in many different forms and range from an inadequate vocabulary building to medical conditions. Medical students in this question give various responses according to their needs. 24% find difficulties in reading medical journals, articles, and prescriptions while 30% find understanding manuals, regulations and reports written in English very difficult task to do.

**Table 3.8: Respondents' difficulties in reading**

<b>Option</b>	<b>Responses</b>	<b>Percentage</b>
a) Reading textbooks and resource books written in English	11	22%
b) Reading exam questions	1	2%
c) Reading medical journals, articles, and prescriptions	12	24%
d) Reading graphs, charts and tables	3	6%
e) Understanding the main ideas of reading texts	3	6%
f) Understanding manuals, regulations and reports written in English	15	30%
g) More than one difficulty	5	10%
<b>Total</b>	<b>50</b>	<b>100%</b>



**Figure 3.8: Respondents' difficulties in reading**

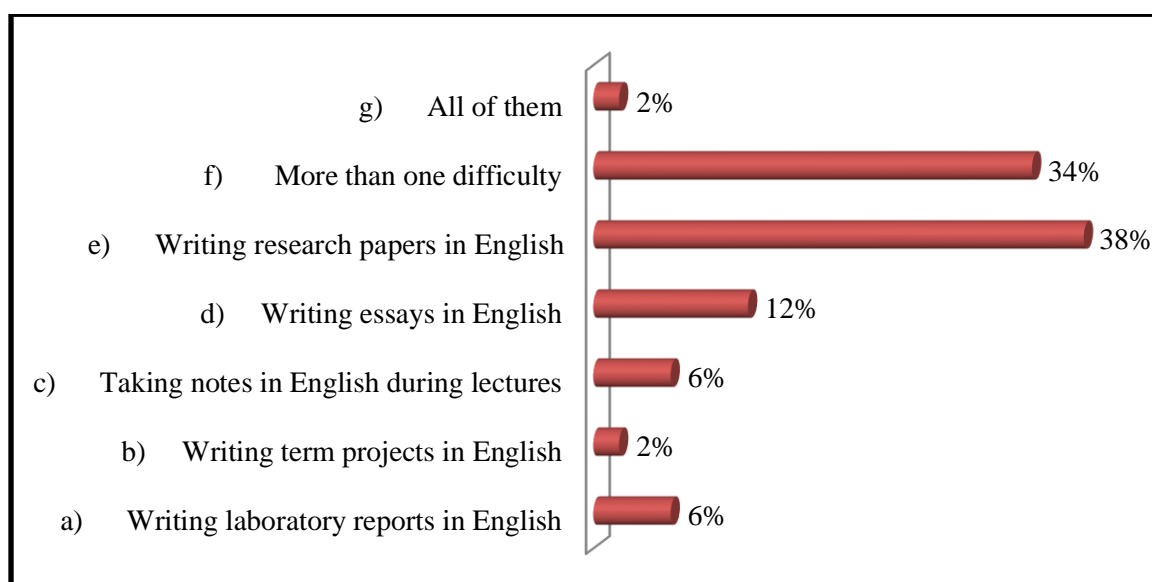
Tozcu and Coady (2004, p. 473) point out learning vocabulary is an important aspect of any language, foreign language acquisition and academic achievement in particular. It is vital to reading comprehension and proficiency, to which it is closely linked. Thus, medical students can improve their reading skill with learning more vocabulary and get exposure to the authentic materials. i.e. Using English most often as the language of instruction in the classroom is one way of exposing learners to more English input and more comprehension feedback.

#### **Item11. Respondents' difficulties in speaking**

For most medical learners, speaking in target language is not an easy thing to undertake because learning to speak a foreign language requires more than knowing its grammatical and semantic rules. This question gave various results as it is shown in the table above. The difficulties vary from difficulties when talking to foreigners (20%), Making presentations at seminars and conferences (26%), and 30% find difficulties in more than one of the suggested difficulties.

