THE IMPORTANCE OF NEW CONCEPT OF ENGLISH LANGUAGE TEACHNG AT FACULTY OF PHARMACY DEPENDING ON COMPATIBILITY WITH TRENDS IN OTHER COUNTRIES

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Abstract
Syllabi of Academic English Language Preparation at the Faculty of Pharmacy (hereinafter FaPhCU) provide mastering of pharmaceutical terminology in English. The article presents the need and importance to consider the professional orientation of teaching pharmaceutical English on international level and the need of better and more effective communication with other departments to establish cross-curriculum relations in comparison with other non-English speaking countries. In the Czech Republic (Brno) at the Faculty of Pharmacy the English language is provided for the students of the 2nd academic year (FaF VFU Brno, 2014). The method of our research was the questionnaire followed by the analysis of current situation in the Academic English Language Preparation at FaPhCU. Creating a new concept of teaching English will contribute to the knowledge of English language teaching and thus draw the attention to the importance of mastering English on professional level.

Key words: *curriculum, English language, pharmacy, student, teacher, terminology*

1 INTRODUCTION

After joining the European Union Slovak pharmacists are more often interacting, in their practice increasingly, with professionals, patients or customers, with whom they can communicate only in English. They travel to foreign countries to increase their education and get practise in their professional field. At FaPhCU we provide teaching of English in the form of a compulsory elective course. To help the students to overcome communication difficulties and barriers, in these seminars we need to devote considerable attention to the English professional language. When teaching professional pharmaceutical terminology specific requirements are given upon the teachers, as we studied General English, so we have general knowledge. We are not graduated experts in the field of pharmacy, so in that respect we are forced continually to educate ourselves. We can talk about lifelong learning. Firstly, we hinge upon the fact, who our students are, what they will do after graduation at FaPhCU. We direct and adapt the learning process of pharmaceutical English to reach this goal. We have developed methods and approaches to teaching professional language, English pharmaceutical terminology and so work with topics that constantly evolve and change.

1.1 ESP TEACHING

ESP (English for Specific Purposes) involves teaching and learning specific skills and language needed by particular learners for a particular purpose. The P in ESP is always a professional purpose – a set of skills that learners currently need in their work or will need in their professional careers. This broad definition can be taken to include also pharmaceutical skills, such as English used in communication with professionals, in scientific work or in the pharmacy helping foreign customers (Cambridge English, 2011).

Teachers´ preparation includes learning as much about the pharmacy field as we can: research before the seminar; careful planning of the language and problems that are likely to come up in the lesson; strategies to deal with vocabulary problems that can't be solved during the lesson; and a commitment to learn, actively, the pharmacists´ specialisation in order to be more prepared next time (See Appendix 1).

In theory, all pharmacy learners need ESP and would benefit from the seminar tailored to their needs. In practice, however, there has to be a compromise and the learners with sufficiently similar needs caused by different English level knowledge can be grouped together (Cambridge English, 2011).

The answer could be expressed in the choice of the right pharmaceutical materials and building the curriculum which will be comparable with other non-English speaking countries (e.g. the Czech Republic, Hungary, Bulgaria, Spain, Norway, Germany etc.) where ESP is involved in their pharmacy studies. The outcome of this long-lasting project will contribute to spreading knowledge about English language teaching at Faculties of Pharmacy in the world and it will draw our attention to the importance of English language mastering on professional level.

1.1.1 ACADEMIC ENGLISH LANGUAGE PREPARATION AT FAPHCU

The knowledge of professional terminology is a very important part of communication between pharmacists and patients or customers. It is a prerequisite for pharmacists´ integration into their professional life. They should master specific terminology, which they can use then in various situations in a real life. At FaPhCU we have assembled terminology which can be found in the following areas:

PHARMACISTS	Pharmacist	a specialist in pharmaceutical science working in a clinic, hospital and pharmacy worldwide. He/She may be also specialized in certain disciplines (academic pharmacist, clinical pharmacist, oncology pharmacist etc.), or work in the production and distribution of drugs.
	Druggist	an expert in the preparation of drugs, receives prescriptions and dispenses medicines to patients with advice on the proper use of medicines, adverse effects etc.
	Pharmaceutical representative	a special mediator between a patient and a medical care provider, ensures appropriate pharmacotherapy.
PHARMACEUTICAL PLACES	Pharmacy	a place where we can get prescribed drugs, OTC drugs and other pharmaceutical products.
	Pharmaceutical company	the place where pharmaceutical representatives work.
	Laboratory	a place where pharmacists produce drugs and pharmaceuticals.
THERAPY	Prescription	a form confirmed by a doctor that contains appropriate medication to treat a patient.
	Effects	main and side effects of drugs.
	Active substances	substances contained in medicinal products.
	Symptoms	symptoms that are signified while suffering from disease.

