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BOOK OF ABSTRACTS

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Impact of Sociocultural Factors on Health Communication Hybrid Conference

Department of Languages for Specific Purposes
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Engagement strategies in English and Arabic newspaper editorials (online)

This study explores the use and functions of engagement strategies in English and Arabic newspaper editorials. To this end, the study analyses 80 editorials collected from two popular newspapers (40 from each): The Guardian which publishes in English and appears in the UK and Addustour which publishes in Arabic and appears in Jordan. Following Paltridge's (2020) taxonomy, the study utilises a mixed-method approach to analyse the data. That is, the study assesses whether differences in the use of engagement strategies between the two corpora are statistically significant. It also conducts a qualitative analysis of the functions of the strategies used in the two sets of data to provide deeper insights into the way engagement is achieved by editorialists in the two languages. The findings show that there are statistically significant differences between the two languages in the use of some engagement strategies. In particular, Arabic editorials included more reader pronouns and less personal asides than did the English ones. In addition, although questioning as an engagement strategy was absent in the Arabic corpus, it was used in the English one to transmit information and circulate knowledge. The findings enrich our understanding of how the editorial genre is constructed, and how editorialists engage with their readers in the two languages. The study has implications for intercultural communication in various fields such as business communication and healthcare communication by users of the two languages.

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ONCE UPON A TIME... EXAMINING TRANSLATED HEALTH EDUCATION STORIES AIMED AT IMMIGRANT CHILDREN IN SPAIN (ONLINE)

Keywords:
Stories, translation, immigrant children, health promotion, health education

Storytelling has been present in all cultures since the dawn of humanity and its relationship with medicine is well-established. Although child health is reflected on the political agenda of a large number of countries (Fairbrother, Curtis and Goyder, 2016), social, political, and cultural factors come into play in its availability and effectiveness (Gilliam et al., 2012). As noted by Pasick, D'Onofrio and Otero-Sabogal (1996: p. S147), culture manifests itself through shared values, beliefs, and practices, which are linked to health-related behaviours and influence the level of acceptance and subsequent adoption of health education messages in particular communities. This is particularly relevant in current societies, where populations from different corners of the globe coexist, with their respective mother tongues and varying proficiency in the language of the host country. Such differences in language and culture create barriers when it comes to accessing health information. This leads to an increasingly pressing need to adapt and translate educational materials, which may well apply to children's stories addressing health topics and issues.

In this context, this presentation offers an approach to a sample of stories covering different health topics for immigrant children and young people in Spain. We aim to: i) carry out an exploratory search of websites of institutions likely to translate or adapt health materials; ii) isolate stories aimed at children; iii) establish their main characteristics and the topics addressed; and, iv) determine the number of stories that are translated and/or adapted for children and, v) examine the basis for these possible changes.

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Turn Taking in Medical Spanish Conversations (online)

The teaching philosophy of foreign languages for specific purposes has been always connected with the communicative role of languages, and how they are used since its beginning in 1960's. However, we haven't been able yet to create a coherent, and common methodology to teach conversational communicative competence (Gálová 2007, Strevens, 1988, Robinson, 1991, Dudley-Evans and St John, 1998) in these courses. Most of the medical Spanish textbooks in the market have as their main focus the teaching of medical terminology, and the grammar needed to carry on conversations about health. Without minimize the importance of these aspects, we need also to address the mechanism and rules that make these conversations coherent and cohesive, and the principles (cooperation and politeness) that rule these conversations.

In this paper, I argue that there is an urgent need to incorporate real and authentic conversations in medical Spanish textbooks, and a methodology to address the structure of conversations, starting with their basic units: conversational turn taking. It has been said (Cestero Mancera, 2000) that very frequently the mechanism of taking turns in Spanish conversation is broken, resulting in a non-appropriate turn alternations. However, these types of interruptions are perceived by native speakers as signs of active cooperation, and a cooperative way in which the participants in the conversation build the message together.

After analyzing more than 20 hours of real medical Spanish conversations recorded in Mexico and Peru between doctors and patients, I have found that this mechanism of turn taking can be observed in those conversations too. This behavior is justified by the power position of the doctors, but it also the way to express their solidarity, and build trust with their patients. However, when contrast those conversations with the dialogues provided in five of the most recent medical Spanish textbooks (2015-2021), we can observe that the turns in these dialogues are presented in perfect sequences without interruptions, overlaps, hesitations, or pauses.

In conclusion, I argue that the use of unauthentic conversations, and neglecting a deep understanding of the socio-pragmatics factors of natural and authentic conversations is preventing us from developing a methodology that would help our students develop their communicative competence.

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DEVELOPMENT AND ASSESSMENT OF AN AUTOMATICALLY CREATIVE AND FLEXIBLE MELF LANGUAGE USE – TERMINOLOGICAL AWARENESS IN HEALTHCARE COMMUNICATION

(M)ELF communication is highly dynamic, as, due to the increased chance of interlocutors' linguacultural backgrounds to differ, more negotiation of meaning is necessary. This dynamicity is further complicated by the challenges of healthcare communication, where precise information exchange and providing support to patients must be realized. Accordingly, there is a need for terminological awareness (TA) which ensures that healthcare providers' language use is automatically effective so that their conscious efforts can be focused on providing quality patient care. In order to improve providers' flexible and adaptive language use, regular engagement with terminological consciousness (TC) is required, so that their schemata responsible for effective healthcare communication are refined at every MELF encounter. Tasks designed specifically to improve TC and thus develop TA can be included in English for Medical/Healthcare Purposes (EMP/EHP) classes. However, when it comes to assessing EMP/EHP learners' MELF language use and the improvement in their TA/TC, several challenges occur. The strategies used to exploit and adapt communicative and language resources in MELF provider-patient interactions are not always clearly detectable and it is also hard to elicit strategies already automatic. The findings of the study show that assessment of MELF language use requires optimally controlled environments in order to elicit real-life-like communicative behavior and reduce assessment bias, as well as the inclusion of a reflection element in order to gain insight into the perceived effectiveness of the interaction and to explore the extent of learners' automatized strategic language use.

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COMMUNICATIVE LANGUAGE TEACHING AND TESTING IN EMP CONTEXT

The main principle of teaching English for Medical Purposes (EMP) is to increase students' competence in the foreign/second language (L2) skills: reading, writing, and listening in general and speaking in particular. Especially, speaking means a great challenge for English language learners. The difficulty of learning to communicate accurately and fluently is reflected in the number of subskills that are part of oral production. Most medical students master language skills but they cannot communicate fluently and accurately. A reasonable solution is to propose using of audio-visual aids and follow the principles of Communicative Language Teaching (CLT).

In Europe, language competencies and communication make it possible to study and work. However, the question is: How to receive valid information about students' communicative skills in an actual situation? Except for paper tests, which are very popular nowadays, communicative tests focus not only on the student's L2 knowledge, and its usage (competence) but also on his/her ability to demonstrate this knowledge in a meaningful communicative situation (performance). It is necessary to stress, however, that only a test requiring actual communication of the task-takers within some authentic context can assess a learner's ability to speak in a target language.

The aim of this paper is, therefore, to provide first, theoretical background about communicative language teaching, and second, examples of communicative language testing in EMP context.

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NOT A BATTLE TO BE WON: METAPHORICAL CONCEPTUALIZATIONS OF BREAST CANCER AMONG HUNGARIAN PATIENTS

Over the years, a number of studies have been carried out on how cancer is metaphorically conceptualized. The studies point to the prevalent use of the military metaphor in each of the studied groups, even though attitudes toward the use of the military metaphor vary greatly among both health professionals and patients. What is of significance here is the realization that metaphors can play a crucial role in patients' healing process – the question is which source domains do patients prefer and why. Although Hungary is at the top of the cancer incidence charts in the European Union, little is known about the metaphorical conceptualization(s) that patients use when making sense of their illness. It is further unclear what factors might influence metaphor selection – in particular the military metaphor. The aim of the present study is to fill these research gaps by investigating the metaphorical language use of female patients diagnosed with breast cancer in Hungary. Data originate from an online survey distributed among patients with breast cancer on social media. Results indicate that a) the use of the military metaphor is very limited in the data; b) the major metaphorical conceptualizations – personification, challenge, signal, blow and beast –, unaccounted for in the literature, are stable across age and type of therapy; c) metaphorical conceptualizations are more prominent among those who have been recently diagnosed with the illness. In sum, the results point towards the need for a more heterogenous and patient-specific oncocommunication for more effective therapeutical outcomes.

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VOICES OF POSTPARTUM DEPRESSION (PPD) – BREAKING DOWN THE STIGMA ON ONLINE FORUMS

Early recognition of PPD is often challenging due to its hidden nature. Women with PPD find it difficult to approach health professionals, family members or even friends with confidence, as motherhood is fundamentally associated with joy, caring and serenity. Thus negative feelings such as sadness, anxiety and despair often go unnoticed, which can lead to prolonged suffering. The stigma can make it difficult for mothers to share their thoughts and can make them feel trapped and alone.

As a result, mothers are turning to online peer-to-peer forums to share their stories of PPD, seeking comfort and support from other mothers who have gone through similar struggles. Observing these online forums can provide valuable insight into the experiences of mothers with PPD, shedding light on unspoken emotions that are often not discussed in traditional healthcare settings.

Concepts of health and illness are primarily shaped by social and cultural factors, and their meanings can be fully understood by analysing metaphorical language. Identifying and understanding the figurative language used in online forums can help to identify and screen for PPD. For health professionals, the metaphors used by new mothers can help in communicating with them.

Research question: what are the conceptual metaphors used to describe postpartum depression in Hungary? The corpus is the ""chat rooms"" of the Hoxa forum on postpartum depression, where mothers do not have to reveal themselves in order to share their feelings with others and ask each other for advice. I have found that mothers use for example these conceptual metaphors when it comes talking about PPD: BRAIN IS A MACHINE, PPD IS A WHIRPOOL.

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DOING PRAGMA-LINGUISTIC ANALYSIS OF DISCOURSE IN MEDICAL SETTINGS: METHODOLOGICAL AND ETHICAL ISSUES

Keywords:
Dialogue analysis; medical context; advice giving; activity types; ethics of research

The talk will address some methodological issues concerning the analysis of dialogues in medical settings. In particular, the discussion aims at highlighting the contribution that disciplines such as linguistics, pragmatics, discourse analysis and argumentation theory can give to the study of medical interactions. On the backdrop of a description of consultations as activity types in which 'advice giving' is the focal discourse type, the interaction between healthcare professionals and patients is shown to have characteristics that make it similar to an intercultural interaction. In this framework, the various linguistic strategies adopted by participants are considered as (more or less appropriate) strategies aimed at co-constructing advice seeking and giving through a complementary distribution of the interactional work that shapes cooperative communication projects within the dialogue. In conclusion, ethical implications connected to the analysis of medical discourse will be discussed.

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CULTURALLY AWARE HEALTHCARE PROVIDERS: TRAINING FUTURE PHYSICIANS AND MIDWIVES TO WORK WITH PROFESSIONAL INTERPRETERS

Keywords:
Professional interpreting, interprofessionalism, culture

Abstract
In today's increasingly heterogenous society, cultural diversity has steadily gained importance in healthcare settings. While past models for the integration of migrants into the society of a nation state aimed at the swift acquisition of the host language(s), more recent sociological models assume pluriculturalism. This poses a challenge to healthcare systems, as care providers lack adequate cultural training and often rely on non-professional interpreters to communicate with patients who don't speak the national language(s).
Generally, culturally competent care includes being aware of language barriers as well as religious customs, taboos, or dietary restrictions that could impact treatment plans or medications prescribed. Additionally, raising awareness about cultural norms and avoiding cultural misunderstandings can help foster better relationships between providers and patients. It is at this intersection that professional interpreters come into play. They bridge the gap between speakers of languages of lesser diffusion and care providers who speak a majority language of the host country. As part of an interprofessional team, interpreters can contribute to achieving successful communication between the care provider and the service user.

Methodology
At Leipzig University, future interpreters, physicians, and midwives receive training in an innovative multidisciplinary project, "Teaming in Translation – Healthcare Professions and Interpreting." By bringing these groups together, we aim to raise awareness to the importance and challenges of working with professional and culturally informed interpreters and the positive impact they can have on outcomes in healthcare settings. The individual training sessions are held in the LernKlinik, the skills and simulations lab of the Leipzig University Medical School, where participants can benefit from a hands-on approach in the teaching of practical skills. Different maternal health scenarios were selected for simulation in a collaborative effort with scholars and practitioners from the fields of interpreting, maternal health, anaesthesiology, and medical education alike. Before initiating the simulations, an introductory workshop is held in order to provide students with Prof. Dr. Tinka Reichmann, PD Dr. Daisy Rotzoll, Dr. Luciana Carvalho Fonseca, Dr. Henrike Todorow, Danjela Brückner University of Leipzig, Germany background information on medical interpreting and the particularities of multilingual and multicultural settings. During the sessions, a small number of students simulates an encounter between a foreignlanguage patient (Arabic, Spanish), a German-speaking physician, a German-speaking midwife and an interpreter. The objectives are for students to efficiently work together in an interprofessional team and to learn about cultural differences at the same time.
Furthermore, the project is supervised and evaluated through a quantitative and qualitative questionnaire (EvaSys®).

