

*Summary*

**INTEGRATION OF EVALUATION TECHNIQUES INTO DIAGNOSTIC TANDEM-BASED LEARNING CLASSES OF PROFESSIONAL LITHUANIAN AS A FOREIGN LANGUAGE AT THE LITHUANIAN UNIVERSITY OF HEALTH SCIENCES**

The adapted Tandem-based Learning (TLE) classes focus on the (inter)oral-communication component that are closely related to the aims of the Professional Lithuanian as a Foreign Language program. Various types of assessment may be integrated into TLE classes by selecting suitable TLE components – here the elements of diagnostic, formal (criterion-referenced and normative), and informal (formative) assessment intertwine. Through evaluation and comparison of their achievements, the students may notice their own and their group mates' progress, may employ different assessment techniques, and may identify the barriers that impede language learning or suppress the motivation for learning.

**LATIN MEDICAL TERMINOLOGY FOR NON-MEDICAL HEALTH PROFESSIONS AT MASARYK UNIVERSITY, CZECH REPUBLIC**

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**Annotation:** The article focuses on the importance of creating a specialized medical terminology textbook for various non-medical health professions study programmes. Such study material increases students' motivation and interest in the course and prepares them effectively for their future practice.

**Key terms:** medicine, language for specific purposes, terminology, Latin, non-medical health professions.

**Introduction.** Although students of non-medical health professions are expected to master, to a certain extent, basic Latin medical terminology related to their field of study, the study materials reflecting their specialisation are practically non-existing. Therefore, teachers often use the textbooks for students of General Medicine and try to adjust their content in order to make them usable for students of specific Bachelor's degree study programmes such as General Nurse, Nurse-Midwife, Nutritional Therapist, Optometry, Physiotherapy etc. Despite the teacher's effort, many students struggle with low motivation when learning from textbooks meant for someone else and containing terminology from various areas of medical specialization. Furthermore, the textbooks written for students of General Medicine are usually structured for a one-year course instead of one-semester course, which is common for Bachelor's degree study programmes.

In pursuit of increasing the learning process efficiency as well as students' motivation to learn, the teachers of medical terminology at Masaryk University in Brno decided to prepare a series of narrowly focused textbooks of Latin medical terminology, which would meet both the objectives required by the study programme and the students' expectations of the course. In 2012 they started innovating study materials for General Nurse, Nurse-Midwife, Physiotherapy, and Nutritional Therapist study programmes. They strove not only for a usable teaching material, but also for the appealing textbook fully adjusted to the needs of the particular group of learners.

During the curriculum and teaching materials development, the team followed the six core steps defined by Brown (1995: 20). The whole venture started with the (1) needs analysis, which was followed by a draft of a specific (2) list of goals and objectives, then came the (3) production of the new teaching material, which was (4) evaluated and (5) experimentally used for two consecutive years (during this period the preliminary versions were constantly reedited), then (6) finalised and prepared to be printed.

**(1) Needs analysis**

Even before the needs analysis it was obvious that traditional textbooks rarely include specific terms, clinical expressions or examples of diagnoses from one area of medicine as they served more needs of students of General Medicine, who have more time for study and need a whole variety of terms. Thus, particular groups of learners (Nurse-Midwife, Physiotherapy, Optometry etc.) would end up the Latin terminology course with not sufficient working vocabulary.

## (2) Goals and objectives

Similarly, the goals and objectives were in books for students of General Medicine defined too broadly for these specific groups of Bachelor programme students. The authors seriously considered the learner's profile and wider sociological aspects of the new generation of learners, level of preliminary knowledge of Latin, allotted number of contact hours and created a basic scheme of what the new textbook should contain and where the consecutive steps in grammar should be placed.

## (3) Production of the teaching material

During the process of compiling the new teaching material, attention was also paid to narrowing the gap between modern teaching materials for living languages and Latin. The authors tried to create a user-friendly textbook similar to those used for teaching English, German etc., but with regard to specific nature of the subject.

