Medizinisches Englisch lernen durch authentische filme: extra-sprachliche faktoren, die zum studium der medizinischen terminologie beitragen

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Anmerkung: Der Artikel widmet sich der Rolle außersprachlicher Faktoren beim Unterrichten von ESP durch authentische Filme über Medizin. Diese Forschung basiert auf den eigenen Erfahrungen der Forscher im Unterrichten von Englisch als Zweitsprache, einschließlich des Privilegs, langfristige Experimente mit Studenten der medizinischen Universität durchzuführen. Sie betrachtet den Versuch, mit Hilfe von Videoplattformen den Prozess des Spracherwerbs beeinflussende Agenten zu untersuchen und zu analysieren. Sehhilfen spielen eine entscheidende Rolle bei der Beherrschung einer Fremdsprache. Die Komplexität der medizinischen Terminologie erschwert das Erlernen in einer Fremdsprache. Daher beinhaltet der Artikel die Forschung, die auf empirischen Methoden basiert und versucht, die Effizienz der Verwendung von Filmen im Prozess des Erlernens der englischen Sprache zu beweisen. Außersprachliche Faktoren fungieren als Umgebung, die die sich entwickelnde und sich entwickelnde Atmosphäre für das Lernen bereitstellt. Die spezifische Form des Unterrichts mit Medienformen ist nicht mit strengen Regeln belastet, die eingehalten werden müssen, die Untersuchungsergebnisse haben jedoch eine beachtliche Leistung gezeigt. Die spezifisch qualifizierte Sprache, die in medizinischen Filmen präsentiert wird, kann zu einer höheren Motivation bei der Bildung und Entwicklung der fremdsprachlichen Fachkompetenz der Englischlernenden beitragen.
Schlüsselwörter: Filme in der Bildung; authentisches Lernen; Medien beim Sprachenlernen; ESP-Lehre, EFL-Lehre,EMI,EMP, interaktives Lernen, außersprachliche Faktoren

Medical English learning through authentic movies: extra-linguistic factors contributing to the study of medical terminology

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Abstract: The article is devoted to the role of extralinguistic factors while teaching ESP via authenthic movies about medicine. This research is based on the researchers own experience in teaching English as a second language, including the privilege of conducting a long terms experiments with the students of medical university. It considers the attempt to examine and analyze agents influencing the process of language acquisition with the help of video platforms. Visual aids play a crucial role in the process of mastering a foreign language. The fact of complexity of medical terminology complicates the task of learning it in a foreign language. Therefore, the article involves the research, based on empirical method trying to prove the efficiency of using movies in the process of English language learning. Extralinguistic factors act as the environment, providing the evolving and developing atmosphere for studying. Specific form of the lesson using media forms is not burdened with strict rules that must be followed, however, the outcome of the investigation has shown considerably high performance. The specific qualified language presented in medical movies may help to get higher motivation in the formation and development of the foreign language professional competence of the English language learners.
Keywords: movies in education; authentic learning; media in language learning; ESP teaching, EFL teaching,EMI,EMP, interactive learning, extralinguistic factors

I. Introduction

Nowadays, with the presence of a huge variety of different media technologies that civilization has presented to humanity, it is very difficult to lure a student into studying process using traditional methods. The necessity for coming up with

