

## The Importance of Needs Assessment in Medical Studies at El Marj University: An Analysis of Students' Perspectives on Their Needs for an Effective ESP Course

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أهمية تقييم الاحتياجات في الدراسات الطبية بجامعة المرج: تحليل لوجهات نظر الطلاب  
حول احتياجاتهم لدورة فعالة في اللغة الإنجليزية لأغراض خاصة

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### Abstract:

Recent studies emphasize the importance of English for specific purposes (ESP) needs assessments in enhancing educational outcomes for medical students, as these assessments enable instructors to tailor language instruction to address specific healthcare needs. Effective ESP programs equip students with essential language skills for patient care and professional collaboration. This research employed a descriptive analysis through mixed-methods approach, utilizing questionnaires and interviews to gather data. The study involved 60 medical students, and quantitative and qualitative analyses were conducted. Research shows that medical students need an ESP program focused on improving vocabulary, reading skills, and speaking abilities through vocabulary practice, providing more chances for practical application, and dedicating enough instructional time. These insights guide the development of more targeted and effective ESP curricula to meet the specific linguistic demands of medical education.

**Keywords:** English For Specific Purposes, Need Assessment, English For Medical Purposes.

### المخلص

تؤكد الدراسات الحديثة على أهمية تقييم احتياجات اللغة الإنجليزية لأغراض خاصة في تحسين النتائج التعليمية لطلاب الطب، حيث تتيح هذه التقييمات للمدرسين تخصيص تعليم اللغة ليتماشى مع الاحتياجات الخاصة بمجال الرعاية الصحية. تُزوّد البرامج الفعالة الطلاب بمهارات اللغة الأساسية اللازمة لرعاية المرضى والتعاون المهني. اعتمد هذا البحث على تحليل وصفي باستخدام منهجية متعددة الطرق، شملت الاستبيانات والمقابلات لجمع البيانات. شارك في الدراسة 60 طالباً من طلاب الطب، وتم إجراء تحليلات كمية ونوعية للبيانات. أظهرت النتائج أن طلاب الطب يحتاجون إلى برنامج ESP يركز على تعزيز المفردات، واستراتيجيات القراءة، وتحسين مهارات التحدث من خلال ممارسة المفردات، وزيادة فرص التطبيق العملي، وتوفير وقت كافٍ للتدريس. توفر هذه الرؤى إرشادات لتطوير مناهج ESP أكثر استهدافاً وفعالية لتلبية المتطلبات اللغوية المحددة في التعليم الطبي.

**الكلمات المفتاحية:** اللغة الإنجليزية لأغراض خاصة، تقييم الاحتياجات، اللغة الإنجليزية لأغراض طبية.

## Introduction

In medical education, strong proficiency in English for Specific Purposes (ESP) has become increasingly essential. As English serves as the primary language for medical research, documentation, and global communication in healthcare, medical students need specialized language skills to thrive in academic and clinical settings. These skills go beyond basic medical vocabulary; they include the ability to engage in complex clinical interactions, accurately document patient histories, and critically interpret medical literature. An ESP needs assessment acts as a fundamental tool to identify the exact linguistic and communication skills medical students require. By systematically assessing the gap between students' current language abilities and the requirements of medical practice, educators can design ESP curricula that align with actual workplace expectations. This is particularly significant as medical students must be prepared for varied scenarios, including interacting with international peers, understanding complex medical research, and effectively communicating with patients from diverse backgrounds. Recent research highlights the importance of ESP needs assessments in enhancing educational outcomes, and supporting students in developing essential language skills for patient care and professional collaboration [1]. To fulfil these requirements, it is crucial to assess the specific English language needs of medical students, ensuring that ESP programs are both relevant and adaptable to the practical demands of their future careers. Therefore, this study examines the perceptions of medical students at El Marj University regarding their English requirements to identify essential areas for the development of the ESP curriculum. This study also discusses the importance of ESP courses in medical studies as well as the importance of needs analysis which helps to inform the development of ESP curricula that are both relevant and responsive to the realities of medical practice.

