9 Identifying and responding to learner needs at the medical faculty: the use of audio-visual specialised fiction (FASP)

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Abstract

Since the development of Task-Based Language Teaching (TBLT) in the 1980's, learner needs have been central to English for Specific Purposes (ESP) teaching and learning, including in the field of English for Medical Purposes (EMP). This paper reports on two studies, conducted at Nice University Medical Faculty between October 2015 and March 2016, designed to analyse and respond to learner needs in EMP. While the first study was a needs analysis of medical students, the second one concentrated on certain needs previously identified and sought to satisfy them using audio-visual specialised fiction or 'Fiction À Substrat Professionnel' (FASP). It focusses on the use of a clip from a medical television series and how it was used in the classroom to reinforce good medical practice through the identification of on-screen procedural problems. Qualitative data were collected using questionnaires and interviews and data analysis showed an evolution in students' critical analysis and in their cultural and medical practice awareness. The study therefore suggests that it is possible to satisfy a demand for quality language education with students who are not language specialists and that audio-visual FASP seems to be an interesting and useful pedagogical tool in ESP to meet the differing needs of specific professions.

Keywords: task-based language teaching, specialised fiction, FASP, EMP, learner needs, sociocultural approach.

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1. Introduction

EMP has been a flourishing field of research in English-speaking academia for several decades since Maher's (1986) article clearly set out the state of the art in this speciality. Within the French academic world, specific EMP research became popular during the late 1980's and 1990's in parallel with the development of ESP. As ESP finds itself at the intersection of several disciplines, researchers tend to concentrate on particular areas dependent on their own academic interests or backgrounds (Sarré & Whyte, 2016) and this heterogeneity is equally found in EMP. It is for this reason that different approaches within ESP/EMP research have developed (Gledhill & Kübler, 2016; Sarré & Whyte, 2016) didactics and classroom practice, concept-oriented linguistics, and context-oriented linguistics. It is important, however, to emphasise the fact that these differing research directions do not function independently and inter-relations exist between them.

In the field of didactics and classroom practice in particular, learner needs have been central to ESP teaching and learning since the 1980's, as it is usually the starting point of ESP course design (Hutchinson & Waters, 1987). This chapter will contribute to this area by reporting on two studies related to EMP needs, including a pedagogical intervention using audio-visual specialised fiction (FASP) designed to develop EMP students' cultural knowledge. This contribution therefore has two main objectives: (1) to identify the needs of EMP learners at a French medical faculty; and (2) to evaluate to what extent the use of audio-visual specialised fiction can meet these needs. After reviewing the relevant literature, we will present the methods used in both studies and the results obtained, before discussing how these results compare with similar studies.

2. Literature review

Applied linguistics, described as "the theory and practice of language acquisition and use" (Kramsch, 2000, p. 317), was perhaps the first attempt by academic researchers to apply language theory to real-life situations. It forms the basis for many of the pedagogical and language-acquisition theories that have developed

over the years. The two principal applied-linguistic approaches to ESP are the concept-oriented approach and the context-oriented approach (Gledhill & Kübler, 2016). The concept-oriented approach concentrates on the technical language and linguistic structures employed within a specialist domain, for example through metaphor analysis (English, 1998), whereas the context-oriented approach considers the social or cultural context when analysing specialist language. Within the context-oriented approach to ESP, we find the specific branch of discourse analysis, which concentrates on the vocabulary, grammar, and sentence construction used in ESP texts. Discourse analysis can, among other pedagogical uses, provide the basis for glossaries, medical dictionaries, and vocabulary lists, as suggested in a study on deceptive cognates in English and Spanish medical articles (Divasson & León, 2002).