innovative ideas increasingly arise. Second language educators have been using different types of English resources to find the most appealing and effective way of learning the language [1]. Our article touches upon ESP learning through films. According to Tafani the use of English movies as an English learning tool should be encouraged and implemented by language teachers[2]. Accordingly, this study is concentrated on the basis of the Tashkent Medical Academy, where local teachers are researchers and implementers of our investigation. Many researchers have claimed that there are several advantages inherent in the use of English movies as means to develop language competency. These benefits include increasing students' motivation, enhancing students' oral and communication skills, and developing their cultural awareness thereby allowing for a more authentic language learning experience[3]. In this regard, in scope of the research we have chosen - watching authentic films about medicine. Vast majority of studies have been conducted about learning a foreign language through films, but little has been done for ESP in the light of Medicine. English for Specific Purposes (ESP) is a learner-centered approach to teaching English as an additional language, which focuses on developing communicative competence in a specific discipline such as academics, accounting, agrology, business, IT, teaching, and engineering[4]. The main goal of the ESP classes is to raise the academic level of language literacy. Taking into consideration the fact that the English language is holding strong positions as the international communication tool, it's essential to study the phenomenon of the English language in medicine, The world of modern prosperous medicine cannot operate without knowledge of the universal global language-English. Therefore, of prime importance for Medical ESP teachers to find a way for achieving the goal of English language proficient operation by the students. In linguistics, there are two types of factors in the development of language: linguistic and extralinguistic factors[5] . The Free Dictionary defines extra-linguistic as a common knowledge needed to understand one speech or pronunciation[6] .The drawback of traditional study of the linguistic component is based, first of all, on the development by students of their own statements basing on their native language. The construction of sentences and architecture of speech can represent the direct translation of native language which can be grammatically correct, but not typical to target language. Our research focuses on the extra-linguistic factors in the process of learning English as the cornerstone of successful language acquisition. As claimed: "It is important to note that the way something is said is often more important than what is said. Verbal strategies and speech protocols are an essential part of the language" [7]. This article, in its turn, proves extra linguistic factors to be crucial part while learning a foreign language in achieving complete, successful and fluent assimilation. For instance, without studying the culture of the target language, it is impossible to achieve the quality of language proficiency at the native level. As I.A. Feshkina notes, such problems "arise in connection with differences in mentality, behavior, perception and assessment of the real and imaginary reality of representatives of various socio-ethnic communities"

[8]. Brown points out that language and culture are parallel and should not be separated when learning English[9]. He explains that culture is a part of the language that is inextricably linked. Furthermore, the famous Dutch linguist E.M. Uhlenbeck writes: "... Knowledge of the source language and the translation language is not enough. The translator also needs to know the culture of the people"[10]. It is not possible to achieve an identical translation of the originally conceived idea separating one from the other. Chuprakova expresses a general thesis explaining: "extralinguistic factors of speech are integral parts of the speech process itself (communicative act), without what speech cannot be inconceivable [11]. Authentic movies contribute to culture perforation of the target language nation. Movies offer a more realistic representation of the world with all the visualizations than traditional language-learning materials.

The purpose of this article is to:

1. consider some extra linguistic factors contributing to better understanding of medical English via authentic movies about medicine.

2. determine extra linguistic factors that have the greatest influence in understanding of medical terminology in English language

3. identify what differences in english language have place to be under the influence of extralinguistic factors

4. reveal comprehensibility of medical terminology by students using target movies

The complexity of the profession is doubled by the language barrier what makes our research the most relevant for today.

The task is to provide a non-native speaker with background knowledge to the extent that native speakers of a given language possess. Proficient language knowledge is not limited to grammatical and lexical units, an important place is occupied by the question of national identity of target language: culture, speech shades, gestures, mimics, spatial information, socio-psychological information, political and economic condition and etc.. Under the influence of extra linguistic, the selection and organization of linguistic means occurs, i.e. speech acquires its own stylistic characteristics.

Materials and methods

The absence of natural English language environment does not denounce the impossibility of penetration into targeted language atmosphere. Since we are faced with two difficult tasks: 1. learning a foreign language and at the same time 2.mastering it on a medical topic (which in its identity is considered to be the most difficult science), we have recourse to authentic films where extra linguistic factors will serve as the main assistant. As Matras noted: "It is generally assumed that the outcomes of language contact by and large depend on extra linguistic factors" [12].

Priority method for identifying and analyzing the functioning of extra linguistic factors is a practical experiment conducted at the Department of Uzbek and Foreign Languages of the Tashkent Medical Academy. This study is descriptive and

