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*I. Horbachevsky Ternopil National Medical University***FOREIGN LANGUAGE AUTHENTIC TEXT AS A BASIS FOR  
THE FORMATION OF FUTURE DOCTORS' PROFESSIONAL  
COMMUNICATION****I. A. Прокоп, Г. Я. Кітура***Тернопільський національний медичний університет імені І. Я. Горбачевського МОЗ України***ІНШОМОВНИЙ АВТЕНТИЧНИЙ ТЕКСТ ЯК ОСНОВА  
ДЛЯ ФОРМУВАННЯ ФАХОВОЇ КОМУНІКАЦІЇ  
У МАЙБУТНІХ ЛІКАРІВ**

**Abstract.** The article deals with practicability substantiation of English language authentic texts as the basis for medical students' professional communication formation. The essence of foreign language communication as an essential concept of future Health Care worker profile is revealed. Formation of a medical student's foreign language communication is emphasized to be an integral aspect of the professional education in higher education medical establishments and is realized by mastering the peculiarities of language competence at its phonetic, lexical and grammatical level. The attention is focused on the necessity of using educational authentic texts as a core component of English for Specific Purposes (ESP). The issues of ESP substantive content, selection of teaching materials, development of students' communicative component in mastering English language professional skills are considered. Basic peculiarities of the use of professional authentic texts are described; evidence-based samples of exercises for the formation of communicative competence are considered; the need for lexical mastering in order to speak properly is emphasized. The examples of communicative lexical exercises for the implementation of professional speech activities of medical students are suggested. The use of authentic texts and different exercises has been found to develop professional speech skills and abilities, thus making possible to evaluate and to express one's opinion, as well as to promote self-development and self-actualization of medical students.

**Key words:** English for Specific Purposes (ESP); foreign language professional authentic texts; foreign language professional communication; system of exercises.

**Анотація.** Стаття присвячена обґрунтуванню доцільності використання англомовних автентичних текстів як основи для формування фахової комунікації у студентів медичних закладів вищої освіти. З'ясовано суть іншомовної комунікації, що є важливим концептом професіограми майбутнього працівника охорони здоров'я. Наголошується, що формування іншомовного фахового мовлення студента-медика є невід'ємним аспектом професійно орієнтованого навчання у медичному закладі вищої освіти і здійснюється шляхом опанування особливостей мовної компетенції на її фонетичному, лексичному та граматичному рівнях вивчення. Увага акцентується на необхідності використання навчальних автентичних текстів як фундаментальної основи курсу іноземної мови за професійним спрямуванням. Розглядаються питання змістового наповнення англійської мови за професійним спрямуванням, відбору навчального лексичного матеріалу, розвитку комунікативного компонента в процесі оволодіння студентом іншомовними фаховими вміннями. Охарактеризовано головні особливості використання автентичних текстів, розглянуто науково обґрунтовані зразки вправ для формування комунікативної компетенції; наголошено на необхідності засвоєння лексики для правильного оформлення висловлювання. Запропоновано взірці комунікативних лексичних вправ, які необхідні для здійснення фахової мовленнєвої діяльності студентів-медиків. З'ясовано, що використання фахових автентичних текстів та різноманітних завдань на заняттях англійської мови за професійним спрямуванням розвиває фахові англомовні комунікативні навички та вміння, які надають можливість оцінювати, висловлювати власну думку та сприяють саморозвитку й самоактуалізації студентів-медиків.

**Ключові слова:** англійська мова за професійним спрямуванням; іншомовний автентичний фаховий текст; іншомовна фахова комунікація; система вправ.

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**Introduction.** Development of mass communication means, as well as growing social importance of science, active involvement in international conferences, symposia and scientific seminars foster students' motivation to master oral and written foreign language together with increasing its relevance for their further professional progress.

Professional communication becoming an essential aspect of medic's activity and effective professional interaction depends on it to a great degree. Properly developed communicative skills make it possible to understand and to express one's opinion clearly, to argue, to confirm or to refute the information obtained, to analyse and to establish interpersonal relations, to cooperate with colleagues as well as to choose the most appropriate communication style for various business situations, to build and to maintain dialogue. Foreign language professional competence provides for the integration of business meeting and business correspondence skills, as well as communication by telephone according to speech culture standards.

Teaching English at the non-linguistic departments of higher educational establishments should be regarded as a means of transferring essential information, both social and professional, to students, as well as of practising the use of English sources in the professional activity and of making a future specialist ready for continuous education. This can be accomplished under conditions of job-oriented foreign language study. Today's approach to teaching foreign languages includes development of students' ability to communicate in particular professional, business and scientific situations, based on the specifics of professional thinking in motivational and research activity.

Progress in studying foreign language largely depends on the properly defined objective, skilful use of the methods chosen and thoroughly selected materials, the latter being particularly important. Job-oriented foreign language is known to be studied on authentic professional texts, which provide both linguistic and informational basis.

