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## **METHODOLOGICAL ASPECT OF LEARNING ENGLISH MEDICAL TERMINOLOGY WITHIN THE DISCIPLINE “ENGLISH FOR SPECIFIC PURPOSES” FOR STUDENTS OF HIGHER MEDICAL EDUCATION INSTITUTIONS**

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## **МЕТОДОЛОГІЧНИЙ АСПЕКТ ВИВЧЕННЯ АНГЛОМОВНОЇ ФАХОВОЇ ТЕРМІНОЛОГІЇ У КОНТЕКСТІ ДИСЦИПЛІНИ «АНГЛІЙСЬКА МОВА ЗА ПРОФЕСІЙНИМ СПРЯМУВАННЯМ» ДЛЯ СТУДЕНТІВ МЕДИЧНИХ ЗАКЛАДІВ ВИЩОЇ ОСВІТИ**

**Abstract.** This article examines the significance of learning English medical terminology within the framework of the discipline “English for Specific Purposes” (ESP) for students of higher medical education institutions, aiming to equip students with the communication tools needed for academic success and effective healthcare practice. The article outlines a methodological framework for the effective acquisition of specialised terminology in ESP classes, with a particular focus on pedagogical strategies and methods such as needs analysis, task-based learning, and contextualised instruction of medical vocabulary. The authors highlight general recommendations for acquiring new lexical items in a foreign language and propose practical approaches to enhancing terminology retention through professional communicative situations and case-based learning. Furthermore, the article emphasises the importance of interactive techniques, including group discussions, role-playing, and collaborative learning, which support the memorisation of terms in the context of real-world professional scenarios. The strategies discussed equip students with the skills necessary to apply medical vocabulary in various professional communication settings, thereby improving their language proficiency and preparing them for effective performance in clinical and research environments.

**Key words:** medical terminology; ESP; foreign language teaching methodology; task-based learning (TBL); contextualized vocabulary instruction; medical education.

**Анотація.** У статті розглядається важливість вивчення англomовної медичної термінології в контексті дисципліни «Англійська мова за професійним спрямуванням» (ESP) для студентів медичних закладів вищої освіти. Зважаючи на глобалізацію медичної освіти та роль англійської мови як основної мови наукових досліджень і міжнародної співпраці, вивчення англomовної медичної терміносистеми стало важливим аспектом підготовки майбутніх медичних працівників. Англomовна медична термінологія є основою професійної комунікації фахівців у сфері світової системи охорони здоров'я. Стаття описує методологічну основу для ефективного вивчення фахової термінології на заняттях із дисципліни «Англійська мова за професійним спрямуванням», акцентуючи увагу на методологічних стратегіях і методах: аналіз потреб студентів, навчання на основі завдань та контекстуалізоване вивчення англomовної термінології тощо. Автори наголошують на загальних рекомендаціях засвоєння іншомовних нових лексем і пропонують практичні способи збільшення ефективності засвоєння англomовної термінології крізь оптику фахових комунікативних ситуацій та кейсів. Крім того, важливими є інтерактивні методи та прийоми, зокрема групові обговорення, рольові ігри й колективне навчання, які сприяють запам'ятовуванню термінів у контексті реальних фахових ситуацій. Розглянуті стратегії забезпечують студентам можливість застосовувати медичні лексеми в різноманітних професійних комунікаціях, що покращує їхні мовленнєві навички та готує їх до ефективної роботи в клінічних і наукових установах.

**Ключові слова:** англomовна медична термінологія; «Англійська мова за професійним спрямуванням» (ESP); методика викладання іноземних мов; метод навчання на основі завдань (TBL); контекстуалізація термінів; медична освіта.

**Introduction.** The field of medicine is fundamentally based on specialized vocabulary, as precise and clear communication is essential for accurate diagno-

sis, treatment, and patient care. In this regard, medical terminology serves as the cornerstone of healthcare discourse, enabling healthcare professionals to convey complex information with clarity and precision. For students in higher medical establishments,

acquiring proficiency in medical terminology is critical not only for understanding medical texts, such as research papers and clinical guidelines, but also for interacting effectively with patients, colleagues, and the global healthcare community. English, as the predominant language of scientific research and international collaboration, has become increasingly important for medical students. It is the primary language for academic research, clinical manuals, conferences, and professional networking, positioning English as a key tool in the global medical landscape.

