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University of Tlemcen  
Faculty of Letters and Languages  
Department of English

**Increasing Competence through the Acquisition of Subject-Specific  
Vocabulary: Case of Second Year Medical Students**

Dissertation submitted to the Department of English as a partial fulfilment of the  
requirements for Master's degree in Didactics of Foreign Languages

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# Declaration

I declare that my dissertation entitled “*Increasing Competence through the Acquisition of Subject-Specific Vocabulary: Case of second Year Medical Students*” is a research that I conducted on my own. It has not been published before, and it has not been nominated for any other academic prizes. References are made to all other sources as needed.



# *Dedication*

*It is with a sincere sense of appreciation  
and respect that I dedicate this work to my  
father “may Allah have mercy on him”, my  
mother, and lovely sisters.*

# *Acknowledgments*

I would like to express my sincere gratitude to my supervisor *Dr Wassila BOUKLIKHA GRAIA* for her invaluable guidance, patience and effort spent assisting me with my study, motivating me and giving me the vigour to move forward. “*It’s the supreme art of a teacher to awaken joy in creative expression and knowledge*”, *Albert Einstein*.

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At the end, I would not forget to mention the help of all participants in this work including second year medical sciences students and teachers.

# *Abstract*

One of the main demands of globalization is the need for people to learn English for academic and professional purposes, thus teaching English to medical sciences students in Algeria is now more important than ever. In this line of thought, the objective of the current study is to examine how medical sciences students at Tlemcen University may best use English medical vocabulary for particular objectives. It is intended to ask for the adoption of specialized vocabulary in the medical field and the creation of efficient ESP programs for medical sciences students who have expressed an urgent need to acquire the medical terminology. In order to increase the success of learning medical English vocabulary, a needs analysis in the relevant sector was necessary. Three(03)research instruments were used to gather the essential data for this investigation. These include a questionnaire submitted online to fifty (50) medical sciences students from second year, an interview with two(02) ESP teachers who are supposed to know more about medical sciences students' lacks in English, and another interview with four(04) teachers from the Department of Medicine. On the total, the results uncovered were first the nonexistence of real ESP courses for medical sciences students and the absence of any kind of preparing for the so-called ESP instructors within the medical faculty. Second, the participants confirmed a remarkable weakness in general English competence, not to mention ESP and specialized vocabulary. Third, medical vocabulary seemed essential to ensure success in academic and professional career. Correspondingly, based on those results, it is of incredible importance to signify some efficient measures and practices to be carried out to ESP preparation in the Algerian faculties of Medicine, with a view to reach prosperous vocabulary teaching, course effectiveness and meet medical sciences students' learning needs.

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# List of Abbreviations and Acronyms

BA	Bachelor
EFL	English as a foreign language
EMP	English for medical purposes
ESP	English for specific purposes
GE	General English
MA	Master
ME	Medical English
NIA	Needs identification and analysis
PSA	Present situation analysis
TEFL	Teaching English as a foreign language



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# **General Introduction**

### General Introduction

It is widely believed that English has become the global language of science and technology. This makes it easier for a large number of researchers and scientists to learn in order to access various scientific documents and references. The field of Medicine, which seems to be most affected by the latest technological developments, has a great need for easy access to information and research results mainly in English. Therefore, teaching the language to medical sciences students seems to be more than a requirement for academic research or professional purposes. Despite the importance of English language courses for Algerian students, especially medical sciences students, few studies have conducted a comprehensive and specific study of the English proficiency of medical sciences students.

Therefore, the main focus of this study is to highlight the need for English language courses for medical sciences students in different medical faculties in Algeria. However, the implementation of such courses requires a great deal of effort and requires the joint participation of the administration, medical staff, teachers and students. In fact, medical sciences students and professional physicians need not only English to read and understand documents, but also English to write articles and attend international conferences where English is the primary medium of interaction. However, several studies have shown that most Algerian medical schools do not offer English courses for medical sciences students who urgently need to learn the language for academic or future professional purposes. Even if some departments do, they are nothing more than general English courses that do not really address students' specific needs for communication and social interaction in the medical field.

As a result, in this study, the researcher attempted to require English courses for medical sciences students in areas such as methods, materials, language studies, and improved teacher training. Therefore, the designed instant English curriculum is directly related to the language needs of medical sciences students, while providing a practical framework for ESP teachers who should equip learners with the necessary means of communication. Multiple studies have shown that ESP learners, especially medical professionals, have difficulty with interactive skills such as listening and speaking. They often have trouble understanding terms used by native speakers in seminars and conferences. They are also afraid of writing, another obstacle for medical sciences students. They lack skills in writing research papers and articles, as well as difficulty respecting

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grammatical structure and form. This is due to the lack in their English for medical purposes ‘EMP’ vocabulary.

Designing courses that meet learners' needs and help them achieve language course goals best begins with a comprehensive needs analysis. The latter examines what motivates learners to acquire language in the most efficient way. This is especially important when developing English for Specific Purposes courses. Accordingly, the purpose of this study is to identify the specific academic English language students' needs in the Faculty of Medecine in Tlemcen University.

The findings of this study may be critical for course design and materials development, not only for medical sciences students and teaching staff at Tlemcen University, but also for other ESP course learners and trainers in the global medical EFL setting. This study sheds light on the current state of medical English in Algeria and attempts to answer the following questions:

- 1) Do EMP students need to acquire subject-specific vocabulary?
- 2) How can EMP students' competence be increased through the acquisition of subject-specific vocabulary?

To answer the questions raised above, the researcher puts forward the following hypotheses:

- 1) The mastery of Subject-Specific Vocabulary may be vital for EMP students.
- 2) Learning the EMP vocabulary may enable medical sciences students to develop their language skills when writing reports, attending conferences or during their clinical practice abroad.

As already mentioned, the subject studied is carried out in the Faculty of Medecine at Tlemcen University. Quantitative and qualitative methods were chosen to allow for a more detailed analysis of the data. Therefore, the method of conducting this research is a combination of a questionnaire survey and a structured interview. The former affects three groups of people, such as: medical sciences students, their ESP teachers, and subject experts.

As for the structure of this study, it is mainly divided into two chapters. The first part deals with a literature review, which discusses a lot about the ESP field and the main principles of effective ESP curriculum design as well as EMP vocabulary teaching. On the other hand, chapter 2 provides an overview of English language teaching in Algeria and discusses the situation of

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ESP at the Faculty of Medicine in Tlemcen University. It also uncovers the reality of ESP teachers' training and the genuine instructing technique in ESP classes of the teaching Staff. A part of this chapter clarifies the research methodology design through enlightening the choice of the method, the setting, the participants and the choice of the convenient instruments of research that may serve better the objectives of the concerned work without forgetting the analysis of the findings.



# Chapter One

# **Chapter One: An Overview on English for Medical purposes**

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## ***Chapter One: An Overview on English for Medical Purposes***

### 1.1. Introduction

### 1.2. English as a Foreign Language.

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## **1.1. Introduction**

Nowadays, the necessity of English as the language of medical technology is unquestionable. In fact, scientific literature and the Internet are just two concrete examples of the need to understand and express oneself in spoken and written English. It is no exaggeration to say that if our English is not good enough to read the medical literature, it will be almost impossible to keep up with the progress of medicine. Therefore, English is considered a compulsory subject in every medical school.

In this regard, many English language courses in academic settings are based on the principle that the language should be associated with the purpose for which students will use it after graduation. ESP courses for medical sciences students are designed to help them study their specialty and pursue their medical studies in the future. Because of this, English plays a very important role in the medical field, where students not only read medical textbooks and journals, most of which are written in English, but also attend international conferences and write correct medical reports. However, this does not seem to be possible at the University of Algeria if non-English majors are offered to medical sciences students.

This theoretical chapter consists of four main sections, organized under the following headings: English as a foreign language, English for Specific purposes, English for Medical purposes, and finally, teaching of subject-specific vocabulary. In fact, they are interrelated and provide an effective Subject-specific vocabulary teaching for medical sciences students in Algeria.

## **1.2. English as a Foreign Language**

The first section of this chapter, as mentioned before, is devoted to show the significance of English as a foreign language and the methodology to teach it as a global language.

### **1.2.1. The Importance of English as a Global Language**

Today, we live in an age of globalization, so everything produced or invented anywhere in the world quickly becomes global. In order to keep up with the pace of globalization, it is very important to learn English, the world language. English has established itself as a global language, thus becoming the second language most frequently learned by foreign language learners. English

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is the second language most often taught in foreign schools as it is the lingua franca spoken by 1.8 billion people worldwide, or 27% of the world's population. (Zeeshan Naved, 2015). The vast majority of non-native English learners study various school subjects in their non-native language. To what extent is it beneficial academically for non-native English speakers? Let's take a look at the pros and cons of learning English as an important subject.

English is an international language, also known as the world language. English language experts like David Crystal, author of *English as a Global Language*, say that the world has changed so dramatically that history is no longer a guide. (Mydans, 2007) English has the status of an international language for several reasons. It has crossed the borders of English-speaking countries, reaching people who speak other languages. Another important reason is that almost all international organizations hold meetings in English.

David Crystal (2003) proposes that a language acquires global language and global status when it is given a "special role" and recognized in each country. In a given country, there are two ways to play this "special role": First, the language is considered the native and official language of a country, such as for example Great Britain, India, Nigeria, United States of America, Canada, and New Zealand. Second, the language can be learned like a "second" or "foreign language".

People use English in the business community. Some of them refer to English as the "language of international business". Wil (2015) Even modern technology cannot do without English. Famous journalists and writers come from English-speaking countries such as the US or the UK. Crystal (2003: p.14) said: "Never have so many people wanted to travel to so many places." Now they have many options, but travel involves knowledge of English, as hotels, air travel or according to Dr John McWhorter (2015) "Language is not just a collection of words and rules; it is part of a culture, learned early, used with children, and the vehicle of the most intimate and sincere feelings. Without a common language, culture cannot exist.

British or American, the language is essentially the same, and its global stature is backed up by massive English-language training programs, an international business worth hundreds of millions of pounds or dollars to the UK and US economies, respectively, in textbooks, language courses, tape cassettes, video programs, and computerized instruction. The English language is now one of the most reliable exports from the United Kingdom. It is an ideal British product, according to novelist Malcolm Bradbury, "needing no workers and no labour, no assembly lines

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and no assembly, no spare parts and very little servicing, it is utilized for the most intimate and public functions worldwide."

In comparison with other languages of wider communication, knowing English is like possessing the fabled Aladin's lamp, which permits one to open, as it were, the linguistic gates to international business, technology, science and travel. In short, English provides linguistic power (Kachru, 1986 p.1).

### **1.2.2. EFL Teaching**

Because of the complexity of language, professionals have invented a framework. For linguists, the essential emphasis is language itself to recognise the conceptual elements of a given language: language as human-specific; language as a way of expression; language as a social phenomenon; and language as a way of education as well. Thus, as linguists or teachers, or while learners, we ought to be sufficient privy to what's the nature of language in general, and extra precisely, the only I am involved with? What it entails? How it works? How it functions? How it is used?

As it is commonly agreed that language now and again is used for describing; advising; inviting; requesting; commenting; ordering; criticizing; perhaps even for blaming or insulting...some of these are linguistically called language functions. So, for instance, if I consider the manner to educate my mother tongue (1st language), is it teaching a 2nd or overseas language? Obviously, NO! Hence, beginning to be privy to the social psychological; instructional and socio-expert capabilities and functions of language, allow us to regularly discover the significance of teaching/getting to know an overseas language and thus, what it entails cognitively and pedagogically.

Teaching English as a foreign language, or TEFL as it is often shortened down to, is basically teaching English to people who aren't native English speakers. The broad concepts and standards behind the techniques linked to the learning/teaching process have traditionally been at the centre of most debates and arguments in foreign language education. A review of the literature on the history of language education reveals that language teachers have been considerably more concerned with the various approaches and methods, or how to teach, than with the content, or what to teach. "the language teacher has tended to swing between opposite extremes: grammatical

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versus functional syllabuses, teacher-centred versus student-centred classrooms, deductive versus inductive learning styles, and so on, to settle finally for the so-called eclectic approach" says the author (Benmoussat, 2003, p. 9).

In recent years, a more balanced approach/method has emerged, in which the local and the alien interact. As an extension of the concept of the 'post method' period, this key principle can be referred to as the notion of appropriate methodology. Professionals have been liberated by post-method pedagogy from many of "the constraints of the concept of method and invigorated their practices by providing new options to the classroom teacher" (Bell, 2003, p. 325).

When asked which method they use, probably most EFL teachers today would answer that their method is eclectic. What they mean is that they don't follow a single approach, but use a range of techniques. This TEFL approach has many advantages. On one hand, it is very flexible and can be easily adapted to a wide variety of teaching situations. Perhaps the biggest advantage is that teachers who take an eclectic approach to teaching TEFL are less likely to focus on a single approach and more likely to seek out new techniques and approaches.

Although a lot of research has been done on the effectiveness of different foreign language teaching methods, it is really very difficult to scientifically prove what is or is not a "good" method. The truth is that it appears to depend largely on factors such as the teacher's personal qualities and ability to get along with students, which are difficult to measure.

In other words, while teachers tend to jump from one approach to another with every new fad, they don't seem to be getting smarter. You should be critical of all the approaches that are coming, and decide whether they work or not. A teacher's opinion is invaluable, but only if it is a wise opinion.

### **1.3. English For Specific Purposes**

This part will discuss the definitions of one of the most important headings of this research namely: English for Specific Purposes.

#### **1.3.1. ESP Definitions**

ESP has existed as a discipline for decades, but, there is considerable debate about its precise meaning. However, to grasp what ESP really means, many aspects should be considered, for

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example, ESP characteristics, the course goals and objectives and the used methodology. Nonetheless, Hutchison and Waters (1987) argue that ESP is a language teaching method in which decisions about content and methods are centred on the learner's learning goals. For John Munby (1978), "ESP courses are those where the syllabus and materials are determined in all essentials by the prior analysis of the communication needs of the learner".

With regard to Evans (1977), ESP is delineating to come across the different needs of the learners ESP emphasis on the words appropriateness and its own semantic and Morphological meaning not on the lexical or syntactic interpretation of the dialect.

However, Hutchinson (1987) thinks that ESP can be an approach of educating a words having proper command line on syllabus, Methods and the activities used for learning a dialect on the basis of the needs of the learners as well as for the antecedent of these learning.

On the other hand, Dudley-Evans and St. John (1998) define ESP in terms of "absolute" and "variable" characteristics.

### **A- Absolute characteristics:**

- ESP is designed to meet specific needs of learners.
- ESP is related in content (theme and topic) to a particular discipline, occupation or activity.
- ESP is centred on the language appropriate to those activities in terms of the syntax, Lexis, discourse and semantics.

### **B-Variable Characteristics:** ESP may be, but not necessarily:

- Restricted as to the language skills to be learned.
- ESP is not taught according to any pre-ordained methodology
- ESP is likely to be designed for adult learners.
- Generally, ESP courses require some basic knowledge, but they can be used with beginners.

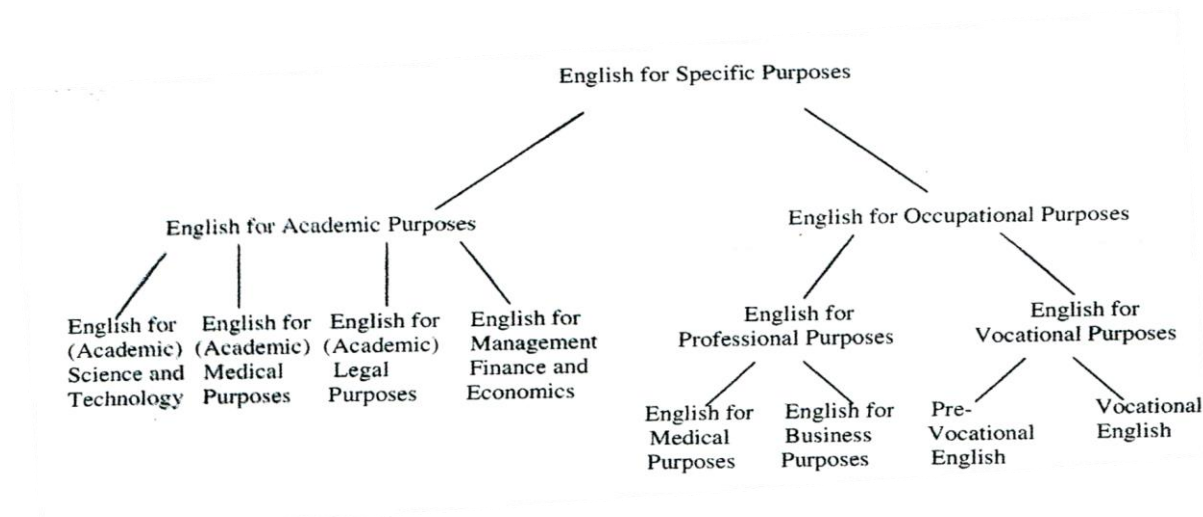
### **1.3.2. Types of ESP**

Researchers such as Dudley-Evans and St. Johns (1998) and Strevens (1988) divided ESP into two main branches: English for Occupational Purposes (EOP) and English for Academic

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Purposes (EAP). Although Hutchinson and Waters (1987) kept the same subdivisions in their ELT tree, they pointed out that the distinction between EAP and EOP is ambiguous because learners can study and work at the same time. They also suggest another segmentation of ESPs based on learner themes. So they created EST (English for Science and Technology), EBE (English for Business and Economics) and ESS (English for Social Sciences).

Regarding English in Medicine, it is classified as EAP and EOP because medical sciences students need to read textbooks and articles and write dissertations. This can be thought of as an EAP. On the other hand, doctors need English to prepare papers, attend conferences and speak English or interact with patients in English-speaking countries. This type of English can be classified as EOP.



**Figure 1.1:** The Categories and Subcategories of ESP (Dudley Evans, T. and ST. John, M (1998)

To conclude, the previous section discussed the field of ESP, which can be divided into three main branches, such as: English for Business, English for Social Sciences, and English for Science and Technology (Hutchinson and Waters, 1987).

### 1.3.3. Needs Analysis

The process of globalization makes it necessary to help students adapt to today's competitive society, which means that needs analysis should focus on helping students become active participants in their world in future professional exchanges. In conclusion, analysing the

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specific needs of a group of learners is a prelude to language course design, as it determines the "what" and "how" of the course. Material designers should examine the underlying needs of learners to determine the learning process and learning skills that need to be considered. A needs analysis provides information on the type of language required in a teaching situation in relation to target needs or learning needs.

In general, needs analysis is a systematic investigation of how things are and how they should be done (Stout, 1995). However, in the case of languages, needs analysis is the process of identifying why students learn a language, and refers to the process of identifying students' general and specific language needs in order to develop appropriate goals and content in the curriculum. Hutchinson and Waters, 1987). Therefore, the main goal of needs identification and analysis (NIA) is to identify the needs of ESP learners. More specifically, it attempts to provide satisfactory answers to the following basic question: "Why do these learners need to learn English?"

At first glance, the answer lies in the need to communicate and fully participate in the target situation. In this regard, Hutchinson and Waters (1987) state:

*Thus if we had to state in practical terms the irreducible minimum of an ESP approach to course design, it would be Needs Analysis, since it is the awareness of the target situation- a definable need to communicate in English- that distinguishes the ESP learner from the learner of general English.*

(Hutchinson and Waters 1987:54)

That is, ESP learners always know the ultimate goal of their learning situation and what they need to learn to achieve the stated goal, in other words, they are very aware of themselves and their purpose.

The scope of needs assessments changed from the 1970s to the 1990s. This change has been summarized by West 1993 in the following table:

**Table1.1:** *Stages of Needs Analysis Development (West 1993: 1)*

State	Period	Focus		Scope of Analysis	Examples
1	Early 1970's	ESP	EOP	Target Situation Analysis	Richederich 1971/80 ELTDU 1970 Stuart and LEE 1972/85
2	Later 1970's		EAP	Target Situation Analysis	Jordan and Mc Kay 1973 Mc Kay 1978
3	1980's	ESP and General Language Teaching GLT		-Target Situation Analysis -Strategy Analysis -Means Analysis -Language Audits	Tarone and Yule Allwright and Allwright 1971 Allwright 1982
4	1990's	ESP		-Integrated/computer Based Analysis -Material's Selection	Jones 1991 Nelson 1993

It shows that the scope of target situation analysis through three periods (1970s, 1980s and 1990s) is the central interest of needs analysis. Other factors such as needs assessments and language tests have also been added based on the growing needs of learners.



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To sum up, analysing the specific needs of specific groups of learners is a prelude to ESP curriculum design, as it determines the "what" and "how" of the ESP curriculum. Yong (2006) also concluded that ESP material designers should examine the latent needs of learners to decide which learning process and learning skills to consider (Dudley-Evans and St. Johns, 1998). Needs are always defined as the prerequisites that learners have in order to be able to communicate effectively in the target situation.

ESP specialists such as Hutchinson and Waters 1987, Robinson 1991 and West 1993 agree on two essential types of needs: target needs and learning needs.

### **A) Target Needs:**

They are simply the needs of the target situation, i.e. what the learner needs to communicate effectively in the target situation. Therefore, the investigator must:

- Consider the level of competence required, i.e. target level.
- Examine the background of the learners and what they therefore lack in order to achieve the required competencies.
- Develop an awareness of their own needs by engaging students in choosing what they want to learn, i.e. in negotiations between teachers and students.

Therefore, target needs can be divided into three main types: necessities, lacks, and wants.

Necessities:

Necessities include the requirements of the target situation. They represent the level of language students need to achieve their academic or career goals. These are called objective needs or simply goals (Robinson 1991; West 1993).

These goals show what learners can do at the end of a language course. For example, a businessman may need English to understand business correspondence, communicate effectively in sales and meetings, obtain necessary information from sales catalogues, and so on. Therefore, he may need to understand that some language features - discourse, function, structure, vocabulary - are commonly used in the identified context.

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Lacks:

Course designers need to analyse the learners' current background to identify language deficiencies compared to the desired background (needs). It is these deficiencies that determine the course content. In other words, it's about defining the subjects that need to be taught. Robinson (1991) assumes that this is a needs-based process that takes into account what the learner needs to acquire. For example, if the student does not master the tenses and their usage, the teacher should start with General English.

In the foreign language context, one of the most common types of needs analysis focuses on the skills learners may need, the most commonly used is the "four skills" approach (listening, speaking, reading, and writing). It goes without saying that students in this situation should have acquired knowledge of the four skills through the design of the school curriculum, but various researchers have demonstrated that there are significant deficiencies in the acquisition and practice of skills by students at different levels, including: Four skills (Wilson 1986, Urgi 2002). On the other hand, Brumfit (1984) argues that there appear to be "three main independent activities" for most students:

- Conversation or discussion
- Comprehension
- Extended writing.

As a fourth activity, he added "extended speaking" for some learners, although he admits that it is relatively uncommon for foreign language learners to do much through extended speaking. It is important to note, however, that foreign language learners also engage in a fifth important activity required to meet academic needs: literacy, although it can be integrated into the comprehension activities identified by Brumfit (1984). Of course, comprehension is an important process in practicing listening and reading skills.

Wants:

They relate to how learners feel about their most important needs. In addition to the needs of target situations (necessities), he can have personal goals. Course designers must consider

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learners' suggestions to determine course content. In this sense, Richterich (1984) claims: *“a need does not exist independent of a person. It is people who build their images of their needs on the basis of data relating to themselves and their environment.”* (Richterich, 1984:29).

Because learners are an important source of NIA, they may have a clear understanding of the needs and demands of the target situation; they are certainly aware of their own shortcomings. Students' perspectives often conflict with those of other parties involved in the learning process (i.e.: course designers, sponsors, and teachers). In this case, West (1993) adds a fourth of these types of requirements, called "constraints". It includes non-instructional constraints that govern the course planning process, such as the role of national politics, and financial constraints that analysts must be aware of after beginning the NIA process.

### **B) Learning Needs:**

Hutchinson and Waters (1987) pointed out that learning needs involve the answer to the question: "How do we get there?" The type of learners, their learning style, the materials and resources available, the type of environment, and finally the time commitment. To obtain the same information, Robinson (1991) addresses two areas of research besides Target situation analysis (Target Needs), these are Present Situation Analysis (P.S.A) and language audits. She states that: *“Present situation analysis seeks to establish what the students are like at the start of their language course, investigating their strengths and weaknesses.”* (Robinson, 1991: 9).

This means that investigators do not look for students' weaknesses, but their strengths, while examining their language skills and learning styles. For this, the investigators used three sources of information:

- The students themselves.
- The language teaching institution.
- The language use institution.

(Richterich and Chancerel cited in Hutchinson and Waters 1987:102)

Strengths and weaknesses aside, the information gathered can give you an idea of student attitudes and available resources about ELT in a given situation.

For language audits, the investigator must:

- a- Articulate the language skills required for career or study (Pilbeam 1978)

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- b- Create an overview of current needs that articulates different levels of performance for various tasks.
- c- Determine the scope of language training associated with the facility.

The nature of the data collected at this stage provides information about the range and level of performance in the target situation. They can be viewed as supplementary information to requirements. Determine the amount of language required accordingly (Robinson 1991).

In light of these concerns, Dudley Evans and St. Johns (1998) raised a number of issues to consider when identifying diverse learning needs. These are listed below:

- Should the course be comprehensive or intensive?
- Should learner performance be assessed or not?
- Should courses respond to immediate needs or should they be delayed?
- Should the focus of the course be broad or narrow?
- Should the course be 'pre-learning' or 'pre-experience', or should it run parallel to the learning experience? Still work?
- Should the group taking the course be homogeneous or heterogeneous?
- Should the curriculum be developed by language teachers in consultation with learners and institutions, or should it be the subject of a consultation process with learners?

*(Dudley Evans and St. Johns 1998:145)*

The stability of the parameters referred to within the above questions lets in the researcher to link the one of a kind expectations and gaining knowledge of needs of the learners (Dudley Evans and St. Johns 1998).

In maximum illustrative terms, the content material of any ESP lectures must be decided by using a complete desires evaluation manner as this primary step is seen as being important if ESP practitioners desire to design a path with a purpose to maximally promote the getting to know technique (Wright, 2001). The specific government in ESP, cited above, agree on the gathering of the same form of statistics which should be accumulated at some point of the procedure of NIA. For this, specialists propose:

- A- Scenario testing by means of administering exams whose purpose is the evaluation of language ability and necessities of the goal scenario.

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- B- Linguistic desires evaluation whose aim is the classification of talents' improvement, linguistic systems, lexical gadgets, language functions and stages of ritual.
- C- The scholars constitute the third vicinity of pastimes. The investigator has to examine their present language heritage that allows you to decide their lacks; analyze their wants and expectancies in phrases of language path content.
- D-Studying wishes analysis which takes into attention the pedagogical necessities that allow the freshmen to get to the vacation spot. An identity of novices' attitudes toward extraordinary forms of methodology, mastering responsibilities and sports can also be blanketed in the course of this step.
- E-There is the getting to know surroundings from which the path designer will should look for the available assets and the exceptional teaching aids, the group, the sort of study room and the time load for the ESP teaching . The accrued data permit the powerful planning of the exclusive publications alongside the length of the ESP schooling.
- F-Ultimately, one could upload freshmen' perceptions analysis where you will find out beginners' perceptions of themselves and others' as their part of their agency subculture, and their relationships with people from different agency cultures.

( *Hutchinson and Waters 1987; Robinson 1991; Dudley Evans and St. Johns 1998.*).

Needs evaluation will offer facts about the type of language required at some stage in the ESP coaching scenario, either in phrases of goal desires (related to actual lifestyles situation) or mastering desires (associated with the gaining knowledge of scenario). This statistics will determine the content material of the teaching materials. The gathered information decides for the content material of a language programme that will meet those desires (Munby, 1978).

Then again, Hutchinson and Waters (1984) don't forget materials writing as one of the most feature capabilities of ESP practice. They advise the practitioner to:

- 1- Design the materials in this sort of manner that the learner is involved absolutely in both the content and the language topics.
- 2- Decide the language factors of the materials at the bases of what is probably wished for the successful solution of a communication problem limited to the content.

(*Hutchinson and Waters 1984:112*)

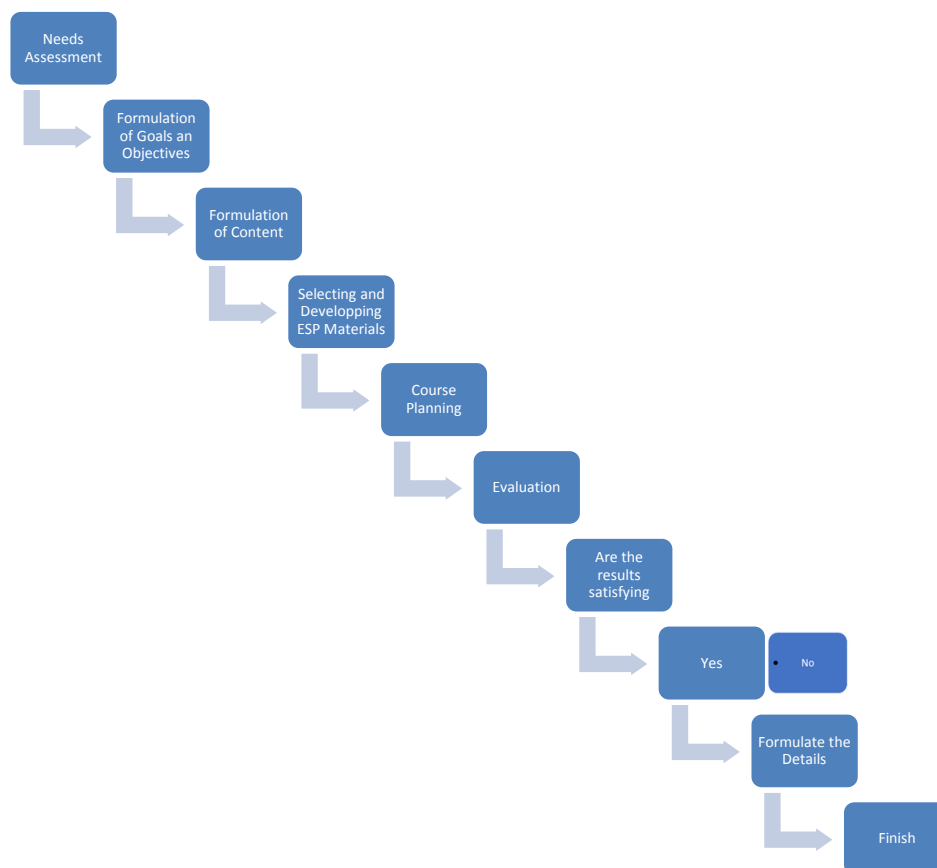
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The authors argue that appropriate material content wants to include topics such as student deficits, and then have a real-world language that is true by definition. Learners should have the widest possible exposure to the language (Johns, 1995). Authentic language, student absences and expectations will drive the appropriate type of content.

### 1.3.4. ESP Course Design

In fact, there are six key steps to follow to develop an ESP course. These can be summarized in the following figure:

*Figure 1.2: Steps in Developing an ESP Course (Adapted from: White 1988: 26)*



According to White, the first step can provide two types of content information. The first provides information about their current level, and the second presents desired needs. The second step is a useful tool for teachers because it clearly states what to teach, how to teach it, and when to teach it. Likewise, Graves points out that goals represent the ultimate goals that students must achieve, while goals outline specific ways to achieve them.

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Nunan (1988) asserts that, through the objectives of the curriculum, students will:

- 1- will learn that.....
- 2-Will be aware of.....
- 3-Will develop.....

In the third step, the teacher should determine which aspects of ESP learning are incorporated, integrated, and used in materials designed to meet student needs. These materials can focus on language proficiency, skills and function in the target situation. Once the content of the ESP material has been determined, the fourth step is to decide how to organize, evaluate and present the selected material. The fifth step involves the introduction of each design unit. It involves adopting and adapting appropriate methodologies and techniques in delivering lessons and grading programme activities. This step is followed by an assessment of the learner. The teacher will then judge whether the student has achieved the expected level. If the intended level is not reached, it means that something went wrong somewhere in the steps of the planning process. Designers or teachers need to start evaluating their own curriculum by setting goals and objectives. When the target level is reached, the details of the design procedure will be developed as a summary summarizing the ESP course flow.

On the other hand, Hutchinson and Waters (1987) claim that existing materials can also be applied in the ESP case. Point out that published textbooks have the advantage of being time-saving and inexpensive; they are also readily available and easy for learners to view and find.

However, published material is not necessarily designed for a specific class of ESP situations. They may include pre-prepared materials, provided by teaching institutions or commercially available. The materials for these designs can be considered insufficient. Neil (1990) states: “*Any materials that were commercially available could not be possibly suitable for this particular group since they had not been specifically designed for it.*” (Neil 1990: 151).

As such, published materials may be considered inappropriate because they were not developed for the groups for which they are presented. They do not meet the main condition for material design data collection, which is NIA. The topic content may not be relevant to the learner. But that doesn't mean it's useless. They can be an interesting resource for groups of ESP students because different students who learn a language for the same purpose always have a common core of needs (Neil 1990). Teachers are responsible for adapting these materials to the needs of their students. When choosing materials, emphasize on three points:

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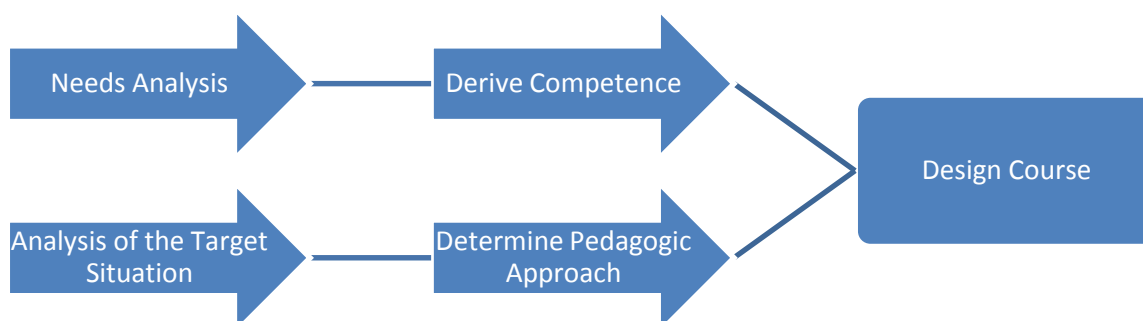
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1. Select materials with moderate language input difficulty in terms of vocabulary (general and specific) and structure, and grade them from easy to difficult.
2. Focus on substantive input in customized materials, usually from general topics to specific topics.
3. Match reasonably appropriate activities in the selected materials, i.e. the activities of each unit should be coherent.

