

ЗАТВЕРДЖЕНО
Вченою радою ЗУІ
Протокол № „3” від „27” квітня 2021 р.
Ф-КДМ-2

Закарпатський угорський інститут ім. Ференца Ракоці II
Кафедра філології

Реєстраційний № _____

Кваліфікаційна робота
РІДНА МОВА ЯК ПОЗИТИВНИЙ ФАКТОР ВИВЧЕННЯ АНГЛІЙСЬКОЇ ЯК
ІНОЗЕМНОЇ
ГОПАК ВІКТОРІЇ ПАТРІЦІЇ ЛЕВЕНТІВНИ

Студентки IV -го курсу
Освітня програма
014 Середня освіта (англійська мова і література)
Ступінь вищої освіти: бакалавр

Тема затверджена Вченою радою ЗУІ

Протокол № / 202_ року

Науковий керівник: **Гнатик Каталін Бейлівна**
д-р філософії

Завідувач кафедрою **Берегсасі Аніко Ференцівна**
д-р габілітований, доцент
професор кафедри філології

Робота захищена на оцінку _____, «___» _____ 202_ року

Протокол № _____ / 202_

ЗАТВЕРДЖЕНО
Вченою радою ЗУІ
Протокол № „3” від „27” квітня 2021 р.
Ф-КДМ-2

Закарпатський угорський інститут ім. Ференца Ракоці II

Кафедра філології

Кваліфікаційна робота

**РІДНА МОВА ЯК ПОЗИТИВНИЙ ФАКТОР ВИВЧЕННЯ АНГЛІЙСЬКОЇ ЯК
ІНОЗЕМНОЇ**

Ступінь вищої освіти: бакалавр

Виконала: студентка IV-го курсу

Гопак В. П. Л.

Освітня програма

014 Середня освіта (англійська мова і література)

Науковий керівник: Гнатик К. Б.

доктор філософії

Рецензент: Лехнер Ілона Густавівна

доктор філософії

**Берегове
2023**

ЗАТВЕРДЖЕНО

Вченою радою ЗУІ

Протокол № „3” від „27” квітня 2021 р.

Ф-КДМ-2

Ferenc Rákóczi II Transcarpathian Hungarian College of Higher Education

Department of Philology

NATIVE LANGUAGE AS A POSITIVE FACTOR IN EFL LEARNING

Bachelor's Thesis

Presented by: Victoria Patricia Hapak

a 4th year student

Professional Education program:

014 Secondary education (English language and literature)

Thesis supervisor: Katalin Hnatik, PhD

Second reader: Ilona Lechner, PhD

Beregszász – 2023

ЗМІСТ

ВСТУП	6
ЧАСТИНА 1. Теоретичний огляд засвоєння рідної мови	8
1.1. Визначення рідної мови	8
1.2. Різниця між засвоєнням рідної мови та вивченням іноземних мов	13
1.3. Характеристика засвоєння рідної мови.....	15
1.4.Перемикання кодів	17
ЧАСТИНА 2. Вплив засвоєння рідної мови на вивчення іноземних мов	20
2.1. Позитивний та негативний вплив рідної мови на вивчення іноземних мов	20
2.2. Позитивний роль рідної мови в класі англійської мови, як іноземної мови	25
ЧАСТИНА 3. Дослідження використання англійської мови в угорськомовних класах	28
3.1. Гіпотези	28
3.2. Процес дослідження	28
3.3. Висновки	28
3.4. Наслідки	32
ВИСНОВОК	34
СПИСОК ВИКОРИСТАНИХ ДЖЕРЕЛ	36
РЕЗЮМЕ	39
ДОДАТОК	41

CONTENTS

INTRODUCTION	6
PART 1. THE THEORETICAL OVERVIEW OF NATIVE LANGUAGE ACQUISITION	8
1.1. Definitions of the native language	8
1.2. Difference between native language acquisition and foreign language learning.....	13
1.3. The characteristics of native language acquisition.....	15
1.4. Code-switching.....	17
PART 2. THE EFFECTS OF NATIVE LANGUAGE ACQUISITION ON FOREIGN LANGUAGE LEARNING	20
2.1. The positive and negative impacts of native language on foreign language learning	20
2.2. The positive role of native language in EFL Classroom.....	25
PART 3. RESEARCH ON THE USE OF ENGLISH LANGUAGE IN HUNGARIAN-SPEAKING CLASSES	28
3.1. Hypotheses	28
3.2. The process of the research	28
3.3. Findings.....	28
3.4. Consequences	32
CONCLUSION	34
REFERENCES	36
SUMMARY	39
APPENDIX	41

INTRODUCTION

Everyone who begins to learn a foreign language takes the first steps, conscious or unconscious, in childhood or adulthood; masters one or more languages, etc. First of all, to master the language, it's important to have natural, innate qualities that need to be developed. Specialists use the term language ability, and often use the term language aptitude as a synonym. In English literature, the term language aptitude is used, the equivalent of which, in our opinion, is the term language ability. "Linguistic ability includes the following abilities: to imitate and distinguish the sounds of a new language, to recognize different grammatical functions of words in a sentence, to memorize, to draw conclusions based on rules. Language ability does not take into account intelligence, motivation, interests. This interpretation is linguodidactically directed and demonstrates specific manifestations of language ability in appropriate actions. In the psycholinguistic aspect, O. Leontiev (Leontiev, 1981) interprets language ability as part of the speech mechanism, O. Zalevskaya (Zalevskaya, 2019) as a "device" designed to process the relevant processes. M. Orap uses the term speech ability and substantiates the opinion that it covers two functions "ability (psychophysiological component) and readiness (psychological component)". Speech ability is a psychophysiological feature and at the same time "an element of the internal substructure of the system of speech experience of the individual." (Grzega, 2005, p. 44-64)

The relevance of this topic lies in the importance and need to learn a foreign language, especially for educators, as well as to find ways to improve the use and learning of the language.

Analysis of recent research and publications. According to some linguists' works, the psycholinguistic aspect of mastering a foreign language has been studied in numerous studies. the context of language acquisition and its formation in bilinguals; G. Andreu, F. Vlachos, E. Andreou (Andreu, Vlachos & Andreou, 2005): factors influencing the study of a second language. Investigate individual differences in the study of a second language, K. Steinhauer (Steinhauer, 2006).

The subject of the thesis: theoretical concepts of native language and foreign language.

The object of the thesis: the main characteristics of native language acquisition use in foreign language learning.

The main purpose of the thesis is to give a theoretical overview of native language acquisition effects and investigate foreign language learning by using it.

The main tasks are:

- give a description of a native language
- provide a description of the foreign language;

- determine the main problems of mastering a foreign language;
- analyze the difference between native language acquisition and foreign language learning;
- investigate the aspects of native language acquisition on foreign language learning

The theoretical value of the study is to gather information about effects of native language acquisition on foreign language learning, differences between them, to get insight into characteristics of foreign language learning.

The practical value of this thesis to present some tools of using native language in EFL classroom.

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.

The scientific novelty of the thesis lies in the prospects of studying a foreign language using the positive factor of native language.

A large number of linguists has investigated the given topic, such as: Krashen, Patkowski, Okuda, who searched the native language acquisition effects on foreign language learning. Some of them expressed positive, however some of them expressed negative impacts of native language on foreign language learning.

The current thesis consists of Introduction, Part 1, Part 2, Part 3 and Conclusion.

Part 1 aims to explain the importance of the language acquisition and its effects on Foreign Language Learning (FLL). It also analyzes the definition and the development of the native language. Gives detailed perspective of characteristics and code-switching.

The Part 2 focuses on the native language use in EFL Classrooms. This part related to the positive effects of native language on foreign language learning.

Part 3 of the thesis is research work, where the importance of the native language in EFL learning was analyzed with the help of twenty-five students and questionnaires.

PART 1. THE THEORETICAL OVERVIEW OF NATIVE LANGUAGE ACQUISITION

In the first part of the year paper provides an insight into the theoretical part of learning the native language. This section focuses on definition, characteristics of native language acquisition. It also gives an overview of differences between native language acquisition and foreign language learning, code-switching.

1.1. Definitions of the native language

Learning the native language does not make sense to children what is happening. They do not receive formal education. They will simply be able to understand human speech. They also begin to communicate with their parents, siblings, and the community as well. (Darko, 2016, p. 9)

Language learning begins at an early age. It officially begins when the child first says a word out of his mouth. Above all, we can already assume that signs of communication can be discovered in them when they are only a few months old. Boysson Bardies says babies already notice and react to it when they hear their name. This observation supports that infants are much more advanced than expected, with excellent perception of sounds.

Research by Broca and Care Wernicke revealed that there are two parts in the brain: one is responsible for understanding language and the other for using and learning language. The right hemisphere of the brain begins to develop much sooner than the left, which is why babies begin to react to sounds sooner than to speak. This supports the fact that people are developing language acquisition at an extraordinary pace. The right and left hemispheres of the brain are developing a similar tone; however, it is different from the early years of development rhythm of the two hemispheres apart. The acquisition of the native language is characterized by the baby noticing the intonation of the language as soon as possible. This means that before taking up the language sounds rather than words begin to format. (Johnston Da Cruz, 2015, p. 13-14)

The first words spoken by children that are learned and mastered from infancy by adults appear in all forms of their daily speech, such as proper nouns, common nouns, pronouns, verbs, adjectives, adverbs, prepositions. But there are exceptions. Smaller parts of speech that are containing lesser semantic and phonological significance, such as articles, conjunctions, and auxiliary verbs. There is virtually no support for the suggestion that adult speech parts are ideal and indispensable for children who are just learning their first language. Children learn to use communication conventions to regulate or control the social interactions that adults achieve. Some educators have categorized children's first words into different categories, which seem reasonable, yet are not enough to treat them as real categories. The most famous scheme (Nelson, 1973) includes the following:

- General nominals: orange, hat
- Specific nominals: Dad, Ann
- Action words: read, run
- Personal-social words: Thank you
- Modifiers: hot, dry
- Functors: and, in (M. Perez-Pereira, G. Conti-Ramsden, 2013)

The definition of their native language (mother tongue) is not a problem for most people. We don't even think about what criteria we have to meet when it comes to our native language. This topic has become extremely popular in Scandinavia. Many classify ethnic groups as minorities based on their mother tongue. The best-known expectations regarding the mother tongue are:

- the language in which we shape our thoughts
- the language we dream of
- the language we are counting on

The native language is a language that one identifies. You have a definition of socio-psychology, the language through which you master the norms of your own group during socialization. The native language allows us to define the cultural traditions of our group. As a result, individual identity is diminished. The process of socialization is symbolized by language, so language itself is a symbol for groups. It is therefore a symbolic act. (Gogolin, 2012)

Language acquisition is an activity that helps people in the process of learning and understanding the language, helps to develop communication skills. By language acquisition we mean the native language that begins in infancy and examines how one learns one's mother tongue.

