

PARONYMY IN THE SUBLANGUAGE OF MEDICINE (LINGUISTIC AND LINGUO-DIDACTIC ASPECTS)

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Introduction. The study of lexical and semantic relations in the process of forming the terminological competence of future specialists in medicine and healthcare is a key element of the professionally oriented training at medical universities. The reason for this is that the lexical-phraseological resources of the sub-language of medicine are characterized by systemic relations of its units. Traditionally, the following universal types of language consistency are distinguished: sound identity (homonymy), similarity of the morphemic structure of words (word-formation nests), semantic similarity (belonging to the same synonymic series or lexico-semantic field), opposition (antonymy), compatibility (valence) [5; 6; 9]. Another traditional type of lexical and semantic relations is enantiosemy (internal antonymy within the structure of a lexical unit) [12]. In the study of lexical and semantic relations, homonymy and synonymy act as two major axes, in relation to which the identity and the difference between the linguistic signs are determined. The phenomenon of paronymy occupies the intermediate position between these axial phenomena in the language system, and is recognized as an important objective attribute of any language. One has to agree with the opinion of Azerbaijani scholar S. Aliyeva that paronymy currently belongs to the most understudied phenomena [1]. From the perspective of content and form, the components of the paronymic pairs are correlated with each other as parallel lexical units: the meanings of paronyms do not coincide and do not intersect as synonyms, they are not contrasted as antonyms and do not have a common form as homonyms.

It should be noted that there is no commonly accepted idea about the nature of paronymy in the scientific discourse. Hence, scientists define paronyms as similar in sounding derivative words with the identical emphasis on the same syllable, which belong to one part of speech, but express different meaningful concepts [4], others define paronyms as words that are close in sounding and writing, but different in content [8]. Scientists consider paronymy as a partial phonetic coincidence, characterized by the simultaneous equivalence of separate independent parts (morphemes), which cannot be clearly defined either as synonymy or variation [10]. Paronyms are also defined as words with similar sounding and a partial coincidence of morphemic composition [11].

We support the position of S. Aliyeva that such characteristics of paronyms as single-rootness and belonging to one part of speech lose their principal importance: paronyms can be either single-rooted words of different parts of speech, or multi-rooted words of one part of

speech [1, p. 506]. Therefore, it is necessary to shift the emphasis in the study of paronyms from the purely morphological aspect towards the communicative focus, in which the issues of recognizability or unrecognizability, the distinguishability of paronymic words in the study of terms become far more important. First of all, this is due to the fact that in terms of expression, paronymy is based on phonetic similarity, therefore the potential possibility of their confusion and involuntary substitution in speech are of significant relevance, which allows the scholars to consider paronyms as the basis of speech errors [5; 7; 8]. For example, in French-language literature paronyms are referred to as “*faux amis*”, that is, “false friends” [4]. The work of Romanian researchers S. Moroianu and S. Munteanu [9], devoted to the study of paronyms and homonyms in linguistic terminology, is also important in the context of our research, taking into account the synchronic and diachronic aspects of the studied corpus of terms.

The Macedonian scholar S. Jakimovska studies the semantic relations (synonymy, polysemy, homonymy and paronymy) in Macedonian and French Orthodox terminology. Describing the patronymic terms, the author attributes paronymy to “approximative homonymy”, thus emphasizing that these terms have neither a common meaning nor a common form or pronunciation [6]. The researcher also emphasizes that, given the similarity in writing and pronunciation, paronyms can be mixed up, replaced in speech (oral or written), even provided that the translator is well-informed both with the source language and the translation languages. According to S. Jakimovska, paronymy may be external, if the terms belong to different terminologies, and internal, if the terms belong to one terminology [6]. In our opinion, such paronyms should be differentiated as heteroterminological and homoterminological. We believe that paronymy is not only a source of speech errors, but also a means of streamlining information within the lexicon, including terminology. Our position corresponds to the main provisions of the communicative and cognitive terminology, including the educational one, according to which special titles are considered as not just a list of certain names, but a linguistic professional instrument that, assuring the assimilation of the system of verbalized professional concepts, satisfies the extralinguistic needs of users, thereby acting as the direct constituent of processes and functions in various fields of professional human activity [3]. Taking into account the aforesaid, in the process of professionally oriented teaching of Latin and formation of terminological competence in particular, the study of such lexical units is essential, which determines the relevance of the present research.