**The aim.** Development of science requires professional English language skills for performing professional duties by experts in different fields. The objective of this research is to substantiate the practicability of developing English language professional speech competence of a medical student using authentic texts and a set of lexical professional communicative tasks in the ESP course.

**Theoretical framework.** The issue of teaching speech on the basis of text material is debatable in

methodical literature, most of the scientists advocating the use of texts as a basis for communicative activity [1–3]. “Speaking on the text basis provides a ground for the adequate situational (unprepared) speech” [3]; “first and foremost, professional text is a means of establishing and developing professional language skill” [1, p. 17]; “text is a basic communicative unit for one to use in the speech activity” [3, p. 24].

The issue of working with authentic texts in terms of developing student's professional communication skills has been considered by H. M. Vereshchahin, K. F. Kusko, A. H. Nedilko, S. Yu. Nikolayeva, V. Yu. Parashchuk, Yu. Ye. Prokhorov, Yu. I. Passov, et al. The choice of teaching material is mainly drawing attention of foreign methodologists (G. Manby, T. Hutchison, A. Waters, T. Dudley-Evans, P. Robinson, G. Swales, G. Richards, M. Branton, T. Popescu).

The text can and ought to act as a teaching tool by defining the issue for the discussion, thus contributing directly to the development of students' communicative competence and optimising the process of mastering foreign language considerably, alongside with making it comprehensive and effective, provided that it is based on thoughtful, systematic, and purposeful work. Regarding foreign language text as a basis for the development of oral speech skills, it should be mentioned that it is expected to meet the following requirements: to take into account specifics of the future specialty and students' professional interests (professional orientation of the foreign language stimulates an interest for language study); to be relevant to the topic; to assist in solving particular communicative tasks; to take into account socio-cultural realities, reflecting specifics of verbal behaviour (ethical standards of communication); to contain some novelty; to arise interest [3].

While working on the text, the teachers very often prefer reading, translating, making exercises and putting questions (mostly by the teacher), as well as mechanical memorizing and rendering, all the above-mentioned totally levelling students' creative activity. It is noteworthy that rendering of the material learned by heart cannot be called “active” speaking. Mechanical memorizing is ineffective, since the skills obtained are not transferred into another situation, and, if need be, the student is unable to communicate in a foreign language: he/she cannot find proper words, makes mistakes in word combinations, grammar and very often drops out of the conversation.

L. Fiorito emphasizes that the study of English for professional purposes should be a part of the

professional subject area that is important for the students and providing a significant basis for their interest in mastering the language [6]. J. Allen also argues that students' interest in learning professional English is supported by a true feeling of valuable association between English lessons and the processes that take place in a physics laboratory, engineer's workshop or on surgeon's operating table [4, p. 9]. It is essential that students' interest in their specialization encourages cooperation with colleagues and studying world's professional achievements through specialized literature, thus contributing to the development of foreign language skills.

G. Swales distinguishes five basic concepts that form the ground for professionally oriented English: authenticity, research basis, language/text, need, study/methods [8, p. 23].

Authenticity is of top priority, since efficacy of authentic texts in use is provided by them illustrating language functioning in the form, accepted by native speakers in their natural social context. An authentic text makes it possible for the students to expand their professional vocabulary, to increase the fund of highly specialized words, and to get acquainted with typical genre and stylistic specifics of professional discourse.

Authenticity concept acquires particular importance in the process of teaching English for professional purpose, when text authenticity is added to the authenticity of educational tasks, that is the types of communicative activity a specialist of the corresponding field of activity comes across in the process of performing professional duties. Professional tasks provide a stimulus for communication in English in the context authentic enough for the students. The sources of selecting authentic educational texts are the following: authentic professional periodicals (articles in journals, newspapers, bulletins issued in English speaking countries); professional textbooks; video films and audio recordings on the relevant subjects, specialized e-materials of the world network, etc.

N. O. Fedchyshyn stresses that different types of texts and test tasks are proposed for processing language material and training students' receptive, reproductive and productive skills and, at the same time, to control the level of their speaking competence formation. Educational materials include a vocabulary minimum, grammar aid, and lists of basic language formulas to express different communicative intentions [5, p. 34].

Authenticity concept in the paradigm of studying English for professional purpose integrates the synergy of three components: materials are borrowed from

the life of native speakers, language functioning in the format acceptable for relevant specialists in their natural context, and fulfilment of the tasks which are maximally close to real professionally oriented situations.

All the above taken into consideration, the teacher's mission is to organize acquiring reading skills as the process of student/teacher, student/student linguistic interaction rather than a phase of mechanical work. Efficient work on the text requires an appropriate set of exercises aimed at the formation of linguistic skills and abilities (in particular, differentiation, reconstruction, transformation, and construction of linguistic units for doing training exercises), as well as at the development of ability for creative text redefining.

