

DEVELOPING LINGUISTIC SKILLS AND ABILITIES IN EMP STUDENTS

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English for medical purposes falls within the category of discipline-specific language learning. It is characterized by specific linguistic features and requires specific study that is possible to carry out using specially designed programmes.

Reading skill is one way of learning strategy of English for medical purposes. Most often, students use this skill in order to obtain information for some particular topic from the area of medical science, or because they need some sort of instruction in order to carry out certain task.

Vocabulary acquisition plays a very important role in EMP teaching. It is achieved best through learning vocabulary in context, rather than in isolation.

One of the most important questions in EMP teaching is related to what grammatical constructions should be analysed and emphasised. Some types of these activities would include, for example, asking students to find examples of one particular structure in the text or fill in the blanks with the missing forms such as tenses, passive forms, prepositions, etc.

Speaking skill represents productive skill the aim of which is communication. In order for foreign language communication to be successful, a student should know linguistic and cultural features of native speakers and follow certain rules and conventions that are not easy to define.

It is of crucial importance that during teaching process students develop strategies and techniques that will help them use linguistic structures fluently, apply language in different situations, take part in discussions, and use acquired vocabulary in accurate and precise way. *Acta Medica Medianae 2012;51(1):56-58.*

Key words: *English for medical purposes, learning strategy, grammatical constructions, vocabulary acquisition*

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Introduction

The demand for English language and English language education has tremendously increased with economic globalization. During the globalization process and technological revolutions the status of English language has been expanded in terms of being international means of communication worldwide. The level of learning and teaching English language has been improved due to great focus on learning particular genres of English language in such a way that enables achievement of academic, professional and personal goals (1).

English for specific purposes (ESP) is the form of standard and accurate use of English language by means of which contemporary information, results and achievements in a particular science have been reported (2). Experts and scientists of a particular discipline may use one

and the same language hereby making a discourse community that brings native and non-native speakers together. Robinson believes that the aim of ESP teaching is achievement of successful professional and educational aims. Such type of teaching is based on students need analysis and should be specially tailored (3). Krashen points to the so-called transition problem, that represents the gap between knowledge of General English and knowledge and skills necessary for following lectures of English at academic level. He suggests that content-based courses could unite knowledge from primary area of interest and linguistic competence (4).

The needs and requirements of EMP teaching

English for medical purposes (EMP) falls within the category of discipline-specific language learning. It is characterized by specific linguistic features and requires specific study that is possible to carry out using specially designed programmes. Hull defines English for medical purposes as a branch of English for specific purposes focused on teaching contents based on students' needs in future professional setting: note taking, doctor-patient communication, taking history, etc (5).

English for specific purposes has become an essential component of syllabi and curricula conducted at all world medical universities and faculties. Therefore, it is very useful to conduct analyses and studies referring to the importance of English for specific purposes.

English language is the only foreign language studied and taught at the Niš University Faculty of Medicine during the first and second year of study. English language teaching is so organized as to meet the students' needs. This implies preparing students for using English medical terminology, mastering both oral and written communication in English, as well as translating relevant medical literature. In this way, the following teaching aims are achieved: active knowledge exchange with colleagues from abroad, writing and publishing of scientific articles, participating in domestic and international congresses, and many other professional activities that call for the English language knowledge.

EMP teaching should primarily focus on stable linguistic competence in English that is achieved best through content-based curriculum and context preparing students for active use of English upon graduation. English language teaching combined with the critical view of language study may become a powerful tool that can enable safe linguistic competence in English language. In order to achieve this it is very important that the English language teaching be based on specific target situations, that is, real situations in which the language is to be used. In addition, students should be encouraged to adapt practical skills applicable in specific future professional setting. Therefore, it is very useful to use professional texts in class (6).

Reading skill is one way of learning strategy of English for medical purposes. Most often students use this skill in order to obtain information for some particular topic, or because they need some sort of instruction in order to carry out certain task. While selecting texts to be used in class, a teacher should be careful that the students understand the contents of the text. In addition, it is very important that students develop general reading strategy including scanning, skimming and careful reading of important parts. Stanton defines scanning as the method of reading that enables us to get broad insight into complete material before we carefully read it. Scanning, according to him, has two great advantages helping in the process of reading- evaluation aiming at key words and introducing the structure (7).

Vocabulary acquisition plays a very important role in EMP teaching. It is achieved best through learning vocabulary in context, rather than in isolation. The teacher should focus on the frame words and expressions that are, although specific, used in general English as well. Students should be acquainted with word derivation, implying division of words in their immediate constituents and the use of prefixes and suffixes. In addition, they should also recognize word roots, as well as grammatical and semantic function of nouns, verbs, adjectives

and adverbs. Since compounds formation represents a rich source of new words in English, students should be taught the most frequent structures and syntactic relations that exist between elements of some compounds (8).

