English Library:
the Linguistics Bookshelf

Volume 10

Tatiana Canziani, Kim Grego,
Giovanni Iamartino
(eds)

Perspectives in Medical English

Polimetrica
International Scientific Publisher

Open Access Publications

2014 Polimetrica ® S.a.s.
Website: www.polimetrica.com

ISSN 1974-0603 Printed Edition
ISSN 1974-0670 Electronic Edition
ISBN 978-88-7699-153-0 Printed Edition
ISBN 978-88-7699-154-7 Electronic Edition

The electronic edition of this book is not sold and is made available in free access.
Every contribution is published according to the terms of “Polimetrica B License”. “Polimetrica B License” gives anyone the possibility to distribute the contents of the work, provided that the authors of the work and the publisher are always recognised and mentioned as such. It does not allow use of the contents of the work for commercial purposes or for profit. Polimetrica Publisher has the exclusive right to publish and sell the contents of the work in paper and electronic format and by any other means of publication. Additional rights on the contents of the work are the author’s property.

Printed in Italy by DigitalPrint Service Srl – Segrate (MI)

Contents

Perspectives in Medical English: An Introduction **11**
Tatiana Canziani, Kim Grego, Giovanni Iamartino

Part I Researching into Medical English: Past and present insights

Medical English as a research field: Results, trends, and perspectives.. 17
Kim Grego
1. Origins and development 17
2. Lines of research in EMP 19
3. EMP research worldwide 21
4. EMP research and teaching in Italy 27
5. Present trends, future developments 32
References 35

'Family sayings': Two generations of Italian quack-doctors in 17th-century London **47**
Roberta Mullini
1. Background and primary sources 47
2. Charlatans, empirics, mountebanks, or quacks: changing names for irregular practitioners 51
3. Medical professional language in the Winter family 55
   3.1. General terms 56
   3.2. Which diseases and what anatomy? 58
4. Concluding remarks 60
References 66

Exploring the humoral self: Elizabethan and early Stuart churchmen and Galenic medicine **71**
Paola Baseotto
1. Introduction 71
2. The popularization of medical knowledge by early modern physicians 72
   2.1. Galenic medicine and laypeople 72
   2.2. The crucial role of English in the process of popularizing medical knowledge 73
3. Interdisciplinary learning and multiple vocations 75
   Sir Thomas Elyot 75
4. The interaction of body, mind and soul 76
5. Theological assimilation of medical knowledge 77
   5.1. The divine sanction of medical knowledge 78

6. Churchmen and the emotional self 80
6.1. Early modern views of passion 80
6.2. William Perkins's Cases of Conscience 81
6.3. Edward Reynolds's Treatise of Passions 82
7. Conclusion 85
References 86

Medical entries in 18th-century encyclopaedias: The lexicographic construction of knowledge 89
Elisabetta Lonati
1. Background and primary sources 89
1.1. A new approach to real life 89
1.2. British medical context 90
1.3. Sources 90
1.4. Aims 91
1.5. Methodology 91
2. Definitional patterns in the three encyclopaedias: a survey 92
2.1. Approaching medical knowledge: the shortest entries 92
2.2. Expanding medical knowledge: encyclopaedic descriptions 101
3. Concluding remarks 103
References 104

Evidentiality and commitment: An example from sports medical writing 109
Marianna Lya Zummo
1. Introduction 109
1.1. The linguistic focus 109
1.2. Theoretical background 111
1.3. Aims of this paper 113
2. Data and methodology 113
3. Results 115
3.1. Evidentiality 115
3.2. Epistemic Modality 118
4. Discussion of results 120
5. Conclusion 121
References 123

Metaphors they heal by? 127
Tatiana Canziani
1. Introduction 127
2. Background 127

2.1. Metaphor interpretation 127
2.2. Metaphors: written medical literature 128
2.3. Metaphors in a medical context: doctor-patient communication 130
3. Methods 131
4. Results & discussion 132
4.1. Metaphors and medical nomenclature 132
4.2. Eponymic disease terms 133
4.3. Non-eponymic and metaphor-based disease terms 135
4.4. Eponymic syndrome terms 137
4.5. Non-eponymic and metaphor-based syndrome terms 138
5. Conclusions 140
References 142
Appendix 145

Part II Studying and teaching Medical English: Teaching practice and tools

Reflections on a syllabus review: Teaching practice and research in language teaching at Rome Medical School 151
Philippa Mungra
1. Introduction 151
2. Structure of English course and its varied applications at Rome's Medical school 152
2.1. Upon entry into medical school 152
2.2. The core course 152
2.3. Strategies 153
2.4. Variations between different courses 154
2.5. Evaluation & Testing 155
2.6. Usefulness of the portfolio 157
2.7. Measuring effectiveness of teaching 157
3. Problem areas 158
4. Future Directions and Conclusion 159
References 160