During the acquisition of the native language, all children, except those with health problems, are born to be endowed with all the abilities that contribute to the acquisition of the language. For actual learning, the child needs to interact and communicate with the people around him, which is probably the family because it can develop through it. Learning a language involves several things: facial expressions, gestures, body language. In our childhood, the family plays the most important role in language acquisition. As a child's ability to communicate grows, the more he or she dissociates himself or herself from close people, thereby increasing his or her language experience and becoming more independent. Language acquisition is the result of physical and social interactions. If a child speaks a language, the process of acquisition takes place through linguistic homogeneity in most cases. The child experiences a variety of things, such as dialects, social variations, or just everyday life. Children who know more than one language have a much

smaller number of differences or discrepancies. As a result, monolingual children find it easier to expand their language in their own environment. And multilingual children experience these things differently. The languages they have mastered in the immediate environments are very different from language learning in larger areas. Linguistic minorities use their heritage language more often in the upbringing of children than in rewarding, slandering, and warning.

The rejection of the behaviorist position associated with language learning showed further interest in children's language learning. Over the past thirty years, researchers have expanded their research in areas such as developmental psychology, sociology, and anthropology. Linguistic education was conducted with the aim of observing how children learn languages because this task is not easy. We have many difficulties in understanding and speaking the language. Researchers have focused on many areas of language acquisition, while developmental psychologists have focused on the child and their learning abilities. New brain research studies have presented us with broader concepts about understanding and developing children's language. As language is the most important factor in communication, research by sociologists and anthropologists studying the environment has determined the linguistic development of the social context.

The child's early language development has generally been separated into two distinct categories:

1. Psycholinguistic. The acquisition of language structure. Such analysis does not cover what is understood, only what is produced.
2. Functional/socio-linguistic. 'Learning how to mean', both linguistically and socially.

In the time before coherent speech develops, the child passes through a sequence of four stable stages:

1. 'cooing'
2. babbling
3. holophrastic (one word) (12-18 months)
4. two word (18-24 months)

Child language has been described as falling into seven functional categories by Halliday:

1. instrumental
2. regulatory
3. interactional
4. personal
5. heuristic (enabling a person to discover or learn sth for themselves)

6. imaginative
7. informative

At each stage of the child's language development, there are certain typical features of his environment that are of developmental significance:

- 'caretaker talk'/'motherese'
- siblings/parents/other family
- TV/radio
- friends

These stimuli are not all equal. Kremar et al (2007) found that children under 22 months learn less from watching TV as from one-to-one interaction with adults. This suggests that modified input is critical for the child's language acquisition.

However, it is not all bad news for TV. Caspo-Sweet (1997) found that 9-16 year-olds viewing Sesame Street learnt significantly more than the control group.

Cognitive Development

Cognition can be thought of as the sum of the following parts:

- Perception
- Memory
- Reasoning
- Reflection
- Insight

There is wide disagreement over how language is learned and how the environment influences this process. Three central positions can be identified:

1. Behaviourist
2. Innatist
3. Interactionist

1. The Behaviourist Position

(Origin: Thorndike & Skinner, drawn from Pavlov)

By viewing language learning in this way, two educational principles are yielded:

1. Group alike things together and exclude others
2. Reward desirable connections and punish undesirables

A behaviourist thus seeks to foster conditioned reflexes and habit formation.

Applied to language development, on the face of it all babies learn in this way – they receive encouragement from their parents for successful utterances. This is the behaviourist view of native language acquisition.

However, normal children from many different backgrounds and with considerable difference in their exposure to language all develop exceptional knowledge of the syntactic structure of language. This ability (not knowledge per se) develops in spite of many children growing up with poor exposure to language, for example from mothers who over-simplify their talk (what Chomsky calls the ‘poverty of the stimulus’). Children of all backgrounds become able to generate impressive, creative and accurately structured language from a very early stage.

The Innatist Position

Chomsky’s answer to this question, was that all humans possess a certain biological faculty in the brain which allows them to generate language. This is known as generative grammar or universal grammar (UG). He believed that all languages share certain fundamental properties, allowing children to become fluent irrespective of their mother tongue.

It is innate because it cannot be learned from language that is heard. For example, the past tense -ed form:

1. The child learns irregular forms (took, went) lexically
2. He then learns the -ed rule for the regular past tense
3. For a time, he over-applies the rule, saying tak-ed and go-ed, despite never having actually heard it

The biological nature of the innatist position is strongly linked to the notion of a Critical Period Hypothesis (CPH), which posits that children are unable to learn a second language to proficiency after the onset of puberty.

The shortcoming in Chomsky’s theory is that he did not address the issue of the environment in which the child grows up. He simply described it as lacking sufficient substance – the ‘poverty of the stimulus’.

However, recent studies of ‘motherese’, far from showing it to be lacking in linguistic substance, show it to be:

- simple
- without much hesitation etc.
- consistently grammatical

A further phenomenon that innatism does not account for is the high levels of communicative competence, appropriate to their own social circumstances, that the child achieves from very early on. For example, understanding situations in which a ‘good-bye’ is required, even with a gesture or verbal approximation.

Such ‘learnt behaviour’ suggests that the behaviourist position may have been right after all!

Not quite. The problem with the behaviourists was that their reasoning was too simple: stimulus-response. There was no accounting for cognitive or mental process.

What about the higher processes in learning?

3. The Interactionist Position

This takes us into the realms of cognitive psychology, most associated with Piaget, Bruner and Vygotsky. The central viewpoint is that learning is constructive. The following describes some key differences between this and the behaviourist position

- Interactionist: learning builds on current or past knowledge.
- Behaviourist: learning is the accumulation of facts and the development of skills

The child, from birth, is engaged in constructing personal meaning.

- Interactionist: the focus is squarely on the learner himself
- Behaviourist: the teacher is at the centre

1.2. Differences between native language acquisition and foreign language learning

If we consider the example of Ukrainian as a second language or Ukrainian as a foreign language, the monitoring of research over the past 27 years gives grounds to claim that the terms of learning Ukrainian as a foreign (or second) and learning Ukrainian as a foreign (or second) use 99% as absolute synonyms. And although the authors do not terminologically distinguish between the studied concepts, in their research they analyze different, in our opinion, the processes of study and assimilation. Which does not contribute to the standardization and development of further research in this area. Taking into account the views of S. Krashen (Krashen, 1981) and the development of the field of second language acquisition in world science, paying special attention to psycholinguistic differences in the processes of language acquisition and study, we consider it necessary to distinguish between studied terminological units in Ukrainian science. It is also natural that when it comes to the Ukrainian language as a second (although in practice the third, fourth, etc.) it is more appropriate to talk about its acquisition, but when it comes to the Ukrainian language as a foreign language, it is worth talking about its study. (Okuda, & Anderson, 2017)

Studies on language acquisition or child language, in a very strict manner, began at the tip of the nineteenth century, i.e., about over 100 years ago, and people who dole out these studies were mostly parents observing the language development in their children and maintain “diaries” of their utterances. additionally, language is taken into account by many psychologists as a very important mode of behavior and that they feel that “ the study of the method whereby children learn to talk and understand language holds the key to several fundamental problems of

behavior” (Carrol, 1961, p. 331).The acquisition of language by children has also attracted the eye of linguists and psychologists who have made great contribution to the sphere. Fortunately, a awfully large body of literature is found on language acquisition or child Language right from the amount of “parental diaries” to the current time. Parental diaries also are referred to as “baby biographies”. Baby biographies were more generally on everything from motor development to musical awareness”. (Mehawesh M., 2014)

With the development of multilingualism and multiculturalism as defining features of society in the XXI century, the concept of multilingual (multilingual) acquisition (Multilanguage Acquisition) was also formed. Scholars offer different models of such learning, the most common of which is the Extended Competition Model - an extended model of competition, which emphasizes the constant competition (rivalry) between different options, which is the basis of language production and practice. At the same time, this model assumes that “the study of the second (understand - the next) language must always take into account the laws.

It is essential for the teachers to help learners become effective listeners. The teacher should use all the time the same phrases and structures to refer to the listening materials. For example:

- Introducing the topic: We´ll be listening to a part, and then complete a worksheet.
- Making prediction: "Who knows something about this topic?"
- Revision of listening skills: "Remember last lesson we learnt about..."
- Prepare to listen
- After listening: "We´ll hear it again, but first finish..." (Макрадіна, 1995, с. 26-30)

Language acquisition in the context of bilingualism or multilingualism is the interaction of such factors as language transfer, typological differences and interaction of languages, social conditions of second language spread, age (language acquisition), level of mental development, motivation, learning environment, language influence (language exposure). (Troyna, 1993)

The emergence of a new concept (Multilanguage Acquisition) further indicates the need to distinguish between the two concepts of learning and learning in relation to foreign or other languages and, accordingly, to use two terms with corresponding meanings. This aspect of standardization will help to unify all other terms that relate in more detail to the processes of language acquisition in different ways.

Investigating the process of "birth" of a second or foreign language, the term intermediate language (English equivalents - interlanguage, approximate system, transitional competence, learner language) deserves attention. A generalized interpretation of an intermediate language as “a language that differs from both the native language and the one being studied; intermediate

language is produced by a person by borrowing samples from the native language, expanding samples by analogy, expressing meanings with the help of known words and grammar ", to a greater extent reflects the linguodidactic approach.

