

English for Specific Purposes (ESP): Perspectives of Students and Teachers Across Health-Related Study Programs

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Abstract

The present study was conducted to assess the efficacy of English for Specific Purposes (ESP) teaching in health-related study programs, including nursing, pharmacy, dentistry, and midwifery. By employing an explanatory sequential mixed-methods design, both students' and teachers' perceptions of effective English teaching were analyzed. To ensure the robust data, interviews were undertaken to support the quantitative data obtained from the questionnaire which involved 338 students and eight teachers. The findings show that not only students but also teachers agreed that feedback should be given immediately, authentic cultural-based materials, and clear instructions should be provided during the practices. Although there were different responses about the use of technology and instructional approaches, both teachers and students approved that more practices should be conducted to enhance English communication skills. Based on the results, teachers and related stakeholders are required to reconceptualize grammar and vocabulary teaching as well as to reconsider the teaching model in order to accommodate students' varied learning preferences. Finally, the study is expected to offer actionable insights for ESP teachers and contribute to ESP pedagogy to meet the demands of health-related English language teaching.

Keywords: ESP, Health Study Program, Teaching Effectiveness



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Introduction

Responding to the globalization phenomenon and the predominance of English as a lingua franca (Jenkins, 2009), English for Specific Purposes (ESP) has developed as a fundamental component of English language teaching (ELT). Different from general English instruction, this specialized language teaching approach focuses on the precise language needs within diverse fields and professional contexts (Hyland, 2013). Related literature (Basturkmen, 2020; Belcher, 2009) also posits that as ESP incorporates both academic and occupational purposes in which tailoring language instruction to the specific communicative demands of learners matters, it fosters the connection between theoretical insights and pedagogical practices.

ESP has several subsets, including English for Health or English for Medical Purposes which is dedicated to teaching English with a functional concentration on health context to enhance health medical training and health related proficiency (Antic, 2007). Specific skills which are essential for health practitioners involving history-taking, counseling, and research paper writing have become the target of the course which needs to be analyzed for designing the course (Dudley-Evans & St John, 1998). Experts (Belcher et al., 2011) lends support by positing that the needs analysis acts as the foundation to develop the teaching and learning activities. In addition, targeted instructional materials are crucial

concerns in which language instruction revolves around medical specific vocabulary and skills necessary for effective workplace communication in English.

Specifically, Alqurashi (2016) depicts that teaching English for Health is aimed at assisting students to comprehend contextual texts by scaffolding their existing language skills and content knowledge provided in various activities and materials designed to highlight specific discourse features. Experts (Aguilar, 2018; Pecorari & Malmstrom, 2018) suggest offering both academic knowledge and language skills through the integration of English as a medium of instruction (EMI) into the ESP courses in order to enhance employability and academic performance. These mentioned literature answers the previous study by Hutchinson and Waters (1987) which reports about the misconceptions of ESP teaching which is considered focusing only on technical terms rather than developing learners' proficiency. Gradually, this definite English teaching has developed its research base, disciplinary content, and methods of teaching to underscore the variety of authentic and pertinent readings for medicine and other health-related topics (Kithulgoda & Mendis, 2020; Skelton & Whetstone, 2012). In other words, these abovementioned findings reject the previous study (Hutchinson & Waters, 1987) which reports that misconceptions exist in ESP teaching, with some teachers focusing solely on technical terms rather than developing learners' professional competency.

Moreover, as proficiency in specialized vocabulary and grammar is crucial for effective language use (Kithulgoda & Mendis, 2020), another literature (Feak, 2013) recommends that ESP students require improvement in listening, speaking, reading, and writing skills. Content-embedded approaches are believed to be crucial in fostering knowledge and skills and engaging students in task-based learning (Basturkmen, 2020; Hargie, 2019). To link ESP classrooms with real-world situations, authentic materials are advocated with attention to intercultural issues due to globalization trends (Aguilar, 2018; Evans & Suklum, 2017).

Given the situation, the current research was undertaken to explore the efficacy of ESP courses, specifically within health-related fields, from the perspectives of both teachers and students. Not only it addressed discrepancies in language teaching strategies among ESP instructors and examined the balance between technical terminology and fostering learners' professional competency, but it also explored the integration of ESP within courses and its impact on academic knowledge and language skills enhancement, aiming to improve listening, speaking, reading, and writing proficiency crucial for medical context. Moreover, the study evaluated the efficiency of content-embedded approached and authentic materials in connecting ESP courses with real-world healthcare scenarios and addressing intercultural nuances arising from globalization trends. Through these investigations, the study is expected to provide actionable insights to optimize ESP implementation and better equip learners for the linguistics demands of their respective fields.