Materials and methods. The aim of the research is to examine the role of paronymy in Greek and Latin terminologies and to provide relevant guidelines to eliminate possible mistakes and to avoid misunderstanding in a clinical setting. We will provide the system of training tasks, focused on minimizing and eliminating errors in oral and written speech of medical students. Further, the didactic purposes of each suggested educational activity will be substantiated.

We formed the corpus of terminological paronyms in medicine by continuous sampling from *Latin-Ukrainian Thesaurus of Clinical Terms* [2]. The selected material was analyzed using methods of semantic, structural, etymological and contextual analyses. The research will be useful for translation and terminology studies, as well as for developing terminological competence of future doctors.

Results. In our opinion, the analysis of major paronymic pairs, their inclusion in the lexical minima and constant methodical work with them is an important component in the process of forming the terminological competence of medical students. This approach provides a combination of lexical-semantic, grammatical and orthographic knowledge, skills and abilities in the training process. In addition, the study of paronyms expands and enriches the vocabulary of future professionals in the field of medicine and healthcare. In this context, we developed the system of tasks and exercises, which involve the review of major paronymic pairs, reinforce their learning, test the level of mastering, and provide opportunities for correction and prevention of errors in the process of training.

In the process of developing the exercises, we considered it appropriate to systematize the selected Latin lexical units in the following manner: 1) paronyms in anatomical and histological terminology; 2) paronyms in clinical terminology; 3) intersystem paronyms.

Sample tasks:

Ex. 1. Read the words, pay attention to their similarity in sounding and difference in meaning:

papilla (*a nipple-like structure*) / **pupilla** (*pupil*)

dentalis (*dental; pertaining to teeth*) / **dentatus** (*dentate; tooth-like*)

collum (*cervix, neck*) / **colon** (*a part of the large intestine between cecum and the rectum*)

spinalis (*spinal*) / **spinosus** (*spinous*)

spinosus (*spinous*) / **spongiosus** (*spongy; porous and compressible*)

hilus (*a site where structures enter an organ*) / **chylus** (*a milky body fluid which consists of lymph and emulsified fats*)

The didactic purpose of the task: acquaintance with paronyms in anatomical and histological terminology.

Ex. 2. Select the appropriate part from the right column which corresponds to the phrase in the left column, pay attention to the type of syntactic connection in the terminology phrase:

1) duodeni major (<i>the opening of the pancreatic duct into the duodenum</i>)	a) hilus, i m
2) ascendens (<i>the part of the colon between the cecum and</i>	b) papilla, ae f

<i>the transverse colon)</i>	
3) sutura (<i>serrated suture</i>)	c) collum, i n
4) femoris (<i>neck of the femur</i>)	d) spinalis, e
5) arcus (<i>a composite structure of teeth and alveolar bone</i>)	e) spinosus, a, um
6) substantia (<i>a porous and compressible substance</i>)	f) colon, i n
7) pulmonis (<i>the site of entrance and exit of structures associated with the lungs</i>)	g) pupilla, ae f
8) papilla (<i>soft tissue part of the tooth germ</i>)	h) dentatus, a, um
9) musculus sphincter (<i>iris sphincter muscle</i>)	i) spongiosus, a, um
10) medulla (<i>a bundle of nerves that extends from the brainstem to the lumbar region</i>)	k) dentalis, e
	l) chylus, i m

NB! The right column deliberately contains a redundant element, which remains unused in order to avoid accidental fitting of the last element in the content part to the final element in the corresponding part.

The didactic purposes of the task: a) assessment of the level of mastering the lexical meaning of paronyms; b) control of the formation of grammatical skills.

Ex. 3. Read the clinical terms, pay attention to their similarity in sounding and difference in meaning:

Cauterisatio, onis f — tissue destruction by incineration or application of corrosives	Catheterisatio, onis f — introduction of a catheter (mostly in the urinary tract)
Dystopia, ae f — developmental abnormality: displacement of tissues or organs	Dystrophia, ae f — dystrophy; pathological process, caused by metabolic disorders
Diapedesis, is f — output of blood corpuscles through intact walls of capillaries and venules	Diaphoresis, is f — excessive sweating
Atheromatosis, is f — pathological changes in tissues, which lead to the appearance of areas filled with masses of fatty substances	Athetosis, is f — continuous, slow convulsive movements, mainly of upper limbs due to lesions of the nervous system
Abbreviatio, ōnis f — shortening	Aberratio, ōnis f — 1) deviation from the normal course, state, normal structure; 2) a weak degree of anomaly
Ureteritis, itidis f — inflammation of the ureter	Urethritis, itidis f — inflammation of the urethra
Acheilia, ae f — congenital absence of the lip	Acholia, ae f — absence or significant disturbance of bile secretion
Acholia, ae f — absence or significant	Achylia, ae f — absence of hydrochloric

