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УДК 81'37:81-1:615.1

ПОДОЛАННЯ МОВНОЇ ІНТЕРФЕРЕНЦІЇ: СТРАТЕГІЇ ДЛЯ ПОКРАЩЕННЯ ВИВЧЕННЯ ЛАТИНСЬКОЇ ТА АНГЛІЙСЬКОЇ МОВИ ЗДОБУВАЧАМИ ВИЩОЇ ОСВІТИ

Анотація. Пропонована стаття досліджує феномен інтерференції між латинською та англійською мовами в здобувачів вищої, зокрема медичної, освіти та пропонує стратегії зменшення її впливу на засвоєння мов. Одночасне вивчення цих двох мов ставить перед студентами медичного профілю унікальні виклики, зокрема в аспектах фонетики, граматики та перекладу медичної термінології. Латинська мова, як основна мова медичної термінології, і англійська, домінуюча мова сучасної наукової та медичної літератури, обидві потребують засвоєння для досягнення успіху в медичній сфері. Однак інтерференція – коли елементи однієї мови негативно впливають на засвоєння іншої – часто ускладнює процес навчання.

Дослідження, проведене серед студентів першого та другого курсів медичного факультету Тернопільського національного медичного університету імені І. Я. Горбачевського, виявило основні труднощі, з якими стикаються студенти при вивченні латинської та англійської мов. Це проблеми з вимовою, граматикою та семантикою, при цьому найбільш вираженим є фонетичний вплив. Результати дослідження показують, що хоча студенти вважають латинську мову складнішою, вивчення латинської не суттєво заважає засвоєнню англійської, і навпаки. Проте обидві мови мають свої особливі фонетичні та граматичні труднощі, що можуть викликати плутанину.

Для зменшення інтерференції та покращення результатів вивчення мов стаття пропонує кілька методів: зосередження на різницях у вимові та наголосі, інтенсивне практичне застосування граматичних правил, двомовні вправи для підкреслення мовних контрастів, спеціальні методики навчання фонетики та використання наочних матеріалів, таких як таблиці та картки. Ці техніки спрямовані на подолання основних джерел інтерференції – фонетичних і граматичних відмінностей – при одночасному вивченні обох мов.

Рекомендації, розроблені на основі цього дослідження, мають на меті підвищити якість медичної освіти в Україні, надаючи ефективні методи навчання, які допоможуть студентам подолати мовну інтерференцію. Зрештою, підвищення рівня володіння латинською та англійською мовами допоможе студентам підвищити свою конкурентоспроможність на міжнародному медичному рівні.

Ключові слова: студент, мовна інтерференція, медична освіта, латина, англійська, медична термінологія.

OVERCOMING LANGUAGE INTERFERENCE: STRATEGIES FOR ENHANCING LATIN AND ENGLISH LEARNING BY HIGHER EDUCATION STUDENTS

Abstract. This article explores the phenomenon of interference between Latin and English in medical students and offers strategies to mitigate its impact on language acquisition. The simultaneous study of these two languages presents



unique challenges for medical students, particularly in phonetics, grammar, and the translation of medical terminology. Latin, the foundational language for medical terminology, and English, the dominant language in modern scientific and medical literature, both require mastery for students to excel in their fields. However, interference – when elements from one language negatively affect the learning of another – often complicates the learning process.

The study, conducted among first- and second-year medical students at I. Horbachevsky Ternopil National Medical University, identifies key difficulties students face when learning Latin and English. These include challenges in pronunciation, grammar, and semantics, with phonetic interference being the most pronounced issue. The research findings suggest that while students find Latin more difficult, learning Latin does not significantly hinder English acquisition, and vice versa. However, both languages present distinct phonetic and grammatical challenges that can cause confusion.

To reduce interference and enhance language learning outcomes, the article proposes several methods: focusing on pronunciation and stress differences, intensive practice with grammatical rules, bilingual exercises to highlight linguistic contrasts, special phonetics training, and the use of visual aids such as charts and flashcards. These techniques aim to address the primary sources of interference – phonetic and grammatical differences – while facilitating the simultaneous study of both languages.

The recommendations derived from this research are designed to improve the quality of medical education in Ukraine by providing effective teaching strategies to help students overcome language interference. Ultimately, by enhancing their proficiency in both Latin and English, students can improve their competitiveness in the global medical field.

Keywords: student, language interference, medical education, Latin, English, medical terminology.

INTRODUCTION

The problem formulation. Studying foreign languages is an important stage in the educational process for students, especially for those pursuing a medical profile. In the context of globalization, medical science and practice increasingly rely on knowledge of the English language, as most scientific articles, medical publications, and research are conducted in English. At the same time, Latin remains the primary language for formulating medical terms, anatomical names, and in many other aspects of medical professionals' work. Therefore, for medical students, mastering these two languages is important, as it helps them not only deepen their understanding of specialized terminology but also become more competitive on an international level.

