

**DEMOCRATIC AND POPULAR REPUBLIC OF ALGERIA
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**Investigating the Role of Continuing Education in Enhancing
English Language skills of Healthcare Professionals**

The case of 25 Healthcare Professionals of the Maternity and Childhood Hospital
« *Lalla Kheira* » of Mostaganem

Dissertation Submitted in Partial Fulfillment for the Requirement of Master
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Submitted by:

Ms. Kechichet Chaimaa Nour El Houda

Board of examiners:

Chairperson: Prof. Hayat AOUMEUR

Examiner: Dr. Sabrina Ould Si Bouziane

Supervisor: Prof. Sarnou Dalal

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Abstract

The need for English as a professional language in medical sciences is nowadays beyond doubt. In this context, the present research aims at investigating the effectiveness of a Medical English course offered to a group of 25 healthcare professionals in a Hospital setting for the sake of identifying the role of Continuing Education in enhancing the English language skills of healthcare professionals in medical institutions in Algeria. Our research intends to design an effective ESP course for medical professionals who expressed their urgent need to learn this international language. A pre-test questionnaire was designed to analyze the needs of 25 healthcare professionals regarding the use of English language in medical contexts in Algeria, and a post-test questionnaire was designed to trace the progress of our informants. Thus our research is quasi experimental. Additionally, we designed an EMP course so as to teach it for the selected 25 healthcare practitioners in period of three-month in hospital setting “*Lalla Kheira*” of Mostaganem . The aim of such types of courses is to prepare the learners to handle any situation in a given medical context as in international conferences. The results showed that healthcare professionals need to improve their English reading skills in order to stay updated. In addition to that, physicians and other healthcare professionals consider speaking as a crucial skill for them as it is required to carry on conversations with foreigners, and to ask questions during conferences. The overall findings of this study revealed a significant improvement in the participants’ English language skills after the course. As a matter of fact, we conclude that there is a need for integrating Medical English language courses in Continuing Education programs to assure an effective teaching of medical English to Algerian healthcare professionals.

Key Words: Continuing Education (CE) ,English for Medical Purposes(EMP), English for Specific Purposes (ESP) , Course Design

Dedication

I dedicate this work

To my dear beloved parents, who have been my source of inspiration and gave me strength when i thought of giving up , who continually provide their moral , spiritual , emotional , and financial support.

To my brothers Anes , and Ibrahim , to my sister Fatima

To my husband , and my lovely friend Sarah who shared their words of advice and encouragement to finish this study .

Last but not least, my sincere gratitude goes to all teachers, and classmates who pushed me forward and made me love this language for every year of my university life. May God repay you with all the happiness and joy that you deserve

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List of Abbreviations

AMEE : the International Association for Medical Education

CE : Continuing Education

ESP: English for Specific Purposes

EGP : English for General Purposes

ELT: English Language Teaching

EOP : English for Occupational Purposes

EAP : English for Academic Purposes

EBE : English for Business and Economics

ESS : English for Social Sciences

EBP : English for Business Purposes

EST: English for Sciences and Technologies

EFL: English as Foreign Language

ESL: English as Second Language

EMP: English for Medical Purposes

HRM : Human Resources Management

HR : Human Resource

GE: General English

NA: Need Analysis

TEFL : Teaching English as a Foreign Language

WHO: World Health Organization

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General Introduction

The hospital environment is changing with the many changes that are taking place in the world, and so are human resources changing too (Tagounits, K & Iken, Kahina .2017) . In Algeria and since the 1970s , companies have started to reassess the role of humans in their organizations (Nellis, J 1983). The management of human resources in the hospital has been the main axis of the institution. Hospitals are competing to acquire qualified human resources with exceptional skills and competencies that allow them to achieve success. Therefore, it is necessary for them to search for mechanisms and methods that allow them to do so. The development of competence of healthcare requires the impact of Continuing Education which is carried out through a systematic and designed process (Boudouh, G.2013) . It is considered as one of the most effective mechanisms that work to meet the hospital needs , and to enable them acquire new skills that enable them to perform their work efficiently and effectively , and raises the ability of these institution to compete and achieve high performance rates.(Bebkhdidja, M & Boughale, Z . 2018)

As the world is becoming more globalized, it is now absolutely important for Algerians to master English as an international language ; it is after all the most widely spoken and written language . (Zemali. S, 2016) . Also, this language has become the international language of science and technology (Gordin, 2015) . On one hand , Master (2005) found that interactions in conferences or other medical communities need English Language . Kang (2004) states that learning English is essential for medical professionals because all medical information for medical professionals are available in the English language. On another hand , the emergence of English for specific purposes as an approach to teaching English has been pursued by the increasing need for helping international learners to write their academic writing tasks at universities where English is the medium of education (John, 2013; John & Dudley-Events, 1991).

In the Algerian context, Belskri (2017) argues that since the colonial period and even after independence, French was and still is considered as the first foreign language while English was taught as a second foreign language starting from the second year of middle school for years, and now it is taught to young learners since third primary year. Bouguenous (2018) add, Algeria is linguistically characterized by using French as a medium of instruction to teach subjects like pharmacy, dentistry, and medicine. That is why Algerian doctors and

healthcare professionals use French in their work and trainings to speak about the medical procedures and performances. In fact , the present investigation stems from a personal observation of the researcher who is a medical laboratory technician. Indeed, we have noticed that our colleagues in different specialties are interested in English more than any time before, especially after the COVID19 pandemic when they attended online conferences, so most of them need to update and improve their level. Therefore, the aim of this study is to diagnose the academic and professional English language needs of healthcare professionals, and to determine the problems that Algerian doctors and healthcare staff face when they communicate in English. Also, we seek to provide healthcare professionals with a tentative Medical English course as part of the Continuing Education program for the healthcare workers to investigate the role that CE could play in enhancing the skills of the healthcare learners. To achieve our aims, we raised the following question :

How can Continuing Education help physicians and healthcare professionals to enhance their English Language skills ?

To better understand the problem of our subject, we divided this main research question into sub-questions :

- To what extent do healthcare professionals in Algeria need English for their profession?
- What are the necessary skills and language forms that enable them to understand and produce in English language?

To answer the questions raised above, we put forward the following hypotheses:

- Continuing Education could help medical professionals to improve their language skills through English language courses training .
- English language is necessary and mandatory for Algerian medical professionals' academic studies and professional career.
- Algerian medical professionals need to develop their English language speaking skills to communicate in conferences, and their writing skills to publish papers and articles .

For the sake of gathering data to answer the raised questions; a quasi experimental method was used .First, a pre-test questionnaire was distributed to 25 healthcare

professionals to diagnose their needs in English. Second, we design an EMP course and we apply it , over a period of three months , to examine the efficacy of Continuing Education (CE) in enhancing the English language proficiency of healthcare professionals . Finally , a post-test questionnaire was distribute , to collect the feedback of the worker about the English language course .

The present study is divided into three (03) chapters. Chapter one (1) represents the theoretical part of the thesis and it is divided into two sections. In section one, we will present major theories related to the field of English for Specific Purposes (ESP),its definitions and its subcategories in addition to other necessary explanations . Also , we provide our readers with essential explanation regarding English for medical purposes (EMP). Then, in the second section, course design is reviewed in terms of its definition, its steps, and its approaches. In the second Chapter (2) , we define what HRM is , also we discuss some concepts related to Continuous Education (CE) .Additionally, the chapter sheds the light on the type of CE, characteristics , and obstacles faced by workers . The final chapter (3) represents the practical part of the dissertation. It is divided into three sections . Section one includes the analysis and discussion of the results of both questionnaires. Section two , offers pedagogical proposals that may help teachers. Section three deals with some suggestions that are proposed to include Medical English Language training into the Continuing Education in hospitals

Chapter one

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Introduction

The need for English as a professional language in medicine is nowadays beyond doubt (Ribes, 2006) . This has been stated by Lucaya, J (2005) when he said that, there is no exaggeration to say that unless healthcare professionals know enough English to read the medical literature, it will be almost impossible to keep them up to date with medical advances. Therefore, An ESP course for healthcare professionals intends to help them develop their language skills . Healthcare professionals not only need English to read medical textbooks and professional journals which are mostly in English , but also need it to participate in international conferences and to communicate effectively (Wahyuni, S. 2021) . However , this cannot be achieved unless they are offered English for specific purposes courses . The latter are language programs which are designed for people who are learning English with an identifiable purpose and clearly specifiable need (Dudley-Evans & St Johns, 2001). As for the origins of ESP, Hutchinson and Waters (1987) point out that an increase in scientific, technical and economic activities after the Second World War and the Oil Crisis of the early 1970s led many people to learn English for specific reasons rather than simply for pleasure or prestige.

This purely theoretical chapter consists of two sections; the first section focuses on two main concepts: English for Specific Purposes (ESP) , and English for Medical Purposes (EMP) . In the second section, we will discuss various concepts related to course design , including strategies for designing effective language course .

1.1.1 English for specific purposes

Since the 1960's, ESP has become one of the most crucial branches of applied linguistics in general , and of Teaching English as a Foreign Language (TEFL) in particular (Salmani-Nodoushan, 2020). ESP is seen as an approach which gives priority to the learners' needs by trying to provide them with the language they need for their academic and occupational requirements (Tasçi, 2007).

1.1.1.1 Definition of ESP

Hutchinson and Waters (1987) define ESP as an approach in which all decisions as to a course's content and method are based on learners' reasons for learning. Thus, an important principle of ESP is that the syllabus of an ESP course specifically reflects the goals and needs of learners rather than the structure of general English. According to Duan and GU (2004) ESP is " [...] a pedagogy in which the syllabus, contents, and methods are determined according to the needs of the learner's specialized subjects " (Duan and GU2004, p 01). Indeed, ESP courses are designed to meet the specific needs of learners who require English language skills for their professional, academic, or personal purposes.

In this regard, Richards argue that different types of students have different language needs and what they are taught should be restricted to what they need (Richards, 2001, p.32).

1.1.1.2 The distinction between ESP and General English

English for Specific Purposes and English for General Purposes are two different approaches to teaching English as a second Language. Hutchinson and Waters (1987) state "there is no difference between the two in theory. However, there is a great deal of difference in practice". The main differences between the two of them are: First, the methodology, John (1998) believes that ESP usually has a different methodology from that of General English. ESP learners are generally adult and they know their language needs (Hutchinson & Waters, 1987), also they bring with them their specialist knowledge and learning processes which they have been previously acquired in their specialist fields to the ESP class. So, there should be a distinguishable ESP methodology. Second, to define learner's needs, the ESP approach uses the needs analysis framework as the main tool to analyse the learners' needs. Harding [2007:8-9] suggests that "the type of ESP learners who come to ESP are often demotivated by courses of general English. These learners have entered ESP courses because they expected that language-based work would not owe to practical or manual skills in lessons".

