INTERNATIONAL MULTIDISCIPLINARY JOURNAL FOR RESEARCH & DEVELOPMENT
SJIF 2019: 5.222 2020: 5.552 2021: 5.637 2022:5.479 2023:6.563 2024: 7,805
eISSN :2394-6334 https://www.ijmrd.in/index.php/imjrd Volume 12, issue 03 (2025)

THE PROBLEM OF INTEGRATING LATIN TERMS INTO MEDICAL ENGLISH IN TEACHING AS FOREIGN LANGUAGE

Sharipova Feruza Ibragimovna

Tashkent Pediatric Medical Institute, teacher

[1]sharipova.feruza19@yandex.ru

Annotation: The article explores that Latin terms are integrated into the medical English language system in all linguistic levels (orthography, phonology, morphology, and semantics). It is revealed that among all types of linguistic adoptions the largest part is made up of Anatomy of human body. The inclusion of Latin terms in the morphology of nouns, first of all in the gender, in the formation of the plural and in the form of the object case, as well as in the pronunciation of phonemes is considered.

Examples of the transition of words from Latin into English at the level of phonetics, morphology and semantics are given. It is emphasized that Latin loans make an important contribution to the enrichment of medical English.

The author concludes that in English as a foreign language classes the teacher is faced with the task of finding the most effective and productive method of studying medical English language by recognizing and understanding of Latin borrowings.

Key words: Latin language, clinic vocabulary, English as foreign language, adoptions.

INTRODUCTION

In the realis of the globalization processes in the world, a knowledge and practical skills of English language becomes an important vital necessity. The students and teachers of high schools of non-lingual specialty must constantly monitor the development of English language for specific purposes and look for ways to study professional English language material within the educational program and at the same time turn the learning process into exciting and interesting one. "One of the better understanding of the modern English language and a whole surfing in the world of internationalization is the active use of adopted lexemes by native speakers" [2, p. 193]. There we would like to note that the vocabulary of the English language includes many Latin adopted lexemes in almost every sphere of everyday life of the human being. The functions of origin of Latin terms, variability, brevity and expressiveness undoubtedly make to appear misunderstanding in learning English for specific purposes, but also we may meet these problems in many other languages. "The origin of the most Indo-European language, as a rule, is occurred by the borrowings of Latin language" [3, p. 169]. The Latin terms are integrated into the English language system at different levels. Assimilation of Latin terms is manifested to varying degrees - from partial to complete - in spelling, phonology, morphology and semantics.

It is necessary to take into account the fact that for the most students of high medical schools, in particularly Tashkent Pediatric Medical Institute, English as a foreign language the problem of integrating Latin terms can cause certain difficulties. Understanding the peculiarities of perception of Latin words allows the teacher to avoid difficulties that arise during teaching and to create comfortable conditions for achieving higher results, taking into account the individual needs of students.

MATERIAL AND METHODS

The problem of integrating Latin adoptions into the English language for specific purposes (medical English) seems to be important and relevant. It has been studied by many local and foreign scientists. For example, Karen Korning Zethsen [4, p. 125] believes that most Latin adoptions are not integrated into the spelling system. They generally retain their original Latin spelling, and only a few of them correspond to English spelling. Students should be reminded of the spelling of Latin adoptions. One of the most notable features here is that all nouns without exception have article a or an, the: the body, a heart, an oral cavity, the brain, a human being, an eye. It often happens that Latin adoptions has lacking articles with the, a, an are written without them, for example: atrium-atria, spasmos-spasmus, alveolus-alvioli. Some of them have both forms: abdomen/abdominal cavity, ligamentum/ligament, musculus/muscle, nervus/nerve. But some Latin adoptions, such as vertebra, diagnosis, fascia, biceps are written in English without any differences, while many in Latin spelling are written only with specific endings, for example: temporalis/temporal, communis/common, region/region, facies/face, homo/human, labium/lip, nasus/nose, solution/solutio, tractus/tract, valva/valve, lingua/language. In most borrowings using the one-word combination of the Latin spelling prevails: costa-costae (rib/ribs); vertebra-vertebrae or two-word combination – corpus vertebrae (body of vertebra); corpora vertebrarum (bodies of vertebra). Check-in, only in some of them we may find three-word combination: ligamentum tuber cidi costae (ligament of tubercle of rib); processus articularis superior (superior articular process).