However, studying several languages simultaneously often leads to the phenomenon of interference, which can complicate the learning process. The mixing of grammatical structures, phonetic features, or semantic differences between languages can create difficulties in mastering the material. In the case of Latin and English, both present specific challenges for medical students who study them at the same time. This is particularly true in phonetics, grammar, and translating terms, where the influence of one language on another can lead to mistakes in the use of medical terms and in interpreting the material.

In this regard, an important step is the development of methods to overcome interference. Reducing the influence of one language on the learning of another will allow medical students to study English and Latin more effectively, without overlapping knowledge. For the development of medical education in Ukraine and improving its quality on an international level, minimizing interference between these languages is a necessary condition for preparing highly qualified specialists capable of working in a rapidly changing medical environment.

Analysis of recent research and publications. Research into interference between English and Latin in Ukraine is a relatively specific topic, and although many Ukrainian linguists have studied interference in the context of various languages, exact studies focusing specifically on English and Latin are not as widely represented. However, some Ukrainian scholars who have studied interference in foreign language learning may have relevant works on this topic. In particular, L. K. Krainiak studies interference in the context of professional communication (Krainiak, 2024). N. V. Rybina examines interference in a cultural context (Rybina, 2015). O. A. Lysenko focuses on lexical interference between the native and foreign languages (Lysenko, 2019), while V. A. Shepitchak studies grammatical interference (Shepitchak, 2017). T. M. Yefymenko investigates interference, in particular at the stage of learning Latin within language education programs (Yefymenko, 2018). However, there is a lack of scientific works that specifically address the interference of the Latin language, highlighting the need for further research in this area, particularly in the context of medical education and the study of medical terminology.

AIM AND TASKS OF THE RESEARCH

The aim of the article is to investigate the phenomenon of interference between Latin and English in medical students and to determine ways to overcome these language barriers to improve the process of learning foreign languages in medical education.

The objectives of the given research are: 1) to analyse the main types of interference between Latin and English that arise when students of medical faculties study them; 2) to assess the impact of interference on the learning process of medical terminology, grammar, and pronunciation; 3) to investigate specific difficulties that students face when studying Latin and English; 4) to determine methods for overcoming interference, particularly in phonetic, grammatical, and semantic aspects; 5) to develop recommendations for improving the teaching methods of Latin and English considering the specifics of medical education in Ukraine.

RESEARCH METHODS

Elements of the following methods were used in the study: 1) literature analysis was used to review theoretical approaches to the study of interference and to explore existing scientific works regarding the impact of interference between different languages, particularly Latin and English. This allowed for identifying the main aspects of interference and highlighting the key difficulties faced by students; 2) surveying medical students became the main method for



collecting data on the difficulties they face when learning Latin and English, as well as the impact of interference between these languages. This provided statistical information on difficulties with mastering grammar, phonetics, and semantics, as well as the interaction between the languages during the learning process; 3) analysis of survey results allowed the systematization of the data obtained, the identification of major trends and issues related to interference, and the understanding of how these barriers affect the learning process for students; 4) comparison method, through which the main grammatical, phonetic, and semantic aspects of English and Latin were compared. This helped identify specific areas where interference is most pronounced and to determine ways to overcome it. These methods helped to systematize the problem under investigation, as well as create scientifically substantiated recommendations for improving the process of learning two foreign languages in medical education.

RESULTS OF THE RESEARCH

Interference in foreign language learning is a phenomenon where knowledge of one's native language or another foreign language affects the learning of a new language, causing mistakes or difficulties in perceiving and using new language elements. Interference can manifest at different levels of the language system: phonetic (pronunciation), grammatical, lexical, or semantic (meaning of words).

Here are some main types of interference:

1. Phonetic interference occurs when sounds from one language influence the pronunciation of words in another language. For example, when learning English, native Ukrainian speakers may struggle with the pronunciation of English sounds that do not exist in Ukrainian (such as the sound [θ] in the word think).

2. Grammatical interference happens when the sentence structure or grammatical rules of one language are transferred to another language. For example, in English, auxiliary verbs are often used to form questions and negations, which is not the case in Ukrainian.

3. Lexical interference occurs when words from the native language or another foreign language are perceived as equivalents in the language being learned, leading to incorrect word usage.

4. Semantic interference happens when the meanings of words in one language do not align with their meanings in another language, leading to misunderstandings or incorrect translations.

Interference is a natural stage in the language learning process, and an important part of the educational process is identifying and overcoming these influences. To address this, instructors often use methods that help students understand the differences between languages and avoid mistakes caused by interference (Alex, 2021).

To identify the main difficulties that medical students face when learning Latin and English, and to study the impact of interference between these languages on the learning process, in 2022-2024, a survey was conducted among first- and second-year students at the Faculty of Medicine of I. Horbachevsky Ternopil National Medical University. The survey provided important information about the specific aspects that are difficult for students, including grammatical, phonetic, and semantic challenges, and helped determine whether one language interferes with the other during learning.

Students were asked to respond to seven questions summarizing their experience of learning both languages. When asked, "Which foreign language do you find more difficult to learn?", 62.8% of students selected Latin, indicating it was harder for them to learn. 37.2% of students stated that English was more difficult for them.