Source: Your Dictionary, 2013

Academic English Language Preparation seminars help the students to master English pharmaceutical terminology, enable them to further their professional development and think in the language. Acquiring professional communication also contributes to the development of language skills, which they will use later in practice (Horňáková, 2009). English language seminars are elected by the students with at least intermediate English level (intermediate to upper intermediate level). Seminars content and methods increase in quality and copy communication needs, i.e. current needs of a pharmacist´s profession. Seminars are professionally specialised, they do not substitute a lack of foreign language training on lower levels of education. Within becoming a part of the European Union and the European labor market our graduates must be adequately linguistically prepared (Jurečková, 2004).

Professional pharmaceutical terminology is very broad and comprehensive. It includes terms from many disciplines - pharmacology, toxicology, organic and inorganic chemistry, botany, physics and many others. English teachers, therefore must take into account, while curriculum developing, the programs of individual vocational subjects. Professional seminars in the English language do not overtake the topics of individual scientific disciplines at FaPhCU. Issues and terminology discussed in English language seminars are concurrent with those that are discussed in each semester seminars and grades. The importance of cross-curriculum relations is planned to be also discussed with the Faculties of Pharmacy in non-speaking countries. This discussion would help us to indentify the right direction of terminology development in a new formed curriculum.

Professional pharmaceutical terminology is constantly evolving, and so there are high demands put on the teachers. We have to educate in various areas, seek information on the Internet and specialized pharmaceutical journals. There is increased development of new drugs, newly discovered active substances etc. Specialised terminology changes along with the global research. New themes are arisen (harmful sunburn ...), the situation in pharmaceutical science and research is constantly changing, and the teachers must flexibly respond to this phenomenon. There are new diseases (swine flu ...), controversial issues (vaccination, overuse of antibiotics, alternative medicine, homeopathy ...). Specialized texts in English language seminars are systematically varied, and so we continually adapt to this evolving process.

We use materials from the popular-scientific literature containing professional terminology. The texts are easily processed, which enables studying available to all language levels and also supports self-study or work with a foreign language text. We do not include too professional texts containing, for example, chemical formulas or complicated definitions. However, our texts contain enough professional terms with which a pharmacist may encounter while studying at FaPhCU and then at his work.

The problem we have to face is the above mentioned professional level of the study texts. The level of appropriacy has to be checked regularly and changed according to the students´ respond. We suppose that other Faculties also face the same problem and so we will confer that.

Professional language is a form of professional communication, which is the counterpart of the general or standard language (Takáčová, 2004). There is a correlation between vocabulary and everyday language. The words of ordinary language are influenced by the terminology and this is how the professional vocabulary gets into the everyday language (Ďuricová, 2004). This provides rather a various space for teachers and students who can lead the discussion on specific topics, using both common language and technical terms.

2 METHODS AND RESULTS

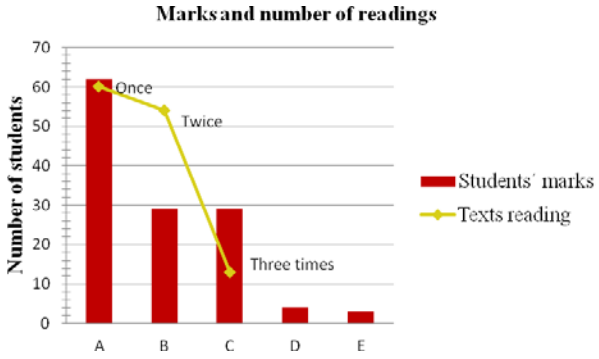
The year 1989 meant the end of teaching Russian language and so the languages that remained taught at FaPhCU since then were Latin, German and English. Following the need to connect scientific subjects with language skills, Latin (2 semesters) and English (4 semesters) courses created a base of language teaching at the Department of Languages.

FaPhCU accepted the changes in university education, which are enshrined in the Bologna Declaration adopted on 19th June 1999. „Promotion of the necessary European dimensions in higher education, particularly with regards to curricular development, interinstitutional co-operation, mobility schemes and integrated programmes of study, training and research“ (Bologna, 2005). While attending FaPhCU the students study the literature, which is largely available only in English and regarding the acceptance of university diploma in other countries our graduates are claimed with professional and linguistic knowledge requirements.

To have closer look at our students´ needs and studying process we asked 2nd year students several questions in the form of spread questionnaire. The number of extended questionnaires was 127. The same number was also given back, so we can state 100% return.

