

## **English medium instruction: foreign language teaching strategies**

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The modern educational process of learning foreign languages should be relevant to conventional and innovative technologies in the field. The teaching staff of the university department, thus, should be able to implement their algorithms and techniques in the context of teaching international students and be relevant to the state-of-the-art in the field. Our university has a long history of being involved in English medium instruction (EMI) for international students. The university department members are aware of the modern advances, theoretical foundations and their practical implementation developed in the world practice [1-7] as they constantly participate in international events, practical workshops, and scientific conferences concerning the issues of teaching English as a foreign language, English for specific purposes, foreign language teaching, foreign language acquisition, strategies in English medium instruction, etc.

Principally, the university is engaged in training international medical students receiving education using the English language, the so-called English medium instruction (EMI) trainees. As it is known, “EMI relates to education in which teaching is carried out in English” [7]. The spread of EMI in the world that we have been evidencing can relate to various reasons like internationalization of education, some economic aspects, etc.

We admit that English medium instruction (EMI) supposes “teaching of academic subjects through English in contexts where English is not the primary language of communication” [2]. The higher education institution provides fully-fledged English medium programs, and the EMI teachers of profile subjects use English in their specific areas. Similarly, the foreign languages department provides some elective education components to the EMI international students during their course of studies at the university.

Our courses are within the world practice teaching English for specific purposes (ESP). Being accepted in the foreign language methodology, ESP “is a pedagogical movement in applied linguistics devoted to creating research-based English language materials and instruction for (mostly adult) students with specific language learning goals directly related to their current or future academic, professional, or vocational lives and contexts” [4, p.2]. While tailoring English courses to the student's needs, we consider the tasks of the international seekers of education (EMI medical students) to acquire the program subjects, take state qualification exams, etc.

In the elective course given to international students, crucial attention pertains to English medical terminology, the structure of English medical words and the meanings of the combining forms. It is all the more valuable that these trainees are supposed to take a qualifying exam - a test in English for specific purposes in their senior years. The exam uses multiple-choice questions with one correct answer.

The foreign language course is multitasking, which means the performance of more than one task in the same course. We use some elements of content and language integrated learning (CLIL) that are a highly topical aspect in foreign language education and thus touch the spreading practice of teaching main subjects (in our case, related to the speciality – medicine) through a foreign language [5].

English language of medicine and English medical vocabulary contains numerous words borrowed from Latin. It emphasizes the relevance of preparing students for adequate management with English medical terms that are mainly of Latin and ancient Greek origin. One of the aspects is to train the students within the worldwide admitted practice of analysis of the medical terminology words using the structure, namely, combining forms.

So, English medical terminology is of great value to the examinees as they are allowed only limited time within which they have to analyze the presented in English information: problem situations and the corresponding multiple choice question tasks. The exam multiple choice questions are a kind of objective assessment asking respondents to select a correct answer from the offered list of 5 choices. In such a

way the course reflects its exam-focused character, but it implies not just simple preparation for this exam. The program topics include material on the body systems and related terminology.

Strategies used to help medical students attain skills in handling medical words incorporate instructions concerning analysis of medical words, dividing the terms into combining forms. This operation supports the ability to guess the meaning of new for their perception medical terms.

In distance learning, it is important to work using digital devices and online platforms, thus providing opportunities for students to attain various types of work on the topics. The course includes tasks for training activities presented on the online platform offered to the trainees (asynchronous tasks, online synchronous activity, independent work, additional Quizlet tasks for training, etc.).

Thus, the education of international students at the medical university suggests multiple tasks and is a multi-aspect process. English medium instruction is supposed to integrate the teaching of profile subjects with the English language of medicine. The staff involved in teaching foreign languages to EMI students is engaged in acquiring continually updated best practices, and embracing the core strategies to give the trainees the opportunities to attain the skills in analysis of English medical terminology that are basic for EMI and professional competence.

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