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Enhancing Specialty Language Learning through Content-Based Instruction:

Students of Paramedical Institute of Tiaret as a Case Study

A Dissertation Submitted to the Department of English as a Partial Fulfillment of the
Requirements for the Degree of Master in Didactics

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Dedication

I dedicate this work to my parents Mustapha and Talia for everything they gave me and for their unlimited support in the most difficult times.

To myself BOCHRA ZAHRAA, I dedicate my inner strength and courage. These qualities have helped me overcome challenges and obstacles in my life.

To my family members, my darling sisters: Hayat and Houda

To my dear brothers: Said, Youcef, and Aziz.

To my grandfather: KorichiRabah.

I am grateful to my family, my source of success and happiness. Thank you for always being there for me.

To my best friends: Rahaf, Abir, Hakima,Fouzia, Manel, Sara, Fatima, and Ikram.

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I dedicate this work to the hands that raised me and arrived me here, my parents Dad saying thank you is not enough , you were always beside me, believed in me, supported me, I wish I could reward you back one day. Mum is the teacher, the intelligent woman. She was giving me lessons consistently, the source of motivation; she always pushes me to carry my work. I love you dear SAAD and TAOUS. Without your prayers I am not here today.

I also dedicate this work to myself; dear HAKIMA, thank you for motivating yourself, enhancing your level, knowing your strengths, and working on your weaknesses. Really I am happy that I could achieve this.

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Acknowledgments

Abstract

Recent years have witnessed a practical movement in the field of English for Specific Purposes. Due to the acceptance of English as an international language of science and medicine, the number of English language publications has increased to make a strong prevalence of English in the medical field. In this respect, the current situation of teaching medical English in the National Institute of Higher Paramedical Training in Tiaret is not ideal, which prompted researchers to use the Content-based instruction method. Therefore, this study aims to identify an effective teaching method for Public health nursing. To test the hypothesis that Content-based instruction approach contributes in enhancing medical English learning, both quantitative and qualitative method are used. To enrich this study with valuable data, three main tools of research were adapted. These include a classroom observation, pre and post questionnaires submitted to 25 second year nursing students who were randomly selected, added to a structured interview with 2 teachers at the institute. The findings revealed that the Content-based instruction approach is an effective method to be used in classroom setting. It can be concluded that learners' needs, levels, and the learning preferences are important factors to consider when designing a course to nursing students.

Keywords: Content-Based Instruction; Specialty Language; English for Specific Purposes,; Medical English; Paramedical Studies

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List of Acronyms and Initialisms

CBI   Content Based Instruction

CLIL   Content and Language Integrated Learning

EAP   English for Academic Purposes

EBE   English for Business and Economics

EFL   English as a Foreign Language

EGP   English for General Purposes

ELP   English for Legal Purposes

ELT   English Language Teaching

EMI   English as the medium of instruction

EMP   English for Medical Purposes

ENP   English for Nursing Purposes

EOP   English for Occupational Purposes

ESL   English as a Second Language

ESP   English for Specific Purposes

ESS   English for the Social Sciences

EST   English for Science and Technology

General Introduction

General Introduction

English is widely recognized as a passport to better education and job opportunities, playing a vital role in connecting the world language as a single thread. In many countries where it is not the first language, English holds the status of a second language. The primary goal of learning any language is to acquire a basic level of the language communication for day (Riyaz 478). It is considered as the foremost world language and serves as the main global lingua franca. It is widely used in different domains such as technology, education, trade, sports, and sciences; it holds a significant position in higher education all over the world. Moreover, English has been accepted as the international language of science and medicine, resulting in a prominent increase in the number of English language publications in these domains. As a result English has a dominant presence in the medical field.

English for Medical Purposes (EMP) refers to the use the English language in the medical field for specific medical purposes. In other words, EMP is the English that is written and spoken in the context of medical practices and is aimed to serve medical purposes. Numerous studies have shown a significant raise in the use of English language in the medical field worldwide. One explanation for this trend, as suggested by Maher, is the increase in the number of medical articles written in English. Additionally, Maher found that even non-native speaking countries have experienced an increase in the use of medical English in written and published articles (284).

In the field of English Language Teaching (ELT), various instructional approaches have been developed and implemented; one of them is Content-Based Instruction (CBI) which is an approach that combines the teaching of content with language teaching goals. It aims to teach academic subject matter and second language skills (Brinton et al 2).

CBI aims to empower students to become independent learners and continue the learning process beyond the classroom. Ultimately, foreign language teachers should help their students become self-sufficient learners.

In fact, paramedical students need English not only to read and understand documents but also to communicate with colleagues and patients where English is the primary medium of interaction. However, Allal, Bouguenous, Talha and Benhattab, Romane and Behloul have found that the majority of Algerian medical faculties and institutions do not offer English courses to students who urgently need to learn the language for future academic or professional reasons. Even in cases where some institute offer English courses, they tend to be general English courses that do not adequately address the students' specific needs for communication and social interaction within the field of English such as the case of Algerian institutes of paramedical studies. English for Specific Purposes courses are essential for students in Algeria, especially those who are pursing Paramedical studies. However, there has been a lack of research exploring the English language needs specific to public health nursing students. Therefore, the main focus of this study is to highlight the need to implement an English program designed to meet the requirements of paramedical students (Public Health Nurse) at the National Institute of Higher Paramedical Training of Tiaret.

To achieve the objective of the study, the following research questions are addressed:

1- What approach do teachers follow to teach English language in the National Institute of Higher Paramedical Training of Tiaret?

2- How does the use of CBI approach affect the process of specialized English learning?

3- What are nursing students' perspectives regarding the CBI specialized English course?

4- How to set a well-designed specialized English course for nursing students at the National Institute of Higher Paramedical Training of Tiaret?

As an attempt to answer the research questions, the following hypothesis is put forward:

The CBI approach, when properly adopted and practiced, enhances specialized English learning in the National Institute of Higher Paramedical Training of Tiaret through a well-designed situational syllabus that covers the trainees' needs and matches their interests.

To achieve the objective of the study, mixed-method approach was adopted using learners' questionnaires, teachers' interview and classroom observation in the study as data collection tools. This research is divided into three chapters. The first chapter reviews literature related to English for Specific Purposes (ESP) and Content Based Instruction (CBI). The second one is devoted to literature related to Medical English, Teaching English for Medical purposes, and English for Nursing Purposes in the Algerian context. The last chapter includes research data collection and analysis.

Chapter One:

Specialty Language and CBI

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Specialty Language and CBI

I.1 Introduction

The use of English as a language of communication is in high demand. Therefore, both educators and students are deeply committed to teaching and learning English. Crystal states that there is a general agreement that English has emerged as the dominant language in the fields of science, technology, economy, and travel. This is largely attributed to the process og globalization, which has effectively transformed the world into a global community (23). As a result, the idea was born to develop a special program to meet the learners' needs, that is, English for Specific Purposes (ESP). It regained its significance as a part of English Language Teaching (ELT) that needs to be properly designed to see whether its objectives are achieved or not.

In this chapter, we will explore the definition, characteristics and the different types of ESP. We will also discuss the course design and needs analysis process, which is an essential step in creating effective ESP courses that meet the specific needs of learners. According to Stryker and Leaver, content-based instruction (CBI) is based on the subject matter core, uses authentic language and text, and it is appropriate to the needs of specific groups of students(8). In addition to the different models of CBI, CLIL is another similar term to CBI which appeared in Europe. Finally, we will examine the differences between ESP and CBI.

I.2 English for Specific Purposes

Teaching English in a particular domain means adapting new strategies and techniques that are in line with the requirements of students in academic and professional job. (ESP)

refers to the teaching and learning of English as a second or foreign language where the goal of the learners is to use English in a specific field (Paltridge and Starfield 2).

I.2.1 ESP Definitions and Characteristics

Defining ESP has posed significant challenges for researchers "Producing a simple definition of ESP is not an easy task" (Strevens 109). Over the years, scholars provided various definitions of ESP.

In order to fully understand what ESP means , one must take into consideration different factors such as the unique features of ESP, the age and the time of learning , the goals and the objectives of the program and courses, as well as the materials and teaching methods used. Due to these diverse considerations, it is not easy to provide a universally agreed-upon definition of ESP .In this respect ,Yassin indicates " It would not be possible to give an accurate and precise definition of ESP as it is by its very nature an interdisciplinary area of enquiry " (10). Nevertheless, Mackay and Mountford view that ESP is commonly used to describe English language teaching for apparently useful purpose. The purpose they refer to is determined by the needs of the learners, which may be academic, professional or scientific (2).

The content of ESP curriculum to be taught and learned depends on these needs. In the same vein Robinson states that students study English because it is important for them in their studies and working lives (2). According to Richards , ESP teaching aims are : to prepare non-native speakers of English for study in an English-medium academic context ; preparing those who are already proficient in general English or who are proficient in general English but now require English for specific uses at work, such as engineers, scientists or nurses; educating immigrants the English they need for their work. For Basturkmen, in ESP, people learn a language not just for sake of learning it or for general education, but to make it easier for them to enter or become more proficient in academic, professional, or workplace setting. In other words, the focus of ESP is on teaching skills of language that are tailored to

specific contexts and purposes, rather than on teaching language for its own sake (18). Dudley-Evans and St, John modified Stevens' definition and define ESP in terms of 'absolute' and 'variable 'characteristics':

A - Absolute Characteristics

1. ESP is intended to address particular needs of the learners.

2. ESP makes use of underling methodology and activities of the discipline it serves.

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

B –VariableCharacteristics

1. ESP may be related to or designed for specific disciplines.

2. ESP may use, in specific teaching situation, a different methodology from that of General English.

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

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

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

(Dudley-Evans and St. John 4)

It is clear that the absolute characteristics are specific to ESP because needs of learners are important when planning language activities. Regarding the variable characteristics, ESP courses can be created for a particular group employing a certain teaching methodology. However, all categories of learners can be interested in ESP.

I.2.2 Origin of ESP

An extensive number of books and essays have been published about the origin of ESP in which there are three reasons common to the emergence of all ESP: the demands of a Brave New World, a revolution in linguistics, and focus on the learner (Hutchinson and Waters 6).

I.2.2.1 The Demands of a Brave New World

The end of Second World War in 1945 heralded an age of enormous and unprecedented expansion in scientific, technical and economic activity on an international scale. This expansion engendered a world unified and dominated by two forces; technology and commerce,inexorably it created a demand for international language to communicate, this responsibility was attributed to English for many reasons, the emergence of a new generation of learners with specific objectives and because English was the key of the international currencies of technology and commerce (Hutchinson and Waters 6).

I.2.2.2 A Revolution in Linguistics

Traditionally, language study mainly focused on the rules that governlanguage usage. However, it was later discovered that discourses differed depending on the context it was used in. As a result, teaching and learning methodologies had to be restructured to accommodate the specific language needs of different situations. For instance, the English required by engineers, doctors, linguists, or officers could be determined by analyzing the linguistic features of their field of study (Hutchinson and Waters 8).

I.2.2.3 Focus on the Learner

The rise of ESP was fueled by recent advances in educational psychology and pro-activity in the learning in the late 1960s. Hutchinson and waters argue that rather than merely focusing on the method of language delivery, more attention is paid to the ways in which

learners acquire language (8). Learners are expected to perform different learning skills and they are consequently motivated by different needs and interests. The most recent thinking that guides any ESP course design is centered on the learner.

As a result, shifting the emphasis on the learners has placed them at the heart of all learning objectives. In ESP, the learners' needs are as important as the structure and content of language instruction, which is the basis on which all linguistic knowledge is developed to achieve the desired learning outcomes.

I.2.3 Development of ESP

According to Hutchinson and waters, ESP has developed at different speeds in different countries (9). From its early beginning in the 1960s, it has witnessed three main stages of development. It is now in a fourth phase with a fifth phase start to emerge. For them one area of activity has been particularly important in the development of ESP. This is the area commonly known as EST (English for Science and Technology). The approaches that researchers described can be found operating somewhere in the world at the present time (9).

a. The Concept of Special Language: Register Analysis

Register analysis is an analysis of grammatical and lexical features of the language used for specific purpose. This concept departed from the principle of ESP that English of a specific Science varies from each other in terms of its grammatical and lexical of the registers. The aim of the ESP course was to produce a syllabus which gave high priority to the language forms students would meet in their area and in turn would give low priority to forms they would meet. Ewer and Hughes-Davies found that the school textbooks ignored some of the language forms usually found in science texts for instance, passives and compound nouns (qtd. in Hutchinson and Waters 9-10).

b. Beyond the Sentence: Rhetorical or Discourse Analysis

According to Hutchinson and Waters the second phase of development the attention diverted to the level above the sentence, as ESP became involved with rhetorical analysis or emerging field of discourse. It focuses on understanding how sentences were linked in discourse to create meaning. The concern of research, therefore, was to identify the organizational patterns in texts and identify the linguistic means by which these forms are indicated. These forms would then make up the syllabus for the ESP course (10).

c. Target Situation Analysis

In this phase, the purpose is to make language analysis more scientific by linking it closely to the learners' reasons for learning. The goal of an ESP course is to aid learners work effectively in situations where they will use the language they are learning. The first step in designing an ESP course is to identify the target situation and analyze the language required for that situation, this process is called 'needs analysis'. By prioritizing the learners' needs in this way, the course design process becomes more systematic and effective (Hutchinson and Waters 12).

d. Skill and Strategies

This stage of language learning involves not only the language itself, but also the thought processes that are involved in using language. It is designed for situations where students need to read specialist texts in English, even if their native language is the medium of instruction. Therefore, the emphasis is on developing strategies of reading rather than focusing on the superficial aspects of the language. Instead, the focus is placed on understanding the interpretative strategies that enable learners to comprehend the language, such as guessing the meaning of words from context. The exercises in this approach

encourage learners to think about how meaning is produced and grasped in written or spoken language (Hutchinson and Waters 13).

e. A learning-Centered Approach

In the previous discussion on the origins of ESP, it was highlighted that there were three forces that had role in ESP and became its characteristics, namely needs, new ideas about language, and new ideas about learning. Several approaches have been used to describe the language usage in ESP, but our focus should not be restricted to language usage alone. It is necessary to also consider language learning processes to develop a valid approach to ESP. This makes it important to move to the fifth stage of ESP development and understand the difference between language use and language learning, and its importance at each stage of ESP development.

All the stages described so far are the development stages ESP from its early beginnings on the 1969s to the present. Knowing about the evolution of ESP would make us aware of its complexity but, at the same time, will facilitate the decision-making process that ESP teachers and materials designers have to face in their daily work.

I.3 Types of ESP

Researchers such as Carter, Stevens, Dudley-Evans and St.John divide ESP into two main branches which are: English for Academic Purposes (EAP) and English for Occupational Purposes (EOP).Despite maintaining the same division in their ELT tree, Hutchinson and waters claim that the distinction between EOP and EAP is indefinite because students can study and work at the same time.

Additionally, they suggested another ESP classification based on the areas of specialization of the learners. As a result, they found EST (English for Science and

Technology), ESS (English for the Social Sciences) and EBE (English for Business and Economics) (16). Another type of ESP identified by Carter is English with specific topics. Carterpoints out that it is only here where focus shifts from purpose to topic. This type of ESP is specifically focused on upcoming English requirements for, for example, Scientists need English for attending conferences or working in foreign institutions. According to (Vianaet al.3-4) there will never be a singleESP course appropriate for all professionals in a given field, even if that field is specifically defined. In relation to ESP classes in legal English, Figure 1: From General to Specific ESP Courses (Viana et al. 4) displays this.

Fig1. from General to Specific ESP Courses (Viana et al. 4)

The courses shown on Figure 1 are all related to one another, but their levels of specialization vary. For instance, an ESP course on legal English would need to address the needs of judges, barristers, attorneys general, directors of public prosecutions, and so on. A lesson in ESP for inexperienced solicitors would vary from one for students who already have professional experience. In brief, ESP courses can vary in their degree of specialization (4).

Although there are many types and classifications of ESP, but the main aim is to meet the needs of the learners.
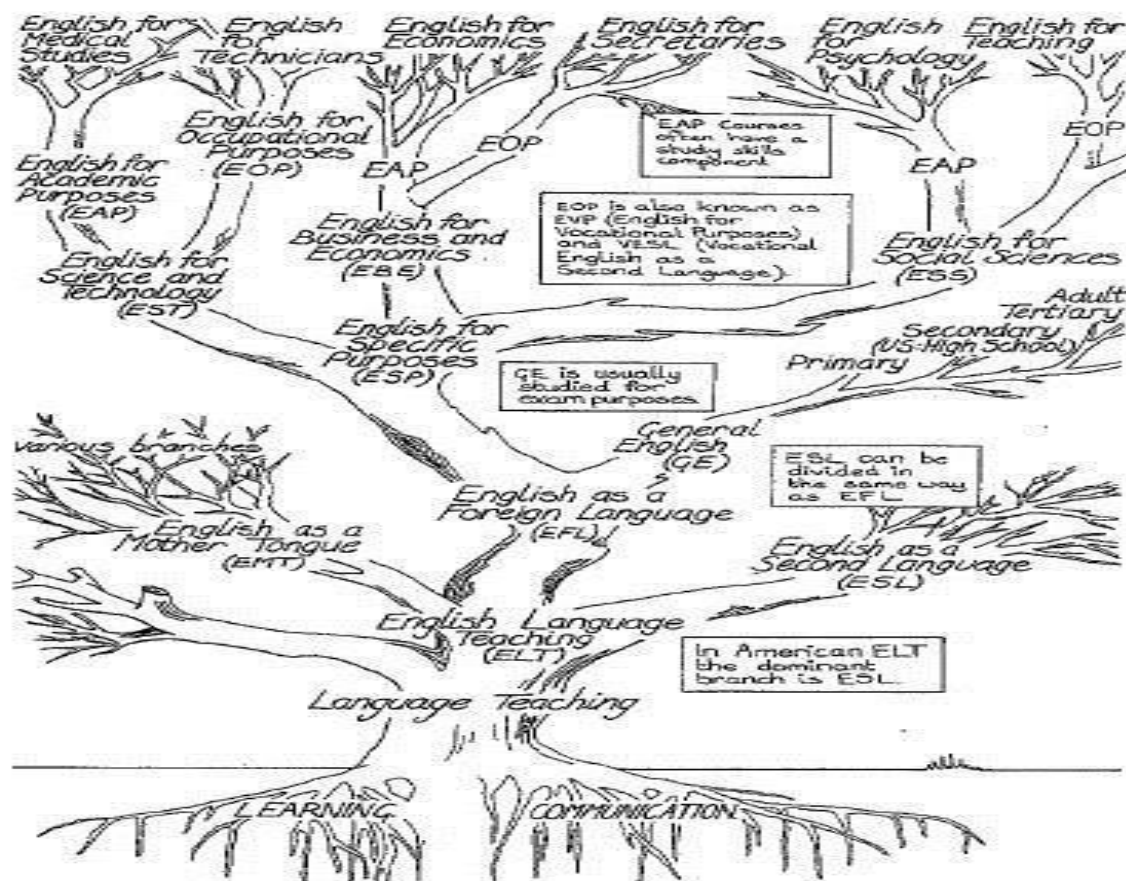
Fig2. The tree of ELT (Hutchinson and Waters 17).

I.4 ESP Course Design

Hutchinson and Waters define Course design as the process of taking information about a learning need and using it to create a coherent series of teaching- learning experiences, whose main objective is to guide the learners to a specific level of knowledge (65). This involves using theoretical and empirical knowledge to develop a syllabus, teaching methods and evaluation procedures to measure progress towards the intended objectives. They highlighted that there are three factors affecting ESP course design where the interdependence between them in the course design process is very important: language description, learning theories and needs analysis. Going forwards, the course designer's role is to ensurethat these three elements are integrated into the ESP course (Hutchinson and Waters 22).
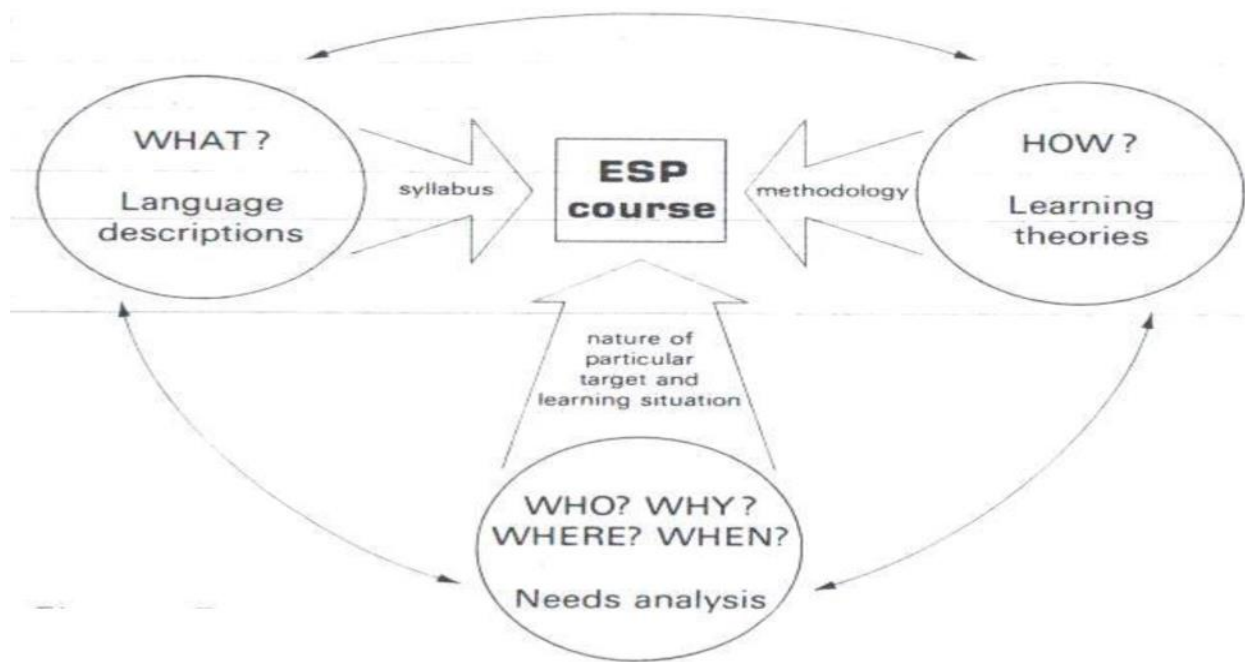
Fig3. Factors affecting ESP course design (Hutchinson and Waters 22).

The figure 3 presented by Hutchinson and Waters categorized the questions under three criteria: language descriptions, theories of learning and needs analysis (Hutchinson and Waters 22). The first category refers to'' the way in which the language system is broken down and described for the purpose of learning''(23). The second factor deals with learning theories that explain how people learn language, and how these theories inform language teaching methodologies. The third factor is needs analysis which investigate the question "who", "why", "where" and "when" in relation to the target and learning situations (22).