The asked questions were directed to identify their requirements which make studying pharmaceutical texts in English more interesting and useful so they could refer to them while studying.

Let´s look at the 2nd year students´ profile through their English seminar grades from the winter semester 2013/14.



Most of them, 48% (62 students) finished with A. 22,83% (29 students) reached B and C grades. Students with D grade represent 3,15% (4 students) and those with E 2,36% (3 students).

We can conclude that our pharmacy students study pharmaceutical terminology in English carefully and with high accuracy.

The difficulty of the study texts was investigated with the question: “How many times had you studied the text before you understood the meaning out of the class?” The students had to read them once in 47%, twice in 43% and three times in 10%. No students studied the text more than three times.

We could say that the chosen texts are suitable for the students who do not have greater problems to study them or to prepare for the exam. The better mark the student has, the lower amount of reading he needs to understand the professional text.

In English seminars we speak and study pharmacy texts in English. To find out whether the students are encouraged to read English literature by our colleagues from specialized departments we asked them: “Do your Pharmacy teachers recommend you to study the professional links, books or materials published in English language?”

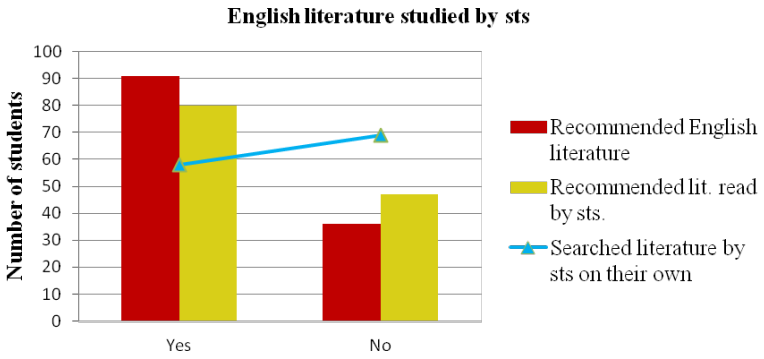
71,65% (91 students) claimed that the teachers recommend them to study English literature.

The result confirms that studying English terminology at FaPhCU is very important and the students really need the terminology knowledge as they need it for English professional texts comprehension. Regarding the teachers´ recommendation 62,99% (80 students) studied English pharmaceutical literature advised by teachers. 37,01% (47 students) did not search for it.

The biggest challenge concerning the importance of studying texts in English was induced by the question: “Do you search for the Pharmacy materials in English on your own?”

Regarding 45,67% (58 students) who said “Yes” we can conclude that the students search for and study pharmaceutical literature in English and so they demand new and latest scientific English texts

that will help them to study pharmacy at higher level. 54,33% (69 students) do not search for English literature on their own. We would suggest that the literature recommended by their teachers covers their professional needs.



3 DISCUSSION

Communication between students and teachers creates better atmosphere in a classroom. Each student has the opportunity, in office hours, to discuss his problems and requirements in person. Significant research group states that "academic achievement and student behaviour are influenced by the quality of the teacher and the relationship between them" (Jones, 1995). The fact is that the longer we communicate with our students, the better picture of their personality and knowledge we acquire.

The quality of teacher´s performance in language courses is one of the defining moments for the student´s positive overall impression who evaluates his/her success or failure in a class.

Below we select several quality indicators, i.e. teacher´s professionalism:

- Regularly updates his/her professional knowledge, studies professional literature, has deep knowledge of his/her subject.
- Finds and transforms knowledge from the scientific field to the subject content of the seminar, identifies and integrates interdisciplinary and cross-curricular relations.
- Creates methodological materials of the taught subject, participates in methodological meetings with other teachers, or publishes.
- Supports the development of students´ individual qualities, controls the leadership of talented students, diagnoses problems of students with learning disabilities.
- Applies a systematic approach to teaching, develops intrinsic motivation, self-assessment, students' creativity, comprehensive approach to personality development.
- Uses information technology, computer technology to support students´ learning and to prepare His/her own teaching process.
- Has pleasant demeanour in the teaching process, good attitude, relationship with students, expresses empathy, provides students with consultations, advice.
- Knows his/her personal disposition, personal qualities, values, strengths and weaknesses, and uses itin his/her pedagogical work.

Source: Blasko, 2013

At the University a teacher and a student become partners, they work together and interact mutually. Communication and interaction between them should uphold the humanity principles (Osifčin, 2012), which Gluchman defines as: "principles that are normally acceptable at the level of common sense morality such as respect for elders, but also respect for all people who deserve it, then honesty and justice in interpersonal relationships, tolerance of others, mutually beneficial cooperation etc." (Gluchman, 2008).

