

LATIN IN THE SYSTEM OF PHILOLOGICAL EDUCATION: INTEGRATIVE AND DIFFERENTIATED APPROACH

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165

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Abstract: The article deals with the integrative and differentiated nature of the discipline *Latin* in the paradigm of education of philologists – specialists in Romance and Germanic languages. It is proved that Latin, integrating with a number of disciplines of professional training of philologists in the context of philological education, contributes to the theoretical training of linguists. At the same time, the course of Latin is supposed to clearly meet the needs of future professionals, and thus take into account their professional orientation. Therefore, there is a need to differentiate the content of education depending on the speciality of philology students.

Keywords: Latin, Germanists, Romance philologists, integrative and differentiated approach.

STATEMENT OF PROBLEM

166

In accordance with the postulates formulated in the documents of the Council of Europe, which regulate the process of organizing education in a higher school¹, «a study programme is not a summing-up of a number of loosely related course units». «It must be handled as an entity in itself» (*Tuning Methodology*: 45), they «are designed with overall programme objectives that are in line with the institutional strategy and have explicit intended learning outcomes» (*Standards and Guidelines* 2015: 11). Learning outcomes in different components of the program (both specialization disciplines and elective components) «should strengthen the profile of the programme» (*Tuning Methodology*: 6), giving students the opportunity to adapt the program to their needs.

Interdisciplinary coordination of the process of teaching a foreign language has now become an axiom in the system of higher education.

¹ In particular, in *Ministry of Science* 2005; Gonzáles & Wagenaar 2003; *Common European* 2001; *American Classical* 2017.

The integration of the course of Latin into the holistic paradigm of professional philological education is of particular importance. It is emphasized by the compilers of *Standards for Classical Language Learning*, claiming that «a student not only can learn to read, interpret, and communicate the language, but also can connect his / her learning to other disciplines and to the world outside of school. In other words, learning the Latin or Greek languages and about classical civilizations supports and enhances the skills being learned in other disciplines» (*American Classical* 2017: 39). It follows that the course of Latin as a key element of philological education in combination with specialized linguistic disciplines is the basis for the formation of professional competence of philologists.

In order to define the general paradigm of modern Ukrainian philological education, focused on the training of future specialists in foreign languages, the curricula for students majoring in Philology at the Bachelor degree level have been analyzed². The study was aimed at specifying common and distinctive features of university curricula for students majoring in one of the Romance languages (French, Italian, Spanish, Portuguese etc.), as well as for those majoring in one of the Germanic languages (English, German etc.). The analysis revealed that the basis of the above-mentioned curricula is presented by fundamental theoretical (*Introduction to Linguistics, History of a Foreign Language, Comparative Lexicology, Comparative Grammar of Foreign and Native Languages, Terminology of a Foreign Language, Introduction to Special Philology, Theoretical Phonetics, Theoretical Grammar, Lexicology* etc.) as well as practical disciplines (*Foreign Language Practice, Translation Practice* etc.).

The outlined complex of subjects is aimed at training a highly qualified specialist who is fluent in linguistic terminology, knowledgeable of the formation and development of languages, laws and principles of linguistic

² More detailed information about the curricula for students majoring in *Philology* at the Bachelor degree at the Institute of Philology of Taras Shevchenko National University of Kyiv is available at: <https://philology.knu.ua/vstup-do-if/bakalavrat/osv-prog-bak/>

phenomena in synchrony and diachrony, as well as of theoretical grammar, phonetics, lexicology of foreign languages; is able to analyze language material at the synchronous and diachronic levels.

METHODOLOGY

The researchers used a number of theoretical and empirical methods such as critical analysis, generalization and systematization of domestic and foreign scientific literature on methods of teaching foreign (including classical) languages (Darchia 2018; Giusti & Oniga 2011; Lloyd & Robson 2018; Mantzilas 2017; Padak et al. 2008; Yamazaki S. & Yamazaki T.; Yurtbaşı 2015), linguistics, pedagogy, culturology to summarize theoretical data on the research problem (Maiden et al. 2011, 2013; Tronskij 2001; Verba 2004; Wayne 2007; Zhluktenko & Javorska 1986), analysis of current programs for higher education as well as regulatory documents on the introduction of different approaches to teaching a foreign language (American 2017; Common European 2001; Gonzáles & Wagenaar 2003; Ministry of Science 2005; Standards 2015; Tuning), scientific and pedagogical observation of the learning process.

