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**An Investigation into Medical Students' English Language Needs:
Present and Target situation Analysis**

**The Case of Second-Year Medical Students at Biskra
University**

**Dissertation Submitted in Partial Fulfilment for the Requirement of a
Master Degree in Sciences of Language**

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Declaration

I, Hakima Rebadj, do hereby declare that this dissertation is my own original work that has been compiled in my own words. This work has not been falsified or used for other courses and examinations. Nor has another person, university, or institution for another degree or diploma previously, or concurrently, published it, unless explicitly acknowledged (In-text citation and the list of references). This work was certified and completed at Mohammed Khider University of Biskra

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Dedication

In the name of ALLAH the merciful, blessings and peace

be upon MUHAMMED the messenger of God

My profound gratitude find its way firstly to ALLAH the originator, the glorious, the satisfier of all needs, the everlasting whom my loyalties go to.

To my mother, the queen of my heart .The presence of her highness imposes beautiful rhythms on my life .To my father who always trusted his daughter

To my husband, my source of motivation and support. The one who encourage and advise me. He complements my shortcomings.

To my brothers my real supporters and my army that got my back through all of these years. To my sweet and merciful sister Halima

To friends of life Nour El Houda and Nadjette, I am grateful that you have been always there for me .

To Hadjer, Somia , Sabrina, and all my colleagues, I will bring back the memories of everything we have been through : giggles , sense of frustration , exams for sure and all moments we had together

To all magnificent teachers of Mohamed khider University of Biskra ,ENS Setif and ENS Ouargla, I made sure to learn and earn knowledge and values from each one of them

To my unfettered desires, my sparkling wishes and all the battlefields that I have not been through yet.

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Abstract

The current study investigates the English language needs of second-year medical students at the University of Biskra. It aims to provide insights for effective English for Academic Purposes (EAP) course design. The study includes both a present situation analysis and target situation analysis to identify the challenges that medical students encounter particularly with discipline-specific field content and difficulties in reading and writing academic materials. Employing a descriptive qualitative approach aligned with an interpretive paradigm and using a case study method, the study is based on the hypothesis that a need-based EAP course might enhance students' proficiency in both academic and professional contexts. The data were collected through a structured questionnaire purposively distributed to a sample of 30 medical students. The findings reveal that students have an insufficient exposure to specialised English language instruction and recognize that the four main language skills—listening, speaking, reading, and writing— are crucial for their academic success, particularly reading and writing. An EAP curriculum specifically designed to meet the requirements of medical field is desired by students. To bridge the gap between the general English language and the language actual needs in the field of medicine, it is recommended to develop interactive, discipline-specific EAP courses.

Keywords: Academic language skills, course design, discipline-specific English, English for academic purposes (EAP), medical field, needs analysis, present/ target situation analysis.

List of Acronyms

EAP: English for Academic Purposes

EMI: English as a Medium Instruction

ESP: English for Specific Purposes

GE: General English

PSA: Present Situation Analysis

TSA: Target Situation Analysis

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General Introduction

1. Introduction

In contemporary society, English has become the dominant language in various domains, including education, research, and professional fields, particularly within science and medicine. As a result, many university students need to develop academic English competencies to succeed in their studies and professional endeavours. This necessity has given rise to English for Academic Purposes (hereafter EAP), which is a branch of English language teaching that is dedicated to help students acquire the essential skills to understand and generate academic texts, participate in discussions, and communicate effectively within their specific disciplines (Hyland, 2006).

A critical step in designing a successful EAP course is the process of needs analysis, which helps determine the existing knowledge of students, what they still need to learn and what instructions to achieve in their academic and professional aspirations. According to Hutchinson and Waters (1987), needs analysis identifies students' necessities, wants, and lacks, ensuring that the course content is relevant to their specific learning context. In other words, before the formulation of an EAP course, it is important to understand the challenges students face and the skills they need to develop.

For medical students, learning English is not just an academic requirement, but it is also an essential component of their professional development. Since most research publications, textbooks, and international conferences are conducted in English, mastering the language is vital for accessing up-to-date medical knowledge and communicating with global colleagues (Jordan, 1997). Consequently, EAP programs for medical students should be designed to equip them with the linguistic competencies necessary for both their studies and future careers.

This research seeks to conduct a needs analysis for second year medical students at Biskra University. By examining their existing proficiency in the English language alongside their

academic needs, the research intends to provide valuable insights for developing an EAP course that is specifically tailored to their field of study.

2. Statement of the Problem

EAP plays a crucial role in equipping university students with the necessary language competencies for their studies. In fields like medicine, where the majority of scientific research and professional discourse take place in English, mastering academic English is not just a requirement but a necessity (Hyland, 2006). However, numerous students in non-English-speaking countries struggle with the language, primarily due to inadequate training in using English for academic and professional purposes.

In Algeria, while English is not the dominant language of education, medical students are expected to read scientific articles, follow international research, and even communicate in English within professional environments. Despite this, EAP courses in Algerian universities frequently do not fully address the specific requirements of these students. Research has shown that a number of these courses tend to focus on general English over academic and professional skills that are essential for success in the medical field (Assassi, 2021). As a result, students may struggle to understand medical texts, compose academic papers, or actively participate in discussions related to their field.

At Biskra University, second-year medical students encounter similar challenges in their academic journey. While they are expected to utilise English resources in their studies, there is a lack of comprehensive data regarding their actual language needs or how well the current EAP courses prepare them. Hutchinson and Waters (1987) assert that a successful educational course should be based on a proper needs analysis, identifying what students already know and what they still need to learn. In the absence of a clear understanding of these needs, EAP instruction

risks being inadequate in equipping students with the essential skills for achieving academic success.

This study aims to tackle the identified issue by conducting a needs analysis focusing on second-year medical students at the university of Biskra. Through an evaluation of their present language abilities and academic requirements, the study aspires to provide insights that can enhance the design of EAP courses tailored specifically for medical students in Algeria.

3. Research Questions

The current study seeks to explore the English language needs of second-year medical students at Biskra University. It emphasises their existing language proficiency, the obstacles they encounter, and the key skills necessary for academic and professional purposes. The study is structured around several guiding research questions.

1. What are the primary language challenges these students encounter when using English for academic purposes?
2. What English language skills must medical students possess to be successful in their academic studies and future medical careers?
3. What are the effective strategies for an EAP course to address the particular requirements of medical students?

4. Hypotheses

Based on the research questions and the objectives of this study, the following hypotheses are proposed:

1. Academic English is a challenge for second-year medical students at Mohamed Khider University of Biskra because they have limited exposure to specialised language training.
2. Medical students need to prioritise their reading and writing skills, as they are crucial for comprehending medical texts and academic writing work.
3. Medical students will have the language skills necessary for academic and professional success by taking an EAP course that is designed according to their needs analysis.

5. Aims and Objectives of the Study

5.1. Aim of the Study

This study seeks to explore the English language requirements of second-year medical students at Mohamed Khider University of Biskra to identify their main linguistic challenges and the key skills necessary for their academic studies. Also, to provide clear insights that could help shape more relevant and effective English for Academic Purposes (EAP) courses tailored for medical students in Algeria.

5.2. Objectives of the Study

To achieve this aim, the study focuses on the following objectives:

1. To examine the English language proficiency levels of second-year medical students
2. To identify the main challenges they encounter when using English for academic purposes
3. To suggest improvement for the EAP course design that takes into account their specific language requirements.

6. The Research Methodology for this Study

Based on the nature of the research problem, which depends on describing a specific educational phenomenon as well as objectives and the research questions, this study is purely descriptive. A qualitative research approach and an interpretive paradigm were adopted since they offer an in-depth description of the educational context under investigation. In addition, a case study was selected because it offers a thorough explanation of the current issue in the context of real life situations.

This research employs a descriptive qualitative methodology to investigate the English language needs of medical students. A needs analysis framework is crucial within the context of English for Academic Purposes (EAP) to identify linguistic difficulties and required skills (Hutchinson & Waters, 1987). The qualitative approach is chosen because it provides an opportunity to understand students' perceptions, obstacles and aspirations related to their English language acquisition.

6.1 Population and Sample

The participants of this study are second-year medical students at Biskra University. They were chosen since they have previously been presented to EAP instruction; however, may in any case confront troubles in involving English for academic purposes. A purposive sampling method is used, it permits the researcher to select members who are able to enrich and provide variant data which are relevant to the aim of the study.

6.2 Data Gathering Tool

To gather relevant data, the researcher have chosen a principal tool which is a semi-structured questionnaire, which will be addressed to students in order to explore their current

English proficiency, learning difficulties, and language needs. It will incorporate both closed ended questions and open-ended questions for profound experiences.

7. Choice of the Writing Style

This dissertation follows the 7th edition writing style guidelines of the American Psychological Association (APA), which are usually regarded as being suitable for the field of Social Sciences, the field in which the study is conducted. Yet, there is an exception when it comes to using text justification feature. The supervisor and the researcher worked together to reach an agreement on the stylistic choice to guarantee coherence and clarity of the presentation.

8. Significance of the Study

The study highlights the significance of needs analysis by analysing both the present situation and the target situation of second-year medical students at Biskra University. It gives the students the chance to express their perspectives on their current English course and their assumptions for more effective EAP course that lines up with their academic and professional needs. The main contribution of this study to the EAP field is giving valuable insights to the particular language challenges faced by the medical students. More critically, this study could serve as a foundation through which it is possible to design a successful EAP course that suits the actual needs of medical students, guaranteeing that their experience in learning English is important for both their academic achievements and future careers.

9. Structure of the Dissertation

This dissertation is composed of two main chapters. The initial chapter explores the theoretical framework, emphasizing EAP and the significance of needs analysis in the development of courses particularly for medical students. Additionally, it reviews the existing literature related to EAP and students' linguistic needs. The chapter is divided into two main

sections; the first one is about EAP followed by the second section which is about needs analysis in EAP. The subsequent chapter presents the practical aspect of the research; it focuses on the research methodology, the tools used for data collection, and the analysis of findings. It investigates the English language challenges faced by second-year medical students and provides a summary of the findings which may help in offering a clear insight for improving EAP course design to more effectively meet their academic and professional needs.

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Section One: English for Academic Purposes (EAP)

Introduction

This chapter provides essential concepts related to English for Academic Purposes (EAP). It shows the importance of needs analysis and how both contribute in designing effective EAP courses. The chapter starts with an overview of EAP, defining what it is, its scope, and its role in academic settings, particularly in medical field. It also, focuses on the English language challenges faced by medical students. After that, it provides an explanation of needs analysis, its purpose, and the different types of learner's needs. In addition to that, it presents a review of previous studies on EAP and needs analysis for medical students specially within the Algerian context, and identifies the gap that this study aims to address.

1.1. Definition and Scope of EAP

English for Academic Purposes (EAP) is a unique branch of English for Specific Purposes (ESP), concentrating on the language skills necessary for success in academic environments. It is all about teaching English in a way that is associated with academic activities, like reading textbooks and articles, writing laboratory reports, engaging in seminars or presentations, and understanding lectures (Jordan, 1997). Unlike General English (GE), which focuses on everyday communication, EAP is more purpose driven and aligns closely with the academic fields and contexts relevant to students (Dudley-Evans & St. John, 1998, as cited in Alharby, 2005).

In his study, Hyland (2006) found that EAP goes beyond just teaching grammar and vocabulary; it emphasizes the comprehension of how language functions to create meaning withing academic discourse communities. The scope of EAP can vary widely based on learners'

academic fields, their levels of study, and the specific needs of their instructions. In practice, EAP combines language education with the essential academic skills, such as summarizing, note taking, referencing, argumentation, and critical reading.

Furthermore, EAP is crucial for non- English-speaking regions that its learners need to engage with English language settings and materials. For instance, in Algerian universities, where there is a reliance on English in scientific and medical literature, EAP equips them with the linguistic tools and confidence to navigate global academic resources (Helis, 2019;Farea & Singh, 2024).

Sileshi (2018) highlights the importance of designing EAP programs that are informed by thorough understanding of learners' educational and professional aspirations, as well as their existing knowledge and specific academic hurdles. This underscores the necessity for customized EAP instructions rather than a generic approach to English language education.

1.2. The Role of EAP in Higher Education and Medical Fields

English for Academic purposes (EAP) is a key player in equipping students for academic achievement within university environments and beyond. In the realm of higher education, students are frequently expected to dive into diverse academic literature, produce research-oriented writing, and partake in scholarly discussions, all of which demand a solid grasp of academic English (Jordan, 1997). EAP provides learners with language and academic skills they need to understand lectures, navigate textbook materials, compose essays or laboratory reports, and tackle critical thinking tasks (Hyland, 2006).

In non-English speaking nations like Algeria, EAP is increasingly important due to the global dominance of English in academic publications, conferences, and research dissemination (Farea & Singh, 2024). Students in fields such as medicine, science, or engineering are

particularly required to access current information from international sources, many of which are exclusively available in English (Helis, 2019).