Results

Preliminary results include the students' overall satisfaction with the project, which becomes apparent in the EvaSys® questionnaire results, and comments made during the feedback sessions that were held after every simulation. The medical and midwifery students observed that bilateral, consecutive interpreting (liaison interpreting) is time-consuming and needs to be well-planned for – but they also noted that communication was greatly improved by having a professional interpreter present. The interpreting students commented on the specific vocabulary linked to the field of maternal health and the need for detailed preparation, but also discussed the emotional implications and the stress of working in a hospital setting.

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COMMUNICATING PAIN IN INTERPRETED MEDICAL CARE CONVERSATIONS

Pain plays a central role in medical communication: as a symptom of physical illness as well as an element of psychological suffering. The nature of the pain experience, its intensity, duration, location and its frequency often present essential information for medical action regarding diagnostics and therapeutic success. Methods to measure and understand pain are therefore of prime importance). This has led to the development of instruments for measuring and capturing pain experience in medical consultations (cf. e.g. "Deutscher Schmerzkatalog"). These instruments contain specific linguistic categories that correspond to aetiological and nosological medical knowledge. Existing research literature, however, has demonstrated that the verbalisation of pain presents a considerable effort in intersubjective communication and that expressing pain is thus an interactive conversational achievement. This is all the more true for constellations of intercultural communication, since communicating about pain can be understood as a culture-specific phenomenon. In this contribution, we use authentic conversation data from interpreter-mediated consultations to investigate how the participants communicate about pain. In doing so, we focus on anamnestic parts of conversations from inpatient and outpatient institutions of medical care. Our analyses are based on approaches from conversation analysis and contrastive linguistics as well as interpreting research. Our results show that the categories proposed by doctors are not necessarily understood by patients as an aid to verbalising their pain experiences, but that patients insist on their own terms. Due to this discrepancy, interpreters are confronted with special requirements, which we reconstruct and discuss from an applied perspective.

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English for Medical Purposes: The Importance of Role-Plays

The authors will present activating teaching methods in English for Medical Purposes classes, and specifically with the potential the role-plays have for helping students acquire professional vocabulary and communicate with patients in their future career.

Activating teaching methods developed thanks to a variety of new methods and approaches emerging in the 20th century (Howatt- Widdowson 2014; Hutchinson – Waters 2010; Richards – Rodgers 2004), methods which helped to transform students from passive recipients to active participants in the instruction. These methods became an integral part of English for General Purposes as well as English for Specific Purposes (English for Medical Purposes respectively). Activating teaching methods, however, have not obtained much attention in the field of research, which is why we wanted to focus on this particular topic. As the professional word stock comprises the largest segment in English for Medical Purposes classes, we primarily decided to explore the potential of activating teaching methods in terms of professional vocabulary acquisition and successful patient communication. Role-plays represent one of the main tools, where students can practice doctor-patient communication. Role-plays also provide numerous opportunities to re-encounter and use the target vocabulary.

Both the positive and negative aspects of the activating teaching methods will be discussed. The authors will present research focused on the use of activating teaching method and their influence on acquisition of English for Medical Purposes. Samples of activating teaching methods implemented in a third-year university course for medical students entitled Medical English will be presented.

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USING GRAPHIC NARRATIVE AND MULTIMODALITY TO ENABLE DOCTOR-PATIENT COMMUNICATION (ONLINE)

Keywords:
Doctor-patient communication, community translation, Graphic Medicine, Multimodality and Determinologization Processes

Research in Medicine is essential for scientific advancement and the knowledge, treatment, and cure of various pathologies affecting a very high percentage of humanity. This technical information is globally transmitted in English, the language used in this area of knowledge. Furthermore, the language in which advances in Medicine are communicated is part of a complex technolect, only accessible to specialists. For this reason, when patients suffering from one of these pathologies, for example, cancer, want to learn about the latest advances in their disease, they find a wide variety of completely incomprehensible texts for themselves and their families. In this sense, and to bring this scientific knowledge closer to the patient and their families, we have created OncoTRAD, a project of the University of Cordoba, in which current scientific articles on cancer, risk factors, treatment, typologies, etc., are translated and adapted, into a simple, clear and direct text (like comics, infographics, leaflets, etc.); so that the actual receiver of these texts, the patient, can understandably obtain information about their disease, and thus achieve the ultimate goal of the mentioned transmission. This kind of translation is what we call "Community Translation." To achieve our goal, we use determinologization processes and Graphic Medicine, two great tools to make scientific knowledge accessible.

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THE MANY CHALLENGES OF HEALTH INTERPRETER EDUCATION IN AUCKLAND, NEW ZEALAND (ONLINE)

Keywords:
Healthcare interpreting, health interpreter education, non-language specific interpreter education, situated learning, intercultural awareness, NAATI accreditation

Auckland University of Technology in Auckland, New Zealand, has offered non-language specific health interpreter education since 1990 (Crezee et al., forthcoming).

Offering mixed language health interpreter education involves a number of challenges and solutions. This presentation will discuss some of the challenges of health interpreter education in general, and non-language specific interpreter education in particular. The challenges of preparing students for interpreting in healthcare involve the need to familiarise students with anatomy, physiology and pathology, the healthcare system, referrals, diagnostic procedures, surgical and other procedures (NAATI, 2016), while also providing them with health interpreting practice and feedback on their performance. The challenges of non-language specific health interpreter education relate to the need to find an alternative way of providing students with feedback on their interpreting practice – within the financial constraints of the university.

The presentation will also discuss how to apply situated learning to health interpreter education (Crezee, 2015), through working with other professionals in the healthcare setting such as podiatrists, physiotherapists or Speech Pathologists (Crezee & Marianacci, 2021). The presentation will discuss health interpreting students' feedback on simulated roleplay scenarios as well as students' reflections on their own interpreting practice and on that of their language peers. Intercultural awareness is another for student interpreters (NAATI, 2016), and this presentation will briefly discuss some of the provisional findings of an analysis of student reflections on being asked to interpret a "bad news" scenario (Crezee et al. in progress). The presentation will conclude by discussing the additional challenges involved in (successfully) moving interpreter training and assessment online as part of the Covid-19 Pandemic response (Crezee, Teng & Enriquez Raido, forthcoming). Other emerging challenges involves preparing students for a change to the accreditation -and testing- system of the National Accreditation Authority for Translators and Interpreters (NAATI).

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Terminological inconsistencies in the documentation of blunt-force injuries in Hungary

Keywords:
Terminology, blunt-force injuries, concordance, medical records, insufficient documentation

Creating unambiguous and consistent documentation is essential in the emergency and trauma care of injuries as medical documentation recorded by the primary treating doctors might be used as a kind of evidence in a criminal procedure. However, in case the documentation of injuries includes contradictory information, the report might not be taken into consideration. It is also of great importance that every single injury is described in as much detail as possible, especially in the case of soft tissue injuries because they change and heal quickly, and their later assessment might not be informative. Even if photo documentation is created, the medical report serves as an official document founding the primary treating doctor's opinion. However, based on previous research, in emergency and trauma care injuries, especially those inflicted by blunt force are recorded insufficiently in Hungary (Fogarasi 2015, Németi 2018, Gergely P et al. 2018), i.e., injuries not requiring treatment are not mentioned and key characteristics are not recorded, therefore valuable evidence might be lost.

In our present study, we analyzed 470 medical reports collected from seven emergency and trauma departments in Hungary. We performed a corpus analysis by processing the medical reports in Sketch Engine concordance software and examined the descriptions of blunt force injuries from the aspect of terminology. We created a frequency list, an Ngram- and keyword analysis and investigated the most typically used injury characteristics which were recorded in connection with blunt force injuries.

As a result, we found that injury descriptions were insufficient pertaining to minor injuries not requiring management, e.g., hematomas and abrasions. As for the documentation of these, the injury descriptions in most cases did not allow for the differentiation between superficial injuries and disruption of the continuity of the skin. Overall, we proved the diagnoses of blunt force injuries to be in 25.5 % ambiguous and the descriptions in 82 % extremely insufficient (containing fewer than 2 injury characteristics), based on the analyzed corpus.

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HASHTAG USE IN TRANSLATION FOR SOCIAL MEDIA

In the ever changing and dynamically evolving world of the internet and social media, translators have been recently motivated to deal with internet-based text translation matters such as that of the question whether to translate hashtags. The presentation starts by taking a look at the use of social media in public health and awareness raising in health prevention. This is followed by a description of the types of hashtag usage as following the classification of Allison Shapp (Shapp 2014, 4). The presentation goes on to discussing why translation of hashtags is not necessary and looks at the possible drawbacks associated with translating these. The two languages involved in the discussion are English and Hungarian, therefore, issues such as affixation and accented orthography are of importance. The presentation also provides examples from a real-life project that medical translating students at the University of Szeged Albert Szent-Györgyi Medical School (department for medical communication and translation studies) are currently taking part in. The project, which has been running over the past three years, involves translating prevention-focused social media posts and informational content in preparation for World Oral Health Day. As such, it is a useful example for the dynamic change that is characteristic for internet-based texts. In the project involved, originally English Instagram tag hashtags, tagging a concrete entity such as a company or event are used. These were retained in the original form the the Hungarian texts for the following reasons: this way the message is connectable to its source, and Hungarian agglutination and accents provide for too many alternatives. For example the hashtag #mouthproud was retained in all Hungarian texts since any Hungarian equivalent, such as büszkemosoly, buszkemosoly or buszkemosolyok would have only 3-16 appearances as opposed to 10131 of mouthproud.

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'FROM THEN ON, WHEN I HEAR THE WORD MR, I'M SICK ALREADY AND DON'T, DON'T, DON'T' – STRATEGIES OF PERSUASION FOR MRI EXAMINATION WITH PATIENTS WITH CLAUSTROPHOBIA

Keywords:
Persuasion, doctor-patient interaction, discourse analysis, emotional reflexions, common ground

Several research were already performed to show that the interactions between doctors and patients effect to the treatment decisions and success of the therapy. This study is to investigate the interactions between doctors and patients where a therapy or a diagnostic procedure proposed by the doctor might cause discomfort, fear, anxiety to the patient. Suggestions, persuasive linguistics strategies are on the focus of the investigation, including discussions about risk-benefit of the treatment or diagnostics proposed. This case study is a part of a research to investigates the persuasive's strategies such a case of discomfort, i.e. the claustrophobia during MRI examination. Two doctor-patient interactions were selected to analyse. Voice records were performed, and transcriptions were done using Folker software (in total 40 minutes, 6384 words, 521 turns).. Interactions were between an internist female doctor and a female and a male patient. During discourse analysis investigations were about linguistics elements and strategies such repetition, positivity and polarization (Kuna 2019), yes-set, framing, trust, building common ground, emotional reflexions. These all serve persuasion. Qualitative analysis was performed in a pragmatic frame (Verschueren 1999; Tátrai 2011), based on the psychological investigation of suggestive communication (Varga 2011). Linguistics strategy in case of explicit emotions during the consultation was also investigated in a high level importance.
The research questions are the following:
1. What kind of linguistics' strategies are used by the doctor for building a relationship and for suggestion?
2. How common ground is construed during doctor – patient interactions?
3. Was the proposed treatment, diagnostic method accepted by the patient?
Preliminary results show that the above mentioned strategies used by the doctor by a comforting tone were highly effective and led to a results immediately measurable as both patients accepted the proposed diagnostic method despite of their claustrophobia at the end of the discourses. Both discourses were a high level patient's centre communication, where the patients were involved in the decision making. It can be also concluded that in both interaction the doctor spoke more in connection of the purpose of the consultation - as persuasion and patient information -, however both patients were active participants of the interactions. In the doctor's suggestions, information related to making the intervention more tolerable (for ex. taking additional sedatives, practicing autogenic training) played an important role as well. Emotional contact between doctor and patients can be also detectable and this shows a high level trust from the patients.

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BEYOND 3RD PERSON PERSONAL PRONOUNS: *CHANGING GRAMMAR TO CENTRE COMMUNITY MEMBERS*

Language choice in healthcare communication is fundamental to ensuring safe, effective, person-centred, and holistic care. Moreover, sensitivity regarding diverse gender identities when providing health care is seen as essential in affirming dignity and maintaining respect for persons. Failure to affirm gender identities of transgender and gender-diverse people may hamper attempts to adequately provide care, and may also lead to greater harms to individuals and to society.

Some people are worried about using incorrect or potentially offensive third-person personal pronouns (TPPPs) or gendered language, whereas initiating conversations about gender identity and pronouns can sometimes seem awkward and disruptive to the natural flow of interactions. Additionally, asking individuals about pronoun preferences 'singles-out' transgender or gender-non-conforming individuals, since cisgendered individuals would be less likely to want this asked or clarified.