**Table 3.9: Respondents' difficulties in speaking**

Option	Responses	Percentage
a) Participating in class discussions	5	10%
b) Carrying on daily conversations	2	4%
c) Presenting oral reports	4	8%
d) Talking to foreign patients, doctors and/colleagues	10	20%
e) Making presentations at seminars and conferences	13	26%
f) Asking and answering questions in class or at work	1	2%
a) More than one difficulty	15	30%
<b>Total</b>	<b>50</b>	<b>100%</b>

**Item12. Respondents' difficulties in writing.****Figure 3.9: Respondents' difficulties in writing**

The basic point that makes writing difficult is the use of language aspect or ability in written likes punctuation, spelling, grammatical, vocabulary and so on. According to Jordan

(2002), writing is often confusing with the process of putting words down on paper in the same structure as an outline prepared with appropriate style and vocabulary. The major ideas arranged in some often on the correction of mechanical and grammatical errors. The figure above indicates that writing research papers in English is the most challenging task for medical students (38%) as much as the other suggested difficulties (34%).

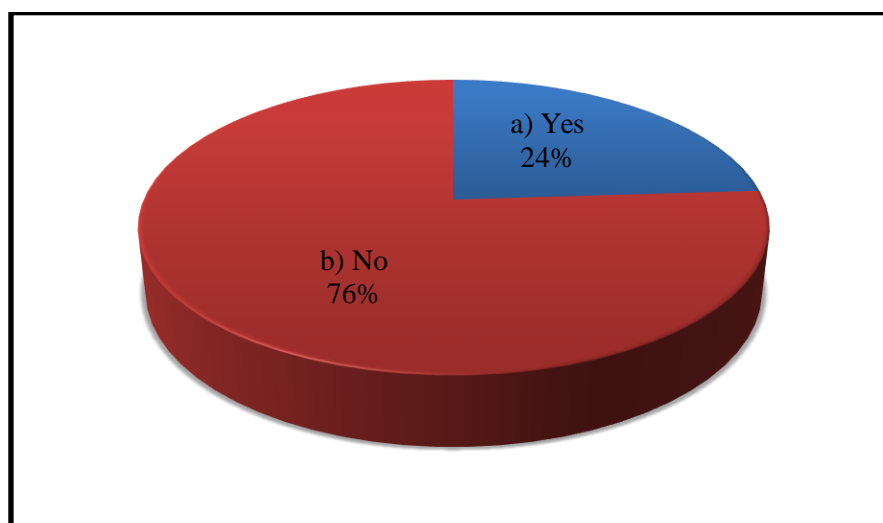
### **Item13. The main reasons behind medical students' difficulties in using English**

This question gives various reasons behind medical students' difficulties in using English. These difficulties are as follows:

- English was not used during primary studying.
- Not being familiar with medical English vocabulary.
- It is not required as much as French, our whole education system depends either on French or Arabic; English is generally required only for the students majoring in English.
- Marginalization the English language in the medical field especially in Algeria
- The main reason is that after graduating high school medical students don't really use English in their studies, they only need French and rarely need English.
- Because we are in a French speaking country, and because we don't use English in our daily life.

To sum up the main reason behind medical students difficulties in using English language is that they are not familiar with the English medical register. This is due to the fact that most of them did not learn English since they were in the Secondary school. Also, all the scientific courses in the tertiary level are taught in French language.

**Item 14. Participants' responses about whether they have a course of English language or not.**



**Figure 3.10 Participants' responses about whether they have a course of English language or not**

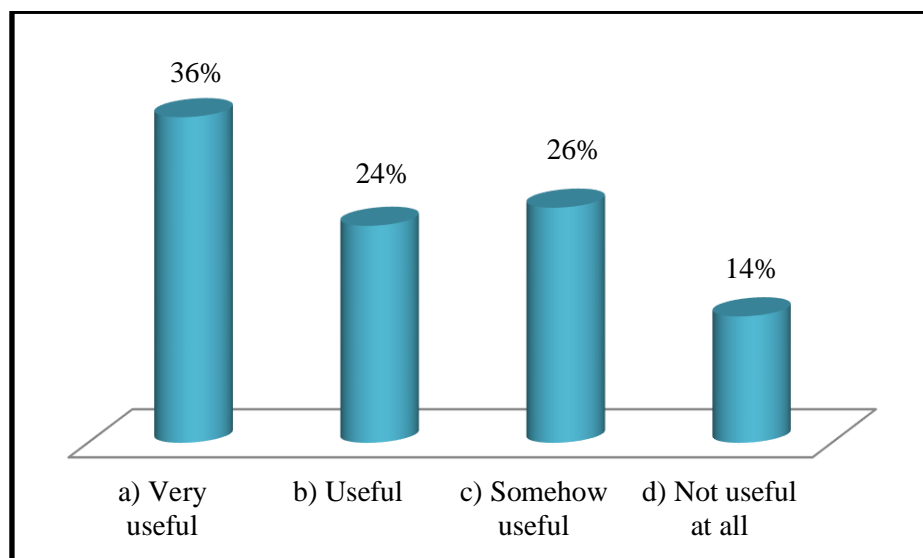
When asking them about whether they have learnt English throughout their medical career, students of medicine and pharmacy replied not receiving any English courses (76%). The exception was that dental medical students were offered English courses for two years in the university. Besides, the answers showed that English language is not offered to students of all medical branches.

