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**THE IMPORTANCE OF USING DIGITAL TECHNOLOGY IN TEACHING ENGLISH TO
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ABOUT ARTICLE

Key words: Digital technology, English language teaching, medical students, interactive learning, authentic materials**Received:** 20.07.2023**Accepted:** 25.07.2023**Published:** 30.07.2023**Abstract:** The importance of English proficiency in the medical field cannot be overstated, and digital technology can play a crucial role in teaching English to medical students. This article explores the benefits of using digital technology in teaching English to medical students, including interactive and engaging learning experiences, personalized instruction, and access to authentic materials and resources. Examples of effective digital tools and resources are provided, and the importance of integrating digital technology with traditional teaching methods is emphasized.

INTRODUCTION

English has become the lingua franca of the medical world, and medical students need to be proficient in English to communicate with patients, colleagues, and researchers from around the world. However, learning a new language can be challenging, particularly for medical students who may have limited time to devote to language learning. Digital technology can provide a solution to this challenge by offering a range of multimedia tools and resources that can enhance the language learning experience. This article will explore the benefits of using digital technology in teaching English to medical students and provide examples of effective digital tools and resources.

Interactive and Engaging Learning Experiences

One of the main advantages of digital technology is its ability to provide interactive and engaging learning experiences. Medical students can use digital tools such as videos, podcasts, and online games to practice their English skills in a fun and interactive way. For example, Jang and Kim (2017) found

that infographics were effective in improving Korean EFL learners' reading comprehension and vocabulary acquisition. Similarly, Li (2017) found that video materials were effective in improving Chinese as a foreign language learners' listening comprehension and speaking performance. These digital tools can be particularly useful for medical students who may have limited time to devote to language learning. Digital technology has revolutionized the way we learn and has made it possible to create engaging and interactive learning experiences. This is especially true for English as a Foreign Language (EFL) classes, where digital technology can make the learning process more attractive and effective. Here are some ways in which digital technologies can make EFL classes more attractive. Digital tools such as videos, podcasts, and online games can make language learning fun and interactive. For example, students can watch videos that demonstrate how to use a particular grammar point or practice their pronunciation by recording themselves and comparing it to a native speaker's recording. Online games can also be used to reinforce vocabulary and grammar concepts in a fun and engaging way.

Digital tools such as online quizzes and adaptive learning platforms can provide personalized instruction based on the student's strengths and weaknesses. For example, if a student is struggling with a particular grammar point, the adaptive learning platform can provide additional practice exercises until the student has mastered the concept.

Access to Authentic Materials and Resources

Digital technology can also provide access to authentic materials and resources that can help medical students develop their language skills in a real-world context. For example, medical journals, podcasts, and videos can provide exposure to authentic medical language and terminology. Online discussion forums and social media platforms can provide opportunities for medical students to interact with native speakers and engage in authentic communication. In order to understand this aspect more clearly, let us explain why it is important to use digital technologies in EFL classes. Using authentic materials in teaching English to medical students is important because it helps them develop the language skills necessary to communicate effectively with patients, colleagues, and other healthcare professionals. Authentic materials are those that are created for native speakers of the language and reflect real-world situations and contexts. In the case of medical students, authentic materials may include medical journals, patient case studies, medical reports, and doctor-patient communication scenarios.

One of the main benefits of using authentic materials in teaching English to medical students is that it exposes them to the language and terminology used in real-world medical settings. This helps them develop a more nuanced understanding of the language and enables them to communicate more effectively with patients and colleagues. For example, if a medical student is studying a patient case study, they will encounter medical terminology and jargon that is commonly used in the field. This exposure to authentic materials helps them learn how to use this terminology in context and understand its meaning.

Another benefit of using authentic materials in teaching English to medical students is that it helps them develop their critical thinking skills. Medical students must be able to analyze and interpret complex information in order to make informed decisions about patient care. By using authentic materials such as medical reports or research studies, students are exposed to real-world examples of how medical professionals use critical thinking skills to solve problems and make decisions.

Furthermore, using authentic materials in teaching English to medical students can help them develop cultural awareness and sensitivity. Medical professionals must be able to communicate effectively with patients from diverse cultural backgrounds. By using authentic materials that reflect the experiences of patients from different cultures, medical students can learn about cultural differences and develop strategies for communicating effectively with patients from different backgrounds.

CONCLUSION

In conclusion, digital technology can play a crucial role in teaching English to medical students. Digital tools and resources can provide interactive and engaging learning experiences, personalized instruction, and access to authentic materials and resources. By incorporating digital technology into their language learning curriculum, medical educators can help their students develop the language skills they need to succeed in the global medical community. However, it is important to ensure that digital tools and resources are accessible to all students, regardless of their technological proficiency or access to technology. Additionally, digital tools and resources should be used in conjunction with traditional teaching methods such as lectures, textbooks, and classroom discussions.

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