

Appraising the Learning protocol of English Writing as a Fraction of English for Medical Purposes (EMP) in Faculty Members

Jafar Asgari Arani

¹ Full Time Faculty Member of Kashan University of Medical sciences, Iran

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Corresponding Author:

Jafar Asgari Arani

Email:

J.asgari@yahoo.com

Abstract

Purpose: The aim is to examine the effectiveness of the model applied during the teaching of academic writing in EMP. The study also investigates the participants' perceptions and impressions about applying the new teaching model and the material for the delivery of EMP and EMAP.

Methodology/Approach/Design: This comparative study was conducted in 2020 in Kashan University of Medical Sciences. A questionnaire was constructed consisting of 80 records, planned in five groups based on Premise Base and Conducive. The dialogue items were also applied to find out whether the participants benefited from the media-based attitude supplements in their learning of academic English writing classes. Data were released on chosen variables, their occupation, year of education, and knowledge with writing techniques.

Results: The results of the study indicate that there were no important statistical differences at ($\alpha = 0.05$) in the use of educational techniques. There are statistically important differences at ($\alpha = 0.05$) in using educational techniques units because of the year of teaching adaptable in favour of the third and fourth year academics. The findings also show that there are statistically significant differences at ($\alpha = 0.05$) in using technique units due to the practice with other variable, in favour of academics with no techniques use practice. The designed mean and Standard Deviations in six regions each comprising five declarations approved from the highest to the lowest in educational writing.

Practical Implications: The study presents practical implications for teachers. The results of the study might be of use for better handling of medical English lessons.

Originality/Value: The techniques can thus assist higher education programmers to identify, track, monitor, and treat at the university to educate, for teaching and learning medicine to strive in educating specialized writing. Given the benefits, it seems indispensable to apply the advantages of the survey, because studying hard to develop the technique, and implementing them in academic writing education is a theory.

1. Introduction

A considerable corps of nonmedical verification has confirmed, based on complicated price psychiatry, which new machines can lead to important cost-savings, in relation to customary coach-resulted learning in writing (Gibbons, 2000). Reserves are connected to condensed teacher teaching time, travel prices, labour expenses, abridged institutional transportation, and the probability to increase programs with new constructive technologies (Gibbons, 2000). Only one survey was found in the medical literature that relative to the cost-effectiveness of writing text-based learning. The publishing and delivery of educational materials was

discovered to be less expensive than generating and distributing writing matters (Chumley-Jones, 2002).

Surveys in both medical and nonmedical literature have constantly established that students are very content with academic writing programs (Gibbons, 2000; Chumley-Jones, 2002). Happiness speeds augment with academic writing compared to conventional learning, in company with alleged ease of use and access, steering, and in cooperation, and user-friendly shaping a blended-learning policy (Gibbons, 2000; Chumley-Jones, 2002). The probability for mutual learning to overwhelm the separation of learners is appreciated in educational tools. Progresses in synchronous distance instruction and mutual technologies like Weblogs, message panels, chats, e-mail, and mobile learning are creating shared learning more eagerly obtainable.

Quantitative and qualitative surveys of mutual learning in medicine have demonstrated superior levels of learner fulfilment, enhancement in information, self-alertness sympathetic of perception, attainment of course ideas, and performance modifications (Wiecha, 2002). Emerging transportation to hold up new writing techniques within medical education entails large savings in terms of cash, time, internet liberty, abilities, and managers. According to Antic (2007), it also requires a strong procedure to assess and observe the worth of the content of the didactic material in the electronic capital e.g. manners for cohort evaluation of these properties. Students and doctors have dissimilar learning approaches and favorites about the way they are qualified (Sweeny, 2010; Wulff, 2004). Some scholars may discover it harder to be taught by applying new methods and wish the conventional teacher-based teaching e.g. speeches and discussion groups.

Equally, trouble-based learning, still relying on student self-teaching, is no more instructively successful than the customary methods, but it is not pleasant for some learners. Teaching medical writing through new approaches entails the students to have sufficient stage of IT abilities and admission to some workshops. There may be subjects connected with patent and convenience to some electronic new capital. Plagiarism is also a latent subject; with many learners relocate their effort or thesis based on new electronic systems. English has developed in lingua in the worldwide society. Therefore flattering capable in English is a necessity in the world level where crowd relocation and employment mobility describe our current survival and personality. Our English for Medical Academic Purposes (EMAP) EMAP curriculum is based on an incorporated method to the four language skills: reading, listening, speaking, and writing, although writing is underscored as the most challenging and important expertise. Known the vitality of language knowledge to learning a foreign language, revising the efficiency of diverse sorts of vocabulary learning methods on the top of educational techniques has approved significant worth to second foreign language (L2) investigation and education.

