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Exploring The Use Modern Communication Technologies in Medical

Education for Learning EFL

A Case Study of Biskra University's Faculty of Medicine

A dissertation submitted to the Department of English as Partial Fulfillment of the Requirement
for the degree of Master in Science of Language

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Declaration

I, Bouthiena Fedoua **MAAMERI**, I truly swear that this dissertation submitted to the Department of the English Language and Literature at Biskra University is entirely my work, free from plagiarism, and has not been submitted to any other educational institution. I have appropriately acknowledged and cited all sources used, and I have conducted myself with academic integrity throughout the process. I understand the severe consequences of academic misconduct and affirm the authenticity of my dissertation.

Dedication

I am dedicating this thesis to my beloved mom, who passed away six years ago her endless love and sacrifices have been the foundation of my success. I hope this work makes her proud

My great-father gave me a lot of love and support, May Allah bless him

All my family members (My uncle and his wife)

My brothers and sisters Lilia, Fatma, Abdullah, and Mohamed embraced me with love, and care and provided me with confidence and support.

My sunshine “Dina” whom I see as my daughter. My source of joy, happiness, and motivation, I love you to the moon and back, sweet girl.

My Soulmate Mayada I will never forget what you have done for me. I am so glad to have you in my life and for the moment.

*My lovely supportive friends with whom I shared the most memorable moments at university Ryma, Lyna, Meriem, Amina, Malak, Zahra, Wafa, and my group of friends (**Beautiful People**)*

To all my friends for their insightful words that pushed me to pursue my dreams, without exception, namely Rayane, Hadil, Amina, Djoumana, and Amira. May Allah bless them.

To all who believed in me and prayed for my success

To all those I forgot to mention but always cheered me up

And, lastly, to old memories,

To ups and downs, To lessons and blessings

To myself for being patient, resistant, and strong

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Special thanks should be expressed to all participant teachers, students, and workers in the Department of Medicine at Biskra University for this study for providing the necessary data which helped in the realization of this work.

Abstract

The English language nowadays is a lingua franca in Algerian institutions. The Ministry of Higher Education Scientific Research has published a new directive concerning the utilization of the English language inside the university in the medical field. The current study aims to explore modern communication technologies in medical education for learning EFL at Biskra University's Faculty of Medicine. aims to answer how online learning affects students' communication skills. Accordingly, two research questions are asked: (1) What are the modern technologies used by students and teachers in the medicine faculty at Biskra University? (2) Has Moodle been an effective platform for teaching EFL online? A quantitative strategy might be appropriate for the study questions. The questionnaire was administered to a sample of 30 medical students and 5 teachers and will include closed-ended questions with optional choices. The questions will assess the effectiveness of Moodle in improving communication skills. These findings agree with the scope of the study, which supports a well-rounded approach that fully utilizes the capabilities of e-learning platforms such as Moodle in medical education. In general, modern communication technologies are widely accepted and beneficial. However, there are specific areas where targeted improvements can be made to enhance their usefulness in medical education according to the students' questionnaire. Otherwise, teachers show their satisfaction with using Moodle.

Keywords: Medical education, Modern communication technologies, Moodle platform, EFL (English as a Foreign language)

List of Abbreviations

CBT: Computer-Based Training

%: Percentage

CMS: Course Management Systems

COVID-19: Coronavirus Disease 2019

EFL: English as a Foreign Language

EMP: English for Medical Purposes

E-learning: Electronic Learning

ICT: Information and Communication Technology

ILT: Instructor-Led Training

LMS: Learning Management System

Moodle: Modular Object-Oriented Dynamic Learning Environment

OL: Online Learning

OMLS: Online Management Learning Systems

VLE: Virtual Learning Environment

WBT: Web-Based Training

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GENERAL INTRODUCTION

1-Introduction

With the development of technology and the internet, education is changing significantly with new methods of teaching and learning. According to "The Role of Technology in Modern Healthcare Education: How NWSC Prepares Students for Success"(Northwest Suburban College [NWSC], AUG,10 2023) in the Journal of Educational Technology, one of the commonly used teaching techniques to improve knowledge consists of using virtual environments, which are available in many formats, such as online teaching-learning platforms. The role of technology in improving communication skills is getting an enormous amount of attention. Including communication technologies in medical education can help students gain the required skills to effectively communicate in a digital age. It has been often said that technology has improved our ability to communicate, if we employ it properly, it can help improve the students' ability to share their complex ideas and be in touch with each other, People with good communication abilities can interact effectively with one another. By selecting the most suitable communication channels such as online learning platforms. Clark, A. J., Hsu, P., Darves-Bornoz, A., Tanaka, S. T., Mason, E. F., & Katzenstein, H. M. (2018).

However, with the outbreak of the COVID-19 pandemic, online learning has grown rapidly and has become the most popular learning style among instructors and learners. Therefore, this section seeks to identify relevant literature regarding online learning, covering its history, definition by scholars, various types, and implementation options, using different tools and platforms, as well as the method's benefits and drawbacks.

2-Statement of the problem

Medical students in Algeria face significant challenges due to The English barrier, as English is used as a Foreign Language (EFL) in their educational environment this creates difficulties in understanding the vocabulary and language context essential for medical terminology, English for Medical Purposes (EMP) is crucial for students as English serves as a Lingua Franca in Algeria allowing medical students engage and communicate with each other, on other hands the use of French language among teachers and students in medical filed.

The study focuses on using technology, basically, Moodle, to improve communication skills among medical students at Biskra University Medicine faculty. It aims to examine the usefulness of e-learning platforms like Moodle in enhancing verbal and written communication, highlighting the necessity of efficient communication in medical practice.

3-Research Questions

Since this research aims to investigate how Moodle impacts students' communication skills, it raises these questions:

-(1) What are the modern technologies used by students and teachers in the medicine faculty at Biskra University?

-(2) Has Moodle been an effective platform for teaching EFL online?

4-The Research Gap

Although the importance of communication skills in medical education is recognized, as is the potential of technology to improve learning outcomes, there have been studies on the specific application of e-learning platforms such as Moodle in addressing communication skill development among medical students at Biskra University. This study highlights specific problems that students

face in this context, such as language obstacles and the requirement for strong digital communication skills in a medical setting.

5-Aims of the study

The main aim of this research is to find out the use Moodle as an e-learning platform to improve communication skills among medical students at Biskra University. It aims to assess how technology can improve verbal and written communication skills, Furthermore, it aims to look into the potential of technology to reduce language barriers and allow improved interactions among students and teachers in the medical education context.

6-Significance of the Study

Effective communication is essential for medical students, they need to effectively communicate with each other using modern technology, it can help to improve these skills by providing various tools and platforms for communication and learning many medical students struggle to acquire these skills. Understanding the role of technology in improving communication skills can help to develop more effective educational strategies in medical training programs, ultimately improving outcomes and satisfaction.

7-Methodology

The study will use structured questionnaires to collect data from a sample of 30 medical students and 5 teachers at Biskra University's Faculty of Medicine. The questionnaires will include closed-ended questions with predefined response options, allowing for a mixed-method quantitative and qualitative data analysis. The questions will be designed to assess the effectiveness of Moodle in improving communication skills and to gather feedback.

8-Scope of the study

This study's scope is limited to medical education at Biskra University's Faculty of Medicine. It focuses on using Moodle as an e-learning platform to improve communication skills between students and teachers. While the findings may have deeper implications for medical education procedures, they are most relevant to the context of this particular school. Furthermore, it will address language barriers and try to improve relationships between students and teachers, focusing on the English language issues typically experienced in medical education.

09-Dissertation Structure

The work is divided into two main chapters. The first chapter is the theoretical part and is divided into two main sections. The first section provides an overview of modern technologies and online learning concepts, followed by a review of the advantages and challenges faced by medical students, and the impact of online learning on them. The second section deals with the Moodle platform used by medical students, the second chapter is the practical part and explains the research tools used to collect the necessary data. The tools are two different questionnaires administered to both students and teachers. This is followed by an analysis and discussion of the results, limitations of the study, and some suggested recommendations for pedagogy and future research.

Chapter One

Section One: Modern technologies

1-Technology definition

Over the years, technology has grown into a complicated one. The practical usage of knowledge as applied in a particular area is how Merriam-Webster (2022) describes technology. It deals with more than just information but how this information can be put to use in enhancing our living conditions thus being hands-on. In education, technology means “the utilization of digital tools and resources to facilitate instruction, learning, and administration in educational institutions”.

The definition above emphasizes the crucial role technology plays in transforming teaching and learning approaches as well as making education more accessible, efficient, and interesting (Raja & Nagasubramani,1964). A French theologian and sociologist wrote a large, 440-plus page book of technological criticism called (*La Technique ou l'enjeu du Siècle*), which was eventually translated into English as *The Technological Society* (New York: Vintage Books, 1964). Consequently, the term “technique” is preferred by the French to refer to how technology in itself does not have a pure shape but combines with a knowledge system that connects directly to it yet they can be treated separately in terms of their characteristics. In that regard, technology encompasses both what things are made from and how things are made.

2- Modern Technology

Technology keeps on changing all the time; also, modernism is dynamic. It covers the development and application of technological tools, how they interact with society, the environment, and the many worlds of human activity. Modern technology in education allows

manipulation of independent variables such as time allowed, perseverance of a student, quality of instruction, and ability to understand to enhance instructional effectiveness in diverse fields. (Wager1976), highlights that modern technology is not the tools themselves but the whole system of knowledge, skills, and organization needed to manufacture and use those tools within society

For illustration, educational technology plays a vital part as an educational communication channel that aids in the easy development of education through multimedia. Open learning resources are given out in terms of knowledge, skills, and scientific/academic data to make their acquisition easier on the part of learners.

3-Online Learning

Online learning has embraced technological advancements and is now used universally in education, during the Covid-19 pandemic. This technique is employed by most universities. Students can study from any location in the world at their own pace just like they do in physical classrooms which are also referred to as electronic learning or distance education this is where educational content is provided to students via electronic means and learners can discuss academic issues with teachers when they are far apart physically (Ya'akub, 2018).

Online learning has been defined differently by scholars, that it refers to a way of extending learning through technology without necessarily going to traditional classes or having direct contact with a tutor (Moore & Kearsley, as cited in Ya'akub, 2018)

Online education, just like any education setting, is targeted to produce a positive learning environment responsive to students' needs. This entails the provision of content that is easily understood and guides practice, giving evaluation and assessment. Researchers when talking about

online education, in most cases, use different terms such as distance learning, e-learning, online education, and computer-based learning, among others (Sun & Chen,2016).

In online learning, teachers get to select the learning technique most appropriate for their specific courses. There are numerous e-learning approaches to pick from, for instance, (Amit, 2015), and each instructor can pick the most appropriate approach to aid students. Some of the approaches include self-study, video/audio recordings, computer-based training, web-based training, instructor-led training, mobile learning, social learning, simulation, and game-based learning.

3.1-Advantages of Online Learning:

As mentioned above, this technology-based system offers the opportunity to learn anytime from any location. It provides learning opportunities to all kinds of learners/students. Others cannot attend the regular classroom for various reasons, like time constraints, dislike them, or prefer to learn independently (Jamal, 2021). According to the findings of studies, online learning presents several benefits that give it popularity and achievement in education today.

Among the major advantages is flexibility, which provides the opportunity for students to access learning material and participate in learning activities at any time and from any location; this way, they manage their studies with jobs and other obligations (Allen & Seaman, 2013; Means et al., 2009). Moodle, being a popular LMS, demonstrates this very flexibility since it provides a platform where students are provided with a space to engage in the activities of course information and activities at their own pace. On the other hand, online learning increases accessibility since students who are geographically limited or cannot access traditional classes due to a disability are offered educational opportunities (Allen & Seaman, 2017). Another reason that online learning is

desirable is that it reduces costs for both students and institutions in terms of eliminating transportation costs, housing, and overheads associated with physical campuses.

Collaboration and networking opportunities in virtual space encourage contact between students from various backgrounds and create a sense of community, enhancing the learning experience. (Bernard et al., 2014; Picciano, 2017). state that the self-paced nature of online courses on platforms such as Moodle provides students with the opportunity to go through the content independently at their own pace, hence promoting an individualistic type of learning experience that caters to the needs and preferences of individual learners. All these advantages stress how online learning, as represented by the example of Moodle, is appropriate and efficient to meet the various needs of learners in these modern technologies.

3.2-Challenges of Online Learning

Online learning is a learning technique that needs an internet connection. Fast growth in electronic technologies made distance learning more available, though there still may be many challenges. Students may experience slow internet speeds and computer device problems that would not allow them to take online courses effectively. Moreover, scholars point out that one of the major problems is the lack of face-to-face interaction and social isolation that some students may encounter in online settings. As (Rovai stated in 2002, and Richardson and Swan in 2003,) a lack of face-to-face communication might prevent the development of interpersonal skills and a sense of community among students.

Another one is that students experience technological obstacles, such as failure to access fast-speed internet or having basic computer skills, thus experiencing a challenge in fully participating in online courses. (Hew & Cheung 2014; Lee, Srinivasan, Trail, Lewis & Lopez, 2011.) online learning requires self-discipline and time management skills, and this may be an issue

for some students leading to motivation issues. (Artino, 2007; Cho & Berge, 2002.) Moreover, the lack of immediate feedback from the instructor in the online context may pose problems for students seeking clarification or guidance on course content. (Garrison & Cleveland-Innes, 2005; Shea, Pickett, & Pelz, 2003.) These challenges show that there is a need to address other factors that will improve the effectiveness and inclusiveness of the online learning experience. (Barakat and Weiss-Randell, 2016) that one of the challenges of online learning is its nature of creating physical and temporal separation between students and their teachers.

Online classes could be challenging due to student distractions and low performance (Sruthi et al. 2022, p.96). Whenever one takes an online course, at times, they get occupied by other activities: for instance, on social media, watching videos, or listening to music. This will result in a loss of concentration on the course because the teacher is not around. Online classes could be challenging due to student distractions and low performance.

To deal with these problems, it is critical to give proper technical training to both educators and learners, to ensure that instructors are prepared to teach online, and to build online programs that are creative, dynamic, relevant, student-centered, and group-based.

4-Review of Previous Research on the Impact of Online Learning (Moodle Platform)

Technologically, modern communication technologies, particularly the Moodle platform, are needed to increase the use of technology in healthcare. The level of the influence of Moodle in medical education is immense all over the world. Many research studies prove that Moodle has been widely adopted by medical educational institutions all around the world in providing a comprehensive e-learning tool for various disciplines within the medical industry be it anesthesiology, surgery, urology, otolaryngology, among others. Research evidence points out that Moodle's interactive features, such as forums and conversations, increase engagement with course

material (Bernard et al., 2019). Its open-source nature has made it a cost-effective solution for medical schools and training programs with limited resources.