### Research questions

- 1-To what extent ESP course is important for medical students?
- 2-What are the most effective skills that medical students need to master?
- 3-What are the common problems that face medical students?
- 4-What are students' perceptions of ESP and what do they need to study?

To discuss the research questions, it is important to examine firstly how ESP courses are important for medical students and then discuss the importance of conducting needs analysis to improve ESP courses for medical students

### English for Specific Purposes in Medical Education

Before going in-depth with the aim of this paper, it should first review the necessity of English in medical courses and how students will benefit from mastering English in their future studies and their future careers. English has become an international language of science and medicine in the twentieth century. Many studies of medical courses have been produced in English Kang [2] thinks that the majority of medical studies are conducted in English. The significance of English in the field of medicine makes room for and helps prepare for the emergence of English for Medical Purposes (EMP), another branch of ESP. Most EMP researchers, like Master [3] and Ferguson [4] look into the value of spoken English in conferences, written medical case reports, and communication. Joesba and Ardeo [5] emphasize the use of EMP in medical education since it will enable medical students to read medical literature, and papers, and write English articles. They will also be prepared to participate in debates in the classroom and at international conferences on medicine. In their future careers, they will also be able to write prescriptions and the histories of their patients. In medical contexts, ESP aims to equip students with the language skills necessary for effective communication within healthcare settings. This includes specialized vocabulary, professional communication strategies, and an understanding of medical texts such as research papers, patient records, and clinical guidelines. To have ESP courses effectively, it should depend on authentic, discipline-specific resources, as described by Dudley-Evans and St. John [6], which enhance student engagement and applicability. Relevant resources—such as case studies, medical journals, and practical scenarios—can aid students in applying their language skills to real-world medical contexts.

EMP courses are ESP courses that should be designed with the needs and goals of the learners in mind, according to Lodhi et al. [7], the ESP course ought to improve medical students' communication skills. It ought to be built using problem- and content-based learning instructional approaches. Real-world communication should be used in medical classrooms. In order to achieve an effective EMP course, medical terminology should be used together with technology that encourages students to interact with real materials.

Unlike general English instruction, medical ESP programs equip students with targeted vocabulary, structures, and communication skills essential for effective patient interactions, accurate medical documentation, and understanding scientific literature [6]. These programs emphasize both language acquisition and contextual comprehension, allowing students to interact meaningfully and confidently in their professional environments [8].

## **The Importance of Needs Assessment**

Hutchinson and Waters [9] argue that learners' needs must be considered as a crucial factor when implementing an ESP course program. Since the student is central to the learning process, their individual needs must be taken into account. Early on, Schumann & Schumann [10] pointed out that every student has unique preferences regarding what they need to learn and how they prefer to learn it. There is a strong connection between ESP and needs analysis, with Robinson [11] suggesting that needs analysis should focus on identifying students' specific desires for their courses. Johns and Dudley-Evans [12] agree that ESP is tailored to meet the distinct needs of students. Richards and Rodgers [13] conceptualized (ESP) as an approach designed to address the language needs of learners who require English to perform specific tasks or roles (such as those of a student, engineer, or nurse). The focus of ESP is on helping learners acquire relevant content and practical skills through English, rather than on learning the language purely for its own sake. The terms "needs" and "analysis," being inherently subjective, are combined to provide a precise description of needs analysis. For example, Hutchinson and Waters [9] define needs as what learners require, want, or don't want. Brindley [14:56] offers another definition: "the gap between what the learners' actual needs are and what should be taught to them." Therefore, needs analysis involves understanding what learners need to learn through practical communicative tasks. Robinson [11] emphasizes that needs analysis is a fundamental component of ESP, and it is essential to consider both the goals and needs of learners.