168

DEVELOPMENT

THEORETICAL FRAMEWORK

The prerequisite for the future philologist to acquire all the knowledge, skills and abilities lies in understanding the logic of language structure, linguistic universals, historical processes of formation and development of languages. The results of modern methodological research have proven that the course of Latin is able to solve a number of

tasks associated with the formation of a specialist majoring in *Philology*. According to a survey conducted by M. E. Lloyd and J. Robson among the representatives of the classical departments of 27 universities in the UK, a key factor that determines the importance of Latin in the education system is that «the study of ancient languages introduces students to languages that equip them with a clear understanding of the way in which languages work in general, and this consequently improves their understanding and use of English» (Lloyd & Robson 2018: 3). Among the important goals of learning Latin, respondents also mentioned: «to provide skills and terminology helpful in learning modern languages at some subsequent stage; Latin ... helps students develop the ability to absorb and retain large quantities of information with systematic learning strategies and enhanced memory skills» (loc. cit.). The need and effectiveness of using Latin as an aid in the process of teaching a foreign language are proven, in particular, by D. Mantzilas; the researcher claims that learning Latin has a beneficial effect not only on foreign language skills and abilities of students, but also on mastering the native language (Mantzilas 2017: 9); «learning / acquiring more than one language (modern or extinct) not only does not hinder but can support the learning / acquisition process» (Giusti & Oniga 2011: 2). The process of learning a foreign language and, accordingly, the formation of «plurilingual competence» develop «an enriched, more complex personality and an enhanced capacity for further language learning and greater openness to new cultural experiences» (Common European 2001: 78).

The course of Latin is closely integrated with a number of both fundamental theoretical and practical disciplines of the *Philology* training program. However, it should be noted that the content of the course of Latin must clearly meet the needs of future professionals, and thus take into account their professional orientation, so there is a need to differentiate goals, content, types of exercises depending on students' specialty – Germanists or Romance philologists. Thus, there is a need to

implement an integrative and differentiated approach to teaching Latin to philology students, which we define as a didactic system, organization of the educational process based on integration (connection of teaching Latin with fundamental linguistic disciplines) and differentiation (taking into account students' professional orientation to foreign languages they study) as the key principles of educational technology manifested in various components of the methodological system.

Latin played an important role in the formation of both Romance (it has direct genetic relationship with) and Germanic languages (it has genetic relationship with at the level of the pre-Indo-European language system and contact influences throughout their existence).

Understanding of certain phenomena, processes that took place in Romance and Germanic languages in their development, is possible only with knowledge of Latin. As rightly noted by I. Darchia, «we might well think of Latin study as an interesting and worthwhile brand of linguistic archaeology and try to find new uses in a new world for these archaic and venerable materials» (Darchia 2018: 86). The integrative approach also provides for the involvement of information from related disciplines in the process of teaching Latin. Therefore, «we need a complex and interdisciplinary approach, we need rich and multi-sided content» (op. cit.: 90). On the other hand, the difference in genealogical connections between Latin and Romance languages and Latin and Germanic languages requires a differentiated approach to teaching Latin to philology students depending on the major chosen.

Germanic languages have retained many common features with Latin in phonetic, grammatical and lexical systems at the genetic level, inheriting them from the pre-Indo-European language; the consequences of contact interaction remained at the lexical level. Romance languages have direct genetic relationship with Latin, so the study of Latin is not limited to the classical period, as when teaching Germanists: students must master the phonetic, grammatical and lexical system of Latin in diachrony, with the prospect of late Latin.

RESULTS AND DISCUSSION

Without dwelling in detail on all aspects of teaching Latin and analyzing the content of training programs for students majoring in *Philology* at the Bachelor degree level, we will try to outline the main, most significant aspects of implementing an integrative and differentiated approach to teaching Latin to philology students.

Latin as a means of cognition of ancient culture. By the means of the Latin language, students, first of all, learn about ancient culture (which to some extent corresponds to the content of the course *Introduction to Germanic / Romance Philology*). In this respect, it is necessary to carry out certain differentiation of the material depending on the target language.

Thus, for Germanists it will be important to know about the first historical mentions of the Germans (which came to us in the works by Roman authors³), about the historical figures of Ancient Rome, who in some way were related to the Germans. In the culturological aspect, it is also important to emphasize the influence of Latin on the formation of Germanic writing: from runic to Latin graphics.

