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.

**Introduction.** The problem of English for Specific Purposes (ESP) methodology is very important nowadays. It was researched by many scholars, including L. Anthony, T. Hutchinson, A. Waters, S. Starfield. Comparing the needs of ESP students to those who study English as a Second Language (ESL), I. Potenko denotes that, unlike the last ones, they “are often mature people who already have some association with the language and are now learning it in more depth to use it in professional communication to achieve certain job-related functions” [8, p. 57]. According to Monica Bracaj, ESP learners “use language as a tool in facilitating success in professional life” [5, p. 42]. In order to help the students to achieve their goal, the teachers should employ “effective, ongoing, needs assessment and target situation analysis” [7, p. 118].

The mentioned above is equally true for the students and teachers of English in the domain of veterinary medicine. It requires both a high level of language competence in EGP (English for General Purposes) and mastering specific veterinary terminology and grammatical structures typical of scientific style. To achieve it, an emphasis is made on teaching professional terminology and practicing it in the complex of communicative activities.

Although “the teaching of vocabulary in ESP follows similar general principles to those in EGP” [6, p. 85], it is necessary to take into consideration the specific character of the terminology that is studied.

Thus, the aim of our work is to summarize the main features of veterinary terminology concerning its origin and structure and suggest the ways of practicing it in a complex of language activities. The methods of our research are the analysis of methodological literature and synthesis of theoretical data and practical experience. The communicative approach and partially the reading and grammar-translation methods are the basis of our work with students studying English for veterinary medicine. As the main idea of the communicative approach is to teach the learners to communicate in real-life situations, we choose the real texts as material for our classes based on modern investigations and rich in veterinary terms and content. We agree with O. S. Syrotin [4, p. 61], who states that the success in mastering special terminology depends on the right choice of the foreign professional material. We also create such exercises and tasks that encourage our students to speak more on the suggested topics and enable them to take part in the modelled conversations.
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 terminolements [2, p. 164]. The most frequent examples of Greek prefixes and roots are: hypo- (e.g., hypothalamus), 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 [yu], (pasteurization, pleuritic, leukocytosis), p is silent in words like pneumonia.

The following matrix could be used at this stage:

| Root     | Plasty | Gram | Scopy | Stomy | Iritis | Centesis | Pathy | Therapy |
|----------|--------|------|-------|-------|--------|----------|-------|---------|
| Cardio-  | +      |      |       |       |        |          |       |         |
| Entero-  |        |      |       |       |        |          |       |         |
| Gastro-  |        |      |       |       |        |          |       |         |
| Hepato-  |        |      |       |       |        |          |       |         |
| Laparo-  |        |      |       |       |        |          |       |         |
| Masto-   |        |      |       |       |        |          |       |         |
| Naso-    |        |      |       |       |        |          |       |         |
| Nephro-  |        |      |       |       |        |          |       |         |
| Osteo-   |        |      |       |       |        |          |       |         |
| Rhino-   |        |      |       |       |        |          |       |         |

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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).

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| Entero- |        |      |       |       |        |          |       |         |
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| Hepato- |        |      |       |       |        |          |       |         |
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| Rhino-   |        |      |       |       |        |          |       |         |
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 in the Passive Voice active and vice versa; 6) to make sentences (e.g.: atitishep – hepatitis; pamastothy – mastopathy), etc.

Grammar at ESP classes doesn’t take as much time as at ESL lessons but some aspects require our attention. Prepositions should be practiced throughout the course as they constitute some difficulty for the students, e.g., the task is to read the text “Bovine Tuberculosis” [9, p. 90-92] and fill in missing prepositions (e.g., to be caused _ (by) bacteria, to be resistant _ (to) heat, to pass _ (through) the mucosa _ (with) fat globules, to be excreted _ (into) the air etc.).

Irregular plural forms of some nouns concerning animals (e.g., a sheep – sheep, an ox – oxen, a fish – fish, a goose – geese, a mouse – mice, a deer – deer) are well known to the students from the course of ESL, but, nevertheless, should be mentioned as well as the collective nouns like cattle, swine, poultry, fowl, which are followed by verbs in plural, and the words ending in -s like surroundings, species, which are followed by verbs in singular.

Speaking on the veterinary scientific matters usually requires using the Passive Voice as it prevails in veterinary literature. The following activities are offered to practice it along with veterinary terms and correct word order: 1) to read the text and find examples 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/cattle/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:

| Channels of infection | The name of the disease | Infectious or non-infectious one | An affected body system (in animals) | Zoonosis or not | An affected body system (in humans) |
|-----------------------|------------------------|----------------------------------|--------------------------------------|-----------------|-------------------------------------|
| e.g., through the alimentary tract | Brucellosis | Infectious | Reproductive System | Zoonosis | Nervous system, reproductive system and joints |

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.

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