I.4.1 Approaches to ESP Course Design

Course design is the process by which the instructors interpreted data about a learning need to make linked units of teaching and learning skills. Three main approaches to course design are identified by (Hutchinson and Waters 65).

I.4.1.1 Language-Centered Approach

It is the simplest and maybe the most familiar to English language teachers. It is an approach that focuseson the linguistic performance of the learner in the target situation (Hutchinson

and Waters 65-66). Its aim is to design a direct relation between the content of ESP course and target situation.
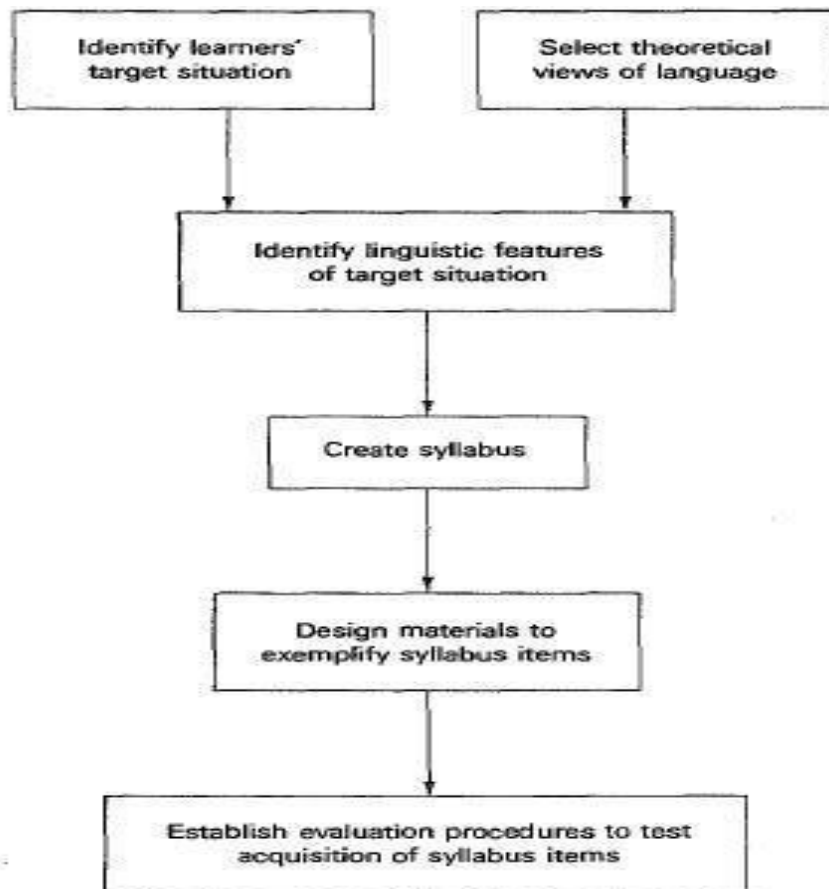
Fig4.Language-centered approach to course design (Hutchinson and Waters 66).

1.4.1.2 Skill -Centered Approach

The purpose here is to develop skills of learners and competences to make them good processors of information (Hutchinson and Waters 70). The figure 5 below displays this model.
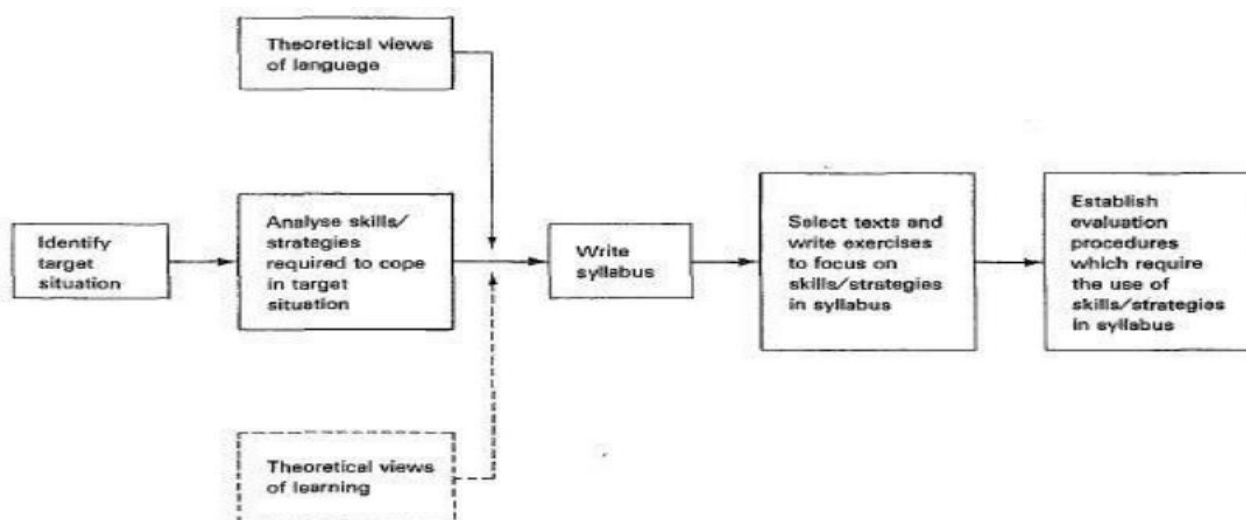
Fig5.A skills-centered approach to course design (Hutchinson and Waters 71).

Skills-centered model that looks at language in terms of how the learner's mind processes it, rather than as an isolated entity. It emphasizes to build on the learner's strengths rather than focusing just on their weaknesses. Additionally, it sets goals in a flexible manner that allows them to achieve at least some level of success. However, despite its concern for the learner, the skills-centered approach still sees the learner as a language user rather than a language learner (70).

1.4.1.3 Learning-Centered Approach

Hutchinson and Waters stated that learning is an internal process that relies mainly on the knowledge the learners already have, their capacity and motivation to apply it. The concept in this approach concentrates on both learners and learning process, they claimed that it is all about the competence of the learner i.e, it focuses on the question "how someone acquires that competence". The learner is one factor to consider in this process, but not the only one (72).

Despite the fact of being a language, learning, or skillscentered approach. Most importantly, make your ESP course as dynamic and flexible as possible. A clear understanding of the student's needs and the requirements of the target situations will

therefore help to develop the appropriate materials and methods necessary to function effectivelyin a particular area (Lamriet al. 3).

I.5 Needs Analysis

The difference between ESP and General English is not simply the presence of a need, but rather the awareness of that need. When learners, sponsors and teachers are aware of the causes why English is needed, it will affect what is considered reasonable content in the language course (Hutchinson and Waters 53).

I.5.1 Definition of Needs Analysis

The term 'needs' is interpreted differently by several linguists in various contexts. Brown proposed ' needs' as the synonyms to "wants, desires, necessities, lacks, gaps, expectations, motivations, deficiencies, requirements, requests, prerequisites, essentials, the next step " (13). In the evolution of ESP course, needs analysis is an important step. This involves identifying the language and skills that learners will need to use in their professional workplace, or academic studies. The learners' existing knowledge, their perceptions of their needs and the practical constraints of the teaching context are all taken into consideration throughout this process (Basturkmen 19). With regard to Dudley-Evans and St. John, needs analysis is a fundamental aspect of ESP and leads to a highly focused course (122). Actually, its essential feature is to identify the specific needs of the learners which form the basis in designing an appropriate syllabus. Not far from this idea, Richard and Platt state that needs analysis is the procedure of identifying the needs for which learners acquire a language and categorizing them based on their level of importance (242).

I.5.2 Types of Needs

Hutchinson and Waters identify two types of needs (54).

I.5.2.1 Target Needs

Target needs refer to what learners need to do to communicate effectively in the target situation. According to Hutchinson and Waters, target needs are mainly related to what the learner needs to do in the target situation. Therefore, ESP practitioner should also collect information about learners' necessities, lacks and wants (55).

A. **Necessities**

The term "Necessities" is an important component to identify the parts of an ESP curriculum that learners need. Necessities are the academic or professional needs of the target situation (55). According to Robinson, it may be more suitable to refer to needs as objectives that need to be accomplished (7).

B. **Lacks**

Lacks refer to what learners ignore or cannot do in English. They also are what learners lack in order to achieve the designed level of proficiency. Subsequently, lack is the gap between the learners' current language proficiency and what is required after completing language training (Hutchinson and Waters 55-56).

C. **Wants**

Wants are the personal purposes that learners like to get from the language course. They reflect personal expectations and hopes of learners towards the acquisition of English from the language course. Generally these needs are personal and they are sometimes named 'subjective'. The learners play a significant role in the teaching-learning process. Therefore, the course designers should take into consideration the opinions of learners, also known as their "wants" (Hutchinson and Waters 56-58).

I.5.2.2 Learning Needs

According to Xiao, learning needs refer to different factors that can impact the learning, such as one's attitude, level of motivation, awareness, personality, preferred learning styles and strategies, along with social background. For example, learners may be very excited about a topic or work, but may lose interest with the long and boring ancient teaching material (2). Researchers have looked at target needs and learning needs as well as necessities, lacks and wants when designing an English course for doctors, engineers, or technical and business learners. Learning needs show how the students will be able to move from the starting point (lacks) to the final dissertation (necessities). As a result, course designers need to analyze the learning needs of learners according to their motivation, educational conditions, and their current knowledge and skills.

As far as the present investigation is concerned, one should note that the analysis of the learners' needs is done through going by the needs of the majority of learners as it is not possible to analyze the needs of each individual learner.

I.5.3 The Role of Needs Analysis in ESP Course Design

The needs analysis process aims to achieve certain objectives, all of which are interrelated. Its goal is to assist course designers in creating an appropriate course and teaching method for a specific group of learners who have similar abilities or slight differences.

Hutchinson and Waters state that if we knowwhy learners need English, the content of the language can be adjusted accordingly, and the teaching process will concentrate on these needs (53). According to Kandil, conducting needs analysis allows teachers to collect information about their learners to be able to prepare for the ESP syllabus (1) .It is also considered as a demand or requirement needs, which has become a necessary stage of the course design for either general English course or ESP course (west). In addition, student will

require English not only for their future jobs but also for their academic pursuits, such as analyzing case studies, reading books and writing essays. Essentially, the role of the ESP practitioner is to cater to the English language needs of specific communities (Aurelia 5479). In the same context, for Theeb and Albarakawi, if the needs of the learner are well-defined and the objectives are clearly stated, the ESP course can achieve success easily (qtd. in Chinling Lee 97).

Generally, needs analysis helps the designer of the course place a learner on a suitable course, and gives focus to the course. It is true that when we design any course, we start with certain assumptions about what the students need but, it is only through needs analysis that we come to know about the real needs of the learners.

I.6 Content-Based Instruction

In today's global world, English is the major window on the world. It is used as a vehicle of communication in various settings and for different purposes. Henceforth, the necessity to learn this language is constantly expanded. Additionally, educational setting is developed, and the learning approaches are varied. Accordingly, instructors followed various approaches to create an effective atmosphere in the classroom, which guarantee the success of their instructional process .CBI is one of the main methods. Both language and content are the focused purpose of this approach. First, language is considered as a medium of information, whereas, content is the source of knowledge of the subject matter. It accelerates students' motivation about learning, because the subject matter is connected to their interest. Furthermore, When applying a CBI curriculum in the classroom students are going to use what they have already learned stimulating a real life context. According toStryker and Leaver, This technique has three main models: theme-based language instruction model, the sheltered content instruction model, and the adjunct language instruction model (3). Likewise

the CBI is a term launched in the mid-to-late 1980s North America, CLIL (Content and Language Integrated Learning) is a similar term can be traced back to the mid- in Europe. Moreover, ESP fells in the same umbrella with CBI. That is to say, both ESP and CBI focus on the learners' needs and interests. However, they differ in some aspects.

Above all, several theories have been proposed to define the CBI. According to (Stryker and Leaver), CBI can encompass different forms, such as a philosophical perspective, a methodological approach, a course syllabus, or a framework program of instruction. CBI involves integrating of language learning with content learning, which marks a significant departure from traditional foreign language teaching methods in that language proficiency is attained through a shift in instruction focus from direct language learning to the learning of language through the study of subject matter (5). That is to say, the language is a medium in which the content is conveyed. Similarly Content-Based Instruction and Task-Based Approaches belong to the strong version category of the communicative approach that could be described as use a language to learn it. They give priority to communicating over predetermined linguistic content, teaching through communication rather for it. This conveys that there is no use to a specific language. For instance, the instructor started as "today we have a grammar lesson". However, he should start directly with the content .In a particular, with the new lesson, students are going to acquire new vocabulary, grammar and so forth). "CBI is based on a subject-matter core, uses authentic language and texts, and is appropriate to the needs of specific groups of students" (5).

First and foremost,

> The fundamental organization of the curriculum is derived from the subject matter, rather than from forms, functions, situations, or skills. Communicative proficiency is captured during the process of learning about specific subjects as math, science, art,

social studies, culture, business, history, political systems, international affairs, or economics (Stryker and Leaver 5).

For this purpose, the teacher is a leader to choose the topics and subjects that accelerate students' interests. Consequently, students' engagement increased, specifically when they take a part in the instructional process. For instance, a role plays activities.

Besides, an academic content requires integrating the four skills of the language in the learning setting (listening, speaking, reading and writing). Accordingly snow claims that

Content… is the use of subject matter for second/foreign language teaching purposes. Subject matter may consist of topics or themes based interest or need in an adult EFL setting or it may be very specific, such as the subjects that students are currently studying in their elementary school classes. (Snow303)

One of the main characteristics of CBI is a learner centered classroom. Therefore, Students should play an active role in the CBI classroom. Crandall asserts that "learning a language through academic content, engaging in activities, developing proficiency in academic discourse, fostering the development of effective learning strategies" (604). The formulation of 4Cs Framework and which is made of four various frames presented by Coyle to incorporate the CBI implementation. These four frames are: content refers to subject knowledge, communication refers to language pragmatics, cognition refers to learning and thinking processes and culture refers to increase the intercultural awareness. This framework is designed to boost students' speaking duration and decreasing that of the teacher. In addition, reasoning, thinking in a creative way and evaluation is also within the objectives of this framework. De Smet et al note that this framework accounts for the four objectives set by CBI: content learning, use of a foreign language, cognitive growth and intercultural understanding. The following principles should be effectively consolidated into a CBI-oriented course:

Content: Subject matter knowledge enhancement, understanding of specific points related to the content in the curriculum.

Communication/Language: Using the target language to learn the content while learning the target language in question.

Cognition/Learning: Enhancing thinking skills underlying conceptualization of the content topics, and understanding the target language.

Culture: Facilitating the awareness of self and others through exposing them to different perspectives Coyle (qtd.in Şencan 18-19).

This frame work is designed for students to understand the content and target language as well as activating their thinking process.

Moreover,Authenticity is another significant feature of CBI. According to Hutchinson and waters(qtd. in Brinton),It is true that bringing and using authentic material in the class modifies its original purpose(Villalobos 73).In addition,the primary materials used for teaching include written texts, videos, audio recordings, and visual aids that were originally created for native speakers of the language. The learning activities are centered on comprehending and delivering meaningful messages as well as completing practical tasks using authentic language.The only course books accessible for teaching chosen topics (e.g., mathematics, physics, history) are those designed for native language speakers.Therefore, CBI educators can end up regularly working with materials that are, in the traditional view, much further the present linguistic expertise of their learners. In this instance, the crucial issue is not that from the use of authentic materials in any content area, even if their language abilities are slightly developed.

If the instructor is able to successfully shelter the much what those texts are, nevertheless what the instructor does with them. Most learners can profit texts and making

them approachable to the students' level (Stryker and Leaver 8) .That is to say, teaching is a craft, and the teacher is an artisan. He is a decision maker about whether these materials are accessible to the learners' level or not.Learners will be more inspired and eager to continue their learning process outside the classroom. When they recognize they can comprehend and use authentic materials.

Stryker and Leaver state that the skillful utilization of genuine language and materials has proven to be a significant factor in driving students toward higher proficiency in foreign language .As learners competently interpret and comprehend authentic written or verbal language, their self-confidence grows, resulting in increased motivation and improved performance. Additionally, they acquire effective techniques for dealing with unfamiliar vocabulary and grammar, as well as managing unexpected situation in the environment which the foreign language is spoken (8).

The third feature of CBI is selecting content and learning activities that are appropriate to the learners' needs. The content and learning activities correspond to the linguistic, cognitive, and affective needs of the students and are appropriate to their professional needs and personal interests. A CBI program must first meet students' needs and must be flexible. A CBI program is dynamic and changeable. Although we often have to make initial judgments about the topics and the materials that will be most appropriate for a particular group of students, an ongoing evaluation of students' outcomes should inform teachers in the continuing choice of subject matter, the selection of authentic texts, and the effectiveness of such activities. Teachers should be alert about the students' linguistic, cognitive, and affective needs of the by carefully monitoring their responses, which help them in making the basic changes in the program (Stryker and Leaver10).

On the linguistic level, Stryker and Leaver think that monitoring students' linguistic progress is of particular importance. Due to differences in schemata, individual students will

find some linguistic features notable and others less, leading to student A learning a different set of grammar rules and vocabulary than student B. Teachers must be alert of what items have and have not been acquired and by which students, to ensure that all students can learn from the materials introduced. Some learners in CBI programs are comfortable using schemata to carry meaning. Others, who have a little tolerance for ambiguity, have fewer strategies for coping with uncommon language and feel a greater need for validation of their hypotheses by authority a teacher, a grammar reference book, or a dictionary. They often like memorization. Sometimes, students do not feel that they are learning (10) "unless it hurts" (Maly40).

On a cognitive level, there are dozens of learner profiles (i.e., the learning style variables within an individual student). These include variables (preferences) whether students prefer to learn by seeing or hearing, prefer to induce or deduce, global or analytical, identify differences or similarities, and process information in order or in parallel. There are various cognitive variables in a classroom. Each learner profile has its own learning strategies and each learner perceives the teaching strategies differently. Teachers who understand teaching strategies and learners 'needs play a key role in creating authentic content materials approachable to all students in the classroom (Stryker and Leaver 10). One basic strategy for covering a broad range of learning styles is to vary the presentation. Mohan (qtd. in Stryker and Leaver 10) suggests incorporating both teaching method of "expository approaches" such as: lectures, readings, presentations and discussions and "experiential approaches" such as: role plays, workshops, simulations, field trips, demonstrations, and interaction with native speakers. The authors to this volume understand the significance of varying the presentation; provide a wide range variety of strategies to meet the needs of various learners in a single.

On the affective level, emotive variables (i.e., students' feelings) play a crucial role. While most students in a CBI class respond enthusiastically when they feel a sense of

achievement in working with real-life materials and real-life issues, students who feel frustrated can lose their motivation. Some students feel more comfortable working individually while others need cooperation. Some students like reward for their efforts. Some students are angered by overt correction while others are disappointed by the lack of it (Stryker and Leaver 10).

On the other hand, in spite of the theoretical basis of CBI supports its' efficacy in promoting successful second language acquisition, there have been critiques of this model despite strong evidence from various CBI studies. As mentioned before, unqualified instructors and material developers may fail to achieve the goal of CBI program, and decreasing students' satisfaction and motivation levels (Coyle et al;Zhyrun). Furthermore, it is really challenging to obtain an appropriate material planned and developed for each unique expertise area Ball et al; Morton; Siekmann et al.(qtd.in Şencan 40).

Critiques directed to CBI are about the weaknesses of the model in fostering the productive skills effectively. According to Cummins and Swain(qtd.in Şencan 40), students in the immersion programs detest as much capacity in productive skills as they do in receptive skills. As such, despite the fact that immersion students are observed to display native-like ability in receptive skills, they do not go beyond non-native level in productive skills.

One more criticism has been addressed on the issue of the difficulty in decidinginteresting content to everyone in the student group. Carrell and Carson contend that learners become aroused on condition that content specified is interesting and engaging. However, no one can guarantee that everyone in the class will be interested in that content already determined. In addition, as the requirements and expectations of the students regarding the content may change over time, this postures difficulties for the face validity of CBI courses Yalçın (qtd.in Şencan 41).

Tab.1 clarifies the advantages and disadvantages of the Content-based teaching

Advantages	Disadvantages
The content adds to student interest in the subject	Students may feel confused as CBI isn't explicitly focused on language learning.
It helps students develop a wider knowledge.	Difficulties with a topic may lead to large amounts of mother tongue language being used.
It is useful when teaching ESP classes (English for Specific Purposes).	Difficulties in finding resources for low level students to understand
It can involve students taking information from multiple sources and therefore practice note-taking and integrating discrete skills.	Students may just copy from source texts without attempting any evaluation

Tab1. Advantages and disadvantages of content-based teaching.

In brief, CBI is a dual nature approach. It focuses on both content and language. This strategy is based on the subject matter core, uses authentic language and text, and it is guided by the learners' needs. Henceforth, applying a CBI program in the learning setting requires astute teachers. Assuredly, students' motivation and engagement are aroused.

I.6.1 CBI Models

Several models of CBI have been proposed in the educational system so that they could serve the objectives of each unique context. Davies has identified three models in use: a 'sheltered model' in which a content specialist and an ESL specialist cooperate , an 'adjunct model' in which ESL teachers prepare classes to adapt learners to classes with L1 learners,

and a 'theme based' model where a teacher teaches on his or her own to unlock and build upon the students' own interests. According to Lai and Aksornjarung(qtd.in Şencan 19), each model within CBI programs differs depending on the predetermined objectives. There are three major different models of CBI in the educational setting: sheltered model, adjunct model and theme-based model. As indicated below:

I.6.1.1 Sheltered Model

The term "sheltered content" According to Stryker and Stephen, has become thorough in many public school systems in the United States (especially in California) that covers specially planned math, science, history, English, and social studies courses for K-12 second language learners. In a sheltered class, the instructor uses different methods and techniques to "shelter subject matter". This indicates that the teacher makes the content more comprehensible to second language learners. In this general sense all the authors in this volume use sheltered methods and techniques in their foreign language classes (4).

The content specialist may adjust the level of the target language while teaching the lessons according to the learner group's proficiency level. These adjustments may include simplifying the written materials and focusing more on the written texts (Satılmış et al.qtd. in Şencan22).The educators modify the way they teach, such as adjusting the vocabulary level, speed, and other factors, to ensure that students understand the subject matter. Additionally, Brinton argues that the teacher spends class time explaining language elements connected to the content of a specific lesson. Richards and Rodgers emphasize that the teacher is an expert in the field of teaching(qtd. in Villalobos75).