During the COVID-19 pandemic, medical education has quickly taken a turn toward the use of online learning platforms, including Moodle. Universities can very rapidly switch to fully online teaching in times of need so that education can continue uninterrupted.

(Cavanaugh, as cited in Ya'akub, 2018). has highlights that there is no difference between the use of Moodle and traditional classes as far as learning outcomes are concerned. (Navarro & Shoemaker, as cited in Goswami et al., 2021), had the opinion that Moodle classes had higher learning outcomes compared to traditional settings, coupled with high student satisfaction. According to Zaitun et al. (2021), Moodle promotes independent learning, modernizes the educational principles for the twenty-first century, and provides increased teacher-student interaction.

However, Yusnilita (2020) explained that students found Moodle classes much easier and more practical compared to traditional classes, which makes the students more confident that their learning quality is increased. Nambiar (2020) reported that face-to-face learning is more passive compared to Moodle in terms of social presence, interaction, and quality of learning, where the learners and tutors were less effective and structured in online settings.

Bai et al. (2021) argued that Moodle was an important tool in education, with the Google platform being the most popular, followed by Zoom Meet for online learning. This study also found that differences in opinion were based on gender and region; female and rural students had more positive attitudes in their perception of Moodle. Kuama (2016) researched the applicability of Moodle for English language students, putting forward the role of online language learning

techniques in achieving good learning results. This study, however, indicated that there was a possible negative impact of Moodle on communication skills.

Conclusion

Online learning can be considered as a new way of learning that shifts the learning process nowadays allowing the students to engage in the learning process from anywhere and anytime. This section summarized key information about online learning. It began by providing various definitions and approaches. The article discussed the many types of online learning courses, their communication methods, and models. The part then examined the advantages and challenges of online learning. It concluded with a review of several studies on the influence of OL on students. This section illustrates how OL directly impacts students' learning, and outcomes, and improves their communication skills.

Section Two: Moodle and Medical Education

1-Learning Management System

A Learning Management System (LMS) is a software program designed to manage organizational learning. It offers access to a variety of instructional resources. LMS can enhance e-learning for both professors and students in several ways. According to Fallon and Brown (2004), a learning management system (LMS) is a web-based software that manages and tracks educational content usage and outcomes.

English has become a necessary language for non-native English communities to enhance their systems of education and encourage development. Globalization has then advanced to the digital age. Web-based technologies are in common use in education, especially in teaching English as a foreign language. (Boskovic et al., 2014) Moodle is a free learning platform that is becoming increasingly in common use all over the globe and is rated to be an important tool in teaching and learning. In Algeria, higher education institutions ask for all new instructors to deliver their lectures online even before being formally recruited into the system.

2-Moodle Definition

Moodle, being one of the open-source LMS, has increasingly gained ground in universities. It's a highly advanced system that allows teachers to create and deliver online courses, manage learning resources, support communication, and cooperation between students and teachers, and assess the performance of students. The flexibility in customizing Moodle and the large set of tools make it dynamic and flexible for online learning; hence, it is well-suited both for traditional and distance education. Researchers rank Moodle on flexibility, capacity, and ease of use, which has been the reason for being the best option for academic institutions. Today,

Moodle is among the fastest open sources in the world. Oproiu(2015) stated that "The Moodle system is a VLE in which the learning process is done online; it is open source software and it is meant for collaborative e-learning environment" (2015, p. 427).

The Official Moodle Platform, The multilingual features of Moodle eliminate linguistic barriers. The Moodle community has translated the platform into more than 100 languages enabling learners to access materials and discussions in their native language. Algerian University uses Moodle to build a Virtual Class Room for lecturers and students, to catch up with the technology advancement. Biskra University Centre provided the Moodle platform through its web server.

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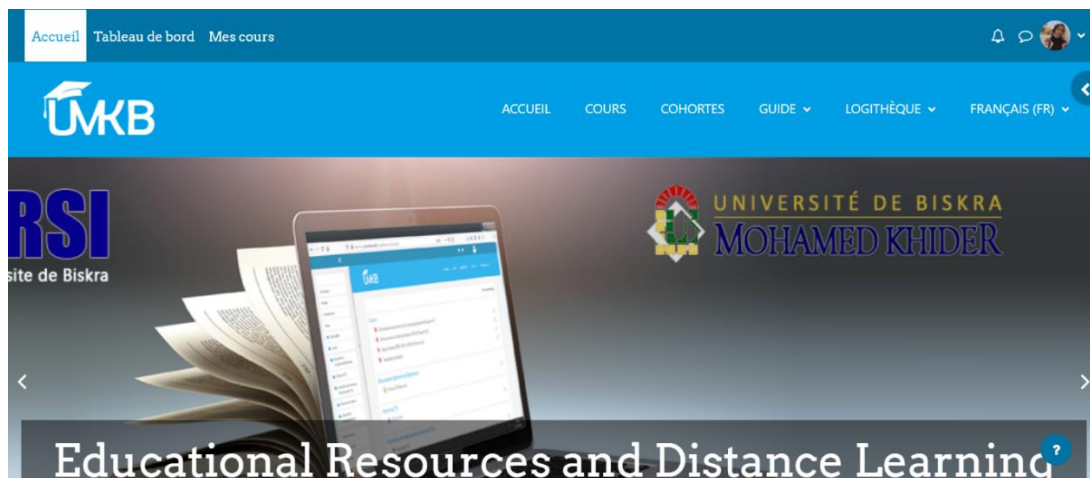


Figure 01: Biskra University Center Moodle Platform

3-Moodle and Teaching

Moodle in Biskra University allows teachers' profiles to create resources and activities for their courses. The instructor manages registrations and can modify the course presentation. This platform provides detailed instructions on how to carry out the task. Administrators and teachers

control student access to Moodle, including what they can and cannot see. Permissions can apply to specific courses or activities. Some courses allow students to correct each other's work, study course content, and communicate with peers. In certain situations, students may get difficult guidance with minimal engagement with others.

3.1-Moodle with medical education

Moodle in the Medical Faculty of Biskra University has become one of the important tools in training the next crop of health professionals. Scholars admit that Moodle is highly flexible with extensive features in ensuring that high-quality healthcare education is provided. It serves as a hub in which educators can arrange and share essential course materials, important medical books, and other multimedia resources so that students find it easy to access. In addition, Moodle can help create active learning resources like e-modules, simulations, and virtual patient cases, which improves students' practical skills and clinical decision-making. The platform provides different assessment choices such as Quizzes.

In addition, it facilitates cooperation and collaborative learning on discussion boards, which enhances knowledge sharing and team relationships that are vital in healthcare education. The position of Moodle in healthcare education emphasizes the importance of equipping healthcare professionals with knowledge, skills, and ethical awareness to enable them to succeed in their medical profession and render excellent patient care. Dahan & Tavakol(2021).

Moodle's platform, for medical students, tends to show the possibility of successful communication through various features. For example, Moodle's collaboration features such as discussion boards and group activities allow students to interact with others and to learn together, hence increasing peer learning and the sharing of information. With this approach, students would

have gained crucial communication skills, which are vital in the field of healthcare. Moreover, Moodle can be used to include case studies and role-playing activities that make students analyze moral dilemmas in a controlled environment to increase ethical awareness and stimulate critical thinking.

Through Moodle, academic knowledge is linked to practical, real-life situations and helps students understand the role of good communication in healthcare and how to develop communication skills that are useful while working.

According to O4Learn (2024), Moodle organizes course materials, facilitates interactive learning resources, provides multiple assessment options, supports progress tracking, allows collaboration and peer learning, fosters ethical decision-making, offers personalized learning paths, and links theoretical knowledge to practical situations. The use of Moodle in medical education has enhanced communication skills among health professionals and, therefore, the care of patients and healthcare overall. That is, students build effective communication strategies for difficult cases.

3.2-Challenges of using The Moodle Platform in Teaching Medical English Online

In the current Algerian higher education setting, there is an increasing need to move from the traditional face-to-face mode of teaching and learning to online learning. Using Moodle for medical English teaching includes a large number of difficulties; one important is the traditional need for direct teaching methods, which creates resistance towards online platforms such as Moodle.

Moreover, the constant change of the internet disrupts access to Moodle, thus breaking the learning process. Often, teachers also have inadequate information about the functionality of Moodle. educational institutions also provide them with inadequate guidance, which eventually

leads to a deficiency in technological competencies. And the same situation prevails with students who are deprived of strong familiarity with digital platforms. So they tend to lack confidence in efficiently operating Moodle.

Therefore, Moodle is viewed as a repository rather than a complete teaching and learning instrument. Further, interactive features, such as chat, forums, and blogs, are not maximally exploited, which limits the potential of the platform to create engaging and participative learning contexts. For most of the students, the purpose of using Moodle is to access the content that reduces the scope of enabling Moodle to support more dynamic learning strategies. These barriers underline the need for better training, improved internet, and cultural changes toward adopting digital learning tools to fully capture the advantages of Moodle in teaching EFL in Algeria. Ghounane (2020.)

3.3-Is Moodle an Effective Platform for Teaching Medical Students at Biskra University?

Moodle permits medical instructors to blend traditional classroom methods with new technological methods of teaching, and teachers add to their traditional teaching methods modern ways (e-learning with internet and learning platforms). Some students may feel uncomfortable while studying in the physical presence of the teacher; this depends on each student's personality.

It allows medical students to extend their learning outside the classroom. Although the teacher's role is vital in the learning process, learners benefit from working with electronic media. Additionally, the Moodle platform makes it easier for students to learn since they can access their courses and activities without having to physically go to the institution. They also allow students to communicate with each other in groups or individually, as well as with teachers.

Moodle provides a secure platform for professors to communicate with their students and share research findings. Jeong (2017) noted that Moodle incorporates all instructional

methodologies and tools in one place. Similarly, he argued that it can be beneficial in encouraging student autonomy as well as supporting collaboration and learner-centered learning settings (2017, pp. 4846–4847). With the Moodle platform, teachers may supply their students with all of the material they require, such as assignments, activities, books, and videos. Besides, this platform helps people to have control over their learning and to be comfortable by joining the group they prefer and selecting proper activities. (Ghounane, 2020, pp. 29.)

4-The Administrators' Role:

They can do practically anything and go anywhere in Moodle. The Moodle Administrator oversees site management, including plugin updates, reporting, and integrations. The site admin job grants access to all Moodle content, including courses, reports, and user data. also, they can edit profiles, assign system roles, manage users, set permissions, create additional administrators, and ensure the smooth functioning of the Moodle platform. Administrators play a key role in maintaining the integrity and security of the Moodle site, as well as in providing support and guidance to users.

4.1-The Teacher's Role:

The teachers have control over the specific courses and the activities of the registered students. Teachers can post multiple lectures, lessons, and activities for their students. The teacher's role in using Moodle is critical for course management and content delivery. Moodle (n.d.) emphasizes that teachers have wide permissions within a course, including the ability to add, update, and use course activities; assess students; generate assignments; and connect with course resources.

Teachers can assign other roles, such as non-editing instructor and student, managing course variables, and observing student progress. According to O4Learn (2024), Moodle's flexibility enables specific educational paths based on students' strengths and weaknesses, ensuring that each student receives sufficient support and resources. This is the role of the teacher aids.

Generally, the teacher position in Moodle enables the educator to create engaging and interactive learning environments, monitor student performance, and connect with the learners appropriately to enhance the learning experience.

4.2–The Students Role:

The role of the student is to participate in a course. Students within Moodle have permission to view all activities or resources of a course but will need assistance to edit or view the class notebook. They can only view their marks if the teacher allows it. When students first join Moodle, they see all available courses; but, after registering for at least one course, they can only access their courses in the "My Courses" is part of the navigation block or through their dashboard (Moodle, n.d.). Students' rights and views in Moodle vary based on the course or activity, and administrators and professors control how students enroll and what they can do or see on a Moodle site (Moodle, n.d.).

5-Conclusion:

Presently, we have dealt with the theoretical part of our research work which is divided into two sections The initial theoretical division explored the definition of modern technologies and online learning to expand the scope of our research. It explains the different types of distance education, its advantages and disadvantages, and teaching methodologies. The second section introduces the Learning management systems (LMS) and the reason for utilizing them in language

teaching. Then, it provided an overview of the Moodle definition according to some scholars it mentioned Moodle and teaching also Moodle in medical education it investigated the challenges and attitudes faced by teachers and students and the role of administration, teachers, and students while using Moodle platform, Finally, this chapter ends with a question that explores whether Moodle is an effective platform for teaching medical students or not.

Section Three: Communication Skills

1-Communication skills:

Effective communication is instrumental in personal and professional life. These are the skills a person requires to convey information and ideas to others rationally, verbally, and non-verbally. Some include articulation, proper selection of words, questioning, feedback, eye contact, open body expression, and attentive hearing. Mastery of these skills will develop better relationships, rapport, conflict resolution, negotiation, teaching, and confidence and competence in communicating knowledge. Nevertheless, it is tough to attain communication competence since effectiveness is balanced against appropriateness. At the same time, barriers like poor expression, distractions, cultural differences, and ambiguous language are also created or exist in communication encounters. Irrespective, the investment of time and effort in the development of communication skills is indispensable if one has to succeed in one's personal and professional goals in the networked world that faces modern man. (Hargie, 2017)

2-Types of communication skills :

Various key kinds of communication can be classified according to their mode of delivery and the number of persons engaged. This includes:

2.1-Verbal communication skills :

Verbal communication is accomplished using words, either oral, as in the case of face-to-face discussion, speech, and presentation, or written, such as in emails, letters, and reports (Hargie, 2017). As an example, when a teacher delivers a lecture to the students, it is referred to as an oral-verbal communication setting. If a student emails his or her professor enquiring about something, that will be written verbal communication.

2.2-Non-Verbal communication skills :

Non-verbal communication includes all forms of communication not using words, such as through body language (such as gestures, facial expression, and eye contact), paralinguistic features (for example tone of voice, volume, and pitch), and physical distance between communicators. Some examples are when a patient is explaining to the doctor his problem and the doctor nods his head to indicate that he has understood the problem of the patient, or through the politicians' hand gestures that bring emphasis to the key points in his or her speech.

Body language, facial expressions, and gestures are very important in expressing or creating a sense of care and understanding and can highly influence the perception and the level of comfort of these patients (Hall et al., 2016).

3- The importance of effective communication in medical settings :

The role of effective communication in medical contexts cannot be overemphasized. Good communication between health providers about patients is critical for patient safety since poor communication is the leading root cause of medical errors and related adverse events. It also facilitates better decision-making and the smooth sharing of clinical data and information among people involved in healthcare teams. Good communication also generates trust, understanding, and rapport between patients and providers, which enables personalized treatment plans, improves patient satisfaction, and achieves better outcomes. On the negative side, communication barriers negatively impact the working environment by reducing collaboration and increasing staff conflicts. According to Hargie,(2017) "Communication barriers can be overcome, especially if strategies such as active listening, open-ended questioning, and cultural competence are used. Outcomes for both patients and providers are significantly improved." It is

upon this that effective communication becomes principal in the delivery of such care by healthcare professionals.

