

## **The value of the ESP course book for the medical university EMI**

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Recently, the world has seen an increase in the implementation of English as a Medium of Instruction (EMI) in universities, particularly in training medical specialists [2-6; 8; 11; 12]. Along with this, English for Special Purposes (ESP) is by date generally recognized as an established methodological approach to teaching a foreign language in a medical university [3; 7; 9].

The researchers [9] have proved that students need specialized language skills for academic and professional success. Determining the role of the ESP textbook, which allows bridging the gap between General English and Specialized Medical Communication in EMI conditions, is an essential issue in teaching English for specialized medical training [12; 15; 17; 21].

The work aims to highlight the role, main characteristics, functions and pedagogical value of an ESP coursebook to support EMI-based medical university education.

Spread of EMI was initiated in the 1990s in European and Asian universities, which set out to teach the so-called "content courses" connected with various subject-specific fields through English to attract international students and optimize attainment of the global competitiveness (R. Wilkinson, P. Strevens, A. Doiz, D. Lasagabaster, J. Sierra, E. Macaro, A. K. Hultgren, U. Smit, J. Airey et al.) [1; 13; 18; 21].

As for the ESP, it emerged in the late 60-s and developed through the second half of the 20<sup>th</sup> century. This approach to teaching ESP is known to be learner-centred, where the needs and goals of a student are of priority. These needs determine the basics of teaching and distribution of parts in the process of acquiring a foreign language that is necessary for the seekers of education to get it through a foreign language that must be learnt along with (P. Strevens, T. Hutchinson, A. Waters, J. M. Swales, T. Dudley-Evans, M. J. St John, F. Costa; R. West et al.) [3; 7; 9; 19; 20]. In this area, the concept of needs-based language teaching was outlined, as well as the Learner-centred pedagogical approach; ESP specificity and distinction from General English (GE), English for Academic Purposes (EAP); genre analysis and discourse community theory were formulated and described, and the teacher's role in the modern framework using ESP was elucidated. English for professionals in medical specialities emphasizes communication competence, problem-based learning, domain-specific terminology, and case-based learning.

English medium education relates to the internationalization [3; 4; 10; 22] of higher education, and ESP "aims to help students develop English-language communicative effectiveness for a domain-specific context" [3, p. 37].

In this work, we can share our experience creating ESP textbooks and methodological materials for English-medium medical university students. Developing a compelling ESP course book for students in medical universities

requires a precise balance between linguistic pedagogy, disciplinary content, and the principles of EMI. ESP teachers tasked with creating such a textbook should consider the design that responds to students' real communicative needs in the framework of academic rigor and integrity.

Students are motivated if they can see the application of the course content to their specific professional goals. Adequate ESP coursebooks must meet the unique language needs of students in specialized fields like medicine or dentistry, and be tailored to the objectives set by the seekers of education, such as their content, appropriate vocabulary, and sufficient communicative activities.

This manual should rely on original, up-to-date materials and attract students' interest in the domain. Their field relates to real-world applications and practical communication required for specific academic/professional contexts. Therefore, a comprehensive needs analysis is the starting point. First, the authors must identify what medical students need English for and what they expect they will need English for in their professional and academic contexts.

Based on this needs analysis, course designers select target situations and required skills and select the relevant topics, texts, and tasks that reflect real professional situations, such as patient assessment, clinical documentation, providing procedures, communication with patients and interaction with colleagues, etc.

A key principle in the course book compilation is authenticity. Materials should reflect real language use in medical practice (extracts from case reports, history taking conversations, medical journal articles, textbooks on anatomy, pathology, etc., research abstracts, clinical guidelines, or professional interviews, graphical and multimedia resources from the medical practice, etc.).

However, the methodologists should elaborate on these materials linguistically to match the students' proficiency level. Authenticity ensures that learners acquire vocabulary and discourse patterns they will encounter in their future careers.

English teachers should suppose interdisciplinary collaboration and cooperate with medical specialists to verify content accuracy and relevance. So, the ESP

textbook teaches medical English effectively and deepens students' understanding of core professional concepts.

While creating the ESP teaching material, teachers must respect copyright and maintain proper citations in the presented materials, obeying academic integrity.

According to the principles of EMI, English for Specific Purposes course books integrate innovative teaching and learning methods. Such practical approaches include problem-based learning, i.e., using tasks for students to solve hypothetical medical cases using English. Also, methodologists recommend the inclusion of case-based and task-based learning. Short case discussions help students connect theoretical medical knowledge with communicative practice; case-based exercises build clinical reasoning and promote English as a cognitive tool for healthcare professionals to gather and analyze patient information, aiming at diagnosing problems and formulating treatment decisions.

The peculiarity of English-language medical terminology, which is formed mainly through the use of term elements of Greek-Latin origin using the models of term formation, makes it necessary to pay attention to the study of these aspects of terminology by medical students from the very beginning of their studies, even at the preclinical stage.

The development of skills in the analysis of terms formed based on Greek-Latin term elements and the formation of such terms will contribute to the assimilation of the language of the profession by future specialists and the formation of a conscious attitude to terminology, which, in turn, will help in effective adaptation to the study of professional disciplines.

It should be fundamental in the entire textbook, and the authors should pay attention first to mastering the basics of term formation in English medical language, and then in each topic considered in the course.

Thus, an effective ESP coursebook for medical EMI must be relevant to the curriculum and designed with regard to specific professional communication needs; it must be authentic, clear, student-centred, and student-friendly. The coursebook

presents the material logically from GE competence toward specialized medical usage.

Thus, the value of an ESP course book is to enhance students' language proficiency and contribute to the formation of their professionalism. It encourages critical thinking and self-learning (the 21st century's essential components of medical education). An ESP textbook for EMI students focuses on teaching English directly related to their academic and professional needs. It provides a balanced approach that promotes linguistic, professional and academic competence.

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## **Professional English as a Tool for Training Master's Students in Metallurgical Modernization Management**

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As technical education continues to evolve - especially in disciplines like metallurgy and project management - professional English is no longer a peripheral skill. It's becoming a core instrument in preparing master's students for global academic and business environments. Language access matters. But what really counts is helping students speak with confidence in real professional settings [3].

Teaching English in a technical context means adapting to the logic of the field. That includes working with complex terminology, understanding how technical thinking shapes communication, and aligning with the expectations of professional communities [1]. It's not enough to teach grammar and vocabulary in isolation. Students need to engage cognitively - with English-language concepts in management, engineering, sustainability, and the digital transformation of industry [2].

For students specializing in metallurgy, the following strategies are particularly effective: