**SUSTAINABILITY IN COMMUNICATION PRACTICES**

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| ***Abstract***  *Balance of communication interpersonal skills are gradually paid more attention and we can remind Benjamin Disraeli words ´Men govern with words´. Communication skills are the most frequent requirements of the advertisements for managerial positions applicants. The origin of the word communication comes from Latin communist – common. In technology, a word communication is used in the meaning of communication, exchange, sharing and transfer of information. Communication skills are very complex process: it is a relationship development between a communication and a message recipient; it is a kind of art, often a source of misunderstanding and conflicts, which may be effectively prevented. Ancient Greece eristic – disputation skills was popular among the Sophists and it could not do without elocution – rhetoric skills. While practising communication skills, teachers should emphasize that both Latin and Greek origin words and abbreviations are found in the language of biology, chemistry, pharmacy, medicine, law, music, mathematics, history, arts; we work with data, fight with bacteria, participate in symposia, observe unicellular organisms and admit the fact ´Err is human´ or should we say ´Erare humanum est ?´ Students must learn to decipher symptoms, draw a hypotenuse, calculate the interest p.a., understand the meanings of prefixes, suffixes and admit the fact they may never become scientists but the linguistic and communication skills they developed in science class will be a sustainable asset in a broad range of future job chances.*    **Keywords:** *Sustainability, Communication Skills, Understanding Meaning, Latin* |

**Introduction**

The essence of successful everyday communication results from understanding of our partners considering cultural specificities, values, habits, beliefs and priorities. At the same time, the language should always remember that communication is a process where participating parties have to develop general skills, they need to show respect to our partners and keep the frustration from confusing and unfamiliar situations under control. We also have to analyse and decipher some basic forms of non-verbal communication as well as be able to estimate and sometimes even guess the meaning of some expressions that seems to be unknown at the first sight. However, why to be afraid of apparently confusing and unknown expressions? We can just remember our secondary school lessons when we were learning basics of Latin or Greek languages, studied Latin grammar and translated and explained long passages to our native language. Those days we could not and were not able to appreciate the real value of knowledge of vocabulary, word roots, language logical structure, meaning of prefixes, suffixes and other rules.

*Communication – information exchange, sharing and transfer*

Communication skills are a very complex process: it is a relationship between the information provider and recipient; it is a kind of art, often a source of pointless and useless misunderstanding and conflicts, which may be effectively prevented. Ancient Greece eristic – disputation skills was popular among the Sophists and it could not do without elocution – rhetoric skills. While listening to broad spectrum of speeches presented by politicians all over the world regardless the language used we can often hear expressions and phrases taken originally from the Latin language such as *inter alia, in medias res, nota bene* and many others; in fact, we frequently do not realize that these words follow different rules in plural or their pronunciation sounds unusual on first hearing. When we open any newspaper, we meet various abbreviations and we are not surprised that printed letters are pronounced using different expressions; sometimes, we often do not know where they originally come from. What do the abbreviations *e.g.* and *i.e.* stand for? You may answer that e.g. means for example, i.e. means that is; however, do you know, in fact, what the original words are: e.g. - *exempli gratia*; i.e. – *id est*.

While practising communication skills, we, teachers should highlight that both Latin and Greek origin words, phrases and abbreviations are found in the professional language of biology, medicine, pharmacy, chemistry, law, music, history, arts, and latest technologies. Sustainable progress in learning languages is often based on the secondary grammar school students´ knowledge of live Latin words or *ago verbis* and we can use them in everyday language. Students are tardy or late; however, we can use comments *sero venientibus ossa* and spontaneously switch to English ´what is the reason of your being late?´ Students of medicine, pharmacy, biology, history, arts and law will decipher the Latin phrase easily since the expression *ossis –* bonebelongs to basic vocabulary they should be familiar with.

Unfortunately, number of lectures, lessons and seminars is limited; therefore, particularly at technical-oriented faculties, it is not possible to offer a course of the Latin language. Students who had no chance to study Latin at the secondary school are just taught how to read and pronounce Latin names of animals and plants without any deeper understanding the language. In addition, there is another problem: Latin expressions call for proper English pronunciation, e.g. *appendicitis, diarrhoea.* Students prefer guessing and estimating to working with quality dictionaries offering the relevant pronunciation. Teachers must persuade students to learn and study the right pronunciations from the very beginning to prevent further confusion and misunderstanding regardless these are expressions of Greek or Latin origin.

*Roots of Medicine and professional terminology*

The terminology of medicine is based both on Latin and Greek. Magic elements, magic formulae, medical plants, chemical materials, surgery results, skull trepanations, fracture treatments, dead body mummification, medical instruments, and removal of stones in the bladder, plastic surgeries, amputations, and acupuncture: these are just a few examples we can follow in a long history of medicine dated back to Sumer, Babylon, Egypt, India and China.

Fundamentals of scientific medicine are found in Greece: there belonged empiria, religious magia and philosopher´s speculation. The second component, religious magia gradually disappeared, physicians were able to specify the fundamentals of diagnostics, prognostics and therapy. Finally, the medicine was divided into three disciplines: science on good nourishment, science on medicaments and surgery. In Greece, medical schools were established at Kos and Knidos in 5th and 4th centuries B.C. Hippocrates worked at Kos school and connected good practice with hypotheses and each case had to be considered individually. He believed that the disease appears when water, blood, black gall, yellow gall and phlegm, i.e. fluids in human body are not in equilibrium and arises from external causes. Hippocrates and many unknown authors from Kos gathered in 53 books called Corpus Hippocraticum characteristics of diseases, good way of eating, luxation, influence of climate, etc.

The Hellenistic period in medicine is related to Alexandria and the level of science reached a high level: there appeared new approaches in anatomy, physiology, blood circulation, treatments of fractures, cancer and hygiene was improved.

*Romans and Middle Ages*

Greeks brought the knowledge of scientific medicine to Rome and Roman scientists summarized the medical knowledge in encyclopaedias. Aulus Cornelius Celsus in his 8 books Artes dealt with history of medicine, pathology, surgery, medicaments and bones. He is the founder of Latin medical terminology: he translated expressions from Greek and Latinized them.

Galenos is considered one of the most famous physicians of the time of Marcus Aurelius and Commodus: his medical science is based on Hippocates´ teaching on body fluids. His most important works are Medial science, Practical anatomy and Methods of healing.

As for medical science, the Arabs met both Hellenistic and Roman cultures and knowledge, and Latin and Greek words were translated into Arabic: Hunayan Ibn Ishak´s translations were said to be worth their weight in gold. The scientist Ali Ibn Sina known as Avicenna studied all the accessible works on medicine written by Greeks, Romans, Egyptians, Chinese and Indians. His main works in five books Canon of the Medicine represented the most comprehensive work on medicine, a real systematic encyclopaedia. The description of human body in part of Canon corresponds in many cases to the knowledge of present time. In addition, Ibn Sina stresses the prevention, diet and hygiene, right way of living and takes interest in the psychological aspect of the sick. The greatest contribution of Arabian medicine consists in chemistry and in the knowledge of preparation remedies.

The Latin language of Middle aged was both spoken and written or literary as the language of the Church and diplomatic and scientific communication: it was used by students and teachers at universities and all scientific texts were written in Latin.

In the era of Renaissance, the Latin language became dead language of science and literature and important Greek works on medicine were translated into classical Latin. The scientists tried to substitute Arabic expressions by Greek and Latin ones and translated Greek expressions into Latin to create a homogeneous Latin terminology: however, it was not very successful. Many Greek expressions were commonly used as the suffixes and prefixes as well as composed words are much more productive in comparison with Latin. The Renaissance progressed in knowledge of anatomy, clinics, physiology and scientific surgery.

Andre Vesalius from Italian University in Padova proved the essential necessity of a system of exact anatomical terminology in his work De Corporis Humani Fabrica Libri Septem: his work corrected many of errors by Galen and the book was completed by many anatomical illustrations by Tizian´s pupil Calcar.

In the following years, the Latin language was substituted by national languages because of progress of natural and technical disciplines and absence of corresponding Latin words denoting new phenomena. However, Latin and Greek expressions as being commonly used in medicine and easily transferred into modern language, remained because of several advantages: Latin and Greek guarantee the continuity between the past and present, since this terminology is widely used all over the world; the unambiguousness is ensured because both classical Greek and Latin are dead languages.

**Results**

The medical terminology is divided into two parts: anatomical, based mostly on Latin; clinical, based mostly on Greek. Greek terms are Latinized, e.g. kidney is called *ren* in Latin*, nephros* in Greek. The inflammation of kidney is called *nephritis,* which is derived from a Greek noun. Since history of anatomical terminology is longer than 2,000 years and because of many chaotic changes it lost its unambiguousness, it was decided by the specialists in anatomy to unify terminology: the anatomic nomenclature was united in Basel in 1895 – *Basiliensia nomina anatomica*. Further revisions followed: 1935 in Jena – *Jenaiensia nomina anatomica*, 1955 in Paris – *Parisiensia nomina anatomica*, New York in 1960, Wiesbaden in 1965, Petersburg in 1970, Tokyo in 1975 – *Nomina Histologica, Nomina embryologica*, Mexico City in 1980 and every five years to comply with three criteria of anatomical terminology as follows: each part of human body must have only one name, each term is Latin, eponyms are not used. The histological nomenclature complies with the same criteria as the anatomical one because both of them are descriptive. As for the clinical nomenclature, it is very complicated to create an unambiguous one because the clinical medicine has not finished its development: new diseases have to be specified and there are many questions of

ethology ahead. The names of diseases originate from various countries and time and the clinical terminology has not been unified. Greek suffixes are very productive, they help forming the names of diseases, e.g. -*oma* for a tumor disease, *-osis* for a chronic state, *-itis* for an inflammation, etc.