Research shows that Latin adoptions are characterized by different ways of spelling. Usually, some Latin adoptions in English divide a word into its syllable: periton**aeu**m, peronaeus, ligamenturn. As for the stressing of compound words, there are no strict rules. Many medical lexis are spelles as one word: glycyrrhyza, mandibular, costa fluctuans, vertebra thoracica, columna vertebralis, processus articularis superior, tuberculum anterius, incisurae costales, ligamentum capitis costae, articulatio capitis costae, spatia intercostalia, apertura thoracis superior, angulus infrasternalis, others - as two words separated: medulla ossium (bone marrow), arcus vertebrae (vertebral arch), membrum inferius (leg), epigastrium (part of abdomen immediately over stomach), processus transversus (transverse process), substantia compacta (thick substance), palpebra superior (upper eyelid), corpus maxillae (body of upper jaw), quadruplex (fourfold), facies poplitea (popliteal surface), ductus choledochus (bile duct). A large number of Latin adoptions has two basic forms: Nominativus and Genetivus, depending of suffixes (- ae - i - is - us – ei): cancer, cancri; medicamentum, medicamenti; auris, auris; abortus, abortus; articulatio, articulationis; lingua, linguae.

RESULTS AND DISCUSSION

It should be noted that in medical high schools the study of Latin adoptions in English classes are subdivided into thematic groups (medical and academic), as a rule, fit better into English lexicology than newer ones (cancer, medicamentum, auris, abortus, articulatio, lingua). In phonology, the integration of Latin adoptions is determined by the degree of similarity and differences in the phonemic system of the two languages. A few vowel combinations, called diphthongs, are read as one letter.

Latin Diphthong	Pronunciation
ae	e (red)
au	ow (how)
ei	ey (they)
eu	eu (leucocyte)

If over the “e” in diphthong “ae” or “oe” we may define this phenomena as puncta diaeresis – points of separate, eg. word aër (air), we read letters separately. For ex. hemispherium, ichthyismus, thrombus, scarlatina, angulus, olfactus.

It follows that the pronunciation of Latin adoptions may differ from the pronunciation of the English source word. As a rule, Latin adopstions are pronounced in English according to the rules of English phonetics, taking into account the features of the English language, that is, Latin terms are adapted to the English language, but are pronounced as close as possible to the English language. "At present, thanks to language contacts and interaction of languages, lexical systems are enriched with new words and expressions through the process of borrowing" [1, p. 310]. An analysis of the materials of the Medical Case Reports, organized by Y. V. Lysanets [5, p. 3], shows that among all types of adotptions, nouns make up the largest share - 86.12%. Verbs and adjectives follow by a large margin in second and third place - 5.64% and 5.49%, respectively.

As for the integration of nouns, the most important role in this is played by gender, plural formation and the genitive case form. In Latin as in English, gender has significance from the point of grammar. It should be emphasized that Latin borrowed word must necessarily be attributed to one of the three genders. The gender of Latin adoptions used to designate a person of the female or male gender usually corresponds to the natural gender of a person, for example: rabies, rabiei; sutura, suturae; causa, causae; medicus, medici; cellula, cellulae; os, ossis, etc.

In addition, lexical analogy also sometimes affects gender, that is, the gender of Latin adoptions is determined by the grammatical gender of their closest English lexical equivalent, one might say, takes the gender of the "translation". For example, the noun amica, amicae is feminine by analogy with girlfriend . Or other examples:

chole, choles – bile

systole, systoles – contraction of heart

phlegmone, phlegmones – phlegmon. There is a hidden semantic analogy in compound Latin adoptions. In Latin language, the gender of compound nouns is determined by the last word. For ex.: noun +

pronoun, preposition + pronoun, adverbial

constructions, noun + noun in genitive case, noun

+ participle in genitive case, and verb + adverb

But due to semantic relationships, which at first glance are not always unambiguous, a compound word can receive thematic meanings such as physiological or anatomical descriptions. An example of this is noun +noun in genitive case: caput Medusae os (“the radiating appearance of the superficial epigastric veins”;

Another example is noun + adjective + adjective: musculus rectus abdominis (“abdominal rectus muscle”).

It is interesting, in our opinion, in this context, it is necessary to remark that pluralizing compound Latin terms can sometimes be quite a challenge. Rein K. called this phenomenon "group analogy" [6, p. 730]. For example, all nouns haemoptoë, haemoptoës – bloody sputum; acne, acnes – acne; syncope, syncopes – faintingare masculine, because the singular form has suffix “e”. In addition, the number of syllables can also influence gender. Monosyllabic borrowings are almost always

masculine. They very rarely take the feminine or neuter gender. For example, allergia, allergiae – allergy; anaemia, anaemiae – anaemia; angina, anginae – angina etc. are masculine.

Exceptions are: gonorrhoë, gonorrhoës – gonorrhoe; diastole, diastoles – diastole are neutral.

