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**Investigating English Language Needs Analysis
for Nurses: Case of Al Idjtihad Private School of Nursing
at Bordj Bou Arreridj**

*A Dissertation Submitted to the Department of English in Partial Fulfillment of the
Requirements for the Degree of Master of Art*

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ABSTRACT

This dissertation investigates the English language needs of nursing students at Al Idjtihad Private School of nursing in Bordj Bou Arreridj, Algeria. The study addresses two main research questions: the importance of investigating English for nursing in Algeria and recommendations for designing a suitable syllabus for nursing students at BBA institutions. An exploratory single-site case study design was employed to provide in-depth insights. Utilizing both qualitative and quantitative research methods, including a structured questionnaire and focus group discussions, data were collected from 28 nursing students, using purposive sampling. The findings reveal a strong interest among students in learning English, emphasizing the need for a specialized course that integrates general language skills and specific medical terminology. Key recommendations for syllabus design include focusing on medical vocabulary, enhancing communication skills, and employing interactive teaching methods such as role-playing and simulations. The study concludes that a tailored English for Specific Purposes (ESP) course is essential for nursing students to effectively meet the demands of their academic and professional environments. These findings underscore the necessity of developing a comprehensive English syllabus for nursing students in Algeria, facilitating better patient care and professional communication within the healthcare sector.

Keywords: English for Specific Purposes (ESP), English for occupational purposes, English for nurses, Needs Analysis.

Dedication

In the name of Allah, my Creator, the Facilitator of my affairs, and the Protector of my matters. All praise and gratitude are due to You.

To those who supported me endlessly and gave without expecting anything in return, my first supporters in my journey, and my strength after Allah, my dear father.

To the one whom Allah placed paradise beneath her feet, whose prayers were the secret of my success, my role model, and my first teacher, my compassionate mother.

To those who supported me, and who drew lines of confidence and love for me, my brothers Ali and Abd Elrahim, to the loss of my heart, my brother AKRAM

To the one who gave me his time and honored me with his grace, as he was my best help and support, my husband Amir

To my wonderful companions on the path, I dedicate this research; To thank them for being in my life and always encouraging me Rania and Bouchra

Rania

Dedication

To the great woman who has always wished to see me on a day like this, to the one whose prayers were the secret to success, to my dear mother.

To the one whose name I carry with pride, to the one who cleared the obstacles from my path to facilitate my educational journey, my esteemed father.

To my steady support and the safety of my days, my first and last refuge, my siblings.

To a dear soul that left me while I was still attached to it, to a soul that was torn from my soul, you remain immortal in my heart even after places kept us apart and dirt embraced you. May you rest in bliss until we meet again. May God have mercy on you, dear grandfather.

To the friends of circumstances, not just years, partners in the journey and distant dreams, to those who have always supported me in the stumbles of life, Rania, Ines, and Linda.

Rania

Dedication

This dissertation is dedicated to my parents. Thank you for your hard work, love, and support. Your efforts have made this possible. Mom, your advice has guided me. Dad, your love has kept me strong. I am deeply grateful for everything you have done for me.

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We trust this research will prove beneficial for all future English language teachers.

LIST OF ABBREVIATIONS

EGP English for General Purposes

ESP English for Specific Purposes

EST	English for science and technology
ELT	English Language Teaching
ELF	English as a Lingua Franca
EMP	English for Medical Purposes
ENP	English for Nursing Purposes
NA	Needs Analysis
FGD	Focus Group Discussion
BBA	Bordj Bou Arreridj

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***GENERAL
INTRODUCTION***

General Introduction

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1. Background of the study

The growth of English as a Lingua Franca (ELF), along with the increased mobility of populations around the globe, has generated an expanded use of English in many disciplines of study and occupations. As Graddol (1997) explains, "English is closely associated with the leading edge of global scientific, technological, economic, and cultural development." In addition to the prominent role that it plays in global politics and economy, it has become the dominant language of technology and computer science. Along with its pervasive use in the above-mentioned areas of research, the English language has acquired significant importance in the medical world too. Within the Algerian context, nurses perform an essential role in patient care. Good English communication skills are of utmost importance for nurses, as they have to communicate not only with patients but also with a multitude of different people, including doctors, support staff such as pharmacists and technicians, and the patient's friends and relatives (Nettina, 2006). Communicating with the doctors, patients, and their relatives is vital for nurses to not only better understand the patient's condition but also provide them with better care.

2. Statement of the Problem

The English language is commonly used in the medical industry. In Algeria, at many hospitals, primarily private ones, personnel, and patients use the English language for communication reasons. Nurses have to interact with physicians, patients, patients' families, other nurses, and other hospital workers, such as technicians and pharmacists (using medical language). They are needed to offer instructions, follow orders, communicate, and write effectively in English. Even though medical professionals at private hospitals have to use English regularly, most of the staff, notably the nurses, are known to have issues

communicating in English. Hence, research is vital to identify the English language challenges experienced by nurses to provide them with the appropriate English language abilities required in their profession. Although the Algerian Ministry of Higher Education and Scientific Research's recent policy of promoting the use of English in all fields has resulted in an increased demand for English for Specific Purposes (ESP) courses in all fields; however, no research has been undertaken in Algeria to investigate the issues experienced by nurses while utilising the English language. Hence, this research is important to explore the English language obstacles and linguistic needs of these nurses. Identifying gaps can assist policymakers in altering the English language curriculum to provide people with the appropriate English language abilities needed for their employment.

3. Aims of the Study

This study aims to contribute to the development of ESP course design in Algeria. We want to build a link between the English language and nursing in Algeria by designing an ESP course for nurses to enhance their workplace communicative skills. The latter would allow them to cope with their multinational patients. Currently, there is a lack of organised English language courses tailored for nurses in any semi-medical institute in the Bordj Bou Ariridj (BBA) province. Despite the necessity of English language proficiency in their daily work, given the presence of foreign hands in Algeria and the potential risk of injury at any time, there remains a gap in addressing this issue. Hence, there is a necessity to develop and propose an innovative course specifically designed to teach English for specialised purposes, catering to the targeted nurses' requirements and yielding effective outcomes

4. Significance of Study

The significance of our study also lies in being one of the few conducted in Algeria, aiming primarily to investigate and understand the genuine needs and desires of the research community. This can be achieved by identifying needs and setting the margins for future course designers tailored to assist nurses in overcoming their communication difficulties in English with foreigners. The identifying curriculum (you stick to the process of needs analysis) will be identified according to the current research community's needs. Therefore, identifying the training course for nurses is considered the primary principle in responding to patient needs.

5. Research Questions

Based on the research objectives mentioned above, the following are the research questions posed:

1. What are the Language needs of Nursing students at Al Idjtihad privates school, in BBA?

6. Overview of the Methodology

This study opts for the exploratory research design to investigate English language needs of students at the private school of nursing "Al Ijtihad", at BBA city. The study uses a mixed method approach for collecting and analyzing data. The study utilised two research tools questionnaires and focus group discussions to understand the attitudes and views of the students about the ESP course. Students are purposefully selected from "Al Ijtihad" as a case study. The gathered data is analyzed to answer the research questions.

7. Structure of the Dissertation

This dissertation consists of a general introduction, three main chapters, and a general conclusion. The first chapter contains two sections, the first section explores English for

Specific Purposes (ESP) and the second section highlights the importance of Needs Analysis (NA). The second chapter provides a detailed characterization of the participants, outlines the research methodology, and describes all the instruments and strategies employed in the study. Chapter Three presents the statistical analysis and interpretation of the findings from the questionnaire items, the focus group discussion, and offers comprehensive interpretations. Finally, the dissertation concludes with a broad summary of the study, including a recap of the methodology and results, and formal answers to the primary research questions.

8. Definition of the Terms

1. English for Specific Purposes (ESP)

- ESP refers to the teaching of English for specific purposes, such as English for Medical Purposes (EMP) and English for Nursing Purposes (ENP), which focus on the specialized language needs of students in particular academic or professional contexts.

2. English for Medical Purposes (EMP)

- EMP is a subset of ESP that focuses on the language needs of medical professionals, ensuring they can effectively communicate in their academic and professional endeavors.

3. English for Nursing Purposes (ENP)

- ENP is a specialized branch of EMP that focuses on the language needs of nurses, enabling them to communicate effectively in their work and provide high-quality patient care.

4. Needs Analysis (NA)

- NA is the process of identifying learners' needs to determine course objectives and ensure a thorough curriculum design. It involves gathering information from learners or reliable sources using various techniques such as surveys, interviews, observations, and meetings.

CHAPTER ONE: Literature Review

General Overview of ESP and Needs

Analysis

SECTION ONE: General Overview of English for Specific Purposes

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Introduction

The current chapter is split into two parts. The first section discusses a general overview of English for Specific Purposes (ESP), with a particular emphasis on English for medical purposes and English for nursing purposes. The second part discusses Needs Analysis (NA), its many types, approaches, and its significance in ESP.

1.1. General Overview of ESP

1.1.1. English for Specific Purposes

English for Specific Purposes (ESP) has emerged as a specialized domain within English language instruction for non-native speakers, focusing on catering to learners' specific linguistic needs aligned with their academic or professional contexts. Hutchinson and Waters (1987) emphasize the fundamental query driving ESP instruction: "Why do learners seek to acquire English?" This inquiry underscores the centrality of learners' motivations, guiding the pedagogical decisions in ESP. Orr (2001) defines ESP as tailored language education intended to address the unique learning requirements of individuals or groups within defined timeframes, where conventional English instruction proves insufficient. Mackay and Mountford (1978) characterize ESP as targeting utilitarian English skills, primarily linked to occupational functions. Robinson (1980, cited in Widdowson, 1983) further underscores the purpose-driven nature of ESP, aimed at facilitating successful performance in professional or educational capacities. In contrast to general English learners who typically pursue language mastery or exam success, ESP learners engage with English to fulfill specific occupational or educational roles (Richards, 2001). This orientation, coupled with the contemporary shift towards communicative language teaching, drives ESP practitioners to design courses that cultivate communicative competence tailored to specific contexts and purposes (Brumfit, 1980; Widdowson, 1983).

Some academics draw attention to the contextual language requirements of English for Specific Purposes (ESP) learners to distinguish between ESP and EGP methodologies; however, other scholars adopt a different position. For example, Hutchinson and Waters contend that there may not be a substantial difference between ESP methodology and general English instruction. They compare ESP to a tree, in which English Language Teaching (ELT) acts as the overarching framework, and all linguistic aspects are based on communication and learning principles. On the other hand, Widdowson (1983) asserts that ESP comprises formulating particular goals and strategies to address learners' needs and objectives in addition to analyzing them. In his opinion, ESP is a training program designed to give students the specialized skills they need to complete tasks in both their academic and professional fields. As an educational endeavor, English for general purposes (EGP), on the other hand, aims to provide students with a broad capacity to deal with unforeseen circumstances in the future. According to Widdowson, although training indicates the goal of the instruction, it does not prevent students from gaining knowledge or improving their communication abilities. In the same way, Dudley-Evans and St. John (1998) assert that because ESP students have specialized knowledge and cognitive processes from their respective fields, they typically adopt a different methodology from general English instruction. They make the case for an observable ESP.

In the planning of ESP programs, other significant considerations include needs assessment, material selection, instructional strategies, and assessment procedures. Dudley-Evans and St. John (1998) underscore the primary importance of the initial phase, wherein the specific needs of learners are scrutinized, labeling it as "the cornerstone of ESP courses" (p. 122). Needs analysis is recognized as a distinctive contribution of ESP to English language instruction, given that ESP practitioners have been instrumental in pioneering innovative approaches to identify tasks relevant to learners' target contexts, analyze language discourse,

and delineate students' learning tactics (Johns, 1991). Typically, needs analyses entail the collection of data from learners or reliable sources utilizing various techniques such as surveys, interviews, observations, and meetings. Subsequently, the acquired information is interpreted to inform decision-making processes in course development and implementation.

Johns (1991) contends that the development of teaching materials can be considered a significant contribution of ESP, as much of the innovation in creating materials for English language instruction has been driven by ESP

practitioners aiming to address the specific needs of learners. Central to materials design is the alignment of teaching resources with learners' requirements, often accomplished through the integration of authentic materials sourced from their target contexts, which can enhance motivation and effectiveness in real-life situations. These authentic materials encompass genuine documents, texts, video recordings of actual dialogues, and other artifacts relevant to learners' intended professional or academic domains. Dudley Evans and St. John (1998) also advocate for the inclusion of authentic tasks, such as real-life project-based assignments related to learners' fields of study, to better prepare them for practical applications. The authenticity of materials and associated tasks serves as a crucial link between classroom language learning activities and real-world language use, as emphasized by various scholars (Barnard & Zemach, 2003; Dudley-Evans & St. John, 1998; Guariento & Morley, 2001).

Moreover, alongside the emphasis on authenticity, the literature highlights the nexus between ESP instruction and technological integration, particularly emphasizing the indispensability of the Internet for accessing updated information and authentic texts (Barnard & Zemach, 2003; Belcher, 2004; Dudley-Evans & St. John, 1998). Dudley-Evans and St. John (1998) propose an alternative perspective on internet usage, suggesting its utility as a platform for delivering ESP courses, enabling learners to engage in self-paced learning

individually or collaboratively, with or without direct supervision. They argue that the internet becomes especially valuable in ESP classes involving project work or case studies.