In this model, a content specialist who is, usually, a native speaker delivers content-based courses through the use of the target language as the major emphasis in this model is

on the content mastery, rather than the equal emphasis given upon both language and content (Brinton et alqtd. in Şencan21).

The objective of sheltered language instruction model is to master the content, unlike the adjunct model, where both language and content are the focus.

I.6.1.2 Adjunct Model

Adjunct language instruction is the second model. Basically, students take two courses which are linked courses. One is based on specific content, and the other one is based on specific linguistic feature of the target language. As Stryker and Leaver confirm that in many secondary and post-secondary settings, "adjunct courses" have emerged as a method of attaching English as a Second Language (ESL) classes presented in a language institute or near campus, to content classes in the regular academic curriculum(4). The adjunct instruction "refers to instructional models in which two courses (a content course and a language course are paired, with the content and language instructors collaborating to merge or dovetail their instructional objectives" (Brinton and Snow 4).

It is particularly significant for both language instructors and subject instructors to establish collaboration in the real operation by using different types of teaching strategies to explain new words and expressions. The curriculum of both courses should be developed in collaboration (Siqi 219). Snow and Brinton (1988a) stated that numerous universities made use of this model to ensure equal emphasis and responsibility for two distinct modalities in question. In addition, Snow(qtd. in Şencan21) argued that implementing this model at universities would be more feasible to implement as coordinated courses as "adjuncting" of the coordinated courses is easier at this level. Moreover, In Stryker and Stephen's view: "adjunct courses can enhance students' self-confidence with a feeling of using the new

language to accomplish real tasks" (4). That is to say, it could help students elevate their self-confidence to actively express their own opinions and deliver speeches by using the corresponding knowledge points learned from the courses.

In the adjunct model, the main objective of the content course is for learners to understand the topic, while the main objective of the language course is for learners to enhance their language abilities.

I.6.1.3 Theme-Based Model

Theme based instruction is "a one of the top-down methods in which learners attempt to understand the text as a whole and work down to the linguistic forms comprising it" Vukadin.Stryker and Leaver highlight that for a long time in foreign language instruction, "theme-based approaches" are often substitute activities that interrupt the regular study of grammar with readings and activities on topics such as food, music, dating, and the family. These themes often take on a key role in the CBI curriculum. The content modules described by several of the contributors are, in a way, expansions of the theme-based concept, but in these cases the entire lesson is planned around in-depth study of subjects such as a country's economy, political system, family structure, or the role of women in the society. The grammar study is not an extension to a grammar theory course, but it is also related to, defined by, and based on the topics. (4)

There are multiple ways to introduce a theme: Video and audio material, reading, and/or vocabulary. The materials used to introduce these themes or topics will usually incorporate all skills (Richards and Rodgers216). What is aimed in this model is that students' foreign language competence is to be enhanced through certain themes chosen. Kızıltan and Ersanlı (qtd. in Şencan21) figured out that in the theme-basedmodel, educators serve as facilitators or guides during the integration of subjects and content areas and students are expected to participate actively in the classroom activities. Teachers are no more than

leaders. However, students are the active participants. As Crandall(qtd. in Şencan20)confirms in the theme-based model, a content expert is not required to intervene in the lessons.AlsoYugandhar(qtd. in Şencan20) identifies six issues that instructors should address while introducing a theme-based curriculum in their courses:

1- Making use of academic texts to learn the target language,

2- Emphasizing on underlying ideas and structures that arise in the discourse of the academic texts to be used.

3- Strengthening the plan used by learners in the learning process.

4- Using thematically connected units to help students achieve language proficiency in a holistic manner.

5- Using texts and themes drawn from different content areas to improve academic foreign language skills

6- Creating and designing tasks as well as structuring themes and subject that are related to the specified content.

Finally, these models have varying degrees of emphasis on content and language. Figure 1 demonstrates the degrees of emphasis of the aforementioned models.

Content-Driven Models   **Language-Driven Models**

| Sheltered Content Instruction | Adjunct Language Instruction | Theme-based Language Instruction | Sustained-Content Language Teaching |

Content-Driven Models   **Language-Driven Models**
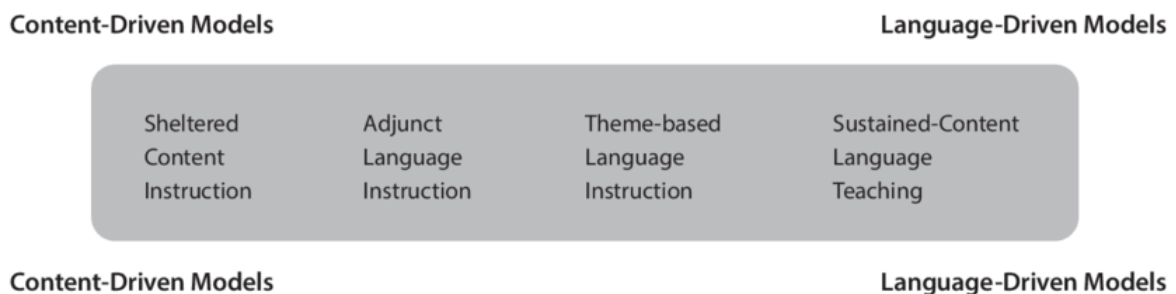
Fig6. CBI Models: Content and Language IntegrationSnow (qtd. in Villalobos 75)

I.7 Content and Language Integrated Learning (CLIL)

The term CLIL was appeared in Europe in the 1990s and is often connected with teaching through the medium of English Dalton-Puffer; Nikula; Smit(qtd. in Otto and Cortina-Pérez 264). However, the definition of CLIL refers to 'an additional' language and not only to English and this could be any language other than the first language, including foreign, second or minority languages (Eurydice; Marsh). Likewise CLIL is a frequently used term in Europe; CBI is its equivalent in North America de Zarobe and Catalan (qtd. in Şencan25). In this context, CBI/CLIL refers to a set of pedagogical programmes and their study has been studied from various theoretical and methodological angles. Both CBI and CLIL have been referred to as umbrella terms:

The Content-based instruction (CBI) is an umbrella term to instructional approaches that making a commitment to both language and content-learning objectives, which may not be of equal importance, but should be given equal attention(Stoller59).CLIL, also is an umbrella term encompassing dozen or more educational methods (e.g. immersion, bilingual education, multilingual education, language showers and enriched language programmes). (Mehisto et al. 12)

Besides, Massler et al. CLIL into two types: type A which is taught in subject lessons and type B which is taught in language lessons. Those categories are similar what Met calls 'content-driven' and 'language-driven' ends of the spectrum. Massler et al believe that type A, which includes immersion, occurs when the learning objectives are focused on the content of the academic subject taught through the medium of foreign language and assessment is mainly based on content. In our examples this is the case of teaching paramedical field through the medium of English. Type B program involve teaching foreign language through the use of thematic content from other academic subjects. In this program the goals and assessment focus on the foreign language. This some programmes may limit the use of CLIL

to the foreign language class and curricular subjects and projects, such as the study of anatomy or astronomy in the English language. Massler et al also refer to a C type as a complete integration of content and language 'shown in the pupils' timetable as a subject of its own' but consider that this is a 'rare phenomenon'. This appears to represent the middle point between the two ends. When compared to Met's continuum (qtd. in Cenoz11-12).

CLIL as previously noted, is fundamentally similar to CBI. However, Coyle contends that while CLIL and other types of CBI use very similar characteristics, CLIL may have one distinguishing feature. Unlike the sheltered model, it is more or less if not precisely on a continuum with no a preference or predilection towards either language or content, To emphasize the relevance of both language and content, Marsh defines that"CLIL is an approach through which a foreign language is used as a medium in the learning of a non-language topic in which both language and the subject play a combined role" (58).

"CBI and CLIL learning activities are not intrinsically different, but many differ in practice because of the learners' age, and their other needs. In CBI courses, the syllabus is primarily content-driven". However, in CLIL, "diverse methodologies are used which led to focused education where attention is given to both topic and language" (Marsh). Also, "with CLIL, the teacher can teach subjects such as: science, history, math, geography, and other subject to students through a foreign language" (Nawrot-Lis 12). Nevertheless, "in CBI, learners are expected to acquire language with content through the noticing and awareness-raising activities. For this reason, the learner is expected to process language consciously and intuitively. Secondly, both CBI and CLIL require active participation on the part of the learners, with a goal toward learner autonomy. The materials play a major role in both CBI and CLIL courses"Reinagel(00:05:57- 00:06:47).

To conclude, both CBI and CLIL teach content through language. The goal of CBI and CLIL is to promote diversity and enhancement rather than assimilation. The concept is

that by acquiring multiple languages, students can effectively communicate with individuals from different backgrounds, gain a deeper appreciation for various cultures, increase their employability, and in a certain instances, foster the growth of minority languages. Assimilation on the other end of the spectrum is more standard in case of immigrant students who are expected to be acculturated to the culture of majority.

I.8 The Difference between CBI and ESP

According to Brinton, there are various sub-branches of ESP: "English for Science and Technology (EST), English for Business and Economics (EBE), English for Legal Purposes (ELP), English for Medical Purposes (EMP), and English for Occupational Purposes (EOP)"and the like (1). Fig2[1] shows a map on ESP, EAP and other related terms designed by Hutchinson and Waters is provided to visualize these sub-branches.

Therefore, even experienced experts in the field may pause to ponder the similarities and the differences between the closely related "cousins" ESP and CBI

Some researchers compare and contrast ESP and CBI by discussing their similarities and differences. One argument is that both approaches share a concern regarding to the mainstream English courses as mainstream instruction may not boost students' capacities to cope with the real challenging worlds' expectations and requirements. In addition, both ESP and CBI have the common goal of improving students' ability to communicate through enabling them to use the target language in a meaningful way and both approaches aim to promote a cognitive development and critical thinking skills in students.On the other hand, both CBI and ESP are internationally implemented and there is considerable amount of research on sheltered instruction. Furthermore, because CBI suits the academic needs of the

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[1] See page 29

learner, it may be applied in language programmes at academic institutions such as universities(Snow and Brinton 5-6).

However, there are variations of view regarding the territory encompassed by CBI and ESP they loom larger. In an article first published in 1992 and afterward republished in 1997, Johns brings the following states:

1. Unlike its younger cousin, CBI, ESP has a rich research tradition.

2. While CBI is established in the English speaking world and is attached to K-12 settings.ESP assists adult language learners globally.

3. CBI courses emphasize an integrated, all-skills focus. Whereas, ESP courses frequently address one skill.

4. CBI research is involved in the immediate classroom and issues of pedagogy (e.g., student affect, materials/curriculum design, and instructional strategies). However, ESP is grounded in linguistically oriented and text-based research.

Brinton offers a different perspective and argues against John's claims as follows:

1- Both CBI and ESP have a global presence, as witness presentations on CBI programs from various countries at the international TESOL Conference.

2- Both CBI and ESP share a research base, as witness ongoing studies on the discourse used by teachers and learners in sheltered classroom.

3- While ESP originated from business initiatives and may still have a commercial focus, CBI originated from academic demands and still deeply rooted in academic institutions.

4- ESP groups gather to improve their language skills in a particular field and are thus recognizable, while CBI groups are more diverse, but are united through the medium of content.

5- Students taking ESP courses are primarily motivated by practical considerations, as the content they are learning is directly applicable to their professional or academic field.

On the other hand, CBI students are driven more by intrinsic motivation, that is, by acquiring knowledge as a path to success in more general terms.

6- ESP courses are focused on a specific field, while CBI courses involve a more general exploration of academic subject matter, with a chosen topic serving as a means of study rather than an object.(Snow and Brinton 5-6).

ESP is one of the two main branches of EFL, the other branch being EGP. CBI is a syllabus used in both EGP and ESP approaches. In a similar spirit, Master and Brinton state: In our opinion, CBI is a type of syllabus, the organizing principle on which a curriculum is based. It joins the other forms of syllabi recognized in the field, namely, the grammatical, the notional-functional, the rhetorical and the task-based syllabus. The organizing principle is the content or subject matter on which any implementation of CBI . . . is based. ESP, on the other hand, is a section of ELT that has only single other member, namely, English for General Purposes (EGP). ESP makes extensive use of the content-based andthe task-based . . . syllabi. Alternatively stated, there is no "border" between ESP and CBI;rather, they work independently because both ESP and EGP may make use of any of the syllabi (7-8).

I.9 Conclusion

English as a foreign language has two major branches, EGP and ESP. CBI is a methodology used in both EGP and ESP approaches. For this reason, teaching English in a particular field as EMP (English for Medical Purposes) requires astute teachers who could adapt new strategies and techniques to meet learners' needs.

In this chapter, a number of important points have been tackled.

ESP is an approach to language teaching which aims to meet the needs of particular learners. This means in practice that much of the work done by ESP teachers is concerned with designing appropriate courses for various groups of learners. Thus, whereas course design plays a relatively minor part in the life of the General English teacher-courses here usually being determined either by tradition, choice of textbook or ministerial decree for the ESP teacher, course design is often a substantial andimportant part of the workload. (Hutchinson and Waters 21)

The other part of the chapter has reviewed the literature of CBI "Content-Based Instruction refers to an approach to second language teaching in which teaching is organized around the content or information that students will acquire, rather than around a linguistic or other type of syllabus" (Richards and Rodgers 204). Its models, CLIL and the difference between ESP and CBI.

Chapter Two

English for Medical Purposes

Chapter Two: English for Medical Purposes

Chapter Two

English for Medical Purposes

II.1 Introduction

ESP teaching aims at meeting learners' needs in a particular field such as computing and medicine.It is widely acknowledged and recognized, EMP is becoming more and more important in our globalized world. This chapter is the theoretical part of an investigative case-study; it tried to shed light on the key-concepts used in this work.

This chapterdiscusseselements related to English for Medical Purposes (EMP) from the use of the English language to its importance as a Medium of Instruction (EMI) in the medical field, as well English for Nursing Purposes (ENP). Accordingly, medical students in the medical field are interested to learn medical English so as to be equipped with English in their future academic studies and professional career. This makes the matter of teaching English for nursing purposes in the National Institute of Higher Paramedical Training of Tiaret one of the demanding and challenging job. It is typically considered as the preparatory stage for the next coming practical side of the investigation.

II.2 English for Medical Purposes

English has gradually become the lingua franca of medical publication and conferences around the world. Scholars of different languages use English because of its great academic influence and prestige with an international audience. These changes have created a need not only to teach General English at the tertiary level, but also to cover English for medical purposes, so that EMP courses can meet the needs of medical students.

According to Dudley-Evans and St. John, the field of English for specific purposes (ESP) can be divided into two major branches: English for Academic Purposes (EAP) and

English for Occupational Purposes (EOP). Within this framework, English for Medical Purposes (EMP) has been categorized as a subtype of both EAP and EOP, with a distinction made between studying the language of medicine for academic purposes (as designed for medical students) and studying it for occupational purposes (as designed for practicing doctors). EMP students are typically adult learners with some prior knowledge of English, who learn the language in order to do job-related tasks effectively using professional skills. Therefore, EMP programs are designed based on the specific needs and works for which English is required by the learners (qtd. in Talha and Benhattab 465).

EMP refers to the teaching and learning of English specifically for healthcare professionals such as doctors and nurses. It is a type of ESP that refers to the use of English language in the medical field. The main purpose of EMP is to enable these professionals to perform their jobs effectively or receive optimal training by meeting their specific language needs, focusing on medical themes and topics, and honing a limited set of skills needed for medical communication, such as writing medical reports or preparing talks for medical conferences (Maher 112).

In the medical field, there is now a trend towards using lingua franca for international communication, similar to the use of Latin in the past. In addition, having a basic comprehension of emerging trends in EMP as a distinct branch of ESP allows us to develop course design, content and materials related to the domain of medical English. This can be achieved by paying attention to the needs and preferences of the medical learners. These trends underscore the importance of effective communication between healthcare professionals and the importance of oral interactions in medical discourse and conferences communities (Masterqtd. in Talha and Benhattab 466). Furthermore, Basturkmen argues that communication skills between physicians and patient are at the core of the field. As a result, students who study medicine and healthcare are required to gain information, knowledge, and

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experience by engaging with different resources such as lectures, multimedia, and scientific materials, most of which are in English (qtd. in Talha and Benhattab 466). Therefore, proficiency in English is essential for students to perform their work successfully and pursue advanced education in their domain (Korelova 431).

Moreover, English for Medical Purposes (EMP) is an important area of language learning that emphasize on developing the language skills necessary for communication in the healthcare field. Effective communication in English is essential for ensuring that patients receive appropriate and high-quality care. In addition, health care professionals who are skillful in English for medical purposes are better able to collaborate with colleagues, participate in research, and stay up-to-date with the latest advances in medical knowledge.

II.3 Development of English for Medical Pupuses

Before the emergence of ESP itself in the 1960s, there was a strong trend within the medical profession itself; namely, concern about the nature and the efficiency of medical communication (Maher 114). Doctors recognized the requirement for certain stylistic and rhetorical techniques in medical writing. The first editor of The Lancet focused on the importance of accurately describing medical discoveries (Wakely 1,1). Later literature also aimed to educate physicians about "the art and practice of medical writing" (Fishbein and Simmonsqtd. in Maher 114). The slogan "Better Communication for Better Health" was common between medical writers in the past and remains so today (Nealqtd. in Maher 114).

The field of medicine has a long history of language planning, particularly in standardizing technical terminology and systems of medical nomenclature. An example of this is the international convention on anatomical nomenclature, which has undergone many

revisions since the Basel NominaAnatomica[2] of 1895 (Roberts 6- 45). Additionally, there are numerous bilingual and multilingual medical dictionaries available. The first comprehensive English medical dictionary, consisting of three volumes, was collected by James with an introduction by Dr. Johnson (5). According to Seccombe, the first example of medical register analysis being applied to address communication problems between non-English-speaking doctors was in the area of obstetrics and gynecology. This was followed by the appearance of the first generation of textbooks on EMP, such as Tomoyoshi (1962) in Japan, Teliseyeva and Yershova(1962) in the Soviet Union, Mackin and Weinberger (1962) in Uruguay, Rhenicer (1965) in Czechoslovakia, Horvatovic (1966) in Yugoslavia, and Shao(1962, revised 1978) in China. Textbooks from the USA and UK, such as English Language Services' three-volume Special English: Medicine, were developed later (1966). According to a study, by the end of 1980s, approximately 25,000 medical journals had published about two million papers, with 15,00o of those journals being considered "serious" journals and all of them being Anglo-American. However, the number of medical papers published annually increased significantly to over five million by the year 2000. When including dentistry and nursing journals, the total number of health-related peer-reviewed papers published annually reaches 10 million, with more than 80% of them being written in English. It is notable that many medical journals that used to be published in national language have switched to published in English, such as the Croatian Medical Journal, the Mexican Medical Journal, and the Saravoc Journal of Medical Scientific Research in Russia, as well as numerous medical journals in Latin America, Eastern and Western Europe, Asia, and the Middle East (Salager-Meyer 49)

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[2]The anatomical nomenclature adopted at the 1895 meeting of the German Anatomical Society at Basel, Switzerland, and superseded by the Nomina Anatomica adopted at the Sixth International Congress of Anatomists in 1955. Abbreviation BNA.

English language proficiency in the medical field is an important challenge, especially for learners aspiring for a successful profession and productive employment. The domain of medicine has gained increased interest due to globalization, internet, and technological advancements, which has led to a growing interest in improving language skills among scholars and experts for professional and personal development.

II.4 Importance of English for Medical Puposes

English has become the dominant language in fields such as science, healthcare, media, education, and technology, thus gaining the status of a 'lingua franca'. As a result, it has become an important part of the curriculum in higher education institutions for non-native speakers. This is particularly crucial for medical students as the latest materials, textbooks, and scientific research results are mainly available in English. Fluency in the language also facilitates internet research and presentation skills for seminars and practical applications.

Being proficient in English language can enhance one's chance of participating in foreign exchange programs. In addition, doctors need to be fluent in English for effective communication with patient and colleagues, as well as for professional growth, such as attending international conferences, conducting research, and publishing in international scientific journals. As the medical profession becomes increasingly globalized and interconnected, especially due to the ease of crossing international borders, the importance of English language proficiency continues to rise. Since the English language plays an important role in the education of medical students (Maher 115). Ribes emphasized that the importance of English as a professional language in the medical domains is indisputable, particularly for non-English-speaking medical students and practitioners. The widespread use of scientific literature and the internet underscores the crucial need for proficiency in written and spoken

English. Likewise, the Humanitas University in Italy focuses on its website that its 6-year degree program in Medicine and Surgery is instructed in English, with a strong emphasis on improving medical competencies through integration and acquisition of fundamental skills (qtd. in Batta 59). In the same vein, a specialized doctor from Spain states that the importance of English in the field of healthcare is so great that he frequently emphasizes to his many residents the need for them to learn the language (Lucaya 1). This sentiment is shared among many elite healthcare practitioners who recognize that the majority of scientific, technological, and academic information is communicated internationally in English. According to Bouzid, the English language has become increasingly important in scientific research, particularly in the field of Biology, since 2002 when former US president Clinton urged geneticists from around the world to sequence the human genome (qtd. in Allal 27). This initiative provided global laboratories with financial support and free access to previous American studies, necessitating a high demand for the English language. Scientists must improve their English language skills to benefit from scientific publications, attend international conferences, and write in an acceptable manner. This includes providing scientific reports and describing laboratory experiments in English.

All the research conducted in this area confirms the significance of using English in the medical field. English is commonly acknowledged as the global language of medicine, and having a good command of English is crucial for healthcare professionals who want to communicate efficiently with their colleagues, patients, and medical institutions worldwide.

II.5 English as a Medium of Instruction

The English language has become one of the most geographically widespread languages globally, playing an essential role in various sectors, including politics, economy, technology, science, media, and communication (Crystal 10). Mastery of English provides

access to more information than any other language. Due to globalization, English has risen as the international language for academic communication in recent decades. Consequently, this has led to a worldwide trend of using EMI for teaching academic subjects in non-English speaking nations. This is especially apparent in medical education, where a significant portion of biomedical research and professional information is published in English. Globalization has transformed medical education into a collaborative effort involving medical schools from different countries, due to this increasing interconnectedness of healthcare delivery systems.