In our clinical practice we mitigated against the incorrect use of gendered language and TPPPs by removing TPPPs from all written communication. This reduces the risk of misgendering individuals, and potentially change attitudes and the way we think about those in our care. Going beyond using gender-neutral TPPPs (They/Them/Their) to use first-person collective pronouns (We/Us/Our) changed our advocacy from "advocating for" to an "advocating with" approach. Sometimes, grammatical structure needed to change to avoid using TPPPs.

With practice we noticed that community members took up a more grammatical 'subject' rather than "object" status in written communication, leading to more person-centredness overall.

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PATIENT DISCOURSE ONLINE: SOCIOCULTURAL FACTORS AND BEYOND

It is now well-established that the vast majority of Internet users go online when considering an illness diagnosis. This can be to research symptoms and treatment options, to interact directly with health professionals online, or indeed to connect and interact with or share and read stories by people who have relevant illnesses or healthcare experiences on online peer-to-peer fora.

This talk will focus on people's use of such peer-to-peer fora in the context of two different health situations: having cancer and making vaccination related decisions. It will draw on two large scale corpora of online contributions related to cancer and vaccinations to explore how sociocultural factors shape what people say and how they say it in these communicative contexts. It will then reflect on the limits of a sociocultural lens and pose the challenge of taking a complexity approach to health discourse.

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Bioethics in an ESP Classroom – Motivation, Implementation, Outcomes

In an effort to create course content that would be intellectually provoking, communication-driven and patient-centred, the authors of the Medical English course at the Faculty of Medicine, Masaryk University Language Centre, Brno, Czech Republic have many times drawn from sources with a bioethical focus. In the currently built bioethical module we have adopted a two-step approach to introduce the first-year medics to the intriguing domain of bioethics. The presentation will look at both steps in sequence. To sensitise novice medical students to the very existence of bioethical issues, we first use a literary approach (Lesson 1). In this lesson, students rewrite a clinical case report by expanding on literary features which play little or no role in the genre of the clinical case report. Having become aware of the holistic nature of bioethical dilemmas, the students are better able to tackle the principle-driven approach based on argumentation which is taught in the following lesson. While dealing with the same case report, in Lesson 2 students evaluate the course of action described in the report using the conceptual framework consisting of four major bioethical principles. Apart from describing both lessons' pedagogical sequences and sharing insights from student course feedback, I will argue the concern for the development of argumentation skills shared by bioethics as well as ESP provides a perfect opportunity for better integration of ESP classes within the medical curriculum, an opportunity which sadly remains underused mainly due to curricular constraints. On a purely ESP level though, the use of bioethical argumentation which is fully alligned with the concept of logical argument within pragmatic competence as presented in CEFR CV (2020, 150) contributes significantly to the development of the ESP communicative competence in the learners of Medical English.

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THE ROLE OF MOTIVATION IN THE FORMATION OF MEDICAL TERMS – A CONFRONTATIONAL ANALYSIS

The understanding of medical lexical items needs to be improved in society to make people know and be aware of their health issues in their daily life. Many medical terms are of unknown etyology and are not understandable for common people as well as medical students at the beginning of their studies. The aim of this paper is to assess the role of motivation in the process of term formation in medical terminology. The study was done on a sample of medical terms by means of a confrontational analysis. The aim of the analysis is to study motivation in term formation in seven different languages, i. e. English, German, Croatian, Slovak, Spanish. Latin, and Hungarian. It can be emphasized that there is a broad influence of ancient Greek and Latin terms in the basic sources of the individual national medical terminologies. As for the motivation, terms can be divided into three groups: the terms with direct, indirect and neutral motivation. The groups show slightly different portions of motivation in the formation of the terms. The result of the analysis is the confirmation (in seven compared languages) that there are applied nearly the same motivation elements expressed by means of the similar language elements. There are more non-motivated terms than motivated ones in medical terminology.

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LINGUISTIC ANALYSIS OF MENTALIZING SKILLS IN GUIDED INTERVIEWS CONDUCTED WITH INDIVIDUALS WITH SCHIZOPHRENIA

Keywords:
Deixis, schizophrenic speech, discourse analysis, mentalizing, mental state language

The study as part of an interdisciplinary research is based on guided interviews related to a short story by Hemingway. The analysis of person deictic forms related to emotions and social interactions combined with the most typically used mental state terms (e.g. 'I don't know', 'I think') identified in the corpus may not only describe mentalizing processes but can also help understand patients' linguistic disturbances indicating mentalizing deficits and social dysfunction.

The functional linguistic research primarily targets the identification and classification of linguistic impairments during mentalizing processes, with a special focus dedicated to person deictic forms associated with interpersonal relations and mental state terms expressing internal mental states.

The corpus includes 40 guided interviews involving 20 individuals with schizophrenia and 20 controls. The interviews were digitally recorded and transcribed in Hungarian. The qualitative analysis was performed with Sketch Engine corpus analysis tool.

Own mental state references combined with the most commonly used mental state terms were primarily utilized by patients to express their mental states prior to reflecting on the fictional characters' mental states. This tendency suggests that individuals with schizophrenia may have difficulty attributing mental states to others, pointing to substantial deficiency regarding their communicative and interpersonal skills. The findings can offer useful insight for psychotherapists on how to detect and interpret pragmatic impairments in schizophrenic speech with reference to social interaction, thereby enhancing the social reintegration of this patient group.

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LANGUAGE USE IN CASE-BASED CLINICAL TERMINOLOGY

Keywords:
Clinical terminology, case-based approach, clinical case presentation, language use

Acquisition of English clinical terminology may significantly contribute to a successful conversation with health professionals in clinical settings and also to understanding and writing case reports. In clinical terminology courses to international students a case-based approach is applied. This paper aims to demonstrate the characteristic language use and challenges in case presentations.

The study was conducted in three groups of English programme medical students who delivered clinical case presentations in pairs. 25 case reports were audio-recorded, and transcribed for analysis. The data analysis focused on topic detection (severity of diseases), frequency of prefixes, roots, suffixes, discourse markers, abbreviations, length of sentences, detailed or deleted information, and also the instructor's observations regarding challenges. The students were requested to fill out a questionnaire on the reason for their choice of topic, structuring and editing the final report. Prior to data collection, research questions were formed: Is topic choice based on severity? Do most case reports have abbreviations with explanations? Do the texts give detailed or deleted information of a disease or the diagnosis of the condition? What are the main difficulties?

Based on the results, we may see that the topic choice was based on the availability of written case reports or personal interest rather than the severity of the conditions. Detailed information was mostly given on previously undiscussed conditions. Further results elaborated on in this study suggest the need for more clinical case-based study materials in order to enable practice-based language use in medical education.

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DISSEMINATING OUR KNOWLEDGE OR POPULARIZING OUR INSIGHTS? INVESTIGATING LEVELS OF EXPLANATORY DEPTH IN ONLINE HEALTH SUPPORT COMMUNITIES

Keywords:
Dissemination, popularization, knowledge construction, online communication, expertise

According to the Knowledge Communication Approach, which I and a number of colleagues from especially the Danish universities in Aarhus and Aalborg have been developing over the last 15 years, experts' communication can be investigated from the point of view of how knowledge is communicatively constructed in the communicative interaction. Underlying this is a constructivist approach that conceptualizes knowledge as simultaneously individual and collective and as upheld and potentially developed through communicative interaction.

One of the ways of driving the individual construction process is to offer causal explanations to questions to people with perceived expertise. In my presentation, I analyze interactions between participants in an online health support community from the point of view of the level of explanatory ambition that may be interpreted from the type of explanation offered. For this purpose, I will draw upon a basic distinction between disseminating and popularizing explanations developed analytical in my previous work. The two concepts are to be seen as the ends of a scale. In disseminating explanations, the expert offers information that enables the other to construct individual knowledge that allows the other to act the way the expert wants. In popularizing explanations, the expert instead offers information that enables the other to construct a rudimentary theoretical model and thus achieve insights into the backgrounds of the explanation given and of the ensuing answer or advice.

Finally, the interpreted level of explanatory ambition may be used to say something about the way the expert tries to generate the level of trust necessary for the other to potentially accept the answer and follow the advice. In this connection, I will demonstrate how especially a distinction between trust generation built on competence and on benevolence can help us understand the construction process.

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"*DOCTOR, I HAVE NOT SEEN FOR THREE MONTHS / DOCTEUR, JE NE VOIS RIEN DEPUIS TROIS MOIS*": *A COMPARATIVE LEXICOLOGICAL ANALYSIS OF WORDS AND EXPRESSIONS RELATED TO THE BODY AND AULAITS (DYS)FUNCTIONS IN THE ENGLISH AND FRENCH COMMON LANGUAGES*

"While healthcare professionals are asked to avoid using medical jargon when talking with their patients, common words and expressions that refer to the body and its (dys)functions can be very confusing, especially when used in allophone contexts, and easily hinder doctor-patient communication. These words and expressions often relate to taboo issues, which makes it even more difficult for a healthcare professional to ask their patient to clarify them.

When we examine words and expressions that designate the body and its (dys)functions in the English and French common languages, we notice that both languages often resort to the same conceptual tropes, which shows that the latter are entrenched in shared physical experiences and cultures. Yet, while English is of Germanic origin, French is a Latin language, which means that patients' mastery of basic medical terms, most of which are of Greco-Latin origin, will differ from one language to another. In addition, popular medical TV series and prescription-drug commercials have introduced medical jargon into everyday language, thus blurring its frontiers with the technical language.

In our talk, we propose to give an overview of the different strata that make up the language used in medical communication (e.g. orthonymic, abbreviated, metaphoric, euphemistic, metonymic, argotic, etc.) in an English vs French comparative approach, while focussing on the words and expressions found in everyday language.

Our aim is to demonstrate that the teaching of lay terms and expressions should systematically become integrated in any English (or French) for medical purposes education programme."

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COMPARATIVE TERMINOLOGICAL ANALYSIS OF INJURY DESCRIPTIONS IN HUNGARIAN CLINICAL RECORDS AND FORENSIC MEDICAL AUTOPSY REPORTS

Keywords:
Terminological analysis, injury, forensic, autopsy report, clinical findings

Since previous studies on the forensic usability of clinical documentation in Hungary have demonstrated that clinical injury descriptions are not detailed and exact enough for later forensic evaluation in about 15% (Fogarasi 2012, Schneider et al. 2019), the question has arisen how a standard for ideal documentation could be established. In contrast to Germany and Austria, in Hungary there is almost never the possibility of a direct examination of the injured by a forensic expert. In these two countries, theinstitution of the Forensic Outpatient Clinic (Forensische Ambulanz) exists, where the injuries are assessed on an outpatient basis or in hospital and documented for criminal legal purposes (Schneider et al. 2014)

To investigate what idealized detailed injury documentation looks like in practice, we compared clinical findings and forensic autopsy reports in the present study. Indeed, in forensic autopsy reports, the external injury features are shown in great detail, but on a corpse. Due to lack of time, it is not possible in clinical practice to document with forensic autoptic accuracy,

but the injury types and characteristics are identical to those that can be found on living patients. For this comparison, we collected 244 of autopsy reports and compared their injury descriptions with the same number of clinical ones issued on living patients.

We processed the data in IBM SPSS Statistics 22 software and performed a statistical analysis to study the injury characteristics documented in autoptic and clinical findings, based on the underlying mechanisms of injuries. On the basis of the comparative analysis, we were able to find out which terms are used for the exact descriptions of injuries by forensic experts and which injury characteristics are essential in forensic practice depending on the type of injury. We examined the average number of injury characteristics documented per injury among clinicians and forensic experts, and are proposing the average of the difference as the minimum number of characteristics to be documented for clinicians. As a result of the study, injury characteristics are presented, the recording of which would improve the quality of clinical documentation for forensic purposes.

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Development of Communicative Competencies with Simulated Patients in Teaching German for Medical Students (online)

Our Department of Languages for Biomedical Purposes and Communication offers specialised language courses in English and German at the Medical School University of Pécs. Although English has priority as the "lingua franca" in medicine, German has retained its importance among students and doctors as a second or third language in the southern region of Hungary, where it has always been traditionally present, primarily due to the German minority living in the area. In most of the language courses at the department, the language content can be based on the course participants' good general knowledge of German.

In developing our curricula, the typical situations in medicine were recorded as complex scenarios and integrated into the course content in a needs-, participant- and action-oriented manner. Since the most crucial conversational situations in medical practice are the initial medical interview, taking a medical history, and providing counselling and information, we looked for new effective didactic ways to develop linguistic-communicative competencies, particularly in history-taking courses.

In our presentation, we would like to discuss the adaptation of working with Simulation Patients (SP-s), which method is well-proven in communication classes. We will address the selection and training process of German-speaking SP-s, the preparation and design of lessons with SP-s, and the first results of implementing the method in German language courses based on feedback from students and lecturers. According to feedback, our region and city's multicultural and multilingual resources could be used effectively for practice-based communicative language teaching. We could allow language learners to develop their competencies in a non-native environment with the help of native speakers.