As medical education becomes increasingly globalized, medical institutions around the world are integrating English for Specific Purposes (ESP) courses to address the unique linguistic needs of students. Unlike general English courses, ESP is designed to meet the specific language requirements of particular professional fields. In the case of medical students, the ESP course focuses on medical vocabulary, discourse conventions, and communication strategies relevant to their future roles in healthcare settings. This course aims to provide students with not only the linguistic tools needed for effective communication in English but also the cultural and professional knowledge necessary to navigate the diverse contexts in which they will operate.

Therefore, the integration of medical terminology into the ESP course is not simply a matter of teaching isolated terms but involves a comprehensive approach that considers the context in which these terms are used. The methodological framework will consider various pedagogical strategies, including needs analysis, task-based learning, and contextualized vocabulary instruction, which have been identified by scholars such as M. Huhta, H. Basturkmen, V. Rezunova, O. Kovalenko, T. Bondarenko, and N. Yelahina as central to the development of effective ESP curricula. Through such a framework, medical students will be better equipped to navigate the linguistic challenges of their profession and communicate effectively in diverse academic and clinical settings.

**The aim** is to explore and propose a comprehensive methodological framework for integrating medical terminology into the ESP course for medical students in higher education, focusing on effective instructional strategies to enhance their linguistic and communication skills for academic success and professional competence in healthcare settings.

**Theoretical framework.** The integration of medical terminology into the ESP course for medical students is critical for their success in both academic and clinical environments. The importance of medical terminology is well-documented in the literature, with scholars such as H. Basturkmen, T. Dudley-Evans, M. St. John, and J. Swales emphasizing the significance of specialized language instruction in ESP curricula. H. Basturkmen highlights the role of ESP in addressing the specific linguistic demands of various

fields, noting that the ability to master the vocabulary and communicative conventions of a profession is essential for professional competence (Basturkmen, 2010). Similarly, T. Dudley-Evans and M. St. John argue that the ESP course should be designed with the goal of preparing learners to use language in real-world professional contexts, underscoring the necessity of teaching specialized vocabulary like medical terminology (Dudley-Evans & St. John, 1998).

Moreover, J. Swales argues that medical students' ability to navigate academic texts and participate in professional discussions requires not only a mastery of medical vocabulary but also an understanding of the communicative conventions of medical discourse. According to J. Swales, understanding how medical knowledge is organized and communicated in written and spoken forms is key to achieving success in medical education and practice. These insights suggest that medical terminology instruction in the ESP course must go beyond rote memorization of terms; it must focus on how medical vocabulary functions within the broader context of medical communication, including academic writing, clinical documentation, and patient interactions (Swales, 1990).

In the context of Ukrainian research, scholars have also contributed significantly to the development of methodologies for integrating medical terminology into the ESP course. For example, V. Rezunova emphasizes the importance of integrating professional language competencies into medical curricula, arguing that students must be able to use medical terminology not only accurately but also appropriately in varied professional settings. Her work highlights the critical need for a comprehensive pedagogical approach that incorporates both linguistic and clinical competences (Rezunova, 2022).

O. Kovalenko further extends this perspective by proposing a model of ESP teaching that integrates authentic medical texts and discourse practices into the learning process. According to O. Kovalenko, this approach helps students internalize medical terminology within the real-world context of healthcare practice, making them more adept at navigating professional medical environments (Kovalenko & Afanasenko, 2021).

Additionally, T. Bohachenko addresses the pedagogical challenges of teaching medical English in non-English-speaking countries. She advocates for a communicative and task-based approach to learning medical terminology, where the focus is placed on student-centered activities such as case studies and role-playing, which foster deeper engagement with the material and improve long-term retention of medical terms (Bogachenko).