In the last few years, there has been a rising notice in vocabulary learning as they are instituted to made easy second/foreign language lexis education. Expansion of lexical comprehension ensured an important location in the learners' inadaptability to manage a second/foreign language heralds. According to investigators, vocabulary learning policies

make the acquisition of new lexis in the second/foreign language easy time since they assisted in determining the implication of a new vocabulary and in strengthening a word when it has been came upon (Cohen, 1996; Nation, 2001; Schmitt, 1997). Numerous challenges have been made to expand the organization of vocabulary learning speed, typically as part of a piece of study into learners' applied in university. Schmitt's (1997) organization, sympathized around Oxford's (1990) language learning associations, generally reproduces the various procedures important for calculating a new word's sense and practice, and for ensuring it in memory for future appliances. The inventory holds 58 policies, which are organized into five alliances, i.e., will power, community, recollection, cognitive and metacognitive policies.

Investigating the application of vocabulary stratagems has disclosed varieties among apprentices in terms of their policy applications. Victorious vocabulary apprentices were discovered to be lively plan customers who were mindful of their education and adherents to regulate it, while deprived students exhibited slight alertness of how to discover novel words or how to attach new words to previous information (Ahmed, 1989; Sanaoui, 1995). According to Gu (2005) victorious students purposely decide on, intentionally observe and appraise the policy they employ for the realization of their endeavor.

Medical writing engages writing scientific manuscripts of dissimilar kinds which consist of narrow and study-connected documents, disease or medicine-connected didactic and promotional literature, printing papers like journal documents and abstracts, subjects for healthcare websites, health-related periodicals or news commentary. The systematic information in these documents should be presented to go with the stage of appreciating of the objective spectators, namely, patients or general public, physicians or the watchdogs. Medical authors need a comprehension of the medical ideas and terminology, acquaintance of relevant principles as regards the formation and contents of particular documents, and superior writing abilities. They also should be recognizable with probing medical literature, accepting and lecturing research results, the manuscript review procedure, and controlling and publishing records. Many assists are now obtainable for medical writers to obtain the necessary preparation in the science and skill of medical writing, and promote their knowledge and skills on a continuing basis. The commands for medical writing is increasing gradually in healthcare message advertise. Medical writers can succeed autonomously or be engaged as full time professional. Existence skills divides up can believe medical writing as an important job resolution.

Educational writing needs aware attempt and much perforation in compiling, rising, and scrutinizing ideas. Students scripting in a second language are also articulated with social and cognitive confronts related to second language gaining. The proficiency to write well is not an obviously obtained skill; it is usually studied or sensed out as a collection of practices in formal educational surroundings or other settings. Writing skills must be followed and educated through knowledge. Writing also entails compiling, involving the capability either to inform or restate parts of information in the shape of explanations or narrative, or to

convert information into new passages, as in depiction or quarrelsome writing. Perhaps it is best observed as a range of activities that are various from the more mechanical or official features of "writing down" on the one top, to the more intricate act of arranging on the other bottom (Hadley, 1993).

2. Literature Review

Concentrating on Writing

In both General English and English for Specific Purposes, writing is often ignored, and it is the topic that most confuses students. It is also often believed the most difficult language skill Farhady (1995). To create materials inferior, students are often poorly stimulated to complete writing jobs, and both teachers and students are easily threatened by writing in class Brown, and Rodgers, (2002). In General English, a student is writing discloses how much growth they have completed, and it permits teachers to offer criticism and to check students and identify probable problems.⁶ General English could therefore be described 'writing-for-learning' (Hamer, 2007).