4- Impact of Communication Skills for Medical Students:

It impacts greatly on medical students and the medical sector at large on communication skills. According to some studies, teaching medical students has presently brought about substantial improvements in clinical competence and patient care. An effective doctor-patient interaction requires appropriate communication skills, stresses Smith 2020. Many pieces of research have proved that students who have undergone communication skills training during their time in medical school perform highly and reasonably in general communication competence, which includes relationship initiation, structuring, patient assessment, and other aspects associated with medical care (Jones & Smith, 2018).

Communication skills training in the curriculum may be incorporated in many ways, including role-playing, video illustration, and structured practice. This can enhance verbal and non-verbal communication skills, better empathy, and the ability to gather all relevant information from the patient. (Thompson et al., 2021) This leads to increased patient satisfaction and improved clinical outcomes. Though, in general, the attitude toward the learning communication skills among medical students is very appreciative (Lee & Park, 2019); however, studies have evidence that such communication may get eroded over time during the course of a clinical clerkship if not consistently reinforced. This reiterates the fact that there has to be an integrated long-term approach to the teaching of communication skills during medical school.

5-Conclusion :

Communication skills are, therefore, highly vital in social and professional life and form the basis through which information and ideas can be effectively passed. Developing verbal and non-verbal communication skills supports relationships, manages conflict resolution, and creates

confidence and professionalism during interactions. Even in the face of cultural differences, poor expression, and several other barriers, developing skills in communication is indispensable to success in today's globalized world. Medical context communication is even more critical; it assures patient safety and facilitates decision-making besides building confidence between patients and health providers. Communication training is important for the students of medicine since it improves clinical competencies and finally affects patient outcomes. It is through the continuous reinforcement and integration of training in communication skills that the best standards of health care may be inspired. In general, commitment to the development and maintenance of effective communication skills helps to realize personal, professional, and health-related goals; therefore, practicing and reinforcing such acquired skills in life and career has to be sustained.

CHAPTER TWO Fieldwork

Chapter Two: Field Work

Introduction

This research has two sections covering theoretical information on the subject. This research requires a practical chapter that supports the previously covered sections. The practical section of the research report is essential since the section defines the methodology that has been implemented to answer research questions and prove or disprove previously stated hypotheses. This chapter defines the methods and tools of research and methods of data collection from a sample of a certain size. Then, it analyzes and discusses the results together with the limitations and recommendations for further research. Additionally, similar to any other academic research, this chapter is concluded with a general conclusion

2.1-Means of Research

The current study is to investigate the influence of modern communication technologies on medical education for learning EFL A Case Study of Biskra University's Faculty of Medicine In this study, a quantitative strategy is used, and questionnaires are to collect data on teachers and students of medicine faculty perceptions of the Moodle platform's effectiveness in teaching EFL online. this questionnaire was electronically sent via Google form for students, Unlike teachers I give it to them printed. This approach provided suitable information and increased the credibility of our findings.

2.2-Population and Sampling

The current study was conducted in The medicine faculty of Biskra, the population with which the study is concerned involves students and teachers. The selected population for the students' questionnaire is the First-year students of Medicine; 30 students have been chosen as a sample for the research from the whole population 309; for the teachers' questionnaire has been distributed to 5 teachers from the whole teachers of Medicine faculty of Biskra University. These teachers have been teaching a variety of modules during their teaching experience at university.

3-Description of the Students' Questionnaire

The questionnaire was shared with 30 first-year students at Biskra University. I give it to them online. The research seeks to understand the learners' attitudes towards online learning and their impression of the Moodle platform. The questionnaire consists of 15 questions matched to the level of understanding of a student. It consists of three sections, which include a mixture of close-ended questions that require the respondents to choose either yes or no, open-ended questions that require them to give full answers or justifications whenever necessary, and multiple-choice questions where they tick up the suitable options.

3.1-Analysis of the Students' Questionnaire

Section One: Demographic Information

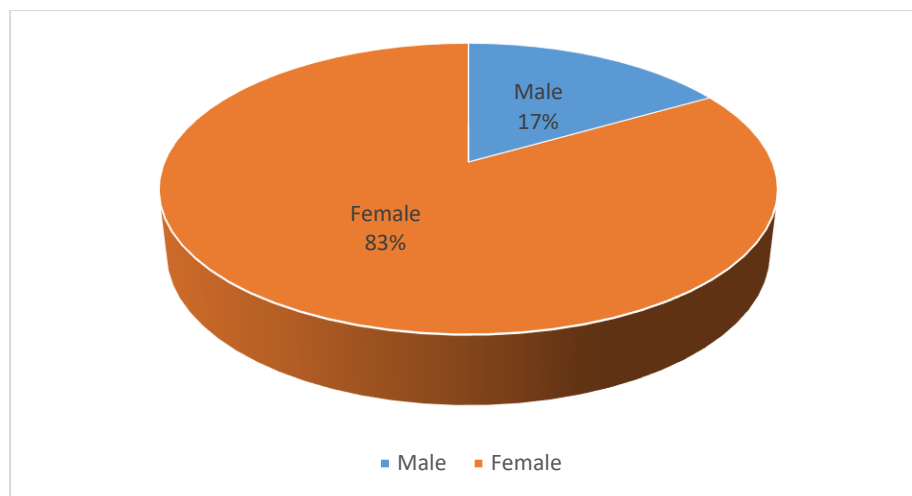
Question 01: What is your gender?

a) Male

b) Female

Tableau 1: Students' Gender

Answers	Number	Percentage
Male	5	16,7%
Female	25	83,3%
Total	30	100%



Graph 1: Students' gender

The findings reveal that females comprise the bulk of the participants twenty-five 25, representing (83,3%) of the total sample. On the other hand, males are in the minority representing (16,7%) of respondents, or five 5 students out of thirteen 30. This question aids in knowing if gender plays a role in how students use modern communication technologies in medical education, and also to figure out if the findings are comprehensive.

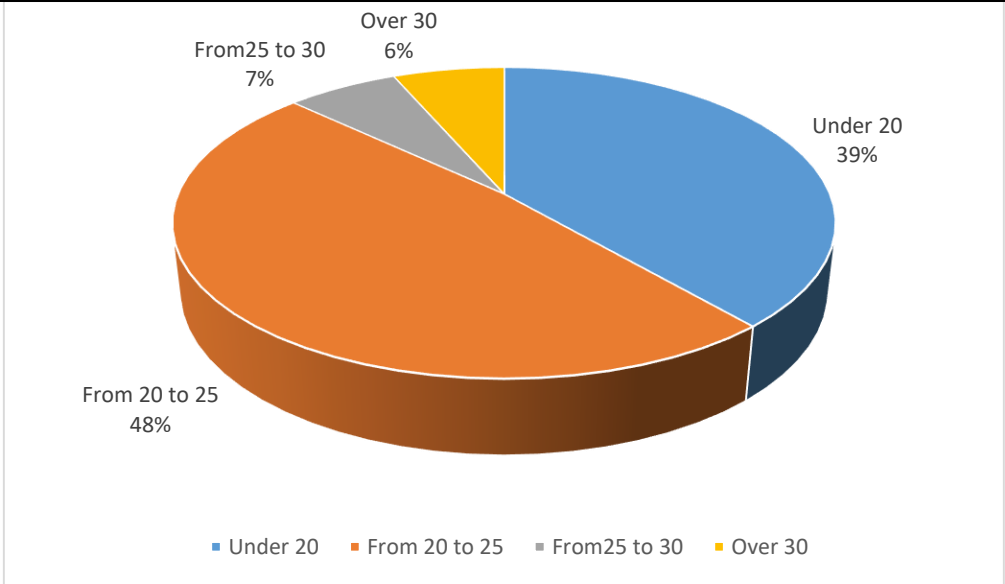
Question 02: How old are you?

- a) Under 20 b) From 20 to 25 c) From 25 to 30 d) Over 30

Table 02:

Students Age

Answers	Number	Percentage
Under 20	12	38,7%
From 20 to 25	15	48,4%
From 25 to 30	2	6,5%
Over 30	2	6,5%
Total	30	100%



Graph 02: Students' Age

The above figure illustrates that (48,4%) of students are aged between twenty and twenty-five 20 to 25 years old. However, (40%) of the respondents are under twenty 20years old, and The rest of it is equally divided between the ages of twenty-five and thirteen 25 to 30 and over 30. The age of participants helps identify whether it influences their use of technologies or if they face challenges or different levels of satisfaction in medical education.

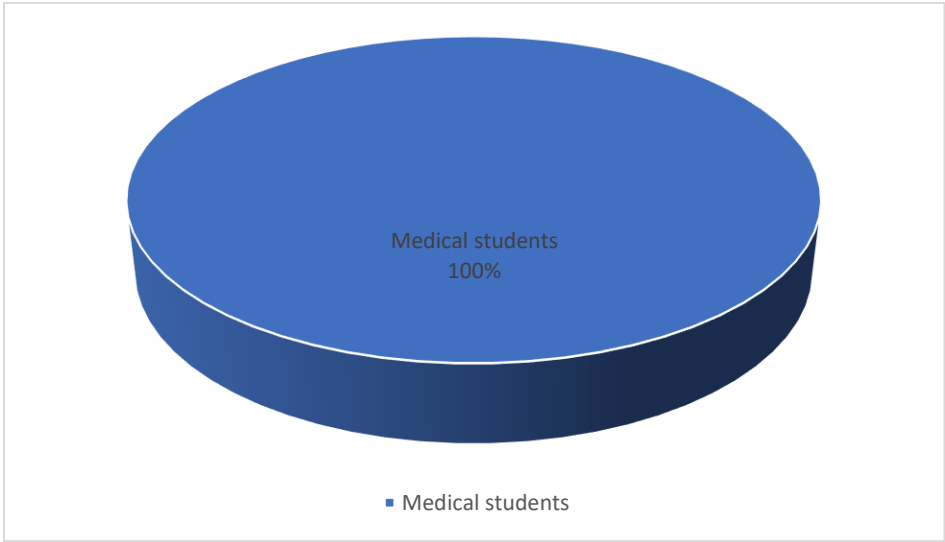
Question 03: What is your educational/professional background?

- a) Medical student
- b) Teacher

Table 03:

Educational background

Answers	Number	Percentage
Medical Student	30	100%
Teacher	0	0%
Total	30	100%



Graph03: educational background

From this question, we mainly aimed to know the academic backgrounds of the participants. From the graph, it can be indicated that 100% are at the same level, So this question shows how deeply a group of students are interested in using modern technologies in their education.

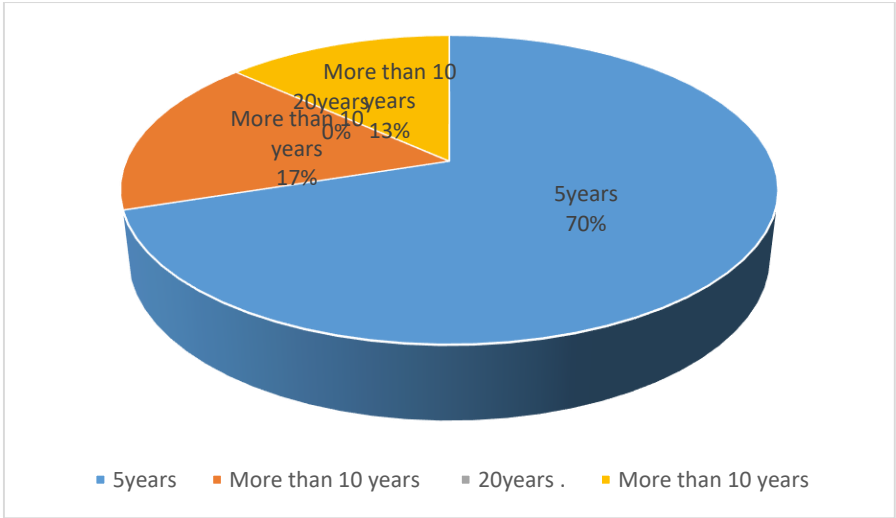
Question 04: How many years of experience do you have in medical education?

- a) 5 years
- b) more than 10 years
- c) 20 years
- d) more

Table 04:

Years of Experience

Answers	Number	Percentage
5years	21	70%
More than 10 years	5	16,7%
20 years	0	0%
More	4	13,3%
Total	30	100%



Graph04: Years of Experience

This question is set to determine the period spent studying medicine. The table shows most of the students have been studying English for five 5 years, which represents the majority of 70%. The rest of the participants are divided into two sections and they represent the minority of them, 1, who studied more than ten 10 years, and others more than 20 20 studied for 13.3%. understanding the diversity in years of experience helps in designing the needs of students at different levels in their medical education.

Section Two: Technology Usage

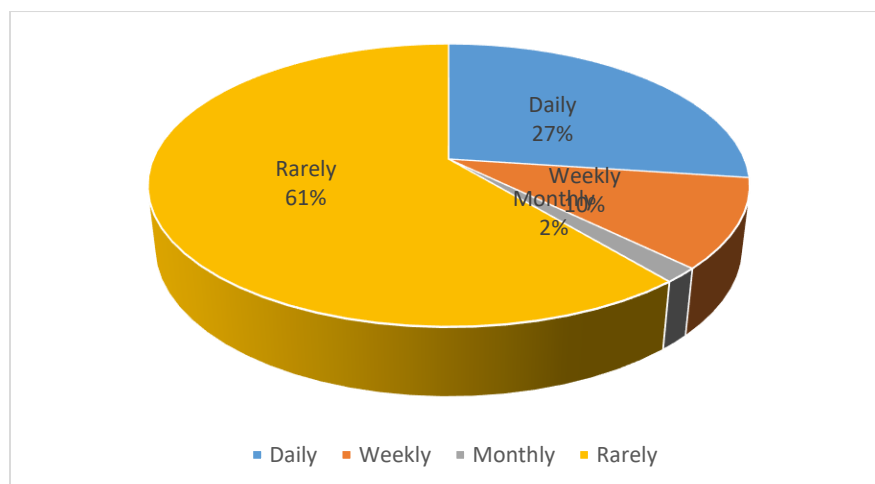
Question 01: How frequently do you use modern communication technologies in your medical education activities (e.g., video conferencing, simulation software, online modules)?

- a) Daily b) Weekly c) Monthly d) Rarely

Table 05:

Frequency of Modern Communication Technologies Usage in Medical Education.