Regarding teaching approaches, ESP instruction aims to equip learners not only with English proficiency but also with specialized knowledge pertinent to their real-world contexts. ESP teachers may encounter challenges related to the subject matter, prompting collaboration with subject specialists who share responsibility for learners' education or training (Johns & Price-Machado, 2001). Hutchinson and Waters (1987) assert that while ESP teachers may not necessarily possess expertise in the specialized subject matter, they should exhibit a positive attitude towards it, a grasp of its foundational principles, and an awareness of their existing knowledge. They emphasize the importance of shared knowledge and interest between teachers and learners for meaningful communication in the classroom, underscoring the necessity for ESP teachers to remain open-minded and well-informed about the subject matter of ESP materials.

As the culmination of ESP curriculum development, ESP instructors are tasked with crafting assessment criteria and tests tailored to the specific instructional context (Johns & Price-Machado, 2001). Douglas (2000) emphasizes the importance of ensuring that test tasks and content authentically reflect the demands of the target situation. Thus, analyzing the target language use scenario is crucial in devising ESP tests.

Following a discussion on the pivotal aspects of curricular decisions in ESP courses, it becomes imperative to delineate the fundamental characteristics of ESP courses. While literature presents commonalities in ESP, such as its goal-oriented nature, learner-centered philosophy, and focus on meeting context-specific language needs (Dudley Evans & St. John, 1998; Robinson, 1991, cited in Dudley Evans & St. John; Strevens, 1988), a comprehensive description of ESP's characteristics is offered by Dudley Evans & St. John (1998), who distinguish between absolute and variable characteristics.

Absolute characteristics encompass:

- Tailoring ESP to meet the specific learner needs.
- Employing the methodologies and activities pertinent to the disciplines served by ESP.
- Focusing on language aspects (grammar, lexis, register), skills, discourse, and genres relevant to these activities.

Variable characteristics include:

- Tailoring ESP for specific disciplines.
- Adapting methodologies distinct from general English teaching in specific situations.
- Addressing adult learners and secondary school students in ESP design.
- Targeting intermediate or advanced students primarily but also accommodating beginners.

Overall, ESP appears more motivating than general English by efficiently utilizing learners' time and effort for specific purposes, aligning materials and methodology, and addressing language features pertinent to learners' needs in the target situation.

David Carter (1983) classifies three distinct categories of English for Specific Purposes (ESP), delineating each based on its linguistic focus and practical application. Firstly, "English as a restricted language" pertains to contexts where language usage is tightly circumscribed, such as in professions like air traffic control or hospitality. This type of ESP involves a limited lexicon and is situationally bound, yet it does not constitute a fully-fledged language system. Instead, it resembles specialized jargon tailored to specific vocational settings, akin to a toolkit rather than a comprehensive language framework.

Secondly, "English for Academic and Occupational Purposes" encompasses a broader spectrum of linguistic domains, including English for Science and Technology (EST), English for Business and Economics (EBE), and English for Social Studies (ESS). Within each

domain, further subdivisions are made between English for Academic Purposes (EAP) and English for Occupational Purposes (EOP). While these distinctions are made, Hutchinson and Waters (1987) highlight the fluidity between EAP and EOP, noting the interplay between academic and professional contexts. Despite this overlap, Carter maintains these subdivisions under a unified ESP umbrella due to their shared objective of facilitating effective communication for employment-related purposes.

Lastly, Carter delineates "English with specific topics" as a subset of ESP characterized by its emphasis on targeted linguistic proficiency in specialized domains, such as scientific research or international conferences. However, this categorization is contested, with some arguing that it is inherently intertwined with the broader framework of ESP. Rather than constituting a distinct category, it is posited as an integral component of ESP programs tailored to situational language needs. These needs are discerned through rigorous needs analyses of

authentic workplace communication, guiding the development of ESP curricula tailored to specific professional conte

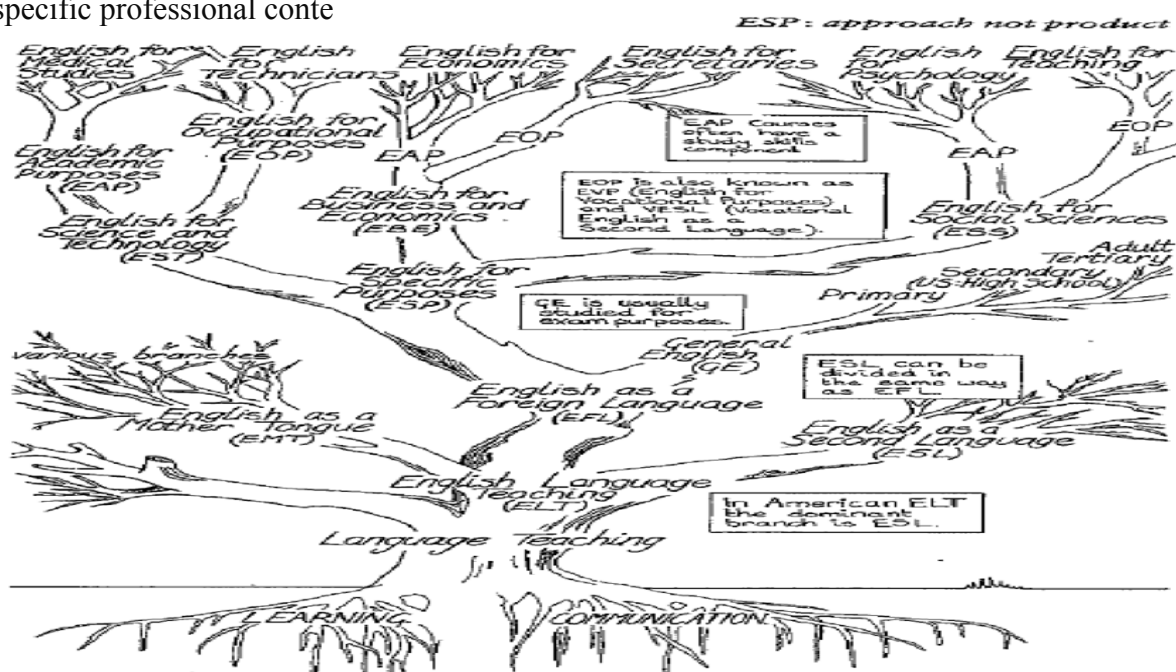


Figure 1: The tree of ELT: Hutchison, T. & Waters, A. (1987). English for Specific Purposes: a learner-centred approach:p17

1.1.3. English for Medical Purposes (EMP)

Dudley-Evans and St. John claim that English for Academic Purposes (EAP) is the first major branch of ESP, and English for Occupational Purposes (EOP) is the second. After classifying English for Medical Purposes (EMP) as a subtype of both EAP and EOP, they differentiate between studying the medical language for academic purposes (as intended for medical students) and studying it for professional purposes (as intended for practicing physicians).

One kind of ESP is English for Medical Purposes (EMP), which is the teaching of English to medical professionals such as nurses and doctors (Maher, 1986). EMP, like all other ESP courses, aims to teach medical learners English with a specific goal in mind, such as improving English proficiency for carrying out academic medical research or helping medical learners perform well at work and during medical training. According to Maher (1986), the goal of creating EMP courses is to cater to the unique needs of medical students. As such, the courses should address themes and topics associated with the medical field while also exposing students to the skills necessary for the field, such as writing medical papers and preparing talks for meetings. Not just in nations where English is the primary language but also in non-native English-speaking nations, the use of English for medical purposes is growing. In order to verify this truth, Maher (1986) carried out research to examine the MEDLINE Index Medicus computerized database. Almost a million articles from biomedical journals worldwide were examined as part of the inquiry. The goal was to estimate the extent of English's spread as a lingua franca and an international language of medicine by analyzing language data from 1966 to 1983. The results showed that English has become much more widely used in the medical field worldwide.

More medical students than ever before are also cognizant of the language. Because of this, a number of curriculum centers began offering specialized courses long ago for students with particular language needs. They also continued to overcome various difficulties and roadblocks in order to modify programs to accommodate medical requirements and preferences. Medical English is an academic language with a contextual foundation in medicine.

EMP does not rely on learning grammar or structure, but it depends on learning English for social or career requirements (Robinson, 1991). He has also mentioned that EMP clarifies the students' needs for academic activities and the targeted level of proficiency. And the doctors' needs of professional jobs, EMP courses are similar to ESP courses, they should be designed based on students' necessities. Additionally, English language programs need to improve EMP students' communicative efficacy. Task-, content-, or problem-based learning are the main pedagogies used in EMP courses. EMP courses also address manners and educational methods. Besides it relies on technology to facilitate real-world communication within the classroom. As a result, the courses are created with the needs of the students in mind. Robinson (1991) has suggested that needs analysis is a crucial feature of ESP courses. Niazi (2012) has argued that teaching medical English is a new and modern approach. Moreover, he added that teaching English for medical objectives should vary from teaching general English. Medical students also gather numerous knowledge and skills from the medical courses. Furthermore, rather than being based on English language rules or structures, medical language curricula ought to be grounded in medical terminology. Students get real-world contexts in EMP courses. And they make an effort to impart specific knowledge about a range of medical issues. Since students will encounter actual hospital reports, charts, and medical equipment, their education must take healthcare perspectives into account.

1.1.4. English for Nursing Purposes (ENP)

Bosher (2013) highlights that English for Nursing Purposes (ENP) is a course that focuses on how nurses use language in both their academic and professional lives. Given that English has been the primary language of communication in hospitals and medical clinics for centuries, it is considered a significant subset of the EFL population. Proficiency in ENP is essential for nursing students' future careers and their communication in a variety of medical settings. More precisely, Lai (2016) has identified several clinical uses of English in the nursing field, including reading and writing emails in English, presenting in meetings, and utilizing the language for patient communication. Therefore, English proficiency should be a major consideration for nurses when planning their future professional careers.

Given that nursing was a component of English for Medical Purposes (EMP), English for Nursing Purposes (ENP) emerged to offer tailored English courses for clinical nurses and nursing students to meet their specific needs (Lai, 2016). Additionally, Medlin (2009) highlighted the importance of nurses communicating with diverse individuals on various nursing-related topics, and ENP was identified as a means to facilitate such communication globally. ENP was viewed as a specialized aspect of EMP, and therefore, the teaching of ENP should take into account factors such as the learners' characteristics, the content to be taught, the language usage, and the appropriate course structure.

Many studies by different authors have explored the language and communication tasks important in nursing (Alfehaid, 2011; Bosher, 2006; Cameron, 1998; Epp & Lewis, 2008; Hussin, 2008; Maston & Hansen, 1985; Romo, 2006; Waidarp, 2011). They found a wide range of tasks that nursing students need to handle during their studies and future careers. These tasks include reading course materials, textbooks, and journals, interpreting medical data, and responding to emails from medical professionals and patients. Nursing students must also write labels, memos, and emails to communicate with patients and colleagues.

These language tasks are crucial for nursing students, especially those learning English. Both clinical and academic language tasks are necessary for success in nursing, according to Boshier (2006). She believes that integrating both types of tasks is essential because they complement each other. Focusing only on clinical or academic language tasks may not be enough. Boshier suggests a balanced approach in English for Nursing Purposes (ENP) classes to ensure nursing students receive a comprehensive learning experience that prepares them for the linguistic challenges of their profession.

Section Two: Needs Analysis

1.2.1. Needs Analysis General Overview

The fundamental tenet of the ESP field is NA (Robinson, 1991, p. 7). Several researchers have highlighted its importance in ESP course design, including Munby (1978), Richetrich and Chancerel (1987), Hutchinson & Waters (1987), Strevens (1988), Nunan (1988), Robinson (1991), West (1997), Jordan (1997), Dudley-Evans & St John (1998), Basturkmen (2006), and Basturkmen (2010). For them, it is the primary characteristic of ESP. According to Long (2005), NA is a crucial phase in the design of any language course since it can offer specific, targeted goals along with academic support to ensure that the needs of the students are met during the course duration.

In the field of language education, the "Needs Analysis" concept has been around for more than thirty years. Numerous academics have made significant contributions to the development of the NA concept in the field of ESP (Seedhouse, 1995; Jordan, 1997; Dudley-Evans & St. John, 1991; Robinson, 1991; Johns, 1991; West, 1994; Richterich and Chancerel, 1987; Hutchinson & Waters, 1987). Iwai et al.; John, 1998. Finney (2002), Hamp-Lyons (2001), and 1999).

The term "need" has been the subject of extensive discussion; consequently, it is challenging to define the concept of "needs analysis" in a single sense, as this term is "a controversial one in the field of ELT in general and the field of ESP in particular" (Brindley, 1989, p. (28). However, different academics offer different definitions and perspectives of NA. Pratt (1980, p. 79) characterizes NA as "a range of methods for determining needs, verifying them, and setting priorities within them.". Likewise, Holec (1980, p. 1) views NA as "traditional methods that allow a connection to be made between the students and the curriculum.". For Iwai (1990), see Sanghori (2008), p. 3) According to the definition of NA, it "generally refers to the activities that are involved in gathering information that will serve as the basis for developing a curriculum that will serve the needs of a particular group of students.". Furthermore, NA can be defined as "what learners must do in the target situation using the foreign language, and how learners can most effectively master the target language during the training period" (West, 1997, p. 1).