The third main branch of ESP research, that is didactics, developed with the evolution of TBLT in the 1980's and 1990's (Ellis, 1994, 2003, 2013; Foster, 1999) where classroom practice became the subject of academic research. TBLT has been widely put into use in the EMP classroom (Faure, 2003; Pavel, 2014) and is still being researched today. Indeed, task-based language teaching is at the root of a communicative approach to EMP in which role-play and simulations of specific medical situations are employed to develop the learner's oral professional autonomy (Hoekje, 2012). Didactics has often, however, been considered as being the "poor relation" to the two more linguistically-based research specialities (Sarré & Whyte, 2016, pp. 150-151). Concentrating more closely on what is actually done in a language classroom and on the concrete methods and techniques that teachers employ to help their students acquire the target language, didactic research is accused of being too context-specific to be easily replicated and for the pedagogical practices reported on to be adopted on a wider scale (Whyte & Sarré, 2016). This negative image has recently been called into question by Sarré and Whyte (2016), who demand that a clear research framework for ESP didactics be established to avoid an anecdotal style in academic articles and to enable this research to be recognised at its true value. Despite, or perhaps because of, this tendency to discount practical teaching analysis, attempts have been made to analyse the different currents present in didactic research.

In ESP pedagogy, Belcher (2004) clearly defines the three main trends in teaching present in the mid-2000's and which continue to this day: the sociodiscoursal, sociocultural, and sociopolitical approach. The sociocultural approach is particularly favoured in EMP due to the specifically cultural aspect of medicine and healthcare in general, which Mourlhon-Dallies (2008) emphasises when she speaks of the intercultural dimension present when teaching a language for medical usage, as "medicine is about the body, religion, and death"[2] (p. 170, our translation). When teaching medical English, other non-linguistic factors are in play and these sociocultural elements are what Hoekje (2012) points to as the future of EMP research when she writes that "the cultural basis of healthcare practice needs further recognition" (p. 2). This gap in the research between what EMP academic specialists investigate and the expectations concerning English that medical professionals actually hold has also been identified in France (Carnet & Charpy, 2017). It is for this reason that alternative teaching methods have developed which aim not only to meet specific linguistic needs, but also to provide the second language learner with a certain cultural knowledge of the specific domain studied. One of these methods, which will provide the basis for this research study, is the use of specialised fiction which has been termed '*fiction à substrat professionnel*',or FASP, in the French literature.

The term FASP first appeared in an article by Petit (1999) where he identifies the specific genre of professional literary fiction and its three principle aspects: (1) the novels are international bestsellers, (2) the authors repeat their success with several bestselling books in the same genre, and (3) the authors are specialists within the particular discipline that they write about. The third characteristic is especially important as it explains the specific professional language, discourse, and vocabulary found in these works, and of course adds to its authenticity. As Isani (2004b) explains, "the profession in question is the very pivot of plot and character dynamics" (p. 26). The fact that a character is, for example, a doctor, is essential to the plot and is not just a background detail.

2. In Mourlhon-Dallies's (2008) own words: "la médecine touche au corps, à la religion, à la mort. La dimension interculturelle est donc également très présente dans l'exercice des métiers en question" (p. 170).

In France, FASP has proved to be a very popular subject of research in ESP pedagogy, especially in the domain of English for Legal Purposes (ELP) (Chapon, 2015; Genty, 2010; Isani, 2004a, 2006, 2011; Villez, 2004;). After Petit's (1999) initial definition of professional literary fiction within the field of ESP, the definition was quickly expanded upon to include movies (Isani, 2004a) and television series (Villez, 2004) anchored in a professional milieu. Indeed, what has come to be known as audio-visual FASP continues to provide an interesting pedagogical tool in today's ELP classroom as shown by Chapon's (2015) recent doctoral thesis on the subject, where she proved the utility of audio-visual FASP in teaching the adversarial judicial system of Common Law in English-speaking countries. In the field of EMP, Charpy (2004, 2005, 2010, 2011) has worked extensively on literary FASP, but the use of audio-visual FASP has been little studied (with the exception of Carnet's (2015) research using the series *House MD*). There is still room, therefore, for development and innovation within didactic research in EMP and, more particularly, in the use of audio-visual FASP. The two studies whose methods are presented in the next section aim to contribute to bridging this gap.

3. Methods

3.1. Pilot study

Study 1 was a pilot study analysing the needs of medical students carried out in October 2015 on 54 second-year (L2) students and on 49 third-year (L3) students using qualitative data collection[3]. A short multiple-choice questionnaire[4] on students' general attitudes and needs in EMP was given to the students, and the same questionnaire was also used with ten medical professors. Seven professors answered the questions independently, and three of them answered them during an interview with the researchers, thus allowing more expert analysis and

3. The first year of medical studies in France (the PACES) is open to anyone, with a selective examination at the end which allows only a very limited number of students to access the second year of medical studies. First-year students do not have English lessons and are not tested on their level at Nice Medical Faculty.

4. Supplement, part 1: https://research-publishing.box.com/s/lgnkjny733kallj5961qh75q8qlks60i

discussion of the specific needs in EMP from the professionals' point of view. A pen-and-paper version of the questionnaire was given to the L2 students during their first English lesson of the year and all of them responded (=100% response rate). The objective was to see what they thought their needs were, what type of lessons they wanted before starting English, and then asking students belonging to the year above (L3) what they thought of the lessons they had had and to see if those lessons had met their expectations and needs. The student needs were then compared to those identified by medical professionals.

3.2. Study 2

Study 2 aimed to fine-tune the questionnaire given in the pilot study and to inform the design of an audio-visual FASP sequence to meet the needs previously identified. This study was conducted on L3 medical students in March 2016 during two non-obligatory 60-minute classes. 59 (=100%) answered the opening needs-analysis questionnaire[5] and 38 of the initial 59 (=64%) took part in the FASP experimentation phase. Pre- and post-teaching questionnaires[6] were used to assess students' attitudes to FASP, as well as a content and language test to evaluate their understanding of the video sequence[7]. The pre-FASP questionnaire[8] was adapted from an American study (Czarny et al., 2008) given to the students to identify their general profile. After some introductory questions (five open-ended questions), there were more specific ones dealing with television medical shows (six multiple-choice questions) to discover if they watched this type of programme, what shows they watched, the frequency of viewing, and language(s) they watched in, etc. Finally, the last section to the questionnaire (three multiple-choice questions) aimed to identify their attitude towards medical shows, how accurate they found the portrayal of hygiene and good medical practice, and whether they discussed medical issues with their friends and family. Once this general questionnaire had been completed, the students watched a five minute

5. Supplement, part 2: https://research-publishing.box.com/s/lgnkjny733kallj5961qh75q8qlks60i

6. Supplement, parts 2 and 3: https://research-publishing.box.com/s/lgnkjny733kallj5961qh75q8qlks60i

7. Supplement, part 4: https://research-publishing.box.com/s/lgnkjny733kallj5961qh75q8qlks60i

8. Supplement, part 2: https://research-publishing.box.com/s/lgnkjny733kallj5961qh75q8qlks60i

video clip taken from Season 11, Episode 4 of *Grey's Anatomy*, which deals with a patient who becomes paralysed in his lower spine after a thoracic stent graft. The students watched the clip twice and completed the content and language test[9] at the same time. The clip was shown without prior explanation to evaluate what the students had effectively understood. After viewing the clip and completing the test individually, a class discussion was held. The students were introduced to the UK General Medical Council's (GMC) guide to good medical practice[10], which identifies four key domains: (1) knowledge, skills and performance, (2) safety and quality, (3) communication, partnership and teamwork, and (4) maintaining trust with the patient and with colleagues. These guidelines were used as they are internationally recognised, and because similar, ethically-oriented guidelines do not exist in the US, perhaps due to the healthcare system being viewed principally as a business. The video clip was then considered in the light of the GMC guidance and students discussed how the television show respected, or not, the principles related to each of the four domains. Finally, the students completed a post-FASP questionnaire[11] to find out how accurate they found the depiction of medical practice in the video clip after class discussion and to collect their personal reactions towards this teaching method.

