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ЗМІСТ

ВСТУП.....	7
РОЗДІЛ 1. Теоретичні поняття рідної мови та іноземної мови	9
1.1. Поняття рідної та іноземної мови.....	9
1.1.1. Рідна мова.....	9
1.1.2. Іноземна мова	9
1.2. Визначення класу іноземної та другої мови	10
1.2.1. Відмінності між англійською мовою як класом іноземної мови та англійською мовою як класом другої мови	10
1.3. Передача мови.....	11
1.3.1. Умови передачі мови.....	12
1.4. Теорія набуття іноземної мови.	13
1.5. Природний підхід	15
РОЗДІЛ 2. Позитивна передача рідної мови в класі іноземній мові	17
2.1. Роль рідної мови у вивченні іноземної мови	17
2.1.1. Роль мовного середовища	18
2.2. Роль рідної мови у розвитку мовних навичок	18
2.2.1. Навички слухання.....	19
2.2.2. Навички читання	21
2.2.3. Розвиток мовлення	22
2.2.4. Навички письма.....	23
2.3. Рідна мова як позитивний фактор	25
2.4. Використання рідної мови в курсі англійської як іноземної мови.....	26
2.4.1. Використання одномовного підходу	27
2.4.2. Використання двомовного підходу	27
РОЗДІЛ 3. Дослідження передачі мови між угорською та англійською мовами.....	29
3.1. Гіпотези	29
3.2. Процес дослідження.....	29
3.3. Висновки	29
3.4. Наслідки	33
ВИСНОВКИ	35
СПИСОК ВИКОРИСТАНИХ ЛІТЕРАТУРИ.....	37

РЕЗЮМЕ.....	40
ДОДАТКИ	43

CONTENTS

INTRODUCTION.....	7
PART 1. Theoretical concepts of the native language and the English as a foreign language.....	9
1.1. Definitions of the native language and the foreign language	9
1.1.1. The native language	9
1.1.2. The foreign language	9
1.2. Definitions of EFL and ESL	10
1.2.1. Differences between EFL and ESL	10
1.3. Language transfer – Interlanguage	11
1.3.1. Conditions of language transfer	12
1.4. Foreign language transfer theory	13
1.5. Natural approach	15
PART 2. The native language as a positive transfer in EFL classroom.....	17
2.1. The role of native language in foreign language learning	17
2.1.1. The role of language environment.....	18
2.2 The role of native language in developing language skills.....	18
2.2.1. Listening skills	19
2.2.2. Reading skills	21
2.2.3. Speaking skills.....	22
2.2.4. Writing skills	23
2.3. The native language as a positive factor.....	25
2.4. The use of native language in EFL classrooms.....	26
2.4.1. The use of Monolingual Approach.....	27
2.4.2. The use of Bilingual Approach	27
PART 3. Research on the language transfer between Hungarian and English.....	29
3.1. Hypotheses.....	29
3.2. The process of research	29
3.3. Findings	29
3.4. Consequences.....	33
CONCLUSIONS.....	35
REFERENCES.....	37
SUMMARY IN UKRAINIAN	40
APPENDIX.....	43

INTRODUCTION

In the 21st century, bilingualism and multilingualism are not new phenomena in the world. The central theme of this thesis is the transfer of the mother tongue to the English foreign language class. Versatility (for example study, abroad, working), and communication (political, financial, social) urges people to learn foreign language. 'Native language' and 'foreign language' are a clear contrast to many but still somewhere similar. In both cases, a certain amount and quality of input is required, which the toddler or learner processes and stores in order to be able to produce language output.

For nearly a century, native language transfer has become a controversial topic in the fields of grammar, foreign language acquisition, and language teaching methods. Using the native language during foreign language learning is still being debated. Its relevance has been discussed many times in the last few years.

The language is a tool of communication, people in some cases utilize the language to pick up their requirements. According to Bárdos (2005), this is one of the three major questions in language teaching methodology that has not been answered. Learning a native language and learning a foreign language are two different processes. Based on revealed study it has been revealed that using native language is one of the most effective ways to learn a foreign language. The central theme of this thesis is the transfer of the native language in foreign language learning.

The *subject* of the thesis is the native language acquisition and foreign language learning in a foreign language classroom, as well as the comparison of the similarity and difference between the native and foreign languages.

The *object* of the thesis is to provide useful information about the native language transfer in foreign language learning.

The *purpose* of the thesis is to give a theoretical and practical overview of the role of the native language when learning a foreign language with concrete examples. Furthermore it also investigates students' attitude to native language used in foreign language learning.

The *tasks* of the thesis are as follows:

- Critical analysis of the relevant academic literature;
- Expanding the theoretical study and conceptual framework to the given study;
- Having an insight into different language skills based on native language;
- Collecting the positive and negative transfer;
- Analyzing the effects of the native language used in foreign language learning;

The *novelty of* the thesis informs about first-hand information and experiences from students who learn the importance of foreign language learning while they are using their native language.

The *theoretical value of* the thesis collects information about the features of native- and foreign language and finds out what the role together with the usage of the native language at the time of providing language acquisition as an insight of monolingualism and bilingualism.

The *practical value of* this thesis provides exact examples about learning a foreign language with the help of the mother tongue, furthermore, through our own research work, hence it can be understood by students practice of native language in a foreign language classroom.

The first two parts of the thesis are largely based on theory. The first and second parts of this paper were compiled with the *method of* descriptive and comparative analysis of literary sources. The study tried to approach the effects of the mother tongue on foreign language learning, and the questionnaire provided a broader and more personal insight into the good or even bad effects of the mother tongue on foreign language learning.

The first part of this thesis was compiled using descriptive analysis on literary sources. To classify the concepts of native and foreign language comparative analysis is used. It also discusses the conditions of language transfer.

The second part of the thesis focuses on the role of native language as a positive transfer and the language environment. The study provides a more detailed insight into the four basic language skills that provide foreign language learning.

The third part of the thesis is a study of using native language as a positive factor to learn a foreign language. A survey of secondary school students are used to support the study. It investigates students' attitudes to native language used in foreign language learning.

Krashen, Lado, Selinker, Dulay and Klein are only a few of the many researchers who have looked into the role of native language in foreign language learning in language instructional methods. Some of them expressed supportive sentiments, while others expressed negative facts towards foreign language learning. Budai (2010) suggested that during the time spent studying the target language, L2 learners became almost completely dependent on their mother tongue. Harmer (2007) also emphasize the role of language transfer in foreign language learning.

PART 1.

Theoretical concepts of native language and the English as a foreign language

This part of the thesis gives general concepts and detailed information about the native language and the EFL classroom. This section discusses the main characteristics of the native language and the foreign language, who the native speaker is and the foreign speaker, what the transfer is. It also presents different types of approaches related to the topic.

1.1 Definitions of the native language and the foreign language

This part of the thesis gives the definition about the native- and the foreign language and add more information about that when acquire or learn foreign language.

1.1.1 The native language

The word "native language" refers to the fact that a child's linguistic abilities are adapted by his or her mother, and thus the mother's language is the predominant language that the child may understand. The words native language or mother tongue are used in some countries to refer to the language of one's ethnic group rather than one's first language. It's possible that learning a first language has both positive and negative consequences: it can help with social and cognitive functions (Carless, 2008).

Another scientist defines a native language as one taught at one's mother's knee, and claims that no one can be certain of a language learned later. „The first language a human being learns to speak is his native language; he is a native speaker of this language” (Bhela, 1999, p. 22).

1.1.2 The foreign language

The foreign language should be acquired after the first language has been learned; nevertheless, it is a choice that a pupil can make. It is not a vital form of contact with other people in their motherland or in the country to which they have relocated. The decision is usually influenced by the individual's needs or potential aspirations in order to make use of the language learned. The majority of the time, a foreign language is learned outside of a native language environment. A Slovak learning English (who lives in Slovakia) may be seen as an example of anyone learning a foreign language (Dulay, Burt & Krashen, 1982).

Students seek to achieve as many foreign languages as accessible during their lives than just first language. “Over a billion people in the world speak more than one language fluently” (Dulay, Burt & Krashen, 1982, p. 9).

Foreign language study is all about learning how to truly communicate and connect with others—an incredibly important life skill that can only be cultivated by interacting with people. When a person master a foreign language, he or she can exercise their new power of being able to understand what someone is saying, recall the proper vocabulary and grammar, put that vocabulary and grammar into the proper context, and reply back - all on the spot and in a timely manner (Kendall, 2020).

1.2 Definition of EFL and ESL

EFL is can be as English as a Foreign Language, and ESL is called English as a Second Language. Before differentiating EFL from ESL, it is important that there are different contrasts between "foreign language" and "second language" (Stern, 1983).