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SEMANTIC DENSITY AND GRAVITY IN MEDICAL KNOWLEDGE COMMUNICATION: EPAR SUMMARIES FOR THE PUBLIC

The paper explores a particular medico-pharmaceutical genre named the European Assessment Report (EPAR) summary for the public, which is aimed at a lay readership. Each text within the genre provides general information about a specific medicinal product and reports the outcome of clinical trials preceding marketing authorization of the product in the EU. The aim of the paper is to explore the character of the knowledge mediation taking place in the genre, with a specific focus on comprehensibility for lay readers. For analytical methodology, a framework derived from Legitimation Code Theory has been adopted. The framework gauges semantic density (how much meaning is 'condensed' into a text) and semantic gravity (a text's degree of abstractness/concreteness). The study assumes that high semantic density and a high degree of abstractness may be challenging to some reader groups. Analytical results reveal an overall degree of semantic density that is lower than scientific texts, but markedly higher than non-specialized, everyday discourse. Moreover, across the texts, results reveal marked oscillation in the semantic density of individual words, reflecting what is in effect a fusion of two different registers belonging to very different levels of specialization. In terms of semantic gravity, findings indicate a maximum of abstractness in large parts of the texts. Altogether, the analyses reveal a clear affinity with textbooks that serve to initiate novices into the specialized conceptual 'landscape' of a given field of knowledge. The study ventures the hypothesis that this 'textbook' quality may be a significant obstacle to certain reader groups.

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LANGUAGE ASSISTANCE IN THE HUNGARIAN HEALTH SYSTEM – TRANSLATING VITAL DOCUMENTS

Keywords:
Vital documents, medical translation, language assistance, effective communication, patient safety

Language barriers in the healthcare sector are a significant challenge that can result in miscommunication and misunderstandings, ultimately leading to adverse events for patients. Those who do not speak the local language may face difficulties accessing healthcare services, and their mistrust and fear can further complicate their health outcomes. To avoid this, and to ensure that all patients have access to quality care, decision-makers at the national or institutional level need to prioritize the development of a regulatory system, protocol, and communication strategy that address language and cultural barriers and provide clear communication.

Knowing the consequences of language barriers for patients' health, the presentation's aim is to give a general overview of the legal background of language assistance for foreign patients in the Hungarian health system and to show how typical it is for hospitals to have translations available. The secondary aim of the presentation is to identify the documents that are vital for quality care and the exercise of patients' right to information and therefore urgently need to be translated. Data was collected through online questionnaires with both health professionals and potential patients. The results show which documents are vital for the Hungarian healthcare system and which languages are most in need of translation. Finally, it is shown how this research can be taken forward to improve the efficiency of patient-provider communication in clinical practice.

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Hungarian-English-German comparative terminological analysis of descriptions and diagnoses of lung alterations in autopsy reports

In our poster, we will present the latest results of an interprofessional study involving terminologists and a pathologist. It aims at examining the terminological characteristics of autopsy reports and the related Greek-Latin pathoanatomical diagnoses collected from the Department of Pathology and Experimental Cancer Research, using Sketch Engine software and manual and terminological analysis. The study started with the diachronic analysis of handwritten autopsy reports from the second half of the 19th century, which allows for tracking the development of the terminology of pathology in Hungary (Ittzés et al. 2022, Ittzés et al. 2022b).
Our present study focused on the terminology applied for describing sensory perceptions in connection with the pathological conditions and degenerations of the lungs. For this purpose, we collected 48 current autopsy reports and pathoanatomical diagnoses dated in the first decades of the 21th century. The corpus was processed in Sketch Engine software and the relevant terms were extracted using the keyword and Ngrams functions. One comparative pilot analysis was performed with the Hungarian archived data. Another comparative analysis was carried out with the current terms used in English and German textbooks on pathology applied in the English and German language medical training at Semmelweis University and with those in current English and German language autopsy reports. We wanted to investigate if there is a difference in the motivation of terms used to describe lung alterations in these three cultures.
Based on the first results of our analysis, it can be stated that Hungarian pathologists use a higher variability of pictorial terms to describe pulmonary alterations than their English and German colleagues. Most terms used in Hungary were found to be metaphorical ones adopted from everyday Hungarian. Based on a comparative analysis with the archived Hungarian reports, we can establish that the terminology used to describe the lungs has not changed in the past century. A substantial difference between the 19th and 20-21th centuries is, however, that today's pathologists and medical students are no longer familiar with the original meanings of some metaphorical expressions mostly depicting haptic characteristics (e.g., that of an eiderdown or a horsehair pillow). These objects surviving in descriptions serve as a basis for comparison are no longer used and known in everyday life so in today's language these metaphors only reflect different consistencies of the lungs. Numerous other terms are borrowed from the field of gastronomy, but in connection with organs rather than the lungs.
The results of our study indicate that highly motivated metaphorical terms to describe the lungs have been present in the Hungarian terminology of pathology for centuries, and this seems to be a cultural peculiarity compared with the English and German languages.

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HOW NORMS OF CONVERSATION CAN HELP IN ASSESSING THE MORAL VALIDITY OF INFORMED CONSENT?

One way to facilitate morally valid informed consent is to ensure that the consent-giver is given accurate and relevant information on certain key aspects of the proposed activity. However, informed consent is first and foremost a legal document. To facilitate legally valid informed consent, the content of information disclosure to the consent-giver should be consistent with the relevant laws that govern the proposed activity. How to assess whether the information disclosure in a consent form facilitates morally valid consent?

Grice's Maxims of Conversation can be helpful in assessing whether a particular information disclosure facilitates morally valid consent. They provide useful points of analysis for exploring information disclosure from a communicative point of view. I employ Gricean content analysis in examining how information on possible future uses of biobank data is communicated to potential tissue donors in three biobank consent forms currently in use in biobanks operated under the General Data Protection Regulation (GDPR). The analysis reveals that although potential tissue donors are given truthful information on possible future uses of biobank data, the content of information disclosures nevertheless implies falsehood due to the violation of Maxims of Quantity, Relevance, and Manner. As a result, the analysed consent forms provide potential tissue donors with misleading information on future uses of biobank data. Consent given in light of misleading information is morally invalid.

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FOCUSING ON HISTORY TAKING SKILLS: INTRODUCTION OF A NEW MEDICAL HUNGARIAN COURSE MATERIAL FOR 3RD-YEAR STUDENTS

Keywords:
Developing course materials, history taking in Hungarian, Hungarian as a foreign language, medical Hungarian

Taking patient history is one of the most important clinical tasks of medical students, who should acquire advanced communication skills during their university studies. Doing it in a foreign language may be a barrier to history taking and overcoming it can be very challenging as interpersonal communication is the primary tool of the students in understanding the patient's complaints (Street, 1991).

International medical students study Hungarian as a foreign language for 8 semesters at the Albert Szent-Györgyi Medical School, University of Szeged, Hungary. The major aim of their Hungarian studies is to make them able to communicate with patients, nurses, and other health personnel during the clinical practice. To help students achieve these goals, a new course material was developed focusing on history taking skills supported by field trips to clinical wards with the language teacher. As a first step, an introductory material First Aid for medical Hungarian (Skadra, M. 2022) was introduced in Semester 4. As a second step, a Medical Hungarian course book was developed and piloted to strengthen the speaking skills of students via role plays as a form of simulation in social context (Nestel and Tierney, 2007), in Semesters 5 and 6. The presentation will introduce the overall structure of the course book emphasizing the novelties as well as the good old formulas included. The book is supposed to encourage medical students to develop into more experienced intercultural speakers by promoting the acquisition of relevant competences (Lu and Corbett, 2012).

The presentation will also discuss the experience gained in the pilot year, the feedback results from the students and the opinion of the teachers being involved.

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PRACTISE YOUR MEDICAL ENGLISH - A NEW TEXTBOOK AT THE JESSENIUS FACULTY OF MEDICINE IN MARTIN, COMENIUS UNIVERSITY IN BRATISLAVA, SLOVAKIA

Keywords:
English for special purpose, teaching materials, English medical terminology, testing medical English, medical English practice

The publication Practise Your Medical English that we present to the reader aims to help medical students expand their English medical vocabulary while studying professional language and also prepare themselves for language exams. It was created as a response to the specific requirements of our Language department at the Jessenius Faculty of Medicine in Martin, Comenius University in Bratislava, Slovakia and we plan to further modify it according to the changing needs and comments of end users. Language as a thinking tool is an integral part of the correct understanding of the context. In the field of medicine, it contributes to the meeting of two individuals on the same level of understanding in solving the problems of their patients. This understanding in foreign language environment is fostered by English professional vocabulary and mastery of the basics of English grammatical structures. The book is intended to serve as a supplementary textbook to the already existing study materials. It is based on the authors' experience with the creation of teaching texts and offers study materials from both original sources and edited texts. Students can use the book when preparing for their professional English language exam, teachers will find it useful for additional activities in advanced medical terminology classes. Our book is divided into sixteen chapters and contains exercises on both vocabulary and grammatical structures at the B2 and C1 levels according to The Common European Framework of Reference for Languages. The end user of the book is offered a wide range of exercises types - matching exercises, multiple choice exercises, fill-in-the-gaps, picture description, but also exercises where the student's own contribution and independent creation of sentence constructions are expected. Various reading comprehension tasks are also included. At the end of the book, a key is attached to the exercises to verify the answers. The exercises are arranged into logical units according to individual topics, which respect the structure of the existing textbook we use. The publication also includes topics outside the current textbook, and is thus a tool for expanding vocabulary for the needs of students preparing for the English language test meant as a part of the internship selection process.

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LANGUAGE-COMMUNICATIVE FEATURES OF TELEDERMATOLOGY CONSULTATIONS (ONLINE)

Keywords:
Teledermatology, doctor-patient relationship, linguistic-communicative features, conversation management

Telemedicine enables patient care without the presence of the patient through the use of telecommunication technologies. During the pandemic, it has become a source of safe patient care and continues to play a role in improving it because of its undoubted benefits. However, the lack of face-to-face encounters can also have a negative impact on the doctor-patient relationship, especially in the first doctor-patient interaction. An exception is teledermatology, where skin lesions are clearly visible and easily documented, and telemedicine allows the use of tools to make a dermatological diagnosis without the need for in-person, physical contact between the patient and the doctor.

Material and method:

The analyses were performed on a corpus of approximately 1867 text words, which are transcriptions of doctor-patient conversations recorded by two specialists at the Department of Dermatology, Nematology and Oncodermatology of the University of Pécs.

The aim of our qualitative analysis is to explore the linguistic-communicative features of dermatological teleconsultations, with special attention to the situationally specific conversation conduction and episodes of the consultation.

Result: the exploratory study reveals characteristic communicative patterns and conversation management strategies that were evident in the remote dermatological consultations and can be incorporated into the training of medical students.

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ONE YEAR IN THE DISSECTING ROOM AS A LANGUAGE TEACHER

The Department for Medical Communication and Translation Studies of the Faculty of Medicine at the University of Szeged teach Latin-based medical terminology for first-year Hungarian students for two semesters. The aim of this course is to provide students with the necessary background knowledge in Latin for studying health sciences and familiarize them with the basic medical terminology related to Latin and Greek languages. Therefore, we focus on teaching not only grammar but also anatomical and clinical terminology. In parallel, the students also have to attend anatomy lectures and dissection practice for three semesters. At the end of each semester, students are asked to fill in an anonymous questionnaire about the Latin terminology course, and usually, most of them would change the curriculum and rather focus on anatomy terminology in the same order as they learn it in the dissection practice. Consequently, our aim is to bring the curriculum of Latin terminology, anatomy lecture, and dissection practice closer with a new, anatomy-based Latin terminology book. In order to do our best, we also have to develop our anatomy knowledge and see what students need to learn in these seminars. So, from 2021, with the permission of the Department of Anatomy, those language teachers who teach medical Latin to Hungarian students, can also attend anatomy lectures and dissection practices. I started doing the course in September 2022, and in my poster presentation, I would like to give a brief insight into the experiences and the results of these two semesters. Feedback from students and the Department of Anatomy, and also my experiences confirm that anatomical terminology in Latin class should and can be taught parallelly with the anatomy lectures and seminars with adjusting Latin grammar and clinical terminology to it.

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'WHAT WE WILL DO IS…' THE ROLE OF REFLECTIONS ON ONE'S ACTIONS IN THE CONSTRUAL OF SHARED KNOWLEDGE IN DOCTOR-PATIENT INTERACTIONS

Keywords:
Doctor-patient communication, reflexive language, common ground, knowledge management, MAXQDA

In doctor-patient interactions, successful knowledge transfer and shared understanding are central goals. To achieve them, participants need to construct common ground, coordinate their activity and collaborate jointly on meanings in conversation. Reflexive language activity contribute in a variety of ways to this process.
The present talk explores explicit reflexive linguistic constructions in the context of knowledge management that pertain to the participants' own linguistic, social or therapeutic actions. The empirical data of this research comes from the audio recording and transcription of 16 Hungarian doctor-patient consultations and 8 educational videos which contained simulated doctor-patient interactions. In the data, all reflections by participants on their own actions are annotated with MAXQDA software using qualitative methods, adopting a functional pragmatic perspective on reflexive language. The paper focuses on the following questions:

With regard to particular participant roles, what social-linguistic acts are the participants' reflections on their own actions related to?