Needs assessment, a structured process of identifying and evaluating language deficiencies, is essential for developing ESP curricula. By conducting needs assessments, educators can identify specific challenges students may face, such as understanding medical terminology, mastering documentation, or improving patient communication. The research underscores the advantages of needs assessments in customizing ESP courses, leading to improvements in students' language skills and readiness for professional interactions [9]. In medical education, where accurate communication is vital for patient safety and care quality, conducting thorough needs assessments is especially crucial. By pinpointing specific learning needs, medical schools can implement targeted strategies to meet these evolving demands. This kind of analysis is backed by research on ESP curriculum creation, which emphasizes the success of needs-based course design in enhancing learning results and career preparedness for students in particular disciplines [9]; Basturkmen, [15]. Recent research like Gordon & Clelan [16] also highlight how needs assessment helps educators design learning opportunities that align with students' clinical experiences and the realities of patient care, building competencies crucial for safe and effective practice.

A detailed review of needs assessment research in medical education highlights the importance of considering both students' viewpoints and performance metrics. Experts emphasize the need for more comprehensive and varied methods that not only collect student feedback but also include input from faculty and clinical environments. This broader approach ensures that medical curricula remain relevant and effective, adapting to the changing needs of healthcare and the diverse learning styles of students [17]. By integrating these diverse perspectives, educational programs can better align with both academic and professional expectations.

### **Materials and methods**

This study included 60 third-year medical students from the El Marj Faculty of Medicine at Al-Marj University. To obtain a representative sample, participants were randomly selected from the larger student population. Third-year students were specifically chosen due to their substantial experience in the medical program, which positions them well to identify specific needs and expectations for the (ESP) course. This selection criterion aimed to gather insights from students who are likely to have a clear understanding of the language skills essential for their field.

This study follows a descriptive approach, to systematically document a phenomenon or population. It emphasizes an in-depth examination of the subject's characteristics, behaviors, or conditions without altering any variables. According to Nunan [18] combining multiple data collection methods, such as questionnaires and interviews, can enhance the reliability and validity of research findings. Therefore, this study employs various data collection methods to improve accuracy and reliability. The initial instrument employed in the research is a needs analysis questionnaire of medical students. Needs analysis, especially in ESP, is crucial for tailoring course content to meet both immediate academic and future career goals aimed at collecting an in-depth understanding of the students' views regarding their (ESP) course.

This survey contains ten questions of different types, featuring yes/no questions as well as open-ended ones. The variety of question types is designed to obtain wide selection of responses, enabling participants to give simple answers as well as more detailed interpretations. On the other hand, the second method of collecting data is an interview which is mainly set of structured interview questions for students. These interview questions were designed to gather data from seven participants which is

slightly different from the items included in the questionnaire. This section analyses the data and discusses the findings from a questionnaire and interview designed to assess the needs of medical students. The analysis aims to identify key elements that contribute to students' overall satisfaction and engagement in ESP courses.

In this study, quantitative and qualitative analytical approaches will be utilized to enhance the reliability and validity of the results. Quantitative analysis provides objective metrics and statistical insights, facilitating the discovery of patterns and trends that can be applied to a broader population. Utilizing statistical methods, quantitative data offers a robust basis for comparing variables and assessing the strength of connections within the data set Creswell, [19]. Quantitative analysis proves particularly beneficial for improving objectivity, as it minimizes researcher bias and bolsters conclusions with statistical data [20].

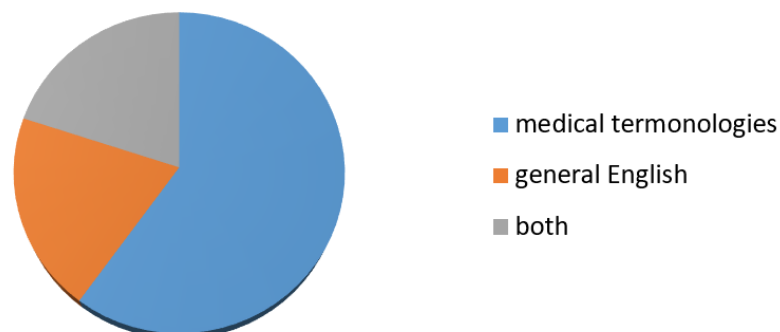
In addition, qualitative analysis offers an in-depth contextual insight by seizing the nuances and intricacies of participants' replies. It enables researchers to investigate the intricacies of human experiences, empowering participants with a voice and providing an understanding of their viewpoints, convictions, and motivations [21]. This is crucial for grasping the "why" and "how" regarding the data, allowing for a more profound interpretation of elements that may not be apparent through quantitative data alone (Patton, [22]). Utilizing both quantitative and qualitative methods in mixed-methods approach enhances the strength of the research outcomes. Mixed-methods research benefits from methodological triangulation, in which various data types support one another, enhancing the credibility of the study [23].