Romance philologists, who within the course *Introduction to Romance Philology* get acquainted with the history of the Roman state, simultaneously study ancient Roman concepts and realities, place names, anthroponyms, ethnonyms, etc. The module *Origins of Romance Languages. Latin as the basis of Romance languages* covers the basics of archaic, classical, late Latin, Latin in the Middle Ages and the Renaissance; emphasis is placed on the role of Latin in social and cultural life, the heterogeneity of Latin in different periods of its development. All of this provides for the integration of the course mentioned with the course of Latin.

3 For example, in the works by C. Julius Caesar *De Bello Gallico*, Gaius Plinius Secundus *Bella Germanica*, Cornelius Tacitus *De origine et situ germanorum*, Ammianus Marcellinus *Res Gestae* etc.

Knowledge of Latin phonetics and comparative-historical study of Romance and Germanic languages. Latin phonetics, incorporated into the program of the course of Latin, provides rich material for the comparative and historical study of both Romance and Germanic languages, to illustrate the affinity of Indo-European languages (e.g. PIE *tréyes, SKR tráyas, AG τρεῖς, LT trēs, EN three, GE drei, FR trois, IT tre, PT trêš, SP tres)⁴, which can facilitate understanding of historical processes in the phonetic system of the target language⁵. Latin can be used as a material to illustrate certain phonetic phenomena, which are studied, in particular, within the courses *Introduction to General Linguistics*, *General Linguistics*, *Theoretical Phonetics of a Foreign Language*, etc., e.g.: infix (iugum → iunge); reduction (*mell → mel, cf. mellis)), syncope (*partis → pars), apocope (*apō → ab, cf. AG ἀπό), metathesis (*neuros → nervus, cf. AG νεῦρον), anaptyxis (periculum → pericŭlum), assimilation (*adgredior → aggredior), reduplication (cado → cecidi).

172

Latin material is relevant for the analysis of historical changes in the phonetics of Germanic languages, e.g. *k^wt → ht (Grimm's law): IR anocht, LT nox, noct-, AG vúǵ, vukτ-, SKR naktam, EN night, DU, GE nacht, GO nahts, IC nótt.

To study the historical phonetics of Romance languages, it is especially important to get acquainted with the peculiarities of vernacular Latin, which became the forerunner of modern Romance languages, e.g.: apocope (LT tabula → FR table, PT tabela, SP tabla), ns → s (LT mensis → FR mois, IT mese, PT mês, SP mes) et al. Among the significant internal changes of Latin in the process of its teaching to Romance philologists, it is necessary to focus on

4 Short forms used in the publication: AG Ancient Greek, DU Dutch, EN English, FR French, GE German, GMC Germanic, GO Gothic, IC Icelandic, IR Irish, IT Italian, LSL Late Spoken Latin, LT Latin, OE Old English, OHG Old High German, OI Old Icelandic, OS Old Saxon, PIE Proto-Indo-European, PT Portuguese, SKR Sanskrit, SP Spanish.

5 Here and hereafter, the examples are given from the following publications: Maiden 2011, 2013; Tronskij 2001; Verba 2004; Wayne 2007; Zhluktenko & Javorska 1986.

the reduction of the final syllable, which later led to the loss of inflection, unification of cases and the emergence of the article in Romance languages.

The study of theoretical grammar of modern languages through the prism of Latin grammar. One of the priority tasks of the course of Latin is to provide students with theoretical grammatical knowledge. It can be appealed to when studying theoretical grammar of modern languages, since the material in Latin can serve to study the universal and unique phenomena in the grammatical subsystems of Latin and European languages as a reflection of the logic of thinking, worldview and world reproduction; their formal, semantic and functional characteristics, historical dynamics of expression of grammatical meanings in language, grammatical homonymy. For example, the category of state is universal for the languages mentioned, but differently reflected in them: Latin did not possess a medial state, and deponent verbs, which in Latin were used only in the passive (e.g., LT *gradior walk*, *morior die*, *patior suffer*), in German have no forms of the passive voice.

173

The category of gender is peculiar to Latin and not peculiar to modern English and names of trees in Latin are associated with the feminine, so they belong in their vast majority to the feminine.