exploratory in nature. In this conceptual study, the researchers have downloaded 80 episodes and subtitles of House M.D. series prior studies. Having chosen 400 medical terms, they were translated into native language of the learners to eliminate the fact of misunderstanding and were presented to traditional group.   The participants of the study included two major groups. 100 second-year students with the same level of knowledge were carefully selected. 50 students with good grades(B) and 50 students with satisfactory grades(C) (see graph 1). This number of participants was divided by knowledge into 2 equivalent groups. Both groups were pre and post-tested.
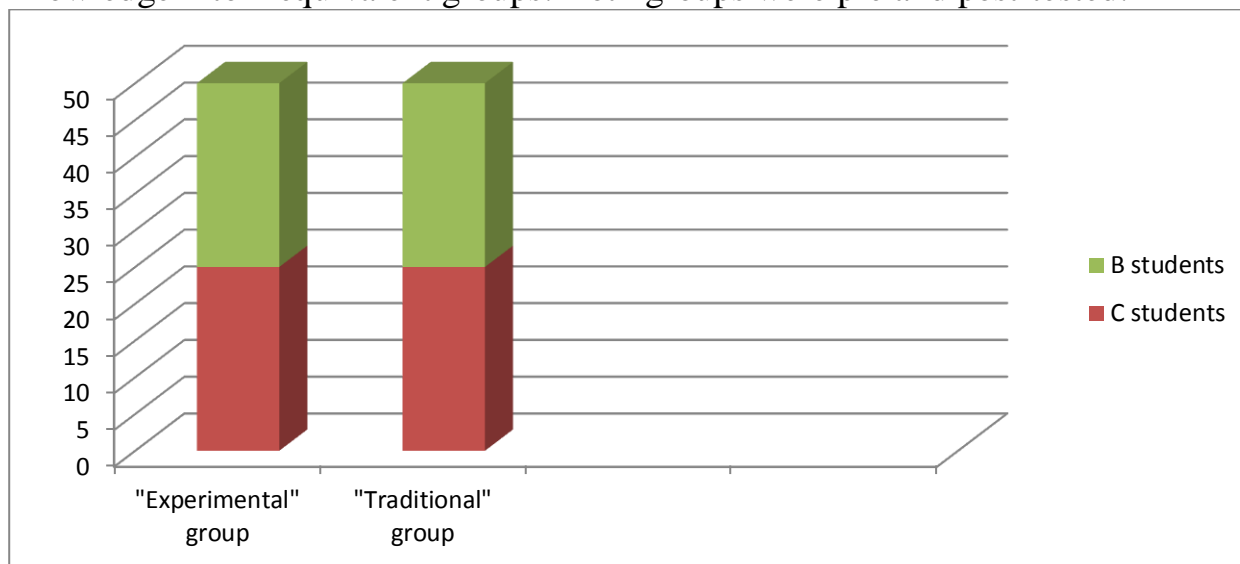
Graph 1

One group was called "experimental" one – during 1 term (4 months of studying) all English classes were replaced by watching TV series about medicine in English. Homeworks involved watching 1 episode a day and learning all the medical terminology that come across, in the way most comfortable for each student. The second group was named as "traditional" one, and the task of the teacher was to teach the student in a traditional form. Previously, all the medical terms were withdrawn from subtitles of 80 episodes and divided into 18 lessons of studying within the same quantity of term longitude but with reinforced preparation and vast density of learning words – 4 months.(see graph 2)

"Traditional" group	"Experimental" group
1 term(4 months)	1 term (4 months)
18 lessons	18 lessons(80 episodes, involved both in classroom and home tasks)
400 words	unlimited number of words
pre-provided words by the teacher	never provided words by the teacher

Graph 2

     The Cognitive Pragmatic Theory conceives communicative competence as the ability to draw correct inferences in order to recognize the partner's communicative intention[13].

Movies simulate a real situation helping the viewer in understanding word meanings using non-linguistic functions. The visual accompaniment of the spoken words makes, at a subconscious level, keep these expressions on the cortex of the brain, just like children learn to speak. Nevertheless, the biggest trick is that the same words are repeated with a certain frequency, which makes it possible to transfer them from a passive vocabulary of students into an active one. In the process of watching a movie, students had an opportunity to follow a link between the terms and their visual aids. The viewers could see speech shades such as sighs, moans, coughs that helped in the translation of words such as breath, cough, seizure. Let's consider some of the samples presented in the cases shown in the episodes (House M.D.):

1. The first episode illustrates a communicative situation where a patient visits the doctor and claims: "Test my **breath**, doctor", the doctor, without saying a word, takes out a stethoscope and starts checking the breath. In the given fragment, with the help of the non-linguistic factors, we can guess the meaning of the word **"breath"**. The doctor took a stethoscope demonstrating his intention, since this instrument is used just to check breathing.

In Episode 3, Dr. House, an elderly woman complains saying : "I have **breath** shortness" and then begins to choke. Thus, the actions of a person starting to suffocate indicate to us the meaning of the word in the form of a breath defect.