EMI refers to the practice of employing English for teaching academic subjects at educational institutions in countries where English is not the primary language (Dearden 4). Sah similarly describes EMI as an instructional approach that teaches non-English academic subjects through English in educational settings where the majority of students do not have English as their native language, with the goal of enhancing content knowledge and English proficiency (1). The implementation of EMI in public schools of non-English speaking countries is largely driven by the growing demand for English proficiency in the global marketplace (Colemanqtd. in Shrestha) and advancements in science and technology. The focus in this context is mainly on content acquisition, while language development serves as an additional benefit. In favor of EMI, Huong and Van (qtd. in Vu and Burns) argue that establishing EMI programs can enhance the quality of English learning when it is directly connected to content (9). According to recent trends, educational systems worldwide have increasingly become more internationalized. This has led to a growing number of universities including English language instruction in their academic programs. The aim is to meet the rising demand for English, as well as to keep up with its status as the predominant lingua franca in academia. EMI has become popular in the education sector, particularly in higher education. While the idea of integrating language learning with subject content is not a new

concept, the current worldwide surge in EMI offerings is an unparalleled educational development taking place on a global scale. Wachter and Maiworm reported a surge in the provision of courses taught in English in Europe universities, with a tenfold increase observed between 2001 and a 13-year period thereafter (qtd. in Galloway and Rose 33). Similarly, Fenton-Smith et al. noted a significant rise in English-medium instruction in Asian universities in recent years (qtd. in Galloway and Rose 33). According to Kirkpatrick, English is a mandatory subject in primary schools throughout much of Asia, and its introduction into the curriculum is starting at earlier ages. Additionally, many developing countries and their governments, as well as non-native speakers, believe that implementing English in education, business, media, trade, and organizations will improve their status. Currently, medical education requires the exchange of ideas between different cultures and languages, which highlights the importance of a common language for medical education. Therefore, in today's multicultural and multilingual world, there is a push towards adopting a standardized language as the means of instruction for medical education. Mather shared the belief that using standard languages in medical schools is essential for effective education (115). Despite some countries not having English as their primary language, they still use it as the language of instruction in medical education. Maher noted that in many countries, standard languages have become the common language of communication, even if it is not the country's official language (114). Implementing EMI in public schools has proven to be a difficult endeavor due to the lack of English language proficiency and pedagogical knowledge among teachers(Hamid et al.; Coleman and Nunanqtd. inPhyak). Studies have shown that the adoption of EMI policies in Asian countries is fraught with challenges (Hamid et al.11). Despite these challenges, teachers have been attempting to use various methods and materials to make their lessons effective. One such approach is translanguaging, defined as a process in which learners use their entire linguistic knowledge to make meaning and

communicate effectively (Phyak 10). This method has been found to be beneficial in bilingual or multilingual education, as it helps student leverage their heritage languages in learning (August and Shanahanqtd. in Frances et al. 50). However, Phyak also notes that the English classes in the Nepalese context tend to be teacher and textbook-centered, which may limit the effectiveness of these strategies (7).

The rapid expansion of EMI globally has significant implications for professionals in formal education sectors. This growth puts pressure on language educators to equip a growing number of students with the necessary skills to not only communicate in English but also to use the language in academic contexts. Additionally, the language training and assistance needed for those teaching subject matter in English crate further demands on language teachers.

II.5.1 EMI in Algeria

To keep up with the demands of globalization, the Algerian government integrated English as another foreign language in addition to French to be taught in public Algerian educational institutions. Further, there is a rapid global movement from teaching English as a foreign language (EFL) to teaching English as the medium of instruction (EMI) for academic subjects such as science, mathematics, geography and medicine. In this respect, the demand to use English as a medium of instruction in the Algeria's medical field is increasing daily. Primary due to the fact that most medical research and literature is published in English. As a result, Algerian medical professionals must be proficient in the English language to stay up to date with the latest advancement in the field.

Above all, English is taught in primary school starting from the third grade which is the same case for French. So what makes French the first foreign language? The spread of the French language is due to its imposition during the colonial era that lasted for 132 years

(1830-1962), and the resistance against the dominance of the Arabic language. As well as, the delay in implementing laws to promote Arabic in administration and education after independence. Despite the constitution declaring Arabic as the primary national and official language, with Tamazight as the official and second national language, most Algerian ministries continue to use French for internal communication and official announcements. However, for the first time since gaining independence, Algerians witnessed ministers using language other than French or Arabic. This began with Foreign Affairs Minister SabriBoukadoum, who spoke in English at a press conference while leading the Algerian delegation at the 74th session of the United Nations General Assembly.

Moreover, considering the recent changes affecting nearly every sector in Algeria, particularly with the growing proclaims on the English language use; the Algerian Ministry of Higher Education was the pioneer official administration that orders its different administrative sectors to embrace the international language use.On 21st September 2022, the Algerian National Educational Minister announced the Algerian President's decision "the International tongue in the third year of primary schools".The Algerian President of Republic, AbdelmajidTebboune has made the decision to introduce English as a second foreign language in primary schools. The step aimed at displacing France's cultural heritage associated with the French language which was considered as a competitor to the Arabic language. Accordingly, the president acknowledged that "currently, English is the language of science and economics". Particularly, on 28th May 2023, the president Tebboune has implemented the teaching of English language starting from third year in primary schools. Also, he ordered the opening primary school teachers' specialty in the English language at Higher Normal School, starting from academic year 2023/2024. The Algerian political and educational authorities have managed to restore the status of this language.

Nowadays, English is occupying a better position in the Algerian educational system. Similarly, the Algerian Higher Education Minister TayebBouzid declared that "the French language does not get us anywhere" and ordered the country's 77 universities and higher education institutes to use English rather than French(Ghanmi).As professor Milianiqtd. inBouguenous 67) stated: "In a situation where the French language has lost much of its ground in the socio cultural and educational environments of the country; the introduction of English is been heralded as the magic solution to all possible ills including economic, technological and education ones". Consequently, the use of English in the higher education's institutions and universities for research and educational purposes is seen as an essential path that should be highly considered by policy makers worldwide. In this context, Balan describes the process of using English in higher education as "a parallel and unavoidable process resulting in improved international academic communication worldwide" (15).

Although the changes that influencedevery sector in Algeria, the French language is still the medium of instruction in most academic fields, mainly the medical fields. Since the English language is also needed for providing healthcare services, currently, several studies conducted on the need of this language in the medical field. Consequently, a research was conducted on "The Need for Teaching Effective ESP Courses for Medical Students of SidiBel Abbes University". A questionnaire designed to gauge students' attitudes towards the use of English in the medical field found that 137 respondents out of 150 recognized its importance in their study, with more than 82 % of the concerned respondents agreed that English could be very helpful to ensure success in their future academic studies. Nearly 92% believed that the implementation of English into the medical curriculum would help future doctors and pharmacists excel in their professional career.

As a result, Applying the EMI in the Algeria's medical field requires experienced and qualified teachers, sinceMedical English is considered advanced English; thus, it cannot be

taught using the same method as fundamental English language teaching (Lodhietal.qtd. in Talha and Benhattab 467).

Moreover, English is a mean of accessing to academic and scientific knowledge. It is undeniable that most academic, scientific, medical and technological journals are published in the English language such as: Elsevier, Nature, Science, and Tylor and Francis.In addition, it can help Algerian students develop their English language skills and better prepare them for international careers (Rahmani 1204). However, the transition to use English as a medium of instruction in the medical fields of Algeria is still in its early stages. And there are some challenges associated with this transition; there is a need for additional training and resources to support the EMI in medical field of Algeria.

In brief, Algeria has historically used French as a primary language of instruction in Medical faculties and institutions. In recent years, introducing English as a medium of instruction, mainly in medical fields is needed.

II.6 Teaching English for Medical Purposes

In today's global world, the need to learn English for medical purposes has expanded especially for non-Anglophone countries, because, recently, almost all the medical books and publications are written in the English language. Additionally, the English language has become more prominent in the medical field. English for Medical purposes is a subtype of both (EAP) and (EOP) branches of ESP (Maher 115). It refers to the teaching of English language for Medical purposes to a particular group of learners such as: (doctors, patients, nurses and others). Through several approaches and materials that ensure the successful of the instructional process.

Above all, throughout the 20th century, there was an unremarkable need to learn and to teach English to medical student. As a result courses and materials that are related to the

medical field must be developed. However, in the 21st century, there was an urgent need to expand EMP education all over the world, in order to follow the scientific and technological development. Since doctors are form a big part in today's globe and since they will interact with diverse communities; therefore it is crucial to know the English language to be able to communicate and serve these individuals. They identify and then classify (EMP) as both a subtype of EAP and EOP, distinguishing between studying the language of medicine for academic purposes (as designed for medical students) and studying it for occupational purposes (as designed for practicing doctors). Besides Maher clarifies that(EMP) as a subtype of ESP refers to the teaching of English to health care personnel like doctors, pharmacists, dentists and nurses. He claims that it concentrates on both the themes and topics specific to the medical field but on a restricted range of skills that the medical learners may need (e.g., writing a medical paper, preparing a talk for medical meeting 112).

Similarly, EMP courses are similar to all ESP courses in that their learners study English with specificgoals, such as asking for and giving information in different contexts, explaining various medical procedures, asking about medical history, talking about symptoms, patients' feelings, handovers, etc. Apart from enhancing communication skills, students also need to develop other language skills. That indicates, designing a course that suits the learner's medical needs such as: (describing symptoms and writing medical reports). In this case Maher states that EMP courses are organized according to two key frames, the first one is the group of learner involved (e.g., doctors, nurses, pharmacists and dentists) and the second element is the main purpose of the courses (e.g., to teach professional test preparation, practice in reading, writing, etc., or doctor-patient interaction). He also suggests that conducting needs analysis can help shape and identify these two fundamental frames (116). To teach learners how to acquire medical jargon, a mix of medical register and

discourse, as well as the pedagogical abilities of a language instructor are used. EMP classes, like all other types of ESP courses, are centered on the learners' needs.

Moreover,the EMP courses syllabi should include the use of English in four major areas: reading scientific papers, verbal communication with patients and medical staff, written medical communication (writing case histories, referral letters to specialists, filling in medical documents, etc.), and delivery of papers and presentations at international conferences (Donesch-Jezo 73).

Owing to the fact that all the greatest medical discoveries have been published in English (Mićić 82), it is possible to say that EMP is a large and ever-developing sub-system of ESP which has a specific nature, as the majority of terminology in this discipline is highly technical. In other words, these are terms that have a restricted, specific meaning in the field, are not used in GE and are predominantly of Latin and Greek origin (Robinson 37). There are also some general terms that they are frequently used in the area of Medical English (e.g. fatigue), general English words which have a specific meaning in this particular discipline (e.g. benign), as well as several collocations Dudley-Evans and St John 83 (qtd. in Robinson37).

Medical English is distinguished not only by technical and semi-technical terms, but also by abundance of synonyms (such as short-sightedness for myopia), abbreviations (such as AIDS) and eponyms (such as Parkins for Parkinsonism). Additionally, the words of Greek and Latin origin often have irregular plural forms that require memorization (such as bacterium becomes bacteria and criterion becomes criteria) which is usually not very popular among students. It is also distinguished by several morphological features including the frequent use of compound words, while the grammar is typically simplified and characterized by the use of Present Simple Tense and conditional sentences as well as passive voice. The language is also abundant in medical phrases that are not commonly used in everyday

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communication (e.g. the patient presented with laryngitis). Finally, Mićić states that Medical English has its own specific spelling and pronunciation rules which must be strictly respected in order to avoid making serious mistakes concerning the meaning (75-83). All of the above mentioned characteristics make it clear that Medical English is a very demanding sub-system of ESP.

While studying the subject, Learners have the opportunity to practice different language skills. In this case, Bailey presents a course involving health terms to motivate students to learn English in an ESL context. Time Magazine is used in the course to allow learners to read books related to health topics and autobiography. By allowing students to watch movies about medical issues, this makes them audiovisualones. Finally, Bailey found that once learners experienced the authenticity and usefulness of the course through instructional methods, learners will make significant progress in English learning.This made Bailey believes that the learners' communicative competence could develop due to the interaction created through the discussion of the difficult topics in the health field (28). Consequently, learners would learn better in groups when they focus on real health issues. Moreover, medical students should be able to follow relevant literature, write research papers, and participate in student exchanges and international student congresses. Such activities provide a strong foundation allowing them to share their knowledge and experience with worldwide peers and publish scientific articles in essential international journals (NatašaMilosavljevićqtd. in Talhaand Benhattab 467).

To conclude, EMP teaching differs from GE teaching. It is a demanding job that requires a skillful teacher who follows a certain teaching approach and well designed the medical course according to learners' level and needs taking into account the material used to tackle learners engagement to better facilitate the instructional process.

II.7 Medical English in Algeria

Algeria is one of the countries that seek to develop its educational system. Since the English language becomes a prerequisite in the medical education. To catch up with globalization, ESP centers have been created in Algeria through collaboration between Algerian institutions under the Ministry of Higher Education and Scientific Research and British universities. The aim of these centers is to promote the use of the English language as a means of enhancing scientific research and understanding various fields. As a result, the Higher Educational System Ministry assigned a Medical English course formedical learners, in which learning the terminology of the medical field, mainly the specialty is the focus. As the English language becomes the international medium of communication, medical learners are also motivated to learn the English language related to their specialty.

The Department of Medicine, the Department of Dental Medicine, and the Department of Pharmacy are the three medical departments that form the Faculty of Medicine in Algerian universities. Candidates with an excellent or near-good Baccalaureate degree (BAC) in scientific or mathematical fields are usually accepted into the faculty of medicine. They undergo a six to seven-year program to obtain a doctorate degree, which qualifying them to work as general practitioners; they can also continue their studies after graduation to become specialized in a particular field of medicine. In which the French language is taught in most medicine faculties, and the English language is considered as a second language. Bouguenous confirms that in the Algerian university, English is not taught in both of the departments of Medicine and Pharmacy, and is considered as a secondary course in the department of Dental Medicine where teachers have the freedom to teach whatever they judge as relevant. "It is up to them to opt for the convenient syllabus and the appropriate methodology applied in the teaching process" (Bouguenous 81-85). This highlights the lack of giving attention to teach English, especially for specific purposes by decision- makers, in

general and curriculum developers, in particular. Research conducted by Bouguenous shows that English is only taught as a semester module with a maximum of thirty (30) hours per semester, which is inadequate for medical students to develop their communication skills (73).

Furthermore, according to Bouguenous, medical students in Algeria have the desire to learn the English language for multiple reasons, as they recognize that English is the appropriate language for conducting scientific research as the appropriate medium for international communication. This allows Algerian doctors, medical students and researchers to effectively communicate with foreigners and exchange their medical knowledge. It is also provide them with the opportunity to benefit from the scientific experiences of others. Participating in international conferences and seminars by delivering presentations is considered a significant factor that contributes to the growth of the Algerian scientific community. As it is also the official language of many international conferences and a growing number of national journals. On the other side, medical learners express their needs to write medical reports and publish their articles on medical issues in English. Therefore, it is important for them to learn the conventions of scientific writing and acquire a basic understanding of medical terminology. However, EMP teaching has not been widely implemented in most medical faculties and even if it is taught, it is no more than general English courses (Bouguenous77). Similarly, in The National Institute of Higher Paramedical Training of Tiaret, a medical English course for all the specialties is taughtto second year students , however it is a semi-annual module, which cannot suit all learners' needs.

To conclude, the need to teach Medical English courses annually, in Algeria, with various approaches like (CBI) method is required. Also itcould undoubtedly equip students for both academic and occupational achievement.

II.8 Nursing Field and Nurses' Roles

Nursing is considered a respected and valued profession, in the UK, today nursing consists of providing a holistic care to individuals, which involves addressing emotional, social, psychological, spiritual and physical aspects rather than solely treating a disease or injury.The care provided is based on the most reliable evidence available and prioritize the individual needs of people receiving the healthcare services (Parkinson and Brooker1). On the other hand, the nurses have a crucial role in ensuring patient safety by coordinating care and being vigilant to potential harm to patients Youngberg (qtd. in Benito59). Also, the nurses are responsible for identifying and preventing factors that may put patients at risk, thus creating a safe healthcare environment.

It is important to note that nursing is rooted in science, knowledge, and skills, which are based on a set of principles derived from the health science. The act of nursing involves helping individuals in improving or recovering their health when they are ill (DeWit and O'Neil). In addition, Meleis described nursing as the promotion of health to help patients achieve a state of well-being. The objective of nursing is to promote and improve the health of individuals who require adequate, which includes diseases preventing and minimizing patients 'suffering. Nursing is a process that encompasses assessment, diagnosing, planning, intervention, and evaluation of nursing care(qtd. in Benito 60).

In the past, nurses were just expected to simply care out the instruction of doctors without questioning; however, nowadays, nurses are educated and empowered to play a much substantial part in patient care. Professional nurses need to maintain ongoing communication regarding patient assessment, medications administrations, quantity, and management of doses O'Leary et al.(qtd. in Benito 61). In order to promote health and improve patient outcomes, nurses have a responsibility to actively participate in treatment plans and effectively communicate with patients. This is highlighted by (McCrayqtd. in Benito 61). In

other words, the nurse has a crucial role in both patients' treatment and communication; and he should be an assistant as well as a mentor that motivates the patient to achieve a state of well-being. Therefore, nurses are not supposed only to provide care to those who are ill or injured, but also strive to help people maintain their health. Henceforth, nursing in the 21st century focuses on promoting health, providing information and assisting people in managing chronic illnesses.

Numerous nurses wear uniforms that differ depending on the hospital and even within a hospital based on their position and department. For instance, pediatric nurses typically wear colorful tops and tabards, while intensive care nurses wear theatre tops and trousers, and mental health nurses as well as senior nurses may wear their own clothes. In each Hospital Trust there is a chief nurse, (who may also be referred to as the nursing director, etc), and serves on the Trust board. This chief nurse is in charge of leading the nursing profession and is responsible for the overall implementation of nursing policies in a Trust, as well as the efficient operation of the nursing department.That is why nurses who were trained abroad must demonstrate sufficient English proficiency to effectively communicate with colleagues and patients and to safely function in the clinical setting (Parkinson and Brooker 30-31).

Roach, a Canadian nurse, articulated the fundamental principles of caring nursing practise in 1984, which comprise five essential aspects. These aspects are necessary for providing effective and high-quality nursing care. The caring aspect of nursing is highly valued by people and their families, and nurses worldwide are delivering good patient care by demonstrating competency, commitment, confidence, conscience and compassion in their work. These aspects of nursing are widely embraced in many region of the world. Hence, all nurses must strive to achieve the five Cs of good nursing practice:

1- competent nursing

2- commitment to nursing

3- confidence in nursing research

4- nursing compassion

5- informed nursing conscience

"The Nursing Process is a deliberate, problem-solving method for addressing address the health care and nursing needs of patients" (Nettina 5). It involves patient assessment and data collection, creating a nursing diagnosis, and developing a nursing care plan. It is a systematic approach to nursing care, consisting of four phases as (displayed in fig7)

1- Assessment
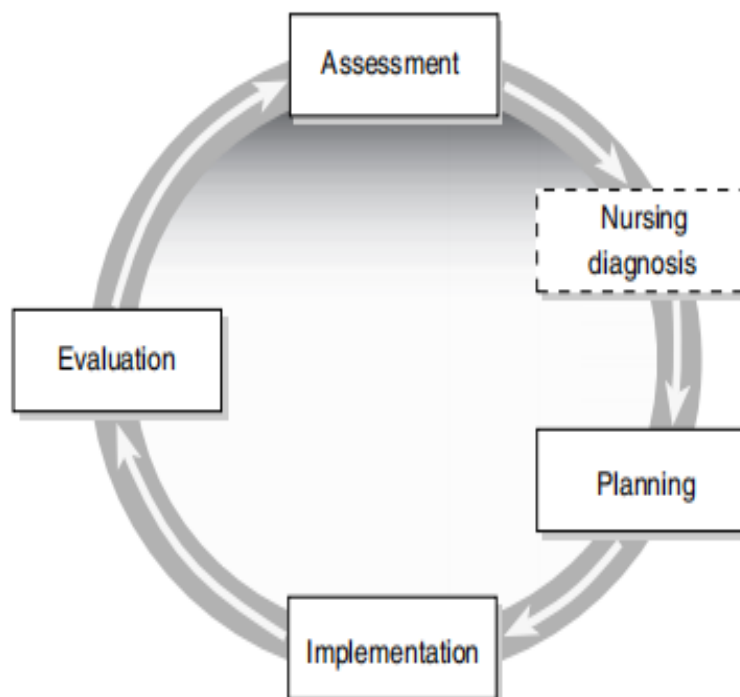
2- Planning

3- Implementation

4- Evaluation

Fig7. The ursing process.Brooker andNicol(qtd. in Parkinson and Brooker8)

Nurses are essential in effecting communicating with patients, families, liaise with physicians, and healthcare teams to provide holistic care. A gap in building trust process leads to underutilization of the potentials of nurses and other healthcare teams (Ashford and LeCroyqtd. in Taupan 131-132). The effective communication with patients builds trust and reveals the nurses skills of treating patients. Good communication skills can differentiate between average and excellent quality nursing care, with patient- nurse interactions forming the basis of care across health, illness, healing, and recovery (Escobarqtd. in Taupan 131). Additionally, effective communication skills in nursing and treatment communication behaviors aim to resolve major communication issues (Swinny and Bradyqtd. in Taupan133). Expressing support, providing information and feedback, offering hope to patients, and helping them cope with anxiety are examples of treatment communication behaviors Elizabeth (qtd. in Taupan 133). By practicing effective communication, nurses can promote positive outcomes and reinforce nurse-patient relationships.

Nursing is an essential profession in healthcare system that requires skillful and well educated nurses. Good communication with patient and their families is a crucial element, that's why nurses must be able to work under pressure to ensure that patient are receiving good care, which play a vital role to their psychology. As a result healthy state will be achieved.

II.9 English for Nursing Purposes

English becomes a crucial language for medical professionals around the world. EMP can be divided into categories such as English for medical doctors, English for nurses, English for laboratory workers, and other medical profession depending on the language needs of the individuals involved (Maher112). In this context, English for Nursing purposes

(ENP) is a subset of EMP with an emphasis on the application of English both in the clinical setting and in nursing education. Nowadays, English language competence is crucial for nurses involved in medical services as they need to communicate effectively with colleagues and patients. This includes English competence in listening, reading, speaking and writing (Pratiwi 2010). Curriculum design and material development on this program should adhere to appropriate procedures, techniques and teaching principles.

Above all, "the need for English as a professional language in medicine is nowadays beyond doubt. Scientific literature and the internet are just two examples that reveal the overriding necessity for understanding and expressing ourselves in written and spoken English" Ribes and Ros(qtd. in Medlin6). ENP is an English course designed for nurses to enhance their English usage in both occupation and academic field Bosher(qtd. in Nurindah, and Nggawu 255). It is a crucial subset of EMP centered on the use of English in hospitals and medical clinics in the EFL contexts. More specifically, Lai (qtd. in Nurindah, and Nggawu 255) has revealed some clinical function of English in nursing field such as patients communication, reading research papers and other nursing related reports, presenting in a meeting, and writing E-mail in English. Thus, it is important to nurses to consider that the English language is one essential aspect of their upcoming professional career. The emphasis on EMP covers: 1) the English language demands of medical students and professions; 2) the material design and content instruction specific to the medical sector; and 3) a restricted range of language skill that medical students and professions may require Maher(qtd. in Nurindah, and Nggawu 255).

