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**DEVELOPING PROFESSIONAL COMMUNICATION SKILLS IN  
MEDICAL ENGLISH FOR ACADEMIC PURPOSES**

Due to the rapidly expanding use of English not only as a *lingua franca* but also as an essential communication tool in the global integration of scientific knowledge, the English language training of researchers and teaching staff in medical universities has become a priority task in higher

medical education [6]. However, conversational fluency does not guarantee the effective mastering of academic writing skills: it is necessary to acquire the so-called “*academic literacy*” in English as a global language in science and technology [4]. The major challenges in academic English vocabulary in terms of spelling and punctuation have already been discussed in our previous studies [1; 2; 5]. The present paper focuses on the methods of developing professional communication skills of Ph.D. students, academic and clinical teachers of English-speaking medical students. The authors believe that this in turn 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.

The aim of the study is to examine and systematize the most common challenges in developing professional oral use of vocabulary and specialised terminology at a medical university. The present study is the first scientific effort to synthesize and summarize the potential difficulties that may arise when teaching Medical English for Academic Purposes, which renders the 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) [3], which focuses on improving the communication skills of medical professionals. We developed the linguo-didactic mechanisms for organizing the training material and delivering the course of Medical English for Academic Purposes. The proposed system of training tasks is intended to support courses in professional English for PhD students and academic staff at higher medical educational institutions.

**Sample tasks:**

Ex. 1. Speak about your profession and job. What do you do? Describe your working day and daily routine to the class. Try using some of these adverbs of frequency: *always, usually, frequently, normally, often, regularly, sometimes*.

Ex. 2. Using the information from your partner’s description, introduce him/her to the rest of the class: describe his/her profession and daily routine.

Ex. 3. Speak about your profession and job. Describe to the class what you never or hardly ever do in your daily routine. Try using some of these adverbs: *hardly ever, infrequently, never, occasionally, rarely, seldom*.

Ex. 4. Using the information from your partner in Ex. 3, describe to the class what he/she never or hardly ever does in their daily routine.

Ex. 5. Describe the mechanism of the human heart. These notes may be of help:

- Venous blood enters / flows / goes ...
- Then it passes through ... to ...
- The left atrium receives ... from ...
- Newly oxygenated blood flows ...
- The heart pumps oxygenated blood ... and deoxygenated blood...

**The didactic purposes of the tasks:** a) mastering and revising the Present Simple tense; b) using the Present Simple tense to describe repeated

actions and daily routines (e.g. daily activities and habits); c) practicing the use of Present Simple in the third-person singular.

Ex. 6. Using the Present Continuous tense, talk about your current work and projects. What are you doing at the present time? (e.g., writing a PhD thesis or a research paper, developing training materials for students, etc.).

Ex. 7. Using the Present Continuous tense, ask your partner some special questions as to his/her current projects. Use the example questions:

- Why are you doing this project?
- What are you currently working on?
- When are you going to finish it?
- Where are you conducting the study?
- Who is supervising your research? etc.

Ex. 8. Using the information from your partner's description, tell about his/her current projects.

Ex. 9. Describe the activities in the pictures given below using Present Continuous tense. What are these people doing? Compare and contrast the pictures.



**Fig. 1**

**Fig. 2**

(Source: <http://www.okclipart.com/Medical-Check-Up-Clip-Art>)

**The didactic purposes of the tasks:** a) mastering and revising the Present Continuous tense; b) using the Present Continuous tense to describe an action that is happening now (i.e. at the time of speaking / writing / reporting); c) developing the skill of describing information from graphs and images.

The illustrative material consolidates and activates the professional oral use of vocabulary and specialised terminology. These exercises approximate to tasks used in Cambridge English and IELTS tests and thus prepare medical specialists for international English language examinations.

Ex. 10. Using the Past Simple tense, talk about your previous professional experience. What did you do last year? (a few years ago, last term, etc.)

Ex. 11. Using the Past Simple tense, ask your partner some special questions about his/her previous professional experience.

**The didactic purposes of the tasks:** a) mastering and revising the Past Simple tense; b) using the Past Simple tense to show that a completed action took place at a specific time in the past; c) practicing the use of affirmative, interrogative and negative forms of the Past Simple tense.

