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### **MASTERING THE WRITING SKILLS IN MEDICAL ENGLISH FOR ACADEMIC PURPOSES**

The ability to use an academic and professional level of English is now a strategic prerequisite for the further advancement of higher medical education in Ukraine [6]. The major challenges in academic English vocabulary in terms of spelling and punctuation have already been discussed in our previous studies [1; 2; 4; 5]. The present paper focuses on the methods of developing professional writing skills of Ph.D. students, academic and clinical teachers of English-speaking medical students. The aim of the study is to examine and systematize the most common challenges in developing professional written use of vocabulary and specialised terminology at a medical university.

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. The book was written in the context of current trends in internationalised higher education and the training of specialists working in the modern English language educational and scientific environment. The authors created their own concept for the material which is presented in British English with appropriate explanations of U.S. and globalised usage. The exercises approximate to tasks used in Cambridge English and IELTS International examinations (Writing Module). The sample tasks given below are intended to consolidate and activate the professional written use of vocabulary and specialised terminology.

#### **Sample tasks:**

Ex. 1. Write a brief report on your life/work experience. E.g., how long have you been teaching medical students?

Ex. 2. Write an article of 100 words suitable for a website about: “The most useful thing I have learned in medicine or science.”

Include in your article the answers to these questions:

1. What is the most useful thing you have learned?
2. Who / where did you learn it from?
3. Why is it useful?

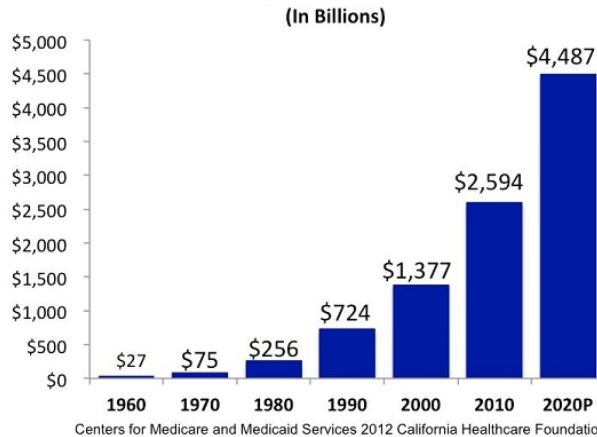
Ex. 3. Describe in 100 words someone (living or in history) who has had an important influence in your life and why.

Ex. 4. Write a report about the most significant breakthrough in your specialty. When did it happen? Why was it important? Tell your colleagues about it.

**The didactic purposes of the tasks:** a) revising relevant lexis; b) practicing different verb tenses and voices; c) mastering the coherence and cohesion skills in producing the English medical discourse.

Ex. 5. Describe the bar chart given below. Write at least 150 words. You should spend about 20 minutes on this task:

## Healthcare Costs 1960 – 2020



(Source: <http://www.financialsense.com/sites/default/files/users/u567/images/2015/healthcare-costs.png>)

**The didactic purposes of the task:** a) developing the skill of describing information from graphs and images; b) using different verb tenses and voices; c) mastering the coherence and cohesion skills in producing the English medical discourse.

Ex. 6. The information below demonstrates the “SOAP” (Subjective section; Objective section; Assessment; Plan) method of recording patient’s data. Read the case notes and complete the writing task which follows.

**S:** Ms. Z is a 58 y/o woman who comes into clinic with a 10 day h/o a cough. It seemed to start as a “chest cold” but has not gotten any better. The cough is productive of clear sputum and seems to be worse at night when lying down. She has tried cough medicine without relief. She has also noticed some wheezing and that her chest feels tight. She has had a low-grade fever to 100°, with no chills. She is worried she has pneumonia. She denies PND and LE oedema, but does report shortness of breath with exertion after walking 1 block on level ground. She has had no hemoptysis. She has no h/o pulmonary problems. She has type 2 diabetes controlled on metformin 500 mg BID. She smokes 1 ppd and has done so for 40 years.

**O:** Ms. Z looks tired and her breathing is somewhat laboured.  
VS: T 99.8, P 92 reg, R28, BP 110/70  
Lungs: Diffuse wheezes are present bilaterally with expiration. No crackles or rhonchi.  
CV: JVP is 6cm above the right atrium, PMI non-displaced. RRR, no murmurs, normal S1 and S2.  
EXT: No oedema  
CXR: No pneumonia or effusion. No cardiomegaly.