Medical English in Italian university courses in sports sciences: Some issues in focus 163
Barbara Cappuzzo
1. Background 163
1.1. Research on medical communication and English for medical purposes (EMP) 164
1.2. English for Medical Purposes (EMP): a definition 165

2. '*Lingua straniera', 'lingua inglese'*: the terminological question of the denomination of the discipline in sports sciences courses 166
3. The importance of medical English in the Italian sports sciences courses curriculum 167
3.1. Eponyms in sports medicine language: a sample terminological issue 168
4. Credits, attendance at courses, and syllabuses in sports sciences study courses 169
5. Some medical English teaching-related issues in sports sciences study courses 171
5.1. Students' initial linguistic competences 171
5.2. Subtechnical vocabulary, pre-modification and nominalization in medical discourse 171
5.3. Genre-centred syllabuses and content and language integrated learning (CLIL) 173
6. Concluding remarks 175
References 176

Multimodal syllabus construction for students of medical sciences. Do you still need a course in English when the entire degree in Medicine and Surgery is taught in English? 181
Anthony Baldry, Deirdre Kantz, Fabrizio Maggi
1. Introduction 181
2. Background 184
3. Goals 185
3.1. Incremental exposure to a wide range of medical genres 185
3.2. Text linguistics syllabus through improved levels of English 186
3.3. Prior knowledge of scientific or medical genres 187
4. Multimodal text linguistics in medical degree courses 189
4.1. Websites and their subdivisions 190
4.2. Integrated visual, spatial and linguistic resources 191
4.3. Hierarchical and cyclic rather than linear organization 191
4.4. Meaning-multiplying and meaning-compressing processes 192
4.5. Pattern formation 192
4.6. The pressure-to-conform norm 192
4.7. Holistic, dynamic, trajectory-based and negotiational 193
4.8. Integration of interpersonal, ideational and textual meanings 193
5. A three-phase course plan: a multimodal approach 194
5.1. Phase 1 195
5.2. Phase 2 196

5.3. Phase 3 196
6. Multimodal literacy and the structure of medical information 196
6.1. Multimodal literacy as cultural shock 197
6.2. Information structure theory and multimodal corpus techniques 199
7. Squaring intercultural awareness with multimodality 202
8. Guidelines for students 204
9. Reception 206
10. Conclusion 209
Acknowledgements 212
References 212

Internet resources for Medical English 219
Alessandra Vicentini, Alessandra Radicchi
Background 219
1. Aims 221
2. Corpus and method 222
3. Analysis and discussion 223
3.1. Quantitative results 223
3.2. Qualitative results 224
3.2.1. Online medical English courses 224
3.2.2. Online medical dictionaries and glossaries 232
3.2.3. Online medical encyclopaedias: UK Health Encyclopaedia & US MedlinePlus 240
3.2.4. Online medical journals 242
4. Conclusions 244
References 246

***English Toolbox for Nurses*: A meaningful learning experience 251**
Jaana Helena Simpanen, Antonina Ausilia Uttilla
1. Introduction 251
1.1. ESP background 252
1.2. ESP courses 253
1.3. Who should teach ESP? 255
1.4. ESP and globalization 256
1.5. Social context 257
1.6. International (student) nurses' language problems 259
2. *English Toolbox for Nurses* 261
2.1. A meaningful learning experience in Sicily 261
2.2. Project objectives 263
2.3. Start up 264
2.4. Project development 267

2.5. A project plan in a nutshell 272
3. Results 273
4. Conclusions 274
References 275

T. Canziani, K. Grego, G. Iamartino (eds), Perspectives in Medical English 11-14
© 2014 Polimetrica International Scientific Publisher, Monza/Italy

Perspectives in Medical English: An Introduction

Tatiana Canziani – University of Palermo
tatiana.canziani@unipa.it

Kim Grego – University of Milan
kim.grego@unimi.it

Giovanni Iamartino – University of Milan
giovanni.iamartino@unimi.it

In spite of the growing economic and political power of a sub-continent like China, the increasing international role of South America or the continuing influence of Russia at world level, the pre-eminence of English as the vehicle of scientific, academic, political and business communication – to name its main usages – remains undisputed. Indeed, a global variety of English, powered by today's fastest means of communication, has long been acknowledged as the *lingua franca* of inter-linguistic / intercultural exchanges – including of those with the said countries and continents. In this scenario, two seemingly opposed yet complementary trends may be observed. On the one hand, English – no longer the exclusive of the original English-speaking countries – has become a global possession or, differently viewed, no one's possession. In other words, there are now only a few English-speaking countries within an increasingly English-speaking world. On the other hand, the gap between a simplified, instrumental global English and domain-specific Englishes or English for Specific Purposes (ESP) as spoken and written by professional communities of practice has even increased – and so has the primacy of the latter in establishing who belongs to a certain profession and who does not. It is therefore not surprising that ESP research and teaching still hold and have possibly increased their key role in applied linguistics, especially in those non-originally English-speaking countries.