**Item15. The degree of usefulness of the English language course for medical students.**

According to the results recorded in the table, 36% of the respondents have expressed a favorable attitude towards English course usefulness while 14% have not. Those who have expressed a positive attitude towards the usefulness of English language course might have acquired a valuable experience in their previous English learning. They may also need to learn English because of the specificity of their subject discipline. According to Kennedy and Bolitho (1984, p. 135), "A learner is bound to approach an ESP course with heightened



expectations." This is not the case for the other 14% who have showed a negative attitude. It may be explained by an unsuccessful previous English learning or perhaps by the feeling that English language learning is not an absolute necessity in their surrounded environment.



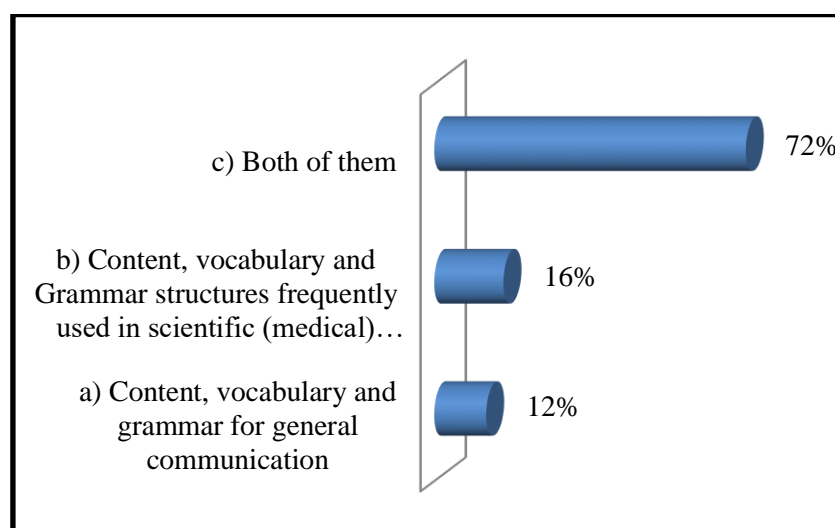
**Figure 3.11: The degree of usefulness of the English language course for medical students**

### **Respondents' justification**

This question sought to know the medical students' opinion whether it useful for them to have a course of English language. All of them justified their answers by giving a wide range of arguments. One stated that all major research and publications were in English language, the reason why medical learners had to be acquainted with the required skills to improve and update their knowledge with all what is new in their field. Another participant went further and said that medical learners had to be equipped with English language so as to be able to take part in international scientific meetings and conferences in which English has become the unique medium of interaction. In the same context, the remaining medical students affirmed that being able to access to medical literature and publish any eventual

research work in English language has become a demand of any researcher or scientist seeking knowledge and research.

**Item 16. Respondents' preferences of what they would like to learn in a course of English language.**



**Figure 3.12: Respondents' preferences of what they would like to learn in a course of English language**

The results are presented in the figure above indicates that Students show high interest (72%) in the learning both Content, vocabulary and grammar for general communication and content, vocabulary and grammar structures frequently used in scientific medical discourse e.g. present participles, passives, conditionals, etc. In order to be a good English language speaker one need content, vocabulary and grammar. While s/he needs content, vocabulary and grammar structures frequently used in scientific medical discourse to be able to write a good and correct English articles, reports etc.

