

Petrova O.B. Basics of ESP: teaching medical English for the university medical students (Петрова О.Б. Основы английской речи для специальных потреб: вивчення медичної англійської студентами медичного університету) // Иноземні мови у вищій освіті: лінгвістичні, психолого-педагогічні та методичні перспективи. Матеріали ІІІ Всеукраїнської науково-практичної конференції (15 листопада 2016 р.) / Національний юридичний університет імені Ярослава Мудрого / Харків: НЮУ ім. Ярослава Мудрого, 2016. – С. 191-196.

Програми дисциплін "Англійська мова для спеціальних потреб" невід'ємні від профільних дисциплін, залучають студентів до професійного навчального спілкування. Англійська мова слугує посередником в освоєнні професії. Специфічні потреби тих, хто навчається в медичному університеті, визначають зміст дисциплін, спрямованих на вивчення іноземної мови у профільному ВНЗ.

Ключові слова: англійська для спеціальних потреб, медичний університет, англійська для медиків

Petrova O.B. Basics of ESP: teaching medical English for the university medical student (Петрова О.Б. Основы английского языка для специальных целей: изучение медицинского английского студентами медицинского университета) // Иностранные языки в высшем образовании: лингвистические, психолого-педагогические и методические перспективы. Материалы ІІІ Всеукраинской научно-практической конференции (15 ноября 2016 г.) / Национальный юридический университет имени Ярослава Мудрого / Харьков: НЮУ им. Ярослава Мудрого, 2016. – С. 191-196.

Программы дисциплин "Английский язык для специальных целей" неразрывны с профильными дисциплинами, вовлекают студентов в профессиональное учебное общение. Английский язык служит посредником в освоении профессии. Специфические цели учащихся медицинского университета определяют содержание дисциплин, направленных на изучение иностранного языка в профильном вузе.

Ключевые слова: английский для специальных целей, медицинский университет, английский для медиков

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Programs for "English for Specific Purposes" are inseparable from the profile disciplines, include an important role in initiating medical students into the academic community, in 'English-medium' acquiring their profession. ESP is driven by specific learning needs of medical students and its effect results in better comprehension of the students' subject field.

Key words: English for Specific Purposes, medical university, English for medical students

BASICS OF ESP: TEACHING MEDICAL ENGLISH FOR THE UNIVERSITY MEDICAL STUDENTS

Petrova O.B. (Kharkiv)

ESP, or English for Specific Purposes, supposes teaching a specific genre of professional English for students with specific goals set by their future career and field of study in general. It, of course, differs from English as L2 teaching, and the main difference is determined by the above mentioned goals (Swales, Haggan, Dudley Evans, Bunton, Paltridge, Hutchinson etc.) [3-7].

The educational situation shows that English for Specific Purposes is currently taught in non-linguistic universities, in particular medical universities, as some subjects: English as a foreign language for professional usage (either Medicine, or Dentistry, Nursing, Prophylactic Medicine, Laboratory Medicine, or Human Health), and English as a foreign language for professional usage (as a subject of choice). These ESP programs are grounded on the currently well-known pragmatic ideas and therefore are built on the assessment of purposes, needs, functions which English as L2 is required for. We've got used to the fact that English as a Foreign Language programs are inseparable from the profile disciplines, including an important role in initiating medical students into the academic community, in 'English-medium' acquiring their profession.

The evidence of spread of English as a global language in professional and academic domains is closely linked to global trends in the world's technology, development, business, and education. The ESP focus is determined by the changed life, in which

English is taught within the students' real world, integrated into a profile subject chosen as an important matter for the trainees.

A growing demand for English-medium education also determines the value of English for Specific (notably Professional) Purposes as English is being used in international professional and academic contexts outside the English-speaking world.

Over the past decades, the pedagogy has been emphasizing that ESP (L2), which is taught in the non-linguistic universities, helps students to approach understanding their professional subjects and present professional contexts more successfully (Hutchinson, Waters, Johns, Swales, Widowson, Bhatia, etc.).