According to Greta Franzini [8, p. 199], that successful teaching of medical English language depends on etymology and lexis of Latin adoptions, that brings element of practicality in enrollments of high schools. For example, the Latin derivatives such as –alis in the Muscle system: frontalis (straight), medialis (toward midline), lateralis (along midline) means location of muscles. The muscle size has the following derivative - sus in the muscle names: maximus (large), medius (medium), minimus (small). The grammar rules in Latin adoptions in the English language we may notice in the derivative -io- that reveals the Perfect Participle – action, mission, vision and etc.

The phonetics differences in the following examples is a consequence of the declension nature of the noun, here the third one.

- Monosyllable that has same syllables in both genders, Neutral and Genetivus, for ex. animal (Nom.), animalis (Gen.) - animal.

- dosis (Nom.), dosis (Gen.) - dose
- canalis (Nom.), canalis (Gen.) - canal

The Neutral gender means a Nominativus, for ex. exemplar – example. When you want to describe an inflammation of some organ , you can use the following structure of Latin adoption:

inflammatio + name of organ in Gen.

example: inflammatio renum [inflammation of kidneys]

The differences in gender do not represent any special lexical meanings. It is known that the plural of nouns is usually formed in English with the suffixes -s or -es. Most Latin adoptions also retain the plural form with -a when transferred to English. Perhaps the plural was borrowed together with the Latin word: hospitalii – hospitals; membri – extremities, remedii – drugs, cerebri – brains, labii – lips, septi – dividing walls and etc. On the other hand, the following is interesting: if an Latin adoption ends in - ulon, uli, the noun gets -a: ulon, uli – a gingiva or encephalon, encephali – brain without changing the last -y to -i before -es.

An example of the formation of the plural of Latin adoptions is the zero ending: diabetes, ascitae, allergiae, anaemiae and etc. These are, as a rule, nouns that end in -er. Some Latin adoptions form the plural with the suffix -e, for example: morbilli, morbillorum (only in Plural) – measles or viscera –viscera, - orum (only in Plural), etc.

It should be noted that in English there is only one case, the genitive, in which not only the article, but also the noun of the masculine and neuter gender receives the ending -i or -ii. Consequently, one can expect that nouns of the Latin adoptions of the masculine and neuter gender will be used in the genitive case in the same way, for example: magister, magistri – teacher, cancer, cancri – cancer, liber,libri – book and etc.

It should be noted that the integration of Latin adoptions is also noticeable in adjectives. According to German grammar, adjectives borrowed from Latin have three suffixes (in Nom.Sing.), one to each gender: celeber famous (he); celebris famous (she); (neuter): celebre famous (it).

As a result, a large number of adjectives with a neoclassical root are formed:

- acer, acris, acre [acute]
- centralis, centrale [central]
- desinficiens, desinficientis [disinfecting]

The Latin adoptions in the writing of medical diagnosis follow the rules of medical structure, for example: hepatitis, morbilli that means the aetiology of the disease is hepatitis. They include Latin adoptions in the writing of medical diagnosis with etiopathogenesis, for example: syndroma fragilitatis ossium hereditariae (fragility of bones' hereditary syndrome).

Thus, they conjugate according to the medical terms and lexis rules and anatomical location, for example: syndroma arteriae cerebri arterioris (anterior cerebral artery syndrome).

Latin adoptions in the structure of medical diagnosis show a higher degree of integration of both languages in the medical context. Most Latin terms, such as morbus, morbi (disease) or syndroma, syndromae (syndrome) take the place in every medical case of the patient in hospital or clinic. Interestingly, there are additional parts of medical diagnosis:

* stadium morbi (stage of disease)

* forma morbi (form of disease)

*consecutiones et complicationes morbi primarii (consequences and complications of primary disease)

* nomina morborum synchronicorum (name of concomitant disease)

There is an example of medical diagnosis:

nomen	sedes	causa	stadium	forma	consecutio: morbus synchronicus
Angina	pectoris	ex ischaemia cordis	paroxysmalis	sub forma anginae nocturnae	cum insufficientia acuta coronaria

In English: Angina pectoris paroxysmal due to cardiac ischaemia in the form of nocturnal angina with acute coronary failure.

When considering Latin adoptions in the semantic aspect, we note that most of them have only one meaning corresponding to the English meaning, for example, the Latin word *angina* and the English *angina*. In addition to unambiguous words, many Latin adoptions have several meanings in the language of their origin, that is, they are polysemantic. Often, only part of the general meaning is transferred to English, and the meaning of Latin adoptions is limited in comparison with the Latin original words [9, p. 146]. For example, names of specialists with feminine suffixes are of masculine gender, for example: oculista, oculistae [ophthalmologist] dentista, dentistae [dentist]

In addition, in some cases the meaning of a word can be narrowed. Consider, for example, the word corpus. In English, city means "a body", while in Latin it means " the structure or the whole" and students my use such derivatives of this Latin adoption as corporal, corporeal, corpulent, corpuscle or incorporate. Or another example: the Latin term "genu", which in English means to gender. But

in English examples general, generic, generous, generation we may use in various context of class activities.