**Item 17. Respondents' opinions about who should be responsible for teaching English to students of medical domains**

**Table 3.10: Respondents' opinions about who should be responsible for teaching English to students of medical domains**

Option	Responses	Percentage
a) A teacher of general English language	6	12%
b) A specialized teacher	44	88%
<b>Total</b>	<b>50</b>	<b>100%</b>

Generally speaking, the learners adopt a mixture of learning styles; they opted for a variety of learning strategies. In addition, to overcome the difficulties they face in English, to grasp the necessary knowledge and exploit the limited amount of time to fulfill their needs; medical students need specialized teacher (88%) as it is stated in the table above.

**Item18. Medical students' responses about what they expect/want from the teacher of the English language course if they have one.**

Teachers have to choose the appropriate strategy for the students with different quality and quantity (Brown, 2001, P. 160). The table below indicates the different expectations of medical students from the teacher on the English course. it is noticed that medical students expect more than one role and task from the teacher of the English course to help them overcome their language difficulties, to develop their language skills, and to fulfill the needed learning skills.

**Table 3.11: Medical students' responses about what they expect/want from the teacher of the English language course if they have one**

<b>Option</b>	<b>Responses</b>	<b>Percentage</b>
a) The Teacher should take into consideration our level of English	2	4%
b) The Teacher should start from the beginning and explain more and slowly	1	2%
c) The Teacher should write the lesson on the blackboard	0	0%
d) The Teacher should teach us English using Arabic	1	2%
e) The Teacher should enhance our presentation skills.	1	2%
f) The course should be based on developing our language learning skills especially speaking and writing	9	18%
g) The Teacher should provide technical words related to our specialty	7	14%
h) More time should be devoted to the English course, at least 2 or 3 lectures per week	3	6%
i) The teacher should use different materials to help us develop the use of English in context	2	4%
j) The teacher should assign/design outdoor tasks/projects to help us develop the use of English in context	3	6%
k) More than one answer	21	42%
<b>Total</b>	<b>50</b>	<b>100%</b>

### **3.3.2 The analysis of the interview**

As a tool to collect data from doctors, this interview is designed to gather information, opinions, thoughts, and attitudes that will be analyzed, interpreted, then used to reinforce our study.

#### **1. What is your qualification?**

The gathered data showed that the qualification of the interviewed doctors is general doctors or doctors in pharmacist; however, there are few specialized pharmacists who finished their studies as pharmacist and started their specialty in pharmacy.

#### **2. Where did you study medicine?**

All the doctors' interviewed study in Algeria and graduated from the different Algerian universities (Constantine, Batna, Algiers, and Annaba....etc). It means the selected group of doctors are studying in the different Algerian medical faculties.

#### **3. When did you graduate?**

The graduation of the interviewed doctors is between 2005 and 2021. It means there are doctors with more than fifteen (15) years of experience and novice doctors of one year experience.

#### **4. Did you study medicine in French, English or Arabic?**

From doctors' responses, it is declared that all the Algerian doctors' study medicine in French language because the organization of the education system was inherited from the French system since 1962.

#### **5. How do you see learning medicine in French? Did you find any difficulties?**

Most of them find difficulties in the beginning then they felt adapted to the French language. Since medical students get their baccalaureate degree with high levels, they should

not find much difficulty while addressing the courses with French language. For instance, there are few medical students may face the problem of language construction and communication specially the south Algerian medical students.

**6. What do you think if English is used instead?**

All of them agree on the idea that it will be better if English language is used instead. Due to the fact that these doctors get into the field work and felt much more of the importance of the English language in the medical sector.

**7. What is your level in English? Can you speak it, understand it or use it?**

This question showed the doctors' various levels in the English language. 30 percent can speak the language, understand and use it while 60 percent from them can only understand it and 10 percent can use the English language fluently.

**8. Did you have an ESP course in your faculty? Are you for the implementation of an ESP course for medical students? If yes, how many years?**

The pharmacist doctors have a course of English in the 3<sup>rd</sup> year while the old generation of general doctors did not have any course of English language. The new generation of medical student has a course of general English for their 1<sup>st</sup> and 2<sup>nd</sup> year. Also, all of them strongly advocate for an ESP course with decent amount of hours and rich program.