Appropriate adjustments can be made through research in teachers' classrooms, which will provide interesting information about the type of language students need. (Mc Ginity, 1993).

After collecting the necessary data, the course designer must choose the content suitable for writing the appropriate material. Throughout their work, Hutchinson and Waters have provided a basis for the design of ESP materials. The first interesting process is shown in the diagram below:

**Figure 1.3:** Approach to Course Design. (Hutchinson and Waters 1984:110)



In the diagram above, the process of creating the material starts with analyzing the needs of the learner. The data collected enables course designers to derive expected language competencies, i.e. needs and deficiencies, compared to learners' actual language competencies. This ability forms the basis of the ESP curriculum (Hutchinson and Waters 1984). The analysis of the learning situation provides information about the environment of the learning situation. The data collected allows course designers to determine the process by which ESP courses or materials are organized, i.e. Educational methods. Flook (1993) focused primarily on the requirements of the target situation, asserting that tasks performed in the real world should form the basis for



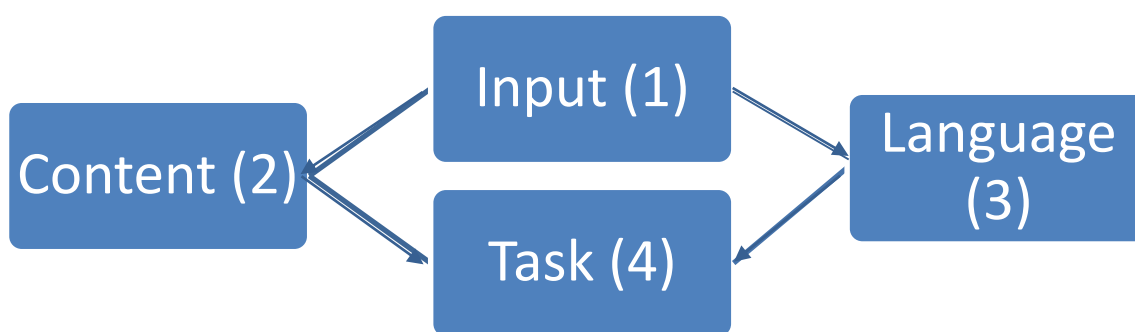
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designing material activities. On the other hand, the designer must also take into account the real background of the learners to identify their deficiencies; the combination of these elements will allow the identification of the content type of the ESP course.

In designing their own educational material, Hutchinson and Waters came up with an interesting design model. It can be summarized as the following figure:

**Figure 1.4:** *A Materials' Design Model (Hutchinson and Waters 1987: 109)*



According to the authors, the input can be any communication data, depending on the needs identified during the analysis, as it provides many positive elements such as: stimulating material for activities; new language elements; correct language usage patterns; providing communication topics; provide students with the opportunity to use English language skills to process information about their subject. As for content, Hutchinson and Waters (ibid.) expand that it is "not an end in itself, but a means of conveying information and feelings about something". Select content and language from input to enable learners to complete tasks. Rather, it is about enabling the learner to use the language for communicative tasks in areas where he or she does not have sufficient language skills.

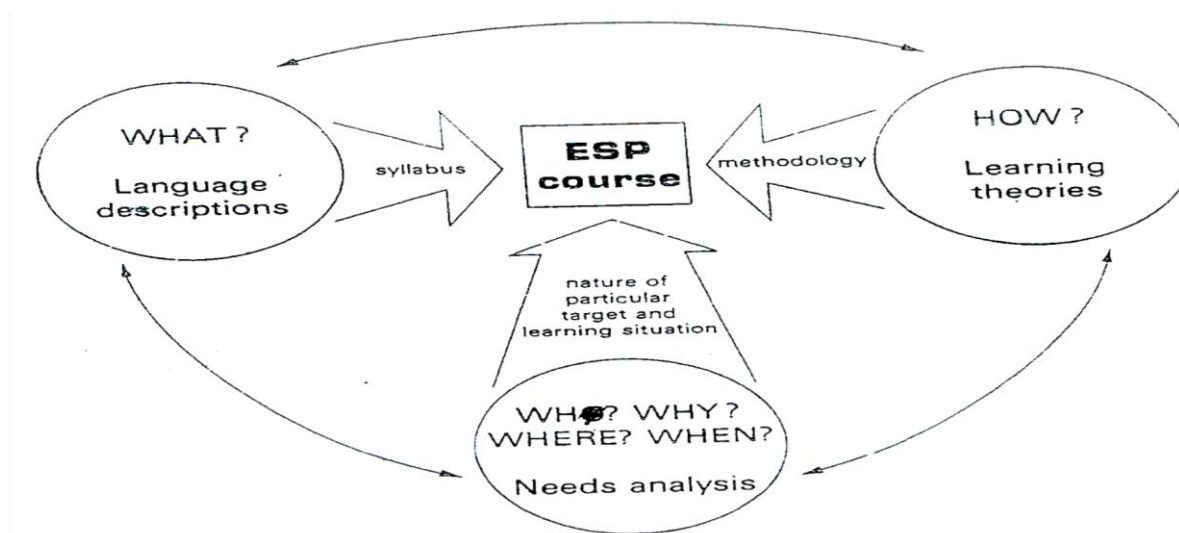
By emphasizing language proficiency, "students have the opportunity to break down language, understand how it works, and practice putting it back together" (ibid.). Achieving the ultimate goal: building support for language usage. Create the necessary coherence by combining the language and content required for the target situation, the student's actual language skills, and

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available resources, enabling material designers to generate and organize the necessary input. Thus, this input prepares the learner for precisely performing the task of the target situation.

Hence, the factors affecting the design of ESP courses should be examined from three main aspects: language description, learning theory and needs analysis. Although these three factors are dealt with separately, their interdependence is very important in the course design process. Hutchinson and Waters (1987) describe their relationship as follows:

*Figure 1.5: Factors Affecting ESP Course Design (Hutchinson and Waters, 1987)*



The diagram above illustrates the three main components of ESP course design: language description, learning theory, and needs analysis. Each component must answer a series of questions about the language, methods, and learners who will be taking the ESP course.

### **A) Language Description:**

Every ESP course design is based on language description, which is the way language systems are described, with the aim of learning how to become analytical language. Therefore, there are several ways to describe linguistic features. In this regard, we can identify six main stages in the development of language descriptions in which different ideas about language influence ESP in some way.

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a-Classical or Traditional Grammar: The different descriptions of English and other languages are based on the grammar of classical languages such as: Greek and Latin. A major focus is to analyze the role played by each word in the sentence, the form of the word changes depending on whether it is a subject, object, indirect object, etc. As far as the influence of classical grammar on ESP is concerned, just because ESP came after the classical form of language description, it is not strong enough. However, many linguists still believe that traditional grammar has never ceased to provide indirect guidance to teachers. In this regard, Allen and Widdowson (1975) observe: *“Teachers who wish to maintain a balanced view of*

*linguistics should not overlook the fact that traditional grammar has many useful virtues”*.

b- Structural Linguistics: Most ideas about the structural forms of language descriptions arose with the rise of structuralism associated with linguists such as Bloomfield. According to Hutchinson and Waters ( 1987) , the grammar of a language is described in terms of syntactic structures with basic prepositions represented by statements, interrogatives, negatives, imperative forms, and terms represented by gender, tense, and numbers,...,etc. Within these structural frameworks, different words can create sentences with different meanings. Furthermore, substitution plays an important role in interpreting grammatical patterns. As a result of structural linguistics, structural courses have proven to be a very effective means of selecting and ordering linguistic elements. In this type of course, elements are graded from simple to complex. An example of a structured ESP course is used by Ewer and Lattore (1969).

c- Transformational Generative Grammar (TGG): Language is described in terms of form. However, language does not exist for itself. According to Hutchinson and Waters(1987), it exists because people do things with it: they provide information, they promise, they threaten, they apologize, they report...,etc. So,language can also be viewed from a functional point of view; that's what people do with it. This has led to the emergence of "communicative competence", spearheaded by certain sociolinguists such as Del hymes, who argue that competence involves not only making grammatical rules for correct sentences, but also knowing when to speak and when not to speak...what Talk about, with whom, when, where, how. Overall, the concept of "communicative competence" led to the emergence of the next three developmental stages of language description Languages vary depending on the context of use.

d-Language Variation and Register Analysis: Language varies according to the context of use. That's why, one can, for example, distinguish between formal and informal, written and

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spoken. In fact, the concept of language variation leads to ESP based on "register analysis". For ESP, when language is context-specific, it is possible to identify the type of language that is relevant to a particular context, such as knowledge domains ( Legal English, medical English, Business English,...etc.) or application domains( business meetings, ads, doctor patient communication). In other words, ESP research focuses on identifying the formal characteristics of different registers to provide a basis for the selection of curriculum elements.

e- - Functional / Notional Grammar: Hutchinson and Waters (1987) pointed out that the first is related to social behaviors such as warnings, threats, descriptions, etc., which refer to communicative behaviors, while the second reflects the way humans think, so it is possible to look for factors such as time, frequency, Courses in terms of duration, gender, quantity, location, quality, quantity, etc. Hutchinson and Waters (1987) stated:

*The functional view of language began to have influence on language teaching in the 1970's as a result of the Council of Europe's efforts to establish some kind of equivalence in the syllabuses for learning various languages. That was difficult to achieve under the basis of formal grammar where the formal structures of language show considerable variation. So, it was not easy to divide up the learning tasks into units of equivalent value across the various languages. However on notional or functional grounds, some approximate equivalence can be achieved.*

However, the functional curriculum also has many negative effects on language learning because it lacks any systematic conceptual framework. As a result, learners find it difficult to organize their language knowledge. This paved the way for the emergence of constructive approaches to description language, whose main focus was to view structural and functional courses as complementary.

f- Discourse Analysis: According to Hutchinson and Waters (1987), the meaning of the same sentence changes with different contexts. This change is caused by two factors:

- 1- A sociolinguistic context in which meaning varies according to the relationship between the participants in the dialogue and the reason for speaking (who is speaking? to whom? why?)
- 2- The relative position of the discourse in the discourse (discourse meaning).

### **B) Theories of Learning:**

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The goal of language teaching is to achieve successful learning. This is not just about the analysis or description of language, but also about the understanding of brain structures and processes, because language reflects human thought processes, and language learning is governed by the way the brain observes, organizes, and stores information. (Hutchinson and Waters 1987), Compared to studies on language descriptions, there is so little about how humans learn. However, there are some learning theories that should be addressed in this study. In fact, learning theory emerged only after the field of psychology was established as a respected scientific discipline. Since then, the following main stages of development can be identified.

- Behaviourism (Learning as Habit Formation) :The first coherent theory of learning was behaviourist theory, which was based on the work of Pavlov in the Soviet Union and Skinner in the United States. The theory states that learning is a mechanical process of habit formation that occurs through frequent reinforcement of stimulus-response sequences. It has had a major impact on the psychology of learning and language teaching and has led to the widespread use of auditory language methods in the classroom.

- Cognitive theory (Learners as Thinking Beings): Hutchinson and Waters (1987): While behaviourist theories view learners as passive recipients of information, cognitive perspectives view learners as active processors of information. In other words, learning requires learners to think and understand what we see.

- The Affective Factor (Learners as Emotional beings): According to this theory, learners think, but also feel. They are not machines to be programmed because they are just humans with likes, dislikes, fears, weaknesses, prejudices, etc. Therefore, learning is an emotional experience, and the feelings evoked by the learning process have a crucial impact on the success or failure of learning (Stevick, 1976).

### 1.3.5. Syllabus Design and Curriculum Development

This section focuses on course design and planning. Therefore, it is crucial to address the broad areas of curriculum development and curriculum design. In this sense, Yalden (1987) writes: *“One cannot speak about course design without shedding light on syllabus design, for a syllabus is referred to as the “summary of the content to which learners will be exposed”.*

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The syllabus describes the main elements used in language curriculum planning and provides a framework for its content and pedagogical application. Throughout the history of ELT, various programs have been developed to enhance English language learning. They differ primarily in the specific assumptions and beliefs of the curriculum designers about language learning and teaching methods. Nonetheless, the choice of a specific curriculum framework for a course is an important decision in language teaching, as planners are influenced by several factors, namely knowledge and beliefs about disciplinary research and theory, current practice and national or international teaching trend. In general, courses are divided into two different types: product-oriented and process-oriented.

### **A) Product Oriented Syllabus:**

Product-oriented syllabi are often referred to as "learned" integrated courses. Thus, an integrative approach is contrasted with an analytical approach, which attempts to take no control over the learning environment. Lessons of this type can include:

#### **a-Grammatical Syllabus:**

It is organized around grammatical elements Planning general lessons, especially for beginners. When developing a grammar curriculum, designers attempt to arrange items in a learning-friendly order and identify effective grammar item choices that allow learners to develop basic communicative skills. A criticism of the curriculum is that grammar is only one part of language ability. It focuses on form over meaning and does not care about communication skills. Overall, learners are encouraged to accumulate passive language skills. As a result, these learners lack confidence in their own productive abilities.

#### **b- Lexical Syllabus:**

Vocabulary courses are one of the first types of courses developed in language education. They determine the target vocabulary to teach the learner, usually ordered by level, such as the top 500, 1000, 1500, 2000 words (Richards, 2001). The syllabus consists of vocabulary phrases, collocations, idioms, fixed and semi-fixed sentences. Applying this type of curriculum can be complicated, Hamer (2001) stressed, because vocabulary has many facets.

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### c-Functional-Notional Syllabus:

Functional-fictional lessons are organized around communicative functions such as requesting, complaining, suggesting, agreeing, etc. Hamer (2001) explained: *“The syllabus designer then chooses exponents for ways of expressing each function”*. In other words, the content of a language course depends on the number of functions performed while using the language. The functional curriculum was first proposed in the 1970s as part of the communicative language teaching movement. Since then, they have formed the basis of many language courses and textbooks. A critic of White (1988) is that *“language functions do not usually occur in isolation”*. Richards (2001) describes the functional curriculum as generally seen only as part of the communicative curriculum. Alternatives to communicative course design include task-based and text-based syllabuses.

### d-Situational Syllabus:

This is another type of curriculum where language elements are organized according to different learning situations. Richards (2001) defines a situational curriculum as follows: *“One that is organized around the language needed for different situations such as the airport, at a hotel. A situation is a setting in which particular communicative acts typically occur”*.

The framework is organized around a series of situations that reflect the way language and behaviour are used on a daily basis outside the classroom. Situational lessons have the advantage of putting language in context and teaching language that is directly used in practice. This concept appears to be fit for purpose because the ESP curriculum development approach attributes central roles to the context or environment in which communication occurs and subsequent elements of the context (Munby1978, Feez 1998). One advantage of the situational approach is that it increases motivation because it is *“learner- rather than subject-centered”* (Wilkins.1976). However, this framework is not suitable for learning general English.

### **B) Process-Oriented Syllabus (Analytic Syllabus):**

More recently, applied linguists have become interested in the teaching process of learners achieving outcomes and improving communicative language skills. Nunan (1988) claims that the focus is on learning processes rather than learning products, with little or no attempt to connect these processes to outcomes. Again, this type of course may contain:



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### a-Competency based syllabus:

It is based on the specification of the skills that learners should master in relation to specific situations and activities. Richards (2001) defines it as a teaching method that focuses on the transactions that occur in specific situations and the skills and behaviours associated with them. This approach aims to improve classroom accountability by linking classroom instruction to measurable outcomes and standards of achievement. Competency-based education focused on learning outcomes. In the 1970s, this educational movement advocated the definition of educational goals as precise measurements of the knowledge, skills, and behaviours students should have at the end of their studies (Richards & Rodgers. 2001). The use of competences in program planning has been challenged due to misinterpretation of competencies, as well as the hidden values that lie beneath competency standards.

### b-Topical or Content Based Syllabus:

Rather than grammar, functions, or circumstances, the topical syllabus is organized on themes, topics, or other content units. (Richards 2001) stated that it is *“providing students with a sequence of topics which are relevant and engaging”*, yet, he criticized it asserting that *“such organization is unlikely to be sufficient for syllabus organization.”*

### c-Skill Based Syllabus:

The language instruction content is a collection of specialized abilities for using the language. To be proficient in a language, people must be able to do certain tasks. According to Richards (2001), it is: *“One that is organized around the different underlying abilities that are involved in using a language for purposes such as reading, writing, listening, or speaking”*.

Task-based courses are built on tasks specifically designed to facilitate second or foreign language learning. Tasks or activities are the basic unit of curriculum design. Two types of assignments are suggested as the basis for course design: instructional assignments designed to trigger second language learning processes and strategies, and real-world assignments that engage learners in problem-solving tasks that reflect their specific English practice in the classroom world. Task-based syllabuses can satisfy the desire to provide meaning-based learning, but until there is a way to decide which tasks go where, such syllabuses.



### **1.4. English for Medical Purposes**

The following sections are devoted to specific areas of EST, which, as pointed out by Hutchinson and Waters (1987), can be divided into two types: English for Technicians and English for Medical Research. The latter is the focus of this discussion.

#### **1.4.1. The Use of English in the Medical Field**

Medical English is a type of ESP where teachers teach English to healthcare professionals such as doctors and nurses (Maher, 1986). Like all other ESP courses, EMP is designed to teach English to medical learners with a clear goal, such as effective medical training or developing English skills for academic medical research, providing learners with necessary skills in the medical field such as writing medical papers or Prepare lectures for medical courses.