For the same reason, Dudley-Evans and St-John (1998, p. NA is described as "professional information about the learners: The tasks and activities learners are/will be using English for [...] target situation analysis and objective needs" in line 125. Aside from that, Graves (2000) points out that NA is a methodical, continuous process of learning about students' needs and analyzing the data to create a course that effectively satisfies those needs. According to Richards (2001, p. "Procedures used to collect information about learners' needs" is how definition 51 describes the term NA. To sum up, NA is crucial to the development and assessment of ESP courses (Lindsay and Knight, 2006). When designing a course, NA is the first step where various data are collected to assist the practitioner in making decisions regarding the course's focus, language, and skill content, and methodology.

1.2.2. Types of Needs

Many scholars have introduced key terms that allow for different descriptions of "needs," as stated by Dudley-Evans and St John (1998). These terms include objective/subjective (Brindley, 1989, p. 65), observed or experienced (Berwick, 1989, p. 55), learning, process, and product orientations, as well as target situation/goal orientation (Brindley, 1989, p. 63). In addition, there are needs, desires, and deficiencies (Hutchinson and Waters, 1987, p. 55). St John and Dudley-Evans (1998, p. 123) assert that "each of these terms represents a different philosophy or educational value, and merits careful thought," and that their diversity has "helped the concept of needs to grow." Target needs and learning needs are the two categories that fall under the general term "need," according to Hutchinson and Waters (1987).

1.2.3. Needs analysis approaches

Needs analysis involves several approaches to identify learners' needs :

1. Task analysis: is a method that focuses on decomposing the tasks or activities that students must complete. You can determine the competencies needed to finish the tasks by examining them closely. "Task Analysis for Instructional Design" by Robert J. is a well-liked resource for task analysis. SEIDL.
2. Learner analysis: In this method, data about the learners themselves are gathered, including their motivations, learning styles, background, and past knowledge. Recognizing the traits of the students makes it easier to modify the curriculum to meet their requirements. You can read Jeffrey H. Weinberg's book "Learner-Centered Instruction: Building Relationships for Student Success" for more details on learner analysis. Cornelius-White Ddot.
3. Situational analysis: is an approach that looks at the environment in which learning is going to occur. It takes constraints, the learning environment, and the resources at hand into

account. It is easier to create instruction that fits the particular context when the situation is analyzed. Adele E.'s "Situational Analysis: Grounded Theory Following the Postmodern Turn". For situational analysis, Clarke is a suggested resource.

1.2.4. Significance of Needs Analysis

NA is eventually a highly pragmatic activity based on highly contextualized situations (Tarone & Yule, 1989). Stated differently, NA is seen as an essential first step in any kind of language learning and teaching scenario, whether it be for specialized or general goals; it aligns any curriculum with the needs of the learners in real-world situations. As one can see, numerous researchers stress the importance of NA when creating ESP courses. (Richterich, 1983; Hutchinson & Waters, 1987; Robinson, 1991; Jordon, 1997; Dudley-Evans & St John, 1998; and Long, 2005).

Richards (2001, p. 52) addresses this topic from the perspective of curriculum design; he views NA as essential to the planning of language courses, and in language teaching it serves different purposes which enable :

- To determine what language abilities a student needs to fill a specific position, like a tour guide, sales manager, or college student.
- To assess whether an existing course fulfills the needs of prospective students appropriately.
- To ascertain which group members' specific language skills require the most instruction.
- To determine a shift in a course that members of a reference group believe is crucial.
- To determine if there is a gap between the abilities of students and the skills they must possess.
- To gather data regarding a specific issue that students are facing.

Richards (2001) also emphasizes that to identify general and specific language needs as well as the content of language programs, information from students, teachers, administrators, and employers must be gathered during the course planning process. Additionally, it will supply information for analyzing and assessing the current program. In this respect, Brindley (1989, p.67) states that “language users learn more effectively if the program content is relevant to their specific area of needs and interest”. This shows clearly that NA is a matter of high importance in ESP course design.

In addition, NA first defines the issue or need before going on to specify the objectives, scope, mode of action, intended audience, and final result of an intervention.(Cohen, Manion, and Morrison, 2007). “A needs analysis helps the teacher to understand the difference between where the learners are, in terms of communicative competence, and where they need to be to meet their business aims.” (Frendo, 2005, p. 15). According to the same theory, Abdullah (2005, p. 76) suggests that learning ESP courses effectively may be hampered by learners’ lack of awareness of their needs.

In summary, NA can contribute significantly at every level of ESP course design by adding relevance and improving the precision of the learning process. By using needs analysis, educators can create courses that are both topically and materially relevant to their students’ needs.

SECTION THREE : Related studies

Numerous studies were carried out to examine the needs of students in diverse areas and disciplines. Using questionnaires, Marsely Forma Riwasanti, Ana Maghfiroh, and Diyah Atiek Mustikawati examined the requirements, desires, and needs of University of Muhammadiyah Ponorogo nurses in the English language. This research aimed to analyze the student's needs for English for Specific Purposes materials, particularly in the Nursing department. The researchers used a questionnaire as the research instrument. The study

focused on the sixth-semester students at Muhammadiyah Ponorogo Nursing Academy during the 2018/2019 academic year. There were 90 students enrolled in three classes overall. The researchers decided to enroll only 20% of the total student body—that is, 15 students in each class. The study's findings show that respondents generally think English must be taught in the nursing department. Although English is taught as a general course, students anticipate learning topics pertinent to their work in the workplace.

Similar research was done in a private tertiary care hospital, in Pakistan by Faiza Khadim Arain, and Hira Khadim (2022). In addition to highlighting the significance of analyzing needs in English for Nursing Purposes, they also looked at how course developers, English Second Language instructors, and nursing educators looked into staff nurses' needs and created an English language course for nurses, midwives, and other medical professionals. A private tertiary care hospital employed 126 staff nurses to provide data for this study, which used a quantitative methodology. Using descriptive statistics, the gathered data were examined. Overall speaking and writing English language proficiency among the staff nurses was found to be average in the study's results, but their grammatical proficiency was below average. The study's conclusions emphasize the value of effective communication, the necessity of creating language programs that are specific to the needs of nurses, the proactive role that staff nurses play in language instruction, and the collaborative, interdisciplinary team-teaching design process. A more efficient and pertinent language-learning environment can be produced, as well as improved language proficiency among nurses and support for their professional development.

Karuthan (2015) conducted a study focusing on nurses involved in medical tourism in Malaysia, revealing significant implications for Thai nurses encountering difficulties with English proficiency when writing nursing documents. The study identified issues such as

grammar errors, typos, and code-switching between Malay and English. Nurses lacking proficiency often sought assistance from more skilled colleagues. The majority of the 21 participants expressed a desire to enhance their English language skills and showed interest in enrolling in an English for nursing course covering all four language skills along with medical vocabulary. It was emphasized that such a course should incorporate authentic work-related scenarios and be learner-centered to enable nurses to apply the acquired knowledge effectively in their daily responsibilities .

Afsaneh Alinezhad and Javad Gholami (2012) carried out a needs analysis for nursing students and nursing practitioners in Urmia, Iran. Participants included 144 nursing practitioners employed by three different hospitals in Urmia, and 91 nursing majors at Urmia Medical Sciences University. A questionnaire consisting of two sections and a total of twelve questions was used to conduct the study and answer the research questions. The results of the study indicated that although the majority of nurses believe that English is crucial in the workplace, they hardly ever use it in their work. The findings also demonstrated that reading and writing skills were more highly valued than speaking and listening skills. The findings demonstrated that for participants to complete tasks requiring general English knowledge, English is more necessary than ESP. In the end, this study clearly showed that nursing practitioners don't need as much English as nursing students do. The results of the study suggest that to empower nurses in their careers, English should be used more in the nursing field.

Conclusion

One important area of the English as a Foreign/Second Language (EFL/ESL) domain is English for Specific Purposes (ESP), which focuses on the specialized language needs of students in particular academic or professional contexts. In order to provide medical

professionals with the language skills and knowledge they need to succeed in their academic and professional endeavors, English for Medical Purposes (EMP) and its specialized branch, English for Nursing Purposes (ENP), are essential. This helps to ensure that patients receive high-quality care and that the complex modern healthcare system is navigated with ease. The foundational stage of ESP is needs analysis (NA), which evaluates learners' needs in order to determine course objectives and guarantee a thorough curriculum design. NA makes it possible to create focused, efficient language learning programs that support students' academic or professional objectives by attending to both objective and subjective needs. By using a targeted approach in ESP, learners can acquire language more effectively and relevantly, which improves their proficiency in their respective fields.

CHAPTER TWO

Research Methodology

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Introduction

The practical aspects will be the main focus of this chapter. The research paradigm, setting, methodology, target population, sample, research instruments, and data collection procedures will all be included, along with other key elements of the study.

2.1. Research Design

In general, a research design refers to the research study's plan or framework that directs the gathering, analyzing, and interpretation of data. It describes the overall plan for carrying out the research, along with the selection of the approaches, steps, and strategies to be employed. In this respect, Leedy and Ormrod (2015), describe research design as the overall plan for a study that guides the collection and analysis of data. They emphasize that the research design helps ensure that the study is conducted systematically and effectively to answer the research questions.

There are two possible approaches to research techniques: qualitative and quantitative. The researcher may use one or both of them, depending on the specifics of the study. Both approaches were combined to achieve the investigation's goals. According to Crotty (1998, p. 216), the research method could be either qualitative, quantitative, or both, regardless of the type of research that was engaged in. The author further emphasized, "As researchers, we have to devise for ourselves a research process that serves our purpose best, one that helps us more than any other to answer our research question".

In this work, both qualitative and quantitative data are incorporated into an exploratory single-site case study methodology.

2.1.1 Case study Design

According to Yin (2014), a renowned researcher in the field of research methodology, a case study design is a detailed examination of a single individual, group, or event. It involves an in-depth analysis of the chosen case to understand its complexities and unique characteristics within its real-life context.

As previously mentioned, a case study research design was deemed valuable for this study as it was anticipated to offer in-depth insights, discoveries, and interpretations of the perceptions of trainees of nursing regarding recommendations for teaching Nursing English (NE) in the specific context of nursing education. In this instance, the viewpoints of multiple participants (specifically students of nursing) were expected to be explored to gain a deeper understanding and effectively cater to the needs of these students within the framework of learning English for Nursing and Healthcare objectives. A case study design is well-suited for investigating the requirements, shortcomings, and aspirations of the target students.

2.1.2 Single Site Study

This research is a single-site study based on the “ nursing students of the private school, Al Idjtihed “ At Bordj Bou Arreridj, Algeria.

The decision to opt for a single-site study was influenced by several factors specific to this context:

- In-depth analysis of a smaller sample size can provide richer qualitative data compared to superficially studying a larger group.
- Accessibility to participants at Al Idjtihed private school was a key consideration.
- The constraints of finances and time were also taken into account when selecting this single-site study approach.

2.1.3. Explorative Design

The exploratory stage of a study involves researchers gathering information, investigating different aspects of the subject, and creating hypotheses before progressing to more structured research approaches. According to Polit and Beck (2004), exploratory studies are conducted in case a new area is being investigated or when little is known about an area of interest. Polit and Hungler (1995, p.11) suggest that explorative research be done to investigate the dimensions in which a phenomenon manifests itself.

In our case, we opted for this type of design because little or no research has been conducted to investigate this subject within the context of nursing students' perceptions and experiences. Utilizing an explorative design allowed us to delve into uncharted territory, aiming to uncover insights, patterns, and potential areas for further investigation within the realm of teaching English for nursing purposes. This approach provided the flexibility to explore diverse perspectives and emergent themes, facilitating a nuanced understanding of the subject matter.

2.1.4. Descriptive Design

The study employed an exploratory design to assess the needs of participants, subsequently guiding the research towards a descriptive design.

The main objective of the study remained descriptive in nature, and this was fully realized during the qualitative phase of the research.

The descriptive design employed in research aims to gather sufficient information about the research problem and provide an accurate description of it, particularly focusing on identifying the academic needs of learners. This research approach addresses problems with limited or no relevant information by furnishing them with fitting descriptions using both

qualitative and quantitative research methodologies. It's crucial to have a comprehensive understanding of the research problem.

Descriptive research delineates the population or situation under study and further analyzes it to answer questions about real-life situations.

2.1.5. Research Questions

The purpose of the study was to conduct a NA of 1st years nursing students . The following are the research questions this study sought to address:

1. What are the Language needs of Nursing students at Al Idjtihed privates school, in BBA?

2.2. Research Setting

To improve the English proficiency of nursing students, we propose that the school provide a more comprehensive English course that includes a minimum of 4 hours of study per week. Additionally, we suggest that the number of teachers in charge of teaching English is restricted to one .

Research Population and Sample

2.2.1. Population

According to Johnson (2010), the population is the total set of individuals, events, organizational units, case records, or other sampling units with which a given research problem is concerned.

This study's population comprised a total of (28) first year nursing students at the School of Nursing Al Idjtihad.

2.2.2. Choice of Participants

The study's target population is picked purposely. The number of nursing students was 28 males and females between 20 and 35 years old. Some of them are students only and others were workers and students, all of them were asked one by one to know their general level and their shortcomings and needs in the English language.

2.2.3. Sample

According to Smith (2005), sampling is the process of selecting a small number of individuals from a larger group to serve as the basis for predicting the occurrence of an unknown piece of information, situation, or outcome concerning the larger group or population. For Kumar (2011), sampling is the process of selecting a few from a bigger group to become the basis for predicting the occurrence of an unknown piece of information, situation, or outcome vis-à-vis the bigger group or population.