As for the psycholinguistic, O. Zalevska (Zalevska, 2019) objectively notes that the intermediate language is "a dynamic functional system, which is a manifestation of many internal and external factors in typical situations; such a system is formed as a result of a kind of processing of speech and cognitive experience in the second language based on what is already known from the native language, as well as in the interaction of the already existing picture of the world formed on the basis of the first language. (McGuinness, 2004)

Thus, the difference between using and learning a foreign language is significant and necessary. There are many questions that arise from the study, you need to improve ways to consolidate a foreign language so that there are no problems with its use.

1.3.The characteristics of native language acquisition

The concept of native language is traditionally considered in the context of synchronously and / or diachronically heterogeneous language environment. Depending on the moment of inclusion of the individual in such environment are defined: native language, better known language. The connotation of the word language by the adjective native is the result of assessing the specialization of the functions of 2 (rarely more) languages for members of one team (society), which mostly leads to mass diglossia as a result of unequal status of two (or more) languages. always individual and consists of circumstances of the same status of languages. In other words, the problem of the native language is usually tied to a certain language situation, and therefore, it is considered as a territorially localized problem. Differences in the existing definitions of the concept of native language are essentially insignificant and in each case cover two presuppositions:

- 1) everyone has a native language;
- 2) a person acquires a native language in the process of socialization, that is, in the process of adaptation to life in human society.

Until the XX century (at least in Europe) the role of civilization and masculinity in human socialization was balanced by the role of national culture in this process. Specifically, the constant dominance of national culture ensured the progress of mankind. Under such conditions, the attribution of the communicative function of language to the main function implicitly presupposed / included its inculturating role in human socialization. It is no coincidence that all

the diversity of socialization is often identified with the process of individual appropriation of the culture of a particular society. (Grzega, Joachim, 2005, p. 44-64)

It seems appropriate to recall the opinion of O. Potebny that it is through language that the mentality of the people as the bearer of a certain culture is formed. Under the pressure of scientific and technological progress, the general urbanization of life, the development of global economic ties, mass migration, as well as sharp population growth in Europe during the XX century. There is a catastrophic alienation of peoples from their national cultures.

This causes the Global process of denationalization, which in the XIX century. predicted by the French philosopher G. De Bon. (Johansson, Angst, Beer, Martin, Rebeck, Sibilleau, 2000, p. 261)

In view of arguments, can be proposed the following definition: Native language is the language of the culture in the context of which a child (person) is brought up. There is a native culture - there is a native language. There is no native culture - there is no native language, but there is a language of communication. The language of communication is really meant to be understood within the limits of practical needs.

Thus, the communicative function is important for her. The language of communication can acquire the status of a native language only if its bearer also becomes a bearer of the culture that this language serves. The new understanding of the native language includes two presuppositions:

1. Not everyone has a native language, even in a monolingual environment (linguistic).
2. The mother tongue can be acquired, lost, changed or even never had in accordance with the acquisition, loss or change of the native culture, as well as due to non-integration into any culture. In other words, the definition of the concept of native language qualifier has the character of a dynamic category. The given definition of the term native language seems to be especially relevant for post-colonial Ukraine, where the processes of alienation of the people from the national language and culture are quite noticeable (and they are still not slowed down). This approach opens the prospect of acquiring both native culture and native language to everyone who was able to realize this need in adulthood, as well as to guide the educational process of the younger generation, including the fact that the child's mother tongue and first language was Russian. (Patkowski, 1991, p. 735-738)

On the other hand, instilling the idea of the duality of native culture and language can to some extent prevent the denationalization of native speakers of Ukrainian culture and language, which occurs under the pressure of the inferiority complex in the Russian-speaking denationalized environment.

Language acquisition is that the method whereby children acquire their native languages. All humans (without exceptional physical or mental disabilities) have an innate capability to amass language. Children may acquire one or more native languages. as an example, children who grow up in an environment during which only English is spoken and heard will acquire only English as their tongue. However, children who become old in an environment during which both German and English are spoken and heard equally will acquire both German and English as their first languages. Acquisition occurs passively and unconsciously through implicit learning. In other words, children don't need explicit instruction to seek out out their first languages but rather seem to only “pick up” language within the identical way they learn to roll over, crawl, and walk. Language acquisition in children just seems to happen.

The ability to segment words from continuous speech is another important step in language development and, specifically, in early word learning. Because there are not any acoustic cues that signal the beginnings and ends of words in continuous speech, segmentation of words in natural speech requires knowledge of the phonotactic properties of familiar word forms. it's been hypothesized that infants learn to segment words in speech by tracking the predictability of syllables within words and across word boundaries.. Bosch, Figueras, Teixidó, and Ramon-Casas (2013) examined the word segmentation abilities of infants exposed to Spanish and Catalan. All participating children (monolingual and bilingual) were fi rst exposed to and familiarized with orally presented sen-tences that contained target pseudo-words comprising sounds and sound sequences that were legitimate in Spanish or in Catalan. After the familiarization phase, they were then exposed to orally presented test words, a number of which that they had|they'd} heard during the familiarization phase and a few of which they had not. All language groups (bilingual and monolingual) could segment the familiar words from continuous speech by 6 months old although they exhibited more advanced segmentation abilities at 8 months. (Horst, Torkildsen, 2019)

1.4. Code-switching

Code-switching develops cognitive flexibility, a skill that is crucial for successful literacy learning because it forces students to consider their own language in both formal and informal contexts. Students are given metacognitive skills and the cognitive flexibility to use such skills in everyday practice when they are taught to deliberately reflect on the various dialects they use and to select the best language form for a given context. The youngster will select the local tongue, which is typically informal English if they have local friends and family. The student learns to

use the appropriate formal language in talks at school, on standardized examinations, in analytical essays, and in the workplace. (Wheeler, R. S., 2008)

People in monolingual society could view code-switching and code-mixing as being incredibly strange. However, it is unavoidable to observe that in bilingual and/or multilingual societies, people frequently transition between and mix their languages. According to Grosjean (1982), code-switching and code-mapping among speakers is quite widespread in multilingual populations. Bilinguals frequently give this explanation when asked about the causes of code-switching and code-mixing: they lack proficiency in one language when discussing a certain subject. Children who are bilingual may switch codes inside and between utterances depending on a variety of circumstances, including pragmatic, sociolinguistic, priming effects, etc., and not always as a result of their parents' frequent code-switching or relative lack of fluency in both languages. Code-switching is frequently employed as a communication tactic to convey linguistic and social information, claims Grosjean (1982). He adds that code-switching is a very effective communication tool in addition to satisfying a temporary linguistic requirement (1982). Code switching, according to Auer (2000), also plays a significant role in the continual negotiation of ground in bilingual contact. In addition, code swapping is not arbitrary or meaningless, according to Greene and Walker (2004). It has a purpose, a role, facets, and traits. It serves as a language tool and demonstrates that the participants are aware of other communicative rules. According to researchers who support code-switching and code-mixing, the main reason why bilinguals switch and mix their languages is not a lack of language proficiency but rather an effort to make their speech more meaningful and easily understood. Despite the benefits of code-switching and code-mixing, it is nevertheless important to look at the more particular causes and motives for these bilingual phenomena. Code-switching and code-mixing are influenced by a number of elements, including grammatical, lexical, and social aspects. The most important of these influences on why bilinguals switch and mix their languages would be sociocultural circumstances. According to Arnfast and Jorgensen (2003), code-switching develops into a sociolinguistic phenomenon. Additionally, Fishman (2000) discovers that elements such as participation, situation, or topic—i.e., those that are external to the speaker—determine the language choice among bilingual speakers. When specific conditions are present, the speakers will speak one language; but, if those conditions change, they may switch to one of the other languages. (Kim. E., 2006).

According to some linguists code switching is a linguistic term that refers to the use of multiple languages or dialects in a conversation. Code switching can be distinguished from other linguistic contact phenomena such as loan translation (*calc*), borrowing, pidgins and creoles,

transmission or interference. According to Myres and Scotton (1993), the most common definition of code switching is: Using two language variants in the same conversation. Code switching can be distinguished from other linguistic contact phenomena such as loan translation (calc), borrowing, pidgins and creoles, transmission or interference.

According to Myres and Scotton (1993), the most common definition of code switching is:

Using two language variants in the same conversation. Code switching can be distinguished from other linguistic contact phenomena such as loan translation (calc), borrowing, pidgins and creoles, transmission or interference. In this context, he states that not only contextual factors influence chord selection, but also factors such as social identity and educational background influence speaker chord selection. Inter-sentence code changes or code changes occur when a bilingual speaker uses multiple languages in a single utterance beyond the sentence level to adequately convey intent. This choice of language or code in communities where bilingualism or multilingualism is the norm needs to be analyzed in the context in which the speech is produced. Ahmad (2009) also states that code mixing, also called intracentential code switching or intracentential code switching, occurs when speakers use two or more languages below the sentence level in social situations. It turns out that the patterns of code switching are different from each other. From several different processes such as 'insertion', 'modification', 'joint lexicalization'. In communities where bilingualism or multilingualism is the norm, it has been suggested that language or code choice should be analyzed in the context in which speech is produced. Arifin (2011) states that following he should consider three situational factors.

- 1) Relationships between speakers.
- 2) Decide where the conversation will take place and
- 3) the topic under discussion.

From the definitions above, code switching is more likely to occur in bilingual or multilingual speakers. Code switching must be done in one conversation. In other words, there are situations where the speaker intentionally changes the chord in use, ie switches from one chord to another. (Harya, T. D., 2018).

PART 2. THE EFFECTS OF NATIVE LANGUAGE ACQUISITION ON FOREIGN LANGUAGE LEARNING

The second part of this thesis explains the positive and negative impacts of FLL. It also provides an insight in the use of native language in EFL Classroom. Moreover, this part emphasizes the importance of using the native language in EFL Classroom.