Moreover, numerous studies have identified the language and communicative tasks in the nursing field (Alfehaid; Bosher; Cameron et al.) revealing nursing students requirement of several tasks in both academic and target careers which shared in common including reading course handouts, textbooks, journals and other nursing related materials, reading

medical/nursing related tables, graphs, and charts, reading email inquiries from (foreign) doctors and patients, writing labels, memos, and short notes, writing e-mail to (foreign) patients and doctors, listening to (foreign) patients' histories and their needs, listening to (foreign) doctors' diagnosis and symptom management, giving information and feedback to (foreign) patients, explaining medical procedures to (foreign) patients, and many more. All of the aforementioned tasks were considered as clinical language tasks 'and academic language tasks' Bosher (qtd. in Nurindah, and Nggawu 257) argued that both clinical and academic language tasks were necessary for nursing students' success in the academic field and future clinical career. She continued that both aspects should be combined for a meaningful learning. It was not suggested to deliver only in clinical or academic due to these both aspects were supporting one another. Henceforth, the combination of these two with comparable proportion would be splendid in ENP classroom.

Several studies have been conducted worldwide to identify the English language needs of nursing students (Alfehaid; Miyake and Tremarco; Romo; Waidarp). All of these studies came to the same conclusion nursing students have a significant demand for English. They contend that it was critical for nursing students to master specified nursing related topics in their English lesson.

Regarding to this research, the students at the National Institute of Higher Paramedical Training of Tiaretbecome an area of interest to identify their English language needs. The institute was built on 8th February 1978. It has six (06) different specialties as following: Public health nurse, public health midwife, public health medical assistant, medical imaging manipulator, and a public health laboratory worker specialty. The mentioned specialties are taught in French language. Each teacher teaches one specialty. Recently, the Algerian government has been working to reintroduce the statute of English language in educational settings. Accordingly,there has been for each specialty a specific module introduced in

English 'Anglais Medical' or 'Anglais Technique' in which the teacher focuses on Medical terminologies. However, The English courses are semi-annual with restricted time that is not enough to enhance students' English language proficiency.

In brief, the nursing field is essential to the healthcare system, in which clear communication is crucial for providing effective patient care. Therefore, nurses must be able to articulate medical information to patients and their families in a way that provides both an emotional support and educate them to manage their conditions. Additionally, many medical resources, including research articles and textbooks, are written in English. For these reasons, mastering the English language for a nursing professional success is required.

II.10 Medical English Teaching and Learning Challenges

Teaching English for medical purposes to university students has its own set of challenges that both teachers and students may face during their career such aslack of experience and familiarity with medical terminology. The learner heterogeneity and the lack of motivation are considered as challenges for students to understand and learn medical English.

II.10.1 Teachers Challenges

The high demand for English as a second or additional language creates a significant strain on the educational resources of many countries. Courses that focus on ESP require particular language and abilities that are associated with specific communities and fields of study. While English has become the universal language of science, non-English speaking countries have adopted ESP to address this need (Ghanbariqtd. in Hamza 519). Both educators and learners may encounter challenges in this process.

Instructors who teach ESP to medical students, focusing on EMP, often lack familiarity with medical terminology, phrases, and genres. As a result, they may sometimes attempt to directly translate medical terms, which can lead to confusion and

misunderstanding. In earlier research, some EMP teachers feel uncomfortable with a lack of experience in the medical field. According to these studies, teachers felt that only those well-versed in medical course genres and possessing strong language skills should be considered qualified to teach ESP. Some even admitted that they found it challenging to teach concepts they themselves did not fully understand (Dzięcioł-Pędich and Dudzikqtd. in Talha and Benhattab 475**)**. It is accurate to say that researchers who complete university programs processes language proficiency and pedagogical skills, but they typically need to acquire subject matter knowledge through experience and practice. "The participants in our study assert to such challenges, claiming that undertaking training and workshops prior to starting the job would have been appreciated." (Talha and Benhattab475).

Djaileb examined the obstacles faced by medical students and EMP educators in the faculty of medicine. The research centered on the difficulties encountered in teaching ESP in Algeria and the major shortcomings of learners due to insufficient programs used in the medical faculty. The primary purpose of this study was to investigate the students' challenges, such as problems with reading, grammar, speaking, and translating medical texts. Additionally, the study aimed to explore the challenges faced by EMP teachers. The findings revealed that EMP educators must validate the materials they use in class; they also need to receive formal ESP training and medical domain knowledge. Consequently, the administration should refrain from hiring general English teachers (qtd. in Allal 31). In the same vein, Alsharif explored teachers' perceptions of pedagogy in ESP courses at Saudi Arabian University, focusing on the challenges faced by ESP teachers. The study found that ESP teachers have difficulties in teaching ESP due to a lack of ESP teaching skills and knowledge, resulting in ineffective ESP instruction. The researcher also notes that most teachers are in need of skill development courses and training in knowledge development and proper language

instruction. Alsharif conclude the study by suggesting further research to determine teachers' preferred pedagogical strategies in teaching ESP courses (qtd. in Elgindi and Hoque 206).

According to Bayes, the English for Medicine courses is highly specialized and taught by skilled teachers who tailor their approach to the needs and existing knowledge of their students. As a result, students feel confident in their ability to learn and improve their English language skills in listening, speaking, reading, and writing, specifically within the medical field. It is important for the teachers to have relevant experience and qualifications in order to effectively design programs that meet the specific needs of medical professionals and learners(3).

To conclude, these challenges can directly affect various aspects, including classroom management, student motivation, teaching effectiveness, achieving desired outcomes, students' receptiveness, and managing classroom activities.

II.10.2 Students Challenges

Blaming teachers alone for students not achieving their maximum potential in school is not entirely fair. Students also share some responsibility because they have a deep assumption that their teachers play a crucial role in directing and facilitating their learning. Teaching English for medical purposes at university level comes with its own unique challenges. These problems have also been identified in previous published works, such as learner heterogeneity and the lack of motivation which are presented byTalhaandBenhattab (472)**.**

First of all, an EMP course is designed to cater to the specific English language needs of medical students covering medical-related themes and topics. The course may emphasize certain skills needed for medical students, such as writing medical articles or preparing speeches for medical conferences. Maher (qtd. in Allal 33) emphasizes the importance of addressing the needs of medical learners to master the four essential skills for achieving the

course s' ultimate objective. That is to say, the EMP course should incorporate the four skills according to the learners' needs. Also, Ibrahim (qtd. in Allal 37)asserts that inadequate language proficiency can negatively influence the quality of medical care. It means as the English language has a good impact when it is used in its way, it has a negative impact when it is not used in its correct way. Thus, the need for learning the correct language is needed to fulfill the medical field's demands.

Moreover, learner heterogeneity or learner diversity is one from the challenges, which means having students' mixed abilities and preferences within one class. In fact, it Leads to both learners and teachers disturbance, because it is demanding for teachers to work with a multi intelligences and abilities students in one class. As Talha and Benhattab(472-473) in their study at the faculty of medicine TalebMourad University of SidiBel Abbes found that students have varying proficiency levels in General English; some have limited English skills, while others are more advanced. This contributes in creating heterogeneous EMP classes, where some students struggle to keep up in General English classes and feeling overwhelmed by the EMP activities. Conversely, others find the General English activities not challenging enough and feel that they are not making the most of the learning situation (either case should be frustrating). As a result, conducting subject-based activities become difficult when some students lack a solid General English foundation.

Furthermore, Motivation deficiency is the lack of motivation. Motivation is an essential component facilitating the leading of the instructional process. However, teaching foreign languages to non-philological university students can be complicated due to the fact that a foreign language is not a part of their special, professional education, leading to motivation issues. Students may believe that focusing on medicine, pharmacy or dentistry is enough, diminishing their motivation to learn the language. Netiksiene observes that General English students typically exhibit higher levels of learning motivation than ESP students

Netikšienė (qtd. in Talha and Benhattab 473), as Erickson(qtd. in Talha and Benhattab 473) states possibly because General English learners are experience more enjoyable and relaxed learning context than the ESP learners. According to (Talha and Benhattab), when interviewing teachers, one instructor asserts that many students are not motivated enough to take the courses. The majority of students focus on medical studies, and neglecting the importance to learn a language. The other teacher claimed that it is the EMP teacher's responsibility to channel that motivation, because the medical students are highly motivated toward language learning (473).

Another challenge to students is that Students' Lack of Field-Specific Knowledge. According to (Talha and Benhattab), Medical Students study foreign languages in the first or second year of study which means they might be unfamiliar with field-specific terminology or certain profession-related themes found in their syllabus ,since they would be expected to learn such concepts in later years. One participant stated that students' lack of field-specific information has a significant impact the students' ability to use the language in a meaningful and practical way. While the other claimed that they came across this difficulty a couple of times; the most recent was when they were teaching the use of comparative and superlative adjectives, when they use the difference between a brand drug and a generic drug (used with pharmacy students) as an example. They found themselves explaining these terms to the students since they were not familiar with the notions yet. According to them, this can affect the learners' ability to acquire the language, as this particular kind of knowledge requires the students in context to understand the English of the classroom (474).

To address Learner-related challenges, placement tests can promote classroom homogeneity by grouping students based on their initial English proficiency level. Otherwise, ESP teachers must continually adapt dynamic curricula to meet the varying needs of each learner group. To mitigate students' lack of subject knowledge, it is advisable to schedule the EMP course

toward further years of studies, or even have EMP learners study English for three or four yearsTalha and Benhattab 477-478).

Additionally, Hansenand Roberts (qtd. in Allal 35) suggest that the effective use of paralinguistic, verbal, and non-verbal language contributes to language fluency components. In essence, learners must have a strong command of the English language and a deep understanding of 'Western' culture. That is to say, proficiency of verbal and non-verbal language with the paralinguistic features of language is the components of language fluency for learners. Hansen (qtd. in Allal 35)also notes that learners of any other field using the English language need a high proficiency and a comprehensive understanding of the language's culture to help them master the language.

The international journal of psych-educational sciences also outlines the following needed requirements and lacks of the medical students:

1- Fostering and cultivating their linguistic, communicative, and intercultural competencies.

2- Developing Listening and speaking skills to facilitate asking and answering questions.

3- Prioritizing academic English over English for practitioners.

4- Minding the specificity of the language to a certain degree (more or less) (4).

These requirements are needed as improving linguistic competencies can enhance the students' performance when they became doctors, ultimately saving humanity from only a linguistic competence.

To conclude, Students' challenges as the learner heterogeneity and the lack of motivation are considered barriers to understand the Medical English language. Thus, it is the students' responsibility to develop their Medical English proficiency.

II.11 Conclusion

EMP is specifically developed to cater the English language requirements of individuals in the medical profession, such as nurses GP, and dentists. Its main emphasis is on themes and subjects that are relevant to the medical field. Additionally, it concentrates on a limited set of skills that medical learners may need, such as writing a medical research paper or delivering a presentation at medical conference (Maher 112). Our study shed light on more specified branch of EMP namely ENP to examine the effectiveness of CBI approach on nursing students. They take medical English courses in which terminology related to their field is the focus.

The aforementioned descriptive studies highlight the use and the significance of the English language as well as English as a medium of instruction in the medical field in Algeria, particularly English for nursing purposes as a case study. This chapter is concluded by the challenges of teaching and learning medical English. It was crucial to discuss the current state of English in Algeria. Medical English is an essential skill for healthcare professionals in this era. It enables effective communication with colleagues, patients, and everyone related to this field, and contributes to the advancement of medical research and innovation.

Chapter Three

Data Collection and Analysis

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Chapter Three

Data Collection and Analysis

III.1 Introduction

This chapter represents the research study from an empirical perspective. It is completely dedicated to the presentation of the field work and data analysis. The researchers, at this stage try to analyze the information obtained from students of the National Institute of Higher Paramedical Training of Tiaret.Data analysis is an organized process which allows the investigators to gain insights from a big amount of data, in order to find answers to the research questions.

This chapter is divided into two main parts. The first part is about the research methodology, participants, setting, tools used to collect data, and their interpretations. The second part of the chapter is devoted to the analysis of the data gathered through these tools: classroom observation, learner's pre and post-questionnaire and teacher's interview.

III.2 Research Design

The research design is the conceptual framework on which the research is based. As it is known, there are two main research paradigms that are seen to be differentiated (Akhtarqtd. in Şencan54).

The quantitative research uses numerical data and statistical information to uncover general facts, while qualitative research focuses on understanding and analyzing detailed concepts, ideas or experiences through words (Creswell and Creswellqtd. in Şencan54). Brown suggested viewing the two paradigms as a continuum rather than a clear distinction (qtd. in Şencan54). The primary goal set forth in this research study is to know the current state of the

English language in the National Institute of Higher Paramedical Training of Tiaret, and the readiness to use the English language in the medical field.

This study is based on mixed methods approach that incorporates both qualitative and quantitative methods of data collection. Using classroom observation to observe the teaching setting; mainly the teacher's methods and students' attitudes and behaviors (engagements, motivation, and teaching aids) Additionally, three questionnaires were submitted to 25 nursing student. The first questionnaire was submitted to know students' preferences. The second one is the pre-questionnaire used to know students' needs and attitudes towards the module of medical English, and the method followed by the instructor. Then, a lesson was presented which incorporates the four skills of the language trying to implement the CBI method. The post- questionnaire is submitted after presenting the course in order to get learners' feedback on the course. Besides, two teachers are interviewedfor in-depth understandingof the teaching of medical English module.

Using only quantitative or qualitative approaches may be insufficient to address complex problems in different scientific fields (Creswell and Creswellqtd. in Şencan54). Cohen et al. argue that while using only quantitative or only qualitative methods has its advantages, there may also be some disadvantages depending on the area of study (qtd. in Şencan54). Ma proposes that using mixed methods research design, which combines both quantitative and qualitative methods, can help overcome these limitations (qtd. in Şencan54). Sandelowski reports that mixed method studies are increasingly conducted in order to gain a deeper understanding of a phenomenon under investigation (qtd. in Şencan54).

Therefore, the study made use of a research design that combined both quantitative and qualitative mixed methods with the explanatory sequential design. The quantitative and qualitative data were collected using a variety of tools which will be detailed in the next

sections 3.3 [3]. Multiple data collection methodswereusedto increase the credibility and accuracy of the findings, ultimately aiming for a deeper understanding of the results.

III.2.1Research Target Population

The term population has been used by (Chelli 28) to refer to "the group of people whom the study is about. The target population consists of all the people to whom the survey's findings are to be applied". Therefore, our population specifically target paramedical students of The National Institute of Higher Paramedical Training of Tiaret.Students who collaborate with the designed research are 2nd yearpublic health nurse students. The total number of students is 210 (55males and 155 females), they are divided into two categories each category divided into two groups; the first group study English in the morning at 9:00 to 11:30am and the second one from 13:30 to 16:00pm. Additionally, they study English only in the second year as a semi-annual module. The medium of instruction in their institute is French language.

In accordance with the purpose of this study, two teachers teaching English at the institute were interviewed to consolidate the research work.

III.2.2 Research Setting

The study was carried out at The National Institute of Higher Paramedical Training of Tiaret. It was built on 8th February 1978.It ensures training for six (06) different specialties: Public health nurse, public health midwife, public health medical assistant, medical imaging manipulator, and a public health laboratory worker specialty. These specialties are taught in French language with a teacher for each.

Due to the rise of the English language, there has been a module introduced in English 'Anglais Medical' or 'Anglais Technique' in which the teacher focused on Medical terminologies. The total number of students in this institute is 1440 in 2022-2023. The

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[3] See section 3.3

institute has many annexes. One of them is Sougeur where the public health nurse students are studying.The course presented focuses on implementing the CBI method. Therefore, the course aimed at enhancing students' content knowledge and EFL skills. A detailed explanation on the CBI oriented ESP course is provided next (section 3.2).

III.2.3 Research Sampling

This study made use of probability sampling. It is also known as 'random sampling'. According to Kothari, "Under this sampling design, every item of the universe has an equal chance of inclusion in the sample". The sample of our research consists of 25 second year public health nursing students of The National Institute of Higher Paramedical Training of Tiaret who have the chance to participate in the designed course. By using random sampling, all individuals in the population have an equal chance of getting into the sample. That indicates the lesson is presented within a mixed-abilities classroom. This is the reason why random sampling is considered as the most effective method for obtaining a representative sample (Kothari 60).

III.3 Lesson Design

At first, the researchers investigated the learners' needs, levels and learning preferences through using data collection tools (Classroom observation, questionnaire, and interview). In order to design a congruent lessoncontent focusing on a topic that matches their needs and interests. Then, a course adopting the CBI method was designed. It consists ofdifferent activities that facilitate the instructional process. Attempting to suits learners needs.

Designing an ESP lesson that meets learners' needs required, undoubtedly skillful teachers with years of training and experiences. Therefore, teachers attempted to design a lesson for medical learners focusing on the four skills of language, using the CBI method.

At the beginning, the scene is set for nursing students by introducing a picture of Florence Nightingale 'The Mother of Nursing', to prepare them for the new lesson. The researchers presented pictures to learners about the human organs to make the learner familiar with the most important medical terminologies.

In the practice phase, teachers presented different activities about the four skills of the language. Students listened to conversation between doctor and patient, and extract specific details to do the activities. The activities were written on the board for the learners to attract their attention. Students listened to the record twice to be able to accomplish the activities that allow them to test their listening skill.

Furthermore, the teachers presented a short passage about the definition of 'Nursing' and asked students to read it. Then the mispronounced wordswere corrected.

Besides, the teachers dealt with the writing skill. In this part, the teachers dictated a short paragraph about 'Obesity' to test their writing abilities, and then the paragraph was written on the board and ask the students to underline the words that they wrote incorrectly to correct their mistakes.

At the end of the session, we presented a role play activity between three learners (A is the nurse, B is the patient and, C is the doctor) simulating a real life context. The aim behind creating a role play activity is to kindle students' interest and motivation .In this respect, students use the medical terminologies that they have learned during the session.

The logic behind developing CBI lesson was to introduce academic subject matter, using authentic materials, and selecting content and activities according to learners' needs. Accordingly, students' engagement and motivation aroused.The learner will be familiar with the field in English; in order to do their jobs better.

III.4 Data Collection Tools

III.4.1 Classroom Observation

Classroom Observation is the first tool used to collect data related to our research. "The observation method is the most commonly used method, especially in studies relating to behavioral studies." In addition, "While using this method, the researcher should keep in mind things like: what should be observed? How the observations should be recorded? Or how the accuracy of observation can be ensured? (Kothari 96).

The aim behind using Classroom observation tool was to directly observe classroom setting, to monitor students' behavior, and teaching methods used in classroom. As Belaidouni confirms that "The process implies collecting vivid actions about the samples subjected to investigation". The tool helped us to take an overview about the English language used, as "it helps investigators see and experiment actions from a closer corner" (7). We also sought to note the students' opinions toward medical English used in the classroom. Additionally, the materials used to present the course. Also the time devoted to teach medical English. As well as the teaching technique and strategies used to engage students to take a part in the learning process. Since the content of the course plays a major role in the engagement of the students; the researchers tried to focus on the variety of topics presented, and attempting to notice if the four skills of the language are integrated or not.

III.4.2 Learner's Questionnaire

According to Brown, "Questionnaires are any written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers." (qtd. in Dörnyei 6). This tool is "usually used not to elicit real language data but to collect data on attitudes about language or qualitative sociolinguistic information" (Bijeikienė and Tamošiūnaitė 45).

The questionnaire was designed to collect data about the attitudes of paramedical students towards the English language, and the teaching method of the teacher. An online questionnaire was designed through Google forum and distributed through social media (Facebook) to nursing students in order to know their learning preferences,and which teaching material used before presenting the lesson. Besides, two questionnaires were administered. The pre-questionnaire was distributed before presenting the lesson, it was divided into three parts with seventeen questions; the first part targets the general information about medical students as the gender and the specialty from the first to the fifth question. Then the second part is about learners' feedback towards the importance of using English in the medical field. The third one is about the learners' attitudes towardslearning medical English from different perspectives.

The post-questionnaire was distributed after presenting the course. It is divided into three parts. The first part is also devoted to personal and academic information. The second and the third parts are designed to collect data about learners' feedback and attitude towards the lesson presented, by the study researchers attempted to implement the CBI approach.

The first questionnaire provided insights about what should be taken into consideration while implementing the CBI   approach.A considerable number of constructive comments in the second questionnaire proved to be fruitful.

III.4.3Teacher's Interview

According to Kothari the interview, "involves presentation of oral-verbal stimuli and reply in terms of oral-verbal responses. This method can be used through personal interviews and, if possible, through telephone interviews" (97). It is considered as a useful instrument of collecting data."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" (Duff 134)

This tool is used to gather data from professional perspectives and views of teachers about the teaching method of medical English. Therefore, we interviewed two teachers.This research instrument falls within the category of structured interview. This interview consists of sixteen (16) questions that are open ended ones. McNabb argued that "in a typical in-depth interview, there is no set limit to the number of questions that should be used" (100). These, in turn allow the interviewees to feel free to express their opinions in their own terms. This was useful in terms of getting more in-depth answers.

The first fourquestions are designed to acquire relevant information about teachers' academic information. From fifth to seventh question we attempted to discuss the teaching of medical English module regarding the syllabus content and allotted time. While the other ones were about students engagements, material used, and challenges faced by teachers. Moreover, we tried to know their viewpoints about the experience of teaching medical English. The final question aims at asking teachers to provide any comments or further suggestions related to our research work.

The advantage that an interview may offer to researchers is the possibility of getting information from respondents face to face without resorting to intermediates.

III.5 Data Analysis

III.5.1Classroom Observation

Classroom observation is used as the first tool to collect data. The researchers attended a session on 22th February 2023 with the Second year nursing students in Sougeur. The number of student was between 30 and 35 students.

The teacher's lesson was mainly a translation session where the main focus was translating medical terminology from French to English or the opposite. It was noticed that some students were not interested; they were using their phones, while the teacher was explaining the activities. This creates a chaos during the session. Also students did not participate and engage with the activities. Moreover, the teacher wrote the activities on the board, and asked learners to correct them. Students claimed that the writing on board was not clear, especially, the students who sit at the back of the classroom, so that learners did not write the activities on their notebooks. Sometimes when the teacher pronounced a word, students could not understand and asked the teacher to write it in order to grasp the meaning. The teacher wrote three activities, focusing on the terminology. The first exercise was about words' order. The last activities emphasized on translation from English and French. He used a book "la pratique de l'Anglais"

At the end, the teacher asked students to bring their project, and learners asked about how many sessions they still have.

