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ЛІНГВОМЕТОДИЧЕ ЗАБЕЗПЕЧЕННЯ РОЗВИТКУ
НАВИЧОК АКАДЕМІЧНОГО ПИСЬМА АСПІРАНТІВ-
МЕДИКІВ

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vabek@i.ua, rak.oleksandr@bsmu.edu.uaLINGUISTIC AND METHODOLOGICAL SUPPORT OF
DEVELOPING ACADEMIC WRITING SKILLS OF PhD
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Валентина Бебих, Олександр Рак. Лінгвометодичне забезпечення розвитку навичок академічного письма аспірантів-медиків. У статті представлено лінгвістичне та методичне забезпечення процесу оволодіння навичками англомовного академічного письма здобувачами третього (освітньо-наукового) рівня вищої освіти “Доктор філософії”. Робота зосереджена на розробці лінгвометодичної підтримки формування та розвитку навичок, пов’язаних з англомовним академічним письмом для медичних цілей. Педагогічні ресурси для формування необхідних навичок базуються на різноманітних письмових дискурсах різних форматів. Комплект навчальних текстів і завдань розроблено відповідно до структурно-семантичних і жанрово-композиційних особливостей з використанням певних мовних моделей і структур науково-професійного характеру. Презентація мовного матеріалу здійснюється за допомогою певних мовних моделей і структур у різноманітних комунікативних ситуаціях у вигляді стійких нефразеологічних зворотів. **Метою роботи** є дослідження переважаючих стратегій навчання, що використовуються в англомовному медичному дискурсі, з кінцевою задачею розробки допоміжних матеріалів, які будуть корисні аспірантам для досягнення необхідної функціональної та дискурсивної компетенції. **Матеріали і методи.** Дослідження базується на моделі навчання, яка включає лінгвометодичне забезпечення англомовного академічного медичного письма та стратегії навчання англомовного академічного письма. Ця модель передбачає використання педагогічних ресурсів як основи навчання та використання жанрового і функціонального підходів як інтегрованої складової комплексного методичного забезпечення процесу формування навичок англомовного академічного письма аспірантів-медиків і розвитку їх дискурсивної компетентності. У дослідженні використано метод формального аналізу, структурний та порівняльний методи. **Висновки.** Розробка навчально-методичних матеріалів здійснювалась у двох площинах: лінгвістичному та методичному, зокрема дібрано мовленнєві схеми організації інформації в різних типах навчальних текстів відповідно до жанрових різновидів писемних форм наукового англомовного стилю та розроблено відповідні методичні рекомендації щодо їх засвоєння.

Ключові слова: академічне письмо, медичний дискурс, аспіранти, навички письма, дискурсивна компетентність, методичне забезпечення.

Introduction. In the last few years, the research on medical discourse related to pedagogical issues has been developed together with other aspects of English for Medical Purposes. A lot of research was carried out on teaching English language at medical universities as an integral part of future medical staff training. The main topics were: curriculum design, teaching approaches, materials development, medical terminology and communication in medicine and healthcare. The transformational processes in modern domestic education, caused by the need to meet world standards, require from the PhD students processing large amounts of information and writing various types of texts of medical content. Such work involves appropriate reading and writing skills, which means not only a sufficient level of literacy, but also the ability to analyze the text, understand its structure, its main components and the requirements that a certain type of text must meet.

The state educational standard of the discipline “English (Upper Intermediate)” for the third level of higher education “Doctor of Philosophy” in Medicine requires functional and discursive competence: learning about the genres of academic style, developing skills and abilities to create written statements of the appropriate format for effective communication in a scientific and professional environment¹. It means practical skills of academic writing, in particular, writing a scientific article and an abstract, preparing reports, writing formal letters, presentation of one's own scientific research, etc.

Analysis of recent research. Issues regarding the content of “academic writing” concept and ways of forming skills of this type of activity in the postgraduate course of a higher educational institutions have repeatedly been in the focus of attention of the foreign methodologists and scholars: Biley S², Flowerdew J.³, Hyland K.⁴, Jordan R.R.⁵, Lee D.⁶, Swales J. M⁷. and others.

