



Sudan University of Science and Technology
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Evaluative Analysis of a Medical Terminology Course Taught in Saudi Arabia

A Thesis Submitted in Fulfillment of the Requirements of Ph.D. in (EMP)

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Quranic Verses

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

أَمَّنْ هُوَ قَانِتٌ آنَاءَ اللَّيْلِ سَاجِدًا وَقَائِمًا يَحْذَرُ الْآخِرَةَ وَيَرْجُو رَحْمَةَ رَبِّهِ ۗ قُلْ هَلْ
يَسْتَوِي الَّذِينَ يَعْلَمُونَ وَالَّذِينَ لَا يَعْلَمُونَ ۗ إِنَّمَا يَتَذَكَّرُ أُولُو الْأَلْبَابِ

سورة الزمر: آية 9.

Is one who is devoutly obedient during periods of the nights, prostrating and standing (in prayer), fearing the Hereafter and hoping for the mercy of his Lord, Are those who know equal to those who do not know.?

Dedication

I dedicate this work to the soul of my father. To my elder brothers, Dr. Baqir and khalaf Allah, my wife, sons and a daughter, to all of them, with sincere love and respect

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The completion of this work is mainly credited to the support and encouragement of uncountable number of great men and women, all of them are celebrated scholars in their field. Their efforts, support and help indelible mark on the present work.

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I would also like to express my gratitude to all of the English department instructors, who provided me with the detailed syllabus of the English language courses taught to the students of Medicine, Pharmacy and Applied Medical Sciences. I would also appreciate their tolerance when I severely criticized the contents of their courses and their diversion from the University's core majors.

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educationalist, his directions regarding designing the questionnaire made it easy and accessible for the participants.

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Abstract (English)

The study raised the issue of English language apparent weakness of the students of Medicine, Pharmacy and Applied Medical Sciences, which without any doubt affects pursuing their study, the participants were all enrolled in the above mentioned faculties of both universities King Saud and Almaarefa University. The researcher collected the data from the participants of the two mentioned universities, of both campuses male and female, in that the questionnaire was used, and the data collected were analyzed.

The medical students in both universities, were the product of Arabic medium schools, they studied English language as in a traditional way, as in most of Arab countries public schools. In fact, in these government schools English language is sadly neglected. English is thought of as a tedious subject to pass at the end of each school semester, in the government public schools, English is usually taught by Saudi teachers, who themselves could not overcome the same difficulties, which their students currently suffer from. In the private schools, the situation is not as worse as in the government or public schools. English is taught in private schools in the first year of the primary stage, whereas, in public schools it started from the fourth year of the elementary stage. As a matter of fact, they only trained to answer grammatical exercises.

Now, those students with all the language deformation, which has characterized them as the symptoms of a chronic disease characterized the patients, with the entire language defect and drawbacks, they carried with, joined medical colleges, and required to follow the English medium instructions, the medium that all the medical colleges claimed they have adopted. When they joined their medical colleges, to pursue the higher education, at that time they came to know how English was important. The

difficulty became more complicated, when they were for the first time became aware that, their university core majors were all related to a language which they had never heard of before. In that they have to study biology, psychology, chemistry, physics, anatomy, communications and medical terminology in English, that in addition to the fact that these subjects are enriched with scientific language.

Among all these subjects, the medical terminology is the only one that is taught in pure English, as it is difficult to find equivalent Arabic words or meaning. The crisis reached its peak when the newly-enrolled students, are required to read scientific and medical texts. It is obvious that the history of their past schooling was not taken into consideration.

The medical terminology course, is the course that must be studied after completion of the general language course, the idea behind that, is to prepare the students well before embarking the medical English, as the course is based on the general language course, but the problem that they are facing, is that the general English course in its contents fails to provide any assistance, as the syllabus of the language course is shown in chapter 2 of this research.

As the researcher mentioned before, the medical English is based and built on Latin and Greek terms, it is true that such new terms can easily be memorized and learned by the students, but the corresponding and equivalent meaning has to be written in English, therefore, the medical terms will remain Latin or Greek, unless are clarified and explained in standard English. However, the researcher stated the solution, it lies in the re-designing a new language course, which can facilitate the way to cope with the medical terminology course in particular and other related medical courses in general.

مستخلص البحث

ناقشت الدراسة موضوع الضعف البائن في اللغة الانجليزية لطلبة الطب والصيدلة والعلوم الطبية التطبيقية، هذا الضعف ودون ادني شك يؤثر في مسيرتهم التعليمية، كل الذين شاركوا في الاستبيان المقدم من قبل الباحث هم مسجلون في التخصصات المذكورة أعلاه في جامعتي الملك سعود وجامعة المعرفة للعلوم والتكنولوجيا. لقد جمع الباحث البيانات من طلاب الجامعتين المذكورتين اعلاه، من قسمي البنات والبنين. استخدم الباحث آلية الاستبيان وبناء عليه قد تم تحليل البيانات.

