CORPUS ANALYSIS OF ENGLISH AND UZBEK MEDICAL TEXTS AS A BASIS FOR DEVELOPING A METHODOLOGY FOR TEACHING ESP TO FIRST-YEAR STUDENTS OF MEDICAL EDUCATIONAL INSTITUTIONS

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Abstract: *In recent years, the demand for English for Specific Purposes (ESP), especially in the field of medicine, has grown significantly in non-English speaking countries. This article explores how the comparative corpus analysis of English and Uzbek medical texts can contribute to the development of an effective ESP teaching methodology for first-year students in medical educational institutions. Through the examination of lexical, grammatical, and discourse features, this study identifies key similarities and differences in the use of medical language in both English and Uzbek. The findings offer insights into creating specialized educational materials and teaching strategies that address the linguistic needs of medical students. The paper emphasizes the importance of authentic, discipline-specific content and proposes a structured approach to ESP curriculum design grounded in corpus data.*

Keywords: *ESP, corpus analysis, medical English, Uzbek medical texts, first-year students, methodology development, bilingual comparison, medical education, professional English, linguistic features, curriculum design, terminology acquisition, discourse analysis*

Introduction

The globalization of medical research and practice has made English the primary language of communication in the medical profession. In many non-English speaking countries, including Uzbekistan, medical students are required to read, understand, and produce medical content in English. However, teaching general English is insufficient for the specialized demands of medical education. Therefore, English for Specific Purposes (ESP) programs tailored to medical students are essential. A key step in developing such programs is understanding the linguistic features of medical language, which can be achieved through corpus analysis—a method that allows researchers to examine authentic language usage based on real-world text collections.

The Role of Corpus Analysis in ESP

Corpus analysis refers to the systematic study of language through large collections of texts (corpora). It provides valuable information about word frequency, collocations, syntactic patterns, and discourse structures. When applied to ESP, corpus analysis helps educators understand the specific language features students need to master. In the medical context, it highlights recurring vocabulary, common sentence structures, and discourse markers used in academic and clinical texts.

By building parallel corpora of English and Uzbek medical texts, researchers can identify how medical concepts are expressed differently in each language. This comparison enables

the design of ESP courses that help students bridge the gap between their native language and English medical terminology and structure.

Methodology

The research involved compiling two corpora: one consisting of authentic English medical texts (such as medical textbooks, research articles, and clinical guidelines), and the other made up of Uzbek medical texts from similar sources. Texts were selected based on their relevance to first-year medical curriculum topics (anatomy, physiology, pathology, etc.).

The analysis focused on the following areas:

1. Lexical analysis – identifying frequently used medical terms and academic vocabulary.
2. Syntactic analysis – examining sentence length, passive voice usage, and complex structures.
3. Discourse analysis – understanding how information is structured in paragraphs and across texts.

Tools such as AntConc and Sketch Engine were used for the analysis.

Pedagogical Implications

The results of the corpus analysis have several implications for ESP methodology development:

Curriculum Design

ESP syllabi should be based on real-world language use, not textbook-created examples. Corpus-based frequency lists and collocations can inform vocabulary selection and grammar instruction.

Material Development

Teaching materials should include authentic texts from both English and Uzbek sources, with guided comparisons to help students understand structural and lexical differences.

Skills Integration

Tasks should combine reading, writing, listening, and speaking activities around corpus-informed medical content. For instance, students might practice rewriting Uzbek case reports into English using proper medical style and structure.

Focus on Discourse Awareness

Students should be taught how to recognize and produce academic and clinical discourse features such as cause-effect relationships, problem-solution structures, and argumentation.

Recommendations

Based on the study, the following steps are recommended for implementing a corpus-informed ESP methodology:

1. Develop bilingual medical text corpora for continued research and classroom use.
2. Train ESP teachers in corpus linguistics and medical discourse analysis.
3. Incorporate corpus tools into the classroom for student use.
4. Regularly update materials with new corpus data to reflect current language use.

Conclusion

Corpus analysis provides a powerful foundation for developing an effective methodology for teaching English for Specific Purposes to first-year medical students. By comparing English and Uzbek medical texts, educators can identify the specific linguistic needs of learners and design targeted instructional strategies. This approach leads to a more relevant, practical, and successful learning experience, equipping students with the language skills necessary for their academic and professional futures in the medical field.

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