The use of English for medical purposes is increasing not only in English-speaking countries, but also in non-English-speaking countries. To confirm this fact, Maher (1986) conducted a study to analyse the MEDLINE Index Medicus computer database. The study examined nearly a million articles covering biomedical journals worldwide. The aim was to analyse linguistic data between 1966 and 1983 and to estimate the extent of the spread of English as an international medical language and lingua franca. The results show that the use of English in the medical field has increased substantially globally, and that medical English is even reaching people from non-native speaking countries in writing and publishing articles. Statistics show that about 72% of written articles published on Index Medicus in 1982 were published in English. A good example is Japan, where about 33% of articles are published in English. Likewise, Maher (1986) found that some 373 meetings listed in the Journal of the American Medical Association (JAMA) were held in English over a period of nearly 12 months. Another survey on English usage took place in Japan, and a survey of four medical websites found that about 96.7% of doctors read medical books and articles in English and considered the literature to be very important. This convinced Maher (1986) that English has become an international medium of communication for medical learners.

Benfield and Howard (2000) also studied the increasing use of English in the medical field in MEDLINE. They noted that between 1980 and 1996, English-language publications increased

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significantly; from 72.2% to 88.6%. This new phenomenon of increasing use of English in the medical field spread to many countries such as Sweden and the Netherlands.

Taken together, all of the above descriptive studies explain the worldwide spread of English as an international language and point to the urgent need for truly English medical courses for medical sciences students and professionals.

### **1.4.2. Teaching English for Medical Purposes**

Basic characteristics of medical terminology should be known. The teaching of medical English is based on the principle of combining medical quotations with discourse and the teaching skills of language teachers. Like all other types of ESP courses, EMP courses focus on the needs of the learner. That is, who wants to learn and what is the purpose of learning. Furthermore, developing an effective specific curriculum that aligns with the goals of the medical school is not just a requirement for teaching medical English. In order to design a specific curriculum for medical sciences students, many models of courses, several strategies and materials have been discussed so far. These courses either use content-based or problem-based instructional methods. Furthermore, technical equipment is extensively used in the classrooms to ensure real-time contact among students. Bailey discovered that if learners perceived the validity and usefulness of the course with the instructing approach, they could make significant progress in learning English. This led Bailey to conclude that the learners' communication ability may improve as a result of the contact established by the discussion of difficult health topics. As a result, when learners focus on genuine health challenges, they learn better in groups.

Problem-based learning is one technique to teaching medical English (PBL). Because it is mostly used in medical education (Connelly & Seneque, 1999), it is vital to understand the reasons for utilizing it in medical teaching in order to better appreciate its use in EAP courses of medical colleges. According to Harland (2003), a PBL approach is incorporated in Vygotsky's zone of proximal development theory, which explains PBL from a socio-constructivist perspective. Albanese and Mitchell (1993, quoted in Huey, 2001) conducted an assessment of the literature for its theoretical foundations, implementation challenges, and outcomes. Others have explored the differences discovered between PBL and non-PBL students, showing that PBL may have broad advantages for medical sciences students (Antepohl & Herzig, 1999)

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Others have highlighted how PBL may be used to teach languages. Because it is a context-based, cooperative, and student-centred method, it is regarded as a viable strategy for teaching English for academic purposes to medical sciences students (Wood & Head, 2004, and Kimball, 1998). Wood and Head (2004) highlighted its potential applicability in medical faculty EAP classes.

In their online course, the researchers conducted a case study of teaching an EAP course at the University of Brunei Darussalam (UBD) using a problem-based learning (PBL) approach and received positive feedback from students and teachers. The main objective of the courses they designed is to encourage students to study medical subjects using communicative English. In this approach, groups of students create a problem, which is a disease, and other groups discuss it and try to find solutions. With this approach, the researchers claim, the student's task is derived from a general problem to be solved, not generated by the teacher, and is therefore a simulation of what happens in the medical field. They further claim that this approach directly addresses the needs of these students. Kimball (1998) also suggested the PBL task as a useful tool for simulating medical goal setting and supporting Internet teaching.

In his curriculum design, teachers organize lessons in the context of medical concepts and case studies and problem-based assignments that enable students to contextualize medical concepts and simulate clinical reasoning in the real world. He concluded that the problem-solving courses designed using the Internet website not only provide students with real resources, but also reflect the foreign language needs of medical sciences students, since the concepts of new knowledge and treatment are in English, medical resources that students must use, are written in English. These studies show that the Internet and problem-based, learner-centered activities enable learners to experience real-world discourses that other printed materials cannot effectively reflect in EMP courses (Belcher, 2004).

Some researchers have attempted to use videotape to bring real-world communication into the instructional medium. For example, Shi, Corcos, and Storey (2001) conducted a study using real video communication to design a curriculum for medical sciences students at the University of Hong Kong using real video communication. Researchers use them to assess learners' difficulty in forming diagnostic hypotheses with doctors and to identify utterances of diagnostic language skills that learners need to achieve various cognitive goals. They used videotaped ward teaching

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sessions as well as teaching assignments at both hospitals over three months to increase students' awareness of certain parts of the discourse and to improve student performance through practice. In this study, they sought to analyse and use performance data as classroom teaching material to meet the specific needs of medical sciences students.

Shi et al. concluded that the use of video data was not only useful for designing EMP courses, but also increased student motivation by involving students in the course design process as a teaching material. Few other studies have developed courses for medical and pharmacy students using real communication data about technology. For example, the curriculum design of Allwright and Allwright (1977) is based on professional case conference recordings, Candlin et al. and Faneuil et al. Audio and video recordings of doctor-patient interactions were used, Graham and Beardsley used videotapes developed by pharmaceutical companies for pharmacists, and workbooks where teachers could extract interactive materials such as worksheets as well as research articles for students to analyse and summarize.

In the Hussin (2002) courses, nursing students watched videos of experienced nurses speaking and performing some professional tasks. Several projects and studies have been undertaken to communicate medical terminology more effectively. For example, in 1991-1992, the Pennsylvania Adult Literacy Institute developed and field-tested an innovative curriculum that used textbooks to teach specific healthcare vocabulary to nurse practitioners just beginning their practice. In this project, staff were trained in the use of the materials, and the curriculum and materials were then implemented at two Pennsylvania locations. To train students to use structural analysis to understand medical vocabulary, the materials were designed to tell the story of a woman learning medical vocabulary from a friend. First, learners were pre-tested and started using the materials in the classroom and using them within three months. The post test scores indicated that the learners made great progress. In addition, when interviewed, both the instructors and the learners who used the new materials commented positively on them. Overall it was concluded that the use of structural analysis by identifying word parts like prefixes and suffixes enables students to determine the words' meanings, and the integration of reading, writing, listening and speaking skills in the context of the story enabled learners to understand medical terminology while enjoying the material.

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The other approach to EMP teaching is the grammar-translation methodology that is perhaps still a standard feature of language courses throughout the globe (Maher, 1986). Conjointly in Turkey, the descriptive linguistics translation methodology has remained a normally practiced methodology of ELT. In fact, translation is a very important field in Turkey as recent scientific discoveries and coverings in drugs are sometimes created accessible to readers via translations, and in ELT, the interpretation methodology is employed to create the medical texts additional intelligible to the scholars.

However, it is worth noting some potential issues encountered within the field of skilled medical translation. terribly early, Newmark (1976, 1979 cited in Maher, 1986) discovered a number of these main difficulties as follows: The medical language register in European languages includes a ton of synonyms, and there's the matter of standardized noesis (terminology, in agreement hospital jargon, etc.) and also the problem of technical usage, that he regards because the most troublesome downside for the translator United Nations agency is neither medical nor paramedical himself. an additional proof against translation came from Maher (1986), United Nations agency supposed that in EMP lecture rooms, learners are already presupposed to have down pat medical texts in different ways that, like comprehension checks and exercises. He conjointly argues that translation of medical texts might not be thus effective in up English ability however simply encourages dependence upon the application of translation itself. He known 3 issues within the use of translation in associate degree EMP context: accuracy, quality of translation and being terribly time intense and distracting for the scholars due to the equivalence downside with some languages. Recently, Sezer (2000) discovered that translation is potential supply of errors. all the same, translation continues as a well-liked approach in Turkey.

In the field of medical translation, the foremost recent and notable work is that by Asalet Erten, United Nations agency revealed the book 'Tıp Terminolojisi ve Tıp Metinleri Çevirisi' (Medical language and Translation of Medical Texts). In her book, the characteristics and formation of medical language, approaches to the translations of medical texts, example translations from English to Turkish, and criticism of some translated texts may be found. For those that see profit in translation, this book will offer sensible steerage to them.

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To conclude, the medical sciences students' communicative academic and professional language needs ought to be met via varied tasks, that area unit principally problem-based as they permit for higher contextualization of medical ideas. The literature additionally recommends technologies which give real word data. The literature additionally indicated that there are some additional structural and ancient approaches to the teaching of medical English. These tries to develop specific courses technologies and tutorial methodologies like content-based, problem-based and descriptive linguistics translation for teaching medical English to medical sciences students and health care workers indicate that English for medical functions teaching may be a hard to please job for the instructors. The instructors, therefore, ought to initial analyse the students' distinctive wants in their contexts then contemplate that of those approaches are often appropriate during this sense, wants analysis, because the commencement of applicable course style for the scholars, is incredibly necessary.

### **1.5: Teaching Subject-specific Vocabulary**

This part is set apart for revealing the significance of EMP vocabulary teaching.

#### **1.5.1. The Importance of EMP Vocabulary**

Specialized vocabulary is taught in college-level language classes. The purpose of ESP teaching is to prepare college students to communicate effectively in the expected work environment and in clinical practice abroad. Medical students must learn specialist vocabulary since it is necessary in the development of all the skills needed in their professional environment. Both medical sciences students and practicing physicians receive scholarships in hospitals around the world so that they realize the importance of learning medical terminology. Working in a foreign hospital requires not only communication with patients, but also communication with medical staff. Students and doctors must master medical vocabulary that enables them to write medical histories correctly, provide guidance to patients and nurses, and discuss problems with patients and hospital staff. They must also read scientific literature, give presentations and participate in discussions at medical conferences. Therefore, you should be aware of the language-specific grammatical structures and dictionaries used in these situations. The mastery of Medical English (ME) must bridge the gap between students' current language skills and desired skills. Medical sciences students are highly motivated to study ME, which affects their willingness to succeed in language learning. They realize that the language they have

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learned will be a useful tool for status and better jobs, and having mastered the language of medicine, they will be able to actively participate in the exchange of scientific knowledge at an international level, one of which is in their current or future Requirements for improvement at work. The better they know their medical English, the easier they will have access to foreign patients, colleagues and literature.

Medical sciences students must understand what technical terms mean, how they are used, and how to pronounce them. Word choice in communication depends on the tone and tone used in a particular context, for example: for example, a doctor uses a different intonation when talking to a patient and a medical staff (nurse or other doctor). Students often want to expand the vocabulary stored in their memory because this is the best way to measure their language improvement. Vocabulary development is an important area in the ESP curriculum, consistent with Saville-Troike's (1984) statement of academic achievement that "vocabulary knowledge is the most important area of second language proficiency". Showing how words connect and how they behave semantically and grammatically, and indicating which words should be used in a given context, is an essential part of any ESP course. Many scholars have emphasized the importance of vocabulary instruction for ESP course participants.

### **1.5.2. Teaching EMP Vocabulary**

To decide whether a word or phrase should be taught in spoken English, EMP teachers should consider whether the word or phrase is likely to be useful to students, and whether it is likely to be stored in their long-term memory. These questions are less important when teaching medical vocabulary, as all medical vocabulary and expressions that students encounter in medical textbooks may be useful in their current or desired situation and should be familiar with them. However, teachers should distinguish between vocabulary required for comprehension and vocabulary required for production. In comprehension, the most important way to learn new words is to develop strategies that allow the meaning of words to be inferred from context. For word formation, the main approach is to create associative networks (connecting words with other words that the learner associates with) by drawing diagrams and using mnemonics (developing pictures representing the pronunciation or spelling of words) (Thornbury, 2002). Cognitive processing is more effective than mechanical learning for better word recall—the more choices a



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learner makes about words, the more cognitively challenging those choices are, and the better the word is remembered (Miller, 2009). 2001).

Presentation of unfamiliar vocabulary refers to a pre-planned instructional phase during which learners are taught pre-selected vocabulary (Thornbury, 2002). However, in other parts of the course, vocabulary lessons may be attached when unfamiliar vocabulary is used in texts, discussions, role-plays, or problem-solving tasks. Technical vocabulary should be presented in context, and the best context seems to be topic-related text. Words in context give students the opportunity to see their surroundings, such as related collocations or grammatical structures. To improve the perception of words presented in the text, they can be made easily identifiable by highlighting or underlining them. Various teaching techniques (translation, providing pictures, real things, definitions, semantic sets, situational sets related to the topic, and metaphor sets: comparison) can be used when introducing the meaning of new words, for example we would like to share our experience of teaching specialized vocabulary (medicine) in the EMP course offered by the medical university. The exercises provided are designed to help students understand vocabulary, consolidate vocabulary and maintain vocabulary over time.

The fastest and easiest way to show the meaning of words is to translate them into their native language. It is helpful for both teachers and students, but affects students' understanding of the associations between words. Therefore, in some cases, new vocabulary should not be treated as isolated items, but should be translated and practiced as lexical chunks or lexical phrases (traditional multi-word units). For example, the phrases "The patient exhibits symptoms of..." and "The patient presents..." when translated verbatim into Polish sound unnatural and ungrammatical to students, are actually normal Expressions, used in medical English. In vocabulary exercises, these expressions can be used as a framework with slots for various filler words that can be trained in substitution exercises. Examples of filled slots are: Patients with symptoms of hypertension.

This type of exercise should be combined with translations of alternative terms, with students providing their definitions based on their medical knowledge, e.g.: Hypertension or high blood pressure is a condition in which blood pressure rises above normal.

Another exercise for teaching associations between words that appear in a vocabulary section is to match their sections, e.g.:



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What's wrong      pain.

What seems to      with him?

He is in terrible      be the trouble?

In order to know the meaning of a word, one must also know the words with which it co-occurs (or collocates). Collocations are word pairs or phrases that occur together with a very high frequency (DeCarrico, 2001). They are important in vocabulary learning because, as Nattinger (1988) puts it, "the meaning of a word has a lot to do with the words with which it is usually associated". In medical English, examples of collocations are: acute pain, give an injection, take temperature , make diagnosis. Not understanding collocations can lead to wrong word combinations that native speakers may not understand, such as transferring lexical associations from native to English.

On the one hand, the unpredictability of collocations can lead to learning difficulties, and on the other hand, collocation associations help learners create the semantic domain of a word and remember it. One of the most effective writing techniques is the use of visual representations such as pictures, drawings and diagrams. These can be helpful when presenting body systems, office or ward equipment, for example. Tagging images with medical words allows students to engage more actively than teachers' oral presentations. Teaching disciplinary vocabulary in ESP classes in the manner shown in the previous section of this work seems to contradict what Hutchinson and Waters (1987) say. For them, teaching subject vocabulary is not the responsibility of the ESP or EAP teacher, but the subject teacher. A slightly different view was held by Dudley-Evans and St. John who claim that it is the responsibility of the ESP teacher to check the learners' understanding of the technical vocabulary used as practice support. In other words, language teachers must prepare learners to deal with technical vocabulary.

It is worth to say, there are no contraindications that do not allow an ESP or EAP teacher to teach technical vocabulary, especially for a homogeneous group of students who use technical dictionaries or teachers in regular subjects who can invent many tasks and exercises for students. In some cases, ESP and EAP teachers may consult with their students when teaching subjects that students should know. In general, ESP/EAP teachers should be flexible about their curriculum and open to student suggestions and comments.

### 1.6. Conclusion

In conclusion, the need to teach ESP has prompted the Algerian decision makers in Algeria to call for the urgent introduction of ESP courses in all faculties to ensure better specialization of potential workers, teachers, scientists and researchers to meet their needs and wants for working life and different markets. In fact, medical sciences students seem to be most interested in ESP courses because they ensure effective English language instruction.

In this chapter, the main points have been tackled under five major sections such as: EFL, ESP, EMP and the teaching of subject- specific vocabulary in the field of Medicine. First, the teaching of EFL is dealt with besides its significance as a global language. Next, English for specific purposes is explained in terms of its characteristics, types and needs analysis for an ESP course design. Finally, the literature about English for Medical Purposes was reviewed in terms of the field of EMP and its importance with the introduction of Subject-specific vocabulary and the way to teach it.

In the next chapter, the methodology of the current study will be explained in conjunction with the setting, participants, tools, processes and learning situation. Finally, the analysis of the findings will be done.



# Chapter Two

### Chapter Two: Research Design, Analysis and Suggestion

#### 2.1. Introduction

#### 2.2. Situation Analysis

#### 2.3. Research Design and Procedure

##### 2.3.1. Case Study

##### 2.3.2. Sampling

###### 2.3.2.1. Students' Profile

###### 2.3.2.2. ESP Teachers' Profile

###### 2.3.2.3. Subject Specialists' Profile

##### 2.3.3. Instrumentation

###### 2.3.3.1. Students' Questionnaire

###### 2.3.3.2. ESP Teachers' Interview

###### 2.3.3.3. Subject Specialists' Interview

#### 2.4. Data Analysis

##### 2.4.1. Students' Questionnaire

##### 2.4.2. ESP Teachers' Interview

##### 2.4.3. Subject Specialists' Interview

#### 2.5. Interpretation and Discussion of the Main Results

#### 2.6. Suggestions and Recommendations

#### 2.7. Conclusion

**2.1. Introduction**

As mentioned in the previous chapter, participation in ESP courses has become a requirement for a large number of learners in different fields around the world. By learning a specific English language suitable for a specific environment in a very limited time, ESP learners can save more energy and gain more time in the learning process. Therefore, students in the medical field seem to be more interested and request more opportunities to take ESP courses, especially English proficiency in their future academic studies. This makes teaching medical English vocabulary in Algerian colleges and institutes one of the biggest challenges for policymakers and curriculum developers.