2.1. The positive and negative impacts of native language learning

It is obvious that the provisions of the concept of multilingualism are taken into account in the modern domestic methodology of teaching foreign languages.

The authors of the concept (B. Hufayzen, G. Neuner) draw attention to three aspects that are especially important for the didactics of teaching the second and subsequent foreign languages. First, it is necessary to deepen language knowledge and develop language consciousness. This means a link to existing knowledge of the language (s) and experience of using the language (s) (available language skills). Language knowledge and experience are acquired during the study of the native language, during the study of the first foreign language they deepen, and during the study of the second and subsequent foreign languages are involved in the learning process and develop.

Secondly, there is an urgent need to develop a conscious attitude to the process of learning and mastering foreign languages. This indicates a close connection with the existing experience of language learning (teaching methods) and experience of language learning (features of the learning process and learning strategies). Third, more attention should be paid to familiarity with socio-cultural aspects when learning a new foreign language. This, in turn, means expanding background knowledge about other cultures and worlds by comparing information and ideas about the culture and way of life of a third foreign language (L4) with the world of the second (L3), first foreign (L2) and native (L1) language and culture. Phenomena such as interference and transfer play an important role in this area, especially if the second and third foreign languages belong to similar cultures. An important role in teaching a second foreign language is played by the analysis of commonalities and differences of known languages, attention to the peculiarities of form and word formation, drawing parallels at the level of vocabulary, grammar, syntax.

This comparison is very useful for understanding the peculiarities of each language and should become an integral part of learning a second foreign language at the level of linguistic phenomena. (Juel, 2016)

After all, the linguistic experience of students who are bilingual (Ukrainian, Russian) in the Ukrainian context and studied the first foreign language (mostly English) allows not only to identify common and distinctive features, but also to transfer the acquired knowledge to other languages. We should also agree with L. Sazhko that "in the process of mastering both the second and more foreign languages, a separate competence for each language is not formed every time, but is improved, enriched already acquired foreign language communicative competence."

Therefore, when learning a second foreign language there is a solid foundation that allows you to increase knowledge, develop already formed skills. In addition, the learning experience is also valuable, because the study of the native, Ukrainian language, and then English formed its own style of learning, allowed to develop a certain logic of work on the language, which should also be used in teaching. When developing didactic and methodological principles of teaching the second and subsequent foreign languages, the differences of the languages studied at different levels of the language system should be taken into account. In previous studies, they were considered as a cause of interference, which, in turn, was considered undesirable.

Therefore, methodists insisted that language systems should be studied separately from each other. The didactics of multilingualism is based on the fact that there is a language ability inherent in all people, which is enhanced and developed through the study of other foreign languages, and in this case an important role is given to transfer. Therefore, it is important to find out the mechanisms and identify areas where the acquired language and foreign language knowledge and experience could be applied to the study of subsequent foreign languages. (Clopper C., Pierrehumbert J., Tamati T., 2019)

Experienced foreign language teachers are well-aware of the fact that the already acquired knowledge of the mother tongue can make a kind of problems for their learners in their process of learning of foreign languages. The impact of the mother tongue on performances in other languages is inevitable, and teachers should be able to anticipate the characteristic difficulties resulting from this impact. Every individual creates his / her own language system in the process of controlled learning of languages. This language system is called 'interlanguage' and results from mutual impacts of at least two languages (the mother tongue and the target language). This 'interlanguage' is very dynamic, it is constantly developing with the simultaneous process of the development of a learner's language and communicative abilities, skills and experience. The 'interlanguage' differs from the really existing particular language – it includes not only correct forms of the target language but also incorrect forms not existing in the

target language system. Another interesting feature of 'interlanguage' is that it is quite systematic – even the elements which are not in accordance with the norm of the target language are still systematically structuralized. That is why the analysis of 'interlanguage' can be expected to support potential clarifications of the process of language learning. And if teachers of foreign languages are aware of this dynamic phenomenon, their ways of language teaching can be positively impacted.

The aim of teaching any language is to form pupils attentive to the actual language and to ascertain their knowledge of that language. Since this sort of wording could appear rather vague, Chomsky's terminology and conceptions utilized in Radford et al. (2009, pp. 2 - 3) seem convenient for the aim of our considerations and presentation: "Chomsky identifies knowing a language with having a mentally represented grammar. This grammar constitutes the speaker's competence therein language, and during this view, the key to knowing what it means to grasp a language is to understand the character of such a grammar." Talking about grammar, Radford et al. (2009, p. 6) come to the conclusion that "a grammar of a language comprises (at least) four components: a lexicon, a syntactic component, a phonological component and a logical component." Radford et al. (2009, p. 6) persist to return up with a awfully interesting idea, which seems even more interesting in reference to our considerations about positive transfers and potential ways of using these positive transfers: "Suppose grammars are produced for a spread of languages by specifying the components introduced above. Naturally, we might expect these grammars to exhibit certain differences, but we'd also discover that they need some properties in common. If these properties appear in grammars for a large range of languages, standard scientific practice leads us to hypothesize that they're common to the grammars of all natural languages, and this implies that an extra goal for the linguist is that the development of a theory of Universal Grammar.

Undoubtedly, the positive influence of already learned languages on the study of the next foreign language. But in this context, we should not forget that the available linguistic potential can also have a negative impact on the acquisition of further languages. As L. Tsvyak rightly notes, interference can cover all aspects of language (at the level of vocabulary, grammar, phonetics, syntax), but not to the same extent. It depends on several factors: how similar the known languages are to the new foreign language, whether they are related; how formed is the foreign language communicative competence in each of the known languages, because the underdeveloped competence in the first foreign language in the study of the second is rather an obstacle.

The starting point in the field of deepening and expanding language knowledge is the question of what phenomena, elements and structures of the first, second and subsequent foreign languages, as well as the native language should be involved in the educational process to build so-called "transfer bridges".

In the process of creating such transfer bridges, a significant role is played primarily by aspects of linguistic and typological affinity of languages, and in the field of vocabulary - the intensity of interaction between languages. If these two indicators are very high, as, for example, between English and German, then on the basis of similar or identical phenomena in two languages, students quickly learn to establish transitions between languages, which further help them not only adequately perceive language phenomena, recognize them in new languages at the reception level, but also use them productively. It is clear that the use of transfer phenomena in the study of second and subsequent foreign languages is most actively developed at the level of perception and understanding of what is read and heard. For the productive use of acquired skills there is a need to discuss similar elements, structures and phenomena, their further conscious assimilation through exercises, memorization and more. If the second stage is ignored, there are inevitably cases of interference, ie errors that are based on the transfer of elements of one language to another. (Gibbons, 2003)

The positive experience gained in the methodology of teaching foreign languages, including the provisions of didactics of multilingualism, in the practice of teaching a second foreign language in school education are almost not used. Usually the study of the second foreign language begins, so to speak, "from scratch", although most terms and concepts, individual language phenomena are known and understood, and students already have experience in language learning. Under such conditions, especially taking into account the fact that the study of a second language takes less hours, it is extremely difficult to achieve high results.(Стоцький, 1983).

Therefore, S. Nikolaeva's initiative to develop the Concept of Intercultural Foreign Language Education is appropriate and timely, as well as O. Paliy's opinion on the need to consider the issue of teacher training in the specialty "teacher of a second foreign language." It is noted that the need for high-quality training could ensure effective learning of a second foreign language.

Thus, we considered the positive and negative effects of using a second foreign language. It should be noted that each language has certain problems of its study and consolidation, so it is necessary to improve the level of teacher training and implement certain educational reforms, of

course, to gain modern experience on the example of many countries. (Calderón, Sánchez, 2011).

Characteristics of native language acquisition:

- it is an instinct. It is practically true, it starts from the day of birth, it develops in its own way, but this requires the linguistic effects of the environment for the child to learn that language.
- it happens very quickly. The time required to learn the native language is quite short, and most children start speaking their first language when they are two years old. Very short compared to the time of learning the languages learned later.
- very complete. The quality of learning the native language is much better than learning a foreign language selected later. We can't forget our native language, although if we don't use it for a long time, we may forget a few words.
- does not require instruction. People think that for mothers or caregivers, it is important for children to be able to learn their first language. Their instructions are not necessary, but paying attention to children has been shown to have psychological benefits.

There is a so-called "water separator" that separates the acquisition of the native and foreign language.

The ability to learn a foreign language at the native language level decreases quite during puberty. There are 2 reasons for this:

- ❖ At the beginning of puberty, a process takes place - lateralization of the brain (fixation of various functions in areas of the brain) that can lead to inflexibility.
- ❖ During puberty, hormonal changes take place in the body (we become physically mature). From now on, our brains no longer have the ability to learn a language as easily as in childhood. (Acquisition, L. (n.d.), 2016)

Detailed research over the past 25 years has shown that children are able to distinguish between two structurally and functionally different languages. They go through the same developmental process and gain the same grammatical knowledge as those who speak one language. From this it can be concluded that human language ability and multilingualism are a gift. This is why it is clear that a person who speaks more than one language is indistinguishable in quality from a monolingual and multilingual developing entity. (Haznedar, Gavruseva, 2015)

2.2. The positive role of native language in EFL Classroom

In language pedagogy, teachers' views of using learners' native language in teaching foreign language are another interaction. Teachers, instructors, educators and university professors know, whether or not they prefer it or not, language learners indirectly and unconsciously make use of their own language while learning a language. It had been stated that a toddler is cognizant of his bilinguality (Fisiak, 1981). He also mentioned, while learning a language, language learners freely switch from one language into another freely, which was named "natural translation", i.e., translation which is usually done by people without acting on translation. Based upon what the opposite studies have worked on native language use, it had been clear that from the earliest stages of bilingualism, the 2 languages are combined, during which the 2 languages supplement one another. Hence, ignoring natural language interferences in EFL process is nearly impossible. Teachers were inspired to use learners' tongue in their language classrooms to form it more dynamic, help learners feel a way of security and also confirm their experiences (Schweers, 1999). While some ELT educators may confirm the role of native language as a vital manner to test if the scholars comprehend materials, another teachers may totally ignore the employment of learners' own language in their language classes. Making use of learners' native language in language pedagogy is a difficulty most language teachers have a view, but some often, these viewpoints aren't in an exceedingly line of getting advantage of native language. (Karimian, Shasla, 2015, p. 64)

English has a great reach and influence, and English is taught all over the world. In countries where English is not usually the mother tongue, there are two different models of teaching English: educational programs for students who want to move to English-speaking countries, and other programs for students who do not intend to move but want to understand English content. For the purposes of education, entertainment, employment or international business. The differences between the two models of English teaching grew over time, and the teachers focused on each model used different terminology, received different training, and formed separate professional associations. English is also taught as a second language for recent immigrants to English-speaking countries, which faces some challenges because students in the same class can speak many different native languages. (Meskill C., Mossop J., 1997).

