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ІЖАК ГРЕТИ БЕЙЛІВНИ

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MOTHER TONGUE INTERFERENCE IN LEARNING ENGLISH

Bachelor's Thesis

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ЗМІСТ

CONTENTS

INTRODUCTION

When students engage in learning English at school, they are introduced to a new environment. Since English is not their native language, students may encounter challenges throughout the teaching and learning process. These difficulties arise from the disparities they observe between English and their mother tongue. The process of learning a foreign language is widely recognized as intricate, leading to a significant amount of research dedicated to examining errors made by English as a Foreign Language (EFL) learners. The dissimilarities between a foreign language and a learner's native language pose considerable challenges in acquiring and implementing the rules of the foreign language. This difficulty is often attributed to mother tongue interference, also known as language transfer, which occurs when individuals apply knowledge from their native language to a second or foreign language. Learning a new language is not a task that can be easily accomplished, as it opens up numerous fascinating realms of knowledge, with first language interference being one of them. The concept of mother tongue interference has multiple definitions and they are all different. According to Vörös (2020), interference is the linguistic phenomenon whereby a linguistic fact or usage characteristic established and used in a given language is incorporated into the communication of a community of speakers of another language in a standard way, at least in one of the language varieties. Lott (1983) defines interference as the mistakes made by second or foreign language learners that can be attributed to their mother tongue.

The relevance of this topic lies in the fact that people increasingly need to know foreign languages, and if someone wants to learn a language effectively, he needs to know what obstacles can await in the learning process, in which the mother tongue often plays a major role.

The object of the thesis: the main challenges learners face during learning a foreign language because of mother tongue interference.

The subject of the thesis: theoretical concepts of mother tongue, foreign language, it's learning process and mother tongue interference during it.

The main purpose of the thesis is to give a theoretical overview of mother tongue interference in learning English as a foreign language and examine the obstacles of learners in learning a foreign language caused by the interference of the mother tongue.

The main tasks are:

- give a description of mother tongue

- provide a description of mother tongue interference in foreign language learning

- determine the positive and negative effects of mother tongue interference

The theoretical value of the study is to gather information about different points of view about mother tongue interference, its advantages and disadvantages on foreign language learning.

The paper includes a comprehensive literature review of the topic. To achieve the goal of the study, the following methods were used: literature analysis, comparative analysis, method of description, classification and generalization.

The practical value of this thesis is to analyze the peculiarities of bilingual foreign language learners.

To achieve the goal of the study, the following **methods** were used: method of description, method of determination, contextual-interpretive method, method of comparative analysis, questionnaire.

The current bachelor's thesis consists of an Introduction, Part 1, Part 2, Part 3 and Conclusion.

Part 1 aims to offer a comprehensive examination of the theoretical aspects concerning the mother tongue and foreign language. This segment delves into the definitions and key features associated with the mother tongue and foreign language. Additionally, it provides an overview of how the mother tongue influences the process of learning English as a foreign language. explain the theoretical concepts of mother tongue and foreign language learning. It also analyzes the role of mother tongue during foreign language learning.

Part 2 of the thesis explores the concept of interference as formulated by various researchers, highlighting its different types. It delves into the impact of native language interference on the process of learning a foreign language and examines previous studies conducted by renowned linguists on this phenomenon. Additionally, this chapter presents an overview of the research conducted to date, shedding light on the findings and insights gained from these investigations.

Part 3 of the bachelor's thesis is a research work, where the advantages and disadvantages of mother tongue interference were examined while learning a foreign language.

PART 1. THE THEORETICAL OVERVIEW OF MOTHER TONGUE AND FOREIGN LANGUAGE LEARNING

The first part of the thesis provides an insight into the theoretical overview of mother tongue and foreign language. This section focuses on definitions and characteristics of mother tongue and foreign language. It also gives an overview of the role of mother tongue in learning English as a foreign language.

1.1 Concepts of mother tongue and foreign language

The mother tongue is not just the first language you learn, but also the one with which the user is identified by the outside world, by himself, and which he has the right to learn and use (Skutnabb-Kangas, 1997).

The term "mother tongue" refers to the language that a community of individuals living in a particular region learn during their early years and later use as their instinctive means of thinking and communicating (Awoniyi, 1978).

„The mother tongue is the basic ingredient of intercultural or multicultural education. It is the integral component of any culture." (Pattanayak, 2003).

According to the Hungarian Interpretative Dictionary, the mother tongue is "the language which a person learns (first) in childhood and which he usually speaks best and most willingly. According to Skutnabb-Kangas, the mother tongue can be defined on the basis of four criteria:

1. origin - the language first learned;

2. identification:

   a) internal identification - the language with which the speaker identifies

   b) external identification - the language with which the speaker;

3. degree of language proficiency (competence) - the language most widely known;

4. function - the language most used.

In bilingualism, this is called the first language (Skutnabb-Kangas, 1997).

Four conclusions can be drawn from these definitions:

1. a person can have several mother tongues, especially from the point of view of origin and identification;

 2. the same a person may have a different mother tongue according to the different definitions;

3. According to the definitions (except for origin), a person's native language may change several times during his life;

4. the definitions of mother tongue can be arranged in a hierarchical order based on the degree of awareness of linguistic human rights.

Any activity, including speech (regardless of the language), is psychologically structured in the same way. So, what distinguishes speaking a foreign language from speaking one's native language? Firstly, it is the so-called reference element. In order to construct a speech utterance, speakers of different languages have to go through different analyses of situations, goals, communication conditions, and so on. For example, to construct an utterance, a Japanese person, compared to a European, needs to take into account much more information about the age, social status, and other characteristics of the interlocutor. Secondly, it is the operational composition of this utterance (speech action) - the speech operations that the speaker must carry out in order to construct an utterance with the same meaning and direction (Лозова, 2010).

A child's first language plays a significant role in shaping their personal, social, and cultural identity. Additionally, it facilitates the acquisition of social patterns of behavior and speech, contributing to the development of linguistic competence.

The mother tongue holds a unique position for an individual, as it is not just a subject taught in school but an integral part of their everyday life. It is learned through both conscious and unconscious means, with conscious efforts complementing and regulating the knowledge acquired through listening. The mother tongue serves as an essential tool for intellectual, moral, and physical education, enabling the tackling, understanding, and communication of other subjects.

Having a strong command of the mother tongue is crucial for clarity of thought and expression. Weakness in any other subject affects that particular subject alone, whereas weakness in the mother tongue hampers all aspects of thinking and expression. Deep insights, new discoveries, the appreciation of ideas, and the expansion of knowledge are only possible when subjects are comprehended with the aid and understanding of the mother tongue (Oyewole, 2017).

A language that is not widely spoken or used by members of a community, society, or nation is referred to as a foreign language. To put it another way, it means any language that isn't spoken in a particular area.

A language is considered foreign when it is primarily acquired in a classroom setting and is not commonly spoken in the surrounding community. Learning a different language enables individuals to communicate effectively and creatively, allowing them to engage in real-life situations using the language of the authentic culture. The process of learning another language not only provides practical skills but also opens doors to different perspectives, facilitates the recognition of connections across various subject areas, and encourages an interdisciplinary outlook while fostering intercultural understanding. Language serves as a vital means of facilitating meaningful human interactions and enhances comprehension of one's own language

and culture. By studying a language, learners have the opportunity to acquire linguistic and social knowledge, as well as the ability to determine when, how, and why to express themselves appropriately to different individuals (NSFLEP, 2014).

1.2 Foreign language learning

Today, knowledge of a foreign language is considered as a basic knowledge, which should be a part of everyone's life. You cannot get a diploma without a language exam, that is the reason that many students cannot receive their diploma because they do not have a language exam with a certificate. If someone knows a foreign language, they are more likely to participate in foreign mobility programs, with which language skills can be developed even further, and the culture belonging to the language can also be learned more thoroughly. Confident foreign language skills also contribute to people starting out with better chances on the labor market.

Language acquisition is very similar to the process children use in acquiring first and second languages. It requires meaningful interaction in the target language-- natural communication--in which speakers are concerned not with the form of their utterances but with the messages they are conveying and understanding (Brown and Hanlon, 1970).

Budai summarizes the subjective and objective differences between mother tongue acquisition and foreign language learning in a 2010 article.

Subjective differences between mother tongue acquisition and foreign language learning

1. Differences according to the state of their nervous system:

L1: Nervous system is developing, mother tongue knowledge is not yet solid. The mother tongue is in development, not yet stable. The acquisition of the mother tongue occurs in parallel with the maturation process. The child is at a critical stage in the development of language acquisition The child acquires the mother tongue at a critical developmental stage, which ends with puberty.

L2: Nervous system developed, mother tongue proficiency solid. The foreign language is no longer not be sufficiently mastered after a certain period of maturation, when the language has reached a certain maturity Therefore, the language learning process during adolescence cannot be the same as the way a child learns his or her mother tongue, even if the learning in the target language environment.

2. Differences according to the leaner's abilities:

L1: Inborn special abilities ensure that the mother tongue is acquired relatively quickly and The child's special abilities enable him/her to acquire the language relatively quickly and

effectively. He has a strong desire to imitate, and his mother tongue is his first language instinctively and through imitation.

L2: Language learning during puberty or adulthood is mostly conscious activity. It seems that by this time we have already lost the magical power of learning a language complex grammatical system intuitively. The generalising, abstracting The ability to abstract, to abstract, to abstract, to become aware, to develop native language skills and abilities, a reduced desire and willingness to imitate (especially in pronunciation) precludes the possibility of a fully mechanical mode of learning.

3. Differences according to the information stored and the skills developed:

L1: The brain is still a 'tabula rasa', free of any linguistic and associative interference, apart from certain hereditary traits. The length of its utterances is limited, it is not yet able to plan more than a few words in advance. He cannot yet read or write.

When assessing the speech development of children under one year old she found that knowledge of certain communicative functions precedes actual language acquisition. He argues that illocution is a linguistic universal, and that

speech act is the basic unit of linguistic communication; early language development is no different, is the gradual linguistic realisation of the child's speech intentions. The ability to express language to recognise differences which are expressed by post-questions, forms of politeness, forms of address, etc.

L2: Has a relatively large body of knowledge, better memory, high awareness, greater concentration and perseverance. An established system of speech habits and verbal skills is influenced by native language transfer as a positive or negative effect. Can already read and write. The real difference between the child and the adult is not the variety of language structures - although the language toolbox naturally increases with age - but the adult's ability to disguise his or her true speech intentions.

4. Differences between the linguistic sign and thinking, and between the linguistic sign and reality:

L1: First organises his/her perceptions into a concept and then associates this concept with the linguistic form. A new word in the child's language is a verbal synthesis of the different perceptions and at the same time a form of representation of the new concept. The acquisition of new words is a complex anatomical and neural activity. Language and thought develop in interaction.

Through constant language contact, it learns that everything has a name. It recognises the meaning of the sounds that name things, and then integrates things and sounds. He does not yet know the sounds of other languages that refer to the same things. He uses his mother tongue to

learn to recognise and manipulate reality. When a child uses a word for the first time, he is demonstrating that he has acquired not only a linguistic form but also the speech act that accompanies it.

L2: The concept and the mother tongue word form such a close unit that at the beginning of foreign language learning, the learner is involuntarily thinking of his mother tongue. Foreign language speech acts only through the sign system of the mother tongue. The foreign language learner initially grasps the meaning of the foreign language by relying on the conceptual system of his mother tongue. Only later, after much practice, after frequent use of the foreign language, does he begin to rely less and less on his mother tongue, until he is able to 'think' in the foreign language.

The new word is usually associated with verbal perception. In better cases, when the learner also receives visual stimuli, auditory perception is associated with visual perception. The new word is not directly related to the learner's environment, but to the verbal context that makes its meaning explicit, or to the corresponding word in the mother tongue, so that, in addition to the relatively strong association between the mother tongue marker and the foreign language marker, the association between the foreign language marker and reality is very weak. He already knows that everything has a name. He does not need to be subjected to the same processes again in a foreign language just to grasp the meaning of the foreign language sounds that refer to things already identified in his mother tongue. Things and sounds are already integrated in your mother tongue. It takes a long time to integrate the same things with the sound sequences of a foreign language.

1. Differences in the quality of linguistic input:

L1: The input required for mother tongue acquisition is intrinsically linked to the child's The language input for the child's language learning is intrinsically linked to the world of the child. All aspects of mother tongue acquisition are closely linked to the world in which the child lives. The learning process is closely linked to life, merging with all the child's actions.

L2: The input of a foreign language is not intrinsically linked to the learner's world. The

even in its modern, lifelike form, foreign language learning is very often is often a contrived and rather primitive process, even from the learner's point of view. The learner is foreign language - apart from modern technical means - primarily only from his teacher and fellow learners, and is therefore typically confronted with an intermediate language.

2. Differences in the amount of linguistic input:

L1: The amount of time that can be spent learning the mother tongue is almost unlimited.

The amount of language input available to the mother tongue is very limited The language is heard for a long time, and the language is used for a long time. The most devoted

mother, he can learn from every single member of his environment. The child only after an incubation period, after having stored up a large amount of language material (Although it may not be that long, if it is true that the infant's hearing is selective, and the input from which is only the utterances that are directly made to him.)

L2: The learner hears the foreign language only one tenth as often as a normal school

in normal normal circumstances. The pupil encounters the foreign language almost only in the classroom. The student has even fewer opportunities to speak the foreign language. There is no time for experimentation, the language is only used in classrooms and the foreign language is rarely used. or often does not even realise the short time spent on induction. time. Repetition, like foreign language teaching as a whole, is necessarily is necessarily a planned but not sufficiently secured workflow. There is no incubation period and the development of listening comprehension and speaking skills are usually developed simultaneously at the same time.

3. The difference between tolerance of the young child and tolerance of the learner:

L1: The toddler is allowed to produce fragmented sentences, even many Many parents speak to their children in baby-talk, so that they are not inhibited by the to produce well-formed sentences.

L2: In foreign language classes, fragmented sentences are not usually allowed, and the the student is constantly corrected. Many learners are inhibited by these corrections, and become an obstacle to the development of continuous speech (Budai, 2010).

All learning is based on the principle that we comprehend new ideas and information by connecting them to our existing knowledge. Second language learners can use two primary types of previous language knowledge to make sense of the new language they encounter. The first type is their familiarity with their mother tongue, which is often referred to as "transfer." The second type is their existing knowledge of the second language, which is called "generalization."

When the second language closely resembles the mother tongue in terms of structures, the process of transfer becomes highly influential in the learner's understanding of the new language system (Odlin, 1989).

For instance, when French native speakers embark on learning English, they already have knowledge of how word order conveys meaning, how the passive voice transforms the logical object into the grammatical subject, the fundamental principles governing the use of definite and indefinite articles, the primary patterns for constructing relative clauses, and so on. They already possess the cognitive inclination to pay attention to and indicate number when using nouns, or tense when using verbs. However, it is worth noting that there are instances where they may inadvertently transfer inappropriate knowledge within these domains, leading to errors (Littlewood, 2004).

1.3 Role of mother tongue during second language learning

Using the native language (L1) has always been a significant aspect of teaching second or foreign languages in various settings where both teachers and learners share the same mother tongue. While it was strictly forbidden in the past according to methods like the Direct Method and Audio-lingual Method, it is now permitted in approaches such as the Natural Approach, Communicative Language Teaching, and Task-Based Language Learning.

The students' native language is employed in the classroom to provide a sense of security, bridge the gap between the familiar and unfamiliar, and clarify the meanings of target language words. Despite having diverse educational backgrounds, many teachers feel uncertain about using the mother tongue in their classes, unable to decide if it is beneficial or not, and if it is used, when, why, and for what purposes (Larsen-Freeman, 2000).

The native language (L1) can be employed in the second language (L2) classroom as a means to decrease emotional barriers. It is common for students to display unresponsiveness, inattentiveness, and reluctance to participate in class. Nevertheless, the situation changed when the teacher occasionally incorporated the L1 during class with the same group of students. Frequently, students refrain from speaking due to concerns about potential embarrassment (Norman, 2008).

Moreover, in situations where students express a desire for their teachers to utilize their native language (L1), but the teachers fail to recognize or address this need, it can result in an unsatisfactory classroom environment for everyone involved (Burden, 2000).

Strategic utilization of the native language (L1) can support students in achieving greater cognitive adaptability during language acquisition. When employed skillfully, the L1 can serve as a helpful rather than obstructive element in overcoming the preconceived notions influenced by the first language. Moreover, instructors who possess proficiency in both the L1 and target language (L2) can identify, foresee, and rectify L1-related assumptions by drawing comparisons between the two languages (Brown, 2007).

According to Schweers (1999, p.7), utilizing the learners' first language (L1) in language classes provides a sense of security, validates their personal experiences, and enables them to express themselves more freely, fostering experimentation and risk-taking with English. Various studies have identified multiple purposes for incorporating L1 in English as a Foreign Language (EFL) or English as a Second Language (ESL) classes. These purposes include explaining grammar, giving instructions, supporting and assessing students, and correcting activities. Teachers also employ L1 to motivate students, assist them in challenging situations, explain grammatical patterns, express ideas in written or oral work, and translate reading passages.

Additionally, the use of L1 helps maintain classroom discipline, build rapport with students, and reduce social distance. Code-switching is employed by teachers to check understanding, clarify concepts, and facilitate social interactions. It is also utilized to provide direct and efficient explanations of unfamiliar vocabulary. Atkinson (1987) emphasizes the time-saving aspect of using L1, as it can be quicker and less ambiguous compared to other elicitation methods such as visuals or mime. Moreover, Yildirim and Mersinligil (2000) argue that it generates student interest in the lesson.