CONCLUSION AND AKNOWLEDGEMENT

Thus, we can conclude that Latin adoptions have merged into the English language and thus make an important contribution to the academic orientation of the medical English language. Therefore, the teacher of English in medical high schools is faced with the task of finding the most effective and productive method of studying Latin adoptions in English for specific purposes, which students encounter in classes on English as a foreign language.

The findings of this study highlight several important directions for future research. One, the use of Latin adoptions in learning medical English, specifically teaching modules and feedback in analysis of patient's cards, was effective in increasing motivation of medical students. Future studies can examine the use of this approach to teach empirically supported practices in other areas of English language for specific purposes.

REFERENCES

1. Buranova D.D. "To teach or not to teach English for medical students" Psychology and education(2021) 58(3), p.907
2. Golinkoff, R. M., De Villiers, J. G., Hirsh-Pasek, K., Iglesias, A.,Wilson, M. S., Morini, G., &Brezack, N. (2017). User's manual for the Quick Interactive Language Screener (QUILS): A measure of vocabulary, syntax, and language acquisition skills in young children. Brookes
3. Gordon, K. R. (2020). The advantages of retrieval-based and spaced practice: Implications for word learning in clinical and educational contexts. Language, Speech, and Hearing Services in Schools, 51(4), 1–11. https://doi.org/10.1044/2020_LSHSS-19i-00001
4. Karen Korning Zethsen Latin-based terms: True or false friends?, Target. International Journal of Translation Studies, Volume 16, Issue 1, Jan 2004, p. 125 – 142 DOI: https://doi.org/10.1075/target.16.1.07zet
5. Lysanets YV, Bieliaieva OM. The use of Latin terminology in medical case reports: quantitative, structural, and thematic analysis. J Med Case Rep. 2018 Feb 23;12(1):45. doi: 10.1186/s13256-018-1562-x. PMID: 29471882; PMCID: PMC5824564.
6. Rein K. Relevance of Latin as perceived by the students of medicine. Eesti Arst. 2004;83(11):730–733
7. Maslova A.M. Guide book of English language for medical high schools, M.2018(//Справочник по английскому языку для медицинских вузов// Tibbiyot oliy ta'lim muassasasilari uchun ingliz tili bo'yicha qo'llanma)
8. Greta Franzini, Marco Passarotti, Francesco Mambrini, Giovanni Moretti, Federica Zampedri, Græcissāre: Ancient Greek Loanwords in the LiLa Knowledge Base of Linguistic Resources for Latin, Proceedings of the Seventh Italian Conference on Computational Linguistics CLiC-it 2020, 10.4000/books.aaccademia.8565, (199-204), (2021).
9. Michèle Fruyt Word-Formation in Classical Latin.Ed. James Clackson; 2011 https://doi.org/10.1002/9781444343397.ch11
10. Nabieva J.R., Guzacheva N.I., Zakhidova M.F. Teaching listening as one of the beneficial Approaches in learning languages; Science and innovation international scientific journal volume 2 issue 10 october 2023 uif-2022: 8.2 | issn: 2181-3337
11. Sharipova F.I. (2023) Teaching undergraduate students clinical vocabulary. Scientific journal of the Fergana State University. Fergana. №2, pp.149-153

12. McGregor, K. K., & Duff, D. (2015). Promoting diverse and deep vocabulary development. In T. Ukrainetz (Ed.), School-age language intervention: Evidence-based practices (pp. 247–278). Pro-Ed.
13. Nowicki, B. L., Sullivan-Watts, B., Shim, M. K., Young, B., &Pockalny, R. (2013). Factors influencing science content accuracy in elementary inquiry science lessons. Research in Science Education, 43(3), 1135–1154. https://doi.org/10.1007/s11165- 012-9303-4
14. Perona, K., Plante, E., & Adam, R. (2005). Diagnostic accuracy of the Structured Photographic Expressive Language Test–Third Edition(SPELT-3). Language, Speech, and Hearing Services in Schools,36(2), 103–115. https://doi.org/10.1044/0161-1461(2005/010)
15. Steele, S. C. (2020). Vocabulary intervention: A national survey of school-based speech language pathologists. Communication Disorders Quarterly, 41(3), 151–161. https://doi.org/10.1177/ 1525740119827008
16. Young, B. J., & Lee, S. K. (2005). The effects of a kit-based science curriculum and intensive science professional development on elementary student science achievement. Journal of Science Education and Technology, 14(5–6), 471–481. https://doi.org/10.1007/s10956-005-0222-2