❖ **Analysis:**

Some students were not interested, as they believed that English is only a secondary module and they did not need it. They did not participate because they thought that the course did not fit their needs, also the teaching method; the lack of materials and motivation reduced their engagement as they declared in the first questionnaire. Moreover, the teacher pronunciation is not clear for some students because his specialty is not English.

Concerning the activities the teacher focused on terminologies related to nursing, because he followed the syllabus suggested by the Health Ministry. Moreover, the time devoted to English sessions is not sufficient to teach the syllabus content.

Despite the fact that the teacher's specialty is not English, he helped the administration; because there is a lack of English teachers in the institute due to teachers are paid for each hour a specific sum. Additionally, the institute administration should ask specialized teachers to teach English.

III.5.2 Learner's Pre-Questionnaire

This part deals with the analysis of the result of both learner's pre and post questionnaires.

Profile	Participants	Percentage %
Gender		
Male	9	36 %
Female	16	64 %
Age		
18-25	24	96 %
26-30	1	4%
More than 30	0	0%
Specialty		
Public health nurse	25	100%
Midwife	0	0%
Medicalimagingtechnician	0	0%
Medical Assistant	0	0%
English learning		
First year	0	0 %
Second year	25	100 %
Thirdyear	0	0 %
Fourthyear	0	0 %
Fifthyear	0	0 %
Background		
One year	23	92 %
Twoyears	2	8 %
Threeyears	0	0 %
Four years	0	0 %
Five years	0	0 %

Tab2.Participants'Profile

Interpretation:

Table 2 illustrates that 64 % of the respondents are females, whereas 36% are males. The majority of them (96%) are aged between 18 and 25. Moreover, all informants belong to the health public nurse, and they are second year. 92 % of students studied English one year; however, 8% studied English two years.

Analysis:

Medical English is taught only once in the second year at the National Paramedical Institute; however, data in table 2 reveals that 8% of students studied medical English two years because they did not succeeded (they repeated the year).

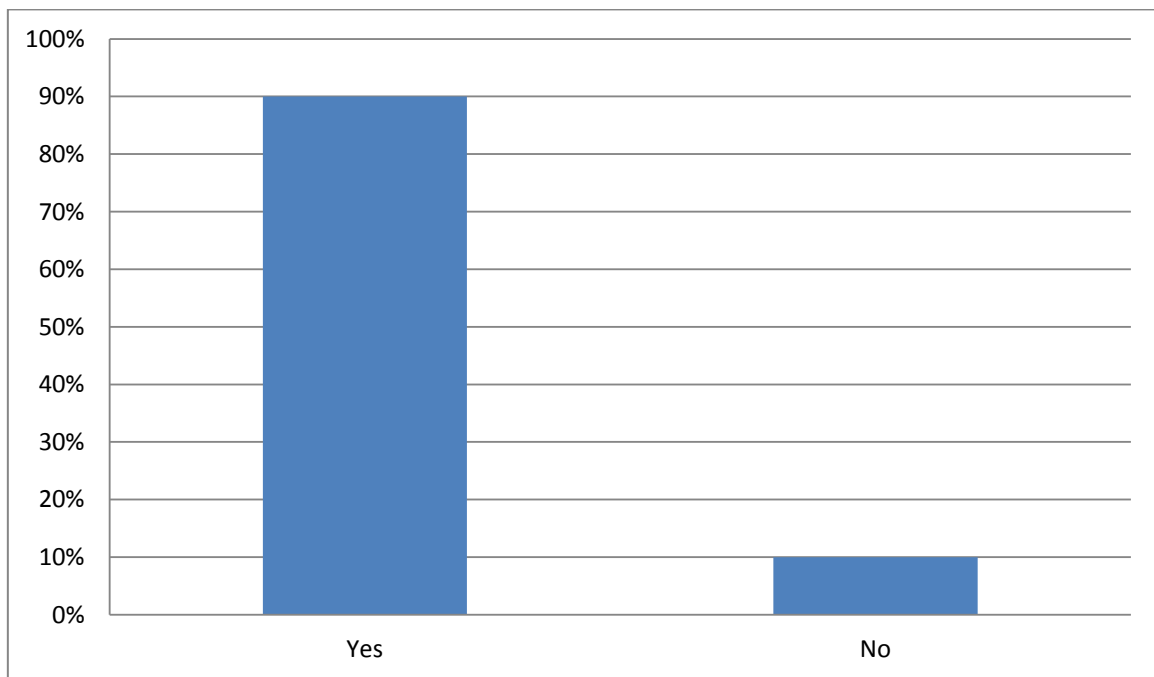❖ **Item 1: Is it important to learn English related to your specialty?**

Fig8.The importance of learning medical English

Interpretation:

The students' responses presented in figure 8 demonstrate that learning English related to their specialty is important for 90% while 10 % of students think that it is not important.

❖ **Item 2: What teaching aids does your teacher use in the classroom?**

Fig9. Teaching aids used by the teacher
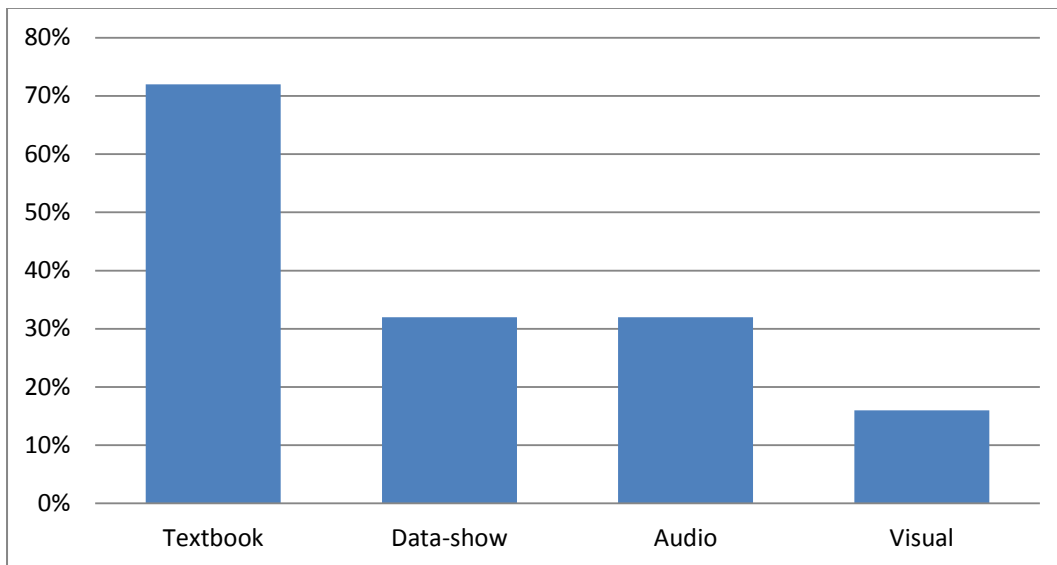
Interpretation:

Figure 9 illustrates that most respondents (72%) selected textbook as the dominant teaching aid used in the classroom.

Analysis:

The majority of students declare that textbook is the dominant material used in the classroom. It is because the teacher does not use other types of materials. He uses the book of La pratique de l'anglais to present his lessons.

Item 3: What difficulties did you face when studying medical English?
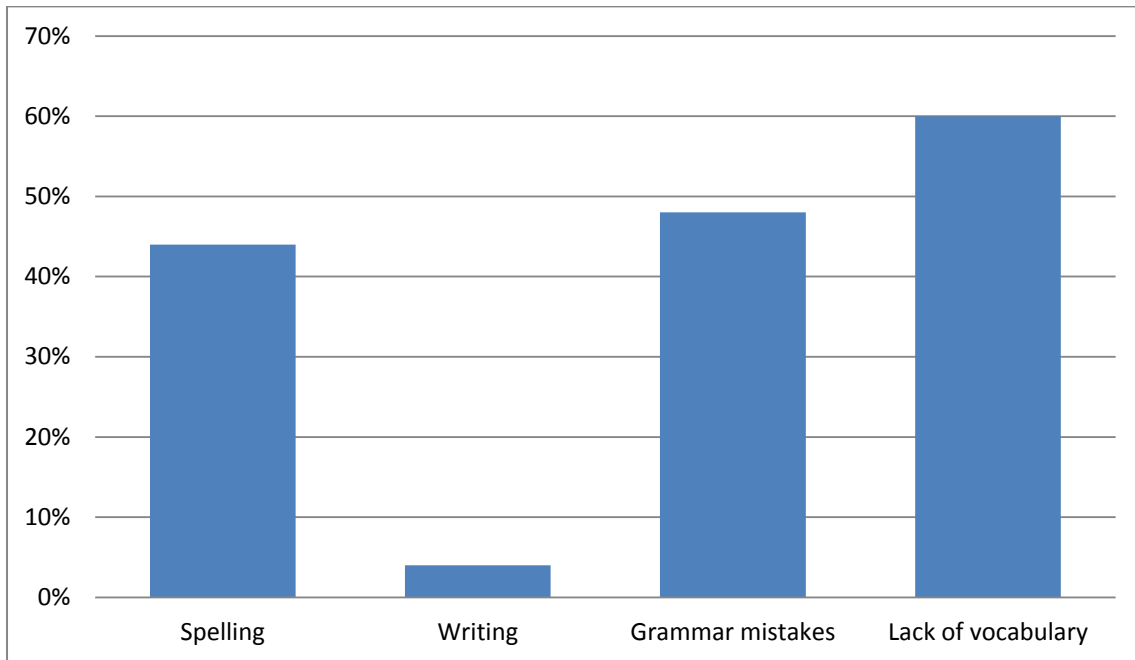
Fig10. Difficulties faced by students when studying medical English

Interpretation:

The figure above indicates that the majority of respondents 60% considered Lack of vocabulary as a deficiency. While the rest faced difficulties 48 in grammar mistakes, 44% in spelling, and 4% in writing skill.

Analysis:

Figure 10 indicates that students face difficulties in learning medical English, and this is due to several reasons, the majority of respondents are deficient in vocabulary, because they do not study the subject matter continuously during their academic career, but it is taught as a secondary and semi-annual subject. Therefore, students need to read medical articles and books to enrich their vocabulary. Also, it may due to that they did not study English since secondary school. Therefore students had forgotten the language because they do not practice

it. Other informants find difficulties in spelling, writing, and grammar. Consequently, reading plays a vital role to solve these challenges.

❖ **Item 4: How often do you have the opportunity to decide about the subject matter to be taught?**
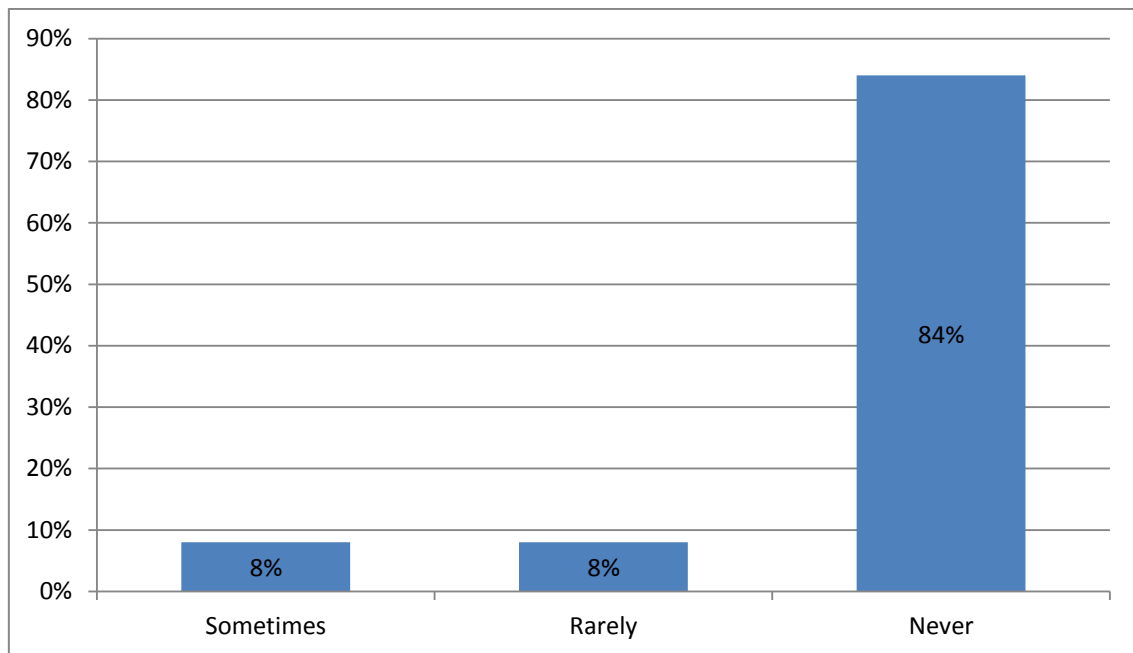
Fig11.Learners' opportunity to decide about the subject matter

Interpretation:

The figure 11 shows that 84% of the informants declared that they did not have the chance to decide about the subject matter, and 8% stated that they had the chance to decide about their subject matter sometimes.

Analysis:

Figure 11 shows that 84% of respondents stated that they did not have the opportunity to decide about the subject matter. Due to the time period is not enough to teach the lesson. As well, the teacher is committed to an educational syllabus that requires him to finish it.

❖ **Item 5: Do you think that the course meet your needs?**
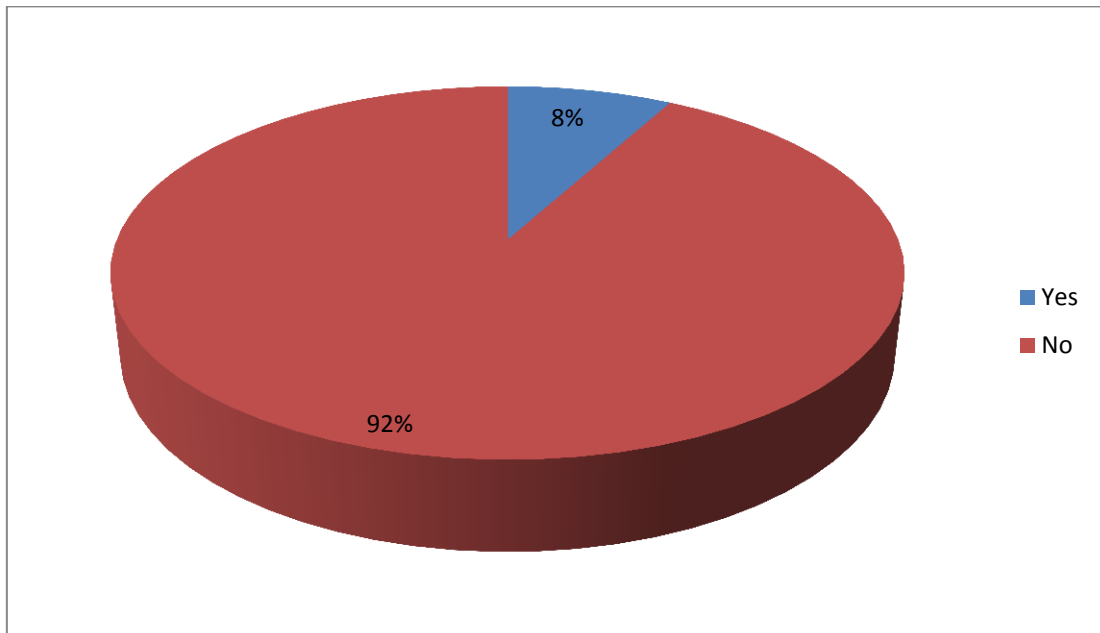
Fig12.Compatibility of the English course with learners' needs

Interpretation:

The figure 12 demonstrates that most respondents affirmed that the course met their needs. By contrast, 8% of them state that it does not.

Analysis:

Figure 12 demonstrates that large number of informants declared that the medical course presented at the institute did not fit their needs, because they stated that one year (semi- annual) is not enough to learn English and they need to practice it. Also the program followed did not meet their needs. They reported that they need new method of teaching, specifically through using different materials like audio-visual aids such as data-show.

❖ **Item 6: Do you think the content of the course is relevant to your level?**
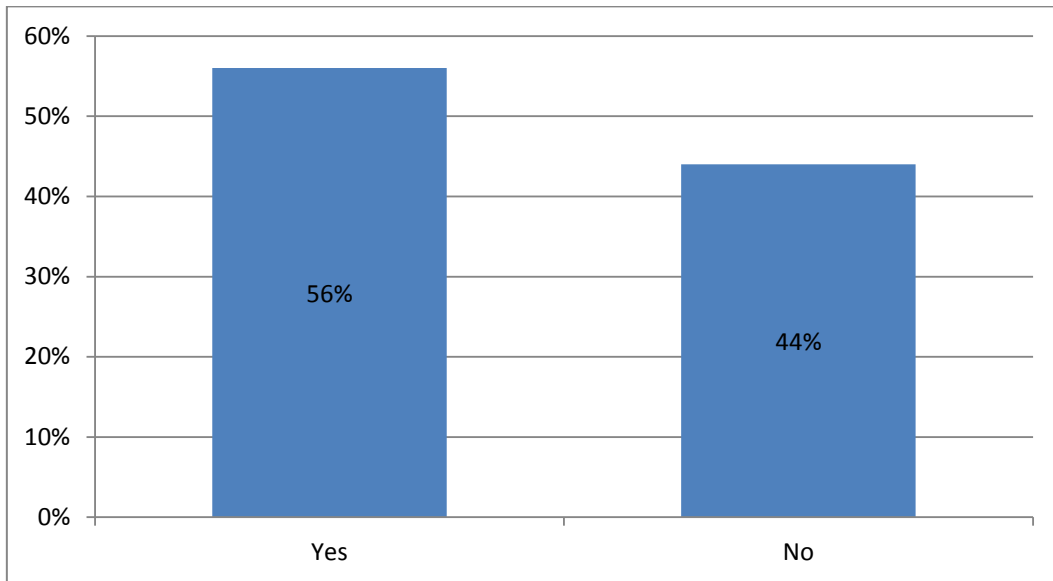
Fig13.Compatibility of the English course with learners' level

Interpretation:

Figure 13 illustrates that 56% assert that the course was relevant to their level; whereas, according to 44% of the respondents it was not relevant.

❖ **Item 7: How often does your teacher encourage you to perform better?**
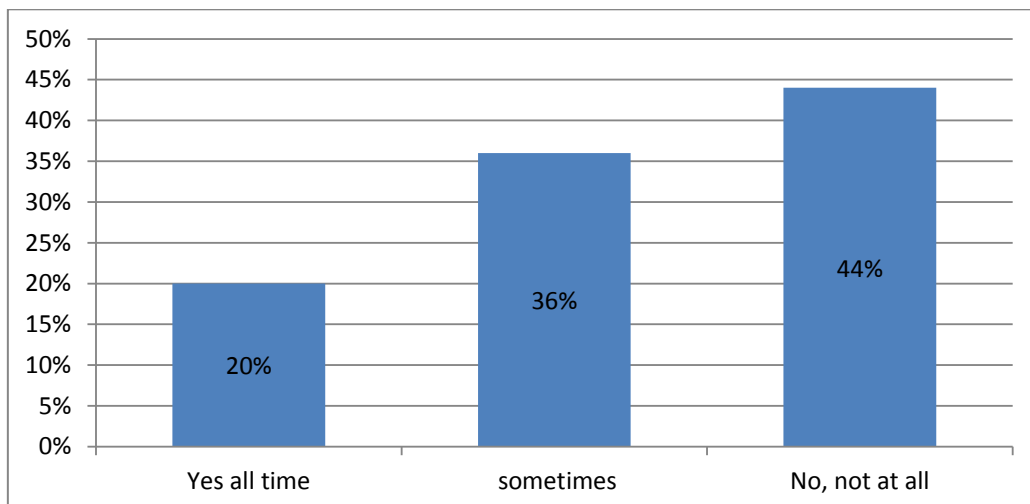
Fig14.Teachers' encouragement to students

Interpretation:

Figure 14 shows that the majority of respondents claimed that their teacher did not encourage them to perform better, while 20% of them stated that he did.

❖ **Item 8: Translation helps you acquiring new terminologies**
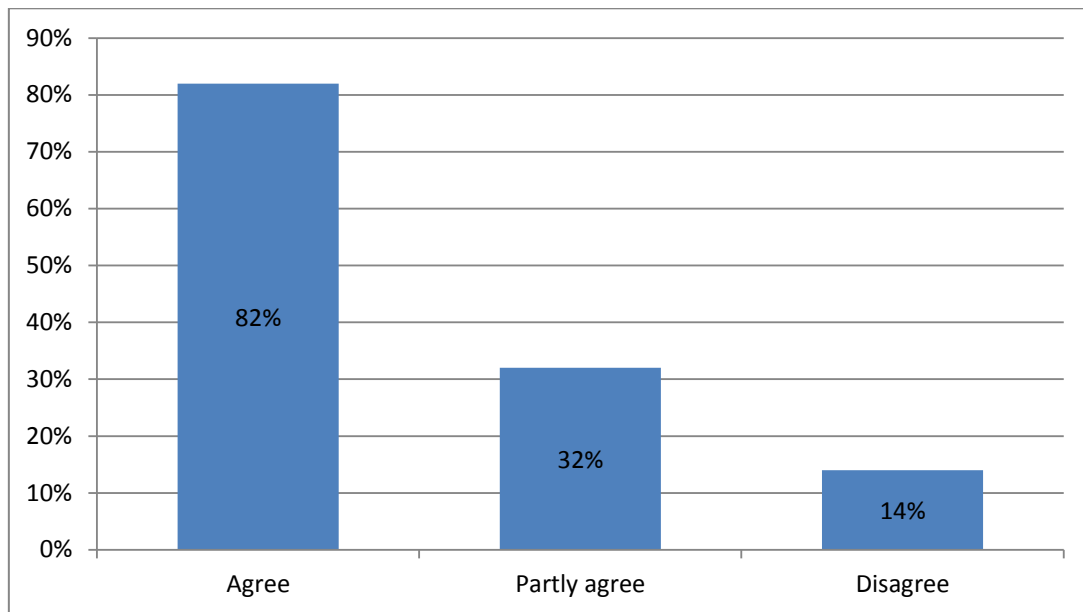
Fig15.Effect of translation on students' terminologies enrichment

Interpretation:

Figure 15 indicates that according to 64% translation helped them acquiring new terminologies, however, 11% of them disagreed.

