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## Influence of Eponymous Terms in the Everyday Language of Ecuadorian University Teachers: A Qualitative Analysis

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### ABSTRACT

The study investigated the manifestation and evolution of eponymic terms in the everyday language of Ecuadorian university teachers, considering historical, cultural and linguistic factors. It was analysed how the phenomenon of eponymy manifests itself in the everyday language of university professors and conceptualized its training and evolution. Interviews were conducted with 25 teachers. Bibliographic material was evaluated, and data were coded using Atlas.ti version 24. Categories, codes, dimensions and subdimensions emerging from the testimonies were identified and analysed. Three main categories were identified: “Evolution of Eponymic Terms”, “Cultural Importance Granted by University Faculty” and “Key Use in the Teaching-Learning Process”. The results highlighted the adaptation and familiarity with eponymic terms, their impact on professional identity and communication, and their value in education. Eponymic terms facilitate communication and teaching, creating a professional identity and reflecting technological and cultural changes in the Ecuadorian educational context.

**Keywords:** Eponymy; Professional Culture; University Education; Linguistic Evolution; Educational Technology

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## 1. Introduction

Eponymy is defined as a linguistic phenomenon. A proper name becomes a common term. Eponymy has been studied in various cultures and contexts worldwide. This phenomenon manifests itself in many languages and societies. The names of brands, inventors or historical figures are integrated into the everyday lexicon<sup>[1]</sup>. This phenomenon reflects not only a linguistic change. It is also a cultural transformation. In countries such as the United States, the term “Kleenex” is used to refer to any disposable tissue<sup>[2]</sup>. Similarly, the term “Xerox” is used for photocopies, illustrating how eponymy can influence everyday language. This phenomenon is not only a reflection of evolving language, but also offers a window into the culture and social practices of a community<sup>[3]</sup>.

In Europe, similar studies have shown that eponymy is deeply rooted in professional culture. In academia, the term “Google” has become synonymous with internet search<sup>[4]</sup>. This indicates how technological tools and brands influence language and the expression of ideas. This phenomenon is not unique to any one country or culture<sup>[5]</sup>. In Asia, the use of brand names in everyday speech has also been documented, showing a global trend towards eponymy<sup>[6]</sup>. The integration of these terms into the everyday lexicon reflects a cultural adaptation. These adaptations deserve to be analysed in depth<sup>[7]</sup>.

In the context of Latin America, it is essential to recognise that eponymy also manifests itself in various forms<sup>[7]</sup>. In countries such as Mexico and Argentina, brand names have transcended their commercial function<sup>[8]</sup>. They have become part of everyday speech. Indicating a linguistic phenomenon that deserves academic attention<sup>[9]</sup>. Research on eponymy in these regions can offer valuable insights. Brands and proper names influence cultural identity and communication.

A study in Brazil highlighted the presence of eponymy in academia. The study reflected the cultural identity of teachers and students<sup>[6]</sup>. The research revealed that the use of eponymic terms in teaching can facilitate the understanding of complex concepts by linking them to familiar cultural references<sup>[10]</sup>. This finding suggests that eponymy not only enriches the lexicon<sup>[11]</sup>. It can also improve the quality of education by making it more relevant and accessible to learners.

Furthermore, eponymy can be seen as a phenomenon that reflects globalisation and cultural interconnectedness in Latin America<sup>[12]</sup>. The influence of international brands on everyday language can be an indicator of how local cultures adapt and respond to global trends<sup>[13]</sup>. This aspect is especially relevant in the context of higher education, where teachers may incorporate eponymic terms in their teaching, thus affecting the way students perceive and understand academic concepts<sup>[14]</sup>.

Eponymy and its integration into everyday language provides a theoretical framework that can be applied to the Ecuadorian context<sup>[15]</sup>. Eponymic terms have been integrated into the professional culture of Ecuadorian university professors. The study can contribute to a deeper understanding between language and culture. The exploration of this phenomenon will not only enrich the field of linguistic study. It will also allow educators and academics to reflect. It will help to understand the impact of culture on teaching and learning.

