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ІНТЕРФЕРЕНЦІЯ РІДНОЇ МОВИ У НАВЧАННІ АНГЛІЙСЬКОЇ
МОВИ ЯК ІНОЗЕМНОЇ

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Студентки 2-го курсу

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Науковий керівник:

Гнатик Каталін Бейлівна
доктор філософії

Завідувач кафедри:

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

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Чулак Сільвія Оттовна

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доктор філософії

Рецензент:
Сіладі Василь Васильович
доктор філософії, доцент кафедри

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**Ferenc Rákóczi II Transcarpathian Hungarian College of Higher Education
Department of Philology**

**FIRST LANGUAGE TRANSFERENCE IN THE ACQUISITION OF
ENGLISH AS A FOREIGN LANGUAGE**

Master's Thesis

Presented by: Silvia Chulak
a 2nd year student

Professional Education program:
”Philology (language and literature English)”

Thesis supervisor: Katalin Hnatyk
PhD
Associate Professor

Second reader: László Szilágyi,
PhD
Associate Professor

Beregszász – 2023

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INTRODUCTION

What a small world we live in – a common phrase we hear with increasing frequency. Obviously, it is not the case. However, modern technologies make it possible to get in touch with anybody in any part of the world in just few seconds, travel thousands of kilometers in few hours. The circle of communication has ceased to be limited with local people.

To become a rightful member of the world society, it is necessary to be able to interact with other people. One of the most effective ways to do it is to learn a foreign language, of which English – the language of international communication – is the most popular. That is why this research is going to deal with an interesting and topical aspect of learning English: first language transference in the acquisition of English as a foreign language. In the course of the research the aim is to answer two main questions:

1. How does the first language affect the acquisition of English as a foreign language?
2. Why is it important for a teacher to take this impact into consideration?

The *relevance* of current thesis is to understand how different manifestations of first language transfer impact learners of English. It might be important for language teachers in creating effective activities and exercises for learners.

Though the process of foreign language acquisition has been an object of profound study only for last 200 years, it was enough for the linguists to conduct and publish numerous research. In recent years the major contributions to the study of problem of language transfer were the works of Feng (2017), who sees the language transfer as one of the most important factors in language learning, Jarvis and Pavlenko (2008) who define transfer as ‘the influence of a person’s knowledge of one language on that person’s knowledge or use of another language’, Heine and Kuteva (2005), Bárdos (2005), Achard and Niemeier (2004) and others. However, while all these studies focused on how and when transfer occurs, far too little attention was paid to the ways of its pedagogical implications.

The *object* of the master’s thesis is to reveal how the first language of the person affect the acquisition of English as a foreign language.

The *subject* of the master’s thesis is to learn why it is important for a teacher to take this impact into consideration and how to imply it in pedagogical practice.

The *aim* of the thesis is the study of positive and negative transference of the first language in the learning of English as a foreign language and give some practical advice on how to deal with the difficulties.

The *tasks* of the master’s thesis are as follows:

- Critical analysis of the relevant academic literature;

- To develop the theoretical and conceptual framework to the given study;
- To develop the questionnaire in accordance with age and level of knowledge of the participants;
- To study the frequency and types of language transfer in the learners' language production;
- To consider the possible ways of pedagogical implication of the phenomenon.

To have a clear and profound picture of the issue both theoretical and empirical *methods* are employed in the research. The theoretical methods are represented by analysis, synthesis, comparison and generalization and the empirical ones – by means of survey (questionnaire) and observation.

The *novelty* of the research is the focus on the influence of Ukrainian language on the English language process and outcomes.

The *theoretical value* of the research is the providing of contrastive analysis of Ukrainian and English languages and collection of data about manifestations of language transfer. The significance of this research can also be asserted with respect to its implication for foreign or language pedagogy.

The *practical value* is to be of considerable interest to English language teachers and Ukrainian native speakers who learn English because of the impact of the learner's first language on various domains of foreign language performance and hence on the learner's motivation and further progress.

