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DESIGNING ENTRY-LEVEL MEDICAL VOCABULARY PROGRAMS FOR FIRST-YEAR MEDICAL STUDENTS

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Annotatsiya. Tibbiy ingliz tili birinchi bosqich tibbiyot talabalari uchun umumiy ingliz tilidan kasbiy sohaga oid tilga o‘tish jarayonida muhim ahamiyatga ega. Ushbu tadqiqot maxsus maqsadlar uchun mo‘ljallangan ingliz tili (ESP) kursini ishlab chiqishni o‘rganadi, ayniqsa, boshlang‘ich darajadagi tibbiy lug‘atga e’tibor qaratilgan bo‘lib, talabalar akademik va klinik muloqotda muvaffaqiyatli ishtirok etishlariga yordam berishga qaratilgan. Til ehtiyojlarini aniqlash uchun ehtiyojlar tahlili o‘tkazildi va natijalarga asoslanib, janrga asoslangan, nutqqa asoslangan va korpusga asoslangan yondashuvlarni o‘z ichiga olgan kurs ishlab chiqildi. Natijalar tibbiy lug‘atni o‘zlashtirish va muloqot ko‘nikmalarini rivojlantirishda tuzilgan ta’lim strategiyalarining samaradorligini ko‘rsatadi.

Kalit so‘zlar: Tibbiy ingliz tili, maxsus maqsadlar uchun ingliz tili (ESP), tibbiy lug‘atni o‘zlashtirish, birinchi bosqich tibbiyot talabalari, ehtiyojlar tahlili, janrga asoslangan yondashuv, nutqqa asoslangan yondashuv, korpusga asoslangan yondashuv, muammoga asoslangan o‘qitish (PBL), kasbiy muloqot, tibbiy terminologiya.

Abstract. Medical English is essential for first-year medical students as they transition from general English to discipline-specific language. This study explores the design of an English for Specific Purposes (ESP) course focusing on entry-level medical vocabulary to support students' academic and clinical communication. A needs analysis was conducted to determine linguistic gaps, leading to a course design integrating genre-based, discourse-based, and corpus-based approaches. The results highlight the effectiveness of structured learning strategies in improving medical vocabulary acquisition and communication skills.

Keywords: Medical English, English for Specific Purposes (ESP), medical vocabulary acquisition, first-year medical students, needs analysis, genre-based approach, discourse-based approach, corpus-based approach, problem-based learning (PBL), professional communication, medical terminology.

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Аннотация. Медицинский английский язык имеет важное значение для студентов первого курса медицинского вуза в процессе перехода от общего английского к специализированному профессиональному языку. В данном исследовании рассматривается разработка курса английского языка для специальных целей (ESP), направленного на изучение базовой медицинской лексики, необходимой для успешного академического и клинического общения. Проведён анализ потребностей для выявления языковых пробелов, на основе которого был разработан курс с использованием жанрового, дискурсивного и корпусного подходов. Результаты подчеркивают эффективность структурированных стратегий обучения в развитии медицинской лексики и коммуникативных навыков.

Ключевые слова: Медицинский английский, английский для специальных целей (ESP), усвоение медицинской лексики, студенты первого курса медицинского вуза, анализ потребностей, жанровый подход, дискурсивный подход, корпусный подход, проблемное обучение (PBL), профессиональная коммуникация, медицинская терминология.

Introduction

Medical English has become a crucial aspect of medical education As Flowerdew (2013) emphasizes, thorough needs analysis is essential to align language instruction with the actual requirements of learners in medical contexts., particularly for non-native English-speaking medical students (Woodrow, 2018). First-year students often struggle with medical terminology This aligns with Belcher's (2006) view that ESP learners often have imagined future roles that influence their language needs., patient communication, and academic writing, which hinders their ability to engage in professional discourse (Johns & Dudley-Evans, 1991). Given the increasing demand for English proficiency in global healthcare, this study aims to design an ESP course tailored to first-year medical students, focusing on entry-level medical vocabulary and professional communication skills.