¹ Lymar L.V. Akademichna anglijska mova dlya majbutnix doktoriv filosofiyi medychnyx specialnostej. Robocha programa [Academic English for future PhDs in medicine. Syllabus], K.: O. Bogomolets NMu, 2020, 36 p. [in Ukrainian].

² Biley S. Academic Writing: A Handbook for International Students, London, New York: Routledge, 2003, 260 p. [in English].

³ Flowerdew J. English for research publication purposes. In B. Paltridge, and S. Starfield, The handbook of English for specific purposes, Oxford: Wiley-Blackwell, P. 301–321 [in English].

⁴ Hyland K. “Academic clusters: Text patterning in published and post-graduate writing”, *International Journal of Applied Linguistics*, 18 (1), P. 41–62 [in English].

⁵ Jordan R.R. English for Academic Purposes: A Guide and Resource Book for Teacher, Cambridge: Cambridge Univ. Press, 2000, 404 p. [in English].

⁶ Lee D., Swales J. A corpus-based EAP course for NNS doctoral students: Moving from available specialized corpora to self-compiled corpora, Amsterdam: John Benjamins, 2006, 34 p., URL: <http://dx.doi.org/10.1016/j.esp.2005.02.010> [in English].

Academic writing has been conceptualized as a product, as a process, from a genre perspective, or as a combination of these. Considering writing as a product has focused on the end-result of writing, often through the characteristics that the outcome or product should have, such as covering particular content areas in sufficient depth, being well-structured or using a specific register and technical vocabulary. Considering writing as a process has emphasized the complex cyclical processes of planning, composing, editing, evaluating, and revising, which can depend on someone's familiarity with or confidence in their ability to engage in these activities⁸.

The problem of training future doctors for intercultural written communication occupies an important place in modern linguistic and methodical research, however, certain aspects of the problem require further study. This is explained by the low degree of its use in all spheres of life compared to oral speech. The study of the problem required a multifaceted analysis and a comprehensive approach. Comparative theoretical and methodological research made it possible to identify progressive ideas of foreign and domestic experience and to develop a methodology for teaching English written communication and academic writing. Studying of English-language academic communication in the postgraduate course of a higher educational institution gained particular importance in the context of the "The Common European Framework of Reference for Languages (CEFR)".

Theoretical-methodological and practical issues of PhD students' foreign language teaching in non-linguistic higher education institutions of Ukraine were researched by Ukrainian methodologists and scholars: N. Dukhanina⁹, L. Lyamar¹⁰, V. Maksimuk¹¹, G. Vlasova, V. Lutovynova, L. Titova¹², L. Yagenich¹³, and others. The academic writing was studied by N. Mykytenko, V. Sulym, M. Kozolup¹⁴, O. Otravenko, S. Shehavsova, N. Dovgan¹⁵, O. Tarnopolskyi, S. Kozhushko, M. Rudakova¹⁶, T. Yakhontova¹⁷ and others.

PhD students are expected to be able to produce research papers in their field but there has been little research on how to acquire the writing skills. They need knowledge of the discourse norms widely accepted in publishing in medical English-language journals and most of them have difficulties in acquiring

a good command of academic literacy. Knowledge of the discourse norms widely accepted in publishing in medical English-language journals and most of them have difficulties in acquiring a good command of academic literacy.

The objective. The paper focuses on the research of specialized assistance in training skills relevant to English academic writing for Medical Purposes. We specifically aimed to investigate the predominant strategies used in English medical discourse with the ultimate objective of preparing assistance materials which will be of use to PhD students in order to achieve the necessary academic writing skills in the field of Medicine.

Materials and methods. The study is based on a learning model that includes linguistic and methodological support for English academic medical writing and learning strategies for PhD student training. This model foresees the use of pedagogical resources of linguistic and methodological assistance as the basis for learning and the use of *genre and functional approaches* as an integrated component of comprehensive methodological support of the process of English academic writing skills formation and the discursive competence development of PhD students. The method of formal analysis, structural as well as comparative methods were used in the research.

