MORPHOLOGICAL PECULIARITIES OF VETERINARY TERMINOLOGY
IN THE CONTEXT OF TEACHING ENGLISH FOR SPECIFIC PURPOSES

English for Veterinary Medicine, its main requirements and principles, are studied within the scope of English for Specific Purposes. The difference between the aims of the students studying ESP and those mastering it as a second language is demonstrated. The emphasis is made on the necessity of high competence in General English as a precondition for successful ESP work. The importance of the awareness of specific veterinary terminology, grammatical structures typical of scientific style and the ability to use them in communication in the future professional life is underlined. The article shows the peculiarities of veterinary terminological system and represents a typical classification of the given terms according to their structure. The main morphological features of the words of Greek and Latin origin are listed and analyzed in details. The importance of understanding the most frequently used terminoelements and their recognition in the structure of the unknown terms is shown. The phonetical peculiarities of some words are also demonstrated. The article comprises exercises for mastering and testing veterinary terminology in different reading, speaking, writing and listening activities. The complex attitude to such exercises as a preparation for future professional communicative activity is demonstrated. The necessity of using communicative approach is emphasized.

Key words: English for Specific Purposes; English for Veterinary Medicine; derivatives; structure; terminoelements.
Results and Discussions. Veterinary terms are very numerous and diverse. Following Yu. Rozhkov [3, p. 227], we understand them as special words denoting the notions of veterinary medicine as a science and a sphere of veterinary activity.

The origin of veterinary terms is mainly Greek or Latin. It is reflected in a number of derivative elements peculiar to them and inherited by modern European languages. Following V.V. Vynohradov, we regard such derivatives as international terminoelements [2, p. 164]. The most frequent examples of Greek prefixes and roots are: hypo- (e.g., hypothermal), hyper- (hyperglycemia), -hydro- (hydronephrosis), -aesth- (anaesthesia), -aem- (anaemia), -phyt- (phytotherapy), -pharm- (pharmacology). Latin prefixes and roots are duct- (e.g., ductal), -migr- (migration), sub- (subgastric), trans- (transmission) etc.

The origin of some terms is also reflected in their spelling and pronunciation. It is important to teach students to pronounce them correctly, e.g., -ch- is pronounced as [k] (e.g., bronchi, chemical, chimaera, chiropractic, cholesterol, chronic, hierarchy, ichthyology, stomach, technological), -ph- as [f] (eosinophilia, esophagus, lymph, nephritis, pharynx, phylum, prophylaxis), diphthong eu as [ju:], (pasteurization, pleuritic, leukocytosis), p is silent in words like pneumonia.

Plural of Greek and Latin nouns is also essential to take into consideration while teaching veterinary students: e.g., alveolus (sing) – alveoli (pl), bacillus (sing) – bacilli (pl), bacterium (sing) – bacteria (pl), diagnosis (sing) – diagnoses (pl), fungus (sing) – fungi (pl), genus (sing) – genera (pl), nucleus (sing) – nuclei (pl), phylum (sing) – phyla (pl).

It is necessary not only to teach students some amount of professionalisms, but also to inform them of general peculiarities of English veterinary terms, including their structure, so that they could master them more successfully. Structurally, English veterinary terminology is multiform. I. Amelina and S. Hopak distinguish simple terms containing one word; complex ones comprising two words; combined forms; shortenings and abbreviations (containing one, two, three or four letters); derivative forms [1, p. 157].

The majority of medical and veterinary terms are derivative ones. The awareness of the unique morphology of veterinary terminology and its derivative elements (prefixes, roots, suffixes, and combining vowels) enables students to understand more words. The students should be taught to break such terms into prefixes, suffixes and roots, determine the meaning of the corresponding elements and make up definitions (e.g., CARDIOLOGY: the study of the heart).

Prefixes usually indicate:
1) location (e.g., endo- means “within” or “inside”: endoparasite is an organism that lives in the body; ecto- is “outside”: ecotoparasis is an organism that exists on the outer surface of the body; inter- stands for “between”: intercostal – between the ribs);
2) number (poly- indicates excessiveness: polyuria is frequent urination; oligo- implies “little”: oliguria is rare urination);
3) status (dis- means “painful” or “bad”: dysphagia is difficulty while eating or swallowing);
4) time (post- is “after”: postanaesthetic stays for “after anesthesia”).

In order to practice the mentioned above groups of prefixes the following tasks could be suggested while working on veterinary terminology: 1) to look through common prefixes (e.g., a-/an-, ab-, ad-, anti-, ecto-, endo-, hyper-, hypo-, inter-, intra-, oligo-, peri-, poly-, post-, pre-, sub-, super-) and match them with their interpretations (“above”, “after”, “against”, “around”, “away from”, “before”, “below”, “between”, “decreased”, “difficult”, “excessive”, “inside”, “little”, “many”, “outside”, “towards”, “within”, “without”); 2) to find the opposites (ecto- / endo-, hyper-/ hypo-, pre-/ post-, sub-/ supr-); 3) to choose and fill in a prefix according to the given definition (“operative – pertaining to the period after operation (postoperative); ...natal – concerning the time before birth (prenatal)”).

Roots are parts of the terms that hold the main meaning of the word. A great number of them concerns a corresponding organ or body system (e.g., arthr/o- (“joint”), cardi/o- (“heart”), cephal/o- (“head”), col/o- (“large intestine” (“colon”)), derm­ (“skin”), encephal/o- (“brain”), gastr/o- (“stomach”), hem/o- (“blood”), hepat/o- (“liver”), hist/o- (“tissue”), nephro­ (“kidney”), neu­ (“nerve”), ophthal­o­ (“eye”), oste/o- (“bone”), rhino­- (“nose”), ur/o- (“urinary tract”).