disturbance of bile secretion	acid and pepsin in gastric juice
Acme, es f (sing. tant.) — 1) the stage of the most turbulent course of the disease; 2) the highest point of the temperature curve	Acne, es f (sing. tant.) — skin node, which is formed due to inflammation of the wall of the hair follicle and sebaceous gland
Cheilōsis, is f — degenerative process in the area of red border of the lips	Chemōsis, is f — swelling of the conjunctiva of the eyeball
Chemōsis, is f — congestion of the conjunctiva	Phymōsis, is f — narrowing of the foreskin of the penis; inability to withdraw the glans
Calvities, ei f — baldness	Canities, ēi f — gray hair, graying
Excoriatio, ōnis f — abrasion; mechanical surface infringement of intact skin	Exfoliatio, ōnis f — peeling of multilayered epithelium
Fistūla, ae f — abnormal narrow channel lined with granulation tissue, connecting the body parts or hollow organs with each other	Pustūla, ae f — visible accumulation of pus in the epidermis or under it, often in hair follicles or sweat ducts
Inedia, ae f — starvation, complete absence / insufficient intake of food substances	Inertia, ae f — inactivity
Reflexus, us m — reflex, the reaction of the organism to the external stimulus	Refluxus, us m — passive movement of the contents from one hollow organ to another

The didactic purpose of the task: review and drawing students' attention to clinical terms that are similar in sounding.

Considering the fact that professionally-oriented training is based on the postulate “learning the specialty through the language, learning the language through the specialty”, it is essential to develop students' positive emotional attitude and educational motives. In order to achieve this, we suggest introducing the methods of etymologization of terminological units through the elements of historicism, interpretation and commenting on the content of lexemes. For example, while studying such terms as “acme” and “acne”, the teacher should provide a brief excursion into the historical domain and tell the students that the term “acne” arose accidentally from “acme” by *lapsus calami*, that is, due to the error in writing by Aëtius of Amida – the 6th-century Byzantine physician and the first prominent Christian doctor. Aëtius of Amida was the author of *De Medicina libri sedecim*, which included excerpts from the works by Galen, Dioscorides, Oribasius, the prescriptions of Egyptian and Ethiopian medicine, and is considered the encyclopedia of ancient medicine.

Ex. 4. Write out and group the terms from Ex. 3 by the following parameters:

- a) a suffix indicating the inflammatory nature of the disease;
- b) a prefix with the meaning of “disorder”;
- c) a suffix indicating the non-inflammatory nature of the disease;

d) a negating prefix that indicates the absence.

The didactic purposes of the task: a) checking the level of mastering the meanings of affixes; b) checking the ability to identify the terms by word-building elements.

Ex. 5. Arrange the terms into paronymic pairs, write the terms in Latin, provide the dictionary form:

dystopia	acheilia	chemosis	abbreviation
phimosis	fistula	catheterization	excoriation
urethritis	aberration	acholia	achylia
pustula	diapedesis	ureteritis	atheromatosis
inertia	diaphoresis	exfoliation	cauterisation

The didactic purposes of the task: a) checking the level of mastering the graphic form of terminological paronyms and spelling skills; b) control of the level of mastering the morphological features of terms (dictionary form).

Ex. 6. Write down the terms which apply to the following definitions:

- 1) continuous, slow convulsive movements of the upper limbs, caused by the damage of the nervous system –
- 2) inflammation of the ureter –
- 3) excessive sweating –
- 4) inflammation of the urethra –
- 5) pathological process, caused by metabolic disorders; characterized by the appearance and accumulation of altered products of metabolism in tissues and cells –
- 6) output of blood corpuscles through the intact walls of capillaries and venules –
- 7) destruction of tissues by burning or using corrosive substances –
- 8) separation of layers of multilayered epithelium –
- 9) stage of the most turbulent course of the disease –
- 10) edema of the conjunctiva of the eyeball –

The didactic purpose of the task: to synthesize the content of the clinical term with its form.

Given the format of the article, we do not rest upon the inter-system paronymy, but it should be noted that this group of paronyms promotes the expansion and enrichment of the professional vocabulary of future medical specialists.