The EFL classroom essentially means that the language of teachers plays an important role and has an impact on students' ability to communicate and its development. Then higher the language proficiency of the teacher, then better the results for the students.

EFL, English as a Foreign Language, indicates the teaching of English in a non-English speaking region. Tuition can take place in the student's home country, as part of a regular school

curriculum, or otherwise, for more privileged minorities, in the Anglophone country they visit as a kind of educational tourist, especially just before or after graduation. TEFL is teaching English as a foreign language; note that such briefings can be conducted in any country, English or not. Typically, EFLs learn either to take exams as a necessary part of a person's education, or for promotion when working in an organization or business with an international focus.

EFL can be part of a public school curriculum in countries where English does not have a special status (what linguistic theorist Bry Kachru calls "expanding countries"); it can also be supplemented by privately paid lessons. EFL teachers generally believe that students are literate in their native language.

Researchers, observers who have dealt with language learners, have observed that not all inputs have the same effect on students. The only place where most foreign language learners are exposed to language learning can be found in the classroom. Like the first language, EFL teachers use short, simple, grammatically correct sentences and ample vocabulary. They continue their speech by taking into account the feedback of students learning a foreign language. If they see that the students do not understand the material, they repeat it, rephrase it so that the curriculum is clear and understandable to the students.

Interaction is the key to communication. By this we mean discussing what we get, how we can work together to achieve our goals. Interaction is the combined effect of thoughts, feelings, and ideas.

Between two or more people resulting in a reciprocal effect on each other. Theories of communicative competence emphasize the importance of interaction. As Rodney H. Jones (2006) puts it: "Through interaction, students can increase their language store as they listen to or read authentic linguistic material, or even the output of their fellow students in discussions, students can use all they possess of the language – all they have learned or casually absorbed in real-life exchange. Even at an elementary stage, they learn in this way to exploit the elasticity of language" (p,269-299). And from the very beginning of language study, classroom should be interactive. "Interaction and interactive language constitutes a major role in EFL teaching, because a teachers' interactive language can keep an interaction going on smoothly in EFL classroom." (Rod Ellis & Gary Barkhuizen, 2005, p, 165-227)

The Makere report in 1961 further reinforced the thought of using nothing but English in the classroom. The report came up with five basic tenets, which are called into question, but which were taken because the „truth“, at the time. They are:

1. That English should be taught during a monolingual classroom.
2. The perfect teacher should be a native English speaker.

3. The sooner English is taught the higher.
4. The more English employed in the classroom during lessons, the better.
5. If other languages are used, English standards will drop. (Miles, 2004)

Despite the number of studies administrated everywhere the planet on the L1 use within the second language and FL classrooms, to our greatest knowledge, the amount of studies investigating this issue. indicates that especially English people teachers who work for the state high schools of the Ministry of National Education don't seem to be expected to use the foreign language efficiently enough; therefore, their use of the L1 in their courses is inevitable. The teachers' inefficiency in the FL results from the ineffective use of the FL during their education processes within the Teacher Training Institutions. there are four reasons for the candidate teachers to not use FL in their lessons. These are:

- course content or the practice of teaching
 - not having a collaborative or an encouraging classroom atmosphere (anxiety level of the teachers increased in such atmospheres)
 - not being proficient enough in vocabulary and pronunciation
 - not having some standard norms on the utilization of the FL within the lessons.
- (Solhi, 2011)

PART 3. RESEARCH ON THE USE OF ENGLISH LANGUAGE IN HUNGARIAN-SPEAKING CLASSES

This research provides an insight into the use of the native language by students and teachers in English lessons in primary and in technical schools. It also examines the positive effects of code switching, shows the differences of the level of learning English between primary and technical schools. Gives an insight into the positive effects of the native language in foreign language learning.

3. 1. Hypotheses:

- the teacher helps students with an explanation in two languages
- students often use code-switching during everyday life
- using native language has positive effects on foreign language learning

3.2. The process of the research

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 is a quick and easy way to collect information and it allows gathering information from a large audience. It is easy to analyze, we got results quickly, the respondent is more open as the questionnaire is done anonymously. However, this tool has some disadvantages, such as the possibility of low response rates, the unconscious responses or the accessibility issues, skipped questions. (Willis, G. B., 2004).

The questionnaire was used to examine the course of the English lesson, which language is preferred by the teacher and the students, to illustrate the experiences of students and compares primary schools and technical schools, and to examine the frequency of use of code-switching and its positive effects.

The participants of the research were 25 students who are 14-16 years old from secondary education, 14 males and 11 female. These students are from technical school of Tatabánya, Hungary. Their native language is Hungarian and they learn English as a foreign language, 95 percent of respondents have been learning English for more than 5 years.

3.3. Findings

In the first half of the questionnaire collected data about students. The participants were 25 students, from them 14 males and 11 females. All of the participants are from the 9th grade. All applicants are currently studying at the Bánki Donát Technical School of Tatabánya.

The first question intended to find out how old are the participants and asked about their gender.

According to the diagram the 60% of the participants are males. The 72% of them are 15 years old, 16% - 16 years old, 8% - 14 years old, and the rest are 17.

The second question examined the frequency of English lessons, the result of which is shown in the diagram below 3.3.2.. 89,7% of students have English three-four times a week, 5,1 % more than 4 times, 5,1 % only 1-2 times a week, these are good proportions.

In the third question, students had to answer the question of what type of primary school did they attend.

The results shows that most of the students studied in conventional school, while the 8% of them studied in bilingual school for eight years.

The fourth question examines how long the students had been studying English. The results shows that 100% of the respondents had been studying English for more than 5 years.

The fifth question examines whether the students encountered the English language before the age of 6. The results show that the 64% of them encountered the English language before the primary school.

In the sixth question students were asked if they use the English language often, beside the school. The 72% of them answered with yes.

The seventh question examined as to what they would answer if someone on the street asked them if they spoke English.

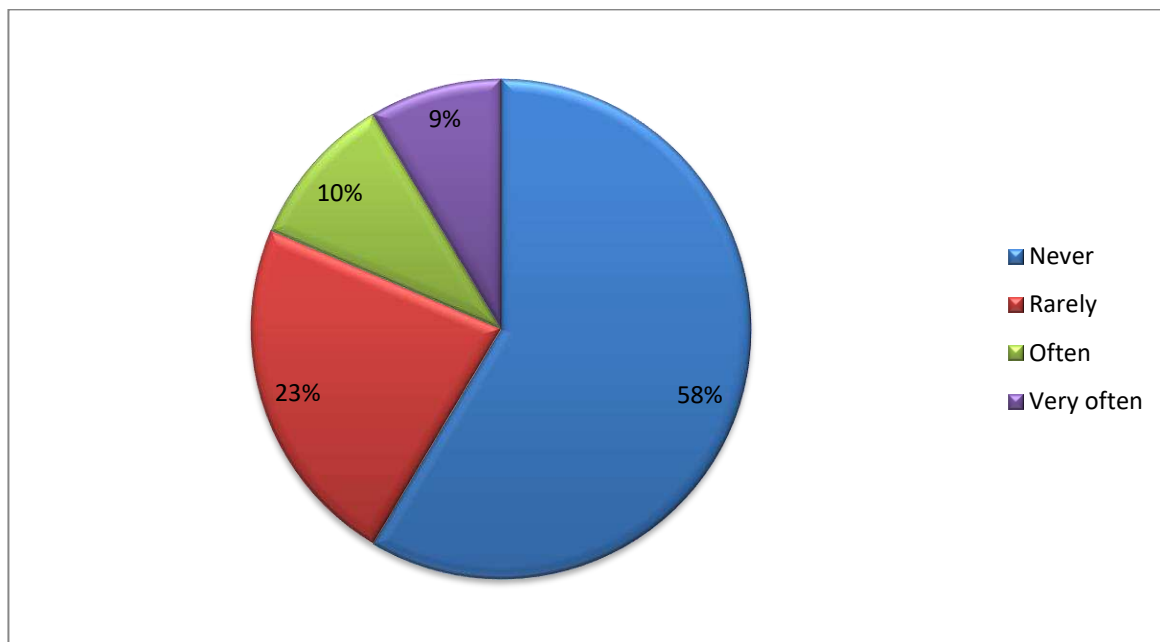
The eighth question examined how important students think it is to learn English. They had to rate it from one to five. 1 - not at all, 5 - completely.

The ninth question compared the difficulty of English lessons in elementary schools and technical schools. 1 - I find it much more difficult, 5 - not difficult at all. The results are shown in the diagram below.

The tenth question asked the participants to indicate how many times a week they had English lessons in elementary school. The results showed that 44% of the respondents had an English lesson four times a week, 28% three times a week, 8% twice, and the rest once a week or not at all.

The eleventh question related to the code-switching. Here, the students were asked to identify the frequency of using code-switching during everyday life, but not in school. (Code-switching or language alternation occurs when a speaker alternates between two or more languages, or language varieties, in the context of a single conversation or situation). The results are illustrated in the diagram below. (Diagram 3.3.1.)

