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Learning Romanian through an Associated Terminology of Veterinary Medicine

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Abstract:

Veterinary terminology can provide a strong foundation for learning Romanian, particularly for international students enrolled in Romanian veterinary programmes. Drawing on research in languages for specific purposes (LSP), veterinary education, terminology, and Romanian as a foreign language, it argues that terminology should be taught not through isolated word lists but within authentic professional contexts, including clinical history-taking, examinations, diagnosis, treatment planning, and communication between veterinarians and owners. The analysis emphasises the value of corpus-based bilingual and multilingual glossaries, morphological awareness, role-play, project-based learning, and artificial-intelligence-supported resources. It concludes that a terminology-centred approach can foster Romanian-language proficiency, professional communication skills and intercultural adaptability.

Keywords: *veterinary terminology; languages for specific purposes; professional communication; multilingual terminology; Romanian as a foreign language*

Introduction:

Veterinary Romanian can be situated within ***Languages for Specific Purposes (LSP)***, a branch of applied linguistics concerned with language use in disciplinary and professional communities. In this framework, Romanian is not merely a medium of general communication but a semiotic resource for constructing, transmitting and negotiating veterinary knowledge.

The proposed model distinguishes four interrelated competences:

- **terminological competence**: knowledge of concepts, terms, definitions, and conceptual relations.
- **morphological competence**: ability to analyse and produce terms through derivation, compounding and affixation.
- **discursive competence**: ability to operate within professional genres such as case histories, clinical notes, referral letters, and consultations.
- **sociopragmatic competence**: ability to select the appropriate register for expert, academic, or client-oriented communication.

This multidimensional view is supported by research showing that medical vocabulary learning is facilitated by morphological analysis, contextual inference and systematic exposure to specialised word-formation patterns.

A taxonomy of Veterinary Romanian Terminology:

Veterinary terminology in Romanian can be classified according to form, origin, semantic field and discourse function.

Taxonomic level:	Categories:	Romanian examples:
Morphological type:	simple terms, derived terms, compounds, multi-word terms	*os*, *endocardită*, *cardiopulmonar*, *insuficiență cardiacă*
Etymological origin:	inherited Latin, learned Latinisms, Graecisms, internationalisms	*sânge*, *cardiologie*, *hemoragie*, *ecografie*
Semantic field:	anatomy, physiology, pathology, diagnostics, therapy, prevention	*ventricul*, *circulație*, *endocardită*, *radiografie*, *antibiotic*, *vaccinare*
Word-formation process:	prefixation, suffixation, neoclassical compounding, syntactic compounding	*hiperglicemie*, *endocardită*, *cardiopulmonar*, *boală inflamatorie intestinală*
Register:	technical, semi-technical, popularising	*endocardită* / *infecție la nivelul valvei* / “the heart valve is infected”
Discursive function:	diagnostic, therapeutic, prognostic, instructional	*a pune un diagnostic*, *a administra un tratament*, *prognostic rezervat*, *a administra medicamentul de două ori pe zi*

Syntagmatic relations: collocation and phraseology:

Terminological competence requires knowledge of collocations, or recurrent word combinations. In veterinary Romanian, terms rarely occur in isolation; they enter predictable syntagmatic patterns.

Register variation and popularisation:

Romanian used in veterinary medicine operates along a continuum of registers. Technical terminology is appropriate in professional and academic settings, whereas client communication often requires simplification, paraphrasing, analogy, or explicitation.

Genre-based learning:

Romanian LSP curriculum should be organised around professional genres rather than isolated grammar topics. Relevant genres include:

anamnesis, clinical examination report, diagnostic discussion, treatment plan, owner instructions, referral letter;

Pedagogical model:

The proposed instructional sequence has four stages:

Conceptual mapping: Students identify the veterinary concept and its relations, for example *heart → valves → blood flow → murmur → diagnosis*.

Morphological decomposition: Students analyse terms into prefixes, roots, and suffixes, such as *endo-card-ită*.

Corpus-based contextualisation: Students examine authentic or adapted clinical texts to observe collocations and register.

Genre-based production: Students produce a consultation dialogue, clinical note, owner explanation, or case summary in Romanian.

Conclusion:

Learning Romanian through veterinary terminology is best understood as a terminologically driven, morphologically informed, genre-based approach to LSP. The core idea is that learners acquire Romanian veterinary language most effectively by working with conceptual systems, derivational families, collocations, registers and professional genres. Instead of memorising words in isolation, students learn how veterinary knowledge is organised in Romanian and how to apply it in real clinical communication.