The study of eponymy in different linguistic contexts not only provides information about language<sup>[16]</sup>. Eponymy also reveals patterns of behaviour and cultural values. In sociolinguistics, the adoption of eponymic terms is considered as an indicator. It is an indicator of the influence of popular culture and advertising on people’s everyday life<sup>[17]</sup>. In this sense, the phenomenon of eponymy becomes a mirror that reflects the social, economic and cultural dynamics of a community.

In the Ecuadorian context, it is important to consider that eponymy can be influenced by specific socio-economic and cultural factors<sup>[18]</sup>. Research on how brand names are integrated into the everyday language of Ecuadorian university faculty can offer unique insights into the linguistic and cultural dynamics in the country<sup>[19]</sup>. Research on how brand names are integrated into the everyday language of Ecuadorian university faculty can offer unique insights into the linguistic and cultural dynamics in the country. Despite the growing presence of brands and eponymic terms in popular culture, there is a lack of studies that address how these terms are integrated into the lexicon of university teachers.

This is worrying, as the absence of research can lead to a disconnection between the language used in the classroom and the cultural reality of the students. At the National University of Chimborazo (UNACH), the lack of attention to

eponymy in teacher training can have negative consequences. Teachers who do not know the importance of eponymic terms may miss the opportunity to communicate effectively with their students. This may result in teaching that does not reflect the cultural and linguistic reality of the learners. This in turn may affect their motivation and engagement in learning.

Without adequate research, it is difficult to identify the linguistic dynamics at play. These dynamics can be harnessed to improve teaching and learning. Furthermore, inattention to this phenomenon can perpetuate the disconnect between academic language and everyday language. The lack of lexical connection can have a negative impact on the quality of education. If left unaddressed, the gap between academic and everyday language is likely to continue to widen. This could result in an education that does not reflect the cultural reality of the learners. Similarly, it may affect their ability to apply acquired knowledge in practical situations. Therefore, it is essential to carry out research that analyses eponymy in the context of Ecuadorian university teaching staff.

Based on the problematic situation outlined above, the research question arises: How does the phenomenon of eponymy manifest itself in the everyday language of Ecuadorian university professors? This question seeks to explore the relationship between eponymic terms and the professional culture of teachers, as well as their influence on teaching and learning.

### **1.1. Objective of the Study**

The aim of the article is to generate a theoretical approach that conceptualises the formation and evolution of eponymic terms in the everyday language of Ecuadorian university professors, considering the historical, cultural and linguistic factors that influence this phenomenon. This study aims to offer a deep and contextualised understanding of the use of eponymy in education, contributing to linguistic and cultural knowledge in Ecuador.

## **2. Literature Review**

### **2.1. Theory of Eponymy in Linguistics**

The theory of eponymy is the phenomenon where brand names become common terms. Entire categories of products or services have been central to the study of the evolu-

tion of language<sup>[20]</sup>. Eponymy reflects a complex interaction between language, culture and technology<sup>[4]</sup>. Eponymy demonstrates how repetition and exposure to certain terms can become integrated into the everyday lexicon of a community. This theory highlights the ability of language to adapt<sup>[2]</sup>. It facilitates evolution in response to external influences. Influence such as the penetration of commercial brands into everyday life.

The relevance of eponymy theory in this study lies in its explanatory power. By analysing how these terms are integrated and evolve in the academic lexicon. A deeper understanding of the linguistic dynamics operating within this professional group can be gained. This theory also allows cultural and social implications to be explored. The adoption of eponymic terms provides a framework for understanding how professional culture can influence language use<sup>[5]</sup>. In the context of higher education in Ecuador, the theory of eponymy offers a valuable perspective. It provides insight into how teachers adopt and use specific terms in their daily practice. This adoption does not only reflect the influence of commercial brands. These brands are embedded in the identity and culture of teachers. By applying this theory, patterns and trends in language use can be identified.

### **2.2. Discourse Analysis Theory**

Discourse analysis theory, proposed by<sup>[21]</sup>, focuses on how language and discourse construct the structures of power and knowledge in a society. This theory argues that language is not only a means of communication. It is also seen as a tool for the construction of social reality<sup>[22]</sup>. Discourse analysis makes it possible to examine the terms and concepts used in each context. Discourse analysis can influence individuals' perception and understanding of that context.