The greatest added value of the new textbook lies in use of a database of authentic clinical diagnoses and other authentic material collected from the University Hospitals in Brno, Hradec Králové and Thomayer Hospital in Prague (Pořízková – Švanda 2012, Pořízková – Blahuš 2015): the exercises were in great majority created using terms excerpted from authentic medical records in order to avoid non-existing or artificially created terms or term clusters.

Thanks to contacts with medical professionals, the authors, who are philologists, could take advantage of interdisciplinary cooperation and the above-mentioned database of authentic sources. Due to financial support provided by the participation in the projects COMPACT project (CZ.1.07/2.2.00/07.0442) and project IMPACT (CZ.1.07/ 2.2.00/28.0233) it was possible to employ a professional illustrator and graphic designer.

## 4) Evaluation

Every exercise and every lesson was put through a thorough discussion with all members of the team. If there was no agreement whether the given exercise would work, it was replaced or adjusted. Much attention was paid to vocabulary selection for each lesson: Does the selected list contain terms that are used frequently enough? Does the student really have to know all the terminology that the author has selected? Could the list be shorter? Or should it be longer?

## 5) Piloting

After having prepared the textbook, the authors piloted it for two years (in academic years 2013/14 and 2014/15) and continued editing the teaching material. Many exercises were replaced or modified again, the grammar explanations simplified, one lesson even divided into two.

## 6) Finalizing and publishing

No sooner than in 2016 the first two workbooks with title *Terminologia graeco-latina medica* (TGL) were published: one for students of Physiotherapy and General Nurse study programmes and the other for students of Nurse-Midwife study programme. Both workbooks have identical structure: after an opening lesson introducing the learner into the subject, basic terminology is divided into ten lessons covering inflection of nouns and adjectives in the four most frequent cases (nominative, genitive, accusative and ablative), comparison of adjectives, ordinal numerals, basic syntax and rules governing the formulation of clinical diagnosis in Latin, prepositional phrases and the basics of word formation (derivation using Latin and Greek prefixes and suffixes, principles of compounding). The authors put emphasis on careful selection of vocabulary, which reflects the respective specialization; the material for exercises in each lesson is excerpted from authentic medical documentation. The necessary grammar explanations were published as a separate Grammar book, which is identical for all specializations. The workbooks are naturally complemented by vocabulary for every lesson, a general dictionary for the whole textbook, and other appendixes, such as an overview of noun inflection and a list of basic clinical abbreviations used in the particular branches of clinical medicine. The Grammar book contains a

list of frequent Greek stems, a list of common pharmaceutical abbreviations and a noun inflection table.

The number of students using these textbooks is limited, as students use them only during winter semester and the group size in the special Bachelor courses remains low.

|                                   | TGL for students of Physiotherapy and General Nurse   | TGL for students of Nurse-Midwife |
|-----------------------------------|---|-----------------------------------|
| Winter semester 2015 <sup>1</sup> | Physiotherapy: 36 students<br>General Nurse: 63 students<br>Radiology Assistant: 30 students<br>Total: 129 students                           | 26 students                       |
| Winter semester 2016              | Physiotherapy: 36 students<br>General Nurse: 56 students<br>Radiology Assistant: 36 students<br>Paramedic: 21 students<br>Total: 149 students | 37 students                       |

Table No. 1: Numbers of students using new textbooks in Bachelor's degree study programmes

The table shows, that the textbook created for students of Physiotherapy and General Nurse is used significantly more than the textbook for Nurses-Midwives. The reason is in unequal level of specialization: while the textbook for students of Nurse-Midwife study programme is focused strictly on anatomical and clinical terminology connected with the relevant area of human medicine, the broader and more general scope of the other textbook allows the teacher to use them not only for students of Physiotherapy and General Nurse, but also for future Radiology Assistants and most recently for Paramedics (until they have their own textbook). The low number of users was also the main reason for publishing the textbooks as electronic publication.