In this context, N. Yelahina, a Ukrainian scholar, emphasizes the importance of focusing not only on the mastery of medical terminology but also on its integration into the professional communicative prac-

tices of medical students. N. Yelahina's work underscores the necessity of an interdisciplinary approach that incorporates both linguistic and medical expertise in ESP teaching. She advocates for a model in which medical terminology is taught through real-world medical scenarios, enabling students to see the direct application of the vocabulary they are learning. By embedding medical terminology within practical communicative tasks, N. Yelahina argues that students can better understand the nuances of professional communication in healthcare settings. This includes interaction with patients, collaboration with medical teams, and engaging with global medical discourse (Yelahina & Fedchyshyn, 2021, 110).

Furthermore, N. Yelahina suggests that ESP curricula in the medical field should be shaped by a comprehensive analysis of the students' specific needs, identifying which linguistic aspects are most critical for their professional development. Such an approach, she claims, not only facilitates better retention of medical terms but also enhances students' overall communicative competence, making them more prepared for professional practice (Yelahina & Fedchyshyn, 2021, 108).

Medical students face a variety of linguistic challenges throughout their education, as they must comprehend and produce highly specialized content. Medical terminology is the backbone of this content, encompassing a vast array of terms related to anatomy, physiology, pathology, pharmacology, and clinical practice. Students must not only understand these terms but also use them accurately in discussions, written assignments, and patient interactions.

Medical terminology is often complex and derived from Latin and Greek, which poses a unique challenge for non-native English speakers. As medical research, publications, and clinical documentation are predominantly in English, proficiency in medical terminology is indispensable for medical students who wish to engage with international literature, collaborate with global healthcare professionals, and contribute to the development of the medical field. The ESP course tailored to medical students must therefore emphasize the acquisition of medical terminology alongside the development of general language skills (Yelahina, 2024).

Integrating medical terminology into ESP course requires a systematic approach that incorporates a range of instructional strategies to meet the specific needs of medical students. The following methodological framework is proposed to ensure the effective teaching of medical terminology in the ESP course for higher medical education.

A comprehensive needs analysis is the first step in designing an effective ESP curriculum for medical students. This analysis should identify the key areas in which students will encounter medical terminology, both in academic settings and clinical practice.

The following approaches can be used for needs analysis:

1. Surveying medical professionals through conducting interviews or surveys with practicing doctors, nurses, and medical researchers to identify common challenges in using medical terminology in their work.

2. Examining medical textbooks and clinical guidelines. Instructors analyze common medical texts to identify frequently used medical terms, phrases, and discourse structures.

3. Assessing student needs. Interviews or surveys are conducted with medical students to identify the specific areas of medical terminology that they find challenging, whether in comprehending lectures, reading academic articles, or writing medical reports (Huhta et al., 2013).

The results of the needs analysis should inform the selection of medical topics, terminology, and communication scenarios to be integrated into the ESP course. Building on the results of the needs analysis, task-based learning offers a practical framework for integrating the identified medical topics and terminology into the course structure.

At I. Horbachevsky Ternopil National Medical University, the process of designing an effective ESP curriculum for medical students closely aligns with the comprehensive needs analysis approach. This analysis helps identify key areas where students encounter medical terminology, both in academic and clinical settings. By surveying medical professionals, examining textbooks, and assessing student needs, the university ensures that its curriculum is tailored to address the specific challenges students face. The insights gained from these analyses inform the selection of relevant medical topics and terminology, which are then integrated into the ESP course using task-based learning. This approach enhances the learning experience and prepares students for real-world medical communication in both academic and clinical contexts.

Task-based learning is a student-centered approach that emphasizes the use of real-world tasks and problems to facilitate language learning. For medical students, TBL provides opportunities to engage with medical terminology in meaningful contexts. Tasks should simulate real-world situations in which students would encounter medical terminology, such as: case-based discussions, medical report writing, and role-playing.

