
TEACHING LATIN IN MEDICAL CONTEXT – MEANINGS FOCUSED

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Abstract: The present teaching methodology getting with the programme at university, concentrates on pure grammar categories and rules. The specialized vocabulary is given after the morphological part. In thus teaching strategy, the specific orientation comes only through the given lexicological examples that illustrate and exercise limited practical rules. The knowledge acquired by this teaching method gives uncertain results focused not on terminology but mainly Latin declensions and use of prepositions.

An academic teaching should concentrate on the global aspects of Medical Latin and its references – the language of basic medical disciplines and the historical formation of concepts. The innovative linguistic teaching for specific purposes is a process of matching information from different field sources – practical, theoretical and historical knowledge on the proper subject. A combination of information originating from different sources would expand the general knowledge on the subject and result on formation of professional vocabulary in use and practical language competencies. The multiple layers of medical language have been structured through the centuries from Antiquity to modern times. The way teaching of medical Latin should be improved is by representing different aspects of its formation, modern idiomatic use of specific structures and their influence to modern European languages in the medical context. A new didactic approach to medical terminology involves: Illustrative materials, topographic classification of terms, formed as specialized vocabulary, cultural aspects of the given knowledge – formation and derivation of concepts.

Greek and Latin origins of language and cognition. Development of teaching units and lectures to facilitate understanding and studying. The general goal is to build up an interdisciplinary impact among medical subjects in favour of Medical Latin. To represent the network of terminology as subordinated structure and to form an optimized teaching model. To give contributions to professional knowledge of first year students in order to prepare them to get easier into the content of fundamental disciplines.

Keywords: Latin teaching, medical studies, languages, anatomy

1. INTRODUCTION

The novelty in the proposed project is the integration of the Medical Latin content for language teaching. The teaching syllabus will follow the anatomical systems of the body and the linguistic details will be given as explanations in context. Another new approach will be the explanation of medical concepts through the history of medicine by the means of etymology and pieces of curious information. Also involving practical terminology from pathology, physiology, pharmacology and other medical specialties will interact for creating a new didactic method for understanding and learning the Medical Latin in professional context.

The broader implications are covered by the interdisciplinary impact of cultural history and practice. A new way of teaching initiated in the perspective of representing pieces of medical history through language and at the same time practice skills for specific purposes in professional recognition.

2. MAIN OBJECTIVES

1. Integrating adequate content of language for learning and using specific skills in professional communication.
2. Acquiring better the fundamental terminology and nomenclature for achieving better results in memorizing practical knowledge.
3. Understanding the medical language as a global formation deriving from Latin and Greek; its fundamental and inseparable structure of the medical education.
4. Achieving higher results in preparing students for understanding and learning special medical disciplines in advanced courses.
5. Learning practical knowledge through anatomical systems of the body.
6. To facilitate learning in achieving practical linguistic skills and expert knowledge.
7. To elaborate flexible linguistic teaching methodology, oriented to practice data accessible for the future medical specialists.

Methodology and secondary literature/short bibliography. Structural layout

The proposed methodology focuses on thematic use of medical terms and tends to split the material into different units that follow the Anatomical systems of the body. The first step will be a vast introduction to Medical terminology as a specific branch of professional language in use. An introduction chapter will represent Medical

Latin by its Greek and Latin derivations. Another subordinated part will explain the formation of medical terms as affixes, suffixes, prefixes and roots. Finally, the introduction will present how to analyze the medical terms and how to acquire meanings by orthography, abbreviations, symbols and applied traces of medical concepts. The useful and practical information will be related to the history of Latin language whereby given references to sources. Introducing the etymology and derivations focused on meanings will enrich the general knowledge and on the other hand will facilitate memorizing unfamiliar terms. The purpose to incorporate cultural knowledge would serve as specific mnemonic for easily memorizing notions through ideas.

3. UNIT CONTENT

Approach to the language through systems of Anatomy gives the essentials of Medical Latin in use. All topics will consist of three parts.

Anatomy – giving the combinations of words/terms for the certain system; explaining the practical grammar in use and dictionary forms of words; connecting the terms with body topography by using illustrative materials.

1. Pathology – naming common diseases occurring in these sites of the body; use of terms and grammar in context. Diagnoses and use of specific sentences.

2. Therapy – treatment of pathology states; most common ways to express therapy practice in Latin. Grammar in use: *Treatment of...* (Therapia + Genitivus case), etc.

The third part in the unit topic will emphasize on vocabulary in use and separation of terms by linguistic categories: nouns, adjectives, participles, case endings, prepositions, etc.

The specialized units will provoke division of material within a different medical specialties: obstetrics, nurse care, dentistry, pharmacology, etc. The topics will be arranged within the outlook of professional orientation of the listeners.