Traditional model of grammar teaching represents structures one by one and is accompanied by exercises that include work on a particular text. Any form of grammar review is secondary and falls down only on recognition. Focusing on structure in authentic text enables students to realize how these structures act in real context. This approach encourages students and makes them observe important linguistic features and then make decisions on the way language is used. This is the so-called implicit approach to grammar in which students are acquainted with grammar in several phases. The aim of this approach is to lead students to one general rule or pattern. The important step of text analysis is to get students familiar with meaning, that is, they should understand the message, vocabulary and general meaning before grammatical analysis. Authentic text contains a great number of structures of different difficulty levels and may refer to past, present and future, and may express progressive or past aspect as well as active and passive voice.

One of the most important questions in EMP teaching is related to what grammatical constructions should be analysed and emphasised. If a teacher wants to highlight one particular grammar structure, he should be careful that this structure is both useful and interesting to students. Some types of these activities would include, for example, asking students to find examples of one particular structure in the text or fill in the blanks with the missing forms such as tenses, passive forms, prepositions, etc.

Speaking skill represents productive skill the aim of which is communication. In order for foreign language communication to be successful students should know linguistic and cultural features of native speakers and follow certain rules and conventions that are not easy to define (9). Since Medical English is a language of its own characterized by career-specific jargon, students should be encouraged to try to use language, to search for synonyms, abbreviations, and alternative ways of expressing meaning to communicate with each other. Besides, students should be encouraged to support and encourage each other in language correction. The role of a teacher is one of the facilitator or guide.

According to Stanton all communicative tasks in ESP teaching have four general aims: reception, understanding, acceptance and action. As far as speech process is concerned there are three types of speech: monologue, dialogue and discourse. In addition, there are different types of speaking activities such as making and answering questions, listening and repetition, paraphrasing, role plays, simulation, etc. (7).

Conclusion

EMP teaching encompasses realization of great number of goals including: acquisition of language knowledge, development and advancement of all linguistic skills, integration of professional knowledge and communicative skills,

as well as enrichment of general knowledge. Therefore, it is of crucial importance that during teaching process students develop strategies and techniques that will help them use linguistic structures fluently, apply language in different situations, take part in discussions, and use acquired vocabulary in accurate and precise way.

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RAZVIJANJE JEZIČKIH VEŠTINA I SPOSOBNOSTI NA ENGLSKOM JEZIKU KOD STUDENATA MEDICINSKE STRUKE

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Engleski jezik za potrebe medicinske struke spada u kategoriju jezika za posebne namene. Odlikuje se specifičnim lingvističkim osobinama i zahteva posebno proučavanje koje je moguće izvesti pomoću specijalno osmišljenog programa.

Veština čitanja predstavlja jednu od veština učenja engleskog jezika za potrebe medicine. Studentima je ova veština najčešće potrebna kako bi dobili informacije na neku određenu temu iz oblasti medicinskih nauka ili da bi dobili adekvatno uputstvo za izvođenje nekog određenog zadatka.

Usvajanje vokabulara igra veoma važnu ulogu u nastavi engleskog jezika za potrebe medicine. Najbolji način za usvajanje neophodnog vokabulara jeste učenje u kontekstu, a ne izolovano.

Jedno od važnih pitanja u nastavi jezika za potrebe medicine odnosi se na to koje gramatičke konstrukcije bi trebalo posebno analizirati. U neke od mogućih aktivnosti spadaju na primer, pronalaženje nekih određenih struktura u tekstu ili popunjavanje praznina oblicima kao što su glagolska vremena, oblici pasiva, predlozi i tako dalje.

Veština govora predstavlja produktivnu veštinu čiji je cilj komunikacija. Da bi komunikacija na stranom jeziku bila uspešna, studenti bi trebalo da budu upoznati sa lingvističkim i kulturološkim odlikama izvornih govornika i prate određena pravila i konvencije koje nije lako odrediti.

Veoma je važno da u toku procesa nastave studenti razviju takve tehnike i strategije koje će im omogućiti da koriste jezičke strukture tačno, primene jezik u različitim situacijama, učestvuju u diskusijama i koriste usvojeni vokabular na tačan i precizan način. *Acta Medica Medianae* 2012;51(1): 56-58.

Ključne reči: engleski jezik za potrebe medicinske struke, strategija učenja, gramatičke konstrukcije, usvajanje vokabulara