Barnard and Zemach (2003) explain that EGP could be classified as ESP, because for instance a number of students is low, they to study GE in order to improve their language

skills . In this case , this could be classified as ESP since the aims are clearly defined and the learners' needs are identified .

1.I.1.3 Characteristics of ESP

After clarifying the difference between ESP and EGP, here are some key characteristics of ESP courses. According to Streven (1988), ESP courses have absolute and variable characteristics.

1.I.1.3.1 Absolute characteristics

ESP consists of English language teaching which is :

- Designed to meet the specific needs of the learner;
- Makes use of the methodology and activities of the disciplines it serves;
- Centered on the language (grammar, lexis, and register), skills, discourse and genres appropriate to these activities.

1.I.1.3.2 Variable characteristics

ESP may be but not necessarily:

- Related to or designed for specific disciplines;
- Use in specific teaching situations, a different methodology from that of general English.
- Likely to be designed for adult learners as well as learners at secondary school level; Generally designed for intermediate or advanced students, but it can also be used with beginners.

1.1.1.4 Types of ESP

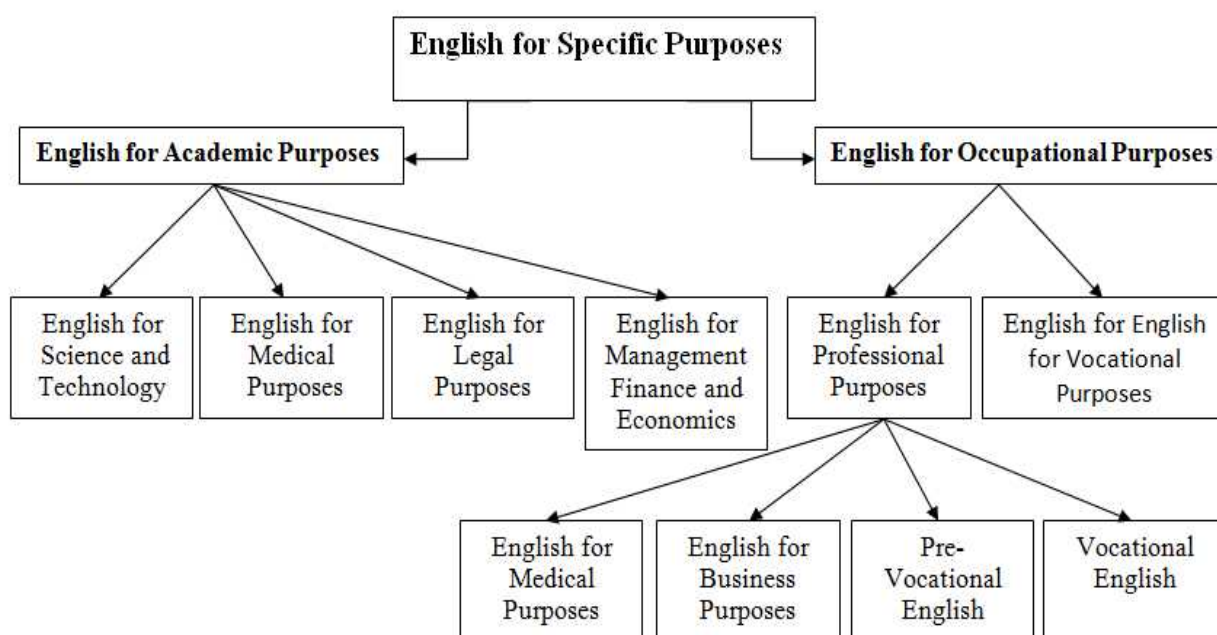
Many researchers, including Robinson (1991, cited in Dudley-Evans and St. Johns, 1998), and Dudley-Evans and St. John's (1998), divide ESP into two key branches: English for Occupational Purposes (EOP) and English for Academic Purposes (EAP).

Hutchinson and Waters (1987), in their ELT tree, also divide ESP according to whether the learners need English for academic reasons or for occupational reasons. However, they point out that the distinction between EAP and EOP is not an absolute distinction as people can work and study simultaneously. They go further to divide ESP according to the learners' specialized area: English for Science and Technology (EST), English for Business and Economics (EBE) and English for the Social Sciences (ESS).

Similarly, Dudley-Evans and St. Johns (1998) classify ESP as EAP, EOP, EST and EBP (English for Business Purposes). In their tree diagram, given below, they show the categories and subcategories of ESP (Dudley-Evans & St. Johns, 1998). It is important to note that according to John(1987) English for Medical Purposes is categorized both as EAP and EOP.

Figure 1-1:

Branches of ESP (from Dudley-Evans & St. John, 1997, p. 7)



1.1.1.5 ESP Teacher

ESP teachers are basically teachers of English for General Purposes ; their switch into this field is sudden (Strevens , 1988). The ESP teacher has additional roles to those of General English teachers . Indeed , they do not only teach, but also they analyze the students' needs, outline objectives, select and adapt teaching materials , design lessons , create an adult-oriented learning environment , and assess student's progress (Schleppegrell,1991) .Dudley-Evans and St John (1998) prefer the term 'ESP practitioner' as this definition seems to be more detailed and complete . They identified the following key roles of ESP practitioner and each specific role is briefly summarized in what follows .

1.1.1.5.1 The Teacher's role

The role of ESP practitioner goes beyond that of an ordinary teacher , the reason is that teaching ESP necessitates different methodology that is specialized or unique (M. Johns and Dudley-Evans,199,p305) . Flowdew and Peacock (2001) argue that the role of the teacher well vary according to the type of the syllabus, course and the part of the world in which it takes place.

1.1.1.5.2 The ESP Teacher as Course Designer and Material Provider

One of the ESP teacher's roles is on one hand , designing the course , sometimes they need to design their own activities to attain the objectives of their learners , because sometimes there is a 'mismatch between the content of ESP textbooks and actual workplace language demand' (Bouzidi,2009,p10). On the other hand , Maley(1998) suggest that ESP practitioner adapting materials for it when published materials are unsuitable. (Maley, 1998, p.281. cited in Tomlinson, 1998).

1.1.1.5.3 The ESP Teacher as a Collaborator

It refers to collaborative teaching between a specialist and language teacher , Dadley-Evan & St. John (1998) refer to collaboration " when there is some integration between specialist studies or activities and the language " . There is also the possibility of team work among English teachers themselves, "team working can reduce the gap between science and language " . (Hansen & Hammen, 1980 quoted in Almagro and Martos,2002, p.10) .

1.1.1.5.4 The ESP Teacher as a Researcher

Dudley-Evens and St John clarify that "ESP teacher generally need to be able to carry out research to understand the discourse of the text that student use"(Dudley-Evens and St John ,1998, p.15) . In other words The ESP teacher must be able to conduct research studies in the specific field to find out the student's needs and interests in order to design appropriate materials , and choose different style to suit their target objectives (Dudley-Evans and St. John,1998)

1.1.1.5.5 The ESP Teacher as a Evaluator

Evaluation as Dudley-Evans and St john(1998) said , it should be on-going process , while the course is being taught ,at the end of the course , and after the course has finished . According to Bojovic (2006) the ESP practitioner involved in various types of evaluation , includes: testing students in order to evaluate learners' progress and achievement, assessing the course to see how much learners , they have learn from the course and , evaluating ESP teaching materials..

1.1.2 English for Medical Purposes

The use of English in the medical field has become increasingly important due to the globalization, and the internalization of the healthcare (Faure, P. 2016). According to Lodhi, and al (2018), understanding English is essential for medical professionals as all medical information is available in English.

1.1.2.1 Definition of English for Medical purposes (EMP)

According to the International Association for Medical Education (AMEE), EMP involves “the teaching and learning of English language and communication skills in healthcare context, with a focus on developing the language and skills required for effective and safe medical practice” (Kumaravelu & Shyamala, 2016, p. 130).

English for Medical Purposes (EMP) refers to the teaching of English for healthcare personnel like doctors, and nurses (Maher, 1986). Existing as a sub-branch of ESP, EMP can be classified both as EAP and EOP, distinguishing between studying the language of medicine for academic purposes (as designed for medical students, residents and for graduation at university) and studying it for occupational purposes (as designed for practicing doctors, and healthcare professionals). Gylys and Wedding (1983) explained that the medical field has its own terminology that is addressed to the healthcare places.

1.1.2.2 Teaching Medical English

Wahyuni (2021) states that medical learners should be taught English that meets not just their academic objectives, but also their professional needs as doctors.

1.1.2.2.1 Medical English for Academic Purposes

Medical English for Academic Purposes refers to language used in academic settings (Faraj, 2015). It has a crucial objective to equip students with the skills necessary for academic success (Budianto, 2004). According to Bouguenous (2018) the main objectives for EAP classes, is improving students' ability to write in an academic style and its different forms, using scientific vocabulary, and medical terminology.

1.1.2.2.2 Medical English for Occupational Purposes

Medical English for Occupational Purposes (EOP) , refer to the language used by healthcare professionals in professional setting (Master,2005) . Kennedy et al (1984:04) write: “*EOP is taught in a situation in which learners need to use English as part of their work profession.*”.

Bouguenous (2018) claimed that in Algeria , there is less demand for EOP compared to EAP, as many professionals in postgraduate studies or healthcare seek job opportunities in non English speaking countries and are more interested in developing their academic English skills .

Conclusion

To summarize what has been mentioned above, there is an urgent need to teach English for specific Purposes (ESP) in Algeria, in order to prepare students for their future careers .ESP teachers requires a work hard , so they can understand the needs and expectations of their students . Moreover, English for Medical Purposes courses focus more on developing specific language skills related to the medical contexts, to prepare healthcare professionals to use English successfully in the medical research .

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Introduction

In the twenty-first century, world has become interconnected as English being both a common language, and global language. As a result, learning English as a second foreign language were the goal of many learners to use it in a particular domain (Paltridge & Starfield, 2013). Each subject as Fatria (2020) mentioned has its own "term" used in the course, such as business, medicine, etc. She claimed that because English becoming more interested, it was necessary learning English for Specific Purposes (ESP). ESP aims at equip learners with the English that they need, in effective manner, by designing a specific course, rather than teaching them the whole language system (Woodrow, 2018). Course design refers to the planning of a course to achieve desired instrumental goals (Fatria, 2020). This section is devoted to tackle the different components that an ESP course design may rely on

1.II.1 Course Design

In the context of ESP, course design is a process of collecting data to prepare effective tasks, activities, and to create the most appropriate context for ESP learners to achieve their goals (Kharfi & Gueziz, 2016). According to Hutchinson and Waters (1987), course design is the process of transforming learners needs into series of teaching and learning experiences that aim to bring learners to specific state of knowledge. Richards et al. (2001) add that syllabus design determine what will be taught in a language program while course design addresses how a syllabus will be implemented.