In our case, the sample comprised 28 first year trainees enrolled in a nursing school, with ages ranging from 20 to 35 years old. The participants included both male and female students, reflecting the gender diversity within the nursing program.

2.2.4. Sampling Techniques

In this study, because of the limited number of trainees, purposive sampling was employed to select all participants who were deemed most relevant and informative for the research objectives. Specifically, nursing students between the ages of 20 and 35, representing both genders, were targeted to ensure a diverse range of perspectives within the sample. Purposive sampling was chosen to deliberately select individuals with firsthand experience in the field of nursing education, thus enriching the depth and breadth of data collected for analysis.

2.3. Data Collection Instrumentations (Tools)

In this study, two data collection instruments have been used during the research phase, as listed below:

- **administering a NA Questionnaire.**
- **conducting a FGD.**

2.3.1. Quantitative Study

2.3.1.1. Administration of Needs Analysis Questionnaire

This phase included 28 students from the private School of Nursing Al idjtihad. During class, the questionnaire was handed to the trainees. They replied immediately after the researcher read and explained the various questionnaire items. All participants were given a brief explanation of the study's objectives, the method of response, and the time allotted for doing the questionnaire, which ranged from 20 to 30 minutes. They were also ensured that they were not required to reveal their identities.

2.3.1.2. Description of Students Questionnaire

The questionnaire is divided into four sections: general information, Students' present situation, Students' target situation, and students' learning situation. Our structured questionnaire is adapted from adapted from Dudley Evans and St Jhon NA model (1998) with some adapted items.

- ***Section One: General Information Q01-Q04***

This component was designed to seek to collect background information about the participants. It mainly represents students' profile in terms of their gender, age, learning background, and whether they consider English important for their field of study or not.

- ***Section Two: Present situation Q05-Q07***

The investigator gathered information regarding the present situation of students in the second segment. Where question (05) asks participants to identify their overall level in English, (very weak, weak, average, and good). Question (08) attempts to rate the interest of students towards an English course (not interested at all, somehow interested, interested, very interested). Concerning question (09), students describe their current English proficiency level in the following language areas (speaking, writing, reading, listening, grammar, pronunciation, and vocabulary). The respondents are requested to rate their proficiency using (weak, average, good. And very good).

Section Three: Target Situation Q08-Q11

The third section attempted to collect information about students' target situation that aids ESP practitioners in setting the objectives and content of the ESP course. This section deals with learning goals and priorities as well as the desired topics to be covered in the ESP course. Question (08) aims at identifying their extent of interest in taking an ESP course based on their needs course (not interested at all, somehow interested, interested, very interested). Question (09) was about asking participants if they prefer a focus on general English language skills or English for specific purposes related to nursing. In question (10), students are asked about the target of learning an ESP course. The last question in this section is about determining which aspects of English are most important for nurses working in the Algerian healthcare system to develop in an English for Specific Purposes (ESP) course, and respondents are to indicate their level of agreement with the importance of each skill by checking one of the columns (Strongly Agree, Agree, Disagree, Strongly Disagree)

• Section Four: Learning Situation Q12-Q14

The last section attempts to analyze students' learning needs. It consists of 03 questions that survey about the preferred learning environment, and the preferred types of materials that the course should include, besides the sufficient hours to study English.

2.3.2. Qualitative Study

2.3.2.1. *The Administration Of The FGD*

A Focus Group Discussion was employed with six students in the private school of nursing. The discussion approximately lasted half an hour. It consisted of questions that were carefully thought out and selected in advance to collect valuable information that might not be collected through other types of instruments through the participants' opinions, views, attitudes, or experiences. Consequently, creating conversations and discussions about research topics will be intentionally accessible and the researcher will be able to identify the problems and understand the research questions for the sake of ensuring clarity and to allow the participants to reconstruct their experiences in their situation.

2.3.2.2. *Description Of The FGD*

The researchers verbally requested the Head of the school to take half an hour from the usual sessions to explain the FGD and its procedures besides gathering the participants. A meeting was held with the volunteer participants, who were six students including 03 males and 03 females, at the private school out of their learning sessions. The participants were informed about the setting of the meeting a week earlier to be present and ready. The FGD spanned about thirty minutes in which five different questions ranging between open-ended and close-ended were raised to the participants about their interest in ESP courses in their department.

2.4. Data Collection Procedures

In order to address the study's main issues, two main instruments (qualitative /quantitative) are used to collect data, a structured questionnaire for students and a Focus group discussion with students.

With the help of the focus group discussion, the structured questionnaire appears to be the best instrument for achieving the research objectives.

2.5. Data Analysis Procedures

According to Yin (1994), the purpose of data analysis is to uncover meaning in the data collected and then methodically arrange and present that data to seek ideas.

2.5.1. Analysis of Quantitative Instrument

The structured questionnaire was examined and analyzed by Microsoft Excel.

2.5.2. Analysis of Qualitative Instrument

The use of qualitative instruments such as FGD was included in the exploration stage. FGD answers were recorded, transcribed, analyzed, and interpreted which led to generating the present research problem, and questions. It is an approach to dealing with data that involves analyzing and organizing the data.

2.6. Limitations and Delimitations

2.6.1. Limitations

This study cannot be generalized because the sample was not representative of the whole population and because we explored the issue from the angle of trainees only (triangulation was not possible, and the inclusion of other parties like teachers and principals was not possible)

2.6.2. Delimitations

According to Simon and Goes (2018), there are “restrictions/bounds that researchers set before starting a study to limit the scope of the investigation.” (p. 291). The current study’s scope was limited to exploring and conducting the needs of nursing students to propose a

course design to learn English; rather than addressing and suggesting a course in English because that was outside the study's parameters.

2.7. Ethical considerations

The present study incorporated various ethical measures to uphold the moral integrity of the experimental research. Conducted at a private school of nursing in BBA, an official request was made to the Head of the school to carry out the research. During the study, participants received a detailed explanation of the study's purpose and the significance of their participation and cooperation. Participation was entirely voluntary, and measures were taken to protect participants from any discomfort or harm. Additionally, the questionnaire did not include any sensitive questions. Participants were also granted the right to withdraw from the study at any time. For the focus group discussion, permission was obtained from the students beforehand. The identity of the participants, along with the collected data and results, was kept strictly confidential and used solely for academic purposes.

2.8. Questionnaire Pilot Testing

Thomas (2004) stated: "This step [pilot testing] is so critical that if you don't have time and resources to conduct a pilot test on all pieces of your research project, then you probably should not be doing the project" (108).

Pilot testing involves trying out the research instruments "or fine-tuning a questionnaire or an interview" with persons knowledgeable in the subject being studied (Gliner & Morgan, 2000).

In an attempt to guarantee the reliability of the findings and ensure the validity of the results; the questionnaire was pilot-tested with two teachers of English in the Department of Languages and Arts. The teachers' answers proved that there were a few deficiencies in the pilot version. For instance, the pilot study results are categorized according to the sorts of problems that can be distinguished in a pilot study:

Grammatical and spelling mistakes: incorrect words and sentences in some questions, therefore, they were revised using correct and clear language.

Unclear items: vague instructional statements, they have been replaced with simple and clear phrases.”

Ambiguity or lack of clarity in the question wording: Using some acronyms such as ESP, which needed spelling out and explanation. For instance, the ESP acronym was replaced by “English for specific purposes”

Since the students do not study English, all the questionnaire questions were explained orally in Arabic before starting to answer to make it easier for them.

All the raised piloting inconveniences and comments were taken into consideration in the final NA questionnaire version.

Conclusion

To advance the study's objectives, this chapter detailed the research design, setting, population, sample, and sampling methods, along with data collection, data collection procedures, and data analysis procedures. Additionally, it addressed reliability and validity issues and ethical considerations at the chapter's conclusion. The next chapter will provide a general discussion of the results and their interpretation.

CHAPTER THREE

CHAPTER THREE: Data Analysis and Interpretation of Results

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Introduction

This chapter is concerned with analyzing and interpreting the data collected from the data collection instruments, specifically the student questionnaire and the focus group discussion.

It is worth mentioning that the results of the questionnaires (descriptive statistics) for the nursing students are provided individually in tables and figures, while the results of the focus group discussion are exhibited as themes.

3.1 Quantitative Stage Data Analysis

3.1.1 Students' Questionnaire

- **Section One: General Information**

Q1. What is your gender?

Table3.1:

Students' Gender

Gender	Frequency	Percentage
Male	15	53.6%
Female	13	46.4%
Total	28	100%

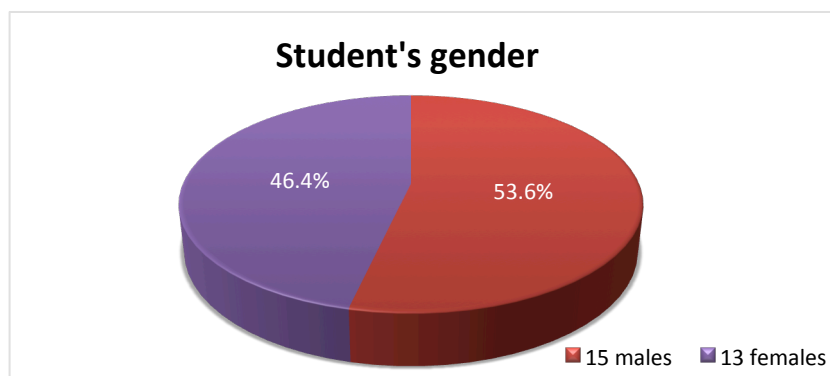


Figure 3.1: Students' Gender

<i>Age</i>	<i>Frequency (N)</i>	<i>Percentage %</i>
20-25	16	57,1
25-30	9	32,1
Over 30	3	10,7

As it is shown in table and figure 3.1, the number of members who participated in the study was 28 members. with a slightly higher percentage of males representing 53.6% of the total targeted students compared to females 13 representing 46.4%.

Q 2. How old are you?

Table 3.2:

Students' Age Range

Students' Age Range

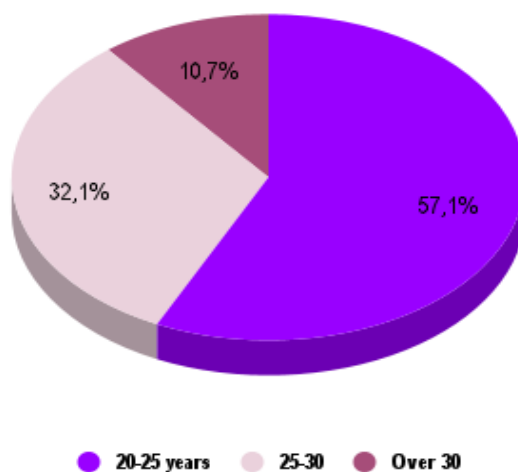


Figure 3.2: Students 'Age Range

In table and figure 3.2 the age range of the nursing students varies between 20 and 30 years old. The table above reveals that students aged from 20 to 25 represent 57.1% of the participants, whereas, 32.1% represent those who are aged from 25 to 30. A percentage of 10.7% represents the minority who are aged over 30.

Q 3. What is your profession?

Table 3.3:

Students' profession

Answer	N°	%
A Student only	13	46.4%
Worker and student	15	53.6%
Total	28	100

Students' profession

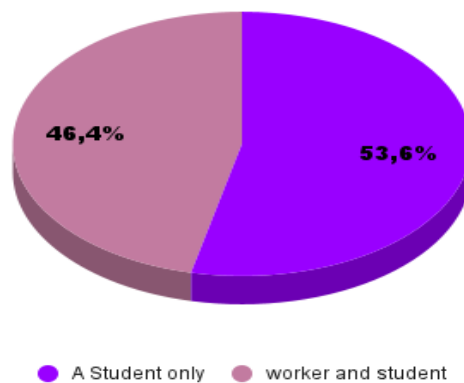


Figure 3.3: Students' profession

This table and figure3.3 demonstrate that the majority of the participants (53.6%) are still students, while 46.4% of the participants are workers and students at the same time.

Q 4. Is English

Answer	N°	%
Yes	26	92.9%
No	2	7.1%
Total	28	100

important for you?

Table3.4:

Importance of English According to Students

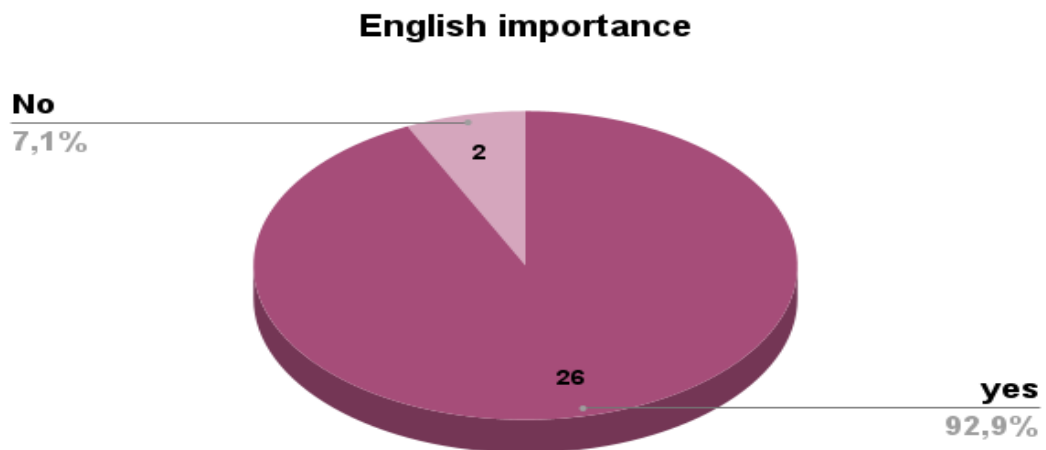


Figure 3.4: Importance of English According to Students

As is shown in the table and figure 3.4, 26 (92%) participants confirm the importance of English for them, and just 2 (7.1 %) participants see the opposite, This implies that students are aware of the importance of English nowadays domain, specifically the healthcare sphere.