In medical education speciality, EAP is not just useful but essential. Medical students must possess the ability to read and interpret medical journals, follow international research developments, and attend or even present in English -speaking academic forums. "The English language became known as an essential medium for medical knowledge" (Hyland, 2006, p.9). According to Alanazi and Curle (2024), students in medical curriculum which use English Medium Instruction (EMI) regularly face serious obstacles since the courses are away from being suited to their language proficiency that restricts their educational and professional progress. Moreover, proficiency in English is often a requirement in postgraduate studies, medical residencies, and international collaborations. As Sileshi (2018) emphasizes, the capacity to comprehend specialized literature, communicate effectively in academic and clinical contexts, and write professionally in English is increasingly recognized as a fundamental skill for aspiring health professionals. Not so far of Sileshi, Wang (2025) argues that medical EAP programs better integrate clinical and practical aspects as a step in overcoming the classroom theory such as communicating with patients, composing medical reports, and collaborating with medical professionals from abroad.

Despite the importance of EAP, numerous medical students in Algerian universities struggle with reading complex scientific texts or engaging in academic discourse in English. This situation highlights a disconnect between general English education and actual academic and professional demands students face (Alharby, 2005; Farea & Singh, 2024). Therefore, it is crucial to weave EAP into higher education curricula, particularly within faculties such as medicine, where proficiency in academic communication in English is fundamental to achieving student success and ensuring professional preparedness.

1.3. Challenges Faced by Medical Students in Learning Academic English

Medical students, especially those in non-English-speaking countries like Algeria, often encounter significant obstacles in developing the academic English proficiency advancement. These obstacles stem from various factors, such as limited exposure to the English language, a lack of specialized instruction, and the intricate nature of medical discourse.

One of the most reported issues is understanding medical literature and research articles written in English. As Farea and Singh (2024) indicate, students often themselves grappling with intricate terminology, unfamiliar vocabulary, and complex sentence structures typical of scientific writing. This makes it tough for them to stay updated with the latest research and to incorporate English-language resources into their academic work. Furthermore, Helis (2019) speculates that many students experience a sense of being overwhelmed when faced with journal articles or international medical guidelines, which are crucial for both academic success and their evolution as future healthcare professionals. As stated by Alanazi and Curle (2024), medical students in EMI claim to have difficulties comprehending because they do not have a specialized English instruction which is consistent with the subject they are studying. It is also confirmed that "students in scientific educational contexts are exposed to challenges because of unfamiliarity with academic standards and specific terminology" (Chan & Tan, 2006, p. 394).

In settings where EMI is used, the challenges are more severe " medical students in EMI think that they are not qualified to engage with English language materials, especially when attending lectures that contain specialized terminology" (Alanazi & Curle, 2024). Moreover, Airey (2011) noted that medical students struggle with EMI since instructors might anticipate a high level of fluency, leading to a cognitive tension.

Additionally, academic writing poses another significant hurdle. Crafting written work in English for academic contexts requires students to adhere to specific rhetorical conventions,

utilize formal vocabulary, and the logical structuring of arguments—skills that are seldom taught in general English courses. As (Sileshi,2018) observes, numerous medical students lack familiarity with genre-based writing practices, such as summarizing literature, creating structured reports, or writing research abstracts. Basturkmen (2010), clarified that EAP instruction frequently do not succeed when ignoring the actual writing needs which students encounter in their areas of study. These skills are vital components of academic communication that are essential for achieving success in medical education and scholarly publication.

The challenges associated with speaking and oral communication in medical education are significant. Although discussions within medical faculties frequently occur in Arabic and French, students still find themselves needing to present in English or chat with peers and professionals in international environments. This expectation can be tough, especially when a lack of confidence and not enough speaking practice lead to anxiety, low participation, and less than stellar performance in oral tasks (Alharby, 2005). These challenges and lacks described by Hyland (2006), that they are not only linguistic problems; but, they are a caused from the lack of knowledge of discourse practices relevant to their subject.

On top of that, listening comprehension poses additional difficulties, particularly when students encounter lectures or medical documents in English. The rapid pace of speech, diverse accents, and specialized terminology can hinder their ability to fully comprehend the material, which is particularly concerning in a field where accuracy and understanding are absolutely essential.

These issues are exacerbated by the absence of tailored English for Academic purposes (ESP) courses that cater specifically to the unique academic and professional needs of medical students. As noted by Long (2005), to guarantee the consistency with students' educational and professional aims effective language instruction should start by conducting a systematic needs

analysis. As Dudley-Evans & St. John (1998, cited in Alharby, 2005) draws the attention that EAP instruction should be customized to align with the learners' contexts and target situations. Unfortunately, many students end up with generic language instruction that does not quite cut it when it comes to preparing them for rigorous demands of the medical field.

1.4. Characteristics of an Effective EAP Course

An effective EAP course should be based on the academic and professional needs of students. In contrast to general English, the EAP instruction is developed to suit the actual needs of disciplines like medicine in which it is important to gain proficiency in both content and context-dependent language.

A key component is the discipline-specificity. As outlined by Hyland (2006), the initial step for an effective EAP instruction is comprehending how the information is generated and communicated among specific fields. This indicates that the language instruction should be compatible with the way language is utilised in students' educational contexts.

Another crucial aspect is the integration of academic skills. Basturkmen (2010) claimed that EAP courses should incorporate skills such as taking notes, paraphrasing, referencing, and composing reports as well as accuracy in language. Competencies like interacting with scientific literature and composing writings which fulfil the professional norms are essential in medical educational contexts.

Genre awareness is also important. Paltridge and Starfield (2013), noted that genre focused-teaching helps students to identify the structure and communication of disciplinary knowledge within academic writings. For example, students of medicine are better to learn techniques of how to read and write, how to conduct research, and how to summarise clinical reports.

The communicative skills can be improved by an effective EAP course. "medical students should possess a theoretical mastery of medical English as well as being able to take part of discussions with colleagues and patients, and the academic community in general" (Wang, 2025, p. 112). Therefore, speaking and listening practices should mirror the real world situations like conference presentations and case talks.

A successful and effective EAP course design should be based on continuous needs assessment. Thus, "language programs that are designed without an in-depth need assessment might become inappropriate and unproductive" (Long, 2005, p.41). The consistency in evaluating EAP courses helps the curriculum remain in accordance with the changing targets set by the students.

In addition, "EAP is considered successful when it combines authentic academic contexts, integrating the four main skills and continuously responding student feedback" (Sharndama et al., 2014, p.45).

1.5. Goals of EAP Courses

The goal of EAP is to provide students mainly those entering or participating in higher education the specialised language proficiency and skills in academia needed to flourish in English-medium educational settings. Enhancing students' general and academic language skills like verbal interaction, writing essays, collaborative assignments, academic investigation as well as presentations, all of which are necessary for a successful engagement in academic settings. By preparing students for assignments such as analysing material, scientific writing, and using academic tools, these courses seek to help students in overcoming the linguistic and cultural obstacles encountered by students when studying in English (English path, n.d.; LE PHARE HASNAOUI, n.d.; University of East Anglia, 2025).

The development of academic vocabulary, grammar, and the four main skills in academic settings are among the goals of EAP courses. Also, EAP improves academic communication skills such as presentations and conference speaking while cultivating the ability of students to evaluate and generate various kinds of academic writings, including research papers and scientific works. Additionally, these courses help with real world academic activities such as writing papers for publication as well as applying for scholarships, and creating portfolios. Crucially, EAP instruction is tailored to meet the specific needs of each student, guaranteeing that learning is goal-oriented and in line with students' educational and professional goals. The primary goal of EAP is to increase students' confidence and proficiency so they can contribute effectively to the global educational contexts (English Path, n.d.; LE PHARE HASNAOUI, n.d.; University of East Anglia, 2025; UCT English Language Centre, n.d.).

EAP courses might be provided in-session, occurring simultaneously with academic studies, or pre-sessional, presented prior to the start of the major curriculum. With an emphasis on actual needs of classroom instruction in English, they highlight task-based instruction through the use of real educational tools and assignments. In addition to helping students become more proficient in the language, this practical approach allows them to comprehend and interact with the disciplinary and educational processes of English-medium schooling (English Path, n.d.; UCT English Language Centre, n.d.).

1.6. The difference between EAP and GE

The focus, content, and goals of General English (GE) and EAP are distinct, meeting various needs of students. EAP is a goal-oriented approach designed especially for preparing students for fluency in academic learning in English settings. It focuses on developing the

essential skills for success in higher education, including research, note taking, academic writing, critical reading, and formal presentations. EAP course material consists of challenging readings, specialised academic terminology, and assignments which mirror the actual academic challenges. GE on the other hand concentrates on enhancing students' general English ability for interactions with others, travelling, and fundamental business language. With an emphasis on interpersonal abilities, grammar, and general vocabulary, GE content is less specialised and more comprehensive.

The effectiveness of EAP is evaluated by how well students accomplish academic assignments such as writing essays, attending seminars, and comprehending lectures. Having the capacity to cope with the language needs of academic studies is a crucial component of success in EAP. The meanwhile, GE seeks to increase communication in general and confidence so students may work autonomously in various kinds of non-academic contexts. Crucially, EAP courses are tailored according to the goals of students and usually involve real-world resources from particular fields, this makes the curriculum highly relevant and focused. With no practical academic or professional determination, GE courses, on the other hand, provide an increased generalised language learning experience (EAP Foundation, 2022; Torrens University Australia, n.d.).

Section Two: Needs Analysis in EAP

1.7. Definition and Importance of Needs Analysis

The process of needs analysis is essential in the realm of EAP, as it serves to pinpoint learners' existing knowledge, identify gaps, and determine the necessary skills required to fulfil their academic and professional aspirations. It is the initial and vital part of designing a course, ensuring that the instructional content is both relevant and effective (Hutchinson & Waters, 1987, as cited in Alharby, 2005).

As explained by Dudley-Evans and St. John (1998), needs analysis offers a comprehensive framework for assessing learners' current capabilities alongside their future requirements, thereby enabling course designers to formulate realistic learning objectives and prioritize content that aligns with the specific needs of various disciplines, such as medicine.

Hyland (2006) reveals that EAP is not just one-size-fits-all set of language skills; rather, it must be tailored to the specific demands of learners and academic tasks they will encounter. Therefore, a needs analysis goes beyond merely assessing proficiency, it reveals the contexts in which students will use language, the genres they need to master, and the academic practices that are expected to be adopted by them (Hyland, 2006).

In the realm of English for Specific Purposes (ESP), needs analysis is regarded as cornerstone of course development. This approach enables educators to transition from conventional grammar- translation techniques to the creation of instruction that is specifically tailored to equip students for success in practical, real world applications (Sileshi, 2018).

For medical students, the importance of needs analysis is amplified due to the intricate language they encounter in their field. Farea and Singh (2024) highlight that many students find themselves in EAP courses without any real consideration to their unique challenges, objectives, or prior exposure to English. This oversight frequently results in courses that are either overly broad or misaligned with the actual academic contexts of the learners. A comprehensive needs analysis is essential to ensure that the instruction focuses on the language competencies that are most pertinent for interpreting medical texts, composing scientific documents, and participating in global communication

Helis (2019) states that a successful needs analysis should incorporate both the self-reported needs of students and the insights of teachers, providing a holistic view of the linguistic and academic hurdles students encounter

In conclusion, needs analysis transcends its role merely a diagnostic instrument; it serves as a fundamental element for learner-centred education in EAP. When executed thoroughly, it paves the way for course designs that are effective, meaningful, and empowering for students as they navigate academic settings in English.

1.8. Types of Needs

The analysis of needs in EAP involves the identification and classification of diverse learner requirements to guarantee that the course material corresponds with the academic and professional aspirations of students. Hutchinson and Waters (1987) suggest that learner needs can generally be divided into three main categories: present situation needs, target situation needs, and learning needs. This classification provides a structured approach to comprehending learners' current capabilities, their future necessities, and their preferred or most effective ways of learning.

1.8.1. Present Situation Analysis (PSA)

Present Situation Analysis (hereafter PSA) is all about understanding where learners stand in terms of their language skills, their educational context, prior academic experiences, and difficulties they face in utilizing English. This process involves a thorough evaluation of the students' existing knowledge and capabilities in English as they relate to their current academic environment (Hutchinson & Waters, 1987, as cited in Alharby, 2005). To carry out this analysis, educators often use tools like placement tests, self-assessment questionnaires, or observations from teachers.

For medical students, PAS plays a crucial role in pinpointing specific weaknesses in areas like reading medical texts, listening to lectures, or writing academic papers (Farea & Singh, 2024). According to Alanazi and Curle (2024), medical students studying in English

generally express their worries concerning their abilities in comprehending the difficult terminology used in medicine and the academic language discourse. Gaining insight into their present performance levels enables educators to create tailored instructional materials that effectively address the discrepancies between the students' current skills and academic requirements they must meet. Moreover, Helis (2019) remarked that PSA offers details about the level of guidance which students need according to their previous encounters with the educational English.

1.8.2 Target Situation Analysis (TSA)

Target Situation Analysis (hereafter TSA) is all about figuring out the language skills that learners will need for their future academic or professional lives. As Dudley-Evans and St. John (1998, as cited in Alharby, 2005) explains that TSA involves pinpointing the communicative tasks that learners will tackle, like reading research articles, presenting medical cases, or joining in on professional discussions.

This analytical approach holds particular importance for EAP students in specialized disciplines such as medicine, where proficiency in English is often crucial for academic achievement and career progression. Sileshi (2018) supports the notion that TSA enables curriculum designers to concentrate on the specific vocabulary, academic styles, and interaction patterns that learners will need in their future environments.