The distinctions between foreign language and second language in terms of language features, learning aims, language environment, and learning habitats were discussed by Stern (Stern, 1983). As he sees it, a foreign language is one that is spoken outside of one's own country. Learning a foreign language is beneficial to the travel industry, as it allows people to communicate with native speakers. In either case, the term "second language" refers to a language that serves the same purpose and has the same characteristics as the mother tongue. As a result, EFL refers to learning English in non-English-speaking countries, while ESL refers to English as a second language, which has a similar importance to mother tongue (Stern, 1983).

1.2.1 Analysis of the differences between EFL and ESL

In the fact that both EFL and ESL are designed to help students learn English, there are several differences in their goals and methods.

According to the meanings of EFL and ESL, EFL refers to people for whom English is not their first language or the official language of a country such as China. English is not used for everyday contact in these countries. In either case, there are two types of ESL audiences. The first is for people who came to English-speaking countries, and the second is for countries that conquered English-speaking countries in the past (Krashen & Stephen, 1982).

EFL teaching has its deficiencies, students are excessively inactive, and students depend on educators to secure data for learning (Krashen & Stephen, 1982).

When Krashen looked at the ideas of "acquisition" and "learning," he noted that learners are learning English rather than gaining it because they can read and write but not communicate naturally. Teaching English as a second language has its advantages. Teachers in ESL classrooms will use a variety of tactics to help students take the lead and advance their motivation. To find an appropriate way and instructional style for English classroom teaching, ESL classroom teaching should be fully used based on the approach of EFL teaching (Krashen & Stephen, 1982).

1.3 Language transfer – Interlanguage

Learning transition, or the willingness of students to adapt what they have learned in the classroom to actual situations, is impossible to achieve. Learning language efficient to use new knowledge usually requires active effort or practice in a realistic environment. When teaching is seen important, people are more inspired to learn, and motivational increases learning achievement. Multimedia lessons can, ideally, provide immersive develop their skills (Stolovich & Keeps, 2002).

The material and exercises in the tutorial should be appropriate for the students' level of understanding. Developed tasks, for instance, are an excellent way to convey material to beginners since they present a problem and then explain how to solve it. A query would then be asked to see how the pupil grasped the concept and should use it. The developed tasks, according to cognitive science research, decrease brain burden, helping students to concentrate on what they need to understand. (Stolovich & Keeps, 2002).

Transfer has been a major concern in Applied Linguistics, Second Language Acquisition, and Language Teaching during the XXI. century. It occurs when speakers who do not speak the same language must communicate; it often occurs often in language learning programs where students shift elements and components from their native language to the L2 (second language). Corder (Corder, 1983) argues that "transfer" has a position in the school of behaviorist learning hypothesis, but that the word "first language impact" should be used instead. Sharwood and Kellerman (Sharwood & Kellerman, 1986) coined the term cross linguistic influence, which goes a little further than previous meanings by predicting the effects of L3 (third language) on L2. In other words, a learner's practice of a language other than their mother tongue can have an effect on their L2 learning. Selinker coined the phrase "interlanguage" to describe similar impacts (Selinker, 1972).

Language transfer was often considered the most important aspect to consider in theories of L2 teaching and learning during the 1950s. During the 1960s, perceptions shifted: transfer was seen as less fundamental of language learning, and students' errors were seen as evidence of the creative development process rather than language transfer. In their pursuit of universalist explanations, some

scholars effectively rejected the reality of language transmission. In either case, a more adjusted point of view has recently emerged in which the function of transition is acknowledged (Selinker, 1972).

There has also been some debate on whether conversion is a legitimate term for examining language transfer at all. Transfer discussions often begin with materials created by American language specialists in the 1940s and 1950s. Lado (Lado, 1957) suggested that during the time spent studying the target language, L2 learners became almost completely dependent on their mother tongue. Then, in 1974, Dulay and Burt (Dulay & Burt, 1974) almost completely dismissed the role of transfer in the development of interlanguage. In an effort to rationalize and order language teaching content, Lado (Lado, 1957) was closely associated with the so-called contrastive analysis hypothesis, which states that the best materials are those that depend on a reasonable representation of the language to be studied, intentionally compared with a parallel rendering of the student's native language (Selinker, 1972).

When it comes to English language learning and teaching, language transfer is the most commonly discussed subject. It can, however, happen when learning any language or in any etymological situation involving non-native speakers (Selinker, 1972).

1.3.1 Conditions of language transfer

This section reflects on segmentation and explains why transition does not occur as much as they would like. They also lay out recommendations for creating learning environments that promote transition.

In many situations, transfer would be a certain relationship with itself – situations in which the criteria of reflexive transfer are fulfilled pretty much automatically. For example, reading training typically requires extensive preparation with a variety of materials to the point of amazing automaticity. Furthermore, students encounter perusing activities outside of school - journals, magazines, assembly instructions, and so on - the written page provides a clear incentive to elicit reading skills (Perkins & Salomon; 1988; Роман, 1996)

The conditions for transfer, on the other hand, are less desirable in a variety of learning environments. For example, social examinations are typically educated with the assumption that set of experiences will give a focal point through which to see contemporary occasions. However, all too often, the training does not provide any specific practice of looking at current affairs from a historical viewpoint. Learners are not expected to think about the eras they are researching and draw general, universal conclusions or even ask questions about them. Overall, information conventions operate

toward both automatic (low road) and mindful (high road) information transfer (Perkins & Salomon; 1988; Роман, 1996).

As a result of these questions, two broad instructional schemes for encouraging transfer can be identified: hugging and bridging. Hugging takes advantage of reflexive transfer. Because of these issues, there are two broad instructional programs that can be used to promote transfer: (Perkins & Salomon; 1988; Роман, 1996)

Spanning takes the long way around when it comes to transferring. For example, a teacher may ask students to create a test based on their prior experience. As a result he or she will emphasize conscious complex investigation and planning. Obviously, the teacher will do both, which is likely to result in a lot of transfer (Perkins & Salomon; 1988; Роман, 1996).

1.4 Foreign language transfer theory

Cross Linguistic Influence (CLI) happens while a person is learning a second language (L2) and the influence of the first language (L1) correlates with the learning process in some way. The child can transfer the system of meaning he already has to a new language on his own (Vygotsky, 1962). Foreign language learning rely upon native language learning competences (Garcia, 2009).

The Krashen theory of second language acquisition or transition is dealt with in this section. This is an examination that looks at the many ways in which someone can learn a second or foreign language. Krashen published the findings of his research in 1983. His theory is made up of five main ideas: (Krashen & Terrell, 1983, p. 21)

- the Acquisition-Learning hypothesis;
- the Monitor hypothesis;
- the Natural Order hypothesis;
- the Input hypothesis;
- and the Affective Filter hypothesis (Richards and Rodgers, 2005).

The monitor model is a fictional, internal organizing model of five theories identified to explain how learners develop foreign language skills. It is not an outline for classroom teaching (Krashen & Terrell, 1983).

Acquisition-Learning hypothesis

People may either acquire or learn a second language, according to this principle. When they partake in contact roles, those learning a foreign language "pick up" the rules of the language subconsciously. According to Krashen, second language execution is divided into two distinct structures: "the acquired method" and "the learned system." The 'acquired' system, also known as

'acquisition,' is the product of a latent strategy similar to the one used by children to learn their first language. It necessitates a strong link in the target language - normal communication - in which speakers are fixed in the communicative phase rather than their expressions (Krashen, 1981).

Individuals who master a second language deliberately become acquainted with the language's norms as they read and tuning in to the material clarifying the grammar rules, practicing them in cognitive exercises and drills, and attempting to learn instructors' corrections to their errors. As a result, most students rely on language learning rather than acquisition. The main problem is that the students cannot learn to speak and communicative language abilities can only be acquired, not learned (Chastain, 1988).

Monitor hypothesis

Krashen's monitor theory examines the role of conscious grammatical capacity. He maintains that knowing the rules has a limited utility of traditional speaking so it can only represent the student as a monitor or editor. Realizing the rules as a method cannot produce language expressions, according to this theory. It may simply be used to preview what the speaker wants to say or to change what he or she has already said. Individuals may use their monitors to improve their capabilities, however they cannot use them in performance itself. Furthermore, people should only use the monitor if they have enough time to apply their knowledge of the rules. Over-users, optimal users, and under-users are the three types of monitor users defined by Krashen (Krashen, 1983).

Over-users – obstruct their familiarity by endeavoring to utilize their monitors constantly produce just only speech that is grammatically right (Krashen, 1983).

- Optimal users – initiate their monitors just when they can without meddling with communication (Krashen, 1983).
- Under-users – try not to utilize the monitor enough to advance toward right language use (Krashen, 1983).

Natural Order hypothesis

“The acquisition of grammatical structures proceeds in a predictable order.” (Richards and Rodgers, 2005, p. 182). Any linguistic structures will be acquired early in a language, and others will be acquired later. The age of the students did not seem to be a factor in this order. In either case, Krashen points out that the natural order hypotheses' inference is not that a language program's syllabus should be based on the studies' findings. Indeed, while the aim is to acquire language, he avoids grammatical sequencing. (Dulay & Burt, 1974).