Section Two: Present Situation Analysis

Q 5. How do you describe your overall level in English?

As indicated in this table and figure 3.5, there is a significant number of students, 67.9% claim to have medium Level and have an "Average" capacity for English language skills. Moreover, Those who represent 17.9% of the sample are not satisfied with their level and evaluate it as "Weak", and 10.7% of them point out that they are satisfied with their "good" level and may need reinforcement of their specialized language. In addition, the minorities with a percentage of 05% mention that they have a "Very Weak" level in English. The English course has to focus on all the aspects and skills of the language because levels and needs vary from one student to another.

Table 3.5:

Students' level in English

Answer	Average	good	Very weak	weak
N°	19	3	1	5

%	67.9%	10.7%	3.6%	17.9%
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Figure 3.5: Students' level in English

Q 6. How do you describe your interest in English course?

Due to the importance of English in the healthcare area, 02 participants (7.1%) report that they are very interested and respectively 10 participants (35.7%) are interested in learning English, and 15 participants (53.6%) are somehow interested in English course, besides only one participant is not interested at all. The fact that the majority of the participants are somehow interested in learning English shows the learners' need to improve their English proficiency level due to its importance in this area.

Table 3.6:

Students' interest in English

<i>Answer</i>	<i>Interested</i>	<i>Somehow interested</i>	<i>Very interested</i>	<i>Not interested at all</i>
N°	10	15	2	1

%	35.7%	53.6%	7.1%	3.6%
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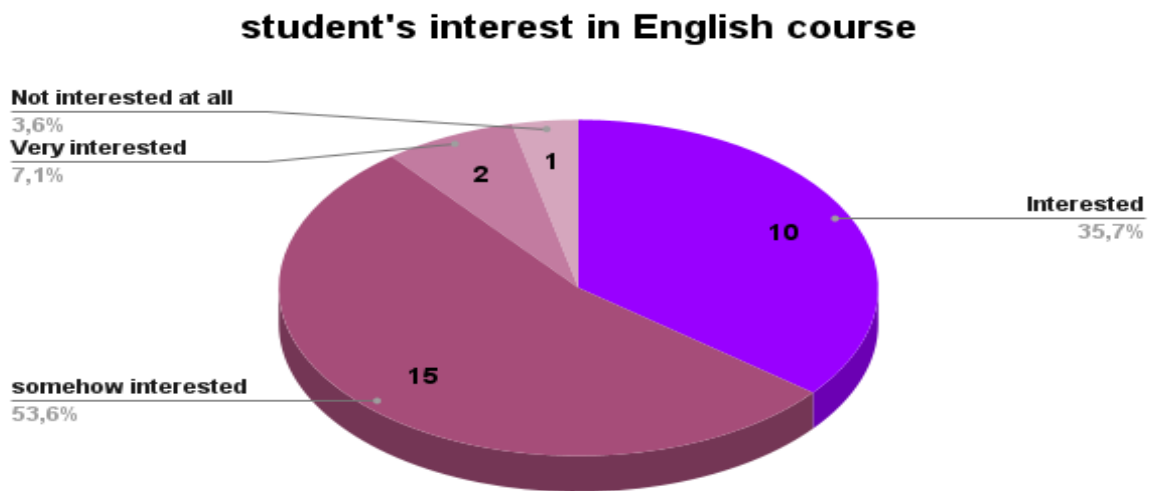


Figure 3.6: Students' interest in English

Q 7. Describe your current English proficiency level in the following language areas:

The highest number of students in this table and figure , 13, fall into the "Acceptable" category. There are 7 students who are categorized as having "Good" speaking skills, while another 7 students are identified with "Weak" speaking skills, indicating an equal distribution between these two proficiency levels. Notably, only 1 student is in the "Very weak" category .

Table 3.7:

Students' level in Speaking Skill

Speaking

Answer	Acceptable	good	Very weak	weak
N°	13	7	1	7

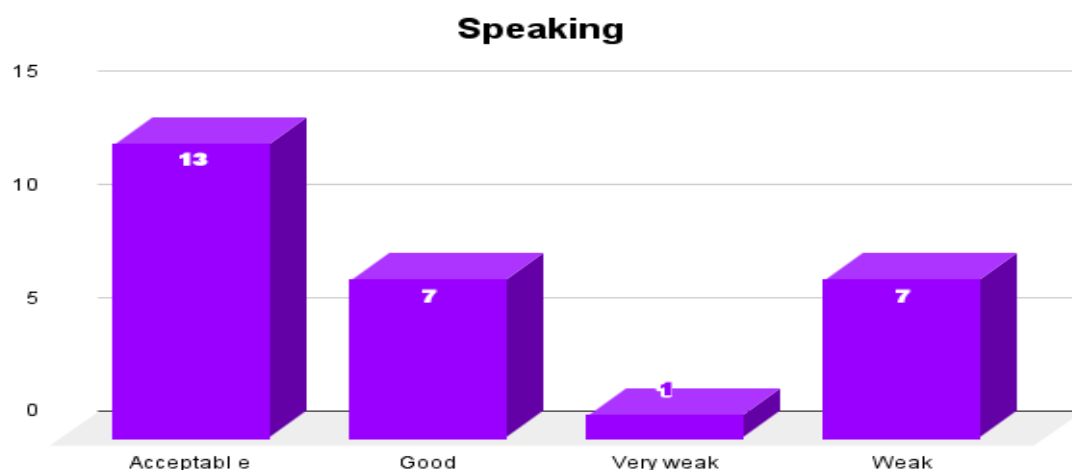


Figure 3.7: Students' level in speaking

In the writing skill analysis in this table and figure , the majority of students, 15, are categorized as "Acceptable." There are 2 students with "Good" writing skills and only 1 student with "Very good" writing skills, indicating a small number of students excel in this area. Conversely, there are 7 students with "Weak" writing skills and 1 student with "Very weak" writing skills.

Table 3.8:

Students' level in writing

Writing

Answer	Acceptable	good	Very good	Very weak	weak
N°	15	2	1	1	7

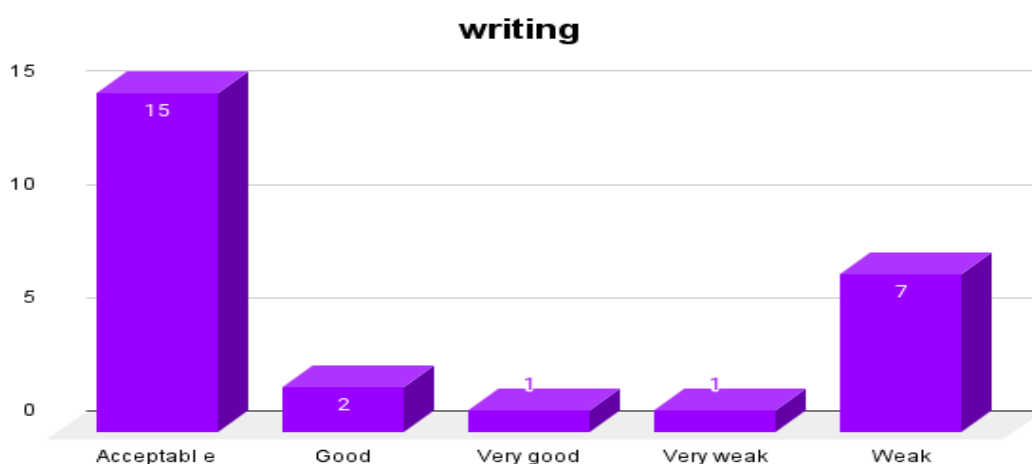


Figure 3.8: Students' level in writing

In the reading skill analysis in table and figure 3.9, the majority of students, 13, fall into the "Acceptable" category. There are 3 students each in the "Good," "Very good," and "Weak" categories, indicating a balanced distribution among these levels. Additionally, only 1 student is classified as "Very weak."

Table 3.9:

Students' level in reading

Reading					
Answer	Acceptable	good	Very good	Very weak	weak
N°	13	3	3	1	3

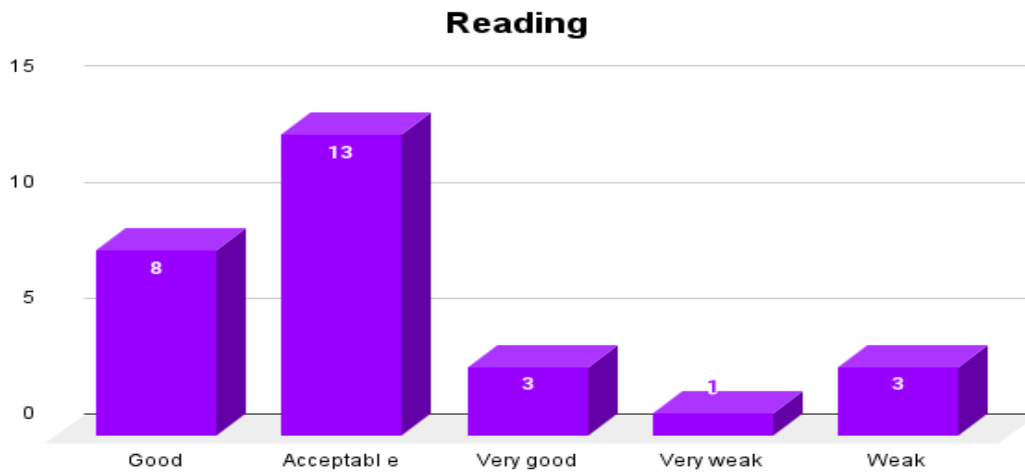


Figure 3.9: Students' level in reading

In the listening skill analysis in table and figure 3.10, the majority of students, 15, are categorized as having "Acceptable" listening skills. 10 students have "Good" listening skills, indicating a significant number of students with a strong ability in this area. Conversely, there are 2 students with "Weak" listening skills and only 1 student in the "Very weak" category.

Table 3.10:

Students' level of listening

Listening				
Answer	Acceptable	good	Very weak	weak
N°	15	10	1	2

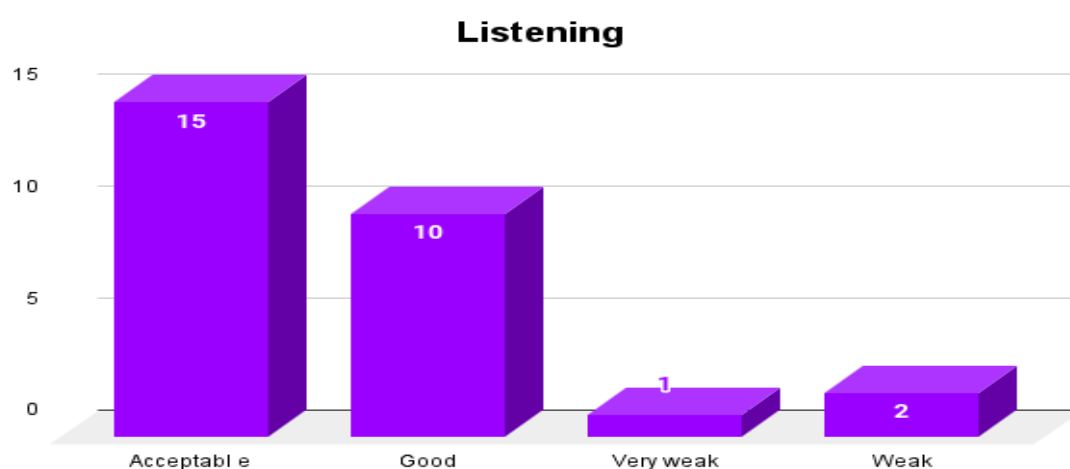


Figure 3.10: Students' level of listening

In the grammar skill analysis in table and figure 3.11, the majority of students, 18, are categorized as "Acceptable," indicating a solid foundational understanding of grammar among most students. There is only 1 student each in the "Good," "Very good," and "Very weak" categories, highlighting that few students excel significantly or struggle profoundly in this area. Additionally, 7 students are identified with "Weak" grammar skills .

Table 3.11:

Students' level of grammar

Grammar

Answer	Acceptable	good	Very good	Very weak	weak
N°	18	1	1	1	7



Figure 3.11: Students' level of grammar

In the pronunciation skill analysis, the majority of students, 16, fall into the "Acceptable" category, indicating a reasonable level of proficiency among most students. There are 4 students with "Good" pronunciation skills and 1 student with "Very good" pronunciation skills, showing that a few students excel in this area. Conversely, 6 students are classified as having "Weak" pronunciation skills, and 1 student is in the "Very weak" category.