The thesis consists of Introduction, Part 1, Part 2, Part 3, Conclusions and Appendix. Part 1 focuses on theoretical background of language transfer and its classifications. Part 2 provides contrastive analysis of the two languages under consideration – Ukrainian as the first language and English as the foreign language. Part 3 contains information about practical research on the effects of language transfer on language performance, the most common cases of positive and negative transfer, analysis of the data, comparison of results and conclusions. This part also deals with some practical advice how to use positive transfer to improve the learning outcomes and avoid or reduce the appearance of errors caused by negative transfer.

The investigation of the given topic will hopefully broaden the insight into the issue of crosslinguistic influence and will help language teachers and learners to use all the benefits it provides while avoiding all the difficulties.

PART I

THE THEORETICAL BACKGROUND OF LANGUAGE TRANSFER

Developing foreign language competence is not an easy task. On numerous occasions learners lose their motivation after the first few lessons because they are not able to overcome the difficulties. Among language factors which affect foreign language learning language transfer is one of the most important but at the same time most difficult to study. While types of motivation, age groups and gender are common for people of all nationalities, language transfer differs depending on what the person's first language is and what the foreign (or target) language is. But to attain a more profound understanding first we need to consider the notions of first and foreign languages, provide a clear definition of language transfer and to learn the existing types of this phenomenon.

1.1 The difference between the first language and the foreign language

Although language is a phenomenon which distinguishes humans from all other species, they are not born with an instinctive and developed language system which they are ready to use. However, any language can be learned in a very short period. According to Bárdos, (2005) the language which an individual acquires first may be referred to as mother tongue or first language. It is usually spoken in the country or community the individual lives in and has an important role in the learning of other languages. As opposed to the first language, a foreign language is spoken in other countries and cultural environment. Although numerous studies confirm that it is almost impossible for a foreign language learner to reach the fluency of a native speaker, with sufficient effort it can be learned on a native-like level. Some individuals can have two or more first languages due to the multilingual environment. In this case it is appropriate to identify a stronger and a weaker language (weaker languages). (Bárdos, 2005:19-20)

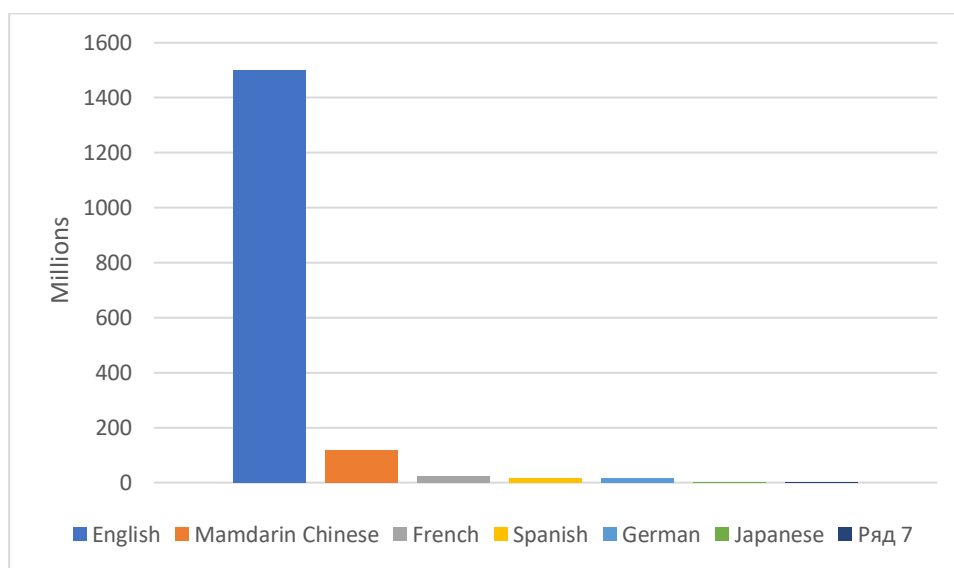
These explanation helps to distinguish between the person's first and foreign language easily. Gass, Behney, and Plonsky (2013) define foreign language as “earning of a nonnative language after the learning of one's native or primary language.” The foreign language can denote any language which is learned after the first language. (Gass, et al., 2013)

