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**The Effects of Internet Assisted Language Learning (IALL)
Environment in Developing English Language Skills of ESP Students
of Medicine**

**A thesis submitted in fulfillment for the requirement of the degree of
Doctorate in ESP**

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Dedications

To My Father

Acknowledgements

In the Name of Allah, the Most Gracious, the Most Merciful

All praise due to Allah alone. I praise Him, seek His aid and seek His forgiveness. I testify that there's no god but Allah, and that Muhammad (peace be upon him) is His slave and messenger,

I thank Allah the Almighty for giving me the inspiration, patience, time, and strength to finish this work. With Allah's will and mercy I was able to archive all of this.

Prophet Muhammad (peace be upon him) said: "He will not be thankful to Allah, he who would not be thankful to people". [correct-reported by Tirmedee].

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To my Family

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Abstract

The present study evaluates the effect of Internet-Assisted Language Learning environment in ESP courses at the college of medicine, compared to the traditional method of using ESP textbooks. The use of the website sources has been proposed as a substitute to the traditional course textbooks which fail to satisfy students' learning needs. This classic teacher-centered approach with ready-made lectures has limited opportunities for more effective student-centered learning opportunities. This study is based on the assumption that students of medicine learn more and at a faster rate when they are stimulated enough. By means of improved teaching techniques, especially applying network and internet applications, language teachers may have higher achievements in instructing English for Specialized Purposes (ESP) than was previously thought. In teaching ESP teachers should know that the participants need English for educational purposes in order to pursue part or all of their studies. A course for someone who needs English in order to do one's job must take into account the environmental and social aspects, relationships, and the last but not the least, authenticity and up to date language. Since the objective of this research was to ascertain the aid and advantages of the internet resources in teaching ESP to students of medicine, therefore the focus has been on the students' and teachers' responses towards the issue. The main participants of this research were 89 second year male students attending the EMP course during the academic year 2012-2013. The process of data collection was divided into two semesters. The first semester included the classroom observation, questionnaires, mid-term exam and interviews. The second semester was the stage for testing the use of the IALL as an experimental method for the teaching of English to second year students of medicine. Experimental data tools were collected from different sources. The efficiency of the IALL in developing students' English language skills was tested through the use of six experimental tools: classroom observations, final oral presentations, final written exam and three different questionnaires with different aims addressed to students, ESP practitioners and medical teachers. The findings revealed that the majority of the students positively reacted to the new learning atmosphere. They regarded the internet as a means of entertainment. The internet resources gave students an opportunity to critically think about a topic, apply the knowledge they have learned in a meaningful manner, work in small groups to complete the task and enhance their oral presentation skill.

List of Abbreviations

CALL: Computer Assisted Language Learning

EAP: English for Academic Purpose

EFL: English as a Foreign Language

EGP: English for General Purposes

ELT: English Language Teaching

EMP: English for Medical Purposes

ESP : English for Specialized/Specific Purposes

ESL: English as a Second Language

GE: General English

IALL: Internet Assisted Language Learning

ICT: Information and Communications Technology

PBL: Problem-based learning

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General Introduction

English has been adopted as the medium of instruction for higher studies in Saudi Arabia. It is taught either as EGP (English for General Purposes) or ESP (English for Specific (Specialized) Purposes). English for General Purposes (EGP) is essentially the English language education in junior and senior high schools. Students are introduced to the sounds and symbols of English, as well as to the lexical/grammatical/rhetorical elements that compose spoken and written discourse. EGP also focuses on how to read and/or write English. EGP conducted in English-speaking countries is typically called ESL, and EGP conducted in non-English-speaking countries is called EFL. Pedagogically, a solid understanding of basic EGP should precede higher-level instruction in ESP if ESP programs are to yield satisfactory results.

English for Specific Purposes, however, is research and instruction that build on EGP and is designed to prepare students or working adults for the English used in specific disciplines, vocations, or professions to accomplish specific purposes. ESP researchers have come to the conclusion that ESP is defined to meet specific needs of the learners. ESP makes use of methodology and activities of the discipline it serves, and is centered on the language appropriate to these activities. It is an approach to language teaching in which all decisions as to content and method are based on the learner's reason for learning.

Teaching English to students of medicine has been seen as a separate activity within English language teaching (ELT). The common branch which is regarded the unique teaching/learning activity is ESP (English for specialized purposes) or more precisely EMP (English for Medical Purposes). It basically aims at equipping students with the necessary language skills they need to cope with the linguistic requirements of their specialization and to use English properly and fluently in the professional environment they are expected to join. Textbooks serve as the basis for much of the language input second year students of medicine receive and the language practice that takes place in the classroom. They are regarded as resource, which means a set of materials and activities from which the most appropriate or useful items will be chosen.

In ESP classes the teacher is regarded as a dispenser of information in 50-minute lectures and the student as a passive receiver, container, and repeater of the transmitted information. The

classic teacher-centered approach with ready-made lectures has limited opportunities for more effective student-centered learning opportunities. In the College of Medicine these problems have been shown to have a negative impact on students' academic achievement and the educational environment. Teachers are dependent on the materials and are required to use the same textbook over and over again. They have no say in the selection of teaching materials, texts, or tasks. On the other hand, the students' roles are restricted to the passive reception of linguistic and specialized knowledge and subsequent reproduction. Students are supposed to read and memorize the medical terms on the given topic from the text to follow. Their English proficiency is only limited to what they learn from the assigned textbooks. These problems have been shown to have a negative impact on their English proficiency. The assigned medical textbooks may help them to gain an understanding of basic elements, rules of building and analyzing medical words, and medical terms associated with the human body, but they can never improve students' English learning skills. Simply put, medical textbooks can never satisfy second year students' English learning needs.

This research is conducted for the purpose to answer three questions. These questions are formulated as follows:

1. Why do second year students of medicine achieve no improvement in English language proficiency?
2. Do the textbooks and teaching materials meet the learners' needs?
3. How can we achieve an effective learning/teaching EMP?

For the purpose to answer these questions, three directional hypotheses are formulated. These three hypotheses constitute the overall framework that such a study is based on.

1. The selection of appropriate EMP textbooks and materials do not meet medical students' needs.
2. Medical textbooks are mostly based on traditional methods of teaching.
3. The Internet Assisted Language Learning environment is assumed to develop English language skills of ESP students of medicine.

These three hypotheses highlight three interrelated issues. Textbooks are designed to facilitate the teacher's tasks rather than develop medical students' English language learning.

The varied number of textbooks fails to meet the learners' needs and baffled the syllabus designers and other administrative bodies to find out the best textbook from the market.

More than this, there are two methods which are commonly used to achieve the process of teaching English for Medical Purposes: Grammar Translation Method and Audio-Lingual Method. As far as the Grammar Translation Method is concerned learning is largely by translation to and from the target language. The EMP practitioner uses the Arabic language to explain the medical term. This is the predominant method in teaching English here in Saudi Arabia. Saudi students have problems in learning English. The only way to convey the message is by translating every word into Arabic. The audio-lingual, on the other hand, urges medical students to learn by heart every medical term to avoid any error. Teaching is teacher centered. The course is directly followed by heavily drills to make students absorb what they have learnt. They have no say in the selection of teaching materials, texts or tasks. On the other hand, the student's role was restricted to the passive reception of linguistic and specialized knowledge and subsequent reproduction.

The problem of textbooks and the use of the two teaching methods, such as the Grammar Translation Method and Audio-Lingual Method, paved the way to the emergence of a new teaching method, namely the Internet-Assisted Language Learning (IALL). Students are believed to show more interest when they find the materials real, authentic and new. Nowadays internet can meet this need. Students show more interest when they find the materials real, authentic and new. English medical articles chosen from internet and controlled by teachers can replace costly books containing last decades' articles and materials.

Since the objective of this research was to ascertain the aid and advantages of the internet resources in teaching EMP, therefore the focus has been on the students' and teachers' responses towards the issue. The main participants of this research were 89 second year male students attending the EMP course during the academic year 2012-2013. These participants are the experimental subjects of the present research, who were the target of observation by the researcher, namely the classroom teacher.

This quasi-experiment study, entitled “The effects of Internet-Assisted Language Learning (IALL) Method on Medical Students' English language Development”, draws its data from different sources such as: classroom observations, personal interviews, questionnaires, and classroom assessments. It took place during a single semester lasting 10 weeks. The sample of the study was limited to 89 male students during the second semester of the academic year 2013/2014. It is limited to measuring the effect of using the Internet-Assisted Language learning on medical students’ performance in speaking and reading. It is divided into four chapters.

The first chapter describes the methodology of collecting data. It intends to shed some light on the process of gathering and measuring information from targeted population and on a specific span of time. The goal for all data collected is to capture quality evidence that allows analysis to lead to the formulation of convincing and credible answers to the questions that have been posed. It is divided into six sections: instructional context, rationale for the research, research methodology, study data, research limitations and delimitations and definitions of key words. The first section gives a general view of the course curriculum. It intends to give a clear picture of the course description and objectives. It also sheds some light on the course materials and describes the teaching and testing procedures that are frequently adopted in teaching EMP. The second section defines the purpose of a research study and provides a compelling rationale for the research. It enables the work to be set in the context of both existing evidence and its practical applications. This necessitates stating the problem, formulating research questions and hypotheses and deriving specific research objectives, thereby justifying and contextualizing the study. The third section explores step by step the research methodology. It explains the careful and systematic search for pertinent information on the present research. It gives a clear picture of the main experimental subjects of the study and sheds some light on the validity of data and the research has been carried out. The fourth section, namely study data, defines the research participants and introduces the data collection tools. These study tools are divided into semesters. The first semester includes the classroom observation, questionnaires, mid-term exam and interviews. The second semester is the stage for testing the use of the Internet-Assisted Language Learning (IALL) as an experimental method for the teaching of English to second year students of medicine. It describes the process and aims of using the internet in the teaching process. Experimental data tools are collected from different sources. The main focus of this study is on

this semester. The efficiency of the IALL in developing students' English language is tested through the use of six experimental tools: classroom observations, final oral presentations, final written exam and three different questionnaires with different aims addressed to students, ESP practitioners and medical teachers. The fifth section pertains to the research limitations and delimitations. This section describes situations and circumstances that may affect or restrict the researcher's methods and analysis of research data. Limitations are influences that the researcher cannot control. They are the shortcomings, conditions or influences that cannot be controlled by the researcher that place restrictions on his methodology and conclusions. Any limitations that might influence the results should be mentioned. Delimitations, on the other hand, are choices made by the researcher which should be mentioned. They describe the boundaries that he has set for the study. The last section defines the most common key words that are used throughout the study. The researcher clearly explains the meanings they assign to key terms in his investigations.

The second chapter pertains to the literature review. It is an evaluative report of information found in the literature related to this selected area of study. The review describes, summarises, evaluates and clarifies this literature. It intends to give a theoretical base for the research and help the author determine the nature of his research. This review discusses two different approaches used in teaching to ESP/EMP students: ESP/EMP-based approach to teaching/learning English, and the Internet-assisted website approach to developing ESP/EMP students' English language learning.

The ESP/EMP-based approach to teaching English involves teaching and learning the specific skills and language needed by particular learners for a particular purpose. The ESP course textbooks represent a crucial part in language learning. Several advantages of using textbook have been suggested by researchers. Most of these ESP textbooks focus much more on this tricky side - to save teachers the hard job of finding out for themselves what language people need in particular professions. These ready-made syllabi contain carefully planned and balanced selection of language content that can be easily followed by teachers and students. In addition, many inexperienced teachers may find ESP course books to be useful and practical because the ready-made activities and lessons are easy for the teacher to prepare. However, the pedagogic principles that are often displayed in many textbooks may be conflicting, contradictory or even

out-dated depending on the capitalizing interests and exploitations of the sponsoring agent. More than this, since textbooks are often written for global markets, they may not suit all classrooms and might require adaptation to better meet students' true needs. As a matter of fact, this approach which basically ignores learners' personal interests and needs often creates low motivation in students' English studies and, in turn, leads to poor performance later when they use English in their profession.

However, the Internet-assisted website approach, was introduced as a substitute to the ESP/EMP-based approach. It is believed that the internet provides authentic resources to develop listening/reading/writing/speaking skills in the classrooms as well as autonomously. It can also promote other skills such as skimming/scanning, extensive/ intensive reading, summary, essay, email writing, outlining, mapping, sorting, adding information and may result in oral performance, such as newscasts, conversations, interviews, presentations, lectures, reports, etc. More than this the resources of authentic spoken English may stimulate and maintain motivation, especially if the activity does not require identifying or producing every word and when control is transferred from teachers to students by giving ESP students access to technologies.

Chapter three pertains to data analysis. It intends to interpret and discuss the results of the collected data. The analysis and discussion of the collected data is divided into two different approaches: The traditional course textbook-based approach and the Internet-Assisted Language Learning approach. The first approach is analyzed and discussed according to six research tools with different objectives. Classroom teacher's observation is the first research tool which is used to assess second students' attitudes and behaviours during the formal class sessions. It is followed by three questionnaires. The first questionnaire intends to assess ESP teachers' evaluations of the assigned textbooks. The second questionnaire aims to assess students' needs. The third questionnaire assesses former students' EMP course evaluations. These three questionnaires are followed by the mid-term exam results and interview. The mid-term exam is adopted as research tool in order to identify second year students' English language learning abilities. The interview is the last research tool by which the research problem has been proclaimed. It intends to analyze and discuss medical teachers' viewpoints about second year students' English language learning problems. However, the second approach is the subject matter of this study. In this regard, testing student performance during the internet-based

teaching process may have harmful or beneficial effects on teaching or learning. It is believed that students learn more and faster when they are equipped with more authentic resources. The only way to create an authentic input for learning English for medical purposes is by implementing the internet in EMP classes. This hypothesis is tested, analyzed and discussed according to six research tools. The data collected from these research tools has one common objective. It intends to evaluate the effectiveness of the Internet-Assisted Language Learning (IALL) in ESP classroom. Therefore, determining the effectiveness of the Internet-Assisted Language Learning has been carried through classroom observations, questionnaires, and final oral and written exams.

Chapter four represents a critical suggestion regarding the best course of action in teaching English for specialized purposes. The whole idea of this chapter is to provide a beneficial guide that will not only resolve certain issues, but result in a beneficial outcome. It is clear recommendation in this research is based on certain data and can not be speculated due to the fact that it is not a hypothesis. All what is proposed is just a teacher-based approach to teaching English to ESP students. The internet-based approach is used as teaching method in order to develop students' English language.

Finally, this research aims at investigating how medical students' current English language learning can be enhanced by using the internet and how the internet-based applications can further assist medical students' English language development as opposed to traditional textbook-based. It is one of a few studies to be implemented on using the internet in developing medical students' English language learning. The researcher hopes that this study will add to the findings of others concerning the possibilities of using the internet in ESP teaching and learning.

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1.1. Introduction

Data are collected for a specific purpose and the way they are used should have an effect on the way they are collected. One problem with data collection is knowing how much to collect. In this research there is an almost limitless amount of data which could be collected and might be useful. We should resist the temptation to collect data simply because they are available, and limit ourselves to those which are relevant and useful. In principle there is an optimal amount of data which should be collected for any purpose, but in this research the amount of data collected increases the incredibility of the whole work undertaken. More detailed data are clearly more beneficial than the optimal amount of data. The optimal amount of data is not usually calculated, but we must ensure that the data collected are as accurate as possible.

This chapter describes the methodology of collecting data. The whole study was carried out in the college of medicine. There was also a need to seek help from the college of applied medical science but planning and management was conducted in the same educational setting. There are, however, various approaches to collecting data, depending upon the type of data collected. The process of data collection was systematic and based on well-defined procedures that are appropriate to the context within which the data were being collected. Questionnaires, exams, medical teachers' reports and interviews, and ESP teachers' designed check list were the ways that were most commonly used to collect information about the use of ESP textbooks and internet websites in ESP classes.

The proposed quantitative research is concerned with testing hypotheses derived from a belief that the use of the internet resources in ESP classes develops students' learning. Depending on the research question, participants were selected for different treatments. As with most research design techniques, each method has advantages and limitations. Different ways of collecting evaluation data were useful for different purposes, and each had advantages and disadvantages. Various factors would influence the choice of a data collection method: the questions that should be investigated are available resources, the timeline, and more.

1.2. Instructional Context

This section aims to define the course curriculum. It intends to give a clear picture of the course description and objectives. It also shed some light on the course materials and describe the teaching and testing procedures that are frequently adopted in teaching EMP.

1. 2.1. The EMP Curriculum

English has a strong presence in the Saudi educational system due to a range of considerations. It is used as a medium of instruction in most colleges of Jazan University. It is the main and sole foreign language taught in the college of medicine as a major field of study. Second year students of medicine at this college are required to take English for Medical Purposes (EMP) as a subject for study completion. They should complete their first year in the preparatory college before joining the college of medicine. According to the available vacancy at the medical college, each student should have a score of at least 90% in the English language. Students' acceptance will be competitive based on their collective score.

The English curriculum *English for Medical Purposes*, known as '*Intermediate Medical English*' (ENG 3-201) was introduced in September 2002 in the college of medicine educational system. The introduction of EMP calls for a reformation in the curriculum and methodologies to meet the challenges of the next century. EMP is the English curriculum reformation, drawn up to improve students' ESP learning. General English was the main dominant form of instruction. As a matter of fact, a vigorous debate began among teachers about the divergence between what is expected of medical graduates as new doctors and the content of Saudi medical programmes. This debate raised concerns among academics and, which has stimulated a drive to reform the curriculum in the college towards a more innovative medical English rather than General English (GE). Older medical colleges have mostly undergone systematic reforms in order to ensure a good quality of teaching and to develop medical students' learning needs.

1. 2.2. EMP Course description

EMP is an intermediate course that is offered in the second year of specialization to medical students. The course usually takes place over two academic semesters, duration of 30 weeks and the total length is 90 hours (one credit hour; three contact hours per week; two hours

on Sunday, from 8:00 to 09:50 and one hour on Monday from 10:00 to 10:50). It basically aims at equipping students with the necessary language skills they need to cope with the linguistic requirements of their specialization and to use English properly and fluently in the professional environment they are expected to join. As it draws on a wide range of topics and applications that pertain to medicine and related topics, this course seeks to develop all four skills with special emphasis on lexical acquisition and grammatical accuracy. Since the course is oriented towards communication rather than knowledge acquisition in the field of specialization, it gradually trains medical students to interpret and use words appropriately and to formulate grammatically correct statements while talking and writing pertaining drug administration, history taking, lab reports, and hospital procedures.

1. 2.3. EMP course objectives

The main goal of an EMP specific curriculum is to prepare second medical students to be able to recognize and produce spoken and written language in order to effectively interact with teachers, patients, other nurses, supervisors, and the public. Gylys and Wedding (1983) argued that “*medical discourse is a particular terminology employed to effectively and accurately achieve a communicative purpose in health care settings such as diagnosis*”.

An EMP course needs to cover not only the linguistic and communicative features of the topic, but also the content areas related to medical topics such as conversations among patients, doctors and nurses. Simply put, EMP courses need to focus on enhancing students' communicative skills such as speaking, and hence EMP materials are to represent that trend. The specific detailed aims of the course, therefore, are:

1. Improve students' ability to recognize and produce written and oral EMP English;
2. Prepare students to realize the hospital culture concepts and communications. There is also cognitive output, comprehension, thinking application and behavioural skills students are expected to acquire by the end of this course.

A/ Epistemic Outputs:

- Building on the foundation year programme.
- Reinforcing what the learners have already learnt through the four skills.

- Assimilating the basics of EMP through systematic and graded practice of the four skills (Listening, Speaking, Reading and Writing).
- Ensuring Knowledge and grasp of the basic EMP terminology and lexical uses in English Language for potential communication and interactive practice in the professional environment.

B/ Comprehension Skills:

- Students should be confident to understand medical-related documents, including medical scripts and reports, dialogues, etc.
- They are also expected to be able to comprehend medical cases, reports, and hospital issues related to the medical profession

C/ Thinking skills:

- By the end of the course, students should be able to basically communicate in EMP language, evaluate situations and attitudes, and formulate opinions in the field of medicine.
- They are expected to express opinions of view and give basic arguments on particular patient-medical issues.

D/ Application Skills

- Through simulation and role play students learn to apply and transfer what they learn in EMP classes to different basic medical situations in spoken as well as written English.

E/ Behavioural Objectives

- By the End of the course students are expected to be able to:
 1. Apply their knowledge of EMP terminology in the professional environment and communicate fluently with colleagues, doctors and patients.
 2. Discuss several medical-related issues and express themselves without inhibition.
 3. Comment and speak their thoughts with confidence.
 4. Give short talks and presentations about basic medical cases in the domain of medicine.
 5. Write memos, emails, and short reports.

1. 2.4. Teaching materials

Teaching English for medical English to students of medicine at the college of medicine in Jazan University takes place over two academic semesters. The proposed course textbooks

(Appendix A & B) have been applied in teaching since 2011. These textbooks are both traditional textbooks and workbooks. Two other textbooks were assigned to second year students of medicine. (Table 1.1). These textbooks were considered unsatisfactory. They were believed to have a negative impact on students' academic achievement.

Assigned EMP textbooks	References	Date of application
The Language of medicine	Chabner, D. 2001. <i>The language of Medicine</i> . Sixth Edition. Saunders.	2002-2007
English in Medicine	<i>Eric H. G. & Holmström.B. 2005. English in Medicine. Third Edition. Canbridge: Cambridge University Press</i>	2008-2010
Check Your English Vocabulary for Medicine	A & C Black, London. 2006. <i>Check Your English Vocabulary for Medicine 3rd Edition</i> . Peter Collin Publishing	2011-
Professional English in Use	<u>Glendinning, E, & Howard, R. 2009. Professional English in Use Medicine. Third Edition. Cambridge: Cambridge University Press</u>	2011-

Table 1.1- Assigned EMP textbooks since 2002

A/ “Check Your English Vocabulary for Medicine”

Rawdon, W. 2006. *Check Your English Vocabulary for Medicine 3rd Edition*. Peter Collin Publishing. A & C Black, London

This textbook was assigned to second students in 2007. It contains five sections: word-building, parts of speech, pronunciation, vocabulary in context, and puzzles and quizzes (Appendix B). The worksheets in this workbook contain a variety of exercises appropriate for students requiring a working knowledge of English medical terminology. The worksheets can be used either for self-study or in the classroom and can be completed in any order. Rawdon’s textbook, as a matter of fact, provides teachers and students with guidelines of how to use it.

All of the vocabulary taught or practiced in this workbook is in the A & C Black Dictionary of Medical Terms. The Dictionary of Medical Terms gives definitions in simple English which students can read and understand.

Each entry within the dictionary includes key elements that help a student understand the definition of the term and how to use it in context. Each term has a clear example, and part of speech. This is followed by example sentences and quotations from newspapers and magazines that show how the term is used in real life. These elements of the dictionary are used to create the questions within this workbook.

B/ “Professional English in Use Medicine”

Glendinning, E, & Howard, R. 2009. Professional English in Use Medicine. Third Edition. Cambridge: Cambridge University Press

This textbook was assigned to second year students of medicine in 2011 and it is still used not only in the college of medicine but also in the college of applied medical sciences. *Professional English in Use Medicine* is designed to help those who want to read medical journals and textbooks more fluently. According to Eric & Ron (2009):

“It is a must for medical practitioners who need to use English at work or for study, either in their own country or abroad. It will help medical students preparing for an elective attachment in English-speaking country, and medical professionals preparing to work in English or take part in conferences conducted in English.” (Eric & Ron, 2009)

The level of the book is intermediate to upper-intermediate. The model used is British English. It contains 60 two-page units, (Appendix A). The first 46 are thematic, covering medical topics from *Health and illness* to *Research studies*. The remaining 14 units cover communication skills such as *taking a history* and *Conference presentations*.

The left-hand page of each unit explains new words and expressions in contexts which make their meaning clear, and the right-hand page allows the students to check and develop their understanding of the new language and how it is used, through a series of exercises.

There are six appendices, providing illustrations of parts of the body and types of medication, a useful list of medical abbreviations, and examples of verbs for instructions, lay terms and definitions that can be used when speaking to patients.

There is an answer key at the back of the book. Most of exercises have questions with only one correct answer. But some of the exercises, including the *Over to you* activities at the end of each unit, are designed for writing and/or discussion about students themselves and their experiences. This workbook is provided with guidelines of how to use it for both teachers and students. According to (Eric & Ron, 2009),

“This book is not intended to teach you about medicine although we have been careful to ensure that all the medical content is accurate. We have used a number of authentic sources including textbooks, reference works and common medical forms. We have also drawn on a corpus of Medical English developed by the Institute of Applied Language Studies at the University of Edinburgh”. (Eric & Ron 2009: p8)

1. 2.5. Teaching procedure

Having paramount importance in any ESP classroom, textbooks are known as one of the most visible parts of any ESP teaching program. Textbooks serve as the basis for much of the language input second year students of medicine receive and the language practice that takes place in the classroom. They are regarded as *resource*, which means a set of materials and activities from which the most appropriate or useful items will be chosen. They can be seen as *an authority*, as a very reliable, valid and written by experts. Textbooks are also *trainers* for ESP teachers. It is of great help by giving step by step instructions, explanations, and guidance. Richards (1993:490) clearly defines the resource based view of the use of textbooks:

“I see textbooks as sourcebooks rather than course books. I see their role as facilitating teaching, rather than restricting it. However, in order to be able to serve as sources for creative teaching teachers need to develop skills in evaluating and adapting published materials.”

By using the assigned textbooks EMP instruction is limited to training special lexicon and translating numerous texts for many years. Of course, such methods did not reflect students' interests and resulted in low learner motivation and poor participation. EMP teaching in the college of medicine has been characterized by the structural approach. From year to year,

different students with the same or similar majors have to use exactly the same textbooks and syllabuses. Teachers are dependent on the materials and are required to use the same textbook over and over again. They have no say in the selection of teaching materials, texts, or tasks. On the other hand, the students' role is restricted to the passive reception of linguistic and specialized knowledge and subsequent reproduction. Students are supposed to read and memorize the medical terms on the given topic from the text to follow. Neither have they any choice of learning styles, methods, and materials. The expectations of both students and teachers are a reflection of the traditional methodology and teaching/learning styles widespread throughout the country at the current time.

1. 2.6. Course syllabus distribution

The distribution is done according to the assigned textbooks (Appendix A & Appendix B). The classroom teacher designed a schedule of all the lectures to be taught over two academic semesters, duration of 30 weeks and the total length is 90 hours, (Appendix C). The distribution helps the classroom teacher and even the students to follow week by week the assigned lectures. A copy of such a course distribution is given to the College Committee in order to timetable the English language classes and the assigned exams.

1. 2.7. Testing procedure

Since EMP tests can be classified as a performance test assessing the skills needed to 'perform' in the language successfully, second year students' performance on a test depends largely on the interaction between language knowledge and specific purpose content knowledge. Put it in the words of (Dudley-Evans and St. John 1998: 214) 'it is *what is taught and how it is taught*'. In the same vein, Douglas (2000: 10) cites that ESP tests are "*contrived language use events*" in which, ideally, the test taker's specific purpose language ability and knowledge of the specialist field are measured. If we keep in mind that language ability refers to what a learner can do in or with a language, then what really matters in EMP testing is whether second year students of medicine can communicate in a specific target language and use knowledge of the field in order to achieve their aims, in order to understand and be understood, in order to get their message across in English.

Second year students of medicine are thought to have at least intermediate level of English. They got an elementary course of English in their first year. They got fourteen hours of course in a week in GE and in both terms of an academic education year. However, in their second year they are expected to have three hours course of vocational English which is expected to be arranged by the course teacher. The tests are designed according to the course books' objectives. All the tests are related to what is taught from these course books.

The tests are divided into two semesters (Table 1.2.). The first semester includes the preliminary exam which covers the first seven weeks and mid-year exam which covers all the 13 weeks. The second semester, on the other hand, contains the final written exam which covers all the 20 weeks, from week 1 to week 20. (Appendix C).

In short, most EMP tests require second year students of medicine the recall of information they have already learnt. These tests include multiple choices (either in testing reading passages or medical terminology), medical term definition, and task completion. The oral presentation exam, on the other hand, is assigned as a separate exam which may take the form of non-timetabled assessment. That is to say, the date of the exam is set by the classroom teacher. Because of the huge number of students, the oral presentation takes place over twelve weeks. Students were asked to present a short talk in the assigned medical topic (Appendix N). The oral presentation includes assessment of students' fluency and confidence in using English in medical contexts.

Assessment	Proportion of Final Assessment
Preliminary Exam	20
Mid-year	20
Final Written Exam	40
<i>Oral presentation</i>	20
Total	100

Table 1.2-Schedule of Assessment Tasks for Students during the first and second semester

1. 2.8. Evaluation procedure

A teacher is the best judge in awarding the grades. However, he has to be impartial, logical and maintain complete transparency while awarding grades. The following are the general guidelines for award of grades:

- (1) All evaluations of different components of a course outlined in the course plan shall be done in marks for each student.
- (2) The marks of various components shall be added to get total marks secured on a 100 point scale.
- (3) The statistical method shall be used for the award of grades with or without marginal adjustments for natural cut off.
- (4) No student shall be awarded 'A' grade unless he has secured a minimum of 90% marks in the total of all components of evaluation in that course.
- (5) No students shall be awarded 'F' grade if he has been given 60% marks in the total of all components of evaluation in that course.
- (6) The teacher will ensure coverage of all the contents of a course taught during the year. The Final Examination's question paper shall cover all the sections of the syllabus. At the end of the year a teacher will submit a complete course file to the head of the department having following documents
 - a- Lecture wise breakup of syllabus covered during the year (course plan
 - b- Attendance record
 - c- Tutorial sheets/ Assignment sheets
 - d- Quizzes and exams (Mid-year exam and final exam)
 - e- Complete details of marks with final grades.
- (7) The grades so awarded shall be moderated by a Grade Moderation Committee (GMC), if required. The GMC shall consist of:
 - a- Dean Academics - Chairman
 - b- Head of the Institution
 - c- Program Leader/ Head of Dept.
 - d- Academic Counselor
 - e- Course Teacher

1. 3. Rationale for the Research

Explaining the purpose of a research study and providing a compelling rationale is an important part of any coaching research project, enabling the work to be set in the context of both existing evidence and its practical applications. This necessitates stating the problem, formulating research questions and hypotheses and deriving specific research objectives, thereby justifying and contextualizing the study.

1. 3.1. Statement of the problem

English as a Specialized Language is taught as a separate subject in the college of medicine. Richard (2001) argued that ESP is to help those who are already fluent learners and immigrants to deal properly and appropriately in their workplace and to use English in their engineering, science, and nursing careers, for instance. Second year Saudi students of medicine, as a matter of fact, are required to take English for Medical Purposes (EMP) as a subject for study completion. They need special instruction materials to meet their particular technical purposes when working and studying in English-medium academic and professional contexts. The main goal of the EMP Course, in such a situation, is to develop their fluency and confidence in using English in medical contexts rather than developing their medical knowledge. It helps them communicate in English with patients and their relatives, with medical colleagues, and with paramedical staff. It was also designed to increase EFL medical students' familiarity with medical written language and discourse in different medical contexts. The curriculum was set up according to some assigned medical textbooks that are regarded as references in teaching Medical English. Different textbooks have been used, since 2002, in order to develop medical students' English language learning. This inconsistency in the use of textbooks was a clear feature of the failure of the curriculum to satisfy students' learning needs. Teaching and learning was viewed as a linear process of information transfer and reception. The teacher is regarded as a dispenser of information in 50-minute lectures and the student as a passive receiver, container, and repeater of the transmitted information. The classic teacher-centered approach with ready-made lectures has limited opportunities for more effective student-centered learning opportunities. In the College of Medicine these problems have been shown to have a negative impact on students' academic achievement and the educational environment. Medical textbooks can develop medical students' abilities to define, interpret, and pronounce medical terms relating

to structure and function, pathology, diagnosis, clinical procedures, oncology, and pharmacology. They may help them to gain an understanding of basic elements, rules of building and analyzing medical words, and medical terms associated with the human body, but they can never improve students' English learning skills. Simply put, medical textbooks can never satisfy second year students' English learning needs. It is believed that such a failure to develop medical students' English language learning is based on the following issues:

1. Teacher-centered rather than learner centered activities.
2. Students of medicine are not highly motivated to develop English language
3. Lack of emphasis on developing skills– emphasis is rather on rote learning.
4. Exposure to non-authentic source of EMP learning

1. 3.2. Research questions

These research questions reflect the problem that the researcher wants to investigate. More specifically, these interrogative statements are according Johnson and Christensen (2004): *“an extension of the statement of the purpose of the study in that it specifies exactly the question that the researcher will attempt to answer”* (Johnson & Christensen, 2004, p. 77).

In the same vein, Onwuegbuzie, A. J., & Leech, N. L. (2006) maintain that the research questions are:

‘vitaly important because they, in large part, dictate the type of research design used, the sample size and sampling scheme employed, and the type of instruments administered as well as the data analysis techniques (i.e., statistical or qualitative) used.’

They serve as signposts for the reader, foreshadowing the specific details of the study. Additionally, the following questions give rise to the type of data that are eventually collected. They delimit the study, revealing its boundaries. They occupy a place in the mixed methods (qualitative and quantitative) research process. As is the case for quantitative research questions, qualitative research questions drive the research design-case study. Generally speaking, mixed methods research questions are questions that embed both a quantitative research question and a qualitative research question within the same question. Each research question necessitates that both quantitative data and qualitative data be collected and analyzed either concurrently, sequentially, or iteratively before the question is addressed.

The research questions are formulated as follows:

1. What are the main causes behind students' failure to develop their English language skills?
2. What are the main reasons behind using textbooks ?
3. How can we achieve an effective learning/teaching EMP?

1. 3.3. Research Hypotheses

In order to answer these questions, the following directional hypotheses are formulated respectively:

Hypothesis 1: The selection of appropriate EMP textbooks and materials do not meet medical students' needs

Textbooks are designed to facilitate the teacher's tasks rather than develop medical students' English language learning. Needs, wants and desires are inter-related in a language learning classroom and they are the driving force to acquire the knowledge of English. These needs can be understood by the teacher who can frame motivation plans accordingly. The varied number of textbooks fail to meet the learners' needs and baffled the syllabus designers and other administrative bodies to find the best textbook from the market. Like many other countries, the syllabus designers and the higher authorities of various universities of Saudi Arabia are also unable to choose an appropriate textbook for their students.

Hypothesis 2: *Medical textbooks are mostly based on traditional methods of teaching.*

Two methods have been used to achieve the process of teaching are English for Medical Purposes: Grammar Translation Method and Audio-Lingual Method. As far as the Grammar Translation Method is concerned learning is largely by translation to and from the target language. The EMP practitioner uses the Arabic language to explain the medical term. This is the predominant method in teaching English here in Saudi Arabia. Saudi students have problems in learning English. The only way to convey the message is by translating every word into Arabic. The audio-lingual, on the other hand, urges medical students to learn by heart every medical term to avoid any error. Teaching is teacher centered. The course is directly followed by heavily drills to make students absorb what they have learnt. They have no say in the selection of teaching materials, texts or tasks. On the other hand, the student's role was restricted to the passive reception of linguistic and specialized knowledge and subsequent reproduction.

Hypothesis 3: *The best way to improve the situation of ESP among medical students' learners is by implementing Internet-Assisted Language learning in the ESP classroom.*

Students show more interest when they find the materials real, authentic and new. Nowadays internet can meet this need. Students, according to Crystal, David and Derek Davy (1969), show more interest when they find the materials real, authentic and new. Learner, according to (Heaton, 1975) learn *more and at a faster rate when they are stimulated enough*. When students find the language and subjects instructed in class the same as those presented in TV or other media, they are encouraged to participate in class activities. English medical articles chosen from internet and controlled by teachers can replace costly books containing last decades' articles and materials. Therefore, regarding the cost effectiveness, learner motivation and output of teaching ESP based on articles presented in internet, this method can facilitate ESP teaching and learning where inefficiency of ESP books is most pronounced.

1. 3.4. Research Objectives

The broad aim of this research is to investigate the extent to which the internet can contribute to medical students' English language development. A particular goal is to explore Internet use in EMP teaching classes. Specifically, the study aims to investigate how medical students' current English language learning can be enhanced by using the internet and how the internet-based applications can further assist medical students' English language development as opposed to traditional textbook- based.

1. 3.5. Significance of the Study

This study might be one of a few studies to be implemented on using the internet in developing medical students' English language learning. The researcher hopes that this study will add to the findings of others concerning the possibilities of using the internet in ESP teaching and learning.

1. 4. Research Methodology

The major part of the fieldwork was conducted over two academic semesters 2012-2013. The collection of data was most difficult because of the extensivity of the data. At times, it resulted in the non-availability or the unwillingness of the respondents. Since the objective of this

research was to ascertain the aid and advantages of the internet resources in teaching EMP, therefore the focus has been on the students' and teachers' responses towards the issue. This is perhaps not surprising given that teachers and students reaction is often the most simple to access for research purposes. Research with students and teachers have generally shown high response rates of around 80%. The researcher tried his best to create a friendly air. Some respondents extended incomplete information about various variables. Some were very discouraging while a majority appreciated and extended their every possible help. It was therefore quite an educating life-long experience.

In this section we try to outline the way in which this research project was undertaken and, among other things, identify the tools that were used in it. Much attention is given to the nature and kinds of processes that were followed up in order to attain the research objectives.

1. 4.1. Study design

This is quasi-experiment study used to estimate the impact of the Internet-Assisted Language learning medical students' English language learning development. This quasi-experimental study designs typically allowed the researcher to control the assignment to the treatment condition. It had been created to seek answers to research questions. It aimed to provide data on the entire population under study – second year students of medicine. Such a case study, thus, was an instance of a class that provided an analytical frame within which the study was conducted. It involved the three basic components of experiments as presented by Selinger and Shohamy (1998), that is, the *population* (second year students (2012-2013) at the college of medicine, University of Jazan (UJ)), *the treatment* (the authentic materials use) and *the measurement of the treatment* (t- test). Under the present teaching and learning conditions in the college of medicine such as the grouping of students in advance, this method has proved to be the best choice to yield the empirical results for this study. Data collection occurred, as put by the words of J. Creswell (2009), over a "*sustained period of time*". The period of the study was limited to two academic semesters. That is, this research had been undertaken during the academic year 2012-2013. It is based on mixed methods research: qualitative and quantitative.

Qualitative research methods, in the conventional view, aim at producing information only on the particular cases studied, and any more general conclusions were only hypotheses.

Qualitative methods were used in this research in order to verify which of such hypotheses are true. The most common method, according to Savin-Baden, M. & Major, C. (2013), “*is the qualitative research interview, but forms of the data collected can also include group discussions, observation and reflection field notes, various texts, pictures, and other materials*”.

Survey items were, therefore, piloted on study participants to test the reliability and validity of the items. The most common analysis of qualitative data was the observer’s impression. That is, the classroom teacher- observer- examined the data, interpreted it via forming an impression, and reported his impression in a structured and sometimes quantitative form.

Quantitative research, on the other hand, was used to seek empirical support for this research. The process of measurement was central to quantitative research because it provided the fundamental connection between empirical observation and mathematical expression of quantitative relationships. Simply put, this means that the researcher collected a sample of numerical data from observable phenomena or from study participants to answer the question.

Broadly speaking, although a distinction is commonly drawn between qualitative and quantitative aspects of scientific investigation, it has been argued that the two go hand in hand. The present study is based on the findings of both quantitative and qualitative research methods. Conducting mixed methods research involves collecting, analyzing, and interpreting quantitative and qualitative data in a single study that investigate the same underlying phenomenon. As noted by Johnson and Onwuegbuzie (2004, p. 17), “*its logic of inquiry includes the use of induction (or discovery of patterns), deduction (testing of theories and hypotheses), and abduction (uncovering and relying on the best of a set of explanations for understanding one’s results).*”

1. 4.2. Main population: Experimental subjects

The population is defined in keeping with the objectives of the study. It is incumbent on the researcher to clearly define the target population. The researcher included the entire population in the study. The main participants of this research were 89 second year male students attending the EMP course during the academic year 2012-2013. These participants are the

experimental subjects of the present research, who were the target of observation by the researcher, namely the classroom teacher.

1. 4.3. Characteristics, problems, and benefits of selected research tools

Research methodology is generally thought of as qualitative including some considerable tools. As with any research methodology, there are strengths and weaknesses contained in each of these tools, and these will be considered in this section.

This research, thus, draws its data from different sources such as: classroom observations, personal interviews, questionnaires, and classroom assessments. The choice of research tools is strongly influenced by the research questions and the research methodology/theoretical base. In this research the researcher wanted to explore the effects of Internet-Assisted Language Learning Method (IALL) on students' performance in speaking and reading. This immediately ruled out a range of potential research tools. To do this the classroom teacher (the researcher) needed to gather descriptions of their learning experiences in formal and non-formal settings.

1. Observation

Observation as a method of data collection for research purposes is a fundamental way of picking up detailed information about second year students' English language learning. In the contexts observed, unstructured observation, mainly participant observation, was more likely to be carried from an 'interpretive' or 'critical' perspective in order to clearly define the participants' actions. It is more than just looking or listening to the participants. It is, according to (Stenhouse, 1975), "*systematic enquiry made public*". All what was seen and heard was carefully recorded in some way to allow the information to be analysed and interpreted.

The use of classroom observation checklist in observing second year students' English language learning could facilitate observations and make analysis more reliable or in some cases possible. The reliability of observation, as a matter of fact, depends largely on the observer and the circumstances, so it is best for counting, but less good for data which require some judgment. This is particularly true when there is personal involvement.

2. Personal interviews.

Personal interviews were the most reliable way of getting accurate information from teachers of medicine. Interviews were more likely to produce the in-depth, detailed descriptions that this form of research requires. Patton discusses the differences between the data generated by a questionnaire and that produced in interviews in one particular project:

The questionnaire results (77% satisfied) provided data on statistically generalizable patterns, but the standardized questions only tap the surface of what it means for the program to have had “great perceived impact”. The much smaller sample of open-ended interviews add depth, detail, and meaning at a very personal level of experience (Patton, 1990, p.18).

This personal level of experience was exactly the data this research needed to generate. Interviews were more appropriate than observation. I could not observe participants' perceptions from their behaviour. I needed to try to find what was in and on their minds. Merriam summarizes the value of interviews in this way:

... interviewing is a major source of qualitative data needed for understanding the phenomenon under study ... For the interview is the best way – and perhaps the only way – to find out “what is in and on someone else’s mind” (Patton, 1980, p.196). (Merriam, 1988, p.86).

Interviews are classified in various ways. Fontana and Frey (1994), for example, describe three (structured, group and unstructured) as does Patton (1990) (the informal, conversational interview; the general interview guide approach and the standardized open-ended interview). Carspecken (1996, p.155) maintains that “the ideal qualitative interview will be semi-structured”. The approach I used fits Fontana and Frey’s, description of a *structured interview*. I selected this approach because it is the most practical form, which makes it possible for the interviewees to answer a series of pre-determined questions. I did have a list of specific questions for participants to answer. The advantages of structured interviews are that the same questions are used with different participants. The interview is, therefore, more systematic and later data organization and analysis can be easy to collect. Certainly analysis would have not been easier if I had used unstructured interviews but they would have permitted the same degree of discussion of individuals’ perspectives. Structured interviews served my purposes best. I chose to do it separately. I thought that starting the interview with all teachers on the same day might adversely affect the atmosphere and rapport I wanted to establish.

3. Questionnaires

Sending a printed questionnaire through the post to some ESP teachers and to some students has the advantage of being very cheap and easy to organize, so that very large samples can be used. Using such a tool had the added advantage that they recorded the information themselves in a 'concrete' form that I could file and refer back to readily. I thought to invite comments from participants (students and ESP teachers) who were not able to attend the interviews. Questionnaires are very cost effective when compared to face-to-face interviews. This is especially true for studies involving large sample sizes and large geographic areas. Written questionnaires become even more cost effective as the number of research questions increases. They are easy to analyze. They reduce bias. There is uniform question presentation and no middleman bias. The researcher's own opinions will not influence the respondent to answer questions in a certain manner. In addition, Anonymous questionnaires that contain no identifying information are more likely to produce honest responses than those identifying the respondent. Each statement in the questionnaire was looked at carefully so that all respondents would be able answer it. Much care had been undertaken to avoid leading the respondent into giving the response that the researcher would like to receive.

4. Classroom assessments.

Classroom observations, interviews, and questionnaires are certainly efficient tools used in this research. I did also focus on my second year students' results of the assigned tests results which may be the reason which impelled me to conduct this research. From the perspective of Dudley-Evans and St. John (1998): "*Assessment does not stand alone, but occupies a prominent place in the ESP process, giving an ESP teacher a wealth of information on the effectiveness and quality of learning and teaching*".

The assessment interacts with needs analysis, and is dependent on course (and syllabus) design. Specific purpose testing was primarily concerned with facilitating learners to perform particular communicative tasks, providing feedback on learning, confirming what students had mastered and highlighting those skills needing further attention, encouraging learning, and monitoring progress. Classroom assessments link student performance to specific learning

outcomes. They provided the researcher- classroom teacher feedback of how successfully students are meeting these outcomes. Traditional grading, which offers one “score” to represent the sum total of students’ performance across a whole host of outcomes, does not provide the sort of detailed and specific information necessary for linking student performance to improvement. Because grades do not tell you about student’s performance on individual (or specific) learning goals or outcomes, they provide little information on the overall success of your course in helping students attain the specific and distinct learning objectives of interest. When assessing learning, the classroom teacher identifies specific goals and objectives for his course, systematically gauges the extent to which these anticipated outcomes actually occur, and determines to what degree learning takes place.

The primary goal of the different tests used mainly mid-year and final exams-written and oral, in this research was to obtain information about the learner's specific purpose language ability in the first and the second semester. This information is often very useful and at times even necessary. In the first semester the mid-year exam was linked to what was taught from the course textbooks. The final written exam, on the other hand, dealt with what students had learned from the internet resources.

1. 4.4. Validity of research tools

The four types of research tools used in this study measured the extent to which the results accurately reflect the reality of the respondents’ views and perceptions. That is to say, such tools were adopted in order to test the effectiveness of the research hypothesis of the overall study design. As a matter of fact, the most common validity that reflects such a purpose is internal validity. This latter according to (Carter and Porter 2000) “*relates to the extent to which the design of a research study is a good test of the hypothesis or is appropriate for the research question*”

Furthermore, inaccuracies in a survey of this kind can occur because respondents may have forgotten some details of their experience, they may not have understood some of the questions, or some may have deliberately given false or misleading information. There is often in particular, a readiness to distrust respondents’ opinions.

To ensure the validity of the information that the researcher gathered, a number of steps were taken. The questionnaire was pre-tested and piloted to ensure that the language was both appropriate and easy to understand. Respondents were also offered the option of being questioned in their native language, which almost all of the respondents availed. In addition, it was made clear to the respondents that their responses/answers shall be treated in strict confidentiality and shall have no legal or otherwise bearing over them. We will never know however, whether participants gave us their honest opinions, but this is probably as true in a survey of the general public as it is in a survey of the sample population selected.

As part of the preparation for the interviews, the classroom teacher was able to gain permission to attend a regular class for up to fifty minutes. This observation provided a rich and grounded context for questioning the teachers about their opinions on their students' communicative competence. The interview protocol was designed mindful of the fact that it is unlikely that all teachers would volunteer for a study which flagged its intentions as investigating the students' problem of using English with their teachers in classrooms. To this end, a range of questions were employed which were aimed at eliciting teachers' beliefs via accounts of actual and previous classroom observations. So questions in different ways were formed and asked to collect the exact data.

Furthermore, a well-developed and -implemented teacher observation instrument provided teachers with meaningful data to improve and strengthen students' learning outcomes. The selection of an observation instrument and its implementation procedures helped to ensure that the inferences the classroom teacher makes about the quality of his teaching's practice are reliable and valid. It is worth noting that teacher classroom observation was followed by other measurement tools such interviews, questionnaires and regular classroom assessments. The quality of each of these sets of data influences the validity of teachers' overall effectiveness evaluation. A measure of students classroom's English language learning would have reasonable support for content-based validity if it included dimensions of other followed up practice that are theoretically and empirically reflective of teaching practice in the classroom.

1. 4.5. The research process

This research involves a systematic process that focuses on being objective and gathering a multitude of information for analysis so that the researcher can come to a conclusion. This process focuses on collecting data from four selected sources: participants (students and teachers), interviews, questionnaires and formal classroom assessments.

A/ Accessing and Selecting the Participants

One of the first issues that surfaced when I set out to contact people who were supposed to participate in this research was the college privacy and its implications in relation to me having access to their names and contact information. While I did have access as a staff member in the Educational Development Department, I realized that I might not have legal access as a researcher. Early in November 2012 I sent a letter to the dean asking for his permission to contact some former students and some other teachers. Following his consent only 20 former students agreed to be contacted. I gave them my e-mail in the hope they would contact me as soon as they were ready. After a week, I received only 10 emails from former EMP students of medicine showing their willingness to participate in my research.

As I had anticipated seeking help of some teachers of medicine for interviews, I did sent them e-mails asking them permission for a meeting. I did not want to call them by phone even if I had their phone numbers. Only ten of them responded and asked me to fix a date for the meeting. The others apologized by phone for not being able for any meeting.

The process of this research was restricted to one area-the college of medicine and Applied Medical Sciences- where eight ESP teachers (male and female) and ten other teachers from the medical college responded positively to my request. I thought that these participants with their different background and specialties could give this research a more valid and available data.

B/ The Interviews

The interviews were conducted with teachers of medicine over a period of one week (from January 3rd to January 10th, 2013). Each person was contacted individually and a convenient time and place arranged.

The interviews took place in the medical teachers' offices. I had planned to conduct structured interviews that would allow us to engage in a question and answer session. It would also enable participants to describe their experiences and give me the opportunity to follow up specific comments they made. I tried to focus more on participants telling stories of their observations and assessment of students learning achievements. I used a notebook instead of a type recorder because they refused to be recorded. Interviews typically took almost thirty minutes with each teacher. Each teacher fixed a date and a time for the interview. I had to submit to their desire because they were not always present in the college. Some of them spent more time in the hospital than in the college.

C/ Questionnaires

Once I had completed my interviews with the teachers of medicine, I thought of using questionnaires as supplementary tools for my research. I developed different questionnaires for different participants. Each questionnaire was based on a specific objective. I did also manage to make an agenda for all the participants (Table 1.3)

Participants	College	Purpose of questionnaire	Date of delivery
Experimental subjects (Second year students of medicine)	College of medicine	Analyzing students' needs	December 2nd, 2012
Former students of EMP	College of medicine	EMP course evaluation	December 19th, 2012
Experimental subjects (Second year students of medicine)	College of medicine	Evaluating the authenticity of the internet resources	May 20th, 2013
ESP teachers	College of Applied medical sciences	Evaluating the authenticity of the internet resources	June 10th, 2013

Table 1.3- Questionnaires agenda

D/ Assessments

Testing English for medical purposes needs a summative assessment (assessment for learning). In an educational setting, summative assessments are typically used to assign students a course grade. Summative assessments are evaluative. Different achievement tests were assigned during the first and the second semester. The most common type of achievement tests used in this research are standardized tests developed to measure second year students' skills and knowledge usually through planned instruction and classroom instruction. Achievement test

scores of these exams determined what level of instruction for which a student is prepared. High achievement scores usually indicate a mastery of grade-level material, and the readiness for advanced instruction. Low achievement scores can indicate the need for remediation or repeating a course grade.

Under no child left behind, two EMP achievement tests (see table 5) were used in this study. Such tests were of great importance for two reasons:

- a) They gave second year students of medicine a sense of accomplishment and a feeling that the teacher's evaluation matches what skills and knowledge have been covered.
- b) They are very important tools for the classroom teacher who wanted to know where his students were academically in order to bring those students to where they need to be.

Such tests yield an observed judgment of the students' mastery of the materials assigned-EMP textbooks in teaching. They were used to determine the proficiency level of students, and to provide feedback to students.

For the sake of the present research, the researcher as the classroom teacher used the standardized tests for the purpose to achieve two interrelated assessment: '*assessment of learning (summative) and assessment for learning*'. As far as *assessment of learning* is concerned, the classroom teacher made use of the students' exam results in order to show how they were performing. In *assessment for learning* the assessment was used to modify the learning. The students' exam outcomes in both semesters were used to gauge the extent of the learning that was taking place. In such a situation if the teacher used the results of assessment to modify his teaching, then the teacher was using *Course Based Assessment (CBA)* as *assessment for learning*. The main objective of *Course Based Assessment* is to facilitate the teacher's modification of teaching immediately and to enhance the learning process and act as a learning device. Put in the words of Dudley-Evans and St. John (1998: 212) an ESP test is "*an aid to learning*".

The tests that were used as an *assessment of learning* are also referred to as *formative assessment*. *Formative assessment*, according to Black and Wiliam (1998b) is:

“those activities undertaken by teachers - and by their students in assessing themselves – that provide information to be used as feedback to modify teaching and learning activities... [and] used to adapt the teaching to meet student needs”.

Some researchers use the term “*formative assessment*” and some use the term *Assessment for Learning*. Both terms comprise both the teacher’s modifications of his teaching and the feedback given to the students.

In this study the researcher used ‘formative assessment’ for several purposes:

1. to provide feedback for teachers to modify subsequent learning activities and experiences;
2. to identify and remediate group or individual deficiencies;
3. to move focus away from achieving grades and onto learning processes, in order to increase self efficacy and reduce the negative impact of extrinsic motivations;
4. to improve students' metacognitive awareness of how they learn.
5. frequent, ongoing assessment allows both for fine-tuning of instruction and student focus on progress.

Feedback was the central function of *formative assessment*. It typically involved a focus on the detailed content of what was being learnt, rather than simply a test score or other measurement of how far a student was falling short of the expected standard.

Nicol, D and Macfarlane-Dick (2006), synthesizing from the literature, list seven principles of good feedback practice:

1. It clarifies what good performance is (goals, criteria, expected standards);
2. It facilitates the development of self-assessment in learning;
3. It provides high quality information to students about their learning;
4. It encourages teacher and peer dialogue around learning;
5. It encourages positive motivational beliefs and self-esteem;
6. It provides opportunities to close the gap between current and desired performance;
7. It provides information to teachers that can be used to help shape teaching.

The strongest evidence of improved learning gains, according to Dylan (2006) comes from short-cycle (over seconds or minutes within a single lesson) *formative assessment* and

medium to long-term assessment where assessment was used to change the teacher's regular classroom practice.

1. 5. Study data

This research was carried out to study different types of participants and different data resources. The study focuses on former EMP students, teachers of medicine and ESP teachers. The data was collected during the first and the second semester of the academic year 2012-2013.

1. 5.1. Research participants

Data of different types are collected in different ways from different sources and different periods (first and second semester). When collecting data it is important to identify the proper population which could supply the data. In addition to the main population who were used as the experimental subjects of the study, different participants from different colleges contributed greatly to the evolution of this research.

The contribution of second year students (2012-2013) was not enough. There was a need to get more available data from other people from the college of medicine and the college of medical applied sciences. The development of this research work, thus, is based on the contribution of the following participants:

1. Former EMP students: These students had been taught the same assigned course textbooks during the academic year 2011-2012.

2. Teachers of medicine: Along with the former EMP students ten teachers of medicine were selected from departments in the college of medicine. These teachers, who were teaching these students, have greatly participated in assessing second year of students. Their experience of teaching medicine ranged from one year to twenty five years or above. Moreover, this diverse stratum of teachers came from different countries.

3. ESP teachers of medicine: There are five male teachers from the male section and three female teachers from the female section. These eight teachers had excellent competence in teaching ESP courses. We shared the same teaching textbooks. Their contribution was limited to both, the evaluation of most of the assigned ESP textbooks and the evaluation of the importance of the internet use in ESP classes. Only one of these teachers was an Arab. The other teachers were from different non- Arab countries. They had a great impact on this research.

1. 5.2. Data collection tools

In any research project a description of the instruments used is important as it enables readers to make judgments for themselves about how the research has been undertaken and how credible it is as a result. The data was collected during the first and the second semester of the academic year 2012-2013. (Table 1.4)

Academic year 2012-2013	Tools	Purpose	Participants
Semester I	Classroom observation	Assessing students' attitudes and behaviours during the formal class sessions.	Second year students of medicine
	Questionnaire A	Evaluating ESP textbooks	ESP teachers
	Questionnaire B	Assessing students' needs	Second year students of medicine
	Questionnaire C	EMP Course evaluation	Former students
	Mid-term exam	Identifying students' English language learning abilities	Second year students of medicine
	Interview	Identifying students' English language learning problems	Teachers of medicine
Semester II	Classroom observation during the experiment	Evaluating the effectiveness of the Internet-Assisted Language Learning (IALL) in ESP classroom	Second year students of medicine
	Final oral exam		Second year students of medicine
	Questionnaire		Second year students of medicine
	Final written exam		Second year students of medicine
	Questionnaire		ESP teachers
	Questionnaire		Second year medical teachers

Table 1.4- Summary of data collection tools

The first semester was carried out through the use of the course textbooks. Almost 50% of the course had been completed. All the data collected in this semester was based on what had been taught and learnt from the assigned textbooks. The data, thus, had been collected from four different methods:

1. Classroom observation
2. Questionnaires
3. Mid-year exam
4. Interviews

The main objective of using these instruments was assessing second year students' needs. There were two goals for conducting needs assessment:

1. The first goal was to learn what second year students already know and think, so that we could determine what educational products and services were needed.
2. The second goal was to understand what we could do to make our educational products more accessible, acceptable, and useful to my students.

In such a situation, a needs assessment provided the following:

- a- Knowledge about educational approaches that may be most effective;
- b- Awareness of existing learning materials and methods that were available to enable efficient ESP learning.

A needs assessment was conducted so that second year students of medicine could verify their own level of knowledge and skills, their interests and opinions, or their learning habits and preferences. Collecting and analyzing needs assessment allowed the researcher to describe "the gap" that existed and what was needed.

The data tools used in the first semester were set in order to bring to light answers to two different research questions:

- a) *Why do second year students of medicine achieve no improvement in English language proficiency?*
- b) *Do the textbooks and teaching materials meet the students' needs?*

The answers to these questions would confirm or disconfirm the validity of the hypotheses put forward:

- a- Medical textbooks are mostly based on traditional methods of teaching.
- b- The selection of appropriate EMP textbooks and materials do not meet medical students' needs

The second semester, on the other hand, was devoted completely to the use of the Internet-Assisted Language Learning in ESP classes. In this semester the application of the researcher's experiment was based on the following research instruments:

1. Classroom observation during the experiment sessions
1. Final exams' outcomes (written and oral)
2. Questionnaires

The use of these instruments could help to bring to light an answer to the research question: *How can we achieve an effective learning/teaching EMP?*

The answer to this question could confirm or disconfirm the hypothesis set forward: *The best way to improve the situation of ESP among medical students' learners is by implementing Internet-Assisted Language learning in the ESP classroom.*

A/ First semester-2012-2013- study tools

In the first semester the teaching classes were conducted by using the assigned textbooks. The normal teaching load was three hours a week. The classes were timetabled on Sunday and Monday (two hours on Sunday from 08:00 to 10:00 and one hour on Monday from 10:00 to 11:00). This was the usual timetabled that had been used since 2006. The following data tools had been collected in four months (from November 2012 to January 2013). (Table1.5)

Academic year 2012-2013	First semester		
Learning/teaching materials	EMP course textbooks		
Date and time	Sunday: 08:00- 10:00		Monday: 10:00-11:00
Data tools	Purpose	Participants	Date due
Classroom observation	Assessing students' attitudes and behaviours during the formal class sessions.	Second year students of medicine	November 8 th , 2012 to January 2 nd , 2013
Questionnaire A	Evaluating ESP textbooks	ESP teachers	November 29 th , 2012
Questionnaire B	Assessing students' needs	Second year students of medicine	December 19 th , 2012
Questionnaire C	EMP Course evaluation	Former students	December 19 th , 2012
Mid-Year exam	Identifying students' English language learning abilities	Second year students of medicine	January 2 nd , 2013

Interview	Identifying students' English language learning problems	Teachers of medicine	From January 3 rd to January 10 th , 2013
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Table 1.5- First semester data tools

1. Classroom observation

The class observed is a group of eighty nine second year students of medicine. The students were aged from 19 to 20 years old. The observation was held twice a week by the researcher- the classroom teacher. It was carried out for almost eight weeks (November 8th, 2012 to January 2nd, 2013)

The seating arrangement is the traditional one. There are 10 rows of students facing the white board in full air-conditioned room equipped with LCD projector. In each row there are nine lines of a single student. The goal of this observation was to determine students' attitudes and behaviours during the classroom sessions.