Results and discussions. The concept "academic writing" is considered as the methodology and process of writing scientific texts, the formation of skills and abilities to formulate thoughts and ideas, the ability to structure, compress, edit, create a scientific text, and convey it to the target audience. The method of the competence formation largely depends on the genre of texts, the writing of which must be mastered. That is, teaching writing for academic needs requires not only a high level of mastery of lexical and grammatical material, but also an awareness of genre features of a written text. With this in mind, British methodologists T. Dudley-Evans and J. Swales¹⁸, as well as representatives of the Australian Linguistic School in Sydney, led by M. Halliday, developed *genre models for the use of written speech for academic needs*. M. Halliday in his *developments somewhat simplifies this model, removing certain components*¹⁹. P. Hegboldt believed that oral and written speech are not separate systems, but constantly interact with each other. In view of this, the approach known in modern methodology as

⁷ Swales J. M., A text and its commentaries: Toward a reception history of 'genre in three traditions, 2012, 115 p., Retrieved from http://www.aelfe.org/documents/09_24_Swales.pdf [in English].

⁸ Hayes J. R. Modeling and remodeling writing, *Written Communication*, 2012, № 29(3), P. 369–388, URL: <https://doi.org/10.1177/0741088312451260> [in English].

⁹ Dukhanina N.M. Peculiarities of learning foreign languages for higher education holders of the degree of Doctor of Philosophy (PhD), *Young scientist*, 2018, No. 4(2), P. 489–492 [in English].

¹⁰ Lyamar L.V. English for medical PhD students. Guidebook for future PhDs in Medicine, K.: Knyga plyus, 2020, 128 p. [in English].

¹¹ Maksimuk V. M. English language for graduate students and scientists of humanities and natural sciences at universities. "English for PhD Students": Textbook, Lviv: "Astrolabia", 2006, 232 p. [in English].

¹² Vlasova G.V., Lutovynova V.I. Analytical and synthetic processing of information: manual, Kyiv, 2006, 290 p. [in English].

¹³ Yagenich L.V. "Psychologichni osoblyvosti formuvannya angломovnoyi akademichnoyi kompetentnosti likarya v processi navchannya v aspiranturi medychnogo universytetu" [Psychological peculiarities of shaping English academic competence of doctors during their post-graduate studies], *Problemi sprovremennogo pedagogycheskogo obrazovannya* [Problems of modern pedagogical education], 2014, (46-6), P. 274–280 [in Ukrainian].

¹⁴ Mykytenko N. O., Sulym V. T., Kozolup M. S. Formation of academic competence: English language course for students and postgraduates in natural sciences: teaching. Manual, Lviv: LNU named after Ivan Franko, 2017, 184 p. [in English].

¹⁵ Otravenko O. V., Shehavsova S. O., Dovgan N. Yu. "Akademichna gramotnist yak zasib mizhkulturnoyi komunikaciyi ta nevidyemna chastyna yakosti vyshhoi osvity" [Academic literacy as a means of intracultural communication and inseparable part of the higher education quality], *Visnyk Luganskogo nacionalnogo universytetu imeni Tarasa Shevchenka. Pedagogichni nauky* [Bulletin of Lugansk national university after Taras Shevchenko. Pedagogical sciences], Lugansk, 2021, (2 (340) Ch. 1), P. 211–222 [in Ukrainian].

¹⁶ Tarnopolskyi O. B., Kozhushko S. P., Rudakova M. V. Writing Academically: A Coursebook for Teaching Academic Writing in English to Students of Linguistic Tertiary Educational Institutions. Kyiv: Firma "Inkos", 2006, 228 p. [in English].

¹⁷ Yakhontova T. V. Basics of English-language scientific writing: Education. manual, Lviv: Center of LNU named after Ivan Franko, 2002, 220 p. [in English].

¹⁸ Dudley-Evans T. Genre analysis: an approach for text analysis for ESP, *Advances in Written Text Analysis*, London: Routledge, 1994, P. 219–228 [in English].

¹⁹ Halliday M.A. K. Spoken and Written Language, Oxford: Oxford University Press, 1989, 128 p. [in English].