**A:** Recent onset of cough and SOB. Most likely represents bronchitis complicated by bronchospasm given acute onset, fever and exam findings of diffuse wheezes. CXR and exam confirm no bacterial pneumonia, though a viral or atypical pneumonia is still possible. Congestive heart failure seems unlikely, as one would expect oedema, an elevated JVP, and a S3.

**P:** No.1 Treat with albuterol inhaler 2 puffs QID.  
No.2 Instructed Ms. Z how to use inhaler.  
No.3 Advised Ms. Z to quit smoking.  
No.4 Follow-up in clinic. If symptoms are worse, call the on-call physician or go to the ER.

(Source: [www.snjourney.com/PDFs/soap-note-acute-problem.pdf](http://www.snjourney.com/PDFs/soap-note-acute-problem.pdf))

Writing task: Using the information in the case notes, write a letter of referral for further management of Ms. Z to Dr Jason Roberts, at Newtown Hospital, 111 High Street, Newtown.

Expand the relevant notes into complete sentences. Use letter format (approximately 180-200 words).

**The didactic purposes of the task:** a) revising the Latin terminology and medical abbreviations in the genre of discharge summary; b) using different verb tenses and voices; c) developing the coherence and cohesion skills in producing the English medical discourse; d) mastering the skills in business letter writing.

Ex. 7. Read the discharge summary given below:

<b>DEPARTMENT OF GYNAECOLOGY DISCHARGE SUMMARY</b>					
Patient Name: Jane Smith					
Age: 29 Years      Sex: Female      DOA: 24/06/15 15:48					
Ward: PNW      DOD: 25/06/15 15:19					
Unit: Dr. Anita White					
<u>DIAGNOSIS:</u> Primigravida with 17 weeks of pregnancy with inevitable abortion					
Blood Group: A+Ve					
<u>PRESENTING COMPLAINTS:</u>					
Patient admitted with complaints of something coming out of vagina for 2 hours and pain lower abdomen.					
LMP- 25/02/2015					
EDD- 01/12/2015					
O/H- G1 P0 L0					
<u>PAST HISTORY:</u> -Nil significant					
<u>FAMILY HISTORY:</u> -Nil significant					
<u>GENERAL PHYSICAL EXAMINATION</u>					
Conscious, alert well oriented Chest-Bilateral clear					
CVS-NAB					
Breast-NAD					
Pulse – 80/mm, BP – 110/70 mmHg					
<u>SYSTEMIC / LOCAL EXAMINATION</u>					
PA- Uterus 16 weeks size, FHS not present					
P/V-OS 6-7 cm, partially efface, bag felt in canal					
<u>HOSPITAL COURSE:</u>					
Under all aseptic precaution patient expelled foetus at 8:40 A.M. on 25/06/2015					
Specimen sent for chromosomal analysis (karyotyping)					
Tab. Cabgolin given.					
<u>CONDITION AT DISCHARGE:</u> Satisfactory					
<u>TREATMENT ADVISED:</u>					
No.	Drug	Route	Dosage	Food drug interaction	Duration
1.	Tab. Vulcan 625mg	orally	1 tab twice daily	after food	5 days
2.	Tab. Rantac 150mg	orally	1 tab twice daily	before meals	5 days
3.	Tab. Dron-M	orally	As & when required for pain in abdomen		
<u>PREVENTIVE STRATEGIES</u>					
Abstinenc-6 weeks					
Normal diet					
Plenty of fluids					

Collect chromosomal karyotyping report.

WHEN TO OBTAIN URGENT CARE

In case of excessive vaginal bleeding, severe pain in lower abdomen or fever.

NEXT APPOINTMENT

Review on 30/06/2015 in Gynaecology OPD on Tuesday/Thursday/Saturday (10:00 to 1:00 P.M.) and Monday/Wednesday/Friday(3:00P.M. to 5:30 P.M).

Ex. 8. Using the information from the Discharge Summary in Ex. 7, write a letter of patient's referral for next appointment at Gynaecology OPD to Dr. Leslie Winkle. Expand the relevant notes into complete sentences. Use letter format (approximately 180-200 words).