What role is played by such reflections in knowledge management between the doctor and the patient?

What specific formal and functional patterns, if any, characterize the use of reflections in particular consultation types?

As the study reveals, reflections on one's own actions appear more frequently and inmore varied functions in the healthcare professionals' utterances than in their patients' communication. Reflexivity plays a major role in the dynamic construal of common ground, especially in support of interaction management and the marking of consecutive stages of therapy.

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COMMUNICATIVE EMOTIONALITY IN MEDICAL DISCOURSE: THE DOCTOR-PATIENT INTERACTION (ONLINE)

Emotionality in medical communication is determined by the context of the discourse (Adams et al. 2012). On the other hand, the actual process of familiarizing the patient with a disease is currently one of the most important topics in the study of oral medical discourse, and at the same time serves as a potential source of communicative and emotional carriers of meanings. It is clearly dominated by the passive complaints and disorders that are experienced by patients (McCreaddie et al.2018). Emotional dialogues realized in both verbal and non-verbal forms, are an important source of communicative meaning. As one of the elements that constitute an obstacle in the process of doctor-patient communication, the study analyses the emotionality of medical discourse. With a special focus on the communication of information about an unfavorable diagnosis, the content that evokes emotions in the patient-doctor communication relationship is examined. The aim of the study is to identify the manifestations of emotionality in medical discourse. Emotive topics, participants' mediated discursive emotions, and doctors' and patients' reactions to them are identified. The characteristics of how doctors and patients verbalize emotions and their discordant effects on the evolving medical discourse are also specified. The methodology of this study consists of analysing transcripts of recorded medical consultations between doctors and patients. Data were collected through a purposive sampling method, where only consultations linked to the communication of an unfavourable diagnosis were included. The results of the study reveal that emotionality is a crucial element in medical discourse, and it is determined by the context of the discourse.The study also observed that doctors and patients verbalize emotions differently. Doctors employ more technical and neutral language, while patients express their emotions more openly and vividly. The discordant results of these differences can lead to misunderstandings and a breakdown in communication. The results of the study can be applied to enhance communication between doctors and patients, resulting in better health results.

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CREATING TEST CONTENT THAT REPLICATES THE WORKPLACE TASKS OF HEALTHCARE PROFESSIONALS

The Occupational English Test (OET) is an international English language test that assesses the language communication skills of healthcare professionals who seek to register and practise in English-speaking environments. OET is trusted by regulators, hospitals & universities around the world as proof of ability to communicate effectively. This poster presentation details how OET has been developed specifically to reflect daily tasks for 12 healthcare professions and how those tasks simulate real workplace scenarios while testing relevant English language skills of healthcare professionals.

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A multilingual repository for mental health in Europe: assessment of current resources for patients and healthcare providers (online)

Mental health problems affect about 84 million people across the EU. Refugees and other migrants are particularly at risk of developing mental health problems due to stressors they encounter before, during, and after their migration process. Even though many refugees and migrants need treatment for their mental health problems, they have great difficulties in accessing mental healthcare services, particularly those who do not speak the dominant language of their host country. Furthermore, if they succeed in gaining access to mental healthcare services, treatment often lacks cultural and linguistic sensitivity, resulting in inadequate care. Therefore, the aim of this project is to show the multilingual repository created as part of the MentalHealth4AllALL project, which has as its main objective the development and implementation of a digital platform for the promotion of access to mental healthcare for low language proficient third-country nationals in Europe. In this presentation, we will present the methodology that has been followed to select and assess the current resources that are available across Europe and that conform the open-access database of the project. This database is available for both providers and patients and they can use it to access language support, mitigate existing barriers, enhance their understanding of education and communication strategies available, follow recommendations for providing culturally-sensitive care, and working effectively with interpreters, translators and/or intercultural mediators.

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FRAMES OF HEALTH AND SICKNESS: A CORPUS-BASED INQUIRY INTO THE MEDICAL_CONDITIONS-FRAME

[Background] The Berkeley FrameNet ("BFN") is a lexicographic frame-semantic database that describes the conceptual structures (= frames) relevant to human life (Boas & Dux, 2017). However, little information is available about the medical domain, making frame-semantic inquiries into (socio-cultural) medico-linguistic issues a difficult endeavor. Therefore, we aim to enrich the BFN by checking whether the current MEDICAL_CONDITIONS-frame, which regards the health status of a person, entails different subframes with respect to conditions of (i) health and (ii) sickness (BFN: MEDICAL_CONDITIONS). [Methodology] To this aim, we propose a corpus-based inquiry (Weisser, 2016) into the conceptual differences between these two conditions. To this end, we will use the Medical Web Corpus in Sketch Engine (Kilgarriff et al., 2014) and look at the lexical units healthy/in good shape/good health for conditions of health and at ill/sick/bad for those of sickness. The analysis thereby checks whether (i) differences in the conceptual structure of both conditions can be found (= more/less frame elements) and (ii) their frame elements can be specified with respect to the BFN-frame. [Results] Two observations arise from our analysis. First, a difference between CONDITIONS_OF_HEALTH and SICKNESS does, in fact, exist, since (i) the frame elements AILMENT, NAME and PLACE do not occur with CONDITIONS_OF_HEALTH and (ii) the frame elements CAUSE and SYMPTOM are occupied by opposite values (e.g., positive vs. negative CAUSE). Second, the analysis of the lexical units of health shows that they can also appear in a MEDICAL_RECOVERY-frame, which has not yet been registered by the BFN.

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VACCINATION NARRATIVES IN A MULTILINGUAL SOCIETY. WHAT IS THE ROLE OF TRANSLATION? (ONLINE)

The COVID-19 pandemic and its effects have demonstrated the need to develop communication strategies that engage all groups of society, including linguistic minorities, who are frequently among the most vulnerable populations in such circumstances. In Estonia, one of the main focuses of the government during the pandemic was the vaccination campaign, however, vaccination rates were generally low, particularly among the Russian-speaking population, that comprises one third of the nation. Communication with this ethnolinguistic minority has not always been successful.

The study focuses on the reactions to vaccination and the many narratives that evolved in response to the posts on the Facebook page of the Republic of Estonia Health Board (Terviseamet) in order to understand how the government's intercultural communication strategies have affected this minority. The narratives point to a distrust of the government that, while already existing prior to the pandemic, has had a considerable impact on the reception of information during this period.

The study reveals that when a segment of the population does not trust the messages coming from the government, disseminating information in several languages cannot overcome such an obstacle, even less so when attention to minority languages is provided only at critical moments when the rest of the population is affected.

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ALL TOGETHER NOW: DISENTANGLING BEATLES' SONG TITLES IN MEDICAL RESEARCH ARTICLES

The aim of this paper is to understand the reason why Beatles' song titles are used as a title for medical research publications (RAs).

Methods: The search of RA titles constructed with Beatles' title songs with PubMed® yielded 546 titles in medical publications during a range period of 57 years (1965-2022), and a total of 55 different songs were quoted. RA titles were classified according to (1) the textual perspective; (2) the sentence viewpoint; and (3) the lexical level. Furthermore, titles were also subcategorized according to the level of title informativeness.

Results: All titles have been analysed taking into consideration possible intertextual, misleading and/or re-contextualization perspectives. The domains where the Beatles' song titles are mostly quoted are (medical) practice, nursing (activity), healthcare and microbiology, while, the three song titles that are the most frequently quoted: A day in the life, All together now, and With a little help from my friends. As to the level of informativeness, data suggest that compound titles and nominal titles are preferred. As to how information is packaged, titles are primarily focus ones and informative (that is, anticipate the content of the RA).

Conclusion: Findings indicate that titles are puns that establish a connection to the published research's substance, if allusive, or to the title's second portion, if informative. As these titles carry research information, the Beatles element in the title is appealing and entices the reader to stop and read the research. They can thus be defined as attractors.

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COMMUNICATION IN THE PUBLIC SECTOR AND LINGUISTIC JUSTICE: OVERCOMING LANGUAGE BARRIERS IN PUBLIC HEALTHCARE (ONLINE)

Keywords:
Language barriers, minorities, immigrants, linguistic unease, public policy

The proposed presentation would outline the preliminary findings of a study focusing on the extent to which language policy in selected multilingual regions in Europe (i.e. Northern Ireland, Catalonia and South Tyrol) is effective in reducing language barriers in the public healthcare sector, as experienced both by allochthonous and autochthonous linguistic minorities.

Extensive medical research (inter alia Flores, 2005) confirms the detrimental consequences of communication issues in healthcare contexts and supports the employment of bilingual healthcare staff and/or the provision of professional translation and interpreting services. Nonetheless, international and national legislation fail to produce a comprehensive, legally binding policy response, therefore leaving room for the possible emergence of equality and discrimination issues (Dunbar & McKelvey, 2022). This paper aims at evaluating the design and implementation of relevant public measures by conceptualising their goal in terms of a reduction of the patients' "linguistic unease", i.e. "a situation in which speakers feel that their pragmatic linguistic competence is not fitting the communicative requirements of the linguistic act they are about to perform – or even that the symbolic value of their speech acts is perceived as misplaced" (Iannàccaro et al., 2018: 367). This concept, I argue, has the potential to link linguistic justice to the actual sociolinguistic contexts in which the speakers live, and allows to focus on the symbolic and/or communicative consequences experienced by the actors affected by the policies, rather than on the formal compliance with abstract rights.

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NARRATIVE MEDICINE APPLIED IN TEACHING LANGUAGES FOR HEALTHCARE PURPOSES

Narrative medicine not only helps to make professional-patient relationship and communication more humane, but also supports professional reflection of people working in health care through the consideration of the specific aspects of interpersonal interactions. Curricula in all branches of health science and medical education are often already overloaded by the core medical subjects, therefore language classes can provide the opportunity of introducing narrative medicine with the help of a content-based approach to language teaching. This interdisciplinary attitude fits well within the field of Medical Humanities, as narrative medicine includes philosophical, ethical and psychological concepts related to narrative identity. The application of narrative medicine in specialised language teaching is currently an untapped field, as the processing of fact-based texts is the main focus and there is little room for the use of artistic cultural products, which can all be tools for teaching narrative medicine. I review the literature on the possibilities of facilitating narrative medicine and analyse its applicability in teaching languages for heathcare purposes. My experience in teaching intercultural and patient-centred communication courses as a staff member of the Department of Languages for Specific Purposes at Semmelweis University provides a practical background for the analysis. I use the literature review to demonstrate the validity of applying narrative medicine in this field.

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Formal and communicative aspects of informed consent in the Spanish healthcare context: regulations and recommendations (online)

The paradigm shift in doctor-patient communication patterns that has taken place in recent decades has led to more engaging and empowering communicative models that highlight the importance of clinical communication. In this context, informed consent (IC) plays a fundamental role as it helps democratize clinical communication and ensures the patient's autonomy and right to information. This article examines the communicative process associated with IC by means of a critical analysis of the Spanish legislative framework, both at national and regional level, to determine to what extent current legal provisions regulate the complex communication process involved in giving consent. Based on a corpus of all Spanish legal provisions regulating patient autonomy and the rights and obligations of patients regarding clinical information and documentation, this article analyzes IC as an act of communication on the one hand, and as a document proving the patient's consent on the other. The results indicate that, although they are complementary processes, Spanish legislation devotes more attention to IC as a communicative process than to the document itself, thus failing to address fundamental aspects related to its content and form. It is also observed that the patient's voice tends to be somewhat neglected (consultation of doubts, expression of concerns, etc.). Together with the challenge posed by the need for adequacy and personalization of the information, the legibility and comprehensibility of the IC forms as well as aspects related to its delivery protocol, this casts some doubt on the efficacy of IC as a tool for clinical communication.

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The Cooperative Principle in Online Dental Doctor-Patient Communication

Computer-mediated communication in healthcare research has recently been on the rise, investigating different aspects and applications. However, communication between dental medical professionals and patients is often neglected. This study aims to illuminate this overlooked area of healthcare communication.

The subject of this research is online doctor-patient communication within dental medicine in English as a lingua franca. The main aim is to examine to what extent this type of communication is effective by focusing on the informativeness of dental professionals' replies and adherence to the cooperative principle.

The main theoretical framework of this research relies on the insights from Gricean theory of the cooperative principle, as well as insights from recent research into computer-mediated healthcare communication. The corpus consists of online exchanges between patients and dental healthcare practitioners (general dentists, oral and maxillofacial surgeons, etc.).

The methodological approach implies a qualitative analysis of the corpus, where the doctors' replies are coded for observation, flouting, violation, or opting out of the four Gricean maxims of quantity, quality, relation, and manner. Additionally, the results are also quantified in order to gain further insight into the patterns that permeate this kind of communication.

The results of this research are expected to pinpoint the prevailing communicative approaches to this type of contemporary healthcare communication.

