Teaching/Undergraduate and Graduate Education

M193  Overcoming language barriers in animal and veterinary science education: Practical and innovative solutions. E. Vargas-Bello-Pérez*1 and L. E. Hernández-Castellano2, 1Department of Veterinary and Animal Sciences, Faculty of Health and Medical Sciences, University of Copenhagen, Frederiksberg, Denmark, 2Department of Animal Science, AU Foulum, Aarhus University, Tjele, Denmark.

In recent years academic mobility and cultural diversity have constantly increased in higher education institutions. Consequently, language barrier has become an important issue in the learning process in the cases of English-speaking regions such as the United States and Europe, where there are 24 official languages. In animal and veterinary sciences, the complexity of the vocabulary used during the learning process exacerbates this problem. For instance, species names (e.g., Bos taurus, Staphylococcus aureus, Fasciola hepatica), muscle names (e.g., longissimus dorsi, latissimus dorsi, biceps brachii), organ parts (e.g., corpus callosum, hippocampus) or terms such as ad libitum, in vivo, in vitro, in situ, postpartum, which are Latin. In addition, the use of either technical words (e.g., methylenedioxymethamphetamine, depolarizability, gluconeogenesis), words uncommonly used in English (e.g., aliquot, supernatant, centrifuge, rumination) or technical concepts (e.g., fresh cow, dry cow, white veal) can also challenge the transfer of knowledge from lecturers to students. To overcome this problem, lecturers must create an interactive and engaging classroom atmosphere, provide a reduced and concise lecture and promote the interaction among students through the promotion of discussion. In our experience, the use of e-tools, electronic polling, and quiz tools (such as Poll Everywhere, Glogster, Kahoot and Spreaker) also contributes to student’s interaction. We have observed that when teaching complex biological processes, hands-on laboratory exercises (HLE) and case-based activities (CBA) also contribute to overcome language barriers between students and lecturers when teaching complex biological process. For example, in farm animal reproduction, students may study semen evaluation by HLE, whereas in CBA students can learn specific parameters of a real case to understand estrus cycle, manipulation, and synchronization. In conclusion, lecturers need to create an interactive classroom by the use of direct and concise language and the use of new technologies to promote learning in an international classroom.

Key Words: education, e-tools, language