طلاب الطب والصيدلة والعلوم الطبية التطبيقية هم نتاج ومخرجات المدارس العربية، المدارس التي تتبني اللغة العربية كلغة تدريس لكل المواد. لقد تلقي هؤلاء الطلاب ودرسوا اللغة الانجليزية بالطريقة التقليدية المتبعة في معظم المدارس الحكومية، الحقيقة أن اللغة الانجليزية في هذه المدارس تعاني إهمالا مريعا، حيث أنها تدرس كمادة مملّة يتعامل معها الطالب علي اساس ان يحقق منها الحد الأدنى وهو اجتيازها في نهاية العام الدراسي. في المدارس الحكومية تدرس اللغة الانجليزية عن طريق اساتذة سعوديون وهؤلاء هم أنفسهم يعانون من ذات الاشكاليات اللغوية التي يعاني منها طلابهم. أما في المدارس الخاصة فأن وضع اللغة الإنجليزية ليست بالسوء الذي عليه المدارس الحكومية، حيث أن اللغة الانجليزية تدرس بدءا من المراحل الاولية الاولي، في حين انها تدرس من الصف الرابع في مدارس الحكومة. لكن في كل المدارس الخاصة والحكومية فان الطلاب يدرّبون بصورة كثيفة علي تمارين قواعد اللغة مع الاهمال التام لكل المهارات المطلوبة.

الان هؤلاء الطلاب وبكل هذه العلل والتشويبات اللغوية والتي تتميز بتشويبات واعراض شبيهة باعراض الامراض المزمنة يلتحقون بكليات الطب وافرعه الاخرى من صيدلة وعلوم طبية تطبيقية ومطلوب منهم أن يدرسوا هذه التخصصات باللغة الانجليزية، حيث أن هذه الجامعات تعلن أن النظام المتبع فيها هو إتخاذ اللغة الانجليزية كلغة تدريس، فقط عند هذه اللحظة يدرك الطلاب أهمية اللغة الانجليزية.

الان المشكلة اصبحت أكثر تعقيدا، لحظة ادراكهم أن كل المواد التي تدرس في تخصصاتهم متعلقة باجادة اللغة الانجليزية، وأن هذه المصطلحات التي يسمعونها لأول مرة هي من صميم تخصصهم. الان هم يدرسون الاحياء، والكيمياء، والتشريح، وعلم النفس، والفيزياء والمصطلحات الطبية وعلوم الإتصال، وفي حقيقة الأمر أن كل هذه المواد المذكورة أنفا هي مواد غذية بمفردات اللغة الانجليزية.

في وسط كل هذه المواد فأننا نجد أن مادة المصطلحات الطبية هي المادة الوحيدة التي تدرس باللغة الانجليزية وذلك لصعوبة إيجاد مفردات مقابلة لها باللغة العربية. لكن نجد أن الازمة تصل ذروتها

عندما يواجه هؤلاء الطلاب المسجلون حديثاً انه المطلوب منهم هو قراءة كتب علمية وطبية. هنا يبدو من الواضح أن خلفيتهم وتأريخهم المدرسي لم يؤخذ أبداً في الإعتبار.

مادة المصطلحات الطبية يجب أن تدرس بعد أكمل متطلبات اللغة الإنجليزية العامة، الفكرة من وراء ذلك هي تجهيز وتحضير الطالب جيداً من حيث اللغة قبل أن يبدأ بدراسة مادة المصطلحات الطبية أو اللغة الطبية وذلك لأن مادة المصطلحات الطبية مبنية وتقوم علي أساس اللغة الإنجليزية العامة، لكن المشكلة التي يواجهها الطلاب الآن هي أن محتويات ومفردات برامج اللغة الإنجليزية العامة لا تخدم هذا الغرض ولا تقدم اي مساعدة. لقد تم استعراض محتويات منهج اللغة الإنجليزية العامة في الباب الثاني من هذا المبحث.

كما اورد الباحث سابقاً، فإن اللغة الطبية مبنية علي وتقوم علي أساس المصطلح الاغريقي واللاتيني، بعض المصطلحات يمكن حفظها لكن المعني المرادف لها لا بد من كتابته باللغة الانجليزية، ولا تجدي كتابته بالعربية، لهذا سوف يظل المصطلح الطبي لاتينيا أو إغريقيا مالم يوضح معناه ويشرح بلغة إنجليزية سليمة. علي كل فأن الباحث أورد الحل لهكذا معضلة، والحل هذا يكمن في إعادة صياغة وتصميم منهج جديد للغة الإنجليزية العامة يساعد ويمهد الطريق للطلاب يجعلهم يواكبون منهج المصطلحات والمواد الطبية الأخرى المتعلقة بتخصصاتهم الطبية بصورة عامة.

List of Abbreviations

ESP: English for Specific Purposes.

ESS: English for Social Sciences

EST: English for Sciences and technology.

E AP: English for Academic Purposes.

EOP: English for Occupation Purposes.

EGP: English for General Purposes;

ETP: English for Tourism Purposes.

EMP: English for Medical Purposes.

ESL: English as a Second Language.

NA: Needs Analysis.

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