Input hypothesis

Krashen is interested in how people learn languages. People acquire language by understanding language that is slightly above their current level of competence, according to his response. This

hypothesis has two major implications for the development of foreign language skills. Listening and reading are the two skills that are used to acquire vocabulary right away. Second, the student's listening and writing skills improve as a result of having internalized vocabulary when listening to and writing new words and form. Teachers are unable to demonstrate speaking and writing straightforwardly (Krashen, 1983).

Krashen has alluded to the problem of people using condensed speech while conversing with children's **caretaker (foreigner talk or teacher talk)**. According to research, speakers may alter their discourse in response to their perception of the listener's linguistic skills. The aim of this phenomenon is for speakers to change the phonetic level of their discourse as the audience's capability grows (Krashen, 1983).

Affective Filter hypothesis

Affective filter, or mental block, that prevents them from internalizing language through the contribution. The optimal situation is one in which students who are very energetic and have good self-images concentrate in classes with low levels of stress. He believes that inclination, which is all the more closely linked to foreign language learning, and demeanor are more important factors in second language acquisition than fitness (Chastain, 1988).

The Affective Filter theory holds that a variety of "affective factors" play a facilitative, but not causal, role in second language learning. The following aspects have been linked to the acquisition of a second language: (Richards and Rodgers, 2005)

- Inspiration - Students who have a lot of motivation want to do well.
- Self-confidence - Students who are self-assured are more successful in general.
- Anxiety - Low personal and anxiety levels are more conducive to learning a foreign language (Richards and Rodgers, 2005, p. 183) (Чернякова, 2002).

1.5 Natural approach

The natural approach, as indicated by Terrell (Terrell, 1977, 1982; Krashen & Terrell, 1983; Terrell, 1986), most closely associated with Krashen's monitor model of foreign language acquisition, and its main concepts are similar to Krashen's hypothesis. It's a Mentalistic Approach that focuses on inward coordination and stress reduction. The natural approach is described by five principles, according to Krashen and Terrell. These principles are in line with the monitor model's hypotheses: (Chastain, 1988, p. 99).

1. Principle is that the objectives are communicative. Language teachers are concentrate on significance instead of language forms and structures. Krashen and Terrell (Terrell, 1983, p. 21)

said that „the grammar will be effectively acquired if goals are communicative. If goals are grammatical, some grammar will be learned and very little acquired.” They contend that „language is best taught when it is being used to transmit messages, not when it is explicitly taught for conscious learning.” [Terrell, 1983, p. 99).

2. Principle is that understanding goes before production. They accept that the beginning stage in language learning is comprehensible input. The essential goal is that the students comprehend what they hear (Chastain, 1988, p. 99).

3. Principle is to allow students to start creating language in stages. In the starting they may react with nonlinguistic signals (Chastain, 1988, p. 99).

4. Principle is when a speaker should stress acquisition exercises rather than learning activities. The students should ought to take care of significance rather than structure, and they ought to figure out how to comprehend language before they start to create it (Chastain, 1988, p. 99).

5. Principle is the activities ought be of a kind that will in general lower the students' affective filter (Chastain, 1988, p. 99).

Acquiring and studying have recently been reclassified by Terrell (Terrell, 1986) as they relate to foreign-language learning. He claims that supporters of the natural approach add for both acquisition and learning experiences, but they emphasize acquisition, and he rejects the either role between students' conscious and subliminal information on the language (Chastain, 1988, p. 56). He defines the acquisition of a foreign language form as: „the process which leads to the ability to understand and produce that form correctly in a communicative context.” (Terrell, 1986, p. 213) Terrell adds many concepts of binding, which he defines as the „cognitive and affective mental process of linking a meaning to a form” (Terrell, 1986, p.214) and of access, which he terms „the production of an appropriate form to express a specific meaning in an utterance.” (Terrell, 1986, p. 215). Binding is framed mostly by understandable knowledge, but knowing about language structures may help students pay attention to important features, and speech production preparation reduces the amount of time it takes to get to language structures (Chastain, 1988, p. 100). Terrell finally said that „acquisition as a process is seen as a mixture of conscious and subconscious attempts at binding form and meaning and then accessing those forms for a communicative purpose. Learning exercises may in some cases aid the acquisition process for many learners” (Terrell, 1986, p. 225).

PART 2.

The importance of the native language in the transfer of a foreign language classroom

The second part of this thesis focuses on the role and the influence of native languages in foreign language acquisition. Moreover, this part describes in developing language skills as the role of native language in developing languages skills. It also provides different exercises for language learners. It also provides an insight into the role of the mother tongue in foreign language learning.

2.1 The role of native language in foreign language learning

There is a common criticism that the learner's first or native language influences foreign language acquisition. The native language prevent of foreign language learning or interferes with it.

There is a potential impact during the time spent foreign language obtaining is information on the student's first language. There are several different viewpoints about whether learning a first language and learning a foreign language require the same or different processes. By all accounts, a foreign language is learned in the same way as native tongue; existing knowledge must be conceded, and any further familiarity with another language must be built on (Iaji, 2011)

As indicated by Klein, procurement of a foreign language includes “the capacity to reorganise the language processor”,(it is used to acquire first language skills). There are numerous opinions about whether this effect is positive or negative, as well as a few viewpoints about whether learning a first and second language are indistinguishable or follow quite different cycles. Two controversial assessments appear in this section: (Klein, 1986, p. 39)

- Identity Hypothesis - the acquisition of first, second or any following language (s) is an identical process controlled by the similar rules.
- Contrastive Hypothesis claims the acquired first language has a major impact on the acquisition of a foreign language. Those types that vary from those acquired in a foreign language present difficulties and lead to a few errors (Klein, 1986, p. 25).

Dulay et al. claims that: “The first language has long been considered the villain in second language learning, the major cause of a learner’s problems with the new language. The first language is no longer considered an annoying ‘interference’ in a learner’s efforts to acquire a second language.” (Dulay & Burt, 1974, p. 92). The author believes that the previously acquired primary language has a number of positive effects on the process of securing an foreign language (Dulay & Burt, 1974).

2.1.1 The role of language environment

Dulay, Burt and Krashen (Dulay, Burt & Krashen, 1974) drafted the characteristics the language condition:

1 Importance of the environment

The authors claim that “those students who are exposed to natural language perform better than those in a formal environment, where focus is on the conscious acquisition of linguistic rules.” (Dulay, Burt & Krashen, 1974, p. 42).

2 The significance of communication

Students participate in conversation while learning a foreign language. The ability for learners to practice should be guaranteed (Dulay, Burt & Krashen, 1974).

3 Availability of concrete referents

Students can see, hear, and sense what is going on around them, because this is the standard atmosphere. Genuine experience are often lacking. Missing the language constructs used by native speakers, making it difficult to make students mindful of potential context changes at any stage of the language (Dulay, Burt & Krashen, 1974).

4 Target language models

In the target environment, this section is important. To be sure, the most important tools are the teachers/target language speakers, but the teacher/target language speaker is the basic living language model capable of providing input (Dulay, Burt & Krashen, 1974).

2.2 The role of native language in developing language skills

Since history, the four fundamental language skills have been taught in different ways. The target language must be used as much as possible in the foreign language. It is not the students' standard that matters, but there are four fundamental things that students must do with their foreign language. They should be introduced to foreign language, understand its importance, form, and, of course, learn it (Bárdos, 2005). This section covers the following topics: comprehension of each of the four skills of listening, speaking, reading, and writing. At that point when the learner reads or listens, he or she uses

the receptive skills. However, when the learner writes or speaks, the person utilizes the productive skills (Bárdos, 2005).

Receptive language skills consist of the abilities to successfully read and listen, and consequently comprehend a foreign language (Bárdos, 2005).

Productive language skills consist of the learners abilities to efficiently write and speak in a foreign language (Bárdos, 2005).

These skills are firmly connected. The truth of the matter is, that instructors need to comprehend the target language exposure to understand its meaning, comprehend its structure and practice it (Willis, 1991).

Before the student begin to rehearse the four fundamental skills, teachers should ensure that they: (Willis, 1991).

- Can say it
- Can read it
- Can understand it
- Have a clear idea of what you expect them to do.
- Know how you want them to do it
- Understand why they are doing so (Willis, 1991).

According to Nation, these skills have approximately four equal opportunities for learning: (Nation, 2001)

1. meaning focused input – learning through listening and reading.
2. meaning focused output – learning through speaking and writing.
3. language focused learning – learning through deliberate attention to language features.
4. fluency development –learning through working with known material across the four skills at a higher level than common level of performance (Nation, 2001).

2.2.1 Listening skills

Most students need to be able to understand what people are saying to them in English, whether it is face to face, on TV or on radio, in films or on camera, and so on.