The study of the regularities of historical development of the morphology of foreign languages also provides for the use of a comparative method. For example, in Germanic languages interrogative pronouns were formed from Indo-European stems: PIE **kʷid*, *kʷod*, LT *quid*, *quod*, SKR *kím*, EN *what*, GE *Was*, OS *hwat*, OHG *hwaz*. Germanic languages have in common with Latin suffixes for comparative and superlative degrees: for the comparative degree *-iz-*, *-ōz-*, for the superlative degree *-ist-*, *-ōst-*.

The material in Latin can demonstrate the diversity of linguistic means to express different types of grammatical relations in different languages, e.g. LT *Quidquid discis, tibi discis* (Petron. 46) → EN *Whatever*

you learn, you learn for your own good, GE *Was du lernst, das lernst du für dich!*, FR *Quoi que tu apprennes, tu l'apprends pour toi-même*. From the example given, we can see that the prepositionless construction in Latin corresponds to the prepositional construction in modern languages. From the very first classes within the course of Latin, the teacher must draw students' attention to the differences in the expression of the same grammatical meaning in different languages.

In general, as rightly noted by G. Giusti and R. Oniga, «it is possible to express in a unified way the partial similarity and the partial differences characterizing simple sentences in Latin, English and Italian. We have seen that these languages, and probably all languages, make use of the same universal principles of phrase structure, even if some parameters are set differently in each language» (Giusti & Oniga 2011: 16). Thus, knowledge of Latin grammar and linguistic experience gained by students when studying Latin help them to better understand the meaning of grammatical phenomena, grammatical homonymy, and polysemy, differences in grammatical systems of native and foreign languages.

This contributes to a more appropriate and correct selection of grammatical constructions in speech, as well as grammatical equivalents for translation.

It is important to emphasize that teaching Latin grammar to future Romance philologists should take place with the focus on the vernacular Latin, thus integrating with a number of linguistic disciplines. In particular, the reduction of cases, the proto-article use of indicative pronouns in Late Latin texts, and later – the development of the article – led, in fact, to a change in language structure and the formation of a new analytical type of Romance languages. Reduction of morphological types of adjectives, the predominance of analytical forms of degrees of comparison over synthetic ones, the emergence of periphrastic modal constructions to denote the future tense, a number of changes in tense and mood forms of verbs of vernacular Latin made up the basis for grammatical systems of Romance languages.

Studying Latin vocabulary in the context of training specialists majoring in Philology. Acquisition of Latin vocabulary will allow students to trace the interdependence and intersectionality of language and culture (a large number of Latin lexemes are non-equivalent), reflection of perception and world interpretation, mental and cognitive structures in lexical and syntactic units of language, as mentioned above. In terms of the integrative approach, in our opinion, the study of Latin vocabulary is quite important, and the following points are key ones.

1. *Latinisms in modern European languages.* In terms of the integrative approach, it is important, in our opinion, to analyze the peculiarities of changes in the semantics of lexical units, which have been preserved in somewhat modified form in modern Romance languages, genetically related to Latin.

In the dictionary of Germanic languages, we can distinguish several groups of vocabulary by origin, in particular:

- a) vocabulary shared with Latin, inherited from the Indo-European language (e.g. GO sunnō, sauil, LT sol, OI sol, AG ἥλιος, OE sunna, OHG sunna, EN sun, GE Sonne);
- b) German-Italic lexical parallels, which arose as a result of contacts between Germans and Italics in the second millennium BC: OI spjor, OS, OHG sper, LT sparus, EN spear, GE Speer;
- c) Celtic-Italic-Germanic vocabulary, e.g.: GO blōma, OI blomi, blom, OE blōsma, LT flos, EN bloom, GE blühen;
- d) borrowings from Latin, which indicate the influence of material culture as a result of various contacts of the Germanic peoples with the Romans, e.g. LT vinum → OE wīn, OHG wīn, OI vin, EN wine, GE Wein;
- e) vocabulary of Greek origin, which was incorporated into the vocabulary of Germanic languages through Latin (e.g. AG ἄγγελος, θέατρον, φιλολογία → EN angel, theater, philology; GE Engel, Theater, Philologie).

According to researchers (Yamazaki & Yamazaki; Padak, Newton, Rasinski, & Newton 2008; Yurtbaşı 2015), about 60-75% of English lexemes are formed on the basis of Latin (sometimes Greek, borrowed through Latin) roots.