4. Results

4.1. Pilot study

All three groups of participants (second- and third-year students, and medical professors) had to answer the same first three questions (Table 1). The first two questions assessed the participants' level of bias, their personal feelings towards English, and its usefulness for them individually. The third question was to determine what skills were most important for medical students. The questionnaires diverge from question four onwards: in L2 it concentrated on the

9. Supplement, part 4: https://research-publishing.box.com/s/lgnkjny733kallj5961qh75q8qlks60i

10. http://www.gmc-uk.org/guidance/good_medical_practice.asp

11. Supplement, part 3: https://research-publishing.box.com/s/lgnkjny733kallj5961qh75q8qlks60i

type of pedagogy that they wanted for their future English lessons, whereas in L3 they were asked for their favourite and least favourite aspects of their English lessons. Meanwhile, the professors were asked what should be taught and their preferred pedagogy for medical English.

Table 1. Answers to the pilot study questionnaires

	L2 (54)		**L3 (49)**			**Medical Professors (10)**		
	No.	**%**		**No.**	**%**		**No.**	**%**
Question 1: For me, English is…								
Necessity	28	52	Necessity	26	53	Necessity	6	60
Investment	9	16.6	Investment	8	16.3	Investment	2	20
Effort	2	3.7	Effort	-	-	Effort	-	-
Pointless	-	-	Pointless	1	2.1	Pointless	-	-
Pleasure	13	24	Pleasure	13	26.5	Pleasure	1	10
Other	2	3.7	Other	1	2.1	Other	1	10
Question 2: I think I need English lessons as a medical student for…						**Question 2: I think medical students need English lessons for…**		
Foreign Patients	47	87	Foreign Patients	41	83	Foreign Patients	6	60
Med. Journals	49	90	Med. Journals	44	89	Med. Journals	10	100
Int. Conferences	46	85	Int. Conferences	44	89	Int. Conferences	10	100
Personal Life	36	66	Personal Life	33	67	Personal Life	5	50
No need	-	-	No need	1	2.1	No need	-	-
Question 3: For me, the most important aspect of English is…								
Reading	6	11	Reading	4	8	Reading	1	10
Writing	-	-	Writing	1	2.1	Writing	-	-
Oral interaction	40	74	Oral interaction	41	83.6	Oral interaction	6	60
Presentations	2	3.7	Presentations	1	2.1	Presentations	2	20
Listening	5	9.3	Listening	1	2.1	Listening	-	-
Grammar	-	-	Grammar	-	-	Grammar	-	-
Vocabulary	1	2	Vocabulary	1	2.1	Vocabulary	-	-
Other	-		Other	-	-	Other	1	10
Question 4: At the medical faculty I want my English lessons to be…			**Question 4a: At the medical faculty my favourite aspect of my English lessons is…**			**Question 4a: As a doctor, I think English lessons should concentrate on…**		
Trad. Lessons	5	6	Small groups	7	14.5	Oral work	6	60
Oral groups	27	31	Oral work	11	22.5	Med. vocab	-	-
Med. vocab	44	51	Med. vocab	12	24.5	Med. culture	3	30
Lectures	2	2	Med. culture	4	8	Med. ethics	1	10
New technology	9	10	Med. ethics	5	10	Med. articles	10	100
Other	-	-	Med. articles	4	8	Other	-	-
			Only ENG	6	12.5			
			Other	-	-			