1.II.2 Steps in Designing an ESP course

In order to design an ESP course, course developers process it through a series of steps. Grave (1996, qtd. in Xenodohidis, 2006) suggests a systematic syllabus design consisting of six steps. These steps are:

1. Conducting needs analysis.
2. Determining the goals and objectives of the course.
3. Conceptualizing the content.
4. Selecting and developing materials and activities.

5. Organising the content and activities.
6. Evaluating

1.II.2.1 Conducting Needs Analysis

Needs analysis is the first and fundamental process in designing syllabus. We must start by considering the needs of the learners, and what they have to do in the target situation (Flook,1993) . Dudley-Evans and St-John (1998) state that the needs analysis in ESP helps identifying the following information about learners :

- A. Professional information : the tasks and activities that the learners will be using English for.
- B. Personal information : factors which may affect the way the learners learn such as their previous learning experiences , cultural information, reasons for attending the course and expectations of it, and attitude toward the English .
- C. Language information : It is what the learners' current skills and language use are.
- D. The learners' lacks in relation to their professional information.
- E. Language learning needs : what they need to learn
- F. How to communicate in the target situation : refers to communication information about the learners when they use the English language and skills in the target situation.
- G. Environmental situations : the information about how and where the course will be run.

Hutchinson and Waters (1987) mentioned also the notion of target needs and learning needs. For them , target needs is what learners need to do in the target situation. That means , what are the linguistic elements needed to achieve specific communicative purposes. However , learning needs is what learners need to do in order to learn (Hutchinson and Waters , 1987, p.54). Hutchinson and Waters(1987) go further , and They divided target needs into : Necessities, Lacks, and Wants.

Necessitie refers to the academic or occupational requirements of the target situation, that is, what the learner has to know in order to function effectively in the target situation.

Lacks , are what the learners are deficient , that means , what are the necessities that he lacks , lacks refer to the gap between the existing proficiency level of the learner and his target proficiency level (Lamari , 2016).

Wants , are the learners' expectation , means what they want achieve from the language course .

1.II.2.2 Determination of Goals and objectives of the course

In language learning , goals refer to something that wanted to be achieved .Goals are related to the acquisition of a job in the future or communication of the target language community (Harmer, 1991, in Xenodohidis, 2006). Goals should not only focus on acquiring knowledge and skills , but also at the development of a positive attitude towards language and culture .It should be realistic, otherwise the students would be de-motivated (Xenodohidis, 2006).

Objectives, on the other hand, are the specific ways in which the goals will be achieved (Graves, 1996, in Xenodohidis, 2006). Objectives should be congruent to the goals and relevant to how the teacher conceptualize the content of the course (Nunan, 1988, in Xenodohidis, 2006).

1.II.2.3 Content Conceptualization

Conceptualizing the content is choosing and analyzing the necessary content related to the needs analysis and the goals and objectives. According to Reilly (1988, in Xenodohidis, 2006) these are some practical guidelines to content choice and design.

1. Define what the students should be able to do as exactly and realistically as possible, as the result of the instruction;
2. Rank the syllabi in order of importance according to the desired outcomes;
3. Evaluate available resources and match them with the syllabi;
4. Designate one or two syllabi as dominant;
5. Review how combination and integration of syllabus types can be achieved and in what proportion;
6. And translate decisions into actual teaching units.

1.II.2.4 Selection and Development of Materials and Activities

Materials are considered anything which is used to help learning language (Tomlinson , 1998) . According to Hutchinson and Waters (1987) materials should start by asking the question what the materials are supposed to do . Choosing materials may mean development of new material, collection of various materials or adaptation of existing ones. According to Graves (1996, in Xenodohidis, 2006), in order to select materials the following issues should be taken into account:

- Effectiveness in achieving the course purposes
- Appropriateness of the materials, so that the students will feel comfortable. This means that the material will be relevant to their interests and language level.
- Feasibility, so that the material will be in accordance with the students' capabilities and the course will not prove too difficult for them.

1.II.2.5 Organization of Content and Activities

Course organization is important since it provides the teacher and the students with a clear idea of what will be taught (Xenodohidis, 2006). In addition, Xenodohidis(2006) mentioned two principles, underlying the concept of sequencing material; building and recycling. Building can follow the process of the simple to the more complex, from concrete to more open ended, while recycling means that the students deal with taught materials in a new way.

1.II.2.6 Assessment and Evaluation

Assessment is related to determination of students' proficiency whereas evaluation refers to the process of collecting and interpreting information about an educational program (Nunan, 1990, in Xenodohidis, 2006). According to Hutchinson & Waters (1987) , we need to assess learners to know whether goals and objectives were met. on the other hand , we should evaluate the effectiveness of the course , to examine whether teaching methods were effective, or whether new things and procedures should be involved in the course design process.

1.II.3 Approaches to Course Design

There are three main approaches to course design can be identified : language-centered , skills-centered , and learning-centered.

1.II.3.1 Language-Centered Approach

According to Hutchinson & Waters (1987) It is an approach that focuses on developing linguistic competence required in the target situation (Hutchinson & Waters ,1987, p. 65) . However, the approach was criticized as being structure-centered as it gives much importance to linguistics forms rather than developing the skills that enable the learner to communicate effectively in the target situation (Hutchinson & Waters, 1987:66-68).

1.II.3.2 Skill- Centered Approach

Hutchinson and Waters (1987) state that the role of need analysis in this approach , helps the ESP teacher discover the knowledge and competences of the learners , and their perspective of the target situation skill-centered approach treats learner as a language user not as a learner of a language. But in facts it has weaknesses as it fails to handle the learning needs (Hutchinson and Waters, 1987).

1.II.3.3 Learning- centered Approach

Hutchinson and Waters (1987,73) offer a new approach called Learning-centered approach. Learning centered approach according to Weimer (2002) differs from traditional teaching-centered approach , in which in the traditional approach , teacher is the only source of information .However , in the second one , the learners' decisions determine the learning process completely .

Conclusion

This section has tackled the definition of ESP Course Design. It has discussed steps and principles that the course designer should take into consideration during the process. To sum up, course design is a systematic process aiming at achieving learner's purposes for attending the course. Comprehensive needs analysis is a necessary initial step and valid, reliable evaluation based on designed objectives which is the last one in the framework (Hutchinson & Waters, 1987. Dudley-Evans, T. & St-John, 1998)

Chapter two

Continuing Education

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Introduction

Today, all countries, whether developed or developing, rely on Continuing Education as the ideal means to achieve growth through the development of human resources (Boudouh, 2013). Continuing Education, therefore, is an ongoing effort to improve knowledge to update , and to meet new requirements. Human Resources Management (HRM) constitutes the fundamental element for the success of any organization; it has the capacity to create an intelligent ,flexible institutions through the application of procedures that concentrate on recruiting , selecting , training employees , and directing their efforts to achieve the goals of these latter (Quansah,2013) , especially the hospital that is the institution this work is concerned with . The healthcare sector is undergoing profound changes and must adapt to an increasingly delicate environment. Nowadays , training is seen as a compulsory necessity since it is a continuous link between professional and academic life. Training is an important for motivation, quality, organization and job satisfaction. (Tagounit, K. & Ikene, K. 2017) .

2.1 Human Resources Management

Every organization has an integral part called Human Resource Management (HRM) , which play a vital role in the organizations .Several authors have attempted to define the concept of HRM . In this part of our study , we are not going to list all the definitions referring to HRM , but instead , we will gather a few of them to better understand this concept.

2.1.1 Definition of Human Resource Management (HRM)

According to Papalexandri and Bourantas (2002) , HRM is a crucial aspect of any organization . Il involves a range of tasks aimed at effectively managing employees and working towards achieving desired goals . Edwin Flippo (1984) , define HRM as the process of planning, organizing , directing, and controlling the acquisition , development, compensation , integration , maintenance, and separation of Human Resources . This is done with the goal of achieving individual, organization , and social objectives. HRM focused on utilizing people in the most efficient way possible to attain both individual and organizational objectives. It is the process of managing employees in a manner that encourages them to perform to their highest potential for the benefit of the organization.(Invancevich and Glueck,2008) .

2.1.2 Objectives of HRM

The objectives of HRM can be classified into four categories , according to Katou (2017) :

1. Societal objectives : which means that HRM should respect the legal , the societal , and ethical frames , to avoid any reactions against the organization.
2. Organizational objectives : involves supporting organizations to enhance and increase competitive advantage by achieving efficiency and effectiveness .
3. Functional objectives : HRM contributes to the effectiveness of the department itself to help the organization achieve its goals .
4. Personal objectives : the personal category involves empowering individuals to achieve their personal goals , which enhances their motivation and commitment .

2.2 Continuing Education (CE)

Sakhiou,L (1990) defines Continuing Education as the set of processes by which knowledge , skills and attitudes are enhanced in order to achieve organizational and personal objectives . According to the World Health Organization (WHO) , Continuing Education (CE) for healthcare professionals refers to all experiences that follow the initial education , and help healthcare personnel maintain the necessary skills to provide healthcare services .

The legal foundation of CE dates back to the law of July 16, 1971, entitled ‘Organization of Continuing Education within the framework of lifelong learning’ , its states “CE has the purpose of enabling workers to adapt to changing technique and working conditions, promoting their social advancement through access to different levels of cultural and vocational qualifications and their contribution to cultural, economic and social development”.

2.2.1 Characteristics of CE

Continuing Education can take several forms : classroom-based training, on the job training , computer assisted training, etc. However , whatever form it takes , CE in the field of management that can have certain common characteristics .CE takes place at the same time as the professional activities of the latter (Al-Jamili, K. 1998) ; therefore, it aims to :

- Introduce new concepts or management tools to learners in the most practical way possible , so that they can apply them directly and immediately in their professional life and benefit from their effectiveness as quickly as possible .
- Motivate learners to work more effectively by using the most modern and appropriate methods for their work. Thus , the goal is to benefit as quickly as possible from the most modern and recent methods , concepts, and tools in the field of management , in order not to waste a lot of time that should normally be devoted to producing goods and services for the benefit of the company(Thevent M, 1987) .

