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THE FOCUS ON CONSECUTIVE VERB CONSTRUCTIONS IN MEDICAL ENGLISH FOR ACADEMIC PURPOSES

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Навчання фахової англійської мови здобувачів ступеня доктора філософії та науково-педагогічних працівників є пріоритетним завданням вищої медичної освіти. Катенативні дієслова є одним із найскладніших аспектів вивчення англійської мови як другої іноземної. У статті досліджено особливості використання катенативних дієслівних конструкцій у процесі викладання курсу фахової англійської мови для науково-педагогічних працівників та здобувачів ступеня доктора філософії у медичних вишах. Пропонований підхід спрямований на розвиток комунікативних навичок, необхідних для успішного міжнародного спілкування і співпраці, та апробований при розробці підручника "Medical English for Academic Purposes" (2018), який укладено з урахуванням сучасних тенденцій інтернаціоналізації вищої школи, що передбачає підготовку фахівців, які працюватимуть в англомовному просторі сучасної науки і освіти. Авторами вироблена власна концепція викладу навчального матеріалу. Правильне використання катенативних дієслівних конструкцій є важливою умовою успішного спілкування, міжкультурного взаєморозуміння та міжнародного співробітництва в умовах швидкого розвитку інтеграції в Україні, що зумовлює актуальність дослідження. Представлено цикл навчальних вправ, що має на меті роз'яснення особливостей вживання катенативних дієслівних конструкцій у сучасній англійській мові. Проаналізовано найбільш уживані дієслівні звороти, їх значення та контекстуальну роль у фаховому мовленні. Обґрунтовано методичний алгоритм для пропонованого циклу завдань: закріплення граматичного матеріалу, контроль засвоєння лексики, створення дидактичних умов для корекції і пропедевтики мовних помилок. Дослідження катенативних дієслівних конструкцій є актуальним для усунення можливих помилок та уникнення непорозумінь у медичному спілкуванні. Автори вважають, що професійний розвиток здобувачів ступеня доктора філософії та науково-педагогічних працівників медичних вишів сприятиме розвитку процесів академічної мобільності, наукової співпраці та навчанню іноземних студентів згідно з міжнародними стандартами якості, що у свою чергу сприятиме розвитку вищої медичної освіти в Україні.

Ключові слова: катенативні дієслівні конструкції, фахова англійська мова, науково-педагогічні працівники, здобувачі ступеня доктора філософії

The English language training of researchers and teaching staff at medical universities has become a priority task in higher medical education. Catenative verbs constitute one of the most challenging aspects in learning English as a second language. The article examines the features of catenative verbs while teaching the course in professional English for PhD students and academic staff at higher medical educational institutions. The aim of the study was to examine and systematize the most common challenges in using consecutive verbs in medical English. The authors developed their own concept of presenting the training material, and the proposed approach was tested in the development of the textbook "Medical English for Academic Purposes" (2018), which was written in the context of current trends in internationalised higher education, involving the training of specialists who will work in the modern English language educational and scientific environment. The ability to use catenative verbs correctly is an essential prerequisite of successful communication, intercultural reciprocal understanding and international cooperation in the context of rapid development of integration in Ukraine, which renders the present research relevant. A series of training exercises were presented, aimed at clarifying the lexical peculiarities of modern English. The most commonly used consecutive verbs, their significance and contextual role in professional communication have been analyzed. The proposed system of didactic materials is in-

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tended to support courses in professional English for PhD students and academic staff at higher medical educational institutions. The study of consecutive verbs is important to eliminate possible mistakes and avoid misunderstanding in medical communication. The authors believe that the professional development of PhDs and academic and clinical teachers of English-speaking medical students will promote academic mobility, scientific cooperation and the training of foreign students to international standards, and thus contribute to the development of higher medical education in Ukraine.

Keywords: catenative verbs, Medical English for Academic Purposes, academic staff, PhD students.

A verb is termed “catenative” or “consecutive”, when it is followed by another verb within the same clause [1; 5]. Catenative verbs constitute one of the most important aspects in learning English as a second language. The major challenges in academic English vocabulary have already been discussed in our previous studies [2; 3; 4; 6; 8; 9]. The present paper focuses on the methods of mastering consecutive verbs by PhDs, academic and clinical teachers of English-speaking medical students. The ability to use catenative verbs correctly is an essen-

tial prerequisite of a high quality medical discourse, which renders the present research relevant.

The results of the research have been integrated into the 1st edition of Medical English for Academic Purposes by Yu. Lysanets, O. Bieliaieva, M. Melaschenko (2018) [7]. The sample tasks given below demonstrate this strategy.

Sample tasks:

Ex. 1.

Revise the “verb + -ing” structures given below:

Stop	Please stop taking this medicine and contact your doctor as soon as possible if you experience allergic reactions.
Finish	I've finished translating the article.
Enjoy	I enjoy talking to patients while I'm in the ward.
Admit	The resident admitted forgetting to fill in the case history.
Suggest	Dr. Knight suggested returning to the ward.

Other verbs that follow this structure are: **avoid, deny, involve, practise, miss, postpone, mind, dislike, imagine, regret, admit, report, consider** and **risk**.

NB! The following expressions also require verb + -ing structures:

Give up	The glaucoma patient needs to give up smoking .
Keep on	The hyperthyroid patient keeps on losing weight despite having regular and proper meals.
Go on	Go on studying , the exam will be next month.