Answers	Number	Percentage
Daily	16	53.3%
Weekly	6	20%
Monthly	1	3.3%
Rarely	7	23.3%
Total	30	100%



Graph05: Frequency of Modern Communication Technologies Usage in Medical Education

The above graph shows that 53.3% of students use technology daily, 20% of them get access to technology weekly, the minority gets access to 3.3% monthly, and the rest of the students 23.3% use it rarely; the reason behind their response probably is that they may never have heard about the use of technology to enhance their communication skills.

Question 02: How satisfied are you with the current integration of technology to improve communication skills in medical education?

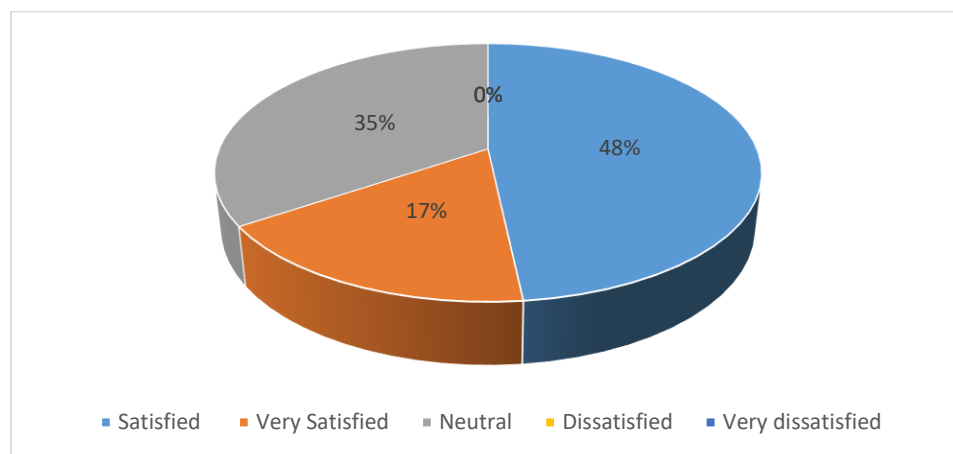
- a) Satisfied b) Very satisfied c) Neutral d) Dissatisfied E) Very dissatisfied

Table 06:

Assessment of the Effectiveness of the Use of Technology in Enhancing Communication Skills in Medical Education

Answers	Number	Percentage
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Satisfied	14	46.7%
Very Satisfied	5	16.7%
Neutral	10	33.3%
Dissatisfied	1	3.3%
Very dissatisfied	0	0%
Total	30	100%



Graph06: Assessment of the Effectiveness of the Use of Technology in Enhancing Communication Skills in Medical Education

The Statistics of this question: the vast majority, or 46.7%, are satisfied with the use of technology in medical education; 16.7% of the participants are very satisfied, while 33.3% use technology neutrally. Those dissatisfied with the current method may not have the required conditions like the internet technological materials and technological training to engage in this kind of learning. Although the results have varied, the majority of the students tend to always use technology.

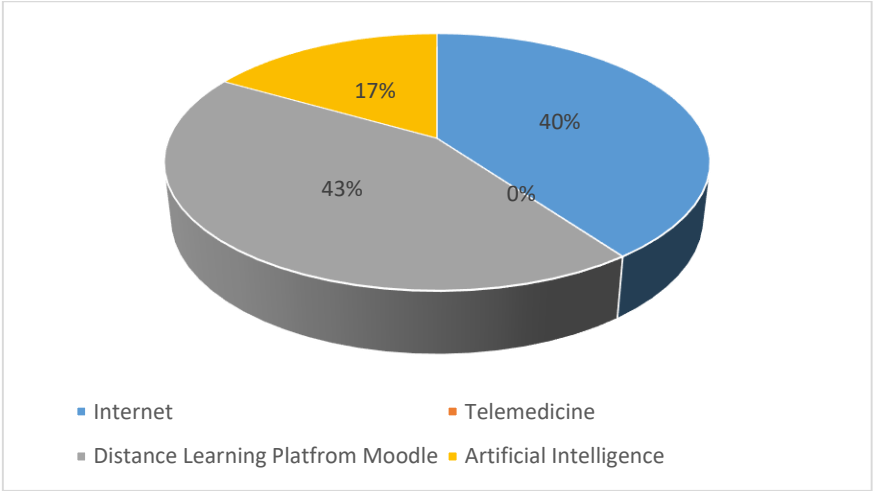
Question 03: Which modern communication technologies do you use most often?

- a) Internet
- b) Telemedicine
- c) Distance Learning Platforms Moodle
- d) Artificial Intelligence

Table 07:

Most Frequently Used Modern Communication Technologies in Medical Education

Answers	Number	Percentage
Internet	12	40%
Telemedicine	0	0%
Distance Learning Platform Moodle	13	43.3%
Artificial Intelligence	5	16.6%
Total	30	100%



Graph 07: Most Frequently Used Modern Communication Technologies in Medical Education

This question was asked to find out the most-used current communication technology among medical students. 12 (40%) of the participants used the internet while the rest, 16.7%, used artificial intelligence, and the rest, 13 (43.3%), used distance learning platforms like Moodle.

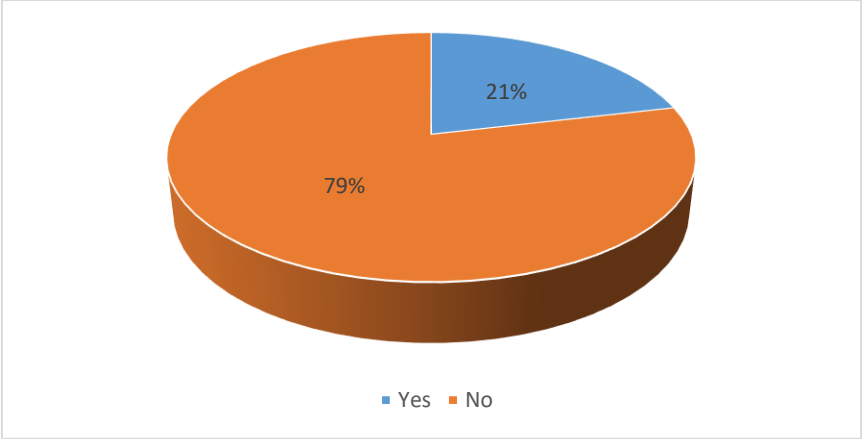
Question 04: Have modern communication technologies enhanced your ability to communicate complex medical concepts effectively?

- a) Yes
- b) No

Table 08:

The effect of modern communication tools on the efficacy of conveying difficult medical concepts.

Answers	Number	Percentage
Yes	26	86.6%
NO	4	13.3%
Total	30	100%



Graph 08: The effect of modern communication tools on the efficacy of conveying difficult medical concepts.

Looking at the data, 86.6% of the respondents answered "Yes," while only 13.3% chose "No." This shows that most people think modern communication technology helps them to easily express difficult medical-related subjects successfully.

Question 05: What are the main challenges you face when utilizing technology to improve communication skills in medical education? (Select all that apply)

- a) Technical difficulties b) Lack of resources c) Resistance from students/colleagues
 d) Time constraints e) Other (Please specify: _____)

Table09:

Challenges in Utilizing Technology to Enhance Communication Skills in Medical Education

Answers	Number	Percentage
Technical difficulties	11	36.7%
Lack of resources	13	43.3%
Resistance from students/colleagues	3	10%
Time constraints	3	10%
Other (Please specify)	0	0%
Total	30	100%



Graph 09: Challenges in Utilizing Technology to Enhance Communication Skills in Medical Education

This is a multiple-choice question depicting major challenges that are faced when using technology to enhance the communication skills of students in medical education. The major challenges are a lack of resources, with 43.3%, and technical challenges with 36.7%. Only 10% of the respondents stated time constraints and student or colleague resistance as common challenges. by answering this question we aimed to identify the main challenges in utilizing modern communication technologies faced by students.

Section three: Experience with Moodle

Question 01: Have you used Moodle in your medical education program?

a) Yes

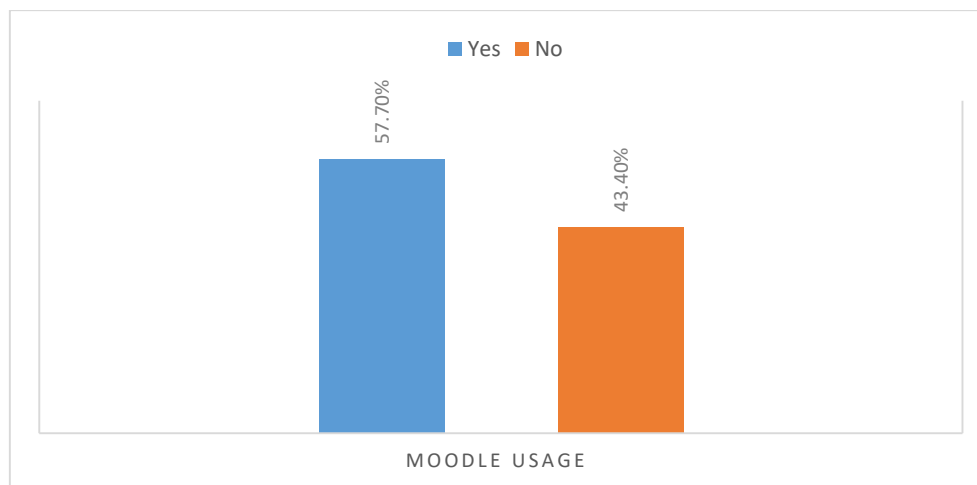
b) No

Table 10:

Usage of Moodle in Medical Education Programs

Answers	Number	Percentage
Yes	17	57.7%

No	13	43.3%
Total	30	100%



Graph 10: Usage of Moodle in Medical Education Programs

This Yes/No question will show whether the student favors using Moodle. The bar graph indicates that 57.7% of the respondents have used Moodle, while 43.3% have not. This may indicate that Moodle is adopted in the medical education context. The results show that technology-driven platforms such as Moodle are being largely used among students and it helps us evaluate its effectiveness in the learning experience the university can widely share the use of Moodle to identify opportunities for broader implementation.

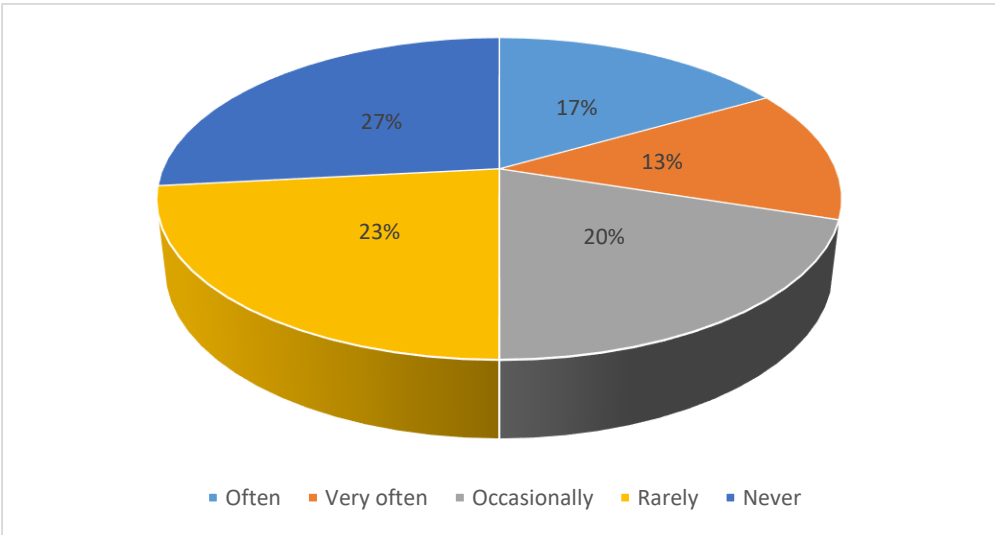
Question 02: How frequently do you use Moodle for communication-related activities?

- a) Often b) Very Often c) Occasionally d) Rarely e) Never

Table 11:

Frequency of Moodle Use for Communication-Related Activities

Answers	Number	Percentage
Often	5	16.7%
Very Often	4	13.3%
Occasionally	6	20%
Rarely	7	23.3%
Never	8	26.7%
Total	30	100%



Graph11: Frequency of Moodle Use for Communication-Related Activities

The graph above shows varied results in using Moodle by participants for communication-related tasks. Most of the participants 26.7% never use Moodle, while 20% use it occasionally, 16.7% often, 13.3% very often, and 23.3% rarely. This means that even though Moodle might be widely used in medical education, its usage concerning communication-related tasks is not that frequent.

Question 03: Please rate the following statements based on your experience with Moodle. Use a scale of 1 to 5, where 1 represents "Strongly Disagree" and 5 represents "Strongly Agree."

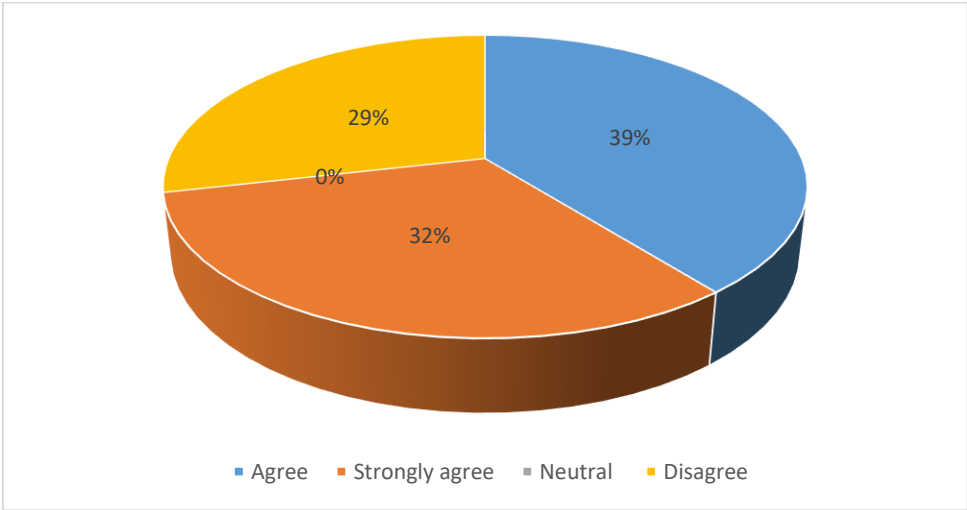
-Moodle has improved my ability to communicate effectively with peers in group discussions.

- a) Agree
- b) Strongly agree
- c) Neutral
- d) Disagree
- e) Strongly disagree

Table 12:

Rating Moodle's Impact on Communication Effectiveness in Group Discussions

Answers	Number	Percentage
Agree	11	36.7%
Strongly agree	9	30%
Neutral	0	0%
Disagree	8	26.7%
Strongly disagree	2	6.7%
Total	30	100%



Graph 12: Rating Moodle's Impact on Communication Effectiveness in Group Discussion

Most of the poll results showed that Moodle influences effective communication with peers during group discussions. Out of all the respondents, 66.7% either agree or strongly agree that Moodle has

helped them become better at communicating effectively within a group setting. This will indicate that the incorporation of elements such as forums, group assignments, and collaborative activities within Moodle has improved peer-to-peer contact and participation. However, quite a few of the participants oppose it 26.7%, while a lower percentage, 6.7%, strongly oppose it, meaning some feel that Moodle doesn't enhance their ability to communicate in group discussions.

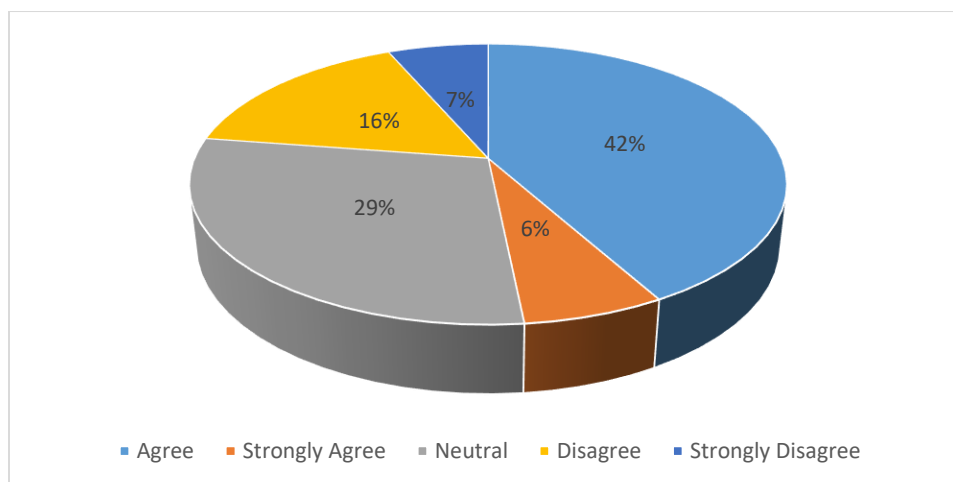
Question 04: Moodle has facilitated better communication between students and my medical education program instructors.

- a) Agree b) Strongly agree c) Neutral d) Disagree e) Strongly Disagree

Table 13:

Evaluating Moodle's Contribution to Enhanced Communication Between Students and Medical Education Program Instructors

Answers	Number	Percentage
Agree	13	41.9%
Strongly agree	2	6.5%
Neutral	9	29%
Disagree	5	16.1%
Strongly Disagree	2	6.5%
Total	30	100%



Graph13: Evaluating Moodle's Contribution to Enhanced Communication Between Students and Medical Education Program Instructors

From the data collected, participants agreed or were neutral that Moodle had improved their educational environment for improved communication (41.9%) and (29%), respectively. In contrast, most respondents(16.1%) either "Disagree" or "Strongly Disagree" with the statement that Moodle has improved communication between teachers and students and also enhanced the assessment of student learning through; quizzes, exams, and assignments.

Question 05: Using Moodle has enhanced my written communication skills (e.g., through discussion forums, messaging features, etc.).

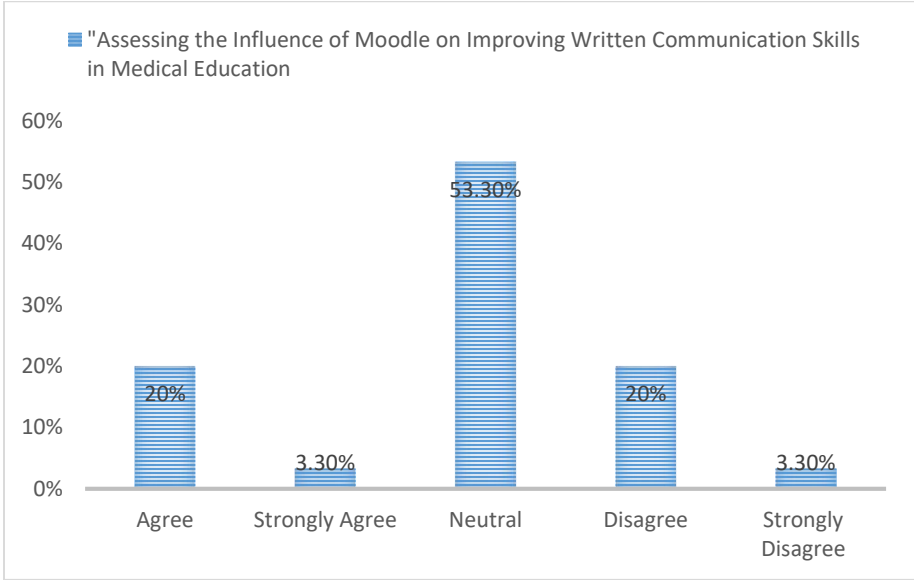
- a) Agree b) Strongly agree c) Neutral d) Disagree e) Strongly disagree

Table 14:

Assessing the Impact of Moodle on Enhancing Written Communication Skills in Medical Education

Answers	Number	Percentage
Agree	6	20%

Strongly Agree	1	3.3%
Neutral	16	53.3%
Disagree	6	20%
Strongly disagree	1	3.3%
Total	30	100%



Graph 14: Assessing the Influence of Moodle on Improving Written Communication Skills in Medical Education

The graph above results shows that over half of the respondents, precisely (53.3%) were neutral about the effect of Moodle on written communication abilities. However, in total, (23.3%) of the respondents either "Agree" (20%) or "Strongly Agree"(3.3%) that Moodle has improved their written communication abilities. On the other hand, (23.3%) of the respondents disagreed with the statement. This involves (20%) who just disagree and (3.3%) strongly disagree. These are those who do not believe that Moodle has improved their written communication skills.

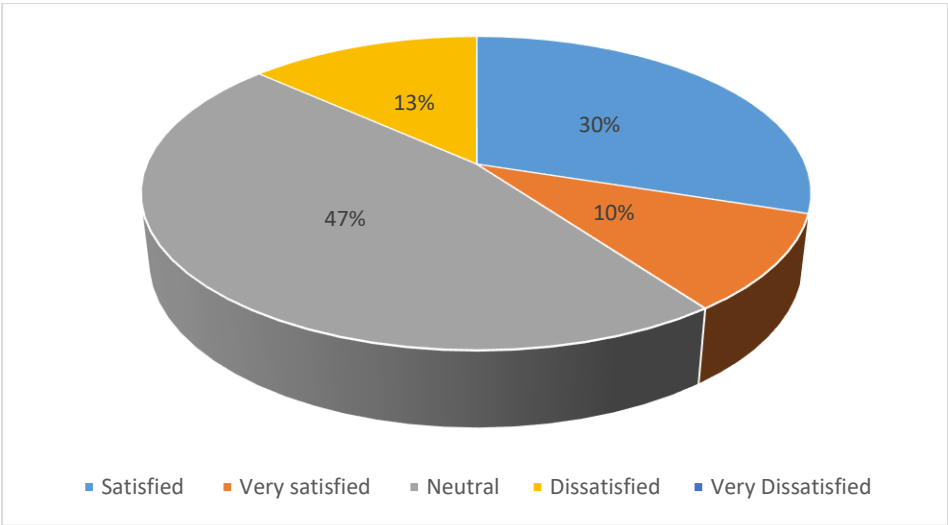
Question 06: Overall, how satisfied are you with using Moodle for communication purposes in your medical education program?

- a) Satisfied
- b) Very satisfied
- d) Neutral
- c) Dissatisfied
- e) Very dissatisfied

Table 15:

Measuring Satisfaction with Moodle for Communication in Medical Education Programs

Answers	Number	Percentage
Satisfied	9	30%
Very satisfied	3	10%
Neutral	14	46.7%
Dissatisfied	4	13.3%
Very dissatisfied	0	0%
Total	30	100%



Graph15: Measuring Satisfaction with Moodle for Communication in Medical Education Programs

The data are indicative of mixed responses regarding the satisfaction of the users of Moodle in the programs of medical education. A high proportion of participants, 46.7%, were neutral, meaning they were neither highly positive nor highly negative about using Moodle for communication. On the positive side, 30% of the participants are satisfied, while 10% indicate a high level of satisfaction. On the contrary, 13.3% of participants are dissatisfied with the use of Moodle can become a more effective tool for communication in medical education if students use it for discussion and collaboration.

Question 07: What additions or changes would you recommend to improve the effectiveness of technology in improving communication skills in medical education?

The responses to a question on the use of modern communication technologies in medical education reveal, interestingly, valuable ideas and suggestions on effective ways of developing communication skills. Still, they are not structured, referring to the specific domain. Suggesting that websites are useful for lessons is an excellent idea, but there are some specific guidelines on how to teach effectively. Google Translate is the most important thing to use in medical terms. The guidance needs to be provided to instructors on how to teach using technology, and distance learning is important for teaching and learning. All these, however, require clearer and more practical recommendations that will give greater impetus to these effective means.

3.2-Discussion of the Main Findings of the Students' Questionnaire

Analysis of the results from the students' questionnaire, which aimed at exploring their perceptions about the use of modern technology for communication in medical education, several important findings were noted. A cross-sectional survey was conducted among 30 first-year

medical students at Biskra University. The survey questionnaire consisted of 15 questions about demographic data, technology usage, and satisfaction with the Moodle platform. They are a significant part of the student's learning experiences. The dominant gender was female, and most of the age groups of the respondents were 20 – 25 years old. The majority of students declared an everyday use of technologies like Moodle. Many of them said they were satisfied, even very satisfied with these tools. Moodle significantly improved communication in group conversations, however its influence on written communication abilities was somewhat neutral. While the reviews about them have been great, students noted several barriers including technical difficulties, lack of resources, peer and instructor resistance, and lack of time. Student recommendations for improvement were made in accessibility, further instructor training, and other useful technologies, such as Google Translate for medical terminology. Modern communication technologies, in general, are very much accepted and helpful, but improvements can be made in several key domains to better suit medical learning.

4-The Teachers' Questionnaire

The teachers' questionnaire serves to collect data exclusively from the Medical teachers at Biskra University. I posed the same questionnaire to five teachers, which I also addressed to students. The research scrutinizes learners' attitudes towards online learning and their perception of the Moodle platform. There are 15 questions in all in this questionnaire. The whole questionnaire is divided into three sections, each consisting of a mix of closed-ended questions that require a yes/no response, open-ended questions that demand elaborated response/justification whenever required, and multiple-choice questions where the respondents are expected to tick the appropriate options.

4.1-Analysis of the Teachers Questionnaire

Section One: Demographic Information

Question 01: What is your gender?

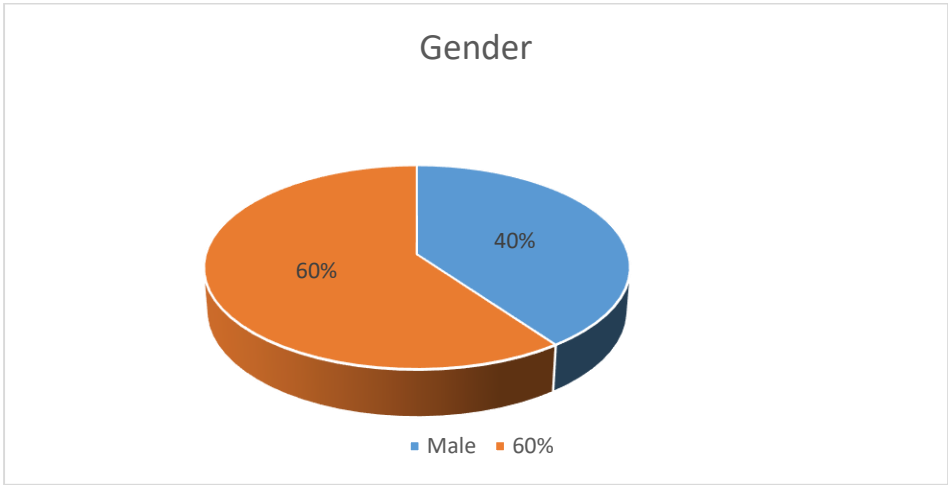
a) Male

b) Female

Table 16:

Teachers Gender

Answers	Number	Percentage
Male	2	40%
Female	3	60%
Total	5	100%



Graph16: Teachers Gender

The gender combination of teachers is shown, with 40% male and 60% female among a total of 5 teachers. This implies there are more female teachers in the study population. Gender diversity in teaching is important for presenting students with different role models and views.

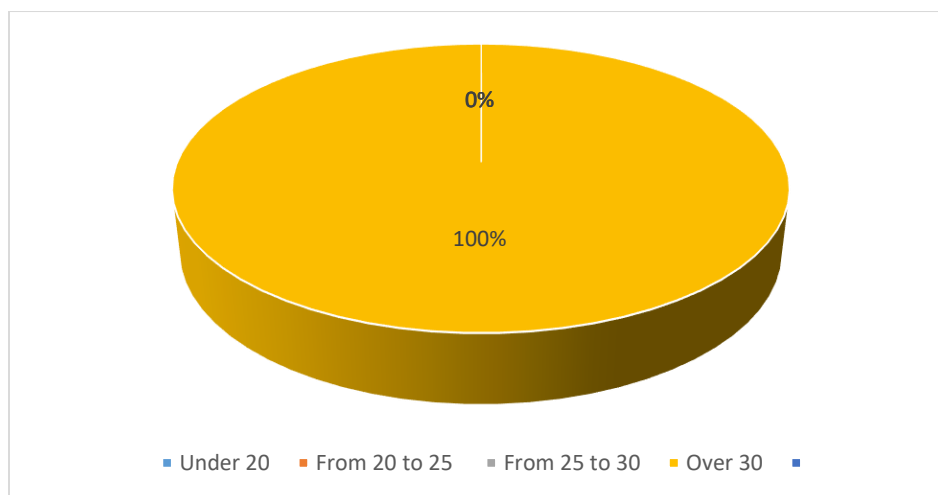
Question 02: How old are you?

- a) Under 20 b) From 20 to 25 c) From 25 to 30 d) Over 30

Table 17:

Teachers' Age

Answers	Number	Percentage
Under 20	0	0%
From 20 to 25	0	0%
From 25 to 30	0	0%
Over 30	5	100%
Total	5	100%



Graph 17: Teachers' age

It is given that 100% of the respondents are above 30 years of age. That means no one is less than 30 years of age. the age of teachers plays a major role in identifying their experience in the medical field.

Question 03: What is your educational/professional background?