ESP for Students of Health-related Study Programs

As one of integral courses in higher education, English for Specific Purposes (ESP) extends beyond the English Department to non-English majors with the aims to equip students with necessary language proficiency in various fields such as science, medicine, economics, and other studies. As university adapt to the demands of Industry 4.0, ensuring graduates' proficiency in English becomes imperative as ESP bridges the gap between academic content and professional practice that facilitates students' success in their chosen fields. In the context of the current study, ESP is a cornerstone course within study programs like Nursing, Midwifery, Pharmacy, and Dentistry.

Recently, research into methodology of ESP teaching has been extensively conducted. One of the examples is the study held by Huang and Yu (2023) that underscores the importance of recognizing nursing students' ESP learning needs, especially in patient communication as revealed by a thorough needs analysis. While current ESP nursing pedagogy enhances students' patient centric communication skills, challenges persist in adapting speech to individual patient needs that results in communication breakdowns. This emphasizes the need for a shift towards communication skills-focused pedagogy, as advocated by the study, urging tailored courses for nursing students. Classroom instruction and simulated workplace practice, such as role-plays, also play a vital role in familiarizing students with

professional communication in nursing. Concurrently, Danial et al. (2023) reinforce these findings by highlighting the significant impact of the course materials on learners' motivation, with many favoring a learner-centered approach. However, concerns regarding lengthy learning processes suggest the need for updated strategies and materials. Sub-indicators of public health topic, including medication, ecosystem, pain, health environment, and patient monitoring, are crucial for effective learning. Overall, addressing these challenges and integrating linguistics and background knowledge is essential for preparing students for effective communication as future professionals, with a continued focus on evidence-based teaching materials and ongoing assessment to meet the evolving demands of ESP learners.

On the teacher side, a study by Fitria (2023) explores the role of ESP teachers and the associated challenges, conducted within a library setting. Findings reveal teachers' myriad responsibilities, including managing learning, setting objectives, fostering a positive classroom environment, and evaluating student progress. Challenges faced by ESP teachers encompasses issues such as teacher quality and qualification, lack of theoretical frameworks, inadequate ESP training, and varying student demographics and English proficiency levels. Additional obstacles include students' motivation, language differences, reliance on dictionaries, and environmental factors like classroom conditions and instructional material shortages. Further research is recommended to address curriculum and lesson planning comprehension. In a similar vein, Drozdova (2019) discovers that the challenges of teaching ESP encompass various aspects, from managing multilevel classes to navigating complex terminologies and sourcing engaging study materials. Regardless of their background, ESP instructors must employ effective teaching methodologies that strike a balance between general and specific content, and fostering an environment conducive to learning. Based on her research, she also suggests that respect for students, fairness, and a willingness to learn from them are essential qualities for ESP educators.

Referring to the abovementioned studies, in evaluating the effectiveness of health-focused English instruction, insights gleaned from both students and teachers across various study programs shed light on the challenges and opportunities within ESP. By assessing the efficacy of ESP instruction, this research provides valuable insights into the specific learning needs of students and the challenges faced by educators in optimizing classroom practices. Through ongoing evaluation and refinement of teaching strategies, ESP instructions can better prepare students for effective communication in their healthcare professions.

Methods

This study employed an explanatory mixed-methods design (Ivankova et al., 2006; Toyon, 2021) to analyze and compare the perceptions of effective English teaching among both students and teachers in four health-related study programs. Data triangulation was utilized to enhance the reliability and validity of the research findings. Qualitative data gathered from interviews were utilized to offer comprehensive insights and interpretations of the qualitative data obtained from the questionnaire. This integrated approach facilitated a deeper understanding of the effectiveness of ESP teaching practices from multiple perspectives, enriching the overall analysis and conclusions of the study.

1. Participants

The research results from 346 respondents aimed to explore and compare students' and teachers' perceptions regarding the effectiveness of ESP learning. The questionnaire consisted of 34 Likert-scale items administered to 338 students and eight teachers at four different study programs. The participants in the study were students enrolled in English subjects during this research was undertaken. The demographic data of the respondents are as follows.