2.2.2 Continuing Education in the healthcare institution

Over the past few years, the concept of Continuous Education for healthcare professionals has gradually improved to the point where it is considered a primary focus of the Ministry of Health and Population's plans, as well as hospital reform. In 1993, an organization was created for consultation in the field of Continuous Education (National Committee for the Continuous Training of Health Workers), and a strategy for Continuous Education was proposed, which was subjected to discussion and enrichment during three local conferences held in 1995. It was presented to a medical advisory council, scientific associations, and labor movement, in addition to other organizations that share in organizing the Continuous Education of health personnel, in order to organize work towards achieving the set goals at all levels. Decree No. 91-96 dated March 3, 1996 covering the training and restructuring of employees left a major gap in the field of organizing Continuous Education.

To allocate special credits, different healthcare departments were allocated 170 million during the fiscal year (1997), and during the same year, more than 30,000 people participated in Continuous Education activities at least once. This training aims to help individuals achieve their predefined goals, and to prioritize individual inclusion-based training movements, and establish fundamental and applied axes for training. Because training is committed to change , individuals must be relied upon for institutions to achieve the goals they have set. (Ecole de la formation PARA-Medical de Biskra, , (1999.March)).

2.2.3 Continuous Education types in the healthcare institution

Continuous Education is carried out in the form of consecutive or ongoing activities according to the following types of courses:

- Short-term course: When the duration is less than or equal to 06 months.
- Medium-term course: When the duration is more than 06 months or equal to or less than one year.
- Long-term course: When the duration exceeds one full year or is equal to or less than 3 years.

2.2.4 Continuing Education Cell

Continuous Education cell has been established regionally and locally in 1993, responsible for carrying out the task of matching the needs of organization ,and implementing the Continuing Education activities . The Continuous Education Cell consists of:

- The Manager of Training Cell
- A medical representative
- A paramedics representative
- An Administrative representative

The cell holds its regular and exceptional meetings to discuss and analyze the Continuing Education needs of healthcare workers .

2.2.4.1 Continuing Education Cell Objectives

There is a set of tasks that the Continuous Education Cell seeks to achieve, and these tasks are:

- The main task : Implementation of the Continuing Education policy for healthcare professionals at the state level.
- Secondary tasks :
 - Analyze requests and regional plans for Continuous Education .
 - Implement training plans according to primary and fundamental needs.
 - Prepare state and regional training plans.

- Evaluate and process the necessary budget to implement the training plan.
- Organize and prepare the necessary resources (devices, individuals, financial resources).
- Prepare Continuing Education programs by providing practical opportunities inside and outside the state.
- Approve local plans before submitting them to the central administration for final approval.
- Summon qualified individuals at the regional level to execute tasks recorded in Continuous Training plans.

2.2.5 Obstacles in Continuing Education

The process of Continuing Education can be faced with certain obstacles that lead professionals to abandon it. According to Tagounts and Ikene(2017) different categories of obstacles may exist, such as :

- Working conditions related to the job held.
- Training requirements, age, gender, and family situation.
- Obstacles of financial, family, and training requirements, remain limiting when pursuing Continuing Education
- Healthcare professionals in rural areas have difficulty finding time to take time off from their practice as well as financial support to attend traditional Continuing Education sessions .
- The training institutions are currently facing issues related to inadequate capacity, lack of qualified teachers, insufficient teaching materials , Additionally, there is a lack of motivation among personnel and no research on HR development has been conducted due to the absence of research promotion.

Finally, some doctors may not be able to apply new knowledge as easily as other practitioners because they have a limited volume of patients or a type of practice that does not favor the application of certain new knowledge. All of this contributes to limiting the impact of traditional training.

Conclusion

Continuing Education is an essential part of the professional journey of healthcare workers as it helps them keep their knowledge and skills up to date and improve the quality of workers . Algerian hospitals recognize the importance of CE for healthcare professionals and have started to establish various programs and initiatives to support their workers' development.

In this chapter, a number of important points have been highlighted; we covered some notions related to the HRM including definition , and objectives . Also, CE was explained in terms of its forms , in healthcare institutions , the objectives of CE cell , and the obstacles that may have an impact on the successful implementing of CE program. The next chapter will explain the methodology of the current study .

Chapter three

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Introduction

While the previous chapters have presented the theoretical foundation that covered the main variables of our research, notably ESP , and Continuing Education , the present chapter describes the research methodology opted for in the collection of data , including the methods and approaches that have been selected to conduct this study. Moreover, it describes the participants included in this study. In this regard, The purpose of this study is to analyse the English language needs of 25 healthcare professionals of the Maternity and Childhood hospital at Mostaganem for the sake of indentifying the role of Continuing Education in enhancing the English language skills of those workers

In this section, first, information about the participants of the study is given. Second, the data collection instruments are explained. Finally, the data collection procedures and analysis are described briefly.

3.1.1 Methodology

The choice of the appropriate method for any kind of research depends largely on many factors such as: the nature of the problem, the type of the needed data, the objective of the research work and the population.(Turney and Robb, 1971). Taking into consideration all these factors. In fact our research is quasi experimental since we used a pre-test questionnaire and a post-test questionnaire to trace the progress of our learners. Thus, first, a pre-test questionnaire was distributed to 25 healthcare professionals to diagnose the needs analysis of the learners . Then, we designed an EMP course so as to teach it to the participants for a period of three-months (03) in a hospital setting , to investigate the effectiveness of CE training in improving the English language skills of workers. Ultimately, we collected the feedback of the workers about the English language course training and we designed another post-test questionnaire to obtain the learners' perceptions and progress

3.1.1.1 Participants

The present research was carried out with a group of healthcare professionals from all medical and paramedical professions : physicians , nurses , anesthetists , medical laboratories technicians , biologists , and midwives belonging all to the departments of the Maternity and Childhood hospital of Mostaganem . They are about 25 learners with a medium age of 35 years, 80 % of them are female. It should be noted that French is their first

foreign language and the language of instruction at university, even in the workplace while English is their second foreign language. They learnt English language during two years in the middle school and three years at the secondary level, which makes a sum of five years. At university level, however, they had never received any kind of English instruction except some General English courses.

3.1.1.2 Setting

The Maternity and Childhood hospital in Mostaganem city , known as ‘ *Lalla kheira* ’ , was established in accordance with executive Decree No 08/62 which regulates the organization and operation of the healthcare sector and specialized hospitals . On the February 24th,2008 . The hospital is a public health institution.

This hospital is specialized in providing women with healthcare during pregnancy and childbirth ; it also provides care for newborn infants , and act as a centre for clinical training in midwifery and obstetrics.

3.1.1.3 Instruments

In our research, we collected data about the learners by means of needs’ analysis questionnaire . In addition to that , we did an evaluation of the English course by using post-test questionnaire to see the feedback of the healthcare professionals .

The pre-test questionnaire was distributed to 25 healthcare professionals. This questionnaire aimed at analyzing the need of the learners . The questionnaire was first designed and written in English, and then translated into French before administering it to the respondents, in order to avoid any misunderstanding by the latter; there are three types of questions: questions for general information, open-ended questions to identify their own professional English language needs., and multiple choice questions. For the multiple choice questions, the opportunity was given for participants to include their opinion by providing an ‘others’ item as an open-ended suggestion. The first part of the questionnaire for the healthcare professionals included general information asking about their age , gender , and their grades. In the second part of the questionnaire, questions were asked to identify if they took any English courses before and after graduation , as well as to know the importance of English for them . The third part was about the perceptions and attitudes of healthcare professionals about using all four language skills : reading, writing, speaking and listening, and the difficulties they face while using them.

The post-test questionnaire was distributed to (15) learners out of the 25 participants , because those 15 workers were the only ones who attended the last session. This questionnaire aimed at evaluating the Medical English course training to assess its effectiveness; the questionnaire contains seven question related to the course .

3.1.2 Data Analysis of the Pre-test Questionnaire

3.1.2.1 Part I : General Information

3.1.2.1.1 Learners' Age

Q1 : Your age

Table 3-1 :
Learners' Age

Age	Frequency	Percent
Between 21 – 29	10	40
Between 30 - 40	12	48
Between 40 - 55	03	12

The data obtained revealed that the learners' ages vary between 21 and 55 years old. The majority of the learners (48%) are between 30 and 40 years old, (40 %) of them are between 21 and 29 years old , and only (12%) are between 40 and 55 years old

3.1.2.1.2 Learners' Gender :

Q2 : Gender Male Female

Out of 25 healthcare professionals surveyed, 04(16%) are physicians, 05(20%) are nurses , 06(24%) are anesthetists , 4(16 %) are medical lab technicians , 02 (08%) are biologists , 03 (12%) are midwives , and 01 (04%) is a psychologist .

3.I.2.2 Part II: Healthcare Professionals' Attitudes Towards Learning English

3.I.2.2.1 The Importance of English for Healthcare Professionals

Q4 : Do you think that English is important for you?

Yes **No**

Q5: Why? (Please state why if your answer is no)

Q6 : What are the benefits you think you can gain from learning English in your professional career? (if your answer is yes)

All 25 respondents recognized the importance of English in their studies ; they all agreed that English could be very helpful to ensure success in their future academic studies

When we asked the about the benefits they believe they can gain from learning English in their professional career , most of our respondents mentioned that they need English to improve communication with international colleagues because English is widely used in the global healthcare industry . Some participants claimed that they need English to access to a broader range of resources, to many English research papers, journals , and educational materials that are all often published in English .

All 25 respondents recognized the importance of English in their studies ; they all agreed that English could be very helpful to ensure success in their future academic studies

3.I.2.2.2 Learning Medical English before Graduation

Q7 : Did you learn medical English before graduation ?

Yes Yes , but it was a general English No

Table 3-4 :
Learning Medical English before Graduation

	Frequency	Percent
Yes	00	00
Yes, but GE	19	76
No	06	24

Q8 : Did you receive any language courses?