1.8.3. Learning Needs

While the Primary Needs Analysis (PSA) and Target Needs Analysis (TSA) concentrate on the knowledge and actions required by learners, the examination of learning needs dive into how learners best pick up a language and which teaching strategies work best for them. Hutchinson and Waters (1987, as cited in Alharby, 2005) mention that learning needs encompass

various factors such as learners' preferences, motivation, expectations, and learning styles grasping how students learn in just as crucial as knowing what they need to learn.

Helis (2019) highlights that numerous students in Algerian universities, particularly those pursuing medical studies, derive greater benefits from active, task-based learning that includes discussions of medical cases, contextual vocabulary, and visual resources. In a similar vein, Sharndama, Samaila, and Tsojon (2014) demonstrate that comprehending the students' cognitive and academic needs increases language acquisition and participation in classes. Therefore, gathering information about students' learning preferences through tools like questionnaire or interviews enables course designers to tailor instruction in a manner that enhances both engagement and knowledge retention.

1.9. Limitations on Needs Analysis

Even that needs analysis is crucial in developing EAP; but, it has limitations. Subjectivity and accuracy of the responses of students are considered as serious issues. According to Nodoushan (2014), frequently rely on self-reported data collected through surveys or interviews, which could not actually represent the actual academic challenges which students face. Student may share what they think and expect rather than providing their real experiences which might result inaccurate information.

Moreover, Chan and Tan (2006) noted that in scientific and medical contexts, it might be significant gaps between perceived and real requirements. Medical students might underestimate or overestimate their skills in English language. Courses that are too simple or too complex may result such disparity. Also, Belcher (2006) stated that students usually use imagined communities and idealised images of their future academic professions and this might influence their interpretation to the language skills they need. Students' aspirational goals do not consistently suit the criteria set by the institutions or disciplines.

Hyland (2007) questions the EAP courses which frequently do not include satisfactory genre-specific research, in particular when teachers count on general educational tasks without considering the distinctive norms useful to the students' areas of study. Even the most-well intentioned needs evaluations lose some of their effectiveness due to this disciplinary gap.

A key limitation in the needs analysis for EMI is the concentration on either students' or teachers' perspectives instead of paying attention to both of them. Airey (2011) reported that teachers might sometimes underestimate the language issues encountered by students, this may cause inadequate assistance. Paltridge and Starfield (2013) mention that course designers' assumptions might influence the results of needs analysis, in particular when the exact same people conduct and interpret data, which rise potentials and confirm bias.

An effective and successful needs analysis in developing EAP courses involves collecting reliable information, the integration of variant opinions, and a solid comprehension of academic settings. Simply it appears beyond surveys to collect data that is discipline specific, learner centred, and relevant to the context.

1.10. Models of Needs Analysis

A variety of needs analysis models have been created to help course designers in English for Academic Purposes (EAP) in recognizing the genuine language requirements of learners. These frameworks offer systematic approaches for collecting and analysing information regarding students' current competencies, desired outcomes, and individual learning styles. Some of the most impactful models come from Hutchinson and Waters (1987) and Dudley-Evans and St. John (1998).

1.10.1 Hutchinson and Waters' Target Needs Framework

The well-known model of Hutchinson and Waters (1987) breaks down needs into three interconnected parts: necessities, lacks, and wants.

Necessities are the essential knowledge that learners need to thrive in their desired context. Deficiencies present the gap between the learners' existing skills and the necessities of the desired situation. On the other hands, wants capture the individual preferences and perceptions of learners about what they aspire to learn (Hutchinson & Waters, 1987, as cited in Alharby, 2005).

This educational model prioritizes the learner and knowledges that successful English for EAP instruction should cater to both the objective requirements (the skills students are expected to acquire) and the subjective desires (the skills students believe they need). It is especially beneficial in medical settings, where students might recognize that they need to improve their reading skills for academic texts, but they also want to build their confidence in speaking and interacting (Helis, 2019).

1.10.2. Dudley-Evans and St. John's Comprehensive Model

Dudley-Evans and St. John (1998) enhanced previous models by introducing more nuanced and context-aware approach to needs analysis. Their comprehensive model encompasses several key components: an analysis of the target situation, an assessment of the current situation, an evaluation of the deficiencies, a strategy analysis that examines how learners tackle tasks, language audits that involve evaluations at the institutional or curriculum level, an exploration of learner wants reflecting subjective priorities, and a means analysis that considers practical factors such as time constraints, available materials, and teacher accessibility (Dudley-Evans & St. John, 1998, as cited in Alharby, 2005).

This model is particularly valuable in higher education institutions where both learner needs and institutional factors must be considered. It emphasizes that successful course design must align with pedagogical realities, including aspects such as class size, the resources available for teaching, and the overarching goals of the institution (Sileshi, 2018).

In the context of medical faculties, where students face time constraints and intense academic demands, this model assists course designers in ensuring that language instruction remains both pertinent and practical (Farea & Singh, 2024). Additionally, it promotes the inclusion of teachers' insights in the needs analysis process—a vital aspect in Algerian universities, where faculty members significantly influence curriculum development (Helis, 2019).

1.11. Importance of Understanding EAP and Needs Analysis

Understanding EAP and conducting needs analysis is essential in crafting an effective English course tailored to specific groups of learners, like medical students. Unlike general English, EAP is deeply connected to the academic and professional environments of students, it helps them to learn the required skills in order to read scientific articles, write reports, and communicate within their field (Hyland, 2006; Jordan, 1997).

Conducting a needs analysis is a way for identifying what learners already know, what they are missing and clarify what they aim to achieve. Hutchinson and Waters (1987) suggest that course designers need to investigate students' necessities lacks and wants in purpose of developing relevant syllabi. This means that needs analysis is key to ensuring that course content is effectively aligned with learners' academic aspirations and real world tasks (Dudley-Evans & St. John, 1998 as cited in Alharby, 2005).

In the view of Hyland (2006), teaching EAP should not focus only on grammar and vocabulary it should pay attention to the functional use of language in different educational contexts. This means that needs analysis should assess settings, and the communicative functions which learners are expected to acquire during their academic careers.

Medical students in Algeria and non-English speaking countries face challenges in interacting with English-medium texts, international publications and scientific

conversations. Farea and Singh (2025) explained that students usually have minimal exposure to discipline-specific English when they join EAP courses which make it difficult for them to flourish or benefit of professional development opportunities. Needs analysis become more crucial to close the gap between general language instruction and field-specific requirements.

In the medical field, students have to navigate research, and professional communication, being proficient in English is not just an academic necessity but also a vital career asset. Needs analysis is considered as a foundational element in creating a course that addresses learners' present capabilities while guiding them towards their goals (Helis, 2019; Sileshi, 2018).

Long (2005) reports that neglecting the role of needs analysis usually leads to irrelevant and ineffective instruction. In his study, he demonstrates that language programs which do not incorporate learners-specific goals and tasks usually lack authenticity and the do not really prepare students for academic education and future careers.

Comprehending the fundamentals of EAP and conducting a well-structured needs analysis may guarantees the effectiveness of courses and learners success. This dual emphasis is really important in the medical field where effective interaction particularly in English language is demanded for educational achievements and future professions.

1.12. Previous Studies on Needs Analysis and EAP for Medical Students

1.12.1. Examination of EAP Course Design and Its Influence on Learner Outcomes

Research into the design of EAP courses underscores the essential function of needs analysis in developing effective language instruction that is specifically tailored to the academic and professional environments of students. Numerous studies have pointed out that when EAP

courses are shaped around the actual needs of learners, students tend to be more engaged, achieve higher language proficiency, and see better academic results.

Hutchinson and Waters (1987, as cited in Alharby, 2005) contend that the design of EAP courses should not rely solely on intuition or established practices; instead, it should stem from thorough data collection and a thoughtful examination of learners' necessities, gaps, and desires). Courses that neglect to perform a comprehensive needs analysis frequently encounter issues or irrelevance, which can lead to student disengagement and disappointing outcomes.

Sileshi (2018) backs this idea by showing that when EAP courses are crafted after thoroughly analysing what learners need for their specific situations, students feel more motivated and self-assured in academic environments. His research found that students enrolled in needs-based EAP programs exhibited stronger academic writing and critical reading abilities than those in general English courses. Further supporting this, Sileshi (2018) carried out a case study on science students at Debre Markos University and discovered that, in comparison to students in regular English programs, students enrolled in needs-based EAP programs performed significantly higher on academic writing and reading tasks. Using mixed-methods approach that included both questionnaires and interviews, The research came to the conclusion that integrating discipline-specific information to the EAP curriculum directly improves students' enthusiasm and dedication to learning.

In similar vein, Hyland (2006) emphasizes that the successful design of EAP courses necessitates a strong alignment between language instruction and the actual academic tasks that students are required to undertake. Instead of focusing on abstract language skills, successful EAP programs mimic the kinds of assignments, genres, and communication styles that students will encounter in their respective fields of study.

Farea and Singh (2024) highlighted an important issue in the Algerian context, pointing out that many university EAP courses often miss the mark when it comes to addressing the specific needs of learners, particularly in specialized areas like medicine. Consequently, students often finish these language courses without acquiring the essential academic reading and writing competencies needed for their professional practice or research endeavours. Wafa's research underscores the importance of integration needs analysis into the design of EAP curricula, as this approach significantly improves the relevance and applicability of these programs for medical students.

Similarly, Helis (2019) showed that adapting EAP course content based on student feedback and their specific academic requirements leads to better strategies for tackling complex academic materials. In the context of medical education, this encompasses skills such as interpreting medical research articles, composing patient reports, and comprehending English- language medical lectures.

In summary, prior studies consistently indicate that designing English EAP courses based on the specific needs of learners results in more successful language acquisition outcomes. If we skip the needs analysis, EAP instruction can end up being too broad and not really connected to what students face in their academic and professional lives (Dudley-Evans & St. John, 1998, as cited in Alharby, 2005).

1.12.2. Studies of Needs Analysis for Medical Students in Algerian and Similar

Contexts

The importance of English in medical education has been on the rise, especially in countries where English is not the primary language. Students in these regions need to tap into international research, participate in conferences, and communicate professionally. In Algeria,

various studies have looked into the specific English language requirements of medical students, revealing some gaps in the current English for EAP courses available.

In their 2024 study, Farea and Singh (2024) explored the requirements of medical students in Algeria and discovered that, although these students acknowledge the significance of English for their academic pursuits and future careers, the English courses they participate in frequently do not cater to their specific needs. She noted that students encounter considerable obstacles, particularly in reading medical literature, comprehending medical lectures delivered in English, and composing academic papers. These obstacles are largely due to the broad nature of current English courses, which seldom focus on specialized vocabulary, genre-specific conventions, or the nuances of professional communication.

While there is still a lack of research specifically focused on medical students, similar needs have been noticed among students in other scientific disciplines. Helis (2019) looked into the English language requirements of biology students at Mohamed Khider University of Biskra. His study found that the English courses offered were often too broad and did not really connect with the students' scientific studies. The biology students voiced a desire for curriculum that emphasizes reading scientific articles, grasping case studies, and crafting academic reports. Although his research did not target medical students directly, the challenges he identified are quite similar, considering the common scientific and research-driven aspects of both fields.

Sileshi (2018) underlines the importance of needs analysis in ESP and EAP programs, particularly for students engaged in scientific disciplines. His findings indicate that neglecting the professional and academic requirements of these students can lead to a notable decline in their language learning outcomes. On the flip side, customizing English courses to align with the real world demands of students' fields—like medicine—can greatly improve both language acquisition and academic performance.

Furthermore, international research echo the situation in Algeria. Alharby (2005) clarifies that in environments where English is not the primary language of instruction but remains vital for research and professional growth, EAP courses need to be highly specialized. He argues that successful EAP programs in scientific and medical fields should focus on discipline-specific activities, including the interpretation of research results, articles summarization, and presentation preparation.

Research, both in Algeria and around the globe, highlights the importance of creating EAP courses that are carefully tailored through detailed needs analysis. These courses should not only focus on general language skills but also hone in on the specific academic and professional abilities that medical students need in their respective fields (Dudley-Evans & St. John, 1998, as cited in Alharby, 2005).

1.13. The significance of Discipline-Specific Needs Analysis for Medical Students

While needs analysis is considered as a fundamental aspect of course design in EAP, its implementation differs across numerous disciplines and national contexts. There is a poverty in studying the specific linguistic needs of Algerian medical students, although there are many studies which explored and examined the general English language challenges faced by science students. Farea and Singh (2024) underscore English language as a challenge for the medical students, yet it provides minimal data regarding the particular academic activities and language functions which are relevant to the educational medical context.

In a similar vein, Helis (2019) carried out a needs analysis study on Biology students at Mohamed Khider University and did not address the particular academic communicative needs placed on medical students. It is difficult to generalise students' needs

from research on different fields of science since they need to comprehend more specific genres such as clinical reports, diagnostic deduction, and interaction with patients.

In the opinion of Alharby (2005), Students greatly profit from discipline-specific EAP education in situations where English is not the main language of instruction. This is supported by Sileshi (2018), who stated that a lot of university English courses seem to be extensively general and usually fail in aiding students with the necessary language skills which the need in their educational contexts.

