

TEACHING CZECH AS A FOREIGN LANGUAGE FOR STUDENTS OF DENTISTRY THROUGH E-LEARNING

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At the Medical Faculty in Plzeň, dental students in the English program take Czech language classes for the first two years of study. During the grant period, there are four lessons a week, but given the fact that Czech is a challenging, inflected language, this relatively short period of instruction is inadequate to ensure that by the end of the second year, students are able to communicate with patients and medical personnel in the Czech language. This situation is further complicated by the fact that textbooks for these courses are non-existent. Therefore, a course for foreign Czech dentistry students was created which utilizes an e-learning curriculum, blended-learning, and serves as additional form of full-time teaching. This is now used in the 4th semester.

CHARACTERISTICS OF TEACHING CZECH FOR DENTISTS

During the first two semesters, students learn the most frequent cases of basic declination paradigms of nouns and adjectives, particularly pronouns, and present tense of Czech verbs (including irregular verbs). The content of the third semester focuses on past and future tenses, modal verbs, conjunctions and gradation of adjectives and adverbs. The fourth semester is designed to simulate the communications between doctors and patients and doctors to nurses. This incredibly busy and intensive schedule obviously has resulted in a significant reduction in other grammatical and lexical units in favor of the specific needs of our students. Additionally, more difficult words and phenomena (especially in regards to technical terms) are not easily comprehended when merely translated into English, and accompanying photographic representations are invaluable when teaching such material.

REASONS AND BENEFITS OF DEVELOPING E-LEARNING COURSES

The previous model of instruction was comprised of simple handouts and in-class instruction, and such, was very limited in providing students with a relateable, comprehensive language experience. With the intent of broadening the scope of the curriculum to provide students with a more expansive experience in Czech language

for medical purposes, it was necessary to develop a platform that would allow for the inclusion of multimedia elements, such as; images, photos, videos, online documents, and other media not possible under the previous system of standards. The resulting platform was e-learning, which allowed all of these elements to be blended seamlessly into one universally accessible online course.

Online courses save the students, teachers, and the Department many costs, such as those incurred for copied materials, school supplies, and others inherent of in-class instruction. Seemingly simple additions, such as the ease of including color photographs, have profound effects in engaging students, and the universal access addresses the attendance concerns; it is important to note that in the second year, the percentage of student absences significantly increases, largely due the challenging schedule of the fourth semester. This significance is reduced by an ease of access for students.

E-courses are more flexible and adaptable to students' busy schedules; they can choose how many times they return to the lesson material, go at their own pace, and revisit material they might have missed in class. This also eliminates confusion pertaining to what to study, where to find it, and how it relates to the overall lesson plan. Furthermore, this design allow for students to employ self-checking methods, and by doing so, personally evaluate their comprehension of course material at any given time. This function also allows for the instructor to maintain an high level awareness of student participation and comprehension, whether in the form of chapter tests or online consultations (chat, forums, etc.) initiated by either student or teacher.

Students still retain the potential for cooperation and collaboration with this form of instruction, and it is most beneficial out of the classroom when time constraints are less of an issue, and students are futher encouraged to use lesson material outside of the classroom in order to develop their interactions with Czech society. It is all too common for foreign students to simply revert to either English or non-verbal communications in order to operate in Czech culture, and thus they often lack any significant motivation to use the Czech language in day-to-day interactions. The result of this is that in the third year, when students of clinical dentistry begin to work with patients and colleagues, they often find that that they are lacking in the capacity to do so despite the fact that they have finished the required Czech language courses. Lastly, the ability to provide scenario-based role-playing exercises allow students pracitce with real-life, on-the-job interactions with patients, and these scenarios are much more effective than conventional lessons utilizing textbooks and chalk boards. These excercises provide excellent feedback to teacher, and allows them more flexibility in their resposes to educational and vocational needs. Furthermore, the platform allows such excercises to possess an evolutionary element; they are easily adapted with each lesson based on student performance. Unlike basic, script-based learning courses, e-learning courses are limited only by the needs of students and the ingenuity of their teachers.

CONTENTS AND FEATURES E-LEARNING COURSE











The course itself was created in Moodle, and it is structured in the traditional manner, ie. it is divided into chapters (or subsections) that contain text in addition to study tasks, exercises, self-tests and a discussion forum. The course is moderated, and since the basic structure follows the standard model, it will not be covered here, instead the specifics of the course will be detailed.

The guidelines reflect the specific communications needs of students, it is focused on lmedical language in a dental environment. Students learn important concepts of their future profession (dental caries, dental chair, fillings, crowns, probes etc.), basic phrases used in contact with the patient (history) with some form (medical card patients) and acquired communication skills with patients or colleagues. During the course, students are educated on topics such as anatomy of the tooth, human teeth, diseases of the teeth and oral cavity, examination of the patient, dental hygiene, and dental instruments and pharmacology.

The study text is qualitatively and quantitatively reduced so that the students are provided with crucial and relevant vocabulary and material, but not innudated with irrelevant, insignificant coursework. An integral part of the images and pictures are only illustrative, but they also help to understand more complex words and phenomena (eg. A root canal, dental instruments) and thereby improve the fixation of the curriculum in mind.

CHRUP

V této kapitole se budeme učit něco o zubech.

