



THE IMPORTANCE OF GRAMMAR IN LEARNING ENGLISH LANGUAGE FOR MEDICAL STUDENTS

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Abstract: The article explores the role of grammar in ESP (English for Specific Purposes) courses for medical students. Two perspectives of learners are focused in this issue; first, most of them consider Grammar is merely long and boring exercises with exceptions to the rules, secondly, using grammar rules in oral communication is a border to speak freely in their field. However, this research justifies that correct usage of Grammar in both written and oral communication play a vital role cultivating further knowledge in English language opening chances for mastering other basic language skills. Quantitative, qualitative and testing research methods have been utilized in order to analyze medical students' attitude towards Grammar. The results are examined through discussing medical learners' perceptions about learning Grammar in their EMP (English for Medical Purposes) course.

Keywords: English for Specific Purposes, quantitative , qualitative, testing methods, English for Medical Purposes, medical English, clinical communication

Introduction. In an increasingly globalized medical field, English language competency and effective communication in English has become crucial for medical students to achieve professional progress and success, particularly in non-English-speaking countries. As it is said that “ It is vital for medical students to have a strong command of English as a second language, as it is the lingua franca of the medical community” [1:3]. In this regarding, English serves as a primary language for medical literature, international conferences and cross-border collaboration. It is undeniable that Grammar is a foundation in acquisition of four key language skills- listening, speaking, reading and writing. For most of medical students, Grammatical accuracy is not just an academic demand but a professional necessity, particularly in writing patient records, research papers or engaging in clinical communication. However, some others deem that Grammar is an complex and boring aspect of this language science which demotivates them to learn. Yet when the function of grammar in language learning is looked at in a bit more detail, it should be evident that it is not the teaching of grammar that is elitist, but the idea that all students can get by without any formal teaching of grammar that is an elitist approach. Complexity is not an inherent quality of grammar; grammar can be made quite simple or highly complex, depending on how it is presented [2:1] For this reason, this study aims to make a research to identify medical students intention to learn Grammar, their needs and opinions about the importance of Grammar in their study. Grammar has always been controversial issue since there have been different views and discussions regarding with the importance and function of Grammar in ESP courses by a number of researchers. Some of them deem that the grammar of any language does not necessarily help learners to use the language. However, Tarone and Rutherford argue that grammar should be taught, because without some understanding of grammar, students would not be able to communicate efficiently in English [4:1]

Methodology. This research used a mixed-method research approaches to investigate the

importance of grammar in English language acquisition amid medical students of Tashkent Pediatric Medicine Institute in Nukus branch in the faculty of “Pediatrics”, “Nursing care” and “Dentistry”. The research included quantitative survey, qualitative interviews and Grammar assessment methods to justify theories about the value of Grammar in medical English. The quantitative survey explored the number of students who are taught the target language and who has IELTS certificate, then three groups were chosen to do a test on them. For interviews, we conducted with twelve selected participants to gain deeper insights into their experiences with English Grammar (students who have language certificate) In assessment section, a diagnostic grammar test was administrated to evaluate proficiency and identify common areas of difficulty. This methodological structure was created based on the previous needs-analysis questionnaire in medical English education

Materials. Survey questionnaire is designed to identify how medical students attitude toward grammar and its necessity to their academic and clinical assignments. The language of questionnaire is simple and clear to answer based on their language level.

Interview guide includes open-ended questions highlighting challenges, strategies and intention of medical students to grammar learning.

In Grammar Diagnostic Test, all three group students participated for test including grammar topics. Variation of the questions was identical for all of them.

Results. Survey findings. The results of the study reveal a great number of key points about the importance of grammar in English language acquisition amid medical students at the Tashkent Pediatric Medical Institute, branch in Nukus.

The quantitative survey data, gathered from three groups of students demonstrates that 76% of students claimed an essential role of Grammar in comprehension medical contexts. 91% of learners reported challenges with grammatical structures in both writing and speaking process. 85% of medical students agreed that learning Grammar is necessary in their content-based ESP course to master target language. The diagnostic grammar test found that the most common topics of trouble are correct ordering parts of speech and identifying verb tenses. Students who has a background knowledge and language certificates showed higher scores comparing with those who is just learning the language in compulsory lessons. One essential point to take account that even certified students had difficulty with finding correct answer for medical terminology aligned with grammar questions.

In interviews with twelve participants of students supported rich insights. When it was asked about the need of grammar in their professional context, most of them valued learning grammar more in practical project based tasks such as designing patient histories or reading medical articles. Many claimed that traditional methods of teaching grammar is no longer meet learners demand instead interactive content-based approaches are valued in language learning process. A few students reported that a fear of making grammar mistakes has always discouraged them in discussions to speak freely which acknowledges that in teaching grammar interactive communicative methods should be more utilized to improve active usage of grammar and confidently represent thoughts, particularly in ESP courses

Discussion.

The survey results and findings show that the crucial role of grammar in the English language acquisition process is acclaimed with a number of justification by medical students. The findings highlight that grammar proficiency remarkably effect not only students' language learning process but self-confidence in using English language in their field. Although many students initially considered grammar as challenging, unnecessary and irrelevant to communication

process, the data demonstrates otherwise. A majority of students relished this basic branch of language as an essential component for comprehension of medical content and participation in written and oral projects. All above mentioned outcomes suggest that in organizing ESP or EMP courses, teachers should focus on firstly, students' needs and demands, their weak points in target language and clearly outline the course module based on learners' sphere using interactive and modern methods and techniques which meet 21st century's high standards.

By analyzing the outcomes of survey, now it is evident that in effective teaching grammar for EMP students lie well-established and relevantly selected teaching approaches which aid to organize contemporary language learning courses. As the programs of Teaching English for Specific Purposes are modernizing and emphasizing more about using technology based learning system, new high effective methods are being implemented to each English classroom such as content-language integrated method, flipped classroom, tactile learning, VAK learning and collaborative learning methods which can be efficiently used in teaching medical students associating their professional content. These methods can find a solution for the difficulties of medical students as mentioned above results of study.

Conclusion. Taking into account all the outcomes and findings discussed, it has become obvious that the grammar is a cornerstone in learning English language for medical purposes as a language for global stages. This study represents a shift in students' mindset towards grammar grasping its influence on academic and medical communication. Enough attainment of grammar remarkably assist medicals in sharpening reading and writing skills to comprehend and reply to patient and formal reports, medical literature as well communicating in not merely in professional contexts but in daily life conversations.

Another substantial point to highlight that according to confirms of analysis, the effective grammar methods in organizing EMP courses relies interactive, learner-centered approaches declining outdated limited action methods.

As Syvak notes, "Without any grammar, we could manage to produce some sort of elementary communication, such as "Me Tarzan, you Jane", but we would be unable to form any more complex ideas into words. It follows therefore that to progress beyond fairly basic levels of expression, learners of any language - whether it be their native language or a foreign language - need to master the essential grammatical rules and principles" [1:2]. This perception supports the idea that in medicine where clarity and accuracy play an important role, grammar is not elective but indispensable for development in language level. For this case, instruction of grammar for medical students should be given priority with innovative, content-based methods that serves as a bridge between the language and professional practice.

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