“concept-oriented learning” deserves attention. The functional approach, which was developed by Jones and Davis²⁰, is based on specifying the main parts, their location in the text, their properties and functions.

Based on the analysis of different approaches to teaching written communication, we have chosen genre approach. Since the publication of *Genre analysis* Swales J.M.²¹, there have been innumerable studies of various academic genres and part genres using Swales’s approach. These types of studies provide important data for course design. Functional approach is the second one which is the most appropriate for PhD students training²².

We offer the implementation of the defined objective on the basis of the designed manual, a corpus of academic texts of the medical sphere, developed in accordance with structural-semantic and genre-compositional features. Corpora can provide data in terms of frequency counts of individual lexical items (and ranked frequency lists), lexical bundles (multiword units), and grammatical structures²³.

All texts are united by the academic medical discourse. Sample texts were selected taking into account the communicative intent, authenticity, professional orientation, socio-cultural value, integrity and completeness. As a result of the study of authentic English-language sources, genres of academic writing of different character, functional purpose and content were selected. To perform one or another communicative function, the linguistic means of its expressing in English-language academic writing were chosen. The criterion of communicative intentions and the criterion of frequency of use in the texts were taken as criteria for the selection. Since the methods of analysis, synthesis, comparison, classification, modeling are the most widely used activities in the research, considerable attention is paid to the communicative models necessary for this.

Thus, the priority method of the academic writing competence development in our case involves: sample texts study, structure analysis, analytical processing of information, presentation of language material through a ready-made unit or so-called “ready-made blocks” of speech and assimilation of terminology as stable non-phraseological phrases.

Medical writing involves writing scientific documents of different types which include regulatory and research-related documents, publication articles and abstracts, etc. The scientific information in these documents needs to be presented to suit the level of understanding of the target audience. Medical writing requires understanding of the medical concepts and terminology, knowledge of relevant guidelines as regards the structure and contents of specific documents, and good writing skills. It needs understanding and presenting research data and publishing requirements. The designed manual contains authentic text samples of medical nature, different in functional purpose (reference and recommendation) and in scope and depth (explanatory and descriptive). These are some of the most common types of medical documents for professional use: *Medical report. Medical Case Report. Medical history. Hospital discharge summary. Medical test. Mental Status Examination.*

For scientific research activities samples, guidelines and

terminology to support writing articles and abstracts are included. Creating a well-written abstract is a skill that can be learned and mastered. The first step in this process is analyzing its structure. The scientific abstract is usually divided into five unique sections: *Title and Author Information, Introduction, Methods, Results, and Conclusions*. The second activity is summarizing of what is expected in each of these sections. The third step is learning the instructions and terms or phrases typical for the abstract sections. In OBJECTIVE section we state our precise research purpose or question. Usually we begin with “To”. “We aimed to...” or “The objective of this study was to...” using a verb that accurately captures the action of your study. The most frequently used verbs here are: We aimed to/ The objective of this study was to... *analyze, assess, characterize, collect, describe, determine, establish, evaluate, examine, explain, identify, investigate, measure, present, produce, validate...*

In METHODS section where the explanation of the tools and steps of the research is given it is advisable to use the past tense if the study has been conducted and the present tense if the study is in progress. It is recommended to include details about the study design, sample groups and sizes, variables, procedures, outcome measures, controls, and methods of analysis. The elements and appropriate phrases are Study/Analysis Type: “We conducted a qualitative analysis of...”; “We conducted a systematic review searching databases for...” or “We interviewed ... general practitioners...”. Description of Patient Sample Groups: “Elderly patients with late-stage Alzheimer’s disease were identified...”; “Sample groups were limited to patients with a history of smoking.” Setting / Location: “...at urgent care centers in three hospitals in ...”; “...at Regional Care Facility...”, “...in hospitals of...”. Number of Participants/ Duration of Study: “We surveyed ... patients over the course of three years...”; “The frequency of consultations, symptoms, presentations, referrals, and prescription data during the four years prior to diagnosis were recorded...”. Controls: “Age- and sex-matched controls were identified...”.