One of the principal requirement for a teacher of medical ESP is a certain medical knowledge in the field of medical terminology. It is the priority for ESP teachers as medicine is a core of such L2 course. Medical materials should be suitable for training medical English and for developing the medical students' abilities in all four language skills: listening, reading, speaking, writing, and translating as well in the field of their future specialty. Meanwhile, as it was emphasized by ESP researchers, "while in ESL all four language skills ... are stressed equally, in ESP it is a needs analysis that determines which language skills are most needed by the students, and the syllabus is designed accordingly" [5]. The responsibility of ESP teacher is to work out practicable approaches in ESP training to meet the requirements of medical students.

Medical content is focused most of all in the ESP classroom, students are shown how the special (medical) content is expressed in English. Thus, it may contribute as an additional motivation in ESP learning because students always join the taught subject (ESP) with their special profile subjects, medicine, dentistry, prophylactic medicine, etc. as a field of study in general. One of the reason which students attend universities for is their future career preparation, so they are to be aware of the idea that ESP course is a step in their advance to this aim, and "it is a good idea to find together with students some correlations between medical ESP and their own medical subjects and future specialty and practice" [5].

Thus, the ESP teachers must be confirmed that the central idea in teaching is correlation with the profile subjects and the reasons of ESP learning. Therefore, an ESP program is to be built on an assessment of purposes, needs and the required functions of English learning [4-6].

The ESP trainer must imply the level of students' abilities either in their subject-matter fields, or in language acquiring, and try to manage improvement of both these abilities in ESP course. It should be designed to meet specific needs of the learners; knowledge in the students' profile disciplines should give them the context they need to

progress in English, and English in the classroom should add certain knowledge in their subject-matter field.

While creating specific for general medicine, dentistry, nursing, prophylactic medicine, laboratory medicine, or human health medical ESP course, the needs analysis of medical students should be provided to create a multifocal program. Some aspects of ESP training must include specific for the definite future profile medical field terminology, speaking skills, writing and comprehending skills in the volume determined by the destination expectations of the graduates.

One of the most important components of medical ESP course is, firstly, creation and then – widening of scientific medical vocabulary along with gaining knowledge of specific for medical English meanings of medical roots originated from Latin and Greek words [1; 5-7]. It is not just 'learning by heart' lists of corresponding roots and their meaning, but comprehension of technology, algorithm of derivation, word structure and word building rules for medical terminology. Students can get it through various practicing in many exercises.

Reading for specific purposes is one of skills required for medical students. There are some types of reading which are to be acquired in the ESP course: skimming, skanning, analyzing, detailed, informative, etc., which teach medical students to work with special text in more or less deep, general or selective ways.

It is adequate for ESP teaching to focus more on meaningful context and teaching grammar and language structures in special medical text. It is supposed to use the vocabulary and structures in a meaningful context, that motivates students to learn them as important for the aim of studies in general.

Methodical approaches in the ESP classes should include students' oral presentations, various activities connected with medical specialised vocabulary, course materials and topics relevant to students' area of specializations [9].

As experienced advisers propose, language teaching strategies such as games, puzzles and riddles could also help improve the ESP students' proficiency in the English language [4-6, 9]. Interactions, case studies are provided in ESP classes, as well as the texts related to medical practice, pharmacology, anatomy, physiology, treatment, etc.

It is necessary for English teachers to be acquainted as well with the developed discipline of English for Academic Purposes (EAP) [1-2], that is a branch of ESP and provides teaching and other forms of language support for ESOL (English for speakers of other languages) students completing academic studies in English-medium medical university. The carried scientific students' conferences aim to raise awareness of medical students through engaging them in research. The importance of

communicative, pragmatic approach to developing academic literacy in medical students should be emphasized as certain cultural variations in academic writing conventions, academic genres and discourses exist.

Thus, currently there is a growing demand for English-medium education, especially outside the English-speaking countries. Medical English language teaching requires a new and modern approach. Medical universities developed therefore materials suitable for English-medium medical students aimed at improving their ability in listening, speaking, reading, writing and translating in their own field. The ESP teachers are supposed to be qualified for medical English teaching and be aware of ESP teaching methodology. Medical English is taught from the perspective of medicine and health care field usage, firstly, and stimulates vocabulary acquisition, grammar and structure, secondly. ESP is driven by specific learning needs of medical students and its effect results in better comprehension of the students' subject field.

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