However, it is important to avoid excessive reliance on L1, as increased exposure to the target language leads to better language learning outcomes. Atkinson (1987) cautions against overusing the mother tongue in language classes, as it can result in constant translation into L1. Nation (2003) warns that excessive L1 use in the classroom reduces opportunities for exposure to and practice of the target language. Cook (2001) emphasizes the significance of modeling the target language and encouraging the use of the second language (L2).

In foreign language teaching, two languages, the target language and the learner's mother tongue, are compared in order to identify similarities and differences, in the belief that similarities make it easier and differences make it harder to learn a foreign language. In fact, differences can be typified, and their types are closely related to the errors they make. Even if this is true, it is more difficult to explain why there is a wide variation among learners in terms of who is bothered by the differences found.

The results of contrastive tests can be taken into consideration in two ways in foreign language teaching: implicitly and explicitly.

Implicit use of results is when there is no recourse to the mother tongue to resolve difficulties, neither in the teaching materials nor in the everyday language teaching, but when the makers of the teaching materials and/or the teacher preparing the lesson when weighting the tasks of the teacher or teacher in the points.

Explicit use of the results means that either in the teaching tools or in the mother tongue of the learner is actually present in the lesson. In what form and to what extent is a matter of pedagogical expertise and wisdom.

It is important to note here that the learner's mother tongue is inaudible and invisible, it is always present in the learner's consciousness. Moreover, it is not inactive, but either helps or hinders the learning of a foreign language. The mother tongue permeates all the learner's knowledge and experience, and his or her personality develops along with it. The mother tongue is a great treasure which can and must be relied upon in all aspects of foreign language teaching implicitly as well as explicitly (Budai, 2013).

The impact of mother tongue is ambiguous and does not always manifest itself systematically, but quite often provokes a negative effect as a result of unconscious spontaneous transfer of linguistic experience, which results in deviations from the norms of foreign languages under the under the influence of the mother tongue (or another language), i.e. interference, which can be realised at all levels of the language system, but it is grammatical interference causes the largest number of errors, since the interacting sets of not always equivalent grammatical features and categories make it difficult to generate an utterance in a foreign language. Interference and its intensity are determined by various factors, in particular: the specific circumstances of language contacts, the structure of languages, the age of the students (Єфименко, 2020).

PART 2. CONCEPT OF MOTHER TONGUE INTERFERENCE, TYPES OF INTERFERENCE AND EFFECT ON FOREIGN LANGUAGE LEARNING

The second chapter provides an insight into the formulation of interference by different researchers, and covers its types. Furthermore, it describes the effect of native language interference on foreign language learning and what previous researches have been carried out on this phenomenon by well-known linguists.

2.1 Definition of interference

The modification of language patterns in another linguistic component is referred to as interference, which is deemed incorrect as it deviates from established language rules (Chaer and Agustina, 2004).

According to Vörös (2020), interference is the linguistic phenomenon whereby a linguistic fact or usage characteristic established and used in a given language is incorporated into the communication of a community of speakers of another language in a standard way, at least in one of the language varieties.

Lott (1983) defines interference as the mistakes made by second or foreign language learners that can be attributed to their mother tongue.

In the modern linguistic dictionary of O. Selivanova, we find the following definition of this concept:

> Interference is mutual intrusion into speech bilingual elements of different levels of two languages, which he has what is perceived as a foreign accent. Interference is a deviation from native language standards, speech error. Interference can cover all levels of language, but especially consistently appears in phonetics in the form of ideophony. Interference can occur when learning a foreign language by an individual or under the condition of the existence of long language contacts (Селіванова, 2008, p. 712).

The process of interference is very complex, long-lasting, depends on many causes and has different consequences in different territories and conditions for bilateral interference processes. In such a situation, the speakers, as a rule, were aware that the languages were different and that there were words in their speech that were "foreign", but in the process of communication, the use of "foreign" words is spontaneous, and such lexical elements naturally fit into the vocabulary of the native language. The degree of of interference depends, firstly, on the level of proficiency of the bilingual in the other language and, secondly, on the ability to distinguish the specific features of the language being of the language being studied.

Based on the analysis and critical evaluation of the existing definitions in the linguistic literature definitions available in the linguistic literature, the essence of interference in the

linguistic aspect can be summarised as follows. The initial stage of interference in the lexicon or grammatical structure is any deviation from the norm that appears in a particular style, by any writer, in colloquial speech. Such a deviation may remain a "deviation", but it may become widespread, gain a foothold in the literary language, and expand its sphere of use, in which case it will be a phenomenon of interference - the penetration of new elements into the fabric of the language.

Modern linguistics distinguishes between direct interference - the influence of a bilingual's native language of a bilingual's native language on the language being learnt, and reverse interference the influence of a foreign language, which is dominant in the society, on the native language of the bilingual. The scope, types and dynamics of interference are determined by internal and external factors of language development.

When considering interference, we should distinguish between this phenomenon in language and speech. In the first case, we deal with established phenomena, in the second - with phenomena that arise and dissipate in the speech stream.

Languages can only interact in people's heads, and nowhere else. This is rather banal, because the reifying conceptualisation of language is so widespread even in the literary tradition that languages are often spoken of there as being "out there" somehow, as something outside people's heads, and the contact of languages, their relations with other languages, the interaction of languages, is often spoken of as if it were also happening "out there" somewhere, and no human being is needed. This way of speaking can also affect our perception of problems and often makes it difficult to recognise and understand certain things.

In these terms, interference between languages happens in people's heads, in many people's heads, but in each of them separately. And if we do see many similarities and recurring patterns in linguistic interference, then we have the question to answer: what causes it and how is it possible?

Interference is the starting point for most linguistic interactions. It is a unique occasional mental event that results in a new word or some semantic or grammatical innovation that the speaker has not used before in the language in question, nor has it been used by others around him, and whose occasional use is made possible by the speaker is able to speak a language other than the one he is using, and this knowledge is involved in the creation of the innovation (Szilágyi N., 2020).

Among the reasons that contribute to the spread of language interference, the following can be distinguished:

1. Structural (incompatibility of new forms with those that already exist);

2. Non-structural:

a) psychological (the desire to avoid ostentatious effects inherent in new forms);

b) social (attempts to resist the penetration of foreign language material).

The scale of interference is determined by the type of bilingualism (individual or collective). In conditions of individual or family bilingualism, interference phenomena mostly do not go beyond the speech of a given person (or a small group of persons). In conditions of collective or mass bilingualism, interference phenomena have great opportunities to spread (especially through mass media: radio, television, periodicals) (Черемська, 2002).

The most common cases of interference in foreign language education:

- the transfer of under-differentiation, which is usual in the source language, to the target language, e.g. due to the absence of sounds;
- over-differentiation occurs in cases where the speakers try to transfer the higher degree of segmentation usual in their mother tongue to the target language;
- a novel interpretation of differences, which can often only be expressed by transformation due to the greater degree of segmentation existing only in the target language (Balázs, 1989).

2.2 Types of interference

Linguists who have studied the phenomena of language interference have tried to to classify the types of interference. Their classifications were based on different principles. However, the most widespread opinion is that types of interference should be classified depending on which of the language tiers it belongs to. According to this classification, there are phoneticographic, grammatical and lexical interference.

The study of phonetic interference involves finding out how a native speaker perceives and reproduces the sounds of one language, which can be called secondary, from the point of view of another, which can be called primary. When a bilingual identifies a phoneme of the secondary system with a phoneme of the primary system, he/she reproduces it according to the phonetic rules of the primary language, interference occurs.

Violations of the sound side of speech are often caused not only by phonetic interference, but also the interference of the graphic systems of the contacting languages. This makes it possible to speak about the presence of phoneticographic and phonetic-orthographic types of interference.

The question of the existence of grammatical interference in linguistics is solved in different ways. Many linguists believe that the grammatical systems of two languages are impenetrable to each other, that there are no mutual morphological influences, except for the

purely superficial ones. Others believe that the influence that one morphological system can exert on another is, in principle, unlimited.

However, the most dynamic linguistic level is the lexical one, which is the most easily influenced by other languages. In the process of lexical interference, both languages perform different functions. The language that supplies lexical material is called the source language, and the language that receives lexical material is called the recipient or target language. There are many classifications of lexical interference, which some linguists call semantic interference.

The initial stage of interference at the lexical level is a sporadic deviation from normative word use, which first appears in the spoken language. Under the influence of various structural and non-structural factors, such a deviation can become fixed and "normalised" in the literary language. In this case, we are dealing with the phenomenon of interference (Есенова & Калинич, 2009).

Positive transfer refers to the situation where learning or performance in one context enhances learning or performance in another context. For example, acquiring basic math skills can improve one's ability to balance a checkbook, and understanding principles of reinforcement can enhance a teacher's capacity to modify student behavior. On the contrary, negative transfer occurs when what is learned in one situation hinders learning or performance in a different situation (Lamia, 2016).