Listening is also beneficial to students' pronunciation and the more they hear and comprehend English spoken, the more they digest appropriate pitch, stress, and hints in both actual words and those that blend together in related discourse. In other words, listening texts serve as effective grammar templates, and the more students listen, the better they have not just understanding speech but also

saying it. Absolutely, it is important to note that good spoken speech is dependent not only on our ability to communicate, but also on how well we listen (Harmer, 2007; Макрідіна, 1995).

Listening used to be a forgotten skill, but it is now considered to play a more prominent role in foreign language instruction. According to Krashen, the changing status of listening in recent years has been caused in part by a greater focus on understanding and comprehensible feedback (Krashen, 1981). Listeners were finally seen as actively involved in constructing meaning, based on expectations, and selective processing of input. Listening has evolved into an interpretive interaction, with content authenticity playing an important role in foreign language teaching (Richard, 2001).

- Listening serves the goal that understanding the messages.
- The languages of utterances, that is, the precise word, syntax, expressions used by speakers are temporary carriers of meaning. Once meaning has been identified there is no further need to attend to the form of messages (Richard, 2001).

Richards compiled a selection of teaching methods, including:

- Recognizing and predicting the significance of texts.
- Picking out important phrases and ignoring others.
- Making use of prior experience to aid selective listening.
- Being able to understand the context of a text (Richard, 2001).

The listening is three part lesson, which contain prelistening, listening and post-listening.

- The *pre-listening* part should motivate pupils and prepare them for practice in listening part through exercises involving making suggestions and reviewing key vocabulary (Richard, 2001).
- The listening part focuses on comprehension, which require for example selective listening.
- *Post-listening* part usually involves a response to comprehension (Richard, 2001)

It is important for teachers to assist students in being successful listeners. To refer to the listening materials, the instructor can use identical sentences and constructions all of the time. Consider the following example: (Richard, 2001)

- Introducing the topic: We'll be listening to a part, and then complete a worksheet.
- Making prediction: "Who knows something about the topic?"
- Revision of listening skills: "Remember last lesson we learnt about..."
- Prepare to listen
- After listening: "We'll hear it again, but first finish..." (Willis, 1991)

(Макрідіна 1995)

Listening activities

- We can listen an audio track (or tell a story), but keep stopping. The students must state their predictions about what will happen next.
- • Students must listen to a new show and write down five topics that they hear.
- • Students are required to listen to an interview and fill out a form about the material they hear (Harmer, 2012).

2.2.2 Reading skills

Reading, according to Harmer, is beneficial for language acquisition. Since students comprehend what they read, the more they read, they will understand more effectively. Reading has a positive impact on students' vocabulary, pronunciation, and writing abilities (Harmer, 2007).

Reading texts is also a perfect way to have ideas for writing. Perusing reading content may also be used to demonstrate how it is construct sentences, lines, and whole writings. Students have excellent models for their own writing at that stage. Finally, excellent reading writings can be enthralling (Harmer, 2007).

This time a reader collaborate with the text to create meaning as the reader's mental process work together to at various levels (Barnett, 1988). Barnett recommends the following useful reading techniques to assist with target language use:

- Using titles and pictures to understand the text
- Skimming
- Scanning
- Summarizing
- Guessing word meanings
- Become aware of the reading process (Barnett, 1988)

The reading itself is isolated into three phases which are pre-reading, reading and post-reading stages. Willis proposes when introducing a reading passage (Willis, 1991).

Barnett explains that *pre-reading* activities ought to introduce learners to a text. The reading stage helps students develop reading techniques and strengthen their foreign language control. The instructor can assist the students with concrete tasks such as guessing word definitions or adding a piece of information. Students' comprehension can be checked once they have *post-reading* to see if they are ready to dig further into the material (Barnett, 1988).

It is possible that the material is too difficult for students to understand. Willis suggests the following approach to dealing with teachers who avoid using native language because its use is not necessarily significant: (Willis, 1991)

- More background information
- Pre-teach key words
- Divide text into short parts
- Ask easy questions
- Set easy tasks and ask easy questions (Willis, 1991)

Willis suggests for the teachers this plans how the student understand the texts:

- Introducing the text
- Beginning to read
- Talking about the text in detail (Willis, 1991)

Reading activities:

For **Jigsaw reading** we can divide the students into groups and create an information gap. Each student has a text that tells a portion of a story. They do not reveal their texts to each other. In order to tell the whole plot, they must ask each other what is in text. Jigsaw reading provides motivation for students to learn and comprehend what they are reading (Harmer, 2012; Чернякова, 2002).

- We can ask students to **transfer information** from texts to, such as graphs or charts (Harmer, 2012).
- Students will be asked to respond to gist questions about the content (Harmer, 2012; Чернякова, 2002)

2.2.3 Speaking skills

Language is a tool for exchanging information. People converse with others in order to share their feelings and to understand the thoughts of others. Where there is dialogue, communication occurs. People cannot communicate with each other without discourse. As a result, the importance of speaking skills for language learners is immense. The utilization of language is an action which takes place within the confines of our community. People use words in a variety of situations. Any gap in communication leads to misunderstandings and problems (Harmer 2007).

Ur features talking as the most significant, on the grounds that: “people who know the language are referred to as ‘speakers’ to that language, as if speaking included all other kinds of knowing in learning to speak” (Ur, 1996, p. 120).

Ur provides the characteristics of a successful speaking activity:

- Learners talk a lot
- Participation is even
- Motivation is high
- Language is of an acceptable level (Úr, 1996)

Teachers should be used for:

- Group work
- Use easy language.
- Paying the learners attention, make a careful choice of topic and task
- Keep students speaking the target language (Úr, 1996)

Moreover, Willis suggests that how to avoid the mother tongue:

- Role play
- Discussion
- Explanation and description
- Guessing games: Someone has to think of a famous person, someone we all know (Willis, 1991)

Speaking activities:

- Telling any stories (Harmer, 2012)
- Role play: Many teachers ask learners to become involved in simulations and role-plays (e. g. in a real-life situation.) (Harmer, 2007)

2.2.4 Writing skills

The writing requires that native language students use the foreign language to think and write something on their own in order to communicate with any absent readers.

According to Harmer, the writing skill “always formed part of the syllabus in the teaching of English.” (Harmer, 2004, p. 21)

Great writing skills allow learners to convey your message to a far larger audience than you do through face-to-face or phone conversations.

Willis explains that it is important to study writing, as well as the motor skills of handwriting, in order to improve neatness, consistency, and clarity, and to learn spelling and punctuation in order to strengthen words and structures already learned orally (Willis, 1991).

The truth of the matter is that before student compose, teachers should ensure that they:

- Can say it.
- Can read it.
- Can understand it.
- Know what you want them to do.
- Know how you want them to do it.
- Know why they are doing it (Willis, 1991, p. 156)

Teachers must complete the tasks mentioned above while teaching writing to pupils, which is linked to teaching listening, communicating, and reading. Teachers must have activities before, after, and after the students' writing. Demonstrating, inspiring and provoking, endorsing, reacting, and assessing are only a few of the errands (Harmer, 2004).

Willis compiled a list that can aid in the development of writing skills:

- Preparing to write: before you begin writing, take a look at what you are going to write and tell me what you are going to write (Willis, 1991).
- Giving instruction
- Details: Remember to write neatly.
- Assisting students in identifying their errors: Check your spelling of... (Willis, 1991).

Writing activities:

- The teacher give the learners any pictures. They write a story in pairs or groups and connect the dots.
- The teacher plays a piece of music and instructs the students to write down what they believe the composer is representing.
- • The teacher instructs the students to keep a collection of their writing. (Can include examples for students to use as templates for their own writing) (Harmer, 2012)

2.3 The native language as a positive factor

The only way a student can continue to impart in a subsequent language is when he or she begins to agree proportionality in the meaning of the same vocabulary, or when the students believe that each L1 word has one interpretation in the L2 (Blum-Kulka & Levenston, 1983).

The use of a native language and the learning of a foreign language are also problematic. It has been done in the area of natural language influence on target language, and where the impact of the native language is analyzed, a broad variety of words are used, including positive and negative transfer (Blum-Kulka & Levenston, 1983).

Deller and Rinvolutri emphasize that the foreign language learner can only use the native language in certain situations, such as comparing English sentence form to the native language's grammar, which may be beneficial for certain students. Beginners would most likely advance more quickly. When there is a grammar point, translation exercises may be excellent exercise (Deller & Rinvolutri, 2002).

L1 provides a sense of confidence and validates the learners' experiences, allowing them to interact, according to Auerbach. After that, the student is able to assess and take risks in English (Auerbach, 1993).

The student's aim, regardless of the learning environment, is to master the foreign language. The student begins the task of learning a second language from scratch (or close to it) and, over time, accumulates sufficient quantities of the foreign language's dominant substances to achieve a certain level of proficiency (Dulay & Burt, 1974).