Educating medical students about foreign language text activity is more effective when based on the linguodidactic model, including pretext, text and post-text phases of working with a professional source. All the communicative tasks have a common objective, that is focus on communication and active mental activity of the student, independent use of terminological vocabulary in real life situations, and ability to formulate a professional communicative intention [7, p. 87].

At the first stage of working on the authentic foreign language professional text the teacher forms students' interest for the subject studied, helps to predict the content and resolves language difficulties which are likely to occur further. "Teacher-student" dialogue, aimed at the prediction of the substantive content of a scientific text, e.g.: *What is the title of the text? What problems is the text supposed to deal with? Guess the main issues discussed in the text.*

In particular, at the pretext phase the students can answer the teacher's questions, based on the already mastered active lexical material. To study the text structure, the teacher suggests to look it through and to answer the questions: *How many parts is the text divided into? How are these parts connected with each other? How are these parts introduced?*

To resolve difficulties in understanding the text, the teacher may propose a system of tasks that form a linguistic guess, word formation skills, e.g.: find out, what words are the complex words derived from; find out, what verbs are the nouns derived from; find out the contextual meaning of the words, etc.

Doing exercises aimed at the presentation of new vocabulary to the subject is essential: *Translate and memorize the following words and phrases; Complete the sentences using one of the following medical terms;*

Find substitutes for the following word combinations. Then use them in the sentences of your own.

The properly text phase of the work on a foreign professional text is supposed to include the following tasks:

- learning lexical filling of the text, e.g.:

*Look through the text and find the key medical terms used. Trace them through the text. What are they repeated for?*

*Guess the meaning of unknown words.*

*Using dictionary entries, give the definitions of unknown words.*

*Arrange the following words in pairs of synonyms/antonyms;*

- finding cause-effect relationships:

*Join the beginning and the ending of the sentences using the adverbs consequently, therefore, hence, so.*

*Complete the sentences using introductory phrases of scientific English.*

At this phase, the students fulfil the tasks aimed at obtaining substantive information according to communicative tasks, e.g.:

*Give the main idea of the text.*

*Find the key sentences in the text.*

*Chose the sentences, which describe...*

*Find (write, name) main (key) facts that tell about...*

*Find facts that confirm/deny/characterize...*

*Point out conclusive sentences.*

*What do the following refer to in the text?*

*Find in the text English equivalents of the following words and phrases and translate the sentences containing them.*

*Substitute the words and phrases in bold type by close in their meaning from the text.*

The objective of the third (final) phase is to use the substantive content of a professional text as a language/speech support for the development of students' skills. This phase requires the tasks, focused on the understanding of the text and its interpretation:

*Work with a partner to label each statement true (T) or false (F). If the statement is false, correct it so that it is true.*

*Work in pairs. Ask and answer comprehension check questions on the contents of the text.*

*Explain given in the text figures / pictures.*

*Agree / disagree with the following statements ...*

*Enlarge the following statements.*

*Render in English.*

A possible form of control over reading efficacy is drawing up a marking table with three columns: I know - I have learnt - I want to learn the details. While

working on the text, the students can be suggested to draw up the following table:

I know, that	I have learnt, that	I want to know about
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Panel interactive discussions of the text-associated issues contribute to the development of critical thinking skills significantly.

The efficacy of the use of authentic texts at the lessons of foreign language for professional purposes is provided by them illustrating language functioning in the form, accepted by the native speakers in the natural social context. An authentic text makes it possible for the students to expand their professional vocabulary, to increase the fund of highly specialized words, and to get acquainted with typical genre and stylistic specifics of professional discourse.

**Conclusions and Prospects for Research.** Thus, authentic filling of the text in English, as a basis for the formation of oral speech skills and as a stimulus for communication, reflects sociocultural phenomena and realities, is relevant to the subject, contains some novelty alongside with arising interest, and contributes to the solution of concrete communicative tasks.

Analysis of the practicability of different tasks on the basis of authentic texts for the development of students' foreign language professional communication at the classes of English for professional purposes at medical universities confirms that proficiency in professional English is impossible without perfect mastering of its authentic lexical structures. The suggested samples of lexical exercises for ESP classes at medical universities are not a theoretical structure, but an integral aspect of the development of professional foreign language communication in medical students and are used in teaching English for professional purposes. Communicative orientation of professional English contributes to optimization of the educational process, as well as to advanced training of future doctors, and provides an opportunity for international professional speech activities.

The proposed examples of tasks and exercises provide the active work of medical students on an authentic professional text at the practical classes, and contribute to the development of their communicative skills for active involvement in different types of communication. The variety of forms and methods of students work on the authentic foreign language sources is not restricted to the examples, mentioned in this article, thus providing the prospect for further scientific exploration.

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