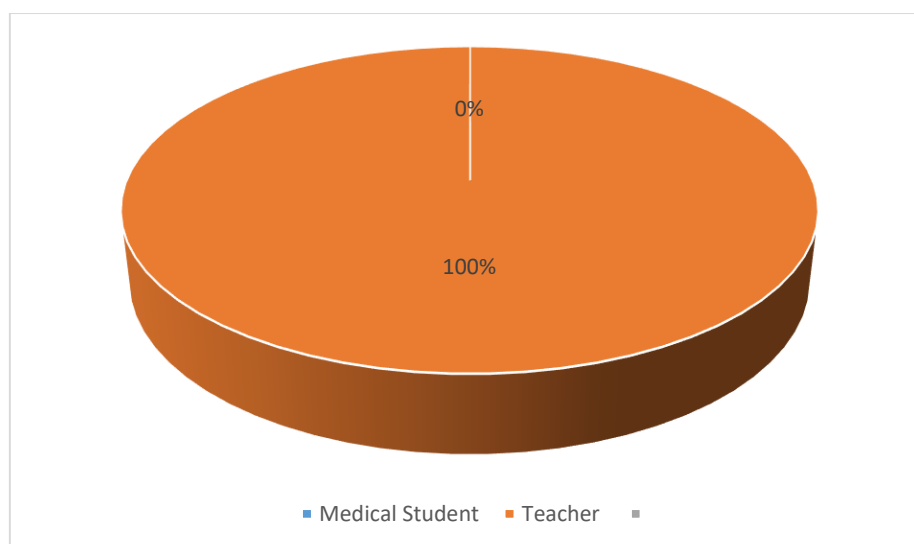
a) Medical student

b) Teacher

Table 18:

Professional background

Answers	Number	Percentage
Medical Student	0	0%
Teacher	5	100%
Total	5	100%



Graph18: Professional Background

The data analysis showed that 100% of the respondents belonged to instructors.

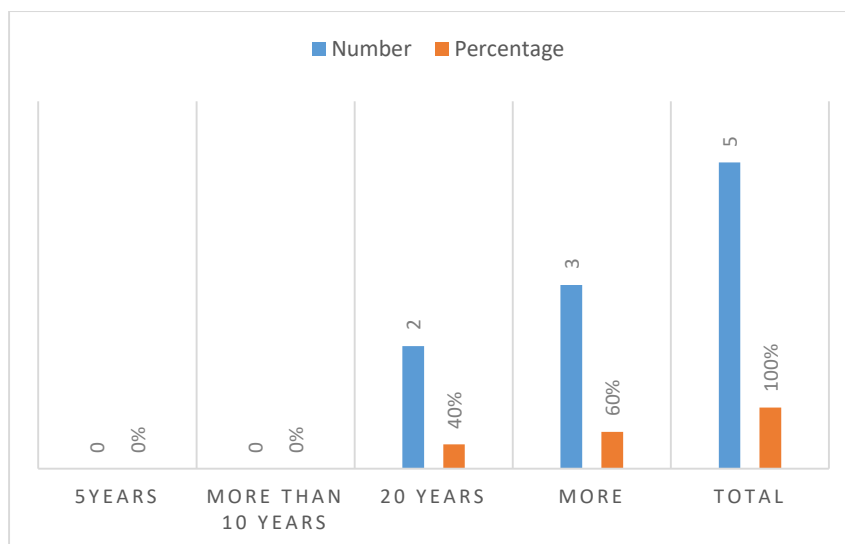
Question 04: How many years of experience do you have in medical education?

- a) 5 years b) more than 10 years c) 20 years d) more

Table 19:

Years of Experience

Answers	Number	Percentage
5years	0	0%
More than 10 years	0	0%
20 years	2	40%
More	3	60%
Total	5	100%



Graph19: Years of Experience

According to the graph above results, 60% of respondents answered to have over 20 years of experience, while 40% reported having 20 years of experience. Not a single responder answered to have 5 years and more than 10 years of experience. The information shows that participants are mostly experienced professionals at a high level.

Section Two: Technology Usage

Question 01: How frequently do you use modern communication technologies in your medical education activities (e.g., video conferencing, simulation software, online modules)?

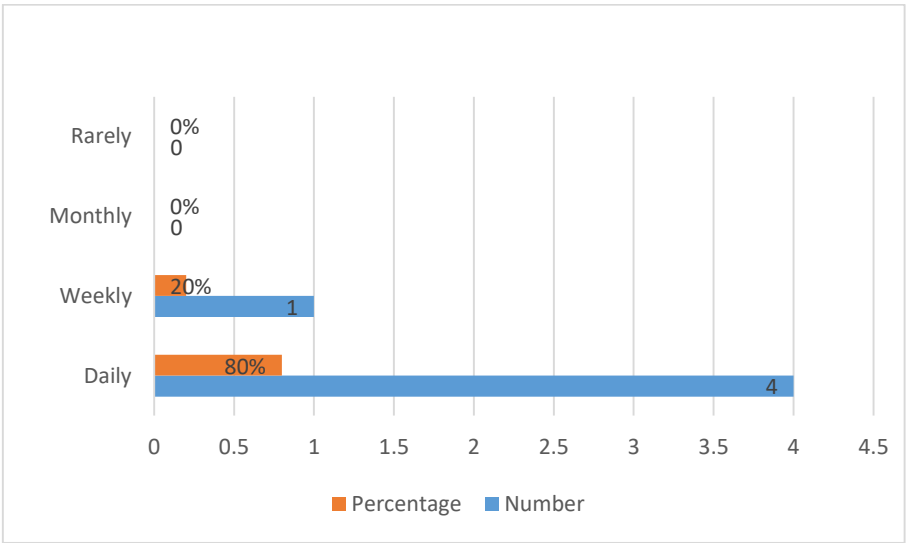
- a) Daily
- b) Weekly
- c) Monthly
- d) Rarely

Table 20:

Frequency of Modern Communication Technologies Usage in Medical Education.

Answers	Number	Percentage
---------	--------	------------

Daily	4	80%
Weekly	1	20%
Monthly	0	0%
Rarely	0	0%
Total	5	100%



Graph20: Frequency of Modern Communication Technologies Usage in Medical Education

From the data collected, one can see that the majority of the respondents are very experienced professionals. The overwhelming 80% of all respondents, which is 4 out of 5, said they engage in the activity daily. Twenty percent of the respondents, or 1 out of 5, said they engage weekly. There were no respondents in the monthly and rare categories. Based on the data, it can be said that the majority tend to have a strong indication of engaging daily.

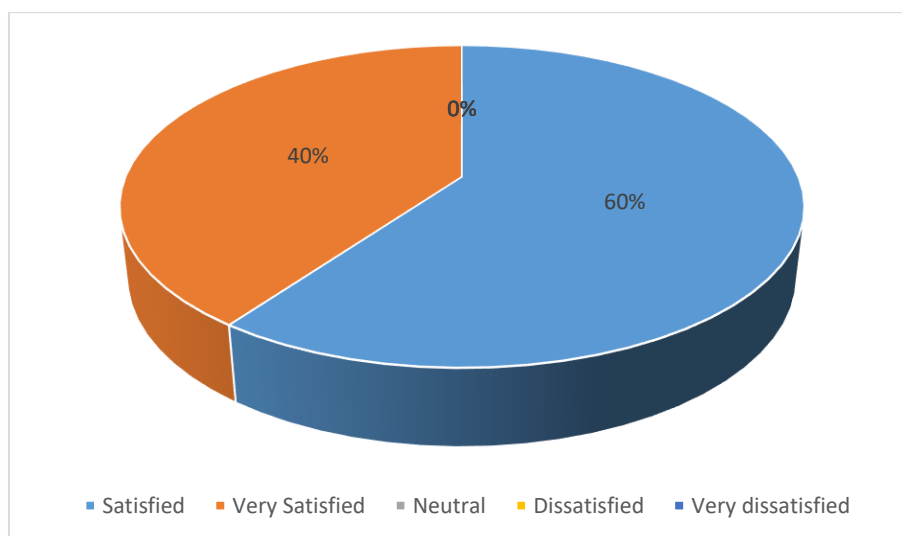
Question 02: How satisfied are you with the current integration of technology to improve communication skills in medical education?

- a) Satisfied b) Very satisfied c) Neutral d) Dissatisfied E) Very dissatisfied

Table 21:

Assessment of the Effectiveness of the Use of Technology in Enhancing Communication Skills in Medical Education.

Answers	Number	Percentage
Satisfied	3	60%
Very Satisfied	2	40%
Neutral	0	0%
Dissatisfied	0	0%
Very dissatisfied	0	0%
Total	5	100%



*Graph21: Assessment of the Effectiveness of the Use of Technology in Enhancing
Communication Skills in Medical Education*

The results of this question showed that 60% of the respondents were satisfied. 40% are highly satisfied, and 0% are neutral, dissatisfied, and extremely dissatisfied. It means that all the subjects involved in this study are satisfied and also evaluate the impact of technological tools on the development of communication skills in medical settings.

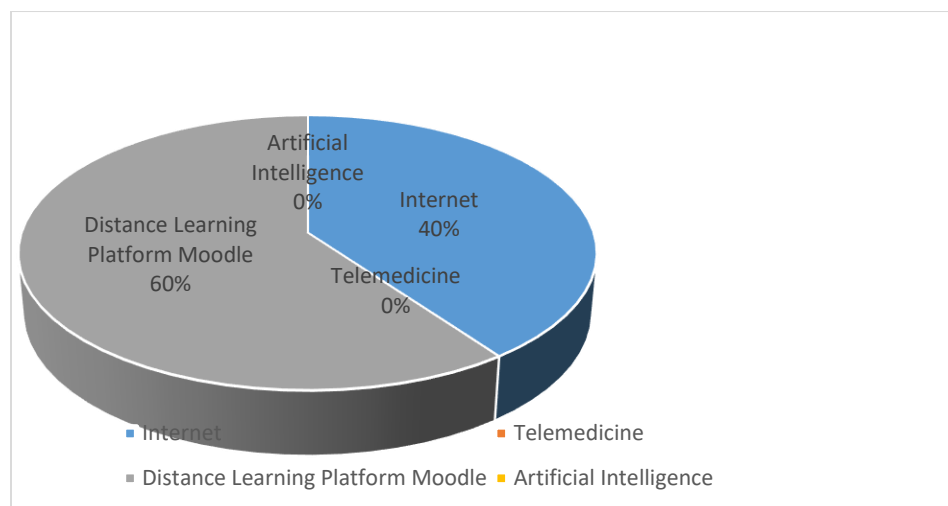
Question 03: Which modern communication technologies do you use most often?

- a) Internet b) Telemedicine c) Distance Learning Platforms Moodle d) Artificial Intelligence

Table 22:

Most Frequently Used Modern Communication Technologies in Medical Education

Answers	Number	Percentage
Internet	2	40%
Telemedicine	0%	0%
Distance Learning Platform	3	60%
Moodle		
Artificial Intelligence	0	0%
Total	5	100%



Graph22: Most Frequently Used Modern Communication Technologies in Medical Education

This graph demonstrates that the majority of the participants responded 60% with the choice "Distance Learning Platform Moodle," though 40% chose "Internet." There were no answers for "Telemedicine" and "Artificial Intelligence." By raising this question we identify the most popular technologies used by participants.

Question 04: Have modern communication technologies enhanced your ability to communicate complex medical concepts effectively?

a) Yes

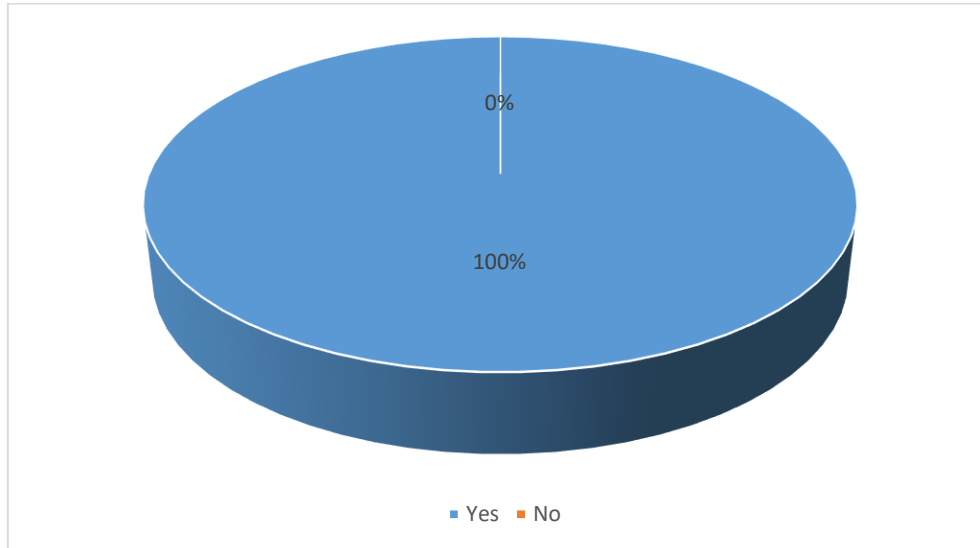
b) No

Table 23:

The effect of modern communication tools on the efficacy of conveying difficult medical concepts.

Answers	Number	Percentage
Yes	5	100%
NO	0	0%

Total 5 100%



Graph 23: The effect of modern communication tools on the efficacy of conveying difficult medical concepts

All respondents (100%) answered "Yes," with no respondents answering "No." This signifies total agreement among the participants regarding the use of Moodle.

Question 05: What are the main challenges you face when utilizing technology to improve communication skills in medical education? (Select all that apply)

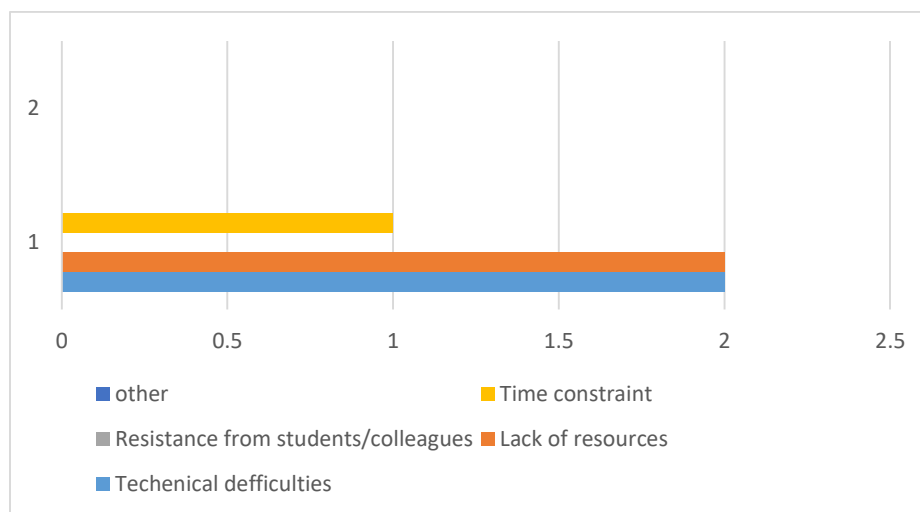
- a) Technical difficulties b) Lack of resources c) Resistance from students/colleagues
- d) Time constraints e) Other (Please specify: _____)

Table24:

Challenges in Utilizing Technology to Enhance Communication Skills in Medical Education

Answers	Number	Percentage
---------	--------	------------

Technical difficulties	2	40%
Lack of resources	2	40%
Resistance from students/colleagues	0	0%
Time constraints	1	20%
Other (Please specify)	0	0%
Total	5	100%



Graph 24: Challenges in Utilizing Technology to Enhance Communication Skills in Medical Education

The graph shows the various problems teachers face. As observed in the data, technical difficulties and lack of resources are the most dominant problems; both problems are mentioned by 40% of the respondents. Furthermore, 20% of the participants also experience time constraints as a major issue. It shows how these technologies impact the effectiveness of using it and shows the challenges faced by users.