This feature of language learning involves the successful mastering of gradually acquiring skills that contribute to effective communication in a foreign language. If that were the case, we would expect well-formed, correct, and full foreign constructs to appear one after the other, but that is not the case. Foreign language students seem to collect underlying substances of the foreign language however show trouble in getting sorted out this information into proper (Ellis, 1997).

When students use a foreign language (L2), they will typically rely on their native language (L1) designs to deliver a response. If the constructions of the two dialects are particularly unique, one might expect a relatively high number of errors to occur in L2, in this manner demonstrating an obstruction of L1 on L2 (Ellis, 1997).

When foreign language learners wish to use the language, they can generally depend on the systems of their native tongue. When the structures are incompatible, a lot of mistakes arise with the foreign language, indicating that the first language is interfering with the second language (Bhela,

1999, p. 22). Interference occurs as students use the second language and make mistakes that can be traced back to the primary language (Bhela, 1999).

According to Blum-Kulka and Levenston, second language students begin by assuming that each word in L1 has an equivalent meaning in L2. The suspicion of word for-word interpretation comparability or 'thinking in the native language (L1)' is the one way a student can start to convey in a second language (Bhela, 1999).

When attempting to speak in a foreign language, foreign language learners begin to shift the structures and context of their native language to the foreign language. L1 behaviors are shifted as a result of studying L2 habits, and errors occur as a result (Beebe, 1988). Similarly, Beardsmore said that whether students have problems with L2 phonology, vocabulary, or grammar, it is because of L1 patterns interfering (Beardsmore, 1982).

Towell and Hawkins point out that, given the fact that the majority of L2 students are unable to achieve native speaker levels of skill, not many foreign language students are effective in achieving native speaker levels (Beardsmore, 1982).

Furthermore, Dulay et al. (Dulay & Burt, 1974) demonstrated that although the acquisition of a second language differs from that of a first language, the errors made by L1 and L2 students are almost identical. Selinker points out that when learning a second language, there are two forms of transfer: positive and negative transfer (Selinker, 1971).

Although several researchers look into the effect of second language acquisition on the native language, Lord points out that few studies look into the opposite situation (Lord, 2008).

“One might think that with increasing skill, learners become more capable of functioning autonomously in the L2” (Sunderman, 2006, p. 388)

2.4 The use of native language in EFL classrooms

In the foreign language classroom, the use of the native language in EFL classrooms is controversial. Supporters of the monolingual solution argue that the target language should be the primary mode of communication, agreeing that refusing to learn the native language would increase the target language's suitability. Nonetheless, a few teachers agree that using the native language will aid in the acquisition of foreign vocabulary and the clarification of ideas and rules (Rhalmi, 2009)

2.4.1 The use of Monolingual Approach

Krashen, a staunch supporter of the monolingual approach, has argued that learners acquire foreign languages in a manner that is essentially close to how they acquire their native tongue. The use of the native language in the learning technique should be restricted, as he has shown (Krashen, 1981).

When learners and teachers use L1, it can develop into a habit which can cause problems with further language learning. When learning the target language, L1 can be deceiving. Despite the fact that universals oversee language systems, languages or dialects differ significantly (Krashen, 1981).

Due to the L1 shift, errors can increase when using L1 to teach EFL learners. Mistakes can vary from spelling to sentence structure. Instances of mistakes range from words to sentence structure. The similarity between the French word "actuellement" and the English word "really" may be perplexing to French learners. Despite their proximity, the meaning of these terms differs. The French word "actuellement" means "now" or "at the moment," while "actually" means "really" in English (Krashen, 1981).

The use of L1 in EFL classes hinders the acquiring of adequate knowledge, which is essential for learning any language (Krashen, 1981).

2.4.2 The use of Bilingual Approach

Bilingual Method is one of many teaching methods of English language. C.J Dodson had invented this method of teaching Foreign language in 1967. Schools use this method where two languages i.e. the mother tongue and target language are used. In this method, teachers use the mother tongue to achieve the target language (Dodson, 1967).

The Bilingual Method's principles: As a child knows his native tongue, he rehearses his thoughts, grasps the situation, and learns the implication of words all at the same time. The promoters of the Bilingual Method believe that there is still time to rebuild the situation when teaching the foreign language. Their conflict is that educating learning strategy is improved if just the native language parallels are given to the student without repeating the condition. Consequently, it marks utilization of the native language in this controlled way. It differs from the Grammar Translation Method in the following ways: (Hakuta, 1989)

- In the Bilingual Method, the teacher uses the original language to clarify the meanings, rather than the learners' native language.
- The learners are appropriately exposed to sentence pattern trainings that are not provided by the Grammar Translation Method. Furthermore, reading and writing are integrated from

the beginning of language education in the Bilingual Method, and reading and writing skills are linked (Hakuta, 1989).

- Students are not allowed to speak in their mother tongue.
- The teacher speaks in their native language to carry on their conversation or interpretation.
- For major sections or phrases, the teacher has native language definitions (Hakuta, 1989).

Bilingual Method positive and negative aspects:

- This method assists teacher with ensuring that students understand the meaning of terms.
- The time saved is put into offering the pupil pattern work.
- Both fluency and accuracy are emphasized in the Bilingual Method. It invigorates the hypothesis as it lays weight on communication and practice. It aids accuracy by indicating the meanings of new words in the student's native language (Hakuta, 1989, pp. 314-379).

For a long time, L1 has been regarded as a detrimental transfer and a source of errors. This viewpoint is now being reprimanded, as EFL researchers and educators have become more aware of the importance of L1 (Hakuta, 1989).

Exactly when learners go to the study hall they come "stacked" with their native language and a cultural legacy that no one need to disparage. Prohibition of the native language is virtually unthinkable for EFL teachers dealing with monolingual learners at lower stages of English capacity. As a result, rather than dismissing the learner's native language and cultural background, they should be seen as a tool for advancing foreign language learning. The native language is a fantastic resource that can be used in a variety of ways to improve learning, but it must still be done in a responsible manner. The positive transfer of L1 is used in this study (Vivian Cook, 2001).

PART 3.

Research on the language transfer between Hungarian and English

The aim of this research is to had insight into how students use their native language in an EFL classroom. It also gives positive and negative effects of the native language in foreign language learning.

3.1 Hypotheses

- students use their native language in the English lesson.
- students involve their native language to understand grammatical phenomena.
- using native language is not beneficial during foreign language learning especially based on speaking skills.

3.2 The process of analysis

A questionnaire was used as a research instrument on methodology. Questionnaire is an instrument for collecting data that involves asking a given subject to respond to a set of oral or written questions. It's a quick and easy way to collect information and it allows gathering information from a large audience. It is easy to analyze, we can get results quickly, the respondent is more open as the questionnaire is done anonymously (Stefan, 2019).

However, this tool has some disadvantages, such as the possibility of low response rates, the unconscientious responses or the accessibility issues, skipped questions.

The questionnaire was used for assessing students native language transfer in foreign language learning. The questionnaire contains 22 questions that focus on the role of the native language in learning a foreign language.

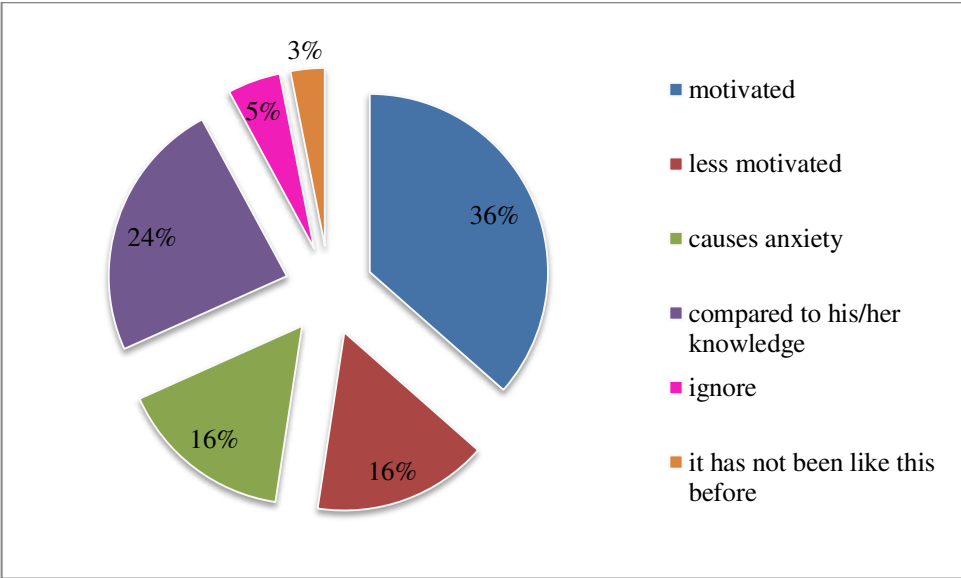
The participants of the research were 63 students who are 16-17 years old from secondary education, 40 females and 23 males. These students are from different schools of Beregszász and Nagyberég. Their native language is Hungarian and they learn English as a foreign language at school.

