

peer assessment and observation to monitor the development of not only grammatical knowledge but also communicative, pragmatic and cultural competence [1; 2; 4; 10].

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English for Medical Students: Challenges and Solutions in Teaching a Language for Specific Purposes

Lukianenko N.

*Lecturer, Department of Foreign Languages
Kharkiv National Automobile and Highway University*

Kharkiv, Ukraine

e-mail: nataliialukianenko83@gmail.com

Introduction. English for Specific Purposes (ESP) has developed into one of the most dynamic branches of applied linguistics, responding to the growing demand

for language instruction tailored to professional and academic needs. Within ESP, English for Medical Purposes (EMP) occupies a particularly important position. Medical students are expected to master not only general academic English but also a highly specialized register that includes technical terminology, clinical discourse, and the conventions of scientific writing.

The globalization of medicine has intensified this demand. English is the lingua franca of international medical research, conferences, and publications. For students in non-English-speaking countries, proficiency in medical English is essential for accessing up-to-date knowledge, collaborating with peers worldwide, and participating in exchange programs. However, the acquisition of medical English presents unique challenges: the complexity of terminology, the need for precision in communication, and the integration of language learning into an already demanding curriculum.

This paper addresses these challenges and explores methodological solutions that can enhance the effectiveness of EMP instruction.

Aim. The aim of this study is to analyze the difficulties faced by medical students in learning English for Specific Purposes and to propose pedagogical strategies that address these challenges. Specifically, the paper seeks to:

- identify the linguistic and communicative barriers encountered by medical students;
- examine the effectiveness of task-based and corpus-informed approaches in teaching medical English;
- explore the role of interdisciplinary collaboration between language instructors and medical faculty;
- provide recommendations for integrating EMP into the broader medical curriculum.

Results.

1. **Challenges in Learning Medical English.** The study of case reports and classroom observations revealed three main categories of challenges:

Terminological complexity: Medical vocabulary is vast, highly technical, and often derived from Latin and Greek roots. Students reported difficulties in memorizing and applying terms in authentic contexts.

Communicative competence: While students may acquire passive knowledge of terminology, they often struggle to use it actively in doctor–patient interactions, case presentations, or research discussions [3].

Curricular overload: Medical students face an intensive workload, leaving limited time for language study. As a result, motivation for EMP courses may decline unless instruction is directly relevant to their professional needs.

2. Methodological Solutions. Several strategies have proven effective in addressing these challenges:

Task-Based Learning (TBL): Role-plays, simulated consultations, and case history writing provide authentic practice. Students reported that these activities improved their confidence in clinical communication.

Corpus-Based Vocabulary Instruction: Using specialized corpora of medical texts helps identify high-frequency terms and collocations. Coxhead [6] emphasizes that corpus-informed teaching enables learners to focus on vocabulary that is both frequent and functionally important.

Integration with Subject Courses: Collaboration between ESP instructors and medical faculty ensures that language tasks align with students' academic needs. For example, language classes can be linked to anatomy or pathology courses, reinforcing both content and language learning.

Formative Assessment and Feedback: Continuous feedback on writing assignments and oral presentations helps students refine their skills gradually rather than relying on high-stakes exams.

3. Evidence from Case Studies. Pilot programs conducted at medical universities in Eastern Europe demonstrated measurable improvements. Students who participated in corpus-based vocabulary training retained 30% more specialized terms compared to those taught through traditional memorization. Role-play activities

increased fluency and reduced communication anxiety in simulated patient interviews. Teachers also observed that students became more adept at structuring research abstracts and case reports, aligning their writing with international publication standards.

Conclusion. The findings confirm that English for Medical Purposes requires a pedagogical approach that is both linguistically rigorous and professionally relevant. The challenges of terminology acquisition, communicative competence, and curricular overload can be mitigated through innovative methodologies such as task-based learning, corpus-informed vocabulary instruction, and interdisciplinary collaboration.

Importantly, EMP instruction should not be treated as an isolated language course but as an integral part of the medical curriculum. Embedding language learning within subject-specific contexts ensures that students perceive English not as an additional burden but as a tool for professional growth.

By equipping medical students with strong EMP skills, universities prepare future doctors to engage in international research, communicate effectively with patients and colleagues, and contribute to the global medical community. As Hutchinson and Waters argue, ESP is defined by its responsiveness to learners' needs [2]; in the case of medical students, this means designing courses that reflect the realities of clinical practice and scientific communication.

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