Models developed by Hutchinson and Waters (1987) and Dudley-Evans and St. John (1998, as cited in Alharby, 2005) provide evaluation of present and target situation needs analysis, yet the models are rarely used in Algerian universities and medical faculties, regardless of their validity. This disparity indicates the urgent need to review the actual implication of these frameworks to the specific medical educational contexts.

Furthermore, ensuring curriculum relevance, discipline-specific needs analysis provides an immediate impact on learners' confidence and preparation for employment. Integrating EAP with these evolving needs is essential as medical education demands more and more engagement with worldwide studies, journals, and professional debates in English language.

Conclusion

This presented chapter is essential for understanding the focus of the current research. It examined the notion of EAP, discussing its scope and its crucial role in higher education and medical sector. Also, it underscored the primary obstacles faced by medical students when learning academic English. In addition, this chapter emphasized on conducting a needs analysis when designing EAP courses, introducing key categories of needs and recognized models like

those of Dudley-Evans and St. John (1998) and Hutchinson and Waters (1987). A review of previous research , both in Algeria and similar contexts, showed a noticeable deficiency of detailed needs analysis specifically aimed at medical students. This identified gap substantiates the rationale for the current study, that aims to explore the current and desired situational needs of second-year medical students at Mohamed Khider University of Biskra, providing valuable insights that could assist and enhance the effectiveness of EAP instruction for future healthcare professionals which will be presented in the proceeding chapter.

Chapter Two: Fieldwork Chapter

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Introduction

This chapter dives into the practical aspects of research. It deals with the methodology used, the participants involved, and the tools utilized for data collection in needs analysis. It tries to provide a summary of the students' feedback from the questionnaire, highlighting the difficulties they encounter, their favourable learning methods, and their aspirations for improving English instruction. The findings are subsequently evaluated in the context of theoretical concepts introduced in chapter one, followed by actionable recommendations and suggestions for future research.

2.1. The Research Methodology for this Study

2.1.1 Research Paradigm

The whole research process starting from methodology until data collection interpretation is determined by a research paradigm, which represents the researcher's philosophy and perspective (Kivunja & Kuyini, 2017, as cited in Mackernzie & Knipe, 2006). The present study follows an interpretive paradigm which is ideal for examining different subjective experiences and viewpoints of the second-year medical students regarding their English language needs. Based on Guba and Lincoln (1994) and Alharahsheh and Pius (2020), the interpretive method emphasises that what is real is socially produced and comprehended most effectively by the views of individuals. In purpose of providing a comprehensive analysis of the present and target situation English language needs of students, a qualitative and a case study approach are adopted and centred on this paradigm in the current study. This contributes in creating a more effective EAP courses for the medical field.

2. 1.2 Research Approach

Research approaches function as essential frameworks that shape the entire research process—from the development of hypotheses to the selection of appropriate data collection and analysis methods. They offer systematic direction throughout all stages of the study, including the formulation of research questions, data gathering, analysis, and interpretation. Therefore, selecting the right approach is a crucial step that must be consistent with the researcher's philosophical orientation. The three main research approaches—qualitative, quantitative, and mixed methods—each align with distinct paradigms and research objectives.

Given that this study is grounded in an interpretivist paradigm, which prioritizes the understanding of individual, subjective experiences, a qualitative research approach has been deemed most appropriate. This approach aligns perfectly with the aims of the present study; as it seeks to investigate how learners view their English language needs and how their perceptions correspond to the current English language instruction they receive in the department of Medicine. It enables a comprehensive, in-depth investigation of participants' personal views, perceptions, challenges, and lived experiences, making it well-suited for uncovering nuanced insights into the phenomenon under investigation.

The qualitative approach gives opportunity to researchers to gather comprehensive feedback which truly capture how learners use language, what are their expectations, and explore the educational experiences. As reported by Dudley-Evans and St. John (1998, as cited in Alharbi, 2005), this methodology proves particularly beneficial in conducting needs analysis research, as it facilitates identifying both the current situation and the target situation. For Sileshi (2018), the qualitative methods provide researchers with the ability to explore the meanings and patterns associated with learners' perceptions, particularly within educational contexts.

2.1.3. Research Design

A research design provides a systematic framework that directs the study, ensuring it is both practical and effective in answering the research questions. Crafting a clear and appropriate design is a fundamental stage in the research process. It begins with determining the study's core objectives, followed by selecting an appropriate approach to fulfil those aims. There is no one-size-fits-all design; rather, it must be tailored to the specific objectives of the study.

In line with this principle, the current study employs a case study design, which is well-suited to its aim of investigating medical students' English language needs. The case study is a well-established qualitative approach that facilitates the exploration of a particular phenomenon within its authentic, real-world context. It is especially useful in the social and educational sciences when the goal is to gain a deep understanding of an issue or event within a specific environment (Coombes, 2022). Case studies are particularly effective for investigating the "how," "why," or "what" of a given phenomenon, as they enable a thorough, context-sensitive exploration of complex realities, such as individual experiences and perceptions within a defined educational setting. Therefore, given the study's objective to explore how social media affects students' academic writing—specifically in areas like vocabulary, grammar, and coherence—the case study approach provides an appropriate and insightful methodological framework. It enables a focused investigation of a particular group in its natural context, allowing for a nuanced, detailed understanding of the phenomenon under study.

2. 1.4 Participants and Sampling Techniques

The participants in this study are second-year medical students at Biskra University enrolled in the academic year 2024- 2025. They were selected purposively because they have already studied a minimum of one year of university level English education. In addition, they are anticipated to use English language in their studies and future careers as well. Given their

engagement in a scientifically rigorous and internationally interconnected discipline, their perspectives are important for evaluating the effectiveness and pertinence of English language education within their curriculum.

In this research, a total of 30 medical students took part in the study. They were selected using a purposive sampling technique that is often used in the qualitative research to select participants according to their relevance to the study goals (Sileshi, 2018). This approach allowed the researcher to focus on those most likely to provide valuable insights into the effectiveness of English for Academic Purposes (EAP) instruction in the medical speciality.

While the present sample may not exactly represent the whole medical student in Algeria, it effectively contributes by providing a valuable overview of the perceptions and challenges that students encounter in relation to English language learning at one of the country's top universities.

2. 1.5. Data Collection Tools

Data collection represents a crucial phase in the research process, as it supplies the essential information required to address the research questions and fulfil the study's objectives. In qualitative research, this process typically emphasizes obtaining rich, detailed insights from participants through methods that offer both depth and flexibility. The selected data collection techniques must be consistent with the study's overarching approach, design, and philosophical orientation to ensure the relevance and significance of the data within the specific research context. Consequently, selecting suitable instruments is vital for capturing meaningful and contextually appropriate information. Among the various commonly used methods—such as questionnaires, interviews, observations, focus groups, and tests.

To collect data for the present research, the researcher opted for an English needs analysis semi-structured questionnaire for second year medical students. The semi-structured

questionnaire was designed to delve into the learners present use of English language, the challenges the encounter, and their perceptions concerning the future English language instruction in the field of medicine.

In the first place, the research was set up to involve a semi-structured interview which aimed to capture the insights of the English language instructor who teaches second-year medical students. However, because there was only one instructor available in the department, the interview did not take part of the study. As a result, it is based only on the data collected from the questionnaire, which offered a thorough understanding of the students' needs, their experiences, and perceptions concerning English language education in the medical context.

2.2. Data Analysis and Discussion

2.2.1. Aim of the Questionnaire

The main aim of this semi-structured questionnaire is to investigate second year medical students' at current and target needs in relation to the existing EAP course design that is taking place at Biskra University. In particular their current proficiency, the challenges they encounter in EAP, and the importance of the current English courses in relation to their medical education and future careers.

The semi-structured questionnaire also, tries to investigate students' preferences in learning and collecting suggestions for EAP course to become more effective and in alignment with their aspirations.

2.2.2. Description of the Questionnaire

The development of the semi-structured questionnaire was guided by the principals of needs analysis outlined in the theoretical chapter, particularly those pointed out by

Hutchinson and Waters (1987) and Dudley-Evans and St. John (1998, as cited in Alharby, 2005).

It involves two main components, each focusing on different aspects:

-Part One: Current English Use

Section One: General Background (like previous English studies, the language of instruction, and how you rate your own proficiency)

Section Two: Present Situation Needs (including any challenges students face while using English and their thoughts on the current course).

- Part Two: Future English Needs and Course Expectations

Section One: Target Situation and Skill Needs (like where English will be essential and the required key language skills).

Section Two: Future Course Suggestions (including preferred teaching methods, topics of interest, and ideas for improvement)

The semi-structured questionnaire is composed of both closed-ended and open-ended questions. The close-ended questions enabled the researcher to identify and summarise trends among participants, such as their skill preferences and self-assessment, whereas the open-ended questions gave students the opportunity to express in-depth thoughts about their own difficulties and expectations. The questions were presented in English and Arabic languages.

The bilingual approach boosted the reliability of students' responses, reinforced understanding, and supported those who felt more comfortable in their native language, particularly for the open-ended questions.

The responses were neatly categorised and thematically interpreted, and the descriptive statistics were employed to highlight the patterns which emerged from the data.

2.2.3 Piloting and Validation

The piloting stage is an initial step in the research process that involves testing the data collection instruments. Its primary aim is to detect any potential problems, such as vague questions, confusing instructions, or structural weaknesses in the design. This phase enables researchers to refine and adjust the instruments to enhance their clarity, validity, and reliability before proceeding with the main data collection (Creswell & Creswell, 2018). In preparation for administering the questionnaire in the context of the case study, a pilot test was carried out. During this phase, the questionnaire and opinionnaire were distributed to four (4) second year medical students to evaluate the questionnaire clarity and identify areas for improvement.

The purpose of the pilot was to detect any unclear or challenging questions, ensure that the responses corresponded with the study's objectives, and remove any repetitive items. The students indicated that the questionnaire was well-organized, logically arranged, and included questions that were easy to comprehend. All participants confirmed that the questionnaire was clear, comprehensive, and did not contain any redundant content.

The questionnaire was distributed after being reviewed and corrected by two experts who offered a comprehensive feedback concerning structure, clarity, and relevance. The necessary modifications were adjusted according to the responded feedback. Furthermore, a particular attention was given to ensure the qualitative design. The open-ended questions were designed to generate in depth and purposeful responses. To balance the questionnaire structure, both closed-ended and open-ended questions were used.

2.2.4. Administration of the Questionnaire

After the questionnaire was pilot tested and validated by experts, the researcher contacted the second-year medical students' delegate to ask for its distribution. Yet, the delegate advised that the formal approval from the dean of the faculty of medicine is obligatory. Upon

the dean's acceptance, the questionnaire administered was shared via the medical students' Facebook official group during April 2025. Using a Google form and in a brief introduction, the purpose of the study was clarified in addition to guaranteeing medical students' confidentiality..

2.2.5 Analysis of the Questionnaire

Part One: Current English Use

Section One: General Background

Question01: Have you studied English before university?

Figure.2.1

Students' English Learning

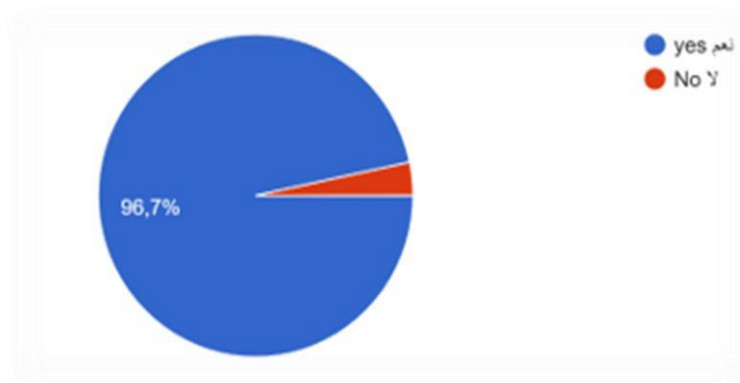
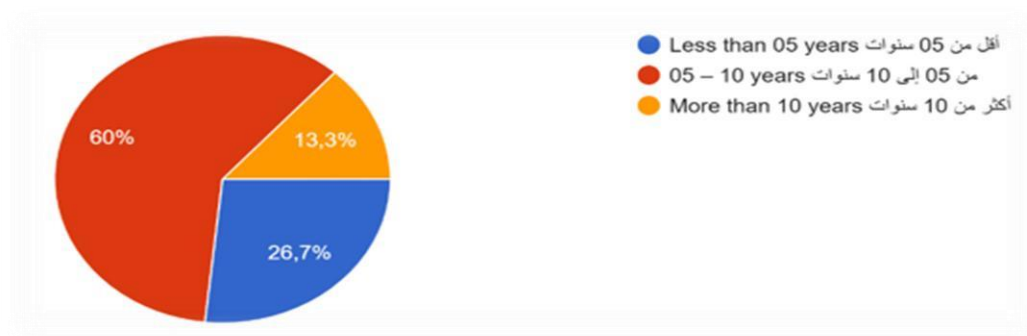


Figure 2.1 represents illustration of the responses of second-year medical students at the University of Biskra to. It shows that the majority, 96.7% stated that they have studied English language before University, and only 3.3% responded by no. This means that the majority of students had experience with English language before entering university. The high percentage of students with prior English experience may refer to familiarity with the language, probably gained in their earlier education. Although the extensive exposure is encouraging, it does not mean that it shows the quality and depth of their level. These findings stress the need of filling up any shortcomings in their previous education while simultaneously improving their current knowledge through University English courses.

Question02: If yes, how many years?**Table2.1***Duration of Exposure to English before University*

Years of study	Percentage%
Less than 05 years	26.7%
5 to 10 years	60%
More than 10 years	13.3%

Figure2.2*Duration of Exposure to English before University*

The Figure 2.2 and Table 2.1 show the duration second-year medical students took to learn English. Looking at the statistics, the vast majority of students (60%) stated that they have studied English for 5 to 10 years, while just 13.3% had learnt it for more than 10 years and 26.7% stated that they studied English for less than 5 years. A large number of medical students, depending on this distribution probably received an adequate period of English instruction allowing them to acquire a solid foundation in language before entering university. Nevertheless, the very low percentage of students who have more than 10 years of experience,

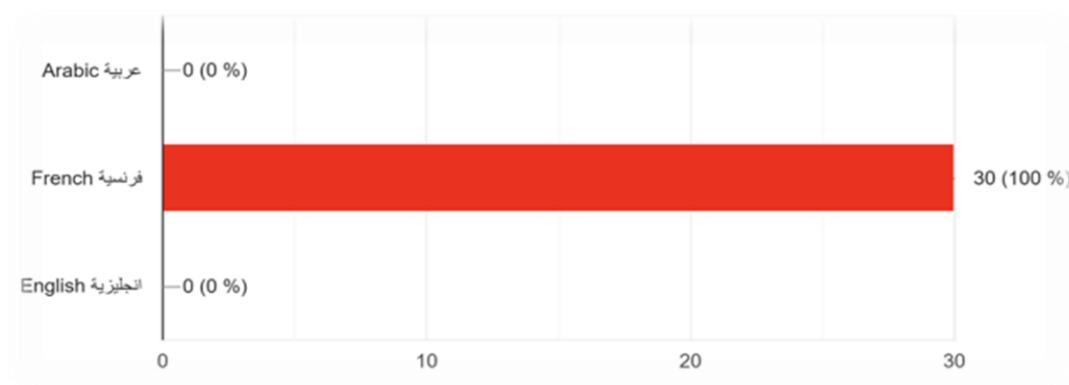
indicates that the extended exposure to English is less relevant since the quality and length of language instruction can differ, a longer study period may result in a better familiarity with the language, yet it does not always indicate high proficiency or fluency. The findings illustrate the value of exposure as well as the effectiveness of English instruction in training medical students to fulfil the professional and academic needs of the field of medicine.

Question03: What is your current language of instruction?

Table2.2 *The Current Language of Instruction for Medical Students*

The language	Frequency	Percentage%
Franch	30	100%
Arabic	0	0%
English	0	0%

Figure 2.3 *The Current Language of Instruction for Medical Students*



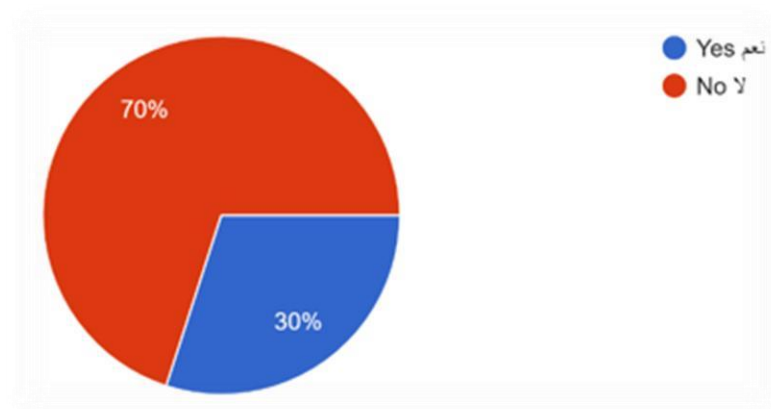
The answers provided by the majority of second-year medical students about the language of instruction they are currently receiving in their medical studies are shown in Figure 3 and table 2. The findings clearly demonstrate that all participants (100%) selected

French as the primary language in which their courses are presented, with none selecting Arabic or English. This consistency in using French emphasizes how common it is as the fundamental language of instruction in the medical curriculum at Biskra University. The fact that Arabic and English are not employed as instructional languages indicates that students are not exposed to Academic English frequently during their curricular education. Their anticipated needs and perspectives about establishing English for Academic Purposes EAP courses might be impacted by this lack of exposure, as well as their ability to interact using English language medical materials. The findings clearly show how crucial it is to develop EAP courses which particularly fill the gap in the instruction of English, providing students with the resources they need to flourish in their educational and professional medical field.

Question04: Have you ever take a course specially designed for medical students?

Table2.3 *Students` Attendance at Specialized Medical English Courses*

Responses	Percentage%
Yes	30%
No	70%

Figure.2.4 *Students' Attendance at Specialized Medical English Courses*

To know whether medical students have taken an English course that is particularly designed for them or not, the results had shown that 70% of participants did not attend English courses that are created for them, and only 30% affirmed (Yes). The findings suggest an important proportion of second-year medical students lack exposure to English courses created for their field. The unavailability of such specialized language instruction might result a gap between their present English proficiency and the linguistic requirements of medical education, therefore highlighting the need for better focused English for Academic Purposes (EAP) program.

Question05: How can you evaluate your English language skills ?

Table2.4 *Students' Report of English Language Skills*

Skill	Advanced	Intermediate	Low
Listening	6	17	7
Speaking	5	18	7
Reading	16	11	3
Writing	10	15	5

Figure2.5*Students` Report of English Language Skills*

The results indicate variation in students levels of competency. For the listening skill, 20% of students stated that they have an advanced level in listening, whereas the majority, making up 60% see themselves intermediate listeners. The other 20% have a low listening level. The findings might be considered as a hint by which few students are confident about their listening abilities, most see themselves as average while a notable group still facing challenges.

When it comes to speaking, 17.2% of students identified themselves as possessing an advanced level of skill. 58.6% of students categorized their abilities in speaking as intermediate, while 24.1% of students see their speaking skill as low. These results show that the speaking skill is perceived to be the weaker skill among students, with less than one-fifth consider themselves advanced and about a quarter recognize their limitations in this aspect.

The feedback related to reading proficiency was more favourable. The majority of 53.3% that refers to 16 students reported an advanced level in reading skills. Also, 11 students that represent 36.6 % reported that their abilities are as intermediate, while the 10% left, amounting to 3 students, showed that their reading skills were low. This illustrate that the reading skill is the dominant area among the four main skills, over half of medical students feeling confident about their reading capabilities.

Lastly, the analysis of writing proficiency showed that 33.3% of medical students classified their writing skills as advanced, while 50% see their abilities to be at an intermediate level, and 16,6% reported their skills as low. The findings show that a small number perceive themselves as highly skilled in writing when compared to their reading abilities; however, the majority of students report themselves within the intermediate to advanced skill range.

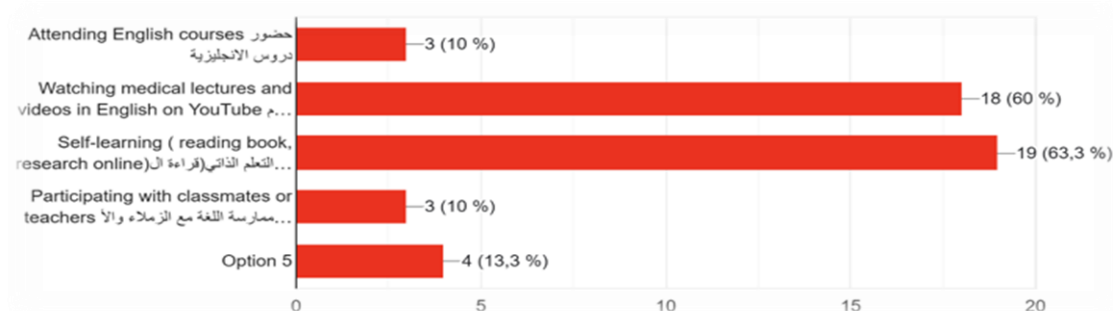
In general, the results indicate that second year medical students held stronger receptive skills, particularly in reading, while their productive skills (speaking and writing), show a greater potential for progress. This insight is important for shaping the curriculum of English for Academic Purposes (EAP) course to better meet students' specific needs

Question06: How do you usually learn medical English? (Multiple-choice question)

Table2.5

Strategies Used to Acquire Medical English

Strategies	Frequency	Percentage%
Watching English Courses	3	10%
Watching medical lectures and videos in English on YouTube	18	60%
Self-learning(Reading books, research online)	19	63.3%
Participating with classmates or teachers	3	10%
Others	4	13.3%

Figure2.6*Strategies Used to Acquire Medical English*

Question 06 aimed to investigate how medical students are recently improving their English level. The responses showed variant preferences for digital methods and independence in learning. The predominant strategy was self-study by reading books and conducting online research, with 63.3% of participants choosing this method. Next, 60% which is about 18 students selected watching medical lectures and videos in English on YouTube, indicating that audiovisuals are their favourable resources to ameliorate their comprehension of medical English. 10% represented by 3 students took English courses, and the same percentage noted that they practise English through discussions with their teachers and classmates. On the other hand, 13.3% of students selected unspecified methods to boost their level in medical English. The results clearly point out a preference for self-directed and online learning and minimal practice in formal classroom or classmates' collaboration. This phenomenon shows the importance of interactive and guided components within EAP curriculum. This research demonstrates the importance of boosting students' autonomous learning in more communicative environments.

Section Two: Present Situation Needs

Question01: Do you think that the English courses offered in your department are aligned with your English requirements?

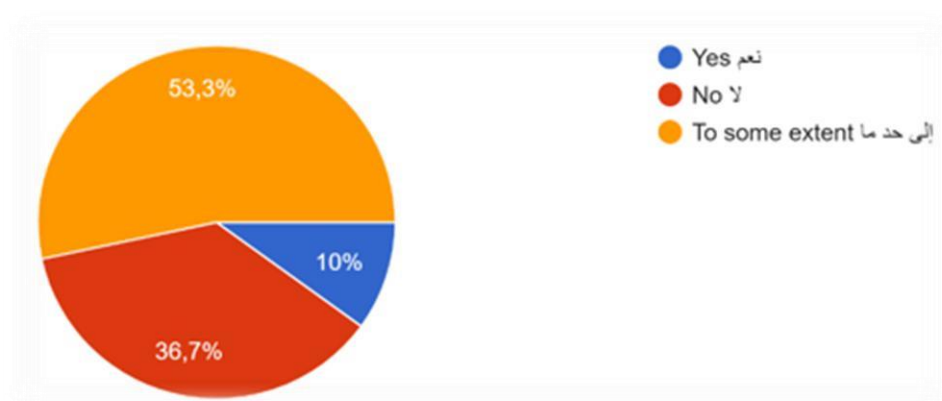
Table2.6

Students' View about alignment of English Courses with their Requirements

Responses	Percentage%
Yes	10%
No	36.7%
To some extent	53.3%
Total	100%

Figure2.7

Students' View about alignment of English Courses with their Requirements



The results indicate that many students think that the courses offered at their department do not correspond to their English language needs and they are challenging. To be specific, 53.3% of students selected (to some extent) see that the courses only partially fulfil their needs. In addition, 36.7% of medical students expressed a definitive (No), that indicates a degree of dissatisfaction with the English courses. 10% of the participants responded with (Yes), this means that they consider the English courses provided by their department are appropriate for them. The findings reveal a widespread sentiment which the English courses are inadequately

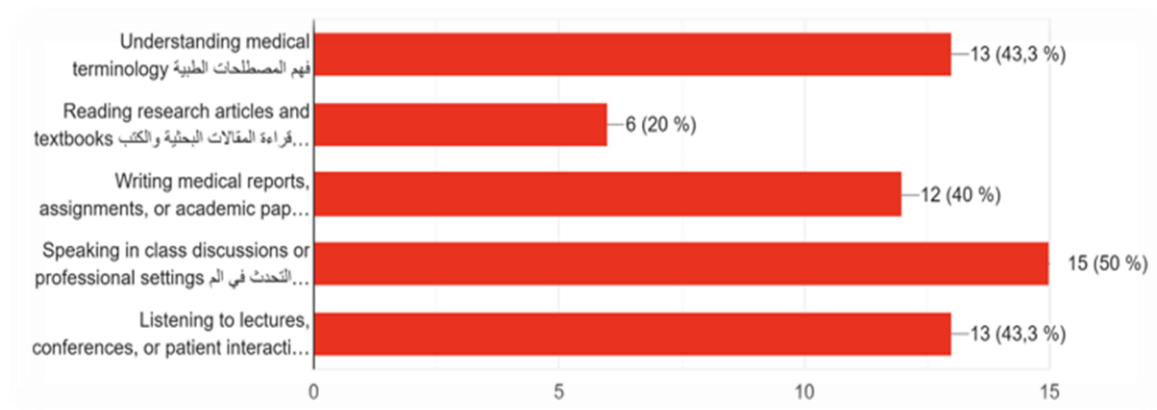
aligned with the disciplinary needs of students, highlighting the crucial need for a more tailored course design.

Question02: What are the biggest difficulties you face when using English in your medical studies?