Case-based discussions are implemented while presenting students with clinical cases in which they must identify, explain, and discuss medical conditions using appropriate terminology. For example, a case about a patient with cardiovascular disease could require students to use terms like "myocardial infarction," "hypertension," and "cardiopulmonary rehabilitation". To put this theory into practice, con-

sider the following example of an activity designed to help students apply their knowledge in real-world clinical scenarios: “Case Study Diagnosis Game: Cardiovascular Diseases: You have received case studies describing patients with various types of cardiovascular diseases. Each case will include key symptoms and patient history. Work in small groups to discuss the possible diagnosis for each case. Each group should present their findings, including the suspected type of cardiovascular disease, recommended treatment options, and patient education strategies. Example Cases: Case 1: A 55-year-old male presents with shortness of breath, fatigue, and occasional chest pain, especially after physical exertion. He has a history of smoking for 30 years and has recently experienced swelling in his ankles. His blood pressure readings are consistently high, and his cholesterol levels are elevated. Questions to consider: What is the most likely cardiovascular condition? What diagnostic tests would you recommend? What treatment options would be appropriate for this patient? How would you educate the patient about lifestyle changes?”. Case-based discussions involve presenting students with clinical cases where they must identify, explain, and discuss medical conditions using appropriate terminology. In the “Case Study Diagnosis Game: Cardiovascular Diseases”, students work in groups to diagnose, recommend treatments, and provide patient education based on case details and symptoms.

Medical report writing assigns students the task of writing patient history reports, diagnosis summaries, or treatment plans, ensuring they use correct medical terminology in their documentation. To further enhance students’ ability to use medical terminology in diverse contexts, these role-playing scenarios allow them to actively engage in real-world interactions that mirror clinical settings.

Role-playing is introduced by organizing scenarios in which students act as healthcare professionals interacting with patients or colleagues. To help students develop their verbal communication skills in a clinical context, role-playing exercises can be an effective tool. Here’s an example of how role-play scenarios can be used to practice medical terminology in patient and colleague interactions: “Example Scenarios: Atopic Dermatitis: A child complains of a red, itchy rash on their face and elbows, which has been present since infancy and tends to flare up during certain seasons. Contact Dermatitis: An adult reports a rash on their hands that appears after frequent contact with certain cleaning products, soaps, or gardening gloves. Seborrheic Dermatitis: A young adult has a red, scaly rash on their scalp, eyebrows, and around their nose. The rash seems to improve during the summer months. Neurodermatitis: An adult has a localized, itchy patch on the back of their neck, which worsens due to stress or scratching. Fol-

low-up Discussion: What challenges did the doctor face in diagnosing the patient? How did the patient feel during the consultation? What are the best ways to educate patients about dermatitis?”. Role-playing scenarios help students enhance their verbal communication skills by simulating interactions with patients or colleagues, allowing them to practice using medical terminology in real-life situations, such as diagnosing and discussing different types of dermatitis. Role-playing scenarios help students enhance their verbal communication skills by simulating interactions with patients or colleagues, allowing them to practice using medical terminology in real-life situations, such as diagnosing and discussing different types of dermatitis. In this way, role-playing serves as a practical precursor to task-based learning, bridging the gap between theoretical knowledge and its application in real-world medical situations. Task-based learning enables students to apply medical terminology in context, improving both their understanding and ability to use it in professional settings.

Medical terminology is often best learned in context, rather than through isolated memorization. Instruction should focus on how terms function within specific medical contexts, emphasizing their meaning, pronunciation, and usage. The following strategies can be employed: word analysis, medical terminology in context as well as collocations and phrases (Yelahina, 2024).

Teaching students the components of medical terms (e.g., prefixes, suffixes, and roots) can help them break down unfamiliar terms and better understand their meanings. For instance, explaining that “cardi-” refers to the heart, and “-itis” refers to inflammation can help students deduce the meaning of “carditis”. To identify medical terms and discuss their meanings, instructors provide students with medical texts, such as research papers, clinical guidelines, or patient charts. Contextualized reading tasks also help students learn how terms are used in different medical disciplines. Medical terms often occur in fixed phrases or collocations (e.g., “acute pain,” “chronic condition,” “administration of medication”). Teaching students these common combinations ensures that they can use medical terminology naturally and accurately in both spoken and written communication (Basturkmen, 2010; Yelahina & Fedchyshyn, 2021).

Effective language learning in medical education can be enhanced through collaboration and interaction. Encouraging students to work together on tasks and engage in discussions will improve both their understanding of medical terminology and their ability to use it in a professional context. Some effective strategies include: group discussions, peer teaching, debates, and presentations.