Table 3.12:

Students' level of pronunciation

Pronunciation

Answer	Acceptable	good	Very good	Very weak	weak
N°	16	4	1	1	6

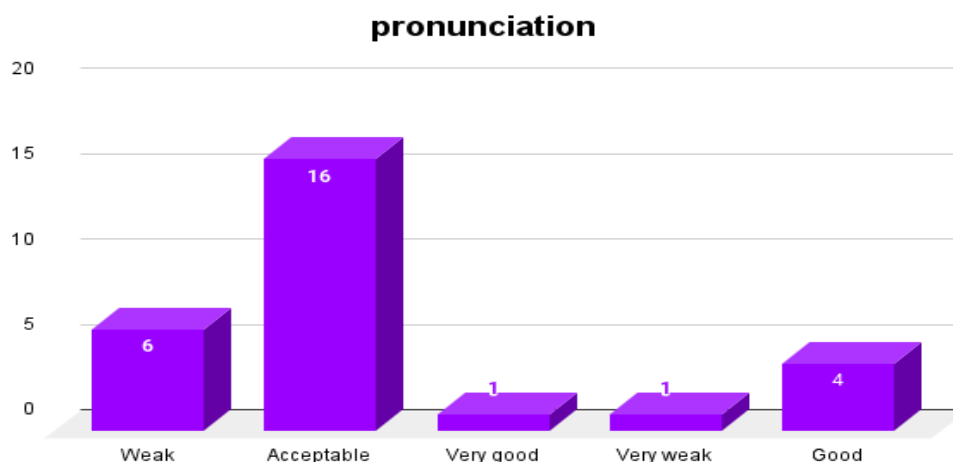


Figure 3.12: Students' level of pronunciation

In the vocabulary skill analysis in table and figure 3.12, it is evident that the majority of responses, totaling 16, are categorized as "Acceptable," reflecting a baseline level of proficiency among the students. Additionally, there are 2 instances of responses classified as "Good" and 3 as "Very Good," indicating that a minority of students demonstrate above-average vocabulary skills. On the other end of the spectrum, 6 responses are labeled as "Weak".

Table 3.13:

Students' level in vocabulary

Vocabulary					
Answer	Acceptable	good	Very good	Very weak	weak
N°	16	2	3	1	6

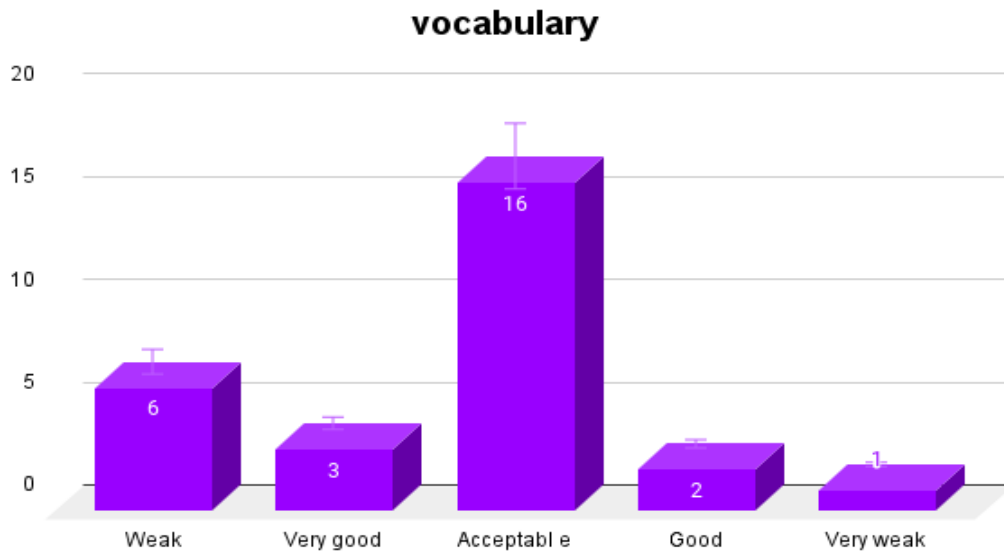


Figure 3.13: Students' level in vocabulary

Section three: Target-situation Analysis

Q 8. Are you interested in taking an English course designed according to your needs to improve your proficiency level?

Table 3.14:

Students' interest in taking an English course

<i>Answer</i>	<i>Interested</i>	<i>Fairly interested</i>	<i>Very interested</i>
N°	18	6	4
%	67.3%	21.4%	14.3%

Are you interested in taking an English course designed according to your needs to improve your proficiency level?

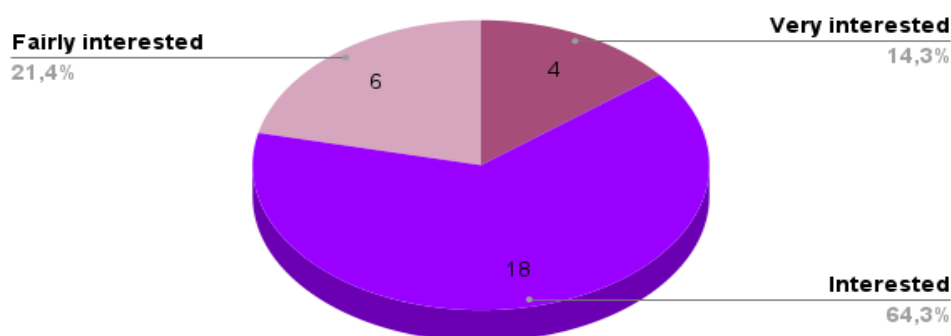


Figure 3.14: Students' interest in taking an English course

The table and figure 3.14 above shows slightly higher percentages of participants are "very interested" and interested".... participants (14.3%) claim that they are very interested, participants (64.3%) are interested, ... participants (21.4%) are fairly interested and no one of the participants declares that he is not interested in taking English course. The positive feedback from participants stems from their recognition that English has become the global language of medicine, particularly in nursing, which led them to value its relevance in their field. ESP courses have gained significant importance, drawing learners from various academic and professional backgrounds because they meet the demands of their "real world" applications.

Q 9. Would you prefer a focus on:

As this table and figure 3.15 exhibits, most participants with a percentage of 92.9% prefer a focus on English for specific purposes related to nursing, while 7.1% prefer general English language skills.

Table 3.15:

Students' preferences to focus on

Answer	N°	%
English for specific purposes related to nursing	26	92.9%
General English language skills	2	7.1%
Total	28	100

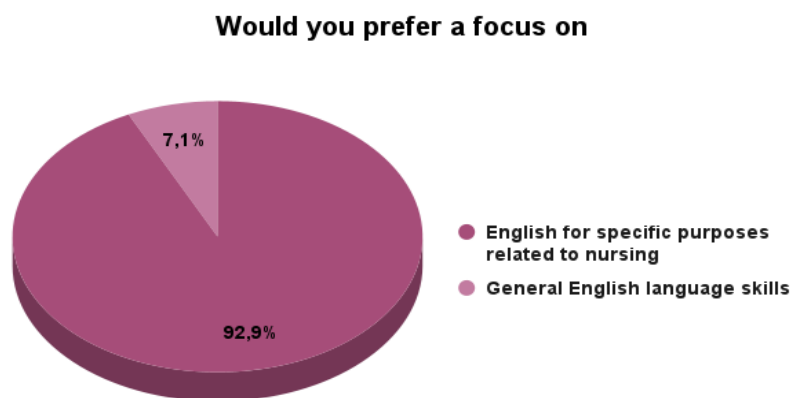


Figure 3.15: Students' preferences to focus on

Q 10. Why do you need English for your nursing career?

Table 3.16:

Purpose of Learning English Course for Nursing Career

Answer	N°	%
Providing care to English-speaking patients and their families	20	71.4%
Effective communication with international medical professionals	18	64.3%
Enhancing career opportunities and advancement in global healthcare	17	60.7%

Why do you need English for your nursing career?

28 réponses

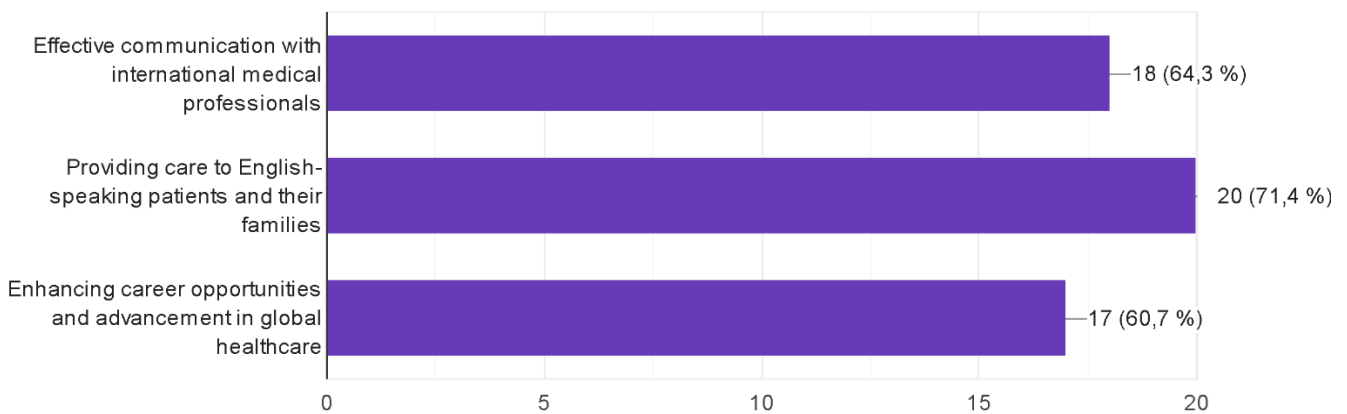


Figure 3.16: Purpose of Learning English Course for Nursing Career

The table and figure 3.16 reveals that among 28 respondents, the most important reason for needing English in their nursing careers is effective communication with international medical professionals, cited by 18 respondents (64.3%). 20 respondents (71.4%) highlighted the necessity of English for providing care to English-speaking patients and their families. Additionally, 17 respondents (60.7%) indicated that English proficiency enhances career opportunities and advancement in global healthcare. This data underscores the critical role of English in communication, patient care, and career development in the nursing field.

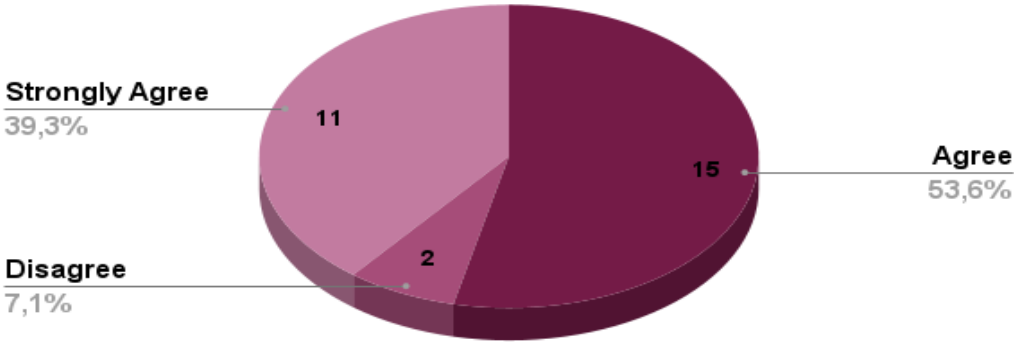
Q 11. Considering the needs of nurses working in the Algerian healthcare system, which aspects of English are most important for you to develop in an ESP course?

Tables 3.17: Students’ English important aspects to develop in an ESP course

Figures 3.17: Students’ English important aspects to develop in an ESP course

Answer	Are	disagree	Strongly agree
N°	15	2	11
%	53.6%	7.1%	39.3%

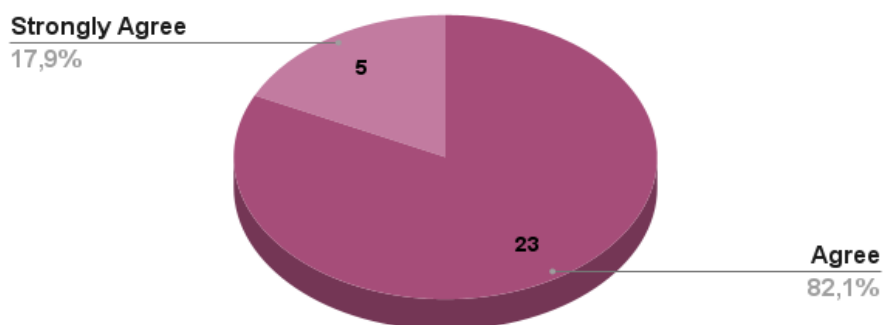
To communicate effectively with patients from diverse backgrounds, considering their level of English proficiency and



The table indicates that the majority of respondents (92.9%) agree (53.6%) or strongly agree (39.3%) on the importance of communicating effectively with patients from diverse backgrounds, considering their level of English proficiency and cultural contexts. Only a small fraction (7.1%) disagrees.