Conclusions. On the basis of our long-term experience of teaching Latin and English in medical higher education, we can conclude that the best way to study paronyms at practical sessions is to combine the two approaches: the first one is focused on paronyms in Latin, and the second one involves paronyms in the English language and their Latin equivalents, as discussed and presented in sample exercises given above. Thus, targeted and methodically thought-out

work with paronyms during the classes of Latin language and medical terminology at higher medical educational institutions is one of the effective ways of forming the terminological competence of future specialists in the field of medicine and healthcare, which promotes the expansion and enrichment of the professional lexicon, provides practical implementation of interdisciplinary and cross-curriculum connections in the learning process.

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SUMMARY

PARONYMY IN THE SUBLANGUAGE OF MEDICINE

(LINGUISTIC AND LINGUO-DIDACTIC ASPECTS)

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The present paper examines the phenomenon of paronymy in the sublanguage of medicine. The study of paronyms plays an important role in the development of terminological competence of future specialists in the field of medicine and healthcare. The authors emphasize the need to pay due attention to terminological paronyms when compiling teaching manuals and developing didactic materials in Latin for students of medical universities. The urgency of organizing the work with these lexical units is determined, on the one hand, by the propaedeutic objective – minimization of difficulties that students may encounter in dealing with special terminology in the process of educational and professional communication; on the other hand, the study of paronyms is aimed at expanding the active and passive vocabulary of medical students. The objective of the research is to systematize paronyms in the international medical terminology, to develop the cycle of training assignments and methodological recommendations for organizing the work with this group of lexical units, and minimizing errors in oral and written speech of medical students. The authors have justified the methodological algorithm for the proposed cycle of tasks: presentation of the basic paronymic pairs, learning the vocabulary, control of mastering the material, creation of didactic conditions for correction and propaedeutics of speech errors; revision of the material. The proposed cycle of educational tasks is aimed at improving the lexical, grammatical, word-building, spelling knowledge, skills and abilities, as well as expanding and enriching the vocabulary of future medical professionals. The study may be of interest to specialists in the field of translation and terminology studies, professional linguo-didactics. The prospects for study consist in further in-depth research of the phenomenon of paronymy in the sublanguage of medicine and comprehensive analysis of other lexico-semantic relationships, the practical result of which will be the compilation of Latin medical dictionary of synonyms, homonyms and paronyms.

Keywords: medical terminology, paronymy, lexical meaning, Latin, professionally-oriented training.

РЕЗЮМЕ

ПАРОНИМИЯ В ПОДЪЯЗЫКЕ МЕДИЦИНЫ

(ЛИНГВИСТИЧЕСКИЙ И ЛИНГВОДИДАКТИЧЕСКИЙ АСПЕКТЫ)

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Украинская медицинская стоматологическая академия, кафедра иностранных языков с латинским языком и медицинской терминологией, г. Полтава, Украина

В статье исследуется явление паронимии в подязыке медицины. Изучение паронимов играет важную роль в развитии терминологической компетентности будущих специалистов в области медицины и здравоохранения. Подчеркивается необходимость уделять внимание терминам-паронимам при составлении средств обучения и разработке дидактических материалов по латинскому языку для студентов медицинских университетов. Актуальность организации работы с этими лексическими единицами обуславливается, с одной стороны, пропедевтической целью – минимизацией затруднений, которые могут возникнуть у студентов в оперировании специальной терминологией в процессе учебно-профессиональной коммуникации, с другой, стороны, работа с паронимами направлена на расширение активного и пассивного словарных запасов студентов-медиков. Цель исследования – систематизировать паронимы в международной медицинской терминологии, разработать цикл учебных заданий и методические рекомендации для организации работы с этой группой лексических единиц, а также минимизации ошибок в устной и письменной речи студентов-медиков. Авторами обоснован методический алгоритм для предлагаемого цикла заданий: презентация основных паронимических пар, закрепление лексики, контроль усвоения материала, создание дидактических условий для коррекции и пропедевтики языковых и речевых ошибок; повторение материала. Предлагаемый цикл учебных заданий направлен на совершенствование лексических, грамматических, словообразовательных и орфографических знаний, умений и навыков, а также расширение и обогащение словарного запаса студентов-медиков. Исследование может представлять интерес для специалистов в области переводоведения, терминоведения, профессиональной лингводидактики. Перспективы исследования заключаются в дальнейшем углубленном изучении как феномена паронимии в подязыке медицины, так и комплексном изучении других лексико-семантических отношений, практическим результатом которого будет составление латинского медицинского словаря синонимов, омонимов, паронимов.

Ключевые слова: паронимия, медицинская терминология, лексическое значение, латинский язык, профессионально-ориентированное обучение.