In this chapter, the researcher wanted to explain the method design of the current work, covering many aspects of the survey, such as: the choice of method, setting, participants, research tools and data collection procedures. Therefore, more emphasis is placed on describing the medical environment in which English is used, starting from revealing the real prospects of English use in Algeria, and entering the core purpose of this study, by examining the actual situation of medical English teaching in one of the most prominent universities in Algeria; the one of Tlemcen. In the same content, much talk is about the instruments used to collect and analyse data. Another part in the present chapter is reserved to explain the findings and propose suggestions.

**2.2. Situation Analysis**

As mentioned earlier, the teaching of English is undergoing significant development around the world, and Algeria is one of the countries that has made a decisive and courageous decision to give English a real status and to undertake some fundamental reforms in the teaching of foreign languages in general and English language teaching. In particular. This new vision mainly started from 2004 to 2005, when Algeria adopted the rules and principles of the Bologna Process by adopting the LMD (License, Master and Doctorate) principles. In addition, the impact of globalization has led to a major shift in teaching objectives, which must meet the changing needs of socioeconomic markets.

As a corollary, new language teaching methods and approaches shape new English teaching and learning programmes. In order to improve the educational system structure, Algeria has

carried out several reforms, among which English was identified as the first foreign language to receive scientific and technological language status after 2000. On the one hand, this paved the way for the emergence of various TEFL (Teaching English as a Foreign Language) schools across the country. On the other hand, English teaching in schools has resulted in the adoption of two main language teaching methods, namely: Communicative Language Approach and Competency-Based Approach.

Despite its economic importance at least, English is still the second foreign language after French and has always been limited to teaching as a subject. Because of this, for many academics, the language proficiency of Algerian learners can range from average to poor. In fact, 7 years of English study is not enough time to master a foreign language and meet the communicative needs of learners; Mountford and Mackay (1978) state:

*When English as a foreign language is taught to children at the primary school and early secondary levels of education, it is generally taught with a general aim in mind that is, it is regarded as a 'good thing' for them to learn a foreign language as a part of a broad education . There is usually, however, no immediate and specific requirement for such children to make use of the language in any communicative situation.*

As a result, when students enter university, they lack many aspects of language that negatively impact their achievement, such as the communicative skills needed for useful purposes such as traveling abroad, finding a job, or simply studying. Brumfit (1979) explains :

*The problem is that students, especially students in developing countries, who have received several years of formal English teaching frequently remain deficient in the ability to actually use the language ,to understand its use , in normal communication , whether in the spoken or the written mode.*

The current perception of English language learning/teaching places is still in its beginning at the University of Algeria, which still uses French as the language of instruction in most faculties and institutes, especially in medicine, architecture and electrical engineering. Despite acknowledging its critical role in all areas of the university, curriculum developers still do not

focus specifically on English language courses, nor do they provide specifications for course content and methods for teaching medical English vocabulary. Most of the time, the complete lack of a well-designed syllabus and failure to choose the right material leaves the English teacher in many departments free to teach whatever he deems relevant to the student. This is partly because most English teachers with literary backgrounds are not experts in the fields they teach, which is why they teach subjects they know nothing about or are not interested in at all. Meliani (1983) mentioned that: *“some teachers are more interested in having a post at the university, as it is socially speaking a sign of success to belong to the elite or the intelligentsia.”*

The question for ESP teachers is how much and which vocabulary should be taught/learned, how to teach it effectively, and knowing what a word means. These questions show students' needs in acquiring vocabulary skills and the teacher's role in achieving this.

Another problem with the implementation of medical English vocabulary courses in Algerian universities is the lack of teaching materials such as: teaching aids, reading materials, fully equipped laboratories,...etc. Furthermore, most students who have heavily loaded programs seem to be reluctant to take English courses, which are considered compulsory subjects in the curriculum; even if they do, it is no longer just because of exams. However, this is not the only reason for the lack of motivation of students, but also the quality of the English courses offered by teachers who are often focused on teaching terminology and grammar to students.

### **2.3. Research Design and Procedure**

This part of the research is dedicated to discuss the planning of this study and the tools used to reach its purposes.

#### **2.3.1. Case Study**

Various links between some Algerian universities under the Ministry of Higher Education and Scientific Research and some UK universities have led to the establishment of some local ESP centres. Its purpose is to develop scientific research and advance knowledge of various sciences by using English as a tool. Therefore, Oran, which is about 150 km away from Tlemcen, is one of the privileged cities in Algeria that has an ESP centre. This allows many ESP teachers to benefit from the centre's training sessions. Still, ESP is still in its infancy. At the University of

Algeria, most teachers teach general English, focusing on terms and long bilingual vocabularies related to the subjects they are supposed to teach. Unfortunately, this is the case when ESP is taught in most Algerian colleges, of which the medical school is one. Likewise the University of Tlemcen, where the investigation is taking place, consists of a distinct department of English under the faculty of Foreign Languages.

At the level of the English department, learners receive BA degree in English after three years of study or MA degree after five years of study, through which they can work as English teachers in Algerian middle or secondary schools. As mentioned earlier, university teaching requires a doctorate or at least a master's degree in the traditional system. Due to the acute shortage of university teachers not only at Tlemcen University but also across the country, many faculties are recruiting master teachers to meet the demand for English teachers, most of whom have not received ESP teaching training. Although these EFL teachers are said to be implementing ESP courses in various affected departments, they are actually only offering GE courses to learners. In addition, the time allotted to English classes is usually no more than an hour and a half per week, and the reliance of most departments on part-time teachers results in an absolute lack of stimulation of sociocultural background and language ignorance (Ourghi 2002), which makes it difficult to study in Algerian universities (including Western It is not possible to talk about a clear approach in the ESP course of Tlemcen University. This is for some of the reasons cited by Miliani (1983):

*-The lack of a coherent approach*

*-The lack of fully trained teachers of ESP*

*-The lack of in-service training for teachers who give ESP courses*

*-The lack of appropriate materials, i.e. textbooks, magazines, journals, films, etc.*

*-The lack of motivation and interest from the students and even the teachers.*

The faculty of Medicine in Tlemcen consists of three medical departments namely: the Department of Medicine, the one of Dental Medicine and the Department of Pharmacy. Medical faculties most of the time accept students in science and mathematics subjects who have completed a BAC degree with good grades or near-good grades. These students follow a seven



(07) year course to earn a medical degree through which they can start their careers and become general practitioners; they can also go on to a postgraduate degree to specialise in a specific area of Medicine. As for the subjects taught in the department of Medicine, they differ from one level to another, some are annual, others are semestrial, some are very essential with high coefficient, and others are secondary with low coefficient.

Doctors perform a wide range of procedures, functions, and have a variety of treatments to heal people. Therefore, the doctorate in Medicine leads either to the job market or to further study in medicine or related fields. A variety of residency, doctoral programs are available for doctors wishing to specialize or turn to research. Most general doctors or specialists work individually or in groups in private practices. They adjust their working hours according to the needs of their clients. Some do internships in hospitals, others go into teaching, research or public health

During their studies, the second year is the only year where medical sciences students are offered English language courses. During this year, they have 5 English units. Those units last from 2 to 5 weeks with a 1:30 h session per week. At the end of each unit, they have a 1:30h TD. The non-implementation of ESP courses in this faculty makes it more difficult for medical learners to easily access to medical knowledge which is most of the time presented in English.

ESP teachers are free to proactively create their own lessons and teach what they think is relevant to their students. They are mostly lost in finding and selecting the right materials, which are often not readily available, and when they are available, do not meet the goals of designing the curriculum and do not meet the needs of the students. As a result, most students are not very motivated to learn English, and when they take English classes, they stop studying because of exams. They believe that they need English to communicate and use it as a means to increase their knowledge and share ideas with other professionals from English-speaking countries. For most of them this is not possible because of the type and quality of English courses they are taking. There is not enough time to study English and the objectives of the English teaching modules of the Medical Department are not clear.

**2.3.2. Sampling****2.3.2.1. Students' Profile**

The study is based on a group of second-year medical sciences students belonging to the departments of Medicine at the university of Tlemcen. There are about 50 learners with an average age of 19. They were randomly selected to answer an online questionnaire on various aspects of subject vocabulary learning for the second semester of the 2021/2022 academic year. However, not all students completed the questionnaire for a number of reasons, which will be explained in the limitations section. It is important to note that French is their first foreign language and the language of instruction at the university, while English is their second foreign language. They studied English for four years in middle school and three years in secondary school which makes it a total of seven years. At the college level, however, they only take English courses in their second year.

**2.3.2.2. ESP Teachers' Profile**

An interview was devoted to two (02) participants working as ESP teachers in the Faculty of Medicine. The number of informants was very limited for the simple fact that English language is not taught throughout the department only to second year students who have the chance to take some kind of English courses.

Both ESP teachers are females and part-time teachers; one with a Magister degree and a Phd student, the second with a Magister degree too. The qualifications of both of them are not sufficient to enable them to teach ESP in the university.

**2.3.2.3. Subject-Specialists' Profile**

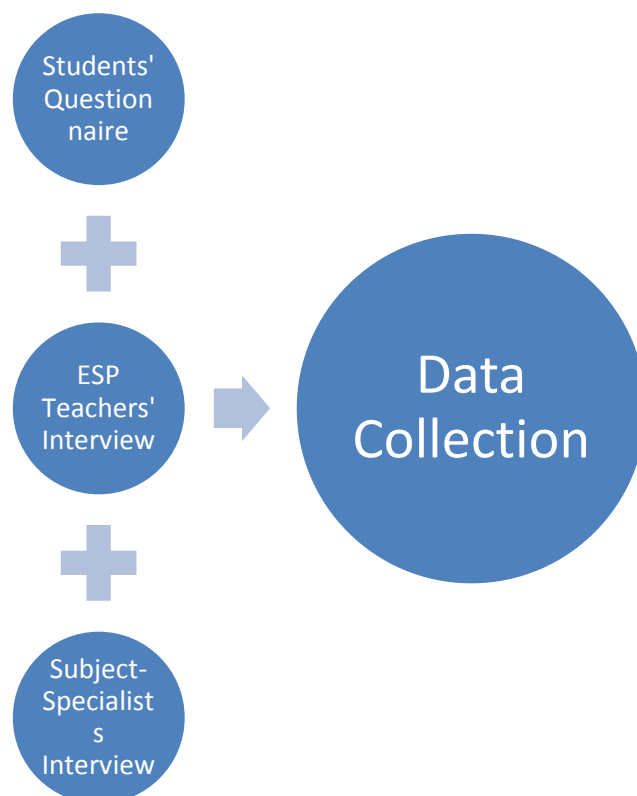
A second interview was designed for doctors teaching at the Department of Medicine in Tlemcen University. Due to some reasons that will be mentioned in the "limitations section", only four (04) teachers participated. The latter are experienced with not less than seven (07) years of teaching Medicine. They are three males and a female. They are former students of Medicine which is serviceable for the research.

### 2.3.3. Instrumentation

In conducting this study, triangulation was respected in the sense of using three main research tools, such as: for example: two interviews and a questionnaire. Questionnaires were submitted to second-year medical sciences students; the first interview involved some ESP teachers teaching in the medical field, while the second interview involved subject matter experts. The questionnaire was chosen as a tool for the simple reason that it was seen as a cost and time efficient method of collecting data from a large number of participants ( Dornei 2003).

The purpose of using interviews is to provide a higher-level view of the need for effective subject-specific vocabulary lessons in the medical field. The interview is considered a useful tool for collecting data; it provides a more in-depth examination of the problem, as Duff (2008) states: *“Interviews are one of the richest sources of a data in a case study and usually the most important type of data to be collected .Interviews provide the researcher with information from a variety of perspectives”*.

*Figure 2.1: Data Collection and Research Instruments.*



**2.3.3.1. Students' Questionnaire**

A questionnaire was submitted to a number of students and was based on three main rubrics that seek information about aspects of EMP vocabulary learning. The first one shed light on the importance of English for medical sciences students. The second section in the questionnaire was devoted to clarify the students' need to learn Subject-specific vocabulary. Obviously, the purpose here is to identify and analyse the needs of medical sciences students according to the needs analysis model of Hutchinson and Waters. In this case, students are asked to assess their current overall English proficiency and what subject-specific vocabulary is needed for. In the last rubric, students were given the chance to express their wants, preferences and give suggestions to better learn the EMP vocabulary. To conclude, the questionnaire was piloted online to fifty (50) students from the department of Medicine at the university of Tlemcen as a sample since they are only having online lectures, however, only 30 have responded due to the reasons that will be mentioned in the limitations section.

**2.3.3.2. ESP Teachers' Interview**

The interview was specifically designed for some ESP teachers who should learn more about their students' needs in EMP vocabulary learning and how to design an effective ESP curriculum. It consists of seven precise questions covering different areas of student needs and purposes. The researchers opened the interview by looking for information related to the teachers' qualifications and experience in the teaching field. Then she wondered if medical sciences students really needed to take EMP vocabulary courses that were relevant to their field of study and teaching path. They were also asked to comment on the material provided. Finally, the interview was closed by asking teachers to provide suggestions for the course amelioration.

**2.3.3.3. Subject-Specialists' Interview**

As a third instrument, another interview, was designed but this time for subject-specialists. Just like ESP teachers, subject specialists were also questioned about their qualifications and career. Later, the interviewer wondered about subject-specific vocabulary's utility and necessity for medical sciences students, and then tried to reveal some tricks that teachers use to motivate students use new vocabulary.

**2.4. Data Analysis**

To carry out this phase of the study, the researcher analyses the results of the collected data through the traced procedures both qualitatively and quantitatively aiming at finding complementary results that elucidate how much impact subject-specific vocabulary has on the academic achievements and professional career of medical sciences students at the University of Tlemcen. In essence, quantitative data analysis is based upon the use of statistics in order to analyse the data more precisely with the aid of frequencies, graphic representations, and percentages, at the other hand, qualitative data analysis is based on the use of textual techniques and description of opinions and behaviours.

**2.4.1. Students' Questionnaire**

The questionnaire was undertaken using a mixture of quantitative and qualitative methods. Herein, the objective is to provide a top the credibility of the research findings. Thus, in this part of the research work, each question will be analysed separately (Appendix A).

The students who took part in this study were 50 students from second year in the Medical department, University of Tlemcen. Their age ranged between 19 and 37.

***Question 1: Is English important for your studies?***

This question was designed in an attempt to show if second year medical sciences students find English useful for their studies. Accordingly, the result displays that students have an intrinsic motivation towards using English for studies. 86 % of the informants agreed that English was important for their studies while the remaining stated the contrary.

***Question 2: Does English help in your professional career? If yes, how?***

The rationale of this question was to explore whether it corresponds with the first question. The results obtained show that more than the majority of the respondents 86% stated that English was also essential for their future job as doctors whereas the other 14% said it did not. Those who agreed on the fact that English helped them as doctors justified their answers by mentioning the reasons mentioned in the table below:

*Table 2.1: Reasons behind the Need of English for Professional Purposes in the Medical Field.*

<b>Reasons</b>	<b>RF</b>
Helps find multiple sources for medical research.	60%
Keeps updated to the recent evolution of medicine.	23%
To communicate with doctors from foreign countries.	14%
To study abroad.	3%

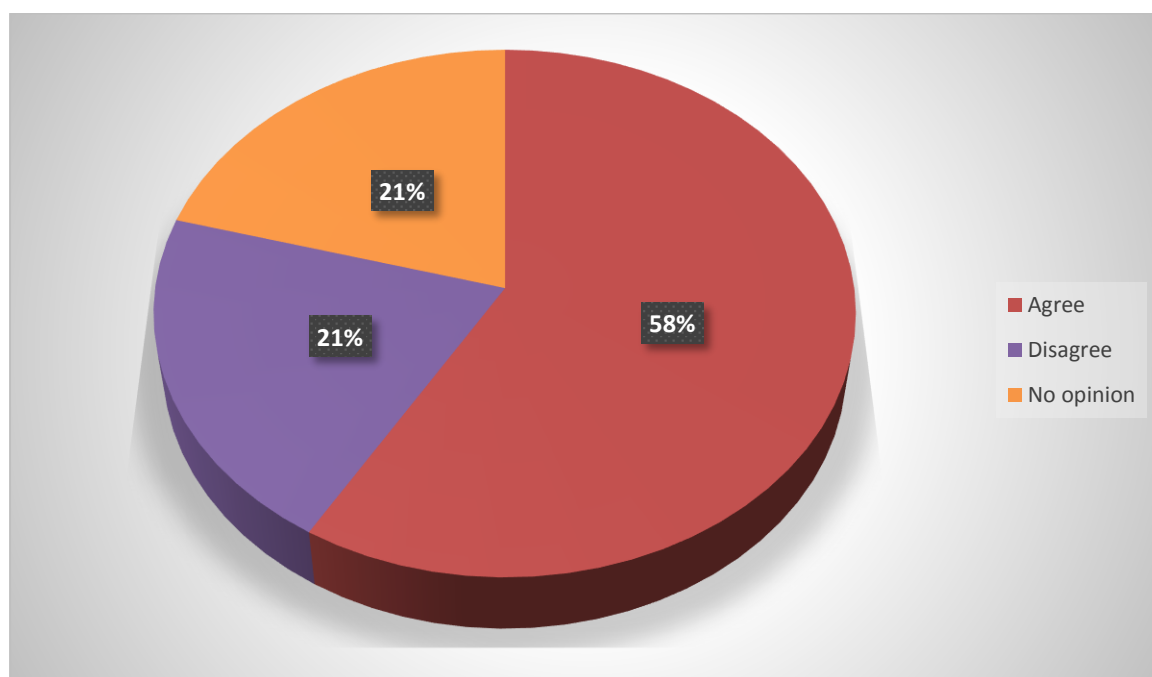
Relative Frequency: RF

*Question 3: The complexity of Subject-Specific vocabulary has an impact on your academic achievement.*

The informants were asked whether the intricacy of EMP vocabulary could cause a failure for them as medical sciences students.