Table 1.
Demographic Data of Respondents

Characteristics	Student	Teacher
Gender		
a. Female	312 (92.3%)	7 (87.5%)
b. Male	26 (7.7%)	1 (12.5%)
Study Programs		
a. Nursing	30 (8.9%)	3 (37.5%)
b. Midwifery	121 (35.8%)	2 (25%)
c. Pharmacy	119 (35.2%)	1 (12.5%)
d. Dentistry	68 (20.1%)	2 (25%)
Semester		
a. 1	308 (91.1%)	-
b. 3	30% (8.9%)	-

The demographic data presented in Table 1 indicates a predominantly female student population, comprising 92.3% of the respondents and involving more than 90% of freshmen. Among the students, midwifery is the most represented study program at 35.8%, followed closely by pharmacy (35.2%). In a similar vein, among the teachers, there is a higher representation of females, accounting for 87.5% of the respondents.

2. Instruments

As mentions previously, the present study used an explanatory sequential mixed-methods design to analyze and compare the perceptions of effective English teaching among students and teachers in health-related study programs such as nursing, pharmacy, dentistry, and midwifery. A qualitative interview was administered to provide deeper insights and interpretations of the quantitative questionnaire data. The questionnaire, consisting of 34 Likert-scale items, was administered to 338 students and eight teachers. The questionnaire was adopted from Bui (2022) and was not tested for validity and reliability because the research sites in both studies share the same setting, considering English as a foreign language. Its validity and reliability had already been confirmed in the previous study.

This research utilized both the questionnaire and interviews following the same framework to gather data. The questionnaire was available in English, and the interviews were conducted in Indonesian. It drew from contemporary views on effective ELT and recent research on ESP teaching methods, including discourse analysis, needs analysis, and curriculum development. It was structured using a Likert scale ranging from strongly disagree to strongly agree, covering various aspects of teaching including task-based language teaching, grammar instruction, cultural considerations, feedback and assessment, technology integration, discipline-specific language, and language usage. After testing the questionnaire items with 3 teachers and 35 students not involved in the main study, the instrument was modified to simplify wording and prevent potential misunderstandings. Unlike Bui (2022), the final set of 34 items was randomized, with the randomization pattern undisclosed to participants in the main study.

3. Data Analysis Procedures

Quantitative data was collected through questionnaires administered at four study programs which are Nursing, Midwifery, Dentistry, and Pharmacy following administrative consent. Emphasis was placed on the significance of respondents' input for study success. Although the questionnaires were provided in English, the students were allowed to answer them in the Indonesian Language to accommodate their comfort and proficiency levels and to help ensure that the respondents could express their thoughts accurately and comprehensively, thus improving the quality of the data

collected. To enrich the data, in-depth interviews with random students we employed. As this study only involved eight teachers, all of these teachers were invited to the interviews.

Results and Discussions

1. Results

This section presents the findings of the study which include the elaborations of ESP learning effectiveness and approaches to ESP learning enhancement.

a. Perceptions of ESP Learning Effectiveness

The following table presents the distribution of perceptions regarding ESP learning among participating students. The table categorizes different teaching methods, assessment strategies, and instructional approaches to provide insights into what students perceive as beneficial for their language learning experience.

Table 2.
Distribution of Perceptions on ESP Learning Effectiveness among Students

ESP Teaching Aspect	Item Number in Questionnaire	Mean
Technology Integration	1, 28	3.25
Assessment and Group Work	2, 14, 25	2.87
Cultural Integration	3, 9	3.33
Use of English outside the Classroom	4, 13, 27	3.06
Immediate Correction and Feedback	5, 12, 30	3.47
Instructional Approach	10, 11, 15, 16, 18, 19, 22, 32, 33	3.02
Real-life and Cultural Materials	20, 34	3.41
In-Class Activities and Interactions	23, 24, 26, 31	3.24
Instructor's Simplification and Clarity	21	3.41

Based on Table 2 above, the findings reveal that there are varying perceptions regarding the effectiveness of different aspects of ESP teaching among students. Technology integration garners a mean score of 3.25, indicating its perceived importance in enhancing the learning experience. Assessment methods and group work are seen with moderate effectiveness, registering an average score of 2.87. Cultural integration receives a positive response from students, with a mean score of 3.33, suggesting its value in promoting cultural understanding alongside language learning. Encouraging the use of English outside the classroom is perceived as moderately effective, scoring an average of 3.06. Immediate correction and feedback from instructors stand out as highly valued, evidenced by a mean score of 3.47. Regarding instructional approaches, a balanced focus between grammar and content is perceived, with a mean score of 3.02. The incorporation of real-life and cultural materials is highly appreciated, registering a score of 3.41. In-class activities and interactions, along with the instructor's simplification and clarity, both hold moderate perceived effectiveness at scores of 3.24 and 3.41, respectively. Overall, immediate feedback and the use of real-life materials seem to be particularly valued by students.