In RESULTS section we summarize the obtained data. The past tense when describing actions and outcomes of the research is used. We must include results that answer the research question and those which were derived from the stated methods, examine data by qualitative or quantitative means. It is important to state whether the research question or hypothesis was proven or disproven. If possible, present comparisons of the outcome variables between various subgroups within the study (treated vs. untreated, young vs. old, male vs. female, and so forth). Frequently Used Verbs and Phrases in this section are: “changed / did not change significantly”; “had greater / lesser odds of...”; “were associated with...”; “response rate was...”; “The likelihood of ... was found to be increased by...”; “was / was not associated with...”, “participated in the study / completed the treatment”.

The CONCLUSIONS section includes: Discussion; Implications; Further Recommendations. The main task of this section is to summarize the interpretation and implications of these results and to present recommendations for further research. The elements of this section and appropriate phrases are Analysis

²⁰ Johns T., Davies F. “Text as a vehicle for information: The class-room use of written texts in teaching reading in a foreign language”, *Reading in a Foreign Language*, 1983, P. 1–20 [in English].

²¹ Swales J.M. *Genre Analysis: English in Academic and Research Settings*-Cambridge: Cambridge University Press, 2000, P. 14–15 [in English].

²² Dudley-Evans T. *Genre models for the teaching of academic writing to second language speakers: Advantages and disadvantages, Functional Approaches to Written Text: Classroom Applications*, Washington: USIA., P. 150–159 [in English].

²³ Flowerdew L. “Using corpus-based research and online academic corpora to inform writing of the discussion section of a thesis”, *Journal of English for Academic Purposes*, 2015, N 20, P. 58–68, URL:<http://dx.doi.org/10.1016/j.jeap.2015.06.001> [in English].

of Results: “*This study confirms that...*”; “[*Result*] indicates that...”; “...leads to fewer prescriptions for...”; “...was reliable/accurate”; “...is safe / well-tolerated / effective. Implications for Area of Medicine / Research: “... valid and reliable for routine use”; “...is drastically decreased after transplantation”; “...may result in functional improvement of the...”; “Our preliminary results indicate potential benefits of using [procedure/drug] in this group of patients”, “...which could increase the number of potential liver donors”; “antibiotic-resistant strains are an emerging threat”. Further Suggestions/ Limitations: “Additional studies on [area of study] are recommended to [aim of additional research]”; “However, this evidence should be further assessed in larger trials”; “This diagnostic accuracy may not be generalizable to all office laboratories”.

English research discourse is based upon a number of consistent principles and main linguistic features, driven by them. These principles stem from a scientific paradigm and involve striving for maximal clarity, economy of linguistic expression, use of rational arguments, supported by facts and evidence, cautious manner of writing, and establishing links to research contexts and theories through citing and referencing²⁴.

The linguistic means to perform speech functions in English-language academic writing are presented by: *clichés for giving the definition of certain phenomena, sequence of presentation, degree of probability, comparison, contrast, addition, clarification, generalization, conclusion, illustration of what was said, transition to a new opinion; methods of abstract presentation of the text (paraphrasing, quoting); means of text coherence etc.* Let's focus on those that are the most frequently used. In scientific literature, as a rule, it is necessary to *define certain phenomena*. Two typical ways of writing the **definition** are: *X is a Y that . . .* and *A Y that . . . is X*. (*Scarlet fever is a syndrome caused by infection with toxin-producing group A β hemolytic streptococci and primarily affects children between the ages of five and fifteen*). There are some other means of expressing the definition: *X is called . . .*, *X is known as . . .*, *X may be defined as . . .*, *X is a type of Y that/which . . .*, *A type of Y which . . . is X*.