3.3 Findings

The first question focuses on how the student feels when they find themselves facing a language learner who is better at foreign language learning. The results can be found in diagram 3.3.1.

According to the diagram most students are encouraged to meet a student, who is more successful, recognize their own abilities, and learn accordingly. Some students, on the other hand, feel it has a bad effect on them, as it causes anxiety and compliance compulsion that they are certainly not good enough.

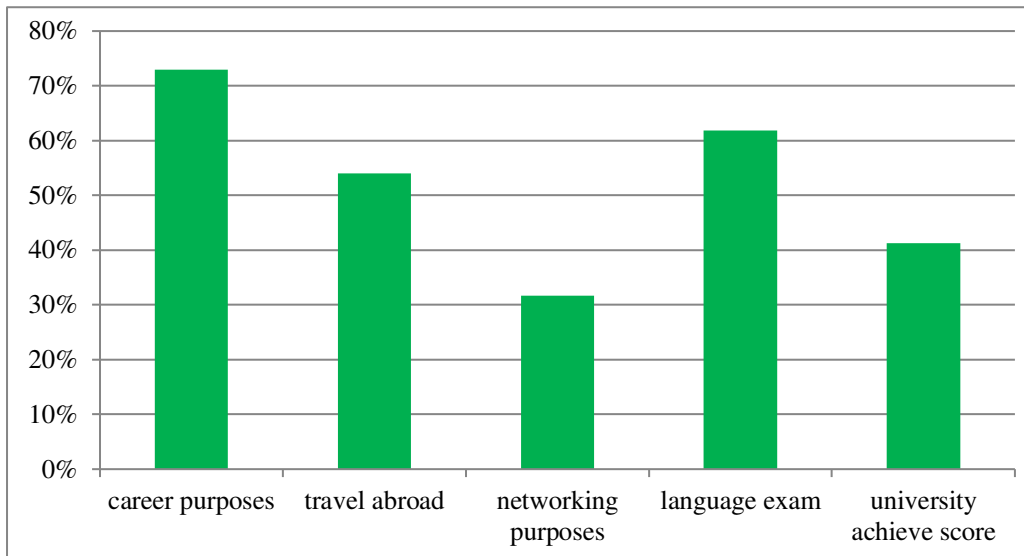
Diagram 3.3.1 Motivation



The next question was, on average, how much time students deal with the English language learning. In general, the majority of students in response said they took 3-6 hours a week. However, many students added that in addition to focusing specifically on English only, they listen to a lot of foreign language music, play English language games, watch series with subtitles, or some also mentioned talking to foreigners. These things obviously take more time unconsciously than those few hours.

The third question intended to find out why students learn English. The results can be found in diagram 3.3.2. According to the diagram English is used for starting a career, while networking purposes is the least used reason.

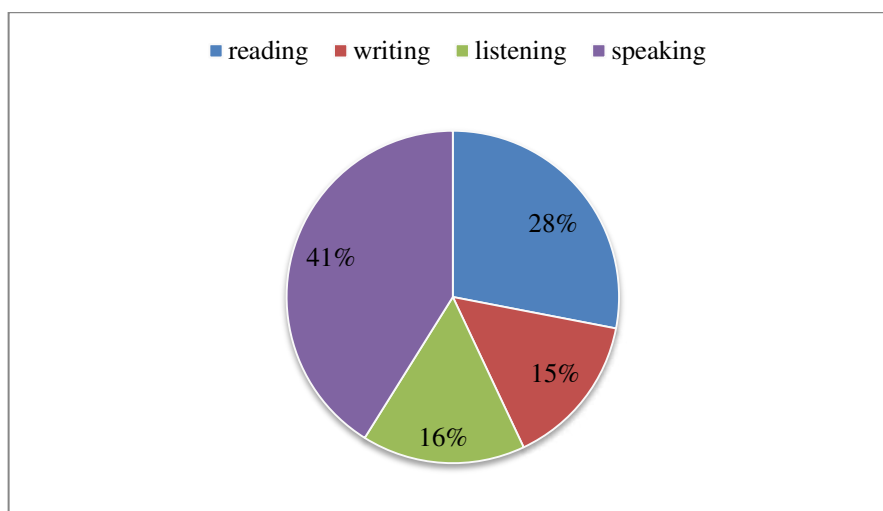
Diagram 3.3.2 The reasons for learning English



The fourth question was whether it had already occurred that a particular term was first formulated in the minds of students in a foreign language rather than in their native language. 79% of students answered yes and the rest said no at all or only very rarely. Those who answered yes occur almost daily in 43 % of them, and weekly or infrequently in others.

The fifth question intended to clear out that the when participants use their native language to develop their language skills. The results can be found in diagram 3.3.3. Participants use their native language mostly when developing speaking and reading skills, while a lower percentage use their native language when developing writing and listening.

Diagram 3.3.3 Native language used in developing language skills



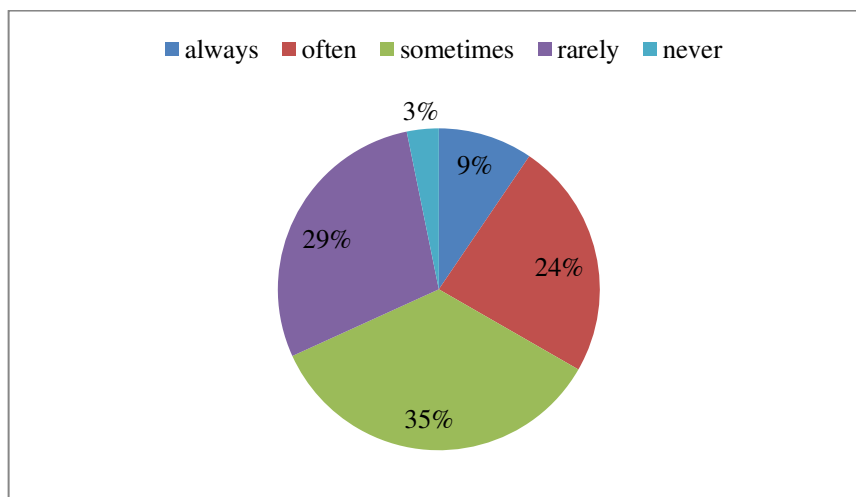
The sixth question was about the given text is translated into Hungarian or whether the students discuss the content of the text only in English. As expected, in the vast majority of cases, students also discuss the content in Hungarian, and very few students said they only spoke the text in English.

The seventh question deals with how important it is for students on a scale from 1 to 10 to speak Hungarian in their lessons. 41 students answered that it is important for them to speak Hungarian in their lessons, 16 of them are very important to them, and 17 students answered that it is not particularly important for them to use Hungarian when learning a foreign language. In the vast majority of cases, it is considered that so important to use the Hungarian language.

In the eighth question, students had to give a brief explanation of their answer to the previous question. There were 28 answers from which it can be concluded that it is important for students to use the Hungarian language when learning a foreign language in order to better understand the English language. If they do not understand foreign language, after a while students lose their motivation to learn a foreign language and fall behind. If they understand the tasks in English they can do them with success and they can learn English more easily. Many students, on the other hand, emphasized that essentially they need to use English, but they need their mother tongue for active development and understanding.

The ninth question was about using Hungarian to develop speaking skills in English presented on a scale from 1 to 5. According to the diagram 3.3.4, the result is that they use it moderately, so they try to speak English whenever they can.

Diagram 3.3.4 The native language used in developing speaking skills



The tenth question referred to using Hungarian to develop writing skills in English presented on a scale from 1 to 5. The result here is also that they use the Hungarian language moderately. 18

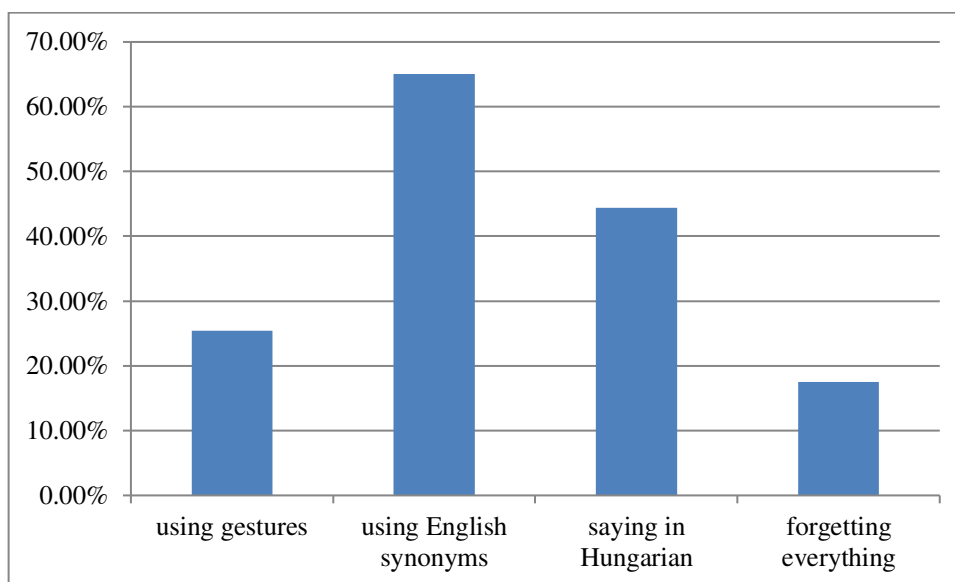
students rarely or never, 23 students sometimes use the Hungarian language while developing their writing skills, while 22 students often or almost always use the Hungarian language.