The study addresses the following research questions:

What are the primary medical vocabulary challenges for first-year students?How can ESP methodologies enhance medical English acquisition?What assessment strategies effectively measure students' progress?

Methods

Participants

The study involved first-year medical students enrolled in an ESP Medical English course. According to Hutchinson and Waters (1987), understanding the specific learning needs of such students is foundational for course development. A

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total of 10 students, aged 18–20, participated in the program. These students had an intermediate level of English proficiency but lacked specialized medical vocabulary.

Needs Analysis

A triangulated needs analysis (Woodrow, 2018) was conducted using:

Surveys: Collected data on students' perceived difficulties with medical English (e.g., “Rate your confidence in explaining medical procedures in English from 1 to 5”).Semi-structured Interviews: Explored challenges in medical communication (e.g., “Describe a situation where you struggled to understand medical terminology in English”).Document Analysis: Examined medical textbooks, patient records, and academic papers to identify essential vocabulary and linguistic structures.

Course Design Approach

Based on the needs analysis, an ESP course was developed using the following methodologies: Basturkmen (2010) suggests that such methodological frameworks must be directly informed by learners' goals and contexts.

1. Genre-Based Approach

Focused on medical genres, such as clinical notes, patient histories, and case reports, to familiarize students with real-world medical documentation (Viana et al., 2019).

2. Discourse-Based Approach

Developed spoken communication skills for doctor-patient interactions and medical team discussions through simulations and role-playing exercises (Viana et al., 2019).

3. Corpus-Based Approach

Used medical corpora and concordance tools to analyze high-frequency medical vocabulary and collocations, improving students' accuracy in medical communication (Woodrow, 2018).

4. Problem-Based Learning (PBL)

Engaged students in clinical case discussions, requiring them to apply medical terminology in diagnosis and treatment explanations (Woodrow, 2018; O'Sullivan, 2012).

Assessment Strategies

Formative assessments included quizzes, role-plays, peer/self-assessments, and instructor feedback. Summative assessments measured proficiency through medical consultations,

written reports, presentations, and portfolio evaluations (O’Sullivan, 2012).

Results

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1. Vocabulary Acquisition

Students showed significant improvement in medical terminology retention and usage. Before the course, 70% of students struggled with understanding medical vocabulary. By the end, 90% demonstrated correct usage in written and spoken tasks.

2. Speaking and Writing Proficiency

Doctor-patient interaction role-plays showed a 40% increase in fluency and accuracy in explaining symptoms and diagnoses. In addition writing assessments demonstrated improved organization and use of technical vocabulary in patient records and research summaries.

3. Student Confidence

Self-assessments indicated a 50% increase in confidence in using medical English professionally. Also engagement in class discussions and case study presentations improved over the course duration.

Discussion

The findings confirm that a structured, needs-based ESP approach enhances medical vocabulary acquisition Long (2005) also supports the idea that detailed needs analysis leads to more effective ESP curriculum design. and communication skills. The genre-based approach effectively familiarized students with professional documentation (Viana et al., 2019). Moreover, The discourse-based approach improved real-world speaking and listening skills, addressing communication barriers (Woodrow, 2018). Nevertheless The corpus-based approach provided data-driven insights into medical language use, enhancing precision in communication (O'Sullivan, 2012).Problem-based learning enabled students to apply language skills in practical clinical scenarios, bridging the gap between language learning and medical practice (Woodrow, 2018).

Limitations and Future Research

The study was conducted on a small sample size (N=10); future studies should include larger and more diverse student groups.Long-term tracking of students' English proficiency in clinical environments would provide deeper insights into the course's impact.Further research should explore blended learning approaches, incorporating digital tools and AI-driven language learning platforms.

Conclusion

This study highlights the importance of tailored ESP programs in medical education. By integrating needs analysis, genre-based learning, and real-world assessments, first-year medical students develop essential medical vocabulary and professional communication skills. Future studies should refine ESP

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methodologies to enhance medical English proficiency and global healthcare engagement.

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