Table2.7 *Difficulties Encountered by Students When Using Medical English*

Challenges	Frequency	Percentage%
Understanding medical terminology	13	43.3%
Reading research articles and textbooks	6	20%
Writing medical reports, assignments, or academic papers	12	40%
Speaking in class discussions or professional settings	15	50%
Listening to lectures, conferences, or patient interactions	13	43.3%

Figure2.8 *Difficulties Encountered by Students When Using Medical English*



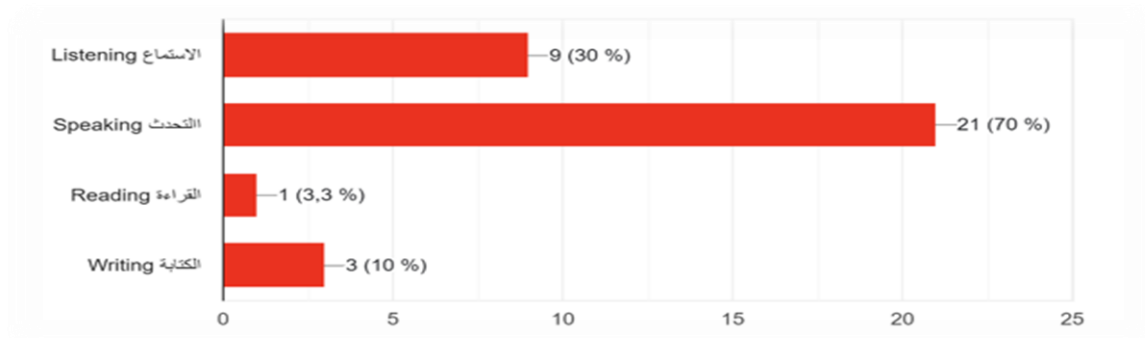
The present question investigates the difficulties encountered by medical students when using English language in medical education context. The responses collected showed diversity in difficulties. The most common issue mentioned was speaking during class discussions or in professional settings, with 50% of students reported this as a crucial barrier.

Subsequently, 43.3% of students pointed out difficulties in comprehending medical terminology, the exact percentage marked challenges in listening to lectures, conferences, or patient interactions. These observations indicate a struggle with the technical aspects of English in academic contexts. Furthermore, 40% of them feel that writing assignments, medical reports, or scholarly papers as a real challenge, that underscores complication in writing well0organized documents. At last, 20% of the responses indicate that reading articles and textbooks posed a challenge. These results illustrate a diverse language challenges that medical students face and point out the significance of comprehensive skills approach when designing English for Academic Purposes (EAP) courses.

Question03: Which of the following skills do you struggle with the most?

Table2.8 *Challenging Skills for Medical Students*

Skill	Frequency	Percentage%
Listening	9	30%
Speaking	21	70%
Reading	1	3.3%
Writing	3	10%

Figure 2.9 *Challenging Skills for Medical Students*

Medical students were asked to select which English skill they find most difficult in their field. The findings demonstrate that speaking skill is considered the hardest skill with 70% that represents 21 students. This observation emphasizes previous studies which ranked the speaking skill as a significant barrier in learning English language fluently. The high percentage indicates that the verbal communication poses challenges for students, maybe because of the limited practice of the real-world activities, the fear of committing mistakes, or the unfamiliarity with the medical terminology in spoken interactions. In second position, listening skill is selected to be difficult for medical students that 30% of them declared that they do not comprehend spoken English in medical contexts. This could be due to unfamiliar accent, the speed of utterances, or the use of specialised jargon, all of these might make comprehension challenging. While 10% see that writing skill is hard for them, only 3.3% choose reading skill. This perhaps because these skills are used frequently in educational settings or students have sufficient time to learn and comprehend written materials. By considering receptive and writing skills less challenging, it is necessary to give more importance for speaking skill by prioritising communication drills in EAP curriculum of medical English.

Question04: What are the strategies do you currently use to overcome those difficulties?

Are they effective?

The responses to this question show that students' difficulties in learning English language are variant. A considerable number of students rely on listening skill as a way to learning English, the use tools like YouTube platform to watch medical lectures and listen to English podcasts, or immerse themselves in self-talk situations and practise independent rehearsals. Students usually use these strategies in order to gain confidence in verbal communications and ameliorate their level in English as well.

On the consistent path, other students preferred to count on systematic strategies. They use online tools like ChatGPT and attending English language courses in the hope to develop speaking and listening skills. On the other hand, some students use activities like reading literature in relation to the medical field or count on translation of medical terms for a better understanding.

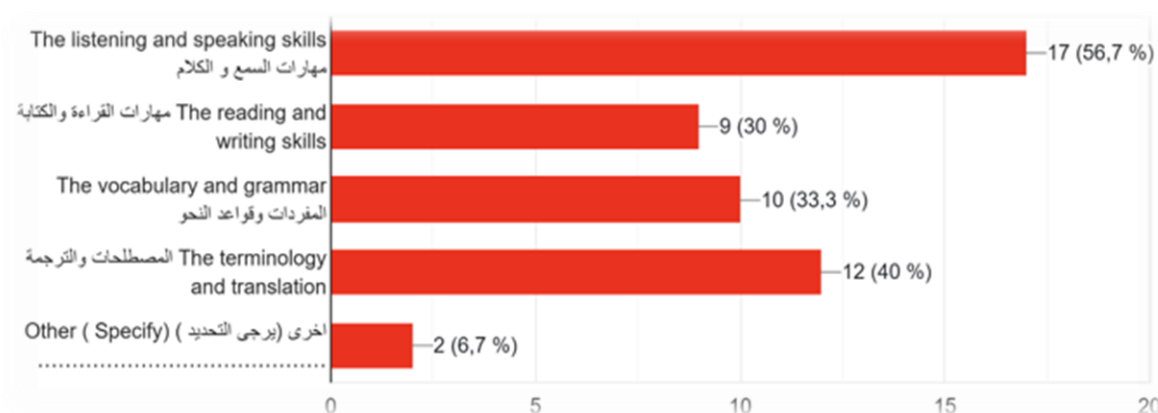
In addition, a handful of responses recorded absence of strategies, this goes back to factors like the overuse of French language in their subjects or not having time to practice English. Students' responses indicated the existence of motivational barriers which make it hard for them to consistently improve their levels in English. While many students declared certain strategies to be effective, others found it difficult to make a remarkable progress in their English skills without appropriate conformity with the curriculum in their department.

Question05: Your current English courses emphasize on :

- ☐ The listening and speaking skills
- ☐ The reading and writing skills
- ☐ The vocabulary and grammar
- ☐ The terminology and translation
- ☐ Other (Specify)

Table2.9 *Student`s Views of the Focus in Their Current English Courses*

Content of English course	Frequency	Percentage%
Listening and speaking	17	56.7%
Reading and writing	9	30%
Vocabulary and grammar	10	33.3%
Terminology and translation	12	40%
Others	2	6.7%

Figure2.10 *Student`s Views of the Focus in Their Current English Courses*

When students were asked about the key elements highlighted in their present English courses, they picked listening and speaking skills that are represented by 56.7%. This means that oral communication has an important role in their classes. Also, it is worth noting that this may not be sufficient since many students mentioned previously that speaking is the main challenging skill. This suggests that even oral skills are prioritised in curriculum, the present teaching methods are not sufficient to meet students' challenges. Further interactive activities

might be required to help students develop confidence and fluency in spoken English, especially in medical contexts.

40% of participants reported the importance of translating terminology. This suggests that course designers were making collaborative effort to guarantee that the curriculum is relevant to the academic and professional demands of the medical domain, as comprehending and correctly applying medical language is essential for students' future professions. The focus on terminology and translation demonstrates a comprehension of the specialised language needs in medicine.

Moreover, 33.3% reported that vocabulary and grammar are the area of focus which involves a conventional approach to language instruction continues to be a relevant aspect of the program. While a solid basis in vocabulary and grammar promotes general language competency, depending too much on these conventional features might restrict students' potentials for developing communicative and practical abilities in their professions.

Only 30% of students put a strong emphasis on the progress of writing and reading skills. This percentage indicates that few students faced challenges when assigned to write reports or understand medical literature as they are supposed to. The clear absence of the focus on these skills might contribute as a component that created difficulties faced by medical students in their academic pursuits. As mentioned in other sections of the previous analysis, reading and writing assignments are fundamental to academic performance, prioritising these skills in the curriculum might help students to perform better both academically and professionally.

When some participants acknowledged a focus on speaking and vocabulary amelioration, some reported the irrelevance of these areas or they had not taken part in classes because of disinterest or time constraints. Answers like (None, I do not know, or I am not attending) reflect the disconnection from the course material while few students only

articulated a more holistic approach that includes all skills. The students' perspectives indicated inconsistency in both the delivery and perception of the course highlighting the significance of a more organized focus on the four main English language skills along with the integration of relevant medical content to strengthen practical applicability. These findings imply that a more balanced and integrated approach to teaching the main language skills with a focus on medical language, will better meet medical students' needs and prepare them for their professional and academic possibilities.

Question06: What do you like and dislike about your English course?

Many students accepted and appreciated the content of the course and the fact that it is based on speaking and listening in first place. Other participants liked the class atmosphere and engaged with their peers in English, and admired the delivery of the teacher. One of the participants mentioned the fact that they benefit from the courses for free. Other highlighted the remarkable improvement in their learning due to the regular practice. Some others noted that they liked writing assignments, but they preferred fun activities.

On the other side, there were dislikes among students concerning the English course. One of the issues was the limited opportunity for students to participate inside the class. Other students were disappointed because of lack of motivational and enjoyable activities. Some students reported difficulties in comprehending the instructor's language. In addition, students highlighted that there was not a sufficient emphasis on English compared to French that is considered as a dominant language in their academic education.

Part Two: Future English Needs and Course Expectations

Section One: Target Situation and Skill Needs

Question01: In what areas do you think you need English?

Table 2.10 *Areas Where English Needed by Medical Students*

Context	Frequency	Percentage%
Post graduate studies	18	60%
Future career	16	53.3%
Everyday life	15	50%

Figure 2.11 *Areas Where English Needed by Medical Students*

In order to comprehend students' mindset and their expectations about the English language they were learning, 18 out of 30 students represented by 60% regarded that English is essential for their post-graduate studies. In addition, 53.3% of them consider English significant for their future careers since it is valuable in professional medical field. Also, half of students said that English is needed in their everyday life as it is used in media, research platforms, multilingual settings, and literature like books. These opinions, illustrate that medical students do not consider English as a language of education only, but it extends to personal domains too, so it would be rational if it is given more attention especially in EAP.

Question02: What do you think are the most crucial skills for medical students? (Rank them from most important to least important 1=>4)

Listening..... Speaking..... Reading..... Writing.....

Table 2.11 *Classification of Crucial English Skills in Medical Field from most to less important*

Rank	Listening	Speaking	Reading	Writing
1	13	9	7	1
2	4	14	11	1
3	5	7	8	9
4	6	2	4	16

Figure 2.12 *Classification of Crucial English Skills in Medical Field from most to less Important*

This question explored which English language skill is the most needed by medical students in their course. The findings revealed clearly that the listening skill is ranked on top of the list with the selection of 13 students. This demonstrates that medical students relied on listening on first place to comprehend, follow lectures, and communicate effectively with patients. About 14 students ranked the speaking skill in second place after listening, this might signify that although speaking is crucial in their education; but, comprehension is more relevant accordingly to them.

The reading skill was considered to be either second or third crucial skill. This refers to its significance when it comes to comprehending textbooks, articles, and research papers. On the other hand, 15 students placed the writing skill in the fourth position. This means that even

if writing is crucial in many aspects, it is not considered as directly important to medical students compared to the other skills.

According to the results, the listening skill is given the priority by students since it is consistent with the requirements of their field. As a result, EAP should give more importance to listening and speaking skills while encouraging the development of reading and writing skills.

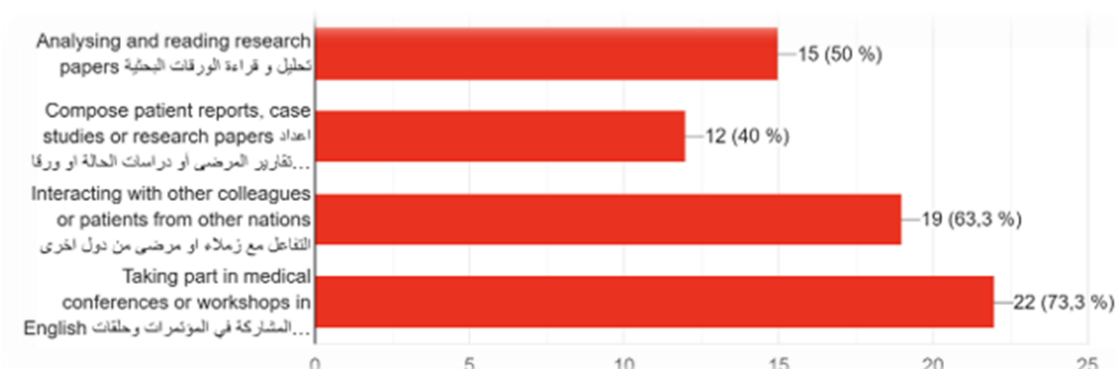
**Question03: What medical English do you think will serve you best in your career?
(Select all that apply)**

- ☐ Analysing and reading research papers
- ☐ Compose patient reports, case studies or research papers
- ☐ Interacting with other colleagues or patients from other nations
- ☐ Taking part in medical conferences or workshops in English

Table2. 12

Medical English Skills that Serve their Future Professions

Skills serving future professions	Frequency	Percentage%
Taking part in medical conferences or workshops in English	22	73.3%
Interacting with other colleagues or patients from other nations	19	63.3%
Analysing and reading research papers	15	50%
Compose patient reports, case studies or research papers	12	40%

Figure 2.13*Medical English Skills that Serve their Future Professions*

The researcher asked this question aiming to find the areas that medical students consider as the most useful for their future careers. 73.3% of students chose “taking part in medical conferences or workshops in English ” as their first choice that indicates that medical students really understand the importance of English for their professional future and medical education. Secondly, 63.3% of students selected the interaction with colleagues and patients in other countries. This emphasised the crucial role of communicative skills for medical students

Analysing and reading research articles might be helpful, according to 50% of students. This may reinforce the need to competent reading skills in purpose of interacting with medical literature. The writing skill was chosen by almost 15 students and it was listed as the last one. This shows that even if writing skill is important in medical field; but, it is not seen as a priority.