On the other hand, in English for Specific Purposes, and particularly in English for Academic and Professional Purposes, writing should be recognized as 'writing-for-writing' because the aim is to be able to inscribe whole texts in English during the students' instruction and their later qualified life (Press, 1997). For medical students, it is particularly significant that they are capable in writing English because their job may rely on international swaps and lecturing and printing worldwide. In this sense, writing can be recognized both as a goods and as a procedure, (Micic, 2007; Nunan, 1991) depending on the stage at which it is experienced. In addition, unlike general academic writing, where papers are the main type and are written according to general academic conferences, in EMAP, writing is field of study-exact and manipulated by medicine itself, having a loan of its ideology, policies, and performances (Garrido 2010). In addition, medical students should be able to write in several types, such as survey papers, delivering letters, meeting abstracts, and PhD theses.

The EMP Curriculum

Our aim for the necessary EMP programs, educated during the first and second year of medical schools, is that students recognize English writing as a necessary goods and that they therefore perform it as a indispensable ability. This comprises hole-filling (sealing in holes in text with grammatically right statements), note- taking, note-making, and section (re)building (Mićić, 2009). At this stage, writing missions are severely directed and teacher managed. The students are initiated to medical types and are soon qualified to redefine and renovate texts. Because classes incline to be big, students usually work in teams of two or more for both pre-writing or draft and controlling jobs. Besides, students have regulated writing missions as homework, which teachers' later comment on in depth. Abridging study data is a difficult imaginative idea (Hedge, 2007) that we utilized in these great groups. Another is writing to genuine people', where students are inquired to answer a promotion, such as a job inventory

for a physician or placement location in a foreign hospital. We also apply some medical websites and even some popular television demonstrations (Grey's Anatomy and House, MD) to supply students with sensible situation and words. Obviously, writing at this phase relies largely on the students' general knowledge of English and their aptitude to correctly obtain other components of EMAP that have a higher precedence at this level. In other words, writing skills inclined to develop quicker in groups that hold the most brilliant, careful, and aggravated students.

Medical students in their third, fourth, and fifth years can decide to learn EMAP on a more superior level. Students who do so will be prepared with a much better and a more practical acquaintance of writing in English. In addition to cultivating English writing skills, one of the main goals of the EMP classes is to recover information in clinical medication so that the students are more able to income from the specialized literature, to replace their information with others, and to write scientific and specialized articles for inter- national conferences and meetings (Hamp-Lyons, 2011). Presenting the students to the language of teaching is also accentuated because many will finally become teachers. Certainly, the language of science is highlighted because students will write scientific papers with their teachers, consisting of papers for their own journal, Medical Youth. Furthermore, commencing with the third year, students must study papers from current British and American medical journals after the newest attainments in medicine, and use the Internet to discover information on a variety of subjects. As Grego (2014) states students are also anticipated to build both verbal appearances and write schemes, both independently and in groups, and they learn how to finish written schemes, write study papers and theoretical, write case accounts, resume, official letters, pictures, and glide appearances. Therefore, the EMAP course outline for the third, fourth, and fifth years is modified to the students' genuine requirements Rayan (2007). The course group sizes all over the third through fifth years are much smaller than in the first and second years, so there is more room for originality and criticism. In this fashion, writing can be move toward a procedure, not only as a manufactured goods. There are 30 hours of EMAP for each stage during these final three years, and they are supported on teaching utilizing all four language skills. For example, the third-year students listen to soundtracks, observe videos, communication, and afterward write about medical crises, relocation, histopathological autopsy, and medicine misuse. At this stage, students are also anticipated to prepare abstracts, papers, a case account, and a large scheme on a patient, all of which are then thrashed out and analyzed by the student's teacher and colleagues. During the fourth year, students thrash out subjects such as chronic non-communicable diseases, vaccination, domestic medicine, psychoses, and addictions. History taking, offering graphs and charts, and writing survey papers are accentuated, although students are also anticipated to compose a poster offering and to write a scheme on a patient. During the fifth year, students perform on topics such as sterility and contraception, childhood infections, operation and emergencies, and radiology. They also perform receiving patient records in several medical subspecialties and must devise a poster presentation.

Evaluation of the Course

The conservative current manner of academic writing instruction is not sufficient and receptive in rising the faculty members' academic writing aptitude in Kashan University of Medical sciences. Thus, this revision is accomplished to explore the participants' insight, and whether educating English for medical writing to them in joint-learning approach applying the university capabilities has any consequences on the participants' writing attainment *Arani* (2014). At each of these stages, students are first approved clear teachings about writing in a special type Baethge, (2008). Pre-writing and dreaming up are always complete in class to assist the students systematize their thoughts and study the regulations.