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PROFESSIONAL COMMUNICATION IN OPTICS AND OPTOMETRY: GENRE-BASED INSTRUCTION IN AN ESP COURSE (ONLINE)

English for Specific Purposes (ESP) courses contribute to the development of students' disciplinary literacies, i.e. the learning process by which students learn to communicate and transmit knowledge within their academic discourse community (Zhang & Chan, 2017). Closely related to the notion of disciplinary literacies is the concept of genre (Swales, 1990). Genres are oral/written productions with specific communicative purposes that result in prototypical texts which meet the expectations of a specific discourse community. Students may struggle with learning and using the specialized discourse of their academic/professional discipline. Therefore, the implementation of a genre-pedagogy (Hyland, 2003) in an ESP course facilitates the development of disciplinary literacies and the acquisition of genre conventions required in professional contexts. In this specific study, the genre under analysis is the referral letter, a prevailing form of written communication across healthcare professions. As Macqueen et al. (2012) state, referral letters are linguistically difficult tasks due to their formality, structure/organization and precision/clarity. This paper aims 1) to share with other ESP experts how this written genre is taught at an academic and professional English communication course for optics and optometry students at Universitat Politècnica de Catalunya, and 2) to reflect on my own experiences teaching this course to non-native English speakers students. Overall, this study shows how ESP can assist in the development of students' disciplinary literacies through genre pedagogy, focusing particularly on the study of genre attainment within the optics/optometry field.

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MACHINE TRANSLATION IN THE MEDICAL TRANSLATION SECTOR: A QUALITATIVE PERSPECTIVE

Today the usefulness of machine translation (MT) in medical and health contexts is being explored. We find studies that analyse the performance of MT in specific text genres, the techniques that work best for training MT engines, or the use of MT to disseminate health information and enable communication between doctors and patients. However, little research has been conducted to address MT from the point of view of practising translators and to analyse its influence on their profile, tasks and competences. This paper aims to fill this gap by presenting the results of a qualitative case study in which ten medical freelance and in-house translators were interviewed to gather information about their use of MT: how and why they have introduced this technology into their workflow, what quality MT offers and on what this depends, to what extent MT has changed how they face the translation process, what impact it has on their professional profile, how MT influences the competences to be acquired, or what they think about how future translators should be trained. The results obtained offer an overview of the impact of MT on this professional activity, and raise interesting questions regarding the redefinition of translators' roles and profiles (e.g., promoting a figure of an expert in medical content together with that of a language advisor in a broad sense), the potential training needs (which put the emphasis on the development of writing and technological skills), and the future of the profession (considering areas in which there is still no room for automation).

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ON SOME LEXICAL AND STRUCTURAL-SYNTACTIC PARTICULARITIES OF THE LANGUAGE OF SCIENTIFIC MEDICAL ARTICLES (ONLINE)

Keywords:
Style, particularity, scientific, medical, system

As it is known, scientific style, or the genre of scientific presentation, is the most stable concept, and the need to single it out among many others is beyond doubt. The most important and specific feature of this style is that any scientific text strives for objectivity and clearness of expression, logic and strictness of presentation, is abstract and generalized. Moreover, within the general scientific genre, there are both numerous subgenres (a treatise, a monograph, a journal article, a review, a textbook, etc.) and different subsystems: a subsystem of scientific and technical presentation, popular science presentation, a subsystem of biology, mathematics and other areas human knowledge. The need to single out a special meta-language of medicine is due to the fact that in it the object of research is the person himself, which cannot but be reflected in the linguistic characteristics of the scientific material used. This focus on a person, his essence, worldview takes place in line with the current scientific direction - anthropology, which has become widespread in many areas of scientific knowledge, but is especially characteristic of the natural sciences, what is quite understandable. After all, these are medicine and biology that, by their very nature, are part of the «environment» of a person. The genre of English language scientific medical literature obviously presents an original trend, known for its specific lexical cast and structural-syntactic, compositional particularities. The abundance of special terminology, high preciseness, logical order, clearness of material exposition are some of predominant features of medical scientific articles style.

The results: The results of the multi-aspect transformation and comparative analysis carried out show quite clearly the real boundaries and points of possible functional interaction of various (adverbial) parenthesis lexical-grammatical discourse-text 'transitions' and 'pure' grammatical connectives, manifested both in terms of integration, as well as differentiation.

On the whole, all this obviously confirms the wide functional scope of lexical-grammatical discourse-text 'transitions' of (adverbial) parenthesis type, what allows them to play the role of both (inter) phrase connectives and (inter) sentential modifiers, introducing additional lexical nuances of 'complementing', 'addition', 'consequence', 'logical sequence', etc. into the total semantics of syntactic complexes in the frame of scientific and medical texts. It is quite obvious that they can also be considered as explicators of the modal quality of text statements, in particular, their most informatively significant segments, capable of carrying an additional functional load of actual segmentation means. All this proves a real poly-functionality of (adverbial) parenthesis conjunctive equivalents, allowing them to play the role of both 'lexical intensifiers' and discursive 'modal markers' within the framework of syntactic complexes, structures and phrasal units that make up the total volume of medical scientific articles texts.

It`s quite possible to make a well-founded conclusion that the meta-language of medicine is a special kind of scientific speech, with a set of both specific lexical and syntactic features, and those, common for texts of all scientific genres.

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Description of bone, soft tissue and dental injuries in dental patients' records in Hungary

Previous research has emphasized the need for a standard Hungarian terminology system for describing dental and maxillofacial injuries (Fogarasi 2020). During the analysis of oral surgery findings, it was established that the documentation of bone injuries is more detailed than that of dental injuries, and it was also seen that the descriptions of soft tissue injuries were less detailed than those of traumatological findings (Bán et al 2018).

The aim of the present analysis is to comprehensively study the terminology of dental and maxillofacial reports issued in Hungary, paying special attention to visual findings of injuries to the tooth, bones and the oral cavity. 200 anonymised dental and maxillofacial reports were collected, digitized and analyzed using the Sketch Engine software, focusing on terminology used for describing and diagnosing injuries. The study thoroughly examines the descriptions of bone, soft tissue and dental injuries based on their underlying mechanisms and compares their extent of detail and terminological accuracy. As a result, the study reveals some documentation discrepancies and insufficiencies that could hinder the process of forensic assessment, especially in connection with luxations, avulsions and some blunt force soft tissue injuries.

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USING MOVING METAPHOR DENSITY TO ANALYSE DISCUSSIONS OF PREGNANCY EXPERIENCE ONLINE

Analysing metaphor is an effective way to explore the conceptualisations and attitudes people make about their experiences. This is important to consider during pregnancy when there is a change in how a person may view their body caused by the new life developing and a conflict within the liminal space between one body and two. By identifying and analysing the metaphors used by those who have experienced pregnancy, those without can gain a better understanding of the emotional and physical sensations and feelings associated with pregnancy.

Using a corpus of posts collected from parenting forum, Mumsnet Talk, this research aimed to identify and compare metaphor used by Mumsnet users to describe their experiences of pregnancy. A moving metaphor density analysis (see Littlemore et al. 2014) was used to determine what kinds of metaphor cluster together, where they cluster, and what topics are being discussed.

The results of this analysis indicate that metaphors cluster around discussions of shared experiences in pregnancy, such as physical symptoms, fear of complications, and foetal movement. Metaphor often performed negative evaluation, e.g., to describe the pain of Braxton Hicks contractions and other physical symptoms, and the stress of the upcoming birth. The findings of this study support previous research into metaphors of health communication by showing metaphor is particularly useful for communicating negative emotional and painful experiences.

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THE IMPACT OF INTERCULTURAL COMPETENCE ON MIGRANTS' ACCESS TO HEALTHCARE IN SPAIN (ONLINE)

In the past decades, migration has become an increasingly prevalent phenomenon in Spain. However, despite efforts to improve access to healthcare, migrants continue to face significant difficulties. Communication issues between healthcare providers and migrants extend beyond linguistic barriers, as different cultures conceptualize illness in different ways (Valero-Garcés and Wahl-Kleiser, 2014), which highlights the importance of intercultural competence for healthcare professionals who need to communicate with foreign patients.
Some countries have included intercultural competence as an important part of the training of health professionals and this has proved to be an effective measure in cross cultural communication settings, but Spain has yet to further develop such training. This study proposes a set of measures to increase this competence. There is an additional focus on communication with migrant female patients, as research shows that this group faces more access barriers than local or male migrant patients.
Through direct interviews with healthcare providers, this paper will examine their current approach when dealing with cultural issues that arise in communication with migrant patients, thus, exploring the best ways to implement measures which will ultimately lead to better communication between healthcare professionals and migrant patients.

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Teaching general Estonian and Estonian for specific purposes for nurses and assistant pharmacists

Flood of war refugees resulted in people arriving in Estonia from Ukraine with acquired vocation of an assistant pharmacist, a nurse or a feldsher, however they lack opportunities to work here professionally based on their competence. There are essential requirements for nurses in Estonia – completing nursing curricula at the level of higher education and having Estonian skills at B2 level at least (Higher Education Act; Language Act). Since Ukrainians do not meet these requirements, the degree study group for nurses from Ukraine was opened by Tallinn Health Care College. Requirements for proficiency in Estonian language at level B2 at least are also mandatory for assistant pharmacists. The aim of the courses is to teach Estonian to the target group, so that they would cope with studying in the College and working professionally in Estonian.
 War refugees have often arrived in Estonia without prior knowledge about our country, culture, and the language. Derived from that, it is necessary to explain Estonian cultural background and peculiarities for the learners to complete activities of language classes more efficiently. Bennett (1986, 1993, 2002, 2005, 2011) has noted 6 stages of relating to cultural differences, and their importance in learning process. The phases of academic and social integration in learning process of the students can also be highlighted based on Tinto model (Tinto, 1975, 1985, 1988).
When teaching general language, we use development of four dimensions, and the blended subject and language teaching when instructing language for specific purposes (CLIL). Classes are carried out both in the physical class and in the simulation centre.

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TEACHING ESP VOCABULARY TO STUDENTS OF HEALTH CARE CURRICULA (ONLINE)

The studies of Tallinn Health Care College students include extensive reading of scientific articles and other academic sources in English whereas the knowledge of specific vocabulary is vital. The goal of language studies is to improve students' skills in reading academic texts and to prepare them for their future professional life. The aim of this paper is based on the results of the study conducted in 2020-2022 by three higher educational institutions in Estonia - Estonian Academy of Security Sciences, Tallinn University of Applied Sciences and Tallinn Health Care College, to describe the topics related to English language teaching and learning at Tallinn Health Care College with a forward-looking focus on vocabulary acquisition. According to the research by Laanemaa et al. (2022), 68.7% of the students consider it particularly important to learn English for specific purposes (ESP) in THCC. However, it was mentioned that at the beginning of the studies, students' vocabulary in English was considered rather 'limited'. (Laanemaa et al. (2022). Therefore, it is essential to increase their vocabulary in relation to the aim of the subject and specialisation. According to Rassaej (2023), technological tools can help in collaborative vocabulary learning and language teachers can adapt appropriate tools to meet the needs of their subject in specific contexts. The study conducted by three higher educational institutions revealed that learners find it beneficial to enhance their subject vocabulary, it is important to consider the use of online tools such as Kahoot, Padlet, Quizlet, etc., which are available to enhance students' subject vocabulary learning. The results of the questionnaire conducted in spring 2023 in Tallinn Health Care College among first year students revealed that the most used application is Quizlet followed by Kahoot! with 95% of respondents considering it the most useful application for professional vocabulary studies. Padlet was found beneficial by 58% of respondents. Overall, using various applications in acquiring ESP vocabulary was deemed necessary. Further research is currently being conducted to determine the value of using online tools in the acquisition of ESP at Tallinn Health Care College. Keywords: ESP, vocabulary teaching and learning, vocabulary learning tools.

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LOST IN TIME: DEVELOPMENT OF A LINGUISTIC EVIDENCE-BASED PRACTICAL GUIDELINE FOR COMMUNICATING TIME TO DEMENTIA PATIENTS

Undoubtedly, the contemporary world is confronted with a substantial challenge concerning the provision of care for dementia patients, owing to the remarkable increase in the aging population over the past few decades. Notably, one of the most significant difficulties that dementia patients encounter is the altered awareness of time, which has been previously approached from a medical perspective. However, the linguistic perspective has been neglected, whereby research has yet to explore which time metaphor would be more appropriate in communicating time to dementia patients. Thus, the current study seeks to bridge this gap by working with medical professionals and dementia sufferers and answering the following research questions: (1) Do Alzheimer's and other dementia patients exhibit metaphorical preferences for conceptualizing time, such as time-moving or ego-moving metaphors? (2) What are the possible practical applications of the results in helping dementia patients orient themselves in time? Following the administration of an ambiguous time-related question to 39 dementia sufferers, the research has established that the patients favor the ego-moving metaphor over the time-moving metaphor when discussing time. Based on these findings, the study offers a practical guideline for communicating time to dementia patients and proposes a new design of the clock specifically tailored for these individuals.