Besides students, the teaching faculty, who are responsible for curriculum design and implementation also participated in the study. These teachers also answered a comprehensive questionnaire aimed at evaluating various aspects of ESP instruction.

Table 3.
Distribution of Perceptions on ESP Learning Effectiveness among Teachers

ESP Teaching Aspect	Item Number in Questionnaire	Mean
Technology Integration	1, 28	3.38
Assessment and Group Work	2, 14, 25	2.87
Cultural Integration	3, 9	3.33
Use of English outside the Classroom	4, 13, 27	3.06
Immediate Correction and Feedback	5, 12, 30	3.47
Instructional Approach	10, 11, 15, 16, 18, 19, 22, 32, 33	3.02
Real-life and Cultural Materials	20, 34	3.41
In-Class Activities and Interactions	23, 24, 26, 31	3.24
Instructor's Simplification and Clarity	21	3.41

Upon comparing the mean scores between students and teachers, there seems to be a close alignment in their perceptions across most teaching aspects. Both groups highly value immediate correction and feedback, real-life and cultural materials, as well as the instructor's simplification and clarity. However, there are slight variations in their perceptions of technology integration and the instructional approach, where teachers rated slightly higher than students. This could indicate that teachers might have a more optimistic view of the incorporation of technology and the effectiveness of the instructional approach compared to students. Overall, the close alignment in perceptions between students and teachers suggests a shared understanding and appreciation for effective ESP teaching practices, while minor differences may highlight areas for potential dialogue and improvement.

b. Approaches to ESP Learning Enhancement

Besides gaining the data from the questionnaire, some participating students and teachers were also interviewed to share their experiences and perspectives on language learning. Through their shared narratives, a deeper understanding of the diverse approaches and strategies employed to enhance linguistic skills was obtained. These firsthand accounts shed light on the multifaceted nature of language acquisition, revealing the creative solutions learners employ to overcome challenges and enrich their learning experience.

Teaching Methods and Approach

Participants expressed appreciation for the interactive and engaging teaching methods employed, particularly direct instruction. They highlighted the effectiveness of group activities and games in enhancing learning experiences, suggesting that these methods make the learning process more enjoyable and effective. Here are the extracts taken from their answers.

"The method of teaching applied, especially the direct one, has been very helpful for me. I find the classes very interactive and engaging."

"I like the group activities and games used during the lectures; they make learning fun and more effective."

Language Use and Comprehension

While participants recognized the benefits of using both English and Indonesian languages in instruction, they also pointed out challenges with unclear translations. Some participants emphasized the importance of improving grammar and vocabulary instruction to facilitate a better understanding of course materials. These are the excerpts derived from the participant's replies.

"The combination of English and Indonesian languages is beneficial, but sometimes the translation isn't clear, making it hard to understand some topics."

"The teachers should pay more attention to grammar and vocabulary to help us understand better."

Technology and Online Learning

Participants suggested enhancements to the online learning experience, including improvements in audio quality and the incorporation of more practical speaking exercises. These recommendations aim to optimize the effectiveness of online platforms and create a more immersive learning environment. Below are the quotes extracted from their answers.

"Improvements in audio quality during online classes would make the learning experience much better."

"It would be great to have more practical speaking exercises during online sessions."

Learning Resources and Materials

Participants recommended the use of colorful and engaging learning modules to enhance comprehension and retention. Additionally, they suggested incorporating real-world applications and diversifying teaching methods through games or competitive activities to make learning more interactive and relevant as quoted below.

"Colorful modules would make the learning materials more engaging and easier to understand."

"Including real-world applications and diversifying teaching methods with games or competitive activities would be beneficial."

Individual vs. Group Learning

While participants valued the collaborative learning opportunities provided by group tasks, some expressed a desire for more individualized tasks to ensure a balanced learning experience. This feedback highlights the importance of catering to diverse learning preferences and needs. Attached is the fragment extracted from their replies.

"While I appreciate the group tasks, I think having more individual tasks would provide a more balanced learning experience."