**9. Do you think that depending to translation is useful in studies and professional purposes? If yes, why?**

The results showed a total agreement between the ten doctors who did not hesitate to confirm the fact of resorting to translation when necessary, especially, when dealing with abstract items or difficult medical terms. However, the frequency of the use of translation was

different from one respondent to another. Four doctors thought they often relied on translation in order to save time and facilitate ambiguous concepts whereas two other ones used it when it is necessary. However, the rest four doctors rarely resorted to translation

90% of the interviewed doctors find that depending on translation is useful in studies and professional purposes because it facilitates for them the research when it is not found in the language that they need. However, others complain from the use of translation and consider it as a waste of time and the resources should be taken from the same language otherwise it will lose its usefulness.

**10. In your opinion, to what extent is English language is important or useful for the medical students?**

Doctors agreed on the importance and usefulness of the English language because it is the language of the world and what is new in the field of medicine is published in English. Therefore, all the interviewed doctors are aware of the big role of the English language in the field of medicine. One of the interviewed pharmacists responded: “English language would broaden the opportunities of medical student to access global labor market and would keep them better aware of current trends in medicine since the English language is the global language for science and communication”. This is only one example of the usefulness of the English language from the doctors’ point of view.

**11. What is your perspective on English as an important language for future studies and career prospects?**

The perspective of the doctors is quietly the same and it gives the same feedback because all of them agreed on the idea that English language is very important for medical learners and doctors. The English language can have a big influence on the medical students’ future career because they have a greater potential for finding jobs outside of their country of

birth. Also, the English language opens their minds about other cultures and perspectives that might help them in their career or future studies.

### **12. Do you have further opinions or suggestions?**

The suggestions highly recommend the shift toward the English language in the different fields of medicine while some of them insist on the idea of one year formation of the language as an introduction to the English language. Then, the students keep studying with English language and ameliorate it with use and daily exposure within different modules. However, others prefer to study it as a module with graduation in levels during the year because all the accepted students are with high levels. Therefore, the English language is not an obstacle for them; they can learn it slowly with time to get their needs step by step. Those doctors agreed on the idea that the problem of the language is not students' needs or acceptance but the government decision.

### **3.4 Discussion and Interpretation of the Results**

The medical students' questionnaire was a means of research through which a group of fifty students from the different medical branches (pharmacy, medicine, and dentistry) expressed their opinions about the situation of medical English in the different Algerian universities. The medical students expressed their experience in the learning process as well as their views towards the integration of English language in the medical sector by implementing ESP courses for medical students. The results showed that there is a great acceptance of the integration. Hence, the reality indicates that this integration needs very careful steps to guarantee the success of this shift from the use of the French language toward the English language as medium of instruction.

The participants recognized the importance of English in the field of research and new discoveries. Also, they expressed some of the difficulties faced in their learning process.



These problems are mainly related to the four skills, for instance, making mistakes, poverty of vocabulary, and inability to produce a high level of written passages. Students' self evaluation of their linguistic competence confirmed that they require more training in using this language in the four skills.

In addition, their weaknesses generally related to the productive skills (speaking and writing) where they had difficulty in holding their research papers, taking notes in conferences, and even writing medical reports in English. They also need reading medical journals and articles in English which is very necessary. In addition, a big number of the respondents needed the listening skill to understand discussions on medical issues and comprehend spoken presentations in seminars and English conferences as much as writing medical papers and scientific publications.

The medical students expect from the ESP teacher to focus on both vocabulary and grammar with more emphasis on vocabulary through texts. Furthermore, the analysis of the questionnaire shows that the teacher wanted by medical students should be a course designer, material provider, researcher, and collaborator.

The interview is another instrument used in this work to obtain information about the situation of medical English and the attitudes of doctors towards the integration of English language as medium of instruction and the teaching of English for medical students by implementing real ESP courses for medical students in the Algerian universities.

The results obtained from the interview can be divided into three categories: the attitudes towards languages, the need for the English language, and the role of the English language for medical students.

The results revealed a positive attitude toward the use of the English language as means of instruction and it is highly recommended by most of the doctors due to its necessity. Also, the findings indicated that the interviewees have different difficulties related the English

language when conducting their researches and scientific papers. The majority of respondents recommended that English language courses should be implemented in all medical fields in the country. The medical English language instruction should start in the first year at university. Government should introduce English textbooks for medical students and appoint trained English language teachers for medical students.