Section three: Experience with Moodle

Question 01: Have you used Moodle in your medical education program?

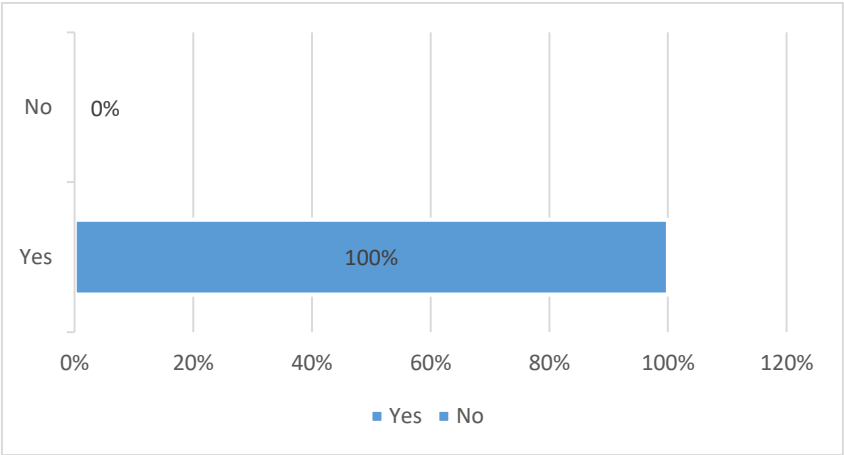
a) Yes

b) No

Table 25:

Usage of Moodle in Medical Education Programs

Answers	Number	Percentage
Yes	5	100%
No	0	0%
Total	5	100%



Graph25: Usage of Moodle in Medical Education Programs

Interestingly, no respondent mentioned resentences from students, colleagues, and any other unnamed problems as main obstacles. That all the respondents answered "Yes" and none

answered "No" is self-evident from the above data. It infers the importance of the use of Moodle in medical education.

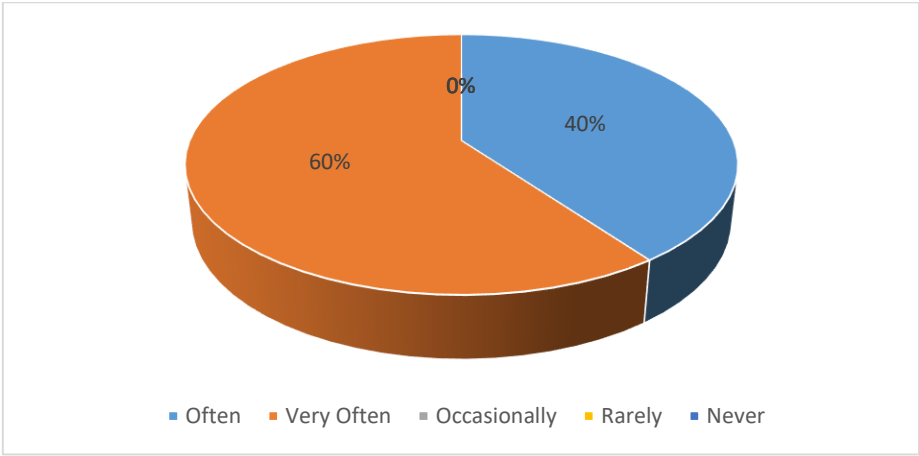
Question 02: How frequently do you use Moodle for communication-related activities?

- a) Often
- b) Very Often
- c) Occasionally
- d) Rarely
- e) Never

Table26:

Frequency of Moodle Use for Communication-Related Activities

Answers	Number	Percentage
Often	2	40%
Very Often	3	60%
Occasionally	0	0%
Rarely	0	0%
Never	0	0%
Total	5	100%



Graph26: Frequency of Moodle Use for Communication-Related Activities

From the question, it is evident that 60% of the respondents answered "Very Often," while 40% answered "Often." The percentage of those who used Moodle for that purpose either occasionally, rarely, or never is zero. Moodle plays a crucial role in facilitating communication and interaction in medical settings.

Question 03: Please rate the following statements based on your experience with Moodle. Use a scale of 1 to 5, where 1 represents "Strongly Disagree" and 5 represents "Strongly Agree."

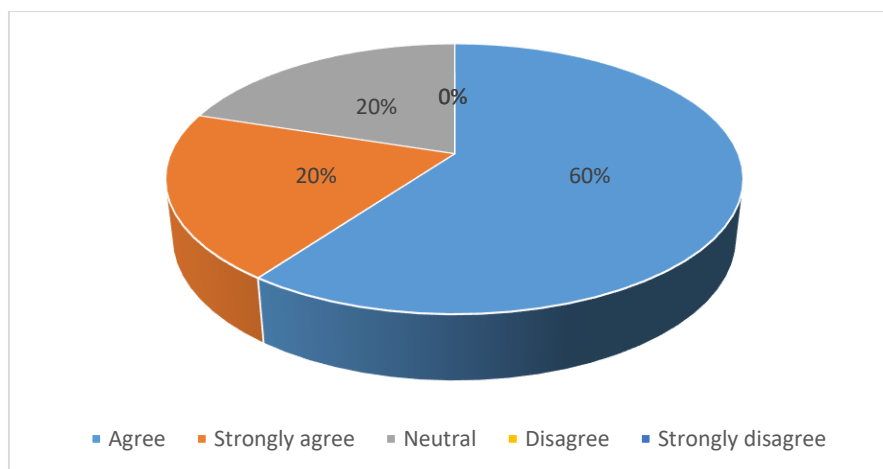
-Moodle has improved my ability to communicate effectively with peers in group discussions.

a) Agree b) Strongly agree c) Neutral d) Disagree e) Strongly disagree

Table 27:

Rating Moodle's Impact on Communication Effectiveness in Group Discussions

Answers	Number	Percentage
Agree	3	60%
Strongly agree	1	20%
Neutral	1	20%
Disagree	0	0%
Strongly disagree	0	0%
Total	5	100%



Graph 27: Rating Moodle's Impact on Communication Effectiveness in Group Discussions

Based on the findings, it is evident that a significant majority of respondents (80%) either agree or strongly agree that Moodle has enhanced their capacity to interact proficiently with peers during group discussions. In addition, a minority (20%) maintained a neutral position regarding this statement. All responders either agreed or strongly agreed with the statement. The data affirm that Moodle has a positive impact and can assist strategies to enhance communication in the medical field.

Question 04: Moodle has facilitated better communication between students and my medical education program instructors.

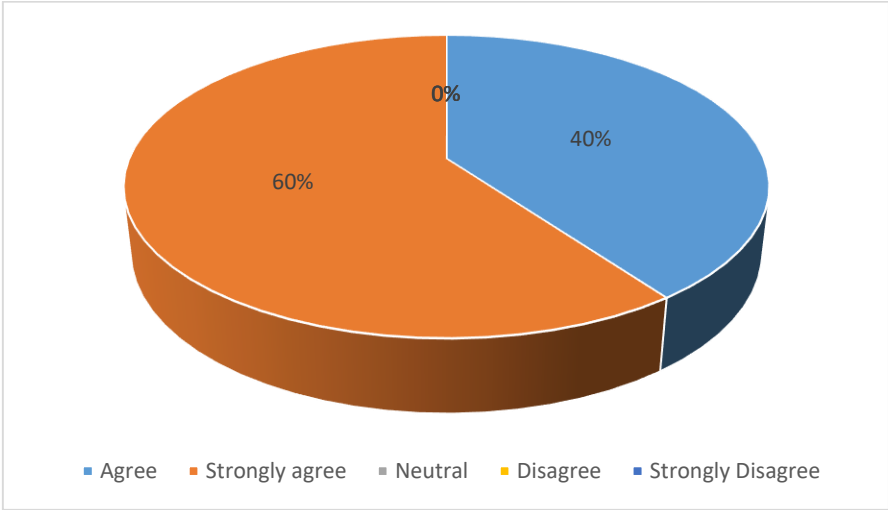
- a) Agree b) Strongly agree c) Neutral d) Disagree e) Strongly Disagree

Table 28:

Evaluating Moodle's Contribution to Enhanced Communication Between Students and Medical Education Program Instructors

Answers	Number	Percentage
---------	--------	------------

Agree	2	40%
Strongly agree	3	60%
Neutral	0	0%
Disagree	0	0%
Strongly Disagree	0	0%
Total	5	100%



Graph 28: Evaluating Moodle's Contribution to Enhanced Communication Between Students and Medical Education Program Instructors

Data Rating of the respondents on the statement, "Moodle has improved their ability to effectively communicate with peers in group discussions." The ratings were from a scale of 1 to 5; where 1 is "Strongly Disagree," and 5 is "Strongly Agree." This shows that most of the participants, 60%, strongly feel that Moodle has helped to develop their ability to successfully communicate in group discussions, while 40% agree with that statement. None of the participants responded

neutrally, disagreed, or strongly disagreed. It provides the continuous use of Moodle among medical staff.

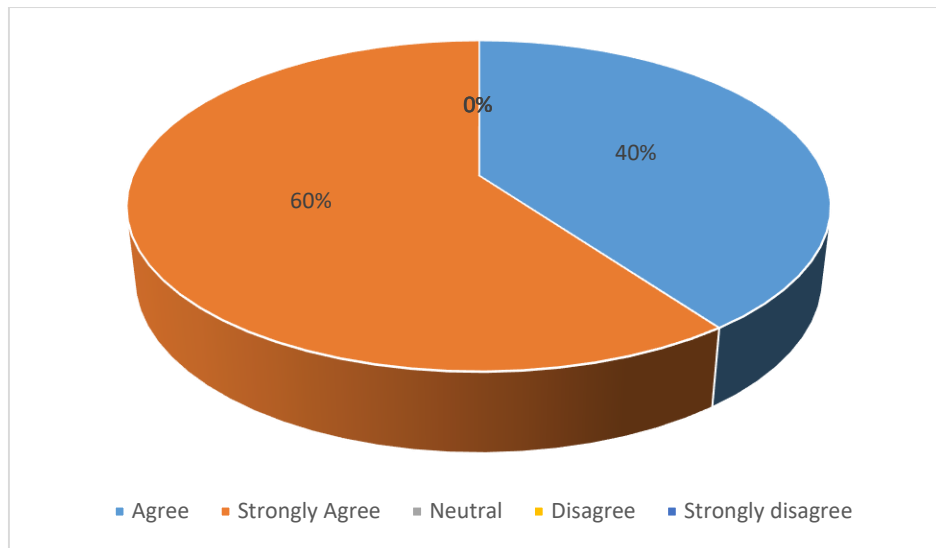
Question 05: Using Moodle has enhanced my written communication skills (e.g., through discussion forums, messaging features, etc.).

- a) Agree b) Strongly agree c) Neutral d) Disagree e) Strongly disagree

Table 29:

Assessing the Impact of Moodle on Enhancing Written Communication Skills in Medical Education

Answers	Number	Percentage
Agree	2	40%
Strongly Agree	3	60%
Neutral	0	0%
Disagree	0	0%
Strongly disagree	0	0%
Total	5	100%



Graph29: Assessing the Impact of Moodle on Enhancing Written Communication Skills in Medical Education

The data indicates that a large number of participants (60%) have a strong belief that their written communication abilities have been enhanced through the use of Moodle, whereas 40% just agree with this claim. All respondents gave either a positive or highly positive opinion. which highlights the successful use of Moodle.

Question 06: Overall, how satisfied are you with using Moodle for communication purposes in your medical education program?

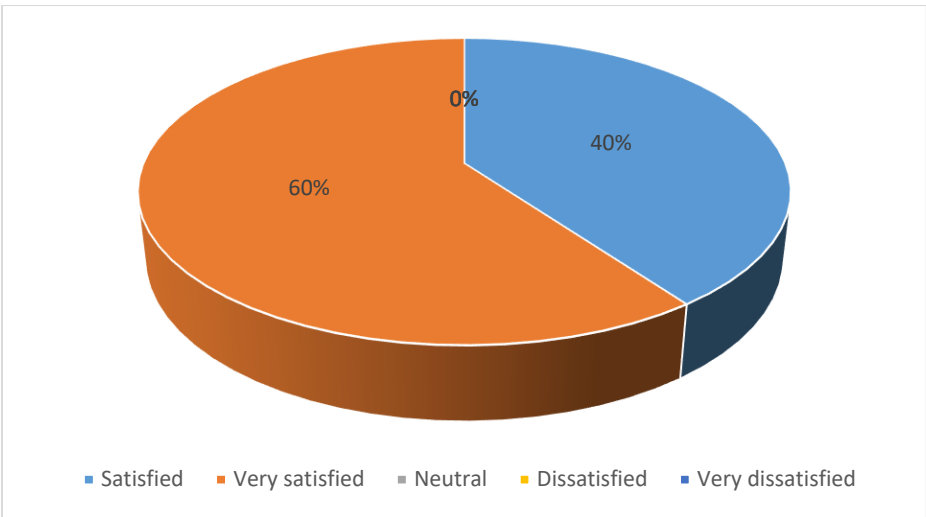
- a) Satisfied b) Very satisfied d) Neutral c) Dissatisfied e) Very dissatisfied

Table30:

Measuring Satisfaction with Moodle for Communication in Medical Education Programs

Answers	Number	Percentage
Satisfied	2	40%

Very satisfied	3	60%
Neutral	0	0%
Dissatisfied	0	0%
Very dissatisfied	0	0%
Total	5	100%



Graph 30: Measuring Satisfaction with Moodle for Communication in Medical Education Programs

The graph below shows the percentage of respondents expressing their level of satisfaction with the use of Moodle for communication in the Medical Education Programme. A large proportion, 60%, of participants reported high levels of satisfaction using Moodle as a means of communication in the Medical Education Programme. 40% were satisfied, and none of the respondents indicated neutral, dissatisfied, or very dissatisfied levels.