The application of discourse analysis theory is important to understand the eponymic terms used by Ecuadorian university professors. The influence of commercial brands is reflected here, as well as how these terms contribute to the construction of professional and academic identity<sup>[21]</sup>. By analysing the discourse of university teachers, eponymic terms can be identified. Verify how these terms can influence their pedagogical practices and interaction with their students.

This theory allows exploring the power and knowledge dynamics that underlie the use of eponymic terms<sup>[23]</sup>. For example, the adoption of specific business terms may reflect the influence of companies in the field of education. Similarly, how teachers negotiate and reinterpret these terms in their daily practice. By applying discourse analysis, a more complete picture of language and terminology can be obtained. It interprets how they are configured and used in the Ecuadorian educational context.

### 2.3. Concept of Terminology in Education and Teachers

Terminology is the set of specific terms used in a particular field of knowledge. It is relevant in education and in the practice of university teachers. Terminology facilitates accurate and effective communication within a professional community. It enables members of the community to share knowledge and experience in a clear and coherent way<sup>[7]</sup>. Appropriate terminology is necessary to ensure proper understanding between teachers and students.

The importance of using correct terminology in education cannot be underestimated. The use of accurate and agreed terms contributes to the clarity and effectiveness of teaching<sup>[16]</sup>. It improves communication between teachers and their students. In addition, well-defined terminology facilitates students' learning and understanding. It helps to build a solid knowledge base in their field of study. In the context of Ecuadorian university faculty, the adoption of eponymic terms can have significant implications<sup>[2]</sup>. The need to apply terminology becomes even more evident when considering the integration of eponymic terms<sup>[4]</sup>. These terms, while they can facilitate communication in certain contexts, can also introduce ambiguity. When used incorrectly, they can lead to misunderstandings if they are not used consistently and clearly<sup>[22]</sup>.

### 2.4. Integration of Theories and Concepts

The integration of the theories of eponymy and discourse analysis, together with a clear understanding of terminology in education, provides a robust theoretical framework for this study<sup>[2, 15]</sup>. By combining these approaches, a comprehensive view of how eponymic terms are integrated and evolve in the lexicon of Ecuadorian university teachers can

be obtained<sup>[18]</sup>. Furthermore, this integration allows us to explore the cultural, social and pedagogical implications of this linguistic phenomenon, providing a solid basis for future research and practical applications<sup>[19]</sup>.

## 3. Materials and Methods

### 3.1. Research Focus

The research approach used in this study was qualitative. Qualitative research focuses on understanding social phenomena<sup>[24]</sup>. All from the perspective of the participants, allowing for an in-depth exploration of their experiences and meanings<sup>[25]</sup>. This approach was selected due to the nature of the phenomenon of eponymy in Ecuadorian professional culture. The qualitative approach provides a detailed understanding of how eponymic terms are integrated and evolve in the lexicon of university professors.

The application of a qualitative approach made it possible to capture the complexities and nuances of language and culture. This was essential for the analysis of the phenomenon of eponymy. Through qualitative data collection, we sought not only to identify the eponymic terms used by teachers<sup>[26]</sup>. It also helped to understand how these terms are conceptualised and applied in their educational practice. This approach provided an appropriate framework for exploring the perceptions, opinions and experiences of the participants. This proved fundamental for the development of a theoretical approach to the formation of terms in the everyday language of Ecuadorian university teachers.

### 3.2. Type of Research

The type of research adopted was a phenomenological study. Phenomenology focuses on the description of the lived experiences of individuals. Phenomenology seeks to understand the meaning that these experiences have for the participants of the study<sup>[27]</sup>. This approach is appropriate for the present study. It allowed us to explore how teachers perceive and use eponymic terms in their professional context. Moreover, the study adopted an ethnomethodological approach. This approach focuses on everyday practices and how individuals construct their social reality through language. Ethnomethodology investigates the ways in which people interpret and make sense of their everyday world<sup>[28]</sup>.