### Results and discussion

This section highlights the results from a structured survey designed to assess the requirements of medical students in (ESP) courses. The main aim of the analysis is to determine the essential elements that influence students' overall contentment and involvement in the ESP program. Using descriptive and inferential statistics will help to analyse student' feedback regarding several factors, including the importance of English, course material, the implementation of resources to their discipline, and time given for the course.

The first two questions of the questionnaire focused on how important English is to the participants. These questions aimed to emphasize the idea that (ESP) should be tailored to students' fields of study to enhance essential skills, as suggested by [9] Specifically, the purpose of these questions was to gauge whether English holds significant importance for medical students or not. Most participants agreed that learning English is vital for both their future careers and their success in medical studies. Pritchard and Nasr ([24]: 246) underscore that "English is of particular importance for science students because it is the principal international language" and also the language of many medical textbooks.

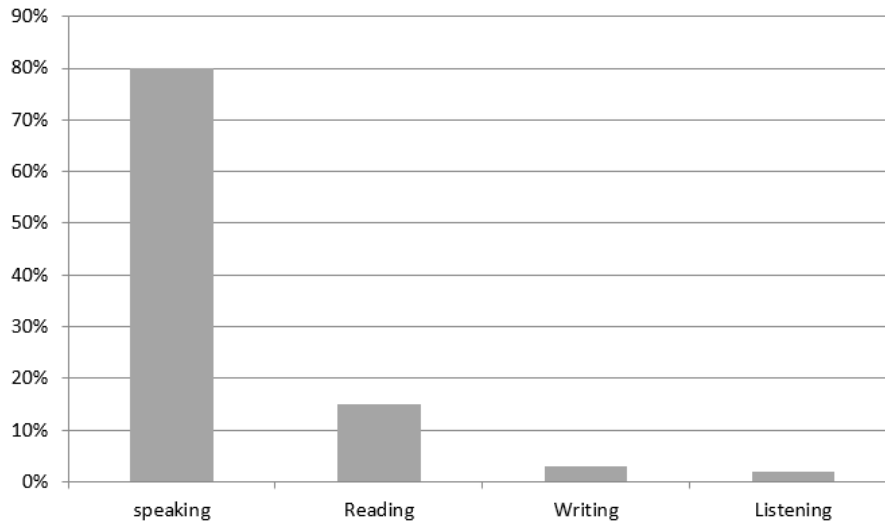
The third question in the questionnaire asked participants about their preferred type of English, specifically to determine the particular focus they desire for an effective ESP course. As seen in Figure (1), the majority indicated a preference for learning medical terminology, showing a strong inclination toward incorporating specialized vocabulary in English courses geared toward medical studies. This aligns with recent findings, such as those by Belcher [25] who emphasized that ESP courses are most effective when designed around the specialized needs of learners within their fields, such as medical terminology for healthcare students. This preference suggests that participants value acquiring language skills closely related to their professional domain, reinforcing the importance of a tailored ESP approach.



**Figure (1):** Type of English that medical student wants.

Question 4 in the questionnaire focused on which language skills that medical students consider to be essential for reaching their goals in English within medical courses. Notably, from Figure (2) almost 80% of respondents prioritized speaking skills, recognizing it as vital for effective communication,

gathering patient histories, and building trust with patients, which are essential in healthcare contexts. In contrast, only 3%, and 2% cited writing skills and listening respectively, feeling it would be less relevant to their careers, while 15% chose reading. The emphasis on speaking reflects the belief that verbal communication supports collaboration within healthcare teams and fosters empathy with patients, who feel more at ease when language barriers are minimized. Research indicates that mastering speaking skills enhances these crucial interactions in medical settings, aligning with the communicative demands of the profession [25]; [26]. In addition, these findings support that of Kayaogh and Pagakbds [27] concluding that speaking was perceived as the most important skill to acquire for medical students at Karadeniz Technical University in Turkey.