To master the words with such suffixes, we offer our students different tasks. For example, three groups of words are given: 1) common root words (e.g., arthr/o-, cardi/o-, dent/o-, enter/o-, gastr/o-, hepat/o-, lapar/o-, mast/o-, nephro­, nas/o-, oste/o-, rhino­); 2) the words denoting the part of the body it relates to (abdomen, bone, heart, intestines, joint, kidney, liver, mammary gland, nose, stom­ach, teeth); 3) corresponding words and terminoelements in the native language. The tasks are: 1) to match the roots of the words from the first column with the words denoting the parts of the body from the second one; 2) to label the pictures of the body systems with the corresponding terms and 3) to memorize the pairs of words.

The next step is to teach the learners common medical (veterinary) suffixes with the following meanings: e.g., -itis (inflammation), -osis (condition), -ectomy (surgical removal), -stomy (making a surgical opening), -otomy (making an incision), -centesis (surgical puncture), -pathy (disease), -logy (the study of), -graphy (the act of using an instrument to record), -gram (a record of), -scope (instrument used to examine or view), -scopy (the act of using an instrument for viewing), -lysis (breaking down), -therapy (treatment). The tasks are: 1) to make up as many terms as the students can using common roots denoting mentioned above parts of the body and the suffixes (e.g., arthrosis, cardiogram, enteroscopy, gastrostomy, hepatitis, laparocentesis, mastopathy, nasotherapy, nephritis, osteopathy, rhinoplasty etc.); 2) to explain them in English and 3) to make up sentences with the new words. The work can be conducted in groups.

A number of memory techniques can be used for the retention of new terms: 1) a word tree; 2) a diagram; 3) a matrix; 4) a bubble network, etc.

The following matrix could be used at this stage:

<table>
<thead>
<tr>
<th>Cardio-</th>
<th>-plasty</th>
<th>-gram</th>
<th>-scopy</th>
<th>-stomy</th>
<th>-itis</th>
<th>-centesis</th>
<th>-pathy</th>
<th>-therapy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entero-</td>
<td></td>
<td></td>
<td></td>
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<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Gastro-</td>
<td>+</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Hepat-</td>
<td></td>
<td>+</td>
<td></td>
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<td></td>
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<tr>
<td>Laparo-</td>
<td></td>
<td>+</td>
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<td></td>
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<tr>
<td>Masto-</td>
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<td></td>
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<tr>
<td>Naso-</td>
<td></td>
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</tr>
<tr>
<td>Neph-</td>
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<td></td>
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</tr>
<tr>
<td>Osteo-</td>
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<td>+</td>
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<tr>
<td>Rhino-</td>
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<td>+</td>
<td></td>
</tr>
</tbody>
</table>

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To test the terms, the following tasks are frequently used: 1) to fill in the blanks in the text with appropriate words; 2) to read definitions of the terms and guess a word. The students are also given 3) multiple choice and 4) true/false activities; 5) rearrangement of the Passive; 2) to write out all the Past Participle forms; 3) to turn the verbs (e.g., to inhale, to distribute, to cause, to characterize, to infect, to spread, to excrete, to contaminate etc.) into the Past Participles; 4) to put the words in the correct order (e.g., cannot/can/turtle/grain/kept/be/alone/on – Cattle cannot be kept on grain alone); 5) to write the sentences in the Passive Voice (e.g., disease to cause by unknown bacteria. The virus to carry by insects. Several cows to lose because of improper care); 6) to make sentences in the Passive Voice active and vice versa.

The terms and grammar structures are practiced and tested in a complex of speaking, reading, writing and listening activities. For example, before studying the topic “Channels of Infection” [9, p. 89], the students are offered a brainstorm that consists in recollecting the names of the body systems. The next task is to read the text and write down all the diseases mentioned in the text and divide them into infectious and non-infectious ones. Then the following table could be offered to fill in after a detailed analysis of the text:

<table>
<thead>
<tr>
<th>Channels of infection</th>
<th>The name of the disease</th>
<th>Infectious or non-infectious one</th>
<th>An affected body system (in animals)</th>
<th>Zoonosis or not</th>
<th>An affected body system (in humans)</th>
</tr>
</thead>
<tbody>
<tr>
<td>e.g., through the alimentary tract</td>
<td>Brucellosis</td>
<td>Infectious</td>
<td>Reproductive System</td>
<td>Zoonosis</td>
<td>Nervous system, reproductive system and joints</td>
</tr>
</tbody>
</table>

The students try to tell about the infections and their causation with the help of the given above table. As some information is not mentioned in the text (e.g., zoonosis character of some diseases and danger to people), the students have to listen to the additional information and fill it in the columns. They are also suggested some writing activities, e.g.: 1) to find the data about some other infections from electronic resources; 2) to fill in the table and make up sentences using the following Passive constructions: the disease is caused by…; the … system is involved; the microorganisms are introduced into the organism with…; the diseases can (cannot) be transmitted to people. The students share the information in groups and make up dialogues.

Conclusions. Teaching English for veterinary medicine, like any other branch of ESP, requires an insight into the peculiarities of its terminological system. Veterinary terminology is diverse in its origin and structure. Explaining the main morphological features of special terms as well as practicing them in a complex of various reading, writing, speaking and listening tasks provides required results in mastering scientific terminology and developing communicative skills needed for future professional activity.

References.

Illustrative material: