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REVIEW

of the Foreign Scientific Consultant,
Professor Aydan Irgatoğlu
on the doctoral thesis titled *"Formation of Professional Foreign Language Communicative Competence of Medical Students,"*
written by Laura Baitleuova, PhD candidate, Department of Turkology and Theory of Language, Al-Farabi Kazakh National University

The dissertation research of Laura Baitleuova on the topic "Formation of Professional Foreign Language Communicative Competence of Medical Students", submitted for the PhD degree in the educational program "8D01705 Foreign Language: Two Foreign Languages", is devoted to a highly relevant issue, concerning the methodological foundations and pedagogical conditions for developing professional foreign language communicative competence among medical students.

The relevance of the research topic is rooted in the increasing internationalization of healthcare, the professional need for medical students to communicate in English with foreign colleagues and patients, and the absence of methodological models specifically designed to develop the professional foreign language communicative competence of Kazakhstani medical students. In her dissertation, the author also highlights the limited amount of research devoted to English language instruction for Kazakhstani medical students and to examining their specific language needs.

The author provides a thorough theoretical foundation for the study by analyzing key concepts related to professional foreign language communicative competence and identifying its subcomponents: foreign language communicative, medically-oriented linguistic, medically-oriented sociocultural, and clinical communicative subcompetencies. The examination of existing international and domestic methodological models demonstrates a clear tendency in modern foreign language education toward integrative and flexible approaches, as no single method can fully address the complex needs of learners in specialized fields such as medicine. The author substantiates principled eclecticism as the most appropriate methodological basis for teaching medical English, as it enables the flexible and needs-based integration of techniques from multiple approaches

and supports the development of communicative skills in the conditions of limited classroom hours and the absence of an authentic language environment.

In providing the methodological foundation, the author clearly justifies the structure and relevance of the proposed model. The author first clarifies how modelling and methodological models are conceptualized in modern foreign language education, demonstrating that a model represents a structured system for organizing the teaching process according to clearly defined goals, principles, and expected learning outcomes. The analysis of competence-oriented models developed for engineering, technical, oil and other non-linguistic majors revealed common structural features such as coherent target and content blocks, a step-by-step process of forming communicative competence, and assessment procedures aligned with professional needs. At the same time, the review demonstrated the absence of methodological models specifically designed for forming the professional foreign language communicative competence of medical students.

The diagnostic stage played a central role in shaping the principled-eclectic model proposed in this study. Using a mixed-methods design, the author conducted a large-scale needs analysis involving 901 medical students and 31 university lecturers from five Kazakhstani medical universities, as well as 44 English-speaking patients. To complement the survey data, semi-structured interviews were conducted with 11 students and 5 lecturers from three universities. The quantitative comparative analysis of syllabuses, online surveys, and semi-structured interviews helped identify students' necessities, lacks, wants, and their academic self-efficacy in English. Students reported serious difficulties in speaking, listening, and using medical terminology, while lecturers confirmed that speaking was the most challenging skill and highlighted issues such as limited classroom hours, uneven student levels, insufficient authentic materials, and weak school preparation. Both students and teachers emphasized the need to strengthen speaking practice, medical vocabulary, interactive methods, and real-life communication tasks. The patient survey revealed frequent communication difficulties in English, with many respondents describing interactions with doctors as rarely effective and often dependent on translation apps or personal intermediaries. These findings highlight the urgent need to strengthen English-language training for medical students to ensure clearer, more reliable communication in diverse clinical situations.

Drawing on these theoretical and diagnostic findings, the author developed a principled-eclectic model for forming medical students' professional foreign language communicative competence. It comprises five interconnected blocks: Target, Content, Process, Evaluation, and Result. In Chapter 3, the author describes how the proposed principled-eclectic model was tested in real teaching conditions with 34 first-year medical students. The study follows a clear quasi-

experimental design with experimental and control groups taught over a 15-week period. The impact of the intervention is assessed through pre- and post-tests aligned with four subcomponents of professional foreign language communicative competence. The syllabus for the experimental group is well linked to the needs analysis and combines General English and Medical English, video tasks, role-plays, case-based activities and grammar revision. The assessment system and level descriptors (from foundational to advanced) are clearly explained and correspond to the aims of the study. The results show that the experimental group made greater progress than the control group, and students' feedback confirms that video assignments and interactive tasks helped them feel more confident in doctor-patient communication. At the same time, the author realistically notes the main limitations of the study, such as the small sample size, one-university context for the experiment and the presence of subjective elements in scoring.

Following the completion of surveys, interviews, syllabus analysis and experimental teaching in Kazakhstan, Laura Baitleuova processed and analyzed the obtained data during her research internship at the School of Foreign Languages of Ankara Haci Bayram Veli University. Throughout the internship, she demonstrated a high level of responsibility and academic discipline, working systematically in the National Library with the collected materials and preparing a manuscript that was later published in Novitas-ROYAL, a Scopus-indexed journal.

Final Recommendation:

In view of the relevance of the research topic, the methodological rigor, and the results obtained, I conclude that the dissertation by Laura Baitleuova, titled "Formation of Professional Foreign Language Communicative Competence of Medical Students", completed within the 8D01705 Foreign Language: Two Foreign Languages doctoral educational program, satisfies the requirements for a PhD thesis and is recommended for submission and oral defense for the award of the degree of Doctor of Philosophy (PhD).

Foreign scientific consultant:
Assoc. Prof. Dr. Aydan Irgatoğlu
Director of the School of Foreign Languages
Ankara Hacı Bayram Veli University
(Ankara, Türkiye)