In the last, the interviewed doctors are aware of the importance of medical English in their field and they can differentiate well between purposes of general and medical English. Therefore, they regarded medical English as more important than general English, and they strongly agree to the need for a course of English for medical purposes suggesting it to be initiated in the first year at university.

### **3.5 Recommendations**

From the findings obtained out of this study, the following recommendations have been drawn and directed to teachers, administrators:

- The shift toward the use of the English language as medium of instruction in teaching and learning.
- The implementation of an ESP course for medical students.
- All the four language skills should be emphasized with more emphasis on the interactive skills.
- Collaboration between ESP teachers and subject instructors is recommended.

### **3.6 Suggestions for Further Research**

Since needs analyses should be ongoing (Graves, 2000; Hutchinson & Waters, 1987), future studies should be conducted during or after the application of English curriculum at Algerian medical faculties to better assess the students' needs.

The findings of study reveal that productive skills are more required than receptive skills. A research on the content design should mainly concentrate on English speaking and writing

skills needed by medical students. Also, a research on the course design and the effectiveness of ESP courses can be done. Moreover, a study about the design of the used material in the course of English for medical students would be so useful. A research can be conducted in regard to exploration of specialized knowledge of EMP instructors and their training materials would have much importance.

### **3.7 The Limitation of the Study**

- The lack of prior research studies on the topic researched is the main limitation in this study because the related topics to this study done in other countries not in Algeria.
- A time constraint is another limitation of this study as it was carried out over an extremely short period of time.
- The limited number of medical students and doctors questioned in this research is not sufficient to generalize it to all the related medical ones.
- Self-reported data is limited by the fact that it rarely can be independently verified. In other words, to take what people say, whether in the interview with doctors or in the questionnaire with medical students, self-reported data can contain several potential sources of bias that the researcher should be alert to and note as limitation.

### **Conclusion**

In this chapter, much emphasis was on analyzing and interpreting the results drawn from the students' questionnaire on the situation of learning English in the medical field and the possibility to shift toward the use of English language as medium of instruction by designing effective ESP courses in the near future. This was possible through submitting a questionnaire for medical students and making interview with doctors who are experienced students and can know more about the difficulties and the obstacles facing the learner after

graduation. Moreover, some of the doctors are working in the domain while others teach in the domain, and only two are carrying their studies for a specialty diploma. As a result from interviewing these doctors we can have a clear perspective from their points of views since they are the most crucial elements of the learning/teaching process.

This chapter put emphasis on the discussion of the results obtained from the two data tools used: the questionnaire and the interview. The results obtained serve the topic and answer the entire research question asked in the beginning of the research.

# **General conclusion**

## **General Conclusion**

To conclude, this study is an attempt to shed light on the importance of the English language in the medical sector. For this reason, the ultimate aim of the current research is to attempt to answer the research questions and to confirm the medical students' attitudes towards the shift from the use of the French language as a medium of instruction to the English language in teaching and learning.

This study consists of three chapters; the first two chapters are devoted to the theoretical background of this study while the last chapter represents the fieldwork. Through the first chapter, we attempted to highlight the importance of the English language. Initially, we provided a general overview about the status of the English language in the different domains then in education and finishing up with medicine. Later in this chapter, we spot lights on the use of English as language of instruction with its effectiveness, and introducing the different aspects of English for specific purposes to introduce the second chapter that is devoted for English for medical purposes.

Then, the focus was shifted to the importance of English in the medical field with language requirements for teachers and learners. This chapter is ended by the need for teaching medicine in English with the different objectives stated respectively. The third chapter of this study is devoted to the field work which represents the practical part of our study in which we attempted to analyze and interpret the data collected through the two data collection tools; namely the medical students' questionnaire and the doctors' interview; in addition to a thorough discussion of the findings.

In order to answer the research questions and to attain our aims, we conducted a descriptive research for which two data collection tools were chosen, students' questionnaire was administered to 50 fifty medical students from three departments namely; the department of medicine, the department of pharmacy and the one of dental medicine in order to

investigate their views and attitudes toward the use of English language as medium of instruction.

The interview was held with ten (10) Algerian doctors to question their perspective about the shift toward the use of the English language. Through the analysis and interpretation of the data collected; as well as the thorough discussion of the findings, the research questions including the ones that inquire about the learner's attitudes toward the integration to the English language were all answered. Furthermore, the collected findings described the current situation of the English language in the Algerian medical faculties. Also, doctors' interview gives the sufficient suggestions for the integration into the use of English language.