➤ When talking about finished actions, one can also use the verb “to have”:

The resident **admitted having forgotten** to change Mr. Smith's treatment (or: The resident admitted **that he had forgotten** to change Mr. Smith's treatment).

NB! There are **two possible structures** after the following verbs:

Advise	I wouldn't advise staying at that hospital. I wouldn't advise you to stay at that hospital.
Allow, permit	They don't allow / permit smoking in the OT. They don't allow / permit you to smoke in the OT.
Begin, start, continue	The patient began improving after intubation. The patient began to improve after intubation.

➤ After the following expressions and verbs you can use either “-ing” or the infinitive: **like, hate, love, can't stand** and **can't bear**.

NB! With some verbs, such as **forget, remember** and **try**, the use of “-ing” and infinitive after them acquires a different meaning:

Forget	I forgot to submit my report on time (i.e., I forgot to do something on time). I forgot reading this book as a student (i.e., I forgot that I have done something).
Remember	He remembered to fix the tip of the catheter tightly before starting the procedure (i.e., I remembered that I needed to do it properly). I remember mentioning this news yesterday (i.e., I remember the fact that I did it).
Try	The patient tried to keep her eyes open (but it was difficult). If your headache persists, try taking an aspirin (i.e., experimenting with different methods).

Ex. 2. Insert the appropriate verbs from the table. In each case, decide whether to use the “-ing” form or the infinitive:

to operate; to work; to use; to add; to take; to conduct; to be; to finish; to switch; to faint; to have; to put; to cheat; to apply

- I remember _____ allergy tests in this patient
- She can't stand _____ alone.

- Don't forget _____ on a white coat when you enter the laboratory area.

4. The student admitted having _____ in the exam.
5. You should try _____ less salt in your food.
6. I don't mind _____ night shifts with you.
7. The patient denies _____ anticoagulant medications but reports _____ herbal supplements.
8. I enjoyed _____ with Professor Knight who really gave me some insightful ideas.
9. Shall we postpone _____ the dressing on the wound?
10. I can't imagine you _____. The sight of blood makes you _____.

11. I regret _____ gone away two minutes before his patient had seizures.
12. Have you considered _____ your PhD research abroad?

Ex. 3. Describe a medical case from your clinical experience, using the “verb + -ing” structures given above.

The didactic purposes of the tasks: a) control and assessment of the level of mastering the lexical meaning of the “verb + -ing” constructions; b) improving the skills of explaining the terms in one's own words; c) practicing the use of the “verb + -ing” constructions in medical discourse.

Ex. 4. Revise the “verb + infinitive” structures given below:

Agree	The patient agreed to start treatment at once.
Refuse	The patient refused to change his dietary habits.
Promise	I promised to give up smoking.
Offer	The administrative authorities offered to organise a Congress.
Decide	She decided to leave the in-patient department.

Other verbs that follow this structure are: **attempt, manage, fail, plan, threaten, arrange, afford, learn, dare, tend, appear, seem, pretend, need, and intend.**

There are two possible structures after these verbs: **want, ask, expect, help, would like** (a polite way of saying “I want”) and **would prefer**.

Verb + infinitive	I asked to see Dr. Knight, the Head of the department.
Verb + object + infinitive	I asked Dr. Knight to read the draft of my report.

There is only one possible structure after the following verbs: *tell, order, remind, warn, force, invite, enable, teach, persuade, get*:

Verb + object + infinitive	Remind me to examine these radiographs by 10 a.m.
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NB! The infinitive is used without particle “to”.

In combinations had better (“краще б”), would rather (“надав би перевагу”)	You had better see the doctor at once.
With verbs make (“змусити”) and let (“дозволити”)	The sight of blood makes me feel dizzy
with verbs that express perception by means of sensory organs: see; hear; feel; watch; observe; notice	I felt the pain become less.

*Note: With the verb to help – two variants are acceptable: either with or without particle “to”. The verb “help” without particle “to” is more common for informal speech: He **helped** me **do** the exercise.*

Ex. 5. Insert the appropriate verbs from the table. In each case, decide whether to use particle “to” or not:

(to) be; (to) change; (to) talk; (to) decrease; (to) die; (to) prepare; (to) complete; (to) operate; (to) make; (to) follow; (to) increase; (to) discontinue; (to) enter;

1. Dr. Knight does not let me _____ on his patient.
2. I want the patient _____ the bed regimen.
3. I saw the doctor _____ the office.
4. The patient felt the pain _____.
5. The assistant watched the doctor _____ the filling material.
6. I would rather _____ my dietary habits than daily insulin injections.
7. He wanted me _____ an X-ray.
8. I heard him _____ about the planned procedure.
9. This treatment method enabled us _____ the rate of postoperative complications and mortality rate.
10. The doctor persuaded the patient _____ the use of this medication.
11. The patient refused _____ the treatment prescribed.
12. In passive euthanasia, the doctor lets the patient _____.
13. Would you like _____ the chairman of the congenital heart disease session?

Ex. 6. Describe a case from your teaching practice, using the “verb + infinitive” structures given above.

The didactic purposes of the tasks are: a) control and assessment of the level of mastering the lexical meaning of the “verb + infinitive” constructions; b) improving the skills of explaining the terms in one's own words; c) practicing the use of the “verb + infinitive” constructions in medical discourse.

Thus, the adequate use of catenative verbs is an essential prerequisite of effective communication and sharing one's clinical findings with fellow researchers from all over the world. Therefore, it is highly important to draw attention to the analysis of these phenomena in medical discourse, which should be an integral part of curricula at medical universities.

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