When asked, "Does learning Latin interfere with mastering new material in English?", 68.6% of students replied that it does not hinder their learning. At the same time, 25.1% of students indicated that learning Latin does indeed interfere with their study of English. The rest of the students provided other responses.

When asked, "Does learning English in school interfere with mastering Latin in university?", 83.2% of students disagreed that learning English in school interferes with learning Latin at university. Only 16.8% of students believe that learning English in school hinders their study of Latin.

The question "Which aspect of English is most difficult for you?" revealed that 45% of students found the grammatical aspect of English to be the most challenging. 28.3% of students noted that phonetics (pronunciation and stress) was the greatest challenge for them. The semantic aspect (translation and meaning) was difficult for 14.1% of respondents, while spelling was problematic for 5.8% of students. The remaining students noted other difficulties.

When asked, "Which material in Latin is most difficult for you?", 47.6% of students indicated that they find Latin grammar rules the most difficult to learn. 22.5% of respondents pointed to difficulties with semantics (translation and meaning), 15.7% noted challenges with phonetics (pronunciation and stress), and 11% highlighted problems with spelling.

When asked, "Which aspect of English most often interferes with mastering new material in Latin?" 60.2% of students indicated that English phonetics (pronunciation, stress) is the greatest obstacle. 12% of students said that grammar is the barrier, while 8.9% mentioned semantics (translation and meaning). 9.4% of respondents cited difficulties with English spelling. 8.5% of students believe that English does not interfere with their mastery of Latin.

The question "Which aspect of Latin most often interferes with mastering new material in English?" showed that 51.8% of students considered Latin phonetics (pronunciation, stress) the biggest obstacle. 14.7% of respondents identified grammar as the main difficulty, and 14.1% mentioned semantics (translation, meaning). 10.5% of students faced problems with Latin spelling. 7.9% of students indicated that Latin does not interfere with their study of English.

Analysing the survey results, several key conclusions can be made. First, most students consider Latin to be more difficult to learn compared to English. Nevertheless, learning Latin does not create significant obstacles to learning English, and vice versa, learning English does not hinder students from mastering Latin. However, both languages present their own specific challenges for students.



The main difficulties students face are grammar and phonetics (pronunciation and stress) in both English and Latin. This suggests that, to ease the learning process, attention should be paid to these language aspects.

It is also worth noting that respondents experience some interference between Latin and English, which particularly manifests in phonetic difficulties. This indicates the need to develop specific methodologies to overcome this interference, in order to avoid overlapping knowledge and facilitate the simultaneous learning of both foreign languages. It would be beneficial for students to pay more attention to the specific aspects of each language, including pronunciation, stress, grammar, and semantics, to avoid mixing elements of both languages.

Thus, implementing specific measures to reduce interference between Latin and English will be an important step in improving the learning process and achieving better results in mastering both languages. To overcome interference, particularly between Latin and English, several methods can be applied:

1. Focus on pronunciation and stress. Students should pay more attention to the phonetic differences between the two languages, especially in pronunciation and stress, to avoid mixing them. This can involve using specific exercises designed to develop correct pronunciation skills in both languages, with a focus on the differences in sounds and stresses.

2. Intensive practical use of grammatical rules. Since grammar is a complex aspect of both Latin and English, it is important to use practical tasks that allow students to constantly review and reinforce the grammatical structures of each language. Exercises that involve comparing the grammatical structures of the two languages can be helpful in avoiding mistakes caused by interference.

3. Active use of bilingual exercises. Special exercises where students work with texts in both languages will help them become more aware of the differences and similarities between Latin and English. This may include comparing grammatical structures, as well as studying semantic differences, to reduce confusion in translation and meanings.

4. Development of special phonetics learning techniques. For students who struggle with phonetics, additional courses or methods aimed at improving their phonological skills can be offered, such as audio-visual exercises to improve pronunciation in both languages.

5. Use of visual aids. Using tables, charts, graphs, and flashcards to compare aspects of English and Latin can help students understand the similarities and differences between the two languages, promoting better mastery of each language without mixing elements.

All of these methods help reduce interference, improve material acquisition, and contribute to more effective learning of both Latin and English simultaneously.

CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

Thus, interference between Latin and English is a significant aspect of the language learning process for students of medical faculties. Although most students consider Latin more difficult to learn, the research shows that learning Latin does not hinder mastering English, and vice versa. However, difficulties with grammar and phonetics are common to both languages, indicating the need to develop special teaching methods to reduce interference, especially in phonetic and grammatical aspects.

The main difficulties for students are phonetic differences between the languages, as well as grammatical and semantic features. To reduce interference and ease the learning process, methods focused on developing correct pronunciation, comparing grammatical structures, and actively using bilingual exercises should be employed. Special phonetic learning techniques and the use of visual aids will help students more effectively assimilate the material while minimizing the mixing of elements from both languages.

The development of such methods and instructional recommendations will contribute to enhancing the quality of medical education in Ukraine, helping students successfully master both Latin and English without the negative effects of interference. This, in turn, will increase their competitiveness on an international level.

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Received

12.01.2024

Accepted

02.02.2024