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## English for Specific Purposes (ESP) and English for Medical Academic Purposes (EMAP) for Uzbekistan Medical Students

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### ABSTRACT

*Since 2012, Uzbekistan adopted CEFR into educational process in Uzbekistan Higher Educational Institutions in leading medical institution of Central Asia Tashkent Medical Academy foreign languages chair professors have been doing their best to teach both students and academic staff to get corresponding knowledge in English for Medical Academic purposes (EMAP) and as ESP. In our article, we explain how integrated approaches of Reading, Listening, Speaking, and Writing would give expected result. We try to prepare qualified professionals in short period of time as English is not a basic subject for medical universities.*

### INTRODUCTION

In Uzbekistan, lately English has become the most important language for science and technology; all new important medical discoveries and most research results are in English. English as ESP and for Medical Academic Purposes (EMAP) is an important for conversation between doctors and developed considerably attracting increasing attention medical fields. The problem is that in Uzbekistan Medical Universities English is taught in 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> years students and 1<sup>st</sup> and 2<sup>nd</sup> year master students but allocated hours are not enough to teach ESP with all skills properly. EMAP is well developed in English-speaking countries especially Great Britain, but not in Uzbekistan. There are environment for language practice even student be other nationality where English was not official language. Knowing ESP and EMAP helps doctors make diagnoses that are more correct, establish better physician–patient communication in case of the diseases, and reduce [1] the number of physician’s clinical errors and eliminate morbidity. Therefore, EMAP is important for healthcare practitioners even in Uzbekistan. Now English is part of Uzbekistan medical education system. The average level of English among common educated Uzbek citizens is remarkably low, but one of the best in Central Asian countries. There might be some reasons for this problem, from the lack of Medical English teaching programs, so usual and widespread in other part of the world. In Uzbekistan TV and radio broadcasting to the absence of good English study programs in our higher education system. However, in Medical Universities in Uzbekistan GP graduates’ knowledge now is approximately B1 -B2 levels. However, never higher than

B2+. We have been trying to achieve our student's level for B2+. For this professors of our department have been working work closely with British Council office in Tashkent and British professors help us with their master classes with control group students. **British Council equipped** special classroom for MESP in TMA. Last event hold in 2018 18 of September when representatives of British Council and professors Jeff Stanford showed master class in Tashkent Medical Academy. In particular we must say that in Uzbekistan foreign languages Universities they do not teach Medical English and our new teacher need some time to study themselves possess medical vocabulary plus their General English skills.

## METHODS

Workshop named "Developed workshop focusing to "Modern, skill-based and flexible syllabuse" is the next stage of the large –scale English for Specific Purposes Integrated Reform in Uzbekistan programme, As a representative from Tashkent Medical Academy, Shakhnoza Bobojonova Yo'ldoshevna participated in this project. Working on syllabuses with other teachers from different universities gives much possibility to exchange ideas and experiences. During sessions, we together with teachers wrote the sample of the syllabus for ESP students in medical field and present it to the groups. Below we give **The sample of syllabus** for ESP students in medical field

**Introduction 1.** This sample ESP syllabus is designed for medical students in Uzbekistan who have at least a low B1entry level. It consists of 6 modules which cover the academic and professional needs of the future specialists in the sphere. The order and balance of the modules is arranged according to the students' needs. Each module is enveloped variety of students' autonomy learning tasks. **2. Aims of the syllabus.** This course is aimed for developing integrated skills, critical thinking and autonomy learning of the future specialists in their professional field, which may include compiling, organizing presentations, researching and analyzing the content of the given materials, conducting virtual and non-virtual communication, intercultural awareness and evaluating professional sources. By the end of the course students will be able to Listening

1. listen to professional talks and take notes (e.g.at meetings, training sessions);
2. listen to academic and professional presentations and follow hand-outs, power points, etc. (e.g. talks/ lectures at conferences, meetings);
3. listen and follow telephone conversations (for professional purposes, travelling.);
4. listen and extract both salient information and details in descriptions and explanations of symptoms, effects, processes;
5. listen to academic lectures and take notes by extracting both main information and details
6. listen to and follow instructions, e.g. though online connecting/Skype;
7. comprehend different registers: how people write to friends, strangers, colleagues, employers, and people of different ages and social status for different purposes;

### Reading

- 1.read and search for necessary information from reference materials (dictionaries, directories, Yellow Pages, Wikipedia.);
- 2.identify writer's purpose of authentic professional and academic correspondence (e.g. e-mails, letters, faxes);

3. identify writer's attitudes and viewpoints in authentic texts related to medical areas (medical blogs, professional/scientific books, articles and abstracts)

4. read and analyze real case scenarios job-related texts/documents (case history, prescriptions, sick leaves, patient's cards, recording data)

5. read and follow operating manuals, instructions on using new medical equipment, safety instructions, warning labels;

6. extract necessary information from visuals (e.g. charts, posters (at exhibitions, conferences))

7. search for and select relevant information from academic textbooks, internet sources for academic paper and presentations;

8. read professional reports (e.g. WHO, UNICEF);

9. comprehend different registers: how people write to friends, strangers, colleagues, employers, and people of different ages and social status for different purposes.

#### Speaking production

1. give introduction to one's job, responsibilities, working conditions etc. (e.g. speaking to foreign visitors);

2. give introductions to one's place of study, work, office, laboratory, production unit (e.g. speaking to foreign visitors);

3. give professional talks/ presentations with hand-outs, PowerPoint;

4. give descriptions and explanations of causes, symptoms, processes;

5. take part in academic meetings, tutorials;

6. take part in professional/ academic interviews, e.g. job interviews, scholarship interviews, media interviews;

7. give academic lectures with hand-outs, Powerpoints (exhibitions, conference);

8. give instructions on using new medical equipment, safety instructions, warning labels;

9. take part in professional consultations and discussions (e.g. talking with doctor, nurse and others);

10. use appropriate academic and professional genre and discourse of the field;

11. use appropriate register in written production.