Answer	Aree	Strongly agree
N°	23	5
%	82.1%	17.9%

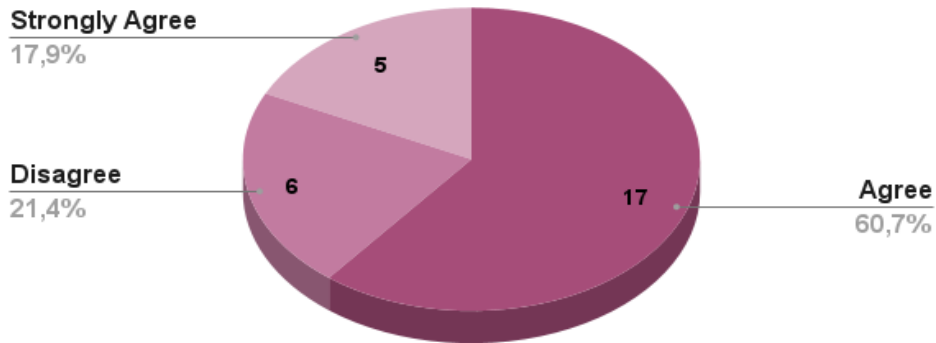
To use medical terminology accurately in both written and spoken English.



The provided data in the table and figure represent a high percentage of respondents either agree (82.1%) or strongly agree (17.9%) on developing the use of medical terminology accurately in both written and spoken English.

<u>Answer</u>	<u>Aree</u>	<u>disagree</u>	<u>Strongly agree</u>
<u>N°</u>	<u>17</u>	<u>6</u>	<u>5</u>
<u>%</u>	<u>60.7%</u>	<u>21.4%</u>	<u>17.9%</u>

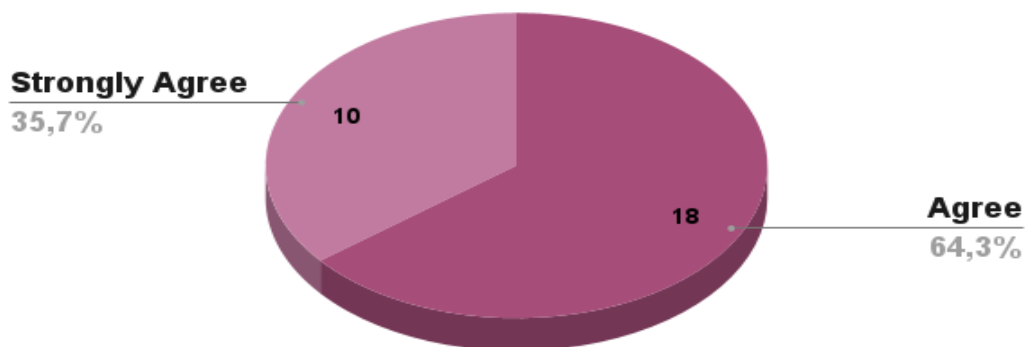
To understand and follow instructions from doctors and other healthcare professionals with a variety of accents (including



As the table and figure above demonstrates a significant majority of respondents (60.7%) agree and (17.9%) strongly agree about understanding and following instructions from healthcare professionals with different accents, a notable (21.4%) disagree.

Answer	Agree	Strongly agree
N°	10	18
%	64.3%	35.7%

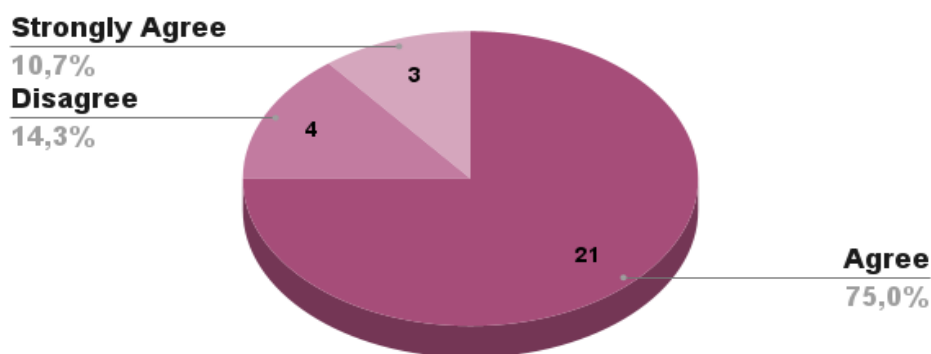
To document patient care clearly and concisely using proper medical terminology relevant to the Algerian healthcare



As this table and figure shows all respondents either agree (64.3%) or strongly agree (35.7%) on the importance of documenting patient care clearly and concisely using appropriate medical terminology.

Answer	Agree	disagree	Strongly agree
N°	21	4	3
%	75.0%	14.3%	10.7%

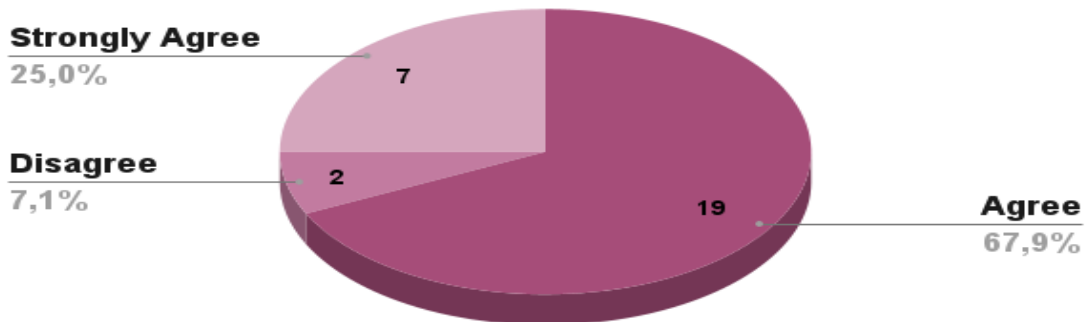
To collaborate effectively with other healthcare professionals from diverse backgrounds, potentially including those with



As it is illustrated in the table the majority agree (75%) or strongly agree (10.7%) that they should collaborate effectively with other healthcare professionals from diverse backgrounds. However, (14.3%) disagree.

Answer	Agree	disagree	Strongly agree
N°	19	2	7
%	67.9%	7.1%	25.0%

To research medical conditions and treatments using online resources in English, potentially utilizing translation tools when



As far as using online resources in English this table reveals (19) respondents agree and (7) respondents strongly agree on the importance of researching medical conditions and treatments using online resources in English. Only a small portion (7.1%) disagrees.

Section Four: Learning Situation Analysis

Q 12. Please indicate your preferred learning environment

As far as the preferred learning environment is concerned, 46.4% of the participants prefer studying in a traditional classroom, and a percentage of 32.1% of participants prefer studying in an online classroom. 21.4% prefer studying in the combination of the two types of classrooms. The findings imply that the majority of students prefer being taught in traditional classroom type.

Table 3.18:

Students' Preferred Classroom type

Answer	N°	%
Blended learning	2	7.1%
Online Classroom	5	17.9%
Traditional classroom	21	75.0%

preferred learning environment :

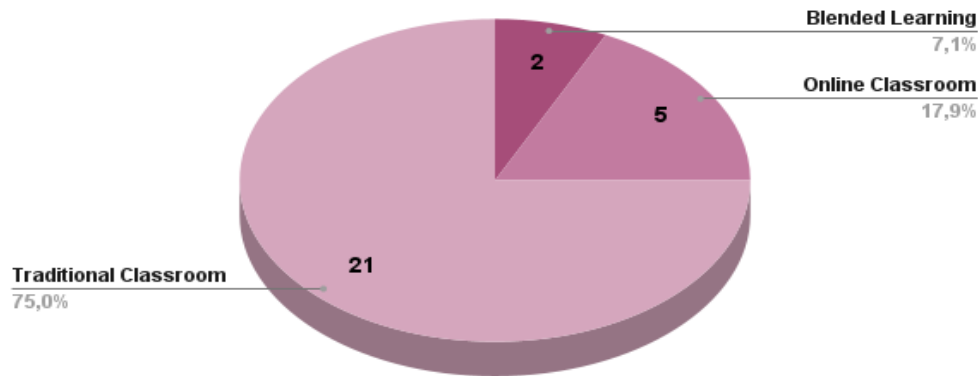


Figure 3.18: Students' Preferred Classroom type

13. How many hours do you think are sufficient to study English?

The table reveals that out of 28 respondents, a majority (53.6%) believe that more than 4 hours per week are necessary to study English effectively. A significant portion (42.9%) think that 2 hours per week are sufficient, while only a small minority (3.6%) consider 1 hour per week adequate. This indicates a general consensus among the respondents on the importance of dedicating a substantial amount of time to English study, with most favoring a commitment of more than 4 hours per week for better proficiency.

Table 3.19: Students' Preferred Number of Sessions

Answer	N°	%
1 hour per week	1	3.6%
2 hours per week	12	42.9%
More than 4 hours per week	15	53.6%

preferred time of studying English

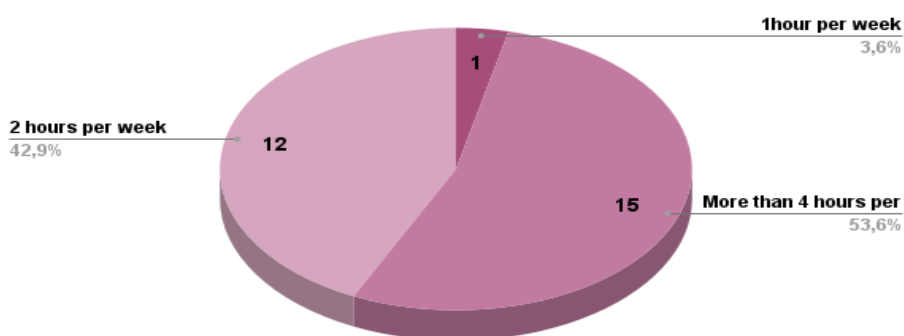


Figure 3.19: Students' Preferred Number of Sessions

14. What types of materials do you prefer the course should include?

The table and figure display preferences for materials in an English course among 28 respondents. The data reveals that videos and the use of the board are the most preferred materials, each cited by 18 respondents (64.3%). The next most popular materials are internet resources, preferred by 16 respondents (57.1%), followed by audio preferred by 15 respondents (53.6%). Hand-outs are also significant, with 14 respondents (50%) indicating their preference, and pictures/posters are preferred by 13 respondents (46.4%).

Table 3.20:

Students' Preferred Materials Type

Answer	N°	%
audios	15	53.6%
videos	18	64.3%
Hand-out	14	50%
Internet	16	57.1%
The board	18	64.3%
Pictures/posters	13	46.4%

What types of materials do you prefer the course should include?

28 réponses

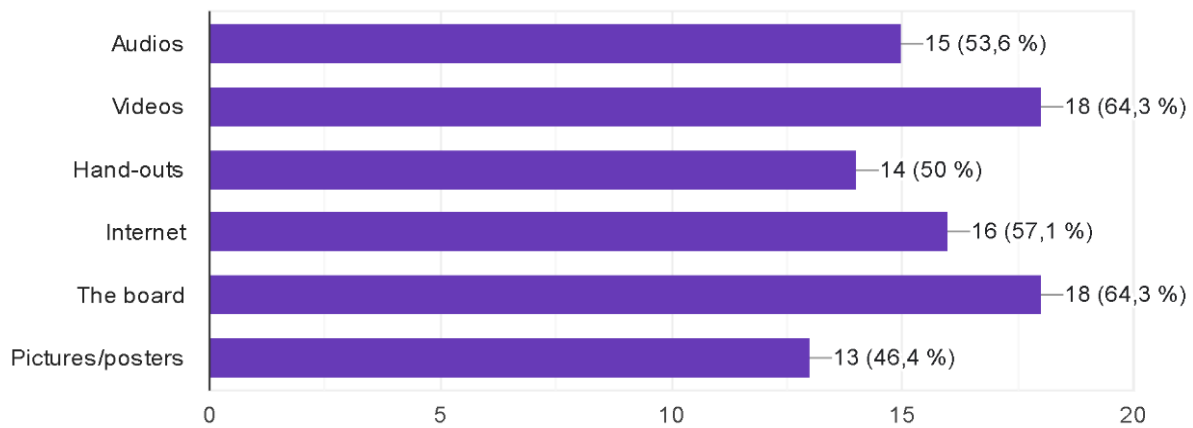


Figure 3.20: Students' Preferred Materials Type

3.2. Qualitative Stage Data Analysis

3.2.1. Analysis of Focus Group Discussion

This section comprises the analysis of the Focus Group Discussion which was conducted with a small portion of participants who were students of nursing at the Private School of Nursing “Al-Idjtihad” in Bordj Bou Arreridj. The FGD was organized to explore the perceptions of the participants on the situation of ENP in their school, the latter can aid in addressing the problem more precisely.

FGD Questions and answers of participants :

Question 01: Can you share some specific examples of how English is used in the nursing field?

Answers of participants :

All participants highlighted the critical role of English in nursing. They noted that English is essential for effective patient communication, allowing nurses to explain medical conditions,

treatments, and care plans clearly. English is also crucial for accurate and detailed documentation, including writing patient histories, symptoms, and treatment outcomes.

Question 2: How satisfied are you with your current level of English proficiency?

Answers of participants :

Most participants expressed a moderate level of satisfaction with their English proficiency. They felt confident in their ability to communicate with patients and colleagues and complete necessary documentation. However, many acknowledged the need for further improvement, especially in understanding complex medical terminology and enhancing their writing skills for more precise and comprehensive documentation.

Question 3: Can you think of any specific topics or areas of English that would be particularly beneficial for your future nursing practice?

Answers of participants :

Participants identified several key areas of English that would benefit their future nursing practice. Mastering medical terminology was deemed crucial for accurate communication and documentation. Improving patient communication skills to explain medical procedures and conditions in layman's terms was also highlighted. Participants stressed the importance of learning to write clear and detailed patient reports and care plans. Additionally, gaining proficiency in culturally sensitive communication techniques was seen as essential for providing competent care to diverse patient populations.