Diagram 3.3.1: Frequency of using code-switching



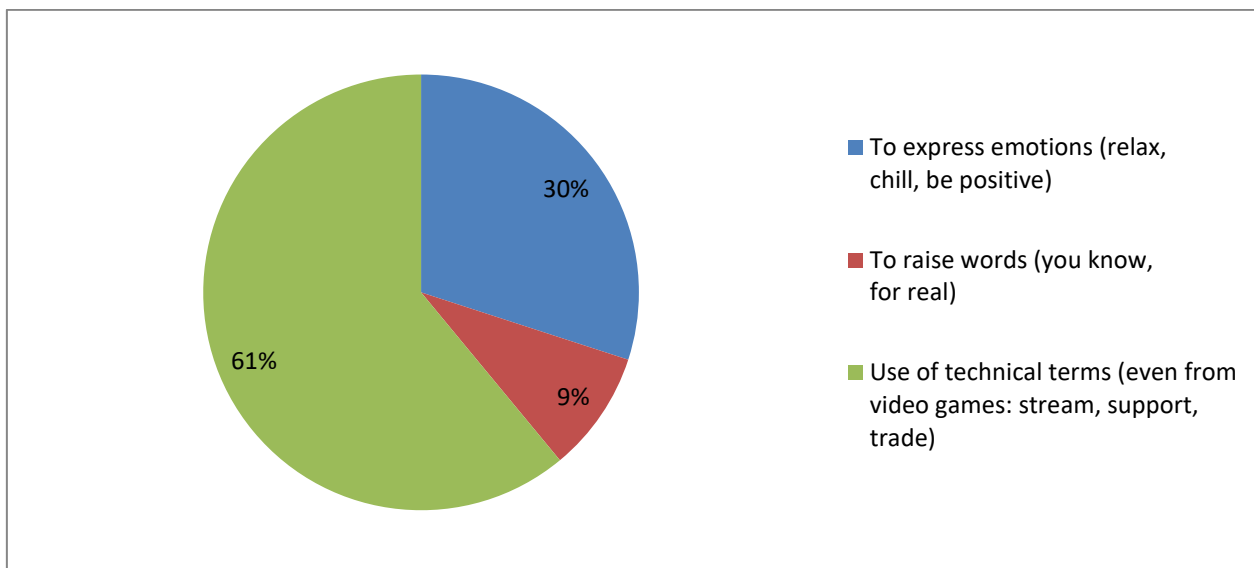
The twelfth asked the students how acceptable they think code switching is. 40 percent of respondents find code switching completely acceptable. 28% of the respondents declare it neutral, another 28% find it acceptable in some cases, and 4% of the participants do not find it acceptable.

The thirteenth question asked how often code switching occurs during English lessons. As expected, 76% of participants say it happens often. This supports the suggestion that code-switching has a positive effect on learning, as children can more easily express their thoughts and improve their speaking skills. Based on the answers, it also turns out that according to the other teachers, code switching is also important, since it is often used in classes.

The fourteenth question gave insight into whether there are things that the respondents can express better in English than in Hungarian. Based on the answers, 84% of the respondents answered yes.

The fifteenth question examined in which cases the participants use code-switching. Here I gave several answer options, and they could also give their own answer. The results are shown in the Diagram 3.3.2.

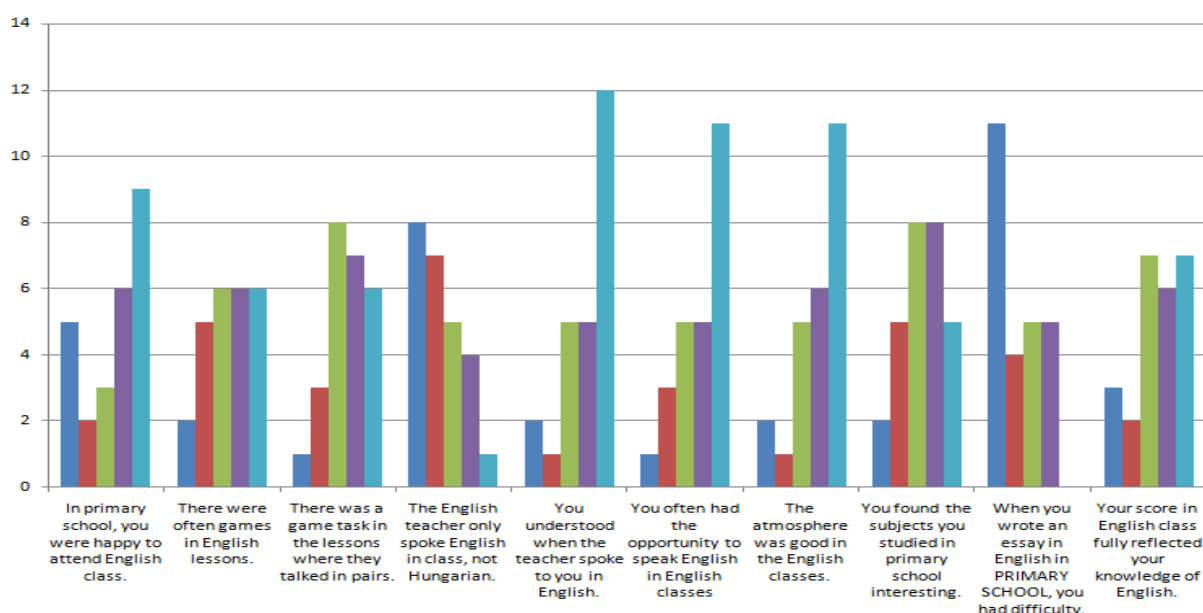
Diagram 3.3.2. Cases for individual code-switching



The sixteenth question asked the students for their personal opinions about the influence of code switching on the Hungarian language. According to 56% of the participants, it makes it more colorful, according to 28% it has no effect, and according to 16% it worsens the quality of the language.

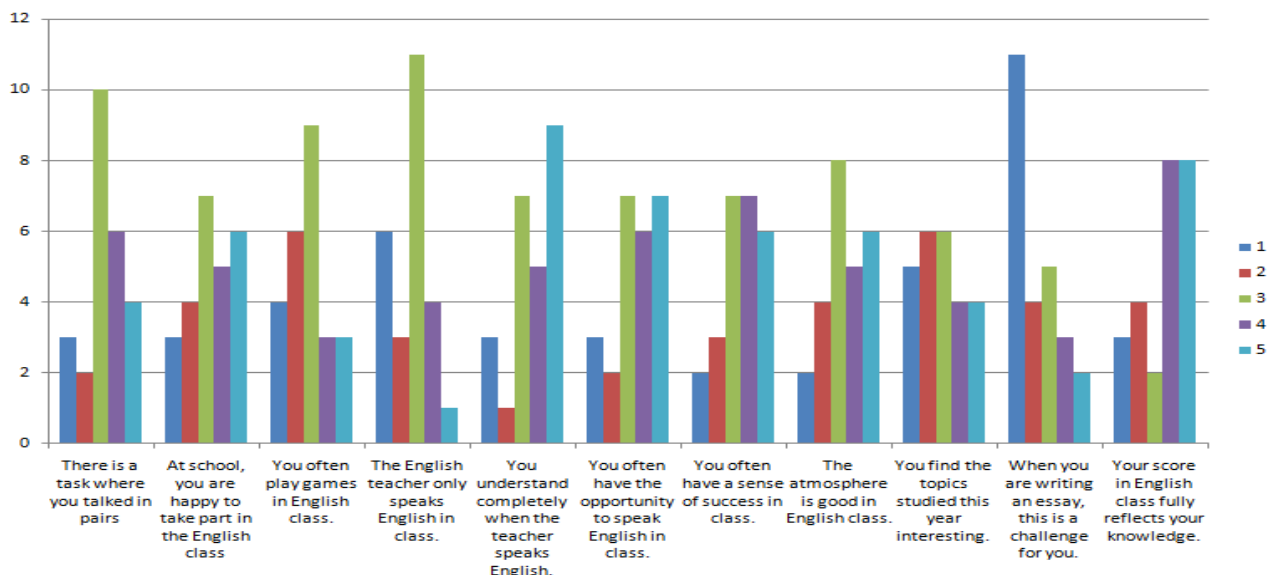
The seventeenth question, asked the students to rate the following statements about the English lessons in their primary school from one to five. 1 – not true at all, 5 – completely true. The results can be seen in Diagram 3.3.3.

Diagram 3.3.3. English lessons in primary school



The eighteenth question asked the students to rate the following statements about the English lessons in their current school (Tatabánya Vocational Training Center Bánki Donát - Péch Antal Technikum) from one to five. 1 – not true at all, 5 – completely true. The results are shown in the Diagram 3.3.4.

Diagram 3.3.4. English lessons in technical school



The nineteenth question examined the students' opinions on which assessment method they think would best demonstrate their English language skills. Eighty percent of the respondents wrote that they prefer the oral evaluation method, twenty percent of participants voted for the written tasks.

The last question asked the students to describe what they would supplement the English lessons with. In the majority of the answers, it can be seen that the students want more speech-focused tasks in English classes, they would prefer to practice everyday speaking situations. This accounts for 76% of the responses. The data also include listening to several audio materials and watching English movies as responses. This is definitely supported by the fact that all students want to improve their speaking.

3.4. Consequences

The results of the questionnaire show that the use of the native language is very important for students in foreign language classroom.

The final result of the questionnaire also confirms that students take the challenges much more effectively in class, much easier to solve the task if the instructions are passed in both languages. Most also need to use their native language during the code-switching. When children

code switch, they use all their languages to express themselves as fully as they can. Code switching helps them develop their communication and language skills and learn more.

Applying oral assignments in class increases students' confidence in language use and helps them practice code-switching.

Based on the answers received in the questionnaire, the first hypothesis, that is, that the teacher helps the students by explaining the material in two languages, and that code-switching often occurs in class, supports the hypothesis. The teacher also considers code switching to be a positive effect, otherwise she would not use it in lessons.

The second hypothesis stated that students often use code-switching in their everyday life outside of school. This statement is true, since students use code switching in this case as well, for example when using technical words, perhaps while playing video games, to emphasize words, and to express emotions.