Question 07: What additions or changes would you recommend to improve the effectiveness of technology in improving communication skills in medical education?

Moodle is an excellent means of contributing to the development of communication skills in medical education. The teacher can prepare active modules that directly affect the reaction of a simulated patient, making the educational process engaging. Moodle's forums and workshops make possible peer-review activities that enable student to analyze their style of communication without using artificial intelligence. The flexibility of the course framework allows an instructor to assign modules individually, with special attention to those areas that need improvement.

4.2-Discussion of the Main Findings of the Teachers' Questionnaire

A very important questionnaire on this subject was filled out by medical teachers at Biskra University. The outcomes presented several interesting indications. First of all, there was an imbalance in the participation of teachers by gender: females represented 60% of the sample. All respondents were 30 years old or older, and all answered the self-description question as teachers. Of great importance, an overwhelming majority of professors had long experience in teaching medical sciences, as 60% of professors had more than 20 years of experience. When asked about technology use, most instructors use current communication tools regularly, indicating a strong leaning toward the use of technology in their teaching. According to the "The Teachers" report, show that teaching is not an easy occupation to perform by instructors. The majority of teachers, according to the survey's findings, feel that they are overloaded by the job; 68% of them answered that administrative tasks take too much time and 72% expressed—there is not enough time to have professional development and lesson planning. The findings further indicated that 61% of the instructors reported a lack of adequate resources for their classrooms, while 54% of post-secondary

teachers called for more school administrative support. One of the important implications that can be derived from this study is that decision-makers should be listening to these concerns in order to help improve working conditions and job satisfaction for teachers

5-Discussion of the findings related to previous studies

The findings agree with previous research that emphasizes the revolutionary effect of e-learning platforms, such as Moodle, to improve learning experiences and communication skills among medical students. The survey among 30 first-year students of Biskra University Medical Faculty shows the profound influence of Moodle on students' learning processes. The majority of the participants were women between the ages of 20 and 25 years, and they all mentioned using Moodle regularly, with high levels of satisfaction with the tool. The findings are in line with studies indicating that technologies of e-learning in medical education have several advantages; among them are creating dynamic and highly interactive educational environments in learning. (Clark & Mayer, 2016)

Although the students got a great response, they faced other challenges, including technology issues, lack of resources, and resistance from their classmates and instructors. These challenges underline the need for improved infrastructure and support identified by Ward (2001) in his emphasis on similar barriers to implementing technologies for education. Improvement ideas by students (to include improved access and instructor training) this underlines the need for continuous professional development and resource allocation to maximize the benefits of e-learning platforms.

The teachers' questionnaire revealed more information and made evident a gender gap with a higher number of females and highlighted the fact that the majority of instructors have significant

knowledge. All respondents were above 30 years of age, and 60% had more than 20 years of experience in teaching medical sciences. The above demographic information is important because it reveals that more experienced instructors tend to support the idea that technology should become part of their teaching methods. This is supported by existing literature (Rasool, 2021). A high satisfaction rate from instructors with Moodle was received, especially in its ability to enhance communication skills. The finding is consistent with the existing literature and again shows that e-learning modalities are effective in enhancing both verbal and written communication skills of students in medical education (Clark & Mayer, 2016).

However, there was a recognition of technology concerns, and resource constraints that needed to be addressed by improvements. The problems identified in the literature are part of an extensive record that overall indicates a need for educational institutions to provide more technical support and infrastructure. (Ward, 2001)

Findings from students and instructors underline the crucial importance of technology in modern medical education, especially in improving communication skills. At the same time, they underline the need for further improvement and support in overcoming the identified challenges. These findings agree with the broader scope of this study that supports a comprehensive approach embracing technology progress, developing academic resources, and building improvement which would help unlock the full potential of e-learning sites like Moodle in medical education.

6-Limitations of the Study

In any research study, the researchers can face several limitations that can cause difficulties in conducting the research. Some limitations have been faced in the current study. The most prominent of these is the problem encountered in the process of collecting the necessary data for

the practical part of the research work specially with teachers in medicine faculty because they teach in other faculties, Another problem is faced during the collection of data from the questionnaire which is administrated to the students is their credibility of answers to the questionnaire since some of them did not provide us with evident data; some of them did not justify their answers when this was needed. also lack resources, particularly books.

7-Recommendations for future study

Thus, according to the results of the present study, many recommendations can be suggested here for the teachers as well as for the students:

7.1-For Students

- are recommended to strengthen their technological training to avoid problems coping with online learning.
- Students should see the comments of the teachers to avoid the same mistakes.
- Students are advised to increase their awareness about the proper utilization of technology.
- Offer workshops or tutorials to help students build basic computer skills.

7.2-For Teachers

- Teachers are suggested to find new strategies for teaching writing online where both student and teacher can interact with each other.
- Teachers should work on extending their knowledge in terms of dealing with the concept of online teaching.
- Encourage student discussions, group work, and community building through the use of tools in Moodle that facilitate interaction.

- Use both a mixed approach of online and in-class activities to complete an integrated approach to teaching.

8-Conclusion

This chapter discussed the fieldwork of our academic aim, which has to do with using modern communication technology to enrich the communication skills of medical education, particularly through platforms like Moodle. It examined the perceptions of both the targeted students and teachers on the implementation of these technologies. The chapter explained, analyzed, and discussed the questionnaires given to teachers and students. The results revealed that students are not well prepared to be instructed remotely, and the teachers are not satisfied with conducting EFL instruction online using Moodle. Therefore, these results strongly agree with the stated hypothesis. Lastly, the chapter provided recommendations for the students and teachers to enhance and effectively conduct online teaching, aiming to make it successful and tangible.

General Conclusion

Online teaching is a modern and essential method of education that allows students to learn independently from their tutors. Thus, it enhances the autonomy of learners to learn freely. Different kinds of education exist that may suit a variety of students. Online learning, on the other hand, shifts the learning responsibility from teachers to learners as their functions change the learning and instructional process. This research aimed to gauge the degree of teachers' and students' knowledge regarding the utilization of e-learning and digital technologies and to identify how much these tools enhance their communication skills and performance in remote learning and teaching. The main objective of this research has been to explore and interpret the opinions and beliefs of teachers and students on the instruction of English as a Foreign Language to medical students through online means using the Moodle platform.

The theoretical chapter is divided into two main parts. The main focus of the first part is on the definition of technology, especially new technologies that have been used within the framework of e-learning. Furthermore, it underlines the pros and cons of online learning and the opinions of different researchers working on this theme. The second part is dedicated to the issues relating to

the utilization of the Moodle platform for medical education. It looks at its definition, implementation in medical education.

Chapter two analyzes and explains the collected data. The research investigates teachers' and students' perceptions and opinions towards the usage of the Moodle platform for teaching EFL in a virtual environment to medical students. The perceptions are probed by the analysis and interpretation of questionnaires administered to first-year medical students and medical teachers in the Department of Medicine at Biskra University. The findings of this survey indicate that a great majority of professors and student's express dissatisfaction with online education delivered through the Moodle platform.

They defend their opinion with some arguments such as lack of knowledge of computers, lack of training on how to use Moodle, technical issues, poor internet connectivity, and lack of body interaction. The findings also show that most teachers said that it was hard to assess students online because it is not reliable and valid in the Algerian situation. In addition, most students complained that they experienced difficulties because of the insufficient explanation of the teachers. Therefore, they emphasized recalling the teachings over understanding. Hence, it can be said that the data collected from the questionnaires have strongly confirmed the hypotheses mentioned before.

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Appendices

Questionnaire:

Exploring Modern Communication Technologies in Medical Education For Learning EFL: A Case Study of Biskra University's Faculty of Medicine

Dear Participant,

Thank you for participating in this survey aimed at assessing the effectiveness of modern communication technologies in medical education. Your input is valuable in understanding the impact of technology on communication skills development. Please answer the following questions honestly and to the best of your ability.

1-Demographic Information:

Gender:

-Male

Female

Age:

-Under 20

-From 20 to 25

-From 25 to 30

-Over 30

Educational or professional Background:

-Medical student

-Teacher

Years of Experience in Medical Education:

-5 years

-more than 10 years

-20years

-more

Section One: Technology Usage:

1-How frequently do you use modern communication technologies in your medical education activities (e.g., video conferencing, simulation software, online modules)?

-Daily

-Weekly

-Monthly

-Rarely

2- How satisfied are you with the current integration of technology to improve communication skills in medical education?

-Satisfied

-Very satisfied

-Neutral

-Very dissatisfied

-Dissatisfied

3-Which modern communication technologies do you use most often?

-Internet

-Telemedicine

-Distance Learning Platforms Moodle

-Artificial Intelligence

4-Have modern communication technologies enhanced your ability to communicate complex medical concepts effectively?

-Yes

-No

5- What are the main challenges you face when utilizing technology to improve communication skills in medical education? (Select all that apply)

-Technical difficulties

-Lack of resources

-Resistance from students/colleagues

-Time constraints

-Other (Please specify: _____)

Section Two: Experience with Moodle:

1- Have you used Moodle in your medical education program?

-Yes

-No

2- How frequently do you use Moodle for communication-related activities?

-Often

-Very often

-Occasionally

-Rarely

-Never

3-Please rate the following statements based on your experience with Moodle. Use a scale of 1 to 5, where 1 represents "Strongly Disagree" and 5 represents "Strongly Agree."

-Moodle has improved my ability to communicate effectively with peers in group discussions.

-1 (Agree)

-2 (Strongly agree)

-3 (Neutral)

-4 (Disagree)

-5 (Strongly disagree)

4-Moodle has facilitated better communication between students and instructors in my medical education program.

-1 (Agree)

-2 (Strongly agree)

-3 (Neutral)

-4 (Disagree)

-5 (Strongly disagree)

5-The use of Moodle has enhanced my written communication skills (e.g., through discussion forums, messaging features, etc.).

-1 (Agree)

-2 (Strongly agree)

-3 (Neutral)

-4 (Disagree)

-5 (Strongly disagree)

6-Overall, how satisfied are you with the use of Moodle for communication purposes in your medical education program?

-Satisfied

-Very Satisfied

-Neutral

-Dissatisfied

-Very Dissatisfied

7-What additions or changes would you recommend to improve the effectiveness of technology in improving communication skills in medical education?

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-Thank you for participating in this survey. Your feedback is valuable. 😊

ملخص

اللغة الإنجليزية اليوم هي لغة التواصل المشتركة في المؤسسات الجزائرية. وقد نشرت وزارة التعليم العالي والبحث العلمي توجيهاً جديداً يتعلق باستخدام اللغة الإنجليزية داخل الجامعات في المجال الطبي. تهدف الدراسة الحالية إلى استكشاف تقنيات الاتصال الحديثة في التعليم الطبي في كلية الطب بجامعة بسكرة لتعلم اللغة الإنجليزية كلغة أجنبية. وتهدف إلى تحديد كيفية تأثير التعلم عبر الإنترنت على مهارات الاتصال لدى الطلاب. وبناءً على ذلك، يتم طرح سؤالين بحثيين: (1) ما هي التقنيات الحديثة التي يستخدمها الطلاب والمعلمون في كلية الطب بجامعة بسكرة؟ (2) هل كانت منصة مودل فعالة في تدريس اللغة الإنجليزية كلغة أجنبية عبر الإنترنت؟ قد تكون الاستراتيجية الكمية مناسبة تماماً لمعالجة أسئلة الدراسة. تم توزيع الاستبيان على عينة مكونة من 30 طالباً طبيباً و5 معلمين، وستشمل الأسئلة المغلقة مع خيارات استجابة محددة مسبقاً، مما يسمح بتحليل البيانات الكمية. سيتم تصميم الأسئلة لتقييم الفعالية المدركة لمنصة مودل في تحسين مهارات الاتصال. تؤكد النتائج من الطلاب والمعلمين على الأهمية الحاسمة للتكنولوجيا في التعليم الطبي الحديث، وخاصة في تحسين قدرات الاتصال. ومع ذلك، يؤكدون أيضاً على الحاجة إلى التحسينات المستمرة والمساعدة للتعامل مع الصعوبات المحددة. تتفق هذه النتائج مع نطاق الدراسة الأوسع، الذي يدعم نهجاً شاملاً يدمج تقدم التكنولوجيا، والتطوير الأكاديمي، وتحسين المباني للاستفادة الكاملة من قدرات منصات التعلم الإلكتروني مثل مودل في التعليم الطبي. بشكل عام، يتم قبول تقنيات الاتصال الحديثة على نطاق واسع وتعتبر مفيدة. ومع ذلك، هناك مجالات محددة يمكن إجراء تحسينات مستهدفة فيها لتعزيز فائدتها في التعليم الطبي وفقاً لاستبيان الطلاب أما المعلمون فيظهرون رضاهم عن استخدام مودل

الكلمات المفتاحية: التعليم الطبي، تقنيات الاتصال الحديثة، منصة مودل، اللغة الإنجليزية كلغة أجنبية.

Résumé

Aujourd'hui, l'anglais est la langue commune de communication dans les institutions algériennes. Le ministère de l'Enseignement supérieur et de la Recherche scientifique a publié une nouvelle directive concernant l'usage de l'anglais au sein des universités dans le domaine médical. La présente étude vise à explorer les technologies modernes de communication dans l'enseignement médical à la Faculté de médecine de l'Université de Biskra pour l'apprentissage de l'anglais comme langue étrangère. Il vise à déterminer comment l'apprentissage en ligne affecte les compétences de communication des étudiants. Ainsi, deux questions de recherche sont posées :

- (1) Quelles technologies modernes sont utilisées par les étudiants et les enseignants de la Faculté de Médecine de l'Université de Biskra ? (2) La plateforme Moodle a-t-elle été efficace pour enseigner l'anglais comme langue étrangère en ligne ?
- Une stratégie quantitative peut être bien adaptée pour répondre aux questions de l'étude. Le questionnaire a été distribué à un échantillon de 30 étudiants en médecine et 5 enseignants, et comprendra des questions fermées avec des options de réponse prédéterminées, permettant une analyse quantitative des données. Les questions seront conçues pour évaluer l'efficacité perçue de la plateforme Moodle dans l'amélioration des compétences en communication. Cependant, ils soulignent également la nécessité d'améliorations continues et d'assistance pour faire face aux difficultés identifiées. Ces résultats sont cohérents avec la portée plus large de l'étude, qui soutient une approche globale intégrant le progrès technologique, le développement académique et l'amélioration des

bâtiments pour tirer pleinement parti des capacités des plateformes d'apprentissage en ligne telles que Moodle dans l'enseignement médical.

Les mots clés : éducation médicale, technologies de communication modernes, plateforme Moodle, l'anglais comme langue étrangère.