Sequence, or order, is important in describing processes. Some common expressions you can use to specify a sequence are: *First, The first step is . . .*, *To begin with, . . . begins with . . .*, *At the same time, During . . .*, *Secondly, Thirdly, etc. After this, Next, The next step is . . .*, *Finally, In the last stage, The last step is to . . .*

The following phrases can be used to **comment on trends and events** shown in graphs: *The graph / Figure 1 / chart/diagram shows... Sales / Price / Exports increased (grew / rose), declined (dropped / fell) slightly gradually. / steadily / dramatically / sharply. / suddenly. From Table 1/ Figure 2 it can may be seen (concluded / shown / estimated / calculated / inferred).*

Critical writing involves making connections between the ideas of your topic and explaining why things happen the way they do. In a critical statement, you must give reasons and give an explanation. There are many different ways you can express these explanatory relationships, for example using the following phrases: *There are several reasons why . . . The first reason why . . . is . . . First of all, . . . The second reason why . . . is . . . Secondly, . . .*

The most important . . . Besides... Another reason is . . . As... Because... Since...

An argument is a statement of a point of view supported by evidence along with reasons. Your statement is likely to be controversial: you believe it, but others may disagree. The purpose of your argument is to show that you are right. As a rule, a general statement is a fact, but in the scientific literature it is often stated cautiously. The speech devices you can use to prove your arguments are as follows: *Some people (X) maintain(s) / argue(s) / believe(s) / claim (s) / point(s) out/ seem(s) to believe that. . . It is the view of X... It can be argued... It might be said... According to...*

While **proving the point of view**, you need to comment on and evaluate ideas you have learned about or read in the work of others. As a rule, you need to present evidence and explain why this evidence supports your point of view. At the same time, you can: present your point of view; commenting on someone's point of view positively or negatively. You should do it in a cautious manner of writing, which protects the author from being criticized for possible errors or invalid claims and opens space for other opinions or points of view. The devices of expressing possibility and tentative opinions, called hedges, are considered to be crucial for medical writing, as they allow writers to present their hypotheses and findings “with appropriate accuracy, . . . expressing possibility rather than certainty and prudence rather than overconfidence” and thus help them to gain approval from their peers²⁵.

Here are some examples of speech devices you can use to show your positive or negative assessment of other people's ideas: *Positive evaluation – X is certainly correct in saying that . . . X is accurate when he says that . . . X may be right... One advantage of X is . . . Another point in favour of X is . . . Negative evaluation – One of the main arguments against X is that . . . One (main) disadvantage of X is . . . Another point against X is . . . A further argument against X is . . . One other disadvantage of X is . . . One objection to this argument is . . .*

One of the common functions in scientific literature is **to compare and contrast**, that is, to write about similarities and differences. There are many ways to express comparison and contrast in English: *The similarities: It is like ... They are similar. It is similar to ... It is the same as ... It resembles ... It is as expensive as ... The differences: It differs from ... It is unlike ... It is different from ... It contrasts with ...*

Your statements can be supported by **examples**. Words and phrases you can use to indicate that you are supporting your point of view: *This . . . is shown (illustrated by . . . For example, For instance, This is shown by the following examples: The following are examples of this: The following is a case in point...*

After presenting your point of view, evaluating possible options, supporting it with evidence, you need to draw conclusions. The main function of the conclusion is to confirm that the main purpose of the text has been achieved. In all cases, your conclusion will make a generalization. You may have varying degrees of confidence in the statements you make. The final section should: mention the issues raised in the introduction – remind the reader of your task; summarize the issues raised in the main part of the text; come to a definite conclusion. During the examination or other type of assessment, the conclusion must be made

²⁴ Bennett K. “English academic style manuals: a survey”, *J Engl Acad Purp*, 2009, N 8(1), P. 43–54 [in English].

²⁵ Salager-Meyer F. “Scientific discourse and contrastive linguistics: hedging”, *Eur Sci Ed*, 2011, N 37 (2), P. 35–37 [in English].

that the question has been considered in its entirety. For this, the following expressions should be used: *To sum up, To conclude, To summarize, In conclusion, Therefore, Thus, On this basis, Given this, It can / may be concluded / deduced / inferred that... Finally, we may say.. It can / may be said that...*

Many conclusions, especially after scientific reports, end with **recommendations or suggestions** for further work: *... is needed. ... must be done. It is strongly recommended that ... should be done. ... is strongly recommended. It is recommended that... It is advisable to... could / might / may be considered.*