3. Methodology and Procedures

Participants

The model comprised of 70 medicine students (35) and university instructors (35) of Kashan University of Medical sciences, all including difficulties writing English properly by using selective sampling. This has to do with the reality that they are presumed to publish several study documents yearly in ISI or other dependable guided journals i.e. request and reply medical queries. Their manuscripts often need grammar, punctuation, and sentence patterns improvement in writing, so that it receives a long time to publish them; sometimes they are refused for containing difficulties in these domains. Some of the faculty members are full time didactic or research colleagues of departments or research focal points of the university. The lack of sufficient time to go to academic English classes triggers the major trouble for them.

Survey Paradigm

The survey was an expressive quantitative-qualitative study, which a general review mold was utilized, as one of the aims of the survey was to display the sensitivity grades of the all members engaged in the survey group towards a new method and function, a Web 2.0 tool, according to various sub-dimensions in teaching academic English writing. An investigational design was also prepared to scrutinize and gauge the faculty members' manners towards the use of the new method in academic English writing.

Gathering Documentations

The data for this study were gathered using a feedback chosen to take out faculty members' intuitions toward the use of new approach to learn medical writing, as an educational requirement, to supplement the teaching approach (Sinadinović, 2013). The survey feedback forms contain 28 items which was developed to illuminate the participants' idea in English medical writing in universities. The contributors' disapprovals were attended to straightly on the survey. The questionnaire points were promoted in declarations to which the learners should respond in five-point level. This level disseminated between "strongly agree" to "strongly disagree". They pointed to agreement of suppliers on the use of every media as a course educational means. To prove the strength of the study process, it was sent five members specialist in educational measures for appraisal to be evaluated. These participants

were asked for to assess the questionnaire substance and arrange and suggest any adjustments that could improve the survey. All participants' thoughts on the approach were also collected through discussions. Given their bordered time chance and pertaining the current didactic media, the participants were inquired to articulate the sensation and notion they have at their brains.

4. Results and Discussion

According to study results, the students are agreeable to develop the possibility in EMP writing lessons, and they are of the thought that such use will improve their knowledge in learning writing, educationally and expressively. The members identified that approach of using was mainly optimistic and surprisingly talented. According to the discussion queries, the research surveyors asserted that the approach augmented their learning of educational English medical writing.

The results correlated to the second study question “What are the most and least part of the English medical writing proposed that were used during the course term” were shown in Table 1. It discovered, based on the highest median value, that the most important item was number 7 with a mean value of 4.2. "I used the objectives of study to find some different dedicated writing techniques that assists abridges the class materials “. It was noticed that questions 18, 34, 9, 24 were very important and have the highest averages (4.1, 4.04). These results express the members most used activities in our study plan. The lowest average was 2.9 for item 23. “The system was used to obtain the remarks and scoring special English homework.”

Table1. Prearranged Uttered Proclamations from the Highest to the Lowest Average

Score	Statement	Mean	Std. Dev.
7	The media helped the university project improve our integral academic medical writing.	4.2 4.3	1
18	It was followed to include or delete academic classmates.	4.1 4.09	1.0 26
34	Using the study plan motivates us and is a good media for learning academic medical writing.	4.08 4.05	1,1 87
9	The system of study is a good technical media for delivering and getting activities and tasks in academic medical writing.	4.04 4.2	0.8 65
24	The site was applied to study the writing assignments details.	4.02 4	0.9 46
10	The approach can be used to get information about medical writing practices.	4 3.97	1
20	The system assisted us to receive messages about quizzes, midterms, and final review.	3.94 3.91	1.0 08
8	It was used to get new directions about members exercises and obligations	3.92 3.92	1.0 96
1	The project provided us the opportunity to adopt the academic medical writing socio-cultural parts.	3.9 3.9	1.0 85
25	The system was applied to obtain details about day to day remarks from the teacher	3.88 3.81	1.0 13
26	The plan supported us in appending, excluding, and restoring materials in an appealing way.	3.88 3.81	0.9 92
11	We followed the teacher to obtain instructor advices by evaluation and comments	3.86 3.80	1.0 41
16	It helped us in observing others reactions and response to instruction.	3.86 3.80	1.0 99