According to these rankings, students gave more attention to listening and speaking skills considering them used in oral communication and comprehension. In the other hand, EAP course design is encouraging the enhancement of reading and writing skills, so there is a need to balance the four main skills focus in order to serve medical students requirements.

Question04: Do you feel that the current English courses prepare you for future demands? Please explain

By answering this question, medical students were supposed to provide their opinions about whether the current English prepare them for the needs of the real world. Numerous students expressed the feeling of pessimism concerning their satisfaction about their current English course which they think it does not serve their actual needs. While the minority reported that the English course offers opportunities and trains them well, especially those who want to travel abroad. A category of students said that the current course is helpful and good for them; but, still not enough for their aspirations and expectations for the future. Another category of students declared that the course concentrate on grammar and general English rather than providing specific medical terminology and language skills that are important for them. Also, some of them reported they suffer from lack of motivation and they do not even attend the classes and feel completely disconnected.

Some students expressed their desire in involving individual practise in class, others made it obvious that the English course is insufficient and it does not really contributes in developing the skills that they need in their academic education or their future careers.

The information gathered from this indicates the existence of a gap between students perceptions and expectations and the current EAP course design. Many medical students suggested that the course needs to pay more attention to the demands of their future careers in which the course should involve more interactive practice and focus on the real medical context.

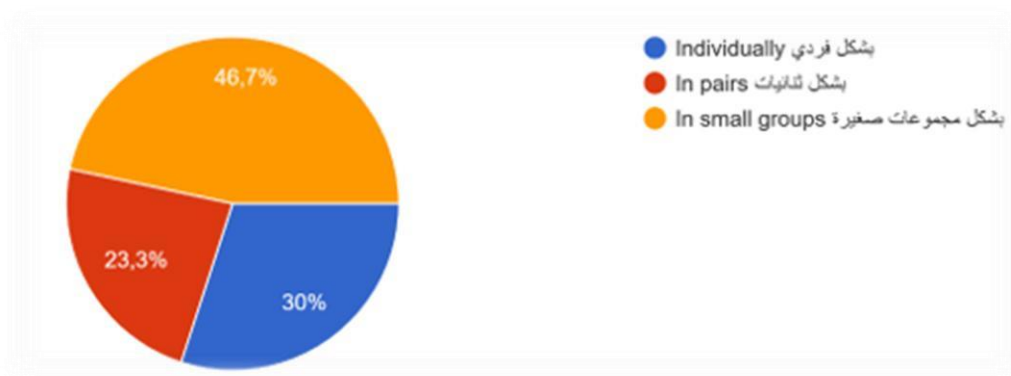
Section Two: Future Course Suggestions

Question01: What is your preferred method in conducting learning activities in class?

Table 2.13 Learning Styles Preferred by Medical Students

Methods of learning	Frequency	Percentage%
Individually	9	30%
In pairs	7	23.3%
In small groups	14	46.7%
Total	30	100%

Figure 2. 14 Learning Styles Preferred by Medical Students



In order to gather medical students' suggestions about their English course, they were asked to select how they prefer to conduct learning activities in their class. 46.7% chose to participate and work in small groups. This indicated that using collaborative learning might be better in which it made learners at ease and more productive. 30% of students chose autonomous learning and working alone. These students preferred to improve their English independently through individual learning. Also, 23.3% of participant reported that they prefer conducting learning activities in pairs which is suitable for many activities such as peer editing, discussions, or role playing.

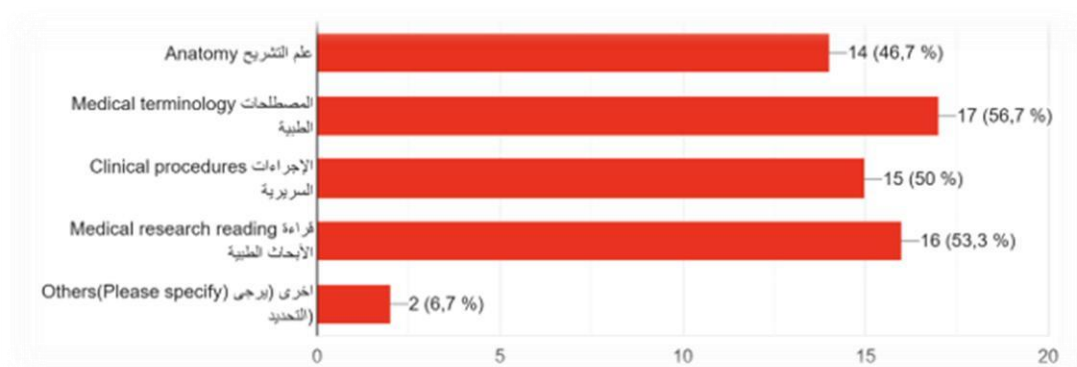
As a whole, the results emphasized the existence of different learning styles which EAP courses should pay attention to and the importance of varying activities involved in the courses to suit medical students' preferences in order to improve their levels in English language.

Question02: Which of the following topics related to your field of medicine would you be interested in exploring in English?

Table 2.14 *Medical English Topics Preferred by Students*

Topics	Frequency	Percentage%
Medical Terminology	17	56.7%
Medical research reading	16	53.3%
Clinical procedures	15	50%
Anatomy	14	46.7%
Others	2	6.7%

Figure 2.15 *Medical English Topics Preferred by Students*



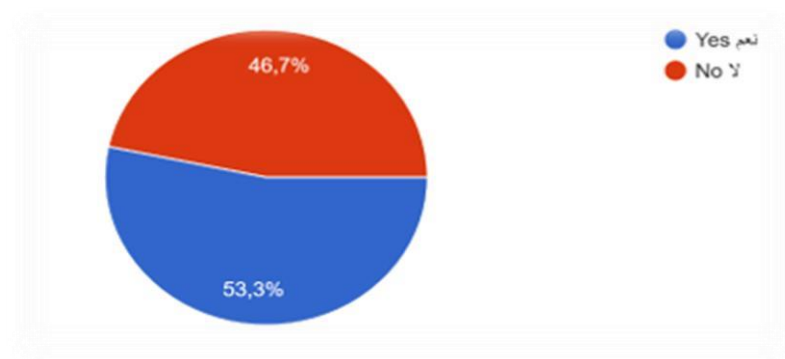
Results of this questions elicits that when students were asked about topics related to their field they are interested to explore in English language, and the topic of medical

terminology was on top of the list of topics with 56.7%. This indicated that student were aware of the necessity to improve terminology related to their medical field. 16 students represented by 53.3% stated that they were interested in medical research reading and highlighted that there was a need to keep up with the updates and the newest news in medical field. Also, 50% of students chose the clinical procedures that showed their intention to develop their competence when it comes to the procedural and practical aspects in the field of medicine. Furthermore, 46.7% that represents 14 students expressed that anatomy is a crucial topic that needs a real attention from the EAP course designers. On the other hand, only 6.7% of medical students decided to choose other choices like biochemistry and pathology as topics that they prefer to study in the English language. The findings reveal the need to an organized and accurate English language program for medical students by which it delivers the basic medical knowledge and uses the practical medical materials that help in correctly acquire the English that medical students really need to learn.

Question03: Do you have suggestions to improve the English language course for medical students? *Table 2.15*

Suggestions of medical Students for Improving the English Course

Responses	Frequency	Percentage%
Yes	16	53.3%
No	14	46.7%
Total	30	100%

Figure 2.16 *Suggestions of Medical Students for Improving the English Course*

This question aimed to give a chance to medical students to share their ideas and suggestions concerning their EAP course. The majority of students represented by 53.3% reported that they have suggestions to provide. This might refer to their conscious and free desire to learn and express preferences. 46.7% of students selected the answer "No". These students might be satisfied with the English course and consider it as adequate for their needs or they are not really involved in the course.

Involving medical students in investigation, provides EAP course designers an overview about what really needs to be involved in the course and what needs to be neglected.

Question04: If yes, please explain

Table 2.16 *Students Suggestions for Medical English Course*

More medical content	Use videos, medical terminology...
Interacting activities	Games, group work, presentations, role plays
Qualified teachers	"Bring teachers who use English in medical field"

Level-based courses	International diplomas, workshops, prepare for B2, C1
Helping low level students	"Explain a bit in Arabic for those who struggle"
Using English outside the class	Clubs for conversation, events, watching medical videos

The medical students who declared that they had suggestions that might improve their English course at university shared some they wished to have in real context or in future English classes.

Students' responses were variant. Some of them suggested to do presentations in groups and others suggested to implement games related to medicine . Also, others preferred to transfer from teacher-centred learning into student-centred learning and focus on learners interactions inside the class. Few students recommended that teachers of English in medical field should be aware of the surrounding environment that students deal with in order to be more capable to deliver the necessary information that they need in appropriate way. In addition, students suggested that the EAP courses should work on preparing them to obtain an international diplomas in the medical field. Moreover, students suggested to use the Arabic language during classes; but, it should not be used excessively. Last but not least, students asked to reinforce English language use by different techniques like group discussions outside the class, attending workshops and clubs, and use the internet resources.

2.2.6. Discussion of the Findings

The results revealed from the questionnaire highlighted a strong relationship between the case of medical students at Biskra University and previous studies on EAP needs and course design for students of medicine.

The difficulties are varied and the ones that make a serious obstacle for medical students were listening and speaking skills. These results were in fact quite expected. Hyland (2006), noted that students do not feel confident of themselves when speaking since they have a limited exposure to real and authentic spoken English language and listening materials in EAP contexts. Also, Dudley-Evans and St John (1998) reported that listening and speaking skills are underrated and hard to improve contently in contexts where English language is not the language of instruction, especially in education and in professional settings.

On the other hand, 53.3% of the medical students believed that the current English course partially contribute in serving their needs. While 36.7% were not satisfied with the content they are acquiring currently. These calculations align with the theory of Hutchinson and Waters, as it stresses that the content of EAP course might be considered non-effective if the lacks, necessities, and wants of the learners are not precisely comprehended and welltreated. Similarly, Basturkmen (2010) emphasised that the course design needs to be aligned with students' requirements in academic and professional settings.

The results proved that students fear about the lack of real communication and correct use of language is not considered. Most courses were designed without taking students' needs into account as claimed by Long (2005, p.2), "language courses are usually designed without taking in consideration the environments that students will be using the language in". Some students highlighted the need of professional and qualified teachers who are knowledgeable of the English language and the English related to medical contexts. This is similar to the findings

of Alanazi and Curle (2024, p.6) who noted that "teachers who do not possess a high proficiency and have a lot of experiences might reduce the effectiveness of English-language instruction in medical educational contexts "

Furthermore, few students suggested focusing more on student-centred classes along with teacher-centred classes that work on covering authentic medical themes. In accordance with Sharndama et al., (2014, p. 45), EAP performs better if it is "rooted in students real world and integrate them in the main four skills via significant and vibrant activities ".

To conclude, the findings of this study correspond with the previous studies on EAP and the role of curriculum design. They indicate how important it is to align English instruction with students' educational and career objectives. More specifically, the findings ensure the need to focus more on the target skills and designing a well-structured and organized EAP courses that involves authentic materials which are relevant to the field of medicine. This follows the suggestions set by Flowerdew and Peacock (2001), Hyland (2006), and Wang (2025), who stress the need of discipline-specific and context-based instruction in order to prepare medical students for educational and clinical challenges in real world.

Conclusion

This chapter reviewed the research methodology of the study. Data analysis was thoroughly presented and the findings were discussed and interpreted. The findings provide significant conclusions. Firstly, they confirm the first hypothesis in the general introduction which indicated that students encounter challenges when using academic English since they have a limited exposure specialised learning training. Secondly, the findings validate the second hypothesis by demonstrating that the majority of students struggle in learning academic English

skills. At last, the findings support the third hypothesis through illustrating that a need-based EAP course would better equip medical students for educational and professional situations.