Negative transfer is also known as "language interference." Saville-Troike (2006) defines language interference as the inappropriate influence of a native language structure or rule on the use of a second language (L2).

It is important to note that transfer should not always be viewed as negative. Positive transfer takes place when prior knowledge benefits the current learning task, meaning that previously acquired rules or items of the L2 are correctly applied to present subject matter.

Mother tongue interference, also known as L1 interference, can have various types:

1. Phonological Interference:

Phonological interference occurs when the sound patterns and pronunciation rules of the native language influence the pronunciation of the target language. This can result in difficulties with accurately producing and distinguishing sounds that are not present in the mother tongue. For example, speakers of languages that lack certain English consonant sounds may struggle to produce them correctly, leading to pronunciation errors (Celce-Murcia, Brinton, & Goodwin, 2010).

At the phonological level, interference arises from the way a speaker perceives and produces sounds in one language with respect to another. This interference manifests in the

speech of bilingual individuals due to the presence of distinct elements in the sound systems of different languages.

2. Syntactic Interference:

Syntactic interference refers to the influence of the native language's sentence structure and word order on the construction of sentences in the target language. Learners may transfer the sentence patterns and word order from their mother tongue, leading to incorrect sentence structures in the second language. This can impact the overall comprehensibility and fluency of their speech or writing (Odlin, 2005).

3. Lexical Interference:

Lexical interference occurs when learners use vocabulary words or phrases from their native language inappropriately in the target language. They may rely on direct translation of words, resulting in awkward or incorrect usage. False friends, which are words that look or sound similar in two languages but have different meanings, can also lead to lexical interference (Nation, 2001).

4. Pragmatic Interference:

Pragmatic interference refers to the influence of cultural and social norms from the native language on the use of language in the target language. Learners may unintentionally transfer communication styles, speech acts, and politeness strategies from their mother tongue, leading to misunderstandings or inappropriate language use in different cultural contexts (Thomas, 1983).

2.3 Effect of mother tongue interference on second language learning

In the process of acquiring a foreign language, students who are learning English as a foreign language (EFL) may face various challenges and obstacles. During the learning process, they may make errors in both their spoken and written English. These difficulties are due to the distinctions between the structures of their native language and those of English. Occasionally, foreign language learners may encounter difficulties in mastering English, as their first language may interfere with their English acquisition. The level of difficulty they experience will depend on their proficiency and familiarity with English. Numerous factors contribute to the challenges of learning English, and one of them is the influence of their first language.

The comparative analysis method emphasizes that when learning a second language, it becomes easier if the mother tongue shares more similarities with the target language. This occurrence is referred to as positive transfer. As learners become familiar with the grammatical rules of their mother tongue, they instinctively employ this knowledge to aid in acquiring the second language (Hong, 2014).

The rules and features of the mother tongue are the most stable for learners. When the second language and the mother tongue possess numerous common attributes, learners find it simpler to grasp the target language and attain proficiency, leading to a significant reduction in the duration of second language acquisition. Additionally, based on the interlanguage theory, positive transfer of mother tongue thinking, especially when the mother tongue exhibits greater similarities with the target language, accelerates the learning process through the interlanguage. This means that before fully mastering the target language, the learner's output language exhibits characteristics of both languages rather than just one. During the initial phase of second language acquisition, the influence of the mother tongue is more pronounced, as learners are greatly influenced by its thinking patterns and have yet to establish a clear developmental rule.

Since interlanguage interference arises as a result of the process of foreign language communication and covers all language levels, the strategy for its elimination should also be comprehensive. However, we believe that a certain sequence in their development is important. For example, focusing on linguistic and cultural manifestations of interfered speech at the initial stages of learning a foreign language a priori helps to prevent large-scale manifestations of other types of interference in the future. Language learning involves the overlap of cognitive bases and individual worldviews of representatives of different national communities, where the knowledge of the cultural connotation of a word is a prerequisite for adequate mutual understanding. It requires a sufficient amount of background knowledge, mastery of realities to form the socio-cultural background against which the communication process actually takes place (Крюкова, 2022).

Interference occurs when individuals apply the rules of their native language while speaking another language. The influence of the first language is most pronounced in areas involving complex word order and literal translation. In contrast, the impact of the first language is less significant in bond morphology. Additionally, first language interference tends to be more prevalent in "acquisition poor" environments where there is limited exposure to natural and appropriate language input, and where translation exercises are frequently used. This can be observed in immersion bilingual programs where the input is primarily provided by the teacher rather than peers, indicating a sign of first language influence.

The effects of mother tongue interference on foreign language learning can be both positive and negative. Negative effects include pronunciation errors, grammatical mistakes, limited vocabulary, and difficulties in understanding and producing the target language accurately. However, positive effects may arise when similarities between the mother tongue and the target language facilitate comprehension and acquisition of certain linguistic features (Ellis, 1994).

It is important for language learners and educators to be aware of the potential impact of mother tongue interference and implement strategies to address and minimize its negative effects. Explicit instruction, focused practice, and creating opportunities for authentic language use can help learners overcome the challenges posed by L1 interference and enhance their overall second language proficiency (Lightbown & Spada, 2013).

When teaching foreign languages, interference occurs very often, and the teacher needs to be guided by the regularities of actualisation of linguistic systems in students' minds. The way to overcome the interfering influence of the target language is through a deep awareness of all features of the mother tongue and the target language in comparative terms. The analysis of linguistic facts is carried out from the following perspectives:

1) the plan of expression (an inventory of linguistic elements for actualisation of a of a grammatical meaning);

2) the plan of content (the absence of a grammatical category or form in one of the languages due to differences in their of the languages due to differences in their semantics);

3) plan of functioning (the use of units with the same meaning is not always the same).

Grammatical interference is usually based on differences in in terms of expression, when the meanings present in both languages are conveyed by different linguistic means. However, the semantics of linguistic units and and their functioning to an even greater extent provoke violations of the norms of of foreign languages (word order, tense agreement, specific meanings of of verb forms, etc.) (Перелигін, 2012).

Grammatical interference refers to the impact of the first language on the second language, specifically in terms of the arrangement of words, including the use of pronouns and articles, tense, and mood. There are three types of grammatical interference. The first type is Morphological interference. The second type is Syntactic interference, which is related to grammatical relations and word order. The final type is Interference related to the functions or meanings of grammatical structures.

2.4 Different research findings about the effect of mother tongue interference in second language learning

When learners encounter gaps in their syntactical structures while writing in their second language (L2), they tend to rely on the syntactical structures of their first language (L1) (Bhela, 1999). However, due to a lack of understanding in the L1, errors may occur in the L2 (Bhela, 1999).

In L2 writing, transfer can be viewed as both a learning mechanism and a strategy to address communication problems (Karim & Nassaji, 2013). Language learners may employ L1 strategies in their L2 writing when there are similarities between the two languages. If the

learner's knowledge of the target language is insufficient, they depend on their L1 to express their ideas, which can have both positive and negative implications (Karim & Nassaji, 2013).

Research conducted by Lameta-Tufuga (as cited in Nation, 2001, p.3) demonstrates that learners who engage in discussions in their L1 before engaging in a writing task in the second language perform better in English writing tasks because they have a better understanding of the task content. Knight (as cited in Nation, 2001, p.3) also arrived at similar findings, indicating that learners who engage in preparatory discussions in their L1 groups outperform those who engage in preparatory discussions in their L2 groups. Therefore, if learners aim to achieve a higher level of L2 proficiency, the L1 can be a helpful tool. However, it should be used judiciously and not relied upon excessively (Nation, 2001).

According to Bada (2001), the native language has an impact on the ability of Japanese learners to produce English sounds. His research findings showed that certain sounds posed difficulties due to the influence of their native language, while others were produced with ease due to the existing phonology system of their native language. In addition, non-interlingual learning strategies were also observed in the production of English sounds by these learners.

In his study, Baloch (2013) investigated the interference of L1 (Arabic) in the learning of L2 (English), specifically in the analysis of English spelling used by Arabic undergraduate speakers. The study revealed that the replacement of 'b' with 'p' and vice versa occurred due to interference from their mother tongue. This is because the learners do not encounter 'p' in their mother tongue and therefore substitute it with the nearest letter in pronunciation. As for the omission and addition of 'e', this occurs because there are no specific rules governing the use of 'e' in English spellings, especially when it is placed at the end of a word.

In his study published in 2014, Kesmez examined the interference errors made by Turkish university students in their written work. After analyzing the errors, he found that they could be classified into four main categories: morphological, lexical, syntactic, and orthographic. Kesmez then identified sub-categories within each of these major categories. The study's results indicated that the largest group of interference errors belonged to the lexical category, which included mistakes such as word-for-word translations, incorrect usage of uncountable nouns, and verb errors. The other interference errors were distributed among the syntactic, morphological, and orthographic categories (Kesmez, 2014).