4. EXERCISES FOR CREATIVITY AND PRACTICAL TESTS

When studying a language one important part of the teaching method is the self-assessment of students. Exercises for working with terms will be given in separate parts for practicing grammar in context. By testing different skills related to the acquired material, the teacher will have feedback after each topic. In this part also some samples of medical documentation will be enclosed, in which Latin in use will be practiced: prescriptions, history of disease and physical examination, medical analyses, medical reports, etc.

5. REFERENCES AND GUIDELINES: APPENDICES, TABLES AND INDICES

All grammatical part will be given in details in a separate appendix including tables of Latin declensions, Greek and Latin alphabet and pronunciation, medical abbreviations, Latin medical idioms used in prescriptions et alia.

Suffixes and prefixes used as combining forms in compound terms will be listed in alphabetic index order. An appendix for mythological names and history of words will be given as reference information as well. Another index of asymmetries of meanings and hybrid terms will be enclosed including all exceptions and variations.

6. CULTURAL ASPECT

The cultural impact in formation of Medical Latin is a theme related to the medical history and concerns transformation of quotidian language to professional discourse. Brief cross sections of this cultural heritage are needed for contemporary education in medicine, because it demonstrates the global knowledge of subject's development and teaching traditions. Teaching Latin for medical purposes through cultural aspects in the formation of language provides an interdisciplinary approach that incorporates Culturology and Medical science in a diachronic way. First we have the development of language – lexical layer of the subject and yet a parallel study for historic formation of terms and origins of the medical occupation.

7. ACADEMIC LITERACY

An academic method for teaching should harmonize theory and practice in useful and productive way. Good results are guaranteed and sensible when more sources of information are added to each topic. Some of them would be enclosed bibliography and sitography, external links, titles and on-line libraries and materials, references for general sources and dictionaries. Graphic design presentation is also another important part of putting into practice a good methodology. In language teaching directed to contemporary students the philosophy of presenting writing materials needs to take into consideration the learning methods of young people. The way they acquire page information is functional. Young learners grasp the information on pieces, by matching figurative groups of informative labels. Accepting information from labels, schemes and associgramms are modern compulsory parts for academic teaching materials.

8. EUROPEAN/GLOBAL DIMENSION

One aspect for global dimension spreading is given now days from the European teaching mobility programmes. The Medical University in Plovdiv encourages the academic staff to participate actively in teaching abroad programs like “Erasmus +” and others obtained by co-operative university agreements. The worked-out methodology will be put into practice with participation in this transregional European mobility organized entirely for teaching and lecturing. Another institutional opportunity to apply the worked out methodology is the programme for Teaching Medicine, Dental medicine and Pharmacy through the medium of English. The programme for teaching in English exists from 2006 and one of the obligatory subjects is Latin and Introduction to Medical Terminology. The integration of Medical Latin would be another challenge to represent the new methodology contents to foreign students. International teaching brings together students and academic staff in a professional dialog. The new methodology will be a subject of discussion with colleagues from partner universities in Europe and also at local level with different medical specialist. The dimensions of putting into practice new didactic methods are transregional in terms of teaching and of spreading educational materials. A realization of a new didactic methodology could exercise a global effect on Medical Latin teaching in all Bulgarian Medical Universities and Colleges as long as this subject is one of the obligatory disciplines in all institutions.

9. ENVISIONED OUTLINE OF THE OUTCOME (TEACHING MATERIALS, TEXTBOOK, FILM, NEW MEDIA APPLICATIONS OR OTHERS)

- 1) One textbook with particular chapters, dedicated to the Medical Latin essentials of use in the basic discipline studies in Medicine, Dental Medicine, Obstetrics and Nurse Care. The textbook project envisages individual chapters that could be isolated and printed separately to fit each medical specialty. In addition, bilingual versions in English, are expected to appear in parallel so that the materials would cover international interest to the represented content and also to be brought into use with foreign students. The teaching materials will be prepared in a format that allows separate folding, depending on the audience and specific orientation of medical occupations.
- 2) Workbook with creative exercises – a useful practical workbook for students to work on their own. Different types of exercises to stimulate the studying process of variable knowledge. All exercises will be distributed into sections in the same order as textbook topics are arranged. Practical tasks will test the competences on general and specific medical concepts.
- 3) CD with interactive exercises suitable for teaching and examining. The provided materials in interactive format would be put into practice with the modern teaching technologies available at University – interactive boards, media projectors and projection screens.
- 4) Teaching materials: handouts on specific topics, tests for evaluation, glossarial leaflets for term-training, medium external sources in use. Game-questions tasks for oral exercises to strengthen direct dialog between teacher and student.

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