Ex. 12. Tell your colleagues about your life experiences. What have you done in your life so far?

1. Something new in the field of medicine you've learned from the Internet:
2. The most difficult medical or scientific procedure you've ever tried:
3. The most interesting medical case you've ever worked with:
4. The most useful scientific paper you've ever read:
5. A job you've done more than once:
6. A subject you've never taught:

Ex. 13. Work in pairs. Ask your partner about his/her life experiences. Use the questions given below:

1. Have you ever studied German?
2. Have you ever published research papers in English?
3. Have you ever attended a conference abroad?
4. Have you ever delivered practical sessions in Surgery?
5. Have you ever spoken in front of a large audience?

Ex. 14. Compose 3-5 questions similar to those in Ex. 13.

**The didactic purposes of the tasks:** a) mastering and revising the Present Perfect tense; b) using the Present Perfect tense to describe the result of an action in the past, which has a connection to the present.

Ex. 15. Complete your agenda for tomorrow. Tell the colleagues about your schedule and ask them some questions using Future Simple, Future Continuous and Future Perfect tenses.

The first line has been filled for you as an example:

TO-DO LIST:

When	What to do?
7:00-8:00	<i>cook and eat breakfast</i>

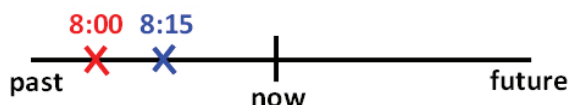
*E.g.: What will you do tomorrow? What will you be doing tomorrow from 10 to 11 a.m.? What will you have done by 14 p.m. tomorrow?*

Ex. 16. Think about the future prospects in your specialty and answer the questions:

1. What will medicine have achieved by the year 2100?
2. What will scientists have discovered by that time?
3. What will researchers have invented by then?
4. What level will health care have reached by that time?

**The didactic purposes of the tasks:** a) mastering and revising the Future tenses; b) using the Future tenses in different situations.

Ex. 17. The image given below displays two consecutive actions in the past. Think of possible events (e.g., from your personal experience) and write down their brief description, using Past Simple and Past Perfect tenses.



➤ The following model may be of help: “Yesterday, I was late for the meeting. By the time I *arrived* at 8:15, it *had* already *started*”.

**The didactic purposes of the task:** a) mastering and revising the Past Perfect tense; b) using the Past Perfect tense to describe a completed action further back in the past.

Ex. 18. Read a sample prescription given below and describe doctor’s directions:

Pharmacy Stamp	Age	Title, Forename, Surname & Address	
	1yr 3mths	Master Peter Patient	
	D.o.B	Flat 1	
	2/4/2010	50 Stanhope Street	
		Newtown TE22 1ST	
<small>Please don't stamp over age box</small>			
Number of days' treatment		5	
<small>N.B. Ensure dose is stated</small>			
Endorsements	Amoxicillin oral suspension		
	125mg/5ml sugar-free		
	125mg three times daily		
	Supply 100ml		
	[No more items on this prescription]		
Signature of Prescriber		Date	
		02/07/11	
For dispenser	Anyborough Health Authority		
No. of Prescns. on form	Dr D O Good 345543		
	7 High Street		
	Anytown KB1 CD2		
	Tel: 0111 222 333		
		FP10NC0105	

(Source: <http://apps.who.int/medicinedocs/en/d/Jwhozip23e/5.4.html>)

**The didactic purposes of the task:** a) mastering and revising the professional vocabulary; b) using different verb tenses to describe a prescription.

Ex. 19. The images below show how two parents can pass the faulty CFTR gene to their children. What is the prognosis for both cases? What are the risks of inheriting CF in percentage terms? Compare these two cases and describe your observations in written form.

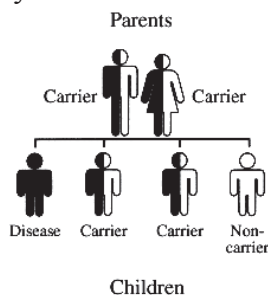


Fig. 1

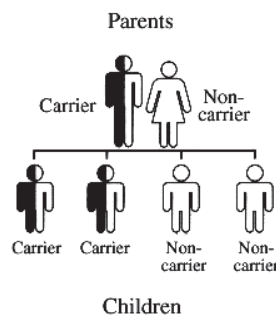


Fig. 2

Source:

<http://www.webmd.com/baby/carrier-test-for-autosomal-recessive-disease>

**The didactic purposes of the task:** a) mastering and revising the Passive Voice; b) using different verb tenses in Active and Passive Voices to describe the images; c) developing the skill of describing information from graphs and images.