Yes No

3.I.2.2.3 English Language Course and the Place of Instruction

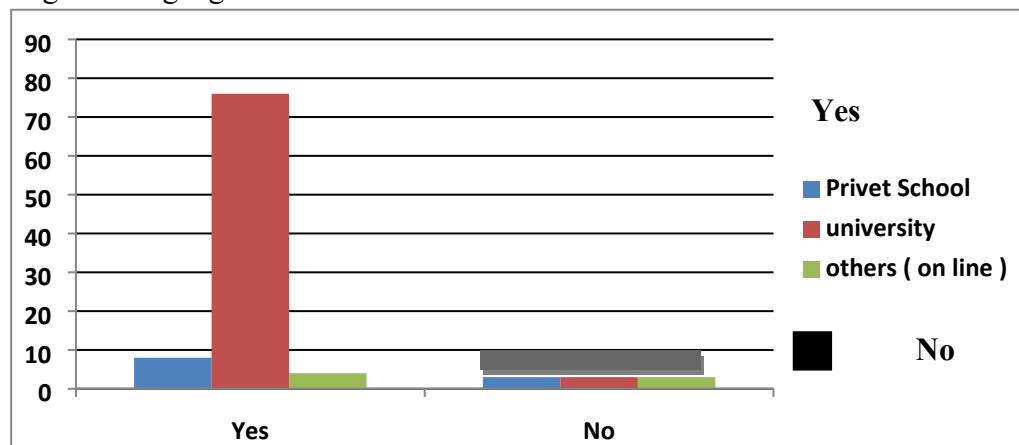
Q9 : If your answer is “yes”, please specify where

- At a private school
- At University
- Others (please specify).....

Table 3-5 :
English Language Course and the Place of Inctruction

		Frequency	Percent
Yes	Private school	02	08
	University	19	76
	Others (on line)	01	04
No		03	12

Figure 3- 7 :
English Language Course and the Place of Instruction



When asking we asked the learners , whether they had received any courses in Medical English throughout their medical career ,biologist and psychologist replied that they had not , as there was no English module in their curriculum. This absence is still evident nowadays in programs of faculties in Algeria. Among the 22 healthcare professionals who studied English language after their Baccalaureate, there were two (02) of them who studied English at private schools, 19 healthcare professionals who studied English at National Higher Institute of Paramedical Training; however, one (01) doctor who studied English through Online courses .

3.1.2.3 Part III : Healthcare Professional's Attitudes Towards Learning the Fourth Skills

The following are questions that explore the viewpoint of healthcare professionals regarding the acquisition of English Language skills .

3.1.2.3.1 Learners' Proficiency Level in English

Q10 : How do you evaluate your proficiency level in English?

Very good Good Average Low Very low

Table 3- 6 :
Learners' proficiency level in English

	Frequency	Percent
Very good	00	00
Good	08	32
Average	15	60
Low	02	08
Very low	00	00

We noticed that the majority of students (60%) claimed that their level in English is average . This indicates that they have background knowledge of English, whereas (32%) of them stated that they are good in English, and only (8%) of them said their level is low. (00%) None of them reported having a very low level.

3.I.2.3.2 Priority Order of English Language Skills

Q11 : Which of the following English language skills do you think are the most important for your professional life ? (speaking – listening- writing – reading)

The responses varied . However, a significant majority identified speaking as the most important language skill. They claimed that they need it to communicate and to explain medical information to foreign colleagues . Listening was chosen as the second most important skill , as it enables healthcare professionals to understand and gather information during conferences. One additional information is that doctors mentioned reading as the most important , this recognition stemmed from the necessity to stay updated with the latest medical research through reading international journals .

3.I.2.3.3 Learners’ Perceptions about the Need for English Writing Skills

Q12 : Why are writing skills necessary for you ? (Please tick (√) in the appropriate box (es))

- To write patients’ reports
- To take notes during conferences
- To write essays

- To write research papers
- Others (please specify)

Table 3 – 7 :

Learners' Perceptions about The Need for English Writing Skills

	Frequency	Percent
To write patients' reports	04	16
To take notes during conferences	12	48
To write essays	07	28
To write research papers	02	08

While healthcare professionals perceive the need to English in order to write patients' reports and essays as relatively unimportant, they consider writing research papers and taking notes during conferences as significant . This perception stems from their limited contact with patients from English-speaking countries and the fact that a majority of them did not want to pass exams in English . However , in an another hand they all agree that writing research papers in English is highly required.

3.I.2.3.4 Learners' Perceptions about The Need for English Listening Skills

Q13 : Why are listening skills necessary for you ? (Please tick (√) in the appropriate box (es))

- To understand daily conversations.
- To understand radio and TV programs.
- To understand discussions on medical issues
- To understand and take notes during conferences.
- Others (please specify)

Table 3 – 8 :
Learners' Perceptions about The Need for English Listening Skills

	Frequency	Percent
To understand daily conversations	10	40
To understand radio and TV programs	02	08
To understand discussions on medical issues	05	20
To understand and take notes during conferences	08	32

The necessity of learning listening skill for the healthcare professionals is to develop their communicative competence for the simple fact that one cannot ameliorate his or her speaking abilities if they are not a good listener. According to the statistics above, the majority of the healthcare professionals (40%) stated that they needed to understand daily conversations in English, while (32%) of them agreed on their urgent need to understand spoken presentations in seminars and conferences, as well as to take notes during conferences . This is because many conferences are done in English language even in France. (20%) of them expressed the need to understand discussions on medical issues in English. Additionally , around (08%) of the learners stated that they needed English to understand radio and TV programs , so they could understand visitors or guests coming from native English- speaking countries.

3.1.2.3.5 Learners' Perceptions about The Need for English Speaking Skills

Q15 : Why are speaking skills necessary for you ? (Please tick (√) in the appropriate box (es))

- To participate in group discussions
 - To carry on daily conversations
 - To present oral reports
 - To talk to foreign patients
 - To make presentations at seminars and conferences
 - To ask questions in conferences.
- Others (please specify)

Table 3 – 9 :

Learners 'Perceptions about The Need for English Speaking Skills

	Frequency	Percent
To participate in group discussions	02	08
To carry on daily conversations	09	36
To present oral reports	03	12
To talk to foreign patients	05	20
To make presentations at seminars and conferences	01	04
To ask questions in conferences	05	20

All healthcare professionals agreed on the importance of English speaking skills, mainly, to carry on daily conversations, ask question in conferences, talk to foreign patients and to present oral reports, (36%. 20%. 20%. 12% respectively) . However , they do not place importance on participating in group discussions , or making presentations at seminars and conferences . This could be explained by the fact that they do not use English in everyday conversations.

3.I.2.3.6 Learners' Perceptions about the Need for English Reading Skills

Q13 : Why are reading skills necessary for you ? (Please tick (√) in the appropriate box (es))

- To understand the main ideas of reading texts
- To read newspapers and journals
- To read texts in detail.
- To summarize
- Others (please specify)

Table 3 – 10 :

Learners' Perceptions about The Need for English Reading skills

	Frequency	Percent
To understand the main ideas of reading texts	10	40
To read newspapers and journals	04	16
To read texts in detail	08	32
To summarize	03	12

In general, the respondents find reading textbooks , resource books, medical journals, and papers as very important , and they agree that reading newspapers is important. These healthcare professionals consider understanding the main idea of reading text (40%) and reading texts in detail (32%) as essential . Nonetheless, they perceive summarizing texts as less important than the others items , with a percentage of (12%)

3.1.3 Discussion of the Results of the Pre-test Questionnaire

The present study aimed to identify the role of Continuing Education in developing the English Language skills of healthcare professionals to improve employees competence . The analysis of findings gathered from the questionnaire shows that the participants involved in this study consisted of a diverse group of healthcare professionals with different specialties . Their age ranged between 21 and 55 years old, and the majority of them are females 80%. They had similar academic background in General English , as they all graduated from Algerian schools (from primary to secondary school). 76 % of them learned English before graduation (at university , and National Higher Institute of Paramedical Training), and approximately 12% of healthcare professionals have studied it in different places (private, E learning, etc.) due to the importance of English Language.

Regarding language proficiency , the results revealed that the majority of the learners had limited proficiency in English , as only 32% of the respondents had a good level in the language . All learners confirmed that English language is significant in the healthcare sector as it has become the first language in the world, and it helps them in their current and future professional life . These results are consistent with those of some previous studies that emphasized the significant role of English as a lingua franca in scientific fields (H.Ouis & F. Bouhadiba , 2022) , highlighting that English Language proficiency is crucial for these post-graduate students to fulfill their professional responsibilities. The learners showed high awareness regarding the significance role of the EMP courses to promote their weaknesses in mastering English.

According to Kbaili (2016), who conducted a needs' analysis in medical contexts in Oum El Bouaghi and she reported that the Rheumatologists recognized the significance of ESP , and endorsed the provision of Medical English instruction starting from preparatory classes and continuing throughout the entirety of academic medical education , including graduation and post-graduation levels.

Our research data also revealed that learners are more interested in the speaking skill than other skills because they consider it is the best way to learn the English language and use it easily in their future work, mainly for carrying on daily conversations with foreigners, and to ask questions during conferences. On another hand, our participants ranked listening as the second most important skill for healthcare professionals, but interestingly we found out that some of them are reading in English, as they agree that reading is very important. This finding is parallel with those of previous needs analyses in medical contexts (Kbaili, D, 2016). However, the rheumatologists clearly reported that reading is the most frequently needed and the most important skill for them unlike our participants who see speaking as the most important skill.

3.1.4 Data Analysis of the Post-test Questionnaire

In the following the results of the post questionnaire, that was distributed to 15 healthcare professionals in the final session in order to gathering their feedback, about the English language course training.

3.1.4.1 The Effectiveness of the Course in Enhancing Knowledge and Skills

Q1 : Do you feel that your knowledge or skills have improved by taking the course ?

Yes No

Table 3- 11:

The Effectiveness of the Course in Enhancing Knowledge and Skills

	Number	Percent
Yes	15	100%
No	00	00

All the healthcare professionals agree that the course was very rich, and beneficial for improving their English language skills. However, due to variation of language levels, each one found his own way to benefit from it as some of them answered

3.1.4.2 The Most Enjoyable Things in the course

Q2 : Name the things you enjoyed the most in this course

The answers to this questions was varied ; However , the majority of the responses indicated that the learners enjoyed the reading most , because they got to read about new topics each time ; Also they were very exacted about games .

One of the responses that stood out to us was , ‘ what i liked most about the course was , that i got the opportunity to study with my colleagues from the other department , it was like a competition to see who could achieve the highest scores in tasks , and who present presentations better’.

3.I.4.3 The Atmosphere during the CE Sessions

Q3 : What was the atmosphere like during the CE sessions ?

Good Acceptable Not suitable

Table 3- 12:
The Atmosphere during the CE Sessions

	Number	Percent
Good	13	86.66%
Acceptable	02	13.34%
Not suitable	00	00

It is remarkable from the table above that the majority of the learners found that the course was good (86,66%) , while just 13,34% who found it acceptable , and no one found it as not suitable .

3.I.4.4 The Materials Using in the Course

Q4 : Did you find the course materials and resources useful and relevant ?