			Question 4b: At the medical faculty my least favourite aspect of my English lessons is…			**Question 4b: As a medical professor, I think medical faculty English should be taught…**		
			Small groups	2	4	Only ENG	8	80
			Oral work	6	12.5	New technology	6	60
			Med. vocab	5	10	Tutors	7	70
			Med. culture	8	16.3	ENG lectures	2	20
			Med. ethics	2	4	FR lectures	-	-
			Med. articles	18	36.7	Grammar/ vocab	3	30
			Only ENG	2	4			
			Other	6	12.5			
Question 5: In my opinion a French doctor and an American doctor do fundamentally the same job.								
Agree	35	65	Agree	25	51	Agree	10	100
Disagree	5	9	Disagree	13	26.5	Disagree	-	-
Don't know	14	26	Don't know	11	22.5	Don't know	-	-

Three important trends emerge from these results: (1) a general acceptance of the necessity for English in medical studies, (2) the importance of oral skills, and (3) the desire for specific medical terminology expressed by the students yet not at all by practising doctors. In fact, all three medical professors who answered the questions in an interview (as opposed to the pen-and-paper questionnaire) talked about the importance of understanding the cultures and mentalities of English-speaking countries to be fully autonomous in the English language, with specific mention of the importance of humour and understanding cultural references. And yet, medical culture is the second least favourite aspect of English lessons for L3 students. This result could be explained by medical students' lack of experience – they feel that their inability to understand certain medical situations can be simply remedied by learning the correct vocabulary. This would explain the popularity of this choice in Question 3, as students do not yet realise the importance of cultural knowledge when dealing with foreigners, something that experienced doctors do.

4.2. Study 2

Because of the emphasis placed on the cultural aspect of language learning by the medical professionals, and the lack of enthusiasm for this cultural dimension from the L3 students, it was decided to try a FASP-based sequence with the

students to combine language acquisition, an authentic cultural setting, and consideration of specific professional skills. A clip from *Grey's Anatomy* was chosen as it offered the opportunity to explore the question of good medical practice through illustrating various examples of bad practice[12]. This series was selected as it is very popular with students and easily available in English, therefore students can continue watching the series outside of class, giving them more exposure to medical language and encouraging their linguistic and cultural development. The students were asked to identify the problems in the clip, to discuss why these actions were problematic and give possible solutions. The comparison between the reality of the GMC guidelines, the fictional depiction of hospital practice, and their personal knowledge of the French medical system highlighted the differences between the medical cultures of the USA, the UK, and France, and encouraged them to develop their critical analysis of audio-visual FASP and to remember the internationally recognised pillars of good medical practice.

The didactic sequence began with a needs-analysis questionnaire, following on from the pilot study. Out of 59 students, 91.5% (n=54) claimed they watched television and 92.5% of these (n=50) said they had watched a medical drama in the past, with the most popular show proving to be *Grey's Anatomy* for 84% (n=42) of them and 48% (n=24) of medical drama viewers claiming that they watched this particular TV show at least once a week. The answers given to this first questionnaire therefore confirmed that most medical students at Nice University watch medical programmes and also proved the popularity of *Grey's Anatomy*.

The students then watched a scene from *Grey's Anatomy* and answered a content and language test[13] while watching to evaluate their comprehension of medical terminology in the clip. They were not only tested on what they had understood from a medical point of view, but also in terms of the storyline.

12. In the clip an operation begins before the patient's family gives their consent, there are occasions when doctors walk into the operating theatre during open-heart surgery without respecting proper hygiene protocol, and the doctors communicate more about their personal lives than about the surgery being performed.

13. Supplement, part 4: https://research-publishing.box.com/s/lgnkjny733kallj5961qh75q8qlks60i

Table 2. Content and language test: key and results

2) What have you understood about the patient's medical situation?	3) What have you understood about the doctors' personal lives?
• He has an aneurysm ✓ • He has had a thoracic stent graft ✓ • He is paralysed in his lower spine ✓ • He is paralysed in his upper spine • The doctors want to increase the blood supply to his spine ✓ • The doctors want to decrease the blood supply to his spine • He has open heart surgery ✓	• One doctor wants to leave, the other doctors want her to go • One doctor wants to leave, the other doctors want her to stay ✓ • Two doctors want to leave • Derek regrets a decision he made ✓ • Dr Maggie Pierce is an alcoholic • Derek doesn't talk to his wife ✓
• 30/38 all correct answers (=79%)	• 10/38 all correct answers (=26%)