The teacher relied so much on the use of teacher-student interaction in which the teacher mostly asked some questions to the whole class and students were told to raise their hands and wait for the teacher to let them speak. At the end of each class the classroom teacher made notes on the observation checklist (Appendix D) as a classroom report.

The observation checklist includes ten statements and four Likert items (never, rarely, most of the time and always). The focus was on students' attitudes and behaviours during the formal class sessions.

2. Questionnaire A: Evaluating ESP textbooks

It was asserted that any textbook should be used judiciously, since it cannot cater equally to the requirements of every classroom setting. "*Evaluation, according to Hutchinson and Waters (1987) is a straightforward, analytical matching process*". As teachers, many of us have had the responsibility of evaluating textbooks. Often, we have not been confident about what to base our judgments on, how to qualify our decisions, and how to report the results of our assessment.

The study, thus, selected seven different types of textbook series for review. These textbooks were "best sellers". They were representative of the textbooks that most ESP teachers were likely to be using in their classrooms or considering for adoption. So, in order to evaluate

the merits or demerits of such ESP textbooks a questionnaire (Appendix E) was developed as a textbook evaluation instrument. Nine ESP teachers, including the course teacher, participated in such project. The questionnaire was sent by e-mail to eight ESP teachers, working at the College applied medical sciences, who used to teach EMP textbooks to students of Radiology, physiotherapy, clinical nutrition and medical laboratory. All eight teachers (male and female) from the different departments agreed to send back their feedback on time. They received emails consisting of an attached questionnaire to be completed and sent back before November 29th, 2012.

The questionnaire was developed to evaluate the selected textbooks regardless of how they were used in the classroom during the past eight years (from 2006 till 2013). This activity aimed to determine the extent to which our English program supports our learners in task-based and goal directed learning environment. Specifically, ESP teachers needed to assess their learning materials to determine their effectiveness. They needed to determine the extent to which these materials focused on and were aligned with a coherent set of significant, age-appropriate student learning goals that the teachers or colleges had identified as integral to the understanding of and progress in a particular academic subject. They must also assess how well a textbook's instructional design effectively supports the attainment of those specified learning goals. The only way to gain this information was through careful evaluations of textbooks and other curriculum materials. Such an evaluation recommended that "students and teachers should have instructional materials -- whether textbooks or other classroom materials--that directly help students English language learning. It should be based to achieve three basic propositions. First, good textbooks can play a central role in improving education for all students. Second, the quality of the textbooks should be judged mainly on their likely effectiveness in helping students to achieve important English learning goals for which there is a broad national consensus. And, third, as mentioned previously, a thorough examination of a material's treatment of a few carefully selected learning goals would be more revealing than a superficial look at the content alignment to many learning goals.

The questionnaire is composed of thirty close-ended questions (Appendix E). The legend consists of three sections: degree, description, and symbol. The last section of the questionnaire

includes open-ended questions. ESP teachers were asked to answer three questions and their suggestions in order to justify their answers. They were also asked to write down all the books that they had been using during the past eight years.

3. Questionnaire B: Assessing students' needs

The main aim of this questionnaire was to assess students' needs (Appendix F). The questionnaire was a mixture of closed-ended questions and open-ended questions. There two open-ended questions (questions 3 and 4) and eighteen closed-ended questions. The questions are easy to understand. They could be answered in half an hour. There is specific rule for the questions organization. The questions were set just for the purpose to understand what students really need. The questionnaire was distributed to second year students in the classroom on the 19th of December 2012, at 10 o'clock a.m. They were given one week to submit their feedback. It was assumed that one week was enough for the students to fully complete the questionnaire and submit it to the course teacher. However, the question of time was no longer taken into account. Most of the students took more than two weeks to submit the questionnaires.

4. Questionnaire C: EMP Course evaluation

Moore and Kuol (2005) have found that "*student evaluation system help to encounter some issues of teaching behaviour and effectiveness*". They also assert that evaluation data can effectively be used for the purpose of improving teaching and thereby student learning. Evaluation, according to (Dudley-Evans & St John, 1998) *reveals how well the ESP course works with emphasis not only on successful factors but also on modifying less successful aspects*. In the same vein, Robinson (1991) points out that observing past students who are working may be an effective means in seeing to what extent the ESP course has fully prepared them for workplace needs. Furthermore, Hutchinson & Waters (1987) propose two prominent ESP levels of evaluation: learner assessment and course evaluation. These two forms of evaluation, they maintain, are not always distinct. In other words, evaluation of the learners reflects not only the learners' performance but also to some extent the effectiveness or otherwise of the course. Furthermore, Alderson & Waters (as cited in Hutchinson & Waters, 1987) proposed four main aspects of ESP course evaluation to be considered: a) What should be evaluated? b) How can

ESP courses be evaluated? c) Who should be involved in the evaluation? d) When (and how often) should evaluation take place?

This questionnaire was designed to ten former students of EMP for the purpose to evaluate the EMP course (Appendix G). Course evaluation can be done by means of tests, student feedback, teacher self-reports and documents. In this research, we focused mainly on questionnaire. The use of questionnaires were one of the most common research methods because they can produce a large amount of information about many different issues such as communication difficulties, preferred learning styles, preferred classroom activities, attitudes and beliefs. In this particular research context, a questionnaire was initially used to elicit information about past learners' attitudes towards this course, and what they wanted to learn in this EMP course. The content of the questionnaire was crucial for the course designer because it had direct influence on whether the real needs could be identified.

The course teacher got permission from the college to ask some former students of EMP to evaluate the course. The target students had already completed their second year. The choice of the target students for the course evaluation was done according to the different textbooks they used to learn. Ten former students were assumed to evaluate the course according to their prior knowledge of its content.

The questionnaire was sent to the students by e-mail on December 19th, 2012. It includes 10 objective multiple choice questions.

5. Mid-year exam

According to Brown (1995), *tests are a good source of information in terms of identifying the general ability levels of students*. The use of the mid-year exam's results could be of great benefits for the assessment of second year students' needs. The exam was set on January 2nd, 2013. The date of the exam was timetabled by the university. This exam was set after about two-thirds of a subject's course had been completed. This exam would cover half of the textbook. That is to say from unit 1 to unit 30. The total mark is 20.

It is composed of four questions. (Appendix H). The first two questions are multiple choice questions. All the questions are objective. There is no need for subjective assessment. The answer is either correct or wrong. The structure of the questions reflects the structure of each unit in the course textbook. Students had to pay attention to spelling mistakes.

6. Interviews

Various objectives of a needs assessment are based on two things: who is asking the questions (what the researcher's mission and responsibility) and who is the target audience? The objectives will dictate how the needs assessment is to be designed and conducted. Objectives of a needs assessment for a target population, then, are not limited to information about their existing knowledge and skills (as with students of medicine). Objectives may also require an investigation into the audience's perceived solutions, as well as their priorities and their preferences (as with teachers of medicine). For such a purpose ten teachers of medicine were selected. The interviews lasted one week. (Table 1.6)

Interviewees	Date	Time
Teacher of Musculoskeletal system (SYS221)	January 3rd, 2013	10:00 to 11:00
Teacher of Introductory Pathology (INT214)	January 3rd, 2013	12:00 to 13:00
Teacher of Introductory Microbiology (INT213)	January 4th, 2013	9:00 to 10:00
Teacher of Introductory Gene Expression (INT218)	January 4th, 2013	12:00 to 13:00
Teacher of Introductory Pharmacology (INT216)	January 5th, 2013	9:00 to 10:00
Teacher of Introductory Biochemistry (INT215)	January 5th, 2013	12:00 to 13:00
Teacher Health and Disease (INT211)	January 6th, 2013	11:00 to 12:00
Teacher of Early Clinical Experience (INT212)	January 7th, 2013	11:00 to 12:00
Teacher of Behavioural Science (INT217)	January 9th, 2013	9:00 to 10:00
Teacher of Embryology (INT219)	January 10th, 2013	11:00 to 12:00

Table 1.6- Interview agenda

It was clear that there was a problem regarding learning English. Students' needs should be deeply understood from different perspectives. The last step was to meet some teachers of medicine in order to get a clear picture of my students' real English background. I did conduct a face to face interview with them. It is a structured interview. It involved ten interviewees in

different date and time. The interview questions have been selected according to students' needs. The interview involves seven carefully planned questions (Appendix I). Each question is clearly set up. The answer to each question would take approximately five minutes.

B/ Second semester-2012-2013- study tools

As it is mentioned before, the second semester was devoted only to the Internet-Assisted Language Learning classes. The traditional course textbooks classes were substituted by the use of internet materials. This semester was the most important step in this research. The current study, thus, aimed at assessing second year students' English language learning according to two approaches: a) traditional textbook-based and b) internet-based resources.

The data collected following the experiment represent the core aim of the present study. The data tools were collected in six months (from January 18th, 2013 to June 12th, 2013). (Table 1.7)

Academic year 2012-2013	Second semester	
Learning/teaching materials	Internet-Assisted Language Learning	
Date and time	Sunday: 08:00- 10:00	Monday: A 45: 10:00-11:00 B 44: 11:00-12:00
Data tools	Participants	Date due
Classroom observation	Second year students of medicine	From January 18 th , 2013 to April 17 th , 2013
Final oral exam	Second year students of medicine	From April 24 th 2013 to May 20 th , 2013
Questionnaire	Second year students of medicine	May 20 th , 2013
Final written exam	Second year students of medicine	May 24 th , 2013
Questionnaire	ESP teachers	June 10 th , 2013
Questionnaire	Medical Teachers' perceptions	June 12 th , 2013

Table 1.7- Second semester data tools

1. The Internet-Assisted Language Learning (IALL)

Twelve years ago, the course English for Medical Purposes at the college of Medicine was based on the textbooks. A priority was given to memorization of fragments of medical terms and phrases in certain specific context. The teaching process was mainly based on a number of

drills for automatisisation and translations. The ESP teacher had no say in the selection of teaching materials, texts, or tasks. On the other hand, the students' role was restricted to the passive reception of linguistic and specialized knowledge and subsequent reproduction. Students were supposed to read and memorize the medical terms on the given topic from the text to follow. The expectations of both students and teachers were a reflection of the traditional methodology and teaching/learning styles widespread throughout the country at that time.

The Internet is believed to give students access to vast amounts of authentic material on any topic. It also allows opportunities for authentic communication and publishing, which is rewarding, motivating and rather easy to arrange. Why not take advantage of this information technology, which can be a good means for encouraging and motivating students? The Internet helps an ESP classroom come *ALIVE* because of its *Authenticity, Literacy, Interaction, Vitality* and powerment (Alexander I. C. & Elena A. D. 2005).

EMP should not be taught in a vacuum, but rather should prepare students to develop their English learning. Unlike many other universities in Kingdom of Saudi Arabia, Jazan University and more precisely the college of medicine, acknowledges the importance of ESP teaching. In order to enhance students' knowledge and skills in English, the preferred option was to use the Internet, as it is the most efficient medium. The college, thus, equipped most of the classrooms with the internet services that permit extending the total amount of class hours for EMP teaching.

The classroom setting is a well endowed computer lab equipped with 45 computers connected to the internet. The college contains four labs allowing each student to use a computer. The college also provided internet access for students' use out of class at the library, and the Self Access- Language Learning Centre (SCLLC). Students appeared that they only use such locations when they have no other options. Their weekly timetable includes an Independent Learning (IL) class from 11:00 to 12:00. The classroom teacher made an arrangement with both the students and the administration in order to be in charge of the IL (Independent Learning) class. Each group of students would profit from a free hour on Sunday. The teaching timetabled

was changed accordingly. (Table 1.8). The teaching load was kept the same (three hours each week).

First semester's teaching timetable				
Sunday	Monday	Tuesday	Wednesday	Thursday
From 08:00 – 10:00 Lecture	From 10:00- 11:00 Lecture			
	IL (Independent Learning) from 11:00- 12:00			
Second semester's teaching timetable				
From 08:00 – 08:50 (Gr A 45) Lab session	From 10:00- 10:50 (Gr A& B) Lecture			
From 09:00 – 09:50 (Gr B 44) Lab session	From 11:00- 11:50 (Gr A& B) Lecture			

Table 1.8- Second semester's new teaching time table

Furthermore, because of the size of the class which contains 89 students, there was a need to divide the class into two groups (group A and group B). Group A contains forty five students (A 45) and group B contains forty four students (B 44).

2. The experiment

English for Medical Purposes (EMP) is considered as a trend of learning English as a second or foreign language with a strictly utilitarian aim. The major goal of this curriculum is that students will be able to understand language for medicine when spoken or written to them, and to produce language for medicine when addressing colleagues, superiors, patients and the public in general either orally or in writing to report or prompt actions abilities.

Testing student performance during the internet-based teaching process may have harmful or beneficial effects on teaching or learning. The ability to develop medical students' English language learning depends on the use of authentic resources. Teaching/learning English for medical purposes by using the traditional course textbooks increase the ability to develop students' medical knowledge rather than their English language learning. Second year Saudi students need English and not medical terminology, which they can learn from other medical classes. The main objective of learning EMP is not medicine in English but learning English

within a medical context. Students learn more and faster when they are equipped with more authentic resources. The only way to create an authentic input for learning English for medical purposes is by implementing the internet in ESP classes.

In order to verify, refute or establish the validity of the proposed research hypothesis an experiment was carried. This experiment aimed to answer a "what-if" question, without a specific expectation about what the experiment would reveal, or to confirm prior results. The results of the proposed experiment would either support or disprove the hypothesis.

The experiment started on January 18th, 2013, and ended on May 20th, 2013. The course duration was approximately ten weeks. It was conducted as follows:

- a- Students were divided into two groups: Gr A contains 45 students and Gr B contains 44.
- b- Internet lab sessions was scheduled on Sundays.
- c- Group A started at 08:00 et Group B started at 09:00
- d- The whole class met on Monday from 10:00 to 12:00

Activities during the Internet-Assisted Language Learning (IALL) course include:

- a- Watching videos for medical purposes
- b- Reading, discussing and summarizing the assigned medical articles

The first class was mainly an introduction to the use of the internet in learning EMP. The classroom teacher selected ten videos and ten articles with different topics (Appendix J) to be completed in ten weeks. The materials selected were controlled in order to ensure a high degree of comprehension. The topics chosen had been made as tangible as possible. The tasks based on them are designed to be within the students' abilities to carry out. This approach would encourage students to take part in the learning process with a growing sense of confidence and accomplishment. The learning procedure was divided into two activities: Video-based lessons (watching videos) and classroom reading (topic discussions)

Video-based lessons (Watching videos):

Training second year Saudi students of medicine in the essential skills required to communicate effectively in English is possibly the ultimate EMP challenge, and one which provides rewards that extend far beyond the classroom. However if there is one thing to be learnt from working with these students was that their learning must be relevant. The classroom teacher

was regarded to be giving over time to their (the students') specific agenda. One of the ways of ensuring good practice was to include videos as supplementary materials in learning EMP. Learners can experience examples of near authentic spoken English, demonstrating both the visual aspects and the auditory features (ellipsis, redundancy, and overlapping speech) of native speaker spoken communication that they may not otherwise be able to access. When using instructional videos students are assumed to retain more information, understand concepts more rapidly and are more enthusiastic about what they are learning. They can make new connections between curriculum topics, and discover links between these topics and the world outside the classroom. Video, as a matter of fact, is a catalyst for learning.

The visual content of the video clip, according to Ros Wright and Marie McCullagh (2008) “provides *the learner with the necessary environmental and physical clues to help them better understand language usage in a particular context*”.

Furthermore, the video gives learners the opportunity to observe a practicing clinician in real time. This kind of experience is very essential if the learner is to develop skills in interaction such as patient-doctor interviews, more so than reading the script, or even listening to the exchange. Printed material, according to Longergan (1983) *gives little information about how the language is spoken*. The visual content of the video clip, on the other hand, provides the learner with the necessary environmental and physical clues to help them better understand language usage in a particular context. It helps bridge the gap between classroom knowledge and the student's capacity to participate in the real world.

In this experience we have found that it was vitally important that EMP courses integrate the methodology from the learners' discipline. We started the first class on Sunday 18th, 2013. Group A started at 08 o'clock and group B started at 09 o'clock. The students, in each lab session, were given ten assigned topics with their websites to be used weekly in the lab sessions (Appendix J). In each session the students were asked to watch quietly the video for twenty minutes. At approximately 08:20 the classroom teacher switched off computers for subject discussions. The same strategy had been followed with group B.

The video watching activity consists of the following stages: pre-watching, while watching and post-watching.

A- pre-watching: This stage includes three activities

Activity 1

Before watching the video the teacher writes on the board the key words related to the video and the students should work with the partner predicting the content of the video based on the words presented. The teacher should provide the meaning of the words in case they are unknown for the students.

This activity enriches the creativity of the students establishing a link between the words presented and the content of the video. It also stimulates students towards the video they will watch.

Activity 2

The teacher writes the title of the video on the board and asks students to predict the content of the video based on the title. Students will debate with the partner their ideas and criteria about the relation between the title and the content. The main goal of this activity is to develop the skill of prediction on the students.

Activity 3

Some questions to discuss orally in order to prepare students towards an active and reflective observation of the video and to motivate them towards the topic they will deal with. In this activity students should discuss with the partner the question presented by the teacher without watching to the video. It is a warm up activity, which will contextualize students concerning the content they will acquire and will develop their creativity.

b- While watching: This stage is divided into some activities:

Activity 1:

Trough this activity the students should watch and listen to the video trying to find out the main idea covering the whole video. So, after listening they will discuss with the partner about the subject-matter.

The idea of this activity is to keep students motivated towards what they are going to hear so they focus all their attention on the listening activity rather than listening without a specific

purpose. To prepare students with respect to the information presented through the video. It is important that the information tribute to their interests and curiosity.

Activity 2:

The teacher will introduce the general topic of the video and let students generate all the vocabulary and other information they know about the topic. Writing the information on the board helps students to share the information they have created and offers them at the same time a great support before watching the video. It is a pair work activity.

The idea of this activity is to prepare students towards an active and reflective observation of the video. It allows students to feel motivated and interested towards the knowledge they will acquire.

c- Post-watching:

Activity 1:

Some written-exercise types on the specific subject were prepared in order to help the students grasp important information from the video. Furthermore, discussing the topic would help students to acquire the ability to process spoken language.

Activity 2:

After students having watched the video, the teacher asks them to create different questions related to the video.

The idea of this activity is to provide and improve the acquisition of the vocabulary related to the video and at the same time, to develop the communicative writing and speaking skills in the students.

Activity 3:

In this activity the students should create a different title of the video, taking into account its content. Students will work individually and after 5 minutes, they will read the new title aloud and provide reasons about their creativity.

The idea of this activity is to realize how much students have understood the content of the video and to develop their creativity and some skills like the writing and the speaking ones.

The first video-based lesson was conducted on Sunday, January 18th, 2013. The classroom session started with the first topic 'Five years in medical practice'. The lesson activities followed the format of pre-watching, while watching and post-watching (Appendix k)

Classroom sessions (Reading medical articles):

In non-English speaking countries such as Saudi Arabia all scientific literature is written in English. Students, having a lower command of the English language are at a clear disadvantage, irrespective of their level of intelligence. Such students score lower marks in courses where reading of the primary literature is necessary. In such a situation, students who are poor in English or lack appropriate reading comprehension skills are likely to have a bad initial experience that may undermine their interest in scientific research. Therefore, training students to constantly read medical articles help them acquire the background knowledge and skill to understand scientific texts at an appropriate level.

Reading medical articles is very important to second year students of medicine. These articles are authentic in three ways.

- 1. The reading material is authentic:* It is the kind of material that medical students will need and want to be able to read when using the language in other contexts outside the classroom.
- 2. The reading purpose is authentic:* Medical Students read for reasons that make sense and have relevance to them.
- 3. The reading approach is authentic:* Students read the text in a way that matches the reading purpose and the type of text that goes with their needs.

The classroom sessions were scheduled each Monday from 10:00 to 11:50. The students were divided into twenty groups (two groups of five and eighteen of four). In each group there was a group leader. For the purpose to create a class text bank all the students were encouraged to surf the net looking for articles on the assignment topics. The leaders of the groups were asked to submit copies of the articles to the classroom teacher the day of the classroom session.

Classroom reading was aimed at to make classroom reading more communicative. Talking about what students had read was a rich source of classroom possibilities. One of the things to bear in mind when lesson planning was that classroom reading was not the same as real reading. Classroom reading aimed at helping students develop the skills they needed to read more effectively in a variety of ways. To enable this we planned three pedagogical stages: 'pre-

reading', 'while-reading', and 'post-reading' stages. Ideally, each article used in each classroom session was pedagogically staged so that students approached it by moving from 'pre-reading', through 'while-reading', and into 'post-reading'. This sequence carefully moved the students from comprehension tasks to production tasks. In addition, these tasks were built upon each other in terms of increasing cognitive difficulty. The pedagogical stages of reading adopted during each class could be summarized as follows:

The pre-reading:

This stage was set in order to achieve a number of reasons, such as a) the assessment of the linguistic skills of the students to ensure they were able to read and comprehend the article about to be read; and b) to ensure each student had understood the reasons for which he was reading the article. By creating pre-reading activities, a student was provided with the opportunity to work within a group framework that provided opportunities to discuss and understand the articles with his peers. Pre-reading activities included the following tasks:

a- discussing the title of the article;

b- answering the assigned questions in order to increase students' understanding of the subject-matter;

c-and pre-teaching vocabulary used within the article that students would likely be unfamiliar with.

While reading stage:

The aims of this stage, according to (Celce-Murcia, 1991) “*are to help students to understand the specific content and to perceive the rhetorical structure of the text*”. With these tasks teachers take the learners through the reading and they interact in the text. In while-reading activities, students check their comprehension as they read. The purpose for reading determines the appropriate type and level of comprehension.

In this stage students were asked to:

a- read silently the article,

b- define medical terms related to the article

c- and use the comprehension questions as guides to the text, stopping to answer them as they read.

In doing so, students were encouraged to understand by themselves all the medical terms included in the article.

Post-reading stage:

Post-activities are tasks in which the students, after interacting with the reading, reflect, argue and give their points of view. These tasks were intended to verify and expand the knowledge acquired in the reading. These last tasks also lead the students

- a- to discuss,*
- b- analyze issues presented in the reading,*
- c- summarize,*
- d- review*
- e- and use a 'follow-up' speaking task related to the topic*

In each classroom reading second year students were given the website of the article to be read. The first classroom reading was scheduled on Monday, January 19th, 2013. The first topic was '*Caffeine Myths and Facts*'. The students were guided to some activities. The classroom teacher followed the format of pre-activity, while-activity and post activity in order to make the students have a better and real interaction with the reading (Appendix L).

3. Testing the hypothesis: Experiment tools

According to the Free Dictionary, *"the experiment is a test under controlled conditions that is made to demonstrate a known truth, examine the validity of a hypothesis, or determine the efficacy of something previously untried"*

In the simplest type of experiment, the classroom teacher tried to prove that the ability to develop medical students' English language learning depends on the use of authentic materials such the internet resources (videos and articles). Three different experiment tools had been used in order to test the hypothesis and to make sure that the experiment could give a good answer to the specific question: classroom observation, final exams (written and oral), and questionnaires.

4. Classroom observations

This was the first stage in understanding the problem we had outlined. Classroom observations were, thus, designed to help to express the problem in a single question "How *can we achieve an effective learning/teaching EMP?* and proposed an answer to the question based

on what we know: *the best way to improve the situation of ESP among medical students' learners is by implementing Internet-Assisted Language learning in the ESP classroom.* Using the Internet-based language learning in ESP classes was the experiment which was designed to find out if the predictions about the problem were right or wrong. Simply put, the purpose of such an experiment was to determine whether observations agree with or conflict with the predictions derived from the research hypothesis.

With controlled classroom observations, the classroom teacher spent approximately twelve weeks observing students' achievements during video-based and reading classes. The observation began on January 18th, 2013 and ended on April 17th, 2013. A classroom observation checklist (Appendix M) had been used for such a purpose. It was generally done in a classroom to ensure that the classroom teacher was using the proper teaching methods and that the students were learning in the best environment possible. It was meant to help the teacher improve on a variety of things his teaching techniques. The observation checklist includes questions relating to students' performances during both the video-based and the reading classes. It records information according to observable actions. The end of this observation would draw up conclusions based on the observed behaviour. It took the observer-the classroom teacher- ten weeks before he made any conclusions.

5. Final oral presentations

Oral presentations are a common feature of many courses at the college of medicine, Jazan University. They may take the form of a short or longer presentation at a tutorial or seminar, delivered either individually or as part of a group.

In an oral presentation one student gives a talk to a tutorial group and present views on a topic based on his readings or research. The rest of the group then joins in a discussion of the topic. Depending on the course, giving an oral presentation can involve:

- preparing and delivering a talk
- leading a group discussion
- preparing handouts and visual aids
- preparing relevant and thought-provoking questions
- submitting a written assignment based on the presentation topic

Oral presentation exam was usually scheduled late in the second semester. The Topics were selected by the classroom teacher. (Appendix N). Each student was given a different topic to talk about.

The oral presentation was the basis for a written assignment. There were specific requirements that students needed to meet and these were usually detailed in the course outline or study guide. Second year students, therefore, had to use the internet resources and look for all the information concerning the selected topics. All the assigned topics were used as the basis for the final written exam. Students were asked to listen clearly to each presentation and write down all the information about the subject matter. They were also asked to limit their presentations to 10 minutes. Furthermore, each student was asked to submit a CD including both an assigned written topic and a copy of the power point slides used in the presentation. The date of the presentation was scheduled by the classroom teacher on April 24th, 2013. The presentation lasted approximately four weeks , from April 24th to May 20th.

6. Questionnaire for Students

This questionnaire was distributed to second year students of medicine on May 20th, 2013. It consists of two pages covering four objective questions. The whole questionnaire, thus, is divided into two sections: 1) - ICT at home and other places and 2) - ICT for learning (Appendix O). The students were asked to submit their questionnaires the day of the final exam (May, 24th 2013).

7. Final written exam

The final written exam was timetabled by the university on May 24th, 2013. It is a general exam as opposed to practicals which were academically assigned by the College Examination Board. The final exam questions (Appendix P) consists of four parts. Each part is allotted 10 marks. The total mark of the whole exam is 40 marks. The difference between the usual final exam of the academic year 2011-2012 (Appendix Q) and the internet-based course exam (Appendix P) is that the former placed emphasis on the students' lexical competence. The internet-based exam, however, focused mainly on students' linguistic performance.

8. Questionnaire for ESP Teachers

This questionnaire was sent to eight ESP teachers working in the college of Applied medical Science on June 10th, 2013. It aimed at providing different views on the ESP teachers'

perceptions of Internet-Assisted Language Learning Method (IALL)-integration in their classes. The results obtained would be compared with the results obtained by students who attended the internet-based classes.

The questionnaire (Appendix R) consists of seventeen statements. All these statements were selected to prove or disapprove the advantages of Technology-Integration in English classes. So, in order to make the responses more reliable two options were adopted: Agree/Disagree.

9. Questionnaire for Medical Teachers

Medical teachers' perceptions on second year students' English language development are documents which present focused, salient content to a specific audience (second year students of medicine). They were used to display the result of the classroom teacher's investigation. Furthermore, these perceptions were aimed to give the classroom teacher the opportunity to identify and provide comments to students performing well and to students exhibiting early signs of academic distress. The information contained in such a questionnaire could be used to make very important decisions that affect students' learning performance.

On June 12th, 2013, the ten teachers of medicine, who were interviewed on January 3rd, 2013, were asked to give their feedback on their students' English learning performance. The questionnaire was sent back by e-mails to the classroom teacher on June 14th, 2014, two days before the summer vacation.

1. 6. Research Limitations and delimitations

No research is free of inherent flaws. This study, as a matter of fact, contains some restrictions that should be brought to light.

1.6.1. Limitations

No method is perfect. Each has limitations of which we need to be aware. The following points give the reader a clear picture of the limitations that cover the process of this research.

1. The study took place during a single semester lasting 10 weeks. The sample of the study was limited to 89 students during the second semester of the academic year 2013/2014.
2. Only male students were studied since the researcher is not allowed to access any female schools due to segregation, one-gender schools, of females and males in all educational settings

including universities. The segregation of genders is due to religious reasons of not mixing females and males if they are not married.

3. The study is limited to measuring the effect of using the Internet-Assisted Language learning on medical students' performance in speaking and reading.

4. In the case of interviews, the limitations relate particularly to the role of the researcher. We cannot pretend that interviews are a neutral process allowing participants' to express their thoughts and feelings fully and openly. The interviewer shapes the interview in many ways – through, for example, their own personality, and attitudes, their own views, and the way they establish rapport with the participants. In addition, it is the researcher who interprets meaning from the participants' comments and constructs the research findings.

There is an art and a skill in interviewing: According to Fontana & Frey (1994) :“... *we all think we know how to ask questions and talk to people but asking questions and getting answers is a much harder task than it may seem at first*”. (Fontana & Frey, 1994, p.374; 361).

We have to work out what questions to ask and how to phrase them clearly, particularly in unstructured or semi-structured interviews that require researchers to frame their questions in the moment.

4. Questionnaires too have limitations. The length of an open-ended questionnaire is important. Participants may resist filling in questionnaires if they perceive them to be too time consuming or complex, thus reducing the response rate. Length may also affect the quality of the responses provided, with less considered, briefer answers being recorded in long questionnaires. As for the face-to-face interviews, information gained through open-ended questionnaires is subject to the interpretation of the researcher. One issue specific to my questionnaire was whether the instructions on the form made it possible for participants to challenge the interpretations I had made and not simply provide the responses they thought I wanted. ‘Please the researcher’ is an issue with many forms of research, including both questionnaires and interviews.

5. The classroom teacher made use of the results of two different exams: mid-year exam and final exam-oral and written.

1.6.2. Delimitations

The researcher selected only one class-second year students of medicine- in one college for the case study, and thus the findings cannot be generalized to other colleges either in Jazan

university or to colleges in other universities in Saudi Arabia. However, the case study methodology does permit findings to be applied to the research site, College of medicine, Jazan University

1. 7. Definition of Key words

The following terms are operationally defined to provide the reader the necessary background to comprehend their use in the present study:

1. EMP: The term 'English for Medical Purposes (EMP) refers to 'the teaching of English for doctors, nurses, and other personnel in the medical professions'. It involves the teaching/learning of English for a utilitarian purpose.

2. Internet-Assisted Language Learning (IALL): This is a technique used for teaching English to second year students of medicine. The websites are the main sources of learning. It is also called Computer-Assisted Language Learning (CALL).

3. Materials: Tomlinson [2003] defines 'materials' as "anything which can be used to facilitate the learning of a language. They can be linguistic, visual, auditory or kinaesthetic, and they can be presented in print, through live performance or display, or on a cassette, CD-ROM, DVD or the internet".

4. Medical Terminology: Medical terminology is a specialized language used by health care practitioners.

5. Methods: Methods are the tools that researchers use to collect data. These techniques for learning about social reality allow us to gather data from individuals, groups, and texts in any medium.

6. Textbook: Book giving instruction in a subject (Oxford Advanced Learner's Dictionary, 1991: 1327).

Hedge and Whitney [1996] define a textbook as '*an organized and pre-packed set of teaching-learning material*'.

7. Syllabus: List of Subjects, topics, texts, etc included in a course of study. (Oxford Advanced Learner's Dictionary, 1991: 1303)

1. 8. Conclusion

Managing a study effectively requires collecting the appropriate data. The data course is classified as being a primary source. The data collector-classroom teacher- is the one using the data for analysis. The limitless amount of data collected was due to the fact that there were some factors which emerged and needed much more concerns than the intended subject itself. The problem in teaching ESP using the common textbooks could be resolved by the integration of the Internet-Assisted language learning (IALL). This landmark study offers an unparalleled opportunity to examine the effects of the website resources in developing second year students' EMP learning. It was, thus, carried out after a thorough understanding of all the major factors which were clearly linked to the submitted problem. The problem of students' needs and the methods of teaching ESP to students of medicine needed more attention, and more data should be collected in order to prove or disapprove the proclaimed hypothesis. The database derived from this study would be valuable for investigating the hypotheses described in the research plan as well as additional hypotheses that will evolve.

The process of collecting data took much more time than it was intended too. The limitless amount of data collected from different sources over a long time span was one of the problems that could not be predicted. The study was "controlled" in the sense that the researcher controlled (1) how subjects are assigned to groups and (2) which treatments each group received. However, the difference in participants was given much more care. It was possible to ask students and ESP teachers to complete the questionnaires given to them, but it was impossible to ask teachers of medicine to do the same. Furthermore, it was impossible to force both second year students and ESP teachers to complete their questionnaires on time.

The data collection methods discussed in this chapter were answers to the research problems. Each method used aimed at bringing to light or resolving a problem or problems. The union of all these methods might lead to one conclusion: Does the Internet-Assisted Language learning have an effect on medical students' EMP learning? There is only one objective even if the tools are various and different.

Chapter 2

Key Issues in Teaching English to Medical Students

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2.1. Introduction

Teaching English is a course which has different facets. It can be a general subject, mostly known as English as a Second/Foreign Language (ESL/EFL). Such a subject, as defined as general English, lies in the learners and their purposes for learning English. The other fact is mostly known as English for Specific Purposes (ESP). In fact, as a general rule, while in ESL all four language skills; listening, reading, speaking, and writing, are stressed equally, in ESP it is a needs analysis that determines the learners' appropriate program according to their field of study. Simply put, ESP combines subject matter and English language teaching. Such a combination is highly motivating because students are able to apply what they learn in their English classes to their main field of study. The only thing which can gather both courses is language methodologies. What we can apply in teaching general English we can apply it in teaching ESP. The clear difference lies in the selected topics that ESP students require in learning English.

Nevertheless, the line between where 'General English' courses stop and ESP courses start has become very vague indeed. Although many 'General English' teachers can be described as using an ESP approach, basing their syllabi on a learner needs analysis and their own specialist knowledge of using English for real communication, many so-called ESP teachers are using an approach furthest from that described above. Thus, it can be said that ESP derives from the need to use language as a tool in facilitating success in professional life.

This chapter is a review of most of the studies that have brought to light the different approaches to the teaching of English to ESP students. The questions which should be taught is who are these students and what are the most appropriate materials that should be designed to develop ESP students' English language learning? The answer to this question is developed throughout this chapter. The main concern is to highlight an effective learning/teaching of English language and how this can best be achieved in ESP courses. This chapter, thus, highlights some key issues in teaching English to ESP students, namely medical students. It is divided into two sections: the ESP/EMP-based approach to teaching/learning English and the use

of the Internet-assisted website approach to developing ESP/EMP students' English language learning.

2.2. ESP/EMP-based approach to teaching/learning English

In certain specializations the medical subjects are taught in English. The expert level of English requirements is higher than in other specializations, particularly related to clinical medicine. From this point of view English for Medical Purposes (EMP) is very important for these students. The English vocabulary that medical professionals need in their medical career is not only English for General Purposes (EGP), but also EMP, a in a way English for Specific Purposes (ESP).

2.2.1. Introduction

The term 'English for Medical Purposes (EMP) refers to 'the teaching of English to students of medicine. It involves the teaching/learning of English for a utilitarian purpose. It is considered as a specific sub-branch of ESP. comes under the umbrella of English for Science and Technology (EST), which is, in turn, a branch of ESP. What distinguishes EMP from other ESP sub-branches is that EMP has its own set of medical discourse. Gylys and Wedding (1983) argued that medical discourse is a particular terminology employed to effectively and accurately achieve a communicative purpose in health care settings such as diagnosis. According to Yang (2005), EMP terminology mostly consists of prefixes and affixes, which should be carefully noted when designing an EMP course.

EMP highlights its importance as an entity within the field of English language teaching. It has two major implications: a redirection of pedagogical skills by teachers of English and a new approach to English study by learners. Particularly in the field of the teaching/learning of English during medical education, EMP provides a practical alternative to the 'general' orientation of language teaching. Even for those teachers of English in medical schools, for whom the choice is not between literature teaching and EMP, but between EMP and some form of 'General English' instruction, the obligation to consider the specific language needs of their learners is now an important factor in the field of language teaching. The new emphasis is a recognition of the main purpose of teaching/learning. Purposeful learning is of paramount

importance. It draws the attention to the practical needs of learners. For example: the needs of medical personnel to write patients' case histories in English; the patient's need for a 'survival vocabulary' in medical situations such as ante-natal care. As Strevens (1980) asserts, therefore, *'...learners and teachers should be constantly aware of these purposes and not introduce irrelevant material into the course'* (1980:10).

2.2.2. Characteristics of EMP course

If we admit that EMP is a branch of ESP we should consider that it is also characterized by ESP features. Strevens (1987), for example, illustrated ESP in terms of four absolute and two variable aspects. The absolutes are:

1. intended to meet the learners' specific needs;
2. related in its themes and topics to particular disciplines;
3. centered on appropriate discourse analysis of the discourse; and
4. placed in contrast with General English.

The variable features are:

1. ESP may be limited as to the learning skills (e.g. writing) to be learned;
2. ESP may not be taught in terms to any predetermined methodology. It means that a specific teaching technique mainly focusing on, for example, communication skills is to be adopted in some teaching and learning contexts but not a general teaching approach.

Dudley-Evans and St John (1998), later, offered their own definition of ESP employing the absolute and variable taxonomy, which is similar to Strevens' in terms of the absolutes, but their variables are different. They added more variable characteristics:

1. ESP may be related to or designed for specific disciplines;
2. ESP may use, in specific teaching situations, a different methodology from that of General English;
3. ESP is likely to be designed for adult learners, either at a tertiary level institution or in professional work situations. It could, however, be used for learners at secondary school level;
4. ESP is generally designed for intermediate or advanced students. Most ESP courses assume basic knowledge of the language system. (Dudley-Evans and St John, 1998, p.4)

Nevertheless, ESP can be taught to beginners if careful attention is given to needs analysis and to an appropriate material design addressing the level of students. All researchers give strong emphasis on analyzing the learners' need in order to arrive at a proper ESP curriculum. Mackey (1978) points out that informal, intuitively employed approach to analysis of learners' requirements will inevitably lead to vagueness, confusion and even erroneous outcomes. He underlines that teachers, therefore, should first identify the learners' specific objectives, and then should translate these requirements into linguistic and pedagogic notions in order to develop and run an effective course. As it is explained by Brown (1995) it is '*the systematic collection and analysis of all relevant information necessary to satisfy the language learning requirements of the students within the context of the particular institutions involved in the learning situation*'. Similarly, Richards (1984, cited in Nunan, 1988) maintains that analyzing students' needs enables teaching practitioners to gain insights into the content, design and implementation of a language program, to develop goals and objectives, materials, and content, and to provide data for assessing the existing program.

2.2.3. Approaches and Strategies

In order to help non-native English speaking medical students acquire English medical jargon, information about medical register and discourse should be combined with the pedagogical skills of a language teacher. Maher (1986) reminds us that "EMP courses-like all kinds of ESP-should be tailor-made to the learners' purposes and needs, that is by first thinking about who these medical learners are and what their purposes are". There are two different types of ESP courses that should be taken into account: ***English-through and English-for.***

English-through is an ESP course which means teaching English through the lens of an ESP field. The ESP field exists in the course primarily as a means of keeping the course interesting and relevant. That means, teaching all the grammar, vocabulary and pronunciation in the context of the ESP field. *English-through* courses are quite easy to create. You basically get your syllabus - created by the teacher, the language expert - and find materials to fit it. Most ESP textbooks focus much more on this tricky side - to save teachers the hard job of finding out for themselves what language people need in particular professions.

English-for is an ESP course which focuses specifically on the language and skills that are directly relevant to the students' present and future work situations. *English-for* is more short-term. It is about giving the students the language they need right now to do their job. *English-for* courses are much more challenging for the course designer. We need to get a really deep knowledge of students' field and somehow find out what language and skills they will need in their jobs. We can find out a lot by asking them, but very often they themselves do not know what they need until it is too late

Maher (1986) points out the need for a specific syllabus, which will enhance the communicative effectiveness of an English language course. In order to design such specific courses for medical learners, several examples of courses, materials and strategies have been put forward. For example, attempts to develop courses using instructional methodologies such as 'content-based learning' and 'problem based-learning' have been made. In addition, the use of technological equipment has been regarded as an important aspect in EMP courses to bring real life communication into classroom. Various projects have also been undertaken to explore different ways of teaching medical terminology. Structural and traditional methods such as teaching term formation of medical terminology as vocabulary teaching strategy and grammar translation have been also been found in the literature.

To begin with, in content-based classes, in general, students practice English language skills while they are studying one subject area. In these classes, learners use language to do real tasks in authentic contexts. Bailey (2000) describes a course organized through the concept of health to enhance the students' learning in an ESL context. The course starts with Journalistic writing, making use of *Time magazine*, and then reading books on health-related topics, academic texts and autobiographies. Finally, dramas are performed after watching movies about medical issues. The writer concludes that by the end of the semester learners made great progress in learning English as they found the course with this instruction method very authentic and useful. According to Bailey (2000) their communicative skills improved with the interaction created through discussing controversial issues in the field of health. He concludes that the learners experienced the pleasure of learning in groups while focusing on real and engaging issues.

Another approach which has been suggested in the literature in the teaching of medical English is 'problem-based learning'. This approach is used mainly in applied medical education in order to promote student-centered learning in multidisciplinary framework. It is an approach which is believed to promote lifelong learning in professional practice. In this approach, students work in groups discussing a problem, then students do research for the problem situation, and try to come up with reasonable solutions to that problem, suggesting their solutions and discussing whether they are appropriate to the situation they discussed. Huey (2001) Describes the aims of a PBL as better acquisition and school integration of scientific and clinical knowledge, improved clinical thinking and other skills, and more effective life-long learning skill.

Others have discussed how PBL can be applied to language learning. It is seen as a useful technique for teaching English for academic purposes for medical students, as it is a context-based, cooperative and student-centered approach. Wood & Head (2004), for example, discussed the possible applications of PBL in the EAP (English for Academic Purpose) classes of medical faculties. In their web-based course, the researchers conducted a case study using a problem-based learning (PBL) approach to teach EAP classes at the University of Brunei Darussalam (UBD) and obtained positive feedback both from the students and instructors. The major goal of the course they designed was to encourage students to study medical topics using English communicatively. In his approach students in groups generated a problem, which was a disease, and other groups discussed it and tried to come up with solutions. The researchers claimed that in this approach the tasks of the students derived from the general problem to be solved rather than being generated by the teacher, and were thus a simulation of what happened in the medical field. They further maintained that this approach responded directly to these students' needs. Kimball (1998) also proposed PBL tasks as a useful tool for the simulation of medical target settings and also supports teaching through the web. In his course design, the teacher structures lesson in the context of medical concepts and case studies and problem based tasks, which enable the students to contextualize medical concepts, simulating real world clinical thinking. He concluded that the syllabus designed with problem solving tasks using internet-web pages not only provided students with authentic sources but also reflected the foreign language needs of the medical students, as the concepts about new findings, and the treatments are in English, and the medical resources the students need to use are all written in English. These studies indicate that

through the web and problem-based, learner centered activities, learners were able to experience real world discourse which other materials could not have reflected to efficiently.

In order to teach medical terminology more effectively, some projects and research studies have been conducted. Laar (1998), for example, points out the need for systematic presentation of term-forming elements like prefixes and suffixes in medical texts in his study. His study aimed to examine the teaching of this vocabulary to medical students for their courses of Latin, English, and medical subjects and to what extent Latin courses could enhance the learners' comprehension of English medical texts. In the study, the stems and suffixes of Latin and Greek origin were systematically presented to medical students learning English at advanced levels. The Latin and Greek stems and affixes frequent in multilingual terms were listed and their definitions were given in English, as were the practice exercises. At the end of the courses the feedback from students was very positive. Laar concludes that the English language is enriched by Latin borrowings, the English course is the most reasonable framework within which to teach Latin and Greek elements found in medical terms to students studying medicine.

The other approach to EMP teaching, according to Maher (1986) is the grammar-translation method which is probably still a common feature of language courses throughout the world. Also in Saudi Arabia, the grammar translation method has remained a commonly practiced method in ELT. In fact, translation is an important field in Saudi Arabia as recent scientific discoveries and treatments in medicine are usually made accessible to readers via translation, and ELT, the translation method is used to make the medical texts more understandable to the students. However, it is worthwhile noting some possible problems encountered in the field of professional medical translation. Further evidence against translation came from Maher (1986), who supported that in EMP classrooms, learners are already supposed to have medical texts in other ways, such as comprehension checks and exercises. He also argues that translation of medical texts may not be so effective in improving English competence but merely encourages dependence upon the practice of translation itself. He identified three problems in the use of translation in an EMP context: accuracy, quality of translation and being very time consuming and distracting for the students because of the equivalence problem with

some languages. In the same vein, Sezer (2000) pointed out that “*translation is potential source of errors*”. It is still regarded as a popular approach in Saudi Arabia.

To conclude, the main discussion in the literature was that medical students’ communicative academic and professional language needs should be met via various tasks, which are mostly problem-based as they allow for better contextualization of medical concepts. The literature also recommends using technologies which provide real world data. The literature also indicated that there are also some structural and traditional approaches to the teaching of medical English. These attempts to develop specific courses using technologies and instructional methodologies like content-based, problem-based and grammar translation for teaching medical English to medical students and health care staff indicate that English for medical purposes teaching is a demanding job for the instructors. The instructors, therefore, should first analyze the students’ unique needs in their contexts and then consider which of these approaches can be suitable. In this sense, needs analysis is regarded as the first step of appropriate course design for the students.

2.2.4. Textbooks and Materials for ESP

There are many different kinds of English for Specific (Specialized) Purpose (ESP) course books that are designed for students of medicine. In Saudi Arabia, and especially at the college of medicine, Jazan University, different ESP textbooks have been used during the last ten years. Each academic year the college of medicine introduces a new textbook to be used by both, the teacher and the students. Since 2002, ten ESP textbooks have been assigned. The process of choosing the right course book for use in the classroom, especially at the college level, was a daunting task. No textbook evaluation has been applied. Angell, Du Bravac and Gonglewski, (2008) state that what the teachers chose for their classrooms often shaped the syllabi, and sometimes even the entire language program. There are many reasons why English teachers choose to use ESP course books in the classroom. Sometimes it is based on their impressions and expectations of what teaching materials should look like. Other reasons might be that the course books are visually appealing, easy for the teacher to prepare, and the activities fits well into the timetable. However, all course books should be chosen based on its educational values and whether or not it meets the program objectives. Most importantly, students should learn

something beyond just simple practices of ABC's. According to Cheng and Wong (2002), the major premise of an academic curriculum should aim at developing students' intellectual abilities in subject areas that are most worthy of study. This means that the curriculum should provide intrinsically rewarding experiences for the students while developing their affective and cognitive domain. Schwartz (2006) mentioned that *"a good curriculum is not only designed for the students, it is also designed for the teachers as well. In other words, a good curriculum not only educates the student, but teachers can also teach something of value to the students"*.

It is a common assertion, according to Robinson (1991) and Nunan (1991) that materials in general play a crucial part in language learning. This accounts for the fact that discussions of the roles of materials appear in almost all books on course design. Materials, as stated by Dudley- Evans & St John (1998) and Nonaka (2001), not only provide learners with a wide range of useful and fascinating information but also can play a part in enhancing learners' motivation- thus, facilitate their acquisition

On materials, it can be seen that the textbook is the 'visible heart' of any ELT (English Language Teaching) program. Several advantages of using textbook have been suggested by researchers. For example, textbooks, according to Richard (2005), *"help to standardize instruction and assessment. That is, by giving students in different classes the same textbook, teachers can teach and test them in the same way"*. In addition, some benefits have been highlighted by some teachers. According to them, there are several advantages for basing the curriculum on a series of ESP course books. First, the course books have a clearly identified set of achievement objectives which include what the learners are expected to be able to do and what to expect next. These ready-made syllabi, according to Kayapinar (2009) contain carefully planned and balanced selection of language content that can be easily followed by teachers and students. Second, when the teachers are teaching each unit in the course books, there is a consistency in the topics and genres in the four skills area (listening, speaking, reading, and writing). This allows for greater autonomy in the learning process. In addition, many inexperienced teachers may find ESP course books to be useful and practical because the ready-made activities and lessons are easy for the teacher to prepare. In many of the ESP course books, the designers even have prepared achievement tests for each units of study and a teacher's manual to guide the teacher in their instruction. Finally, ESP course books, as regarded by

Kayapinar (2009) “*are the cheapest and most convenient ways of providing learning materials to each student*”. All of these reasons make using course books a very popular choice in the English learning curriculum. What is more, since textbooks are always carefully tested before being brought into the market so they give students credibility. Furthermore, students, according to Sheldon (1988) also “*often expect to use a textbook in their learning program*”.

If the course textbooks are regarded as beneficial to both teachers and students there are potential problems that we have to bring to light. Williams (1983) stated “*those teachers who rely most heavily on the textbooks are the ones least qualified to interpret its intentions or evaluate its content and method.*” He believed that any answer to the question depends on the teachers' own teaching style, the resources available to them, the accepted standards of teaching in every language school, etc. However, there seems to exist in three options open to teachers as regards the use or nonuse of a particular textbook in a language classroom: teachers' need of a textbook, teachers' lack of need to a textbook and teachers' supplemented materials for their selected textbook. Accordingly, No textbook is perfect, thus, teachers should have the option of assigning supplementary materials based on their own specific needs in their own specific teaching situation. Ansary and Babayi (2002) argued that the main objectives for using a textbook are:

- a) a textbook is a framework which regulates and times the programs,
- b) in the eyes of learners, no textbook means no purpose,
- c) without a textbook, learners think their learning is not taken seriously,
- d) in many situations, a textbook can serve as a syllabus,
- e) a textbook provides ready-made teaching texts and learning tasks,
- f) a textbook is a cheap way of providing learning materials,
- g) a learner without a textbook is out of focus and teacher-dependent, and perhaps most important of all,
- h) for novice teachers a textbook means security, guidance, and support.

In spite of the aforementioned positive view of textbooks use, however, there have also been certain reservations about this use. Allwright (1982) stated that “*one of the most cited concerns is that textbooks are often implicitly prescriptive and thus might control the methods, process and procedures of classroom practice and ‘deskill’ teachers*”. Some well-founded

reservations pointed out by him for instance, suggest that textbooks are inflexible and generally reflect the pedagogic, psychological, and linguistic preferences and biases of their authors. Subsequently, the educational methodology that a textbook promotes will influence the classroom setting by indirectly imposing external language objectives and learning constituents on students as well as potentially incongruent instructional paradigms on the teachers who use them. In this fashion therefore, textbooks essentially determine and control the methods, processes and procedures of language teaching and learning. Moreover, the pedagogic principles that are often displayed in many textbooks may also be conflicting, contradictory or even outdated depending on the capitalizing interests and exploitations of the sponsoring agent. They are often cultural artifacts because it is impossible to teach a language without embedding it in its cultural base. However, in many instances this might alienate learners if they are forced to express themselves within a culture they have hardly had any experience with and been prepared for.

In addition, recent appraisals of commercially produced textbooks have also suggested that many textbooks tend to offer classroom learners little opportunity for learning how to properly communicate intentions such as requesting, disagreeing, complaining, and so on in the second language. This is firstly because many textbook either do not present or they present communicative function (i.e. speech acts) unrealistically. Boxer and Pickering (1995), for example, found that textbooks generally do not contain indirect complaints (i.e. complaining about oneself or someone/ something that is not present in the conversation) as a solidarity-establishing strategy. They stated that: *“the reason for the unrealistic description of communicative functions in many textbooks is textbooks are often based largely on the Native Speaker’s intuition about how communicative functions are linguistically expressed instead of making use of authentic speech”*

As research has shown, in contrast to intuition about language forms or grammar, Wolfson (1988) maintained that the native speaker’s intuition about language use is generally unreliable and therefore cannot adequately inform instructional material.

Secondly, what also adds to the difficulty in learning how to communicate intentions via textbooks is many textbooks seem unhelpful in teaching appropriate rules of using different communicative functions. In order to use a communicative function appropriately, learners need

to know not only linguistic resources to express it but also the rules of use. However, a study conducted by Crandall and Basturkmen (2004) indicated that textbooks generally provide insufficient information regarding when and for what purpose it is appropriate to make use of a communicative function and which expressions would be appropriate in a particular situation (i.e. meta-pragmatic information). Teacher's manuals, as believed by Vallenga (2004) unfortunately, rarely supplement this information.

Richards (2005) brought to light another concern is that since textbooks are often written for global markets, they may not suit all classrooms and might require adaptation to better meet students' true needs. Non-authenticity is also the most limited feature of almost text books. Due to teaching purpose, both content and language are presented in idealized and standardized ways rather than they are in real life. Furthermore, there are a number of issues to consider when using ESP textbooks.

First, most course books contain a lot of activities where students do "questions and answers". After few lessons, many students may find the learning process boring and uninteresting. In addition, Kayapinar (2009) stated that *"the reading selections in the ESP course books are often quite short and they often fail to present appropriate and realistic language models as well as fostering cultural understanding."* He believed that the lack of challenging reading materials could also slow the students' language development creating a plateau effect.

The second issue that teachers should consider is student motivation. Most second year students of medicine expect their English courses to be something different from their first year English classes. So when we give them course books that are similarly designed as their past learning materials, the students may quickly lose their interest and motivation to study. This is because the similarities in the ESP course books may cause the students to feel bored due to the "sameness" or "repetitiveness" of the lessons and activities. According to Harmer (2007):

"it may be relatively easy for students to be extrinsically motivated; however, the challenge is sustaining that motivation. Although motivation can be sustained through varied class activities, if the content of the course book is uninteresting and repetitive, then sustaining the motivation will be problematic for the teacher no matter how hard they try".

Finally, although most ESP course books are well organized with many different kinds of activities, however, they do not help students to develop their English language learning. Relying

on the course book to provide the students with adequate English is not enough, especially when a teacher spends between two to three weeks to cover a single unit of the course book. This means that in a typical semester, students receive more than three hundreds medical terms that can only widen the students' knowledge of medicine. Students may find themselves unable to cope with medical classes. Medical doctors are always complaining of their students' failure to understand their course and even to take part in their classes. Therefore, what could teachers do to improve their courses when they are restricted by the ESP course book assigned to them by the administration? How can ESP teachers ensure a good English learning atmosphere without being attached to the ESP course books? What are the adequate criteria that can be used to evaluate the effectiveness of textbooks?

2.2.5. Medical ESP Textbook Evaluation

In general, EFL/ESL textbooks have brought with them a range of reactions. There are two different views which should be taken into account. The first view claims that they are valid, useful, and laborsaving tools. The second, as noted by Brumfit (1980) holds that they are "*masses of rubbish skillfully marketed*". During the last three decades, these reactions have essentially been based on ad hoc textbook evaluation checklists. The shaky theoretical basis of such checklists and the subjectivity of judgments have often been a source of disappointment.

English language instruction has many important components but the essential constituents to many ESL/ EFL classrooms and programs are textbooks and instruction materials that are often used by language instructors. Millions of copies are sold every year, and numerous aid projects have been set up to produce them in various countries. No teaching-learning situation, it seems, is complete until it has its relevant textbook. Teachers nowadays are much more aware of the importance of needs analysis, and certainly materials developers think very carefully about the goals of learners at all stages of materials production. Although it is true that ESP is needs-based and task-oriented, it is not possible to determine and achieve all specific needs of learners in a general educational context; however, defining the main purposes based on

a scientific needs analysis in terms of educational objectives is possible. Hutchinson and Waters (1987) believe that the basic principle of ESP is to realize what learners need English for, and then teach the English that they need. So teaching ESP is demanding and time consuming.

In Saudi Arabia, English is the language of a lot of academic textbooks, especially in medicine and engineering. This has led universities to include ESP work in their curriculum as a necessary course. Even though ESP courses have become popular recently, and despite the growing demand for communicating through English for Specific Purposes, ESP courses are still limited to learning specific lexicon, grammar points, and translating texts. This approach which basically ignores learners' personal interests and needs often creates low motivation in students' English studies and, in turn, leads to poor performance later when they use English in their profession. Evaluation, according to Hutchinson and Waters (1987) is basically a matching process, which concerns matching learners' needs to available solutions. Thus a much more promising approach to a theory of ESP comes from the analysis and evaluation of ESP textbooks. All ESP activities have to be linked to a view of text. According to Hutchinson and Waters (1987), "*ESP has in its brief history adopted various approaches to text analysis, from the early register analysis associated with the identification of key grammatical elements of scientific communication through rhetorical analysis and finally to functional/notional*".

A textbook serves as a useful map or plan of what is intended and expected. Crawford (1994) says that a textbook is important because it allows for:

1-Negotiation: the textbook can actually supply something to negotiate about.

2-Accountability: the textbook shows all stakeholders what is being done in a classroom.

In today's classrooms, textbooks are a key component in most language program. Riazi (2003) noted that "*after teachers, textbooks are considered to be the next important factor in second/foreign language classrooms*". Furthermore, Dudley-Evans and St. John (1998), stated that in some situations where English is a foreign not a second language, the ESP classroom may be the only source of English. Materials then play a crucial role in exposing learners to the language, and the full range that learners require. To stimulate and motivate, materials need to be challenging yet achievable; to offer new ideas and information while being grounded in the

learners' experience and knowledge; to encourage fun and creativity .experience and knowledge; to encourage fun and creativity.

In Saudi Arabia, textbooks serve as the basis for much of the language input learners receive and the language practice that takes place in the classroom. In some situations, the textbook may function as a supplement to the teacher's instruction in the ESL teaching and learning process. For most teachers, textbooks provide the foundation for the content of lessons, the balance of the skills taught, as well as the kinds of language practice the students engage in during class activities. Actually, they shape the content and nature of teaching and learning.

On the other hand, a countless number of English textbooks are available on the market today. The eye can easily be deceived by colorful covers, a beautiful layout and attractive artwork. For an inexperienced teacher it can be particularly difficult to know what to look for in an English textbook. So, due to this growth of materials in the ESL publishing industry, guidelines are necessary to raise teachers' awareness to various course book designs. The wealth of materials available makes the task of an ESP course-instructor who decides to choose a published textbook particularly difficult. Rather than criticizing instructors who seem to be slaves to a certain text, relevant evaluation criteria, according to Wright (1992) "*should instruct teachers how to best select course books that fit their specific needs*". Consequently, the selection of a textbook is one of the most important decisions a teacher will make. Regarding these important choices, Nunan (1991) states that:

"the selection process can be greatly facilitated by the use of systematic 'materials evaluation procedures' which ensure that materials are consistent with the needs and interests of the learners they are intended to serve, as well as being in harmony with institutional ideologies on the nature of language and learning".

Hence, when designing an ESP course, the primary issue is the analysis of learners' specific needs. Analyzing the specific needs of a particular learner group determines the 'what' and 'how' of an ESP course. In practice, as mentioned by Hutchinson and Waters (1987) we have Kipling's six "honest serving men": What, Why, When, How, Where, and who to help us. Other issues addressed include: determination of realistic goals and objectives, choosing related materials, and assessment and evaluation.

While there are numerous proposals for the evaluation of teaching materials, these proposals are much less common in the field of ESP. The question is where we can turn to for reliable advice on how to make an informed decision and select a suitable textbook. The literature on textbook selection and/or textbook evaluation procedure is vast. Various scholars have suggested different ways to help teachers become more systematic and objective in their approach. They have often offered checklists based on supposedly generalizable criteria. These sometimes detailed check-sheets use a variety of methods to assess how well a particular textbook under scrutiny measures up.

To evaluate the merits or demerits of such checklist approaches to the textbook evaluation process and for comparison purposes, two samples are offered here: Allen Tucker's (1975) system for evaluating beginning EFL/ESL textbooks and, after a gap of 21 years, Penny Ur's 1996 criteria for EFL/ESL course book assessment.

Tucker (1975) introduces a system which has three components:

1. A set of criteria claimed to be "*consistent with the basic linguistic, psychological, and pedagogical principles*" (p. 355),
2. A rating scheme textbook's merits, and
3. A chart/graph which provides a visual comparison between the evaluator's opinion of the book and a hypothetical ideal model, hence facilitating a quick and easy display of the evaluator's judgment.

Two types of criteria are introduced in this scheme: internal criteria which are language related and external criteria which give a broader view of the book. Under the pronunciation criterion, the presentation of pronunciation requires attention to (1) completeness of presentation which refers to the coverage of sounds and supra-segmentals, (2) appropriateness of presentation which concerns whether or not students are from a single language background, whether or not students are kids or adults, and all this affecting the type of presentation, and (3) adequacy of practices which deals with both the quality and quantity of practice. By quality what is meant is practice in a context, i.e., sounds practiced in words, words in sentences, etc.

The quest for solving the problems of textbooks is a matter of discussion of many other researchers. According to Tomlinson (2005), "*the process of materials evaluation can be seen as*

a way of developing our understanding of the ways in which they work and, in doing so, of contributing to both acquisition theory and pedagogic practice. It can also be seen as one way of carrying out action research”.

Farhady (1995), also, points out that “*it is necessary to examine the existing ESP materials in order to evaluate their correspondence to a specific model*”. He suggests that in preparing a textbook, needs-analysis should be conducted, specifications at different levels should be made and appropriate materials should be developed.

Approving an ESP textbook involves issues such as what to teach, how to teach or whom to employ to teach. To this end, Hutchinson and Waters, (1987) framework was used. The scheme attempts to evaluate the selected textbooks regardless of how they are used in the classroom. It tries to be ‘in-depth’ by analyzing the individual activities in detail and in connection with important features.

Hutchinson and Waters (1987) provide a framework for analyzing students’ language needs based on recent research in second language (L2) instruction and general textbook evaluation. This framework requires gathering data as to why students are taking the course, how the students learn, what resources are available, who the learners are, where and when the English course will take place. We can divide the evaluation process into four major steps:

- (1) Defining criteria—on what bases will you judge materials?
- (2) Subjective analysis—what realizations of the criteria do you want in your course? (e.g. who are your learners; what language points should be covered.) Subjective analysis identifies your requirements.
- (3) Objective analysis—how does the material being evaluated realize the criteria? (e.g. who is the material intended for; how is the content organized within the units.) Objective analysis is in fact, material analyzing.
- (4) Matching—how far does the awarding points. (Hutchinson and Waters, 1987, p. 97)

As was mentioned earlier, evaluation is a straightforward, analytical matching process. Thus, analysis of the course book depends on subjective needs (material requirements) and

analysis of objective solution (materials). Because of their roles in the didactic process and popularity, textbooks should be thoroughly evaluated on the basis of four issues: strengths, weaknesses, opportunities, and threats.

1 Strengths: It is believed that textbooks can develop communicative competence. In today's working environment, language skills, communication skills and business-related skills have become to be perceived as the requisites that are equally important to university education and qualifications. Yet, linguistic competence needs to be combined with sociolinguistic competence and with pragmatic competence. Furthermore, textbooks can be flexible. Some course books are designed in the way that they can be customized for different learners, depending on the level of the students, and different teaching objectives. According to Tomlinson, B. (2005), *'textbooks provide a structure for the management of the lesson as a social interaction and a basis for negotiation between all the relevant parties'*.

2. Weaknesses: Such a criterion regards textbooks contents as not based on learners' needs analysis. They provide inadequate material. Their tasks are oversimplified and not challenging for learners, particularly adult learners.

3. Opportunities: We can evaluate textbooks from two other criteria. First, there is uniformity of the course content. When using various teaching materials learners have to look for information, evaluate its suitability and select the most relevant. With too much information available in various sources, it may be a challenging and time consuming task that not every learner wants to undertake. Besides, both learners and teachers may use different sources and as a result find different information. This may pose a problem when testing the knowledge. Textbooks define what needs to be taught and learnt and what will be tested at the end of the course. Second, there are necessary guidelines for learners/teachers. When using materials that do not provide any background information or guidelines on what and how to teach, the teacher has to prepare everything herself/himself - from deciding what to teach through finding the appropriate material to choosing the right strategy. Teachers working with a textbook find direction to lessons, ideas for discussions, explanations of more difficult terms or expressions. Most of textbooks designed for teaching English for Medical Purposes include additional discipline related information,

particularly appreciated by inexperienced EMP teachers who may not have enough non-linguistic knowledge.

4. *Threats*: Attractive modern textbooks are expected to match the individual needs of the learner and at the same time reflect the current trends in ESP methodology. The English language teaching materials market offers textbooks and course book packages covering many different aspects of language learning and use. They range from comprehensive general courses to specialized series which concentrate on one aspect of English or one specific skill. Yet, as Dudley-Evans and St. John [1998] noted '*a single set of didactic material is seldom sufficient to meet the exact learning needs of any ESP learner*'. Other sources of information may be necessary to complement the contents of a textbook. The biggest threat seems to be Computer Assisted Language Learning (CALL). One of the conclusions drawn from the research was that the Internet enjoys popularity similar to textbooks. According to Stadolsky (1988) '*the most important result that learning materials can achieve is to engage the emotions of learners. Laughter, joy, excitement, sorrow and anger can promote learning. Neutrality, numbness and nullity cannot*'. Dias [1999] also notices that '*we learn best when we see things as part of a recognized pattern, when our imaginations are aroused, when we make natural associations between one idea and another and when the information appeals to our senses*'. Unfortunately textbooks, even though printed in colour, on good quality paper, with attractive graphic design do not have such potentials. ICT introduction to language teaching-learning process creates opportunities for affective engagement and experimental learning. The Internet, according to Sheldon (1988) '*may become the main 'tool of the trade in the future*'; especially when presently born babies will become learners.

In sum, English for Specialized Purpose (ESP) is a language of purpose used to announce facts through technical vocabulary. EMP (English for Medical Purpose), as a fact can be regarded as a special utility language, functional language types, restricted language, sublanguage, the language of occupational groups, specialized language. The use of EMP is strictly pragmatic, communicative and purpose-orientated.

Teaching EMP constitutes a separate activity within English language teaching and has developed its own methodology. Since EMP is needed as a means of communication, its

teaching has emphasis on the practical outcomes. Consequently, the main concern lies in preparing the learners as Arab speakers to develop their English language. The basic teaching conditions in EMP are often difficult because of the non-authentic materials such as textbooks. The textbook can only provide props and framework for classroom teaching and no textbook can expect to appeal to all teachers or learners at a particular level. They are internally coherent although they may be, they may not be totally applicable. Any given course-book will be incapable of catering for the diversity of needs which exists in most language classroom. Allwright (1982) maintains that no single textbook can possibly work in all situations. Sheldon (1988) also addresses a lack of cultural appropriateness of some textbooks, i.e, the thinking underlying the textbook writing may be different from or even in conflict with the assumptions held by the teachers. The teacher has to clearly analyze the professional field and the objectives of the learners. Afterwards, suitable material has to be collected under consideration of students' needs analysis. The material should be developed for the purpose to enhance students' English language learning. The motivation and involvement of the learner should be raised in order to guarantee successful outcomes. The various uses of textbooks in teaching EMP, which are regarded as an 'ideal bank', have proved its weakness through time. Medical students, especially, non-English speakers have been found unable to develop their English language. Teachers, as noted by Richards (2005) *should approach textbooks with the expectation that deletion, adaptation, and extension will be normally needed for the materials to work effectively with their class. If there is no remedy for these textbooks how should teachers solve such a problem?* The teaching of EMP, thus, should require a focus on the English language rather on medical contexts. The very authentic source of information which can both enrich students' medical knowledge and develop their English language is the internet. The necessity and possibility of applying the limitless of Internet resources to medical English teaching makes the process of learning EMP more motivating and enjoyable. In this respect, there are some opportunities and challenges that teachers and students have to face.

2.3. The Internet-assisted website approach

The internet is used to help support learning and is especially useful in developing students' English language skills. It is believed that on the Internet, English as a second/foreign language (ESL/EFL) teachers can reinforce students to use the target language in an authentic

setting. Such an approach has been developed as a substitute to the traditional ESP course textbooks which have not satisfied learners' specific needs.

2.3.1. Introduction

The issue of using authentic materials in ESP classrooms has been influential over the past two decades. Authenticity, as argued by Robinson (1991) “*should be a central factor in designing ESP teaching materials*”. In fact, finding authentic materials is a hard task and some ESP teachers, hence, prefer to adapt commercial ESP published textbooks. Again, it is a hard choice for ESP teachers to choose appropriate published materials that are close to authentic ones and at the same time specifically tailored to the learners' specific needs because of the wide range of publications in the market that usually meet more general than the specific needs of the learners. It is believed that an alternative is to adopt some selected internet materials to meet the identified learners' needs within a specific content area. Many practitioners involved in foreign language teaching and research have argued about the benefits of using these authentic materials. These benefits may range from highlighting comprehension, presenting real language, providing opportunities to introduce cultural issues, to enhancing motivation, and creating language awareness. Moreover, the selection and accessing of authentic materials may be a very challenging activity. Internet materials have been many times discussed as beneficial in teaching English for different skills. They are regarded as a part of the real world. They can serve as excellent resources for introducing language in its real form to ESP learners whose final goal in taking ESP courses is to communicate properly in real-world contexts. Some of these materials which ESP learners encounter in their professional settings include articles as a part of their specific filed literature, audio recordings, and videotapes and best of all internet which unlike other sources is updated continuously. Besides, the internet is referred to as a stimulating and interactive source which promotes a more active approach towards reading. Internet is also appreciated since “the authenticity, immediacy, and scope of materials now available via the web are unprecedented in history”.

Research concerning the internet use in language for specialised purposes (LSPs) is becoming a question of the day. This section aims at reviewing the implementation of authentic materials in ESP contexts. To this end, there will be a review of authentic materials for ESP

classes as opposed to textbook-based materials focusing on the nature and quality features as well as the approaches which advocate the use of authentic materials such as communicative language teaching (CLT) and Content-Based Instruction (CBI). It also focuses on the significance of the internet in ESP learning which encourages students to come across different authentic materials related to their study subject, develop their English language and become more autonomous and responsible for their own learning.

2.3.2. Authenticity of materials for ESP classes

The internet web resources are regarded as authentic materials for ESP learning. These materials as noted by Morrow (1977) are produced by a real speaker or writer for a real audience which is expected to express a real message. Nunan (1989) and Jordan (1997) concentrate on the issue of purpose and state that authentic is any material which has not been specifically produced for the purpose of language teaching. For Harmer (1991) also authentic materials are the texts designed for the native speakers which are real and not initially designed for language learners. Lee (1995) considers authenticity in texts which are not produced for teaching purposes but for a real communicative purpose.

MacDonald et al. (2006) introduce four types of authenticity: authenticity of text, authenticity of competence, learner authenticity and authenticity of classroom. The second kind of authenticity is competence authenticity. means knowing all rules of grammar, sociolinguistic competence by which it is meant knowing appropriate register and style, and strategic competence which means being aware of the compensation strategies used for breakdowns in communication. Being authentically competent means that a learner's performance should as much as possible correspond to the way native speakers perform. The third kind of authenticity is learner authenticity. Lee (1995) defines it as the *"learners' positive feelings and reactions towards materials and the pedagogical intentions inherent in them"*. Hence, the reason why the learners will like the materials is not their authenticity but the fact that they (the materials) have a communicative potential. The third category proposed by MacDonald et al. (2006) is classroom authenticity. According to Breen (1985:68): *"The authentic role of the classroom is the provision of those conditions in which the participants can publicly share the problems, achievements and*

overall process of learning a language together as socially motivated and socially situated activity”.

Breen (1985) draws the conclusion that an authentic activity must have a communicative nature and it is the classroom context and situation which can evaluate authenticity and bringing authentic and real world into the classroom. In the same vein Tatsuki (2006) believes that the real life is “out there in the outside world” and it has to be brought into the classroom. In ESP classes, the authentic world must be brought to the students, and they must learn to interact with the language as it is spoken and written in target situation. Crandall (1984) suggested making the classroom into a simulated workplace in order to integrate the language and the "specific purposes." Hence, ESP should be designed to build up students’ skill in order to enable them to communicate in English language. For such a purpose Harding (2007) provides some guidelines for ESP teachers for the approach they need to take and some dos and don’ts as follows:

- Think about what is needed.
- Understand the nature of your students’ subject area or vocation.
- Spend time working out their language needs in relation to the subject.
- Use contexts, texts, and situations from the students’ subject area.
- Exploit authentic materials that the students use in their specialty or vocation
- Make the tasks authentic as wells as the texts
- Motivate the students with variety, relevance, and fun.
- Try to take the classroom into the real world that the students inhabit, and bring their real world into the classroom.

However, ESP as a learner centered approach to teaching English, which is mainly based on learner needs and purposes for studying English, seems a very suitable platform for the implementation and introduction of authentic materials. These existing materials, according to Wright (1992), are often too integrated with respect to the skills of reading, writing, speaking and listening, and the presentation of specific linguistic items. He points out that learning on ESP courses should take place in contexts which are as authentic as possible and content-based. Moreover, Lin (2004:26) declares that, *“from 1980s the importance of teaching authentic texts in culturally authentic contexts rather than texts designed pedagogically has been emphasized by*

communicative approaches". Shrum and Glisan, (2000) also believe that authenticity has proved its beneficial role in language teaching and there is no argument regarding this.

Dudley-Evans and St. John (1998) mentioned four reasons for using materials in the ESP context:

- 1- as a source of language
- 2- as a learning support
- 3- for motivation and stimulation
- 4- for reference

These four reasons are explained are the benefits students could gain from authentic materials. They are explained as follows:

First, students, as noted by Martinez (2002) are exposed to real discourse. This is because authentic materials provide close contact with the language. In addition, language change is reflected in the materials so that students and teachers can keep abreast of such changes. So, according to LeLoup & Ponterio (2000), "*it makes good sense, to give our students exposure to authentic texts in the target language, both written and oral*".

Second, authentic materials introduce life into the classroom. As stated by Kaprova (1999), they can arm students with facts. They keep students informed of what is happening in the world, so they have an intrinsic educational value. Simply put, teachers are regarded as educators working within the school system. So education and general development are part of their responsibilities.

Third, these authentic materials, as noted by Dumitrescu (2000) "*can produce a sense of achievement and provide a bridge between the linguistic skills of learners and their professional knowledge goals, and help to substantially recognize the real language use*". The results as outlined by Nonaka (2001) could increase their vocabulary and language structures.

Fourth, authentic materials, in their various formats, as stated by Duquette *et al* (1987) can provide a wealth of linguistic and conceptual content to learners who are focused on specific application of their linguistic skills. They admitted that a wide variety of text types, language styles are not easily found in conventional teaching materials. Therefore, it is advisable to use

authentic materials because, according to Dudley-Evans & St John (1998) “*they provide the variety, which is essential in any language class, but we feel that it is particularly important in an ESP class as there is sometimes the danger of the ESP class becoming rather a dry affair that fails to motivate learners*”.

What is more, these authentic materials, according to Kaprova (1999) can enliven the classroom and are a powerful motivating factor providing motivation through enjoyment. They can encourage reading for pleasure because they are likely to contain topics or kinds of authentic materials to be used in class. They can also help increase student cultural background and have an effect on cultural identification.

In sum, this kind of materials present the real language, real type of materials that ESP students will have to work with in the future job, therefore avoid word limits and provide genuineness. As a result, authentic materials can enliven the class and create a more positive attitude toward learning. They are of an importance especially in increasing student’s motivation in language learning. To do that, materials need to expose learners to the real language, real world in which the target language is used. They are believed by many to be the one that provides students with opportunity to expose themselves to the real language.

2.3.3. Authentic materials vs. textbook-based materials

It is true to say that foreign language teachers usually apply two kinds of texts for instruction; either authentic or simplified. To Velazquez (2007) both kinds of texts are valuable. He values simplified texts compared to authentic texts because he considers them as easy-to-comprehend language which is tailored to students’ language ability at a specific level. He further argues that simplified texts can reinforce vocabulary and grammar and prepare learners for reading authentic texts. On the other hand, Tomilson (2001) believes that “*if meaningful exposure to language is aimed authentic materials better prepare learners. Authentic materials are valuable because they contain cultural aspects and show the students the real samples of language as used by native speakers*”. He admitted that constructed materials are more appropriate when a new grammatical structure is to be introduced or reinforced. Such a claim is noted by Horwitz (2008) who noted that there are disadvantages seen for constructed materials such as being less interesting and not introducing real world reading to learners. She further

states that *“when there is an aim of intensive reading both authentic and constructed materials are advised to be used while for extensive reading authentic materials are preferred”*. With the same concern of textbook materials, Shrum and Glisan (1994:28) highlight that: *“Unfortunately, many language textbooks contain poorly motivated and illogically sequenced texts and dialogues that do not reflect real-world language or situations, although they usually contain multiple examples of the grammar being presented”*. (cited in Hwang, 2005)

Such a claim is supported by Berardo (2006) who refers to some of the characteristics pertaining to non-authentic materials as having an “artificial and unvaried” language, concentrating on the point that is to be taught, and including “false-text indicators” such as sentences which are formed perfectly, questions which are formed by grammatical structures and followed by a full answer, and structures which are repeated. These make the texts seem very unlike what the learners may face in the real world as the real language use reflection. He further claims that these texts cannot be used as a means of improving reading skills because they “read unnaturally” but still he is in the belief that they can be used when the teaching of language structures are concerned.

Comparing authentic materials with written ESP materials, Hwang (2005) points out that authentic materials are interactive, whereas, ESP textbooks are instrumental. She also insists that if a learner wishes to get to near-native proficiency, relying on carefully written materials for English teaching is not enough.

Bell (2005) comparing simplified and contrived texts with authentic materials insists that *“although the burden that students have with simplified texts is less in understanding, authentic texts are advantageous since students face the real language written for and used by the native speakers”*. Furthermore, having reviewed different views on textbook-based materials, Su (2007) concludes that *“textbook based materials are far from reflecting real language use and they are teacher-centered rather than learner-centered”*. Learners, according to him, are poorly motivated working with such materials. Criticizing non-authentic materials, Berardo (2006) criticizes non authentic materials for being unnatural and unlike what learners will encounter in real world. He believes that for teaching reading skills such materials are not suitable. Concluding from what we read in literature, it is comprehensible that practitioners magnify the

use of authentic materials as a factor to improve learners' motivation while at the same time they do not repel the total use of materials specifically designed for language learners. Authentic learning offers the opportunity for teachers to bring the outside world into the classroom. In doing so, students can begin creating those connections. This will empower them to transfer their knowledge and skill learned at school into their everyday lives outside of school, thus making the value of learning much more important to them. As is mentioned in Lin (2004) different researchers such as Lee (1995), Fei and Yu-feng (2008), and Gulikers, et.al (2005) claim that authentic materials have a motivating effect. This according to Lin is because they see authentic materials as being only more interesting and stimulating. Taking affective factors such as motivation as important, Lin (2004) maintains that "*since authentic materials are real they give the learners a sense of coping with a living entity and he concludes that in order to promote motivation they can be used*".

Oguz and Bahar (2008) contend that if learners' interaction with authentic materials is established with interest and without difficulty they can participate actively in learning and in the same way their motivation levels may raise. To support this view they refer to the research carried out by Akar and Yildirim, 2000 (cited in Oguz and Bahar (2008) who found out that with a constructivist approach to learning and using authentic materials students' motivation and their reading skills developed.

As Berardo (2006) mentions authentic materials can be used to promote motivation and give learners a "sense of achievement" and encourage them for further reading. When learners get out of the "safe" situation of the classroom they need to face the real world and need to have learned skills which can help them in coping with real situations outside of the class, so the teacher has to prepare the learners for the actual use of the language which can be accomplished by using authentic materials.

Gulikers et al. (2005) quote from Hwang (2005) who introduces two principles in describing ESP students' motivation in learning. The first principle is that ESP students prefer a problem solving orientation in learning. In particular, ESP students express that they learn best when the problem is presented in a real life context. The second principle is that ESP students are highly motivated to learn when they can gain new knowledge in such a way that this knowledge

helps them to solve important problems in their professional lives. Huang's words that care for ESP students' professional lives, reminds us of ESP learners who are not only adults but also need to improve their English for a specific reason pertaining to a specific setting such as a vocational or professional one. Providing an authentic learning environment, as by proposed by Herrington & Olive (2000), can build up such a connection with reality which is, according to Huang (2005), an important factor in ESP students motivation.

2.3.4. Limitations of authentic materials

Although authentic materials have plenty of advantages as discussed earlier, there remain some reasons for that some teachers are against the use of authentic materials. It is clearly stated that although authentic materials have numerous advantages, they still disclose some disadvantages. One common complaint is that authentic materials are more difficult than non-authentic materials because of some reasons as noted by Martinez (2002). First, authentic materials may be too culturally biased, so unnecessarily difficult to understand outside the language community. Second, the vocabulary might not be relevant to the student's immediate needs. Third, the many structures are mixed so lower levels have a hard time decoding the texts. Fourth, there are many abbreviations, slang, signs and the like that can require good knowledge of the cultural background to understand.

Besides the claim of being difficult, some teachers are against the use of authentic materials because the special preparation is necessary which can be time consuming and the materials can become outdated easily, e.g. news, etc. Nevertheless, these limitations can be minimized by choosing the materials selectively and exploiting them appropriately. Many authors have given instructions on how to select and use authentic materials effectively. The very perfect source of authentic materials is the internet. English Language Teaching (ELT) is considered as the first pioneer in using the services of the websites. To what extent is the internet-Assisted Language learning capable of enhancing English language learning and developing medical students' learning outcome?

2.3.5. The internet as an authentic material for ESP classes

Nowadays the Internet search provides almost unlimited resources for profession-based or specific topics. Easily accessible websites can help students to find relevant authentic task-based materials. The role of the learner as the text provider in this case is important, because in the day to day learning/teaching the exposure to authentic materials can make the task more interesting and motivating. The internet provides authentic resources to develop listening/reading/writing/speaking skills in the classrooms as well as autonomously. Technologies for reading authentic texts are ideal. *“Whereas, as noted by Berardo (2006) newspapers and any other printed materials, e.g. textbooks date very quickly, the internet is continuously updated, more visually stimulating and being interactive, therefore promoting a more active approach to reading rather than a passive one”*. Authentic materials online keep students informed about what is happening in the world around us so they have educational value. Furthermore, Guariento and Morley, (2001) stated that *“extracting information from a real text in a new/different language can be extremely motivating, therefore increasing students’ motivation for learning by exposing them to ‘real’ language”*.

Anything can be used as authentic material, but from a practical/economical point of view, the most useful resource is the Internet, with large amounts of different text types, language styles, and videos of interviews that cannot be found in textbooks which become very dated and do not include improper English. The variety of internet based text types means that it is easier to find something that will interest the learner and may even encourage for further reading, listening or watching. It can also promote other skills such as skimming/scanning, extensive/ intensive reading, summary, essay, email writing, outlining, mapping, sorting, adding information and may result in oral performance, such as newscasts, conversations, interviews, presentations, lectures, reports, etc. The resources of authentic spoken English may stimulate and maintain motivation, especially if the activity does not require identifying or producing every word and when control is transferred from teachers to students by giving ESP students access to technologies. An interactive listening, for example, is effective communication that develops competence in listening and interacting with others as well as in critical thinking – real talk, real questions. The purpose of such activity is to provide opportunities for ESP students to access different online materials, take responsibility in the interaction and to develop independent learning skills.

2.3.6. Background theories on the use of the Internet

When learning about the use of the internet we can shed some light on three different theories: authentic material, comprehensible input and communicative approach.

2.3.6.1. *Authentic Material*

Authentic material, according to Widdowson (1990), would be material designed for native speakers of English. It is always a challenge to provide current, meaningful, and relevant content for students of English as a Foreign Language; one of the excellent sources of materials, for example, are movies and day to day conversations. These sources provide linguistic input and action accompanying the language; that offers us an innovative way to teach English.

2.3.6.2. *Comprehensible input*

Stephen Krashen (1982) proposed the Input Hypothesis. He asserts that one acquires language in only one way---by exposure to comprehensible input. As language teachers (and learners), we also have experienced what has been long proven by research: to learn a language well learners need meaningful contexts. Christison (1999), in "Applications of Brain-Based Research for Second Language Teaching and Learning" (1999), concluded,

“Facts and skills that are taught in isolation and not connected to something meaningful cannot be remembered without considerable practice and rehearsal... Second language classroom activities that are meaningful create an ideal learning opportunity for second language students to learn more information in a shorter time, with less effort”.

2.3.6.3. *Communicative Approach*

Because a strong consensus has built up worldwide in recent decades in support of the communicative approach, the dialogue-based text and role playing are valuable methods for L2 learning. Richards and Rodgers (1986) examine three theoretical views of language: structural, functional and interactional. The role playing method follows from the interactional view. It encourages thinking and creativity, lets students develop and practice new language and

behavioral skills in a relatively non threatening setting, and can create the motivation and involvement necessary for learning to occur.

2.3.7. The Internet and Education

The internet as a network of thousands of computers, as stated by Mike (1996) and Gillette (1996), is a standpoint of the information age not only for education materials, but also for various sectors of society such as business, government, military, news broadcasting, and so on. In the field of education, according to Todd (1996), the worldwide information is constantly available through the internet and it can open up a vast new collection of learning opportunities and better prepare learners to contribute effectively in a knowledge-based global economy. In this sense, according to Owston (1997), the internet “*is a motivating tool with an increased emphasis on the critical thinking, problem solving, written communication, and collaborative skills*”. The feedback through the internet, thus, is provided for learners to obtain a variety of information about the investigated topic and to compare and evaluate different perspectives by analysis.

In teaching a second or a foreign language, particularly English, since learners can easily gather data written in foreign language, the internet use, according to Kasanga (1996) and Brandl (2002) increases the comprehension and acquisition of a second language and, thus, facilitates the interaction of language learners by gaining input in the language learning process for research activities outside the class. On the other hand, for the activities inside the class, the internet use, as noted by Kern (1995) changes the interaction between learners and teachers by the active participation of learners.

Accordingly, through the internet which has been accepted as a functional component of the learning process, foreign language education has shifted to more technology-based dimensions. The most significant reason is that the internet resources and opportunities for learners as well as for teachers, scholars, and researchers in foreign language education have been available in a growing number each day. In this sense, the most valuable contribution of the internet to English Language Teaching (ELT), according to some researchers such as Warschauer, Shetzer & Meloni (2000), is its role in facilitating teacher’s access to professional

materials, contacts and resources in English. What are, then, the most significant benefits of the use of the internet in English Language Teaching (ELT)?

2.3.8. Benefits of the Internet in English language teaching

The Internet, today, has an important role and great potential in foreign language learning and teaching. Yang and Chen (2007) summarize the advantages of Internet use in EFL learning in a general sense:

“The Internet enables English learners to access useful language resources and communicate directly with native English speakers. ... Learners can practice applying information and overcome the decontextualized predicament of English learning. Students can learn listening, speaking, reading and writing English integratively via real-world situations.”

In addition to Yang and Chen’s statements there are some more specific aspects of Internet use in EFL learning. First, the Internet, according to Kasanga (1996) increases language use and enhances synchronous and asynchronous communication of language learners. Such a view was also adopted by Kern (1995) and Warschauer and Healey (1998). Furthermore, Wiburg and Butker Pasceo (2002) admitted that the internet helps learners to use language in real communication situations. Generally speaking, communication via the Internet allows learners practice and use their language skills.

Second, the Internet, according to Kern (1995) changes the interaction between language learners and teachers. This view is supported by Peterson (1997) and Means and Olson (1997) and Warschauer, Turbee and Roberts (1996) who admitted that the internet changes teacher and students’ roles, makes learning more student-centered, and increases participation as there is less teacher and more learner talk in computer classes.

Third, the Internet is a very important source of authentic materials. It is useful and easy to retrieve access and use information in the context of foreign second language learning. As stated by Mike (1996), it gives the opportunity to learn about the target culture. It also makes learners have a great variety of speech discourse. In the same vein, Sullivan and Pratt (1996) and Warschauer (1996) point out that the internet makes learners use more complex language. Consequently, it can be said that the Internet has brought new dimensions and opportunities to foreign language learners in the aspects of communication, classroom interaction and authentic

materials. In other words, the Internet has been a chance for EFL learners to improve their discourse, grammar, vocabulary and language skills in a real and natural environment. However, efficient use of the Internet as a real environment in EFL learning is closely and directly related to the attitudes of EFL learners towards it. To be brief, achievement in EFL learning via the Internet depends on the positive attitudes of learners.

Most educators and teachers regard the internet as a valuable tool in ELT. Such a point is discussed by Bork (2001) who stated that *the “internet provides variety of materials that meet individual student abilities and address individual student goals, leading to purposeful, constructivist learning”*. Li (2005) listed five reasons to why we should introduce the Internet in ESP classroom. These are:

- (a) it provides authentic language materials;
- (b) it enhances the student's level of literacy in conducting on-line communication;
- (c) it enables the student to interact with native and nonnative speakers for 24 hours on end;
- (d) it makes the learning process lively, dynamic, and interesting;
- (e) it gives both the student and the teacher the power to work efficiently (Li, 2005).

In general, we can say that the internet is a source of motivation. The importance of motivation in enhancing ESP learning is undeniable. Lifrieri (2005) points out that *“when asked about the factors which influence individual levels of success in any activity – such as language learning –, most people would certainly mention motivation among them”*. Brown (2000), also, states that *“it is easy in second language learning to claim that a learner will be successful with the proper motivation”*. With similar views, Gardner (2006) posits that:

“Students with higher levels of motivation will do better than students with lower levels”. if one is motivated, he/she has reasons (motives) for engaging in the relevant activities , expends effort, persists in the activities, attends to the tasks, shows desire to achieve the goal, enjoys the activities, etc”(Gardner, 006, p. 243).

The main point, regarding teaching English to students of medical, is to find the best way how to motivate students for developing their English learning rather than boring them with a stock of medical terminology. The internet is a source of instrumental motivation which makes learning English in the field of medicine more stimulating and motivating. The teacher should find a way to activate and encourage his/her students' desire to invest effort in the learning

activity. In this case the teacher is also a source of motivation. He/She is the key factor in student's motivation. It is one of the factors that have a strong impact on success or failure in learning English is motivation. It can simply be said that without motivation students, according to Ur (1991) would not do some activities and consequently there would not be any effort to acquire a language. Accordingly, Muehleisen (1997) has given a number of reasons for using the internet in English classes. A couple of reasons are useful to be more convincing. These include:

1. The Internet places English in an international context. Students quickly discover for themselves that a majority of the information on the Internet is in English; they also discover that they can use English as a means of learning about and communicating with people around the world, and not just in English speaking countries.
2. Internet projects are interactive. Even when students are simply browsing, they are actively choosing what they will look at next. Searching for information involves work on the part of the students, as do sites which ask the user to fill out forms. Most web sites have e-mail addresses so that viewers can ask questions or send comments to a creator of a site, something which makes the web more easily interactive than a book or magazine.

2.3.9. Studies on the use of the internet within the EFL classroom

Research on the use of the internet within the EFL classroom generally yields positive language learning results. Studies have shown that for language learners, it is the *communicative* facilities of the Net rather than the resources offered that are actively tapped by teachers and pupils. Cook (in Warschauer, 1995) studied ESL writing courses at Kapiolani Community College, Honolulu where all classes are taught 100% online with pupils writing in pairs, small groups and as a class. The programme involved the writing process, electronic discussion of what they have read, and critique of their own work and collaborative writing of essays. The impact of real-time electronic discussion on the teaching of writing was evident not only with regard to the role of the teacher (which shifted from being a mere repository of knowledge to a facilitator and guide) but also on pupils who gained confidence in expressing ideas in writing. The more they wrote, the more comfortable they became in writing in this powerful,

communicative context with a meaningful purpose of communicating with a real, authentic audience. Pratt and Sullivan's (1994) study of the effects of computer networking on teaching ESL writing at the University of Puerto Rico revealed strong differences in participation patterns. 50% of pupils participated once during oral discussion as compared to 100% pupil participation in electronic discussion. Also, there was a reduced participation of teachers in discussion with 15% of turns in electronic discussion as compared to 65% in oral discussion. Holistic rating of pre and post writing samples also showed marked improvement in the writing of students in the computer-networked classrooms compared to those in the traditional classroom with oral discussion. This was confirmed in studies by Hartman *et al* (1991) and Marbitto (1991, 1992) which revealed that electronic discussions also contributed to more useful peer editing comments and resulted in more revisions in students' writing.

Kern's work (1993) at the University of California, Berkeley indicated that students' language showed a wider variety of discourse functions and a more sophisticated range of morphosyntactic features in addition to stimulating students' interest in one another which contributed to peer learning and decreased reliance on the teacher. Kern (1993) recommends that electronic discussions precede oral discussions as this allows focus on the ideas at hand without undue anxiety over the articulation and delivery of the ideas discussed. Similar positive effects were seen in studies across cultures. Tella's (1991,1992a, 1992b) study of email exchanges between Finnish and British pupils yielded the following results:

- a- Improved quality of writing with a real purpose and international audience more versatile modes of writing from personal, expressive to argumentative genres.
- b- Opportunity to practise language in open ended linguistic situations with the emphasis the-ing form to content as well as expressions, idioms and vocabulary.
- More revisions to texts and increased peer tutoring and other collaborative methods in composing.
- d- More public and collaborative reading in addition to the use of different reading styles.
- e- Switch from a teacher-centred, large group sponsored teaching toward a more individualized and learner-centred working environment.

2.3.10. Attitudes of EFL learners towards the internet

Likert (1932), cited in Gardner (1980), defines the term attitude as *"an inference which is made on the basis of a complex of beliefs about the attitude object"*. Gardner (1980) elaborates on Likert's definition by defining attitude as *"the sum total of a man's instincts and feelings, prejudice or bias, preconceived notions, fears, threats, and convictions about any specified topic"*. Ajzan (1988) considers attitudes as *"a disposition to respond favourably or unfavourably to an object, person, institution, or event"*. Baker (1992) defines attitudes as *"a hypothetical construct used to explain the direction and persistence of human behaviour"*. However, Wenden (1991), proposed a broader definition of the concept "attitudes". He states that the term attitudes includes three components namely, cognitive, affective and behavioural. A cognitive component is made up of the beliefs and ideas or opinions about the object of the attitude. The affective one refers to the feeling and emotions that one has towards an object, 'likes' or 'dislikes', 'with' or 'against'. Finally, the behavioural component refers to one's consisting actions or behavioural intentions towards the object.

From a different angle, McGuire (1969), cited in Oscamp, (1977) suggests that it is possible that the three components are so closely interrelated, *"that theorists who insist on distinguishing them should bear the burden of providing that the distinction is worthwhile"*. This made Van Els et al. (1984) to suggest that *"it does not really matter whether all or only one of the three components are measured; the relationship between the components is so close that sufficient information on an attitude can be obtained by measuring only one component, no matter which"*.

Related literature indicates that foreign language learners usually have positive attitudes towards the Internet. In an analysis of learners' views on Internet use for educational purposes, Slate, Manuel and Brinson (2002) found that language used was a significant variable that affected their attitudes towards Internet use. In the same study, gender was also a significant subject variable that affected attitudes towards the Internet. In Usun's survey study (2003) that aimed to investigate the attitudes towards educational uses of the Internet, 207 undergraduate students who had EFL courses were used as sample group. The participants mostly had positive attitudes towards Internet use. In another study (Ministry of Education and Science of Ukraine, 2003), it was noted that 71% of the ESP learners had positive attitudes towards the Internet while

only 43% of teachers admitted its usefulness. In one of the studies conducted in Turkey by Isman and Dabaj (2004), it was found that students at graduate and postgraduate levels had positive attitudes towards the Internet. This study was significant since EFL was a must course for undergraduate students in the sample group. In a study conducted by Asan and Koca (2006), it was found that the majority of the students have positive attitudes. However, it should be noted that 77 of the 667 students in the sample group of the study were Language Center students. Since there was no significant difference between institutions based on the students responses, it could be said that foreign language learners had positive attitudes towards the Internet. In another study conducted by Yang and Chen (2007) on the integration of Internet tools in language learning activities, it was found that the Internet increased learning possibilities. It was found that 44 male students liked and approved EFL learning using the Internet but had different opinions about its benefits. With respect to the attitudes of EFL learners towards the Internet, the findings indicated that learners were positive about the potential of the Internet. To sum up, though the studies show that learners have positive attitudes toward the Internet, it is necessary to emphasize that there is not a study in which only EFL learners were used as sample group.

2.3.11. Advantages of the internet in ESP classes

The internet provides a variety of opportunities and forms of learning. It is, therefore regarded as a highly important factor, influencing learning from the cultural, social and value perspective. It is gradually influencing pedagogy in parallel with changes in teachers' practice, thinking, approach, roles, and methods of technology use. The learning outcomes, as a matter of fact, depend on the learning environment, and the learners' attitude to the aim of a task and motivation

The Internet is changing and influencing nearly all aspects of the society and all spheres of personal and professional life. Why not take advantage of this information technology, which can be a good means for encouraging and motivating students? The Internet helps an ESP classroom come *alive* because of its 1) efficiency, 2) authenticity, 3) Literacy, 4) Interaction, 5) Vitality, 6)Empowerment, 7) autonomy and 8) motivation. These notions can be further defined:

1. Efficiency

The truth of the efficiency of the internet in EFL classes has been developed to find an efficient and rewarding means to teach ESP as the most efficient medium. The prevailing reason for this choice is that it is an inexhaustible source of comprehensive information that can be used to encourage and motivate ESP students to develop their English language. The following statement was made by Warschauer (2000):

Just as the development of the printing press 500 years ago dramatically expanded the information available to individuals and society, the development of the Internet is doing so today. With a single computer and a phone line ... anyone ... can access more information today than it was available by any means to the greatest scientists of the world a century ago”.

2. Authenticity

The use of internet enhances ESP students' learning autonomy and motivation for language study by enabling them to choose activities, media sources and content topics most appropriate to their interests and learning styles. Another educationalist Mark Warschauer (1996) considers that hypermedia creates authentic learning environment and allows “*to combine reading, writing, speaking and listening in a single activity*“. The internet also contributes to the *authenticity of the learning process* by enabling the approximation of “real life” situations and exposure to authentic materials.

Authenticity is very important because language learning is most successful when it takes place in an authentic, meaningful context. The Internet gives students access to vast amounts of authentic material on any topic. It also allows opportunities for authentic communication and publishing, which is rewarding, motivating and rather easy to arrange. ESP should not be taught in a vacuum, but rather should prepare students for the content and tasks to which they will be exposed.

3. Literacy

The ability to read, write, communicate, research and publish on the Internet represents important new forms of literacy that are needed in the 21st Century. By combining English teaching and science or medicine, the internet helps students master the skills they need for academic success and professional achievements.

4. Interaction

Interaction is the major means of acquiring a language and gaining fluency. Effective language teaching incorporates the development of oral and written communication skills as one of the ESP objectives. The Internet provides students with the opportunity to interact 24/7 with native and nonnative speakers all over the globe.

5. Vitality

Too often, ESP classrooms are reflective of teaching English for no obvious reason, as students get bogged down in memorizing grammatical rules or decontextualized vocabulary. The Internet can inject an element of vitality into teaching and motivate students as they communicate in a medium that is flexible, multimodal, constantly changing and connected to real life needs.

6. Empowerment

Empowerment of the Internet's mastery helps to increase the personal power of teachers and students. It allows them to experience the attractiveness of life-long learning. Students learn efficient searching techniques that are required when they need to find something to satisfy their personal interest or professional demands. It also teaches them collaboration with others and develops their team working skills.

Although the Internet is a vivid and helpful medium to make language learning more efficient, a successful result depends on how well a teacher implements and integrates it into classroom instruction. It is only due to the teacher's clear understanding of objectives, planning of coherent activities, searching for relevant resources, creativity and perseverance that make the Internet-based classes stimulating and valuable.

7. Autonomy

The internet is useful to develop students' autonomy. Both learners and teachers, according to Zorica (2007), are accustomed to a high degree of the teacher's control and they cannot imagine what a class may look like without it. Teachers may find it difficult to motivate the learners to work independently – The students do not feel truly responsible for their own learning. They may have deeply rooted beliefs about the roles of teachers and students, which may slow down the process of achieving independent learning. It is crucial to show students the range of autonomous options and raise their awareness of the different learning strategies that are

open to them. Students need to take responsibility for their own language development, which would in turn prove useful when the students have to use English in their professional lives.

In the college of medicine, for example, medical students are more autonomous if compared with other students in other colleges. Medical students, as a fact, have different individual needs for their professional lives. The majority of them have learnt to over – rely on teachers in their language learning careers. There is, however, a need to prepare the students for self – directed learning outside the classroom to acquire the habit of learning continuously. The English teachers at the college of medicine usually have less medical knowledge. They are perceived as lay people as opposed to 'expert' students. Since students usually transfer their knowledge of medical subjects onto the English course, they can help in planning the course itself which enables the development of student autonomy. Autonomy presents a necessity in society which puts great emphasis on lifelong learning. The use of the internet, in such a situation, can be best regarded as a source of authentic material which can develop students' autonomy and make them more aware of what they are asked to learn. Since teachers cannot provide the students with all the skills and knowledge they would like to have, the best way to help students is by providing them with strategies on how to learn by themselves. The first step towards autonomy is encouraging the students to take responsibility for their own learning. The concept of student autonomy and successful learning are closely connected. Teachers of ESP teach both language and content and the relationship between the teacher and the student is different from that in General English. In ESP students are experts in the field in which the teacher has very little knowledge. This specific relationship affects the methodology of teaching which is no longer teacher – based and this is one of the hardest things teachers have to learn. Another characteristic of ESP methodology is interdisciplinary team teaching. Cooperation between language teachers and expert subject teachers is essential if the ESP course is to be of any success.

The role of the teacher has changed in recent years in the light of current trends in education, technological advances, information explosion and communications revolution. The teacher is no longer viewed as the only source of information or imparter of knowledge. He/she is a facilitator of learning, an organizer and a coordinator rather than a director of the learners' activities. S/he is an advisor and a consultant on the learner's problems. S/he has to create the

most favorable conditions under which learning may take place. Zorica (2007) developed twelve aspects of learners' autonomy in ESP classes. These can be seen as follows:

1. Developing awareness of the learning process.
2. Teacher gradually releases control.
3. Learners are given more responsibility for their studies.
4. Learners acting as teachers in designing and checking through activities.
5. Oral presentations by learners.
6. Learner – produced materials.
7. Feedback sessions.
8. Self and peer evaluation.
9. Use of authentic materials.
10. Building of positive attitudes for learner autonomy.
11. Accepting different degrees of autonomy in learners.
12. Teacher and peer support.

ESP classes present a challenge for teachers because they have to learn how to share their power with the students, to cooperate in decision – making and constantly adjust to changes. Autonomy is based on contact, mutual learning and interactions with the aim of creating a syllabus appropriate for the students of their discipline. In this context, the teacher should take on the role of an organizer whose task is creating conditions and opportunities for learning, whose responsibility is to help the students in acquiring knowledge and skills necessary for fulfilling their goals. The teacher of ESP must be flexible and open to new approaches and methods. It takes a lot of effort and research in the field of specialized studies of their students, but turning to new environments is always an enriching experience.

8. Motivation

The internet, as if it is always referred to, is a source of instrumental motivation. It is the source of the authentic materials that reinforce students' internal and external drives. The traditional uses of textbooks and procedures, even if they constituted the basis of ESP teaching/learning, have proved their weaknesses with the appearance of the internet resources. The natural (authentic) materials that could be drawn from the internet are the source of motivation that could be of a great importance to the development of ESP students' English

language learning. For such a purpose Gardner and Lambert (1972) introduced the notions of instrumental and integrative motivation. Instrumental motivation refers to the learner's desire to learn a language for utilitarian purposes (such as employment or travel or exam purposes) in the context of language learning. On the other hand, integrative motivation refers to the desire to learn a language to integrate successfully into the target language community. In later research studies, Crookes and Schmidt (1991), and Gardner and Tremblay (1994) explored four other motivational orientations: (a) reason for learning, (b) desire to attain the learning goal, (c) positive attitude toward the learning situation, and (d) effortful behavior.

Many theorists and researchers have found that it is important to recognize the construct of motivation not as a single entity but as a multi-factorial one. Oxford and Shearin (1994) analyzed a total of 12 motivational theories or models, including those from socio-psychology, cognitive development, and socio-cultural psychology, and identified six factors that impact motivation in language learning:

- Attitudes (i.e., sentiments toward the learning community and the target language)
- Beliefs about self (i.e., expectancies about one's attitudes to succeed, self-efficacy, and anxiety)
- Goals (perceived clarity and relevance of learning goals as reasons for learning)
- Involvement (i.e., extent to which the learner actively and consciously participates in the language learning process)
- Environmental support (i.e., extent of teacher and peer support, and the integration of cultural and outside-of-class support into learning experience)
- Personal attributes (i.e., aptitude, age, sex, and previous language learning experience)

Based on this brief discussion, it is believed that teachers are able to drive the students to learn the language and to sustain students' interest in language learning if they can provide activities that are:

- interrelated between in-class and out-of class language activities
- communicative (game type) integrative (short/small activities form larger activities)
- pleasant, safe and non-threatening
- enthusiastic
- group-based

- meaningful or relevant
- challenging

These activities help promote:

- self-confidence
- experiences of success
- learning satisfaction
- good relationships among learners and between teacher and students

In order to foster positive attitudes and to motivate English learning, in particular, the learning of English as a Second Language, an environment conducive to learning must be created. Factors that help create such an environment include:

a- A learning situation that has a "low affective filter" (Krashen, 1987) whereby the learners learn to use the language in a non-threatening and fun environment.

b- providing various types of input which are auditory, visual, sensory, verbal and non-verbal in nature and input which is comprehensible or a little beyond the level of the learner.

c- Providing a continuous and consistent exposure to the language being learned in an environment where the teachers and the students are supportive and encouraging

d- Having access to situations wherein students are able to use the language as a "*natural means of communication*" (Littlewood, p. 58, 1995)

It is believed that the most appropriate source which can realize such objectives is the Internet. Learners obtain knowledge on the Internet instead of lonely dependence on teachers and books. Learning resources from the Internet not only are very colorful, but also multi-channeled, multi-perspective, multileveled and multi-formed. If teachers really make the best use of it, their students' English learning will be expected and successful. Using the Internet in teaching/learning English, according to (Muehleisen 1997), "*increases students' motivation to learn English, fosters students' responsibility for their studies and motivates students to write when they know that their written products will be available to readers worldwide*". The internet can be very supportive as a means to supplement the teaching learning process, including the language teaching learning. Nowadays, there are more and more ESL/EFL websites provided in the internet. ESPEFL students can use them as a means to support their learning. Several reasons for using the web in ESPEFL learning are to increase the students' motivation, to explore

authentic language material and to enhance the students' global awareness .Thus, using the internet in language learning might externally motivate language learners to be more active in learning process. Students' effort in exploring the internet as a tool to enhance their language learning can also reflect their motivation of language learning itself. Since the internet-based learning is believed to be able to foster the students' motivation in English learning, this research, has been, therefore, conducted.

2.3.12. Disadvantages of the Internet in the language teaching and learning

Up to this point in time, the above discussion has described some of the potential benefits of the Internet in English language teaching. However, such a discussion would be incomplete without addressing the disadvantages or obstacles related to the use of the Internet in the language teaching and learning. Singhal (1997) stated that *“While the Internet and its various facets offer a great deal to the language learner, it is not without its problems”*. Researchers and book authors in this field have indicated several difficulties regarding the use of the Internet in ELT or in education in general. These will be referred to in time, but first It is wise to list and discuss the reasons to why using the Internet in teaching in Kingdom of Saudi Arabia (KSA) is such a great challenge.

The internet is not properly invested in the educational facilities in K.S.A because of some of the preservations they have against using it in the educational system. These limitations are based on personal observation and experience as a teacher and an individual Net user. These difficulties can be classified into three categories: facility qualifications, system requirements and users' acceptance.

1. Facility Qualifications

This simply means whether the school, college or institute is fit to carry on this technology or not. Some schools or colleges are financially ready to bring in such technology; however, they cannot provide the right place to have it in. Furthermore, an educational facility may accommodate 60 students in one class and afford all the necessary requirements to use the

web (e.g., computers, on-line service...etc), nevertheless, there is the issue of class control and management to be maintained. It will be nearly impossible to check on every student in such a class with huge number of learners. You cannot guarantee that all the students have used the Net properly and achieved the intended goal.

2. System Requirements

Conveniences for using the Internet are not often readily available. Most computers come equipped with the tools needed to connect to the Internet. All one needs is a modem, a telephone line (or DSL adopter and DSL phone line) and an Internet service provider. These requirements, however, are not easily obtained. There is always the financial issue regarding the phone line bill. As a result, some students just cannot afford it.

3. Users' Acceptance

This point involves three agents: the teacher, the student and the parents. It is probably agreeable that integrating the Internet in ELT demands from the teacher's competence and proficiency in using this technology. If teachers are not qualified, then a training programme is of necessity. Providing a training period on using the Internet in ELT will definitely eliminate such an obstacle.

Still, some teachers may be quite familiar with using the World Wide Web; yet, they may refuse or are reluctant to employ it in their EL classes. This is due to the fact that Internet integration in ELT requires a lot of work. This work, as a matter of fact, is regarded as an additional task that compiles with the other responsibilities. Teachers have to surf the web and find suitable materials to their students. Teachers, in addition to that, have to come up with new methods to introduce this technology into their classes and curriculum. And most importantly, they have to change their teaching style. The teaching process will not be totally on the teachers to do. The Internet will have to pull its share in this process.

Moreover, since the Internet allows for most of the English language activities to be done after school hours, the teachers have to keep on checking and monitoring their students' progress after job hours. This seems to the teachers like bring work back home with them. They have to look at students' e-mails or join with them in any chat session. This will definitely take up from the teachers' personal time.

As for students, the Internet in ELT gives them a chance to control their learning and be in charge of developing their language and improving areas of weakness. This, of course, makes students more involved in polishing their skills and more responsible for their EL proficiency progress. Unfortunately, some students turn down such an opportunity. They simply do not want extra work to be laid on their shoulders. Students usually prefer to come to class and listen to whatever their teacher has to say and be done with it. Of course, this is not applicable to all students. A fair number of learners are more than eager to take the reins of their learning directing it towards their most needs.

Parents are essential participants in the process of integrating the Internet in ELT successfully. They present a constant problem because mostly the Internet is viewed as the door of evil and the road of corruption. As such, the web service is not accepted or even considered all together. Although illegal and prohibited sites are blocked, the Pop-Ups are unavoidable. These Pop-Ups often offer gambling sites or indecent pictures and screensavers. Consequently, many parents will not approve on their kids using the Internet even for educational purposes.

4. Lack of training

Singhal in his article *The Internet and Foreign Language Education: Benefits and Challenge* seems to have sum up the challenges in a very clear fashion. He says:

Lack of training and familiarity on part of the teachers can make it difficult to implement the Internet in the language classroom. This requires that school administrators budget for training in this area. Costs related to training, as well as on-line costs of using a provider are issues that may interfere with implementing such a technology in schools, especially in schools that have little funding. (1997: 6).

Regardless to these difficulties, it must be acknowledged that the role of the Internet in ELT is undeniable. The Net can be manifested in ELT in various manners. Eastment, Hardisty & Windeatt (2000) have written:

The Internet is especially useful for integrating the skills because of its flexibility, the variety of source material (audio/written texts to be used as input), and the multiple platforms (e-mail, bulletin boards, and Internet relay chat) that it provides for student production and interaction with other learners and native speakers of the target language.

In sum, authenticity has been pointed to by various authors as a relevant feature in ESP methodology. The learner-centred approach is essential to ESP teaching, and identified learner's needs are not fully satisfied by published texts. Authentic materials are especially important for ESP students, since they reproduce an immersion environment and provide a realistic context for tasks that relate to learner's needs. They increase learners' motivation but preparing such materials can be very time-consuming. Students and teachers can use authentic materials as a means to "link the formal, and to some extent artificial, environment of the classroom with the real world in which we hope our students will eventually be using the language they are learning.

Nowadays, authentic materials must be constantly updated, as they are more and more frequently on demand in ESP or EAP classes. These authentic materials should be taken from the real world and not primarily created for pedagogical reasons. Such materials are particularly important for communicative purposes since they reproduce an immersion environment and provide a realistic context for tasks that relate to learner's needs. Authentic materials can greatly benefit problem-solving, project-based learning, case based learning, role-play, and simulation and gaming methodology.

The ESP materials practitioners must have the ability to find authentic texts that fit the students' differing pedagogic needs, solutions to which can be implemented in the course syllabus. The ESP textbooks are particularly prevalent in Commercial English but they have proved to be irrelevant for ESP teaching/learning even if some ESP practitioners believe they are very important for in ESP courses.

Arranging effective ESP teaching is a serious and current task for developing students' ESP learning. Learning ESP should be based on a rich and authentic content. Only then will it prepare students for tackling professional problems in real life.

The Internet is a means by which, if implemented in a creative way, students can develop personal features, professional knowledge and soft skills that are vitally important for their ESP learning. It provides an abundance of ideas and offers many means (tools) on how to realise them. The Internet helps to make ESP lessons more rewarding and encourages opening the way

to bring about creativity and enthusiasm for learning, but it also demands new ways of organising classrooms, and this seems to be quite challenging.

The Internet is quite vast and complex and it continues to change quickly, altering people's lives and activities. That is why working the Web for teaching ESP has been compared to *...trying to get a drink of water from a gushing fire hydrant!*.

Nevertheless, it is believed that the Internet can be subjugated to main pedagogical principles and integrated effectively into ESP classes.

2.4. Conclusion

ESP (English for Specific Purposes) involves teaching and learning the specific skills and language needed by particular learners for a particular purpose. Only an analysis of students' needs can pave the way to exact approach to teaching English whether as a general or a specialized subject. ESP teachers, as a matter of fact, see their field as distinct from the General English (GE). They tend to focus, mainly, on the learners' ability to function effectively at work, rather than purely develop their level of English. ESP contrasts with General English, which is aimed at a very wide range of learners. ESP is, mainly, developed to be taught to English native speakers, to those learners who have gained a good English background. This branch of ESP is sometimes called ESAP, (English for Specific Academic Purposes). In principle, there is a clear distinction between ESAP, which trains students for their future work, and EGAP (English for General Academic Purposes), which trains them for their current studies, but in practice the distinction is often blurred.

ESP has proved its pitfalls by the use of the considerable number of its textbooks. These later have been imposed rather than disposed to facilitate and develop students' English language learning. The selection of course materials, thus, should depend on the students' needs. If learners have very specific needs that cannot be met by using a course book, it is now possible to select materials from authentic sources.

It should be noted that an EGAP curriculum is more than ESAP if we take into account students' immediate needs. It should be implemented with lists of authentic materials which have

been made publicly available on-line. The internet, as a matter of fact, engages, for example, medical students into a rich academic learning content, and therefore enhancing the appropriate practical knowledge and substantial employability skills. This seems to be a successful attempt to combine English for professional learning *routines* with interest and creativity based on Internet resources and services that are shaped to fit effective teaching and learning. Such an interest is ensured in order to cater for the needs of the students. Even if English is taught as an elective subject it should be oriented to meet two possible objectives: a) to develop students' English language and b) to be taken in the context of the overall professional scenario of the students' learning.

Chapter 3

Data Analysis: Results and Discussion

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3.1. Introduction

This research has been conducted for the purpose to investigate the extent to which the internet can contribute to medical students' English language development. A particular goal is to explore the Internet uses in EMP teaching classes. It is based on the assumption that integrating technology in EMP classes may help students to develop their fluency and confidence in using English. The analysis and discussion of the collected data is divided into two different approaches: The traditional course textbook-based approach and the Internet-Assisted Language Learning approach.

The first approach is analyzed and discussed according to six research tools with different objectives. Classroom teacher's observation is the first research tool which is used to assess second students' attitudes and behaviours during the formal class sessions. It is followed by three questionnaires. The first questionnaire intends to assess ESP teachers' evaluations of the assigned textbooks. The second questionnaire aims to assess students' needs. The third questionnaire assesses former students' EMP course evaluations. These three questionnaires are followed by the mid-term exam results and interview. The mid-term exam is adopted as research tool in order to identify second year students' English language learning abilities. The interview intends to analyze and discuss medical teachers' viewpoints about second year students' English language learning problems

The second approach is the subject matter of this study. In this regard, testing student performance during the internet-based teaching process may have harmful or beneficial effects on teaching or learning. It seems to be that students learn more and faster when they are equipped with more authentic resources. The only way to create an authentic input for learning English for medical purposes is by implementing the internet in EMP classes. This hypothesis is tested, analyzed and discussed according to six research tools. The data collected from these research tools has one common objective. It intends to evaluate the effectiveness of the Internet-Assisted Language Learning (IALL) in ESP classroom. Therefore, determining the effectiveness of the Internet-Assisted Language Learning has been carried through classroom observations, questionnaires, and final oral and written exams.

3.2. Results and Analysis

The major part of the fieldwork was conducted over two academic semesters 2012-2013. The collection of data was most difficult because of the extensity of the data. Since the objective of this research is to ascertain the drawbacks of the traditional course textbooks and aid and advantages of the internet resources in teaching EMP, therefore the focus has been on the students' and teachers' responses towards the issue. This quasi-experimental study designs typically allowed the researcher to control the assignment to the treatment condition. It is divided into two sections. The first section covers all the data that has been collected from different research tools during the first academic semester. It aims to answer two research questions: Why do second year students of medicine achieve no improvement in English language proficiency? Do the textbooks and teaching materials meet the learners' needs? These two questions are answered according to two designated hypotheses: a) *The selection of appropriate EMP textbooks and materials do not meet medical students' needs*, and b) *Medical textbooks are mostly based on traditional methods of teaching*.

The second section covers all the data that have been collected from different research tools during the second academic semester. It intends to give a clear answer to the stated research question: How can we achieve an effective learning/teaching EMP? The answer to this question is the main hypothesis of this study. It is believed that *the best way to improve the situation of ESP among medical students' learners is by implementing Internet-Assisted Language learning in the ESP classroom*.

3.2.1. The Use of EMP Course Textbooks

In this semester the classroom teacher focused mainly on evaluating the assigned course textbooks. Six study tools were adopted for the purpose to examine and analyze the effectiveness of the intended teaching/learning materials (Table 1.5). The process had been undertaken within four months (from November 2012 to January 2013).

1. Classroom observation

This is the first study tool that had been adopted for the purpose to assess second year students' attitudes and behaviours during the formal class sessions. Eighty nine students were observed and assessed during eight weeks (from November 8th, 2012 to January 2nd, 2013). An observation checklist (Appendix D) was adopted as a classroom assessing procedure in order to report second year students' behavioural and learning outcome during teaching classes. The main findings of this observation are summarized in (table 3.1).

Statements	Reported answers	Rate
1. Students arrive to class on time	Never	11.23%
2. Students listen to teacher	Rarely	22.5%
3. Students follow the directions	Rarely	22.5%
4. Students are engaged and active	Rarely	16.8%
5. Lessons involve a variety of students	Rarely	16.8%
6. Students appear motivated and attentive, and they seem enjoying the class.	Rarely	16.8%
7. Most of students are really keen on working and had positive attitude towards the lesson and the teacher	Rarely	16.8%
8. Students asks the teacher questions outside one-on-one situations	Rarely	4.4%
9. Students are taking notes on content.	Rarely	16.8%
10. Students bring course books with them	Most of the time	89.8%

Table 3.1- Classroom observation findings

The observation findings, as demonstrated in (Figure 3.1), vividly explain second year students' behaviour during the formal class sessions.

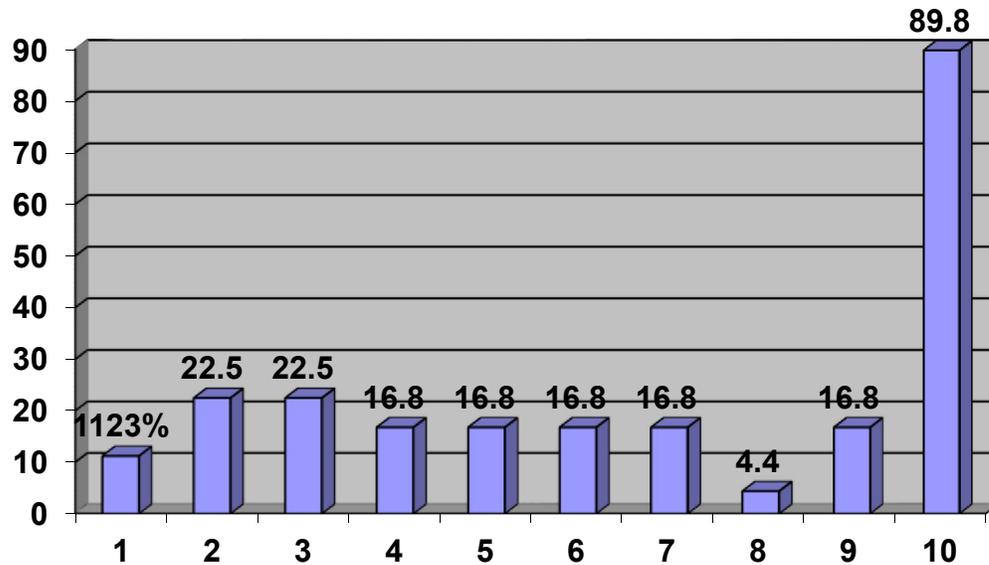


Figure 3.1- Classroom observation findings

The ten issues that were developed as a classroom observation checklist can be discussed as follows:

1. It was found that most students never arrived to class on time. It is reported that only 10 students had been reported to attend the class at the assigned time. The rest of the students, more precisely 79 students, were always late. This tardiness was observed during the two months of observation. The class started at 8 a.m but 88.7% of the students came from 20 to 30 minutes late. Such a problem has been viewed as students coming late, not attending lecture on time, missing out initial time from the first period and primarily not being present in the time set (Malik et al., n.d.). Similar definition is given by Weade (2004) that is being late for any measurable length of time past the stated or scheduled start time for school. There are a few researchers which directly enquire some respondents regarding the tardiness of students. Weade (2004), for example, found that the irrelevant course content caused students to become not interested in attending the courses. Moreover, It is also reported that frequently absent students have a fear of teachers or specific subjects. School climate and organizational characteristics of the school have also been suggested as predictive factors in student tardiness. This latter, as a matter of fact, is a behaviour which is individually symptomatic of an unfavourable adjustment between the learner and the educational and social environment in which he/she is

functioning. It can be judged as students' deliberate ignorance of the assigned course or the class. It is as noted by Torres (2016) "*a lack of subject interest, lack of personal interest in studies...*" The effects of tardiness show that it hurts both students' academic achievement and the school, where it can cause time loss and morale problems.

2. Students rarely listen to the teacher. This problem is rated 22.5%. The teacher's observation during the two months showed that only twenty students who attended the class either on time or late gave some attention to the course. The rest of the students were really disconnected from learning atmosphere. Not only they chatted with each other but also they played with their smart phones in the class. The question which might be asked is what are the causes beyond this behaviour? There are three reasons beyond students' carelessness:

a- Students see little value in the course or its content. Regardless of the objective value of an activity or topic, if students do not recognize its value, they may not be motivated to expend effort. However, if students clearly see how coursework connects to their goals, interests, and concerns, they will be more likely to value it, and thus more motivated to invest time and effort. Students will be more motivated to work hard if they see the value of what they are learning to their overall course of study. They are more likely to exert effort in a course if they anticipate an eventual payoff in terms of their future professional lives.

b- Students do not perceive the classroom climate as supportive. If students perceive the environment as supportive and feel included and heard, their motivation will likely be enhanced. On the other hand, if students perceive the environment as unsupportive or feel marginalized by the classroom climate or the course content, it may erode their motivation to engage with the material or even continue in the field.

c- Students have other priorities that compete for their time and attention. When a number of different goals are at work simultaneously, an individual's motivation to pursue some goals may affect both their motivation and ability to pursue others. This is certainly true for medical college students who regard Learning English as a minor subject, which has nothing to do with their professional career.

Lack of interest in listening to the teacher is an alarming issue, but it becomes even more so when the subjects are medical students. Such negligence is unlikely to be encountered in medical classes.

3. Students rarely follow the directions. It is reported that 22.5% of students demonstrated a positive attitude to follow the teacher's directions. The same students who continuously listened to the teacher paid more attention to his directions. There is a reason to believe that the English class is rather a boring learning subject. The disconnect between giving directions and students actually following them is a very frustrating matter. It was not possible to urge sixty nine students to follow what they really do not know. These students are rather discouraged from the beginning to be engaged in the course session.

4. No one can deny that active classroom participation plays an important role in the success of language. In the context of English as a Foreign/Second Language (EF/SL) teaching and learning, students' engagement is essentially important in the classrooms. It is believed that when students engage in the classrooms with their teachers or among peers, they are compelled to be involved in the 'negotiation of meaning', that is to express and clarify their intentions, thoughts and opinions. Operating from the belief that classroom participation is associated with learning, students are always encouraged by their teachers to contribute to the classroom discourse, and their participation is often evaluated according to the amount and quality of their talk. This practice has also become an evaluative benchmark for EF/SL teachers to reflect if they have conducted a good lesson or elicited sufficient responses from their students. Generally speaking, with teachers' encouragement and efforts, students are always expected to be able to fully contribute in the classroom discourse. Nonetheless, the EF/SL classroom may be a frustrating place when most students remain silent in class, and only a small proportion of them actually participate.

Following the fourth issue, second year students seemed unmotivated to learn English. According the teacher's observation second year students are rarely engaged in any discussion. Only 15 students, representing 16.8% of the majority, were determined to be active and engaged in any course discussion. The overwhelming majority of the student, who represent 81.1%, showed no interest to care about what they were learning. In such a situation the students are said

to remain non-participatory, quiet or behave passively. In the field of second language acquisition, this is a situation typically termed as 'reticence'. For EF/SL instructors, this is a kind of uncomfortable feeling as it reflects negatively on their instructional practice.

5. Students attitudes in points five, six, seven and nine showed no interest to the assigned course. Only 16.8% of the students appeared motivated and attentive, and they seemed enjoying the class. They were even observed taking notes on contents. The same 15 students were really keen on working and had positive attitude towards the lesson and the teacher. It seemed that the rest of students had lost motivation on learning. This, according to Iakovos, Tand Areti, K (2010) is due to three different factors: a) teacher-student relationships, b) the general classroom atmosphere, and c) the use of authentic teaching materials and activities. All these three issues are not really present in any class session. A teacher, as a matter of fact, is a messenger of knowledge which may be acknowledged by some students and ignored by some others. At the planning stage, he is a learner who is constantly taking classes and attending professional development sessions to learn the latest best practices and strategies for effective teaching. His role, as noted by Zeiger is *"to design lesson plans to teach the standards and provide engaging activities, while taking into account each student's interests and instructional needs"*. This is, however, not the case with second year students. All the materials are ready made. The most common role a teacher plays in the classroom, in such a situation, is to teach knowledge to students of medicine. He is given a curriculum he must follow that meets state guidelines. This curriculum is followed by the teacher so that throughout the year, all pertinent knowledge is dispensed to the students.

6. It is believed that classroom questions are the most real kind of classroom communication. More than this, explanations in response to questions are likely to be more understandable and memorable for students. However, being not motivated to come on time or to take part in any class discussion is a clear picture of students' reticence. Only four or five students were observed to ask questions. Alex Case (2012) noted that there are three reasons behind students' reluctance to ask questions shyness, language problems, relevance, and the teacher's and students' role. None of these problems, as a matter of fact, are said to answer second year students' reticence. A large part of this, according to VanLang (2012) is *"because of the design and the purpose of most*

lectures in the academic sphere". Furthermore, according to Salil Sethi (2010), this is because students "Do not care enough: Lot of students take classes because they have to - it is part of their curriculum". Disengaged or unmotivated students always find a shuttle in keeping silence. The possibility to motivate them to love the assigned course might be rated 0%. According to a study conducted by Yazzie-Mintz (2007), two of three high school students are bored every day in class—typically, they say, because the work isn't interesting, challenging, or relevant for them. The nine preceding issues in the observation checklist clearly show the major characteristics of disengaged or unmotivated students. These characteristics could be compared with the characteristics of motivated students. According to Keith B et all (1995) , "Teachers perceived motivated students to believe school is important, work hard in school, love school and love learning, have positive attitudes about school, and have high educational aspirations".

7. The last point of the observation checklist is very staggering. According to the classroom teacher most of the students brought their textbooks during the class sessions. It was reported that 80 students representing 89.8% of the total number of the students, who always came late, brought their course books with theme. Books are often regarded as heady load. Why, then, do students bring their textbooks with them to the college? This is because using textbooks in the English class is compulsory. The college policy is very strict in this matter. Anyone who comes to the class without his/her textbook should be prevented from attending the class and marked absent. Moreover, student who absents himself/herself for more than 35% of the course will be barred from sitting the final examination. This is the only reason why do students bring their textbooks to the class. Moreover, textbooks are available in the library. They are expensive but they do not represent any financial impediment to the student.

2. Questionnaire A: Evaluating ESP textbooks

The main purpose of using this questionnaire (Appendix E) is to evaluate ESP textbooks. Following the classroom teacher's hypothesis, second year students' motivation to cope with the assigned English classes was very low because of the course materials. The assigned textbooks seemed inappropriate for teaching. The classroom teacher selected seven different types of textbook series, which were used as teaching materials, for review. The questionnaire was sent by e-mail to eight ESP teachers, working at the College applied medical sciences, who used to

teach EMP textbooks to students of Radiology, physiotherapy, clinical nutrition and medical laboratory. The main objective of such a process was to assess how well a textbook's instructional design effectively supports the attainment of students' specified learning goals. Therefore, the only way to gain this information was through careful evaluations of textbooks and other curriculum materials. The results of such assessment is shown in (table 3.2) below

Indicators	Teachers' responses								
	CL T	T1	T2	T3	T4	T5	T6	T7	T8
1. These textbooks are designed to be used by the students of all related fields at the college of medicine and applied medical sciences.	4	4	4	4	4	4	4	4	4
2. The main objective of the text and material is to help medical students develop an ability to handle the kind of written English that they will encounter during the pursuit of their academic education. It is assumed that the students are thoroughly familiar with English orthography.	1	1	1	1	1	1	1	1	1
3. Most parts of materials are based on structural, Lexical and communicative approach.	1	1	1	1	2	2	1	1	1
4. Most of the language points of these books are related to vocabulary and special terms and expressions.	4	4	4	4	4	4	4	4	4
5. The majority of exercises provided by these books are on reading and writing skills, no use of speaking and listening skills could be found.	2	2	2	2	2	2	2	2	2
6. The materials of these books are covered with useful and specialized medical texts.	4	4	4	4	4	4	4	4	4
7. The subject-matter areas of these books are attractive, and the level of book is higher than the assumed English level of students.	1	1	1	1	1	1	1	1	1
8. Effectiveness, appropriateness, and feasibility	1	1	1	1	1	1	1	1	1

of the material to students' interests and language level are satisfying.									
9. The materials of this book are based on behaviourism and cognitivism learning theories. All theories are of equal importance. Little motivation is seen through materials.	4	4	4	4	4	4	4	4	4
10. The focus of each unit is on comprehension and accuracy rather than production and fluency.	4	4	4	4	4	4	4	4	4
11. Students studying this book have to use English as the language of the medical world; so they have to learn it well.	1	1	2	2	1	3	1	1	1
12. The primary objective of exercises is building and expanding students' knowledge of vocabulary developing their reading comprehension and to a lesser extent improving their reading speed and it has hardly dealt with productive tasks.	4	4	4	2	4	4	4	4	4
13. Textbooks contain up to date information	1	1	1	1	1	1	1	1	1
14. Students can be prepared for presentation and discussion of a real case study related to the materials.	1	1	1	1	1	1	1	1	1
15. The textbooks are easy to use	4	4	4	4	4	4	4	4	4
16. The textbooks support self-directed learning.	4	4	4	4	4	4	4	4	4
17. The textbooks can be adapted to meet the needs of the learners.	1	1	1	1	1	1	1	1	1
18. The content is appropriate to the needs of the learners.	2	2	2	2	4	2	4	2	2
19. The topics are relevant to activities in which learners participate.	1	1	1	1	1	1	1	1	1
20. Students bring with them textbooks to the class	4	4	4	4	4	4	4	4	4

Table 3.2- Assessing ESP textbooks/ ESP Teachers' responses

Note: Numbers: 1, 2, 3, 4 refer to evaluation degree (Low 1, Fair 2, High 3, Very High 4)

CLT (Classroom teacher) T1-T8 (ESP teachers)

The above table is summarized as follows:

1. These textbooks are designed to be used by the students of all related fields at the college of medicine and applied medical sciences.

All ESP teachers, including the classroom teacher, agreed that textbooks are designed to be used by the students of all related fields at the college of medicine and applied medical sciences. This point is stated as *true*. It is allotted 36 points (100%). This is the case in the college of medicine and also in the college of Applied Medical Sciences. Sometimes the same book, which is assigned to second year students, is used by students of Applied Medical Sciences. Gary, M. J(1990), "*Books piloted within a center for eventual wider regional use should perhaps be excluded from such castigation*". Students are only asked to purchase these books from stationeries.

2. The main objective of the text and material is to help medical students develop an ability to handle the kind of written English that they will encounter during the pursuit of their academic education. It is assumed that the students are thoroughly familiar with English orthography.

All teachers, including the classroom teacher, did not accept the idea that the main objective of the text and material is to help medical students develop an ability to handle the kind of written English that they will encounter during the pursuit of their academic education. Only vocabulary items are presented and explained in context on left-hand pages with a range of practice exercises on right-hand pages. The textbook, also, includes a comprehensive, learner friendly answer key. Students find everything ready for them. They find themselves obliged to use the answer key without even spending some times thinking about the answer. This point is regarded as false. It is allotted 9 points (25%).

3. Most parts of materials are based on structural, Lexical and communicative approach.

The majority of teachers, including the classroom teacher, did not really accept the idea that most parts of materials are based on structural, Lexical and communicative approach. Only two teachers, who even if they did not completely accept such an assumption, they regarded it as fair. The idea is acceptable. It may work with some books and it may not with some others. Seven teachers regard the textbooks, which are used by ESP students in both colleges, as banks of specialized terms which have nothing to do with communicative approach. The textbook which is assigned to second year students of medicine, for instance, covers a wide variety of medical vocabulary. It introduces general medical vocabulary related to parts and functions of the body, medical and paramedical personnel, education, and training. This book, as noted by the author, is primarily designed as a self-study reference and practice book. The communicative approach is clearly excluded. Sometimes we teach something they know better than us. What they do not really know is the language- how they can communicate what they know. This point is allotted 11 points (30.5%).

4. Most of the language points of these books are related to vocabulary and special terms and expressions.

All ESP teachers, including the classroom teacher, agreed that the assigned ESP books are related to vocabulary and special terms and expressions. It is, according to Hutchinson and Waters (1987), *is designed for a particular group of people in a particular context. The materials used are related to the learners' specialized field of study.* In the same vein, Davi-Ellen Chabner, who is the author of ‘The Language of Medicine’ a textbook which was first used by second year students of medicine in 2002, admitted that *“The Language of Medicine emphasizes explanation of terminology rather than rote memorization of terms, every chapter was carefully analyzed to meet the criteria of simplicity, practicality, and clarity”* (Chabner2001, preface vii). ESP textbooks are intended to develop students’ knowledge rather than his communicative or linguistic competence. This point is regarded as *true*. It is allotted 36 points (100%).

5. The majority of exercises provided by these books are on reading and writing skills, no use of speaking and listening skills could be found.

All teachers accepted the idea that no speaking or listening skills are to be found in ESP textbooks. They regarded such an assumption as fair. They do not even believe that ESP textbooks provide exercises on reading and even on writing skills. These books provide

vocabulary rather than developing students' reading skills. Most of the exercises provided by these textbooks are mainly cloze tests. Validity and reliability are very high. The ESP teachers find no problems in either writing or checking the exam papers. Even if some textbooks include reading passages they are just meant to assess students' medical knowledge. Only multiple choice questions are used. This point is regarded as *neutral*. It is neither true nor *false*. It is allotted 18 points (50%).

6. *The materials of these books are covered with useful and specialized medical texts.*

All teachers agreed that the materials of these books are covered with useful and specialized medical texts. This is the case of ESP textbooks. They are specialized books which include only a great amount of medical terms that are useful for medical students. Gylys and Wedding (1983) argued that medical discourse is a particular terminology employed to effectively and accurately achieve a communicative purpose in health care settings such as diagnosis. According to Yang (2005), EMP terminology mostly consists of prefixes and affixes, which should be carefully noted when designing an EMP course. No one can have any doubt about the main contents of medical textbooks. This is true for all medical textbooks. This point is regarded as *true*. It is allotted 36 points (100%).

7. *The subject-matter areas of these books are attractive, and the level of book is higher than the assumed English level of students*

It is true to say that second year Saudi students of medicine are very weak in English. There is no doubt to say that the level of the assigned books is higher than the assumed English level of students. All ESP teachers confirm the idea that students find the language of these books very difficult. Richard (2001), for example, proposed some features of ESP teaching. He argued that ESP is to help those who are already fluent learners and immigrants to deal properly and appropriately in their workplace and to use English in their engineering, science and nursing careers, for instance. In the same vein, (Dudley-Evans and St John, 1998, p.4) pointed out that most ESP courses assume basic knowledge of the language system. Having a basic knowledge of the English, as a matter of fact, is of great importance in order to use ESP books. Arab students, especially second year Saudi students, need to learn General English rather than to deal with something they do not understand. ESP courses are mainly meant to native speakers of English

or to those who have a perfect mastery of English. In such a situation, ESP as Mackay and Mountford (1978) could be regarded as “clearly utilitarian purpose”. This point is judged as *false*. It is allotted 9 points (25%).

8. Effectiveness, appropriateness, and feasibility of the material to students’ interests and language level are satisfying.

All teachers, including the classroom teacher, disagreed with the point that ESP books are effective, appropriate and feasible material for learning. This is true if the learners have a perfect mastery of English. These books have proved their inappropriateness and unfeasibility to Saudi students of medicine. Students showed no interests in either using these books or attending classes where these books are applied. This point is judged as *false*. It is allotted 9 points (25%).

9. The materials of this book are based on behaviourism and cognitivism learning theories. All theories are of equal importance. Little motivation is seen through materials.

It is quite true to say that ESP books are based on behaviourism and cognitivism learning theories. All teachers accepted this fact. Learners, in such a situation are regarded essentially passive, responding to environmental stimuli. They do not have any opportunity for evaluation or reflection within the learning process. They are simply told what is right or wrong. The conceptualization of learning using this approach could be considered "superficial". Teachers refuse to be the dominant figures in the classroom and take complete control. Evaluation of learning should be based on the students’ needs. Therefore, the aspect of memorization can never be regarded as critical in any language learning. Students should be motivated to learn and not forced to absorb what they do not want. The material that covers most ESP textbooks teach students to memorize the assigned medical terms needed for their professional careers. Chabner’s Book (2002), for example, contains 916 pages. There are 600 abbreviations and almost 2105 medical terms which must be learnt by heart. Remembering medical terms is a very difficult task. Few people are required to remember more than students and professionals in the medical specialties. ESP teachers do not bother themselves to assess students’ needs. Instead they try to find easy tricks in order to make memorization easier and more acceptable. For example, Zaid Ali Alsagoff (2016) developed a method that he called “rote learning or basic repetition methods”. According to him,

“to be able to spell a difficult term correctly, try saying them out-loud often (Visit a medical dictionary) to get the correct pronunciation), and use your imagination to visualize the letters in a word into different colors and sizes, especially if there are any unusual or silent letters in the word”.

Unfortunately, these books do not prepare the learners for problem solving or creative learning. Learners do what they are told and do not take the initiative to change or improve things. The learners are only prepared for recall of basic terms, automatic responses or performing tasks. Simply put, learning is a change in knowledge which is stored in memory. This point is judged as *true*. It is allotted 36 points (100%).

10. The focus of each unit is on comprehension and accuracy rather than production and fluency

All teachers, including the classroom teacher, agreed that only two skills, comprehension and accuracy, are the main focus of these books. Production and fluency are absent or rather do not exist in ESP books. These two factors, if they really applied, can determine the success of English language students in the future. Fluency, for instance, generally increases as learners progress and become more comfortable using the language. Language teachers who concentrate on fluency help their students to express themselves in English. They pay more attention to meaning and context and are less concerned accuracy and memorization of words. Comprehension, as defined by the Wikipedia website, “*emphasize understanding language rather than speaking*”. In the case of ESP classes more focus is given to medical terminology. This means that accuracy is significantly emphasized. Each unit includes certain activities which focus mainly on drills and repetition. This point is judged as *true*. It is allotted 36 points (100%).

11. Students studying this book have to use English as the language of the medical world; so they have to learn it well.

As far as this point is concerned, teachers’ responses are divided into three different viewpoints. Six teachers, including the classroom teacher, regarded such a claim as low. Two other teachers regarded it as fair and one teacher regarded it as high. These are only teachers’ assumptions. Everyone regarded such a claim from a subjective viewpoint. Nobody can claim to be right. According to the six teachers who did not accept the idea that students have to learn English well in order to study this book because English is the language of the medical world.

Nobody can ignore that English is the language of science. Today though, if scientists are going to coin new terms, it is most likely in English. And if they are going to publish new discoveries, it is most definitely in English. This is not a reason to elect such a language as the language of science. Tardy (2004), for instance, noted that *“the underlying reason for the rise of English as the language of science remains a topic of debate, but most frequently it is acknowledged as an accident of 20th century political and economic history”*. Students of medicine are not asked to learn well in order to be medical English language speakers. This can be true for English native speakers who are doing medical career. It is wise to say that it will be wise to learn English to be able to communicate in English. For better or for worse, English is a global language, and to be taken seriously as members of the global community, we must become better able to produce proficient English speakers. We need to respond to students’ needs rather than to create a medical English speaker.

Those who regarded such a claim as ‘fair’ or ‘high’ believe that English is the language of the medical world. According to them the relevance of the teaching of Medical English cannot be ignored. Medical English cannot be taught at the level of or in the same methods of Basic English language teaching. Career-specific, highly technical language must be contextually based. It is advanced English. As noted by Melodie Hull (2004),

“Students come with a wealth of knowledge and skills in their career fields. The goal of learning English at this level is not to learn grammar and structure primarily, but to acquire and use the language of practice and social relations within the career. Contextually based learning is crucial”.

Nobody can deny the fact that Medical English is quite similar to advanced English. It is in fact advanced English. The question is how can we teach second year Saudi students a language which is higher than their level of comprehension? An advanced course, as defined by the Cambridge Dictionary is “a school class that is doing work of a higher standard than is usual for students at that stage in their education”. If we judge Saudi students’ English level we will all agree in one common word ‘low’ if not ‘very low’. That is why most teachers do not accept the claim that student should better learn English because it is the language of the

medical world. They should concentrate on English as the language of instruction and the medium of communication. This point is regarded as neutral. It is allotted 13 points (36.1%).

12. The primary objective of exercises is building and expanding students' knowledge of vocabulary developing; their reading comprehension and to a lesser extent improving their reading speed and it has hardly dealt with productive tasks.

Eight teachers, including the classroom teacher, marked such a claim as 'very high'. Only one teacher regarded it as fair. As we have mentioned earlier, this is just a subjective viewpoint. The eight teachers' judgments are based on their experiences in teaching. Therefore, it is true to say that the primary objective of exercises is building and expanding students' knowledge of vocabulary; developing their reading comprehension and to a lesser extent improving their reading speed and it has hardly dealt with productive tasks. According to Sarah J. Carrier

"Traditional science lessons have often begun with teachers presenting students with science vocabulary words and asking them to write the words, find the definitions in a dictionary or the glossary of the textbook, match the words to definitions, or use the words in a sentence. In this model of instruction, words are often presented in isolation and students are tested on the words alone, without application to concepts".

Many of us "taught" this way in ESP classes. These traditional strategies stem from the assumption that students absorb the meanings of many medical terms simply by writing the words and their definitions. An example of these strategies can be noted in Mazyad's book (2009) in which he invites teachers to follow the instructions. According to him:

"The principle aim of this book is to ensure that students build up a solid lexical base. This will solve many of the difficulties learners have with both receptive and productive language....Also, at the end of each unit there is a review section focusing on the vocabulary in the unit. Vocabulary items, once introduced, are recycled as frequently as possible in later exercises. Weekly quizzes should be given to test the items covered".

These strategies fail to improve their reading comprehension or productive tasks. The textbooks are set to help students to build up a bank of medical words rather than improving their productive skills. Students are regarded as white papers that should be filled up with new words. This point is judged as true. It is allotted 34 points (94.4%)

13. Textbooks contain up to date information

All teachers, including the classroom teachers, marked such a claim as 'low'. They all reported Textbooks can never subject to information renewal. This claim is shared by Yun Xie (2011) who maintained that:

“The main problem is that textbooks are not research-oriented, nor are they up-to-date. Most are already behind the times by the time you buy them. Of course, the relevance of having an updated textbook is field-dependent..... Nevertheless, for many fields, an up-to-date textbook could be a useful tool, both for the professors who have to teach from it and for any students that continue in the field.

Textbooks are teaching/learning materials that are part of the course curriculum, which are commercially produced for learning purposes. The curriculum also guides the textbook evaluation. Tornroos (2004) used the term “potentially implemented curriculum” (p. 2) to describe the role of the textbook and other curriculum materials in a classroom in the light of written curriculum. This role of textbooks constitutes an intermediate stage between the intended (written) curriculum and the implemented curriculum. Simply put, textbooks as defined by the Wikipedia Website (2016) “is a manual of instruction in any branch of study”. This means that they are produced according to the demands of educational institutions. The information in the textbooks is often out to date. These textbooks serve as one of the key resources for teachers. They constitute a basic and flawless course material in ESP methodology. This point is judged as *false*. It is allotted 9 points (25%).

14. Students can be prepared for presentation and discussion of a real case study related to the materials.

These textbooks are prepared for the primary objective to develop students' knowledge of some medical terms. All teachers agreed that these assigned textbooks are not specifically used to prepare students for presentation and discussion of real cases related to the materials. They regarded such a claim as 'low'. Students are only regarded as receivers of information. Following John Morton (2004):

“In general, the traditional approach to learning is focused on mastery of content, with less emphasis on the development of skills and the nurturing of inquiring attitudes. The current system of education is teacher centered, with the teacher focused on giving out information about "what is known." Students are the receivers of information, and the teacher is the dispenser.

Much of the assessment of the learner is focused on the importance of "one right answer."

Morton believes that traditional classrooms tend to be closed systems where information is filtered through layers to students. In general, the use of resources is limited to what is available in the textbooks. According to the inquiry approach is more focused on using and learning content as a means to develop information-processing and problem-solving skills. The system is more students centered, with the teacher as a facilitator of learning. There is more emphasis on "how we come to know" and less on "what we know." Students are more involved in the construction of knowledge through active involvement. The more interested and engaged students are by a subject or project, the easier it will be for them to construct in-depth knowledge of it. Learning becomes almost effortless when something fascinates students and reflects their interests and goals. This point is judged as *false*. It is allotted 9 points (25%).

15. The textbooks are easy to use

The only thing which may attract the teachers' attention is the ease in using the textbooks. All teachers reported such a claim as 'very high'. They all agreed that the textbooks they are using are very easy. This is one of the positive features of the textbooks. Everything is presented to the teachers. Moreover, students are given the key answer to the exercises on a golden plate. They do not, even tire their minds to think about the answer. According to Richards and Renandya (2002) textbooks are important as they provide a specific framework that both teachers and learners can follow. These textbooks are considered important because they provide their users with a course guide easy for use. This point is regarded as *true*. It is allotted 36 points (100%).

16. The textbooks support self-directed learning

Here also all the teachers considers such a point as 'very high'. The textbooks support self-directed learning. It seems that the teacher's role in the classroom is restricted to starting and closing the class session. "*Individual learners can become empowered to take increasingly more responsibility for various decisions associated with the learning endeavor*". (Hiemstra, 1994) This is another positive feature of the textbooks. The authors of these books introduce some

instructions to be used by both students and their teachers. For example, in Glendining and Ron Howard's "*Professional English in Use Medicine*", they give some directions to students of how to use the book for self-study. According to them,

"Read through the texts on the left-hand page. If you meet words which you consider important and which are not explained in the text, look at the index to see if they are explained in another unit. Do the exercises on the right-hand page and check your answers in the key. If you find you have made mistakes, go back to the left-hand page and read through the text again". (Glendining and Ron Howard, 2007: 9)

Such a feature could be found in any textbook. Textbooks are not only teaching materials for teachers, but also students' self-directed learning materials for preparation and revision purposes. The amount and quality of the texts to be included therefore deserve greater attention. The guiding principles should include criteria such as the content, language, Technical and Functional Requirements as well as Pedagogical Use of these materials. All these criteria could be obtained by assessing students' needs. The commercial textbooks are produced for one target population, namely English native speakers. This point is regarded as *true*. It is allotted 36 points (100%).

17. The textbooks can be adapted to meet the needs of the learners.

The textbook plays an important role in teaching and learning if it meets the needs of the learners. The use of a ready-made textbook has its advantages and disadvantages. It is necessary to emphasize that no ready-made textbook will ever fit perfectly every language program. There is no ideal textbook, ideal for every teacher, ideal for every group of learners and ideal in every teaching situation. Moreover, teachers' reactions to using ready-made textbooks are manifold. Many textbooks, which are used throughout the world, are adapted to meet only the native speakers' needs. However, Saudi students even if they have had six years of English at intermediate and secondary grades they are still weak in English. Most students, therefore, when they come to college, suddenly realize that they need English if they wish to go for medicine, at least as a class language. They are shocked when they are faced with lecture method teaching of English in the college classrooms.

All teachers reported such a claim as ‘very high’. They reject the textbook approach to learning and wish to make substantial changes to the textbook they need to use according to the students’ needs. It is not only the teachers who have a significant impact on the use and modification of textbooks; the learners’ reaction to textbooks needs to be taken into consideration as well. For the learners the textbook is one of the most important sources of contact they have with the language. It is a framework or guide that helps them to organize their learning. It is helpful to involve students in the process of adapting textbooks. We should, therefore, focus on the three main approaches that have influenced ESP in some way: (a) the needs analysis approach, (b) the learner-centered approach, and (c) the learning-centered approach. The main focus should be the needs assessment that is, obtaining data, followed by needs analyses that are, assigning value to those data (Graves 1996). Therefore, the first issue to elaborate on is the needs of the students. If needs are clear, the learning aims can be expressed more easily and the language course can become motivating. If the learners' needs are not taken into account, the course will be based on unstable or irrelevant material, will disillusion the students with the value of instruction or their capacity to learn the language, and will lead to low motivation (Mackay, Mountfor, 1978). To put it simply, the needs assessment provides the researcher with the base on which to build new knowledge. By using what the students know, the researcher can explain, illustrate, and conceptualize the knowledge to be conveyed (swale, 1985). This point is regarded as *false*. It is allotted 9 points (25%).

18. The content is appropriate to the needs of the learners.

As far as this point is concerned, we can regard teachers’ viewpoints from two different angles. Seven teachers, including the classroom teachers, regard such a claim as ‘fair’; whereas two other teachers see it as ‘very high’. According to the majority, the assigned textbooks are designed for professional careers. Students of medicine, for example, are assigned ESP books in medicine. We cannot ignore the fact most textbooks which are in the markets are informative. That is, the main focus is on the content rather than the language, even if such a claim was not approved by the two other teachers. When dealing with the content we need to take into account these two approaches. First, Saudi students of medicine needs to learn English in medicine and not medicine in English. The main focus should be on the language as the medium of

communication. Second, the content should cover materials up –to-date. This point is considered *neutral*. It is allotted 22 points (61.1%)

19. The topics are relevant to activities in which learners participate.

This point is clearly rejected by all the teachers. They regarded such a claim as low. Even if the topics are relevant, most learners find some problems to participate. They lack the language, the most important tool in ESP classes. That is why we see them unmotivated to talk in the class. Motivation cannot be increased only by the relevance of the content but also by the language which conveys such content. Participation is a sign of motivation which can increase or decrease according to the students' mastery of the English language. The induced topics, no matter how they are judged, they can stimulate students' learning process only if they are prepared to develop the learners' English language. This point is regarded as *false*. It is allotted 9 points (25%).

20. Students bring with them textbooks to the class

All teachers, including the classroom teacher, noted that the majority of students bring with them textbooks to the class. They all reported such a claim as 'very high'. According to these teachers, bringing books to the class is compulsory. Learning is to be carried out through the assigned books. This point is regarded as true. It is allotted 36 points (100%).

The selection of appropriate EMP textbooks and materials do not meet medical students' needs. There are three different viewpoints regarded the evaluation of the textbooks: true, false and neutral. According to (Figure 3.2) below the teachers' responses to the acceptability of these books are stated as: favorable, unfavorable and neutral. ESP teachers considered 12 points in the questionnaire which are considered false. The ESP textbooks are considered as unfavorable. The total assessment is 60% from a total of 20 points. Some other teachers' responses remain unreliable. Their judgment is regarded as neutral. They consider three points as being neither favorable nor unfavorable. Their judgment is rated 15% from the total of 20 points. The third judgment regards ESP textbooks are favorable. Their judgment is based on five points from a total of 20. It is thus rated 25%.



Figure 3.2-ESP teachers' Responses

3. Questionnaire B: Assessing second year students' needs

The questionnaire consists of two open-ended questions (questions 3 and 4) and twenty-eight closed-ended questions. It was distributed to 89 students. The main aim of this questionnaire was to assess second year students' needs (Appendix F). The results were recorded by the classroom teacher. The assessment's findings are discussed as follows:

1. In which academic year are you?

All students are in the second year. They spent one preparatory year before being enrolled in the college of medicine.

2. How do you evaluate your English?

In this question, students have been given four options: excellent, good, acceptable and bad. The results are shown in (Table 3.3) below.

Students' evaluations	Number of students	Percentage
Excellent		
Good		
Acceptable	6	6.7%

bad	83	93.2%
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Table 3.3 – Evaluating students’ needs

Eighty-three students, that is 93.2%, regarded their English language as ‘bad’. The six other students, that is 6.7% regarded their English as acceptable. Second year students’ responses are likely to be true for the majority of Saudi students. As a matter of fact, some studies carried out by Al-Khairiy (2013) ; Alrabai (2014); Alrahaili (2013) ; Alrashidi & Phan (2015) ; Elyas & Picard (2010) and Rahman & Alhaisoni (2013) pointed out that Saudi EFL learners are often described as having generally low achievement in English as a foreign language (EFL). Furthermore, despite the enormous efforts of the Saudi government to improve English teaching and learning in the country, students’ English proficiency remains unsatisfactory and far below expectations. According to the statistics released in the third edition of The Official Guide to the TOEFL Test (2009), the average TOEFL result in Saudi Arabia is 57 out of 120, which is the second lowest in the entire Middle East and among the lowest average TOEFL scores in the world.

3. Why do you need to learn more English? Please be specific. Give examples of situations that are difficult for you in English.

This question aims to explore the main factors behind students’ low English proficiency. Students’ responses (Table 3.4) are divided into two categories.

Second year students	Students’ specific learning difficulties				
Category 1 (75 students)	Speaking	Writing			
Category 1 (14 students)	Speaking	Writing	Reading	listening	Grammar

Table 3.4- Students’ specific learning difficulties

It was recorded that seventy-five students, that is 84.2%, are facing problems in speaking and writing skills. The other students have problems in the four skills in general and grammar in particular. These fourteen students, who constitute 15.7% from the total number, represent the voice of the majority of the students. The low English language competence of these Saudi learners is a multidimensional and complex phenomenon. To address the major problems and to

seek practical solutions, it is important to first address the factors underlying this problem. Low English language achievement, according to Alrabai (2016), can be attributed to a variety of interrelated factors ranging from learner-related variables, (e.g., gender, motivation, and anxiety) to sociocultural variables (e.g., the influence of L1, society, culture, and religion), and EFL instruction (i.e., teacher behaviour and practices, the curriculum, and the teaching method). It is possible to meet the real factors in the following responses.

4. What specific areas of English would you like to improve before you leave this class?

This question intends to explore the main areas of English that second year students of medicine would like to improve. It is possible to forecast exactly what these areas are. (Table 3.5)

Second year students	Selected skills for learning				
All students (89 students)	Speaking	Writing	Reading	listening	Grammar

Table 3.5- Selected skills for learning

In the previous questions students show lack of improvement in some major language skills such as speaking, writing, reading, listening and grammar. Students’ willingness to improve some specific areas of English is really an emergency call which should be taken into account. All the students, that is 100%, reported that they wanted to improve their English language. They needed more classes in all the language skills. They wanted to build up a good background in grammar, listening, speaking, writing and reading. They wanted to understand and to be understood. The research work of Hamouda (2013) examined Saudi students and found that they were reluctant in learning English as a second language. The study has mentioned different communication barriers due to which Saudi students are reluctant in opting English as a foreign Language. In the same vein, Mahdi (2014) has identified that Saudi students have willingness to learn English as a Foreign Language. However, it is important that there should be made several rectifications in English language course so that it increases interest of the Saudi Students towards learning English as a Foreign Language.

5. When people speak English to you, how much do you understand? Check the amount.

Second year students have been given five options in order to answer this question: *Everything, Most, Some* and *Little*. As shown in (Table 3.6), such a question helps to build up a clear image of students' abilities to understand others' English language.

Students' listening abilities				
	Everything	Most	Some	Little
Students' responses			9	80

Table 3.6- Evaluating students' listening skill

Eighty students, as a matter of fact, opted for 'Little'. Only nine students opted for 'Some'. These findings are not surprising. They reflect the real status of these students. It is wise, therefore, to say that people who can neither speak nor write in English cannot understand what it is said. Many students in some specialties, such Radiology, Clinical Nutrition, or Physiotherapy, are complaining of their inability to understand English. Most of their teachers are not Arab speakers. They teach in English. This is the main problem facing either students of medicine or applied medical sciences. They do not have any problems with Arab speakers because they use the mother in teaching, even if the language of instruction is English.

6. When you watch TV, how much do you understand? Check the amount

This question aims to light how much second year of medicine understand when they watch TV. The answer could be: *Everything, Most, Some* or *Little*. All the students reported that they are able to understand everything because they read from the translation. The TV programs, nowadays, are not really efficient for improving one's English language. All what is broadcasted in the Arab world is translated into the Arabic language. People listen for different purposes such as entertainment, academic purposes or obtaining necessary information. Watching TV programs in English is of a great importance for non-English speaking learners. According to Kieran Donaghy (2014), "*learning from films is motivating and enjoyable*". Films and TV shows, as a matter of fact, are an integral part of students' lives so it makes perfect sense to bring them into the language classroom. Film, as a motivator, also makes the language learning process more

entertaining and enjoyable. Other TV programs can also expose students to natural expressions and the natural flow of speech. If they are not living in an English-speaking environment, perhaps only film and television can provide learners with this real-life language input. In contrast, translation makes things easy for those who enjoy watching TV programs. Dubbing or subtitling can never make an Arab speaker a good English learner. The audiences, according to Zatlin (2005), have to pay too much attention to the translated words at the expense of the target language.

7. When you speak English, how much do other people understand?

This question intends to evaluate students' speaking competence. Four options have been given to them: 'Everything', 'Most', 'Some' and 'Little'. Students' responses are divided into three categories. (Table 3.7)

Students' speaking competence				
	Everything	Most	Some	Little
Students' responses		14	15	60

Table 3.7- Evaluating students' speaking competence

The first category which is composed of 60 students admitted that when they speak in English people find difficulties to understand them. They responded with 'Little'. The second category which is composed of 15 students responded with 'Some'. The third category, which is composed of 14 students, responded with 'Most'. This is completely true with second year students. Sometimes I tire my ears in order to understand what they are saying. They can speak English to each other, in aim to look trendy, modern, and professional. But their English language is Saudi-specific. That is, it is understood just by Saudi people. There are some students who can speak good English. These students are having extra classes in some private schools such Cambridge or Wall Street. They spend too much money to increase their English language. The majority of the students regard English as a subject taught only for a summative purpose, that is, to *evaluate their learning* at the end of the assigned course.

8. Order the skills that you need from 1 to 6. Number 1 is the most important and number 6 is the least important to you at this time. Please use each number only one time.

Six learning skills were proposed to second year students to number, from 1 to 6, according to their degree of necessity and need. Such a question aims to give the researcher a clear picture of students' needs. Students' responses are shown in (Table 3.8).

Learning skills	Category 1 (49 students)	Category 2 (22 students)	Category 3 (13 students)	Category 4 (5 students)
Reading	5	4	5	6
Writing	4	1	3	5
Listening	3	3	4	4
Speaking	1	2	1	2
Medical terms	6	6	6	1
Pronunciation	2	5	2	3

Table 3.8-Assessing the importance and need of students' learning skills

According to (Table 3.8) students' responses are divided into four categories. The first category, which consists of forty nine students, gives more importance first to speaking and pronunciation then listening, writing and reading. Learning medical terms is regarded as the least important. Such a classification is a clear picture of students' willingness to develop their English language. The focus on speaking and all the other skills is what most people see as essential for being able to communicate in English. And while there is certainly some truth on these words, after all, there is no doubt that knowledge of language structure is crucial in communication. The question which skill is important in English depends on the need of the learner. Speaking, for example, needs correct pronunciation. English pronunciation, according to the Effortless English Website, *is more important than grammar, especially when giving a speech or presentations in English.* In the same vein, Tomasz P. Szynalski noted that *pronunciation is definitely the biggest thing that people notice when you are speaking English. When you talk to a person in real life, they may not notice your limited vocabulary or grammar mistakes. But they will notice right away if your pronunciation is good or bad.* Learners with good English pronunciation are likely to be understood even if they make errors in other areas, whereas learners with bad pronunciation will not be understood, even if their grammar is perfect. Such learners may avoid speaking in English, and experience social isolation, employment difficulties and limited opportunities for further study. According to Gilakjani, Abbas (2012):

We judge people by the way they speak, and so learners with poor pronunciation may be judged as incompetent, uneducated, or lacking in knowledge. Yet many learners find pronunciation one of the most difficult aspects of English to acquire, and need explicit help from the teacher. Therefore, some sort of pronunciation instruction in class is necessary.

That is why second year students opted for speaking and pronunciation as their first choice. Listening skill also, is given some importance. Being in the third position does mean it is better than writing and reading. All these skills complement each other. Students' selections are based on an urgent desire to learn more about English. This is clearly certified by the last selection. Learning medical terms come at the last choice. Being number six means it is less important than the other skills as it is noted in question eight. Similarly, the second category gives more importance to language skills even if the order is different. The medical terms is ranked as the last choice, which means less important. These twenty students prefer writing as their first choice. Their selections are based on their willingness to develop their writing, then speaking and the like. Such a selection is also recognized in the third category. Thirteen students regard learning medical terms as their last concern. The only difference between this category and the two other categories is in the selection of language skills. There is a slight difference between this category and the first one. Such a difference is shown in the selection of writing and listening skills. The first category ranks writing in the fourth position and listening in the third; whereas, the third category puts writing in the third position and listening in the fourth. The fourth category, as a matter of fact, gives more importance to learning medical terms. Reading and writing are regarded less important than learning medical terms. The most important skills for them are medical terms in the first position and speaking in the second and listening and pronunciation in the third and fourth positions. It is true to say that medical terminology is important for those who are working in the healthcare field. It is the basis for all what they will do. It is used to precisely describe the human body including its components, processes, conditions affecting it, and procedures performed upon in. It is to be used in the field of medicine. Students of medicine are required to take the course "Medical Terminology" as a complementary section of E M P course to meet the demands of their future jobs. According to Gylys and Wedding (1983), medical terminology is a specific terminology used to achieve the purpose of communication in the health care field efficiently and precisely, such as in writing

diagnosis and doctors' notes. But learning medical terms can never replace a language. It is not a substitute of language skills. It is used just for a utilitarian purpose, inside the medical environment.

9. Can you talk about any medical topic in English?

Students' responses are divided into four different views

1. Five students are able to talk about any medical topic in English.
2. Ten students find it for most of the time.
3. Twenty students find it a little difficult without some help from others.
4. Fifty four students are not able to talk about any medical English because it is difficult.

Regarding the first and the second views, these students constitute 16.85 % from the majority. There is a reason to believe that these students seem to be able to discuss any medical topic in English, because without having a good English background they can never report either written or orally a medical case. The English language helps people to build up a clear discussion in any topic. These fifteen students are usually motivated language learners and among the most successful students in the classroom. They perceive language classes as the *“doorway to their future studies and their careers”* (Ballard, 1996, p.148).

It is believed that students' attitudes toward what they learn can be positive or negative. Discussing medical topics in English is a proof of students' positive attitude towards such a subject. Students who show a positive attitude toward medical topics are stimulated, whereas those who display negative attitudes seem to be lacking autonomy in their learning. This leads us to take into account the learning environment. Students' attitudes is positive because the learning environment stimulates their willingness to take part in any medical topics in the classroom. A study conducted by Wu (2013) revealed that the learning environment has a direct relationship with the learner's intrinsic motivation. However, the relationship between the learning environment and motivation is complex. Strambi and Bouvet (2003) claimed that a language learning environment should give learners the opportunity to engage in class interaction and negotiation. Entwistle and Peterson (2004) argued that the educational learning environment is generally the place where learning is designed based on the students' preferences of a learning environment that makes them more comfortable.

As far as the third and the fourth view are concerned, these students are likely unable to talk about any medical topic in English. These students constitute 83.15 % from the majority of the students. Being able to talk in English unless you are given some help means the same as being unable to talk at all. The ability to use the English language to talk about something specific depends more likely on the ability to use it in normal discussions. These students' English language, as a matter of fact, is likely to very low. In spite of the great effort from both the ESP teacher and students to make the crucial step in the adjustment process and the fact that these learners work really hard in order to maintain the academic standards, problems of poor academic performance still exist. In ESP classrooms, the poor performance is often attributed to learners' lack of English competence. Allwright (1991) focuses on the need to investigate the relationship between the events in the classroom and what learners bring and take away. Allwright (1991) believes that a description of classroom language learning depends heavily on how classroom interaction is influenced by what people bring into the lesson and how are learning opportunities created and exploited through the processes of classroom interaction.

10. Can you speak English outside the classroom?

Students' responses are divided into four different views:

1. Seven students claim that they are able to speak English outside the class
2. Twenty two students find it easy for most of the time.
3. Twenty six students find it a little difficult without some help from others.
4. Thirty four students are not able to talk about any medical English because it is difficult.

The probability that second year students can speak English outside the classroom could be judged 'very low'. Some students show very high willingness to talk in English in the classroom. It is possible, therefore, that these seven students can speak English outside the classroom without any help from others. It is true to say who can speak in the classroom can speak it outside. In contrast, if we judge the quality of second year students' English language we can say it is 'very low'. It is judged by experience that only 10% of the majority of students can interact in English in both environment, the classroom or outside it. The remaining 90% of the students are said to be either bad or weak in English. These students are taught English in their primary and secondary schools, but they are taught English only as a formality. Teachers as well

as students take EFL lightly. *They only need marks to pass the examination and they even pass the EFL examination by memorizing the answers without learning any English.* (Ansari, 2012). Consequently they spend their valuable years in schools without learning anything of English language. But when they come to college or university or take admission professional courses like medical, nursing, computer science, engineering etc, they need English language because they have to study everything in English. At this stage English becomes a problem for them.

11. The course textbooks help me to improve my English?

This question intends to assess the course textbooks that are assigned to second year students of medicine. Students’ responses are divided into four categories (Table 3.9).

	Strongly agree	Agree	Disagree	Strongly Disagree
Students’ Responses	10	9	50	20

Table 3.9-Course textbooks: Students’ Evaluation

Since students use "textbooks" in their classrooms, they have the right to be involved in the process of evaluation in order to be provided with the relevant course for their specific learner group. Their views on the usefulness and effectiveness of the textbooks are also worth scrutinizing their textbooks, so as to identify the weak and strong points in relation to their own learning situation. This is required because selecting textbooks involves matching the material to the context where it is going to be used, and a wide range of specialists share the view that no textbook that is designed for a general market will be absolutely appropriate and ideal for one's particular group of learners. As Grant (1987, p.8) claims (the) 'Perfect book does not exist', yet the aim is to find out the best possible material that will fit and be appropriate to a particular learner group.

Students’ responses are of great importance. Theoretically, textbooks are regarded very important materials for teaching. In practice, the results are clear testament of the matter in hand. Students’ evaluations are divided into four categories. The first category includes 10 students. These students strongly agree that textbooks improve their English. The nine students in the

second category are less optimistic, but they agree that textbooks they are using improve their English language. Both categories, representing 21.3% from the majority of the students, regard textbooks as good materials for learning. Such a positive judgment is clearly adopted by some authors. Sheldon (1988) suggests that textbooks do not only represent the visible heart of any ELT program, but also offer considerable advantages for both students and the teachers when they are being used in ESL/EFL classrooms. Cunningsworth (1995) suggest that potential, which textbooks have, in serving several additional roles in ELT curriculum, is an advantage. He argues that textbooks are an effective resource for self directed learning, an effective source for presentational material, a source of ideas and activities, a reference source for students, a syllabus where they reflect pre-determined learning objectives, and support for less experienced teachers who are yet to gain confidence. In addition to that, Hycroft (1998) states that one of the primary advantage of using textbooks is that they are psychologically essential for students since their progress and achievement can be measured concretely when we use them.

Such a judgment contradicts some other students' responses. The second and the third category have a word to say. Seventy students, representing 78.6% from the majority of the students, regard the textbooks they are using as ineffective materials for improving their English language. Such a negative judgment is clearly maintained by other researchers and practitioners who do not necessarily accept the use of textbooks in EFL classes and retain some well founded reservations on the subject. Allwright (1982) suggests that textbooks are too inflexible and generally reflect the pedagogic, psychological, and linguistic preferences and biases of their authors. In the same vein, some proponents of authentic classroom language models have argued that the problems with many textbooks are not necessarily the fact that they are culturally or socially biased, but that they are actually too contrived and artificial in their presentation of the target language. They argue that it is crucial to introduce learners to the fundamental characteristics of authentic real-life examples of both spoken and written discourse. They have demonstrated that many scripted textbook language models and dialogues are unnatural and inappropriate for communicative or cooperative language teaching because they do not adequately prepare students for the different types of pronunciation (Brazil et al., 1980; Levis, 1999 cited in Litz, 2005). They further contend that the scripted unauthentic language found in many textbooks does not lend itself to communicative practice, but instead can lead to an

oversimplification of language and unrealistic views of real-life situations. It can also provide additional inaccurate advice about the target language society that can be particularly dangerous for students entering the target language community or those who are expecting to engage in significant amounts of real-life interactions with native speakers.

12. The specific English courses for medical students should be:

Students are asked to choose one of the following courses:

- a- Elective course
- b-Compulsory course

Students’ responses are summarized in (Table 3.10) below

	Elective course	Compulsory course
Students’ responses	65 students (73%)	24 students (26.9%)

Table 3.10. Specific English courses for medical students

According to the Wikipedia Website,

“An elective course is one chosen by a student from a number of optional subjects or courses in a curriculum, as opposed to a required course which the student must take. While required courses (sometimes called ‘core courses’ or ‘general education courses’) are deemed compulsory for an academic degree, elective courses tend to be more specialized. Elective courses usually have fewer students than the required courses.

Sixty five students, representing 73% from the total number of the students, admitted that the English courses for medical students should be an elective course. Whereas, twenty four students, representing 26.9%, regards the English courses as compulsory. As a matter of fact, the majority of the students need more courses in English. The other students regard English as an essential course which could be implemented as a core course. In such a situation, we are facing two different standpoints with a common need. English is regarded as important as the medical courses.

13. Do you need only.....

Students are given three choices: learning ‘medical terminology’ learning ‘general English’, or ‘both’. Their responses depend on their needs. They are divided into two categories. (Table 3.11).

	Medical Terminology	General English	Both
Students’ Responses		78 students (87.6%)	11 students (12.3%)

Table 3.11- Learning medical terminology and General English

Seventy Eight students prefer to learn General English. The remaining students prefer to learn both medical terminology and general English.

According to students’ responses, learning General English (GE) is more important than learning medical terminology, (Table 19). They show their need to improve their English language. But because they are students of medicine, some of them regard learning English in context better than learning English as a separate subject. This is what we call learning English for medical purposes. It involves the teaching/learning of English for a utilitarian purpose. English, as a matter of fact, is seen as an important part of medical students’ education, but there is a clear difference between students who have to learn a variety of English skills so that they can learn a core subject through the medium of English, often in an English-speaking environment, and students who have to learn English as an extension to the skills they have in relation to the core subject. We may eventually consider such a course as English for General Academic Purposes (EGAP). It involves the development of skills for studying academic subjects in English. The common EMP does not suit students’ needs. It involves only learning medical terminology and all what is related to medical English.

14. I think I have made progress in this Course.

The course that students are asked to respond to is medical terminology. Four choices have proposed (Table 3.12)

	Strongly agree	Agree	Disagree	Strongly Disagree
Students' Responses	--	9 students (10.1%)	---	80 students (89.8%)

Table 3.12- Evaluating students' Progress in ESP classes

It seems very clear that students who need classes in general English would never respond positively to this statement. The majority of the students strongly disagree to this statement (Table 20). Eighty students representing 89.8% of the total number of the students do not really make any progress in the current assigned course; whereas, nine students, representing only 10.1% of the total number, respond somewhat positively to this statement. They may have developed some progress in this course. But what kind of progress they developed? All what we know about English in medicine is the mastery of the basics of medical terminology. Truly speaking, such a course helps students build a working medical vocabulary of the most frequently encountered prefixes, suffixes, and word roots. Medical terms are introduced in the context of human anatomy and physiology to help students understand exactly what they mean, and case studies, vignettes, and activities demonstrate how they are used in practice. These are the main objectives of such a course.

15. The course textbook is too heavy and induces a lot of pressure

This statement intends to shed some light on the quality of the course textbook. Students are asked to give their viewpoints concerning the difficulties they may face in using the assigned course textbook. Their responses are summarized in (Table 3.13) below.

	Strongly agree	Agree	Disagree	Strongly Disagree
Students' Responses	70 students (78.6%)	5 students (5.6%)	4 students (4.4%)	10 students (11.2%)

Table 3.13- Students' Evaluation of the quality of the course textbook

Students' responses are divided into four groups (Table 3.13). The first group consists of seventy students. The first and the second group represent almost 84.2% from the total number of the students. They both either strongly agree or simply agree that the course textbook is too

heavy and induce a lot of pressure. Textbooks, generally speaking, may be loosely defined as a published book, most often produced for commercial gain, whose explicit aim is to assist foreign learners of English in improving their linguistic knowledge and/or communicative ability. The ESP course, as a matter of fact, has mostly focused on presenting special words, reading and translating numerous texts so, English is not used in communicative way during most of the lessons. These issues contribute greatly to distracting students' motivation to cope with this course. It needs to be said at the outset that the relationship between ESP textbooks and their users is a rather fraught one. Mariani (1980) goes so far as to call it a love/hate affair, which is nothing less in real terms than *'a sort of compromise through which a temporary armistice has been reached'*. Basically, as Swales observes (1980), the textbook is a 'problem' evincing a complex of difficulties in its creation, distribution, exploitation and, ultimately, evaluation. Given the fact that textbooks often claim too much for themselves, for example by purporting to be suitable for all students at all levels, the dashing of expectations at the chalkface is inevitable. The result has been a 'coursebook credibility gap' (Greenall 1984) of long standing, in which the textbook becomes something to be endured rather than enjoyed or used effectively. Of course, as Allwright observes (1981): 'The whole business of the management of language learning is far too complex to be satisfactorily catered for by a pre-packaged set of decisions embodied in teaching materials'. Quite simply, even with the best intentions no single textbook can possibly work in all situations.

The third and the fourth group, on the other hand, do not accept the idea that the course textbook they are using is too heavy and induce pressure. They both either strongly disagree or simply disagree to testify such a claim. It is possible to say that these two groups, who constitute 15.7 % from the total number of the students, find no problem in using the assigned course textbook. It seems that this course textbook is adjusted to their desires and purposes. Such a claim is adopted by many researchers. According to Chambliss & Calfee, (1998), "textbooks are considered at the heart of educational activities, as they provide students "a rich array of new and potentially interesting facts, and open the door to a world of fantastic experience". Furthermore, Bano, (2005) pointed out that "Textbooks are considered as the sole and legitimate source of knowledge both for students and teachers".

There are many studies which give more importance to the use of textbooks in teaching. However, the only thing that we should take into account is the students' evaluation of the problem. The majority of the students does not prefer using textbooks because they are heavy and induce a lot of pressure. ESP course textbook is regarded ineffective because it does not offer considerable advantages for all students.

16. The course textbook is effective in developing independent thinking

This statement is the opposite of the previous one. The answer is most likely to be either strongly agree or strongly disagree. Students' responses are divided into two groups (Table 3.14).

	Strongly agree	Agree	Disagree	Strongly Disagree
Students' Responses	4 students (4.4%)			85 students (85.5%)

Table 3.14- Textbook Thinking Development

The majority of the students do not accept the claim that the course textbook is effective in developing independent thinking (Table 3.14). Eighty five students, representing 85.5 % of the total number strongly disagree to accept this idea. Students who regard the course textbook as too heavy and induce a lot pressure are the almost the same students who believe that the assigned course textbook is not effective in developing independent thinking. Successful ESP textbook courses, as a matter of fact, imply that course-book authors cater for future real-life needs of learners. This is true if really students' needs are truly taken into account. A learner-centered approach adapted in ESP courses has allowed for two significant issues: a) inclusion of materials into a syllabus is based on the learners' reasons for learning, and b) tasks are cognitively more challenging. These two points do not cope with what students are learning. First, the materials used, namely textbooks, are not offered for the purpose to satisfy students' needs. Second, these textbooks do offer tasks which may enhance students' learning and develop their independent thinking.

The second group strongly accepts the idea that the course textbook is effective in developing independent thinking. But, do they really show any creative thinking? There are many factors that encourage independent thought. According to Anna Martin (2016):

Persistence, belief, independent self-esteem, confidence, determination, and creative awareness are just some of the qualities that an independent thinker will bring to the table. These qualities, and others, will enable him/her to become more innovative in their thinking and will help them create the best opportunities to demonstrate independent thinking in a positive manner.

Some students, as a matter of fact, do their best to develop their own unique abilities in a way that works best for them. They accept personal limitations which enable them to understand and research constructive ways of developing skills and knowledge. As observed in each class session, these students show their ability to lead others using innovative ideas, creative thoughts, and inspired activity. They are naturally more productive and efficient when following commands and suggestion.

17. The course textbook is effective in developing written communication skills.

This statement focuses mainly on the effectiveness of the course textbook in developing written communicative skills. All the students share a common response: ‘strongly disagree’ (Table 3.15)

	Strongly agree	Agree	Disagree	Strongly Disagree
Students’ Responses				100%

Table 3.15- Textbook Communicative skills Development

ESP, in general and EMP in particular, intends to develop students’ professional language skills. For instance, the course textbook that is assigned to second year students is primarily designed as self-study reference and practice book. According to Eric Glendinning (2007):

This book is not intended to teach you about medicine, although we have been careful to ensure that all the medical content is accurate. We have used a number of authentic sources including textbooks, references works and common medical forms.

Eric H. Glendinning is the Director of the Institute for Applied Language Studies, University of Edinburgh, and a long-standing EFL author of titles including *Oxford English for IT, Oxford English for Electrical and Mechanical Engineering, Oxford English for Electronics,*

and *Basic English for Computing*. His book, *Professional English in Use*, which has been assigned to second year students since 2011, contains 60 units covering a wide variety of medical vocabulary. Topics include diseases and symptoms, investigations, treatment, examining and prevention. The book also introduces general medical vocabulary related to parts and functions of the body, medical and para-medical personnel, education and training, research, and presentations.

It is true to say that this book facilitates the teacher's task. It is very easy in use. The exercises on the right-hand page give practice in using the words and expressions presented on the left-hand page. Students do not make any efforts in doing the exercises by themselves. There is an answer key at the back of the book. This book aims to develop students' vocabulary repertoire. It can never develop students' communicative skills. Developing communicative skills cannot be achieved in one year, by using a commercial course textbook. All that we know about a course textbook is that it is intended to focus on one specific area. Communication is about more than just exchanging information. It is about understanding the emotion and intentions behind the information. Effective communication is also a two-way street. It is not only how you convey a message so that it is received and understood by someone in exactly the way you intended, it is also how you listen to gain the full meaning of what is being said and to make the other person feel heard and understood. More than just the words you use, effective communication combines a set of skills including nonverbal communication, engaged listening, managing stress in the moment, the ability to communicate assertively, and the capacity to recognize and understand your own emotions and those of the person you're communicating with.

Second year students' learning experience is based on 'what does this term mean?' and 'how it be understood?' The classroom atmosphere is completely professional-based task. Students are taught how to speak and how to write good English. They are taught English for Specialized/Medical Purpose.

18. The Instructor provides additional material apart from the textbook

The classroom instructor is equipped with a course textbook which constitute the only material for teaching/learning. Students' responses to this issue are simply 'strongly disagree' (Table 3.16).

	Strongly Agree	Agree	Uncertain	Disagree	Strongly disagree
Students' responses					100%

Table 3.16- Extra Textbook Material

Students are the only judges of what is taught and how it is taught. We cannot hide what really exist. Three contact hours a week is not enough to make use of other materials. An elective course is usually specific to the students' major. It is limited by time. The course textbook should be completed within six months, more precisely 72 hours. Additional materials could be used if the classroom instructor is free of any assigned textbooks. The teacher is the only person who knows what his/her students need and what materials could of great help to them.

19. The Subject matter presented in the course has increased your knowledge of the subject

Students' responses depend on their subject views of the subject they are learning. The subject presented in the course is not clearly defined. Are they learning English or medical topics in English? Students' responses are divided into three categories: Agree, Uncertain, Disagree (Table 3.17).

	Strongly Agree	Agree	Uncertain	Disagree	Strongly disagree
Students' responses		25 students (28%)	60 students (67.4%)	4 students (4.7%)	

Table 3.17- Learning from the course textbook

Students come to the classroom to learn something. There is no dust on this truth. The problem is that they are learning they may know in advance. The majority of the students are uncertain what exactly they are learning. For instance, the topic *Symptoms and Signs* in Glendinning's Professional English in Use Medicine, pages 36-37 deals with describing, presenting and talking about symptoms. Students learn some new words such as symptoms, signs, complaints etc. All what they are learning does not pertain to the learning/teaching of

English. Students feel that they are acquiring some medical words which are mostly common to them. In contrast, the twenty five students who accept such a claim regard learning this topic as part of the English curriculum. They are learning for the requirements of exams and not for their personal and professional careers. Such a response, even if it seems justifiable, it does not show any insight of their language learning development. The third category which consists of four students does not agree with such a claim. This is because they do not consider what they have learnt as new knowledge.

20. The course material is modern and updated

The word ‘update’, according to the Merriam Webster Dictionary, means “to change (something) by including the most recent information”. According to this definition the information that was given in the past should be substituted with new one in the present. Publishing new versions with the same contents does not mean updating. They should be reformulated for the purpose to enhance students’ learning. As a trend in the broader framework of ELT, ESP is mostly known as a material-led movement (Dudley-Evans and St John, 1998) which aims at providing and developing textbooks to satisfy the learners' needs and interests as well as the program's objectives. These textbooks are revised and equipped with some new information (authentic sources) for the purpose to enriched students’ knowledge.

All the students kept this question blank. The reason behind this is that they have no idea about what is old and what is new. All that they know is that a ‘symptom’ is always a ‘symptom’ and a ‘sign’ is always called a ‘sign’. What seems to be unclear is how we can update something which is unchangeable. What they regard as update is just a re-edition of the same copy with some superficial changes for commercial purpose.

4. Questionnaire C- Former students of medicine

This questionnaire was designed to ten former students of EMP for the purpose to evaluate the EMP course. It was initially used to elicit information about past learners’ attitudes towards this course, and what they wanted to learn in this EMP course. The target students had already completed their second year. The choice of the target students for the course evaluation was done according to the different textbooks they used to learn. Ten former students were

assumed to evaluate the course according to their prior knowledge of its content. Following Robinson (1991) observing past students who are working may be an effective means in seeing to what extent the ESP course has fully prepared them for workplace needs.

The questionnaire was sent to the students by e-mail on December 19th, 2012. It includes 10 objective multiple choice questions (Appendix G). Students' responses could be of great help to understand the students' needs.

1. Approximate level of your own attendance during the whole course sessions.

Former second year students, who are currently in the third year, show their negative attitudes towards the course. Their approximate level of attendance during the whole course sessions is very low (Table 3.18).

	20%	21-40%	41-60%	61-100%
Students' Responses	4	3	3	

Table 3.18- Former students' approximate level attendance

According to these findings, former second year students showed no desire to attend the course sessions. It is true to say that they do not show a common attitude towards attending the course, but it seems that they were not really attracted by the assigned course. Four students, representing 40%, were most of the time absent. Eighty percent of absenteeism is too much. It means that these students did not attend the class for approximately eighty eight contact hours. The second category of students, representing 30%, was much better than the first category, but they were also less motivated to attend the class sessions. Their attendance is regarded very low. They did not attend the class for sixty six hours. The third category seems better than the two previous ones. They were absent for approximately forty four hours.

These findings do explain that these ten students clear admit that the course was no longer motivating. The frequent absences are evidence of their lack of interest in the assigned course. Absence can be viewed as a very personal decision based on both the ability to attend

and the motivation to attend. The individual decision to come to lectures will be influenced by many factors. At one extreme, there will be those conditions which make attendance virtually impossible, while at the other extreme there are circumstances where lecturers would say that there is no justification whatsoever for non-attendance. (Fleming, 1992) found that the major reasons given by students for non-attendance at lectures were competing assessment pressures (24% of reasons given), poor lecturing (23%), timing of the lecture (16%) and poor quality of the lecture content (9%). Motivation as a construct is an important issue in relation to the study of absence. It has been extensively studied both in the organisation behaviour and in the educational literature. There is, for example, a distinct difference between the motivation of those who want to learn, and those who have to learn. Race (1998), for instance, states that “wanting to learn is the most satisfactory state for students to be in”. The students who had missed a lecture may think it was not worth going to. They may claim that lecturers normally only went through the handout (already provided) or that the information was available in the textbooks. Other reasons why some lectures were not considered worth going to were that they were "boring", "a waste of time" and "unnecessary". These attitudes indicated low motivational levels and perhaps a lack of interest in the subject students were studying (Kottasz, 2005).

2. I participated actively in the course sessions.

This statement focuses mainly on students’ behaviours during the course sessions. The question is: Do they really take part in the course sessions or just follow the teacher’s instructions? The course’s guidelines, according to students’ responses, do not encourage classroom’s participation (Table 3.19).

	Strongly agree	Agree	Uncertain	Disagree	Strongly disagree
Students’ Responses	--	1	--	1	8

Table 3.19- Students’ participation in the course sessions

According to these findings, former second year students seems unmotivated to take part in the course sessions. The majority of the students, representing 80%, strongly disagree with such a claim. The other student’s responses do not represent strong evidence to students’ positive attitudes towards the course. One voice, representing 10%, does represent the whole class.

Learning is acquiring new or modifying existing knowledge, skills or behaviours. Therefore, if learning is defined as quest for knowledge, skills or behaviours, then students need to be active in that quest. Students must be proactive to seek the knowledge by seeking as well as receiving information in an outside classroom. A conducive classroom environment stimulates learning and makes both the instructor and students feel satisfied, which eventually leads to effective learning process. According to Wade (1994), most students can obtain the benefits such as the enjoyment of sharing ideas with others and learn more if they are active to contribute in class discussion. Effective learning process occurred when both instructors and students interact and actively participate in the learning activities. In ESP classes, as in other classes, the behaviours of students in classroom may range from passive to active participations. Based on the various types of classroom behaviours, to be active learners, whenever in the classroom, students must engage actively by playing the roles of information seekers. The acts of asking questions, give opinions or simply answering questions posed by the instructor or fellow students are examples of active type of classroom participation. According to Davis (2009), student's enthusiasm and willingness to participate in a classroom through these verbal engagements will create a conducive classroom environment.

Some studies have shown that there are several factors influenced the student's participation in the process of learning: the personality of the students (Pajares, 1996 & Schunk, 1995), the traits and skills of the instructor and the perception of classmates (Siti Maziha, Nik Suryani & Melor, 2010; Dallimore, Hertenstein & Platt, 2004; Fassinger, 2000), student's open-mindedness (Cayanus & Martin , 2004), and the size of classroom (Shaheen, Cheng, Audrey & Lim , 2010).

Identifying the factors for purpose of knowing the reasons that motivate the students to speak up in classroom is beneficial to the instructors in managing their classrooms. The study has revealed useful insights as to what motivate students to speak up in classroom. With this understanding, the instructors can plan strategies and employ proper techniques and use more authentic materials in order to create a responsive classroom. It is believed that classrooms are richest when all voices are heard. In a situation where students are less active or passive in the classroom, it is pertinent for the instructors to encourage active involvement. Thus, it is

paramount for the instructor to create a conducive learning environment which will stimulate the students to be actively involved in the classroom.

3. I think I have made progress in this Course.

Students’ responses are divided into three categories: ‘Agree’, ‘Uncertain’ and ‘Strongly disagree’ (Table 3.20)

	Strongly agree	Agree	Uncertain	Disagree	Strongly disagree
Students’ Responses		4	3		3

Table 3.20- Evaluating former second year students’ progress

According to these findings, nothing is known of the type of progress they have made. All what the course textbook intends to do is to enhance students’ knowledge of medical terminology. The four students who agreed regard their progress in the amount of medical terms they acquired. In contrast, those who were uncertain or who strongly disagree, regard the course textbook as an empty source of information. Simply put, these students do not regard acquiring medical terminology as a progress.

4. The course aims at developing students’ English language.

According to students’ responses the course textbook did not develop their English language. All the students strongly disagree with this claim. It should be, therefore, noted that the theoretical basis of any ESP or EMP course is based on the assumption that the English for specialized Purpose course begins when the General English ends. In the case of these students, the English language is still a newborn. The course should be designed to help students (with language backgrounds other than English) to focus on eight important areas of skills in English namely, Listening, Speaking, Reading, Writing, Punctuation, Spelling, Grammar and Vocabulary. The Course should have the overall aim of developing the operational command of the language and handling of argument and detailed reasoning in fairly familiar / unfamiliar situations. Such a course should aim to draw students’ attention to the use of English in an academic and professional context rather than focusing on defining what is ‘osteoporosis’ or ‘what is the common name of *polyps*?’ Students should be exposed to a range of resources in a blended learning approach to help stimulate learning and provide variety of access.

5. The learning and teaching methods encouraged participation.

The course textbook is based on one single method: memorizing medical terms. All the textbooks which are used nowadays encourage passive participation. All the students, therefore, strongly disagree with such a claim. Truly speaking, the use of such a type of course facilitates the teacher's task and paves the way to a dead learning. The use of EMP/ESP published materials is more widespread than ever before since textbooks provide EMP/ESP teachers with guidelines concerning syllabus, teaching methodologies and the materials to be taught. Opponents of textbook based teaching claim that even the best textbooks take away initiative from teachers. As Hutchinson and Torres (1994, p. 315) state that the danger with ready-made texts is that they can seem to absolve teachers of responsibility... they make it easy to sit back and operate the system, secure in the belief that the wise and virtuous people who produced the textbook knew what was good for us. Unfortunately this is rarely the case. Some of the dangers of textbook use listed by Graves (2000) includes the irrelevance or inappropriacy of content with the students, exclusion of important items, imbalanced variety of task-types, unmotivating or outdated activities and unrealistic proposed timetables. In most textbooks, it is evident that there is an imbalance between writing and the other skills. Writing seemed to be given more importance. Furthermore, by comparing the number of speaking sections to the number of listening sections and the number of writing sections to reading sections, it could be inferred that productive skills received greater attention than receptive skills.

6. The Course stimulated my interest and thought on the subject area.

All students stated that the course stimulated their interests and thoughts. Some subject areas of the course textbooks are very interesting. Variation in the subjects enhances teachers' knowledge and stimulates learners' interests and thoughts. Tudor (1997) points out that an important distinguishing feature of ESP is that it deals with 'domains of knowledge which the average educated native speaker could not reasonably be expected to be familiar with' (p. 91). In other words, what is focused on in ESP is not part and parcel of the communicative repertoire of all educated native speakers as in the case of general English teaching. Both teachers and students find ESP textbooks new to them. As far as classroom teachers are concerned, such subjects are regarded new and need to be learnt in order to cope with the new teaching situation. Basturkmen (2010) is of the view that teachers may find themselves dealing with content in an

occupation or subject of study that they themselves have little or no prior knowledge of (p. 7). Some may find themselves working alone in an on-site environment. They may find they have far less knowledge and experience in the subject than their learners. Students, on the other hand, find these subjects of great importance. They feel that they are learning new information that they do not grasp from other medical classes. Their responses seem positively stated. They have all strongly agreed with the claim that the course stimulated their interests and thoughts.

It can be argued that because these subjects cater to students' interests and needs, they are more likely to engender high levels of motivation. It can be assumed that students will be more interested in topics and texts related to their work or study areas. If students are more motivated, then learning is more likely to occur. There is no doubt on this evidence. Students like these subjects because they may increase their knowledge. The only thing which may cause students' rejection of the course is that it does not develop their English language. According to Mohammad, K.A (2014), "*in ESP the learner is seen as a language learner engaged either in academic, professional or occupational pursuits and who uses English as a means to carry out those pursuits*". ESP goals suggest an instrumental view of language learning and language being learnt for non-linguistic goals. In an ESP situation, it is understood that the learner would want to achieve 'real world' objectives, objectives requiring specific linguistic competencies. In contrast, in a general ELT situation, goals are generally linguistic (such as, development of oral competence or a wide vocabulary, or ability to use a wide range of grammatical structures).

7. The course is effective in developing written, reading, listening and communication skills

The line between where general English courses stop and ESP courses start has become very vague. The general English courses, as a matter of fact, aim to develop EFL learners' language skills such as writing, reading, listening and speaking. In contrast, many ESP teachers and courses are now based around a certain textbook without looking closely at learners' needs or wants. A proper review of materials from the textbook may be lacking and actually conducting workbased research into finding target language structures is seldom done.

It almost could be said that it is the very success of ESP English that is now driving the failure of courses for students. Anthony (1997, p.2) states that:

'Rather ironically, while many General English teachers can be described as using an ESP approach, basing their syllabi on a learner needs analysis and their own specialist knowledge of using English for real communication, it is the majority of so-called ESP teachers that are using an approach furthest from that described above'.

A simple distinction to make between ESP and general English is that ESP builds upon what has been learnt and studied in earlier general English classes (Brunton , 2009). In such a situation, the course which is assigned to students of medicine cannot be effective in developing written, reading, listening and communication skills. Such a course supplements what have been implemented. Dudley-Evans & St. John (1998) noted that: 1) ESP is generally designed for intermediate or advanced students and 2) Most ESP courses assume some basic knowledge of the language systems.

This description helps to clarify to a certain degree what an ESP course constitutes. It is possible to argue that things have changed dramatically since Dudley's definition was written and today many ESP learners are of below intermediate level.

Low English language proficiency of Saudi ELT students hindered their academic progress. Therefore, strong language proficiency is needed for university level ESP courses. Also it would be expected of all general English courses to meet the specific needs of learners. All the students, as a matter of fact, regard the course ineffective in developing written, reading, listening and communication skills. Their language proficiency level is very low. They need more English than ESP courses. Their level is below intermediate if not beginner. What a beginner needs is not an ESP course but General English.

8. The course helps to develop the most basic medical terms

This statement is true in the sense is that it depicts the main objective of ESP courses. Most of the course textbooks in medicine or in other specialized areas give more attention to terms rather than to the language. Mackay (1978) provides us with a definition that many ESP teachers would accept: *It (ESP) is generally used to refer to the teaching/learning of a foreign language for a clearly utilitarian purpose of which there is no doubt (1978: 37).*

Many textbooks aim to give learners the most significant medical terms that are used in a medical office – perfect for their new career path. With this medical course they can develop the skills necessary to excel in their professional career.

All the learners strongly agreed that the assigned course helped them to develop the most basic medical terms. Such a course prepares students with wide and specialised knowledge in healthcare terms. All the more reason is to fully equip the students with a solid background in the language needed to work in an English-speaking healthcare environment. Apart from that, this course is also primarily and professionally designed for the students to be able to practise the theory and practical skills in the real situations. Furthermore, this course is a mix of medical terminology and everyday health terms which are needed to communicate with patients plus the vocabulary needed to understand the medical equipments, procedures and tests.

9. How much can you understand English now?

Second year students of medicine are required to take English for Medical Purposes (EMP) as a subject for study completion. They should complete their first year in the preparatory college before joining the college of medicine. Simply put, learning/teaching usually takes place over two academic semesters, duration of 30 weeks and the total length is 90 hours (one credit hour; three contact hours per week; two hours on Sunday, from 8:00 to 09:50 and one hour on Monday from 10:00 to 10:50).

This question aims to determine students’ communicative competence. Students’ responses show a clear understanding of their inabilities to understand English (Table 3.21)

	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
Students’ Responses				6		4				

Table 3.21- Assessing Students’ understanding of the English language

Students’ responses are divided into two categories. The first category consists of six students, representing 60%. They affirm that they are able to understand only 40% of the English language. The second category, on the other hand, consists of four students representing 40% of the students. The listening skill of this category seems higher than the first one. Students’

listening abilities is 60%. However, even if there is a slight difference between the first and the second category, the students' listening skill is still weak.

Student's main factor of speaking ability is charging with listening as much as possible. English is the language of instruction in the college of medicine. All teachers, either Arabs or non-Arabs, teach in English. Listening is of paramount important since it provides the language input. Without understanding input appropriately, learning simply can not get any improvement. In addition, without listening skill, no communication can be achieved (Cross, 1998). It should be noted that the learner's perception of their listening problem and strategies can affect their comprehension both positively and negatively (Wenden, 1986).

There are many causes behind this problem. A numbers of research have been carried out to pick out the problem in listening. The problems were believed to cause by the speech rate, vocabulary and pronunciation (Higgins, 1995). As Flowerdew & Miller (1996) assumed that the problems of the students were for the speed of delivery, new terminology and concept, difficulty in focusing and the physical environment. Students, thus, have to face these three problems. First of all, the students find it hard to understand proper names as they have never heard about it before. In other words, they have no background knowledge about what they are listening. The second problem is believed to rise from the unfamiliar, uninteresting and too long listening which makes the students feel strange, discouraged and bored of what they are hearing. The last one is assumed to be about the sound connections and intonation spoken by native speakers with different accents.

It is possible, therefore, to mention another cause for the problem of understanding English. It is the lack of the English learning input. Second year students are not really provided with enough time to learn English. Three hours a week cannot stimulate students to cope with the English learning environment. Moreover, the course textbook does not provide any listening activities, which may develop students' understanding of the English language.

10. If you are asked to choose between General English and English for medicine, which one do you choose?

This answer to this question is a summary of the whole questionnaire. Former second year students regard learning General English as better than learning English for medicine. All their responses have confirmed one thing: a need for learning English. What these students had been taught was against their needs. Graves (2000) defines a needs analysis as a systematic and ongoing process of gathering information about students' needs and preferences, interpreting the information and then making course decisions in order to meet those needs. The findings of this questionnaire clearly show that former second year students have not developed their English language because of the use of the assigned course textbook. They valued higher needs towards English language than English in medicine. Most of them, however, are lacking in English language proficiency. This means that more English courses should be offered to this group of students aside from the current courses. As noted by Vahdany and Gerivani (2016): "*Medical students need to use English for studying their subject matter and also for their careers in the future*".

5. Mid-Year Exam

This exam aimed at identifying second year students' English language learning abilities. It was set on January 2nd, 2013, after about two-thirds of a subject's course had been completed. The total mark is 20. It is composed of four questions. (Appendix H). The items need no subjective answers. The answer is either correct or wrong. The format of the questions reflects the structure of each unit in the course textbook. Students had to pay attention to spelling mistakes.

Overall, the results of the mid-year exam are divided into four categories (Figure 3.3). The first category includes thirty students whose marks are below 5. The second category includes twenty five students. Their marks range from six to nine. The third category includes twenty five students who marks range from 10 to 14. The fourth category represents the nine best students. Their marks range from 15 to 18.

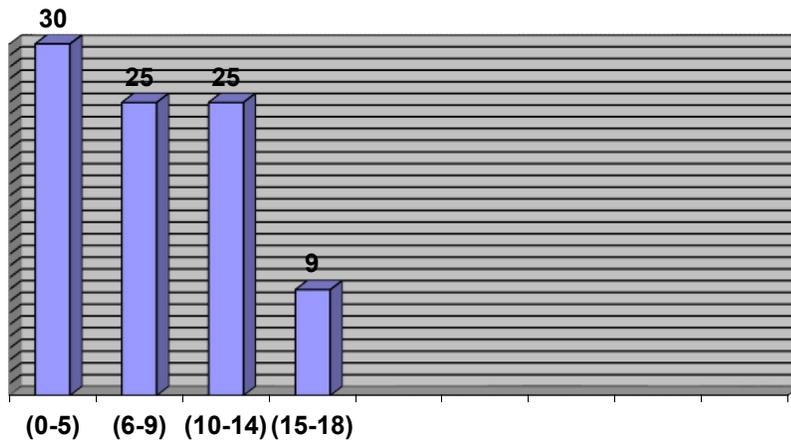


Figure 3.3- Results of the Mid- Year Exam (January 2nd, 2013)

As it is shown in this graph, no one got a full mark. The exam was objective in the sense it requires students to choose or provide a response to a question whose correct answer is predetermined. The marking of the responses is completely non-subjective as no judgment has to be made on the correctness or otherwise of an answer at the time of marking. Because the correct answers to objective test questions are pre-determined, they are well suited to the many forms of CAA (Computed Assisted Assessment) that involve automated marking.

The question which may need an answer is why did these students get these marks? In order to answer this question an analysis of each question is required.

Question 1- Multiple choice Items

This question is allotted 15 marks. Students were asked to select the right answer. The first five items deal with the reading passage. The other 25 items are related to the course textbook. This question was very difficult for the students. Students' marks range from 2 to 13 (Figure 3.4).

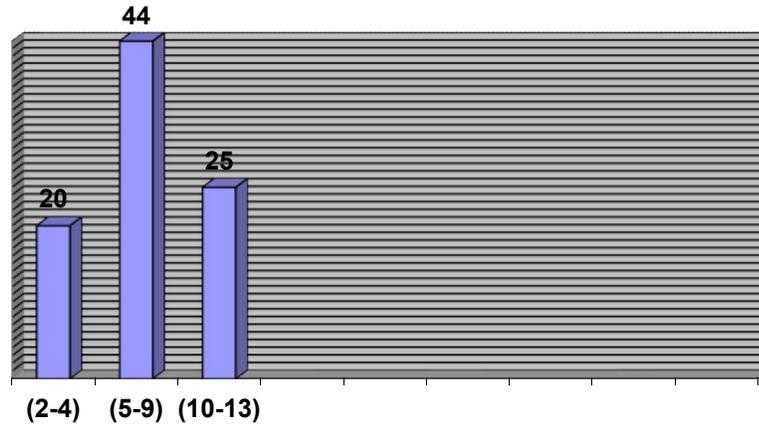


Figure 3.4- Students' responses to question 1

The graph shows that students' responses are divided into three categories: 1) under five marks, 2) under ten marks, and 3) above ten marks. The first category is represented by twenty students whose marks range from 2 to 4. The second category involves forty four students whose marks range from 5 to nine. The third category involves 25 students whose marks range from 10 to 13.

Students' higher scores or lower scores depend on their: a) understanding of the stems and their distracters and b) review of the assigned units for the exam. This multiple choice test is valid in the sense it requires students to respond to what they have already been taught from the assigned textbook. One of the advantages of this kind of test, according to Beckert and Sainsbury (2003) is that if *students are instructed on the way in which the item format works and myths surrounding the tests are corrected, they will perform better on the test*. Factors irrelevant to the assessed material (such as handwriting and clarity of presentation) do not come into play in a multiple-choice assessment, and so the candidate is graded purely on their knowledge of the topic. Furthermore, multiple choice tests are best adapted for testing well-defined skills, such as the mastery of medical terms. Failing to interpret information as the test maker intended can result in an "incorrect" response, even if the taker's response is potentially valid. The term "multiple guess" has been used to describe this scenario because test-takers may attempt to guess rather than determine the correct answer. This explains why some students were given lower marks and why some others did not get full marks. In addition, even if students have some

knowledge of a question, they receive no credit for knowing that information if they select the wrong answer and the item is scored dichotomously.

Question 2-Reading comprehension

This question is related to the reading passage in the first question. It is regarded as objective because it does not allow examinees to demonstrate partial understanding of the subject and receive partial credit. Students were asked to find out words from the text that could be defined as the ones given in the exam. Table 3.22 shows that the majority of students were unable to find out the correct words to the assigned definitions.

1 correct answer	2 correct answers	3 correct answers	4 correct answers	5 correct answers
23 students	27 students	20 students	12 students	7 students

Table 3.22- Students’ responses to question 2

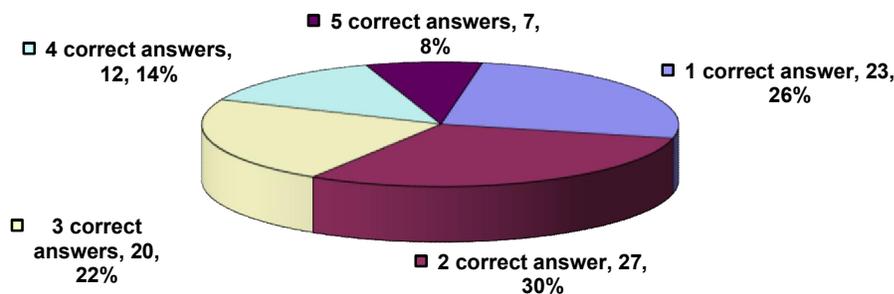


Figure 3.5 – Students’ responses to Question 2

According to figure 3.5 second year students found problems in understanding question 2. The question needs a clear understanding of the whole passage. The definitions are given to them but finding the right words seemed. There is only one word for each definition. The selected are either correct or wrong. Question 2 is allotted 5 marks; one (1) for each correct

answer. Students' allotted marks to question 2 clearly state their real English language achievement (Table 3.23)

23 students	27 students	20 students	12 students	7 students
1	2	3	4	5

Table 3.23- Marks allotted to question 2

Students' English language achievement is seen as bad, medium, and good. Question 2, as a matter of fact, has brought to light forty bad students, thirty two medium, and nineteen good. These findings are objectively achieved.

Question 3- Abbreviations in words

The main aim of this question is to assess the correct writing of words. Spelling mistakes are given more importance than the correctness of words. This question is regarded as a nightmare for second year students. As shown in (Table 3.24) the majority of students were unable to write the abbreviations in words.

2 correct answer	3 correct answers	4 correct answers	5 correct answers
30 students	34 students	10 students	15 students

Table 3.24- Students responses to question 3

Students' marks could be classified as bad, medium, good and very good (Figure 3.6). Bad mark (2 mark/ 5) was allotted to thirty students who were able to write only two correct answers. Medium mark (3/5) was allotted to 34 students who wrote only 3 correct answers. Good mark (4/5) was allotted to 10 students who wrote 4 correct answers. A full mark (5/5) was allotted to 15 students whose responses were all correct.

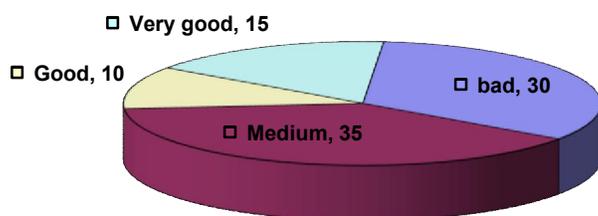


Figure 3.6- Students' marks classification

It has been noted that many learners of English, including Arab learners in Saudi Arabia schools exhibit difficulties with English spelling. These spelling difficulties cause learners to commit many spelling errors that distort their written production, affecting negatively their overall writing proficiency. In addition to the negative effect of poor spelling on writing proficiency, it has been argued that many poor spellers have problems with reading. More than this, spelling mistakes could be the results of the teachers' correct checking of the exam papers. Teachers of medicine, show no interest in correcting spelling errors. Their focus is mainly on the content rather than on both the content and the language. This carelessness discourages their students to develop their skills. These teachers do not know that spelling with confidence eases the task of expressing thoughts in writing. Developing students spelling helps students focus on the writing task without being distracted by the fear of committing spelling mistakes. Additionally, their final written product will be clearer, as it will be free from excessive spelling errors. Smedley (1983) believes that spelling errors negatively affect the clarity of the written message, and consequently interferes with communication between the writer and the reader.

In addition to the negative influence of spelling on writing, it seems that there is a close relationship between spelling and reading. Some researchers argue that bad spellers are usually bad readers (Koda, 2005; Randall, 2007; Fender, 2008). Those researchers believe that the causes that lie behind bad spelling and bad reading are to a greater or a lesser extent the same,

and consequently developing learners’ spelling abilities will have positive effects on their reading proficiency.

6. Interviews

After assessing students’ mid-year exam papers, there was an urgent need to seek help from the medical staff. Ten medical teachers, who were in charge of teaching both second and third year students, accepted to be interviewed. The interviews lasted seven days (Table 1.7). The interviewees were three Indians, two Sudanese and two Egyptians. The interview involves seven carefully planned questions (Appendix I). Each question was clearly studied.

1. For how many years you have been teaching in this college?

This question intends to explore teacher’s years of experience in this college. Different teachers have different expectations. They bring their own unique perspectives to their jobs and their own reactions to new circumstances. What they know about their students in their mother countries is not the same as in Saudi Arabia. The experience may be of great significance in order to have a clear picture of students’ English background.

The interviewees show different years of experience in the field of education (Table 3.25)

Teachers’ responses	Years of teaching experience
Indian 1(Embryology)	3 Years
Indian 2(Health and Disease)	2 Years
Indian 3 (Introductory Biochemistry)	5 Years
Egyptian 1(Early Clinical Experience)	3 Years
Egyptian 2 (Musculoskeletal system)	6 Years
Egyptian 3 (Introductory Pathology)	3 Years
Sudanese 1 (Introductory Gene Expression)	7 Years
Sudanese 2 (Introductory Microbiology)	5 Years
Sudanese 3 (Behavioural Science)	2 Years

Table 3.25- Teachers’ Experience in the college of medicine

Table 30 shows that the ten teachers who represent different departments differ also in their years of experience. Each teacher has something to say about his experience with second year students. Only one year is enough for any teacher to judge his students' level of learning.

2. Do you have any problems in teaching your subject?

According to the interviewees' responses, there are three common problems that may hinder the teaching classes (Table 3.26). These problems are commonly recognized, even, in English classes.

Teachers' responses
<ol style="list-style-type: none"> 1. Students are always late. 2. Students speak in Arabic during the class session. 3. Students do not pay more attention to the course. 4. The classroom is small for the large number of students. 5. Students use their smart phones during the class.

Table 3.26- Teaching Problems in the college of medicine

These five common problems are mainly encountered in any class session. The most commonly which can be seen in English classes are the first, the second and the third one. These problems were signaled by the Indian teachers. The two other problems, including the first one, were declared by the Egyptian and Sudanese teachers.

According to these findings, one can remark that the Arab teachers did not complain about students' use of the mother tongue in the class. Whereas, such a behaviour was only declared by the Indians. This means that Saudi students did not pay more attention to the course when it was assisted by the non-Arab speakers. The Arab teachers, on the other hand, were believed to conduct their teaching sessions in Arabic language even if the language of instruction is English. In spite of the recommendation embedded in college policy to the teachers to the use English most of the class time, yet demonstration of many parts of a course, explanation. of instructions and communication with interlocutors are frequently done in Arabic and not in English. When Arabic is used often, whether by a teacher or a student, in the English class it brings about unsatisfactory atmosphere of instruction and consequently results in modest learning. Students, as a matter of fact, found no problems in attending the course. They even

show great interest in the course conducted in Arabic language rather than English. They speak Arabic language when they need more clarification or when the class session is basically a problem-based learning. The process (PBL) allows for learners to develop skills used for their future practice. It enhances critical appraisal, literature retrieval and encourages ongoing learning in a team environment. Students regard the Arabic language an easy medium by which they can learn about a subject through the experience of solving an open-ended problem found in trigger material. The tutor must build students' confidence to take on the problem, and encourage the students, while also stretching their understanding. This process is based on constructivism. He also uses the easiest medium for communication in order to enhance critical appraisal, literature retrieval and encourage ongoing learning in a team environment.

However, using Arabic as a technique for teaching medicine must be governed by some rules. For instance, use of Arabic should be done by the teacher and not by the student. It is also available not to use literal translation – word by word – since there are a lot of contrasts between English and Arabic not only in form but also in meaning. The use of Arabic is desirable when it is inevitable, helpful and quicker. The teacher should be aware of the parameters of using Arabic in the English classroom in order to conduct his class effectively.

3. What overall rating would you give your students' English language?

According to the Indian teachers, second year students are very weak in English. Whereas, the Egyptian and the Sudanese teachers noted that second year students' English language is acceptable. These different viewpoints are based on their experiences with their students. As one of these teachers I can admit that second year students' English language is not so acceptable as it seems to be. There is no reason to believe that these students can speak or write English. Their abilities to use English either in the exams or in the class sessions are limited to some medical vocabulary. What is really recognized is the deliberate use of the Arabic language. The English class, further, is converted into Arabic and the atmosphere of the English culture becomes Arabic which decreases, emotionally, the rate of learning and English acquisition.

4. Do they understand you when you speak in English?

According to the Arab teachers, either Sudanese or Egyptian, students of medicine found no problem in understanding them when they speak in English; whereas, the Indian teachers complained about this problem. They noted that during each class session only few students were engaged in course discussion. Who must one believe the Arab teachers or the Indians? We all know that Egyptians and Sudanese do not have that strong accent like Indians. The Egyptians, for example, have a very strong Arabic accent that reflects in which ever other language they speak. Especially when they speak English, they happen to create a new accent combining English and Arabic and the English words are not pronounced very clearly. However, Indian English, according to Sedlatschek (2009), *is any of the forms of English characteristics of India. English has slowly become one of the lingua francas of the Indians, and is the language of the cultural, social and political elite, offering significant economic, political, and social advantage to fluent speakers. Indian accents vary greatly.* Most Indians lean toward a more vernacular, native-tinted accent for their English speech. In fact, Indian English is a recognized dialect of English, just like British Received Pronunciation (RP, or BBC English) or Australian English, or Standard American. It has a lot of distinctive pronunciations, some distinctive syntax, and quite a bit of lexical variation. And it can be as hard for Americans to understand as Scots English, especially if spoken at speed, which it frequently is, in my experience.

Generally speaking, second year students can understand the Egyptian or Sudanese teachers when they speak in English. But when their tutors are Indians they found some problems to understand them. This is due to the fact that Sudanese or Egyptian's English is more appropriately spoken with a special accent common to Saudi students. However, the Indian tutors speak English just like the British and which is difficult to Second year students to understand.

5. Do they participate actively in the Course?

According to the Indian teachers, second year students did not show any desire to participate either actively or passively in the course. Only few students demonstrate their willingness to discuss some issues with them. The Arab teachers, namely the Egyptians and Sudanese, argued that most of the students in their classes were active in the class discussion. They added that when they were asked to discuss certain issues they used the Arabic language.

The main point that one can draw from these findings is that Arabic is clearly raised in classes where the teachers in charge are Arabs; whereas, in cases where the teachers are non-Arabic speakers English language becomes ineligible.

It is true to say that the Arabic language is the language of instruction in the college of medicine. There is no dust on this truth. Arab teachers know very well that their students cannot understand English. In order to resolve this problem they use the mother tongue to explain and to discuss with them medical issues. Students, as a matter of fact, find this strategy very helpful. It encourages them to use their mother tongue in order to participate in course discussion. A student searches in his mind for the equivalent in Arabic. When he finds it, he is happy, satisfied and has a pleasurable feeling of success.

Three considerations can be identified regarding limited use of Arabic in the English classroom. The first consideration is the student-preferred strategy when he chooses to translate without encouragement from the teacher. They inevitably and even 'unconsciously' attempt to equate English language structure or lexical item with closest or most common correlate in the mother tongue, regardless of whether or not the teacher offers or permits translation. The methodology should attempt to work with this natural tendency rather than against it. The second consideration is a humanistic approach which lets students use Arabic to say what they want. This is certainly the reason most commonly given by teachers who advocate the use of Arabic in the English classroom. However, the inconvenient result is that when Arabic is used in the English class it inhibits the stream of communication and suffers the mode of interaction. The use of Arabic produces interference between Arabic and English in the three aspects of language: lexis, structure and context. It prevents students from thinking in English and misleads students into thinking that expressions in Arabic and English correspond one-to-one.

6. Do you think that learning medical terminology can help to develop students' English language skills?

All the teachers believed that learning medical terminology is very interesting. It helps students to cope with the medical courses. But, according to them, this course cannot be of great significance if students lack the basics of the English language.

This course is not just limited to doctors, nurses and/or medical practitioners as it is important for other workers in the healthcare industry to master it well – they may include medical billers, medical coders, medical assistants and more. Workers in the medical field who are not familiar with medical terms will be lost with their jobs and even has the potential to hurt patients.

Medical terms are used to accurately describe the condition of the patient and the treatment that he needs to undergo. Without proper training and knowledge with terminology, the communication between healthcare workers may get confusing and the patient might not get the proper treatment at the end.

A lot of professionals use these terms a lot (even though the condition or treatment can be explained in English) as it can somehow hide some details about the patient's condition to help the family with emotions they may experience.

This course is for professional. Students with under intermediate English language are asked to learn more about the basics of English language. They are asked to develop their English language which is the only medium by which they can understand and use medical terms.

7. What would you recommend to improve your students' English performance?

All teachers believed that General English is the most appropriate course that should be assigned to second year students of medicine. They considered learning English language skills as more important than learning Medical terminology. Moreover, the Indian teachers noted that improving students' English cannot be achieved in 90 contact hours (i.e. 3 contact hours per week). Learning English, according to them, should be carried out within four years.

Most students entering the undergraduate medical course come from a background of Saudi high school education, which is delivered almost entirely on Arabic. The English component taught in high school is of a very basic level and by itself is not sufficient for professional courses. English proficiency is considered as a part of the weighted formula, which governs admission to Medical schools.

Some studies have been conducted with previous preparatory year students have indicated that most students have general difficulty in all aspects of English language usage in the context of their medical content. For instance, a study conducted by Almoallim et. al (2012) from Umm Alqura University in Saudi Arabia has shown that a lack of proficiency in English language was one of the main difficulties faced by medical students during their 1st year of the course. Furthermore, Kaliyadan et al (2015) noted that students who were fluent in English (who have had their high school education in English medium schools in Saudi Arabia or in other countries, with English as the native language) perform better in terms of medical academic proficiency. His study showed a significant positive correlation between the score in the English language assessment and the final summative part of the medical content assessment (including the written the oral parts). This indicates that addressing the issue of English proficiency is very important in the context of medical education in countries like Saudi Arabia where the native language and main medium of high school education is not English. In the same vein a study conducted by Al-Mously et al. (2013) found a significant positive correlation between English and all courses of the 2nd and 3rd year.

Accordingly, more effort should be made to improve English language-learning, rather than the time allocated for learning medical terms, to ensure better proficiency. More integrative English language learning combining reading, writing, speaking and listening skills in authentic medical contexts will be important in ensuring the students actually transfer the benefit of language learning to their academic performance.

3.2.2. Implementing the Internet-Assisted Language Learning (IALL)

In this semester the classroom teacher implemented the Internet-Assisted Language Learning as supplementary to the EMP course textbooks. The teaching timetabled was changed accordingly (Table 9). Students were divided into two groups. Group A contains forty five students (A 45) and group B contains forty four students (B 44).

The Internet was believed to give students access to vast amounts of authentic material on any topic. It also allowed opportunities for authentic communication and publishing, which is rewarding, motivating and rather easy to arrange. Simply put, the ability to develop medical students' English language learning depends on the use of authentic materials such the internet

resources (videos and articles). This hypothesis was tested by using three different experiment tools: classroom observation, final exams (written and oral), and questionnaires.

1. Classroom observations

The purpose of such an experiment was to determine whether observations agree with or conflict with the predictions derived from the research hypothesis. The observation began on January 18th, 2013 and ended on April 17th, 2013. A classroom observation checklist (Appendix M) had been used for such a purpose. It includes questions related to students' performances during both the video-based and the reading classes.

The classroom observations during the IALL classes revealed that second year students in both groups had developed positive attitudes towards learning English classes as opposed to the traditional course textbook classes. According to the observation checklist protocol:

1. Most students were on task
2. Students actively and enthusiastically participate in the discussion/activity.
3. Students seem eager to attend the class sessions.
4. Students ask more questions about the assigned topics.
6. Students show positive attitudes and perceptions towards the learning climate.
7. The classroom climate increases cooperative learning.
8. Students are not willing to leave the class even after the end of the official time.

These notes had been attested in all the class sessions with both groups. There were, however, some unexpected behaviours from the part of the students which had negative effects on the learning process. According to the observation checklist protocol:

1. Some students interacted with each other around non-academic or procedural issues.

2. Some students showed their inabilities to cope with the new learning environment. They were unable to follow the course process because of their ignorance of the use of the computer.
3. Some students did not bother taking notes on lectures. They talked to each other about things with had nothing to do with the assigned topics.

2. Oral Presentations

Oral presentation exam was usually scheduled late in the second semester. The Topics were selected by the classroom teacher following the number of students. (Appendix N). Each student was given a different topic to talk about. Second year students were asked to write short researches on these topics and present it orally. All the assigned topics were used as the basis for the final written exam. Students were asked to listen clearly to each presentation and write down all the information about the subject matter.

The following results (Table 3.27) are a summary the final scores allotted by three different scorers.

Grades	Excellent	Very good	Good	Average	Bad
Marks	17-18	14-16	11-13	9-10	8--
Number of students	14	20	18	17	20

Table 3.27- Oral Presentations results

According to these results, second years' oral presentations could be divided into four categories: Excellent, Very good, Good and Bad presentations

Excellent presentations: Students, who had been graded excellent, gave very intriguing presentations. They demonstrated clear understanding of their subjects. They made special efforts to emphasize those points of greatest interest to the audience. They showed great authority of the spoken and the body language. They used techniques such as visual aids and props, anecdote, humour and surprising facts in order to direct audience participation. Their subjects and delivery were closely tailored to the audience and to the intended purpose of informing, interesting or persuading. They spoke clearly and at a good pace to ensure audience

comprehension. Delivery was fluent and expressive. The vocabulary of the presentation was appropriate for the topic. A variety of phrases and sentence structures were used. The presentation content was grammatically correct.

Very good presentation: These students had also influenced the mood of the audience. Their presentations were perfectly achieved. The presentation contents and structure were tailored to the audience and to the intended purpose of informing, interesting or persuading. Visual aids supported the presentation effectively. They clarified and reinforced the spoken message. The only thing which differentiated them from the first category was their inability to direct audience participation. Techniques used to engage audience were minimal, or mainly ineffective.

Good presentations: These students showed good understanding of their topics. The only thing which differentiated them from the second category was inaccurate and hesitant pronunciation.

Average: This score was allotted to students who had showed good understanding of their topics but they lacked the way to deliver them. Oral presentations were conducted through reading from the slides.

Bad presentations: These students showed their inability to talk in English. Their topics were not clearly delivered. They read word by word from their scripts. They sounded like a robot and missed the all-important eye contact with the audience.

The use of oral presentations in EFL classroom is important because of its positive impact on students' proficiency level. Second year Saudi students often show their unwillingness to take part in any discussion in the classroom. In addition, they do not have the opportunity to speak this language outside. Only the best students take the opportunities to talk. Teachers can use oral presentation as a technical way to deal with students' problems in speaking. When we have student give an oral presentation in front of class is one technique to improve students' oral proficiency. It is believed that the continuous use of the website resources could be of great help to students.

The oral presentation findings reveal that most of the students positively make benefit from the internet resources. It is clearly stated that sixty nine students got passing marks (Figure . 3.7)

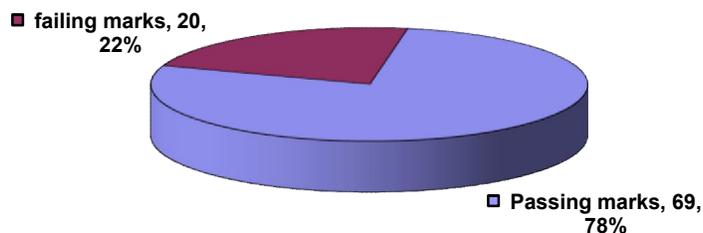


Figure 3.7- Passing/Falling marks in oral presentations

Even if these students have different grades, they are ranked as good students. The majority of these students were not able to talk in English. They were afraid to participate in any class discussion because of lacking of knowledge (vocabulary and grammatical structure), lacking of confidence, insufficient preparation and anxiety. Moreover, the college facilities do not meet the need of students and teachers. The only useful facilities employed in the classrooms were textbooks. The internet resources, as a matter of fact, give these students the opportunity to develop their speaking skills. Laborda (2009) addressed three main aspects of the use of internet resources: as a social constructivist learning approach, as a professional development activity and as an oral development task. He clearly pointed out a close relationship between the students' communicative and social interaction through critical thinking, dialogue and activity cooperation which reinforces individual, pair and group work in the shape of internet-based dialogue (p. 265). Many linguistics and researchers revealed a positive impact of the Internet and web technology-supported project-based method on students. It was found that students are interested in the technology-supported media since they were more willing to collaborate, receive useful feedback, agree on the positive contribution of their planned work (Gülbahar, Madran, & Kalelioglu, 2010, p. 139) and made considerable improvement in their English skills such as oral face to face communication skill (Gülbahar et al., 2010; Laborda, 2010). These researches showed the investigation of the positive attitude and perceptions of EFL teachers and students towards internet resources. Up to now, the efficacy of the internet resources on oral presentation skills for EFL learners has been quite limited. It is because the educators and

teachers have not been paying attention on the importance of using internet resources to promote EFL learners' oral presentation skills yet.

Despite the above strengths, 20 students show their weaknesses or barriers when making their presentations. This failure is due to many factors. First, it is believed that the lack of technical and theoretical knowledge is barrier to the use of the internet resources in the classroom. Students that have poor computer skills will find it extremely difficult to use the internet resources (Perkins & McKnight, 2005). Second, the quantity and quality of information is the biggest barrier that restricted the efficacy of the internet resources in improving their oral presentations. Third, students' ignorance of the use of the oral presentations skills may affect their presentations. The ability to give brief presentations is a learned skill and one that is called on frequently in the workplace. Though it is a formal speech in nature or vocal performance to an audience, it may occasionally require adequate planning and thorough preparation in using one's voice, body language and visual aids such as slideshows to present and illustrate the points more effectively and to achieve the desired results.

Shyness is also any factor which may be regarded as a barrier when making oral presentations. Oral presentation is one of the most common phobias. People are often afraid that they will look foolish or stupid when speaking in front of a group. Many speakers fear that their mind will go blank or that they will forget what they are to say. When this shyness takes over, many people are hurting their careers or their grades in school. A recent study dealing with adult Bangladeshi students reveals that language shock, culture shock, motivation and ego-permeability often hamper students' speech production in foreign language communication (Wahid 2002, p. 13). As she sums up "... students have shyness and lack of confidence in their oral communication of English.

3. Questionnaire for Second year Students

This survey focuses on access to and use of Information and Communication Technologies (ICT) in teaching and learning, as well as on students' attitudes towards the use of ICT in teaching and learning. Students were asked to read carefully the indications on the number of possible choices and then click accordingly on the box(es) next to the answer of your

choice. All responses were anonymous and treated in the strictest confidence; no individual or school would be identifiable in the published reports.

The questionnaire is divided into two sections (Appendix O). Accordingly, Students’ responses are divided into two sections: 1) ICT at home and other places, and 2) ICT for learning.

Section 1: ICT at home and other places

This section aims at highlighting students’ uses of the internet services either at home or in other places. It seeks to find answers to the following three questions:

1. Which of the following are available for you to use easily at home, or outside school?
2. How often do you take part in the following activities in your free time, at home or any place other than school?

How often do you do the following at home or locations other than schools?

Students’ responses are clearly stated in table 3.28, table 3.29 and table 3.30.

Question 1: Which of the following are available for you to use easily at home, or outside the college?

This question intends to highlight the most common devices that are used by second students either at home or outside the college.

	Yes at home	Yes in other locations excluding the college
Desktop computer without Internet access	55	--
Desktop computer with Internet access	34	55
Laptop without Internet access	30	--
Laptop with Internet access	59	--
Tablet PC without Internet access	18	30
Tablet PC with Internet access	20	26
Mobile phone without Internet access	16	73
Mobile phone with Internet access	73	16

Table 3.28-Common ICT devices used at home or outside the college

According to Table 36, the common devices used by second year students are desktop computers, laptops, tables PC mobile phones. It was found that:

1. All second year students have desktop computers. Only thirty four have access to the internet. The rest of the students use the desktop computers at friends' or family member's home, in a public library or an Internet café.
2. All second year students have laptops. They all use them at home. Only fifty nine of these laptops are equipped with the internet services.
3. Only forty six students have table PCs. They use them either at home or outside. The most use of these table PCs are in other places than home. Only twenty students use the internet with their table PCs. The other students use their table PCs at friends' or family member's home.
4. All students have smart phones. Only sixteen students do not have access to the internet with their smart phones. They usually look for Wifi services outside in other locations. However, the majority of the students have access to the internet. Seventy three students use the internet services of their smart phones at home because of the Wifi services.

Overall, these finding are clear testament of second year Saudi students of the ICT devices. These latter are mostly available in Saudi Arabia as in other countries. They are commonly used either for entertainment or for learning. They are mostly used at homes. Some students who do not have access to the internet at home, they look for Wifi services in other locations.

Question 2: How often do you take part in the following activities in your free time, at home or any place other than school?

This question examines the purpose and the frequent use of the internet either at home or any place other than school. According to students' responses, most students use the internet services for entertainment aims (Table 3.29).

	Never or almost never	Several times a month	At least once a week	Everyday or almost everyday
Sending and reading emails	55	13	6	15
Chatting online (e.g. Facebook, skype, etc.	8	62	9	10
Reading or watching the news online	82	---	7	---
Using an online dictionary or encyclopedia (Wikipedia, etc.)	79	----	5	5
Searching different sources online for information and learning about a particular topic you're interested in	77	--	--	12
Playing games online	----	----	20	69
Browsing the Internet for fun	-----	27	34	28
Watching video clips, downloading music, games, software from the Internet		6	23	60

Table 3.29-Aims and frequent uses of the internet

As shown in (Table 3.29), second year students of medicine are more reluctant to enjoy browsing the internet for fun rather than using it for academic aims. Most of them do not even send or check their emails. They are much more interested in chatting and watching video clips rather than searching different sources online for information and learning about a particular topic they are interested in.

So, when we study the development and meaning of the Internet in Saudi Arabia, we may conclude that such a technology is rather a means of entertainment for Saudi people. Being relatively new, its effects and impact on Saudi society are still in their infancy (Sait et al. 2007).

The only things that attract the users of the Internet are chatting, playing games and watching videos (Figure 3.8).

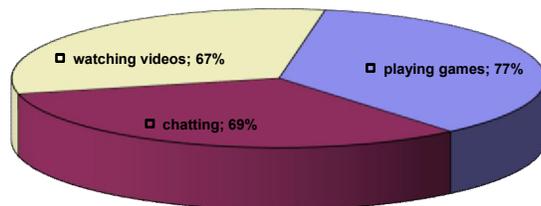


Figure 3.8- Using the Internet for Entertainment

The Majority of the regular users access the Internet from their homes. Playing games is the first most sought after regular activity. Almost 77 % of the users daily play games online. Chatting online is the second most sought activity of playing games. It was found that almost 69% of the students use Facebook and skype several times a month. Moreover, watching videos Watching video clips, downloading music, games, software from the Internet come in the third position. Almost 67 % of the students spend their free time watching video clips and listening to music.

In terms of on-line search the majority of the students do show any desire to learn from the Internet website resources (Figure 3.9).

It was found that almost 86% of the students do not show any desire to look for information and learning about a particular topic they are interested in. More than this, almost 88% of the students do not use an online dictionary or encyclopedia (Wikipedia, etc.). In terms of online news, almost 92% of the students do no read or watch the news online.

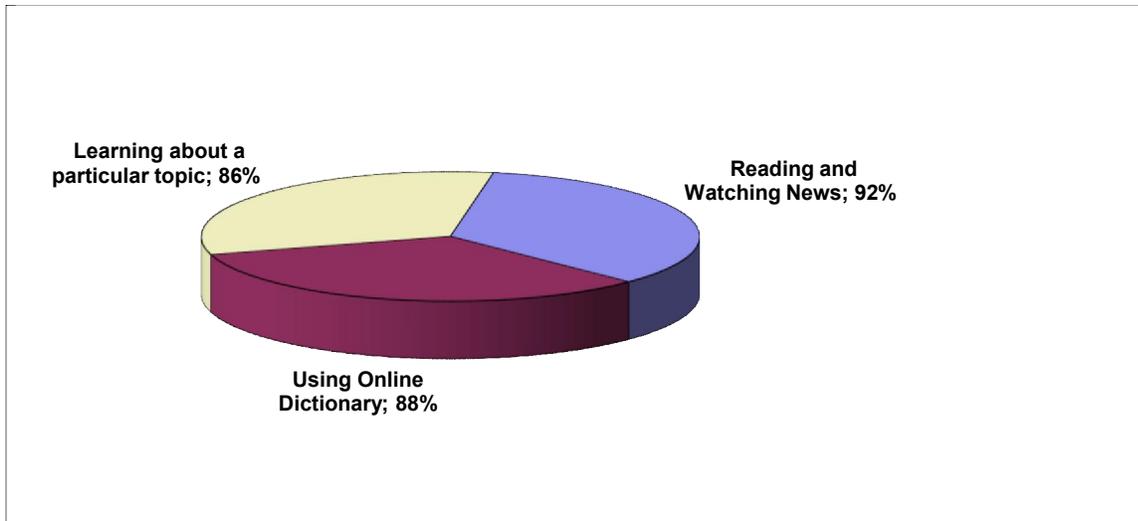


Figure 3.9- Students' attitudes against learning from the Internet

In line with the previous results, the majority of the students access the Internet from their homes. They are more likely attracted by the internet entertainment resources rather than using such materials for academic purposes.

Question 3: How often do you do the following at home or locations other than schools?

This question intends to highlight students' use of the website services for academic purposes. The main focus is the use of the internet at home or other locations rather than school.

	Never or almost never	Several times a month	At least once a week	Everyday or almost everyday
Do homework on the computer	24	20	30	15
Search online about learning opportunities, courses	65	6	10	8
Email other students about college work	22	37	13	17

Use other online tools such as WhatsApp messenger and Facebook to contact other students about college work	5	10	13	61
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Table 3.30- The use of the website resources for academic purposes

It was found that second year students are more likely attracted by chatting than by anything related to learning. The majority of the students use other online tools such as emails, Facebook, and WhatsApp messenger to contact other students about college work (Figure 3.10).

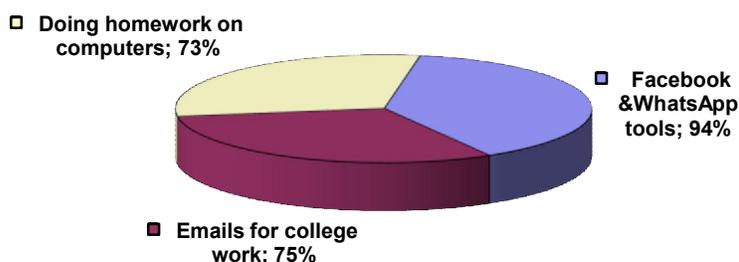


Figure 3.10- Using online tools for academic purposes

According to these findings, almost 94% of the students use these online tools almost everyday or a least once a week. As far as using emails is concerned, almost 75% of the students show their willingness to email their peers about college work. These students spend some of their time doing their homework on the computers. It was found that almost 73% of the students use computers for learning. Some of them use their computers almost everyday and some others several times a month or at least once a week.

Second year students are found to show positive attitudes to the use of the internet tools which are clearly related to the case of chatting. However, these attitudes are lessened when they are faced with using the internet services for learning (Figure 3.11).

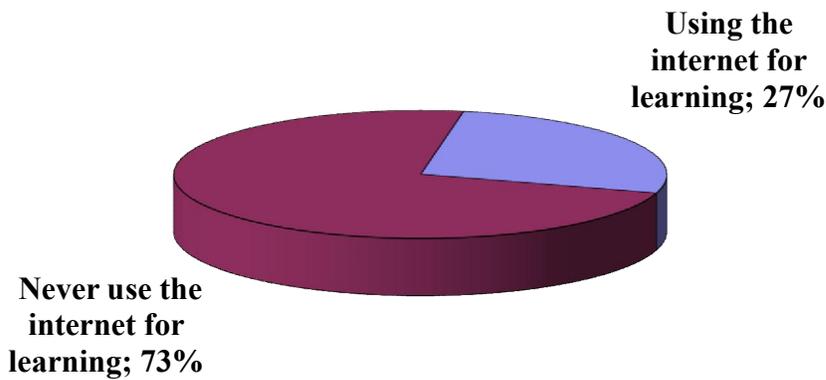


Figure 3.11- Negative attitudes towards using the Internet websites for learning

It was found that almost 73% of the students never search online about learning opportunities, courses. The rest of the students which represent almost 27% of the majority show less interest in learning from the internet. They are more reluctant to choose chatting instead of collecting information for learning opportunities, courses.

Section 2- ICT for learning

This section aims to explore the use of the Internet services inside the college. It intends to: a) to highlight the use of the online website resources for learning objectives and b) to examine the impact of the ICT on students’ predispositions and attitudes. In so doing, two questions had been proposed: Do you consider using ICT (computers, interactive whiteboards) during lessons has a positive impact on the following?

Do you consider using ICT (computers, interactive whiteboards) during lessons has a positive impact on the following?

This question aims to explore students’ opinions about the use of the ICT as a new learning method in the college of medicine. Students’ responses show positive attitudes toward the new learning atmosphere (Table 3.31).

	Not a all	Yes
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ICT makes you feel more independent in your learning (e.g. go over work again, find out more about things you are interested in)	28	61
ICT makes understand more easily what you're learning	22	67
ICT makes you remember more easily what you've learnt	8	81
ICT enables you to work better with other students on tasks	3	86
ICT improves the atmosphere in class (e.g. students are more engaged, there is less disruption)	11	78

Table 3.31- Students' attitudes toward using ICT during English classes

According to these findings, the ICT was positively accepted as a new teaching method. In terms of autonomous learning, almost 68% of the students accepted the idea that ICT makes them feel more independent in their learning. The other students, who represent the minority with 32%, do not feel more autonomous during the class sessions.

In terms of the easiness in understanding the proposed learning subjects, almost 75% of the students believe that the ICT makes them understand more easily what they were learning. On the opposite side, almost 25% of the students do not agree.

In terms of remembering they were learning, 91% of the students found it easier to remember. However, the other students, who represent almost 9%, disagreed.

In terms of the ability of the ICT to enable students to work better with each other on tasks, it was found that almost 97% of the students responded positively. The remaining students, on the other hand, constitute only 3%. They do not consider ICT as good as it seems to enable them to work better with each other on tasks.

In terms of the improvement that the ICT makes in class, almost 87% of the students agreed that they became more engaged and there was less disruption in class. Only 13% of the students who did not accept the idea that ICT improved the atmosphere in class. According to them the class was still disrupted.