**Discussion - Sustainable communication among physicians**

Although the Latin language as well as ancient Greek is not used for communication any longer, they are not dead today because they are used as languages of medical terminology, which helps sustainable communication among physicians and pharmacists. Students of medical and pharmacy universities, regardless their native language, are supposed to have basic information on Latin grammar and terminology. It will help them how specialized terms are formed and used: in addition, their theoretical knowledge of the discipline is broadened as well. They should be motivated enough to penetrate deeper into the grammatical system and master the usage of hundreds of specialized terms and phrases.

Every language offers its tricky face, and so do the Latin and Greek languages. In case the study group of student come from one country, the teachers can use this advantage efficiently. Comparison with a native language is the easiest way how to teach the relevant pronunciation of vowels, diphthongs and consonants. We can use examples such as:

**i** like in **seem** or **dream** (vita – life),

**y** like in **lady** (lympha – lympha),

**u** like in **put** or **pull** (cum – with),

**e**  like in **term** (vena – vein),

**g** like in **ground** (gutta – drop),

**p** like in **present** (palpebra – eyelid).

Later on basic grammatical categories follow. Fortunately, as for word categories, only some of them are applied in the medical terminology: those are nouns, adjectives, numerals, prepositions and verbs. Students must learn four basic categories in nouns, such as: gender, number, case and declension.

Latin nouns change their forms according to six cases: nominative, genitive, dative, accusative, vocative and ablative. However, medical terms are mostly formed by two cases: nominative and genitive. Latin nouns are divided into five groups – declensions. Within each declension, there are specific examples according to which the nouns belonging to the declension are declined. To find an appropriate declension for a noun we must know its genitive of singular form and gender, e.g. **vena** (nominative sg.)**, venae** (genitive sg.)**, feminine** (gender). The adjective category is declined in the same way as nouns, and the adjective follows the corresponding noun´s gender number and case. Verbs are divided into four conjugations according to the ending of the infinitive stem: the vowel at the end of the part of verb which is left after removing the infinitive ending – re: **san-a-re; misc-e-re; recip-e-re; exped-i-re**. Prepositions in Latin are either with accusative (**per** – through, **ad** – to) or with ablative **sine** – without, **de** – of, about) or with both cases: **in cavernam** - into a cavern; **in cavern** – in a cavern). Having gradually mastered various grammatical categories, we continue and work with simple exercises (if necessary, the translation and explanation in a native language can help and progress is faster). We can start reading simple and more complicated texts, and, finally, students can be offered the text of *Hippocratic Iusiurandum* – Hippocratic Oath.

It is a big challenge for them; however, at the graduation, quite a long part of a ceremony is conducted in the Latin language: therefore the students can be proud of their knowledge of the Latin language: *Per Apollinem Medicum et Aesculapium Hygamque et Panaceam iureiurando affirm, et Deos Deasque omnes testor, me Quantum viribus et iudicio valuero, quod nunc iuro, et ex scripto spondee plane observaturum. Praeceptorem quidem, qui me hanc artem edocuit, parentum loco habiturum, eique cum ad victum, tum etiam ad usum necessaria grato animo communicaturum et suppediaturum*. – I swear by Apollo the physician, and Asclepius, and Health, and All-heal, and all the gods and goddesses, making them ma witnesses, that I will carry out, according to my ability and judgement, this oath and this indenture; to reckon him who taught me this Art equally dear to me as my parents; to share my substance with him, and relieve his necessities it required.

**Conclusion**

*Erare humanum est* or should we say Err is human? Regardless the language, students – graduates of universities should master a particular sum of language knowledge: languages, English, Spanish, Latin, etc. are a part of required level of education, it is the means of communication, knowledge exchange, transfer and sharing information, research and an inseparable component of sustainable development of every generation. Teachers should be able to support this process and encourage students regardless their field of study to enhance and broaden the knowledge and experience offered. We, teachers, must be able to admit the fact that our students may never become scientists but the linguistic and communication skills they developed in science and language

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