Question 4: Are there any teaching methods or materials that you find particularly helpful or unhelpful in your English language learning?

Answers of participants :

The responses varied, but several teaching methods were commonly viewed as helpful. Interactive simulations and role-playing exercises were praised for their practical application, providing real-life communication practice. Multimedia resources, such as videos and audio recordings of patient interactions and medical lectures, were valued for enhancing listening and comprehension skills. Practice with native English speakers was also seen as beneficial for building confidence and fluency. Conversely, participants found purely theoretical lessons focusing heavily on grammar rules without practical application to be less engaging and effective.

Question 5: Do you have any suggestions on how to improve the English language program at the institute to better meet the needs of future nurses?

Answers of participants :

Participants suggested several improvements to the English language program. Emphasizing practical application through more hands-on activities, such as simulations and role-playing, was recommended. Offering specialized courses focused on medical terminology and healthcare communication was deemed important. The introduction of mentorship programs with experienced nurses could provide valuable real-world practice opportunities. Regular feedback sessions were suggested to help students reflect on their progress and identify areas for improvement. Lastly, ensuring easy access to English language learning resources, including online platforms, mobile apps, and libraries with medical literature, was recommended to support continuous learning and development.

Result:

The FGD was convened to explore the interest of nursing students in taking an English course designed according to their needs. The overall results showed great interest from learners in teaching English in their department. As the discussion began, The students confirmed The English language has become used in all fields and must be included in their

program due to its importance. Also, some of them expressed satisfaction with their current level, while others expressed dissatisfaction and a desire to improve their English proficiency. Furthermore, the students mentioned the materials and methods that help learn the English language such as Interactive simulations and role-playing exercises. Finally, concerning suggestions for future course improvements, they emphasized the necessity of practical application. In conclusion, it was obvious that the need for a developed ESP course based on an NA was highly required.

3.3. Discussion of the Findings

3.3.1. Present situation analysis

After examining the questionnaire results from nursing students at "AlIjtihad" school regarding their requirements for an English for Specific Purposes (ESP) course, several distinct trends become apparent. Many students are keen to improve their English skills, acknowledging its significance for their careers. Additionally, a considerable number of respondents express worries about their current English proficiency, especially in academic and professional settings, indicating a need for focused support. The questionnaire also reveals a wide range of self-reported proficiency levels, from weak to average, emphasizing the necessity of creating a course that addresses various skill levels.

In terms of current English proficiency across different language areas, it is clear that "AlIjtihad" school students particularly struggle with writing and speaking. Most students report weak proficiency in these areas, highlighting the need for specific interventions and instructional support to address these weaknesses. However, it is important to note that these conclusions are based on self-reported data, which may not fully reflect the intricacies of the students' proficiency levels. Furthermore, any implemented interventions aimed at improving proficiency in these areas should be rigorously evaluated to ensure they lead to significant progress.

3.3.2. Target situation analysis

The research findings show that many nursing students are eager to take an English course tailored to their needs. They recognize the significance of improving their English for both their academic success and future careers. Providing such courses can enhance their academic performance and professional prospects.

All students express a strong interest in advancing their English language proficiency across various crucial domains. They are eager to develop their skills in communication with international medical professionals, recognizing the importance of providing care to English-speaking patients and their families. Additionally, they seek to enhance their career opportunities and advancement in global healthcare. Moreover, they are committed to using medical terminology accurately in both written and spoken English. Furthermore, students are interested in researching medical conditions and treatments using online resources in English. They also aim to understand and follow instructions from doctors and other healthcare professionals with a variety of accents, including Algerian Arabic and French.

3.3.3. Learning situation analysis

Students demonstrate a strong commitment to learning English, as evidenced by their willingness to spend over four hours a week on the subject. They favor conventional learning methods, including the use of the board, handouts, videos, audios, and pictures/posters in the classroom. This preference is likely due to the valuable information provided by teachers, which allows students to customize their learning experience according to their unique needs and preferences.

3.4. Recommendation

The current investigation's findings may help improve ESP programs at nursing schools, particularly "Al Ijtihad" school. This situation suggests that:

- A syllabus for learning English should be developed, with a greater emphasis on English for Specific Purposes, in order to meet the needs of students.
- Both language learning and specialized medical terminology should receive priority. The main goals should be to build a strong medical vocabulary, improve communication with patients and healthcare providers, write better for medical documentation, improve reading comprehension of medical literature, and improve speaking and listening in a medical setting. It is recommended that the course be organized into discrete modules.
- Prior to developing the program, the needs of the students should be identified and assessed in order to create a more successful ESP course. It is important to carefully choose ESP teachers based on their credentials and prior classroom experience.

3.5. Further Research Suggestions

It is advised that future research examine ESP education in a variety of medical fields, including nursing, in light of the study's limitations and findings. It's unclear how ESP training is currently provided in these fields in comparison to nursing, so more research would be helpful. It's also advisable to use a variety of data collection instruments in order to obtain information from various sources and lessen interpretation bias. Future investigators ought to think about doing a true experimental design replication of this study. To assess the efficacy of using the current study's methodology with various stakeholders over a longer time period and with larger sample sizes, more research is also required. Scholars are invited to investigate various EAP and EOP domains using sizable samples pertaining to relevant content. Lastly, it is advised to cross-validate quantitative instruments by using a range of tools, including qualitative techniques like reflective journals, document analysis, and classroom observations.

Conclusion

This chapter's focus was on reviewing and debating data that was gathered with the instrumental tools used for the investigation. Tables and relative circles were used to analyze the data, and the results were discussed and divided into three sections: Present Situation Analysis, Target-situation Analysis, and Learning Situation Analysis. The themes from the focus group discussion were also displayed. In order to better understand the needs of nursing students and create a course that meets their academic requirements for an English language course, the researcher has attempted to provide a set of recommendations in this concluding chapter.

General conclusion

General conclusion

This study aimed to identify the English language requirements of nursing students. Both during their academic journey and in their future careers, these students will need to read English texts pertinent to their field, interact with foreign patients, and write in proper English. The researchers observed that the students do not receive any English instruction specifically designed for their needs. The researchers identified the actual status of English in the world and then dealt with the theoretical background related to ESP (Background of the study), in addition to the research questions that this work addressed in the general introduction. Chapter One dealt with the review of the research literature, this chapter is divided into two sections. The first section was a general overview of English for specific purposes (ESP), English for medical purposes (EMP), and English for Nursing Purposes (ENP). The second section was about Needs Analysis. In the second chapter, the research design was established; the current study provided a detailed description of the research method, sample, instrumentation, and data collection devices, in addition to qualitative and quantitative instruments employed (The questionnaire and the focus group discussion were for students)some limitations appeared during conducting this study like other studies. The data analysis and interpretations obtained from the students' questionnaire and focus group discussion were discussed in detail in chapter three. The results of the needs analysis revealed that nursing students are very interested in learning English, and they support the idea. Developing a course design was the common student's need. Nursing students assert that English is a world language and everyone needs it either for academic or occupational purposes. That's why Nursing English Learning was also one of their needs. To conclude, Based on the previously cited elements, a list of recommendations was proposed to design a course and satisfy the needs of students. First of all, A syllabus must be developed for learning English, with a focus more on English for Specific Purposes. Additionally, focus

should be placed on both language acquisition and specialized medical terminology. The primary objectives should include developing a robust medical vocabulary, enhancing communication skills with patients and healthcare professionals, improving writing skills for medical documentation, strengthening reading comprehension of medical literature, and boosting listening and speaking abilities in a healthcare setting. Furthermore, The course should be structured into distinct modules. Begin with an introductory module on basic medical vocabulary and common phrases. Subsequent modules can focus on patient interaction, teaching students how to conduct patient admissions and take medical histories. Another critical module should address clinical communication, where students practice giving and receiving reports and discussing care plans. Besides, teaching methods should be interactive and diverse. through engaging students with role-playing, simulations, and group discussions to create an active learning environment. Moreover, To have a more successful ESP course, students' needs should be exposed and assessed before building an ESP program. Finally, ESP teachers ought to be carefully chosen based on their qualifications and teaching experience.

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Appendices

Appendix A:

Needs Analysis Questionnaire

English Language Needs Analysis Questionnaire for Nursing Students

Dear students,

Dear participant, I am a Master two student of English branch of Didactics El Bachir El Ibrahimi University Bordj Bou Arreridj Faculty of Arts and Languages, For my master's thesis which is titled, English Language Needs Analysis for Nurses Case of Private School of Nursing. I am conducting an analysis of the English language needs of nursing students at AL IDJTIHAD private school . The aim of this questionnaire is to obtain the necessary information for this purpose. Cooperation is voluntary and your completion of the questionnaire is assumed to grant permission to use your answers for this study. Thank you in advance for your cooperation and for taking the time to answer the questions fully and meticulously.

I. Personal Information:

Gender: male female

Age: 20-25 years 25-30 Over 30

What is your profession?

A Student only worker and student

Is English important for you?

YES No I do not know

II. Present Situation Analysis:

How do you describe your overall level in English

Very weak weak Average Good

How do you describe your interest in English course?

Not interested at all somehow interested Interested Very interested

Describe your current English proficiency level in the following language areas by putting a tick(√) in the appropriate box:

Language areas	Level				
	Very weak	Weak	Acceptable	Good	Very good
Speaking					
Writing					
Reading					
Listening					
Grammar					
Pronunciation					
vocabulary					

III. Target-situation Analysis:

Are you interested in taking an English course designed according to your needs to improve your proficiency level?

Very interested Interested Fairly interested Not interested at all

Would you prefer a focus on

General English language skills English for specific purposes related to nursing

Why do you need English for your nursing career?

- Effective communication with international medical professionals
- Providing care to English-speaking patients and their families
- Enhancing career opportunities and advancement in global healthcare.

Considering the needs of nurses working in the Algerian healthcare system, which aspects of English are most important for you to develop in an ESP course?

	Strongly Agree	Agree	Disagree	Strongly Disagree
To use medical terminology accurately in both written and spoken English.				
To communicate effectively with patients from diverse backgrounds, considering their level of English proficiency and cultural sensitivity.				
To understand and follow instructions from doctors and other healthcare professionals with a variety of accents (including Algerian Arabic and				

French).				
To document patient care clearly and concisely using proper medical terminology relevant to the Algerian healthcare context.				
To collaborate effectively with other healthcare professionals from diverse backgrounds, potentially including those with limited English proficiency.				
To research medical conditions and treatments using online resources in English, potentially utilizing translation tools when necessary.				

IV. Learning Situation Analysis

Please indicate your preferred learning environment :

- Traditional Classroom
- Online Classroom
- Blended Learning (Combination)

How many hours do you think are sufficient to study English?

- 1 hours per week

- 2 hours per week
- More than 4 hours per week (Please specify)

What types of materials do you prefer the course should include?

- Audios
- Videos
- Hand-outs
- Internet
- The board
- Pictures/posters

Appendix B

Focus Group Discussion

Hello everyone, we are master 2 student in English at El Bachir Ibrahimi University, BBA. We are conducting research for our dissertation, and as future nurses, your insights on learning English are precious. This discussion is completely anonymous and confidential; your names won't be linked to your responses.

- 1) Can you share some specific examples of how English is used in the nursing field?
- 2) How satisfied are you with your current level of English proficiency?
- 3) Can you think of any specific topics or areas of English that would be particularly beneficial for your future nursing practice?
- 4) Are there any teaching methods or materials that you find particularly helpful or unhelpful in your English language learning?
- 5) Do you have any suggestions on how to improve the English language program at the institute to better meet the needs of future nurses?

Thanks for your cooperation!

RESUME

Le but de cette étude est de connaître et d'analyser les besoins des étudiants en soins infirmiers de l'Ecole de Formation Paramédicale « Al-Ijtihad » pour l'apprentissage de l'anglais à Bordj Bou Arreridj, Algérie. À l'aide de méthodes de recherche qualitatives et quantitatives, telles que des questionnaires structurés et des discussions de groupe, des données ont été collectées auprès de 28 étudiants en soins infirmiers. Les résultats ont révélé le grand intérêt et le désir des étudiants d'apprendre l'anglais, ce qui indique qu'un cours d'anglais à des fins spécifiques (ESP) est une option. essentiel pour les étudiants en sciences infirmières pour répondre efficacement à leurs besoins. Cette recherche recommande la nécessité de développer un programme complet de langue anglaise pour les étudiants en sciences infirmières en Algérie.

المخلص

الهدف من هذه الدراسة هو معرفة وتحليل احتياجات طلبة التمريض في مدرسة التكوين الشبه طبي "الاجتهاد" لتعلم اللغة الإنجليزية ببرج بوعريريج ، الجزائر . باستخدام طرق البحث النوعية والكمية، كالاستبيان المنظم ومناقشات مجموعة التركيز، تم جمع البيانات من 28 طالب تمريض، حيث كشفت النتائج عن الاهتمام الكبير و رغبة الطلاب بتعلم اللغة ضرورية لطلاب التمريض (ESP) الإنجليزية ، هذا ما يشير إلى أن دورة اللغة الإنجليزية المخصصة لأغراض محددة لتلبية احتياجاتهم بشكل فعال. يوصي هذا البحث بضرورة تطوير منهج شامل للغة الإنجليزية لطلاب التمريض في الجزائر