Language Immersion

Participants emphasized the benefits of immersing themselves in the English language through enforced use in the classroom. They believe that such immersion can enhance language acquisition and proficiency, supporting a more effective learning journey. This is one of the excerpts taken from their replies.

"Enforcing the use of English in the classroom can help immerse us in the language, enhancing our learning."

From the responses above, it can be seen that the students appreciated the interactive teaching methods, such as direct instruction and group activities, finding them engaging and effective in enhancing learning experiences. However, they noted challenges with language use and comprehension, suggesting improvements in grammar and vocabulary instruction and clearer translations between English and Indonesian. Suggestions for enhancing online learning included improving audio quality and incorporating more practical speaking exercises. Participants recommended colorful learning modules, real-world applications, and diversified teaching methods to make learning more engaging and relevant. While collaborative learning opportunities were valued, some participants desired more individualized tasks for a balanced learning experience. Additionally, participants emphasized the benefits of language immersion in the classroom to enhance language acquisition and proficiency.

Along the same lines, the interview responses of the teachers indicate a desire for English language teaching to focus more on practical communication skills, encouraging students to apply English in daily life beyond formal academic settings. Participants believe that increasing direct practice with native speakers and promoting a supportive English-speaking environment akin to language immersion programs, such as English in Pare, would enhance students' confidence and proficiency. While most participants find the current English for Specific Purposes (ESP) teaching effective, they suggest improving speaking practice opportunities through methods like role-

playing. Some express concern about limited practical opportunities due to credit constraints, despite overall satisfaction with the teaching models in their departments.

Based on the data above, students and teachers highlight the desire for practical communication skills in English language teaching, with a focus on real-world application beyond formal academic contexts. The teachers emphasize the need for increased direct practice with native speakers and a supportive English-speaking environment, while the students appreciate interactive teaching methods and suggest improvements in grammar and vocabulary instruction. Both groups recognize the effectiveness of current teaching approaches but suggest enhancements, such as more speaking practice opportunities and improvements in online learning experiences. Additionally, students value collaborative learning but also desire more individualized tasks, while both groups emphasize the benefits of language immersion for language acquisition and proficiency.

2. Discussions

The findings from this study provide a comprehensive understanding of the perceptions of both students and teaching faculty on the effectiveness of English for Specific Purposes (ESP) instruction. The dual perspective obtained from students and teachers allows for a nuanced interpretation of the alignment and potential discrepancies in their evaluations of various aspects of ESP teaching (Ouarniki & Andaloussi, 2022).

Table 2 highlights the multifaceted nature of perceptions toward effective ESP teaching among students. Notably, technology integration emerges as a significant factor, with a mean score of 3.25, suggesting its perceived importance in enriching the learning experience (Alam & Mohanty, 2023). Assessment methods and group work are considered moderately effective, with an average score of 2.87, indicating room for improvement in these areas (Utha, 2023; Lintang Sari et al., 2022). Cultural integration garners a positive response from students, with a mean score of 3.33, emphasizing its role in fostering cultural understanding in conjunction with language learning (Karlik, 2023). Furthermore, immediate correction and feedback from instructors are highly valued, evidenced by a mean score of 3.47, underscoring the importance of timely and constructive feedback in the learning process (Mamoon-Al-Bashir et al., 2016). The balanced focus between grammar and content is reflected in a mean score of 3.02, suggesting that students appreciate a well-rounded instructional approach (Nilufar, 2021). The high appreciation for the incorporation of real-life and cultural materials, registering a score of 3.41, highlights the significance of contextualized learning resources (Jimenez, 2020). In summary, while there is a shared appreciation for certain aspects of ESP teaching, such as immediate feedback and the use of real-life materials, there are also areas that may benefit from further enhancement to meet the diverse needs and preferences of students.

In a similar vein, the distribution of perceptions on ESP learning effectiveness among teachers shown in Table 3 is a critical aspect to consider in evaluating the efficacy of ESP teaching methods. Overall, the mean scores indicate a generally positive perception of ESP teaching effectiveness across various aspects. The highest mean scores were observed in areas such as immediate correction and feedback, real-life and cultural materials, and the instructor's simplification and clarity (Hattie & Timperley, 2007). These findings suggest that both teachers and students highly value active engagement, authentic materials, and clear communication in the ESP learning environment.