In his article, Cook (2001) explores the use of the mother tongue in the language classroom. While specific findings related to mother tongue interference are not mentioned, Cook suggests that judicious use of the mother tongue can provide learners with a sense of security, validate their lived experiences, and encourage them to experiment and take risks with

the target language. This suggests that when used appropriately, the mother tongue can have a positive impact on learners' confidence and engagement in the language learning process.

While the exact findings on mother tongue interference are not specified, Ellis's book on second language acquisition (1994) discusses the influence of learners' native language on second language acquisition. It highlights that the mother tongue can both facilitate and hinder the acquisition of a foreign language. Native language interference can lead to the transfer of linguistic features, such as pronunciation, grammar, and vocabulary, which can affect learners' accuracy and fluency in the target language.

Odlin's book (1989) on language transfer examines the role of the mother tongue in second language learning. It is likely that the findings explore how mother tongue interference can have both positive and negative effects on foreign language learning. Positive transfer occurs when the structures or knowledge from the mother tongue facilitate the acquisition of the target language. Negative transfer, on the other hand, refers to instances where the mother tongue interferes with the correct use of the target language, leading to errors or difficulties.

PART 3. RESEARCH ON MOTHER TONGUE INTERFERENCE IN LEARNING ENGLISH AS A FOREIGN LANGUAGE

This research provides insight into the effect of mother tongue interference in learning a foreign language. It also examines whether children have advantages or disadvantages because of their mother tongue while learning a foreign language.

3.1 Hypotheses

- They have difficulties in communication skills because of mother tongue interference
- They often use grammatical structures known from their mother tongue instead of using the correct grammatical structures of the target language
- Learners can memorize foreign words more easily if the language teacher explains their meaning to them in their mother tongue
- It is peculiar that learners cannot pronounce English words correctly

3.2 The process of the research

The research tool was a questionnaire, which was filled out anonymously by the research participants.

A questionnaire is a research instrument consisting of a series of questions for the purpose of gathering information from respondents. Questionnaires can be thought of as a kind of written interview. They can be carried out face to face, by telephone, computer or post.

Questionnaires provide a relatively cheap, quick and efficient way of obtaining large amounts of information from a large sample of people. Data can be collected relatively quickly because the researcher would not need to be present when the questionnaires were completed. This is useful for large populations when interviews would be impractical.

However, a problem with questionnaires is that respondents may lie due to social desirability. Most people want to present a positive image of themselves and so may lie or bend the truth to look good, e.g., pupils would exaggerate revision duration.

The participants of the research were 27 foreign language learners aged 14-15, 12 boys and 15 girls. These learners are 9th grade pupils from Transcarpathian secondary schools. Their native language is Hungarian and they learn English as a foreign language.

3.3 Findings

In the first half of the questionnaire (first three questions) personal data was collected about the learners. The participants were 27 learners of foreign language, 12 boys and 15 girls. They are aged 14-15 (9th graders) and learn English as a foreign language at school.

The first question intended to find out the gender of the participants. According to the answers, 44,4% (12 respondents) are boys and 55,6% (15 respondents) are girls.

In the second question, learners had to give their age. 37% (10) of them are 14, 63% (17) are 15 years old.

The third question intended to find out what is their mother tongue. 27 of them (100%) identify themselves as Hungarians.

In the fourth question, learners were asked what language do they learn at school as a foreign language. 26 participants (96,3 %) learn English, while only 1 participant (3,7%) answered English and Ukrainian. However, based on my pedagogical practice, which I completed at this school, all of the pupils, who attend Hungarian classes, learn English and Ukrainian as well, while those attending Ukrainian classes, learn English and Hungarian as a foreign language. According to these answers, we can support the fact that pupils in Transcarpathian (Hungarian-Ukrainian) surrounding consider the language that they cannot hear in everyday life to be a foreign language, in the given situation – English.

Fifth question was about to know what language does the language teacher uses to greet the group at the beginning of the lesson. 59,3 % (16) of respondents answered foreign language (English), 40,7 % (11) – mother tongue (Hungarian/Ukrainian).

In the sixth question they were asked in what language does the teacher give the instructions during the lesson (e.g. what task is next, how it should be done, etc.). The results were: 14,8 % (4) in foreign language, 29,6 % (8) – in their mother tongue and 55,6% (15) – the teacher uses the pupils mother tongue and the target language alternately.

In the seventh question we asked in what language does the teacher explain the grammar. This question was important in supporting the hypothesis that students often do not know how to use English grammar systems correctly, so they use the grammar system they know from their mother tongue when writing or speaking in the foreign language.13 of them (48,1%) chose mother tongue, 13 (48,1%) chose alternately and only 1 respondent (3,7%) – foreign language.

The eighth question examined in what language does the teacher explain the new words and expressions. 2 (7,4 %) respondents answered foreign language, 10 (37 %) Hungarian/ Ukrainian – their native language and 15 (55,6 %) answered that the teacher explains new words and expressions in native and target language alternately.

The ninth question was about to know what language does the language teacher use to greet the group at the end of the lesson. The answers were the following: 40,7 % (11) – Hungarian / Ukrainian, 59,3 % (16) – foreign language (English).

The tenth question focused on the assumption that it is easier to understand the grammar rules of a foreign language if the teacher explains it to pupils in their native language. The possible answers could be: yes, no, maybe. The results are shown in the next Diagram (3.3.1):
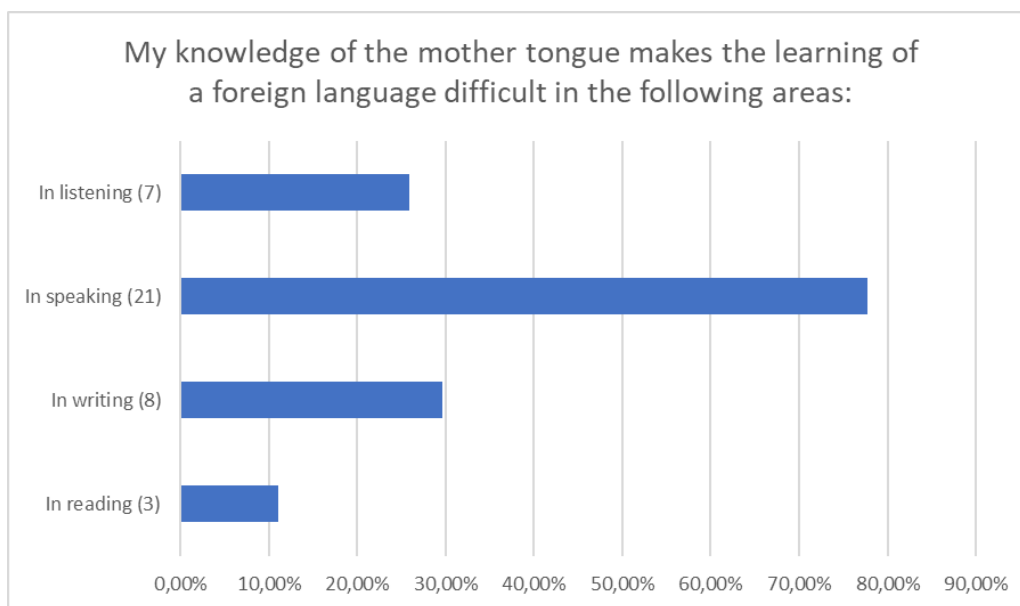
Diagram 3.3.1 Explanation of foreign language grammar rules in the native language

14, 8 %

85, 2 %
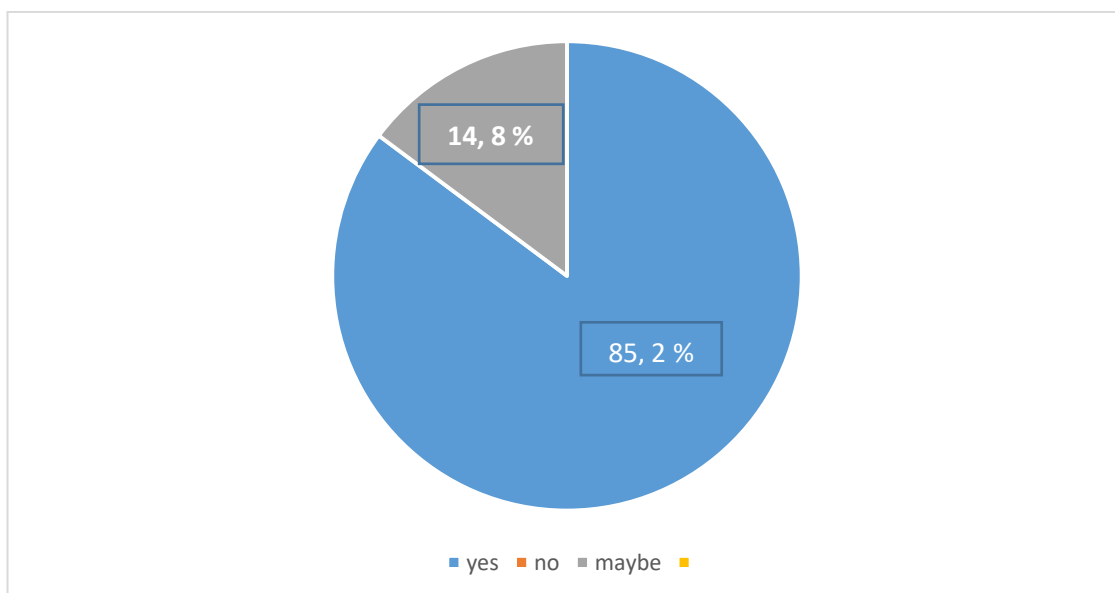
■ yes ■ no ■ maybe ■

The eleventh question investigated whether it is easier to learn / remember the meaning and correct use of foreign words if the teacher explains them in the students' native language. The possible answers were the following: yes, no, maybe. 1 respondent answered no (3,7 %), 2 respondents – maybe (7,4 %) and the other 24 respondents answered with yes (88,9 %).