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IMPROVING GERMAN MEDICAL STUDENTS' ANATOMICAL AND CLINICAL DOCUMENTATION SKILLS USING AUTHENTIC SOURCES IN TEACHING MEDICAL TERMINOLOGY (ONLINE)

At Semmelweis University, since 2021 Medical Terminology has been taught in two semesters for students studying in the German language medical training, according to a new, practice-oriented curriculum. In the first semester, students are prepared for the basic anatomical nomenclature of the skeletal system and the clinical terminology regarding traumatology and orthopaedics and the basic skills for clinical documentation.

In the second semester, an elective specialized course is offered to provide students with practical skills on how to properly understand and compose documentation in all areas of clinical medicine. In our script, prepared in cooperation with an anatomy lecturer and a clinician practicing in Germany, the anatomical and clinical terminology are analyzed and practiced from a terminological perspective. The most relevant clinical terms are presented based on authentic documentation and actively used in the form of written simulation exercises. The skills taught within the subject of "Terminologie der klinischen Fachgebiete" relate primarily to history documentation, formulating terminologically accurate diagnoses, patient-centered diagnosis disclosure, and explaining various invasive procedures using lay terms.

In our study, we examined how taking this elective course affected scores in Anatomy in the spring 2011/2022 semester, and analyzed which of the above skills were most developed among elective course takers in the spring term of 2022/2023, based on the results of the end-of-semester test in Terminology. In addition, we also conducted an extended Student Outcomes Survey (based on Fieger, P. 2012) among the students on how much support they get from the subject in their professional studies and later practice.

The results of the statistical analysis show that students were more motivated to acquire clinical terminology in a practice-oriented manner and developed the most in that field. Anatomical terminology knowledge was also increased substantially through clinical application as early as the second semester of study.

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PROVIDING MENTAL HEALTHCARE TO REFUGEES IN BELGIUM: STATUS QUO, CHALLENGES AND OBJECTIVES

This contribution presents ongoing research on the provision of mental health services to refugees in Belgium. It is based on an investigation conducted in cooperation with Fedasil, the Belgian federal agency responsible for reception and support of asylum seekers. As an officially multilingual nation-state, in Belgium psychotherapy is usually provided in either Dutch or French, with occasionally sessions being facilitated in lingua Franca English (cf. Roels et al. 2017; De Wilde & van Hest 2020). Many immigrants in need of mental healthcare, however, are not fluent in one of these languages and therefore need care in other languages. We discuss the present state of mental health care provision to refugees in Belgium and point out crucial challenges as well as potentials for future development.

In particular, our investigation addresses questions related to organizational, cultural, psychological and linguistic aspects of providing mental healthcare to immigrants:

- How do clients of Fedasil judge their psychological situation and the mental help they are receiving within the Belgium asylum system? How many refugees feel they need (additional) psychological care? Which difficulties do they encounter and which options can be identified to deal with these?
- How do cultural aspects affect communication in these settings? Are there for example certain topics that patients, interpreters or psychologists feel are difficult to broach because of cultural 'taboos'? How do cultural differences affect the therapeutical process?
- How do interpreters bridge linguistic differences in a context where each word can potentially carry much communicative weight? Which specific challenges do, for example, arise when metaphors need to be interpreted and how are they dealt with (cf. Wilson & Lindy 2013, Tay 2013)?

In this contribution we present the first results of our ongoing research project, based on qualitative interviews and a survey conducted with clients and employees of Fedasil. Data analysis and processing follows a linguistic discourse analytic approach (Redder 2008, Tannen et al. 2015).

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METAPHORS AS „CRYING FOR HELP" – PATTERNS OF METAPHORICAL LANGUAGE USED IN ONLINE FORUM POSTS ABOUT SUICIDAL THOUGHTS

Recent scholarly discourse on mental health has given increasing attention to the linguistic analysis of metaphors (Kaló et al. 2020, Foley 2015, Semino–Demjén–Dammen 2016, Knapton–Rundbald 2018). Previous studies have also highlighted that figurative language plays an important role in monitoring the presuicidal syndrome (B. Erdős 2006). However, only limited scholarly attention has been paid to the systematic exploration of the relationship between suicidal tendencies and metaphorical language use (see Homan et al. 2022). This talk presents a research project that adapts cognitive and corpus linguistics to investigate patterns of metaphorical language use in online forum posts about suicidal thoughts. The aim of our project is to detect recurrent patterns of metaphorization that may contribute to the diagnosis of presuicidal syndrome. The publicly available forum posts about suicide, hosted by BURA Foundation, form the basis of our thematic corpus (PsyMet Corpus). In addition to automatically annotated morphosyntactic phenomena, it also includes the manual annotation of metaphorical linguistic constructions based on the MetaID protocol (Simon et al. 2019, 2020), supplemented by identifying metaphorical source domains. The talk will discuss the potential role of metaphor in identifying suicidal tendencies, and after presenting the methodological framework of the research, will detail the lessons learnt from the pilot analysis of a sample of 1000 tokens. The significance of the study rests on the hypothesis that the identification of the patterns of metaphorization can improve both diagnosis and psychological intervention.

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A Human Touch: Why CLIL-Based PhD Writing Training is Essential Despite AI Advances

Semmelweis University's Department of Languages for Specific Purposes has introduced a new course, "PhD Thesis Writing in English," which uses CLIL (Content and Language Integrated Learning) methodology to enhance students' scientific writing abilities. The course provides hands-on experience and unique tasks to help students write their PhD theses while it also focuses on the specific layout requirements of each Doctoral School.

The course materials were developed by analyzing UCL and Harvard medical PhD theses using both manual and software-based (Sketch Engine) methods. Students analyzed award-winning theses from a lexico-grammatical perspective and completed tasks to develop writing models. Using the reverse engineering method and the Generic Introduction Model (GIM) (Glasman-Deal, 2019), and prompts also received on writing including the most commonly used verbs, nouns, adjectives, expressions, and signaling language found in award-winning UCL and Harvard PhD theses, students wrote an introduction section. Forty-five of these sections were analyzed using the Sketch Engine software and we checked to what extent the GIM and the expressions from the prompts were used.

Within five topics that were chosen by PhD students for writing the Introduction section, Chat GPT was asked to generate introduction sections as well. These three products were also analyzed by manual and software corpus analysis and the results were compared to the results gained after the analysis of the introductions written by students.

The results of the study demonstrated that students used the information they received in-class whereas Chat GPT used fewer expressions from the prompts and it did not employ the Generic Introduction Model either.

The study concluded that the course provided students with better language and structural tools for writing a good introduction section, limiting the need for Chat GPT. Thus, our PhD Thesis Writing course is valuable in that it provides genre-specific linguistic strategies for the writing of PhD theses.

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SHORTCOMINGS IN THE DOCUMENTATION OF PEDIATRIC INJURIES IN HUNGARY: IMPROVING ACCURACY AND CONSISTENCY IN DOCUMENTATION, ESPECIALLY IN CASES OF SUSPECTED CHILD ABUSE

In Hungary, there are currently no guidelines for documenting pediatric injuries, and existing guidelines only address adult injuries (Methodological Letter No. 16 of the Hungarian Institute for Forensic Sciences, Medical diagnostic report form but these have been repealed). Our previous study of 45 medical records found inconsistencies in injury documentation and diagnoses, highlighting the need for more detailed and accurate documentation.

We conducted a study of 181 injury descriptions and diagnoses to assess the level of detail in documenting minor injuries such as hematoma, abrasions, bruises, suffusions and erythema, as well as injuries with disruption of continuity caused by blunt force or sharp force trauma. Use of terminology was analyzed, considering that the literature lacks uniformity and clarity. We also checked whether the structure of the injury descriptions followed international guidelines.

Our analysis revealed that the level of detail in documenting minor injuries varied widely, with many injuries not documented at all. Injuries with disruption of continuity were more thoroughly documented, but the use of inconsistent terminology and lack of clarity in descriptions made it difficult to establish the forensic significance of the injuries. Additionally, we found contradictions and inconsistencies in the diagnoses listed, further highlighting the need for improved accuracy and consistency in injury documentation.

Overall, our findings emphasize the importance of establishing clear and comprehensive guidelines for documenting pediatric injuries in Hungary to improve accuracy, consistency, and forensic interpretation.

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A series of integrated subject and language-training tandem projects for adult learners on responding to emergency situations in Estonian and Russian using simulations (online)

Keywords:
Adult learners, integrated subject and language learning, emergency, immersion

This paper presents the results of a series of subject and language-training tandem projects aimed at teaching adult learners how to respond to emergency situations in Estonian and Russian. The purpose of this paper is to discuss the effectiveness of using simulations in language-training in responding to emergency situations.

Learners from three universities of applied sciences participated in language projects from 2018 to 2022: students from Tallinn Healthcare College and Estonian Academy of Security Sciences with a background in higher education, and engineering students from Tallinn University of Applied Sciences.

The projects utilized a tandem approach, which pairs learners with native speakers to enhance their language skills. The simulations provided a realistic and immersive learning experience for participants, and the results showed that this approach significantly improved their ability to effectively respond to emergency situations in both Estonian and Russian.

Project participants acquired the following professional and language skills: adequate response in Estonian and Russian in crisis situations; communication with a difficult patient/client and guiding him/her in Estonian and Russian on how to provide first aid.

The series of the language-learning events highlighted the benefits of tandem language-training approach, such as increased motivation and engagement, and the importance of incorporating simulations in language education. Furthermore, the results demonstrate that simulations can provide a valuable tool for language teachers, as they create a realistic scenario for learners to practice their language skills in a low-stakes environment.

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JUST WAR? METAPHORS OF COVID-19 IN HUNGARIAN PUBLIC COMMUNICATION

Keywords:
Public communication, metaphor, war metaphor, discourse dynamics, COVID-19

Just war? Metaphors of COVID-19 in Hungarian public communication Cognitive linguistic research has shown that speakers rely on figurative language when they talk about illnesses (Semino et al. 2018). The COVID-19 pandemic was no exception: politicians and the press framed the spread of the virus and the measures taken against it by means of metaphorical expressions. One metaphorical domain during the pandemic was WAR, which appeared in international (Olza et al. 2021) and Hungarian public discourse (Szabó 2020; Szabó & Béni 2021; Szabó & Farkas 2022) as well. However, Hungarian results concern the first and second waves of the pandemic (the spring and fall of 2020, respectively), i.e., when the number of active cases was relatively high. Since then, the number of cases lowered, and the COVID-19 restrictions were practically lifted in March 2022. Thus, the question arises whether the WAR domain still remained prevalent in public discourse in the context of the pandemic. To reveal the conceptualization of COVID-19 at different stages of the spread of the virus in public discourse, this research analyses three different phases of the coronavirus pandemic between 4 March 2020 (the first confirmed coronavirus case in Hungary) and 7 March 2022 (the lifting of coronavirus-related restrictions). Relying on the discourse dynamic approach to metaphor, the paper reveals the distribution of COVID-19 related metaphorical language use in June 2020 (the lowest number of confirmed cases in a month in Hungary; WHO), December 2021 (the highest ratio of the weekly decrease of confirmed cases in Hungary; WHO), January 2022 (highest number of confirmed cases in Hungary; WHO). The corpus consists of news articles published by index.hu, which reached the most people in relation to COVID-19 (NMHH 2020). In sum, the presentation sheds light on the metaphorical conceptualization of COVID-19 and the distribution of metaphorical domains depending on different stages of the pandemic.

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UNDERSTANDING MONOLINGUAL AND MULTILINGUAL CULTURE-BOUND COMMUNICATION IN HEALTH CARE

Sociocognitive Terminology Theory (SCTT) encompasses a framework for describing units of understanding (UoUs) in communication. UoUs in the medical domain can be observed in e.g., communication between professional care-givers and patients, between professionals of different disciplines and between members of medical support groups on social media. In this presentation we will illustrate diverse aspects of medical UoUs in three case studies. A first case study concerns communication between care-givers and patients. We present audiorecorded 'transexplanations' for explaining medical spirometry procedures to foreign language speaking (potential) tuberculosis patients in a Brussels hospital. In this medical context, a multilingual niche community is defined as a multilingual community of medical experts (physicians and nursing staff with the support of mediators and interpreters) that has been created for the purpose of developing, validating, sharing and using (language) data for communication purposes. UoUs were created by the multilingual medical experts themselves in situational contexts. The spirometry case study illustrates why we opted for our method based on audio-recorded transexplanations in order to qualitatively improve patient-doctor communication in the superdiverse setting of a hospital in Brussels where the community jointly produced transexplanations in German, Amari, Swahili, Lingala, Romanian, Macedonian, Mandarin, classical Arabic, Turkish, Polish and Russian.
The second case study deals with understanding between two different types of professionals: a medical doctor (psychiatrist) and a magistrate in the professional bilingual (French and Dutch) setting of a psychiatric emergency ward at a large hospital in Brussels.
This case study analyzes how psychiatrist understand and report about (in written communication) psychiatric crises situations in emergency care. These reports are addressed at "magistrats" prior to potential "involuntary commitment". We illustrate the importance of terminological fine-tuning in psychiatric reports for officials and point out the role of adjectives and scales. The third case study concerns emotional understanding in medical communication.
On patient blogs and forums, lived experience is formulated and discussed by patients. These forums can provide emotional support, motivation, and inspiration for individuals living with e.g., type 1 diabetes or breast cancer. Blogs that have a positive and empowering tone can be uplifting and reassuring.
On patient forums, patients seek and receive information, advice and support on their condition from other patients who have the same condition. The UoUs that we can distinguish in unmoderated patient-patient communication, illustrate how patients communicate about their condition without a physician present. Patients share their personal understanding of knowledge concerning their condition and they offer emotional support to their peers.