Upon comparing the mean scores between students and teachers, a remarkable alignment is evident in their perceptions across most teaching aspects. This alignment suggests a shared understanding and appreciation for effective ESP teaching practices. However, minor variations in perceptions are observed, particularly in technology integration and instructional approach. Teachers rated slightly higher than students in technology integration and the instructional approach. This discrepancy may imply that teachers have a more optimistic view of the incorporation of technology and the effectiveness of instructional strategies compared to students. It is essential to acknowledge these differences and explore potential reasons behind them. For

instance, teachers may have undergone specialized training or professional development sessions that have influenced their perceptions differently from students.

The high mean scores and close alignment in perceptions between students and teachers underscore the effectiveness of current ESP teaching practices. However, the slight variations also highlight areas for potential dialogue and improvement. It is crucial for teachers to engage in continuous reflection and dialogue to address any disparities and enhance the overall learning experience for students. Furthermore, these findings emphasize the importance of student feedback and input in curriculum design and instructional delivery. By incorporating student perspectives and preferences into the teaching process, educators can ensure that ESP programs remain relevant, engaging, and effective in meeting the needs of diverse learners. In conclusion, the findings from this study provide valuable insights into the distribution of perceptions on ESP learning effectiveness among teachers. While overall perceptions are positive and aligned, minor variations highlight areas for further exploration and improvement. By fostering open communication and collaboration between teachers and students, educators can enhance ESP teaching practices and ultimately promote more meaningful learning outcomes.

The findings from the interviews with both students and teachers also offer valuable insights into the approaches and strategies employed to enhance ESP learning experiences. These firsthand accounts provide a rich understanding of the multifaceted nature of language acquisition, revealing both the strengths and areas for improvement in current ESP instruction practices (Shaddad & Jember, 2024). Participants expressed a strong appreciation for interactive and engaging teaching methods, particularly direct instruction, group activities, and games. These methods were perceived as effective in making the learning process more enjoyable and effective (Garris et al., 2002). The emphasis on interactive sessions underscores the importance of active engagement in facilitating language learning and retention (Hiver et al, 2024). However, participants also highlighted challenges related to language use and comprehension. While the combination of English and Indonesian languages was recognized as beneficial, there were concerns about unclear translations and the need for improved grammar and vocabulary instruction. This feedback points to the importance of clarity and precision in language instruction to ensure better understanding and comprehension of course materials (Umar, 2018).

In terms of technology and online learning, participants suggested enhancements such as improvements in audio quality and the incorporation of more practical speaking exercises. These recommendations reflect the growing importance of technology in language learning and the need for optimizing online platforms to create a more immersive and effective learning environment (Haleem et al, 2022). Furthermore, participants emphasized the value of colorful and engaging learning resources, real-world applications, and diversified teaching methods to enhance comprehension and retention. This feedback highlights the importance of adapting teaching materials and methods to cater to diverse learning preferences and needs. While participants valued the collaborative learning opportunities provided by group tasks, there was also a desire for more individualized tasks to ensure a balanced learning experience. This feedback underscores the importance of flexibility and customization in instructional approaches to meet the unique needs of each learner (Zamiri & Esmaeili, 2024). Lastly, participants emphasized the benefits of language immersion through the enforced use of English in the classroom. This immersive approach was perceived as beneficial in enhancing language acquisition and proficiency (Weng et al., 2024). In summary, the feedback from the interviews highlights the effectiveness of certain teaching methods and the value of interactive sessions in ESP learning. However, there are also clear suggestions for improvement in language comprehension, technology integration, and the diversification of learning resources. These insights provide valuable guidance for educators and curriculum designers in enhancing the quality and effectiveness of ESP instruction.

Conclusion

The study sheds light on the perceptions of effective English for Specific Purposes (ESP) teaching among students and teachers in health-related study programs. Overall, there is a shared appreciation for interactive teaching methods, immediate feedback, and the incorporation of real-life and cultural materials. These findings underscore the importance of tailored teaching approaches that cater to diverse learning preferences and needs. However, areas for improvement, such as language comprehension, technology integration, and the diversification of learning resources, were also identified.

Moving forward, educators can leverage these insights to enhance the quality of ESP instruction. Addressing challenges with translations, improving grammar and vocabulary instruction, and optimizing online learning experiences can help improve language comprehension and make learning more engaging. Additionally, the recommendations for diverse and interactive learning resources highlight the need for continuous innovation in teaching methods. Balancing individual and group learning preferences and promoting language immersion can further support effective language acquisition and proficiency. By addressing these areas for improvement and building on the strengths highlighted in the feedback, educators can foster a more supportive and effective learning environment for ESP students.

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