This volume explores the Italian situation of ESP as employed in a highly specialized and exclusive scientific-professional domain: medicine. The papers collected here deal with both the research and

the didactics of the English of medicine, seen as integrated aspects of the same linguistic phenomenon, whose relevance in Italy is unquestionable, considering for instance the recent (and controversial) implementation of degree courses in medicine entirely taught in English. Not only, English for Medical Purposes (EMP) continues to prove of interest to linguists and professionals alike, and the subject of several conferences organized by Italian universities in recent years – Erice in 2007, Palermo in 2009, Foggia in 2010 and the latest ones in Bergamo and Italian-speaking Lugano in 2014.[1] Publications in this field also abound, pre-eminently of course in English-speaking countries, but with Italy catching up in recent decades.[2]

The first part of the present volume intends to outline the current status of EMP research and didactics in Italy, with reflections on the development and usage of EMP. **Kim Grego** opens with a general overview of and reflection on the international and Italian situation of EMP, providing bibliographic references to some of the main works published on the subject as regards both research and teaching. **Paola Baseotto** contributes the first of three historical studies, namely on Elizabethan and early Stuart churchmen and how they popularized Galenic medicine, thus contributing to shaping the perception and discourse of the passion in modern Western thought. **Roberta Mullini** brings us to 17th-century London, analysing the lexicon of the handbills written by an Anglo-Italian family of quack-doctors that practiced empiric medicine there and then, at a time when the scientific revolution was already long in progress. With **Elisabetta Lonati**'s paper, strictly lexicographic in nature, we come to the 18th century and to how knowledge was (being) constructed in the medical terminology of three 'dictionaries of arts and sciences' of the time. Reaching the present day **Marianna Lya Zummo** analyses evidentiality and commitment in sports medicine journals, using tools from corpus linguistics to carry out a quantitative and qualitative evaluation of authors' position towards scientific information in this relatively recent academic field. **Tatiana Canziani** researches the concept

[1] See Grego, this volume, note 28.
[2] See Grego, this volume, References.

and application of the concept of metaphor in medical language, listing and analysing qualitatively the metaphorical elements referring to pathologies in the 26th edition of *Stedman's Medical Dictionary*.

The second part of this volume offers insights into the present and short-term future of English teaching in medicine and health-related degree courses. **Philippa Mungra** provides an outline of the syllabus of English-language teaching in Italian medical schools, drawing on her experience at La Sapienza – Università di Roma, and reflecting on the content, the organization and the testing strategies of English language courses, with remarks on possible future directions. **Barbara Cappuzzo** does a similar thing applied to degrees in sports sciences, reviewing the status of the curriculum and highlighting the relevance of lexical notions, and eponyms in particular, in the English language instruction of students of sports sciences. The two following papers both address the usefulness of multimodal resources in teaching English to students of medicine. **Anthony Baldry**, **Deirdre Kantz** and **Fabrizio Maggi** pose the provoking yet fundamental question of why teaching English should be needed in a degree course in medicine entirely taught in English, and go on to argue in favour of a changed approach in teaching the language that should not consider it something external and 'in addition' to the other subjects taught but a key tool to develop intercultural awareness, based in particular on multimodal text linguistics. **Alessandra Vicentini** and **Alessandra Radicchi** explore English Internet resources that may prove useful for medical students, reviewing a number of different resources belonging to various genres like the online dictionary or encyclopaedia, the medical portal, the journal, showing how both popular and specialised Internet materials can be adopted with a didactic purpose, even if they were not originally conceived so. Finally, **Jaana Helena Simpanen** and **Antonella Ausilia Uttila** report on the "English Toolbox for Nurses", a project implemented at the *Laboratorio Linguistico del Polo Universitario della Provincia di Agrigento* to provide a web-based English-learning environment for student nurses that can be used in parallel with their hospital practice for an integrated practical approach to teaching / learning English for the medical professions.

This volume is representative of a wide range of approaches in terms of useful teaching tools and strategies (internet resources, multimodal and web-based Medical English learning), 'food for thought' for various teaching \ learning key points (lexical notions, medical students' linguistic competences, testing strategies) and research perspectives (historical, cultural and lexicographic). All in all, these papers underline the importance of promoting research on the different facets of medical discourse and its pedagogical implications suggesting the importance of a cooperation between linguists and medical experts in order to improve medical students' learning opportunities in relation to their future role as communicators (as clinicians and researchers) in a multicultural and global society.