❖ **Item 9: To what extent do you feel that pair or group work is an effective way to learn and collaborate with others in a classroom setting?**
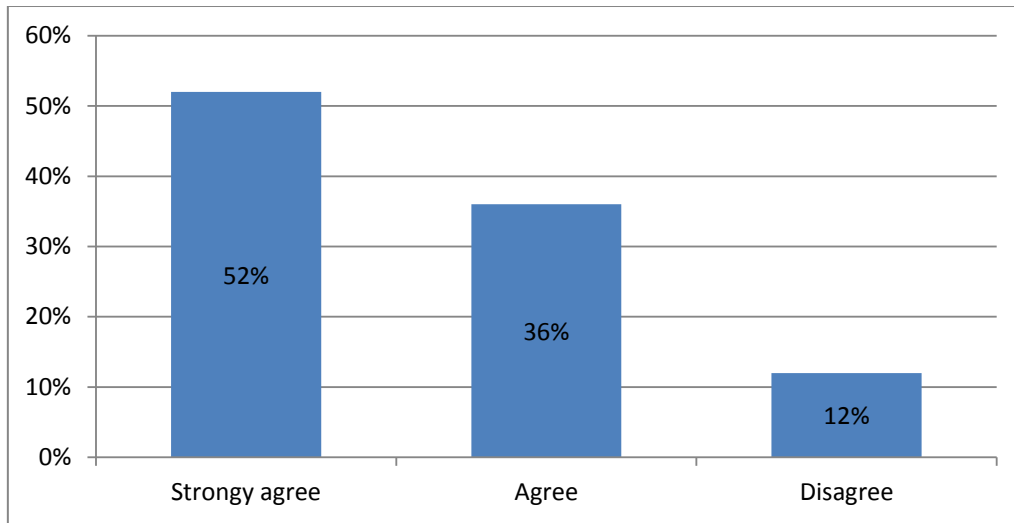
Fig16.Effectiveness of pair/group work on students' learning in class

Interpretation:

Figure 16 illustrates that the majority of the respondents (52%) think that pair/ group work is a very effective technique to learn and collaborate with others in classroom

Analysis:

Figure 16 illustrates that 52% of the respondents strongly believe that pair/group work is an effective method of learning, because they exchange ideas, correct the mispronounced words, and develop critical thinking skills with their colleagues.

III.5.3 Learner's Post-Questionnaire

❖ **Item 10:Did the learning materials (pictures, videos, audio recordings) used in class help you understand the course?**
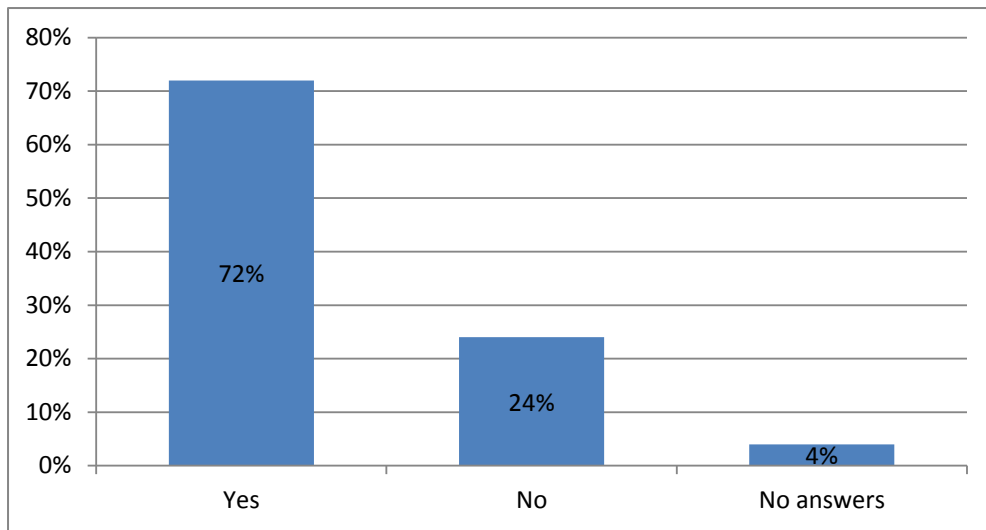
Fig17.Learning materials' effectiveness in class

Interpretation:

Figure 17 shows that 72% of the informants declared that the learning materials used in the class helped them to understand the course, while 4% stated that it did not.

❖ **Item 11: Did you notice any difference compared with how your teacher teaches you?**
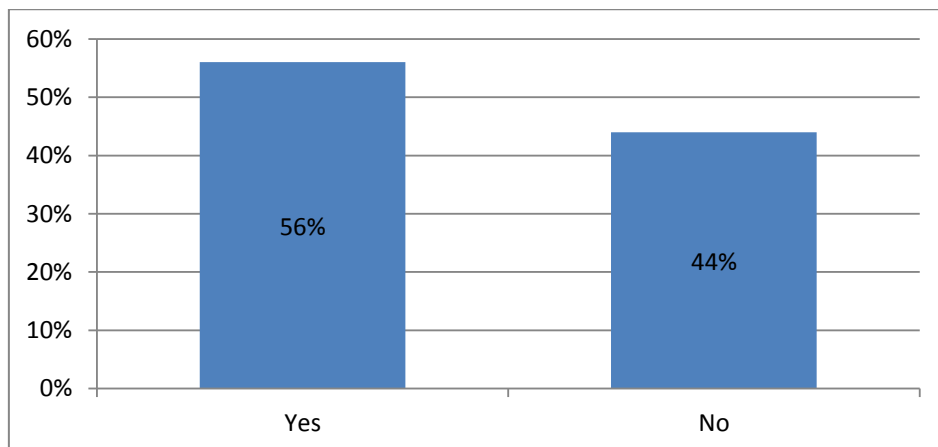
Fig18: Students' perceptions of lessons

Interpretation:

Figure 18 shows that 56% of the respondents noticed that there was a difference compared to how their teacher taught them.

❖ **Item 12:The course fits students' needs.**
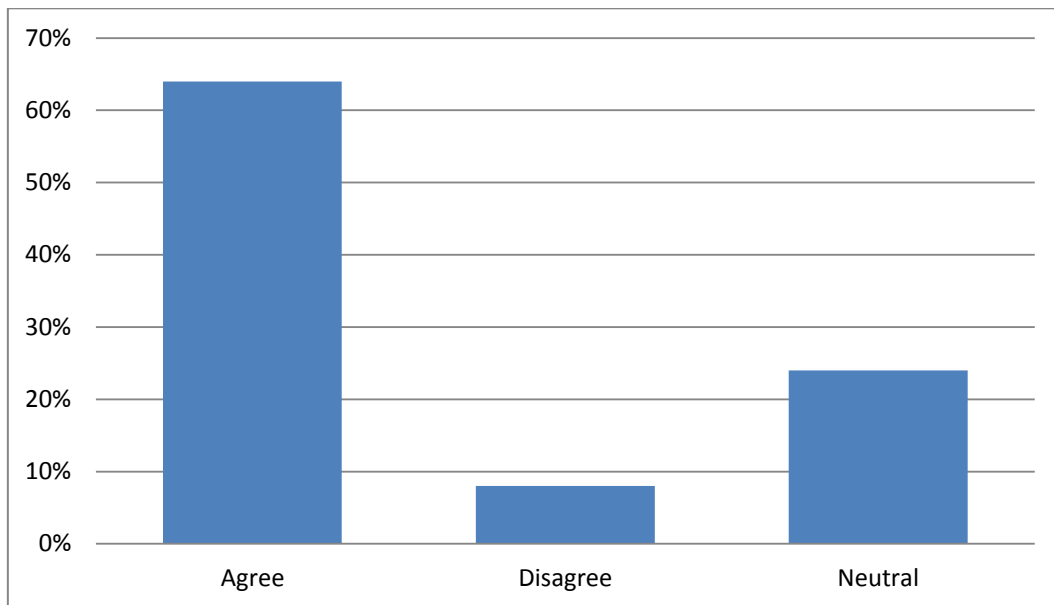
Fig19.Compatibility of lesson content with students' needs

Interpretation:

Figure19 indicates that 64% of respondents declared that the lesson suited their needs, while 8% respond that it did not.

Analysis:

Figure 19 indicates that the majority of the respondents answered that the course suited their needs, due to the variety of activities presented.It indicates that in one classroom there are a mixed abilities and preferences. This diversity contributed to discover their weaknesses, so that they could rectify it.

❖ **Item 13:The course content encourages student to engage**
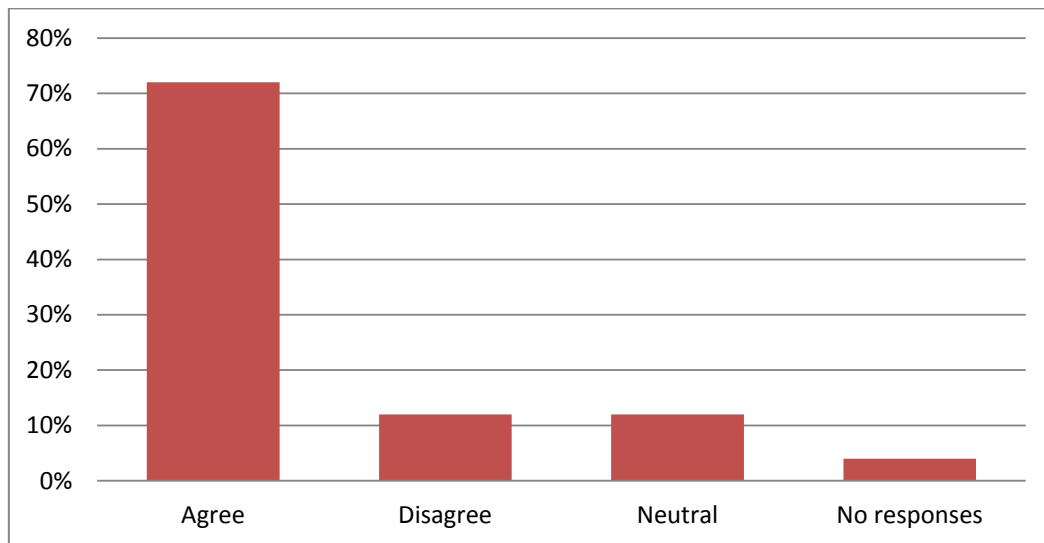
Fig20.Students' engagement

Interpretation:

Figure 20 shows that 72% of the informants reported that the course content encouraged them to engage, whereas, 4% of the respondents disagreed.

Analysis:

Figure 20 shows that most informants reported that the lesson content encouraged them to engage, because the lesson content plays a crucial role to kindle students' motivation, accordingly increasing their participation. The more the lesson is appropriate to their level and meets their needs, the more students interact with the lesson provided. Even the teaching materials are essential to boost students' engagement towards the course through visualizing pictures and graphs; also listening to the dialogues that interest them. Some students are not interested in studying medical English, because they see that the content of the lesson does not interest them. Therefore, their answers ranged between opposition and neutral. As well, there are some students who did not respond that indicates that they are not interested.

❖ **Item 14: The course activities are enjoyable**
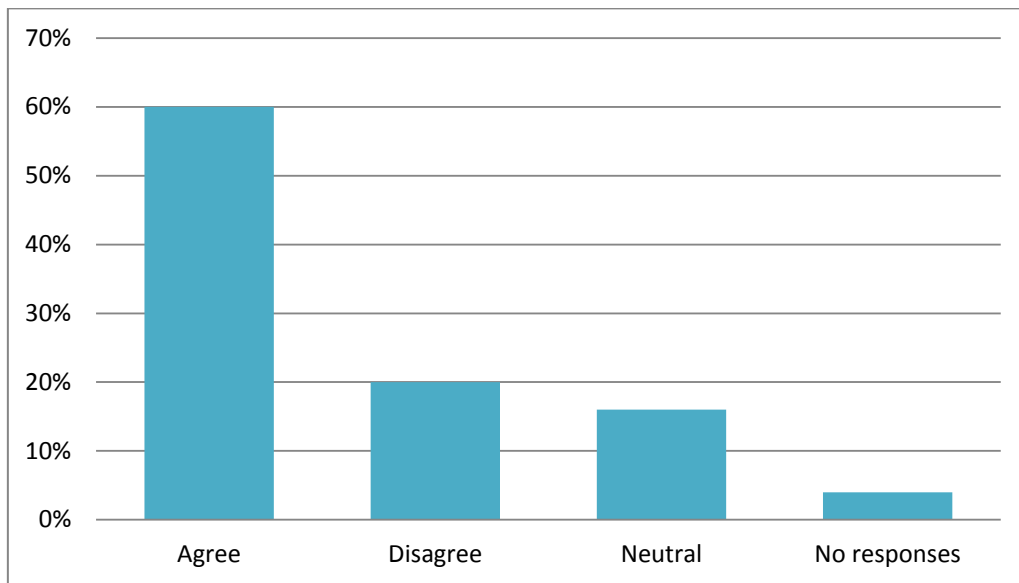
Fig21.Students' enjoyment of lesson activities

Interpretation:

Figure 21 demonstrates that 60% of informants found that the course activities were enjoyable. While 20 % found it not enjoyable. 16% were neutral and 4% did not respond.

Analysis:

Figure 21 demonstrates that 60% of informants found that the course activities were enjoyable.It is because of the verity of activities presented. Particularly, students had the opportunity to play a role and performing as nurses, doctors, and patients that contributes in simulating a real life context. Additionally, they listened to an audio about doctor's appointment. Moreover, they wrote a short passage about obesity (dictation). Besides, they read a passage about nursing. These practices created an enjoyable environment.20% of respondents found that the activities were not enjoyable may be because they prefer translation activities. Students who were neutral and did not respond are not interested to learn medical English.

III.5.4 Teacher's Interview

This part deals with the analysis of the teacher's interview

❖ **Item 1:Teachers Personal and academic information**

Interviewees	Interviewee A	Interviewee B
Gender	Male	Female
Age	60	28
Specialty	Administrative Law	Biology
Teachingexperience	5 years	3 years

Tab3.Teachers Personal and academic information

• **Teachers' interview analysis**

Item1: Teachers' opportunity to teach medical English	
Interviewee A	Interviewee B
He declared that when the administration of the institute needs teachers of English they called the university to provide them with teachers.	She declared that she went to the institute to teach Biology and she found that the institute is in need of an English teacher, since she has background and is interested in the English language. She decided to teach medical English.
Discussion: the institute was in need of English teachers, and since interviewee A has a master degree in Administrative Law. Therefore, he is allowed to teach languages at that time. Interviewee B is accepted because there was a lack of English teachers.	

Item 2: The teaching syllabus	
He declared that one session per week is not enough to finish the program.	She declared that one session per week is not enough at all.
Discussion: According to the teachers one session per week is not enough to finish the program, due to English module is taught only in one semester. As well as, they are obliged also to work at hospitals to train.	
Item 3: Students' engagements	
He answered that to keep students' engaged, he asked them questions.	She answered that to keep students' engaged, she keeps moving, using body language, and asking questions.
Discussion: They declared that to keep students engaged; they asked them questions in order to attract their attentions.	
Item 4: Teachers' challenges to deal with different students	
He declared that he faced difficulties with learners who did not attend his sessions regularly.	She declared that he faced difficulties with learners who are not interested to learn the language.
Discussion: The teachers encountered challenges with learners who missed their sessions, because the time devoted to this module is not enough to rectify what they missed, and this affected their final marks. Additionally, the ones who are not interested in learning medical English.	
Item 5: The content presented to learners	
Learners did not have the opportunity to decide about their subject matter.	She did not give learners the opportunity to decide about their subject matter.

Discussion: Learners did not have the chance to decide about the topic of the course, due to the program followed; there is a committee controls the courses presented.	
Items 6: The variety of activities	
He stated that he focused more on the terminologies related to the field.	She stated that she focused more on quizzes, matching, and figures activities.
Discussion: He responded that he emphasizes more on the terminologies related to the field because students need it to read and understand medical articles. While, interviewee B relies on quizzes and matching activities may be because she is young and active teacher.	

Tab 4. Teachers' interview analysis

III.6 Conclusion

In this chapter much focus was on investigating the situation of teaching English language in the medical field, and the possibility to design an effective course based on the implementation of CBI method. It presented the research methodology that was used in the study. It is also discussed tools used to collect data. Furthermore, it analysis and examines the finding of the study.

This chapter focuses on the discussion of the findings obtained from the instruments used to gather data: observation, questionnaires to students, and interview for teachers. The result of the students questionnaires reveal that the majority of learners expressed their interest toward this language after the course presented, and considered it as an effective method of teaching.

General Conclusion

General Conclusion

English plays a crucial role in advancement as it serves as the primary avenue for accessing to high-tech communication and information. It is the medium of a great deal of the world's knowledge, particularly in fields such as science and technology. Education, therefore, is fundamentally concerned with facilitating access to knowledge. Being somewhat different from the vocabulary of general English, the vocabulary of medical English for academic purposes is commonly considered to be more difficult to learn. This study deals with the importance of using the CBI method in the field of Medical English (nursing) with the possibility to facilitate learning.

This research is divided into three chapters, with the first two focusing on the theoretical background, and the third chapter is dedicated to fieldwork. Through the first chapter English for Specific Purposes (ESP) and the importance of Content-Based Instruction (CBI) were discussed. The emphasis then was shifted to the role of English in the medical field, English as a medium of instruction, English for Nursing Purposes (ENP). The chapter is ended by the challenges of teaching and learning medical English.

The last chapter is devoted to the practical part of the study, where data collected were interpreted and analyzed through classroom observation, learners' questionnaires, and teachers' interview, followed by a detailed discussion of the results and findings.

To answer the research questions and achieve the aim behind this study, the researchers conducted an experimental study using the triangulation method: classroom observation, pre and post questionnaire for 25 nursing students and interview with two teachers from the National Institute of Higher Paramedical Training of Tiaret. The

interpretation and the analysis of the collected data, along with the discussion of the findings, concluded that learners' needs, levels, and the learning preferences are important factors to consider when designing a lesson to nursing students. The results indicate that the CBI approach is an effective method to be used in classroom setting.

From the finding obtained out of this study, the following recommendations have been drawn.

The implementation of the CBI approach in the teaching method is vital for effective language learning, especially in the field of paramedical.

By integrating the four language skills in the instructional process, students can develop a comprehensive understanding of medical English. Instead of limiting medical English teaching to just one year, it is crucial to provide continuous instruction throughout students' studies.

It is essential for teachers to receive regular training on how to teach medical English. By enhancing the teachers' pedagogical skills, they can create a stimulating learning environment.

Furthermore, using English language as a medium of instruction in the paramedical field offers numerous advantages. It does not enhance students' language skills only but also prepares them for effective communication with patients and colleagues.

Consequently, allocating sufficient time to medical English courses is crucial. This expanded focus on the English language course allows comprehensive coverage of essential medical vocabulary, grammar, and communication techniques, ensuring that students are adequately prepared for the language requirements of the paramedical profession.

Among the difficulties we faced during this work is that these students do not study continuously, which made us wait for their entry every period. Also, studying medical English in one semester and not at the beginning of the academic year constitutes an obstacle for researchers, which makes them wait until that period to do their research. We also want to advise upcoming researchers to do the applied side early. In addition to the lack of resources in this field was a challenge.

As suggestions, we advise the administration to make specific dates for the entry and exit of students to facilitate the process for researchers. We suggest that teachers should diversify teaching methods to motivate students to learn this language. We also suggest that researchers should design a book for paramedical students, which provides them with the most important medical vocabulary and to communicate with others. Design lessons that include the four skills. To obtain the required results, researchers shouldDeal seriously during the presentation of the lesson in the practical side, because the students do not care about such research.

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Appendices

Appendix 1:

Students' Pre-Questionnaire

Enhancing Specialty Language Learning through Content-Based Instruction

We would like to ask you to help us by responding to the following questionnaire items. This research is conducted by post-graduate English students of Tiaret to better understand how the Content Based Instruction approach enhances specialty language learning in the paramedical institute in Tiaret. This is not a test, so there are no "right" or "wrong" answers and you don't even have to write your name on it. Please give your answers sincerely as only this will guarantee the success of the investigation. Thank you very much for your help.

نود أن نطلب منك مساعدتنا من خلال الرد على عناصر الاستبيان التالية. يتم إجراء هذا البحث من قبل طلاب الدراسات العليا للغة الإنجليزية في تيارت لفهم أفضل لكيفية تعزيز نهج التدريس المستند إلى المحتوى لتعلم اللغة المتخصصة في المعهد الطبي في تيارت. هذا ليس اختبارًا ، لذلك لا توجد إجابات "صحيحة" أو "خاطئة" ولا يتعين عليك حتى كتابة اسمك عليها. يرجى إعطاء إجاباتك بصدق لأن هذا فقط سيضمن نجاح التحقيق. شكرا جزيلا لك على مساعدتك.

Part One: Personal and Academic Information المعلومات الشخصية والأكاديمية **الجزء الأول:**

- Please tick (√) the appropriate box
- يرجى وضع علامة(√)في المربع المناسب

1- Gender : الجنس
a-Male ☐   ذكر -أ   b- Female ☐   أنثى -ب

Age : العمر
a-18- 25years ☐   أ- من18 الى25 سنة   b- 26-30 years ☐   سنة26-30-ب

c-More than 30 years ☐   ج- أكثر من 30 عاما

2- Specialty : التخصص
a-Public health nurse ☐   أ- ممرض الصحة العامة   b-Midwife ☐   قابلة -ب

c- Medical imaging technician ☐   ج- اخصائي و مشغل اجهزة التصوير الطبيب

d-Medical assistant ☐   مساعد طبي -د

3- Level: المستوى

a-First year ☐ أ- السنة الأولى   b- Second Year ☐ ب-السنة ثانية   c- Third Year ☐ ج- السنة ثالثة

d-Four Year ☐ د- السنة رابعة   e- Fifthyear ☐ هـ-السنة الخامسة

4- How many years have you been studying English at the Institute?

4- كم عدد السنوات التي درست فيها اللغة الانجليزية فس المعهد ؟

a-One Year ☐ أ- سنة واحدة   b- Two Years ☐ ب- سنتان   c-Three Years ☐ ج- ثلاث سنوات

d-Four Years ☐ د- أربع سنوات   d- Five Years ☐ هـ- خمس سنوات

Part2: Learner' Feedback   الجزء الثاني: تعليقات المتعلم

- Please tick (√) the appropriate choice(s). You can tick more one choice.
- يرجى وضع علامة(√) .عند الخيار (الخيارات) المناسب . يمكنك تحديد أكثر من خيار واحد

1 – Is it important to learn English related to your specialty?

1-هل من المهم تعلم اللغة الإنجليزية المتعلقة بتخصصك ؟

a- Yes ☐ أ-نعم   b-No ☐ ب - لا

- If yes, why?   **إذا كانت الإجابة بنعم ، فلماذا؟**

a-English becomes language of science ☐ أ- لكون اللغة الإنجليزية لغة العلم

b- to communicate with foreigners ☐ ب- للتواصل مع الاجانب

c- Most medical reports are written in English ☐ ج-معظم التقارير الطبية مكتوبة باللغةالانجليزية

2 - What teaching aids does your teacher use in the classroom?

