

THE ROLE OF WORD-BUILDING ACTIVITIES IN MEDICAL ENGLISH FOR ACADEMIC PURPOSES

Keywords: word-building, Medical English for Academic Purposes, academic staff, PhD students.

Word-building is one of the most important aspects in learning English as a second language. The major challenges in academic English vocabulary in terms of spelling have already been discussed in our previous studies [1; 2; 3; 5; 6; 7]. The present paper focuses on the methods of mastering the word-building activities by PhDs, academic and clinical teachers of English-speaking medical students. The ability to use the word-building models correctly is an essential 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) [4]. Our approach focuses systematically on the use of affixes with different parts of speech: nouns, adjectives and verbs. The sample tasks given below demonstrate this strategy.

Sample tasks:

Ex.1. Form the words with prefix “pre-”, which means “prior to,” “in advance of,” “before,” “in front of”. Provide definitions for words with prefix “pre-”. Use them in your own word combinations and sentences.

Model:

Pre- + “arrange”  **prearrange** (*to arrange in advance or beforehand*):

- To prearrange the visit.
- The details of the ceremony were carefully prearranged.

Pre-	+	view	→
		test	→
		pay	→
		molar	→
		cancer	→
		monitoring	→
		caution	→
		pubertal	→
		plan	→
		lingual	→
		cursor	→
		disposition	→

The didactic purposes of the task: a) control and assessment of the level of mastering the lexical meaning of affixes; b) improving the skills of explaining the terms in one's own words; c) practicing the use of affixes in medical discourse.

Ex. 2. Form the words with prefix “dis-”, which means “not” or “opposite of”, and indicates a negative, or reversing force. Provide definitions for words with prefix “dis-”. Use them in your own word combinations and sentences.

Model:

Dis- + “ability” → **disability** (*lack of adequate power, strength, or physical or mental ability; incapacity*): “It’s a serious disease that can cause disability or death.”

Dis	+	agree	→
		like	→
		belief	→
		obey	→

		obedience	→
		order	→
		appear	→
		connect	→
		honest	→
		trust	→
		advantage	→
		own	→
		content	→

The didactic purposes of the task: a) control and assessment of the level of mastering the lexical meaning of affixes; b) improving the skills of explaining the terms in one's own words; c) practicing the use of affixes in medical discourse.

Ex. 3. Form the words with prefix “mis-”, which means “wrongly”, “incorrectly”, and indicates negation. Provide definitions for words with prefix “mis-”. Use them in your own word combinations and sentences.

Model:

Mis- + “understand” → **misunderstand** (*to take (words, statements, etc.) in a wrong sense; to understand wrongly*):

- To misunderstand the requirement.
- Don't misunderstand me – I'm not criticizing your decision.

Mis	+	treat	→
		behave	→
		lead	→
		use	→
		spell	→

		place	→
		take	→
		diagnose	→
		match	→
		print	→
		quote	→
		report	→

The didactic purposes of the task: a) control and assessment of the level of mastering the lexical meaning of affixes; b) improving the skills of explaining the terms in one's own words; c) practicing the use of affixes in medical discourse.

Ex. 4. Form the adjectives with suffix “-ful”, which means “characterised by”, “tending to” or “able to”. Provide definitions for adjectives with suffix “-ful”. Use them in your own word combinations and sentences.

Model:

“Thought” + -ful → **thoughtful** (*absorbed in thoughts; characterised by careful reasoned thinking*): a thoughtful essay. That phone call seems to have left you quite thoughtful.

help	+	-ful	→
care			→
skill			→
harm			→
meaning			→
use			→
fruit			→
grate			→

pain			→
success			→
doubt			→
peace			→

The didactic purposes of the task: a) control and assessment of the level of mastering the lexical meaning of affixes; b) improving the skills of explaining the terms in one's own words; c) practicing the use of affixes in medical discourse.

Ex. 5. Form the adjectives with suffix “-able”, which means “capable of”, “susceptible of”, “fit for”, “tending to”. Provide definitions for adjectives with suffix “-able”. Use them in your own word combinations and sentences.

Model:

“reason” + -able → **reasonable** (*agreeable to reason or sound judgment; logical; not excessive; moderate, especially in price*):

- A reasonable price.
- She offered a reasonable compromise.

prefer	+	-able	→
inject			→
desire			→
accept			→
suit			→
dispose			→
irritate			→
predict			→
profit			→
favour			→

value			⇒
rely			⇒

The didactic purposes of the task: a) control and assessment of the level of mastering the lexical meaning of affixes; b) improving the skills of explaining the terms in one's own words; c) practicing the use of affixes in medical discourse.

Ex. 6. Form the verbs with prefix “re-”, which means “back” or “again”, and indicates repetition. Provide definitions for verbs with prefix “re-”. Use them in your own word combinations and sentences.

Model:

Re- + “state” ⇒ **restate** (*to say again or in a different way especially to make the meaning clearer*):

- To restate the argument.
- You need to restate the emphasis of this research paper.

Re	+	write	⇒
		consider	⇒
		fill	⇒
		enforce	⇒
		appraise	⇒
		establish	⇒
		gain	⇒
		join	⇒
		arrange	⇒
		tell	⇒
		appear	⇒
		define	⇒

The didactic purposes of the task: a) control and assessment of the level of mastering the lexical meaning of affixes; b) improving the skills of explaining the terms in one's own words; c) practicing the use of affixes in medical discourse.

Thus, the adequate use of word-building models 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 word-building mechanisms in medical discourse, which should be an integral part of curricula at medical universities.

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Анотація

У статті досліджено особливості механізмів словотворення 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). Представлено цикл навчальних вправ, що має на меті роз’яснення морфологічних особливостей у сучасній англійській мові.

Summary

The article examines the features of word-building while 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). A series of training exercises has been presented, aimed at clarifying the morphological peculiarities of modern English.