Organizing group discussions around medical case studies or research findings and encouraging students to explain their ideas using the appropri-



ate terminology can promote active engagement and deepen understanding. Here's an example of how such discussions can help students practice and reinforce their use of medical terminology: "Work in pairs. Dwell on: 1. Psychosocial Impact of Skin Appearance: Analyze the importance of skin in psychosocial well-being. How do skin conditions like acne, blemishes, or scars affect a person's self-esteem, and why is skin an important aspect of our social identity? 2. The Integumentary System and Thermoregulation: Discuss how the skin helps regulate body temperature. Explain the processes of heat insulation and heat loss through sweat and blood flow, and why thermoregulation is crucial for maintaining homeostasis in the body". The instructor encourages students to work in pairs or small groups to teach each other medical terminology, fostering peer learning and reinforcing their understanding. The students are assigned to present topics related to their medical studies (e.g., a specific disease or treatment method), using medical terminology to explain their findings and conclusions. Interactive and collaborative learning not only facilitates the acquisition of medical terminology but also improves students' communication skills, which are essential in healthcare settings.

The assessment of students' medical terminology proficiency should include both formative and summative evaluations. Formative assessments provide ongoing feedback, while summative assessments evaluate students' overall mastery. Strategies for assessing medical terminology proficiency include quizzes, tests, written assignments, and role-plays.

Regular quizzes that test students' knowledge of medical terms, their meanings, and usage can include multiple-choice questions, matching exercises, or short-answer questions. Assessing students' ability to use medical terminology accurately in written tasks, such as case reports, medical summaries, essays, and research papers, is a key strategy. Evaluating students' ability to use medical terminology in spoken communication through oral exams or role-play scenarios, such as doctor-patient consultations, also helps them acquire new medical vocabulary more effectively.

#### **Conclusions and Prospects for Research.**

The integration of medical terminology into the ESP course for medical students is crucial for their academic success and professional competence in healthcare settings. As the field of medicine is heavily reliant on specialized vocabulary, the ability to accurately use and understand medical terminology is essential not only for comprehending academic literature and clinical guidelines but also for effective communication in patient care, teamwork, and professional collaborations.

This research emphasizes that medical terminology instruction must go beyond rote memoriza-

tion and instead focus on contextualized learning. Medical students must be trained to understand and apply medical terms within real-world scenarios. This approach not only enhances their linguistic skills but also prepares them to navigate the complexities of the global medical landscape. The proposed methodological framework – comprising needs analysis, task-based learning, and contextualized vocabulary instruction – offers a comprehensive strategy for integrating medical terminology into the ESP course. By aligning course content with real-world medical practices, students will be better equipped to engage in meaningful discourse and contribute to the advancement of healthcare.

Furthermore, the research underlines the importance of collaborative and interactive learning environments. Group discussions, peer teaching, and role-playing exercises allow students to practice and refine their use of medical terminology in realistic contexts. Such strategies foster deeper understanding and ensure that students develop the communication skills necessary for both academic and clinical settings.

The integration of medical terminology into the ESP course presents numerous opportunities for further research. One promising area of exploration is the development of digital tools and resources to facilitate medical terminology acquisition. Interactive platforms, such as language learning apps, virtual case-based scenarios, and simulations, can enhance students' engagement and provide dynamic, real-time learning experiences.

Additionally, longitudinal studies could examine the long-term impact of medical terminology instruction on students' professional performance. Research into how proficiency in medical terminology affects clinical outcomes, interdisciplinary collaboration, and patient communication could provide valuable insights for refining ESP curricula and improving healthcare delivery.

Future studies could also explore the effectiveness of different pedagogical approaches in diverse cultural and linguistic contexts. Given the global nature of medical education, understanding how the ESP course is adapted and implemented in various regions – especially in non-English speaking countries – could inform the development of culturally responsive language instruction strategies that better meet the needs of international medical students.

In conclusion, integrating medical terminology into the ESP course is a vital component of medical education that directly contributes to the linguistic competence and overall success of students in the healthcare profession. Ongoing research and innovation in this area will continue to shape the future of medical education and improve communication across the global healthcare landscape.

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