The last hypothesis, i.e. the positive effect of the use of the native language, is confirmed by the fact that based on the students' answers, they are best able to show their knowledge of English orally, supporting the fact that the introduction of code switching and the presence of the mother tongue in the classroom strengthens and develops speaking skills and self-expression.

Research has also confirmed that students also find teacher-student interaction to be the most effective method of teaching, as a statement supported by researcher Rodney H. Jones in 2006: "Through interaction, students can increase their language store as they listen to or read authentic linguistic material, or even the output of their fellow students in discussions, students can use all they possess of the language – all they have learned or casually absorbed in real-life exchange. Even at an elementary stage, they learn in this way to exploit the elasticity of language". (Rodney H. Jones, 2006)

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

CONCLUSION

Foreign language learning is the process,wherewith people learn languages in addition to their native language. Some scientists use assimilation and study as synonyms, others - distinguish. The term study refers to a conscious process that involves learning explicit language rules and observing the outcome, it is mostly typical in the context of learning a foreign language in the classroom.

The term learning refers to the unconscious process of internalization (internal transformation) of rules, is the result of influence (action) to clear use (introduction), when the student's attention is focused on the meaning rather than the form, which is more typical of the second language context. Others use acquisition only in the context of the native language. (Allen, D., Karanasios, S., & Slavova, M., 2011)

This interpretation generally describes the current situation - the interpretation of the terms of learning and learning the language. Since in the field of view of our study there are processes related to the foreign language, we consider it appropriate to cite the views of R. Ellis (Ellis, 1997) and S. Krashen (Krashen, 1981) - scientists whose work is fundamental. R. Ellis in the exploration of "Foreign language acquisition" identifies a new direction - the acquisition of a foreign language, although the scientist does not distinguish between the terms to learn and study, constantly uses the word learn, learning. According to scientists, foreign language acquisition is a field that explores the way a person learns a language other than his or her native language. The foreign language can be learned in class or outside it; it is possible to study in a natural way, living in the country where it is spoken, or to study with the teacher according to a certain program.

The principle point of this current research study was to give a general overview about the native language and foreign language and how we can gain the foreign language with the assistance of the native language, their positive effects.

Part 1 discussed the importance of the language acquisition and foreign language learning (FLL). It also analyzed the definition and the development of the native language acquisition. Gave detailed perspective of characteristics and code switching. Language acquisition is essential in everyday life, it helps people to communicate and understand each other. It also suggested that it is important to learn a foreign language, its an innate ability, that everyone should take advantage of. Knowledge of the native language makes it possible to develop foreign language more successfully.

Part 2 focusedon the native language use in EFL Classrooms, also discussed the positive effects of native language in EFL learning. It is

suggests that much depends on teachers to pass on the curriculum to students. They should help students to understand the given topic, and prove their ability to analyze the problems, difficulties and solve it. By interaction the teachers can teach more effectively. Also the use of the native language in EFL Classrooms can have positive effects if it's used correctly by teacher. Then higher their language proficiency, then better the results for the students.

Part 3 of the thesis is research work, where the importance of the native language in learning a foreign language was analyzed with the help of twenty-five students and questionnaires. Based on the result of the questionnaire it is adjustable that the use of native language is very important for the students in the foreign language class. Most of the students confirmed that the relevance of using native language is quite high during foreign language learning in primary and in technical schools as well.

The practical significance of the study lies in the broad disclosure of the importance of learning a foreign language as a native, as well as identifying the main advantages of its application in practice.

References

1. Варченко Н. С. (2013). *Розвиток мотивації молодших школярів*. Н. С. Варченко // *Англійська мова та література*. С. 2-5
2. Гордєєва А. Й. (2012). *Мотивація англомовної комунікативної діяльності молодших школярів*. С. 17-21
3. Макрадіна Л. О. (1995). *Використання сучасних технологій у педагогічній діяльності* // Початкова школа. С. 26-30
4. Allen, D., Karanasios, S., & Slavova, M. (2011). Working with activity theory: Context, technology, and information behavior. *Journal of the American Society for Information Science and Technology*, 62(4), p. 776-788.
5. Calderón, Slavin; Sánchez, M. (2011). "Effective Instruction for English Learners". *The Future of Children*. 21 (1): 103–127
6. Conference, Iolc (January 1, 1970). "Computer Assisted Learning: A Helpful Approach in Learning English - IOLC Conference".
7. Darko, A. A. (2016). *Language Acquisition. Acquiring Language beyond knowledge in first language*. p. 9
8. Ellis, Rod (2005). *Analysing learner language*. Barkhuizen, Gary Patrick. Oxford: Oxford University Press.
9. Gibbons, P. (2003). *Mediating Language Learning: Teacher Interactions with ESL Students in a Content-Based Classroom*. *TESOL Quarterly*, 37(2), p. 247.
10. Gogolin, I. (2012). *First-Language and Second-Language Learning*.
11. Grzega, Joachim (2005), "Reflection on Concepts of English for Europe: British English, American English, Euro-English, Global English", *Journal for EuroLinguistiX 2*: p. 44–64.
12. Harya, T. D. (2018). Sociolinguistics (code: code switching and code mixing). *LENTERA: Jurnal Ilmiah Kependidikan*, 11(1), p. 87-98.
13. Haznedar B., Gavruseva E.; (Eds.) (2008). *Current Trend sin Child Second Language Acquisition: A generative perspective*. p.56
14. Horst J., Torkildsen J. (2019). *International Handbook of Language Acquisition*.
15. Jin, L., & Cortazzi, M. (1998). "The culture the learner brings: A bridge or a barrier?"
16. Johansson, Li., Angst, K., Beer, B., Martin, S., Rebeck, W., Sibilleau, N. (2000) *Canadian language benchmarks 2000: ESL for literacy learners*. Ottawa: *Centre for Canadian Language Benchmarks*. p. 261

17. Johansson, Li., Angst, K., Beer, B., Martin, S., Rebeck, W., Sibilleau, N. (2000) Canadian language benchmarks 2000: *ESL for literacy learners*. Ottawa: Centre for Canadian Language Benchmarks. p. 324.
18. Johnston Da Cruz, Z. (2015). *First Language Acquisition. Is Children's knowledge of language innate?* p. 13-14
19. Juel, Holend. "*TEFL - Teach English Abroad*". *Maximo Nivel*. Retrieved 8 November 2016.
20. Karimian Z., Shasla M., (2015) *Teachers Use of First Language in EFL Classrooms*. Journal of Applied Linguistics and Language Research. Vol. 2. p. 64.
21. Krashen, S. (1981). *Second language acquisition and second language learning*. Oxford: Pergamon.
22. Krashen, S. (1993). *The power of reading*. Englewood, CO: Libraries Unlimited. p. 23.
23. Kim, E. (2006). Reasons and motivations for code-mixing and code-switching. *Issues in EFL*, 4(1), p. 43-61.
24. Acquisition, L. (n.d.), Language acquisition. Internet article. Available at: unidue.de/ELE/LanguageAcquisition.htm. [2023.05.01.]
25. Clopper C., Pierrehumbert J., Tamati T. (2019) Lexical Bias in Cross-Dialect Word Recognition in Noise – Departments of Linguistics of the Northwestern and Ohio State Universities. Available at: <https://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.531.6036&rep=rep1&type=pdf>. [2023.04.20].
26. McDorman, Richard E. (2012). "Understanding African-American English (AAE): A Course in Language Comprehension and Cross-Cultural Understanding for Advanced English Language Learners in the United States"
27. McGuinness, Diane (2004). *Early reading instruction: what science really tells up about how to teach reading*. Cambridge, Mass: MIT Press.
28. Miles R. *Evaluating the use of L1 in the English Language Classroom*. (2004).
29. Okuda, T., & Anderson, T. (2017). *Second Language Graduate Students' Experiences at the Writing Center: A Language Socialization Perspective*. (2012)
30. Patkowski, M. (1991). "*Basic Skills Tests and Academic Success of ESL College Students*". *TESOL Quarterly*. 25 (4): p. 735–738.

31. Crandall J. (1993) Professionalism and Professionalization of Adults ESL Literacy. *TESOL Quarterly*. 27(3): p. 479–515. Available at: <https://doi.org/10.2307/3587479>. [2023.04.19.].
32. Ramírez-Esparza, N.; Harris, K.; Hellermann, J.; Richard, C.; Kuhl, P. K.; Reder, S. (2012). *Socio-Interactive Practices and Personality in Adult Learners of English With Little Formal Education*. *Language Learning*. 62 (2): p. 541–570.
33. Wheeler, R. S. (2008). Code-switching. *Educational Leadership*.
34. Rodney H. Jones. (2006). *Studies in Second Language Acquisition*. Vol. 28 No. 2 Cambridge University Press.
35. Solhi, M. (2011). *The use of first language in the EFL classroom: A facilitating or debilitating device?*
36. Mehawesh M. (2014). Stages in Language Acquisition: A Case Study. Available at: <http://www.researchgate.net/publication/282730419>. [2021.04.12].
37. Meskill C., Mossop J. (1997). Technologies Use with Learners of ESL in New York State. Available at: <https://www.albany.edu/lap/Papers/technology%20use.htm>. [2023.04.02].
38. Miguel Perez-Pereira, Gina Conti-Ramsden (2013). *Language development and social interaction in Blind Children*. p. 61.
39. Troyna, B. (1993). "Providing Support or Denying Access? The experiences of students designated as 'ESL' and 'SN' in a multi-ethnic secondary school". *Educational Review*. 45: p. 3–11.

Резюме

Вивчення іноземних мов - це процес, за допомогою якого люди вивчають мови на додаток до своєї рідної мови. Вивчення рідної мови називається засвоєнням першої мови, вивчення другої або іноземної мови – засвоєнням другої мови. Одні вчені використовують асиміляцію та вивчення, як синоніми, інші – розрізняють ці терміни. Термін вчитися відноситься до свідомого процесу, який передбачає вивчення чітких мовних правил та спостереження за результатами, в основному це типово в контексті вивчення іноземної мови в класі.

Термін вивчити відноситься до несвідомого процесу інтеріоризації (внутрішньої трансформації) правил, є результатом впливу (дії) на чітке використання (запровадження), коли увага студента зосереджується на значенні, а не на формі, що є більш типовим для контексту другої мови. Інші використовують засвоєння лише в контексті першої мови. (Стоцький, 1983).

Це тлумачення загалом описує поточну ситуацію – інтерпретацію терміну вивчити та вивчення мови. Оскільки в полі зору нашого дослідження є процеси, пов'язані з другою (іноземною) мовою, ми вважаємо за доцільне навести погляди Р. Елліса (Ellis, 1997) та С. Крашена (Krashen, 1981) – вчених, роботи яких є фундаментальними. Р. Елліс у дослідженні «Засвоєння другої мови» визначає новий напрямок – засвоєння другої мови, хоча вчений не розрізняє терміни вивчити і вчитися (learn and study), постійно вживає слово вивчити (learn, learning) На думку вчених, засвоєння другої мови – це сфера, яка досліджує спосіб вивчення людиною мови, відмінної від її рідної. Другу мову можна вивчати в класі або поза ним; можна вчитися природним способом, живучи в країні, де на цій мові розмовляють, або вчитися разом з викладачем за певною програмою.

Основним пунктом цієї курсової роботи було дати загальний огляд рідної мови та іноземної мови та того, як ми можемо здобути іноземну мову за допомогою рідної мови.

Частина 1 обговорювала важливість засвоєння мови та вивчення іноземних мов (FLL). Вона також проаналізувала визначення та розвиток першого мовного засвоєння. Дала детальну перспективу характеристику. Опанування мовою є важливим у повсякденному житті, це допомагає людям спілкуватися та розуміти одне одного. Вона також припустила, що важливо вивчати іноземну мову, це вроджена здатність, якою повинен скористатися кожен. Знання рідної мови дає можливість більш успішно розвивати іноземну мову і перемикання кодів.

Частина 2 зосереджена на використанні рідної мови в класах EFL. Його відчить про те, що багато залежить від вчителів передачі навчальної програми студентам. Вони

повинні допомогти студентам зрозуміти здану тему та довести свою здатність аналізувати проблеми, особливості та вирішувати їх. Завдяки взаємодії вчителі можуть викладати ефективніше. Також використання рідної мови в класах EFL може мати позитивні наслідки, якщо вона правильно використовується вчителем. Тоді підвищить їхню мовну кваліфікацію, тоді покращать результати для студентів.

Третя частина курсової роботи - це дослідницька робота, де важливість рідної мови у вивченні іноземної мови була проаналізована за допомогою тридцяти дев'яти учнів та анкетування. Узагальнюючи результати анкети, ми можемо констатувати, що використання рідної 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 рідна мова також присутня під час навчання.

Практична значущість дослідження полягає в широкому розкритті важливості вивчення іноземної мови як рідної, а також виявленні основних переваг її застосування на практиці.

Перспектива дослідження полягає в розробці вдосконалення вивчення та сприйняття іноземної мови як власної, а також вивчення її проблематики.

APPENDIX

Tisztelt kitöltő!

Hapák Viktória Patrícianak hívnak, a II. Rákóczi Ferenc Kárpátaljai Magyar Főiskola negyedik évfolyamos hallgatója vagyok Angol nyelv és irodalom szakon.

Az alábbi kérdőívben az első nyelv használatát és annak hatását kutatom, ahol az angolt, mint idegen nyelvet tanulják a 14-16 éves diákok. A kérdőívet a szakdolgozatom készítése során végzett kutatás elvégzésének céljából hoztam létre.

A kérdőív anonim. Kitöltése körülbelül 5 percet vesz igénybe.

Előre is köszönöm a kitöltést!

1. Neme

nő férfi

2. Kora

14

15

16

3. Milyen típusú általános iskolába járt?

- hagyományos
- kéttannyelvű (angol – magyar)

4. Hányadik osztályban kezdte el az angol nyelv tanulását?

1

2

3

4

5. Találkozott az angol nyelvvel iskola előtt?

igen

nem

6. Szokta rendszeresen használni az angol nyelvet iskolán kívül?

igen
nem

7. Mit válaszolna, ha megkérdezné valaki Öntől, hogy beszél-e angolul?

- örömmel mondanám, hogy beszélek
- azt válaszolnám, hogy egy kicsit
- letagadnám, akkor is, ha értem és beszélni is tudok
- egyéb _____

8. Mennyire tartja fontosnak az angol nyelvtanulást az iskolában?

Egyáltalán nem

1
2
3
4
5

Teljes mértékben

9. Ötös skálán mennyire találja nehezebbnek a jelenlegi iskolájában lévő angol nyelvórákat, az általános iskolájánál?

Egyáltalán nem találok nehezebbnek

1
2
3
4
5

Sokkal nehezebbnek találok

10. Heti hány alkalommal volt angolórája az általános iskolában?

Saját válasz

Kódváltás – egynél több nyelv vagy nyelvváltozat használata akár egy adott mondaton belül. (Például *chill*, minden rendben van. Vagyis: *nyugodj meg*, minden rendben van.)

11. Ön milyen gyakran használ kódváltást?

Soha
Néha
Gyakran
Nagyon sokszor

12. Mennyire tartja elfogadhatónak a kódváltást?

- Semennyire
- Semleges
- Esetenként elfogadom
- Teljesen elfogadom

13. Milyen gyakran fordul elő kódváltás az angolórán?

- Soha
- Néha
- Gyakran
- Nagyon sokszor

14. Vannak olyan dolgok, amiket jobban ki tud fejezni angolul, mint magyarul?

- Igen
- Nem

15. Milyen esetekben használ leggyakrabban kódváltást?

- Érzelmek kifejezésére (relax, chill, be positive)
- Szavak átmenésére (you know, for real)
- Szakszavak használata (akár videójátékokból: stream, support, trade)
- Egyéb _____

16. Ön szerint hogyan befolyásolja a kódváltás a magyar nyelvet?

- Színesebbé teszi
- Rontja a minőségét
- Nem befolyásolja
- Egyéb _____

17. Emlékezzen vissza az ÁLTALÁNOS ISKOLÁBAN zajló angolóráira és értékelje az alábbi állításokat egytől ötig. 1 – egyáltalán nem igaz, 5 – teljes mértékben igaz.

1. Az általános iskolában szívesen vett részt az angolórán. 1 2 3 4 5
2. Gyakran volt játék az angolórákon. 1 2 3 4 5
3. Volt olyan játék feladat az órákon, ahol párban beszéltek. 1 2 3 4 5
4. Az angol tanár csak angolul beszélt az órán, magyarul nem. 1 2 3 4 5
5. Értette, amikor a tanár angolul beszélt Önhöz. 1 2 3 4 5
6. Gyakran volt lehetősége megszólalni az angolórákon angolul. 1 2 3 4 5
7. Gyakran volt sikerélménye az angolórákon. 1 2 3 4 5
8. Jó volt a hangulat az angolórákon. 1 2 3 4 5
9. Érdekesnek tartotta az általános iskolában tanult témaköröket. 1 2 3 4 5
10. Amikor ÁLTALÁNOS ISKOLÁBAN írt fogalmazást angolul, nehézséget okozott Önnek. 1 2 3 4 5
11. Az angolórán szerzett jegyem teljesen tükrözte a tudását angolból. 1 2 3 4 5

18. Értékelje az alábbi állításokat a jelenlegi iskolájában zajló angolórákról egytől ötig. 1 – egyáltalán nem igaz, 5 – teljes mértékben igaz.

1. Az iskolában szívesen vesz részt az angolórán. 1 2 3 4 5
2. Gyakran van játék az angolórán. 1 2 3 4 5
3. Előfordul olyan feladat, ahol párban beszélnek. 1 2 3 4 5
4. Az angoltanár csak angolul beszél az órán. 1 2 3 4 5
5. Teljesen érti, amikor a tanár angolul beszél. 1 2 3 4 5
6. Gyakran van lehetősége angolul beszéni az órákon. 1 2 3 4 5
7. Gyakran van sikerélménye az órákon. 1 2 3 4 5
8. Jó a hangulat az angolórán. 1 2 3 4 5
9. Érdekesnek tartja az idei évben tanult témákat. 1 2 3 4 5
10. Amikor fogalmazást ír ez nehézséget okoz Önnek. 1 2 3 4 5
11. Az angolórán szerzett jegyem teljesen tükrözi a tudását. 1 2 3 4 5

19. Véleménye szerint milyen értékelési móddal tudná legjobban megmutatni az angol nyelvtudását? (Például: felelés, dolgozat)

Egyéni válasz

20. Fejtse ki véleményét: mivel egészítené ki az angolórákat?

Ім'я користувача:
Каталін Гнатик

Дата перевірки:
15.05.2023 09:02:05 CEST

Дата звіту:
20.05.2023 14:37:39 CEST

ID перевірки:
1015078193

Тип перевірки:
Doc vs Internet + Library

ID користувача:
100011753

Назва документа: Bachelors.Thesis_Napak2023

Кількість сторінок: 49 Кількість слів: 13423 Кількість символів: 93988 Розмір файлу: 157.64 KB ID файлу: 1014763551

17% Схожість

Найбільша схожість: 5.89% з Інтернет-джерелом (<https://eflwritingreview.wordpress.com/2012/04/03/a-summary-of-first>

17% Джерела з Інтернету 455 Сторінка 51

Не знайдено джерел з Бібліотеки

8.49% Цитат

Цитати 44 Сторінка 52

Посилання 1 Сторінка 54

3.62% Вилучень

Деякі джерела вилучено автоматично (фільтри вилучення: кількість знайдених слів є меншою за 8 слів та 0%)

3.39% Вилучення з Інтернету 110 Сторінка 55

3.44% Вилученого тексту з Бібліотеки 90 Сторінка 56

Модифікації

Виявлено модифікації тексту. Детальна інформація доступна в онлайн-звіті.

Замінені символи 5