These findings are clear picture of second year students' positive attitudes towards the ICT. Many researchers believed that computer technology is the ideal tool to enhance students' learning in English. For instance Teo (2006) admitted that integrating information and communication technology in education supports pupils in their own constructive thinking and engages them in cognitive operations. He found that students' attitudes towards computer have an influential role on their acceptance to use the computer as a learning tool and their future behaviours towards the computer such as using it for further study and vocational purposes. Similarly, Zhang (2011) stated that students' attitudes towards the computer assisted language learning (CALL) can be considered as a key predictor in terms of successful application of computer to language learning. Moreover, Ajzen and Fishbein (1977) stated that "*attitudes toward targets will predict multiple-act criteria, provided that the attitudinal and behavioural entities involve the same target elements*" (p. 981). It would seem that awareness of students' attitudes toward computers can be "*a critical criterion in the evaluation of computer courses and in the development of computer-based curricula*" (Woodrow, 1991, p. 165). Therefore, computer attitudes should be considered as key constructs in predicting technology acceptance for future use. Beatty (2003) defined computer-assisted language learning (CALL) as "*any process in which a learner uses a computer and, as a result, improves his or her language*" (p.7). In the same vein, Lee (2004) stated that using computer in second language instruction can improve practices for students through experiential learning, motivate students to learn more, enhance student achievement, increase authentic materials for study, encourage greater interaction between teachers and students and students and peers, emphasize individual needs, escape from a single source of information and, enlarge global understanding. It is clear that the field of English as a Second Language can be enhanced through the use of computer technology.

It is also true to say that not all students have positive towards the ICT. Some second year students, even if they constituted just a minority, showed their unwillingness to cope with the new learning environment. Cultural perception, for example, is regarded as an important factor in predicting students' adoption of ICT in English learning. Rogers (1995, as cited in Albirini 2006) and Thomas (1987, as cited in Albirini 2006) emphasize the importance of the cultural or social norms of a given country to the acceptance technology among its people. Rogers (2003 as cited in Albirini 2006) indicates that system norm was an important predictor of diffusion of

innovations. He defines “*norms*” as “*the established behaviour patterns for the members of a social system*”. It is therefore supposed that norms can become barriers to the adoption of innovation, as the norms of a society or an organization usually tell people what they are expected to do in a given culture.

Besides Perceived Cultural Perceptions of ICT, previous researches show factors that have been associated with computer attitudes are Computer Experience, ICT Competence and Self-confidence about Use, Access to Internet. Rogers (2003 as cited in Albirini 2006) states it is one thing for an individual to decide to adopt a new idea, quite a different thing to put the innovation to use, as problems in exactly how to use the innovation crop up at the implementation stage.

Data from the study suggests that students are less positive concerning the use of ICT. A possible explanation might be that second year Saudi students tend to view new things from different perspectives. This is confirmed in the findings that students coming from the countryside showed more anxiety and unease about ICT than students from the city. The fact is related to the school environment. Students have difficulty integrating ICT well into English learning because of the deficiency in the actual use of ICT in English classrooms, which results in students’ negative ICT attitudes to a large extent. Besides, for some of the students the only motivation to learn English is to pass English exam so as to graduate. According to some participants learning English through ICT is not so effective as the traditional way to cope the exam.

4. Final written exam

The final exam was used as reference in such a study. The results of this exam are clear indications of second year students’ performances during Internet Assisted Language Learning classes. The final exam questions (Appendix P) consists of four parts. Each part is allotted 10 marks. The total mark of the whole exam is 40 marks. The difference between the usual textbook final exam of the academic year 2011-2012 (Appendix Q) and the internet-based course exam (Appendix P) is that the former placed emphasis on the students’ lexical competence; whereas, the new final exam gives more emphasis on students’ performance. For instance, questions of parts 2, 3 and 4 were composed from the assigned topics of the oral presentations. It should be

noted that second year students were asked to listen to their peers' presentations and note down all medical terms. Hence, the results are divided into four parts according to the structure of the exam (figure 3.12).

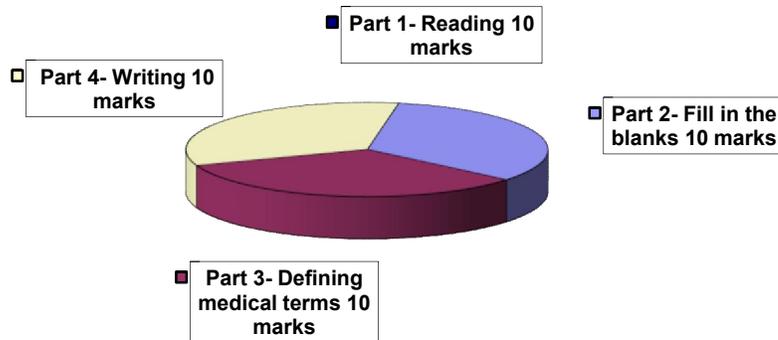


Figure 3.12- Exam division

Part 1- Reading

Reading Comprehension (also known as Critical Reading) questions aim to measure the student's ability to understand a passage and answer questions on the basis of what is stated and implied in the passage. Second year students had already experienced reading some medical passages from the internet. The text was uploaded from the internet in order to give students the chance to determine their reading strength.

This test is objective in the sense it does not need any subjective assessment from the part of the teacher. The main objective is to measure the impact of the internet on their reading abilities. Simply put, such a test was administered in order to prove that the internet has 'rewired' the way our brains absorb information. The findings of this test clearly attest that the internet has a profound impact on students' reading abilities (Table 3.32).

Marks	5	8	10
No of students	24	12	53

Percentage %	27%	14%	59%
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Table 3.32- The impact of the Internet of students’ reading abilities

According to (Table 3.32) almost 73% of the students show a clear understanding of the reading passage. There is a reason to believe that both the quality of the selected text and the availability of the Internet learning method have a positive impact on students’ test outcomes. Although the results of this test vary, students’ progresses are clearly highlighted. This is due to the fact that the Internet teaches students to read and interact with texts in ways that traditional reading skills do not allow for. The scope of the reading, according to Fayaz (2012) has extended to the Internet sources that changed the traditional reading culture of the readers. Students found no problems in understanding the whole passage. This is the answer to the question ‘How does the internet contribute to such a progress?’

Reading abilities for the purpose of this study are defined not only as how often, and how much but also as the ability to build up a clear understanding of what to read. The internet is a valuable key by which students can explore updated information and develop their English learning skills. Using the internet for teaching reading skills is very effective as opposed to the traditional. A traditional learning environment, as a matter of fact, can negatively influence development of reading skills in a foreign language. Teachers can change their traditional text approach, for example, by visiting different web pages to train students on global reading. In global reading, students look up words and answer questions that follow the text — a much more interactive approach than the silent, linear reading now practiced. Online reading, according to Itma (2010) *requires a different set of skills and strategies because it frequently involves information seeking guided by the reader (rather than the teacher) and can be nonlinear as readers follow a series of hyperlinks rather than reading something from beginning to end.* Students will thus have to rely on their own skills to process information. This way of thinking and working will help students become more autonomous and engaged in their learning process while developing new skills. Furthermore, within the context studied introducing information from the internet as a resource for learning English will help students develop new skills and become more independent in their learning.

Overall, the impact of the internet cannot be underestimated. According to Pino-Silva (2006), *we must remember that one of the reasons the Internet is changing the way we learn individually is the existence of unsuspected and enormous amounts of information available to anyone equipped with a computer and access.* The web according her is no doubt a gold mine that makes a smooth transition from learning to read to reading to learn possible. In brief, reading through the Internet helps to gain a good training of how to deal with any text. In a study conducted by Pino-Silva (2006), she noted that most of her students confirmed that extensive reading through the Internet helps students to (a) learn vocabulary, (b) learn to read for main ideas, (c) acquire speed and/or fluency in reading a text and (d) develop skills that remain over time. Reading through the Internet, as a matter of fact, appears to be a very promising pedagogical approach that may strengthen students' learning. It helps students to develop discipline in the use of their own time, and take the necessary risks to explore, evaluate and make their own decisions on what to read now and what to postpone for later.

Part 2- Fill in the blanks

The main aim of this question is to measure students' abilities to recollect facts and trivia they had learned from their oral presentations. The answers to this question are either true or false. Such a test is objective. It requires completing the given statements with the right words. The findings of this test are reported as follows (Table 3.33):

Marks	6	9	10
No of students	7	21	61
Percentage %	8%	23%	68%

Table 3.33- Findings of part 2- Fill in the blanks

According to this table, the majority of the students have successfully completed the test. Almost 92% of the students were allotted nearly full marks. The rest of the students, who constitute 8% got six marks. This mark, which represents 60% of the total mark, is graded as a passing mark.

Following these findings, one can admit that second year students have remarkably mastered their peers' delivered topics. It is true to say that the main purpose of an oral presentation is to present subject content in an organized, concise and effective manner to a live

audience. The new strategy of learning had impelled students to collect relevant subjects from the internet in order to present them to their peers. These subjects were assigned as course materials for final exam assignment.

Even if the spelling mistakes were taken into accounts, only few mistakes were recognized. It became apparent that this technology has a positive impact on the abilities of students to learn and increase their self-learning, and improve communication skills and writing skills. The review of the literature on the Internet- Assisted language Learning revealed that most of the studies in this field were conducted in the Western countries where English is the first language, whereas very few studies were conducted in countries where English is the second or foreign language. The researchers reviewed some of the most related studies to the topic of this study.

Berge and Collins (1995) believed that the classroom of the past is no longer applicable to the world we live in which we are attempting to prepare our students to function in language. According to them, the online classroom offers opportunities to retrieval of information, course management, peer review of writing, and practice and experience using modern technology. In the same vein, Sivin-Kachala and Bialo (2000) reviewed 311 research studies on the effectiveness of technology on students' achievement. Their findings revealed positive and consistent patterns when students were engaged in technology-rich environments, including significant gains and achievement in all subject areas.

Many studies adopted the assumption that using the internet as a learning method reinforces students' language accuracy. It offers students a new medium for improving their English, allowing flexibility for learning. It is one of the most effective means of providing such rich learning environment. Educators constantly look for better ways to provide an interactive learning environment to attract the attention of students. For example, (Charp, 2000), reviewed ninety studies from different countries on the role of the internet in education. It became apparent that this technology has a positive impact on the abilities of students to learn and increase their self-learning, and improve communication skills and writing skills.

Lee (2000) listed a number of advantages of computer assisted language learning: (a) provide practices for students through the experiential learning, (b) enhance students learning motivation, (c) improve student achievement, (d) increase availability of authentic materials for study, (e) encourage greater interaction between teachers and students and peers, (f) emphasize the individual needs, (g) regard independence from a single source of information, and (h) enlarge global understanding. More than this, Itma (2010) argued that there is a possibility of improving the learning environment by using the Net as a tool to develop new learning styles and innovative methods of teaching French.

Part three- Defining medical terms

Learning from peers' oral presentations is regarded as a new way of teaching/learning in the college of medicine. Such a procedure is developed for the purpose to judge the quality of the Internet –Assisted Language Learning. Hence, such a question is not intended to test students' medical knowledge. It aims to examine how students have absorbed information from their peers' oral presentations. Students' responses, either positive or negative, contribute greatly to our understanding of the effect of the internet on students' learning performances. The findings of this assignment are reported as follows (Table 3.34):

Marks	3	5	8	10
No of students	4	17	47	21
Percentage %	5%	19%	52%	24%

Table 3.34-Students' responses to part 3-Defining medical terms

This table shows students' achievements decreased as opposed to the two first questions. This is because the students could not recall all the information they learnt from eight-nine oral presentations. The allotted marks are judged as good and bad. Good marks, on one hand, are given to 68 students, who represent almost 76% of the majority. Bad marks, on the other hand, are given to twenty one students, who represent 24% of the majority.

It is clear that even if the question was difficult, the majority of the students were able to recall most of the information they learnt from the classroom oral presentations. The majority of the students' feedback in the pilot courses was positive. Grading was marked by complete objectivity. The answer is either right or wrong.

These findings show great difference between rote learning from textbooks and learning from oral presentations. Rote learning from textbooks gives students no chance to interact with others. What is in the textbook should be learnt by heart in order to achieve good marks. Such a strategy, namely memorization, according to Orlin (2013), *is an isolated fact through deliberate effort*. It is according to the Wikipedia Website, *a memorization technique based on repetition. The idea is that one will be able to quickly recall the meaning of the material the more one repeats it. Some of the alternatives to rote learning include meaningful learning , associative learning and active learning*.

Rote learning is an old and, some might say, out-dated method of teaching. Critics explain that rote learning does not encourage interaction or social skills in the classroom either. Another issue is that it is boring and students will lose focus easily if they are required to repeat something verbally or by hand over and over again.

Students are required to learn social skills in the classroom that involves them working on a project in teams. They need to know how to communicate their ideas and concerns in a non-threatening way. Such a need could be attained if we encourage our students to search for what they need and deliver it to whom they are in need. The results, as shown in (Table 42) are a clear picture of students' positive outcomes to what they have learnt from the oral presentations.

Students' good achievements in this test are mainly the results two interrelated factors: the source of the information and the way it is conveyed. The website site resources gave students the information they needed in their oral presentations. This method of learning gave students the process of making sense of the data in the world around them. Studies of the effects of the Internet on the classrooms in this study paint a picture of a continuum of change that ranges from radical classroom atmosphere to simple changes in the students' attitude toward learning.

Part 4- Writing Assignment

This question aims at measuring students' writing skills. Second year students were exposed to two different topics, one already delivered as a subject of oral presentation and the other is a teacher's choice. They were asked to choose one of these two topics and write about it. Accordingly, the majority of the students preferred the topics of their oral presentations (Figure 3.13)

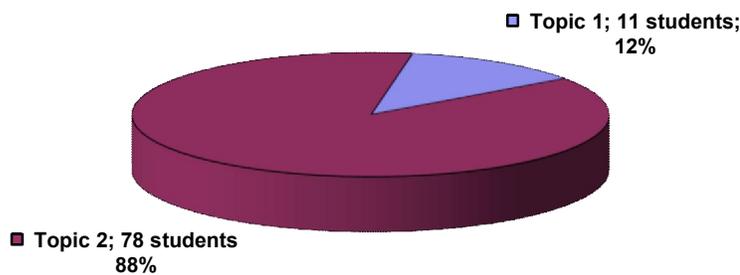


Figure 3.13- Students' choice of the topics

Figure 3.13 shows that the majority of the students choose to write about their topics of oral presentations. Almost 88% of the students wrote about the subjects they had already delivered to their peers; whereas, only 12% of the students favored the first topic. Findings of the different topics are reported in (Table 3.35) below.

Topic 1			
No of students	3	8	
Marks	3	5	
Topic 2			
No of students	27	33	18
Marks	5	7	9

Table 3.35- Findings of part 4-Writing assignment

According to Table 44 topic 1 was chosen by 11 students representing almost 12% of the majority. Three essays on this topic were given 3 marks. The eight other students' essays were allotted 8 marks. On the opposite side, 78 students, representing almost 88% of the majority, preferred to deal with the second topic. Three different marks were given for this topic:

1. Five marks were given to 27 students.
2. 7 marks were given to 33 students
3. 9 marks were given to 18 students.

These findings show clear picture of students' great interest in autonomous learning. This is because they felt that they had too much to write about the subject they had already prepared from the internet rather than to be stuck in a work which might be unknown to them or they might lack some information on it.

Even if the marks do not show great performance as it should be, the priority should be given to the students' preferences. It seems that the internet is clearly welcome by the students who regarded it as a new teaching medium. Students' needs should not be disregarded. They are predisposed to learn from the internet rather than to be slaves of textbooks. The marks obtained by these students are better than the marks obtained by the other students who opted for the first topic.

Students' essay outcomes, as shown in Figure 3.14, raise the question of the internet's impact on students' academic performances.

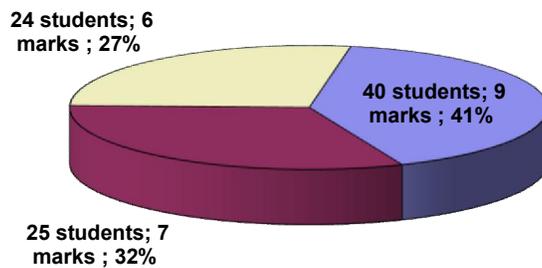


Figure 3.14- Students' essay outcomes

This test, as a matter of fact, is prepared for the purpose to judge the effectiveness of the internet. These findings confirm the hypothesis that the Internet has positive impact on students' performances. Several studies have focused on the actual and the perceived role of the Internet has played on the student's academic performance. In this research we consider both the perceived as well as the actual role of the Internet on the student's academic performance. Cheng and Huang (2005), for instance, found that the usage of the Internet was significantly correlated with the students' perceptions of learning as well as their job prospects. Matthews and Schrum (2003) conducted a survey at a large public university in southeast of United States. Based on the study, a significant positive correlation between grade performance and (1) perception of the Internet as a useful academic tool, and (2) amount of time spent on the Internet was found. One of the early studies conducted on the use of the Internet among college students by Scherer (1997) found that among a group of 531 students only 2 percent believed that the Internet has a negative influence on their academic performance.

As far as students' writing development is concerned, *leu & leu 1999 (cited in Khanchali and Zidat, 2011)*, "Students can sharpen their writing and thinking skills, increase knowledge, and broaden perspectives through e-mailing. Writing to other students using the Internet is called *key pals*, which is equivalent to *pen pals*". More than this, the results of the Web-based instruction on students writing performances are varied as claimed by Sullivan &

Sharp, 2000 (cited in Khanchali and Zidat, 2011). “In general, the results of the comparative studies have indicated that Web-based language instruction produced better writing quality and more writing quantity than traditional classroom instruction” Furthermore, in his effort to encourage EFL learners to use their individual learning strategies to improve their English, (Brown, 2002: 56) referred to a number of strategies. The first of these was the use of the internet and he claimed that “*the internet is an amazing source for language practice*”. Several researchers in the field of pedagogy have reported an improvement in student writing skills through the use of the internet. Priemer and Ploog's (2007) research findings verified parts of the hypothesis that writing with external sources of information like the use of the internet has epistemic effects and that students with basic writing skills and little prior knowledge benefited most from writing tasks.

5. Questionnaire for ESP teachers

This questionnaire is set for the purpose to shed some light on the ESP teachers' perceptions of the use of the internet as a pedagogical method for teaching English. Eight ESP teachers had been engaged for such a purpose: five male teachers from the main campus and three female teachers from the female section. Only one of these teachers was an Arab. The other teachers were from different non- Arab countries.

The questionnaire (Appendix R) consists of seventeen statements. All these statements were selected to prove or disapprove the advantages of Technology-Integration in English classes. So, in order to make the responses more reliable two options were adopted: Agree/Disagree.

The findings of this questionnaire are divided into two sections: Teachers' perceptions of Technology-Integration (Table 3.36) and Teacher's use of this technology in teaching (Table 3.37). The first section aims to explore the importance of using technology in teaching. The second section intends to determine the teachers' implementation of technology in English classes.

Section 1: Teachers' perceptions of Technology-Integration

As it is shown in Table 3.36, ten statements are selected for the purpose to highlight the importance of Technology integration.

Mark the appropriate box	Agree	Disagree
1. Technology-Integration strategies can help students develop their thinking.	8	-
2. Technology-Integration can motivate students in a new learning environment.	8	-
3. Technology-Integration can enhance students' learning autonomy and self-directed learning.	6	2
4. Technology-Integration can enable students to have a locus of control over their learning.	6	2
5. Technology-Integration strategies can develop student-centered approach.	6	2
6. Web-based materials can expand students' knowledge behind the confinement of textbooks.	8	-
7. Technology-Integration strategies can promote teachers' satisfaction and confidence.	6	2
8. Technology-Integration in ESP classes can ensure higher degree of interaction.	6	2
9. Technology-Integration can help students to construct new knowledge and comprehend new practices.	8	-
10. Technology-Integration can change the role of teachers from 'sage on stage' to 'guide by the side'. (<i>Changing the role of a teacher from a dominator of knowledge to a facilitator</i>)	6	2

Table 3.36- Teachers' perceptions of Technology-Integration

Table 3.36 shows that there are two different perceptions concerning Technology Integration.

Most of the teachers believe that Technology Integration can be best for the purpose to:

- a- help students develop their thinking.(Statement 1)
- b- motivate students in a new learning environment. (Statement 2)
- c- expand students' knowledge behind the confinement of textbooks. (Statement 6)
- d- help students to construct new knowledge and comprehend new practices. (Statement 9)

For the other statements two teachers do not agree that Technology Integration can:

- a- enhance students' learning autonomy and self-directed learning. (Statement 3)
- b- enable students to have a locus of control over their learning. (Statement 4)
- c- develop student-centered approach. (Statement 5)
- d- promote teachers' satisfaction and confidence. (Statement 7)
- e- ensure higher degree of interaction. (Statement 8)
- f- Change the role of a teacher from a dominator of knowledge to a facilitator. (Statement 10)

The other teachers opt in favor of these statements. Therefore, it is possible to argue that almost all teachers do have a positive attitude toward the importance of Technology-Integration in teaching (Figure 3.15) Table 3.37 shows 68 points showing agreement on the important role of technology in technology. Whereas, only 12 points have been reported showing disagreements for some statements as stated above.

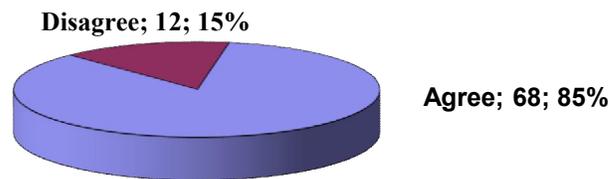


Figure 3.15- ESP teachers' perception of Technology Integration

According to these findings, Technology-Integrations, more precisely the Website technology, serves the teaching of English in many ways:

- a- It helps students develop their thinking;
- b- It motivates students in a new learning environment and expands their knowledge behind the confinement of textbooks;
- c- It enhance students' learning autonomy and self-directed learning and ensures higher degree of interaction;

- d- It enable students to have a locus of control over their learning and develops their-centered approaches;
- e- It promotes teachers' satisfaction and confidence and changes their roles from dominators of knowledge to facilitators.

The drive behind this study is to investigate the ESP teachers' perceptions towards technology use and integration. The literature reveals a number of researchers that have explored technology integration projects worldwide and reported positive impact on teaching and learning for teachers using technology. For instance, Betul Kinik (2014) conducted the same work in Turkey. His study asks whether teachers are aware of the distinction between the use and integration of technology for English language teaching. He tries to find out the factors influencing Turkish EFL teachers' classroom practices in terms of technology use and integration by asking them written interview questions. The data collected from 20 in-service Turkish EFL teachers, and the results of the study have indicated a positive perception towards technology use and integration. The results of his investigation revealed two types of teachers, reformist and loyalist teachers. Reformist teachers, according to him, have positive perceptions towards technology use. They do not put the blame on others, however; they always try to find practical ways to make their lessons enjoyable and attractive. They do not limit themselves just to the learning activities of the course book. They are productive and open to new technologies. The loyalist teachers, on the other hand, are loyal to status quo, and they do not try to change anything. If they are not provided with technological tools, they behave submissively. They see extra preparation as a burden. Activities from the course book include the main practices of the teacher. They are conservative people in terms of technology.

Furthermore, a research conducted by *Fatemeh Mollaei and Mohammad Javad Riasati in 2013. According to them, technology integration in the classroom has become an important aspect of successful teaching.* Their study aimed at investigating the perceptions of EFL teachers about the use of technology in their classes and factors affecting technology implementation in Iranian Language Institutes. The results of their study showed that teachers had positive attitudes regarding the use of technology, in particular computer, in their classrooms.

Such positive attitudes towards Technology Integration are due to the impact of learning technologies on the quality of students' learning outcomes. Teachers who perceive learning as the accumulation of information are more likely to view teaching as the transfer of information. Such teachers are more likely to use a teacher-centered approach where the teacher imparts information to students and uses assessment techniques which encourage and test rote learning. In contrast, teachers who view learning as conceptual change are more likely to view teaching as facilitating conceptual change. Such teachers are more likely to use a student-centered teaching approach where independence in learning is encouraged through discussion, debate and questioning among students, and assessment which reveals conceptual change (Prosser & Trigwell, 1999). This autonomy in learning could be well realized by incorporating technology in classes. That is why some experienced teachers opted for the use of technology in EFL classes. Liu, Theodore and Lavelle (2004) insist that teachers' attitudes or concerns about technology can influence successful technology integration. This is in line with the argument put forward by Atkins and Vasu (2000), who argued that teachers' technology use and knowledge are significantly related to their confidence level. There are many factors such as teacher training and computer facilities, teachers' attitudes toward computers and prior teaching experiences with ICT are strongly related to the success or failure of CALL in the classroom. Teachers who have basic computer competencies are more confident in using computers and are more likely to integrate computers into their teaching than those who have not.

We cannot blame teachers who do not accept the use of technology in EFL classes. They have a different point of view on teachers' roles in the computer-assisted language learning classroom. It appears that those teachers' actual reactions to the new roles of teachers in learner-centered environments created by the use of computers are not encouraging. They tend to believe that they should play dominant roles and take a responsibility for controlling students' progress and activities. It is assumed that these teachers might not have sufficient theoretical and practical knowledge of computer-assisted language learning although they generally accept the benefits of it. Also, the expectation that teachers should be experts in the use of computers is not fully supported by the teachers, although they seem to be convinced that technology implementation makes language learning interesting.

Section 2: Teachers' implementation of technology in English classes

This section aims to discuss ESP teachers' use of Technology in teaching. Seven statements were selected for such a purpose. Table 3.37 shows that the majority of the teachers opted for the use of technology in teaching English to their students.

Mark the appropriate box	Agree	Disagree
11. The college helps me implement technology in my classes	--	8
12. I will implement technology and use the internet if I have a laptop or PC in my classroom.	6	2
13. I will use technology and the Internet more if I know there will be a technical support on site.	6	2
14. If there is more encouragement from the college administration, I will use more technology in my classroom.	6	2
15. If there is a lab-assistant, I will use English labs more in my classes.	8	--
16. I believe technology-Integration is the solution for the students' English language problems.	6	2
17. I'm not sure about how performance looks like when I integrate technology in my classes.	6	2

Table 3.37- Teachers' implementation of technology in English classes

Teachers' responses are reported as follows:

- a- Teachers who opted for the use of technology as a new learning environment are approximately the same who claimed for its integration in EFL classes.
- b- Teachers who avoided dealing with such a technology are the same who disagreed in implementing it in their classes.
- c- All teachers agreed on the fact that the integration of this technology was not as easy as it seemed to be. The college might not accept to implement technology in their classes.
- d- Most teachers believed in the credibility of such a technology.

The different views concerning the use of technology in EFL classes are clearly highlighted in Figure 15.

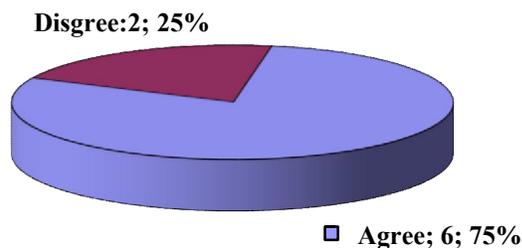


Figure 3.16- Agreement and Disagreement on the use of Technology in EFL classes

Following (Figure 3.16) two teachers from eight seem not interested in the use of technology in their classes. They did not show any desire to cope with this technology. On the other hand, six teachers from eight had a positive viewpoint on this regard. They all admitted that technology-Integration was the solution for the students' English language problems. Simply put, implementing this technology depends mainly on the college protocol.

Understanding teachers' experiences and the need for quality professional development is of great importance. There was a need in this study to explore the teachers' concerns on the use of Technology in their EFL classes. A clearer understanding of how ESP teachers perceived technology can create some changes in the process of teaching English. The teachers' responses can be valued or dismissed but their perceptions and attitudes in response to an innovation are of value. Teacher perceptions, according to Qasem, A and Viswanathappa, G (2016) are a major predictor of the use of new technologies in instructional settings. In the same vein, Sugar, Crawley, and Fine (2004) indicate that technology adoption decisions are influenced by teacher perceptions and attitudes towards technology adoption, which are formed from specific underlying personal beliefs about the consequences of adoption. Previous studies have stated the importance of teacher perceptions as a critical factor among teacher ICT readiness to integrate

ICT into classroom teaching. The study of Onyia and Onyia (2011) sought to discover whether a significant correlation exists between perception of self efficacy and technology adoption among teachers. The findings point out a positive correlation between teacher self-efficacy and the integration of technology. There is a need to address teacher concerns and fears as they integrate technology into their classroom instruction. The results of Al Bataineh (2014) showed that teachers believe ICT competency is needed for implementing technology in social studies classrooms.

There are many studies on teachers' perceptions on the use of technology in English classes. For instance, in Jackson's (2013) study teachers wanted to integrate technology into the classrooms. He noted that these teachers felt that they needed better training in order to fully make use of the technology. Moreover, Roach (2010) interviewed 76 teachers, in order to gather what many of them are looking for with technology. He found that teachers wanted implement technology-supported authentic assessment. Such a claim is supported by (Wang, 2001), who noted that

On the flip side, however, there are teachers that do not want to make use of technology in the classroom. Reasons include being entrenched in a personal teaching style that does not make use of the technology to complete lack of access to the technology. However, like in other studies, Himsworth (2007) found only 20% of the teachers interviewed are comfortable using technology in the classroom. In the same vein, Himsworth (2007) took it one step further in reasoning why some teachers were less inclined to use technology in their classrooms. He found that many of the teachers interviewed were on the verge of retirement, giving them decades of experience in the classroom.

Technology-Integration is also supported by many teachers. In his study Wang (2001) found that educators commonly agree that ICT has the potential to improve student learning outcomes and effectiveness if it is used properly. If ICT is used under the right conditions, including suitable sources, training methods, and means of support, it can have a useful effect on teaching and learning (Hue and Ab Jalil, 2013). Furthermore, Gebremedhin and Fenta (2015) found that the teachers' perception towards ICT integration into teaching-learning process

increases if ICT usage is encouraged and vice versa. They reported that the majority of the teachers pointed out that one of the barriers to technology implementation is lack of teachers' technical knowledge and shortage of resources. This shows that equipping the college with ICT is not enough for attaining educational change. Therefore, the college should critically focus to integrate ICT in each course to make courses interactive and easily understandable by their students.

6. Questionnaire for Medical Teachers

The main purpose of this questionnaire is to give the classroom teacher the opportunity to identify and provide comments to students' performances. The same ten teachers of medicine, who were interviewed on January 3rd, 2013, were asked to give their feedback on their students' English learning performance. The information contained in such a questionnaire could be used to make very important decisions that may affect students' learning performance. Teachers' responses, thus, are discussed as follows:

1. *What, in your opinion, is the current English level of your students?*

Medical teachers were asked to give their opinions on second year students' current English level: Excellent, Very good, Good and Bad.

	Excellent	Very good	Good	Bad
Teachers' responses			6	4

Table 3.38- Teachers' responses on students' current English level

According to (Table 3.38) six teachers regard their students' current English level as good; whereas, the other four teachers are still maintaining that their students are still bad in English. In such a situation we have two different views on students' current English level. This means that there are really some students who show good English level as opposed to the others. Their English is accepted and approved. In contrast, bad English shows inferiority and deficiency. Therefore, a student's bad English refers to his/her inaccurate use of language. This

does not mean that students whose English is bad have no English basis at all. Their English may be imperfect but they still possess the language.

It is true to say that some of second year students are bad in English. Even after the use of the Internet-Assisted Language Learning (IALL) their English is still imperfect. There are many reasons behind this problem. It is possible to construct a viewpoint on such a respect. The main reasons may be time constraint and lack of motivation.

As teachers and learners we know that different people have different preferences and styles when it comes to studying. Things which work fantastically well with one student might fall completely flat with another. This is due to students' perceptions on the new learning environment they are asked to cope with.

In terms of time, it seems that developing students' language within a short period of time is a miracle. Yes, learning a foreign language can be difficult for a lot of people, and it does take a long time to complete.

2. In your opinion, what are their biggest problems in English?

Learning English is not free of problems. Either students are good or bad in English they are still facing problems. Teachers' responses, as shown in Table 48, clearly signals some of the problems that students encounter when learning.

	20%	40%	80%	100%
Writing	✓			
Reading	✓			
Speaking	✓			
Listening	✓			

Table 3.39- Problems faced by Second year students in English

Table 3.39 shows that all teachers assume that only of some of the students, more precisely 20% have problems in writing, reading, speaking and speaking. These findings show positive change in students' English level.

Writing

Second year students were known for their writing problems. The majority of the students could not even write a correct sentence. They always fell in the same trap of grammatical and spelling mistakes. A lot of research studies conducted in the various EFL contexts strongly suggested that Arab students, who study in institutions that use English as a medium of instruction, face severe problems in writing skills that hinders their academic progress. Though tremendous efforts have been made, as reflected by the huge funding allocated to ELT, the research studies conducted in the Arab world reported that EFL learners in the Arab world including Saudi Arabia suffer from serious problems in this regard such as students' poor performance low proficiency level in the target language (Javid, Farooq, & Gulzar, 2012; Al-Jarf, 2008; Rababah, 2003). Bacha (2002) suggested that it might be due to the fact that the students are not motivated to develop their writing and that "L2 writers are known to face problems in developing their writing skills at the university level. A report published by the Cambridge Examination Center in 2009 about the proficiency level of Saudi students *"...ranked them 39th of the 40 nations participated in both academic and general training tests"* (Cambridge ESOL: Research Notes, 2010 cited in Al-Seghayer, 2011, p. 45). This poor performance has been more strongly revealed by the studies which were conducted to evaluate Saudi students' writing skills (Bersamina, 2009; Grami, 2010; Al-Eid, 2000). Grami (2010) cited the results of IELTS test report of Saudi students which revealed that they scored comparatively low in all English language skills (5.17, 4.97, 5.81 out of 9 in listening, reading and speaking respectively) but the average in writing skills was the lowest (4.83 out of 9).

Numerous studies have been conducted to identify the problems of Saudi EFL learners in their writing. The findings of these studies reported that despite the fact that Saudi students study English as a compulsory subjects for six years before joining any university but actually only a few of them are able to show satisfactory performance in the university entrance examinations (Grami, 2010). Tahaineh (2010) has stated that Arab students' errors in writing mainly fall in the category of syntax and grammar. Kharma and Hajjaj (1997) is another study that reinforced the previous findings and revealed that Arab EFL learners' errors in writing are syntactical and especially in prepositions.

In order to solve the problem of writing faced by students, research has offered valuable insights into the fact that integrating technology, more precisely the internet, into the classroom could be of great help to students. The questionnaire reveals that the teachers' responses confirm in somehow other studies have reported on the impact of the internet on learners' English language development. According to the medical teachers' response only 20% of the students have problem in writing. This number represents almost 18 students. This means that the internet had achieved positive results. The results of the Web-based instruction on students writing performances are varied as claimed by (Braine, 1997; Ghaleb, 1993; Liou, 1997; Sullivan & Pratt, 1996). *"In general, the results of the comparative studies have indicated that Web-based language instruction produced better writing quality and more writing quantity than traditional classroom instruction"*.

Khanchali and Zidat,A. (2011) studied the impact of the internet on improving the learners writing outcomes at Baskra University. Two groups of students were chosen randomly to undergo the experiment for the writing course during three months. The experimental group consisted of 45 students whereas the control group was composed of 49. The obtained results supported their hypothesis that claims that the use of the internet can contribute in improving the students' writing outcomes. Henceforth, they recommend the generalization of this new technology in their schools and universities to allow students take a maximum advantage of it. Furthermore, Al-Bataineh's study (2010) explored the effect of the internet on improving university students' writing performance. The population of the study consisted of all students in the English language Department at Al-Isra' University who were enrolled in (Writing One), in the first semester of the academic year 2006/2007. The purposeful sample of the study consisted of 62 students. They were divided into two sections: Section one which comprised the experimental group was supported by a web-based software while, Section two, which was regarded as the control group, created their articles via paper and pencil. A web page was designed with a useful link and learning materials were included, and an e-mail address for the course teacher was determined. The results showed that students who worked with the internet had significant gains in their writing performance compared with the control group. Additionally, the students who worked with the internet were more motivated to write than the other group.

Reading

Reading competence enables one to undergo the process of understanding and constructing meaning from a piece of text (Zhao, 2009). This means that being competent in English language refers to a situation whereby students can comprehend and interpret the meaning of written texts. The traditional medical textbooks that are assigned to medical students do not provide students with the ability to have a fully understanding of the medical passage. Students find reading medical materials more challenging. The results are always demoralizing and disheartening.

Studies on the efficient teaching of reading skills have, in recent times, considered the role of information technology, such as the Internet (Laborda, 2007). This study takes into account those studies that deal with the impact of the Internet on the development of students' reading skills. It has been found that the Web-based materials can enhance students' motivation and develop their reading abilities. Fostering the optimum level of reading motivation for developing readers' abilities depends heavily on providing reading materials that appeal to students' personal interests. Reading experts believe that reading interests play a very important role in reading instruction and improvement. Furthermore, helping students learn through reading requires an understanding of their interests and abilities. Edgier (1999) claims that interest is a powerful psychological factor in learning. Moreover, the individual's reading interests are considered one of the major factors that determine what s/he reads, not to mention the importance for one's attitudes toward reading.

The revolution in the field of Technology represented in the Internet, has completely affected the ways in which students approach the reading materials. One area of language learning for which rich resources can be found on the Internet, is reading comprehension. Reading is a source of learning and a source of enjoyment. The researchers all over the world have discussed the impact of the Internet on reading at theoretical level via opinions and arguments but very few studies are based on the research and experiments. Birkerts (1994) observes that the digital environment tends to encourage people to explore many topics extensively, but at a more superficial level.

Reza's study (2013) aimed at investigating the effectiveness of using hypertext materials on reading comprehension ability of learners as compared to the normally written materials. A total of 49 Iranian EFL learners were randomly assigned to two experimental and control groups. The homogeneity of the group was confirmed based on their scores on a proficiency test. The experimental group worked with hypertext materials, while the control group was provided with and taught through normally written materials for four weeks. The TOEFL reading comprehension test was given to both groups as the post-test. The findings indicated that participants in the experimental group assumed more gain in reading comprehension ability as a result of working with hypertext materials as compared to non-digital materials.

In accordance with these findings, we can assume the medical teachers' responses are clear statement of the positive impact of the Internet on students' reading abilities. It is possible to attest that 20% of the students, who show incompetence in reading, is not so bad as it seems to be. The majority of the students, therefore, may have gained competence in reading from the online materials. Access to the Internet, as a matter of fact, enables teachers to create the most suitable conditions for acquiring and improving reading skills. Case and Truscott (1999) particularly emphasize the significance of the online materials in expanding readings skills. They claim that computer-based reading influences at least three aspects of teaching and learning reading, namely interaction with text, attention to personal needs and autonomy through an ability to comprehend texts. What is more, the internet tools bring authentic environment into the classroom and integrate varied language skills and usage (Warschauer & Healey, 1998). All these factors have great effects on students' reading skills development.

Speaking

Speaking skills is given less attention in many schools and universities in Saudi Arabia. Students find themselves at a loss when they asked to deliver a speech in front of their colleagues in class, they also hesitate when they happen to get in touch with native speakers of English out and inside the class. Harry Ayers (2006) stated that "anxiety and depression are just two effective factors that contribute to learning difficulties or are the result of learning difficulties. He also noted that*external factors include inadequate or inappropriate teaching and teaching methods, lack of differentiation, inappropriate curriculum, negative teacher-learner*

relationships, truancy and absenteeism, and negative classroom or school environment. “(Ibid p. 38). In the same vein, Hamad (2013) noted that there are some factors which can negatively affect English language speaking skills in Saudi colleges: a) Instructors. b) Students. c) Curriculum and textbook. d) English Language teaching methods and exercises. e) Teaching and learning environment. She found that: 1. Using Arabic in class affect students' proficiency. 2. Students fear speaking English Language in public and can't make a phone conversation, presentation in English without Arabic translation. 3. Curriculum of listening and speaking does not contain enough exercises for speaking skills. 4. Instructors do not use strategies that develop speaking such as: role-play, debates, and presentation - assignment. 5. More time is devoted to listening skills than speaking skills. 6. Labs are not used for teaching listening and speaking skills. 7. Rarely CD is used as speaking model. 8. More than 30 students are in listening and speaking class.

Teaching English to students of medicine is often described as a ‘textbook- based method’, which is mainly traditional in both design and practice. This method of teaching gives students no chance to develop their speaking skills. Ali Dincer & Savas Yesilyurt (2013) in their study *Pre-Service English Teachers’ Beliefs on Speaking Skills Based on Motivational Orientations* revealed that students’ self-assessment about their speaking ability was generally negative and they expressed themselves as incompetent speakers. However, the use of the Internet is regarded as an undeniably helpful in making the learning process more effective and meaningful among ESL learners in terms of developing oral skills. The impact of this new learning method generates some important skills, such as oral communication.

Review of previous literature in the area of EFL indicates a serious gap in the area of developmental interventional research on the impact of Internet and virtual contexts on EFL learners' speaking ability. For example, Baniabdelrahman (2013) found the internet effective in enhancing EFL Students’ Speaking Skill. He explored the effect of using shared online oral diaries on the EFL Saudi First year university students’ speaking proficiency. It was found that the employment of oral diaries with the first year university students was significantly helpful in increasing their participation and their motivation in English classes. Students' participation in the classroom is a reflection of their strong motivation toward learning.

In the same vein, Watkins and Wilkins (2011) explored the effect of using YouTube in the EFL classroom. They found that YouTube can be an advantageous instrument through which multiple foreign language skills can be instructed. Employing YouTube both inside and outside the classroom can improve conversation, listening, and pronunciation skills. YouTube videos can also be used as realia to stimulate cultural lessons, improve exposure to World English, and promote authentic vocabulary development. Even reading and writing activities can be structured around YouTube videos (Watkins & Wilkins, 2011).

The findings of this study, according to medical teachers' responses, clearly define the effectiveness of the Internet in developing students' speaking skills. Almost 80% of the students have no problem in speaking. These findings can offer pedagogical implications for employing the Internet as an effective EFL learning environment in which EFL learners are provided with opportunities of real and effective English learning. EFL students can practice English on the internet which makes learning a dynamic and continuous process which never stops even when they rest.

Listening

Developing listening skills comes "naturally" for some students, but with great difficulty for others. Acquiring listening skills can even be frustrating for students of medicine. For some time, listening was regarded as a "passive" or "receptive" skill and, consequently, not particularly crucial as a skill area to be taught. The use of textbooks in teaching does not provide students with up-to-date materials for listening. These assigned books are mainly intended to develop students' medical knowledge, which is centered through learning medical terms.

Recent studies on EFL learning began to recognize the importance of listening and its role in comprehensible input (Krashen, 1982), and attention to and adoption of newer comprehension-based methodologies brought the issue to the fore. Listening, according Omaggio Hadley (2001), became a skill to be reckoned with and its key position in communication. Given the importance of listening in language learning and teaching it is essential to give our learners opportunity to develop and improve their listening skills not only in the classroom, but outside the classroom as well. Listening lends itself to self-access in the same way that reading does.

Listening in the real world and listening to authentic texts, however, is obviously more complex. But how can we help our learners become effective listeners and to overcome difficulties in listening comprehension and other barriers to listening? Why not draw on technology? Learners can use the Internet in developing and improving their language skills, in particular listening comprehension.

Listening skill is a process in language skill that needs practice by using audio/technology such as a research done by Embi and Latiff (2004) in using E-learning as a tool for learning EFL. After practicing, the students agreed that comprehension of listening ability had been increased significantly. In the same vein, in Hong Kong, Chapple and Curtis (2000), adopted strip film as teaching material for ESL which had 31 EFL students and got answer 67,8% students said that they had positive impact in listening skill within 13 weeks learning. Therefore, teaching of intensive multimedia could raise students' EFL listening skill comprehension. It could be seen that there were many less developed students in listening English skill applied internet, computer, or multimedia could help students' EFL/ESL (Chapelle, 2000). Furthermore, Barani (2011) investigated the relationship between Computer Assisted Language Learning (CALL) and listening skill of Iranian EFL learners. His findings showed that there was a significant difference between CALL users and nonusers in favor of the experimental group (those who took benefits from CALL). More than this, Heaton (1975) opined in his book *Writing English Language Tests* that in a country where native-speakers are not available, recordings by native speakers can be considered —perfect models of the spoken language (p. 58). In addition, Zarin (2013) suggested that listening speech by non-native speakers will develop students' ability of listening comprehension. She added that students have —discomfort, anxiousness, difficulty and a sense of helplessness when they listen to native speakers' English coming from the mouths of aliens (p. 36). The relationship between acquiring listening skills and motivation is —deep-rooted in connection to the second language learning process (Zarin, 2013, p. 31).

3. Do they understand all that you say when you teach in English?

Understanding teachers' speech, more precisely English, depends on students' listening abilities. Medical teachers admitted that 20% of their students could not understand what they are saying; whereas, 80% of them show clear understanding of all that they say (Figure 3.17).

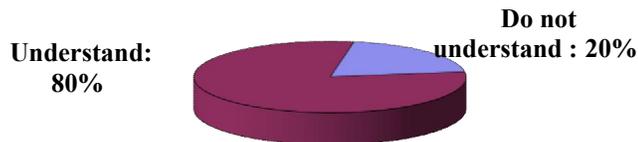


Figure 3.17- Degree of students' understanding

It is evident that medical teachers in the college of medicine, whether Arab or non-Arab speakers, use English as a means of instruction. Second year students learn medicine in English. Teachers, especially non Arab speakers, find some difficulties to teach their modules because of students' inabilities to understand English, which leads to students' failure to understand the assigned lecture.

Listening plays an important role in learning. It is, according to Devine (1982), the primary means by which incoming ideas and information are taken in. Without understanding input at the right level, no learning can even begin to take place (Field 2008). Both instructors and students acknowledge the importance of listening comprehension for success in academic settings. Listening and speaking skills are not important parts of many course books or curricula and teachers do not seem to pay attention to these skills while designing their lessons. Most teachers take it for granted and believe that it will develop naturally within the process of language learning. Persulesy (1988:50) states that one of the reasons for the opinion that listening is a skill that tends to be neglected is the feeling among language teachers that this skill is automatically acquired by the learner as he learns to speak the language. Furthermore, Hamouda (2013) noted that the other reason why this skill is not given serious attention is the fact that incompetence in it is easy to hide through nodding and shaking of the head, which may give the impression of understanding, even there is none.

Using educational technology in teaching English is of great importance. In this regard, the Internet has long been used as a tool for English learners to improve their listening ability (Peterson 2010). It helps most of second year students to develop their listening abilities. Medical teachers have also noted some changes in their students' English language. Almost 80% of the students, according to them, have no problems understanding their lectures. These findings are not new. Research on the use of technology, according to Pasupathi (2013), has proved that listening can be improved through audiovisual aids. Xiaoqiong and Xianxing (2008), for instance, found out that this method greatly improved the listening comprehension of the students. They assert that by using traditional audio materials in EFL classes, teachers can teach listening, but when visual materials accompany the audio, the students' enthusiasm in improving their listening skills increase. Smidt and Hegelheimer (2004) investigated how an authentic Web-video enhances vocabulary acquisition and listening comprehension. They also found that the students who attended lectures assisted with Web video reported more correct answers in listening tests than those who attended lectures without video, and concluded that the use of videos helped the learners acquire more vocabulary. Likewise, Verdugo and Belmonte (2007) studied the use of Internet-based technology to improve listening with 220 junior high school students in Spain. The results showed that the experimental group trained with the Internet-based syllabus outperformed the control group in the aspects of linguistic structures and vocabulary. Lin, Winaitham, and Saitakham (2008) investigated the use of particular websites for practicing the listening skills of EFL undergraduate students in Thailand. They found that nearly all students agreed that using these websites for practicing listening could help them improve not only their listening skills but also other skills such as pronunciation, speaking, reading, and vocabulary acquisition.

The problem of students' listening cannot be neglected. Some students are still facing the same problem. What are the main causes behind this problem? It is possible to come to the conclusion that these students have negative attitudes towards the use of the Internet in contradiction to other findings. These students generally have no basic skills in using the Internet. They did not want to cope with this new learning environment. The results of this study are in line with (Selwyn et al 2000). This latter revealed that, many students did not feel altogether at ease with using the Internet as an educational tool. As a matter of fact, researchers

have proposed that attitudes toward Internet may directly affect Internet adoption and use. (Grabe, et al., 2001). The majority of second year students, who have positive attitude toward the use of Internet in EFL classes, have clearly developed their English language. Whereas, those students who refuse to learn from the Internet are still the same problems.

4. How do you evaluate their skills in English according to the options below?

Medical teachers were asked to evaluate their students’ skills in English. Four options had been proposed for such a purpose: a- Fluently, b- Fairly fluently, c- Moderately and d-With difficulty.

According Figure 3.18, medical teachers have a common judgment regarding their students’ English skills. They all agreed that their students’ English is moderately.

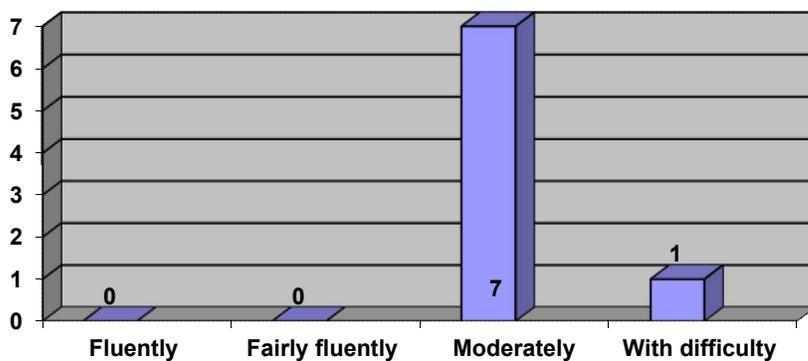


Figure 3.18- Teachers’ Evaluations of students’ English skills

After studying English for about 9 years, second year students of medicine are not really regarded as good English speakers. The integration of the Internet as a new learning method has helped them to develop their English language, but they are still confronting some problems. The question that comes up is why language performance of these students are still moderately?

The implementation of the Internet has changed students’ ways of learning English. It has increased students’ motivation and developed somehow their English in a very limited span of time. There are many reasons behind students’ unsatisfactory English performance.

Many studies have been conducted in order to find out the reasons for the Saudi Students' low proficiency level in English. Al-Nasser (2015) found that mother tongue interference is a major barrier for Saudi students' learners of English. Fareh (2010) brought to light some of the challenges of English as Foreign Language (EFL) programme in the Arab world. He noted that initiatives are lacking to bring about total exposure to English language with literature ethos. Students should receive enough exposure for using English. Ismail (1991) stated that "If children are exposed to the L-2 in the same way as they are exposed to L-1, greater success will be achieved". Dulay et al cited in Ismail (1991) asserted that language exposure 'encompasses every thing the learner hears and sees in the new language'. The students hardly use English, except a little in classroom, though there are many opportunities available like the website resources. Educational technology, according to Al-Nasser (2015) may be profitably used to impart communicative skills in class rooms.

Simply put, students' failure to develop their English performance is due to two factors: a) the interference of the mother tongue and b) the lack of enough exposure to English. The Internet, as an Educational Technology, is universally approved as a modern method of teaching English. Nothing, therefore, is left to chance. Such a method should be adopted in any EFL classes. It should be given enough time in order to solve all the problems that students are facing in learning English.

5. How often do they mix their mother tongue with English?

Most teachers asserted that their students occasionally mix their mother tongue with English (Figure 3.19). There are only two teachers who admitted that their students rarely mix their mother tongue with English in the class sessions.

According to Figure 3.19 all teachers noted that their students may use their mother tongue from time to time. It was noted before the integration of the Internet in the English classes that most second year students of medicine could neither talk in English nor understand their teachers' talks.

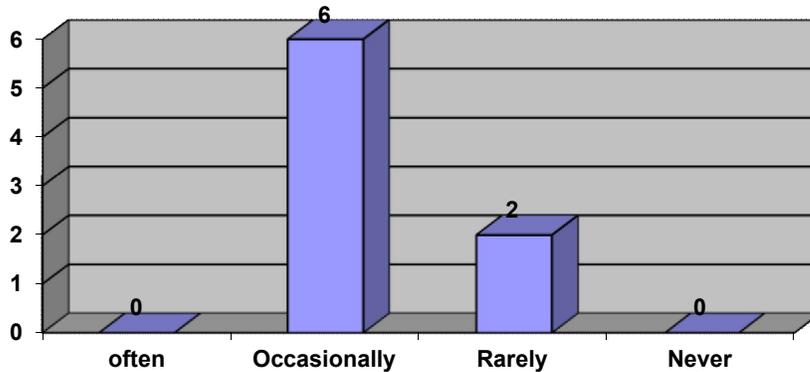


Figure 19- Mother Tongue Interference

Saudi students' lack of intrinsic motivation for learning and speaking English extends beyond the language classroom (Liton, 2012). They have no real purpose for or opportunity to use English outside of the classroom. Teachers doubt that students use English in or beyond the classroom in any meaningful way. The low communicative competence of Saudi learners is a multidimensional and complex phenomenon. It was found that the main reason behind this problem is the interference of the mother tongue with the English language. The differences between English and the native tongue discomfort with speaking the new language in front of other people (Ellis, 2008).

There has been a lot of research done in the area of first language use in English classrooms by many researchers and language teachers. Most of this research has studied teachers' opinions about the use of native language in the classroom or the frequency of that usage. Not many studies have been conducted on the students' beliefs about their own use of the first language in their classrooms. Alrabai (2016), and Alharbi (2015) noted that lack of exposure to English is primarily due to the dominance of Arabic (the mother tongue) in the Saudi context. In order to solve this problem they recommended the continuous use of the internet. According to Alrabai (2016), *there are available possibilities for out-of-school exposure in Saudi Arabia such as the access to English websites via the Internet which is available nowadays in almost every middle-class home.*

Involving technology as a goal in itself in the educational paradigm is no longer a privilege; on the contrary, it is an urgent need (Baniabdelrahman, 2013). Second year students

needed a new learning atmosphere by which they can develop their English speaking skills without any reference to the mother tongue. Their first experience with the textbooks opened in front them the opportunity to mix their mother tongue with English in order to easily interact with their peers and teachers. Such an experience, as a matter of fact, has lowered their English language achievement including their speaking skills.

No one can deny the impact of the Internet-Assisted language learning on students' performance. Medical teachers had previously asserted that most of their students were unable to interact in English. What is intriguing now is that the same teachers proclaim that their students' English has positively changed. It was found that second year students occasionally mix their mother tongue with English. This means that they are able to communicate in English but from time to time they make use of their mother tongue as a means of communication.

The implications of the study are discussed in relation to the effectiveness of the online programme in the development of oral skills. The online sources have significantly developed the oral skills among second year students. This does not mean that these students show total fluency in speaking. The interference of the mother tongue is decreased but it is still a problem. This is may be due to lack of time assigned for learning and insufficient exposure to the target language. This finding is consistent with Gebhard and Nagamine's study (2005) on online language learning. The researchers emphasised that online language learning helps improve linguistic proficiency and subsequently, increases self-confidence among learners. With the support of the online programme, the learners are more motivated to speak.

6. How do you react to such language use?

If students make use of the mother tongue in speaking English, or if they make some mistakes when they talk in English, how can teachers react to such language use? Teachers' reactions could be of great importance to students' English language achievements. According to figure 3.20 medical teachers' responses could be regarded from two different viewpoints: Very positively and Very negatively.

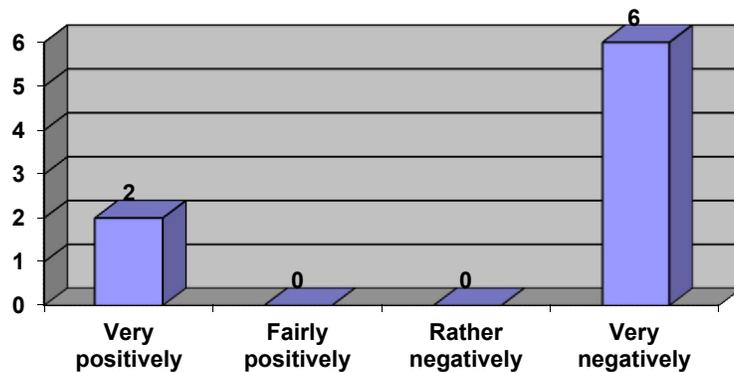


Figure 3.20- Teachers’ reactions to students’ mother tongue interference on English

As it is seen in Figure 3.20 most teachers believe that it is better to negatively react to students’ use of the mother tongue within the English context. However, only 2 teachers positively react to such a fact. In this regard we have on one hand those who regard the occasional mixture of the mother tongue with English as not a problem and on the other hand we have those who believed that such a language use should not be ignored.

While mistakes in spoken language may be allowed without being corrected since the message can normally be understood with the help of non verbal cues and signals, mixing the mother tongue with English in any conversational setting should be considered as a communication error. It has been observed that the mother tongue interferes tremendously in the use of the language. Thyab (2016) noted that the Arabic language interferes with Arab learners of the English language, especially when it comes to using English language. It is understood that the major obstacle in the learning of English by our students is the interference of the mother tongue. The interference of the mother tongue on English could be phonological, lexical and syntactic. It is therefore believed that interference phenomenon affects learner’s performance in the target language which is English. The question which should be raised is how can we treat such a phenomenon?

According to some teachers the problem of the interference of the mother tongue on English is very serious and should be skipped. Second year learners of English tend to make errors when they try to use English as a Foreign language. These errors are attributed to the

difference between the two systems in both Arabic language and the English language. That is to say, these errors are made due to the interference of the learners' mother tongue (Arabic) on the learners' target language (English). Interference of the mother-tongue is also known as "Transfer". Transfer is defined as the effect of the learners' first language upon the learners' target language (Thyab, 2016). It is important to mention, though, that there are two types of transfer, in language learning. According to Sabbah (2015, p. 271) "Transfer can be of two types: positive transfer and negative transfer. The positive transfer refers to the process of using rules from L1 which facilitates or has a positive influence on learning L2. This transfer is mostly due to similarities between L1 and L2. In contrast, negative transfer is the transfer of rules from L1 which impedes or has harmful influence on the command of rules of L2. This is due to differences between L1 and L2".

Due to the difference between the Arabic and the English system, many Arab learners of English encounter difficulties while trying to use the English language. Second year students, for instance, makes use of the negative transfer. This error, as claimed by most medical doctors should not be overestimated. Students should be taught of the negative consequences of the interference of the mother-tongue on the English language. It is needed that teachers highlight common errors learners of a target language make in their learning process. It is suggested, here, that teachers correct frequent errors made by students and not frustrate students by correcting every single error. The interference of the mother tongue on English is regarded is regarded a serious error. It is made because of ignorance of the correct rule or structure, and cannot be recognized by the learner of the target language. That is to say this error cannot be self-corrected, as in the case of mistakes. Errors are problems in the learner's knowledge of the target language and only teachers can recognize them, not the learner herself/himself. They are gaps in the learner's competence or knowledge. (Sabbah, 2015, p. 270)

It should be recalled, here, that some teachers regard the interference of the mother tongue a positive transfer- a mistake which should not be given too much attention. That is, it is just a slip of the tongue and can be self corrected. It is made due to lapses in the learner's performance. These teachers do not take into account the negative impact of this 'so-called mistake' on students' English language performance. Interference is one of the fundamental

difficulties faced by the learners of English. The greatest shortcomings of many second year students seem to result from the interference of the mother tongue on English. The threats posed by L1- language transfer are worrying only if we are aiming at 100 % accuracy.

Interference of the mother tongue on English is a very common and normal issue which can be overcome after the careful observation and patient practice. Students should be encouraged to develop a perfect language performance and not left them falling in the same errors which may affect their English language learning. English language, if properly taught and mastered could serve as effective and efficient means of communication and interaction between an individual and the masses. It is expected to be the official language for communication and interaction among the people, which will enable them to live together in unit and co-exist harmoniously. The learners and teachers of English language are required to be properly motivated and mobilized towards realizing the basic objective of communication development. To successfully, enhance better learning and understanding of English language means that the psychology of the people should be improved and a better communication report will be enhanced between the teachers and learners of English language respectively. This could be achieved by overhauling the teaching and learning system of the language.

3.3. Discussion and Interpretation of findings

The analysis of the situation of teaching/learning of English for Specific Purposes, at the college of medicine at Jazan University, is of paramount importance and this is for different reasons. On the one hand, there was no work devoted to the study of this situation in Saudi Arabia. In addition, there was an urgent need to solve students' learning problems. Simply put, such a work requires an exploration of the situation of teaching/learning of English for professional careers.