More than half said that it did, the rest of the respondents were equally divided into those who didn't agree and others who had no opinion. Results are shown in the chart below:

*Figure 2.2: The Impact of Complex EMP Vocabulary on Students' Academic Achievement.*



*Question 4: Is Specialised vocabulary important in Language learning?*

Almost all of the informants (43) stated that specialised vocabulary was fundamental in language learning, whereas the seven others thought that it was not.

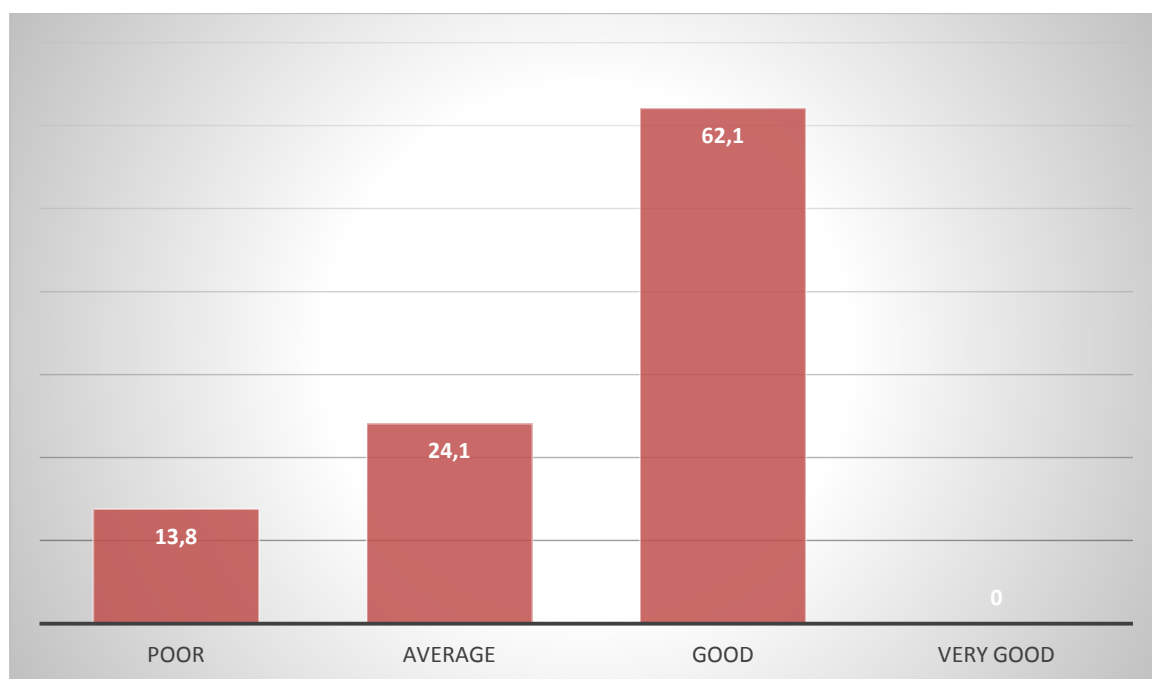
*Question 5: Do you think that your level of English is...*

*Poor*       *Average*       *good*       *Very good?*

This question aims at evaluating students' knowledge of English.

As they have been exposed to English for 7 years (4 years at middle school + 3 years at secondary school), 62,1% of the informants said that their level was good whereas the level of 24,1% of them was average and 13,8% said that they had a weak English competency; however, none of the informants admitted having a very good level of English.

*Figure 2.3: Students' Level of English.*

*Question 6: Do you think that you have a lack in your vocabulary?*

According to their responses, 18 students unveiled the fact that they had a limited English vocabulary. On the other hand, 12 of them just said that they did have enough vocabulary.

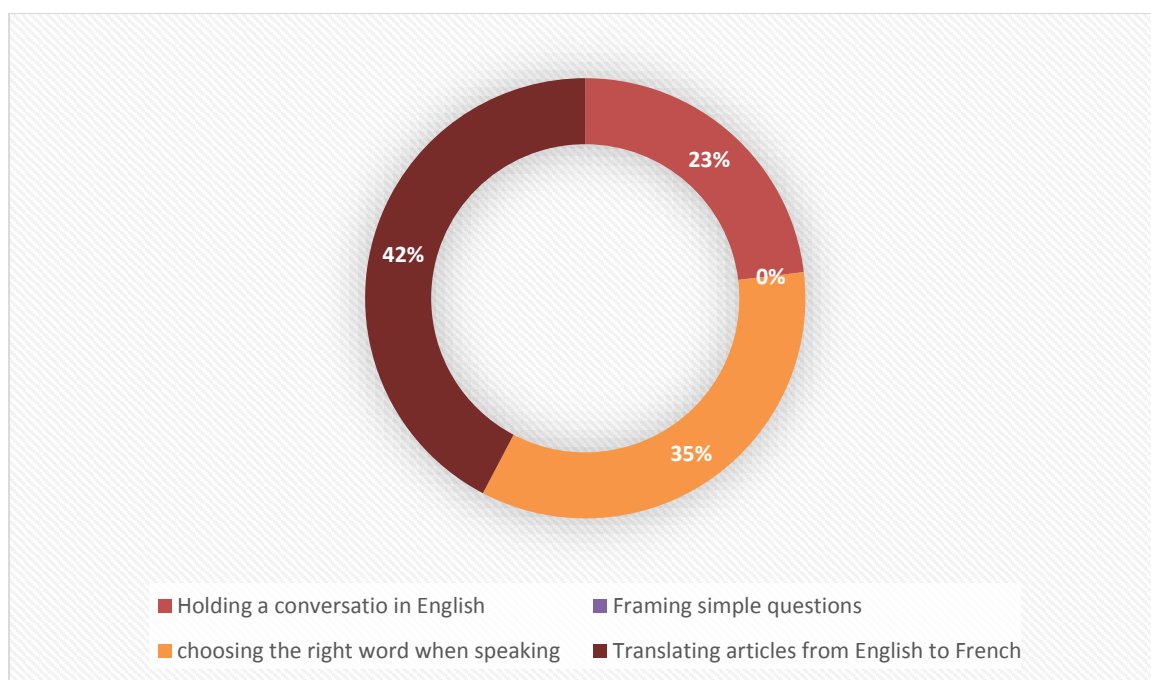
***Question 7: Do you have a problem in...***

- Holding a conversation in English?
- Framing simple questions?
- Choosing the right word when speaking?
- Translating articles from English to French?

These statements seek to examine the students’ weaknesses in the English language skills, which corresponds with the researchers’ findings for further research.

In this matter, most of the participants agreed with the last statement. A total of 42.3% faced problems when translating articles from English to French 34.6% of the sample agreed with the third statement, while 23.1% agreed with the first. However, none of the participants recognized a problem in framing simple questions.

***Figure 2.4: Students’ Inabilities***

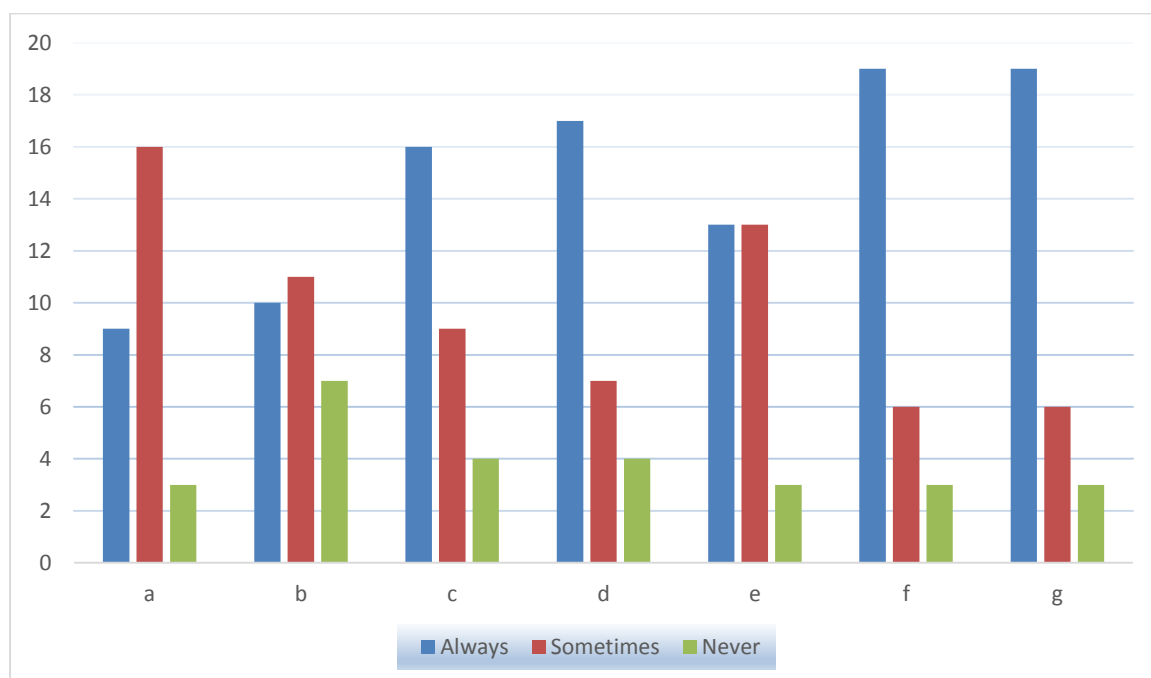




*Question 8: What do you Think Learning Medical Vocabulary is needed for?*

	<i>Always</i>	<i>Sometimes</i>	<i>Never</i>
<i>Writing a research paper</i>			
<i>Taking notes in conferences</i>			
<i>Writing replies/ e-mails to English speaking students.</i>			
<i>Reading medical prescriptions</i>			
<i>Making presentations at seminars</i>			
<i>Understanding discussions on medical issues</i>			
<i>Translating medical articles</i>			

When it comes to the frequency of subject-specific vocabulary use, students have different opinions. What most of them agree on is that EMP vocabulary is ordinarily needed when translating medical articles or to understand discussions on medical issues. *Figure 2.4* can better explain the findings:

*Figure 2.5 : The Frequency of EMP vocabulary Use**Other suggestions**(a) Writing a research paper.**(b) Taking notes in conferences.**(c) Writing replies/ e-mails to English speaking students.**(d) Reading medical prescriptions.**(e) Making presentations at seminars.**(f) Understanding discussions on medical issues.**(g) Translating medical articles.*

Some other suggestions were added by the respondents:

-To explore medical knowledge in other countries.

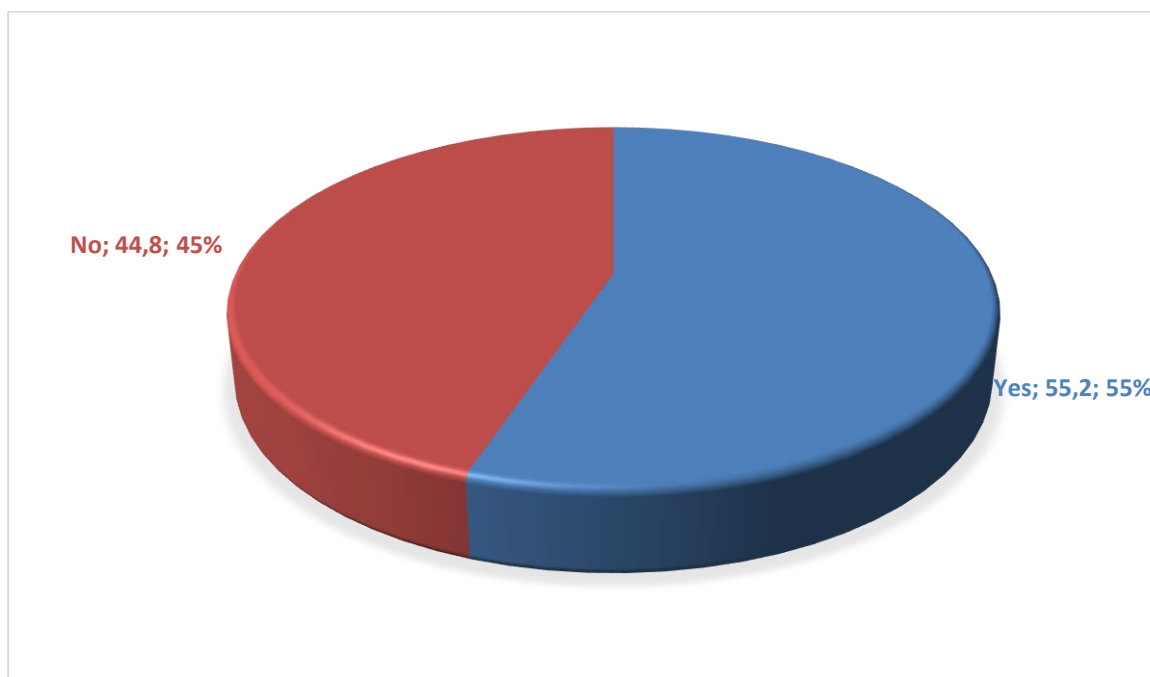
-Doing research on the net.

**Question 9: Do you think that ESP courses focus more on GE and grammar rather than subject-specific vocabulary?**

The rationale of this question is to know more about the type of the English courses offered at the level of the medical department.

Herein, the results obtained show that more than the half of students (55.2%) agreed that those classes were more about specific English. Thus, 44.8% saw that they were taught a general English rather than ESP.

**Figure 2.6: Students' Review**



**Question 10: How do you prefer to Learn English Specialized Vocabulary?**

**-Individually**

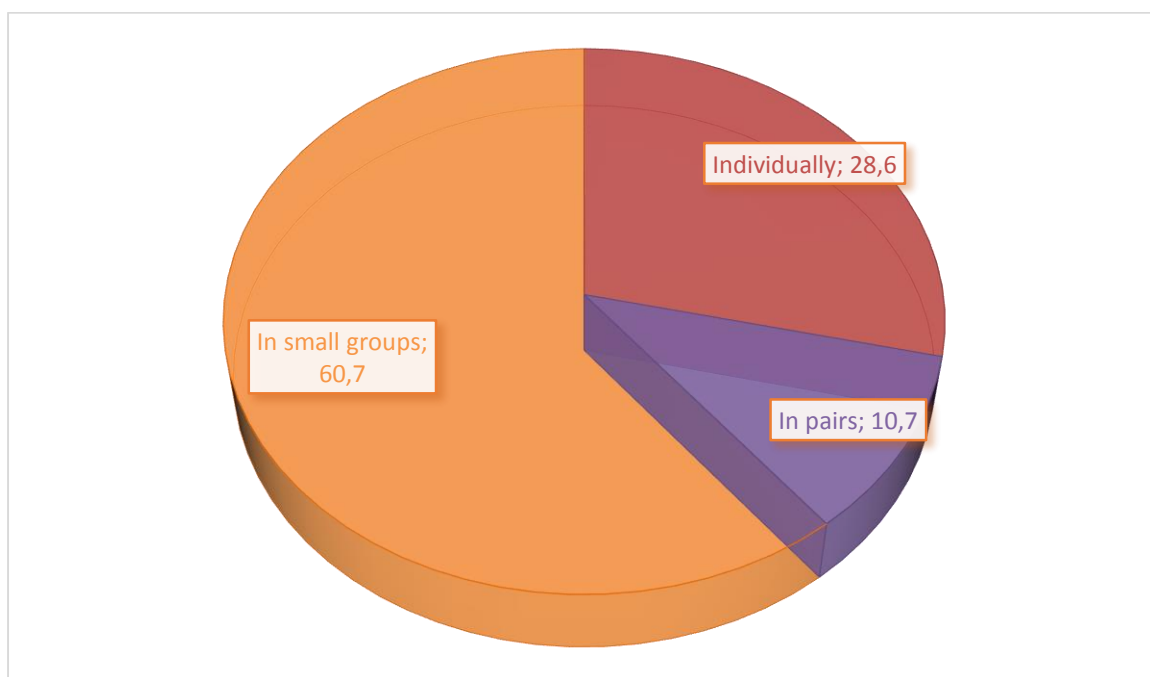
**-In pairs**

**-In small groups.**

To know more about their wants, students were asked whether they like to acquire subject-specific vocabulary individually, in pairs or within a group.

Results show that 28.6% of students are intrapersonal learners while the majority (60.7%) prefer studying in groups and the minority (10.7%) like it in pairs.