**Figure (2):** which skills are the most important to master?

In analysing question 5 regarding the importance of grammar in medical ESP courses, approximately as shown in Table (3) 87% of participants responded affirmatively, indicating a strong belief in the value of grammar knowledge. This preference aligns with recent research by Flowerdew and Costley [28], which highlights that grammar proficiency supports students' ability to navigate complex academic texts and write precisely in clinical settings. One important response was emphasized that grammar serves as "the base of the language" and aids in understanding clinical cases and academic writing. Their responses underscore the role of grammar in developing discipline-specific language skills, a sentiment echoed in recent studies stressing its foundational role in effective professional communication [29].

**Table (3):** The importance of grammar in ESP medical course.

Response	Percentage
Yes	87%
No	10%
No answered	3%

The participants who have enrolled English classes at the university level, to analyze their feedback about "Are you satisfied with your course content?"; as in Figure 4 with 78% of students indicating dissatisfaction with the content of the course which mainly focused on authentic text reading with different vocabularies related to their subject, In addition to some grammar rules.

**Table (4):** To what extent are you satisfied with the English course content?

	Percentage
Satisfied	22%
Not satisfied	78%

The results from question 7 indicate that the majority of students believe the existing arrangement of two hours each week for their (ESP) course is insufficient for substantial involvement. They propose lengthening the course to eight hours each week to enable more thorough practice and to effectively interact with the genuine materials that are included in the curriculum. Research on ESP course design highlights the necessity of matching course duration to learners' needs since restricted class time can

hinder the growth of language abilities and the use of newly acquired vocabulary and ideas of [6, 9]. It is essential to align the course framework, including designated hours, with the requirements of students' specific disciplines, as inadequate time can impede the learning process, restricting students' capacity to cultivate relevant skills for practical use [15]. By tackling the scheduling constraints of the course, ESP programs can more effectively provide to students' needs and enhance results, as studies consistently indicate a direct link between course length and improvements in language proficiency [8] It is advised that ESP course developers consider student feedback regarding time distribution to guarantee effective language growth suited to their academic and professional needs.

To address this question thoroughly, the answers need to be organized by the skills required (reading, writing, speaking, and listening) in order to identify the particular language difficulties students, encounter in a medical English setting. Around 80% of individuals believe they need extra help or practice when it comes to reading medical articles, as they find it to be the most challenging area due to struggles in understanding specialized documents. This could be attributed to their lack of familiarity with medical terms and complex sentence structures commonly found in scientific literature. Research conducted by [8] and [15] highlight that grasping specialized terminology and intricate medical texts necessitates vocabulary enhancement and comprehension techniques in an ESP curriculum since these abilities are crucial for achieving academic success in medicine. In analysing question 9, the responses reveal specific challenges that students face in learning English within their medical studies. The participants were asked to choose more than one. The distribution of their responses suggests varied but interconnected areas of difficulty:

**Lack of Vocabulary:** notable response of students who recognized vocabulary as a major difficulty, which corresponds with results in ESP studies showing that vocabulary learning is essential for understanding in specialized areas such as medicine. ESP researchers such as [15] highlight that medical terminology and specialized lexicon frequently pose challenges for students because of their specificity and prevalence in professional documents, making focused vocabulary teaching essential in ESP programs. [8] additionally emphasizes the significance of field-specific terminology as essential for reading, writing, and effective communication in medical settings. **Insufficient Practice: (25%)** A quarter of the students pointed out the problem of inadequate practice, highlighting a lack of chances to utilize language abilities. Practice-oriented learning is essential for language acquisition, as emphasized by [15] and [9] who note that language learning is strengthened by regular and context-specific practice. Consistent, engaging language practice is crucial for building fluency and confidence, particularly in ESP courses where abilities must be flexible for professional situations.