As shown in Table 2, more students understood what was happening medically to the characters (just under 80% of students got all the answers to the medical questions right) rather than what was going on in their personal lives and in the general plotline (just over a quarter of them got all these answers correct). The fact that this exercise took place in a medical English classroom perhaps skewed their answers as they concentrated more on the medical aspect of the video clip and paid less attention to the plot.

It can be argued that a medical student will naturally be more interested in the medicine being portrayed as opposed to the dramas of a fictional character's personal life. If this theory is correct, then it proves that a clip can be taken from a series, and its professional content be put to good use, without the students necessarily knowing the TV series and the characters involved.

A recurring question in both questionnaires and in the content and language test sought to evaluate the students' perception of hygiene and medical accuracy in audio-visual FASP by having them rate these on a scale of 0 to 5 (0=least accurate, 5=most accurate).

Table 3. Students' perception of medical accuracy

	Pre-FASP (59)		**During FASP (38)**		**Post-FASP (38)**	
Accuracy scale	No.	%	No.	%	No.	%
0	5	8.5	3	8	12	31.5
1	10	17	15	39.5	17	44.5
2	13	22	9	23.5	7	18.5
3	18	30.5	5	13	2	5.5
4	13	22	6	16	0	0
5	0	0	0	0	0	0

The results in Table 3 show an evolution between before and after the FASP sequence, with students rating medical TV shows as less accurate after the sequence and class discussion (over three quarters of students rated accuracy 0 or 1) than before it (over half of students rated accuracy 3 to 5). These results clearly show that the students developed their critical analysis skills through completing this task and that, by the final questionnaire, they were aware that the level of accuracy in medical television programmes is quite limited. This statement is supported by the students' reactions to this type of teaching support. Indeed, when asked about their opinion on audio-visual FASP in the post-FASP questionnaire, many of the students claimed that they appreciated using television shows to develop their critical analysis and as a way of providing visual images of bad practice – some spoke of learning through watching others' mistakes. They also found it an interesting way to learn medical vocabulary. However, the choice of the television show created some disagreement, as certain students felt that because of the lack of realism in the series, *Grey's Anatomy* was not a good pedagogical choice due to the many mistakes in the sequence. However, it can be argued that the use of fiction when examining medicine creates a distance from the professional situation which allows the students to develop their critical and analytical thinking, a skill which is often underdeveloped in other, more practical medical classes. Using a real-life documentary would more than likely generate less debate, as it would show a correct procedure undertaken by qualified professionals, therefore leaving little room for students to criticise. It is also important to remember that as most EMP teachers are not medical professionals, they need to be credible in the classroom,

and FASP allows both teachers and learners to discuss a specific professional domain without necessarily being experts on the subject. Despite some reticence from the learners due to the choice of television series, the results clearly show the evolution of the students' critical analysis skills.

5. Discussion

The pilot study highlighted three main needs as expressed by medical students and professors at Nice University Medical Faculty. These findings are in line with other needs analysis EMP studies carried out in medical institutions in diverse geographical settings. First, our study showed a general acceptance of the necessity for English in medical studies which has also been reported in other needs analysis studies of medical students (Chia, Johnson, Chia, & Olive, 1999; Fang, 1987). Given the quantity of medical journals published in English nowadays – 4,609 in 2007 (Baethge, 2008) – the students' recognition of the importance of English is coherent and necessary. In addition, the pilot study underlined the importance of oral skills for medical students. This result confirms other studies but with a small difference. Chia et al. (1999) find that reading is the main skill needed by medical students, and Javid (2011) finds listening to be the most important skill according to questionnaire data, whereas reading is the first need expressed in other data collection tools in the same study. Both studies place speaking as the second most important skill for medical students. The variation in results obtained at Nice Medical Faculty in comparison to the two previously mentioned studies could be due to cultural differences – Chia et al.'s (1999) study took place in Taiwan and the study particularly mentions the students' timidity and lack of interest in communication skills. Alternatively, it could be the result of terminology choices; our study uses the term 'oral interaction' in opposition to Chia et al. (1999) and Javid (2011), where the more generic term 'speaking skills' is used. Further research into what specific oral interaction skills medical students need will have to be undertaken in order to understand this result more fully. Finally, students expressed a need for specific medical terminology, an opinion which was not at all shared by practising doctors who instead highlighted the need for cultural understanding. Indeed,