This perspective made it possible to examine how teachers integrate eponymic terms into their discourse. Also, how these terms influence their communication and educational practice.

### 3.3. Participants and Informant Key

The study was carried out at the (UNACH). Specifically in the Faculty of Education Sciences, Humanities and Technologies (FCEHT). A purposive - participatory sampling was applied. In the intentional aspect, the participants of the research were not selected at random. They were chosen deliberately and strategically. The researcher selected individuals who met certain specific criteria relevant to the research. This was done with the aim of obtaining rich and in-depth information about the topic under study. In terms of participation, it implies that the teachers chosen were those who agreed to collaborate in the study<sup>[29]</sup>.

At the FCEHT there is a pool of 150 teachers. Two selection criteria were considered. Teachers with PhD and doctoral degrees. Teachers with more than five years of experience in higher education. An invitation-to-participate email was sent to the 25 teachers who met the selection criteria. All agreed to participate in the study. They were informed about the purpose of the study. This selection approach ensured that the participants had the necessary expertise. The teachers possess the necessary knowledge to provide relevant information on the phenomenon of eponymy in their professional context. The choice of teachers with advanced degrees in the field of education ensured that the opinions and testimonies are meaningful. They are also representative of the professional culture at UNACH.

### 3.4. Techniques and Instruments

The documentary collection technique and the interview were used<sup>[30]</sup>. The documentary analysis of qualitative research consisted of a systematic and detailed search of documents. Studies, texts, writings, books, theses and scientific articles related to the topic under study were collected. Studies with a maximum age of five years, available on the Scopus - Elsevier platform. This approach ensured that the information analysed was up-to-date and relevant to the context of

the study. The 25 selected teachers were invited via institutional email to participate in the study. They were informed that their testimonies would be confidential and coded audio recordings. They were informed that there would be no conflicts of interest or names that would give away their opinion in the research. A 5-minute individual interview schedule was applied for each teacher. Each interview was conducted separately so as not to alter the perceptions or testimony of each informant. Professional ethical standards were applied. Participation was voluntary. Teachers attended the interviews in a participatory manner, which facilitated an atmosphere of trust and openness. The instrument used for the interview was a semi-structured question guide (audio recorder). The following is the guide of questions applied to the key informants (See **Table 1**).

These questions were designed to facilitate open discussion and allow participants to express their experiences and opinions about eponymy in their educational practice.

### 3.5. Results Analysis Technique

The interview recordings were transcribed using Microsoft Office 365 software. The interview texts were then coded using the COPE standards of research ethics<sup>[31]</sup>. In this sense, no names or surnames of the interviewees were used. Codes were assigned to preserve the identity of the participants. For example, the views of teacher 1 were recorded as T.1. The interview of teacher 2 as T.2. and so on. This ethical approach ensures that the information collected is handled responsibly and respectfully. Protecting the privacy of the participants, to avoid conflicts of interest. The triangulation technique, also known as cross-checking of information, was then applied. This technique consists of unifying testimonies, texts, books and author's interpretations. The interviews were unified with the documentary sources with the qualitative analysis software Atlas.ti version 24<sup>[32]</sup>. This platform allowed for a hermeneutic analysis of all the sources of information. The author applied an interpretative analysis. Using Atlas.ti, emerging categories were generated that reflected the patterns and recurring themes in the teachers' responses.

**Table 1.** Guide of questions applied to key informant teachers of the Faculty of Human Education Sciences and Technologies.

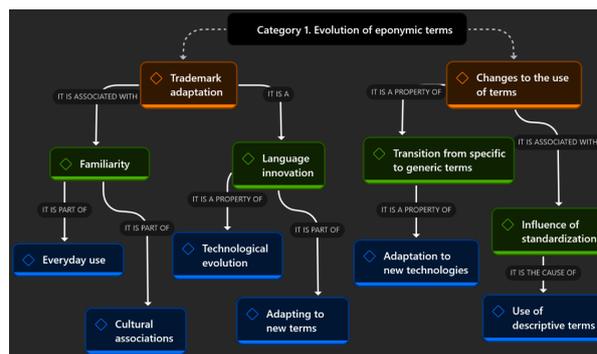
Universidad Nacional de Chimborazo		
Faculty of Human Education Sciences and Technologies		Psychopedagogy
Researcher:		Date: __/__/__
No.	Questions	Observations
1	What are some of the eponymic terms you use in your teaching practice and how do you apply them?	
2	How do you think these eponymic terms influence your students' understanding of concepts?	
3	Have you noticed any changes in the use of eponymic terms throughout your professional career? If so, what are those changes?	
4	How important do you think eponymic terms are in the professional culture of Ecuadorian university teachers?	
5	How do you perceive the relationship between eponymy and terminology in your field of expertise?	