**Inadequate Instructional Duration:** The requirement for extended teaching time indicates that existing course timetables may be too restrictive to fulfil the needs of specialized language education. Research in ESP, such as that conducted by [24] emphasizes that sufficient time investment is crucial for attaining language proficiency, especially in specialized areas where the challenging nature of content demands more extensive study and practice

**difficulty in reading:** Reading understanding, particularly of medical documents, is difficult some participants around 30%. This corresponds with the suggestions of [6] that ESP programs should focus on reading techniques and contextual comprehension of complex, jargon-laden texts.

Since students' perspectives can assist teachers in developing a curriculum that includes key vocabulary, reading comprehension techniques, and communication abilities for both clinical and academic environments. For the last question of the questionnaire about students' suggestions not all of them gave their responses, just 45% of them who answered this question of some medical students firmly stressed "learn more vocabulary to help them in reading their books and help them to understand the passages more easily". Some other perspectives such as: "needing more practical classes, more authentic materials, using terminologies in advance, need more presentations". The interview questions were designed to investigate the views, requirements, and difficulties faced by medical students regarding their (ESP) courses. The interview was structured questions; every question focused on a particular element of the student's experiences and anticipations for the course, offering valuable information on how ESP can more effectively assist their academic and future career requirements. The feedback provided important perspectives on how the ESP curriculum might more effectively meet their educational and professional aspirations their answers were recorded to analysis it.

1-"Do you think as a medical student and doctor shortly, is the English important to you?"

All of the interviewees completely agree that English is extremely important for their education and future medical careers, they highlight the necessity for an English course centered on practical, job-oriented language abilities both in the present and in their future professions. Their responses were as follows "The language of medical textbooks" "English is important" and "I need English to understand the syllabus of the course".

2-"What type of English do you think you need as a medical student: general English, terminologies, or both?"

Most interviewers prefer medical terminology, as some of them stated: "It is important to study terminologies in our course" " It is useful in our course" "It helps to have enough knowledge" and "ease understanding of the passage reading.

3- "As a medical student, what skills do you need to improve? (Reading, writing, speaking, listening, vocabulary, grammar)"

This question investigates which language abilities (reading, writing, speaking, listening, vocabulary, grammar) students believe they need to enhance the most. Almost the majority need to enhance their vocabulary mostly and speaking also become a prominent area, knowing more words helps in speaking and reading Learning vocabulary is the basis of learning a new language and "Having a large amount of vocabulary helps in success new words improve the ability to speak. I help to improve your skills as speaking" "by using different vocabularies you can speak in a good way.

4-"What about the time of your English class? Is it sufficient or not?"

This inquiry explores students' satisfaction with the duration given to their English courses. A common worry for students is that the restricted class time hinders their capacity to enhance language skills successfully. They agree that "the time is limited" "two hours weekly is not enough" and "we need more time to have the chance to learn more English".

5-"What problems do you face as a medical student relating to your English class?"

The interviewers responded to this question by revealing the challenges that faced them, such as "grasping medical terminology", a "shortage of pertinent resources", or "inadequate practice opportunities"

6-"What is your need for English to meet your study requirements?"

This type of question enables students to express their requirements for English concerning their academic pursuits. Their replies provide a more transparent insight into how they anticipate the ESP course will aid their academic endeavors. This input can play a crucial role in developing course material to guarantee it matches students' educational objectives. Some important replies such as: interpreting medical literature, composing reports, or delivering research findings. They stressed their need to "use terminologies a lot with their normal class to adapt themselves to medical life", "we need to improve our English" "more passages relating to our course" and "it should have more vocabulary". Different points of view as following for dissatisfying such as: "lack of practical, insufficient time, no more authentic materials are given in the class and too general course"

These interview questions reveal students' attitudes toward English, their language skill priorities, time concerns, specific challenges, and tailored needs. Analysing these responses can provide a comprehensive view of student expectations and areas for improvement in the ESP course, guiding the design of a more effective and targeted curriculum for medical students.

The results from the analyses of the questionnaire and interviews highlight several important insights regarding the role of (ESP) in medical programs:

1- The importance of the ESP course:

Students collectively acknowledge the value of ESP for their prospective careers as healthcare professionals. Feedback shows that students consider English as crucial for comprehending medical literature and studies This corresponds with studies by [9] and [15] which claim that ESP courses are essential for providing students with functional, specialized language abilities that effectively aid their professional and educational objectives.