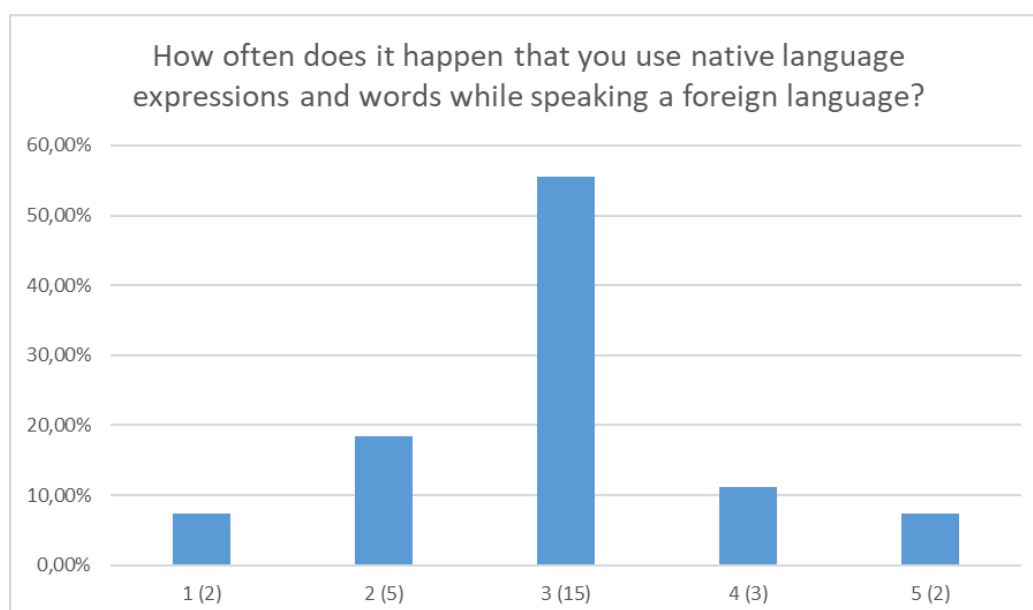The twelfth question examined in which area or areas does native language knowledge make the learning process of a foreign language more difficult. Based on the answers, most children have problems with speaking (77.8%), writing received the second most votes (29.6%), listening was the third (25.9%) and reading was chosen by only three (11, 1 %). The results are also indicated in Diagram 3.3.2.

Diagram 3.3.2 The effect of the mother tongue on certain areas of foreign language learning

My knowledge of the mother tongue makes the learning of a foreign language difficult in the following areas:

In listening (7)
In speaking (21)
In writing (8)
In reading (3)

0,00% 10,00% 20,00% 30,00% 40,00% 50,00% 60,00% 70,00% 80,00% 90,00%
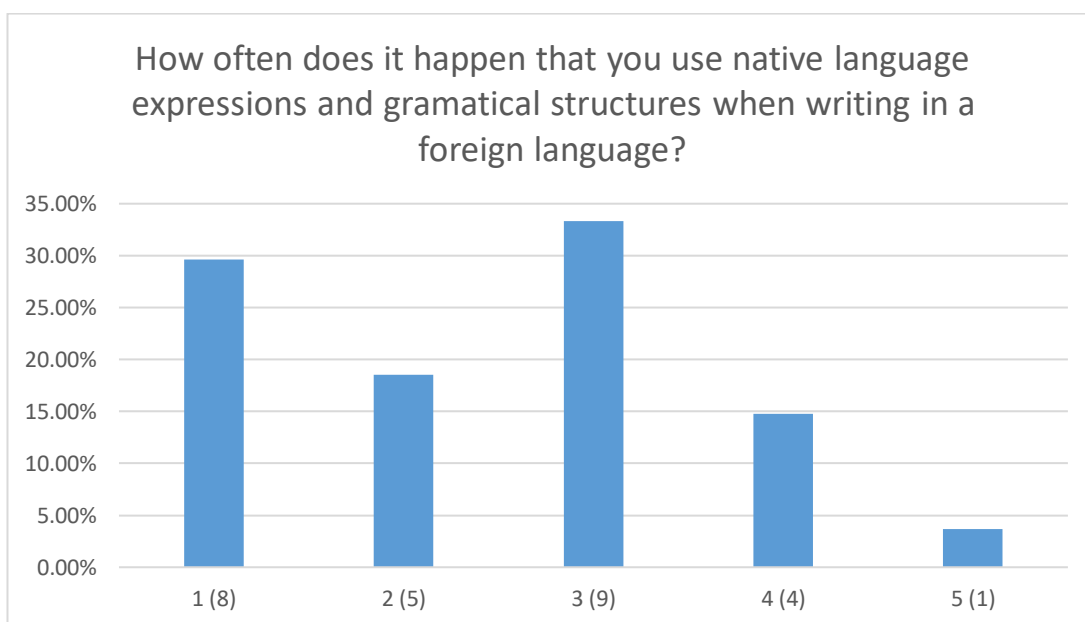
Thirteenth question was intended to find out how often it happens that native language expressions and words are used when pupils speak a foreign language. The respondents had to decide the frequency of the above-mentioned statement based on a scale. One means very rare and five means very common. The results are the following: 2 respondents (7,4 %) chose 1 – very rarely, 5 respondents (18,5 %) – 2, which means rarely, 15 respondents (55,6 %) – sometimes, 3 respondents (11,1 %) – often and only two respondents (7,4 %) consider that they use native language expressions very often when speaking English.

Diagram 3.3.3 Frequency of native language expressions while speaking/writing a foreign language

How often does it happen that you use native language expressions and words while speaking a foreign language?

60,00%
50,00%
40,00%
30,00%
20,00%
10,00%
0,00%

1 (2)   2 (5)   3 (15)   4 (3)   5 (2)

The fourteenth question sought the answer to the frequency of the usage of the native language's grammar when writing in foreign language. The respondents had to decide the frequency of the above-mentioned statement based on a scale. One means very rare and five means very common. The results are the following: 8 respondents (29,6 %) chose 1 – very rarely, 5 respondents (18,5 %) – 2, which means rarely, 9 respondents (33,3 %) – sometimes, 4 respondents (14,8 %) – often and only one respondent (3,7 %) consider that he uses native language expressions very often when writing in English.

Diagram 3.3.4 Frequency of the usage of the native language's grammar when writing in foreign language

Fifteenth question was intended to find the answer to how often it happens that the student does not know how to pronounce a word correctly in a foreign language. The participants were asked to indicate the frequency of the statement mentioned above using a scale, where one represented "very rare" and five represented "very common". The distribution of responses is as follows: 1 respondent (3.7%) selected 1 - indicating a very rare occurrence, 3 respondents (11,1 %) chose 2 - representing rare occurrences, 14 respondents (51,9 %) indicated "sometimes", 7 respondents (25,9 %) selected "often", and only two respondent (3,7 %) reported using native language expressions very frequently when writing in English.