-  DRUHY ZUBŮ
-  ANATOMIE ZUBU
 -  Třetí stolička - Úkol
-  DĚLENÍ CHRUPU
-  DOČASNÝ CHRUP
 -  Číselné názvy zubů - úkol
-  STÁLÝ CHRUP
 -  Chrup zvířat - úkol
-  DENTÁLNÍ KŘÍŽ
 -  Dentální kříž ve vaší zemi

Slovník a test



-  SLOVNÍK - CHRUP
-  TEST - CHRUP

Fig. 1 The structure of the chapter Teeth



Fig. 2 Photos of the probe in the dictionary

Ošetření zubního kanálku - Úkol

Připravte si popis ošetření zubního kanálku:

CELKEM HODNOCENÍ

Fig. 3 The task of the chapter Diseases of teeth and oral cavity

Tasks are assigned so that the students are forced to operate in a Czech language environment without the knowledge of grammatical and lexical units of the text. Therefore it requires students to seek out the basic information or photographic material as it relates to professional events (for example, the definition of tooth decay, a video of brushing your teeth, or complete a table). Another type of task is collaborative content creation, which allows any student to request specific material from the instructor according to their particular needs, which is not possible under the restrictions of traditional, textbook based lessons. This content is then translated into the Czech language and is further processed didactically.

The exercises are focused on repetition of vocabulary and grammar. These exercises are not usually mandatory, and students complete them either of their own volition or at the recommendation of a tutor. Experience has proven that it is necessary to constantly revise course material, eg. Conjugation of modal verbs, vocative and addressing or conjugation of some irregular verbs.

Continuous testing allows students and teachers to assess whether and how well the curriculum is adopted, and is also preparing for the written part of the examination, which is composed at the end of the 4th semester.

The course is moderated in English and Czech. Linguistically complex instructions are given in English, but simple and repetitive instructions are in Czech (ie. ‘search for an Internet video’, ‘send picture’) – it is clear and linguistically appropriate, although the quality of the language is diminished.

Když se mléčný zub prořeže před 3. měsícem věku, je to opožděné prořezávání.

Vyberte jednu z nabízených možností:

Pravda

Nepravda ✓

Výborně! ☺

Správná odpověď je 'Nepravda'

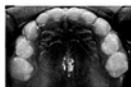
Okomentovat nebo přepsat známku

Historie odpovědí

Krok	Čas	Akce	Stav	Body
1	29.05.2015 11:10	Zahájeno	Dosud nezodpovězeno	
2	29.05.2015 11:13	Uloženo: Nepravda	Odpověď uložena	
3	29.05.2015 11:13	Pokus ukončen	Správně	1

Fig. 4 Self-Test evaluated in Chapter Teeth

DOČASNÝ CHRUP



www.stomatologie.cz

- Dočasný chrup (mléčné zuby) tvoří 20 zubů.

Prořezávání prvních zubů začíná kolem 6. měsíce po narození dítěte.

Když se prořeže dočasný zub před koncem 3. měsíce věku, mluvíme o **predčasném prořezávání** (dentitio praecox).

Když se neprořeže žádný dočasný zub do 10. měsíce věku, mluvíme o **opožděném prořezávání** (dentitio tarda).

✓ V 1 roce má dítě asi 8 zubů, ve 2 letech 16 zubů a nejpozději ve 3 letech má celý dočasný chrup.

Typ zuby	Horní čelist
	Doba prořezávání
první řezáky (jedničky)	6–8 měsíců
druhé řezáky (dvojky)	9 měsíců
špičáky (trojky)	16–20 měsíců
první stoličky (čtyřky)	12–16 měsíců
druhé stoličky (pětky)	20–30 měsíců

Fig. 5 The study material in Chapter Teeth

The course has a blended-learning format and it takes in the fourth semester, which means that is final course before the final examination. A primary advantage of the course is that foreign students have an opportunity to learn the Czech language through technologies which they are already familiar with, and therefore do not find themselves overburdened or confused by unfamiliar methods or teaching styles.

The e-learning course for Czech dentistry students is appreciated as interesting, beneficial and entertaining. It is an important tool in teaching Czech for future dentists not only for faculty in Plzeň, but also in other faculties in the country. The course is available at the website Faculty in Plzeň (<http://lms.lfp.cuni.cz/>), and the password is available upon request from the author.

SUMMARY

Foreign students studying in the English program at the Medical Faculty in Plzeň, Czech Republic, take four hours of Czech courses a week for the first two years. In the first year, students learn the basics of Czech at level A1 and A2. The second year of their education concentrates on communication skills and places an emphasis on communication with patients. Students are therefore acquainted with the necessary terminology, phrases and customs that should be learned for successful preclinical dentistry in the third year. Since there are no textbooks that focus on dental issues in Czech, and acknowledging that standard instruction methods are quickly becoming obsolete, it was necessary to develop an e-learning program in order to incorporate multiple forms of media in order to optimize Czech language courses for foreign dentistry students.

Výuka češtiny pro cizojazyčné studenty stomatologie za podpory e-learningu

SOUHRN

Zahraniční studenti studující v anglickém programu na LF UK v Plzni mají češtinu v prvních dvou letech studia, při časové dotaci čtyři hodiny týdně. V prvním ročníku se studenti učí základy češtiny přibližně na úrovni A1 a A2. Ve druhém roce se jejich komunikační schopnosti prohlubují a klade se důraz na komunikaci s pacientem. Studenti jsou proto seznamováni s terminologií, frázemi a zvyky, které je třeba si osvojit pro úspěšné zvládnutí preklinického zubního lékařství ve třetím ročníku a kontakt s pacientem a lékařským personálem vůbec. Jelikož neexistuje učebnice, která by se zaměřovala na stomatologickou problematiku češtiny pro cizince, byla připravena e-learningová podpora, která doplňuje chybějící učebnici.

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