Ex. 20. Using different types of conditionals, talk about:

(a) general truth from your area of specialty:

(b) your plans for the future:

(c) your dreams:

(d) past situations in which some opportunities were not seized:

**The didactic purposes of the task:** a) mastering and revising the conditional sentences; b) using different types of conditionals to describe the images.

Thus, the study of common challenges in mastering the professional oral use of vocabulary and specialised terminology at a medical university is important for developing the guidelines to eliminate possible mistakes and avoid misunderstanding in medical communication. The authors believe that the professional development of PhD students 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.

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**Беляєва О.М., Лисанець Ю.В., Знаменська І.В., Сліпченко Л.Б., Роженко І.В. Розвиток навичок професійної комунікації у процесі викладання фахової англійської мови у медичних вишах**

У статті представлено досвід упровадження комплексного підходу у процесі викладання курсу фахової англійської мови для науково-педагогічних працівників та здобувачів ступеня доктора філософії у медичних вишах. Авторами вироблена власна концепція викладу навчального матеріалу. Пропонований підхід апробовано 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 англomовному просторі сучасної науки і освіти. Розроблено цикл навчальних вправ, спрямований на вдосконалення навичок професійної комунікації у процесі викладання фахової англійської мови у медичних вишах. Обґрунтовано методичний алгоритм для пропонованого циклу

завдань: закріплення граматичного матеріалу, контроль засвоєння лексики, створення дидактичних умов для корекції і пропедевтики мовних помилок.

*Ключові слова:* фахова англійська мова, науково-педагогічні працівники, здобувачі ступеня доктора філософії.

**Беляева Е.Н., Лисанец Ю.В., Знаменская И.В., Слипченко Л.Б., Роженко И.В. Развитие навыков коммуникации в процессе преподавания английского языка для профессиональных целей в медицинских вузах**

В статье представлен опыт внедрения комплексного подхода в процессе преподавания курса английского языка для научно-педагогических сотрудников и соискателей степени доктора философии в медицинских вузах. Авторами выработана собственная концепция изложения учебного материала. Предлагаемый подход апробирован при разработке учебника “Medical English for Academic Purposes” (2018), составленного с учетом современных тенденций интернационализации высшей школы, предусматривающих подготовку специалистов, которые будут работать в англоязычном пространстве современной науки и образования. Разработан цикл учебных упражнений, направленный на совершенствование навыков коммуникации в процессе преподавания английского языка для профессиональных целей в медицинских вузах. Обоснован методический алгоритм предлагаемого цикла упражнений: закрепление грамматического материала, контроль усвоения лексики, создание дидактических условий для коррекции и пропедевтики языковых ошибок.

*Ключевые слова:* английский язык для профессиональных целей, научно-педагогические сотрудники, соискатели степени доктора философии.

**Bielialieva O.M., Lysanets Yu.V., Znamenska I.V., Slipchenko L.B., Rozhenko I.V. Developing professional communication skills in medical English for academic purposes**

The article presents the experience of implementing a comprehensive approach in teaching the course in professional English for PhD students and academic staff at higher medical educational institutions. The authors developed their own concept of presenting the training material. The proposed approach has been 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 authors suggested a cycle of training tasks, aimed at improving the skills of professional communication in teaching Medical English for Academic Purposes. The methodical algorithm for the proposed cycle of tasks has been substantiated: revising the grammar material, control



of the level of mastering the lexis, creating didactic conditions for correction and propedeutics of errors. The study of common challenges in mastering the professional oral use of vocabulary and specialised terminology at a medical university is important for developing the guidelines to eliminate possible mistakes and avoid misunderstanding in medical communication. The analysis of potential challenges in producing medical discourse in English is an important element for integration of Ukrainian researchers into the world community. The research will be useful for translation studies, teaching English as a second language, and developing multilingual competence of future doctors.

*Key words:* English for Professional Purposes, academic staff, PhD students.

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