In Episode 6, at a doctor's appointment with a little boy who came to complain of a flu, as part of a routine examination, Dr. House listens to the boy with a stethoscope and says: "All right, another deep **breath**," after which the boy takes a deep breath.. This fragment visually translated the words of the doctor for us. By the actions of the boy, the viewer can understand the meaning of the word. By the 6th episode, it has already been met 3 times, and until the end of the 80th episode it will occur many more times, thereby contributing to the complete memorization of the English medical vocabulary by bringing it into an active dictionary.

2. The next example is devoted to the word **"seizure"**.

In this context, we are going to consider one whole episode where the given word appears several times. The first illustration, the girl starts to have convulsions, while she is admitted to the hospital. The nurse starts shouting **"Here! seizure".** The situation that was shown to us with convulsions is described in one word "seizure", met for the first time. The second time after the whole turmoil with this patient the doctor says : "find the source of Rebecca's **seizure**". The whole episode revolves around the Rebecca's convulsions, the viewer is immersed in this situation and as a result, the doctor's words leave no questions about what needs to be found. In addition, the word has already been encountered before. The third appearance of mentioned word happens when doctor explains to parents of the patients after repeated attack "**Seizure** is not a disease, it's a symptom" And the camera is set at the patient referring to recent situation happened to her.

3. At the beginning of the episode a boy starts coughing increasingly and then spits viscous liquid. Being scared he visits a doctor describing the situation with the

utterance: "It all started with a **"cough"**. We understand the word by referring the initial episode with the coughing attack. The doctor then takes a stethoscope and asks: "Cough, boy!," after which the patient begins to cough. The visual execution of a given request demonstrates the meaning of the spoken word.

Moving forward, as Alberto Parola noted: "Communicative intentions can be expressed not only verbally, but also using extralinguistic behavior, such as body gestures and hand movements"[14]. In terms of our framework we can observe gestures and hand movements inferring to the specific term: In one of the episode we can see the situation where medical staff at the bad of the patient. One doctor asks: "What's the problem?" His college makes bulging eyes, crosses his throat with his hands and begins to cough convulsively. Having seen this presentation, the doctor understands and pronounces: "He **chocked!**" The viewers understand the meaning of the word in spite of the fact we didn't see real case. By hand movements of the doctor's college we understand the communicative intention of severe difficulty in breathing because of a constricted or obstructed throat.

The next situation is illustrated as patients behaves in not an adequate way, screaming and randomly running around the room. Describing the situation, his relative explains to the doctor: "I guess, her has a **mental breakdown**". Pronouncing the words "mental breakdown" the person *twists a finger to his temple.* It is a universal gesture showing psychological health problems.

Results and discussions

As was noted by Schmidt extra-linguistic is a language situation outside of the linguistic sphere but still in the scope of language learning as its elements such as motivation, emotion, attitude, personality are taken into account to learn a language [15]. In our investigation we touched upon unlimited source of the elements, since the identity of fictional firms involves live situations alongside with medical cases. The selection of the extralinguistic concept variables for in the series was different, presenting different life situations and medical cases. Thus, students from "Experimental" group had an opportunity to observe all the communicative situations surrounded by all the possible extra linguistic factors inherent to real life situation: gestures, mimics, social behavior, cultural identity, spatial information, psychological information, political and economic condition and etc. Throughout 4 months of our research students watched 80 episodes of "Hose M.D" series averaging one episode every 2 days. "Traditional" group focused on learning 400 medical words previously given by the teachers from the same video material, averaging 3 words learned per day. "Traditional" group had an advantage of specifically selected words with the only aim to learn only 3 words a day, while "Experimental" group didn't have any handouts, list of words or any translations. Experimental group had unlimited source of medical terminology with the sole purpose of watching them with the indicated frequency.

During our research, every month we tested 100 identical words provided to both groups respectively (Graph 2). The primary objective of data collection is testing the assimilation of knowledge of both types of studying and their progression.