This study entitled “The effects of Internet-Assisted Language Learning (IALL) Method on Medical Students' English language Development” aims at investigating how medical students' current English language learning can be developed by using the internet and how the internet-based applications can further assist medical students' English language development as

opposed to traditional textbook- based. It is one of a few studies to be implemented on using the internet in developing medical students' English language learning. The findings of this study are interpreted as problems and solutions. The first semester of the academic year 2012-2013 highlight the problem which is likely resolved in the second semester. This section provides a discussion of the main findings from the research and where applicable, links the literature to the research outcomes.

3.3.1. Lack of Interest in English Class

There is a reason to believe that second year students of medicine are not really motivated to attend the English class. Their attitudes toward the English class are very negative. Students need such a course in order to develop effective English skills to conveniently access the information contained in medical textbooks or journals. However, regarding the auxiliary role of English in ESP classes in an EFL (English as a Foreign Language) context, where students enter the university with a limited English background, the motivation of students for learning the language is not as high as foreign students studying in an English speaking country where English is the medium of instruction .The classroom observations reported students' reluctance to attend English classes. This problem is probably due to the lack of interest in English class. Motivation constitutes the backbone of learning process. As it is obvious, motivation provides students with a direction to follow. *"It is a concept revealing the reasons why people act and think as they do"* (Weiner 1992 cited in Wlodkowski 1999). Any threat to students' psychological well-being decreases their interest in lesson. There is a need to promote students' motivation in terms of attending ESP classes regularly, participating in class activities more fully, and eventually changing their attitudes toward language learning.

3.3.2. Inefficiency of textbooks

Research in L2 motivation by Dornyei (1990) and Williams (1994) revealed a need for a more pragmatic education centered approach, examining classroom reality and identifying and analyzing classroom specific motives. Furthermore, Burden (2004) found that students need to realize that the purpose of using the target language is not for studying purposes only but also for effective communication. Moreover, Dornyei (1990), Ghaith (2003) and Oxford (1996) found that when learners see practical purposes in learning the language, they are motivated even if the

language is not significant in the learner's community. As a matter of fact, motivating second year students of medicine to develop in the target language is quite complex. In many cases, these students face difficulties in learning English and are often demotivated to learn. According to these findings, ESP textbooks are mainly regarded as unfavorable materials in teaching. The data collected for such a purpose has proved that the hypothesis that ESP textbooks cannot enhance students' English learning. Even if some teachers consider textbooks as instructional tools and guide, they are still regarded by some others as imperfect and unauthentic materials. Saudi students of medicine need to be introduced to the English and not the world of medical terminology.

3.3.3. The need for General English

Most of the students' responses to the questionnaire show an increase need to learn General English rather to memorize some words for professional reasons. This is clearly stated as a hypothesis: *The selection of appropriate EMP textbooks and materials do not meet medical students' needs.* ESP textbooks have been in many respects an educational failure. They are mainly designed to facilitate the teacher's tasks rather than develop medical students' English language learning. Further, in most language teaching situations, we look to course books to provide invaluable support for language teachers in their work, whereas in ESP the course book is seen rather more as an evil, perhaps necessary at first, but to be dispensed with as soon as possible.

Needs, wants and desires are inter-related in a language learning classroom and they are the driving force to acquire the knowledge of English. These needs can be understood by the teacher who can frame motivation plans accordingly. The varied number of textbooks fail to meet the learners' needs and baffled the syllabus designers and other administrative bodies to find out the best textbook from the market. Usually, effective course design begins with understanding who our students are, deciding what we want them to learn; determining how we will measure student learning; and planning activities, assignments and materials that support student learning. More than this, a syllabus provides the instructor and students with a contract, a common reference point that sets the stage for learning throughout the course. Students should feel in

secure with the course they are learning. They should take part of what they are assigned to them.

3.3.4. Slow English learning outcomes

The exam is a sample picture of second year students' slow English learning outcomes. The assigned questions were not too difficult and ambiguous. Everything was taken from the course textbook. Students' failure to respond correctly to the exam questions is the result of a misunderstanding of their needs. Moreover, it was reported that students' weaknesses in English are the result of two factors: the use of Arabic as the medium of instruction and the dependency on teaching medical terminology as a core subject. These two factors stand as obstacles toward developing students' English language. Learning medical terminology can be of great help if students' English language is ripe enough. In contrast, more focus should be given to the teaching of General English rather medical terminology if students' English language is still passive.

Second year students of medicine need to develop their English language skills. Their language learning proficiency cannot develop without teachers' direct intervention. It is important for teachers of the same college to meet and discuss their students' real needs and cooperate in taking practical steps to respond to them. The efforts of curriculum designers, supervisors, and teachers need to be combined to achieve such a change.

3.3.5. Efficiency of the Internet

The new learning environment has proved its efficiency in many ways. First, it encourages students to attend the English classes. Second, it gives students something authentic to learn. Students, as a matter of fact, seemed really encouraged to develop their willingness to learn English. Many researchers have examined the influence of the internet on students. It is regarded by Tella (2007) a valuable source to retrieve for students' research assignments. More than this Melouk (2012) noted that:

“Using the network system of the Internet, educators can promote academic development in the content, including literacy development, critical thinking, and problem solving. They identified the computer as being motivational, a means of reinforcing learning, and a tool for the future” (2014: 96-105)

In fact, the effect of the internet is clearly recognized in second year students' behaviours. Most students seemed eager to attend the class sessions. They were often on tasks during the IALL classes. They actively and enthusiastically participated in the discussion/activity. They showed positive attitudes and perceptions towards the learning climate. They are not willing to leave the class even after the end of the official time. Internet access in the classroom offers students the opportunity to access a nearly limitless source of information, but it also offers equally limitless distractions. Furthermore, the internet resources give students an opportunity to critically think about a topic, apply the knowledge they have learned in a meaningful manner, work in small groups to complete the task and enhance their oral presentation skill. The literature on EFL has emphasized and demonstrated the significant role of technology in general, and ICT in particular, in positively enhancing the learning and acquisition of the target language. It is judged by experience that academic learning accompanied by computer technologies offer students much more confidence and interest in the process of exploring and learning knowledge. It would seem that computer technologies are important tools to support new ways of teaching and learning. They can be used to develop students' skills for cooperation, communication, problem solving and lifelong learning. They can enhance interpersonal and communication skills and can provide opportunities for cooperative learning. Hence, using computers not only increase instructional effectiveness and efficiency, but also promote positive social interactions and enhance students' motivation for learning.

The positive influence of the internet resources on students' performances has been theoretically proved and practically confirmed. The data obtained from the final exam and oral presentations certifies the positive impact of the Internet on students' academic performance. Both reading and writing skills have been objectively assessed. Most of the exam questions were

composed from the oral presentation topics that students had searched and delivered in front of their peers. The students' choices of the topics which are related to the oral presentation assignments are clear picture of the positive impact of the Internet in their academic performance and on their personal needs. Findings of a related study conducted by Davis and Chang 1994 (cited in Sana' Ababneh Sana' Lababneh 2013) on the effect of using technology and internet on learning a second language showed that over time, the students' reading and writing began to change and through the surveys and informal case studies of student writing during the conference, it was found that for the most part, students' writing had improved in both fluency and organization as well as students have shown a tendency to carry over to their study literature, and that they had a better understanding of English usage.

Students trying to learn English as a second language need further language support. They need to practice in hearing language, reading language, speaking language, and writing language in order to develop their experience and skills (Ybarra & Green, 2003). For doing such tasks, they are in need of using various tools which can help them learn the language easily and effectively. The effect of technology has become huge in teaching and learning the language in addition to the instructor's role. In other words, the role of the instructor together with the role of the technology can lead to advanced learning results (Sharma, 2009). Second year students, according to medical teachers' findings, have showed positive changes in English. The majority of the students were known for their failure to write, read, speak and listen perfectly. The integration of the Internet access in the classroom has offered students the ability to build up good English. The impact can be assumed considering its advantages on almost 80% of the students.

3.3.6. Cultural issues of the internet in classrooms

The use of the internet as a teaching tool has shown some disturbing manners from the part of some students. It was observed that some students did not follow the teacher's assignments. They interacted with each other around non-academic or procedural issues. They also talked to each other about things with had nothing to do with the assigned topics. They did

not bother taking notes on lectures. This is may be due to their ignorance of the use of the computer or to their unwillingness to cope with this learning procedure. Luambano and Nawe (2004) conducted a study on internet use by students of the University of Dares Salaam. The findings revealed that the students who had access to the internet are not using it effectively. They used it mainly for entertainment more than for academic purposes. Such findings were clearly noted with some second year students who were caught watching video clips instead of dealing with the assigned topics.

3.4. Conclusion

The research tools which have been adopted in this study are clear attempts to justify the effectiveness of the internet-based learning approach and to prove the drawbacks of the traditional course textbook learning method. The results of the first semester determined what

exactly students need. Students' weak performances in English and their inability to cope with the EFL classes are mainly the side-effects of the use of the medical course textbooks. It was found that students lack personal interest in studies. They see little value in the course or its content. This is due to the fact that the selection of appropriate EMP textbooks and materials do not meet medical students' needs. They are mainly regarded as unfavorable materials in teaching. Most of students' responses, as a matter of fact, show an increase need to learn General English rather than to memorize some words for professional reasons. Students' failure to respond correctly to the exam questions is the result of a misunderstanding of their needs. More than this, students' weaknesses in English are the result of two factors: the use of Arabic as the medium of instruction and the dependency on teaching medical terminology as a core subject. These two factors stand as obstacles toward developing students' English language.

The findings of the second semester confirm the stated hypothesis that the best way to improve the situation of ESP among medical students' learners is by implementing the Internet-Assisted Language learning in the ESP classroom. The Internet is believed to give students access to vast amounts of authentic material on any topic. It also allows opportunities for authentic communication and publishing, which is rewarding, motivating and rather easy to arrange. The research hypothesis was, thus, tested by using three different experiment tools: classroom observation, final exams (written and oral), and questionnaires.

Following the findings of these research tools the majority of the students showed great interest in learning. They positively reacted to the new learning atmosphere. They regarded the internet as a means of entertainment. More than this, it was found that the internet resources give students an opportunity to critically think about a topic, apply the knowledge they have learned in a meaningful manner, work in small groups to complete the task and enhance their oral presentation skill.

Chapter 4

Recommendations and Pedagogical Implications

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4.1. Introduction

It is believed that the Information Technology and more frequently the use computers and the Internet can facilitate teaching and enhance the learning experience provided to students. Students of medicine are not regarded as any English learners. They need English more than others. They expect the development of general language proficiency, including gaining mastery in reading, listening, writing and speaking, enlarging vocabulary, perfecting the use of the grammatical system and enhancing communicative abilities. Another aspect of language instruction is learning English for a given purpose, with the specific aims of getting to know specialized vocabulary, enlarging one's knowledge of the subject matter by reading in English and being able to use the language with their teachers, either in the classroom or in the hospital. Simply put, students of medicine need to be given special attention. The modern classrooms as noted by Nunan (1987), should experience a shift from a teacher-centred curriculum, decided upon in advance by the teacher, to a learner-centred one, where the purpose for learning, individual differences, learning styles preferences, interests determine to a large extent the content and methodology of the course. The teacher must be careful with choosing contents, materials, methods, mode of work, to motivate students to work on their own and showing them effective ways of looking for information.

Although this research has reached its aims, there were some unavoidable limitations. First, because of the time limit, the new learning method was conducted in one intermediate class divided into two groups which have lasted for fifteen weeks. Forty five hours was not enough to achieve satisfying results. It would be better if it was done in a longer time.

This chapter intends to give some suggestions concerning the teaching of English as a subject of study to students of medicine. It tries to focus mainly on five important points: 1) assessing students' needs, 2) excluding ESP course books from the teaching curriculum, 3) integrating General English (GE) as the main subject of study, 4) integrating web-based course supplement as substitute to ESP classes and 5) allotting more time to such a new teaching/ learning environment.

4.2. Assessing students' needs

Before starting teaching it is wise to get a clear picture of students' educational proficiency. We should build up a clear understanding of their needs in order to prepare the required materials for them.

4.2.1. Learning from students

Students of medicine need to develop their English language. The uses of ESP course books, which are widespread in the college of medicine at Jazan University, have proved to be ineffective to satisfy students' needs. Teachers are still facing many obstacles and trying to come up with creative solutions to the problems of teachers and students. It seems necessary to evoke the foreign language teaching context at the college of medicine by highlighting its main characteristics. The current situation of learning a foreign language for university Saudi students at a tertiary level needs some assessments. Second year students who spend one preparatory academic year learning General English and ESP courses, need to develop their English language for the purpose to carry on their studies in medicine. Many of these students come from the preparatory college start their second year as absolute beginners. This has a detrimental effect on the quality of language instruction. When starting classes with second year students, ESP teachers administer placement tests to diagnose students' needs. Analyzing the specific needs of students of medicine, as a matter of fact, serves as the prelude to an English course design, because it determines the 'what' and 'how' of such a course.

Chen (2006) also reached the conclusion that ESP course designers should explore and identify the learners' potential needs in the first place. The current concept of needs analysis in ESP, according to Dudley-Evans and St John (1998, p.125), includes consideration of the following aspects:

- A. Professional information about the learners: the tasks and activities learners are/will be using English for- *target situation analysis* and *objective needs*.
- B. Personal information about the learners: factors which may affect the way they learn such as previous learning experiences, cultural information, reasons for attending the course and expectations of it, attitude to English- *wants, means, subjective needs*.
- C. English language information about the learners: what their current skills and language use are- *present situation analysis*- which allows us to assess (D).

- D. The learners' lacks: the gap between (C) and (A) - lacks.
- E. Language learning information: effective ways of learning the skills and language in (D)- learning needs.
- F. Professional communication information about (A): knowledge of how language and skills are used in the target situation- linguistic analysis, discourse analysis, genre analysis.
- G. What is wanted from the course?
- H. Information about the environment in which the course will be run – means analysis.

4.2.2. Aims of needs assessment

A needs assessment is a systematic approach to studying the state of knowledge, ability, and interest, of a defined audience or a group involving a particular subject. There are two goals for conducting needs assessment:

1. The first goal is to learn what our students already know and think, so that we can determine what educational products and services are needed.
2. The second goal is to understand what we can do to make our educational products more accessible, acceptable, and useful to my students.

In such a situation, a needs assessment as thoughtfully provided, provides the following:

- c- Knowledge about educational approaches that may be most effective;
- d- Awareness of existing learning materials and methods that are available to enable efficient ESP learning;
- e- Knowledge about the potential demand for future programs and products;
- f- Credibility that the program is serving the target audience, an important part of communicating greater competence and professionalism to funding authorities to know a program or product's impact.

A needs assessment should be conducted so that students can verify their own level of knowledge and skills, their interests and opinions, or their learning habits and preferences. Collecting and analyzing needs assessment allows the researcher to describe “the gap” that exists and what is needed. Filling the gap becomes the purpose of the next generation of educational products and services.

When devising any language learning course, according Harmer (1991), *“it is absolutely essential to start with creating a learner profile and investigating the target learner's expectations about the different aspects of the course”*. Furthermore, Richards and Rodgers (1986) noted that *“learner needs, apart from logistical considerations, administrative considerations, psychosocial considerations, are what a course designer has to take into account”* to. In the same vein, Nunan (1987) suggests, the modern classrooms should experience a shift from a teacher-centred curriculum, decided upon in advance by the teacher, to a learner-centred one, where the purpose for learning, individual differences, learning styles preferences, interests determine to a large extent the content and methodology of the course.

Saudi students of medicine need English as a language for communication and not for medical purposes. They need English for professional career. They expect the development of general language proficiency, including gaining mastery in reading, listening, writing and speaking, enlarging vocabulary, perfecting the use of the grammatical system and enhancing communicative abilities. They also need to enlarge their knowledge of the subject matter by reading in English and being able to use the language in the prospective job by becoming prepared for some common situations such as going for an interview or conducting professional correspondence. They would like to become proficient enough to do research for their theses, so they must be able to find and evaluate English language sources, read and understand articles and books, translate, analyse, synthesize. As can be seen, with such a wide array of needs and relatively little amount of language instruction, the teacher must be careful with choosing contents, materials, methods, mode of work, to motivate students to work on their own and showing them effective ways of looking for information.

4.2.3. Needs analysis methods

There are two types of needs analysis needed in diagnosing students' abilities: direct and indirect. A direct needs analysis is accomplished through formal research that gathers data from students. An indirect needs analysis is accomplished by gathering data from teachers or administrators. The direct needs analysis results in data that is more specific to the needs of students, and it is quantitative in terms of probability and confidence. However, the direct needs analysis requires considerably more resources and design and also requires institutional approval to conduct.

Once the reasons for the student needs analysis has defined, the next step is to select the methods for data collection. Qualitative methods play “a discovery role, while quantitative research plays a confirmatory role”. Therefore, qualitative methods may be more useful to the researcher who has little information about students and seeks to discover themes and relationships. Quantitative methods might help the instructor to validate those themes and relationships for the entire class. Whether conducting a needs analysis with qualitative methodology, quantitative methodology, or a combination of both, it is imperative that the methods result in valid and reliable data.

4.2.4. Needs analysis tools

There are different instruments that can be used to analyze the needs of the students. The most frequently used instruments are questionnaires, Summative Assessments and interviews. According to Brown (1995), tests are a good source of information in terms of identifying the general ability levels of students. He further acknowledges that interviews may be exploited because of their open-endedness. In addition, interviews can be structured with questions thought of beforehand and additional questions can be added to get more detailed and clearer response. The groups of people who accept to be interviewed can discuss the different program philosophies, different views as to what the learners’ needs are and objectives related to them, to reach a compromise and consensus. Questionnaires are a useful and time efficient way of collecting data that can be applied to a large group of people. Graves (2001) points out that questions should be clear and not ambiguous to avoid the misunderstanding of students.

The work submitted by students for assessment is a valuable source of feedback for staff on the effectiveness of their teaching. If certain areas are clearly not understood by significant numbers of students, this signals the need for urgent attention. It can be very helpful to approach the analysis somewhat formally - perhaps in the form of a regular review by all staff involved in the subject or course. Such a review can also monitor the effectiveness of assessment procedures in testing the desired outcomes of the program

4.3. Web-based coursebook supplement

Due to the inadequacy or non-existence of ELT materials for some medical purposes, university teachers can adopt a variety of solutions, with the following ones most frequently implemented by the researcher in the college of medicine, Jazan University:

1. using a general English coursebook and supplementing it with additional texts to be read and translated by students;
2. using a general English coursebook and assigning subject matter projects;
3. using a general English coursebook with subject matter target language school coursebooks ;
4. using a general English coursebook and a Web-based coursebook in a self-study mode;
5. using a general English coursebook and a Web-based coursebook in the classroom.

4.3.1. Supplementing a coursebook with Internet-based activities

Nowadays, in the era of Information Technology present in every sphere of life, teachers of ESP more and more frequently use computers and the Internet to facilitate teaching and enhance the learning experience provided to students. There should be an urgent need for new ways of delivering instruction and to show the solutions to the problems in the form of a Web-based coursebook supplement, which is a series of classroom lessons or self-study activities using the Web resources to learn English.

According to McDonough and Shaw (1993), the basic principles of adapting materials are the following:

- a- Personalizing the content, when the teacher wants to address particular learning styles of individual students. Internet-based tasks allow that, as each student or pair of students work on a separate computer, on a different material, sometimes have a different task to do, and are able to proceed at their own pace using their favourite learning methods;
- b- Individualizing the content, when the teacher lets students choose materials whose subject matter or graphic design are interesting and appealing to them. In this way, Internet-based instruction increases motivation and gives students responsibility for learning, instead of imposing the same material on them;
- c- Localizing the content, when working on specific sites allows the teacher to adapt materials in terms of geography or culture, supplement a one-sided view of the coursebook with some other

attitudes on life, present some other aspects of matters put forward by the coursebook, or give a fuller context of specific geographic places mentioned.

All these, according to McDonough and Shaw, may be accomplished using the following techniques:

1. Expanding students' knowledge: (giving the same quality of material but more quantity) - students go to the site of online articles, such as <http://www.nejm.org/medical-article-index> and read about current diseases in different countries, then share these with other groups;
2. Subtracting information: (reducing only quantity, leaving quality unchanged) - students go to an Internet bookshop, such as <http://medical.dentalebooks.com/> and read the summaries of books instead of extracts from them;
3. Rewriting (relating the structure of activity to students' needs) - after having read a text about a disease students search in the:
http://www.medicinenet.com/diseases_and_conditions/alpha_a.htm and try to write about it.
4. Re-ordering (changing the order of activities/grammar exercises) as it is in this website:
<http://www.businessenglishsite.com/medical-english-tests.html>

Apart from these techniques, it is possible to adapt the coursebook in some more ways:

1. Adding authenticity: students go to the medical websites: <http://hedgerleywood.org/future-healthcare/> to read authentic diseases from different countries, working on real material and at the same time practicing the use of modal verbs;
2. Adding recency: students go to the Medical Movies on the Web
<https://www.nlm.nih.gov/hmd/collections/films/medicalmoviesontheweb/> to read about diseases that are common all over the world.
3. Adding novelty: Internet sites and modes of work on the Net are going to be a surprise for students, instead of a coursebook which tends to have the same predictable structure and repetitive activities;
4. Adding interactivity: using the communication tools the Internet offers (email, chat, video conferencing) adds an additional dimension to the classroom and enables international class cooperation.

4.3.2. Creating Web-based coursebook supplements

In the light of what has been said above about the language needs and expectations of EMP students in the college of Medicine in Jazan, Kingdom of Saudi Arabia, it seems justified to combine the two elements: general English teaching to provide sound grammatical and lexical base, as well as to develop the skills, and a Web-based coursebook supplement, with Internet lessons, self-study projects and other activities, giving the ESP input. The idea of making Web-based coursebook supplements according to Krajka (2001, 2002) is justified by the necessity of finding alternative ways of providing language input and materials for ESP instruction due to the inaccessibility of published commercial ELT materials for many faculties.

Implementing the idea of using a Web-based coursebook supplement should increase the quality of ESP instruction for the following reasons:

1. The teacher gets access to the materials from a specialized subject matter, with the possibility to create interesting and authentic tasks on different language levels;
2. For teachers of many disciplines, the Web may be the only alternative as the source of ESP materials, especially in EFL countries where authentic materials are scarce and relatively expensive;
3. Increased exposure to language instruction will surely result in the development of language skills, and because of the prominent element of learner autonomy students should also acquire the procedures of getting and extracting information, analyzing websites, producing summaries or reports, which will come in useful in their professional career;
4. The existence of the Web-based component will help build up computer skills and Internet skills, making students confident and skilful users of the Web.

At this moment, one should not be overenthusiastic about the use of the Internet in teaching ESP and regard Internet-based instruction as a panacea for all classroom problems. The teacher starting to implement the online component needs to overcome a number of common problems and difficulties:

1. Getting access to the computer lab for English classes, which might not be easy due to the amount of other IT classes in under resourced colleges and universities;
2. Having the Internet lab with sufficiently fast connection, which will have a great influence on the choice of online tasks. With slower connection, one should make more static lessons, making students focused on one or two sites, and refrain from using search engines.

3. The student-computer ratio, with too many students using one computer. Here the teacher should form pairs of students to work on one computer each; make bigger groups, where the whole group would do some offline language tasks and only one representative would do some online work; or even give groups online access on a rota basis if there is only one computer available.
4. The class having different level of computer skills, and consequently the teacher careful to make mixed-computer-ability groups, and being ready to occasionally do some technical teaching.
5. The online component taking more time than planned, due to the amount of information and sometimes technical problems, and the teacher finding it hard to realize the lesson plan. In such a case, close monitoring, proper timing and constant teacher control over time is necessary to ensure students get the most of the lesson.
6. Finally, once the teacher and students become accustomed and willing to learn online, it must be remembered that the proper balance between regular language instruction and online ESP instruction should be monitored to ensure, on the one hand, general language development, and, on the other, provide needed vocabulary input.

The process of creating a Web-based coursebook supplement can be described as follows:

- a- creating a student profile;
- b- conducting a student needs analysis;
- c- analysing coursebook structures, topics, functions, lexis and trying to come up with corresponding Web-based ones;
- d- ordering them into a syllabus;
- e- finding and evaluating relevant materials (texts, recordings, activities, resources);
- f- matching the materials with structures, topics, functions, lexis;
- g- creating classroom tasks and language exercises;
- h- beta-testing the coursebook by students and fellow teachers.

As can be seen, the steps of the process as given above demand the shift in the role of the teacher, from a language provider to a materials writer, from a teaching aid and a resource to an organizer and a facilitator.

When making an ESP Web supplement, according to *Krajka (2016)*, the true interactive nature of the Internet needs to be exploited, by including a dedicated discussion group, set up by the teacher on how to set up and use a discussion group in language teaching;

When thinking about the activities, depending on whether it is possible to conduct the lessons in-class or not, the teacher could include both standard communicative language activities (dialogues, role plays, simulations, question-answer, reading and multiple choice), and Web-based ones, such as Web publishing and editing (collaborative writing, class web publishing) and online problem-solving. The important element of a Web-based coursebook, according to *Krajka and Grudzinska (2002)* would be developing learner autonomy by placing some responsibility for learning on students, letting them become materials writers, making decisions on the content and contributing to the learning process. One way of doing this would be to include the idea of authoring software that could be implemented both by the teacher and students. The former could use either authoring multimedia programs to create self-study Web-based reading and listening comprehension questions, self-study grammar quizzes, self-study ESP vocabulary quizzes and self-study subject area research. On the other hand, given the wide accessibility of such authoring tools and their user-friendliness, the teacher should involve students in the process by making them create quizzes of various types for the rest of the class, such as self-study ESP vocabulary quizzes, self-study subject area research questions and self-study reading comprehension tasks. Thanks to that solution, the teacher will be able to get a much larger learning impact by getting a wider range of exercises and tasks, while the students will learn how to make important decisions of isolating main language points, prioritizing, synthesizing, analyzing.

4.4. Time management for the IALL

Even if this research has been conducted in a very short period of time, medical students have shown great desire in learning. Learning on any subject, as a matter of fact, is and should be an ongoing activity. It is believed that students of medicine will gain more advantage with the new learning method if they are given enough time. Time is very crucial in any learning. English language teaching and learning should be less academic and more pragmatic. In other words, the syllabus course designs should be realistic both in qualitative and quantitative aspects-in their contents and feasibility. As we know, there are two parties involved in the implementation of any

syllabus programme-teacher and learner. Basically, if the syllabus is to be designed realistically, its contents must be coherent with the needs and wants of the students. Additionally, the contents should be technically, physically, and mentally conceivable and able to be implemented within the time allotted in the curriculum. These requirements are without dispute and should be among the premises when designing the course syllabus.

Realism in the course syllabus should be expressed not only in the quality but also in the quantity of its contents. Students of medicine require not only a desired and substantial "meal" but also an appropriate time for its consumption, otherwise they cannot digest it. Unfortunately, traditional ESP syllabuses are not always meeting this demand. They are often over-designed with "content" and manage by the quantity of their input to force teachers to lag behind the time schedule. This results in limited practical involvement of the learners. Such syllabuses are not realistic but idealistic in their goals. What they offer is impossible not only to teach but also to learn and master. More often they "chase" both teachers and learners and cause frustration on both sides.

Teaching English to students of medicine should be conducted for a longer time. Students of medicine needs four years in order to develop their English language. This policy is strictly followed in the college of Applied Medical Sciences (CAMS) where English along with the other subjects for eight semesters. We can, therefore, recommend the following four years as suggestion for developing medical students' English language.

4.4.1. First Year English: Preparatory Year

Because of the social and cultural backgrounds of Saudi students of medicine the teacher of English faces a lot of problems while teaching English. There are many reasons for this. The first and the most important reason is that these students have no knowledge of even Basic English although they are taught English in schools. They come to the college with higher marks in English but with no language. Teachers as well as students take EFL lightly. They only need marks to pass the examination and they even pass the EFL examination by memorizing the answers without learning any English. Consequently they spend their valuable years in schools without learning anything of English language. But when they come to college or university or

take admission professional courses like medical, nursing, computer science, engineering etc, they need English language because they have to study everything in English. At this stage English becomes a problem for them.

In this year students should be given more General English. This course should be designed to help the students learn and understand the general basic skills of EFL and put into practice what they have already studied at school level. It enhances students' ability to communicate through developing perception. The interactive approach from the teacher's part helps them not only to acquire the language in the classroom but also enables them to use it beyond the classroom. This intensive English course covers skills like Listening, Speaking, Reading, Writing, Grammar and Vocabulary.

4.4.2. Second, Third and Fourth Years English: Professional English

These three years should be taught intensively as part of the intermediate English course programme. Classes should combine lectures, group discussions, lab sessions, chain drills, etc. Teachers can use the IALL which cater to multiple learning styles to help students retain information and strengthen understanding. The class should be divided into two groups. Each group should be allotted one credit hour (three contact hours a week) in order to ensure that all students have equal opportunities to learn. It is possible to apply the same strategy used in this research in order to get more significant results.

4.5. Internet in the classroom: Practical Course

The internet resources are used to develop students' English language. The topics should be selected according to the students' field of study.

4.5.1. Using computers in class

Computers with internet resources can be used effectively in classrooms if teachers use the following structure of language learning.

1. Select computer materials that are going to be used i.e. a program or the internet resources.
2. Plan the lesson. Teachers can decide to use internet resources to explain topics or whether to take online quizzes. The plan of the lesson also depends on the following: the size of a class, student motivation and course learning objectives.

3. Make the computer class ready before lessons. This means loading the computer with the chosen material ahead of time.
4. Divide the class into several groups with at least one student who is good at computers and the language to be learned so that more experienced students can help the others.
5. Encourage students to use several online resources for the topic given and take quizzes. 6. If there is not enough of online resources or if students do not understand the topic, a teacher should be always around to explain it using the classical approach.
7. Make students take at least one quiz on each language learning part i.e. reading, writing, listening and conversation.
8. Ask students to submit their assignments electronically to your e-mail.

4.5.2. Teaching /learning Aids

1. Selected Videos

A/ What is a blood pressure?

<http://blood-pressure.emedtv.com/high-blood-pressure-video/what-is-blood-pressure-video.html>

B/ Understanding Allergies

<http://allergies.emedtv.com/allergies-video/understanding-allergies-video.html>

C/ Understanding blocked coronary arteries

<http://heart.emedtv.com/common-heart-conditions,-tests,-and-procedures-video/blocked-coronary-arteries-video.html>

D/ The brain and its chemicals

<http://adhd.emedtv.com/depression-video/the-brain-and-its-chemicals-video.html>

E/ Female Reproductive System basics (Gynecology)

<http://www.videojug.com/interview/female-reproductive-system-basics>

F/ How to keep your immune system strong and resistant to sexually transmitted diseases

<http://www.videojug.com/interview/how-to-keep-your-immune-system-strong-and-resistant-to-sexually-transmitted-diseases>

G/ Premenstrual syndrome

<http://www.videojug.com/interview/premenstrual-syndrome-pms>

H/ Routine Gynecology Examinations

<http://www.videojug.com/interview/routine-gynecology-examinations>

I/ Diabetes- What is it?

<http://diabetes.emedtv.com/diabetes-video/diabetes----what-is-it-video.html>

J/ How is high cholesterol diagnosed?

<http://cholesterol.emedtv.com/high-cholesterol-video/how-is-high-cholesterol-diagnosed-video.html>

K/ The Male reproductive System

<http://www.videojug.com/interview/the-male-reproductive-system-basics>

2. Vocabulary

A/ Online Medical dictionary – Mondofacto

<http://www.mondofacto.com/dictionary/>

B/ Webster's New World Medical Dictionary (for consumers)

<http://www.medterms.com/script/main/hp.asp>

C/ One Look Dictionary

<http://www.onelook.com/>

D/ MEDLINE plus Medical Dictionary

<http://www.nlm.nih.gov/medlineplus/mplusdictionary.html>

E/ MEDLINE plus Medical Encyclopedia

<http://www.nlm.nih.gov/medlineplus/encyclopedia.html>

F/ Audio pronunciation of medical terms (Talking dictionaries)

<http://www.merck.com/mmhe/resources/pronunciations/index/a.html> (US English)

<http://www.wisc-online.com/objects/ViewObject.aspx?ID=GEN504> (US English, organised by body system)

<http://www.howjsay.com/> (UK English, general vocabulary and some medical terms)

3. Reading: Fact sheets and news articles about health and

A/ BBC Health News

<http://news.bbc.co.uk/2/hi/health/default.stm>

B/ BBC Medical notes

http://news.bbc.co.uk/1/hi/health/medical_notes/default.stm

C/ E-medicine - Patient education (Consumer health)

http://www.emedicinehealth.com/health-topics/article_em.htm

D/ BUPA HEALTH

http://www.bupa.co.uk/health_information/asp/your_health/factsheets

E/ HOW STUFF WORKS – MEDICINE CHANNEL

<http://health.howstuffworks.com/>

F/ Modern medicine

<http://health.howstuffworks.com/medicine/modern>

G/ Diseases and conditions

<http://health.howstuffworks.com/diseases-conditions>

H/ Medical tests & treatment

<http://health.howstuffworks.com/medicine/tests-treatment>

I/ Surgeries & procedures

<http://health.howstuffworks.com/medicine/surgeries-procedures>

J/ NEW SCIENTIST

<http://www.newscientist.com/section/health>

K/ SCIENTIFIC AMERICAN

<http://www.sciam.com/health>

L/ PROFESSIONAL TEXTS- UPTODATE - Sample Topics in All Specialties

http://www.uptodate.com/home/clinicians/sample_topics.html

M/ THE MERCK MANUAL

<http://www.merck.com/pubs/mmanual/sections.htm>

N/ FREE MEDICAL JOURNALS

<http://www.freemedicaljournals.com>

O/ PUBMED CENTRAL JOURNALS – FULL LIST OF FREE JOURNALS

http://www.pubmedcentral.nih.gov/fprender.fcgi?cmd=full_view

P/ THE LANCET

<http://www.thelancet.com>

Q/ BRITISH MEDICAL JOURNAL

<http://www.bmj.com>

R/ STUDENT BRITISH MEDICAL JOURNAL

<http://www.student.bmj.com/>

<http://archive.student.bmj.com/search/archive.php> (the archive)

S/ PUBMED FOR BIOMEDICAL LITERATURE SEARCHES

<http://www.ncbi.nlm.nih.gov/pubmed/>

T/ E-JOURNALS – BIBLIOTECHE DI ATENEO -UNIVERSITA' DI TRIESTE

<http://140.105.147.200/Riviste/Catalogo.asp>

4. Grammar

English Grammar (For ESL Students) - Many Things

www.manythings.org/e/grammar.html

Grammar - English for Students

www.english-for-students.com/grammar.html

Guide to Grammar and Writing

grammar.ccc.commnet.edu/grammar/

4.5.3. Teaching/learning activities

1. Watching videos

Day	Sunday
Time	08:00 to 09:00
Topic	What is a blood pressure?
Website	http://blood-pressure.emedtv.com/high-blood-pressure-video/what-is-blood-pressure-video.html

A/Pre-watching: This stage includes three activities

Activity 1

Before watching the video the teacher writes on the board the key words related to the video and the students should work with the partner predicting the content of the video based on the words presented. The teacher should provide the meaning of the words in case they are unknown for the students.

This activity enriches the creativity of the students establishing a link between the words presented and the content of the video. It also stimulates students towards the video they will watch.

Activity 2

The teacher writes the title of the video on the board and asks students to predict the content of the video based on the title. Students will debate with the partner their ideas and criteria about the relation between the title and the content. The main goal of this activity is to develop the skill of prediction on the students.

Activity 3

Some questions to discuss orally in order to prepare students towards an active and reflective observation of the video and to motivate them towards the topic they will deal with. In this activity students should discuss with the partner the question presented by the teacher without watching the video. It is a warm up activity, which will contextualize students concerning the content they will acquire and will develop their creativity.

B/ While watching: This stage is divided into some activities:

Activity 1

Through this activity the students should watch and listen to the video trying to find out the main idea covering the whole video. So, after listening they will discuss with the partner about the subject-matter.

The idea of this activity is to keep students motivated towards what they are going to hear so they focus all their attention on the listening activity rather than listening without a specific purpose. To prepare students with respect to the information presented through the video. It is important that the information tribute to their interests and curiosity.

Activity 2

The teacher will introduce the general topic of the video and let students generate all the vocabulary and other information they know about the topic. Writing the information on the board helps students to share the information they have created and offers them at the same time a great support before watching the video. It is a pair work activity.

The idea of this activity is to prepare students towards an active and reflective observation of the video. It allows students to feel motivated and interested towards the knowledge they will acquire.

C/Post-watching

Activity 1

Some written-exercise types on the specific subject were prepared in order to help the students grasp important information from the video. Furthermore, discussing the topic would help students to acquire the ability to process spoken language.

Activity 2

After students having watched the video, the teacher asks them to create different questions related to the video.

The idea of this activity is to provide and improve the acquisition of the vocabulary related to the video and at the same time, to develop the communicative writing and speaking skills in the students.

Activity 3 : Writing

In this activity the students should write a short summary of the topic. Students will work individually and after 5 minutes, they will read summary aloud.

The idea of this activity is to realize how much students have understood the content of the video and to develop their creativity and some skills like the writing and the speaking ones.

2. Reading

Day	Sunday
Time	09:00 to 10:00
Topic	E-medicine - Patient education (Consumer health)
Website	http://www.emedicinehealth.com/health-topics/article_em.htm

This website consists of many topics in medicine, such as blood pressure, arthritis, asthma..etc. Students are assigned to choose one topic.

A/ The pre-reading

This stage was set in order to achieve a number of reasons, such as a) the assessment of the linguistic skills of the students to ensure they were able to read and comprehend the article about to be read; and b) to ensure each student had understood the reasons for which he was reading the article. By creating pre-reading activities, a student was provided with the opportunity to work within a group framework that provided opportunities to discuss and understand the articles with his peers. Pre-reading activities included the following tasks:

a- discussing the title of the article;

b- answering the assigned questions in order to increase students' understanding of the subject-matter;

c- and pre-teaching vocabulary used within the article that students would likely be unfamiliar with.

B/ While Reading : Q & A Reading Activity

Questions and answer activities are ideal for most reading classes. These activities can be used with any text or supplementary reading articles that you have access to.

1. Divide the class into groups
2. Each team consist of four students
3. Assign one section of the text for each team.
4. Each team should then create questions based on their section of text. It could be a mixture of scanning and skimming questions. They could also be vocabulary-based questions or discussion questions.
5. After the students have created the questions, each group should ask the other groups their questions.
6. Go in the order of the text, starting with the first group's questions and ending with the last group's questions.
7. Make the activity more competitive by giving the groups points for correct answers

C/ Post-reading

Post-activities are tasks in which the students, after interacting with the reading, reflect, argue and give their points of view. These tasks were intended to verify and expand the knowledge acquired in the reading. These last tasks also lead the students

- f- to discuss,
- g- analyze issues presented in the reading,
- h- summarize,
- i- review
- j- and use a 'follow-up' speaking task related to the topic

3. Grammar

Day	Monday
Time	10:00 to 11:00
Topic	Modals
Website	https://www.scribendi.com/advice/grammar_lesson_plans.en.html

B/ Grammar lessons

https://www.scribendi.com/advice/grammar_lesson_plans.en.html

[Grammar Lesson Plan: Modals](#)

[High School Grammar and Mechanics Lesson Plans](#)

[High School Level English Lesson Plans](#)

[Ways to Improve Teaching High School Grammar](#)

[Interactive Grammar Lesson Plans](#)

[Grammar Handouts for Students](#)

C/ Grammar Lesson Plan-Modals

Background information

This lesson should be completed within three contact hours. It is intended for a high-intermediate or advanced level class in an intensive English program such as the ELC (English Language Center).

Organization:

This lesson is intended cover three 50 minute class periods. It is not exhaustive in its coverage of the functions of modals in the English language. The assumption is that the high intermediate learners will already understand many common functions of modals, such as asking permission, making requests, and being polite. The focus of this lesson, then, is to broaden the

students understanding of other appropriate and useful situations where modals are used. Finally, the order of the contact hours is intended to move the students from more simple examples to more complex. If the students prior knowledge lends itself to changing the order of contact hours, the lesson plan should still be effective.

Unit Goal:

Students will build on basic knowledge of English modals to understand more complex usages.

Objectives:

1. Students will give and receive instructions using modals.
2. Students will differentiate between the modals used for possibility, obligation, and necessity by identifying these types of modals in the language around them.
3. Students will demonstrate an ability to reason deductively using modal forms.

First Contact Hour

Topic: Giving and Receiving Instructions or Advice

Objective: See objective 1 above

Deductive Instruction (10 min)

Ask students to list the modals in English. Then remind them of the basic structural principles, such as modals only have one form and do not change in the third person singular or in the plural form. Then have students discuss the different functions of modals they have studied previously. The teacher may want to make a list of these functions on the board. This will also give the teacher an opportunity to assess whether this lesson's information is too hard or too easy for the students.

Listening/Speaking activity: (10 min)

Explain to the students, if it didn't already come up in the above discussion, that giving instructions and advice is one use for modals. Then have the students get into pairs and blindfold one of the students in each pair. Give the blindfolded students a task to complete. There are many possible kinds of tasks, such as drawing a picture, building a house or other structure with legos, maneuvering through a maze of chairs, etc. Any activity will work as long as the blindfolded student has to ask questions about what to do next and the seeing student has to help them get the task completed.

Listening/Speaking/Writing activity (20 min)

Put the students into groups and allow them to play a common board or card game. After they have played, have them silently write all of the instructions and rules from the game they can remember. Stress that they should use the modals in their instructions as they write. Then have the students volunteer their answers and compile a complete list of the rules and instructions for the game as a class. The teacher could then compare the students' list of rules with the real game instructions, or use the instructions to clarify any differences of opinion which arise among the students.

Reading/Writing activity (20 min)

Clip a Dear Abby letter from the newspaper and give a copy to each student. Explain what a Dear Abby letter is so the students understand what they are reading. Ask the students to read the letter silently and then talk with a partner about the problem the person is having. After reading the letter, ask the students to pretend that they are Abby and write a response to the person about what s/he should do.

Evaluation/Homework

Tell the students that they need to find one more example of how modals are used for giving or receiving instructions and advice at home that night. Then they should write a paragraph describing the circumstance which requires modals.

Second Contact Hour

Topic: Possibility, Obligation, or Necessity

Objective – see objective 2 above

Listening/Speaking activity (10 min)

Give the students a list of dilemmas which involve serious circumstances. Put them into groups of three or four and have them discuss the possible solutions. They should decide what all of their possibilities are as well as what they are obligated to do. You may also want to push them to come to a consensus as a group as to which is the best solution.

Reading/Writing activity (10 min)

Have students imagine that they are in charge of finding someone to fill a job they know something about. Ask the students to write a paragraph about the qualifications that this person who gets the job must have as well as the qualifications s/he should have. (This may be a good

time to review which modals allow for possibility and which only allow for obligation or necessity.)

Reading/Writing activity (20 min)

Give students a syllabus for a content course. Allow them to read the syllabus completely. Then have them get with a partner and go through the syllabus underlining the parts of the syllabus that are necessary as opposed to those that are optional. May discuss afterwards which type of instructions are most common on a syllabus and why.

Evaluation/Homework:

Ask students to listen for modals in the conversations around them. Have them record at least three examples of each type of modals -- possibility, obligation, and necessity. The teacher should then assess the students' understanding based upon what is turned in.

Third Contact Hour

Topic: Deductions

Objective: See objective 3 above

Deductive Explanation (10 min)

Briefly explain how the modals are used in deductive reasoning. Give examples of the modals which lend themselves to deductions. These would include modals and phrasal modals such as must, could have, might be, can't be true, etc.

Listening/Speaking activity (20 min)

Bring a picture of one of your family members or friends. Make sure the picture is an action shot and not a static pose. Then show the picture to the class and ask them to make deductions about who this person is, how you know them, and what happened before and after the picture was taken. You may also ask the students the day before to bring pictures as well. Then the activity could be expanded to discuss their photos too.

Reading/Writing (15 min)

Give the students an excerpt from a novel, preferably a mystery or otherwise suspenseful story. Ask the students to read the passage and then write their ideas about what will happen next. The class could then compare and contrast their opinions about what they deduced.

Listening/Speaking (15 min)

Show a video clip of a movie. Be sure to turn off the movie just as the scene is reaching a climax. Again, have the students predict what the outcome will be. The teacher may take this opportunity to discuss how we make deductions.

Evaluation/Homework:

Have the students write a one page story in which they present a situation – either real or imagined – which requires the use of all of the different usages of modals discussed throughout the week.

4.6. Conclusion

English for Specialized Purposes is the English language taught to tertiary students in different disciplines where it is considered as a medium of instruction. It is associated with the specific discourse that learners need in order to carry out their own tasks effectively. Accordingly, many textbook courses have emerged aiming to develop the learners' specific English language skills which are related entirely to their fields of study or professions. These teaching materials teach only what we know as English for Specific Purposes. Students' English language, as a matter of fact, was shadowed by professional terminologies which no longer helped them to effectively cope with English as the main language of instruction in the college.

The main aim of this study was to enhance students' English learning and to stimulate them to develop their English language. This chapter proposes some suggestions to be considered carefully in order to implement any program for teaching English to tertiary students in different disciplines, in general and to medical students in particular. It should be noted that any suggested curriculum should include all major English language skills, namely, speaking, listening, writing and reading, as well as English grammar and specialized vocabulary. It is believed that all different skills could be better taught correspondingly at the current stage; then, adaptations to be made afterwards according to further needs analysis. Furthermore, it could be better to begin with general English classes at the pre-medical year just to ensure that all students can cope with specific English language materials (EMP) which can be given for subsequent years of medical study. This means that three years after the pre-medical could be fine for teaching English to students of medicine.

The materials that are regarded more authentic and more motivating should be explored from the website resources. The implementation of the Internet-Assisted Language Learning could be of great to develop students' English language learning. This technology should be used increasingly as it might be helpful in providing the English speaking environment students. Students should be encouraged to have some basic knowledge of how to use technology such as computers and the Internet for the purpose of language

General Conclusion

The question of teaching English to medical students has been significantly researched over the last few years. Such a subject of study is always referred to as EMP (English for Medical Purposes). It is an intermediate course which is assigned to students who have already enough knowledge of the English language. Textbooks are known as one of the most visible parts of the teaching program. They serve as the basis for much of the language input second year students of medicine receive and the language practice that takes place in the classroom. Simply put, this course aims to teach English in medicine. Therefore, by the end of the course, students should be able to basically communicate in EMP language, evaluate situations and attitudes, and formulate opinions in the field of medicine. They are expected to express opinions of view and give basic arguments on particular patient-medical issues.

Teaching English as a specialized course is more challenging than teaching General English, especially if students' English language is very weak and not as it is intended to be. Due to the strong student pressure to study English, it is the case that most students learn the language, even if their starting language level is lower than intermediate, with the extreme cases starting as absolute beginners. This has a detrimental effect on the quality of language instruction. Furthermore, the common uses of the course textbooks as teaching/learning materials have lessen the students' motivation to develop their English in order to cope with the learning environment.

The problem in teaching EMP using the common textbooks could be resolved by the integration of the Internet-Assisted language learning (IALL). This landmark study offers an unparalleled opportunity to examine the effects of the website resources in developing second year students' EMP learning. Specifically, the study is based on the assumption that integrating technology in EMP classes may help students to develop their fluency and confidence in using English. The use of the website sources has been proposed as substitute to the traditional course textbooks which fail to satisfy students' learning needs.

This study was carried out after a thorough understanding of all the major factors which were clearly linked to the submitted problem. The problem of students' needs and the methods of teaching EMP to students of medicine needed more attention, and more data had been collected in order to prove or disapprove the proclaimed hypothesis. The process of collecting data, thus, was undertaken over two academic semesters 2012-2013. It was divided into two sections: finding the problem and resolving it. That is to say, this research was intended to discuss two approaches: the traditional course textbook-based approach which constitutes the main problem of this study and the Internet-Assisted Language Learning approach is the solution proposed to such a problem.

The first semester gives an eye bird's view of the problem. Six research tools had been adopted for such a purpose. Classroom teacher's observation is the first research tool which was used to assess second students' attitudes and behaviors during the formal class sessions. It was followed by three questionnaires. The first questionnaire intended to assess ESP teachers' evaluations of the assigned textbooks. The second questionnaire aimed to assess students' needs. The third questionnaire assessed former students' EMP course evaluations. These three questionnaires were followed by the mid-term exam results and interview. The mid-term exam was adopted as a research tool in order to identify second year students' English language learning abilities. The interview was the last research tool by which the research problem had been proclaimed. It intended to analyze and discuss medical teachers' viewpoints about second year students' English language learning problems.

The second semester constitutes the prominent part of this research. The Internet was believed to give students access to vast amounts of authentic material on any topic. It also allowed opportunities for authentic communication and publishing, which is rewarding, motivating and rather easy to arrange. Simply put, the ability to develop medical students' English language learning depends on the use of authentic materials such the internet resources (videos and articles). This hypothesis was tested by using three different experiment tools: classroom observation, final exams (written and oral), and questionnaires.

Following the findings of the first semesters, students' weak performances in English and their inability to cope with the EFL classes were mainly the side-effects of the use of the medical course textbooks. It was found that students lack personal interest in studies. They saw little value in the course or its content. This was due to the fact that the selection of appropriate EMP textbooks and materials did not meet medical students' needs. They were mainly regarded as unfavorable materials in teaching. Most of the students' responses, as a matter of fact, showed an increase need to learn General English rather than to memorize some words for professional reasons. Students' failure to respond correctly to the exam questions was the result of a misunderstanding of their needs. More than this, students' weaknesses in English were the result of two factors: the use of Arabic as the medium of instruction and the dependency on teaching medical terminology as a core subject. These two factors stood as obstacles toward developing students' English language. As a matter of fact, second year students needed to develop their English language skills rather than to limit their learning to some medical terms which may lessen their motivation rather than develop their English professional career. Their needs should be the major concern of the course syllabus

On the other hand, the findings of the second semester confirmed the stated hypothesis that the best way to improve the situation of ESP among medical students' learners is by implementing the Internet-Assisted Language learning in the ESP classroom. The Internet is believed to give students access to vast amounts of authentic material on any topic. It also allows opportunities for authentic communication and publishing, which is rewarding, motivating and rather easy to arrange. The research hypothesis was, thus, tested by using three different experiment tools: classroom observation, final exams (written and oral), and questionnaires. Following the findings of these research tools the majority of the students showed great interest in learning. They positively reacted to the new learning atmosphere. They regarded the internet as a means of entertainment. Furthermore, it was found that the internet resources gave students an opportunity to critically think about a topic, apply the knowledge they had learned in a meaningful manner, work in small groups to complete the task and enhance their oral presentation skill.

Moreover, using computers not only increased instructional effectiveness and efficiency, but also promoted positive social interactions and enhanced students' motivation for learning. This was clearly attested by the results of the final written exam. The data obtained from this exam certified the positive impact of the Internet on students' academic performance. It was found that students' language skills such as reading, and writing improved in both fluency and organizations as well as students have shown a tendency to carry over to their study literature, and that they had a better understanding of English usage. More than this, medical teachers found that almost the majority of students have gained positive experience from their use of the website sources. Moreover, almost all teachers admitted that the Internet-Assisted Language Learning (IALL) has the potential to improve student learning outcomes and effectiveness if it is used properly. They are more reluctant to integrate technology in some form into their everyday classrooms. However, it was found during the use of the Internet that some students did not cope with this new teaching environment. Some students are still facing problems in English. One of the most common problems is the interference of the mother tongue on English. Some medical teachers also found that some students did not develop their English language skills. It is believed these noted problems are due two reasons: lack of time and ignorance of the use of the Internet services. These two factors are the main reasons behind students' failure to develop their English language. Students used to speak Arabic with their teachers even within the class sessions. They should be encouraged to speak clear English in any academic setting. The impact of the learning environment is stronger than the English learning classes. English language should be used as a medium of communication within and outside the college. More than this, the time allotted to such an experience is not enough to increase students' interest in learning and to develop their English abilities. The possible remedies to these problems cannot be prescribed by the classroom teacher. There should be collaboration between colleagues (medical teachers) and the college. Most of the current major educational reforms call for extensive, meaningful teacher collaboration. In most colleges, teachers are colleagues in name only. They prepare their lessons and materials alone, and struggle on their own to solve their instructional, curricular, and management problems. Academic and vocational teachers are expected to work together to alter

the curriculum and pedagogy within subjects, make connections between subjects, and explore new relationships between the school and the world of work.

The value of English for Specific Purposes (ESP) in modern medical education cannot be overestimate. The rapid changes in educational processes, connected with rapidly developing Information and Communication Technologies (ICT), have caused the need to improve the quality of knowledge and skills obtained by students. Therefore, in order to find an efficient and rewarding means to teach ESP, the preferred option was to use the Internet, as it is the most efficient medium. Moreover, the prevailing reason for this choice is that it is an inexhaustible source of comprehensive information that can be used to encourage and motivate students to learn English. The Internet, as a matter of fact, gives students access to vast amounts of authentic material on any topic. It also allows opportunities for authentic communication and publishing, which is rewarding, motivating and rather easy to arrange. ESP should not be taught in a vacuum, but rather should prepare students for the content and tasks to which they will be exposed. Students are allowed to utilize all appropriate Internet resources, such as online dictionaries, encyclopedias and terminology reference books and other helpful materials.

As opposed to the old-fashioned course textbooks which make ESP classrooms reflective of teaching English for no obvious reason, the internet incorporates the development of oral and written communication skills as one of the ESP objectives. It provides students with the opportunity to interact 24/7 with native and nonnative speakers all over the globe. It can also inject an element of vitality into teaching and motivate students as they communicate in a medium that is flexible, multimodal, constantly changing and connected to real life needs.

Although the Internet is a vivid and helpful medium to make language learning more efficient, a successful result depends on how well a teacher implements and integrates it into classroom instruction. It is only due to the teacher's clear understanding of objectives, planning of coherent activities, searching for relevant resources, creativity and perseverance that make the Internet-based classes stimulating and valuable. The ESP course that is developed for medical students should not be purely Web-based. It can be called *blended*, as it combines traditional

teaching with IT technologies. In order to integrate the suggested resources that form the ESP content being utilized, a free Web board should be engaged which allows not only classroom interaction to be arranged, but also the regulation of in-class and out-of-class activities.

The key problem for ESP lecturers is involving medical students to use English in class, especially in a meaningful way and more so orally. Although the Internet-Assisted Language Learning (IALL) is not the tool to solve all the problems, it does give another chance to promote the use of written and oral language to communicate in an authentic way. Activities developed for ESP classes have the objective of encouraging collaborative learning and teamwork.

To conclude with, the potential of the Internet in the development of English for Specialized Purposes in non-language learning environment should be investigated. There is still a dearth of research that focuses on evaluating the effectiveness of the Internet on medical students' ESP learning. The term Internet-Assisted Language Learning (*IALL*) is used instead of the more common Computer Assisted Language Learning (*CALL*) because the Internet is the major instrument used in this study. An *IALL* method does not only provide a conducive environment for the development of ESP, but also the opportunity to learn and practice the language. It is believed that the Internet contributes significantly to students' language achievement and experiential learning, among others. It helps strengthen students' linguistic skills as it affects their language-learning attitude. It also helps build self-instruction strategies and boosts self-confidence in using the language. Students are also encouraged to learn autonomously as they not only become the creators, but also the receivers of knowledge. Since the information on the Internet is presented nonlinearly, students can choose what to explore and this could foster better ESP learning.