*Figure 2.7 : Students' Learning Style.*



*Question 11: Which of the following make(s) you learn subject-specific vocabulary easier?*

*-Audio materials*

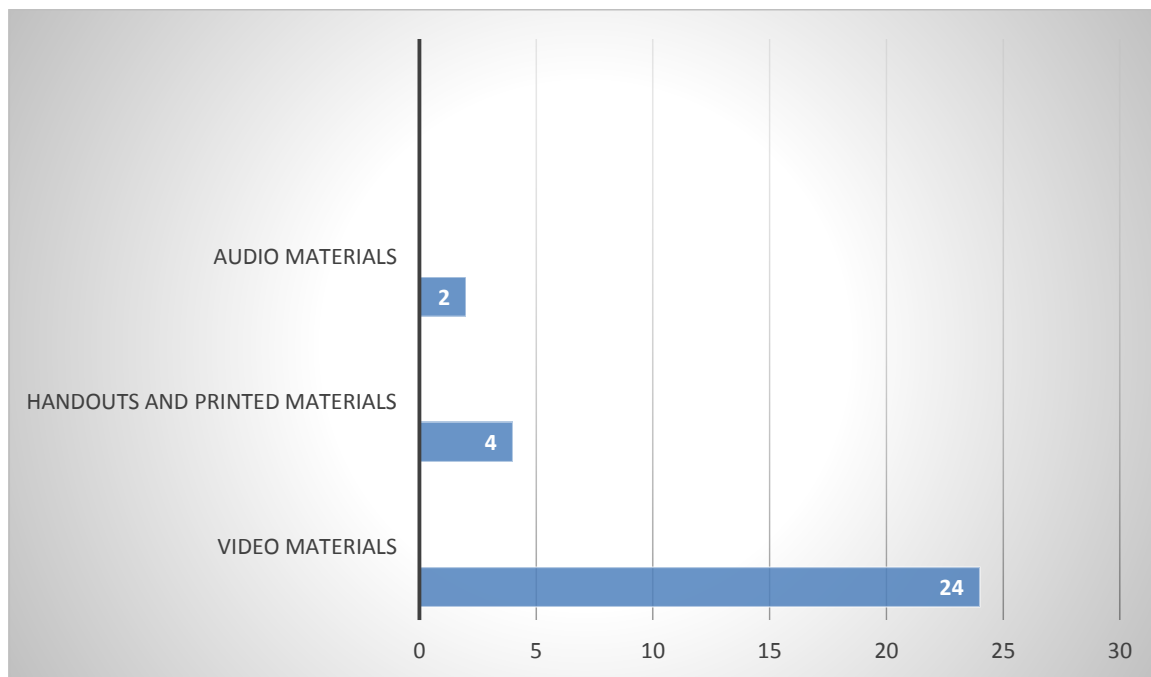
*-Video materials*

*-Hand-outs and printed materials.*

The purpose was to know what materials should be used to fulfil the students' need for specialized vocabulary.

*Figure 2.7* shows that almost all students chose visual and audio learners; they found that video materials were helpful to better learn. However, four of them selected hand-outs and printed materials and only two preferred audio materials.

*Figure 2.7: Learning Materials*



***Question 12: What would you suggest to improve your vocabulary learning in class?***

This open question was addressed to students in order to give them the chance to express their wants.

The suggestions given by the participants to enhance the EMP vocabulary learning included the following:

- Hiring native teachers or at least ones that are qualified to teach EMP.
- To encourage in class discussions and debates.
- Using audio-visual aids.
- Providing sessions to teach translation.-Hosting English students at the department.

**2.4.2 ESP Teachers' Interview**

The second research instrument is an interview designed for ESP teachers. Its purpose is to seek information about the teachers' academic and professional backgrounds, classroom resources, instructional practices, and attitudes toward teaching EMP vocabulary. Two (02) female teachers have been selected as a sample; their points of view matter as well as their attitude towards language teaching and vocabulary learning are taken into consideration.

This method is necessary in order to extract clarifications to present qualitative data that helps explaining opinions. Some questions were practically similar to the ones asked to students, the main reason behind this strategy is to cope between the two generations, and hopefully to find some similarities between both generations. The structured interview provides sufficient flexibility to approach directly the respondents within the same framework of investigation. It is based on the rigid nature of structured interviews that analysts rate them unfavourably in qualitative studies (DiCicco-Bloom and Crabtree, 2006). The researcher intentionally added a set of open-ended questions, since teachers were a source of mystery so she had to dig through their engagements to come up with answers to her field of research.

Accordingly, the interview was designed for teachers in the Department of Medicine, University of Abou Beker Belkaid in Tlemcen, two teachers have dealt with each of the 7 questions individually (Appendix B).

In order to know whether they suit for the position, ESP teachers were asked about their qualifications. Both teachers have a Magister degree, and one of them is also a PHD student. None has been into training to teach ESP. Regarding their career, ESP teachers at the medical department have little experience that does not exceed three (03) years of teaching. Hereby, they are recognized to be untrained teachers.

As far as EMP vocabulary is concerned, ESP teachers find it crucial for medical sciences students to learn it so as to increase their competency. New words could be presented with collocation technique which is extremely important for acquiring vocabulary and has yet to be exploited to its full potential (Nattinger, 1988) in order to be used by students later in their own performance.

When specialized vocabulary teaching is concerned, the findings are after split, one of the teachers declares using video and exercises related to that video to teach vocabulary. On the other hand, the second teacher states doing it through oral and written activities related to the units planned in the programme besides giving students the time to watch videos presented by native speakers and then discussing and making comments together.

According to their answers, ESP teachers see the lack in materials at the level of the department. All what is available is a data show. Teachers share exercises through email and use their own laptops to print lessons to students so as not to waste time. By this question, the investigator wanted, indeed, to know if the available materials are adequate to teach EMP vocabulary.

Through the in-class participation of students, teachers can notice that they are interested in vocabulary related to their field of study and they sometimes even have ideas about it. It is obvious that students are motivated to learn the EMP vocabulary.

To conclude, the researcher used an open-ended question to see what ESP teachers suggest for the improvement of EMP vocabulary learning. Therefore, teachers are asking for more sessions to be devoted for the practice of all vocabulary with the use of more sophisticated tools. Moreover, providing an ESP training for teachers is beneficial to make them more competent.

### **2.4.3: Subject-Specialists' Interview**

This interview allows the researcher to collect in-depth information on subject specialists' opinion concerning EMP vocabulary learning. The structured interview comprises seven (07) questions that are, to a certain point, similar to those that were asked to ESP teachers so as to ensure that the participants have similar chances to provide the data needed for the research. Four (04) teachers were interviewed. Those doctors are: a university hospital assistant professor, a state laboratory engineer, a doctor in cardiology and a professor in histology and embryology. The interviewees' teaching experience is ranged between seven(07) to twenty three (23) years of teaching at the medical department. This accords they are proficient teachers.

Conforming to their answers, teachers at the medical department find it vital to learn EMP vocabulary. They claim that it is needed for the good scientific research, to keep updated with

recent studies in the field and to have a better communication with the medical staff, besides the endorsement with the implementation of subject-specific vocabulary teaching techniques. Further, since teachers of medicine have already been through the phase of being students, their opinion matters. The researcher wanted to know if the lack in EMP vocabulary can affect students' progress. The interviewees confirmed that. As reported by them, not having enough specialized vocabulary can have a negative impact on learners. It creates difficulties in understanding new medical articles, developing knowledge and communicating with English speaking professionals. Finally, the interviewees disclosed that they push their students to put language into practice i.e. make them practice the vocabulary learnt in real situations. Moreover, they motivate them through vocabulary translation from French to English and reading medical articles in English during the session.

### ***2.5. Interpretation and Discussion of the Main Result***

This part of the research work will shed light on the interpretation and the discussion of the main findings collected from the students' questionnaire, ESP teachers' interview and subject-specialists' interview; the main focus is about the stated hypotheses. The aim of this section is to examine the validity of the hypotheses and whether they are accepted or rejected.

Foremost, this study aims at exploring the scope of specialized vocabulary's impact on medical sciences students' competence. The results obtained from the students' questionnaire revealed that EMP vocabulary is substantial for both studies and professional career (Rubric 1). Recently, all new discoveries in the medical field are in English. In fact, grammar and pronunciation are considered as major components of language learning, while vocabulary is neglected in most ESP classes (Farghal & Obeidat, 1995). Accordingly, with regard to the second aspect, the results showed that medical learners were not much proficient in English let alone ESP. To highlight students' weaknesses in all aspects of language, respondents agreed that they struggle choosing the appropriate words when speaking. They confess needing specialized vocabulary in several tasks since they are already facing difficulties accomplishing them. The findings also suggest that ESP courses focus on General English rather than EMP (Rubric 2). This may be due to the non-well designed curriculum and the lack of ESP trainings for teachers.



When it comes to their preferences, medical sciences students like learning subject-specific vocabulary in small groups using video materials. Nevertheless, when technology fails, teachers of the University of Tlemcen, engage in their back up plan, they go back to using the traditional methods, like writing on the board, hand-outs and books. They also suggest some solutions to enhance vocabulary learning such as having more contact with foreigners from the same domain, providing adequate materials and strategies for in-class discussions and debates (Rubric 3). Briefly, this is how medical learners perceive their English status and the possibility of implementing ESP courses in their medical career. Now, what do their teachers think about designing an effective ESP curriculum to meet the needs of students in terms of vocabulary? In fact, that is the purpose of the research interviews, which were designed to some ESP teachers working in the medical field besides subject-specialists. Those teachers exposed their experience of teaching as well as their view towards implementing effective ESP courses for medical sciences students that focus on learning specialized vocabulary.

According to the interviews, ESP teachers and subject-specialists have analogous opinions. However, results show that ESP teachers are not qualified enough to teach English in the university let alone teaching EMP. This was owing to the fact that a Master's degree is not sufficient to be assigned the task of teaching ESP to university students. Therefore, the reality shows that in most Algerian colleges that want students to take ESP courses, many teachers do not have the necessary qualifications and experience to be accepted as teachers in the field of ESP. On the other hand, the results showed that teachers did not have any training in the field; neither pre-service nor in-service training.

Along with students, teachers agree on the necessity of EMP vocabulary learning. These findings confirm the researcher's first hypothesis. Nonetheless, the participants in this interview did not overlook the need to design ESP courses for medical sciences students that focus on acquiring EMP vocabulary that is used in a variety of situations, such as attending international scientific conferences, reviewing medical literature, publishing research papers, reading medical Textbooks, writing medical reports, etc. The interviewer sought information about the availability of equipment and teaching materials in the faculty for teaching EMP vocabulary too. In terms of teaching materials, the interviewees reconfirmed that teaching materials are sorely lacking; this made it difficult to prepare lessons, and even the teaching materials provided could not cover the

entire course. This may explain the complete neglect of language aspects when acquiring medical knowledge. These findings go hand in hand with the second hypothesis.

Translation is another aspect added by the respondents to the examination, and teachers express complete agreement to use translation when necessary, especially when dealing with ambiguous medical concepts or abstract elements.

Finally, respondents were asked to make recommendations that they felt would be appropriate for implementing English courses focusing on medical vocabulary in the medical curriculum. Again, their response was very succinct, saying there should be more time devoted to practice the EMP vocabulary. In addition, they proposed imposing trainings on teachers willing to teach ESP at the medical department. This will make them more aware of the aspects of EMP vocabulary teaching and the practices needed to accomplish such a mission.

### ***2.6. Suggestions and Recommendations***

The main purpose of this part of the study is to suggest some pedagogical implications, effective strategies, and point out some correct practices for designing a successful ESP course for medical learners to develop their vocabulary use. This is done from different perspectives, with a strong focus on the main factors that contribute to a better realization of an ideal design model for ESP courses in the medical field.

In this study, the role of ESP teachers in EMP learning is undoubtedly very important. However, it seems worthless and futile to talk about the implementation of effective medical English at the Algerian Academy if the learners who are regarded as the cornerstone of any ESP course design are not highly valued by course designers and course developers. In order to fully meet the professional and academic language needs of medical sciences students, the number of English class hours should be increased first. So instead of having an hour and a half of English lessons once a week, have students take more English lessons; at least 3 times a week for 2 hours.

For English teachers or trainers, they should work harder to develop their teaching system, remember that teaching English to medical learners requires a high level of medical knowledge. They then need to complete some ESP teaching training and attend medical seminars and English seminars to develop their teaching practice and improve their techniques and teaching strategies.

In this regard, Hutchinson and Waters (1987) pointed out that in order to achieve meaningful communication between teachers and learners, an ESP teacher should have a positive attitude and willingness, as well as some basic knowledge of the subjects he/she teaches.

Another observation received throughout this study is that ESP teachers lack motivation and willingness to do their jobs. This is primarily due to the limited financial support they receive, as most of them are not permanent faculty members and are not well paid. Second, these ESP teachers were never invited to comment on what and how to teach, i.e. Participate in curriculum development and even curriculum design. Overall, this situation has led to dissatisfaction in a large number of ESP teachers who are not interested in teaching EMP. Therefore, it is very important to take this situation into consideration and urgently find a solution to the problem.

This is on the one hand; on the other hand, the administration is responsible for providing teachers with various technical equipment such as computers, OHP, video, tape players, etc., which are used in EMP courses to teach vocabulary. It should also facilitate access to the Internet, an indispensable source of communication and research for students and faculty, who should collaborate to search articles and relevant medical websites.

When it comes to translation, understanding very complex sentences is still useful, so the researchers recommend situational translation instead of translating all the words and phrases in an article during the sessions with subject-specialists. Translation is useful for them in situations where they have great difficulty, such as understanding very long sentences and complex grammatical structures. Grammar-translation method has been widely used in English teaching around the world. However, it should be noted that translating medical texts has its own problems. Teachers in the medical department should be familiar with translation techniques and translations of medical literature, but must not rely on them. Students should be given more problem-based assignments that reflect their cognitive abilities and their own academic abilities.

Teaching EMP vocabulary effectively is not an easy task as it requires teachers to have a lot of ability and knowledge, they have to develop not only the language skills of the learners but also the necessary knowledge related to their field of study. Students are taught structural approaches and vocabulary teaching strategies in order to study medical terminology and acquire vocabulary. First, learners get the chance to develop a variety of linguistic skills while

studying a single subject. In order to encourage pupils to learn English in an ESL context, Bailey (2000) provided a course on health. Students have access to health and autobiography literature as well as "Time magazine" during the course. By showing students movies about medicine, it also used audio-visual materials.

In his study, Laar (1998) highlighted the necessity of presenting term-forming components such as prefixes and suffixes in medical literature in a systematic manner when teaching medical terminology. He claimed that the English and Latin courses created for the Medical Faculty of Tartu State University in Estonia could successfully teach vocabulary of Latin origin through integrated instruction. The inclusion of terminology of multilingual usage, which can be found in other languages in phonetically, grammatically, and semantically equivalent forms, in English classes could help students better understand text. The purpose of his study was to determine whether teaching medical sciences students this terminology for their courses in Latin, English, and medical subjects may improve the students' understanding of English medical texts.

In fact, and to fill the learner's lack of scientific vocabulary, there are many effective ways to teach vocabulary using a wide range of techniques and materials such as photography, graphs, and scientific experiments. It is the teacher's responsibility to select the appropriate material for instructional input. For example, when describing the human digestive system, it is advisable to use images and real material to discuss the various organs of the device. When dealing with increased consumption of genetically modified foods in humans, learners need to be asked to analyse and interpret the results of pie or bar graph data. Creating different visual representations helps learners to scientifically interpret the data using the appropriate terminology and logical information. Therefore, it is the learning situation that determines the registration of scientific terms to be conveyed to the learner.

On the ground, ESP teachers can select different tasks, present different activities, strengthen the student's vocabulary and enrich their cultural baggage. For example, if the teacher asks the learner to fill in the blanks with the appropriate medical terms so that the selected text makes sense, it is very valuable to fill in the blanks. Teachers can help students by suggesting a list of terms. The goal of this type of task is to enable medical sciences students to use prior knowledge to infer the meaning of a word depending on usage.

Another type of activity that can be successful in teaching medical terminology is the use of so-called "communication exercises". Here, the learner needs to infer the meaning of the word by making a relationship with the proposed synonym, definition, or antonym. In fact, students do not need to use a dictionary, but instead decipher the meaning of a word according to the context of the reading passage, as it is best understood when the word is presented in context rather than alone. This will make it easier for students to understand and increase their vocabulary.

Learning how to enhance a scientific research project based on criticism and remarks from editors and examiners is just as vital as learning how to improve a teaching style. Another chance for an EMP instructor to improve his methods of instruction is through peer and colleague observation, particularly the feedback given by students. This can be accomplished in a variety of ways. One may, for instance, set up reciprocal agreements with another teacher whose job it is to assess how well students are learning and to provide guidance and advise regarding the course's objectives, classroom management, material use, rapport-building with students, and student feedback. All criticisms should be taken into account in order to improve one's teaching skills and self-correct, since older and knowledgeable colleagues may be a fantastic resource for guidance on how to approach particular subjects and handle particular problems. Attending their lessons, then, to see what they do with their pupils and how they impart knowledge and language in a professional manner would be quite valuable. The teaching skills, knowledge, and passion required to remark on the teaching tactics, approaches, and offer ideas may be found in seasoned educators and those who have a reputation for innovative instruction.