As already has been noted, the participants were deliberately divided into two groups with exactly the same knowledge, and at the beginning of the experiments (September) both groups had identical percentage of academic performance (5% of known vocabulary). By October, both groups had increased modestly accounting for 12% and 28%, respectively with slight lead ahead for experimental group. At the next stage, in November, the difference became marginally visible, making up the gap twice more (Traditional-20%, Experimental-45%). By the last part of our investigation, the results varied considerably. Traditional group resulted 36% total correct answers, while Experimental group reached 74 %.
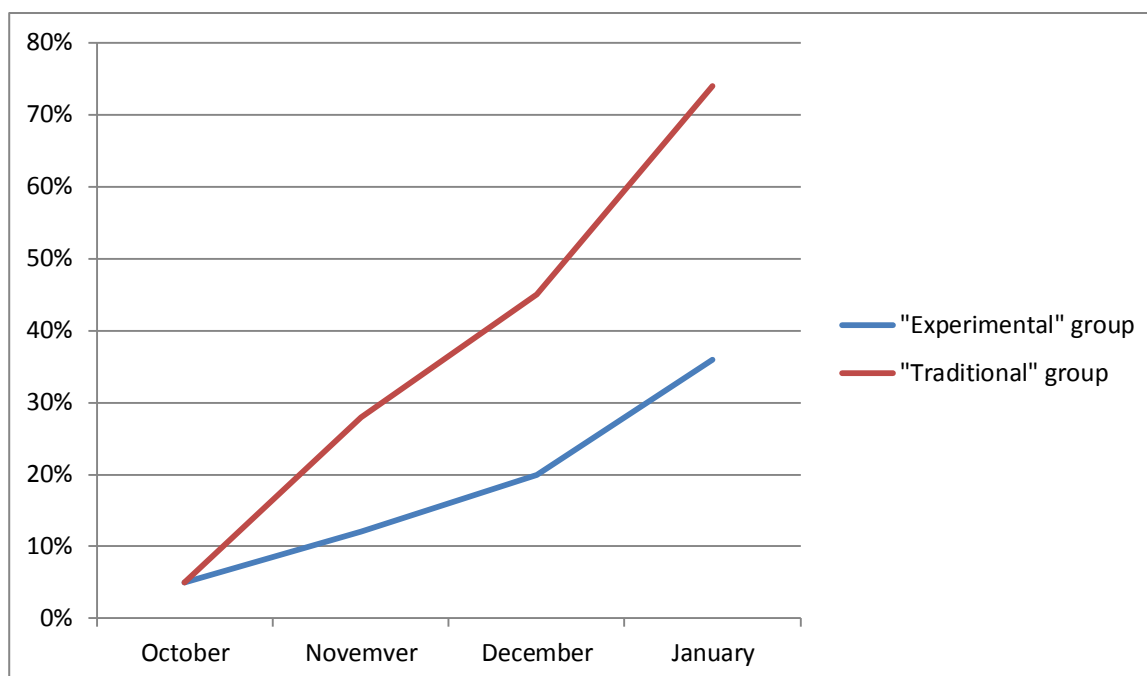
Graph 2 provides information about the participants and their English proficiency levels

Analysis of data revealed incomparable difference in learning efficiency between 2 groups. The researcher found that students in the experimental groups scored significantly higher than the traditional group. Although, experimental group wasn't provided with any specific list of vocabulary or translations to the terms, they overtook significantly ahead with remarkable results. Enjoyable movie screening was conditioned only by one rule of watching 1 episode per 2 days. Moreover, traditional group had a pretty easy task of learning 3 words per day, whereas the list of terms with their translations was provided beforehand, thereby, simplifying their assignment.

The study revealed that exposure to movies presented with different types of extra linguistic factors allowed students to be much more successful at comprehending and retention of medical terminology. It is inferred that penetration into the linguistic environment with all the visual aids inherited to real life situation contributes to better understanding and learning of foreign language. In the frames of our work, we were aimed at medical terminology. The problem of complexity of medical vocabulary was overcome by extra linguistic factors assisting in better language acquisition.

In particular, we focused on the analysis of comprehension and production of communicative medical terms. Although experimenter's group faced a great number of ordinary routine vocabulary, the fact of high informative density didn't complicate the rate of terminological acquisition.

Affiliation to the genre of future profession of the participants in this study have strong pulling factors for students to appreciate the language and culture of a English language. Extra-linguistic elements such as motivation, attitudes, personality and emotion played a major role in determining the readiness of the learners of experimental group while students with the sole tiresome aim to learn the words by heart proved very poor performance.