2-ما هي الوسائل التعليمية التي يستخدمها أستاذك في القسم؟

a-Textbook ☐ أ- الكتاب   b-Data-show ☐ ب-جهاز عرض البيانات

c- Audio ☐ ج- سمعية   d- Visual ☐ د- بصرية

3 -What difficulties did you face when studying Medical English?

3-ما هي الصعوبات التي واجهتها عند دراسة اللغة الإنجليزية الطبية؟

a-Spelling ☐ أ-الإملاء   b- Writing ☐ ب-الكتابة

c- Grammar mistakes (eg: She plays the guitar (Mike is singular) and my friends play the guitar.(my friends is plural ☐ ج-أخطاء في القواعد عند تصريف الأفعال في المضارع مع ضمائر المفرد والجمع

d- Lack of vocabulary ☐ د- نقص الرصيد اللغوي

4 -How often do you have the opportunity to decide about the subject matter to be taught?

4- كم مرة أتيحت لك فرصة إختيار موضوع الدرس ؟

a-Sometimes ☐ أ - أحيانا   b- Rarely ☐ ب -نادرًا   c-Never ☐ ج- أبداً

5 -What are the factors that contribute in enriching your medical vocabulary?

5- ما هي العوامل التي تساهم في إثراء مفرداتك الطبية؟

a-Reading medical articles ☐ أ- قراءة مقالات طبية   b-Watching videos ☐ ب -مشاهدة الفيديوهات

c- Other factors ☐ ج- عوامل أخرى

6-Do you think that the course meet your needs, if not, what needs are not included?

6-هل تظن أن الدورة تلبي احتياجاتك ، إذا لم تكن كذلك ، فما هي الاحتياجات التي لم يتم تضمينها؟

....

....

Part 3:Learner'sAttitudes رأي المتعلم: الجزء الثالث

- Please tick (√) the appropriate box
- يرجى وضع علامة(√)في المربع المناسب

1_ Are you motivated about learning medical English?

1- هل أنت متحمس لتعلم اللغة الإنجليزية الطبية؟

a-Yes ☐ أ- نعم   b-No ☐ ب-لا

A_ If yes,what type of motivation?

أ. إذا كانت الإجابة بنعم ، فما هو نوع التحفيز ؟

a-Intrinsic motivation (you like English) ☐ أ-تحفيز داخلي

b-Extrinsic motivation (you study it to get a job) ☐ ب- تحفيز خارجي

2_Do you think the content of the course is relevant to your level?

2- هل تعتقد أن محتوى الدورة مناسب لمستواك؟

a-Yes ☐ أ- نعم   b-No ☐ ب- لا

3_ According to you, does the variety of activities increase students' engagement in the classroom?

3- بالنسبة لك ، هل تنوع الأنشطة يزيد من مشاركة الطلاب فيه القسم ؟

a-Yes absolutely ☐ أ- نعم بالتأكيد

b-Yes, but I would like some change ☐ ب- نعم ، لكني أو بعض التغيير

c-Not at all ☐ ج-لا مطلقا

4-How often does your teacher encourage you to perform better ?

4-كم مرة يشجعك معلمك على الأداء بشكل أفضل ؟

a- Yes, all the time ☐ أ-نعم،طوال الوقت   b- Only sometimes ☐ ب- في بعض الأحيان فقط

c- No, not at all ☐ ج- لا مطلقا

5_Translation helps you acquiring new terminologies.

5- الترجمة ساعدتك لاكتساب مصطلحات جديدة .

a-Agree [ ] أ- أوافق   b-Partly agree [ ] ب- أوافق جزئيًا   c-Disagree [ ] ج- أعارض

6-To what extent do you feel that pair or group work is an effective way to learn and collaborate with others in a classroom setting?

6- إلى أي مدى تشعر أن العمل الجماعي هو وسيلة فعالة للتعلم والتعاون مع الآخرين داخل القسم ؟

a-Strongly agree [ ] أ- أوافق و بشدة   b-Agree [ ] ب- أوافق   c-Disagree [ ] ج- أعارض

➢ **If you have any questions, please contact usvia:**CBI7Tiaret@gmail.com

Appendix 2:

Students' Post-Questionnaire

Enhancing Specialty Language Learning through Content-Based Instruction

We would like to ask you to help us by responding to the following questionnaire items. This research is conducted by post-graduate English students of Tiaret to better understand how the Content Based Instruction approach enhances specialty language learning in the paramedical institute in Tiaret. This is not a test, so there are no 'right' or 'wrong' answers and you don't even have to write your name on it. Please give your answers sincerely as only this will guarantee the success of the investigation. Thank you very much for your help.

نود أن نطلب منك مساعدتنا من خلال الرد على عناصر الاستبيان التالية. يتم إجراء هذا البحث من قبل طلاب الدراسات العليا للغة الإنجليزية في تيارت لفهم أفضل لكيفية تعزيز نهج التدريس المستند إلى المحتوى لتعلم اللغة المتخصصة في المعهد الطبي في تيارت. هذا ليس اختبارًا ، لذلك لا توجد إجابات "صحيحة" أو "خاطئة" ولا يتعين عليك حتى كتابة اسمك عليها. يرجى إعطاء إجاباتك بصدق لأن هذا فقط سيضمن نجاح التحقيق. شكرا جزيلا لك على مساعدتك.

- **Part One:** **Personal and Academic Information**
  الجزء الأول: المعلومات الشخصية و الاكاديمية

Please tick (√) the appropriate option. يرجى وضع علامة (√) في المربع المناسب

1 - Gender الجنس

    a - Male [ ] أـذكر   b- Female [ ] ب- انثى

2 - Age السن

a- 18-25 years [ ] أ- من18 الى25 سنة   b- 26-30 years [ ] ب- من26 الى 30سنة

    c- More than 30years [ ] ج- أكثر من 30 سنة

3- Specialty التخصص

a-Public health nurse   أ- ممرض للصحة العامة   b- Midwife [ ] ب- قابلة

c - Medical imaging technician [ ] ج-اخصائي و مشغل اجهزة التصوير الطبي

d-Medical assistant [ ] دـ مساعد طبي

4- Level: المستوى

a- First year ☐ أ- السنة الأولى   b- Second Year ☐ ب- السنة الثانية   c -Third Year ☐ ج- السنة الثالثة

d- Four Year ☐ د- السنة الرابعة   d- Fifth year ☐ هـ- السنة الخامسة

5- How many years have you been studying English at the Institute?

5-كم سنة درست اللغة الإنجليزية في المعهد؟

a- One Year ☐ أ-سنة واحدة   b-TwoYears ☐ ب- سنتان   c-ThreeYears ☐ ج-ثلاث سنوات

d-Four Years ☐ د-أربع سنوات   c- Five Years ☐ هـ - خمس سنوات

PART TWO: Learners' Feedback   **الجزء الثاني: تعليقات المتعلم**

Please tick (√) the appropriate choice(s). You can tick more than one choice

..يرجى وضع علامة (√) على الخيار (الخيارات) المناسب. يمكنك وضع علامة على أكثر من خيار واحد

1-Which part of the course did you find interesting ?

1- أي جزء من الدرس وجدته مثيرا للاهتمام؟

a- Presentation ☐ أ - العرض التقديمي   b- Practice ☐ ب - الممارسة   c- Prouduction ☐ ج-الاداء

2-Did the learning materials (pictures, videos, audio recordings) used in class help you

2-هل ساعدتك اللوسائل التعليمية(الصور الفيديوهات و التسجيل الصوتي)   **understand the course?**

المستخدمة في الفصل على فهم الدرس؟

a- Yes ☐ أ-نعم   b- No ☐ ب- لا

3- Which of these activities did you find enjoyable?   **3 -اي من الأنشطة التالية وجدتها ممتعة ؟**

a-Listening ☐ أ - الاستماع   b- Speaking ☐ التحدث   c- Reading ☐ القراءة

d- Writing ☐ الكتابة

4-What do you like the most in the teachers' teaching style ?

4- ما هو أكثر أسلوب أعجبك في أساليب تدريس الأستاذ

a-Clarification ☐ أ-التوضيح   b- Engagement ☐ ب- التفاعل   c-Feedback ☐ ج- التعليقات

5- Did you notice any difference compared with how your teacher teaches you?

5-هل لاحظت اي فرق بالمقارنة مع طريقة تدريس استاذك؟

Yes ☐ أ-نعم   No ☐ ب- لا

Part 3: Learner's Attitudes   **3- الجزء الثالث :رأي المتعلم**

Please tick (√) the appropriate box   الجزء 3: يرجى وضع علامة (√)في المربع المناسب

1- How do you evaluate the overall learning experience you had with this course?

1_ كيف تقيم تجربة التعلم الشاملة التي مررت بها مع هذا الدرس؟

a-Very satisfied ☐ أ- راض جدا   b- Satisfied ☐ ب- راض   c- Dissatisfied ☐ ج-غير راض

2_ How do you evaluate the content of the course from 1 to 5?

2- كيف تقيم محتوى الدرس؟

(please select a number between 1 and 5 based on the degree of how the course is useful).

(يرجى تحديد رقم بين 1 و 5 بناءً على درجة فائدة الدورة).

(1)   (2)   (3)   (4)   (5)

Very useful   UsefulSlightely useful   Not useful   No idea

3- According to you , in which part of the lesson you would like to see the change ?

3- حسب رأيك في أي عنصر تود أن ترى التغيير؟

a-Teaching materials ☐ أ- الوسائل التعليمية   b- Types of activities ☐ ب- أنواع الأنشطة

c-Time devoted for each session ☐ ج- الوقت المخصص لكل حصة

4- Please read the following statements and fill-in the following table.

4-يرجى قراءة العبارات التالية وملء الجدول التالي

	Agree	Disagree	Neutral
1-The course fits students' needs. الدرس يناسب احتياجات الطلاب	☐	☐	☐
2- The course content encourages student to engage محتوى الدرس يساعد الطلاب على التفاعل	☐	☐	☐
3-The course activities are enjoyable تنوع أنشطة الدرس ممتعة	☐	☐	☐
4- The materials helps students understand better the course تساعد الوسائل التعليمية الطلاب على فهم الدرس بشكل أفضل	☐	☐	☐

5-How was your experience with the course?

5- كيف كانت تجربتك مع هذا الدرس

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Appendix 3:

Teachers' Interview

Interviewer: …………………

May 16, 2023.

At 9:00am

<u>Teachers' Interview</u>

Hello, thank you for coming today, we are looking forward to talk to you.

We are master two students of English at the University of Tiaret. We are presently carrying out a research on Enhancing language Specialty Learning through Content Based Instruction. Thus, you are kindly requested to answer the following questions:

1- How did you hear about this work?

2- What qualification do you have?

3- How long have you been an English teacher?

4- What interests you about this role?

5- Do you think that one session per week is enough to teach English?

6- Do you think that the followed program meets students' needs? Or do you resort to some changes sometimes according to the learners' level?

7- Are the English courses presented annual or semi-annual?

8- How do you keep the students engaged during the course?

9- What kind of students did you find difficulties to work with?

10- What type of materials did you integrate during the course?

11- On what basis do you divide your sessions?

12- Did you give learners the choice to decide about the topic of the course?

13- What kind of activities did you focus on most?

14- What challenges did you face during this experience?

15- How did you find this experience?

16- Is there anything else you would like us to know?

➢ Thank you for your time and consideration. If you have any question about our research topic contact us via: CBI7Tiaret@gmail.com

Appendix 4:

Lesson Design

Date :7th May 2023	Specialty : Public Health Nurse	Level: second year	Lesson : Introduction to General and Most Important Medical Terms

Time : 1 hour and 30 minutes

An English Lesson Plan for Public Health Nurse Learners

Students Profile:

- ➢ Public Health Nurse Field
- ➢ 2nd year learners

Needs Analyses:

- ❖ In order to conduct a reliable needs analysis, a various procedures in a form of questionnaire, interviews were held. To identify the learner's needs.

Needs Analysis Results:

➢ Lack of vocabulary
➢ The problem of mixing English and French languages
➢ Studying in French and ignore the English module
➢ Difficulties in pronunciation

Objectives:

The aim of this course is to make the learner familiar with the field, in order to be ready for the coming job to act and present as a Public Health Nurse.

The teacher focuses on both content and language by following different strategies, to capture students' intentions.

By the end of the session, students should be able to:

✓ To understand general and most important medical terminology.
✓ React to some visual aids by giving opinion.
✓ Listen to audio recording and correct mispronounced words.
✓ Read short medical passages, and echoing most important terminologies.
✓ Write short paragraph (dictation).

Lesson outline

Stages	Content	Teaching aids	Timing	Interaction
Lead in	Setting the scene for the lesson by introducing a picture of Florence Nightingale to learners in order to prepare them for the new lesson.	Picture Writing on the board	3 min	T ➡ Ss
Presentation	The teacher presents to students pictures about human organs to get medical terminology.	Visual aids Data show	7 ➡ 10 min	T ➡ Ss Ss ➡ Ss
Practice	Record: Ss listen to conversation between doctor and patient, extract specific details to do the activities, and then they discuss it with T. Reading short passage about " Nurse " The teacher dictates short paragraph to the	Amplifier White Board Data show	20 ➡ 30 min	T ➡ Ss Ss ➡ Ss Ss ➡ T

	learners (Obesity)			
Production	Role play: Ss play different roles to stimulate a real life situation.	Paper scraps Discussions	10 ➡️15 min	SsSs➡️

Lead in:

In order to make the students ready for the new material , the teacher introduces the picture of Florence Nightingale " The mother of nursing " .

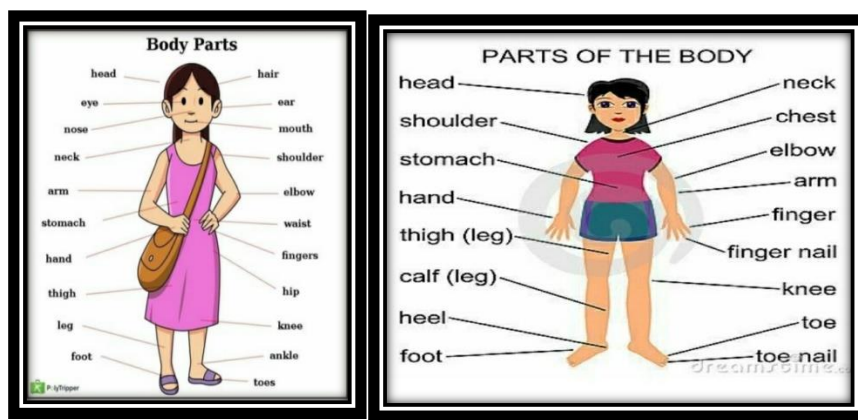**Lesson 01:** **Introduction to General and Most Important Medical Terms**

Materials & strategies:

- Data show
- Visual aids

Description of the lesson:

In this lecture, we are going to make the learner familiar with the most important medical terminologies, and explain them. We will also correct the mispronounced words by echoing them.

Examples:

1 - Listening skill

Materials and strategies:

- o Amplifier
- o White Board

Description of the activity:

We used an audio recording .Students need to listen carefully to do the activities.

First, the teacher writes the activity on the board for the learners to attract their intentions.

Learners will listen to the record twice to be able to accomplish the activities that allow them to test their listening skill.

Example:

Link of the audio recording

https://youtu.be/5jP6qM3Kakc

Activities:

Please try to focus with the audio recording to do the following activities.

Activity 01: Refresh your mind

a - What was the name of the patient?

b - What the patient suffers from?

c - Does the patient have an appointment with the doctor?

Activity 02: Say true or false

a – The patient has watery eyes ……… (True /False)

b – The temperature of the patient was too high ……… (True /False)

c – The doctor advised the patient to take the medicine once a day……… (True /False)

Activity 03: Think before you answer!

Please fill in the gaps.

a – The patient feels ……….

b – The patient looks like he has a ……..

c – The patient takes his medicines once on the ………..and once before bed.
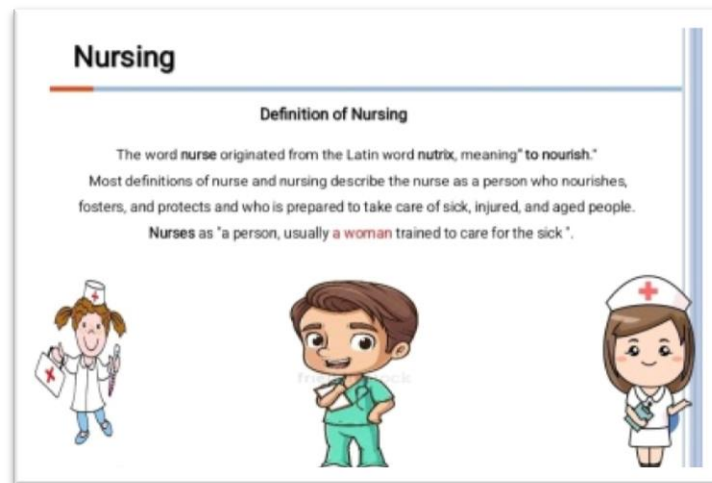
2 - Reading skill:

Materials & strategies:

✓ Data show

Description of the activity:

Teacher presents a short definition of the term "Nursing "and asks students to read it. Then we will correct the mispronounced words.

Example:

3 – Writing skill

Materials & strategies:

▪ Board

Description of the activity:

In this part, the teacher will dictate a short paragraph about "Obesity" to test their writing abilities, and then the teacher writes the paragraph on the board and asks the students to underline the words that they wrote incorrectly to correct their mistakes.

Example:

Obesity is a complex disease involving an excessive amount of body fat. Obesity is not just a cosmetic concern. It is a medical problem that increases the risk of other diseases and health problems, such as heart disease, diabetes, high blood pressure and certain cancers.

Activity 04: Speaking

Materials & strategies:

Description of the lesson:

At the end of the lesson, we presented a role play activity between three learners (A is the nurse, B is the patient and, C is the doctor) .Stimulating a real life context. The aim behind creating a role play activity is to kindle students' interest and motivation and raise energy between learners .In this respect, students use the medical terminologies that they have learned.

Example:

How to Describe your Symptoms in English

Nurse: Good morning, can I help you?

Patient: Hello I would like to make an appointment.

Nurse Can you tell me what's wrong?

Patient: Well, I felt not really good today, I am dizzy.

I have stomach ache and fever.

Nurse Well, Ms.\Mr. I just got a call from the doctor

and I have to take your blood pressure.

Patient: Okay, I hope the test result goes well for me.

Nurse: It is totally normal.

Patient: Good thank you.

Doctor: Hello, take a seat what's the matter?

Patient: Doctor, I have a fever and a sore stomach.

Doctor: Let me examine you, I see your temperature is very high.

Patient: Yes I felt very dizzy.

Doctor: Did you get sick?

Patient: Yes, I vomit twice this morning.

Doctor: Did you take any medicine to treat your symptoms?

Patient: No doctor, I didn't take anything.

Doctor: Okay, it sounds like you have a food poisoning.

Doctor: Take this medicine now and again every 6 hours. And don't worry, you will be okay.

Patient: That's a relief, thank you very much doctor.

Appendix 5:

The Inauguration of Paramedical Institute of Tiaret

الملخص

شهدت السنوات الأخيرة حركة عملية في مجال اللغة الإنجليزية لأغراض محددة. نظرًا لقبول اللغة الإنجليزية كلغة دولية للعلوم والطب ، زاد عدد منشورات اللغة الإنجليزية لجعل انتشارًا قويًا للغة الإنجليزية في المجال الطبي. في هذا الصدد ، فإن الوضع الحالي لتدريس اللغة الإنجليزية الطبية في المعهد الوطني للتدريب المسعف العالي في ولاية تيارت ليس مثاليًا ، مما دفع الباحثين إلى استخدام طريقة التعليم القائمة على المحتوى. حيث، تهدف هذه الدراسة إلى تحديد طريقة تدريس فعالة لتمريض الصحة العامة. لاختبار الفرضية القائلة بأن نهج التعليم القائم على المحتوى يساهم في تعزيز تعلم اللغة الإنجليزية الطبية، يتم استخدام كل من الطريقة الكمية والنوعية. لإثراء هذه الدراسة ببيانات قيمة، تم الاعتماد على ثلاث أدوات رئيسية للبحث. وتشمل هذه مراقبة الفصول الدراسية، وتم اختيار استبيانات ما قبل وما بعدها المقدمة إلى 25 طالب التمريض في السنة الثانية بشكل عشوائي، إضافة إلى مقابلة منظمة مع مدرسين في المعهد. كشفت النتائج أن نهج التعليمات القائمة على المحتوى هو طريقة فعالة لاستخدامها في إعداد الفصل. يمكن أن نستنتج أن احتياجات المتعلمين ومستوياتهم و أساليب تعلم الطلاب هي عوامل مهمة يجب مراعاتها عند تصميم دورة لطلاب التمريض.

الكلمات المفتاحية: تعليمات قائمة على المحتوى ، اللغة الإنجليزية لأغراض محددة ، اللغة الإنجليزية الطبية ، تمريض الصحة العامة، دراسات شبه طبية

Résumé

Ces dernières années ont été témoins d'un mouvement pratique dans le domaine de l'anglais sur des objectifs spécifiques. En raison de l'acceptation de l'anglais comme langue internationale de la science et de la médecine, le nombre de publications en anglais a augmenté pour faire une forte prévalence de l'anglais dans le domaine médical. A cet égard, la situation actuelle de l'enseignement de l'anglais médical à l'Institut National de Formation Supérieure Paramédicale de Tiaret n'est pas idéale, ce qui a poussé les chercheurs à utiliser la méthode d'enseignement par le Contenu. Par conséquent, cette étude vise à identifier une méthode d'enseignement efficace pour les soins infirmiers en santé publique. Pour tester l'hypothèse selon laquelle l'approche d'enseignement basée sur le contenu contribue à améliorer l'apprentissage de l'anglais médical, des méthodes quantitatives et qualitatives sont utilisées. Pour enrichir cette étude de précieuses données, trois principaux outils de recherche ont été utilisés. Celles-ci comprennent une observation en classe, des questionnaires pré et post soumis à 25 étudiants en soins infirmiers de deuxième année ont été sélectionnés au hasard, ajoutés à un entretien structuré avec 2 enseignants de l'institut. Les résultats ont révélé que l'approche d'enseignement basée sur le contenu est une méthode efficace à utiliser en classe. On peut conclure que les besoins, les niveaux et les préférences d'apprentissage des apprenants sont des facteurs importants à prendre en compte lors de la conception d'un cours destiné aux étudiants en soins infirmiers.

Mots clés : Enseignement basé sur le contenu, Anglais à des fins spécifiques, Anglais médical, Soins infirmiers en santé publique, Cours paramédicaux