It is untrue to think that ESP lecturers are the only ones responsible for creating excellent ESP courses for medical sciences students. Undoubtedly, learners themselves, who are accountable for their own learning, have some of the blame. A good description of an ESP teaching procedure without taking into account the role of the students will always fail because most modern teaching techniques put the learner at the centre of the learning process. Numerous techniques and methods might be used to accomplish this. Examples of students who take the initiative to learn include cooperative learning and active learning. Collaborative learning is a pedagogical approach to education and learning in which a group of students work together to solve problems, complete tasks, and develop products. It is fruitful in the sense that learners work together as a team to

prepare. A meaningful work project, a review of a given lecture, an investigation of important questions, or an analysis and discussion of some linguistic problems using English as a medium of interaction. This type of learning is highly recommended for medical learners who have shown a great interest in group work through the questionnaire submitted in the previous chapter.

This research can be seen as a starting point for further study of medical English with a focus on vocabulary teaching methods, teaching material development and evaluation. In addition, further research can be conducted on how problem-based learning models can be adapted to EMP teaching and how teachers and trainers can effectively improve their teaching behaviour.

### ***2.7. Conclusion***

This chapter was dedicated mainly to highlight the practical side of the present study. It focused on analysing and interpreting the results obtained from participants' perceptions of the status of English vocabulary education in the medical field and the potential for designing effective ESP courses in the near future. This was made possible by submitting two interviews. One is for ESP teachers and the other is for subject-specialists who have worked or experienced in the field and a questionnaire to second year medical sciences students at the university of Tlemcen. The researcher analysed the data qualitatively and quantitatively then the main findings were discussed concerning to the research hypotheses

The researcher believes that the roles of both teachers and learners are very important to the success of the EMP vocabulary learning process. In addition, she provides ESP teachers with some valuable vocabulary teaching practices. This is one of the most important demands made by medical sciences students in this study.

To sum up, the researcher emphasized some pedagogical implications, that contribute to the implementation of effective ESP courses in the field of medicine, and made a set of recommendations to enable medical sciences students to use English properly in a variety of situations, besides proposing suggestions for further research.



# **General Conclusion**

## General Conclusion

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### *General Conclusion*

The formal educating of English, over-burden with a hypothetical substance and much centre on educating language structure and wording, has not accomplished the desired targets of English dialect instructing. As a result, numerous understudies pull back from the formal learning of English which has, shockingly, gotten to be a fizzled subject for most of them. Only the most determined have continued studying. The matter worsens increasingly when it comes to educate learners of special domains who wish to learn English. Medical sciences students are fair a concrete case of those who seek creating their information at a worldwide scale depending on English as the foremost fitting vehicle of around the world communication. Thus, the require for English as a professional language within the medical field is these days beyond doubt.

In Algeria, medical sciences students and doctors require English to communicate and share information with other health experts. The crave to contribute to the universal medical and take portion in around the world conferences as well as scientific meetings. makes the reality of learning English more than a need. In this way, the present study has been undertaken in reaction to a developing require for specialized English within the medical field. While many studies tended to focus on teaching medical terminology and grammar, this investigation regards the narrow focus, this examination respects the focus offered by a vocabulary-building and language structure centre based entirely on medical wording. Subsequently, an awesome number of specialists and health experts discover it very incapable to meet the communicative and utilitarian needs of their EMP vocabulary; the reason why, they ordinarily battle in conferences and medical seminars to understand a lecture or talk to colleagues from other countries.

The present study was conducted at Abou Bekr Belkaid University in Tlemcen. It has depicted theoretical and practical frameworks to hopefully explore and investigate the impact of subject-specific vocabulary on increasing medical sciences students' competence. In this case, two chapters have been outlined: the first chapter has aimed to review the theoretical underpinnings and previous research works related to English for medical purposes. The second chapter has exposed the research design, method, data



## General Conclusion

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collection, and research instruments. The researcher has attempted, through the questionnaire to students and interviews for teachers to analyse students' need for EMP vocabulary.

The findings revealed, from the very beginning, the awesome significance of learning lexicon and the need to plan successful ESP courses for medical sciences students, as well as the urgent need to provide ESP teachers with the required training to realize fruitful specialised vocabulary learning since it was proved to enable medical sciences students to develop their language skills when writing reports, attending conferences or during their clinical practice abroad. This confirmed strongly the two first hypotheses raised by the researcher at the opening of the concerned research. The members contributing to this research concurred on the nonappearance of genuine ESP courses within the medical department and inquired for teaching real compelling English within the field through taking brave decisions and providing serious measures to alter the situation and the prospects of EMP vocabulary teaching within the Algerian medical sector. With respect to the group of ESP instructors taking portion within the investigation, the discoveries uncovered that they lacked the necessary qualifications and the required experience to teach ESP in the university.

Unfortunately, the researcher have been faced with a set of limitations and difficulties while undertaking this research, for unknown circumstances, all medical sciences students at the faculty of Tlemcen are having their courses online. This made it hard to reach the respondents. Besides, some students refused to answer the online questionnaire maybe because of being occupied with exams, even teachers refused being interviewed for unknown reasons. Accordingly, some teachers and students avoided answering open-ended questions; others did not provide satisfactory answers. But still during this exceptional situation, there was no other way to gather and distribute information without the use of technology, E-mails, Google docs, Telegram and Facebook.

At the conclusion, the analyst strongly believes that the past theoretical discussion and its practical use will undoubtedly supply medical sciences students, their teachers and even the curriculum developers with valuable data of how to learn, educate

## General Conclusion

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and plan viable courses for EMP vocabulary which ought to be based on a clear strategy, a helpful syllabus and an fitting determination of materials. To move forward the quality of ESP educating within the medical field of the Algerian college, a genuine change is required at distinctive levels and with the commitment of numerous specialists who ought to work together to actualize a solid medical English in our faculties and institutes. This will certainly open the entryway for specialists and health professionals to overcome the dialect barrier in sharing their information and taking portion within the universal gatherings and conferences without fear or uneasiness.



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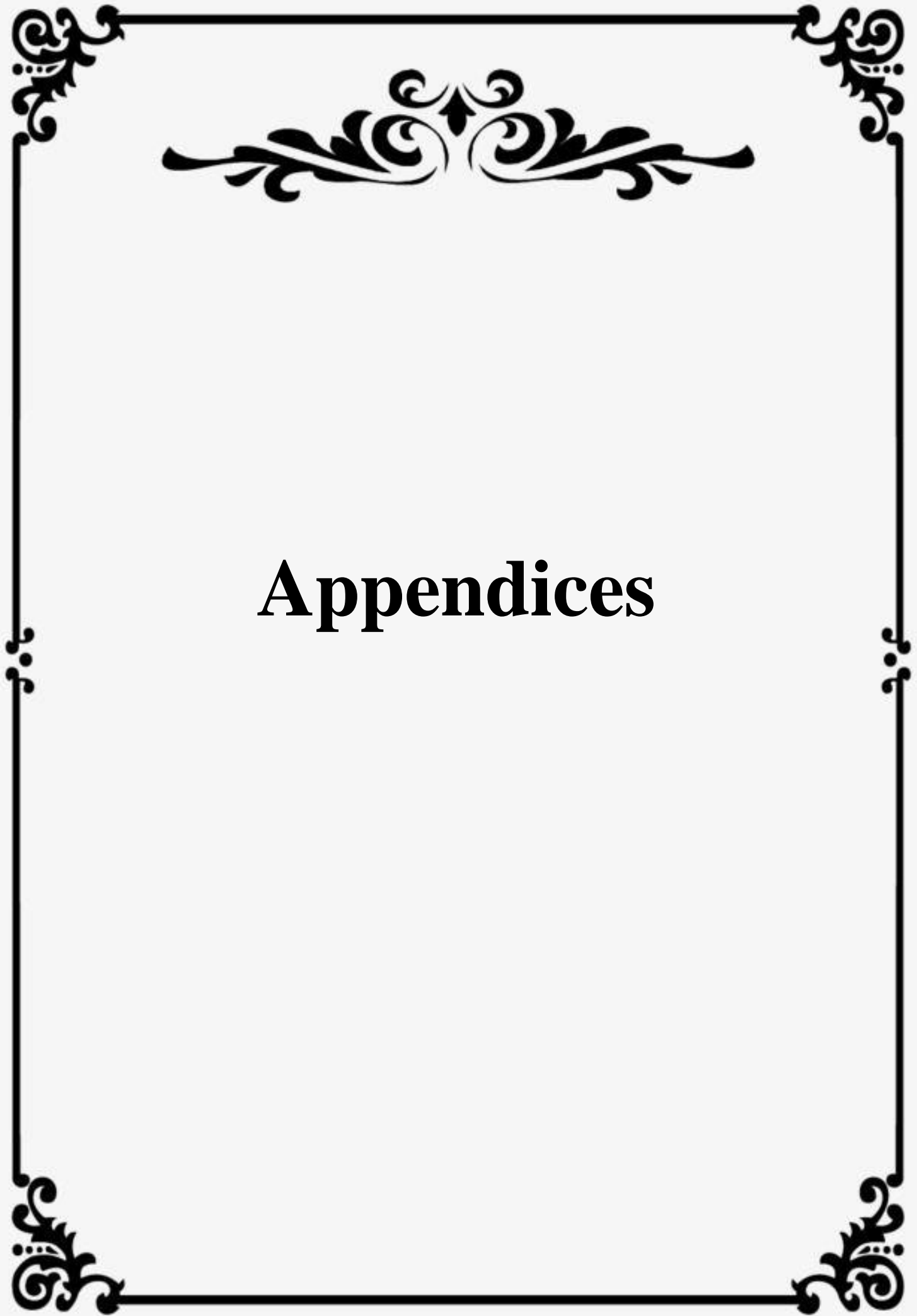
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# Appendices





# *Appendices*

## Appendix A

### Student's Questionnaire:

Dear student,

This questionnaire aims at collecting data in order to highlight the significance of subject-specific Vocabulary learning in increasing your language competence. You are kindly requested to provide responses to the questions. The information you give will remain confidential and will be used for this research only.

Age:

Class:

#### ***Part1: The Importance of English for Medical sciences students***

1)Is English important for your studies?

Yes                      No

2)Does English help in your professional career?

Yes                      No

-If yes, how?.....

3)The complexity of specialised vocabulary has an impact on your academic achievement

Agree                      No opinion                      Disagree

4) Is specialised vocabulary important in language learning?

Yes                      No

#### ***Part 2: Students' Need of subject specific vocabulary***

5)Do you think that your level of English is.....

a) poor                      b) average                      c) good                      d) very good?

6)Do you think that you have a lack in your vocabulary?

Yes                      No

7)Do you have a problem in

- Holding a conversation in English?
- Framing simple ????
- Choosing the right word when speaking?
- Translating articles from English to French?

Yes	No

8)What do you think learning medical vocabulary is needed for?

- Writing a research paper.
- Taking notes in conferences.
- Writing replies/e-mails to English speaking students.
- Reading medical prescriptions.
- Making presentations at seminars.
- Understanding discussions on medical issues.
- Translating medical articles.
- Others ( please specify).....

Always	Sometimes	Never

9)Do you find that ESP courses focus on general English and grammar rather than subject specific vocabulary?

Yes

No

**Part 3: Students' Wants**

10)How do you prefer to learn English specialised vocabulary?

- a) in pairs
- b) in small groups
- c) individually

11)Which of the following make(s) you learn subject specific vocabulary easier?

- a) audio materials
- b) video materials
- c) handouts and printed materials

11)What would you suggest to improve your vocabulary learning in class?

.....  
.....

Thank you for your co-operation

**Appendix B**

**ESP Teachers' Interview**

Dear Sir/Madam,

I am a Master's student at the university of Tlemcen And I am carrying out a research on the role of subject specific vocabulary in increasing medical sciences students' competence. Thus, you are kindly requested to answer the following questions :

1)What qualifications do you have ?

.....  
.....

2)How long have you been teaching ESP in the department of Medicine ?

.....  
.....

3)Do you think that subject-specific vocabulary learning is important for medical sciences Students ?

.....  
.....

4)How do you teach subject-specific vocabulary ?

.....  
.....

5)Are the available materials adequate for teaching specialized vocabulary ?

.....

.....  
6) How do you find students when learning new vocabulary ?(motivation)

.....  
.....

7)What would you suggest to improve the EMP vocabulary learning ?

.....  
.....

Thank you for your co-operation

Appendix C

Subject-Specialists' Interview

Dear Sir Madam

I am a Master's student at the university of Tlemcen And I am carrying out a research on the role of subject specific vocabulary in increasing medical sciences students' competence. Thus, you are kindly requested to answer the following questions :

1)What qualifications do you have ?

.....  
.....

2)How long have you been teaching in the medical department ?

.....  
.....

3) Is learning English a necessity for Medical sciences students ?

.....  
.....

4)what is it needed for ?

.....  
.....

5)Are you for the implementation of subject-specific vocabulary learning techniques ?

.....  
.....

6)To what extent, do you think, the lack in EMP vocabulary can create difficulties for learners?

.....  
.....

7) How do you motivate students to use newly acquired vocabulary ?

.....  
.....

Thank you for your co-operation

## Résumé :

L'une des principales exigences de la mondialisation est la nécessité pour les gens d'apprendre l'anglais à des fins académiques et professionnelles, ainsi enseigner l'anglais aux étudiants en sciences médicales en Algérie est maintenant plus important que jamais. Dans cette ligne de pensée, l'objectif de la présente étude est d'examiner comment les étudiants en sciences médicales de l'Université de Tlemcen peuvent utiliser au mieux le vocabulaire médical anglais pour des objectifs particuliers. Il vise à demander l'adoption d'un vocabulaire spécialisé dans le domaine médical et la création de programmes ESP efficaces pour les étudiants en sciences médicales qui ont exprimé un besoin urgent d'acquérir la terminologie médicale. Afin d'augmenter le succès de l'apprentissage du vocabulaire médical anglais, une analyse des besoins dans le secteur concerné était nécessaire. Trois (03) instruments de recherche ont été utilisés pour recueillir les données essentielles à cette enquête. Il s'agit notamment d'un questionnaire soumis en ligne à cinquante (50) étudiants en sciences médicales de deuxième année, d'un entretien avec deux (02) enseignants ESP censés en savoir plus sur les lacunes en anglais des étudiants en sciences médicales, et d'un autre entretien avec quatre (04) professeurs du département de médecine. Au total, les résultats mis au jour sont d'abord l'inexistence de véritables filières ESP pour les étudiants en sciences médicales et l'absence de toute forme de préparation pour les soi-disant instructeurs ESP au sein de la faculté de médecine. Deuxièmement, les participants ont confirmé une faiblesse remarquable dans la compétence en anglais général, sans parler de l'ESP et du vocabulaire spécialisé. Troisièmement, le vocabulaire médical semblait essentiel pour assurer le succès dans la carrière académique et professionnelle. En conséquence, sur la base de ces résultats, il est d'une importance incroyable de signifier certaines mesures et pratiques efficaces à mettre en œuvre pour la préparation de l'ESP dans les facultés de médecine algériennes, en vue d'atteindre un enseignement de vocabulaire prospère, l'efficacité des cours et de rencontrer les étudiants en sciences médicales. besoins d'apprentissage.

## ملخص:

أحد المتطلبات الرئيسية للعولمة هو حاجة الناس إلى تعلم اللغة الإنجليزية للأغراض الأكاديمية والمهنية ، وبالتالي فإن تدريس اللغة الإنجليزية لطلاب العلوم الطبية في الجزائر أصبح الآن أكثر أهمية من

أي وقت مضى. في هذا الاتجاه من التفكير ، فإن الهدف من الدراسة الحالية هو دراسة كيف يمكن لطلاب العلوم الطبية في جامعة تلمسان استخدام المفردات الطبية الإنجليزية على أفضل وجه لتحقيق أهداف معينة. الغرض منه هو طلب اعتماد المفردات المتخصصة في المجال الطبي وإنشاء برامج تدريس الانجليزية لاغراض خاصة فعالة لطلاب العلوم الطبية الذين أعربوا عن حاجة ملحة لاكتساب المصطلحات الطبية. من أجل زيادة نجاح تعلم مفردات اللغة الإنجليزية الطبية ، كان من الضروري تحليل الاحتياجات في القطاع ذي الصلة. تم استخدام ثلاثة (03) أدوات بحثية لجمع البيانات الأساسية لهذا التحقيق. يتضمن ذلك استبياناً تم إرساله عبر الإنترنت إلى خمسين (50) طالباً في العلوم الطبية من السنة الثانية ، ومقابلة مع اثنين (02) من مدرسي الانجليزية لاغراض خاصة الذين من المفترض أن يعرفوا المزيد عن نقص طلاب العلوم الطبية في اللغة الإنجليزية ، ومقابلة أخرى مع أربعة (04) مدرسين من قسم الطب. إجمالاً ، كانت النتائج التي تم الكشف عنها هي أولاً عدم وجود دورات حقيقية لطلاب العلوم الطبية لتعلم الانجليزية لاغراض خاصة وغياب أي نوع من التحضير لما يسمى مدرسي الانجليزية لاغراض خاصة داخل كلية الطب. ثانياً ، أكد المشاركون ضعفاً ملحوظاً في الكفاءة العامة للغة الإنجليزية ، ناهيك عن اللغة الانجليزية المتخصصة ومفرداتها. ثالثاً ، بدت المفردات الطبية ضرورية لضمان النجاح في الحياة الأكاديمية والمهنية. في المقابل ، بناءً على هذه النتائج ، من الأهمية بمكان الإشارة إلى بعض الإجراءات والممارسات الفعالة التي يجب تنفيذها لإعداد دروس للغة الانجليزية المتخصصة في كليات الطب الجزائرية ، بهدف الوصول إلى تعليم مفردات مزدهرة ، وفعالية الدورة ، ومقابلة طلاب العلوم الطبية. احتياجات التعلم.