Source: Own elaboration.

## 4. Results

### 4.1. Category 1: Evolution of Eponymic Terms

Authors The Atlas.Ti software identified the category of “Evolution of Eponymous Terms” from the triangulation of information. Codes associated with this category included “Changes in the use of terms” and “Adaptation of brands”. Testimonies from T.3 and T.6 reflected how specific terms have transitioned to more generic terms. This is all due to the need to adapt to new technologies. The technological transition was coded as ‘Transition from specific to generic terms’. On the other hand, T.8, T.18 and T.1 indicated that the influence of standardisation leads to the use of more common descriptive terms. Here familiarity and convenience in everyday use is highlighted. These are coded as ‘Influence of standardisation’ and ‘Everyday use’. Within the ‘Familiarity’ dimension, it was found that teachers used terms associated with commercial brands. Brands because of their high familiarity and everyday use. Then T.4, T.12 and T.19 mentioned that terms such as “Google” have become an integral part of everyday language. The term Google as a unique website referent. Facilitating communication and teaching among their students. This dimension is complemented by ‘Cultural associations’. For T.5 and T.22 these terms are not only familiar, but also reflect a constant technological evolution. Teachers adapt to new terminologies and maintain their relevance in teaching (see **Figure 1**).



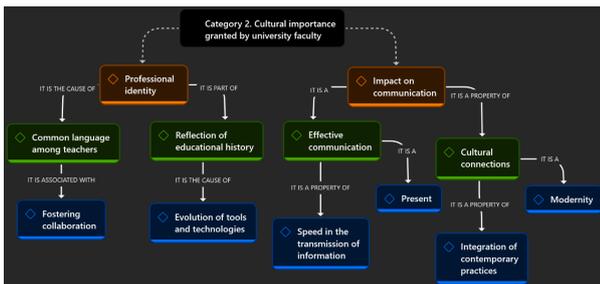
**Figure 1.** Structural network of the category evolution of eponymic terms.

The dimension of ‘Linguistic innovation’ was evident in the testimonies of T.7 and T.20. The interviewees mentioned the incorporation of new technological terms in the classroom. This incorporation is done when the Ecuadorian observes a technological product for the first time. From that moment on, the teacher establishes a conceptual term according to the brand. For example, audiovisual projectors or VideoBeam are defined as ‘InFocus’. InFocus branded projects were the first brands sold in Ecuador. The sub-codes ‘Technological evolution’ and ‘Adaptation to new terms’ demonstrate terminological modification and evolution. These changes reflect the permutations in the technological and educational environment according to T.10 and T.15. The category of “Evolution of eponymous terms” highlights how teachers have adapted and evolved the use of eponymous terms. All of these terms are a response to technological and cultural changes. This evolution is reflected in the transition from specific to generic terms. Adaptation

and familiarity with brand names are perceived as a constant linguistic innovation in the educational context.

#### 4.2. Category 2: Cultural Importance Granted by University Teachers

The second category “Cultural Importance Granted by University Teachers” emerged from Atlas.ti. The main codes were “Professional identity” and “Impact on communication”. For T.1 and T.11 the use of eponymous terms has created a common language among teachers. The language facilitates collaboration and mutual understanding. This was coded as “Common language among teachers”. According to T.9 and T.17 mentioned that these terms reflect the history of education. For T.16. there are terms that evolve with the tools and technologies used over time (see **Figure 2**).