General Conclusion

EAP serves as a crucial in the preparation of students for educational and professional success in particular those studying in scientific disciplines like medicine. Medical students are expected to interact with extensive medical journals, communicate in academic and clinical contexts, increase proficiency in using terminology, and develop practices relevant to their field. Nevertheless, numerous medical students in non-English-speaking countries, encounter serious language challenges which restrict their development. This research was established in purpose of better comprehending second-year medical students' actual English language needs at the university of Mohamed Khider University, Biskra.

The aim of this study was investigating to what extent medical students comprehend the English language, what challenges they encounter, and what skills they needed in order to improve their academic performance. The study focused on three fundamental research questions. The first one is: what are the primary language challenges these students encounter when using English for academic purposes? The second was: What English language skills must medical students possess to be successful in their academic studies and future medical careers? The third was : What are the effective strategies for an EAP course to address the particular requirements of medical students? In response to these research questions, three hypotheses were developed. Students' lack of exposure to specialised instruction make them struggle with academic English; reading and writing skills are crucial in the medical field; An EAP course that is well structured would help medical students in closing the gap between their current level and what the need to acquire for their future.

This dissertation is built upon two chapters. The first chapter which is the theoretical framework presented an in-depth overview of EAP, covering its definition, implementation, and importance in higher education. Also, it presented the basic concepts of needs analysis including types of needs, modals, and limitations. The theoretical chapter stressed the importance of

aligning EAP instruction with medical students' educational and professional contexts, particularly, in Algerian medical faculties.

The second chapter is the practical one, which devoted a practical investigation of students' needs via a qualitative approach. Thirty medical students in second-year were chosen as a purposive sample to answer the questionnaire. This chapter covered the research methodology, the questionnaire design, validation and administration as well as the analysis and discussion of the collected data. Medical students reported that the existing English instruction were not sufficient, it did not deliver their actual educational needs and they faced challenges in using English in medical contexts. They also suggested changes such as involving authentic materials, developing interactive activities and focusing on interaction with patients through communicative tasks as well as the highlighted the importance of enhancing their skills like reading and writing.

According to the findings, the study confirmed the three hypotheses. Students struggle in using academic English since there is a lack in discipline-specific training. Also, they think that skills like reading and writing are essential in comprehending medical materials and succeeding writing activities. Following that, The findings emphasise on updating an EAP course that contains interactive learning methods and aligns students' academic and professional aspirations.

To conclude, this study emphasises on improving the current EAP instruction for medical students by grounding the course design on an in-depth needs analysis. Such change is not only essential for developing the academic performance of medical students; it also serves as advantage for preparing Algerian future doctors to take part productively in international medical contexts.

The Study Limitations

The researcher encountered various obstacles and limitations. Among which, it is important to mention that the findings might not be widely relevant since the sample size was limited and represented by 30 out of about 283 students at the faculty of medicine. Unfortunately, medical students were taught by one teacher only which made it difficult to support the study by the teachers' perspective concerning the current EAP course. Due to the medical department constraints, it was hard to access to the medical students' group on Facebook or to contact the delegate of students without taking permission from the dean of the faculty. It is important to mention that the research was based on self-reported perceptions for the requirements of the English language without relying on standardized tests. Finally, the researcher had come through different obstacles along the research process. Nevertheless, it was capable to preserve the suitable research tools that were used in keeping the validity of the study.

Suggestions for Improving EAP Course Design for Students of Medicine

The results provide an important insights into the development of EAP courses and its purpose it to be more effective in delivering and serving the needs of second-year medical students at Biskra University. Based on the findings of the study, there are some aspects that are suggested to be improved:

- Since the majority of students expressed the challenges they encounter with listening and speaking skills, EAP courses should focus more on communicative activities such as role-plays and discussions in order to improve speaking through interaction and comprehension through listening in medical contexts.
- Enriching the content with all what is basic and relevant to the medical field like practicing medical procedures, reading research papers and patient reports and emphasizing on medical terminology as much as possible.

- Using different learning methods like making small group interaction, using a variety of materials such as YouTube platform and readable sites.
- EAP courses would be more effective if they work on keeping the class more learner-centred and offer students more chances to interact and express their needs inside the class.

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Appendices

Appendix01

English Needs Analysis Questionnaire for Second Year Medical Students

استبيان تحليل احتياجات الانجليزية لطلاب السنة ثانية طب

Dear students,

You are kindly required to answer the following questionnaire that aims to conduct an English language needs analysis for a potential EAP course design for second year medical students. I will be grateful if you answer all the questions honestly. Tick (✓) the appropriate box (es), or provide a complete answer when you are asked. Your responses will remain confidential and use only for research purposes.

Thank you for your participation

اعزائي الطلبة،

يرجى منكم الاجابة على الاستبيان التالي الذي يهدف الى اجراء تحليل الاحتياجات في اللغة الانجليزية لاجل تصميم مقياس محتمل لطلبة السنة ثانية طب. ساكون ممتنة ان قمتم بالاجابة على جميع الاسئلة بصدق تام. ضعوا علامة (✓) في الخانة او الخانات المناسبة او اختاروا الاجابة الصحيحة او قدموا اجابة كاملة اذا طلب منكم، ستبقى اجاباتكم سرية و ستستخدم فقط لاغراض البحث.

شكرا جزيلا لمشاركتكم

Part One: Current English Use I. Section One: General Background

1) Have you studied English before university?

هل درست(ي) الانجليزية قبل الدخول للجامعة؟ لا

If yes, how Yes ☐ نعم No ☐

2) many years?

اذا كانت الاجابة نعم، فكم عدد سنوات دراستك للغة الانجليزية؟

☐ Less than 05 years اقل من 50 سنوات

☐ 05 – 10 years من 50 الى 05 سنوات

☐ More than 10 years 3) سنوات 05 اكثر من

What is your current language of instruction?

ما هي لغة التدريس الحالية عندكم؟

Arabic ☐ عربية French ☐ فرنسية English ☐ انجليزية

4) Have you ever take a course specially designed for medical students?

هل سبق ان حضرت(ي) دورة خاصة بطلاب الانجليزية؟ لا

Yes ☐ نعم No ☐

5) How can you evaluate your English language skills ?

كيف يمكنك تقييم مهاراتك اللغوية في الانجليزية؟

Listening الاستماع: Low ☐ ضعيف متوسط ☐ Intermediate متقدم ☐ AdvancedSpeaking الكلام: Low ☐ ضعيف متوسط ☐ Intermediate متقدم ☐ AdvancedReading القراءة: Low ☐ ضعيف متوسط ☐ Intermediate متقدم ☐ AdvancedWriting الكتابة: Low ☐ ضعيف متوسط ☐ Intermediate متقدم ☐ Advanced

6) How do you usually learn medical English? (multiple-choice question)

كيف تتعلم (مين) الانجليزية الطبية عادة؟ (يمكنك اختيار اكثر من اجابة)

☐ Attending English courses حضور دروس الانجليزية☐ Watching medical lectures and videos in English on YouTube مشاهدة

محاضرات و فيديوهات بالانجليزية على اليوتيوب

☐ Self-learning (reading book, research online) على (التعلم الذاتي) قراءة الكتب، البحث على الانترنت☐ Participating with classmates or teachers ممارسة اللغة مع الزملاء و الاساتذة

II. Section Two: Present Situation Needs

1) Do you think that the English courses offered in your department are aligned with your English requirements ?

هل تعتقد ان دورات الانجليزية في قسمك تتماشى مع متطلبات الانجليزية الخاصة بك؟ الى

Yes ☐ نعم No ☐ لا To some extent ☐ حد ما

2) What are the biggest difficulties you face when using English in your medical studies?

ما هي اكبر الصعوبات التي تواجهها عند استخدام اللغة الانجليزية في دراستك الطبية؟

☐ Understanding medical terminology فهم المصطلحات الطبية☐ Reading research articles and textbooks قراءة المقالات البحثية و الكتب الدراسية☐ Writing medical reports, assignments, or academic papers كتابة التقارير الطبية، المهام الاكاديمية او الاوراق البحثية☐ Speaking in class discussions or professional settings التحدث في المناقشات الصفية او المواقف المهنية☐ Listening to lectures, conferences, or patient interactions الاستماع الى المحاضرات، المؤتمرات او التفاعلات مع المرضى

3) Which of the following skills do you struggle with the most?

اي من هذه المهارات تجدها الاكثر صعوبة؟

☐ Listening الاستماع☐ Speaking التحدث☐ Reading القراءة

☐ Writing الكتابة

- 4) What are the strategies do you currently use to overcome those difficulties? Are they effective?

ما هي الاستراتيجيات التي تستخدمها للتغلب على هذه الصعوبات؟ هل تجدها فعالة؟

.....

- 5) Your current English courses emphasize on : مقياس الانجليزية الخاص بك :
يركز على

☐ The listening and speaking skills مهارات السمع و الكلام

☐ The reading and writing skills مهارات القراءة و الكتابة

☐ The vocabulary and grammar المفردات و قواعد النحو

☐ The terminology and translation المصطلحات و الترجمة

☐ Other (Specify) اخرى (يرجى التحديد)

.....

- 6) What do you like and dislike about your English course?

ماذا تحب و تكره في دورة الانجليزية الخاصة بك؟

.....

.....

Part Two: Future English Needs and Course Expectations I. Target Situation and Skill Needs

- 1) In what areas do you think you need English? في اي من المجالات تعتقد انك بحاجة الى اللغة الانجليزية

☐ In your post-graduate studies في دراساتك ما بعد التدرج

☐ In your future career في مهنتك المستقبلية

☐ In everyday life في الحياة اليومية

- 2) What do you think are the most crucial skills for medical students? (Rank them from most important to least important 1=>4)

ما هي برايك اهم مهارات الانجليزية بالنسبة لطلاب الطب؟ (رتبها من الاكثر الى الاقل اهمية 0=>4)

Listening الاستماع Speaking

التحدث

Reading القراءة Writing

الكتابة

- 3) What medical English do you think will serve you best in your career?(Select all that apply)

ما هي اللغة الانجليزية الطبية التي تعتقد انها ستخدمك بشكل افضل في حياتك المهنية ؟ (اختر كل ما ينطبق)

☐ Analysing and reading research papers

تحليل و قراءة الورقات البحثية

☐ Compose patient reports, case studies or research papers

اعداد تقارير المرضى او دراسات الحالة او ورقات البحث

☐ Interacting with other colleagues or patients from other nations

التفاعل مع زملاء او مرضى من دول اخرى

☐ Taking part in medical conferences or workshops in English

المشاركة في المؤتمرات او حلقات العمل الطبية باللغة الانجليزية

- 4) Do you feel that the current English courses prepare you for future demands?
Please explain

هل تشعر ان دورات الانجليزية الحالية تعدك لمطالب المستقبل؟ يرجى توضيح ذلك

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

II. Section Two: Future Course Suggestions

- 1) What is your preferred method in conducting learning activities in class?

ما هي طريقته المفضلة لاجراء انشطة التعلم داخل القسم؟

☐ Individually

☐ In pairs

☐ In small groups

بشكل ثنائيات بشكل فردي

بشكل مجموعات صغيرة

- 2) Which of the following topics related to your field of medicine would you be interested in exploring in English?

ما هي الموضوعات التالية المتعلقة بمجال الطب الخاص بك التي ستهتم باستكشافها باللغة

Anatomy

الانجليزية؟ علم التشريح

☐ Medical terminology

☐ المصطلحات الطبية

☐ Clinical procedures

الاجراءات السريرية

☐ Medical research reading

قراءة الابحاث الطبية

☐ Others(Please specify)

اخرى (يرجى التحديد)

.....
.....

- 3) Do you have suggestions to improve the English language course for medical students?

هل لديك اقتراحات لتحسين دورة اللغة الانجليزية الخاصة بطلبة الطب؟

Yes ☐ نعم

No ☐ لا

If yes, please explain

اذا نعم، اشرح من فضلك

.....
.....

Thank you for your participation

الملخص

تتناول هذه الدراسة احتياجات طلاب الطب في السنة الثانية بجامعة محمد خيذر، بسكرة من اللغة الانجليزية، و تهدف الى تطوير تصميم فعال لدورة اللغة. تسلط الدراسة الضوء على التحديات التي يواجهها الطلاب، مثل نقص التدريب المتخصص في اللغة الانجليزية للاغراض الاكاديمية في المجال الطبي. بالاضافة الى الصعوبات في مهارات القراءة و الكتابة الاكاديمية. اعتمدت الدراسة منهجا وصفيا نوعيا، و انطلقت من فرضية مبنية على ان تحليل احتياجات الطلاب يمكن ان يعزز كفاءتهم الاكاديمية و المهنية. جمعت البيانات من خلال استبيان منظم وزع على طلاب الطب. اظهرت النتائج ان الطلاب يفتقرون الى التعرض الكافي لتعليم اللغة الانجليزية المتخصص. و هم يدركون اهمية المهارات اللغوية الاربعة في تحقيق النجاح الاكاديمي، لا سيما القراءة و الكتابة. ان التصميم المتخصص للغة النجليزية للاغراض الاكاديمية في المجال الطبي هو رغبة كل من الطلبة و الاساتذة. و من اجل سد الفجوة بين اللغة الانجليزية العامة و الاحتياجات اللغوية الفعلية في مجال الطب، يوصى بانشاء دورات تفاعلية تركز على التخصص و تكون متخصصة في اللغة الانجليزية للاغراض الاكاديمية.