The eleventh question tried to find out whether the student use their native language to understand grammatical phenomena. 76% of the participants answered yes, and the other students said they are not at all or only very rarely use Hungarian to understand grammatical phenomena.

The next question was about what a student would do if they did not understand something in English. The majority of responses would like to ask for help from someone to say in the native language or the student trying to understand the main points.

The thirteenth question was what students would do if they could not express something in English.

Diagram 3.3.5 Difficulties in speaking English



The last question examined students aptitude to the relevance of the native language while learning English. The majority of students (82.6%) of students think that using their native language is quite or very important when learning a foreign language. Only 11 students think that it is less or not important for them to use Hungarian while learning a foreign language. It is expected that the majority of participants consider it is very important to use native language while learning a foreign language.

3.4 Consequences

To sum up the results of this questionnaire it can be stated the use of the Hungarian language is very important for the students in the foreign language classroom.

The results showed that most of the learners are able to understand English better if it is also translated into their own language. They can build up their comprehension skills easily and understand it faster. According to the students the native language is widely used when they study English grammar. Most of the students confirmed that the relevance of using native language is quite high during foreign language learning.

The research also showed that the use of the Hungarian language is most important when developing speaking and reading skills, as this way students will better understand the given material and thus become more motivated, because participants stated that they could learn better through a sense of success.

The first hypothesis has been proved that students use their native language in English classes because they often equate the foreign language to their native language so they automatically start using the language that is easier for them. The second hypothesis has been proved that students use their native language to grasp grammatical phenomena because it is easier for them to learn. In a foreign language, they might not understand grammar at all, making it much more difficult for them to learn. The third hypothesis is divisive because although it is not beneficial to use the mother tongue when learning a foreign language, especially when speaking, the majority of students mostly stated that they use their native language in all four skills, probably because it gives them a sense of support. Based on the study it has been suggested that native language should be emphasized in a more effective way, especially learning grammar.

Finally, it can be concluded that for the majority of students, the Hungarian mother tongue is essential when learning a foreign language, in this case English.

CONCLUSIONS

Language acquisition and transfer are important aspects of people's lives today. However, today's native language acquisition is neither adequate nor sufficient, and speaking in a foreign language is a condition of contact at work, in education, and in private life.

The overall ideas of native language have been incorporated in this thesis, in light of the literary review. Similarities and parallels related to native language and foreign language acquisition. Furthermore, it has been discovered that the native language plays an important role in foreign language concepts; the native language aids learners being familiar with understanding foreign languages.

The main goal of this study was to provide an explanation of native language and foreign language, as well as how foreign language can be learned through our native language.

There are many models of foreign language learning that represent how students learn a foreign language using their native language as a tool. There are also models that highlight how a foreign language is delivered (e.g. monitor model). The overall theoretical principles of native language and foreign language in the thesis's underlying part will be learned. According to the literature review there are differences between native language and foreign language acquisition. Language acquisition is the interaction through which individuals acquire the ability to comprehend, create, and use words for communicating, while language learning is linked to cognitive methodology.

The first part of the thesis focused on discussed in the theoretical concepts of native language, foreign language and the language transfer. Those from whom more detailed information can be obtained about the native language are none other than Carless and Bhela. The foreign language is discussed by Dulay, Burt and Krashen, while the language transfer is discussed by Lado and Krashen. Language transfer, or students' ability to adapt what they have learned in the classroom to real-world situations, is difficult to obtain. Learning foreign languages is efficient to apply new knowledge usually requires active practice in a realistic and authentic context.

According to certain linguists, foreign language learning would not be successful until native language knowledge is accessible. Nonetheless, the right balance of native language use is important.

In the second part discussed the role of native language environment on EFL classroom and the four main skills. It has been revealed that native language has a huge influence on foreign language learning. Language environment is often essential when learning a new language. Language learners have accessible competence in their native language, which contributes to their success in foreign language study. Language learners can develop their foreign language skills by using their native language aptitudes.

The third part of the thesis is a research project that examined the importance of Hungarian as a native language in English language learning. The sample was chosen different criterias. A total of 63 students took part in the research. The research instrument was 21 items of survey. Based on the results of the survey, we may conclude that students in foreign language classes value the use of their native language. The findings revealed that language learners are more able to comprehend English when the assignments are also converted into their native tongue. When students learn English grammar, they mostly use their native language, according to the students. The majority of students agreed that using one's native language is extremely important when studying a foreign language.

The first hypothesis has been proved that students use their native language in English classes because they often equate the foreign language to their native language so they automatically start using the language that is easier for them. The second hypothesis has been proved that students use their native language to grasp grammatical phenomena because it is easier for them to learn. In a foreign language, they might not understand grammar at all, making it much more difficult for them to learn. The third hypothesis is divisive because although it is not beneficial to use the mother tongue when learning a foreign language, especially when speaking, the majority of students mostly stated that they use their native language in all four skills, probably because it gives them a sense of support. Based on the study it has been suggested that native language should be emphasized in a more effective way, especially learning grammar.

Overall, natural language and foreign language acquisition play an important role in demonstrating foreign language, and certain approaches can be transferred from native language to foreign language learning. Native language information or developing speaking skills or writing skills, native language knowledge can be effectively used in foreign language learning, and first language does more than just help students understand the material.

Based on the findings of the study, we can assume that natural language knowledge has a variety of beneficial effects on foreign language learning. To have more data about the transfer of native language further research is required.

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РЕЗІЮМЕ

Навчання та передача мови є важливою частиною життя людини сьогодні. Однак сьогодні оволодіння рідною мовою недостатньо, говоріння іноземною мовою є важливою умовою спілкування на роботі, освіті чи в приватному житті.

У цій роботі було представлено загальні поняття рідної мови на основі огляду літератури. Виявилось, що рідна мова відіграє важливу роль у вивченні іноземної мови; рідна мова готує учнів до вивчення іноземної мови (-ів) та легшого її вивчення.

Метою курсової роботи було дати загальний огляд поняття рідної мови й іноземної мови та способів придбання іноземної мови за допомогою рідної мови, а метою дослідницької частини було довести, що рідна мова відіграє важливу роль в інших іноземних мовах при навчанні.

Існує багато моделей вивчення іноземної мови, які представляють способи вивчення іноземної мови за допомогою рідної. Деякі з них виділяють спосіб передачі іноземної мови. Основні теоретичні принципи рідної та іноземної мови вивчаються в окремій частині дипломної роботи. Результатом аналізу наукових джерел виявилось, що між процесами засвоєння рідної та іноземної мов існують відмінності. Засвоєння мови – це взаємодія, за допомогою якої люди засвоюють вміння зрозуміти, створити та використовувати слова під час комунікації, а навчання мови пов'язане з когнітивною методологією.

Перший розділ дипломної роботи займався вивченням теоретичних концепцій рідної та іноземної мови, а також процесу передачі мови. Детальні інформації по даній темі забезпечують наукові статті Карлесса та Белі. Іноземною мовою займаються Далеї, Берт і Крашен, а процесом передачі мови - Ладо та Крашен. Важко засвоїти процес передачі мови, або зазначити, чи здатні студенти використовувати здобуті у класі знання у реальних ситуаціях. Ефективна адаптація нових знань іноземної мови вимагає активної практики в реальному контексті.

На думку деяких лінгвістів, вивчення іноземної мови не може бути успішним, поки навички рідної мови ще не засвоєні. Але дуже важливо відповідною мірою використовувати рідну мову.

Ця частина стосується передачі мови, її позитивної та негативної частин. Мета передачі навчання полягає в тому, щоб дати можливість учням застосовувати те, що вони навчилися в ситуаціях реального життя. Передача мови є складною, а ефективна передача важкою роботою. Передача нових знань вимагає активної відданості та практики в реалістичному та надійному середовищі. Студенти більше мотивовані вчитися, коли освіта актуальна.