**Figure 2.** Structural network of the category Importance of culture awarded by university teaching staff.

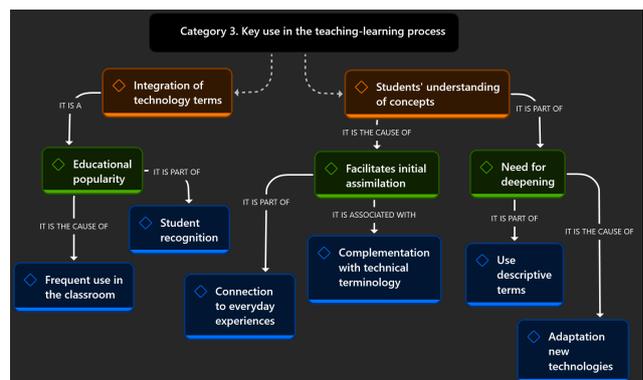
The dimension of ‘Effective communication’ was notable in the testimonies of T.13 and T.21. The interviewees pointed out that the use of eponymous terms allows for a quick transmission of information between students. The sub-dimension ‘Speed of information transmission’ demonstrates that these terms facilitate efficient communication. Considered as a critical aspect in the modern educational environment according to T.19. On the other hand, the dimension of “Cultural Connections” was highlighted by T.2 and T.16. The interviewees expressed that these terms integrate contemporary practices. It also reflects modernity in university teaching. The sub-dimension “Integration of contemporary practices” showed that eponymous terms are not only linguistic tools. They are also considered as cultural bridges connecting teachers to educational and technological reality according to T.23. The category of “Cultural importance attributed by university teachers” underlines the relevance of eponymous terms. According to T.20 the terms establish the creation of a professional identity and the effec-

tiveness of communication. These terms not only facilitate collaboration and speed in the transmission of information, they also integrate and reflect contemporary practices in education.

#### 4.3. Category 3: Key Use in the Teaching-Learning Process

The third category emerges as “Key use in the teaching-learning process”. The main codes were “Integration of technological terms” and “Students’ understanding of concepts”. T.3 and T.14 highlighted the “Educational popularity” of certain technological terms (See **Figure 3**).

Frequent popularity in the classroom facilitates teaching and learning according to T.20, generating the sub-dimension “Frequent use in the classroom”. In addition, T.6 and T.23 indicated that students’ recognition of these terms is high. Their continued use reinforces their educational effectiveness. The dimension of ‘Facilitates initial assimilation’ was evidenced in the testimonies of T.8 and T.19. The interviewees mentioned that the use of eponymous terms allows students to connect with their everyday experiences. This use facilitates the initial understanding of complex concepts. This dimension is complemented by ‘Connecting to everyday experiences’. These terms help students to relate theory to everyday practice according to T.1.



**Figure 3.** Structural network of the category key use in the teaching and learning process.

On the other hand, the dimension of ‘Need for deepening’ was highlighted by T.5 and T.22. Teachers pointed out that although eponymous terms are useful for initial understanding. Moreover, they need to be complemented with technical terminology for deeper understanding. The sub-dimension “Complementation with technical terminology” showed the importance of equity. The use of eponymous

terms with technical terms ensures balance in comprehensive education according to T.7 and T.20. Respondents T.18. and T.12. indicated that adaptation to new technologies is important to maintain the relevance and effectiveness of these terms. This reflected the sub-dimension “Adaptation to new technologies”. The category “Key use in the teaching-learning process” highlights how eponymous terms are valuable tools for education, as they facilitate initial assimilation and connection to everyday experiences. However, the need to complement these terms with technical terminology was also identified. This ensures a thorough and complete understanding of educational concepts.

## 5. Discussion

The contrasts between the interviews and the hermeneutic analysis with the Atlas.ti software allowed us to deepen the results. The results made it possible to determine the manifestation of the phenomenon of eponymy in the everyday language of Ecuadorian university professors. The category “Evolution of eponymous terms” revealed how teachers have adapted and evolved the use of eponymous terms. All these terms are in response to technological and cultural changes. This evolution was reflected in the transition from specific to generic terms. Terms that are adaptive and familiar with commercial brands. This demonstrates a constant linguistic innovation in the educational context. In comparison with other studies, the results obtained are in line<sup>[16]</sup>. The cited author argued that the evolution of eponymous terms is a direct reflection of technological and cultural changes in society. The need to adapt to new technologies and the influence of standardisation have led to simplification. The use of terms leads to a more generalised use of words in the classroom. This phenomenon not only facilitates communication, but also allows for greater familiarity and comfort in everyday use, as highlighted in the testimonies of T.3 and T.6<sup>[5]</sup>.