Excellent Normal Not appropriat

Table 3-13 :
The Materials Using in the Course

	Number	Percent
Excellent	15	100%
Normal	00	00
Not appropriate	00	00

All the learners claimed the chosen materials were excellent , and relevant . Indeed , because rather the questionnaire , they were impressed with the materials , this was evident through their reactions each session

3.I.4.5 Learners Expectations from the Course

Q5 : Did you learn what you expected to in the course ?

Yes Not what i expected

Q6 : if your answer is no , please tell us what do you expected ?

Table 3- 14:
Learners Expectations from the Course

	Number	Percentage
Yes	15	100%
Not what i expected	00	00

We noticed from the table , that the learners found all the things because we discussions the syllabus of the course on the first session .

3.I.4.6 Things that are Annoying during the CE Sessions

Q7 : What are the things that annoy you during the CE sessions ?

The things that distributed the learners during the sessions was the fact that the course was conducted inside the hospital and not in pedagogical class , because sometimes , some of them had to leave due to work .

3.I.4.7 Healthcare professionals' Suggestion

Q8 : What suggestion would you like to make about future training courses ?

The healthcare professionals suggests having more additional English sessions in the future in order to improve their level , also they include that the administration should gives them a day off for studding , rather than just few hours . and the training should conducted in pedagogical classes .

3.1.5 Discussion of the Results of the Post-test Questionnaire

The aim of this post-test questionnaire was to evaluate the effectiveness and the attitudes of healthcare professionals toward the Medical English course. It should be noted that the questionnaire was distributed besides a placement exam. The questionnaire was distributed to only 15 healthcare professionals because these fifteen individuals were the only ones who attended the last session.

Overall, all the healthcare professionals (15) showed positive feedback, but they claim that there are some weak points. All of them see that the training in general was interesting as the course was rich and the idea of learning a language in Continuing Education training was relevant, specially the English Language. Moreover, the majority of the learners stated that the course was beneficial, since it covered many points regarding language skills, grammar, and vocabulary. Indeed, this was confirmed also through the final test, as the healthcare professionals' marks were good, but not excellent. This leads us to be sure that the course was effective. In other words, the course contains meet the healthcare professionals needs.

Regarding the circumstances of the sessions, it was good as the majority of them have mentioned that the interaction between them was excellent and that the materials were suitable, authentic and relevant. Besides, they claimed that the course was well organized; they enjoyed reading, and playing vocabulary games. However, because the course was conducted during their working hours, many of them faced difficulties in concentration.

Thus, all the healthcare professionals asked for more Medical English courses. This post questionnaire was helpful as it gave us a clear idea about the feedback of healthcare professionals toward the English course.

Conclusion

The focus of this section was on examining and interpreting the findings obtained from the participants' questionnaire. The results revealed the lack of real ESP courses especially in field of medicine. The results also showed that medical learners have weak proficiency level in the English language, where they faced difficulties to hold conversations in English and pronounce medical terminology correctly. That is why they expressed their urgent need to be taught English, particularly for future academic studies. Concerning the effectiveness of the English course, the results obtained through the post-questionnaire, and

the final test showed us that the Medical English Course training achieved the objectives of this study.

To conclude , we accentuate that there is a need for integrating Medical English language courses in Continuing Education programs to assure an effective teaching of medical English to Algerian healthcare professionals.

**Section two: Proposals of an ESP Design Model in the Medical Field for Continuing
Education program**

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Introduction

In this section of the present chapter is mainly devoted to suggesting some pedagogical implications, offering effective strategies and referencing some correct practices of designing successful ESP courses for medical learners. Also, it is presenting a designed model of an ESP course for medical learners where much discussion will be about the major components of the course. Although the course presents a sample of the syllabus design, it could be a good example and a guiding source for many ESP teachers seeking a practical framework of ESP teaching.

As Bouguenous (2018) state teaching effective ESP courses for medical students is not only a matter of providing competent ESP teachers or taking care of medical learners, but it is rather a question of how to develop students' competencies in the different mechanics of language. Kalol (2022) states Medical English is quite specialized and context-dependent. Doctors used ordinary language and jargon in the workplace, also technical and academic terminology. Because Medical English is a higher level of English, and it should not taught as the same way as General English

3.II.1 Teaching mechanics of Language

According to Niazi (2012), the aim of EMP is not to study basic grammar, but to learn how to use language in social context. However, Bouguenous (2018) claimed that teaching medical learners requires developing grammar and the different mechanical components of English language. Indeed, in order to communicate in any situation, students need to learn grammar so that they could formulate correct sentences and use appropriate tenses. Furthermore, when it comes to writing, students should know the basics that allow them to write structurally correct sentences. Thus, it should be more than necessary to discuss some of these components where much focus will be on teaching scientific vocabulary as well as teaching spelling, punctuation and capitalization, pronunciation and grammar.

3.II.1.1 Teaching Medical Terminology

Medical terminology is specialised language used by learners, specialist, and experts of medicine and health science. Medical language includes terms, which are difficult to sound, spell, remember, and even understand (Gamal, 2013). Kenneth and Chuntana (1975) argue "medical writing relies very heavily on a specialised vocabulary, most of these words

cannot be usefully translated or even defined" (Kenneth & Chuntana, M . 1997, p. 6). On this regard ,our aim was to motivate students learning new medical vocabulary . Therefore , we structured the lessons in our course starting with lessons that contain easiest terms and progressing to more difficult one . For instance we began by discussing the foreign healthcare system of UK , where most of vocabulary focused on hospital , departments, and medical specialties. Additionally , contrary to other courses , we avoid the memorizing of long list of medical terminology , we focus on learning the terms as it was . In other word it should be noticed that , similar to French medical terminology , Medical English also used roots , suffixes , and prefixes to describe organs , and its function. However , due to the average level of the learners , we decided , as mentioned before , to memorize the terms as they are through stories. For example to describe the human digestive system, we used pictures and authentic materials to discuss the different organs of the system , and we asked the learner to describe for instance, the journey of the food throughout the digestive track; the same case was the journey of the air through the respiratory system, etc . We selected a number of tasks and we presented a set of activities to reinforce the learners' vocabulary . First , in the beginning , start we warm activities or games to introduce the topic .Second , there were a lot of tasks , and exercises during the session . Finally In the end of each unit, we used to play vocabulary games such as BINGO , CROSS WORDS, Who am I . The aim of these games was on one hand , testing the student memory , on the other hand they serve as a summary of the medical vocabulary .The following is a sample of the intended activities meant for teaching vocabulary.

Table 3- 15 :
Sample Vocabulary Teaching Activities

Type of the Activity	Examples	
Gap Filling : The aim of this kind of tasks is to enable medical students to use their prior knowledge to deduce the meaning of words relying on their context of use.	Task : fill the blanks with words from the word bank 1. Red blood cells carry 2. Blood gets oxygen from your 3. Blood carries nutrients from the intestines. 4. blood cells fight germs . 5. Blood travels to all parts of your 6. The liquide parts of blood is called 7. blood cells give blood its color . 8. from blood clots . 9. Adults donate blood at a blood	Word bank Oxygen Platelets Red White Bank

Connecting exercises : This activities facilitate students' comprehension and enable them to enrich their vocabulary stock of terms	Task : match the following term with their definition	
	Emergency	The act of sending somebody who needs professional help to a person or place that can provide it
	Taxation	A formal arrangement to visit sb at a particular time
	Insurance	A sudden and dangerous event which needs immediate action
	Confidence	Money that has to be paid as taxes
	Appointment	An arrangement with a company in which you pay money regularly and they will pay if you are ill
	Referral	The feeling that you are certain about something
	Register	The business of a practicing physician or group of physicians, including facilities and customary patients.
	Practice	An official list or records of names of patients with a certain doctors
Word formation : is another crucial technique used to enrich medical students' vocabulary	Task: Form nouns from the verbs in the table below	
	Verb	Noun
	admit	
	assess	
	discharge	
	operate	
refer		
Example of game : Who am i ?	I have a siren I have flashing lights I take sick people to the hospital	I work at hospital I like to help people I help people get better I can give you medicines .

3.II.1.2 Teaching Grammar

As mentioned earlier , all students , at least to some extent , have studied English during the first years of their education , And as we know what distinguishes the English textbook is that there were a lot of grammar rules , that means , that at least healthcare professionals even if they are unfamiliar with their application , they have an idea about some of the rules . Thus our role was to remind them of these rules . it was impossible to cover all the grammar rules . However , we tried to focus on the most useful one from our perspective , such as singular and plural forms, the basic tense (i.e simple present , simple past , simple future , and present continuous) , also how to ask questions , etc. Each session We started by presenting the rule in brief form with simple examples to facilitate the understanding . Then, we practiced through many activities . We take into consideration that the course was for medical learners , as the examples and tasks also include medical terminology.

3.II.1.3 Teaching Punctuation and Capitalization

The majority of student generally , neglected the importance of using of punctuation , and capitalization , even thought if they use it , they know just the full stop and the comma. To enable learners to use capitalization and punctuation correctly, we used to practice both dictation and intonation (Rhythm), or what we call Springtime Punctuation each session so that the learners could understand that they should put punctuation marks after each piece of writing that seems to enable the reader to understand what the writer means. Intonation to make distinction between punctuation, and to know that any variation in punctuation may lead to a great difference in meaning. For instance, the following sentences can never mean the same due to the variation of the punctuation marks : Emergency . Emergency ! Emergency ?

Concerning the capitalization, most of the learners recognize that capital letters are used in the beginning of a new sentence. However, in practice very few of them are use capitalization in titles, proper names, days, months, holiday seasons, etc.

3.II.1.4 Teaching Pronunciation

learning pronunciation was the preferred part for learners , because they were more interested in improving their speaking skills , so they could pronounce words correctly . Each session, our students learn and practice the pronunciation of one or two phonemes . In fact, pronunciation may affect grammar learning and reading. This is why the choice of the phoneme was depended on the grammar rules (i.e the final s in the simple present) , also on the vocabulary of the medical topic (i.e the pronunciation of the ch sounds like in :stomach , chin , etc.). Besides, they have learned how words are pronounced correctly each time we come across new terms in vocabulary . Another strategy which we used to encourage learners read the new term without hesitation is that we asked the learners to prepare presentations each session about a medical topic .We emphasized the practice of pronunciation through games like what is your number ? , dictation , guess the missing letter .

3.II. 2 An ESP Course Design Model for Continuing Education Programs

The following is a detailed description of an ESP course that has been designed for healthcare professionals as part of Continuing Education training .