in other EMP needs analysis literature the importance of cultural interaction is noted (Alqurashi, 2016), as well as the potential difficulty of certain contact situations for non-anglophone doctors (Allwright & Allwright, 1977; Ferguson, 2013), which include participating in informal discussion, and entertaining/being entertained. When specific medical terminology is mentioned, it is as a secondary objective, with teaching from a medical and health care perspective being the priority (Antic, 2007). A needs analysis of higher level medical students is necessary to see the evolution of this desire for medical terminology and to measure at what stage the need for cultural understanding is expressed.

Through the use of audio-visual FASP, Study 2 allowed medical students to assimilate specific Anglo-Saxon medical culture practices whilst simultaneously developing their critical analysis skills and testing their medical vocabulary. It's precisely because audio-visual FASP gives access to professional environments in the target language and culture (otherwise inaccessible) that "professional behavioural culture" (Chapon, 2017, p. 48) can be witnessed. The didactic opportunity that audio-visual FASP represents, through the combination of specific professional culture skills and authentic discourse belonging to a particular professional domain, has already been highlighted by Chapon (2015) in the field of ELP. However, our study diverged from Chapon's research as we chose to use audio-visual FASP that did not faithfully reproduce specialist knowledge in order to check the students' comprehension of the tenets of good medical practice. To the best of our knowledge, no published research has investigated the efficacy of this approach in ESP settings so far. Still, in our study, the evolution of the students' perceptions of medical accuracy in the selected medical TV show points to the efficacy of this approach.

6. Conclusion

The first study identified the need for oral communication and cultural references in EMP, taking into consideration the opinions of professionals in the domain. Students assessed their needs as more vocabulary-based, although this is perhaps due to their professional inexperience and these demands will

surely change as their practical knowledge increases. Indeed, the results show an evolution between L2 students (51% identified medical vocabulary as an important need) and L3 students (only 24.5% considered medical vocabulary to be important), and we can think that this need would further decrease with older groups. Inversely, the students did not particularly enjoy the cultural aspect of their medical English lessons (the second least favourite aspect of their course for L3 students), despite the medical professors' emphasis of this point. To reconcile students' perceived needs with the medical professors' perceived needs, FASP was used in the second study to raise students' awareness of the importance of good practice in English-speaking medical culture and to process a certain amount of medical language[14]. However, one of the limitations of this study was that the language learned during the FASP sequence was not evaluated at the end of the sequence to test what the students had retained from a purely linguistic point of view. During this sequence, the students' perception of the accuracy of *Grey's Anatomy* evolved significantly, which suggests that they became more critical in their analytical viewing of this medical TV series. In addition, audio-visual FASP had the advantage of giving clear examples of bad practice, enabling the students to visualise medical errors more easily in a dynamic and interesting way, although the choice of reverse pedagogy – showing what not to do in order to teach what should be done – was a risky one, as the students' reactions show. This second study proves how useful FASP can be in EMP as a more attractive and multi-disciplinary resource to learners, especially as regards cultural and professional awareness raising. Further research is needed, however, to test (1) the usefulness of audio-visual FASP in ESP in general (i.e. in other specialist domains) and (2) its impact on students' linguistic competence development.

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