The category “Cultural importance of university teachers” underlines the importance of eponymous terms. The importance underpins the creation of a professional identity and the effectiveness of communication. According to<sup>[6]</sup>, eponymous terms not only facilitate collaboration and speed in the transmission of information. They also integrate contemporary practices and modernity in education. For T.1 and T.11 they highlighted how the use of these terms has created

a common language among teachers. These terms facilitate collaboration and mutual understanding. An essential connection for teacher cohesion and professional development. The category “Key use in the teaching-learning process” showed how eponymous terms are valuable tools for education. These tools facilitate initial assimilation and connection to everyday experiences. Eponymous terms are useful for initial understanding. They then need to be complemented with technical terminology to ensure a comprehensive education<sup>[7]</sup>. The testimonies of T.8 and T.19 highlighted the importance of balancing the use of eponymous terms with technical terms. This connection ensures a deep and comprehensive understanding of educational concepts<sup>[8]</sup>.

The need to have applied this study lies in understanding how eponymous terms affect communication and teaching in the Ecuadorian university context. By identifying and analysing these terms, teaching effectiveness can be improved. It promotes a better understanding of the concepts by the students. Furthermore, this study provides a basis for future research on the evolution and impact of eponymous terms in other educational and cultural contexts. Historical, cultural and linguistic factors demonstrate the evolution of eponymous terms<sup>[9]</sup>. The adaptation of brand names and the influence of standardisation are phenomena that do not only affect teaching. It is also part of teachers’ professional culture. The testimonies of T.4, T.12 and T.19 reflected how terms such as ‘Googlear’ have been integrated into everyday language, facilitating communication and teaching. This phenomenon is a clear example of how digital culture influences linguistic evolution. It influences the creation of a common language among teachers<sup>[19]</sup>.

Other studies also revealed that the evolution of eponymous terms is not an isolated phenomenon. The adoption of new terms and the adaptation of brand names are observed trends<sup>[4]</sup>. Popular trends targeting universities in various educational contexts. This trend is due to the need to keep up with contemporary technologies and practices. This is reflected in the frequent use of eponymous terms in the classroom (T.7 and T.20). In terms of the “Cultural Importance attached by university teachers”, it is evident that these terms have a significant impact. A relevant and feasible impact on professional identity and communication<sup>[18]</sup>. The integration of eponymous terms into the common language not only facilitates collaboration between teachers. The terms rein-

force cultural connectedness and modernity in teaching. The testimonies of T.2 and T.16 highlighted how these terms integrate contemporary practices. Terms that reflect educational actuality, which is important for relevance and effectiveness. Facilitating a teaching process in a changing environment<sup>[10]</sup>.

Key usage in the teaching-learning process” also highlights the importance of these terms in education. The educational popularity of certain technological terms and their frequent use in the classroom facilitate assimilation and understanding. However, for T.5 and T.22, it is essential to complement these terms with technical terminology. Terms to ensure a thorough and complete understanding. This balance is fundamental for a comprehensive education that prepares students to face academic and professional challenges<sup>[15]</sup>. The manifestation of the phenomenon of eponymy is of constant use in the everyday language of Ecuadorian university professors. The terms reflect a constant adaptation to technological and cultural changes. Eponymous terms not only facilitate communication and teaching, but also create a professional identity and cultural connection between teachers<sup>[19]</sup>.