In teaching English pharmaceutical terminology we use different procedures and methods:

1. Introduction to professional texts	Students read a text, become familiar with professional terminology, look for synonyms in English, define terms.
2. Reading	We provide our students short texts containing pharmaceutical terms. Students read aloud due to a correct pronunciation, which is highly specific in English.
3. Listening	In this approach, students have the text in front of them, or the text with blanks to fulfil specific terms during listening.
4. Speaking	
a) Discussion	We lead our students to express in the subject, so they use specific terms, to discuss with their colleagues and to answer specific questions.
b) Dialogue	The seminars also induce real situations (e.g. visit to the pharmacy, dialogue between a pharmacist and a patient), when students must find synonyms to particular professional pharmaceutical terms to make them understandable for a common person who is not a pharmacist.
c) Interview	We teach our students how to handle the job interview, where they can also use specific terminology, as they will compete for specific jobs.
5. Exercises	Various thematic exercises, that contain specific terminology are included in the teaching process. Students learn how to use correct grammatical structures and different linguistic features.
6. Self-study	We open the opportunity to study more difficult academic text at home, and then subsequently we refer to the gained knowledge.
7. The use of images	Image in conjunction with the specific term creates a visual connection that helps students better remember the term.
8. Presentations	Presentations: We lead our students to process specialized topics on their own and then present them to their colleagues and discuss them. They learn to search for relevant information, present them and speak in public, they work with modern technology (see Appendix 2).

Description of research limitations:

1. Pharmacy students have different learning strategies to achieve their study goals because they have different abilities to understand and learn specific terms and phrases at seminars. Some of them understand the texts and learn very quickly, the others have to use a variety of techniques repeatedly to study the issue more and with higher effort. If we had asked the students the question focused on their learning strategies, we would have got better reflection of their needs and demands.

2. The issue of different students´ levels of English language is very actual and it could influence the results of the research. We deal with it at the Department of Languages frequently and try to find a suitable methodology that will help the students with lower levels of language, but does not hinder the students with higher levels. The level of English and its four skills might distort the results of students´ respective study literature.

3. Students' grades are influenced not only by their semester studies but also by their previous secondary school English grades. It would be very essential to compare those results with students' university grades to follow their success.

4. The technology usage, which eases students´ pharmacy studies, gradually enters the teaching process. Students rely not only on books but more and more they refer to the Internet information. They consider it as the appropriate source that saves their time and energy. The specification of the

recommended sources for studying would help us define, which source the students use the most and on which we should focus our attention while preparing and teaching specific pharmaceutical texts.

5. In English seminars we focus on training different skills, which help the students increase their professional English terminology level. Reading texts is only one of the skills we spotlighted in the research.

The above mentioned limitations in our research determine the next steps and needs for the following deeper and more specified research. They show us the opportunities for further research.

The key to success is constant monitoring and mapping of the class during the seminar and subsequent evaluating of results. Ongoing evaluation is not needed at the Department of Languages but each teacher, for the most objective assessments at the end of the semester, organizes interm evaluation to form a complete picture of the student's knowledge.

The relationship between university teachers and students is important for their final attitude to the employment which they will perform after their graduation. Students spend most of their time at school with teachers, experts in their field, and so they become role models for the students that they will follow under the positive attitude.

4 CONCLUSION

Academic English Language Preparation teachers at the Department of Languages at the Faculty of Pharmacy have positive relationship with students and within their positive attitude and proactive approach to the seminars and the time devoted to their preparation they encourage the active participation of students in their seminars. Academic English seminars are conducted in English regardless the level of English. One of the methods, that we use to help the students with lower levels of English, is in the form of ppt. presentations on the studied subject (Annex No. 3). Students feel more relaxed and ready to accept new knowledge with determination and enthusiasm.

Active participation of students in seminars is essential for their educational growth. This is particularly important for pharmacy study in English. English language is a very dominant language for higher education and cooperation on global level, which pharmacist´s work and interaction requires. Either in a pharmacy or in the scientific sphere.

Importance of new ESP pharmacy curriculum has been arisen since the time of increased requirements from the side of Slovak and world pharmacy market. Requirements towards students´ knowledge and language skills. In the next several years we are going to build the curriculum which will be comparable with the others in non-English speaking countries and rightly tailored to the needs of our pharmacy students.

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Annex 1: Munchausen syndrome (2nd year Mgr. programme), Video and pics source:HealthGuru.com



Annex 2: Healthy eating presentations (2nd year Mgr. programme)



Annex 3: B12 (2nd year Mgr. programme), Video and pics source: HealthGuru.com