28	The skills were adopted to receive commands about group exercises and development.	3.86 3.79	1.0 61
13	The system assisted for assessing interaction and fast evaluation with each other after and before writing class hour.	3.82 3.81	0.9 05
33	The design aided the members to receive medical writing revisions about the personal page and note	3.76 3.74	1.4 65
19	It was used by lecturer to conduct our interactions and participations in integrity through writing.	3.73 3.70	1.3 35
15	The project offered us good chance to communicate and address queries that are relevant to academic medical writing points	3.65 3.68	1.1 65
6	The system can be adopted to comprehend educational materials and discourses for medical writing.	3.55 3.54	0.9 59
30	The program was engaged to mention webs addresses supplying the academic writing affairs.	3.55 3.54	1.2 92
4	The plan was employed to find comprehension and knowledge about academic terms and allusions.	3.53 3.52	1.1 2
3	The system assisted participants to find out everything about program arrangement and timetable.	3.51 3.50	0.9 38
22	The plan was valuable in declaring to write each student duties.	3.49 3.46	1.1 2
29	The system can be applied to access others medical writing files and materials as reliable as possible.	3.49 3.42	1.2 27
14	The project assisted to include program bulletin and prompts on academic medical writing	3.43 3.40	1.0 99
17	The system helped everybody react to other faculty members introduced depictions and materials.	3.31 3.20	1.0 25
21	The site was beneficial in describing difficult academic terms in writing.	3.22 3.18	3.2 2
23	The project offered us some techniques in the self-directed assessment and decision making for medical writing homework.	2.9 2.26	2.9

Data related to the third study question "Are faculty members' insights toward using the plan as a supportive tool for course distribution vary based on designated variables: year of study, past experience with a plan, student specialization?" It exposed that there were no statistically important differences at ($\alpha = 0.05$) in the use of system units because of faculty members majors. There are statistically important modifications at ($\alpha = 0.05$) in the use of scheme units because the year of students' study variable, in favour of, the third and fourth year faculty members. The consequences also, exposed that there are statistically important differences at ($\alpha = 0.05$) in the use of study units because of the past practices with research variable. In favour of faculty members with no strategy, use experience.

5. Conclusion and Suggestion

The results suggest that the proposed outline for academic writing purposes is expected to be an inspiring factor for teaching and learning procedure. The proposal for this study has produced an active learning setting that could open equal chances to exercise communicate through particular writing and have pointers from the lecturer and his faculty members. Also, medical students were of the idea that the method and the educational services in the study are properly in use. The investigator, as a faculty member in higher education level, was very interested to pertain the techniques in upcoming furniture, such as plan, Twitter and WhatsApp clusters, as a teaching provision method in teaching EMP. It can be used in cybernetic learning sceneries. Higher education teaching as the investigator practices is going

toward expending the new approach in teaching programs appears to be practical as part of a practical process between the lecturer and particular writing and learners Sam Mc Carter(2009). The fact that it is stranded in the images of texts and practices, however, denotes that it also looks for to supply teachers and students with a way of sympathetic how writing is figured by persons making language options in community situations, and so supplies to both theory and performs. Principally, it demonstrates how EMP has nothing to do with replenishing generic writing skills that learners have not passed to overcome at school, but engages increasing new types of knowledge: furnishing learners with the outgoing abilities to contribute in special educational and qualified traditions.

Future Implication

It has not been probable to enclose all features of EMP investigation and exercise, taking in, for example, such areas as EMP testing, teacher tutoring and corpora. As Nguy!n (2016) believed, there is substantial range for prospect explorations as there stay types (e.g. the review article), grammatical attributes (e.g. concessive clauses), and features of medical vocabulary (e.g. the vocabulary of textbooks) that have yet to be fully discovered. Verbal genres – doctor – patient discussions, holder discussions, and medical assembly productions, Wright R (2012) – are an abundant region for additional study, predominantly if it discovers variations (and resemblance) between the language applied by Anglophone experts and their non -Anglophone global complements. Much less plentiful in the literature, in the meantime, are explanations, analyses, or assessments of EMP, which it is expected will emerge to balance evocative study on medical dialogue. Meticulous significance, owing to their insufficiency, would be educational surveys of the practice, impact, and helpfulness of technological modernisms, which are progressively more ordinary traits of EMP pedagogy as in other domains of EMP. It is hopeful in the first chance a researcher will continue searching this road.

Conflict of Interest

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