2- The need for vocabulary and specialized terminology:

A large portion of students noted that vocabulary, especially medical terms, posed a difficult challenge in their English learning journey. This discovery emphasizes the necessity for ESP programs that focus on vocabulary development in a medical setting. As noted by [8] and [6] teaching specialized vocabulary is essential in ESP, helping learners handle intricate content and communicate effectively within specific fields.

3- Focus on Speaking:

Most students expressed a need to enhance their speaking skills, particularly for engagements with international colleagues and peers. This necessity highlights the significance of cultivating verbal communication abilities that will allow students to participate confidently in clinical environments and professional discussions. In the design of ESP courses, it is advised to incorporate role-playing and hands-on speaking activities to fulfill these requirements, since effective communication is crucial in the healthcare field [8,15].

4- Sufficient of class duration and chances for practice:

Students frequently conveyed that the existing time designated for ESP teaching is inadequate, affecting their capacity to interact with the content meaningfully. This feedback indicates a requirement

for either longer class sessions or additional learning materials that enable students to practice and strengthen their language abilities. The study [24] highlights that sufficient instructional time is essential for acquiring skills, particularly in specialized courses such as ESP, where students require time to grasp intricate concepts.

#### 5- Difficulties in the ESP Courses

Participants indicated issues like struggling with medical terminology, insufficient relevant resources, and few practice opportunities within the existing ESP curriculum. These concerns highlight aspects where the course might be insufficient, offering guidance for upcoming enhancements to more effectively address students' requirements.

#### 6- The students' needs:

Students expressed that they require English skills to understand intricate medical documents, compose reports, and read medical texts, and advance their speaking skills. They highlighted the significance of consistently utilizing medical terminology in their studies to improve readiness for actual medical practice.

### Conclusion

This research paper highlights the significance of English for Specific Purposes (ESP) courses for medical students at El Marj Faculty of Medicine, through a comprehensive needs assessment. The study involved a needs analysis survey with 60 medical students and interviews with seven participants. Valuable insights were gained regarding their perceptions and language needs, offering a clearer understanding of how the current ESP course can be improved to better align with students' academic and professional requirements. These results underscore the requirement for a balanced ESP course framework that emphasizes vocabulary enhancement, reading techniques, ample practice opportunities, and adequate teaching time. Meeting these needs could greatly improve students' confidence and skills in utilizing English in their medical education and future professions. To sum up, the results highlight the significance of an ESP curriculum centered on medical vocabulary, improve oral communication skills, and provide adequate classroom time to address students' language requirements. Tackling issues like insufficient practice opportunities and the demand for appropriate resources will assist in better aligning the ESP course with students' academic and career aspirations. By concentrating on these aspects, the course will more effectively equip students for the requirements of their medical education and prospective professions. Based on the data provided by students, the research can infer that the gap in ESP courses for medical students in El Marj faculty of medicine could be related to the lack of tailored content and focus on their specific needs, numerous suggestions can be proposed for enhancing the ESP curriculum for medical students at El Marj University:

- Improved Speaking Exercises: Since verbal communication is vital in healthcare, adding additional speaking and listening tasks to the curriculum will assist students in honing these important abilities. This can be accomplished by utilizing role-playing, case studies, and peer interactions that simulate actual medical situations.
- Enhanced Practical Experience: Offering additional chances for practical language application, like workshops, simulations, and interactive exercises, will aid students in building confidence when using English in medical scenarios.
- Extended Classroom Time: The existing class length seems inadequate for covering the range of language abilities needed. Lengthening class periods or providing extra sessions can facilitate deeper understanding and improved memory of information.
- Resource Augmentation: To enhance the curriculum, supplementary materials, including medical publications, patient engagement simulations, and digital language resources, ought to be included in the ESP program. This will give students access to the resources required to improve their learning experience.

By concentrating on these crucial aspects, El Marj University can develop a more impactful ESP program that meets the particular language requirements of medical students while also equipping them more effectively for their academic and career paths.

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