Time constraints was the major limitation of this study as it was carried out over an extremely short period of time which does not allow the researcher to go in depth within this research. Since this study was confined to only 50 medical students and 10 doctors, thus the results obtained out of such sample may not be enough to generalize them to represent all the Algerian medical students and doctors.

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## Appendix A

### Interview with doctors

**Dear:**

**I am a student of English at the University of Biskra and I am presently carrying out a research on medical student attitude towards the integration of English as the teaching/learning medium. Thus, you are kindly requested to answer the Following questions:**

**The interview questions :**

1. What is your qualification?  
.....
2. Where did you study medicine?  
.....
3. When did you graduate?  
.....
4. Did you study medicine in French, English or Arabic?  
.....
5. How do you see learning medicine in French? Did you find any difficulties?  
.....  
.....
6. What do you think if English is used instead?  
.....
7. What is your level in English? Can you speak it, understand it or use it?  
.....  
.....
8. Did you have an ESP course in your faculty? Are you for the implementation of an ESP course for medical students? If yes, how many years?  
.....  
.....  
.....
9. Do you think that restoring to translation is useful in studies and professional purposes? If yes, why?  
.....  
.....



.....  
.....  
10. In your opinion, to what extent is English language is important or useful for the medical students?

.....  
.....  
.....

11. What is your perspective on English as an important language for future studies and career prospects?

.....  
.....  
.....  
.....

12. Do you have further opinions or suggestions?

.....  
.....  
.....

**Thank you for your co-operation**  
**Mrs. Khadidja ALLAL**

## **Appendix B**

### **Medical Students' Questionnaire**

#### **A Questionnaire for Students of Medical Domains**

Dear student,

This questionnaire is an attempt to collect data for the accomplishment of my master dissertation. It is about exploring your attitudes towards the integration of English language as a teaching- learning medium for students' of the medical domain(s). Therefore, you are kindly requested to answer the following questions. Please, tick (✓) the appropriate box(es), or make complete statements whenever necessary. Be sure that your responses will be anonymous and will be used for research purposes only. Thank you for your time, efforts and cooperation.

**Researcher's name:**

Khadidja ALLAL

**Supervised by:**

Mr. Abdelhak CHENINI

**2020-2021**

**Section One: General Information**

Q1. Would you specify your gender, please?

Female

Male

Q2. What is your specialism?

.....

Q3. Which year you are?

.....

Q4. What is the language of instruction in your domain?

Arabic

French

English

If others, please specify

.....

Q5. Did you find any difficulties when using the language used in your studies?

Yes

No

Q6. Is the English language required in your domain?

Yes

No

Q7. Did you study English before?

Yes

No

If yes, would you specify for how long and where?

## Section Two: Importance of Using English in the Medical Field

Q8. To what extent do you think English is important to your study or your future career?

- Very important
- Important
- Somehow important
- Not important at all

Justify your answer, please

.....  
.....

Q9. How do you evaluate your level in English language?

- Poor - I definitely need some help
- OK - but I know I could improve
- Good - I could improve with some advanced tips
- Excellent - I do not think I could improve much

Q10. As a student in the medical stream, how often do you need to use English?

- Always
- Sometimes
- Rarely
- Never

Q11. Have you ever been in a situation where you need to use English (listen, read, speak or write)?

Yes

No

If yes, would you describe this situation, please?

.....  
.....  
.....

Q12. Which of the following English language skills are important for the students' success in medical studies? (Check whichever are appropriate.)

- Reading to understand English textbooks, resource books and medical journals
- Presenting oral reports
- Understanding class lectures
- Carrying on conversations
- Following conferences and seminars held in English related to medical field
- Being able to present in conferences and seminars in English related to medical issues
- Writing exam answers
- Writing research papers

Others (please specify)

.....  
.....

Q13. Which of the following language learning skills you are weak in and you would like to improve? You may choose more than one answer.

- Listening
- Reading
- Speaking
- Writing

Q14. In the case of listening, do you find difficulties in:

- Understanding daily English conversations
- Following spoken instructions from lecturers
- Understanding medical radio and TV programs
- Understanding discussions on medical issues
- Understanding seminars and conferences' presentations
- Understanding and taking notes during lectures.

