Motives For Teaching English Medical Terminology

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Abstract:

Teachers of English as a second or foreign language face a difficult task when teaching English to medical students. Furthermore, both teachers and students encounter significant challenges in teaching and understanding medical terminology. Teachers struggle to express concepts camouflaged in terminology from languages other than English, such as Greek and Latin, which are part of the Indo-European and Romance language families. As a result, children are frightened by lengthy and intricate terminology, and they fail to speak, spell, and comprehend foreign words. The current study paper investigates the difficulties that medical students have in understanding medical terminology. It gives children a variety of learning methodologies.

Teachers of English as a second or foreign language may find it tough.

Keywords: Undertaking, in addition, veiled, intimidating jargon.

INTRODUCTION

English is employed as the language of teaching in a wide range of professions and technologies. It differs from other global languages in that it freely and frequently incorporates vocabulary from other languages. Many words from Arabic, Latin, Greek, French, and German, for example, are used not only in general English but also in specialised fields like medical, pharmacology, and more. Many medical terminology, for example, are derived from the aforementioned languages: Arabic, Latin, Greek, French, and German. Because English is so widely used now, these languages greatly improved and integrated it. As a result, English may be considered an overlapping language rather than a distinct language. Numerous other languages contributed to and continue to contribute to the English phenomenon in significant ways. Also, (Serjeantson, 1935) points out that some terms reached English indirectly through an intervening language rather than directly through interaction with the original language..

This is how many of the older Italian loan words came through French, and how many of the older Eastern loan words came through Latin, many of which had already gone through Greek. Words spread from Asia to Europe over thousands of kilometres, from east to west and south to north throughout Europe, and from country to country and generation to generation all the way around the Mediterranean. Talgeri (2004) Like any other language, English undoubtedly has a wide range of applications for native speakers across many disciplines. However, because it is an international language that can be used in a variety of scientific, commercial, and trade domains as well as for communication between nations, it is also noteworthy that English has an equally wide range of applications for non-native English speakers. (Abdullah 2005) English comes in three different varieties. Two methods of implementing English

are English for general purposes (EGP) and English for specific purposes (ESP) for learners of English as a first language (L1), second language (SL), or foreign language (FL).There are two approaches to apply English: English for Particular Purposes (ESP) and English for General Purposes (EGP) (ESP). Without identifying particular needs or individuals, EGP offers an infinite diversity of language that can be utilized for a number of purposes. A subset of ESP called Medical English was created to cater to the requirements of those pursuing education and careers in the medical industry. The goal of the current study is to examine the challenges medical students encounter while trying to comprehend complicated vocabulary and to provide methods, techniques, and tactics for comprehending the ideas that are concealed inside it.

METHODS

The necessity of teaching English to medical students is increasing. This is because the full development of competences that guarantee high-quality communication between future doctors and their foreign colleagues in diverse academic and professional contexts is critical to the efficiency and success of our future medical workers' job. As a result, working with students who learn a foreign language with specific goals brings unique obstacles. The first difficulty is that preparation time may be extremely limited. Second, unique student requests and needs present additional obstacles for teachers in terms of the practical application of English language in the context of highly specialised professional communication.In this case, the instructor is frequently required to provide customised resources that are tailored to the pupils' academic needs. Such issues can be addressed by attracting various authentic medical documents in English newsletters for patients, medical questionnaires, video materials, and English brochures, which are distributed in medical

institutions in English-speaking countries for educational purposes, as well as English-language medical sites and telemedicine. All of these materials are really useful for building this type of course. Furthermore, in order to fully understand the meanings of medical terminologies and concepts. Tactics, strategies, methods, and approaches can all be implemented. To understand and teach medical language, focus on the most significant approaches and strategies. Domestic and well-known foreign textbooks, as well as guides developed by domestic writers for medical faculties, can all be employed to increase instructional efficacy and teach students. These tools assist students in developing a lexical and grammatical foundation, as well as abilities to interact with a specific text and knowledge of anatomy, physiology, and pathological processes. Furthermore, academic and professional jargon should be introduced in context.For example, the context of a new lexical unit can be taught to students using different texts, or students can be exposed to medical terminology and given practice using it. A variety of exercises, including labelling skeleton bones, emphasising digestive system organs, matching terminology and definitions, filling in blank phrases, and contrasting medical language with its daily equivalents, should be used.

FINDINGS AND DISCUSSIONS

In addition, each student has a unique set of requirements in class. As a result, the vocabulary lesson focusses on a certain theme. The majority of students are reluctant to learn English vocabulary, and they fail to remember words that have similar pronunciations but different meanings. Furthermore, (August, Carlo, Dressler, and Snow, 2005) discovered that English language learners with delayed vocabulary development performed worse on grade-level reading tests than their

classmates.

(Harmer, 1992) observes that this was regarded secondary to the fundamental purpose of language teaching, which was the development of grammatical knowledge about the languageTerminology was necessary to provide students with something to grasp when studying structure, but it was rarely the primary emphasis of the learning process. As a reason, employing visual aids, particularly pharmaceutical packages, is one of the most practical and successful ways to teach and learn English vocabulary. Using a medicine box as a realistic teaching tool might help students concentrate on the subject, engage their attention, and broaden their understanding of global health. This medium allows students to have fun, decompress, and keep their minds open to studying and practicing language.

Conclusion

Finally, the terminology represents concepts that students have thoroughly mastered, or ideas that they may freely and actively use when needed. Terminologies are included in students' active vocabulary since they are required for the proper performance of professional activities, as well as the construction and formulation of concepts in another language. The extent to which terminologies are employed in the professional environment of foreign language communication depends on one's communicative ability. Terminology training in the framework of a communicative-oriented approach is inextricably tied to the development of speech patterns that simulate genuine professional activity scenarios-the outcomes of this study suggest that English teachers can effectively address the issue of developing non-philological students' professional communicative competence by teaching terminology during verbal communication. This includes improving their capacity to hold full-fledged professional conversations in a foreign language.

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