In films we see a whole extralinguistic system contributing to the understanding of terms. The extra-linguistic system is the inclusion of pauses, other inclusions in speech, for example, coughing, crying, laughing, and finally, the rate of speech itself. All these additions increase the semantically significant information, but not by means of additional speech inclusions, but by "near-speech" techniques [16].

Our research proves Rohaidah Kamaruddin's statement: "Positive exposure allows the learners to willingly accept the process of the learning of the language. Students with high abilities (especially from intelligence and language skill aspect) will be more successful in learning language compared to students that received negative extra-linguistic influences"[17]. In spite of the facts, that traditional group had the easiest task to imagine in learning only 3 words a day, their language acquisition has shown very poor results. Total absence of extralinguistic elements couldn't stimulate their instinct abilities and motivation to study. There were no any factors contributing to the memorization of words, whereas experimental group experienced each word in particular communicative clearly illustrated situation accompanied by constant emotion changes, gestures, culture differentiation and social peculiarities.

Moreover, this study illustrates that students achievements doesn't depend on their instincts to succeed. Only through pursuing favorable interactive learning environment it is possible to attain such a high performance.

By the end of the experiment, we can distinguish 2 main types of extralinguistic aspects:

Visual factors – gestures and hand movements denoting to different medical condition (suffocating, psychic problems and etc.)

Audio factors –speech shades peculiar to medical sphere (coughing, sneezing, snoring, hiccup, pain whining and etc.)

All the presented elements are a guarantee of successful language acquisition. As A.I. Smirnitsky believed, they are essential impartible parts of the process of communicative act [18].

Sometimes an accurate translation is impossible without knowing the specific situation in which the communication problem takes place.Thus, in one of the automatic translation experiments1, the machine translated the English phrase "De Gaulle's governing" as de Gaulle's rule (in Russian like grammatical rule), instead of de Gaulle's governing. The English word " rule" really means both 'rule' and 'govern'. In order to choose the correct Russian equivalent in this case, you need to know that de Gaulle was a politician - the President of France. [19]. An educational tool through a video platform solves this problem.

Our experiment, carried out in a successful manner through films, is proved by the words of the scientist Fedorova "To any normative recommendation of one method or another, even if supported by the most compelling theoretical arguments, in practice, a conscious creative attitude is necessary" [20]. By that, students with strict theoretical material without a creative identity showed poor study results.

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Conclusion

According to the study, we considered various variants of the concept of "extralinguistic factors", as well as their types. A qualitative research method was used to collect and analyze data for this research study. The purpose of using movies about medicine was to facilitate learning the English for specialty of the students and through providing an enjoyable and interesting learning environment achieve high results. The presence of extra linguistic factors is vital aspect of medical English language learning. Achieving the goal, being in non-targeted language environment, by the means of authentic movies as have been shown in our research is one of the mosteffective implementation ways . Viewers, by examining actors pragmatic abilities expressed through different expressive modalities, tumbled to the meaning of the words. Moreover, watching movies helps them increase their vocabulary bank, inherent to native speaking zone. Constant repetition of vast quantity of medical terminology after certain number of episodes, influenced the memorization to the high class level transferring them to active vocabulary.

Besides the high efficiency resulting the approach of using movies on the classes, the teachers able to create and provide a conducive and interesting learning environment to help students acquire and learn a second language

The shortcomings of this method include the lack of necessary time in the classroom, resulting the main studying process to be required to hold independently by the student, thereby relying on their personal consciousness. However, since our research is based on conscious students of higher medical universities, this problem should not noticeably interfere with the results of our methodological model from the

investigation we have conducted in the article. Students of higher educational institution are obliged to realize the importance of English language proficiency for future medical personnel in modern globalization and to follow most convenient way

We can conclude that using movies to teach Medical English could bring imagination to the world of language learning, and that makes language classes more enjoyable and motivating in the paths of building future professional career. Undobted advantage of authentic film using is the presence of extra linguistic factors promoting to language understanding.

With our movie approach English learning has become more interesting, so teachers now can arouse students interests by motivating, inculcating positive attitude and understanding their different emotions and needs from different background and country. Educators must take the existence of extra-linguistic in language learning seriously because the elements in it can help students learn any language easily choosing the most straightforward method to environment immersing presented in our study.

To conclude in the process of translation, we should know not only source language and target language and the translation rules but also the subject, situation, circumstances, in which the text functions.

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