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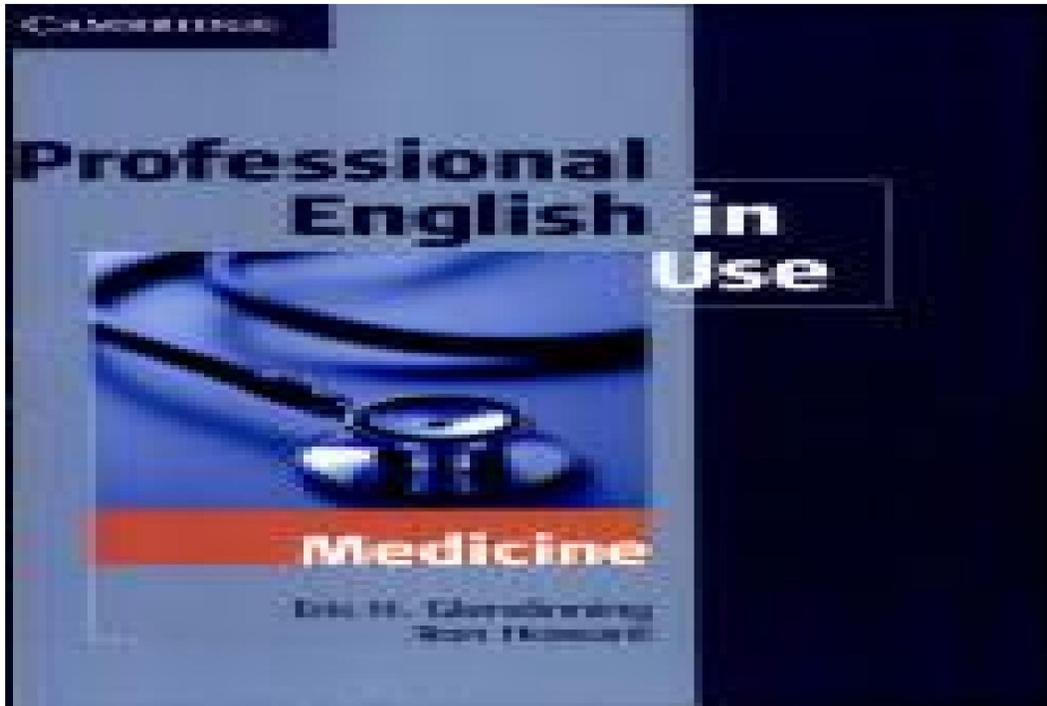
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Appendix A- Professional English in Use Medicine



Glendinning, E, & Howard, R. 2009. Professional English in Use Medicine. Third Edition. Cambridge: Cambridge University Press

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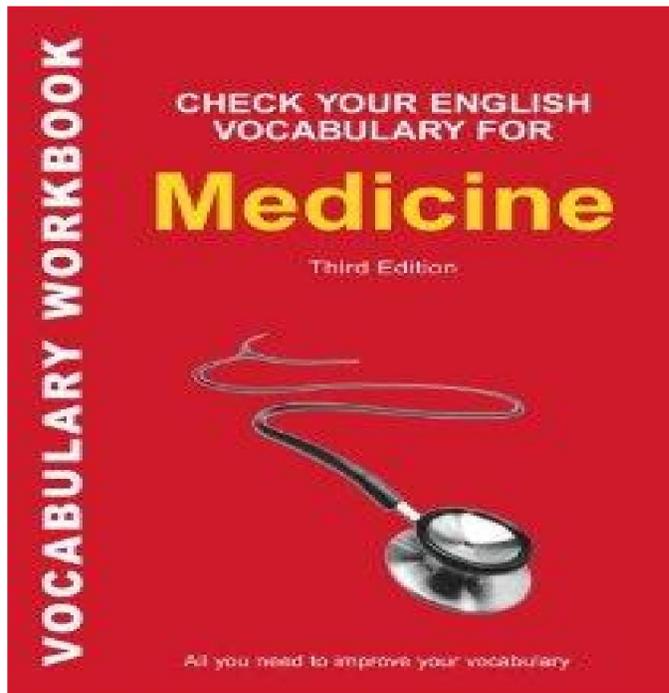
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Appendix B- Check your English Vocabulary for Medicine



*Check Your English Vocabulary for Medicine
3rd Edition*, A & C Black, London

<http://www.english-talking-medicine.com/medical-english.html>

Workbook contents

Pages	Title	Description	Mode
WORD-BUILDING			
1	Word association 1: missing links	Linking each set of four words with one other word	Self study
2	Word formation: nouns	Forming nouns from list of verbs; rewriting sentences using noun forms instead of verbs	Self study
3	Two-word expressions	Combining words from two lists to make two-word expressions that fit the definitions	Self study
4	Plural formation	Multiple choice: choosing correct plural forms of singular nouns	Self study
5	Word formation:	Rewriting sentences using adjective forms	Self study

	adjectives	instead of nouns	
6	Word association 2: partnerships	Linking each verb with a noun to make a 'partnership'; using the 'partnerships' to complete sentences	Self study
7	Opposites 1: prefixes	Selecting the correct prefix for each adjective to create an opposite; using the adjectives to complete sentences Extension: working with a partner to test one another	Self study
8	Word formation: verbs	Making verb forms from list of nouns; writing sentences using the verbs	Self study
9	Word association 3: mind maps	Finding words in a mind map that fit definitions; designing mind ma	Self study
PARTS OF SPEECH			
10	Nouns	Sentence completion	Self study
11	Adjectives 1	Sentence completion	Self study
12	Adjectives 2	Sentence completion	Self study
13	Verbs 1	Matching verbs with their correct definitions	Self study
14	Verbs 2	Matching verbs with their correct definitions	Self study
15	Verbs: past tense ~ regular verbs	Sentence completion	Self study
16	Verbs: mixed tenses	Sentence completion	Self study
17	Phrasal verbs	Sentence completion <i>Extension:</i> working with a partner to write a dialogue using phrasal verbs	Self study
18	Verbs: active/passive	Changing sentences from active to passive tense	Self study
19	Adverbs	Identifying adverbs in sentences and swapping adverbs around so that each sentence makes	Self study

		sense	
20	Prepositions	Correcting sentences with deliberate mistakes in the prepositions	Self study
PRONUNCIATION			
21	Word stress 1	Identifying three-syllable words and classifying by their pronunciation	Self study
		<i>Extension:</i> practicing the dialogues with a partner	Pair work
22	Word stress 2	Completing sentences using four-syllable words; classifying four-syllable words by their pronunciation	Self study
23	Present simple	Identifying present tense verbs and classifying by their pronunciation	Self study
		<i>Extension:</i> working with a partner to identify plural nouns in each pronunciation category	
24	Past tense	Identifying past tense verbs and classifying by their pronunciation	Self study
VOCABULARY IN CONTEXT			
25	Good advice	Matching half-sentences together to make complete sentences	Self study
		<i>Extension:</i> writing pieces of medical advice with a partner	Pair work
26	Multiple meanings	Classifying meanings	Self study
27	Odd one out	Identifying word that is different to others in each set	Self study
28	Body parts - categories	Deciding which category each body part belongs to	Self study

29	Opposites 2	Matching words with opposite meanings; inserting correct opposites in sentences	Self work
		Extension: working with a partner to test one another	Pair work
30	Abbreviations	Stating what abbreviations stand for	Self work
		Extension: working with a partner to test one another	Pair work
31	Symptoms & common illnesses 1	Symptoms & common illnesses 1	Self work
32	Symptoms & common illnesses 2	Matching formal and informal names of illnesses; completing conversations by using informal names of illnesses	Self work
		Extension: practicing conversations with a partner	Pair work
33	Diagnosis	Identifying each disease or illness from its description	Self work
		Extension: writing a description of a disease or illness and testing a partner	Pair work
34	How it works	Matching half-sentences together to make complete sentences	Self work
35	Instruments and equipment	Matching each instrument and item of equipment with its correct description	Self work
		Extension: working with a partner to test one another	Pair work
36	Chemistry	Matching symbols of chemical elements and compounds with correct names and descriptions	Self study
		Extension: working with a partner to test one another	Pair work

PUZZLES & QUIZZES

37	Anagrams 1	Solving anagrams by reading clues and putting letters in order	Self study
38	Parts of the body crossword 1	Solving crossword	Self study
39-40	Communicative crossword 1	Completing crossword by working with partner and defining words	Self study
41	Anagrams 2	Solving anagrams by reading clues and putting letters in order	Self study
42	Word search	Finding words hidden in letters using clues listed	Self study
43-44	Communicative crossword 2	Completing crossword by working with partner and defining words	Pair work
45	Parts of the body crossword 2	Solving crossword	Self study
46	Gap fill crossword	Completing crossword with missing words from sentences	Self study
47-48	Communicative crossword 3	Completing crossword by working with partner and defining words	Pair work
49	Quiz	Answering questions	Self study
		Extension: writing a quiz with a partner	Pair work
50	Vocabulary Record Sheet	Recording new vocabulary, definitions and terms	Self study
51	Answer key	Answers to all worksheets	

Appendix C- Course Syllabus Distribution

Kingdom of Saudi Arabia

Jazan University

College of Medicine



المملكة العربية السعودية

جامعة جازان

كلية الطب

Intermediate Medical English (ENG 3-201)

Course Specification

A/ Course Identification and General Information

- **Course Title** : Intermediate Medical English
- **Course Code**: ENG 3-201
- **College/Department** :: College of Medicine- Department of English
- **Contact hours/week**: 3 contact hours.
- **Course duration**: 30 weeks/90 hours
- **Module coordinator**: G.Abbar

B/ Required Textbooks

1. Glendinning, E, & Howard, R. 2009. Professional English in Use Medicine. Third Edition. Cambridge: Cambridge University Press

2. *Check Your English Vocabulary for Medicine 3rd Edition*, A & C Black, London

- <http://www.english-talking-medicine.com/medical-english.html>

Schedule of Assessment Tasks

Assessment	Week due/Page number	Proportion of Final Assessment
Preliminary exam	<i>Professional English in Use Medicine</i> – weeks: 1 -7 <i>Vocabulary</i> : --- weeks: 1 to 7	20/100
Mid- Year Exam	<i>Professional English in Use Medicine</i> --- week s: 8 -13 <i>Vocabulary</i> : --- week s: 1 to 13	20/100
Final Written Exam	<i>Professional English in Use Medicine</i> weeks: 1- 20 <i>Vocabulary</i> : weeks: 1-20	40/100
Final Oral Exam		20/100

F/ Course syllabus distribution

Weeks	Days	Time	Lectures	Pages/units
Week 1	Sunday	8:00-10:00	Basics +Parts of the body1+ Parts of the body 2	Units 1-3
	Monday	10:00-10:50	Vocabulary	Pgs.1-2
Week 2	Sunday	8:00-10:00	Functions of the body+ Medical practitioners 1+ Medical practitioners 2	Units 4-6
	Monday	10:00-10:50	Vocabulary	Pgs.3+4
Week 3	Sunday	8:00-10:00	Nurses +Allied health professionals+ Hospitals	Units 7-9
	Monday	10:00-	Vocabulary	Pgs.5+6

		10:50		
Week 4	Sunday	8:00-10:00	Primary care +Medical education 1+ Medical education 2	Units 10-12
	Monday	10:00-10:50	Vocabulary	Pgs.7+8
Week 5	Sunday	8:00-10:00	The overseas doctors +Symptoms and signs +Blood	Units 13-15
	Monday	10:00-10:50	Vocabulary	Pgs.9+10
Week 6	Sunday	8:00-10:00	Bones +Childhood +The endocrine system	Units 16-18
	Monday	10:00-10:50	Vocabulary	Pgs.11+12
Week 7	Sunday	8:00-10:00	The eye +The gastrointestinal system +Gynaecology	Units 19-21
	Monday	10:00-10:50	Vocabulary	Pgs.13+14
Preliminary Exam				
Week 8	Sunday	8:00-10:00	The heart and circulation 1+ The heart and circulation 2+Infections	Units 22-24
	Monday	10:00-10:50	Vocabulary	Pags.15+16
Week 9	Sunday	8:00-10:00	Mental illness + The Nervous system 1 + The Nervous system 2	Units 25-27
	Monday	10:00-10:50	Vocabulary	Pgs.17+18
Week 10	Sunday	8:00-10:00	Oncology +Pregnancy and childbirth +The respiratory system	Units 28-30
	Monday	10:00-10:50	Vocabulary	Pgs.19+20

Week 11	Sunday	8:00-10:00	The skin 1+The skin 2+ The urinary system	Units 31-33
	Monday	10:00-10:50	Vocabulary	pp 21+22
Week 12	Sunday	8:00-10:00	Basic investigations +Laboratory tests +Endoscopy	Units 34-36
	Monday	10:00-10:50	Vocabulary	pp 23+24
Week 13	Sunday	8:00-10:00	X-ray and CT +MRI and ultrasound +ECG	Units 37-39
	Monday	10:00-10:50	Vocabulary	pp 25+26
Mid-Year Exam				
Week 14	Sunday	8:00-10:00	Medical treatment +Surgical treatment +Therapies	Units 40-42
	Monday	10:00-10:50	Vocabulary	pp 27+28
Week 15	Sunday	8:00-10:00	- Screening and immunization +Epidemiology +Medical ethics	Units 43-45
	Monday	10:00-10:50	Vocabulary	pp 29+30
Week 16	Sunday	8:00-10:00	Research studies + Taking a history 1+ Taking a history 2	Units 46-48
	Monday	10:00-10:50	Vocabulary	pp 31+32
Week 17	Sunday	8:00-10:00	Taking a history 3 +Physical examination + Mental state examination	Units 49-51

	Monday	10:00-10:50	Vocabulary	pp 33+34
<i>Week 18</i>	Sunday	8:00-10:00	Explaining diagnosis and management +Discussing treatment + Giving bad news	Units 52-54
	Monday	10:00-10:50	Vocabulary	pp 35+36
<i>Week 19</i>	Sunday	8:00-10:00	Data presentation 1+Data presentation 2+ Research articles	Units 55-57
	Monday	10:00-10:50	Vocabulary	pp 37+38
<i>Week 20</i>	Sunday	8:00-10:00	Abstracts+ Conference presentations +Case presentations	Units 58-60
	Monday	10:00-10:50	Vocabulary	pp 39+40
<i>Week 21</i>	Sunday	8:00-10:00	Oral Presentation	
	Monday	10:00-10:50	Oral Presentation	
<i>Week 22</i>	Sunday	8:00-10:00	Oral Presentation	
	Monday	10:00-10:50	Oral Presentation	
<i>Week 23</i>	Sunday	8:00-10:00	Oral Presentation	
	Monday	10:00-10:50	Oral Presentation	
<i>Week 24</i>	Sunday	8:00-10:00	Oral Presentation	
	Monday	10:00-10:50	Oral Presentation	
	Sunday	8:00-10:00	Oral Presentation	

<i>Week 25</i>	Monday	10:00-10:50	Oral Presentation
<i>Week 26</i>	Sunday	8:00-10:00	Oral Presentation
	Monday	10:00-10:50	Oral Presentation
<i>Week 27</i>	Sunday	8:00-10:00	Oral Presentation
	Monday	10:00-10:50	Oral Presentation
<i>Week 28</i>	Sunday	8:00-10:00	Oral Presentation
	Monday	10:00-10:50	Oral Presentation
<i>Week 29</i>	Sunday	8:00-10:00	Oral Presentation
	Monday	10:00-10:50	Oral Presentation
<i>Week 30</i>	Sunday	8:00-10:00	Oral Presentation
	Monday	10:00-10:50	Oral Presentation
<i>Final Written Exam</i>			

Appendix D- Classroom observation checklist

Classroom observation checklist

Class observed: _____ **Time:** _____ **Date:** _____

Number of Students: _____

	Never	Rarely	Most of the time	Always
1. Students arrive to class on time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Students Listen to teacher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Students Follow the directions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Students are engaged and active	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Lessons involve a variety of students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Students appear motivated and attentive, and they seem enjoying the class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Most of students are really keen on working and had positive attitude towards the lesson and the teacher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Students asks the teacher questions outside one-on-one situations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Students are taking notes on content.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Students bring course books with them	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Appendix E: Questionnaire (ESP Textbook Evaluation)

Legend		
Degree	Description	Symbol
1	Low	L
2	Fair	F
3	High	H
4	Very High	VH

Indicators	Low	Fair	High	Very High
	1	2	3	4
1. These textbooks are designed to be used by the students of all related fields at the college of medicine and applied medical sciences.				
2. The main objective of the text and material is to help medical students develop an ability to handle the kind of written English that they will encounter during the pursuit of their academic education. It is assumed that the students are thoroughly familiar with English orthography.				
3. Most parts of materials are based on structural, Lexical and communicative approach.				
4. Most of the language points of these books are related to vocabulary and special terms and expressions.				
5. The majority of exercises provided by these books are on reading and writing skills, no use of speaking and listening skills could be found.				
6. The materials of these books are covered with useful and specialized medical texts.				
7. The subject-matter areas of these books are attractive, and the level of book is higher than the assumed English level of				

students.				
8. Effectiveness, appropriateness, and feasibility of the material to students' interests and language level are satisfying.				
9. The materials of this book are based on behaviorism and cognitivism learning theories. All theories are of equal importance. Little motivation is seen through materials.				
10. The focus of each unit is on comprehension and accuracy rather than production and fluency.				
11. Students studying this book have to use English as the language of the medical world; so they have to learn it well.				
12. The primary objective of exercises is building and expanding students' knowledge of vocabulary developing their reading comprehension and to a lesser extent improving their reading speed and it has hardly dealt with productive tasks.				
13. Textbooks contain up to date information				
14. Students can be prepared for presentation and discussion of a real case study related to the materials.				
15. The textbooks are easy to use				
16. The textbooks support self-directed learning.				
17. The textbooks can be adapted to meet the needs of the learners.				
18. The content is appropriate to the needs of the learners.				
19. The topics are relevant to activities in which learners participate.				
20. Students bring with them textbooks to the class				

Appendix F- Student Needs Assessment Questionnaire

1. In which academic year you are?

- a- Second year b- Third year c- Fourth year d- Sixth year

2. How do evaluate your English?

- a- Excellent b- Good c- Acceptable d- bad

3. Why do you need to learn more English? Please be specific. Give examples of situations that are difficult for you in English.

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

4. What specific areas of English would you like to improve before you leave this class?

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

5. When people speak English to you, how much do you understand? Check the amount.

- a- Everything b-Most c- Some d- A little

6. When you watch TV, how much do you understand? Check the amount.

- a- Everything b-Most c- Some d- A little

7. When you speak English, how much do other people understand?

- a- Everything b-Most c- Some d- A little

8. Order the skills that you need from 1 to 6. Number 1 is the most important and number 6 is the least important to you at this time. Please use each number only one time.

- a- Reading b- Writing c- Listening d- Speaking e- Medical terms Pronunciation

9. Can you talk about any medical topic in English?

- a- I can do this. No problem.
b- I do OK most of the time, except when things are complicated.

- c- This is a little difficult for me, but I can do it with some help from others.
- d- I can't do this. No way. It's much too difficult.

10. Can you speak English outside the classroom?

- a- I can do this. No problem.
- b- I do OK most of the time, except when things are complicated.
- c- This is a little difficult for me, but I can do it with some help from others.
- d- I can't do this. No way. It's much too difficult.

11. The course textbooks help me to improve my English?

- a- Strongly agree
- b- Agree
- c- disagree
- d- Strongly disagree

12. The specific English courses for medical students should be:

- a- An elective course
- b- A compulsory course

13. Do you need only.....

- a- Medical terminology
- b- General English
- c- Both

14. I think I have made progress in this Course

- a- Strongly agree
- b- Agree
- c- disagree
- d- Strongly disagree

15. The course textbook is too heavy and induces a lot of pressure

- a- Strongly agree
- b- Agree
- c- disagree
- d- Strongly disagree

16. The course textbook is effective in developing independent thinking.

- a- Strongly agree
- b- Agree
- c- disagree
- d- Strongly disagree

17. The course textbook is effective in developing written communication skills.

- a- Strongly agree
- b- Agree
- c- disagree
- d- Strongly disagree

18. The Instructor provides additional material apart from the textbook

- a- Strongly Agree
- b- Agree
- c- Uncertain
- d- Disagree
- e- Strongly Disagree

19. The Subject matter presented in the course has increased your knowledge of the subject

a- Strongly Agree b- Agree c- Uncertain d- Disagree e- Strongly Disagree

20. The course material is modern and updated

a- Strongly Agree b- Agree c- Uncertain d- Disagree e- Strongly Disagree

Appendix G-Student Course Evaluation Questionnaire

1. Approximate level of your own attendance during the whole course sessions.

20% 21-40% 41-60% 61-100%

2. I participated actively in the course sessions.

Strongly agree Agree Uncertain Disagree Strongly disagree

3. I think I have made progress in this Course

Strongly agree Agree Uncertain Disagree Strongly disagree

4. The course aims at developing students' English language.

Strongly agree Agree Uncertain Disagree Strongly disagree

5. The learning and teaching methods encouraged participation.

Strongly agree Agree Uncertain Disagree Strongly disagree

6. The Course stimulated my interest and thought on the subject area.

Strongly agree Agree Uncertain Disagree Strongly disagree

7. The course is effective in developing written, reading, listening and communication skills

Strongly agree Agree Uncertain Disagree Strongly disagree

8. The course helps to develop the most basic medical terms

Strongly agree Agree Uncertain Disagree Strongly disagree

9. How much can you understand English now?

10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

10 If you are asked to choose between General English and English for medicine, which one do you choose?

General English English for medicine

Appendix H-Mid-Year Exam

English 204 – Mid-year Examination

January 2nd, 2013

13: 00 – 15:00 (2 hours)

Student’s name:

Student’s Number:

Serial number:

Total Score
20

Multiple Choice questions (15 marks)

Question 1: *Read through the text and choose ONE answer for each question.*

Alternative medicine

Alternative medicine is, by definition, an alternative to something else: modern, Western medicine. But the term ‘alternative’ can be misleading, even off-putting for some people. Few practitioners of homeopathy, acupuncture, herbalism and the like regard their therapies as complete substitutes for modern medicine. Rather, they consider their disciplines as supplementary to orthodox medicine. The problem is that many doctors refuse even to recognize ‘natural’ or alternative medicine, to do so calls for a radically different view of health, illness and cure. But whatever doctors may think, the demand for alternative forms of medical therapy is stronger than ever before, as the limitations of modern medical science become more widely understood.

Alternative therapies are often dismissed by orthodox medicine because they are sometimes administered by people with no formal medical training. But, in comparison with many traditional therapies, western medicine as we know it today is a very recent phenomenon. Until only 150 years ago, herbal medicine and simple inorganic compounds were the most effective treatments available. Despite the medical establishment’s intolerant attitude, alternative therapies are being accepted by more and more doctors, and the World Health Organization has agreed to promote the integration of

proven, valuable, 'alternative' knowledge and skills in western medicine.

1. *The term 'alternative' is*

- a. not entirely appropriate.
- b. rejected by Western medicine.
- c. very recent.

2. *Alternative therapy is often rejected by conventional doctors because ...*

- a. it is not beneficial.
- b. it is misleading.
- c. practitioners are often not qualified.

3. *Few practitioners of alternative medicine think their therapies should ...*

- a. substitute modern medicine.
- b. complement modern medicine.
- c. be accepted by the medical establishment.

4. *Western medicine ...*

- a. is based on many traditional therapies.
- b. has existed for a comparatively short time.
- c. is practised by people with no formal medical training.

5. *The World Health Organization ...*

- a. has an intolerant attitude towards alternative therapies.
- b. will support effective knowledge and skills.
- c. will support all alternative medicine.

Question 2: Choose the correct answers

6. A baby that is born a week before the EDD is

- a- postmature
- b- premature
- c- still born

d- aborted

7. The process by which the fetus and placenta are pushed out of the uterus is called

a- spontaneous abortion

b- childbirth

c- labour

d- miscarriage

8. A pregnancy is deliberately terminated with a/an

a- spontaneous abortion

b- induced abortion

c- still born

d- false pregnancy

9. Fetal lie is the position of the fetus in the uterus. The normal lie is

a- Breech presentation

b- transverse

c- longitudinal

d- vertex presentation

10. An abnormal new growth is known as

a- swelling

b- neoplasm

c- lesion

d- metastasis

11. Distant spread of tumor cells is known as

a- malignancy

b- growth

c- metastasis

d- invasiveness

12. The adjective of the verb 'palliate' is.....

a- palliated

b- palliation

c-palliative

d- palliatible

13. *Wasting* means

a- manner of walking

b- involuntary movement

c- muscle power

d- muscle atrophy

14. *I passed out* means

a- I lost control

b- I got a warning

c- I had a fit

d- I felt dizzy

15. Syncope is

a- a sudden loss of consciousness

b- complete loss of power

c- loss of visual acuity

d- poor articulation

16. The adjective of the noun 'numbness' is

a- numb

b- numbing

c- numbedde

d- numbed

17. The medical term 'ataxia' means

- a- poor articulation
- b- unsteadiness
- c- temporarily failure of the cerebral circulation
- d- fainting

18. The medical term 'pyrexia' means

- a- buzzing
- b- blurring
- c- fever
- d- tingling

19. Medical examination is normally carried out in four stages: percussion, auscultation, inspection and

- a- friction
- b- palpation
- c- palpitation
- d- clubbing

20. Chickenpox is a common

- a- infectious during the catarrhal stage.
- b- period ranging from four days to many months.
- c- infectious disease of childhood.
- d- pyrexia of unknown origin.

21. The most common murmurs are: mid-systolic, pan-systolic, mid-diastolic, early diastolic and

- a- post-systolic
- b- pan-diastolic
- c- pre-systolic
- d- early systolic

22. Shortness of breath is known as

- a- arrhythmia
- b- orthopnea
- c- dyspnea
- d- dysphagia

23.ago means the last menstrual period was two weeks.

- a- LMP 52/2
- b- LMP 4/28
- c- LMP 2/7
- d- LMP 2/52

24. The onset of menstruation is known as

- a- menopause
- b- climacteric
- c- menarche
- d- the change

25. A period which lasts six days is written in the form.....

- a- 6/28
- b- 6/52
- c- 6/30
- d- prolonged

26. Melaena stools are often described as.....

- a- bloody
- b- tarry
- c- clay-coloured
- d- pale

27. A fracture in a diseased bone is called a.....

- a- displaced fracture
- b- pathological fracture
- c- comminuted fracture
- d- impacted fracture

28.occurs mainly in children. The bone is bent

- a- Open fracture
- b- Impacted fracture
- c- Greenstick fracture
- d- Displaced fracture

29. When the bone is broken into several pieces, we describe this fracture as

- a- comminuted
- b- impacted
- c- open
- d- displaced

30. *I haven't been myself for a week* means

- a- I feel tired
- b- I feel nervous
- c- I feel unwell
- d- I'm not very regular

**Question 3- Read the text again and find words that can be defined as follows:
(2.5 marks)**

1.: The use of drugs and operations to cure illness.

2.....: A method of relieving pain or curing illness by placing needles into a person's skin at particular points on the body.

3.....: The attempted remediation of a health problem, usually following a diagnosis.

4.....: A system for treating disease based the administration of minute doses of a drug that in massive amounts produces symptoms in healthy individuals similar to those of the disease itself.

5.....: Healing practice that does not fall within the realm of conventional medicine.

Question 4: Write the abbreviations in words. (2.5 marks)

1. **PUO** stands for
2. The abbreviation **SVD** stands for.....
3. **GCS** stands for
4. The abbreviation **SOBOE** stands for.....
5. The **ESR** is a measurement of how quickly red blood cells fall to the bottom of a sample of blood.

Mid- Year Exam- Answer (Reading passage + from 10-67)

Questions 1&2 (15 marks)

1- a	2- c	3- a	4- b	5- b	6- b	7- c	8- b	9- c	10- b
11- c	12- c	13- d	14- c	15- a	16- a	17- b	18- c	19- b	20- c
21- c	22- c	23- d	24- c	25- d	26- b	27- b	28- c	29- a	30- c

Questions 3-Reading (2.5 marks)

1. Orthodox medicine (Western medicine)
2. **Acupuncture**
3. Therapy
4. Homeopathy
5. Alternative medicine

Question 4: Abbreviation (2.5 marks)

1. **PUO:** Pyrexia of Unknown Origin
2. **SVD:** Spontaneous Vaginal Delivery
3. **GCS:** Glasgow Coma Scale
4. **SOBOE:** Shortness of breath on exercise (exertion or effort)
5. **ESR:** erythrocyte sedimentation rate

Appendix I-Structured Interview with Teachers of Medicine

Module coordinator: _____

Department: _____

Date: _____

Time: _____

1. For how many years you have been teaching in this college?

2. Do you have any problems in teaching your subject?

3. What overall rating would you give your students' English language?

4. Do they understand you when you speak in English?

5. Do they participate actively in the Course?

6. Do you think that learning medical terminology can help to develop students' English language skills?

7. What would you recommend to improve your students' English performance?

Appendix J- Medical Website Topics

INTERNET FOR MEDICAL STUDENTS: Medical websites topics	
Videos	
1. General Practice	https://www.youtube.com/watch?v=D8DjUwrp0Yo#t=29
2. Nurse Practitioners	http://www.youtube.com/watch?v=F91gqaQs7Lc http://www.youtube.com/watch?v=Y0iBRWONo6s http://www.youtube.com/watch?v=Oty-mMC0FWA
3. Taking a medical history	https://www.youtube.com/watch?v=IXcbK65cXRo https://www.youtube.com/watch?v=CUSxC-XHT2A
4. Examining a patient	https://www.youtube.com/watch?v=ymMI28FZQLQ
5. Planning treatment	http://www.youtube.com/watch?v=qDgxavH9ESE http://www.youtube.com/watch?v=vk84AUXpn_A
6. Breaking bad news	http://www.youtube.com/watch?v=oMaTeGjOPsU http://www.youtube.com/watch?v=IjN6g0V5Q-U
7. Preventing medication errors	http://www.youtube.com/watch?v=OlhE8JXDnsk http://www.youtube.com/watch?v=RJStsI-YFek http://www.youtube.com/watch?v=zhFNhKO7NhY
8. The Physician-Patient Relationship	http://www.youtube.com/watch?v=CRLNDvx3SP8 http://www.youtube.com/watch?v=Cg4BbnkBavQ&list=PLpRE0Zu_k-By_X4lNa4WwYFC2MTbkDHok http://www.youtube.com/watch?v=V1qIJiJVSAE http://www.youtube.com/watch?v=eutgG5267i8
9. Terminally Ill Patients	http://www.youtube.com/watch?v=adn6sX0ez2k http://www.youtube.com/watch?v=y0unF-2AdOk http://www.youtube.com/watch?v=WC_bAefsT_c
10. Dementia: End of life care	http://www.youtube.com/watch?v=3zKADdgcfl4 http://www.youtube.com/watch?v=m18shMbpsQQ http://www.youtube.com/watch?v=2iHUXSVv8Mg
Medical articles	
1. Caffeine Myths and Facts	http://www.webmd.com/balance/caffeine-myths-and-facts
2. Asthma and Diet	http://www.webmd.com/asthma/guide/asthma-diet-what-you-should-know
3. E-Cigarettes Under fire	http://www.webmd.com/smoking-cessation/features/ecigarettes-under-fire
4. Panic Disorder	http://www.webmd.com/anxiety-panic/guide/mental-health-panic-disorder
5. Fear factor: Phobias	http://www.webmd.com/anxiety-panic/guide/fear-factor-phobias
6. How does Marijuana Affect you?	http://www.webmd.com/mental-health/addiction/marijuana-use-and-its-effects
7. Infertility in Men	http://www.webmd.com/infertility-and-reproduction/male-fertility-test
8. Mercy Killing	http://nobullying.com/mercy-killing/
9. Alzheimer Disease	http://www.alzheimers.org.uk/site/scripts/download_info.php?fileID=2415
10. Autism	www.autism.org.uk/autism

Appendix K- Video-based lesson 1: Five years in medical practice

Video-based lesson 1- Five years in medical practice

Date: Sunday, January 18th, 2013

Time: 08:00 to 09:50

Class: Second year students

Setting: LAB 305

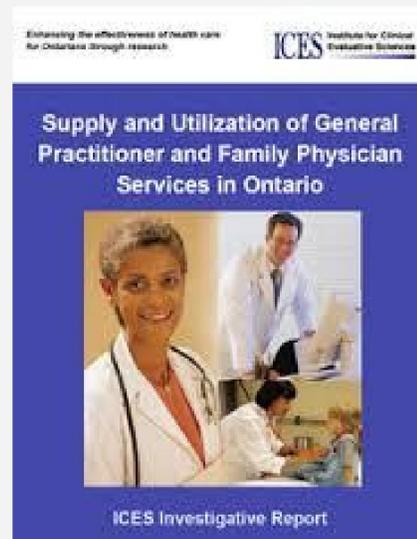
College: College of medicine

Department: English

Topic: Five year in medical practice

Website:

<https://www.youtube.com/watch?v=D8DjUwrp0Yo#t=29>



Five Years in Medical Practice

Dr. Hannah Warren, MB, BS, MRCGP, BSc, DRCOG

I cannot believe that I have been a GP for five years; the time has absolutely flown by. Overwhelmingly, the reasons why I came into general practice are still with me. I love coming to work in the morning and I work with a brilliant team of people. I love the variety of patients that I see on a day to day basis and I really enjoy not knowing what is going to come through the door on any given day. Being a GP gives you the opportunity to become a real member of the community that you are working in. You look after patients and their families from the moment they are born until the end of their lives. I can come into work one day and do a new born baby check in the morning and then my home visit may be a palliative case where I am going to care for somebody at the end of their life. One of the most satisfying cases I've been involved with recently is a lady I diagnosed, unfortunately, with a cancer and I got to know her family inside out during the few months I cared for her and I was with her at the time she died at home. I'd been involved with all her medical care, but also a lot of the pastoral care and worked really

closed with Macmillan nurses right until the end of her life. Her family still come and see me and know and remember me as that doctor; I think that's a huge privilege and something that I find very satisfying.

There are lots of changes afoot in general practice at the moment and one of the biggest things is that the government are trying to move lots of secondary care (at present hospital-based services) into primary care, into the general practice setting. I feel this will have massive benefits for the patients. They are going to be coming to the place they know and feel comfortable with for lots of treatments and services rather than having to

park, then sit in hospital waiting rooms. A lot of it will be delivered by us; people they know and trust. I think the difficulties we face as general practitioners is having the capacity and resources to provide these services in the way that we would like them to be provided with the standards that we set. To do this we are trying to utilise the team that we have here and specialities that we might have. For example, one of our GPs is an ex orthopaedic surgeon, so he is taking on the role of doing our joint injections; he also does a lot of minor operations in the surgery which is a fantastic facility for patients. Most of the female GPs tend to provide family planning and gynaecology -based services - and more of that is moving into primary care. We also have a doctor who has done a lot of cardiology, so we have specialist ECG heart monitoring equipment which negates the need to refer lots of people to the cardiologists in the hospital.

I started here five years ago as a salaried GP and now I am back and lucky enough to be a partner in this business. The main differences are that as a salaried GP you are an employee so you work to the terms of the contract; you see certain numbers of patients; you do certain numbers of home visits and once you've finished your work for the day you go home – and that has its attractions. However, as a partner in this business, as well as being a doctor, I also have to take on certain managerial responsibilities. I help to look after various members of staff and I'm much more involved in satisfying our GP contract. The latest version of this was set out in 2004. Our practice is what we call a GMS practice; we are one of the practices that signed up to that contract. Basically it means that we have to provide a set number of services and we get paid for each specific service that we provide. Each year, in April, we have to submit our records and be judged on whether we have reached our targets appropriately - and we get paid accordingly.

The perfect GP! That's a difficult one to answer. There are a lot of attributes that are ideal for the general practice setting. You need to have a love for the job and you need to be enthusiastic about it. There are some tough times at the moment for general practitioners, but if you love the job then you don't mind the change; you embrace the change and look at it as being a positive thing. You need to be well organised and learn how to manage your work life balance and also manage your time at work. There's lots of paperwork. Forms to be filled in and boxes to be ticked and you have to balance all of this with providing an excellent service for the patient. Being organised is paramount. Another most important

thing is to be approachable. If you ask most patients - who do you like seeing - they tend to say the doctors that are approachable and easy to talk to. That's the key.

Anyone with questions in their mind about general practice as a career ought to get out here and experience it first-hand. Obviously as a trainee doctor you can have that opportunity as part of your foundation programme and I would encourage everybody to take this up. However, if you are beyond that point and aren't sure if a change is right for you then come and experience it. We have students and trainees here all the time; we thrive on having new blood and fresh people around. Most surgeries would agree that this sort of thing only does good. Contact your local surgery, ask them if you can come and get some experience it for yourselves.

Transcript: <http://www.medicalcareers.nhs.uk/pdf/Dr%20Hannah%20Warren-Five%20Years%20in%20Medical%20Practice.pdf>

Video-based activities

Pre-watching

Activity 1:

Writing on the boards words related to the video:

General practice	General practitioner	Looking for patients	A new born baby	Diagnosis
Treatment	Hospital	Minor operations	Home visit	doctor

Activity 2: Before watching the video the teacher asks general questions like:

What is a GP? (Job description)

What are the typical work activities of a GP?

Activity 3: Guessing the meaning of the title. Give a title to the video.

While watching

Activity 1: What is the main idea covering the whole video?

Activity 2: Write down all the vocabulary and the information you know about this topic.

Activity 3: Questions related to the video

1. Why did she become a GP?

2. What does she usually do?

3. What are the most satisfying cases she has been involved recently?

4. What are the changes that are afoot in general medicine?

Post-watching

Activity 1: Answer the following questions.

1. What is a general practitioner?

2. What are the work activities of a general practitioner?

3. Where does a GP work?

4. What is a family doctor?

5. What is the difference between a GP and a physician?

6. What do you need in order to become a GP?

Activity 2: Write down *FIVE QUESTIONS* about a GP according to the description given in the video.

Activity 3: Give another title to this video taking into account its content.

Appendix L- Classroom reading

Classroom reading: Caffeine

Date: Monday, January 19th, 2013

Time: 10:00 to 11:50

Class: Second year students

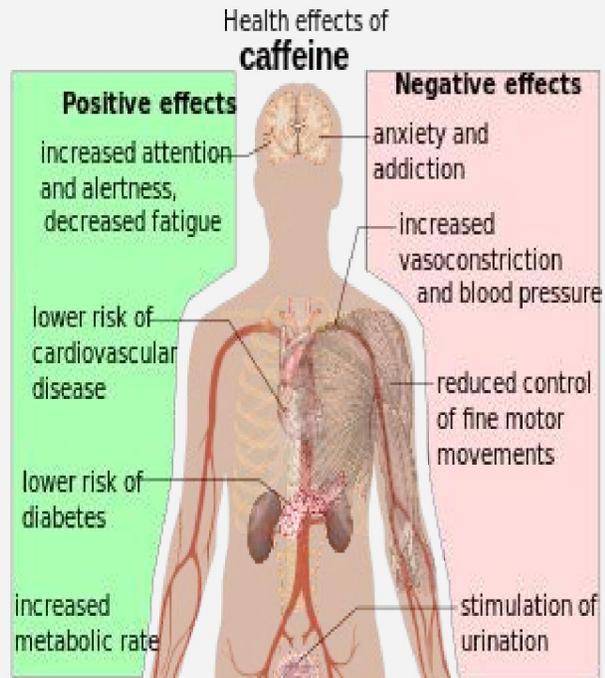
Setting: Classroom 2119

College: College of medicine

Department: English

Topic: Caffeine

Website: <http://en.wikipedia.org/wiki/Caffeine>



Pre-reading activities

Activity 1: Chose the best answer.

How many cups of coffee do you drink a day?

- a. Between 1 and 2 cups
- b. Between 3 and 4 cups
- c. Between 5 and 6 cups
- d. More than 6 cups

What kind of people should not drink coffee?

- a. Pregnant women, children, people with coronary heart disease or peptic ulcers
- b. Teachers, students, people who practice sports
- c. Sick people, adult people, people who have problems to sleep
- d. Dentists, dentists, patients, and people who are on a diet

What foods contain caffeine?

- a. Chocolate
- b. Tea
- c. Some soft drinks
- d. All of the above

Activity 2: Answer the following questions. What do you think the answers are?

a. What is caffeine?

b. What are the negative effects of drinking coffee?

c. What are the positive effects of drinking coffee?

d. How is caffeine related to health problems?

Activity 3: Tick (✓) the words or expressions that you think coffee involves.

- anxiety sleep disorder central nervous system stimulant
- energy raises the temperature in the body helps migraine headaches
- reduces the effects of alcohol some medication may contain caffeine it tastes good

Add others: _____

Activity 4: Give medical terms of the following definitions

1. A _____ is a chemical substance that crosses the blood-brain barrier and acts primarily upon the central nervous system where it affects brain function, resulting in alterations in perception, mood, consciousness, cognition, and behavior.
2. A _____ is a cessation of breathing by a premature infant that lasts for more than 20 seconds and/or is accompanied by hypoxia or bradycardia.

3. A _____ is a state of near-sleep, a strong desire for sleep, or sleeping for unusually long periods (cf. hypersomnia).
4. A _____ is a chronic lung disorder of infants and children first described in 1967.
5. A _____ is a sleep disorder in which there is an inability to fall asleep or to stay asleep as long as desired
6. The _____ is the part of the nervous system consisting of the brain and spinal cord
7. An _____ is one that causes anxiety
8. _____ is the mood of an abnormally elevated arousal energy level.
9. _____ are an abnormality of heartbeat characterized by simultaneous awareness of one's pulse and discomfort.
10. _____ is a state characterized by compulsive engagement in rewarding stimuli, despite adverse consequences.

While reading activities

Activity 1: Read the article and answer these questions.

a. What is the concept of caffeine?

b. What are the negative effects of caffeine?

c. What are the positive effects of caffeine?

d. How many cups of coffee should a child drink?

e. What is a moderate coffee drinker?

Activity 2: Mark True (T) or False (F) based on the reading.

___ Some doctors see caffeine as a social problem.

___ Coffee helps to heat the body of a person.

___ Caffeine has a fast process in the body.

___ Caffeine may be used as medication because it helps to cure migraine headaches, fatigue or drowsiness.

___ If you only drink three cups of coffee daily you may not have health problems.

___ If you stop drinking coffee suddenly you will not have health symptoms.

___ If a child drinks coffee he/she may have some health problems

___ Excess in caffeine may lead to hospitalization.

Activity 3: Number the events as they appear in the reading

___ The article gives evidence that some people have studied caffeine.

___ Some examples of food containing caffeine are presented.

___ The article gives a guide for excess intake of caffeine.

___ Some examples of food containing amount of caffeine are presented.

___ The article mentions some people who should not drink coffee.

___ Some symptoms are given.

___ A definition is given.

___ An idea of moderate intake of coffee is given.

Post reading activities

Activity 1: Write a short summary of the reading.

Activity 2: Think of the different foods or medication you have every day, which ones contain caffeine?

How much caffeine is there in those items?

Activity 3: Read the following and support your argument based on the reading and your points of view.

Richard is 12 years old and practices basketball three times a week. He loves drinking a cup of coffee before practicing it; could he have any health problem?

Appendix M- Classroom observation Checklist

Classroom observation Checklist

Operational definitions of students' behaviours

1. Most students off task		1. Most students on task	
2. Students interact with each other around non-academic or procedural issues.		2. Students interact with each other around content issues.	
3. Students are hesitant to enter into the discussion/activity.		3. Students actively and enthusiastically participate in the discussion/activity.	
4. Students talk only to the teacher		4. Students talk to one another	
5. Students do not show any interest to attend the class sessions.		5. Students seem eager to attend the class sessions.	
6. Students do not show any interest to understand the topics.		7. Students ask more questions about the assigned topics.	
7. Students show little chance to be engaged in such a learning environment.		8. Students show positive attitudes and perceptions towards the learning climate.	
8. Cooperative learning is not conducive to learning.		10. The classroom climate increases cooperative learning.	
9. Students don't bother taking notes on lectures.		11. Students write down everything on lectures.	
10. Students are in hurry to leave the class		12. Students are not willing to leave the class even after the end of the official time.	

Appendix N- Oral presentation topics

	Topics
1	Male Menopause
2	Male Factor Infertility
3	Female Menopause
4	Anaphylaxis
5	Swine flu
6	Female Menopause
7	Amenorrhea
8	Aphasia
9	Cold Feet
10	Diabetes and Heart Disease
11	Dyspnea
12	Hemophilia
13	Evans syndrome
14	Thalassemia
15	Ewing's Sarcoma
16	Addison's Disease
17	<u>Mad Cow Disease</u>
18	Staph infection
19	Thrush and Other Yeast Infections in Children
20	Dry Mouth (Xerostomia)
21	Blood in Semen (Hematospermia)
22	Gynecomastia
23	Dementia
24	Binswanger's Disease
25	Dysthymia
26	Teen Depression
27	Seasonal Affective Disorder (SAD)
28	Anthrax
29	Tularemia
30	Yellow Fever
31	Yaws
32	Botulism
33	Ebola Hemorrhagic Fever (Ebola Virus Disease)
34	Bird Flu (Avian Influenza, Avian Flu)
35	Chickenpox (Varicella)
36	Rubella (German Measles)
37	Herpangina
38	Ticks (Tick Bites)
39	Premenstrual Syndrome (PMS)
40	Anorexia Nervosa
41	Sleep Apnea
42	Tension Headaches
43	Mumps
44	Stress
45	Binge Eating Disorder
46	Aphasia
47	Phobias
48	Bulimia Nervosa
49	Schizophrenia

50	Dissociative Identity Disorder (DID)
51	Separation Anxiety Disorder
52	Factitious Disorders
53	Insomnia
54	Dyslexia
55	Common Cold
56	Corns and Calluses
57	Itch (Itching)
58	Dandruff (Seborrhea)
59	Warts
60	Hypolactasia
61	Dyspepsia
62	Crohn's Disease
63	Cluster Headaches
64	Headache
65	Ataxia
66	Drowsiness
67	Tremors
68	Parkinson's Disease
69	Fainting(Syncope)
70	Huntington's Disease
71	Epilepsy (Seizure Disorder)
72	Sepsis (Blood Poisoning)
73	Miscarriage
74	Preeclampsia (Pregnancy Induced Hypertension)
75	Acne (Pimples)
76	Vitiligo
77	Narcolepsy
78	Sleepwalking
79	Dizziness (Dizzy)
80	Lichen Planus
81	Scabies
82	Porphyria
83	Claudication
84	Jet Lag
85	Constipation
86	Hemorrhoids (Piles)
87	Obesity
88	Male Breast Cancer
89	Female Breast Cancer

Appendix O- Students' Attitudes towards the Use of the ICT in Teaching and Learning

Section 1- ICT at home and other places

1. Which of the following are available for you to use easily at home, or outside the college (e.g. at friends' or family member's home, in a public library or an Internet café)? Tick (✓) one box for each row

	Yes at home	Yes in other locations excluding the college
Desktop computer without Internet access		
Desktop computer with Internet access		
Laptop without Internet access		
Laptop with Internet access		
Tablet PC without Internet access		
Tablet PC with Internet access		
Mobile phone without Internet access		
Mobile phone with Internet access		

2. How often do you take part in the following activities in your free time, at home or any place other than school? Tick (✓) one box for each row

	Never or almost never	Several times a month	At least once a week	Everyday or almost everyday
Sending and reading emails				
Chatting online (e.g. Facebook, skype, etc.				
Reading or watching the news online				
Using an online dictionary or encyclopedia (Wikipedia, etc.)				
Searching different sources online for information and learning about a particular topic you're interested in				
Playing games online				
Browsing the Internet for fun				
Watching video clips, downloading music, games, software from the Internet				

3. How often do you do the following at home or locations other than schools? Tick (✓) one box for each row

	Never or almost never	Several times a month	At least once a week	Everyday or almost everyday
Do homework on the computer				
Search online about learning opportunities, courses				
Email other students about college work				
Use other online tools such as WhatsApp messenger and Facebook to contact other students about college work				

Section 2- ICT for learning

Do you consider using ICT (computers, interactive whiteboards) during lessons has a positive impact on the following? Tick (✓) one box only for each row

	Not a all	Yes
ICT makes you feel more independent in your learning (e.g. go over work again, find out more about things you are interested in)		
ICT makes understand more easily what you're learning		
ICT makes you remember more easily what you've learnt		
ICT enables you to work better with other students on tasks		
ICT improves the atmosphere in class (e.g. students are more engaged, there is less disruption)		

Appendix P- Final Written Exam

**Final Examination- May 24th, 2013
1:00pm – 3:00pm (2 hours)**

Student name:
Student Number:

Total Score
40

Part one: Read the following essay and then answer the questions that follow. (10 pts)

Question 1: Answer the following questions. DO NOT COPY THE ENTIRE SENTENCE (5pts)

There is a famous expression in English: "Stop the world, I want to get off!" This expression refers to a feeling of panic, or stress, that makes a person want to stop whatever they are doing, try to relax, and become calm again. 'Stress' means pressure or tension. It is one of the most common causes of health problems in modern life. Too much stress results in physical, emotional, and mental health problems.

There are numerous physical effects of stress. Stress can affect the heart. It can increase the pulse rate, make the heart miss beats, and can cause high blood pressure. Stress can affect the respiratory system. It can lead to asthma. It can cause a person to breathe too fast, resulting in a loss of important carbon dioxide. Stress can affect the stomach. It can cause stomach aches and problems digesting food. These are only a few examples of the wide range of illnesses and symptoms resulting from stress.

Emotions are also easily affected by stress. People suffering from stress often feel anxious. They may have panic attacks. They may feel tired all the time. When people are under stress, they often overreact to little problems. For example, a normally gentle parent under a lot of stress at work may yell at a child for dropping a glass of juice. Stress can make people angry, moody, or nervous.

Long-term stress can lead to a variety of serious mental illnesses. Depression, an extreme feeling of sadness and hopelessness, can be the result of continued and increasing stress. Alcoholism and other addictions often develop as a result of overuse of alcohol or drugs to try to relieve stress. Eating disorders, such as anorexia, are sometimes caused by stress and are often made worse by stress. If stress is allowed to continue, then one's mental health is put at risk.

It is obvious that stress is a serious problem. It attacks the body. It affects the emotions. Untreated, it may eventually result in mental illness. Stress has a great influence on the health and well-being of our bodies, our feelings, and our minds. So, reduce stress: stop the world and rest for a while.

1. Give a suitable title to the essay.
.....
2. How stress can affect the emotions?
.....
.....
.....
3. Explain how explain how alcoholism is caused by stress

.....

 4. What are the common problems caused by the stress?

.....

 5. What can result from long-term stress?

Question 2: Complete each sentence by choosing the best ending. Choose the best answer from column B. Write your answers in the space provided in Column A. (Use letters only) (5 pts)

Column A	Column B
1. Long term stress can create a.....	a-such as making people feel angry, moody, or nervous.
2. Stress can affect the stomach ...	b- may result in mental illness.
3. Stress can cause mood changes	c- resulting in stomach aches and problems digesting food.
4, The physical affects of stress are	d- the respiratory system.
5. Stress can affect	e-overuse of alcohol or drugs.
6. Stress is one of the most common causes.....	f-variety of serious mental illnesses.
7. Untreated stress	g-of health problems in modern life.
8. Problems with the respiratory system.....	h-numerous
9. Addictions often develop as a result of an.....	i-by causing an increase in pulse rate and high blood pressure.
10. Stress effects the heart.....	j-can cause asthma.

Part two: Complete the following definitions with the appropriate medical terms. (10 pts)

-is a functional disease in which the gastrointestinal organs, primarily the stomach and first part of the small intestine, function abnormally.
- is a lack of muscle coordination when a voluntary movement is attempted.
- is the medical term for the spontaneous loss of pregnancy from conception to 20 weeks gestation.

4. is a chronic, severe, debilitating mental illness that affects about 1% of the population, corresponding to more than 2 million people in the United States alone.
5. is a chronic recurrent rash that is due to inflammation. The rash is characterized by small, flat-topped, many-sided (polygonal) bumps that can grow together into rough, scaly plaques on the skin.
6. is a specific developmental disability that alters the way the brain processes written material. It is thought of primarily as a learning disability.
7. is a neurological disorder that is marked by the recurrent, sudden, uncontrollable compulsion to sleep.
8. is an inability to digest lactose, the main sugar in milk, that gives rise to gastrointestinal symptoms.
9. is pain that occurs along one side of the head. It's frequently described as pain that occurs around, behind, or above the eye and along the temple in cyclic patterns or clusters.
10. is a pigmentation disorder in which melanocytes (the cells that make pigment) in the skin are destroyed.

Part three: Define the following medical terms (10 pts)

1. Dementia	
2. Botulism	
3. Tularemia	
4. Anthrax	
5. Dysthymia	
6. Thalassemia	
7. Gynecomastia	
8. Aphasia	
9. Anaphylaxis	
10. Amenorrhea	

Part four: Choose one of the following topics (10 pts):

Topic 1:

Euthanasia, or mercy killing, has been a controversial issue for many years. Although many people are strongly against such a practice, there is a growing demand to have it legalised. How far do you agree with euthanasia being made legal?

Give reasons for your answer and include any relevant examples from your own knowledge or experience. You should write at least 250 words.

Topic 2: Write about the topic of your oral presentation
 You should write at least 250 words.

Answer Key Final Exam (2013 – 2014)

Part one (10 pts)	
<p>Question 1 1. Title: The Effects of Stress 2. How stress can affect the emotions? a- Stress can make people feel nervous b- Stress can cause panic attacks c- Stress can make people feel angry 3. Explain how alcoholism is caused by stress: Alcohol is used to relieve stress. 4. What are the common problems caused by the stress? a- Emotional problems b- Physical problems c- Mental problems 5. What can result from long-term stress? a- Depression b- Alcoholism</p>	<p>Question 2 1. f 2. c 3. a 4. h 5. d 6. g 7. b 8. j 9. e 10. i</p>
Part two (10 pts)	
<p>1. Dyspepsia 2. Ataxia 3. Miscarriage 4. Schizophrenia 5. Lichen Planus</p>	<p>6. Dyslexia 7. Narcolepsy 8. Hypolactasia 9. Cluster Headaches 10. Vitiligo</p>

Part Three (10 pts)

1. **Dementia** is a significant loss of intellectual abilities, such as memory capacity, that is severe enough to interfere with social or occupational functioning.
2. **Botulism** is a serious illness that causes flaccid paralysis of muscles.
3. **Tularemia** (rabbit fever) is an infection caused by the Gram-negative bacteria *Francisella tularensis*.
4. **Anthrax** is a life-threatening infectious disease that normally affects animals, especially ruminants (such as goats, cattle, sheep, and horses).
5. **Dysthymia** is a type of depression involving long-term, chronic symptoms that are not disabling, but keep a person from functioning at "full steam" or from feeling good.
6. **Thalassemia** is a form of inherited autosomal recessive blood disorders characterized by abnormal formation of hemoglobin
7. **Gynecomastia** is a common endocrine disorder in which there is a benign enlargement of breast tissue in males.
8. **Aphasia** is an acquired language disorder caused by damage to the brain.
9. **Anaphylaxis** a serious allergic reaction that is rapid in onset and may cause death
10. **Amenorrhea** is the absence of a menstrual period in a woman of reproductive age

Part Four (10pts)

Write about the following topic:

Topic 1: Do you agree or disagree with euthanasia or mercy killing?

Topic 2: What is the topic of your oral presentation?

Appendix Q- Final Exam Semester II 2011-2012

**Final Examination- May 27th, 2012
1:00pm – 3:00pm (2 hours)**

Student name: *Student Number:*
.....

Total Score
40

Question 1. Read the following paragraph and then answer the questions that follow. (5pts)

Work begins around 8:00am. I check for new referrals on the computer and prepare my morning appointments. Between 9:00am and 12:00pm I see new patients around the hospital. I carry out assessments on them and decide what appropriate form of therapy is. I work with broken limbs, joint replacements and ligament repairs. I deal with A&E patients as well as patients referred to me by their GPs. After lunch I see regular patients. Their therapy includes exercises to increase range of motion and to strengthen muscles. I like getting people back to normal. I like rehabilitating people so they can get on with their lives after an injury or an operation.

1. What is Sam a specialist in?

2. The process of getting patients back to normal life means to...
exercise rehabilitate operation assessment
3. What kind of patients does Sam not see?
GPs A&E referrals regular
4. Sam sees new patients after lunch **True / False**
5. What is the first thing Sam does in the morning?

Question 2. Complete each definition with the correct verb. (10pts)

1. To investigate the inside of something.

2. To treat a person for a condition by cutting open the body and removing a part which is diseased or repairing a part which is not functioning correctly.

3. To put someone or something at risk.

4. To pass from one place to another.

5. To reduce the action of something completely. To remove a symptom or to stop the release of a hormone.

6. To go through or into something.

7. To stop being conscious for a short time and, usually, fall down.

8. To use medical methods to cure a disease or help a sick or injured person to recover.

9. To give instructions for a person to get a specific dosage of a drug or a specific form of therapeutic treatment.

10. To walk awkwardly because of pain, stiffness or malformation of a leg or foot.

Question 3. Put an 'X' in the category that the body part belongs to. (5pts)

	arm	hand	leg	foot	torso	head
Knee						
tongue						
toe						
rib						
palm						
temple						
forearm						
chin						
calf						
sole						

Question 4. Complete the following sentences by using a word from the box. (5pts)

birth	care	lay	pharmacy	recreation	placement	delusion
allergy	widow	swab	throbbing	compound	widower	thyroid

1. _____ is what you do for physical or mental stimulus outside work.
2. Using _____ terms can help patients understand not familiar with medical knowledge.
3. The place where drugs are dispensed in a hospital is a _____.
4. A drug _____ is hypersensitivity to a particular drug.
5. Migraine is often described as a _____ pain.
6. A _____ is a man whose wife is no longer living.
7. _____ means protecting and looking after someone.
8. The proportion of babies born in a particular period is known as the _____ rate.
9. The patient believes that people can see through walls. He's suffering from a _____.
10. A _____ is a pad of cotton or other material used to soak up blood from the operation site.

Question 5. Circle the best answer. (10pts)

1. Identification of a disease from its signs and symptoms is the _____ .
 prognosis diagnosis management examination

2. _____ are misinterpretations of real stimuli.
 Illusions Delusions Depressions Confusions
3. Your brothers and your sisters are your _____.
 parents children siblings uncles and aunts
4. To avoid saying someone is dead, patients may say that person has _____ away.
 gone passed retired unemployed
5. A _____ can be a husband or wife.
 sibling single divorce spouse
6. A senior specialized doctor in a hospital is called a(n) _____.
 consultant surgeon GP nurse
7. _____ is the possibility of something bad happening.
 care prejudice risk confidential
8. The _____ is the quantity of the medication to be taken at any one time.
 allergy housing compliance dose
9. "Carry on taking the painkillers for another week." **Carry on** means to _____.
 continue stop commence cause
10. "My advice is to give up smoking." **Give up** means to _____.
 continue commence stop cause

Question 6. Make word combinations by matching 5 words from box (A) with 5 words from box (B). (5pts)

(A)
biological
foreign
surgical
informed
local

(B)	
bodies	discomfort
area	clock
anaesthetic	consent
reaction	intervention

(A)

(B)

Appendix R-Teachers' Perceptions of the Use of the Internet in ESP classes

Instruction: Put a Tick mark beside the statements which are most close to your opinions:
(Agree/Disagree)

Mark the appropriate box	Agree	Disagree
1. Technology-Integration strategies can help students develop their thinking.	<input type="checkbox"/>	<input type="checkbox"/>
2. Technology-Integration can motivate students in a new learning environment.	<input type="checkbox"/>	<input type="checkbox"/>
3. Technology-Integration can enhance students' learning autonomy and self-directed learning.	<input type="checkbox"/>	<input type="checkbox"/>
4. Technology-Integration can enable students to have a locus of control over their learning.	<input type="checkbox"/>	<input type="checkbox"/>
5. Technology-Integration strategies can develop student-centered approach.	<input type="checkbox"/>	<input type="checkbox"/>
6. Web-based materials can expand students' knowledge behind the confinement of textbooks.	<input type="checkbox"/>	<input type="checkbox"/>
7. Technology-Integration strategies can promote teachers' satisfaction and confidence.	<input type="checkbox"/>	<input type="checkbox"/>
8. Technology-Integration in ESP classes can ensure higher degree of interaction.	<input type="checkbox"/>	<input type="checkbox"/>
9. Technology-Integration can help students to construct new knowledge and comprehend new practices.	<input type="checkbox"/>	<input type="checkbox"/>
10. Technology-Integration can change the role of teachers from 'sage on stage' to 'guide by the side'. <i>(Changing the role of a teacher from a dominator of knowledge to a facilitator)</i>	<input type="checkbox"/>	<input type="checkbox"/>
11. The college helps me implement technology in my classes	<input type="checkbox"/>	<input type="checkbox"/>
12. I will implement technology and use the internet if I have a laptop or PC in my classroom.	<input type="checkbox"/>	<input type="checkbox"/>
13. I will use technology and the Internet more if I know there will be a technical support on site.	<input type="checkbox"/>	<input type="checkbox"/>
14. If there is more encouragement from the college administration, I will use more technology in my classroom.	<input type="checkbox"/>	<input type="checkbox"/>
15. If there is a lab-assistant, I will use English labs more in my classes.	<input type="checkbox"/>	<input type="checkbox"/>
16. I believe technology-Integration is the solution for the students' English language problems.	<input type="checkbox"/>	<input type="checkbox"/>
17. I'm not sure about how performance looks like when I integrate technology in my classes.	<input type="checkbox"/>	<input type="checkbox"/>

Appendix S- Teachers' Perceptions on Second Year Students' English Language Development- Questionnaire

1. What, in your opinion, is the current English level of your students?

- a- Excellent
- b- Very good
- b- Good
- c- Bad

2. In your opinion, what are their biggest problems in English?

	20%	40%	80%	100%
Writing				
Reading				
Speaking				
Listening				

3. Do they understand all what you say when you teach in English?

	20%	40%	80%	100%
Degree of understanding				

4. How do you evaluate their skills in English according to the options below?

- a- Fluently
- b- Fairly fluently
- c- Moderately
- d- With difficulty

5. How often do they mix their mother tongue with English?

- a- often
- b- Occasionally
- c- Rarely
- d- Never

6. How do you react to such language use?

- a- Very positively
- b- Fairly positively
- c- Rather negatively
- d- Very negatively

Summary

Teaching English as a specialized course is more challenging than teaching General English. The common uses of the course textbooks as teaching materials have lessened students' motivation to develop their English in order to cope with the learning environment. This study was conducted at the college of medicine, Jazan University, Kingdom of Saudi Arabia. It is based on the assumption that integrating technology in ESP classes may help students to develop English language skills. As opposed to the old-fashioned course textbooks which make ESP classrooms reflective of teaching English for no obvious reason, the internet incorporates the development of oral and written communication skills as one of the ESP objectives. It injects an element of vitality into teaching and motivates students as they communicate in a medium that is flexible, multimodal, constantly changing and connected to real life needs.

Résumé

Enseigner l'anglais en tant que cours spécialisé est plus difficile que d'enseigner l'anglais général. Les utilisations courantes des manuels de cours comme supports d'enseignement ont réduit la motivation des étudiants à développer leur anglais afin de faire face à l'environnement d'apprentissage. Cette étude a été menée à la faculté de médecine de l'Université de Jazan (Royaume d'Arabie saoudite). Elle est basée sur l'hypothèse que l'intégration de la technologie dans les cours d'ESP peut aider les étudiants à développer leurs compétences en anglais. Contrairement aux manuels de cours classiques qui font que les classes d'ESP reflètent l'enseignement d'anglais sans raison évidente, l'internet intègre le développement des compétences de communication orale et écrite comme l'un des objectifs de l'ESP. Il introduit un élément de vitalité dans l'enseignement et motive les étudiants lorsqu'ils communiquent sur un support flexible, multimodal, en constante évolution et connecté aux besoins de la vie réelle.

ملخص

يعتبر تدريس اللغة الإنجليزية كمادة تخصص أكثر تحدياً من تدريس اللغة الإنجليزية العامة. الاستخدامات الشائعة للكتب الدراسية في مواد التدريس / التعلم تقلل من حافز الطلاب لتطوير لغتهم الإنجليزية من أجل التعامل مع بيئة التعلم. أجريت هذه الدراسة في كلية الطب ، جامعة جازان ، المملكة العربية السعودية. وهي مبنية على فرضية أن دمج التكنولوجيا في تدريس اللغة الإنجليزية لأغراض تخصصية قد يساعد الطلاب على تطوير مهارات اللغة الإنجليزية. على عكس الكتب الدراسية القديمة التي تجعل المواد الدراسية في تدريس اللغة الإنجليزية لأغراض تخصصية تعكس تدريس اللغة الإنجليزية بدون سبب واضح ، فإن الإنترنت يدمج تطوير مهارات الاتصال الشفوية والكتابية كأحد أهداف برنامج في تدريس اللغة الإنجليزية لأغراض تخصصية. كما أنه يدخل عنصراً حيوياً في التدريس و يحفز الطلاب أثناء اتصالهم في وسط مرن ومتعدد الوسائط ومتغير باستمرار ومتصل باحتياجات الحياة الحقيقية .