Certain derivatives of Latin origin make up complete word-forming nests in modern Germanic languages (e.g. LT *cado* *fall* → EN *case*, *accident*, *accidental*, *incident*, *occasion*; GE *Kasus*, *kasual*, *Kasualien*, *Kasualität*, *Dekadenz*). And if we use Latin derivatology correctly, «we can teach thousands of vocabulary in a very short time through prefixes and suffixes and also Latin or a Greek root word through their many derivatives» (Yurtbaşı 2015: 45). Knowledge of Latin root and affix morphemes, as well as the etymology of the word will be particularly useful for students when doing the course of *Comparative Lexicology*.

Latin material will provide students with information on different layers of borrowings and illustrate dynamics of change of word semantics in diachrony, they will get to know the ways of mastering the borrowed vocabulary and how words are adapted to conditions of other languages. It will contribute to a deeper understanding of the differences between the lexical systems of foreign languages and the native language, so, when translating, students will look for the most appropriate equivalents and analogues of words depending on their contextual meaning, and will have a special approach to dealing with internationalisms, some of which have retained the same semantics in native and foreign languages, while others have acquired significant differences (e.g. EN *decor*, IT *decoro*, PT *decoreação*; EN *magazine*, IT *magazzino*, SP *magacine* etc.).

2. *Terminology*. Vocabulary of the terminology system of any language significantly exceeds the amount of general vocabulary; it is complex in structure and sources of origin. Latin has played a special role in the formation of terminological branch systems of modern European languages (in particular, according to some estimates, the share of Latin borrowings in the terminological system of the

English language reaches 90% (Yamazaki & Yamazaki; Darchia 2018). Terminological units of (Greek-) Latin origin quantitatively exceed the vocabulary of classical Latin. In the process of teaching Latin to philology students, the role of Latin as a powerful source of formation of linguistic terms acquires special significance. The linguistic terms can be split into the following groups:

- a) linguistic terms of Latin origin, e.g.: LT *abbreviatio* → EN abbreviation, PT *abreviação*, SP *abreviación*; LT *agglutinatio* → GE agglutination, IT *agglutinazione*, PT *aglutinação* etc.
- b) linguistic terms of Greek origin, borrowed into modern European languages mainly through Latin, e.g.: AG ἄ- + γράφω → GE *Agraphie*, SP *agrafia*; AG βαρβαρισμός → GE *Barbarismus*, FR *barbarisme*, PT *barbárie*, SP *barbarismo*; AG δυ- + γλῶσσα → GE *Diglossie*, FR *diglossie* etc.
- c) “artificially” formed (in particular, by merging Latin and Greek components) composites (atypical for classical Latin), e.g.: AG οἶκος + LT *lingua* → GE *Ökologik*, EN *ecolinguistics*, SP *ecolingüística*; AG ἔθνος + LT *lingua* → GE *Ethnologik*, EN *ethnolinguistics*, FR *ethnolinguistique*, PT *etnolingüística* et al.

177

3. *General linguistic phenomena.* Analysis of the peculiarities of Latin vocabulary and its comparison with the lexical system of the target language contributes to students’ awareness about certain general linguistic phenomena and processes, in particular, polysemy, development of lexical meaning of the word, lexical-semantic field, transcription, transliteration and replication as ways of learning borrowed vocabulary; synchrony and diachrony; external and internal causes of changes in language, the concept of substrate, adstratum, superstratum, diglossia, as well as the influence of Latin on the vocabulary of modern European languages.

CONCLUSIONS

Summarizing the above mentioned, we can state that the course of Latin in the system of training future philologists – specialists in foreign languages – is fundamental because it helps to create a solid linguistic basis for the study of modern languages as well general theoretical linguistic subjects.

The study of Latin allows future philologists to immerse themselves in the logic and structure of Indo-European languages, understand the essence of linguistic phenomena, patterns of evolution of Indo-European languages, delve into linguoculturology and cognitivism, and understand the features and principles of reflection of the world in the language. Teaching Latin to students majoring in *Philology* at the Bachelor degree level on the principles of an integrative and differentiated approach is natural, appropriate and well grounded. Therefore, in order to train a highly qualified specialist in Foreign Philology, an expert in Romance and / or Germanic languages, there is a necessity for interdisciplinary integration of the course of Latin with fundamental theoretical and practical courses and special courses of the educational program. On the other hand, adherence to the principles of such an approach is supposed to be reflected in textbooks and teaching aids for Philology students, since it is necessary to differentiate goals, content, system of exercises and tasks depending on the future profession and specialization (taking into account different genetic connections of Romance and Germanic languages with Latin).

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