3.II.2.1 Course Description

English for Medical Purposes course aims primarily at equipping learners with the necessary language skills they need to cope with the linguistic requirements of their specialization, and to use English properly and fluently in the professional environment. The instructor of this specific course is a medical lab technician; Therefore, we knew about some difficulties faced by Algerian healthcare professionals when they use English. We integrated a Medical English course within the Continuing Education program in the Maternity and Childhood Hospital of Mostaganem. So, this course seeks to develop all four skills. Since the course is oriented towards communication rather than knowledge acquired in the field of specialization; it aims to train learners to use words appropriately and to formulate grammatically correct statements while speaking and writing. This course also has the objective of familiarizing the learners with basic medical terminology.

To have a group of interested learners, we needed to contact several authorities, notably the HRM department and the Heads of Departments of CE. Moreover, participants had to take into consideration that attendance is in the working hours, and it is voluntary. Once the group was formed, we carried out the needs analysis and we designed the course program called "English Language course for healthcare professionals : *"The Birth 2023"*". We met twice a week in sessions of two hours; the total number of hours was forty-two. The process of the needs analysis took place during the first session, and it was conducted to a group of twenty five (25) healthcare workers mainly from the Maternity and Childhood Hospital "*Lalla Kheira*". The results shows that their language proficiency was average. Learners felt that they needed to learn English to update their knowledge, also developing a kind of capacity to interact with professional colleagues and the English speaking community.

3.II.2.2 The Course Objectives

The main goal of the EMP course is to prepare learners to be able to recognize and produce spoken language, also improving their listening skills in order to effectively understand presentation during conferences. The specific, detailed aims are to :

- Improve Learners' ability to create written and oral medical English.
- Prepare learners to master the hospital foreign culture concepts and communications.

3.II.2.3 Course Organization

The present course is destined to healthcare professionals as part of Continuing Education. All the materials used along this course were provided by us ; some were adapted from those used for General English courses to fulfill the purposes of this specific course. The course is based on a number of units which are interrelated in goals and objectives. The four units are presented as follows:

Table 3-16 :

Medical English Course Syllabus

Unit 01 : Emergency Codes			
General Objective : Learners will be able to confidently introduce themselves in any professional situation	Grammar	Vocabulary	Phonetics
Specific Objectives : learners will be able to Speaking : introducing themselves Listening : Understanding familiar words and very basic phrases about healthcare Reading : Understand familiar medical terminologies , and pronounce them correctly. Writing : Writing a short paragraph talking about themselves and their daily routine at work	Pronoun : Personal pronouns Possessive Adjectives Possessive pronouns Part of speech : Adjective – adverb Simple Present The verb to be Wh questions	Writing date : Days Months Years Numbers Colors Hospital codes Code blue	t and d sounds a , e , i sounds ai ,ei , ee sounds p and b sounds
Unit 02 : Hospital			
General Objective : learners will be able to speak about their professions, and describe hospital in which they work.	Grammar	Vocabulary	Phonetics
Specific Objectives : learners will be able to Speaking : asking about	The simple present and continuous	Personal information Hospital departments	s and z sounds o and u

<p>personal information .</p> <p>Listening : Understanding familiar words and very basic phrases about hospital</p> <p>Reading : reading and understanding sign and instruction in hospitals</p> <p>Writing : Writing a short paragraph talking about each one professional' specialty</p>	<p>Singular and plural nouns</p> <p>Asking question using Do and Does</p> <p>The verb to have</p>	<p>Hospital staff workers</p> <p>Medical instruments</p>	<p>sounds</p> <p>sh and ch sounds</p> <p>The h sound</p>
Unit 03 : A Midwife Like Me			
<p>General Objective : Students will be able to pronounce the English language confidently and take the risk of engaging in conversations</p>	Grammar	Vocabulary	Phonetics
<p>Specific Objectives : learners will be able to</p> <p>Speaking : Ask and answer simple question about patient's health.</p> <p>Listening : Understanding familiar words and very basic phrases about labor.</p> <p>Reading : practicing reading a speech correctly .</p> <p>Writing : Writing a short paragraph talking about medical diseases</p>	<p>Simple past</p> <p>Irregular verbs</p> <p>Demonstratives : this, that, those, these.</p> <p>Time Expression</p> <p>Asking about direction</p>	<p>Pregnancy</p> <p>Labor and giving birth</p>	<p>j and dj sounds</p> <p>l and r sounds</p> <p>The k sound</p> <p>Th and O sounds</p>
Unit 04 : Body parts & System			
<p>General Objective : The learner by the end of the unit, will be familiarize with the medical termilnogy of the body organes , and able to describe the major body parts and Systems</p>	Grammar	Vocabulary	Phonetics

<p>Specific Objectives : learners will be able to</p> <p>Speaking : To explain the systems of our body as well as the function of organs</p> <p>Listening : Understanding familiar words and very basic phrases about our body systems</p> <p>Reading : Understand familiar medical terminologies , and reading ...</p> <p>Writing : Writing a short paragraph describing the uterus.</p>	<p>Present perfect</p> <p>Simple futur</p> <p>Countable and uncountable nouns</p> <p>Asking question with how much</p> <p>Tag question</p> <p>Asking question with whose.</p>	<p>Body parts</p> <p>Body systems :</p> <p>Digestive system</p> <p>Respiratory system</p> <p>Circulatory system</p> <p>Excretory system</p> <p>Nervous system</p>	<p>The silence p</p> <p>The η sound</p> <p>sh and ch sounds</p> <p>The y sound</p>
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3.II.2.4 Methodology

The methodology adopted for this teaching project was mainly based of the Task-Based Language Teaching Approach (TBLT). This approach is based on the identification of different tasks that would be basic for the planning and instruction of the language. Richards and Rogers (2001, p. 223) state that these tasks are proposed as useful instruments to apply vehicles for applying the following Communicative Language Teaching principles:

- Activities that involve real communication are essential for language learning.
- Activities in which language is used for carrying out meaningful tasks promote learning.
- Language that is meaningful to the learner supports the learning process.

Also we use some principles of such other approaches and methods as Communicative Language Teaching (CLT), and Total Physical Response(TPR) . For, Nalan (2015) “In ESP any method can be chosen to be used in the classroom according to the context, learners, and needs analysis, teaching standard and learning abilities. There is no difference between EFL and ESP in teaching method. However, ESP teachers need to integrate the content and the language (Nalan, 2015, para. 10).

3.II.2.5 Evaluation

We used several instruments and strategies to evaluate the students' progress along the course.

- Every week, learners had to fill out a form , this form in one hand it is a revision, on the other hand , it is the summary of the lecture that they learned during that specific week.
- Role plays: the development of the speaking and listening skills was the main focus of the course.
- Audio and Video Recordings: the students were asked to write their daily routine each shift , and film it as a Vlog
- Presentations : learners were continuously asked to make up and present conversations. Each session student prepare a presentation about illness or diseases and present it
- Pronunciation games : we test their pronunciation development through a set of games. such as :What is the phone number?
- Vocabulary games : we use also to test their ability to remember the new vocabulary through games . For example : BINGO , CROSS WORDS , Tall Me what o you see
- Final test : at the end of the course, healthcare professionals passe a final test to see how much they had Learned along the course.

conclusion

In this section , we presented in details our proposed Medical English course. We explained and highlighted the components of the course syllabus .Moreover , we discussed some points in teaching scientific vocabulary as well as teaching spelling, punctuation and capitalization, pronunciation and grammar.

Section three: Pedagogical Recommendations

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3.III.1 Pedagogical Recommendations

The present Needs Analysis of healthcare professionals was of great value for not only the workers of the maternity and childhood hospital , but for many similar contexts in Algerian hospitals . According to the obtained findings of this investigation, there is a big interest in learning English among healthcare professionals; that is why there is an urgent need for implementing an effective ESP curriculum for medical learners. Moreover, the hourly volume should be increased , and there is a need for more ESP teachers , with much awareness of medical knowledge , rather than general teach to teach medical learners. These are some recommendations that we suggest.

In terms of Algerian Universities' context , it seems that they need to introduce a Medical English module in the curriculum of medical students. This is a call for implementing ESP course across all medical faculties to ensure students are better linguistically equipped for the professional world . And since these lessons would be the only source of English at university , the class hours need to be increased to more than four hours per week for at least two or three years .

In terms of Continuing Education , we should try to create a platform for a real start and road map for English Language Teaching , by integrating English language courses in the curriculum of the Continuing Education program of Algerian Hospitals . With the help of the authorities and ESP teachers . different techniques and strategies of teaching are mentioned and well explained in the present section; it will be more than useful.

The proposed model of the designed course is mainly based on the findings of the healthcare professionals' needs analysis which emphasizes the teaching of the four skills together without neglecting grammatical structures, vocabulary and pronunciation phase. It is meant to satisfy the learners' needs in communication and appropriate use of English in the medical field. In this regard, the course should be better conducted in the National Higher Institute of Paramedical Training , or in any pedagogical classroom , at a specific time . The attendance of the healthcare professionals must be necessary and compulsory for all workers . We suggest to conduct a placement test for workers at the end of the course , with a possibility of providing a certificate of English language level to encourage them .

3.III.2 Recommendations for Further Research

The present needs analysis can be considered as a starting point for further research about the integration of Medical English courses in CE programs across the Algerian hospitals; not only medical English , but also business English for hospital administrators , or receptionists , etc .In addition to that, since needs analyses should be ongoing (Graves, 2000; Hutchinson & Waters, 1987), future studies should be conducted during or after the application of English curriculum at Algerian Continuing Educational program to better assess the healthcare workers' needs.

3.III.3 Limitations

One of the obstacles that we faced while conducting our research was to visit the authorities to ask for their permission in order to offer a free English course. The Continuing Education of the workers was usually conducted in a classroom at the National Higher Institute of Paramedical Training of Mostaganem , within the framework of an agreement between the Maternity and the Institution , but due to some administrative problems , we had to teach in one of the rooms of the Hospital. Fortunately, it was appropriate and well-equipped for Continuing Education . The other obstacle was to convince the workers to attend our classes. Even though they were interested, they preferred more to finish their work earlier because attending meant that they had to stay 2 extra hours each session and two times a week. Also, this might cause some problems with their other colleagues. Other obstacles were related to the timing of our sessions. We had to choose the appropriate time for the majority of the workers ; some workers work for a 24 h shift and rest for 4 days ; others work 16 h night shift and rest 2 days ; the third one works 7 h shift every day ; it was difficult to choose the day and the time ,so we were obliged to change the days of the sessions many times; that is way many of them could not attend all the course's lectures as the course took place during working hours , and sometimes many of them had to leave the course in case of Medical Emergencies .