**The didactic purposes of the task:** a) revising the Latin terminology and medical abbreviations in the genre of discharge summary; b) using different verb tenses and voices; c) developing the coherence and cohesion skills in producing the English medical discourse; d) mastering the skills in writing a letter of referral.

Ex. 9. Explain the doctor's directions in these prescriptions in a written form:

<b>L. Winkle, M.D.</b>	
<b>4701 Main Str., Baltimore, MD 12345</b>	
<u>Name: William Wheaton</u>	<u>DOB 10.08.1980</u>
<u>Address: 90 Penor Str.</u>	<u>Date 15.11.2015</u>
<u>Rx</u> Tab. Amoxicillin 250 mg p.o. T.i.d. x 7 days	
<u>Refills 0</u>	<i>L. Winkle,</i>
<i>M.D.</i>	

<b>A. Jeffreys, M.D.</b>	
<b>123 Flat Circle Str., Springfield, IL 60187</b>	
<u>Name: Stuart Bloom</u>	<u>DOB 17.10.1974</u>
<u>Address: 217 Central Ave.</u>	<u>Date 11.04.2014</u>
<u>Rx</u> Tab. Rantac 150 mg p.o. a.c. B.i.d. x 5 days	
<u>Refills 0</u>	<i>A. Jeffreys, M.D.</i>

**The didactic purposes of the task:** a) revising the Latin terminology and medical abbreviations in prescription writing; b) using different verb tenses and voices; c) developing the coherence and cohesion skills in producing the English medical discourse.

Thus, rapid development of integration processes in Ukraine necessitates placing more emphasis on teaching academic grammar and lexis, which will enable the Ukrainian medical PhD students and staff to produce the English-language written discourse of competitive quality. Therefore, one of the most relevant tasks of teaching English for Professional Purposes is identifying grammatical structures and vocabulary with a view to improve the academic writing skills.

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**Лисанець Ю.В., Бєляєва О.М., Знаменська І.В., Сліпченко Л.Б., Ніколаєва Н.М. Опанування навичок письма у процесі викладання фахової англійської мови у медичних вишах**

У статті досліджено механізми поліпшення навичок письма під час вивчення англійської мови за професійним спрямуванням. Представлено цикл навчальних вправ,

що має на меті вдосконалення навичок академічного письма у процесі викладання курсу фахової англійської мови для науково-педагогічних працівників та здобувачів ступеня доктора філософії у медичних вишах. Обґрунтовано методичний алгоритм для пропонованого циклу завдань: закріплення граматичного матеріалу, контроль засвоєння лексики, створення дидактичних умов для формування навичок ділової кореспонденції, написання історії хвороби, виписного епікризу та інших жанрів англомовного медичного дискурсу, а також підготовка до міжнародних іспитів Cambridge English та IELTS. 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).

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

**Лисанец Ю.В., Беяева Е.Н., Знаменская И.В., Слипченко Л.Б., Николаева Н.Н. Овладение навыками письма в процессе преподавания английского языка для профессиональных целей в медицинских вузах**

В статье исследованы механизмы улучшения навыков академического письма при изучении английского языка для профессиональных целей. Представлен цикл учебных упражнений, направленный на совершенствование навыков академического письма в процессе преподавания английского языка для научно-педагогических сотрудников и соискателей степени доктора философии в медицинских вузах. Обоснован методический алгоритм предлагаемого цикла упражнений: закрепление грамматического материала, контроль усвоения лексики, создание дидактических условий для формирования навыков деловой корреспонденции, написания истории болезни, выписного эпикриза и других жанров англоязычного медицинского дискурса, а также подготовка к международным экзаменам Cambridge English и IELTS. Предлагаемый подход направлен на развитие коммуникативных навыков, необходимых для успешного международного сотрудничества, и апробирован при разработке учебника “Medical English for Academic Purposes” (2018).

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

**Lysanets Yu.V., Bielialieva O.M., Znamenska I.V., Slipchenko L.B., Nikolaieva N.M. Mastering the Writing Skills in Medical English for Academic Purposes**

The article examines the mechanisms for improving the academic writing skills while studying English for Professional Purposes. The authors present their 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 academic writing skills 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 developing business correspondence skills, writing case histories, discharge summaries and other genres of English medical discourse, as well as preparing for international exams Cambridge English and IELTS. The study of common challenges in mastering the professional written 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 proposed approach is aimed at developing the communication skills necessary for successful international communication and cooperation. 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.