У другій частині дипломної роботи було виявлено, що рідна мова має великий вплив на вивчення іноземних мов.

Студенти, вивчаючи іноземну мову, володіють компетенціями спілкування рідною мовою, що сприяють успіху у вивченні іноземної мови. Використовуючи навички рідної мови, вивчаючи мови можуть формувати свої знання з іноземної мови.

Третій розділ дипломної роботи – дослідження про важливість угорської мови як рідної в навчанні англійської мови. Квоту визначили за різними аспектами. 63 студенти взяли участь у дослідженні, яке включало 22 питання. За результатами опитування ми дійшли до такого висновку, що студенти використовують рідну мову на уроках іноземної. Учні краще зрозуміють англійську мову, якщо завдання перекладаються на рідну мову. Під час засвоєння англійської граматики вони використовують рідну мову. Більшість респондентів погодилися з тим, що використання рідної мови значно важливе під час вивчення іноземної мови.

Перша гіпотеза доведена: студенти використовують рідну мову на уроках іноземної мови, оскільки рідну та іноземну мови вони часто вважають рівноправними, та автоматично починають користуватися легшою для них мовою. Друга гіпотеза також доведена, оскільки учні використовують рідну мову для засвоєння граматичних знань, тому що таким чином вони легше навчаються. Інколи іноземною мовою учні не розуміють граматику, що значною мірою ускладнює навчання. Третя гіпотеза неоднозначна, оскільки, хоча корисно використовувати рідну мову під час навчання іноземної мови, особливо під час розмови, більшість респондентів заявили, що користуються рідною мовою в усіх чотирьох основних навичках, можливо, тому, що таким чином відчують безпеку. Студенти пропонували ефективніше використовувати рідну мову, особливо для вивчення граматики.

Узагальнюючи результати анкети, ми можемо констатувати, що використання угорської мови є дуже важливим для слухачів іноземних мов. Результати показали, що більшість студентів краще розуміють англійську мову, якщо вона також перекладається на їхню власну мову. Простіше зрозуміти даний матеріал, якщо угорська мова також присутня під час навчання.

На думку деяких лінгвістів, розвиток іноземної мови не буде успішним без точного знання рідної мови. Тим не менш, дуже важливим є правильний баланс рідної мови. Більше уваги слід приділяти використанню рідної мови під час вивчення іноземної мови, оскільки, напр. використання рідної мови при вивченні іноземної мови також може негативно впливати на оволодіння мовою чи розвиток.

Підсумовуючи, засвоєння рідної мови відіграє найважливішу роль у навчанні чи вивченні іноземної мови, і існує ряд методів, які можна використовувати для вивчення

іноземної мови. Навички рідної мови можна ефективно використовувати в навчанні іноземних мов, коли студенти зосереджуються на завданнях або розвивають навички говоріння та письма, а перша мова не тільки допомагає студентам зрозуміти зміст.

На основі результатів дослідження можна зробити висновок, що знання рідної мови має ряд позитивних впливів на оволодіння, вивчення та розвиток іноземної мови. Ретельне знання та розвиток рідних мов є важливим фактором набуття додаткових мов. Для доведення цього потрібні подальші дані про процес передачі мови.

APPENDIX

Szép napot!

A nevem Makó Eugénia, a II. Rákóczi Ferenc Kárpátaljai Magyar Főiskola 4. évfolyamos angol nyelv és irodalom szakos végzős hallgatója vagyok. Az alábbi kérdőívben az első nyelv használatát és annak hatását kutatom, ahol az angolt, mint idegen nyelvet tanulják a középiskolás 16 – 17 éves diákok. A kérdőív a szakdolgozatomhoz szükséges.

E kérdőív kitöltése csupán néhány percet venne igénybe, illetve csak olyan diákokat szeretnék megkérni a kitöltésre, akiknek az anyanyelve magyar és az angolt, mint idegen nyelvet tanulják az iskoláikban. A kérdőív kitöltése névtelenül történik!

Együttműködésüket előre is köszönöm!

- 1. Nem:**
 - nő
 - férfi

- 2. Melyik intézményben tanul?**

- 3. Melyik az első nyelve / anyanyelve? (ukrán/magyar/orosz)**

- 4. Hány éve tanul angolt?**
 - a) -1-5 éve
 - b) -5-10 éve
 - c) -több, mint 10 éve

- 5. Miért tanul angolt?**
 - a) -A nyelvtanulás szükséges a karrierépítéshez
 - b) -Külföldi utazásokon könnyebben boldogul
 - c) -Kapcsolatteremtés miatt
 - d) -Nyelvvizsga megszerzése céljából
 - e) -Egyetemi felvételi pontszám növelése érdekében

- 6. Mit vált ki Önből az, ha például az osztályban az angol óra során úgy érzi, hogy egy-egy osztálytársa kiemelkedőbb az angol tudásában, mint Ön?**

- a) -motiváló hatással van / ösztönöz
 - b) -kevésbé motivál
 - c) -szorongást okoz
 - d) -felismeri a képességeit, így ahhoz mértén halad tudásához megfelelően
 - e) -figyelmen kívül hagyja, nem érdeklí egyáltalán
- egyéb:

7. Milyen gyakran használja az angol nyelvet, illetve hány órát szán hetente a nyelv fejlesztésére?

8. Milyen nyelven tanítják/tanulják az angol idegen nyelvet az iskolában?

- a) -az első nyelven
- b) -angolul és magyarul is
- c) -csak angolul

9. Előfordult-e már, hogy egy adott kifejezés először idegen nyelven fogalmazódott meg Önben, és nem az anyanyelvén? (igen/nem)

10. Ha az előző kérdésre adott válasz IGEN, milyen gyakran?

- a) -havonta 1x-2x
- b) -hetente
- c) -naponta
- d) egyéb:

11. A tanóra folyamán melyik készség(ek) fejlesztésekor használják leginkább az első nyelvüket/anyanyelvüket?

- a) -olvasás
- b) -íráskészség
- c) -hallgatás
- d) -beszédkészség

12. Szövegértéskor a tanórán lefordítják-e az adott szöveget az első nyelvre/anyanyelvre vagy csak angolul beszélnek meg?

- a) -le van fordítva az első nyelvre

b) -csak angolul van megbeszélve

Egyéb:

13. 1-től 5-ig terjedő skálán mennyire tartja fontosnak, hogy magyarul is beszéljenek/tanítsanak a tanórákon?

1 – egyáltalán nem tartom fontosnak – 2 – 3 – 4 – 5 – nagyon is fontosnak tartom

14. Az előző kérdésre adott válaszát kérem indokolja meg röviden!

15. 1-től 5-ig terjedő skálán mennyire tartja fontosnak, hogy angolul beszéljenek/tanuljanak/tanítsanak az angol órákon?

16. Az előző kérdésre adott válaszát kérem indokolja meg röviden!

17. Amikor beszél, mennyire hívja segítségül az első nyelvét/anyanyelvét?

1 – egyáltalán nem – 2 – 3 – 4 – 5 – nagyon is

18. Amikor ír, mennyire hívja segítségül az első nyelvét/anyanyelvét?

1 – egyáltalán nem – 2 – 3 – 4 – 5 – nagyon is

19. Mit tesz, ha valamit nem ért angolul?

- a) megkérek valakit, hogy mondja el újra angolul, csak lassabban
- b) segítséget kérek valakitől az első nyelvemen/anyanyelvemen
- c) próbálom megérteni a lényegét, és az alapján következtetni

Egyéb:

20. Mit tesz ha valamit nem tud kifejezni angolul?

- a) -gesztusokat használok
- b) -angol szinonimákat használok, így próbálom körülírni azt a szót/szavakat, ami(k) nem jut(nak) eszembe
- c) -elmondom az első nyelvemen/anyanyelvemen
- d) -annyira leblokkolok, hogy teljesen elfelejtem, mit szerettem volna mondani

Egyéb:

21. Mennyire gondolja pozitívnak/hasznosnak az első nyelv/anyanyelv használatát az angol nyelvű osztályban?

1 – egyáltalán nem találom hasznosnak – 2 – 3 – 4 – 5– nagyon is hasznosnak találom

NYILATKOZAT

Alulírott, Makó Eugénia angol szakos hallgató, kijelentem, hogy a dolgozatomat a II. Rákóczi Ferenc Kárpátaljai Magyar Főiskolán, a Filológia tanszéken készítettem, angol nyelv és irodalom tanári diploma megszerzése végett.

Kijelentem, hogy a dolgozatot más szakon korábban nem védtem meg, saját munkám eredménye, és csak a hivatkozott forrásokat (szakirodalom, eszközök stb.) használtam fel.

Tudomásul veszem, hogy dolgozatomat a II. Rákóczi Ferenc Kárpátaljai Magyar Főiskola könyvtárának Kézirattárában helyezik el.

Beregszász, 2021. május 07.

Makó Eugénia