Conclusion

In the last chapter of the present work , we answer our research questions through the analysis and discussion of the findings. First , healthcare professionals show a big interest in learning English , especially , in the medical field , their aim was to improve their communication skills . Second , it was confirmed that the English Language course training within Continuing Education in Hospital setting improves the English language skills of healthcare professionals. Therefore , we find that there is a need to integrate Medical English into the program of CE for healthcare workers . Furthermore , we discuss some pedagogical suggestions that assist ESP teacher who may be called to conduct this training. Additionally ,this information can be useful for course creators and course designers in the medical contexts in any EFL setting in Algeria.

General conclusion

As the world is heading toward the universalization of English as the language of science and technology, Medical students , physicians and other healthcare professionals in Algeria are expected to have the required knowledge of the English language to communicate and exchange information with other healthcare professionals. The need to participate in global medical events and conferences as well as contribute to the international medical community have made it imperative for them to learn English . Therefore, the current research aims to address the increasing demand for specialized medical English .

This study was conducted in a hospital setting so as to investigate the importance of Continuing Education in improving the English language skills of the healthcare professionals . Findings have shown that healthcare workers were so interested in learning English as they recognized the importance of this international language in the Medical fields. The findings of the pos-test t questionnaire highlight the significance of Continuing Education (CE) training in enhancing the English language skills of the learners . This confirmed strongly the three first hypotheses raised by the researcher at the opening of the concerned research; the idea of integrating English course in the Continuing Education was effective . The participants contributing to this study agreed on the importance of English language in the medical field. Moreover as we hypothesized , healthcare professionals have confirmed that they need to improve their speaking skills , so they will be able to speak with colleagues from other nations , and ask questions during conferences . Additionally , they expressed a preference for enhance their listening capacities over writing in order to better understand the language .

Previous studies mainly concentrated on instructing medical terminology and grammar while this investigation focused more on the foreign health culture , improving pronunciation skills ,building vocabulary ,and grammar focus and based strictly on Medical terminology. Therefore, health professionals were so motivated as the course met their communicative and functional needs.

To conclude , the researcher has a strong belief that the previous theoretical discussion and its practical implementation will undoubtedly offer valuable information to medical learners , their educators , and curriculum developers of how to learn , teach , and design effective courses which should be based on a clear methodology , a convenient syllabus and an appropriate selection of materials .

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Q9 : If your answer is “yes”, please specify where :

- At a private school
- At University
- Others (please specify).....

Q10 : How do you evaluate your proficiency level in English?

- Very good Good Average Low Very low

Q11 : Which of the following English language skills do you think are the most important for your professional life ? (speaking – listening- writing – reading)

.....

Part III: Medical professionals’ attitudes towards the mastery of the four skills

Q12 : Why are writing skills necessary for you ? (Please tick (√) in the appropriate box (es))

- To write patients’ reports
- To take notes during conferences
- To write essays
- To write research papers
- Others (please specify)

Q13 : Why are listening skills necessary for you? (Please tick (√) in the appropriate box (es))

- To understand daily conversations.
- To understand radio and TV programs.
- To understand discussions on medical issues
- To understand and take notes during conferences.
- Others (please specify)

Q14 : Why are speaking skills necessary for you (Please tick (√) in the appropriate box (es))

- To participate in group discussions
- To carry on daily conversations
- To present oral reports
- To talk to foreign patients
- To make presentations at seminars and conferences
- To ask questions in conferences.
- Others (please specify)

Q15 : Why are reading skills necessary for you ? (Please tick (√) in the appropriate box (es))

- To understand the main ideas of reading texts
- To read newspapers and journals
- To read texts in detail.
- To summarize
- Others (please specify)

APPENDIX B

Questionnaire pour les Professionnel de la sante

Chers collègues

Je suis M^{elle} Kechichet Laborantine dans la sante public , et étudiante à l'université Abd El Hamid Ibn Badis Mostaganem . Ce questionnaire fait partie d'un travail de recherche réalisé dans le cadre d'un diplôme de Master . Son objectif est d'analyser les besoins en langue anglaise des professionnels de la santé Algériens . Le but de ce questionnaire est d'obtenir les informations nécessaires pour objectiver la nécessité d'intégrer l'anglais dans le programme de la formation continue des cadres de la santé

Votre coopération est volontaire et vos réponses du questionnaire sont nécessaires pour cette étude. Les informations que vous fournissez seront traitées de manière confidentielle et les données seront rendues anonymes et seulement utilisées pour cette étude. Merci d'avance pour votre collaboration et pour avoir pris du temps pour répondre méticuleusement au questionnaire.

A / SECTION 1 : Informations générales :

S'il vous plaît cocher (√) à la case appropriée

Q1 : Votre âge

Q2 : Genre Homme Femme

Q3 : Veuillez préciser votre spécialité : Médecin Un Professional paramédical
 Médecin généraliste Spécialité :.....
 Médecin spécialiste
 Un résident

B / SECTION 2:L'attitude des professionnels de la santé vers l'apprentissage d'anglais en Algérie:

Q4 : Pensez-vous que l'anglais est important pour votre carrière?

Oui

Non

Q5 : Pourquoi? (S'il vous plait préciser pourquoi si votre réponse est non)

.....

Q6 : Quels avantages que pensez vous que l'anglais peut rajouter à votre carrière professionnelle ? (si votre réponse est oui)

.....

Q7 : Avez-vous appris l'anglais médical dans votre faculté ?

Oui oui , mais c'est de l' anglais général Non

Q8 : Avez-vous pris des cours d'anglais ?

Oui Non

Q9 : si votre réponse est "oui", veuillez préciser ou.

- Dans un école privé
- A l'université
- Autre (veuillez préciser).....

Q10 : comment évaluez-vous votre niveau de compétence en anglais ?

Très bien Bien Moyen Faible Très faible

Q11 : Quelles compétences linguistique en langue anglais pensez-vous être les plus importantes pour votre vie professionnelle ?

.....

C/ Section 3: les attitudes des Professional de la santé vers la maîtrise des quatre compétences.

Q12 : Pourquoi les compétences en écriture sont-elle nécessaires pour vous ?

(veuillez cocher , dans la ou les cases appropriées)

- Pour rédiger des rapports de patients.
- Pour prendre des notes lors de conférences.
- Pour rédiger des essais.
- Pour rédiger des articles de recherche .
- Autres (veuillez préciser)

Q13 : Pourquoi les compétences d'écoute sont-elle nécessaires pour vous ?

(veuillez cocher , la ou les cases appropriées)

- Pour comprendre les conversations quotidiennes.
- Pour comprendre les émissions de radio et de télévision.
- Pour comprendre les discussions sur des questions médicaux .
- Pour comprendre et prendre des notes lors de conférences .
- Autres (veuillez préciser)

Q14 : Pourquoi les compétences en expression orale sont-elle nécessaires pour vous ?

(veuillez cocher , la ou les cases appropriées)

- Pour participer aux discussions de groupe.
- Pour mener des conversations quotidiennes.
- Pour présenter des rapports oraux.
- Pour parler à des patients étrangers.
- Pour faire des présentations lors de séminaires et de conférences.
- Pour poser des questions lors de conférences
- Autres (veuillez préciser)

Q15 : Pourquoi les compétences en lecture sont-elle nécessaires pour vous ?

(veuillez cocher , la ou les cases appropriées)

- Pour comprendre les idées principales des textes de lecture.
- Pour lire des journaux et des revues.
- Pour lire des textes en détail.
- Pour résumer .
- Autres (veuillez préciser)

APPENDIX D

The written request to provide the English language course .

مستدس و 22 12

كشيشات شهيد نور الهدى
مخرية في لصحة العمومية
مجيأة متقدرة الخدمات
بخير الدين

رقم الحائق 51.46 62 0792
البريد الإلكتروني

EHS mère & enfants laïla khaira
moataganem
Courrier Arrivée
N°: 1152 Le: 22/12/2011
Réponse N°: Le: _____

DRH

المجلس الأعلى للتربية والتعليم
الجمهورية الجزائرية الديمقراطية الشعبية

إلى السيد مدير الموارد البشرية
بالمؤسسة الاستشفائية المتخصصة
لألة حيرة

الموضوع : طلب تقديم دروس دعم مكتبة
في اللغة الإنجليزية ضمن برنامج التكوين
المواصل لفائدة القابلات والأطباء


طبقا لقرارات رئيس الجمهورية السيد عبد الحميد بنون، تتوجه الجزائر لاجد
اليوم إلى تقييم اللغة الإنجليزية في جميع المجالات وذلك لمواكبة التطور
التكنولوجي الحاصل. وبهذا الصدد ارتأيت إلى تقديم مقترح بحث
علمي يتضمن ادراج اللغة الإنجليزية ضمن برنامج التكوين المواصل
المقرر بمؤسستكم. و منة ليشرفني أن اتقدم إلى سيادتكم بطلب
هذا المرسوم أعلاه. وذلك لتقديم دروس دعم مكتبة في اللغة الإنجليزية
للاستعداد منفع وامن ومصمم حصيما للتأملين في السلك الطبي و
المنهج الطبي. أحييكم علما أنني مخرية أوزاول مهنتي منذ سنة 1977
وكذا طالبة في السنة ثانية ماستر لغة إنجليزية بجامعة عبد الحميد
بن باديس .

وفي الأخير أرجو أن يحضني حلبي هذا بلردني أقرب وقت
تقبلوا مني فائق الاحترام والتقدير

سعاد الله

APPENDIX E

Certificate of participation in conducting a Continuing Educational Training



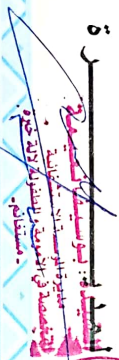
الجمهورية الديمقراطية الشعبية الجزائرية
 وزارة الصحة والسكان

ولاية مستغانم
 مديرية الصحة والسكان
 المؤسسة الاستشفائية المتخصصة
 في الامومة و الطفولة - لالة خيرة -

شهادة مشاركة

إن مديرة الامومة المتخصصة الاستشفائية المتخصصة في الامومة
 والطفولة لالة خيرة مستغانم .

تشهد بأن السيد (ة) كشي شيمات شيمام نور الهدى و مخبري للصحة
 العمومية (ماستر) اللغفة الانجليزية (بالمؤسسة العمومية
 للصحة الجوارية - عين تادلس , شارك (ة) في فعاليات التكوين
 المتواصل بعنوان :
 « اللغفة الانجليزية - الطبية » .
 و هذا من 2023/01/29 إلى 2023/04/29

المدير : 
 مدير المؤسسة
 المؤسسة في الامومة و الطفولة لالة خيرة
 مستغانم .