When you want to convey content close to the original but don't want to quote verbatim paraphrasing is the solution to this situation. **Paraphrasing** is an alternative to direct quotation. Here are some expressions you can use to refer to someone else's work that you're paraphrasing: *The work of X indicates that... The work of X reveals that... The work of X shows that... As X has indicated... A study by X shows that... X has expressed a similar view. X concludes that... X argues that... X discovered that... Research by X suggests that...*

One more type of academic writing is a medical letter. The purpose of a formal letter is to convey certain information to the addressee or encourage him to do a certain activity. This extra-linguistic goal is reflected in the language design of the letter text: it uses speech formulas: addresses, greetings, evaluations, incentives to action, and others that convey certain communicative intentions of the author of the letter.

Formal written communication is a two-way process, and therefore the information must be clear, that is, it must be presented in a form that is understandable for both parties, excluding dialectics, slang, ambiguity. There are several types of Medical Letters that can be used in various situations. They are significantly different from letters in other areas of formal communication. The most common ones can be submitted to insurance companies, hospitals, nursing homes, and other entities. A medical letter is a document that can be used when an individual or an entity wants to settle certain questions connected with medical organizations or different health conditions. This kind of letter serves different purposes related to health insurance, medical expenses, official notifications, and others. The most common medical letters are: Letter of Medical Necessity. Letter of Creditable Coverage. Death Notification Letter. Medical Bill Dispute Letter. Counseling Letter, etc. This genre of medical writing needs special attention and it is the subject of our further investigation.

The classroom methodology depends on the learning goals, materials, and teaching methodology. Needs-driven and learner-centered principles, engaging students in task-based uses and analysis of authentic target language often favours a genre-based pedagogy, involving a consciousness-raising approach²⁶.

While using the designed manual PhD students can be involved into task-based linguistic activities and get acquainted with useful writing techniques, for instance, with so called "jigsaw" which consists in "lifting" expressions from authentic papers, combining them and adding some of the writer's own²⁷. Kuteeva M. notes that 'examine-and-report-back' genre-analysis tasks involving comparisons between different genres ... contribute to increasing students' genre awareness in

specific disciplinary contexts²⁸. The tasks and activities of the of educational and methodological materials for academic writing are communicative in nature: to do a comparative analysis of genres and styles of scientific texts; define certain medical concepts; describe and compare systems, processes, trends; make a classification; give an assessment; provide examples; draw conclusions, etc.

Conclusions and prospects of further investigations in this direction. Educational and methodical material development has been carried out in two planes: linguistic and methodical, in particular, the speech patterns for organizing information in the different types of academic texts were selected in accordance with the genre varieties of written forms of the scientific English-language style, and appropriate *methodological recommendations were developed for their assimilation.*

This linguistic and methodological support of the educational process will ensure the effectiveness of teaching academic writing to PhD students of non-language higher education institutions. Processing texts with the aim of writing abstracts to them will expand the vocabulary of students in a certain area, will form a sense of genre. Methodical hints are aimed at mastering the educational material, solving problems that involve further improvement and development of previously acquired knowledge of the professional English language in the medical field for conducting professional and scientific research activities. It can be used for the study of "Scientific discourse" module in the classroom activity and for independent processing of scientific works. Samples of the genres of scientific texts can be a reference for the design of one's own research studies.

As it was mentioned above medical letters are in the focus of our further investigation. Dividing language and communication tools into lexical, grammatical and compositional, we are going to pay attention to the functional and stylistic nature of formal medical correspondence.

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²⁶ Swales J. M., Feak C. B. Academic writing for graduate students: Essential tasks and skills (3rd ed.). Ann Arbor, MI: University of Michigan Press, 2012, 421p. [in English].

²⁷ St. John MJ. "Writing processes of Spanish scientists publishing in English", *English Specific Purposes*, 1987, N 6(2), P. 113–120 [in English].

²⁸ Kuteeva M., Mauranen A. "Writing for publication in multilingual contexts", *Special issue of Journal of English for Academic Purposes*, N 13 (1), URL: <http://dx.doi.org/10.1016/j.jeap.2013.11.002>