The survey among the students at the end of Winter semester 2015 showed a positive feedback: 63% of the students appreciated the modern layout and thematic content of the new teaching material, the focus on practical use of terminology in medical documentation and the open access to the material (they could download it directly from the course study materials in the Masaryk University Information System).

**Conclusion.** Using narrowly focused medical terminology textbooks proved to be effective in increasing motivation of students of non-medical health professions study programmes. Students appreciate learning the strictly selected vocabulary containing terms which they are verifiably going to use during their future professional life. The exercises, created from material excerpted from authentic medical documentation, prepare them right at the beginning of their studies for reading and better understanding medical records related to their medical specialization.

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<sup>1</sup>Although published in 2016, the textbooks were finished and used during winter semester 2015.

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#### Santrauka

### LOTYNIŠKOS MEDICINOS TERMINIJOS DĚSTYMAS NEMEDICININIŲ SVEIKATOS PRIEŽIŪROS PROFESIJŲ STUDENTAMS ČEKIJOS RESPUBLIKOS MASARYKO UNIVERSITETE

Masaryko universiteto patirtis rodo, kad specializuotų medicinos terminijos vadovėlių naudojimas gali veiksmingai padidinti nemedicininių sveikatos priežiūros profesijų studijų programose besimokančių studentų motyvaciją. Studentai išmoksta žodžius, reikalingus jų būsimums studijoms ir praktikai, o pratimai, kuriuose daugiausia panaudota medžiaga iš tikrų medicinos dokumentų, padeda studentams pasiruošti skaityti ir geriau suprasti su jų būsima specialybe susijusius medicinos įrašus.

## SKOLINIAI LIETUVIŠKOJOJE MEDICINOS TERMINIJOJE

Birutė Briaukienė

Lietuvos sveikatos mokslų universitetas

**Anotacija.** Straipsnyje apžvelgiama lietuviškoji medicinos terminija, kurią sudaro savi terminai ir svetimybės. Terminų skolinimas iš kitų kalbų yra vienas terminų kūrimo būdų. Įprasčiausi daugelio kalbų terminijoje skoliniai yra tarptautiniai terminai. Skoliniai taip pat yra kitų kalbų žodžių bei žodžių junginių vertiniai. Daug vertinių yra dabartinėje lietuviškojoje medicinos terminijoje. *Kalbos patarimų* knygos *Leksika: skolinių vartojimas* 2013 m. laidoje daugelio skolinių vertinimas buvo pakeistas. Kai kurios iki šiol lietuviškojoje medicinos terminijoje buvusios vengtinės svetimybės tapo tarptautiniais žodžiais. Pagriežtintas buvo vos vieno medicinos termino – skolinio vartojimas. Taip buvusios vengtinės svetimybės tapo nors ir šalutiniais, tačiau lietuvių bendrinės kalbos normos variantais.

**Reikšminiai žodžiai:** leksikologija, skoliniai, lietuviškoji medicinos terminija.

**Įvadas.** Apie 1960 m., labiau susirūpinus terminais, mokslas apie terminus atsiskyrė nuo leksikologijos ir tapo savarankišku. Terminologijos uždavinių konkretizavimas ir jų analizė leido išskirti terminologiją kaip kompleksinę mokslinę discipliną ir nustatyti jos vietą lingvistinių ir nelingvistinių disciplinų tarpe.

Terminologija apima terminų kūrimo ir norminimo teoriją (su istorija) ir praktiką. Terminams, skirtingai nei bendriniais žodžiais, keliama specialūs, dar didesni reikalavimai. Terminologijos mokslas siejasi su įvairiais kitais kalbos mokslais: semantika, leksikologija, morfologija, sintakse, fonetika, kalbos istorija, sociolingvistika. Terminologija susijusi ir su nelingvistiniais mokslais: matematika, informatika, logika, psichologija, sociologija. Norint