Diagram 3.3.5 Foreign language speech problems due to the influence of the mother tongue
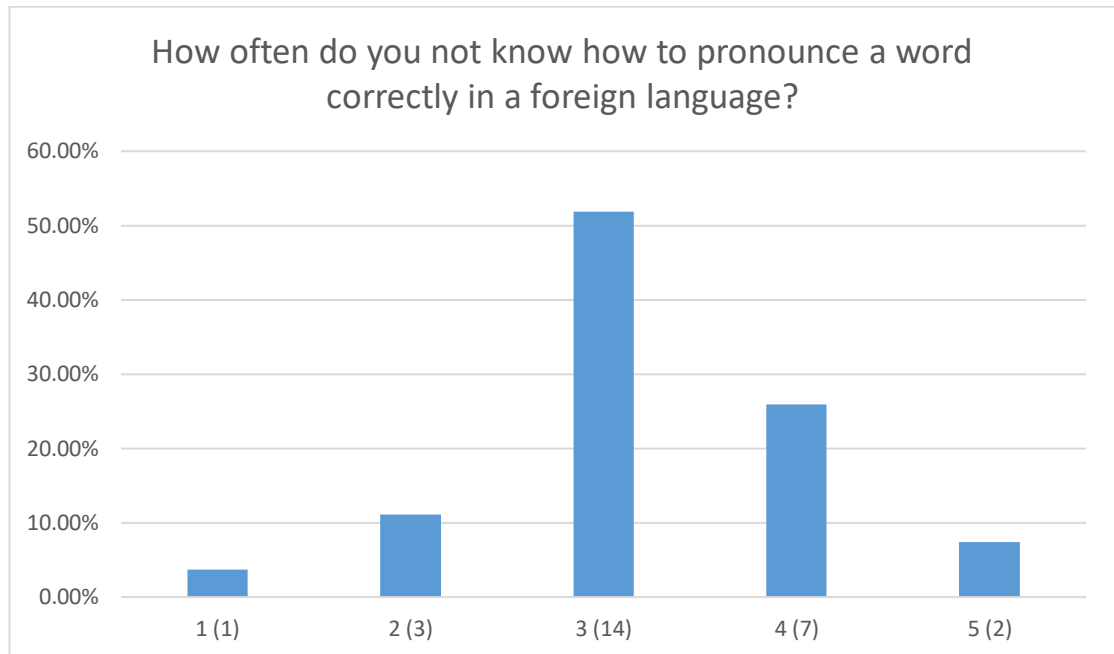

The last question looked for the answer to what problems the students might have when using the foreign language.

- I don't use the words in the right order in a sentence
- I can't think of a phrase in a foreign language, so I use a phrase known from the mother tongue in a mirror translation
- I don't always know how to spell/pronounce a word correctly

The respondents had the opportunity to enter as many additional comments as an answer to the question, but all 27 children chose from the few options listed. The same number of people marked the following statements: "I don't use the words in the right order in a sentence" and "I don't always know how to spell/pronounce a word correctly" – 13 respondents (48,1 %). and eighteen respondents consider the third statement to be true, according to which if they cannot think of an expression in English, they use a known expression from the Hungarian language in a mirror translation (66,7 %).

Diagram 3.3.6 Problems pupils have to face because of mother tongue interference during learning English as a foreign language
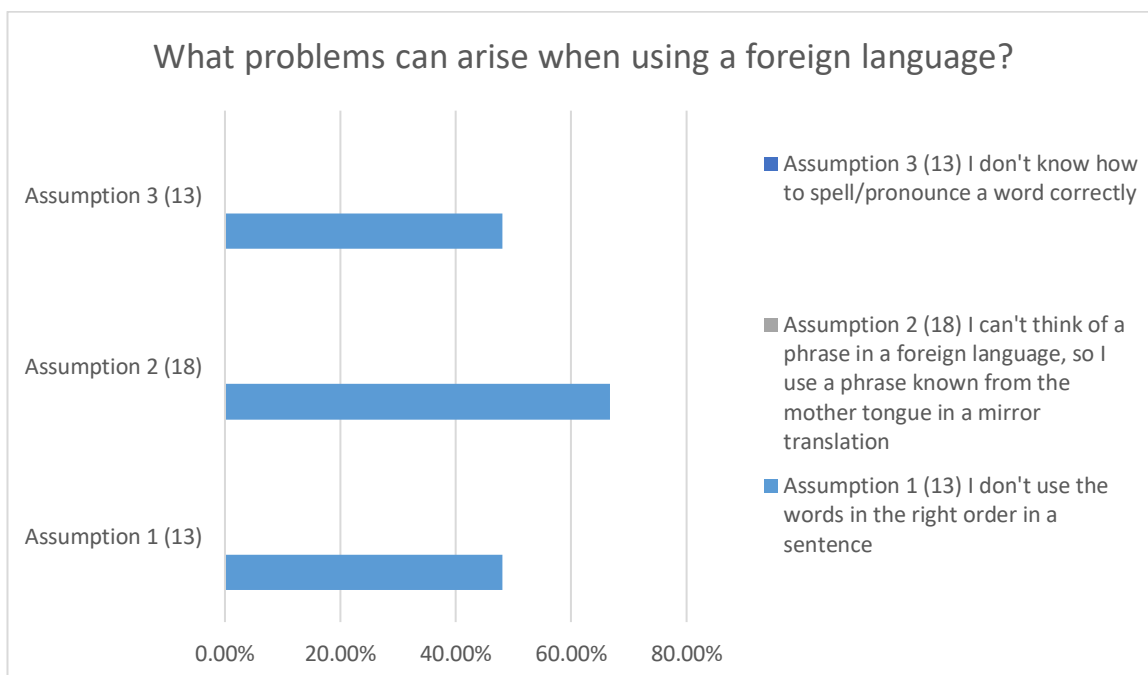
3.4 Consequences

The essence of the research was to find out what effect mother tongue interference has on foreign language learning. Since the literature review points out that the above-mentioned phenomenon can have both positive and negative effects, the aim of the questionnaire was to highlight these based on the answers we received.

Based on the results of the questionnaire, several consequences can be drawn regarding the effect of mother tongue interference on foreign language learning:

1. Grammar Instruction: The results suggest that explanations of grammar in the native language may be preferred by learners. A majority of respondents indicated that understanding grammar rules of a foreign language is easier when explained in their native language. This implies that providing grammar explanations in the mother tongue could help learners comprehend and internalize complex grammatical concepts more effectively.

2. Vocabulary Instruction: Similarly, the results indicate that learners find it easier to learn and remember the meaning and correct use of foreign words when they are explained in their native language. This suggests that incorporating translations or explanations in the mother tongue during vocabulary instruction could enhance learners' understanding and retention of new words and expressions.

3. Areas of Difficulty: The questionnaire revealed that learners experience challenges in various areas due to mother tongue interference. Speaking received the highest number of votes, followed by writing and listening. This implies that learners may struggle with producing accurate spoken language and may be influenced by their native language syntax and pronunciation patterns. Additionally, difficulties in writing may arise from applying mother tongue grammar structures and expressions in a foreign language context.

4. Frequency of Mother Tongue Interference: The responses regarding the frequency of using native language expressions while speaking and writing in a foreign language indicate that most learners experience occasional instances of mother tongue interference. However, a significant number of respondents reported rare occurrences or indicated that they rarely use native language expressions in their foreign language communication. This suggests that mother tongue interference may vary among individuals, and some learners are more successful in minimizing its impact.

5. Pronunciation Challenges: The results indicate that learners often face difficulties in pronouncing foreign words correctly. This suggests that pronunciation skills may be affected by mother tongue interference, leading to pronunciation errors or uncertainty when attempting to pronounce unfamiliar words in the foreign language.

6. Specific Problems in Language Use: The majority of respondents identified issues related to word order, using phrases from the mother tongue in a mirror translation, and difficulties in spelling/pronunciation. These specific problems highlight the influence of the mother tongue on various aspects of language use, including syntax, vocabulary selection, and pronunciation accuracy.

Based on the answers, it can be concluded that in many cases it is comfortable for the children if the teacher explains some things in their mother tongue (also) during the lessons, for example explaining grammar rules or the meanings of new words. At the same time, it can also be concluded that children have the most problems with speaking, as they often cannot think of a phrase in a foreign language, so they use a phrase they know from their mother tongue in a mirror translation. They can animate it, as it is explained from the foreign language, or they do not always know how to pronounce or describe a specific foreign word correctly.

During the research it was also revealed that it is indeed characteristic of students that they do not know how to pronounce or write a foreign word correctly. It can be assumed that this is also the case, since in the Hungarian language we write down the words as we hear them. It works the same way the other way around: we read what we see. However, the English language

has completely different syllables than Hungarian and it may be unusual for a child that a word does not have to be written or read out letter by letter, sound by sound, but is pronounced a little differently than what they are used to in the Hungarian language.

Derived from the research results obtained from the questionnaire, it is possible to provide some insights regarding the research hypotheses.

The first hypothesis suggested that learners have difficulties in communication skills due to mother tongue interference. The findings from the questionnaire support this hypothesis, as a significant number of respondents reported using native language expressions and words while speaking a foreign language. This indicates that mother tongue interference can affect communication skills by influencing language use and expression.

The second hypothesis proposed that learners often use grammatical structures from their mother tongue instead of using the correct structures of the target language. The questionnaire results confirm this hypothesis, with a considerable portion of respondents indicating that they use the native language's grammar when writing in a foreign language. This suggests that mother tongue interference can impact the use of appropriate grammatical structures in the target language.

The third hypothesis suggested that learners can memorize foreign words more easily if the language teacher explains their meaning in the learners' mother tongue. The research findings partly support this hypothesis, as the majority of respondents agreed that it is easier to learn and remember the meaning and correct use of foreign words when explained in their native language. However, further research may be needed to explore the effectiveness of different instructional approaches in enhancing vocabulary acquisition.

