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MAKTABGACHA  
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- 13.00.00 Pedagogika fanlari
- 13.00.01 Pedagogika nazariyasi. Pedagogik ta'limotlar tarixi
- 13.00.02 Ta'lim va tarbiya nazariyasi va metodikasi (sohalar bo'yicha)
- 13.00.03 Maxsus pedagogika
- 13.00.04 Jismoniy tarbiya va sport mashg'ulotlari nazariyasi va metodikasi
- 13.00.05 Kasb-hunar ta'limi nazariyasi va metodikasi
- 13.00.06 Elektron ta'lim nazariyasi va metodikasi (ta'lim sohaları va bosqichlari bo'yicha)
- 13.00.07 Ta'limda menejment
- 13.00.08 Maktabgacha ta'lim va tarbiya nazariyasi va metodikasi
- 13.00.09 Ijtimoiy pedagogika
- 07.00.00 Tarix fanlari
- 19.00.00 Psixologiya fanlari
- 01.00.00 Fizika-matematika fanlari
- 02.00.00 Kimyo fanlari
- 03.00.00 Biologiya fanlari
- 09.00.00 Falsafa fanlari
- 10.00.00 Filologiya fanlari
- 11.00.00 Geografiya fanlari

# M

# AKTABGACHA VA AKTAB TA'LIMI

Pedagogika, psixologiya fanlariga ixtisoslashgan ilmiy jurnal



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# INTEGRATING THE CASE STUDY METHOD INTO TEACHING MEDICAL ENGLISH: AN INNOVATIVE PEDAGOGICAL RESEARCH

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**Abstract:** This article analyzes an instructional model for integrating the case study method into English for Medical Purposes (EMP) courses. Drawing on evidence from case-based learning (CBL) in medical education and task-based language teaching (TBLT) within applied linguistics, we argue that case-driven Medical English fosters clinical reasoning, discourse competence, and teamwork communication. The paper synthesizes interdisciplinary literature, specifies a step-by-step design framework (case selection, language–outcome mapping, facilitation, assessment), and reports pilot results from an upper-intermediate EMP cohort. Findings show significant gains in structured clinical communication (SBAR), terminology retention, and genre-based writing (discharge summaries, H&Ps). We conclude with an implementation checklist and a research agenda for robust outcome evaluation.

**Key words:** Medical English; English for Medical Purposes (EMP); case-based learning (CBL); case method; task-based language teaching (TBLT); clinical reasoning; discourse competence; communicative competence; simulation; SBAR; ESP pedagogy.

**Annotatsiya:** Ushbu maqolada tibbiy maqsadlar uchun ingliz tili (EMP) kurslariga amaliy tadqiqotlar usulini integratsiyalash bo'yicha o'quv modeli tahlil qilinadi. Amaliy tilshunoslik doirasida tibbiy ta'lim va vazifalarga asoslangan til o'rgatish (TBLT) bo'yicha vaziyatga asoslangan o'rganish (CBL) dan olingan dalillarga tayanib, biz tibbiy ingliz tili klinik mulohaza yuritish, nutq malakasi va jamoaviy muloqotni rivojlantiradi, deb ta'kidlaymiz. Maqola fanlararo adabiyotlarni sintez qiladi, bosqichma-bosqich dizayn asosini belgilaydi (vaziyatni tanlash, til-natijani xaritalash, yordam berish, baholash) va yuqori o'rta darajadagi EMP kogortasining uchuvchi natijalari haqida hisobot beradi. Topilmalar tuzilgan klinik aloqada (SBAR), terminologiyani saqlashda va janrga asoslangan yozishda (bo'shatish xulosalari, H&Ps) sezilarli yutuqlarni ko'rsatadi. Biz amalga oshirishni nazorat qilish ro'yxati va natijalarni ishonchli baholash uchun tadqiqot kun tartibi bilan yakunlaymiz.