Others (please specify)

.....  
.....

Q15. When reading English documents, do you find difficulty in:

- Reading textbooks and resource books written in English
- Reading exam questions
- Reading medical journals, articles, and prescriptions
- Reading graphs, charts and tables
- Understanding the main ideas of reading texts
- Understanding manuals, regulations and reports written in English

Others (please specify)

.....  
.....

Q16. In case of speaking in English, do you find difficulty in:

- Participating in class discussions
- Carrying on daily conversations
- Presenting oral reports
- Talking to foreign patients, doctors and/colleagues
- Making presentations at seminars and conferences
- Asking and answering questions in class or at work

Others (please specify)

.....  
.....

Q17. In case of speaking in English, do you find difficulty in:

- Writing laboratory reports in English
- Writing term projects in English
- Taking notes in English during lectures
- Writing essays in English
- Writing research papers in English

Others (please specify)

.....  
.....

Q18. According to you, what are the main reasons behind medical students' difficulties in using English?

.....  
.....

Q19. Do you have a course of English language?

Yes

No

If yes, does the content of the English courses reflect your language needs?

Yes

No

Q20. To what extent can the course of English language be useful for you?

- Very useful
- Useful
- Somehow useful
- Not useful at all

Justify your answer, please

.....  
.....

Q21. As a student in a medical domain, what would you like to learn in a course of English language?



- Content, vocabulary and grammar for general communication
- Content, vocabulary and Grammar structures frequently used in scientific (medical) discourse e.g. present participles, passives, conditionals, etc.
- Both of them

Justify your answer, please

.....  
 .....

Q22. According to you, who do you think should be responsible for teaching English to architecture students?

A teacher of general English language       A specialized teacher

Justify your answer, please

.....  
 .....

Q23. If you have a course of English language, what would you want from your teacher to do to help you overcome your difficulties and to improve your ability in using English?

- The Teacher should take into consideration our level of English
- The Teacher should start from the beginning and explain more and slowly
- The Teacher should write the lesson on the blackboard
- The Teacher should teach us English using Arabic
- The Teacher should enhance our presentation skills.

- The course should be based on developing our language learning skills especially speaking and writing
- The Teacher should provide technical words related to our specialty
- More time should be devoted to the English course, at least 2 or 3 lectures per week
- The teacher should use different materials to help us develop the use of English in context
- The teacher should assign/design outdoor tasks/projects to help us develop the use of English in context.

## الملخص

الدراسة الحالية هي محاولة للتحقيق وإلقاء الضوء على الوضع الحالي للغة الإنجليزية في كليات الطب الجزائرية. تأخذ شكل البحث الاستكشافي لأنها تتعامل مع قضية جديدة لم يتم استكشافها من قبل. يشير العدد المتزايد من الأطباء وطلاب الطب الذين يدركون أهمية اللغة الإنجليزية في المجال الطبي إلى حاجتهم الملحة إلى التحول نحو استخدام اللغة الإنجليزية كوسيلة للتعليم في التدريس / التعلم. لإثراء هذه الدراسة ببيانات قيمة ، قمنا بتصميم وتوزيع مقابلة للأطباء واستبيان لطلاب الطب في مختلف أقسام الجامعات الجزائرية. تشير النتائج التي تم الحصول عليها إلى وجود إجماع شامل تجاه التحول إلى استخدام اللغة الإنجليزية كوسيلة للتعليم. كما كشفت البيانات التي تم جمعها على عدم وجود دروس للغة الانجليزية كلغة خاصة حقيقية لطلاب الطب في المجال الطبي. علاوة على ذلك، أظهر المشاركون ضعفًا ملحوظًا في المهارات اللغوية الأربع. وبناءً على ذلك ، نظرا للنتائج التي تم الحصول عليها ، فإنه لمن بالغ الأهمية اقتراح بعض الإجراءات والممارسات الفعالة التي يجب تنفيذها لتعليم الانجليزية كلغة خاصة في كليات الطب الجزائرية للوصول إلى جودة تدريس اللغة الانجليزية والتكيف مع احتياجات الطلاب المستهدفة.

أهم المصطلحات : اللغة الانجليزية, الطب, الانجليزية كلغة تخصص, الطلبة, التدريس, وسيلة تعليم, مهارات لغوية.