## 6. Conclusions

The aim of this study was to provide an in-depth and contextualised understanding of the use of eponymy in education. It also contributes to linguistic and cultural knowledge in Ecuador. By unifying the three categories identified, a theoretical approach was generated that conceptualises the formation and evolution of eponymic terms. Terms in the everyday language of Ecuadorian university professors. Formulated by historical, cultural and linguistic factors that influence this phenomenon. The category “Evolution of eponymous terms” showed how teachers have adapted and evolved the use of eponymous terms in response to technological and cultural changes. This adaptation is reflected in the transition from specific to generic terms. Adaptation of terms in familiarity with brands, demonstrating constant linguistic innovation in the educational context<sup>[16]</sup>. Teachers’ testimonies revealed the influence of standardisation. It was shown that adaptation to new technologies has changed the use and perception of these terms. Forming a common language that facilitates communication<sup>[17]</sup>.

The category “Cultural importance given by univer-

sity faculty” highlights the relevance of eponymous terms. Terms that formulate the creation of a professional identity and in the effectiveness of communication. These terms facilitate collaboration and speed in the transmission of information. They integrate and reflect contemporary practices and modernity in education. Professional identity and the impact of communication are aspects of teacher cohesion and development. Eponymous terms play a key role in this process. The category “Key use in the teaching-learning process” highlighted how eponymous terms are valuable tools for education. They facilitate initial assimilation and connection to everyday experiences<sup>[3, 23]</sup>. However, the need to complement these terms with technical terminology was also identified. Terminology ensures a thorough and comprehensive understanding of educational concepts. This balance is paramount for a comprehensive education that prepares students. Student training to meet academic and professional challenges.

This study has provided a solid basis for understanding these terms. As they affect communication, teaching and professional identity in the Ecuadorian educational context. The results obtained highlight the importance of taking these factors into account. Elements that make it possible to analyse linguistic evolution and the creation of a common language in education. To respond to the proposed objective, a theoretical approach can be generated: “the evolution of eponymous terms lies in the cultural importance given to them by Ecuadorian university professors. All this is due to the key use given to them in the teaching-learning process”.

## 7. Limitations and Recommendations

One of the main limitations of this study was the relatively small sample of 25 teachers, which may not be representative of the entire Ecuadorian university teaching staff. In addition, the interviews were conducted in a single faculty, which may limit the generalisability of the results to other disciplines or institutions. Future research could broaden the sample and consider different faculties and universities to obtain a complete and more representative picture. Another limitation was the reliance on teachers’ testimonies, which could be influenced by subjective perception and individual experiences. To mitigate this bias, future research could combine interviews with other data collection methods. Large-

scale surveys or content analysis of educational materials can also be applied to triangulate the results and gain a more objective and detailed understanding of the phenomenon. Recommendations for future research include exploring how eponymic terms influence students' learning and knowledge retention. In addition, it would be useful to investigate how these terms are adopted and evolve in different cultural and linguistic contexts, comparing results across countries and regions. It would also be interesting to analyse the impact of digitalisation and new technologies on the evolution of eponymic terms in education. It is recommended that educational institutions consider the incorporation of eponymic terms in their teaching strategies, recognising their value in creating a common language and facilitating communication. It is also suggested that teachers be trained in the use of these terms, ensuring that they are kept up to date with emerging trends and technologies, and promoting a comprehensive and contextualised education.

## Author Contributions

Conceptualization, D.M. and P.P.; methodology, D.M.; software, E.F.; validation, P.P., E.F., and D.M.; formal analysis, D.M.; investigation, E.F.; resources, P.P.; data curation, D.M.; writing—original draft preparation, E.F.; writing—review and editing, P.P.; visualization, E.F.; supervision, D.M.; project administration, P.P.; funding acquisition, E.F. All authors have read and agreed to the published version of the manuscript.

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## Institutional Review Board Statement

The study was carried out in accordance with the Declaration of Helsinki and was approved by the Institutional Review Board of the National University of Chimborazo UNACH, code UNACH-RGI-02-01-03.02 of the Research Directorate and Vice-Rector's Office January 12 2024.

## Informed Consent Statement

Informed consent was obtained from all subjects involved in the study.

## Data Availability Statement

Some or all of the data, results, questionnaire, models or codes generated or used during the study are available from the corresponding author upon request.

## Conflicts of Interest

The authors declare no conflict of interest.

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