**Kalit so'zlar:** Tibbiy ingliz tili; Tibbiy maqsadlar uchun ingliz tili (EMP); vaziyatga asoslangan ta'lim (CBL); holat usuli; vazifaga asoslangan til o'rgatish (TBLT); klinik fikrlash; nutqiy kompetentsiya; kommunikativ qobiliyat; simulyatsiya; SBAR; ESP pedagogikasi.

**Аннотация:** В данной статье анализируется дидактическая модель интеграции метода кейс-стади в курсы английского языка для медицинских целей (EMP). Опираясь на опыт использования обучения на основе кейсов (CBL) в медицинском образовании и метода обучения на основе задач (TBLT) в прикладной лингвистике, авторы утверждают, что медицинский английский, основанный на кейсах, способствует развитию клинического мышления, дискурсивной компетенции и навыков командной коммуникации. В статье обобщается междисциплинарная литература, предлагается пошаговая модель проектирования (отбор кейсов, сопоставление языковых результатов, фасилитация, оценивание) и приводятся результаты пилотного исследования на выборке студентов уровня upper-intermediate. Полученные данные демонстрируют значительный прогресс в структурированной клинической коммуникации (SBAR), усвоении терминологии и жанровом письме (эпикризы, истории болезни). В заключении приводится чек-лист внедрения и исследовательская программа для оценки результатов.

**Ключевые слова:** Медицинский английский; English for Medical Purposes (EMP); обучение на основе кейсов (CBL); метод кейсов; обучение на основе задач (TBLT); клиническое мышление; дискурсивная компетенция; коммуникативная компетенция; симуляция; SBAR; методика ESP.

## INTRODUCTION

Over the last two decades, case-based learning (CBL) has become a mainstream approach in health professions education, linking theoretical knowledge to authentic clinical decision-making through guided inquiry in small groups<sup>[14]</sup>. While CBL's efficacy for clinical reasoning is established in medicine<sup>[1]</sup>, it remains underexploited in English for Medical Purposes (EMP), where courses often emphasize vocabulary and

reading skills over communication in ill-structured, real-world scenarios. At the same time, task-based language teaching (TBLT) offers a language-pedagogic rationale for using meaning-focused, goal-oriented tasks that mirror workplace communication<sup>[4]</sup>. In parallel, health systems and global agencies foreground competencies for effective communication and teamwork, especially in risk and emergency contexts<sup>[13]</sup>. This paper develops and evaluates a structured approach to integrating the case study method into Medical English instruction. We (i) review relevant literature across medical education, ESP/EMP, and applied linguistics; (ii) outline a design and facilitation framework; and (iii) report pilot outcomes from an EMP module that embeds cases to drive speaking, listening, reading, and genre-based writing.

## LITERATURE REVIEW

Case-based learning and problem-based learning in medicine. CBL centers on authentic patient cases to cultivate inquiry, application, and transfer; it sits on a continuum between structured and guided learning. Online and blended variants emerged rapidly during the pandemic, retaining the small-group, facilitation-rich format that supports collaboration and problem-solving. Landmark work by Barrows clarified PBL taxonomies and operational differences (e.g., degree of structure, facilitator role, assessment alignment). Kassirer emphasizes deliberate, repeated exposure to real cases with coached feedback to develop clinical reasoning schemas and error recognition. The Case Method as Pedagogy. The Harvard case method frames cases as vehicles for decision-making under uncertainty, structured discussion, and leadership communication—principles readily transferable to clinical teamwork<sup>[7-8]</sup>. Though pioneered in business education, its affordances (authenticity, multiple perspectives, dialogic reasoning) align with medical scenarios where language choices impact safety and care quality. EMP/ESP and TBLT Foundations. ESP scholarship (Hutchinson & Waters) positions needs analysis, target-situation discourse, and materials design at the heart of course construction<sup>[9]</sup>. TBLT (Ellis and successors) provides a principled route to integrate real-world communicative tasks (e.g., handovers, referrals, consultations) that map onto case stages and outcomes<sup>[4]</sup>.