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ABBREVIATIONS IN SLOVENE MEDICAL TERMINOLOGY

Keywords:
Determinologisation of abbreviations, Slovene medical terminology, abbreviations as terms, medical abbreviations, medical texts

Introduction: The use of abbreviated terms in natural sciences literature is growing rapidly. Both linguistic and medical experts have observed that excessive use of abbreviations can pose a problem, as it may lead to inaccuracies in clinical work (Hamiel et al. 2018; Sheppard et al. 2008; Sinha et al. 2011; Soto-Arnáez et al. 2019). Researchers are proposing different approaches to tackle this problem (Dimond 2005; Sinha et al. 2011; Tonin 2022b; 2022a). Methodology: Medicinski razgledi is a Slovenian peer-reviewed quarterly medical journal. The journal features research and professional articles as well as clinical case reports. We have analyzed all of the abbreviated terms from the issues of Medicinski razgledi from the year 2000 to 2020 (80 issues), highlighting the problems that arose with abbreviated terms usage. Results and discussion: We have found that the number of abbreviations used in the journal has tripled since 2000. Moreover, the analysis has shown that the widespread use of abbreviations and the major difficulties in their use are due to the same factor - their economy of expression. While this allows long descriptive terms to be written in a concise way, it also makes abbreviation terms highly susceptible to synonymization and misunderstandings (both due to illegibility and misinterpretation of a particular acronym). As abbreviated terms become determinologised, they often become part of the general language, changing both their semantic and expressive properties, as was evident in the context of COVID-19. After analysis of abbreviated terms, we have formulated normative recommendations for the efficient abbreviated terms usage in medicine.

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LANGUAGE LEARNING STRATEGY USE AND WILLINGNESS TO COMMUNICATE AMONG GREEK MEDICAL STUDENTS (ONLINE)

Teaching foreign languages (FL) for medical purposes typically focuses on enhancing students' language competence and readiness to engage in communicative settings, considering that effective FL communication in healthcare settings has long been recognized as an essential and invaluable skill for all practitioners involved. Research has shown that the use of language learning strategies (LLS) by FL learners is often associated with increased language performance. Evidently, LLS foster learners' autonomy and management of their learning experience, hopefully overcoming FL anxiety and strengthening learners' willingness to enter a conversation setting in a FL. The aim of the present study is to research the possible correlation between the use of self-reported language learning strategies and willingness to communicate (WTC) among a group of undergraduate Greek medical students who study English and German for medical purposes. We intend to use the Strategy Inventory for Language Learning (SILL) and an adapted version of WTC questionnaire. It is hypothesized that an increased use of language learning strategies will be positively correlated with a WTC. Such a study is deemed valuable as it could shed light on future directions of teaching FL for medical purposes with respect to the integration of LLS instruction with the ultimate aim of advancing medical practitioners' healthcare communication skills in FLs.

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RELATIONS BETWEEN PHYSIOTHERAPISTS' OPENING QUESTIONS AND PATIENTS' ANSWERS DURING FIRST ENCOUNTERS

Keywords:
Physiotherapist-patient communication, opening question, patient's answer, socio-cognitive approach

Background: It is a widely accepted theory in linguistics that question design may influence and constrain the answer. However, this may not be true in every context. The goal of the talk is to characterize 1) physiotherapists' (PT) opening questions (OpQ), 2) patients' answers, and 3) the relation between these two.

Method: 75 audio-recorded PT-patient first meetings were analyzed. As a result of convenience sampling, 22 PTs (all female) and 75 patients (12 male, 63 female) from a single Hungarian hospital took part in the research. Using conversation and discourse analysis the characteristics of PTs' OpQs and patients' answers were described. The relationship between the OpQs and answers was both qualitatively and quantitatively assessed.

Findings: The classification of OpQs yielded four main categories. Furthermore, six general linguistic features were identified and coded in every OpQ. Patients' answers were categorized inductively, based on their information content. Seven groups were created, the four biggest are (1) Informative (40%), (2) (Hi)story (26.67%), (3) Incomplete (22.67%), and (4) Imaging result, medical diagnosis (21.33%). Pearson's chi-square test was used for statistical analysis, which revealed only one OpQ variable (reference to the hospital) that is significantly, although weakly, related to the preferred "Informative" answer category ($\chi^2(1)=6.681$, p=0.010, $\varphi=0.298$).

Discussion: Based on the results, the form of PTs' OpQs may not influence patients' answers as much as previously described. The socio-cognitive approach, which emphasizes the egocentric component of communication, provides a sufficient explanatory framework for this phenomenon.

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DETERMINOLOGIZATION AND CHATGPT APPLIED TO INFORMATIVE TEXTS ON LUNG CANCER (ONLINE)

Keywords:
Medical terminology, lung cancer, determinologization, patient information leaflets, ChatGPT

According to the WHO, cancer is one of the widest spread diseases worldwide. Only in Spain, there were 290 175 new oncologic patients in 2022 and the incidence is expected to continue to grow. In this context, patients and their relatives expect to receive the information they need to deal with the situation while maintaining the best possible quality of life. Such information should be suitable, both from the medical and the human point of view. However, the information provided by health services, either oral or written, is often not adapted to their knowledge and is characterized by the use of specific medical terminology.

This work deals with intra-linguistic aspects of the written communication in Spanish between physicians/experts and patients, focused, in particular, on lung cancer, which is the fourth most frequent cancer in our country, with 30 184 new cases in 2022, only after colorectal, prostate and breast cancer. Our starting research question was: Is it possible to make medical information on lung cancer accessible to lay readers through determinologization? To address this question, two monolingual text corpora were created with patient-information leaflets in Spanish, wherefrom key terms were extracted. These terms were used to create a Spanish-Spanish glossary by using determinologization strategies and the difficulties encountered were analyzed. Additionally, the performance of the artificial intelligence chatbot ChatGPT to simplify definitions and make specific information more accessible was assessed.

(Joint presentation of the paper with Adriana Godoy)

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ACRONYMS, INITIALISMS AND ABBREVIATIONS IN GERMAN AND HUNGARIAN CARDIOVASCULAR DOCUMENTATION

Acronyms play a particularly important role in medical language, as they speed up the documentation process and simplify written communication between professionals working in the same specialty. In order to investigate the role of abbreviations in a given field in more detail, we have carried out a comparative study between Hungarian and German. For our comparative corpus analysis, 20 Hungarian-language cardiovascular final reports, 26 German-language cardiovascular case reports and 1 German-language cardiovascular documentation guide were examined from a terminological point of view. We manually extracted acronyms and abbreviations from both sub-corpus and analyzed them according to the following criteria: types of abbreviations, range of meanings and origin.

In our terminological analysis, we investigated the common features of the use of abbreviations between these two languages, and the form in which the English acronyms appear in them, as well as in which language the infiltration of English is more pronounced and if there are synonymous abbreviations in this field. As a result of the study, we discovered a number of common features between the two languages, but we found that in Hungarian, all the ways of adopting acronyms can be identified. It is striking that English acronyms are also used in Latin diagnoses of Hungarian reports, which is a completely new phenomenon. German abbreviations often imitate English, but they adapt to the rules of the German language in their spelling and, in the case of some adjectives, in their order. In summary, the use of English abbreviations seems to be increasing in both languages.

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Medical Terminology in Popular Science Text: Is Machine Translation a Reliable Means of Rendering the Content? (online)

Issues related to the use of specific language and terminology have long interested translation researchers engaged in scientific translation. Popular science translation has been, so far, almost solely explored as a special type of scientific translation, rather than a journalistic activity (Manfredi 2019, 85). General interest in "science" often focuses on health care topics, and the press is often a source of information and learning for many people. The general public frequently uses MT tools to render medical news or features into the TL. Popular science articles studied for the purposes of this research fall within the field of Medical and Health Sciences of the OECD's Revised Field of Science and Technology Classification (2007). The aim of this study was to analyse MT output with a focus on terminology issues. Specialized terminology was identified in texts on human genetics, mental and neonatal health, treatment of infections, and vaccination. The content was translated using two MT tools, and the quality of the rendered terms in context was evaluated using the MQM taxonomy for terminology errors, classifying errors into three types: inconsistent with terminology resource, inconsistent use of terminology, and wrong term. Adequacy and fluency of translated segments with specialized terminology were evaluated. The findings suggest that context may impact on the meaning of terms and that a specialized context does not always help MT tools select adequate terminology. There is also a lack of normative equivalents of specific source terms in the TL. Human evaluation of MT output shows that the raw output requires careful review.

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THE IMPORTANCE OF A TECHNICALLY CORRECT INJURY DESCRIPTION IN THE EXAMINATION OF VICTIMS OF VIOLENCE (ONLINE)

Clinical forensic medicine is concerned with examinations of victims of violence after physical and sexual violence. In forensic medicine in Mayence (Germany) physical examinations and assessments of persons affected by violence are carried out with and without filing a criminal complaint. An exact documentation and interpretation of injuries, as well as evidence recovery, are essential in criminal proceedings.

A complaint is often not filed immediately after violent crimes, nevertheless physicians are not seldom the first point of contact because victims seek medical treatment. If victims of violence are examined by clinical physicians after assaults, the injuries are often not sufficiently documented for use in court. A detailed and neutral description of findings is highly relevant for subsequent criminal proceedings. The use of interpretative, generalizing and technically incorrect terms in the description of injuries is often problematic, which makes subsequent interpretation and reconstruction of the event by forensic experts considerably more difficult or impossible.

The lecture is intended to present the working methods in clinical forensic medicine in Mayence and to illustrate the importance of using technically correct and neutral terminology by means of case reports.

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STANDARDISED MEDICAL DATA EXCHANGE FOR OPTIMISED INTERNATIONAL HEALTH COMMUNICATION

In healthcare, coding systems play an important role in recording health-related information. In our contribution, we take a closer look at SNOMED CT, the internationally used multilingual reference terminology for healthcare. This system consists of a machine-readable ontology combined with a multilingual terminology. Once implemented in software applications such as the electronic health record (EHR) or hospital information systems, SNOMED CT enables the structured capture, documentation and processing of a variety of health-related data such as findings and diagnoses, procedures, social parameters, etc. in different languages, thus supporting efficient cross-language communication in the healthcare sector.

The translation of the English-language terminology requires a collaborative and community-based approach as well as (inter)national translation guidelines to ensure the quality, consistency and appropriateness of the translation, taking into account the cultural requirements of different medical contexts worldwide. We describe the specific challenges of translation, focusing on the importance of (inter)national teamwork and terminological principles for high-quality translation to meet the information needs of different audiences (professionals and patients). In addition, we use the Global Patient Set (GPS) to illustrate how SNOMED CT promotes interoperability in less digitally mature countries and supports the cross-border movement of citizens and their health-related data to countries that are not currently licensed to use SNOMED CT.

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A SCENARIO-BASED APPROACH TO ASSESSING THE GERMAN SKILLS OF HEALTHCARE PROFESSIONALS

Keywords:
Scenario-based approach, assessment, healthcare professionals, German skills, Fachsprachrpüfung

The German healthcare system attracts many foreign doctors and nurses who need to acquire and prove language skills at a certain level to be able to work professionally there. Due to Germany's federal structure, it's healthcare system is subject to 16 different regulations. In order to ensure uniform standards in language assessment, the Federal Conference of Health Ministers developed benchmark papers for specialized language exams (Fachsprachprüfungen) in 2014 and 2015. These define the level of language skills required by medical professionals in specific fields and the basic structure of the one-hour scenario-based examinations. They also stress that Fachsprachpüfungen may only test language skills and not medical competence.

telc, a well-known language test provider based in Germany and Hungary, identified and responded to these needs early by developing the examinations telc Deutsch B1-B2 Pflege and telc Deutsch B2-C1 Medizin Fachsprachprüfung as well as course books for nurses and doctors. These Trainingseinheiten cover the bread-and-butter topics of medical professionals. They are largely scenario-based in order to create situations in which effective communication on peer-level or between healthcare professional and patient can be practiced in preparation for a Fachsprachprüfung.

This presentation will focus on whether scenario-based standards such as those laid out in the benchmark papers cause problems in assessment. It will also look at the telc Trainingseinheiten to see how well they go hand-in-hand with the requirements of the Fachsprachprüfung. Are people using the course material or taking the exam well-equipped to deal with professional life in Germany?

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