The fourth hypothesis stated that learners have difficulty pronouncing English words correctly. The results from the questionnaire validate this hypothesis, with a considerable number of respondents indicating that they frequently struggle with pronouncing foreign language words correctly. This highlights the potential influence of mother tongue interference on pronunciation skills and suggests the need for targeted pronunciation practice and support.

Looking to the future, further research could be carried out on the topic of mother tongue interference in foreign language learning:

1. Classroom Observations: Observe foreign language classrooms to investigate the instructional practices that contribute to or mitigate mother tongue interference. Analyze

how teachers' use of the native language impact learners' language production and comprehension.

2. Learner Strategies: Investigate the strategies employed by learners to overcome mother tongue interference. Explore the techniques learners use to minimize the negative effects of the native language on their foreign language learning, such as self-correction, conscious monitoring, or the use of metalinguistic awareness.

3. Language Pair Analysis: Compare and contrast the effects of mother tongue interference across different language pairs. Examine how learners from various mother tongue backgrounds experience interference when learning different target languages. This can shed light on the influence of specific language combinations and identify common challenges or patterns.

4. Teacher Beliefs and Practices: Explore the beliefs and practices of language teachers regarding the role of the native language in foreign language instruction. Investigate teachers' attitudes towards using the native language for explanation, translation, or clarification purposes, and examine how these beliefs and practices align with learners' preferences and outcomes.

5. Individual Differences: Investigation of the role of individual differences, such as language proficiency, language aptitude, or cognitive factors, in modulating the impact of mother tongue interference. Examine how individual learners' characteristics interact with their native language background to affect the extent and nature of interference.

6. Cross-Cultural Perspectives: Comparison of the influence of mother tongue interference in different cultural and educational contexts. Examine how learners from diverse cultural backgrounds and educational systems experience and cope with mother tongue interference, considering factors such as language policies, language attitudes, and educational approaches.

CONCLUSION

Interference is a phenomenon characteristic of an individual, however, it should be noted that with mass bilingualism, the same type of interference processes characterize the speech of many people, and, once established in idiolect language systems, they begin to influence as well as on the language competence of monolinguals, which leads to language changes.

Mother tongue interference is a common phenomenon in learning English, occurring when a learner's native language structure, vocabulary, or pronunciation influences their English language use. This influence can have both positive and negative effects on learning.

Negative effects of mother tongue interference include incorrect pronunciation, grammatical errors, and limited use of vocabulary. The sounds and stress patterns used in English may differ from those in the native language, leading to difficulties in accurate pronunciation. Additionally, grammatical structures and sentence construction may vary from the native language, resulting in confusion and errors.

Positive transfer can also occur, where knowledge and skills from the native language facilitate learning English. This can include similarities in vocabulary or grammatical structures that aid comprehension and production.

To minimize the negative effects of mother tongue interference, language learners should be aware of the differences between their native language and English and actively practice correct pronunciation, grammar, and vocabulary usage. Language teachers can provide targeted instruction and activities to address specific areas of interference and promote effective English language acquisition.

The first chapter of the thesis examines the theoretical aspects of mother tongue and foreign language learning, analyzing the role of the mother tongue in the process of learning English as a foreign language.

The second chapter explores interference in language learning, discussing different types of interference and the impact of native language interference on acquiring a foreign language. It reviews previous research conducted by prominent linguists in this area.

The last chapter presents a research study that investigates the advantages and disadvantages of mother tongue interference in foreign language learning. During the research, the hypotheses were reviewed and supported.

Overally, the thesis covers theoretical concepts related to mother tongue and foreign language learning, explores interference in language acquisition, and includes an empirical study on the effects of mother tongue interference.

The perspective of the research is to investigate specific areas of mother tongue interference: Focus on specific aspects of English language learning where mother tongue interference commonly occurs, such as pronunciation, grammar, vocabulary, or pragmatics. Conduct empirical studies to identify the specific challenges and patterns of interference in these areas.

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Резюме

Інтерференція є явищем, характерним для окремої людини, однак слід зазначити, що при масовому білінгвізмі однотипні інтерференційні процеси характерні для мовлення багатьох людей і, закріпившись в ідіолектних мовних системах, починають впливати як на мовна компетенція одномовних, що призводить до мовних змін.

Втручання рідної мови є поширеним явищем у вивченні англійської мови, яке виникає, коли структура, словниковий запас або вимова рідної мови учня впливають на використання ним англійської мови. Цей вплив може мати як позитивний, так і негативний вплив на навчання.

До негативних наслідків інтерференції рідної мови належать неправильна вимова, граматичні помилки та обмежене використання словникового запасу. Звуки та наголошення, які використовуються в англійській мові, можуть відрізнятися від звуків рідної мови, що призводить до труднощів у точній вимові. Крім того, граматичні структури та побудова речень можуть відрізнятися від рідної мови, що призводить до плутанини та помилок.

Також може мати місце позитивний трансфер, коли знання та навички рідної мови полегшують вивчення англійської. Це може включати схожість словникового запасу або граматичних структур, які допомагають розумінню та продукування.

Щоб мінімізувати негативні наслідки інтерференції рідної мови, ті, хто вивчає мову, повинні усвідомлювати відмінності між рідною та англійською мовами й активно практикувати правильну вимову, граматику та використання словникового запасу. Викладачі мови можуть надавати цілеспрямовані інструкції та вправи для подолання конкретних аспектів інтерференції та сприяти ефективному оволодінню англійською мовою.

У першому розділі роботи розглядаються теоретичні аспекти вивчення рідної та іноземної мов, аналізується роль рідної мови в процесі вивчення англійської мови як іноземної.

У другому розділі досліджується інтерференція у вивченні мови, обговорюються різні типи інтерференції та вплив інтерференції рідної мови на засвоєння іноземної мови. У ньому розглядаються попередні дослідження, проведені видатними лінгвістами в цій галузі.

В останньому розділі представлено дослідження, яке вивчає переваги та недоліки інтерференції рідної мови у вивченні іноземної мови. Під час дослідження гіпотези були розглянуті та підтверджені.

Загалом, дисертація охоплює теоретичні концепції, пов'язані з рідною мовою та вивченням іноземних мов, досліджує інтерференцію у вивченні мови, а також включає емпіричне дослідження ефектів інтерференції рідної мови.

Перспектива дослідження полягає у вивченні конкретних сфер інтерференції рідної мови: Зосередитися на конкретних аспектах вивчення англійської мови, де найчастіше трапляється інтерференція рідної мови, таких як вимова, граматика, словниковий запас або прагматика. Проведіть емпіричні дослідження, щоб визначити конкретні проблеми та закономірності інтерференції в цих сферах.

APPENDIX

Dear respondent!

I am Gréta Izsák, a IV-year English major student at II. Ferenc Rákóczi Transcarpathian Hungarian College and for my bachelor's thesis I am conducting a research that assesses the interference of the mother tongue on learning a foreign language.

The questionnaire is anonymous and thank you in advance for filling it out!

1) Your gender:
   - Female
   - Male

2) Your age:

   _____

3) Your mother tongue:
   - Hungarian
   - Ukrainian
   - Other: _____

4) What foreign language do you learn at school?
   - English
   - German
   - Other: _____

5) When your foreign language teacher enters the classroom, in what language does he greet the group?
   - Hungarian / Ukrainian
   - Foreign language

6) In what language does the teacher give the instructions? (e.g. what task is next, how it should be done, etc.)
   - Hungarian / Ukrainian
   - Foreign language
   - Alternately

7) In what language does the teacher explain the grammar?
   - Hungarian / Ukrainian
   - Foreign language
   - Alternately

8) In what language does the teacher explain the new words and expressions?

- Hungarian / Ukrainian
- Foreign language
- Alternately

9) In what language does the teacher say goodbye at the end of the lesson?

- Hungarian / Ukrainian
- Foreign language

10) Is it easier to understand the grammar rules of a foreign language if the teacher explains it in your native language?

- Yes
- No
- Maybe

11) Is it easier to learn / memorize the meaning and correct use of foreign words if the teacher explains them in your native language?

- Yes
- No
- Maybe

12) My knowledge of the mother tongue makes the learning process of a foreign language difficult in the following area/areas:

Multiple answers can be marked!

- In reading
- In writing
- In speaking
- In listening

13) How often does it happen that you use native language expressions and words while speaking a foreign language? You can evaluate your answer with points, between 1-5.

1 – almost never, 5 – very often.

14) How often does it happen that you use native language expressions and grammatical structures when writing in a foreign language? You can evaluate your answer with points, between 1-5.

1 – almost never, 5 – very often.

15) How often does it happen that you do not know how to pronounce a word correctly in foreign language?

1 – almost never, 5 – very often.

16) What problems can arise when using a foreign language? Multiple answers can be marked!

- I don't use words in the right order in a sentence
- I can't think of a phrase in a foreign language, so I use a phrase known from the mother tongue in a mirror translation
- I don't always know how to spell/pronounce a word correctly
- Other: _____

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