Recent EMP studies also detail teacher cognition, interdisciplinary challenges, and digitally mediated opportunities. Communication Competencies and Teamwork. Healthcare safety initiatives define teamwork and communication as core competencies (e.g., closed-loop communication, speaking up, situational awareness). Global health bodies articulate competency frameworks for risk communication and community engagement that foreground clarity, empathy, and trust-building—skills that can be rehearsed in case-anchored language tasks<sup>[13]</sup>.

- CBL/PBL develops reasoning;
- the case method structures decisions;
- ESP/TBLT translates workplace demands into language tasks;
- competency frameworks specify behaviors.

Their convergence suggests a compelling, evidence-informed foundation for a case-integrated Medical English curriculum.

## RESEARCH METHODOLOGY

We adopted a design-based research approach to iteratively develop, deliver, and evaluate a six-week EMP module organized around clinical cases. Data sources included pre/post performance tasks, analytic rubrics, learner surveys, and facilitator field notes. The study aimed to answer:

- (1) How does a case-integrated approach affect Medical English communicative performance (speaking/writing) on authentic tasks?
- (2) Which design features (e.g., facilitation, artifacts, assessments) most strongly support learning?

**Participants and Setting:** N=36 third-year medical students (B2–C1 CEFR) enrolled in an EMP elective at a medical university. Groups of 6 worked with a facilitator (EMP instructor with clinician co-tutor on two sessions). Consent followed institutional policy.

**Intervention Structure:** Each week centered on one index case (e.g., chest pain, sepsis, pediatric dehydration).

Sessions followed a 4-stage arc:

- Briefing (Input & Goals) including language focus (e.g., pain descriptors), case dossier (HPI, PMH, labs), and outcome task (e.g., SBAR handover);



- Small-group analysis with hypothesis generation/differentials, information requests, patient-facing explanations, and guided questioning (Socratic prompts);
- Performance task such as role-play of handover, consult call, breaking bad news (with standardized scripts), or genre-based writing (admission note; discharge summary);
- Debrief & feedback with immediate coached reflection focusing on accuracy, appropriacy, coherence, and safety-critical language (e.g., read-backs).

Rubrics and tasks were aligned with teamwork competencies <sup>[8]</sup> and communication frameworks to strengthen validity <sup>[13]</sup>.

## ANALYSIS AND RESULTS

Communicative performance gains: paired comparisons (pre → post) showed large, educationally meaningful improvements, where SBAR handovers (speaking) increased with the mean rubric score rising from 14.2/24 to 19.1/24 (+34%), consult calls demonstrated increased closed-loop confirmation and clarifying questions, reduced fillers, and terminology accuracy (+23%) in critical descriptors such as onset, character, and associated symptoms, and genre-based writing in discharge summaries improved in cohesion (problem lists, hospital course), hedging/stance (probables/possibles), and reduced translationese. Qualitatively, facilitators observed richer differential reasoning talk and better turn-taking, with less teacher-centered and more peer coaching interaction, consistent with CBL/PBL literature on reasoning and coached feedback <sup>[2]</sup>. Retention and transfer: terminology quizzes (delayed, week+2) indicated retention advantages in case-covered domains such as chest pain adjectives and red flags, and students transferred SBAR structuring to non-clinical tasks (journal club summaries), reflecting task schema formation predicted by TBLT <sup>[4]</sup>.

Affective and perceptual outcomes: surveys revealed high perceived relevance (“closest to what we will do on the wards”) and confidence gains in patient-facing explanations (risk/benefit, consent), aligning with reports that CBL strengthens engagement, teamwork, and retrieval.

Critical design features:

- four features emerged as high-leverage, namely case granularity, where dossiers that include ambiguity stimulate reasoning talk while over-scripted cases diminish inquiry <sup>[10]</sup>;
- facilitated debrief, where coached, immediate feedback on language-for-reasoning and error correction accelerates learning <sup>[10]</sup>;
- task alignment, where outcome tasks such as SBAR and consult notes mirror target-situation genres consistent with ESP principles <sup>[9]</sup>;
- and teamwork behaviors, where explicit practice of 10 teamwork competencies such as speaking up and closed-loop strengthens safety-relevant discourse.

Our findings corroborate the case method’s core promise of decision-making under constraints transposed to language learning, consistent with the Harvard case tradition <sup>[7]</sup>, and in EMP this yields a double alignment between content/process with medicine (reasoning on cases) and form/function with language (tasks that realize communication aims). The mechanism of impact appears twofold: cognitively, cases organize knowledge around problems aiding retrieval and transfer <sup>[10, 2]</sup>, and interactionally, small-group dialogue distributes expertise and promotes feedback-rich learning. Practically, integrating cases demands attention to materials design, facilitator training, and assessment authenticity, and programs should scaffold instructors in Socratic prompting, error-sensitive feedback, and linguistic safety (e.g., clarifying dosage, avoiding ambiguity) while maintaining learner agency, with alignment to WHO/RCCE and teamwork frameworks providing EMP educators with clear behavioral targets for assessment and feedback <sup>[13]</sup>.

## CONCLUSION

This article has proposed and trialed a case-integrated model for Medical English, grounded in converging lines of evidence from CBL/PBL, the case method, TBLT, and healthcare communication competencies. The model is replicable and scalable, leveraging case dossiers, small-group analysis, coached debriefs, and authentic assessments (SBAR, consults, clinical genres). The pilot suggests notable gains in structured speaking, terminology accuracy, genre-based writing, and teamwork discourse. Implementation requires needs analysis and target genres (handover, consult, discharge), a case bank with graduated ambiguity including

ethical and communication angles, language-outcome mapping (lexico-grammar → task moves), a facilitator guide with prompts, error types, and debrief protocol, an assessment suite with analytic rubrics aligned to teamwork and communication competencies, and quality cycles through DBR iterations, student/staff feedback, and performance analytics. Future research should expand sample sizes, include control groups, triangulate with objective structured clinical exams (OSCE), and examine long-term transfer to clinical rotations. Mixed-methods designs that integrate learning analytics (e.g., discourse move coding) with clinical supervisors' ratings would further validate the approach.

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- 13.00.00 Pedagogika fanlari
  - 13.00.01 Pedagogika nazariyasi. Pedagogik ta'limotlar tarixi
  - 13.00.02 Ta'lim va tarbiya nazariyasi va metodikasi (sohalar bo'yicha)
  - 13.00.03 Maxsus pedagogika
  - 13.00.04 Jismoniy tarbiya va sport mashg'ulotlari nazariyasi va metodikasi
  - 13.00.05 Kasb-hunar ta'limi nazariyasi va metodikasi
  - 13.00.06 Elektron ta'lim nazariyasi va metodikasi (ta'lim sohaları va bosqichlari bo'yicha)
  - 13.00.07 Ta'limda menejment
  - 13.00.08 Maktabgacha ta'lim va tarbiya nazariyasi va metodikasi
  - 13.00.09 Ijtimoiy pedagogika
  - 07.00.00 Tarix fanlari
  - 19.00.00 Psixologiya fanlari
  - 01.00.00 Fizika-matematika fanlari
  - 02.00.00 Kimyo fanlari
  - 03.00.00 Biologiya fanlari
  - 09.00.00 Falsafa fanlari
  - 10.00.00 Filologiya fanlari
  - 11.00.00 Geografiya fanlari



# MAKTABGACHA VA MAKTAB TA'LIMI

**Mas'ul muharrir:** Ramzidin Ashurov

**Ingliz tili muharriri:** Murod Xoliyorov

**Musahhih:** Alibek Zokirov

**Sahifalovchi va dizayner:** Iskandar Islomov

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19-mavze, 17-uy.