#### Speaking interaction

1. select suitable exponents from a readily available range of discourse functions...

2. initiate discourse, take his/her turn when appropriate, end conversation when he/she need;

3. take part in professional telephone conversations, teleconferences, videoconferences

4. take part in academic and professional discussions, seminars, talks

#### Writing

1. complete forms related to the field of medicine (patient's card, sick-leave, prescriptions, case history);

2. write one's own resume;

3. write professional/academic e-mails/letter;

4. write academic and professional articles and abstracts;

5. write hand-outs/Power points (for presentations, lectures, meetings);

6. write proposals, applications and recommendations;

7. write job descriptions, profiles, CV;

8. use appropriate academic and professional genre and discourse of the field;

9. use appropriate register in written production;

10. write clear detailed texts in his/her field of interest, describing, comparing-contrasting and evaluating information.

**Approach to methodology** Communicative language teaching approach is a key element if this. see ESP curriculum

**Approach to assessment** Authentic assessment is a key elements of this. For more details see ESP curriculum

**Approach to materials** This is not a course book-based course. This syllabus is based on a genre approach. See ESP Curriculum for more details

**Introduction to the module.** This module focuses mainly on working with basic medical terms, reading and comprehending functions of the human body, describing their jobs and communicating with peers in professional field. In addition, it is based on collecting data, sources/ information and doing initial researches on their sphere. This module is covered in Year 1, Semester 2.

**Aims of the module.** The aims of the module are to develop learners' writing skills, especially report, describing of their future jobs, furthermore, improving medical students (professionals) communicative public skills in speaking and writing (reading for correspondence orientation information and argument understanding a native speaker/interlocutor conversation) and work on communicative lexis competences.

**Objectives of module.** By the end of this module medical students-can give introduction to one's job, responsibilities etc. (e.g. speaking to foreign visitors) -can give introductions to one's place of study, work, office (e.g. speaking to foreign visitors)-can select suitable exponents from a readily available range of discourse functions...-can write a short texts in his/her field of interest, describing, comparing-contrasting;-can create and conduct survey on familiar topics; -can listen to professional talks and take notes (e.g. at meetings, training sessions etc. -can read and search for necessary information from reference materials (dictionaries, directories, Yellow Pages, Wikipedia, etc) -can identify writer's attitudes and viewpoints in authentic texts related to medical areas (medical blogs, professional/scientific books, articles and abstracts).

Text types.

Medical encyclopedias

Medical reference books

Medical blogs

Internet texts/sources

Specialized textbooks

Journal articles

So this kind of syllabus Modules help ESP and EMAP teachers to increase medical students B2 level.

Only limited lessons and hours cannot improve the situation. To change whole situation we are searching new approaches i.e. during such a short hours we should teach all skills integrated [2]. We are trying to understand that medical English should be adapted in order to meet the specific academic and professional needs of Uzbekistan doctors and students, professionals. As about 80% of SCOPUS journals are medical achievements being in information technology and medicine or other.

## RESULTS AND DISCUSSION

As we can read on internet and accept to use in our lessons **The Challenge for Today's Medical Students** English is the lingua franca of international medicine and

pharmacy. Medical students – and professionals – need English more than ever so they can:

- write clear and effective academic texts
- keep up with the latest research
- attend and speak at conferences
- **study and practice overseas**
- **participate in international projects**
- network effectively in a global healthcare environment

However, for many thousands of international students around the world, studying medicine in English is difficult. Listening to lectures, reading research articles and writing reports is challenging for native speakers, let alone if English is a second or third language. [3] From these points we recommend all above-mentioned thing and more acceptable for us are **study and practice overseas** as Tashkent Medical Academy participates in ERASMUS MUNDUS and other joint projects for example Individual Mobility Grants.

Other new direction for Uzbekistan medical English language teachers is PLAB, or the [Professional and Linguistic Assessments Board test](#), is designed to ensure doctors who qualified abroad have the right knowledge and skills to practice medicine in the UK. There are two parts to the PLAB test. **Medical Communication Training for PLAB 2** In each PLAB scenario, you will need to communicate clearly, sensitively and effectively in English. At SLC, we train doctors to communicate so they meet the PLAB 2 assessment criteria. These include how you establish rapport with a patient, use open and closed questioning, involve the patient and demonstrate your professionalism and understanding of ethical principles.

Specific areas of communication may include:

- explaining diagnosis, investigation and treatment
- involving the patient in the decision-making
- communicating with relatives
- communicating with health care professionals
- breaking bad news
- seeking informed consent/clarification for an invasive procedure or obtaining consent for a post-mortem
  - dealing with anxious patients or relatives
  - giving instructions on discharge from hospital
  - giving advice on lifestyle, health promotion or risk factors. [3]

## CONCLUSIONS

ESP in Uzbekistan Medical Academy is defined to meet specific needs of medical students, and it is centered on the development of 4 language skills. Variable Characteristics - ESP may be related to or designed for medical purposes; we use it in specific teaching situations, a different methodology from that of general English. ESP is likely to be designed for intermediate medical students. Our ESP courses assume some basic knowledge of the English language system. Practical lessons passed by British Council specialists has shown that medical students find such syllabus helpful and

practical which can considerably and consciously acceptable for their academic and professional field.

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