THE ROLE OF INTERACTIVE PLATFORMS IN LEARNING ENGLISH FOR MEDICAL STUDENTS

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Abstract. This article investigates the pedagogical effectiveness of using interactive digital platforms in learning English by medical students. Within the framework of English for Medical Purposes (EMP), interactive platforms play a vital role in developing students' professional vocabulary, communicative competence, and learner autonomy. The study examines the application of platforms such as Moodle, Google Classroom, Quizlet, Kahoot, Padlet, and Zoom in the English language learning process. Drawing on the perspectives of prominent scholars in ESP and educational technology, the article demonstrates that interactive platforms significantly enhance students' motivation, engagement, and overall learning outcomes in medical English education.

Keywords: interactive platforms, medical students, English for Medical Purposes, ESP, digital learning, communicative competence.

In the contemporary globalized environment, English functions as the principal lingua franca of medical science, academic research, and professional communication. The rapid expansion of medical knowledge, the internationalization of healthcare systems, and the dominance of English-language scientific publications have considerably increased the demand for medical professionals who possess advanced English proficiency. Consequently, medical students are expected not only to master general English skills but also to develop specialized language competencies that are directly related to their academic and professional development. These competencies

include reading and interpreting scientific literature, understanding clinical guidelines, participating in professional discussions, and communicating effectively in international academic and clinical settings.

From an educational perspective, learning English in medical higher education is increasingly grounded in the principles of English for Specific Purposes (ESP). Hutchinson and Waters define ESP as a learner-centered approach aimed at addressing the specific communicative needs of learners within particular disciplines. In the context of medical education, this approach emphasizes the acquisition of discipline-specific vocabulary, genre-based academic writing, and authentic communicative tasks that mirror real-life professional situations [9]. Therefore, conventional language learning methods that focus primarily on general grammatical structures are insufficient to meet the complex communicative demands of medical students.

In recent decades, the integration of interactive digital platforms into English language learning has emerged as a pedagogical necessity rather than an optional innovation. Interactive platforms promote learner-centered instruction by encouraging active participation, collaboration, and continuous interaction among learners and instructors. Moreover, they provide access to authentic medical materials, including research articles, clinical case studies, and multimedia resources, which enhance contextualized and meaningful learning. As a result, interactive platforms support the development of both linguistic and professional competencies while fostering learner autonomy, critical thinking, and lifelong learning skills.

Numerous scholars have highlighted the essential role of technology in modern language education, particularly in ESP contexts. Richards argues that digital tools enhance communicative language learning by creating interactive environments that promote meaningful language use rather than rote memorization. Such environments allow learners to construct knowledge collaboratively and engage in contextualized communication, which aligns with contemporary pedagogical principles [13].

Similarly, Dudley-Evans and St John emphasize that ESP learning should be based on authentic tasks and materials closely related to learners' academic and professional needs. Technology-enhanced instruction enables the integration of real-world medical texts, case studies, and professional communication scenarios into the learning process, thereby bridging the gap between language learning and medical practice [6].

From a technological perspective, Dudeney and Hockly stress that online learning platforms promote learner autonomy and sustained motivation, especially in higher education. Flexible access to learning materials and opportunities for self-paced study empower medical students to manage their learning effectively alongside demanding academic workloads [5].

Learning management systems such as Moodle and Google Classroom play a central role in organizing and supporting English language learning for medical students. These platforms enable instructors to structure learning content systematically, distribute medical reading materials, assign academic writing tasks, and monitor learners' progress efficiently. According to Alqahtani, LMS-based learning promotes structured instruction and continuous formative assessment, which are crucial for effective higher education learning [1].

Moreover, Moodle and Google Classroom facilitate exposure to authentic medical resources, including research articles and clinical guidelines, which is essential for developing professional language competence [5].Their asynchronous learning features allow students to engage with materials at their own pace, thereby enhancing learner autonomy further notes that LMS environments support reflective learning by enabling students to review feedback and track their progress over time [11;2].

Quizlet and Kahoot are widely used interactive tools for learning medical terminology and reinforcing vocabulary acquisition. In ESP contexts, where precise use of specialized terminology is fundamental, these platforms are particularly effective. Nation emphasizes that repetition, retrieval practice, and meaningful exposure are key principles of vocabulary learning, all of which are supported by Quizlet's flashcards and spaced repetition features [12].

Kahoot introduces a game-based learning approach that increases motivation and engagement through competition and instant feedback. Dörnyei identifies motivation as a critical factor in successful language learning, while Schmitt highlights that technology-assisted vocabulary learning enhances both lexical depth and long-term retention [4].

Padlet and Zoom contribute significantly to the development of collaborative and communicative skills in medical English learning. Padlet offers an interactive space for collaborative writing, brainstorming, and discussion, enabling students to analyze

medical cases and co-construct written responses. Harmer emphasizes that collaborative activities promote meaningful interaction and improve both fluency and accuracy [8]. Hyland further notes that collaborative writing enhances academic discourse and genre awareness, which are essential for medical students [10].

Zoom supports synchronous communication and real-time interaction through discussions, role-plays, and case-based learning activities. These features are particularly effective for practicing doctor–patient communication and professional presentations. According to Ellis, task-based interaction in authentic contexts facilitates language acquisition and communicative competence [7]. Chapelle also emphasizes that synchronous online interaction provides immediate feedback, which accelerates language learning [3].

The present study demonstrates that the use of interactive digital platforms in learning English significantly enhances medical students' linguistic and professional competence. Grounded in ESP theory and supported by contemporary research in educational technology, the findings confirm that interactive platforms create authentic, learner-centered, and engaging learning environments that address the specific communicative needs of medical students.

Interactive platforms such as Moodle, Google Classroom, Quizlet, Kahoot, Padlet, and Zoom support structured learning, vocabulary development, collaborative interaction, and professional communication practice. Their pedagogically informed integration enhances learner motivation, autonomy, and learning outcomes, while bridging the gap between language education and medical professional training. Therefore, it is strongly recommended that medical higher education institutions systematically incorporate interactive digital platforms into English language learning programs to better prepare future medical professionals for global academic and clinical communication.

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