It should be discussed what features characterize the foreign language of the person. First of all, it is the choice of the student whether to learn one or not and which language to learn. This choice often depends on professional or personal needs such as getting a new job, promotion,

travelling, moving to another country. As a rule, the process of acquisition of the native language is fast and implicit but the learning rate of the foreign language differs depending on various factors such as the learner's language aptitude, motivation, age, etc. It is also not a coincidence, that the word acquisition is used mainly with the notion of the first language. The reason is that only the first language of the person is acquired implicitly and naturally the foreign language is learned consciously and purposefully with help of study and instructions.

To get acquainted with the list of most popular foreign languages, which are learned around the world the study published July 21, 2022 should be considered.

Graph 1.1.1 The most popular foreign languages in the world in numbers



It comes as no surprise that English is the most popular language to learn in 116 countries with more than 1.5 billion learners. It is the result of English being the language of banking, IT and science. (www.newsdle.com)

1.2 The phenomenon of language transfer

Language transfer is a phenomenon in linguistics which has been sparking curiosity of scholars since antiquity. As an example of it we can consider the well-known Greek masterpiece Odyssey by Homer, where Odysseus tells his wife about the strange 'mixed language' of the island Crete. Due to well-developed trade, culture and science transfer can be found in many texts of that period. During that time this mixed language and the manifestations of the language transfer

were rated as something entirely negative, a consequence of low level of education and mental abilities.

This view on crosslinguistic influence existed among scholars until 1950s and was supported by Epstein, Ramage and Jaspersen, who believed, that not only the foreign language influences the first language of the person, but that there is a so-called mutual interference, which deforms both languages. Later, numerous studies have shown an increased interest in this topic and the researchers in their works generally presented transfer as a natural part of the language acquisition process. Since that time a lot of works appeared on crosslinguistic influence, among them Kecskes and Papp, Cenoz, Hufeisen, and Jessner (2001, 2003), Arabski (2006) and Ringbom (2007). (Jarvis & Pavlenko, 2008, p. 1-4)

One of the central roles in this list belongs to Odlin (1989) whose works and ideas are frequently cited in modern studies. He offered a working definition of language transfer which states that “transfer is the influence resulting from the similarities and differences between the target language and any other language that has been previously (and perhaps imperfectly) acquired.” (Odlin, 1989, p. 37)

While investigating the notion of transfer one frequently encounters the term crosslinguistic influence. Kellerman & Sharwood (1986) stated that the term transfer is limited by reference to surface patterns while not taking into attention the complex interaction between languages. They offered a new term *crosslinguistic influence* and described it as an interaction between the person’s first and foreign language. Crosslinguistic influence (CLI) embodies such phenomena as transfer, interference, avoidance, borrowing, and other foreign language related aspects. (Chapetón, 2008) With further development of the studies the meaning of the term transfer broadened to embody all the features of crosslinguistic influence which Kellerman believed to have high importance. (Eliss, 1999, p. 301) For this reason in this thesis the terms transfer and crosslinguistic influence are going to be used alternately referring to the effect that mother tongue has on foreign language. (Feng, 2017)

Interference is also a term widely used in the investigation of the given problem, but this term, offered by Weinreich (1953) has an undertone of negativity due to its behaviorist origin. However, the aim of the thesis includes the study of both positive and negative aspects of language transfer and their implications which is why this term will not be used in the same meaning as transfer and CLI.

As it is clear from the passage above, the historical development which took place in crosslinguistic influence has a major role in the understanding of the phenomenon and its further investigation. Jarvis & Pavlenko (2008) have offered a very detailed division of the historical perspective into four general phases to see the logical advance of psycholinguistic phenomenon

and to recognize which phases CLI research has already passed through, and which are still in progress.

There is no exact moment in the history which may mark the beginning of the Phase 1 of transfer research. But since mentions of ‘bad Greek’ were found in the works of ancient writers like Herodotus, Homer and Flavius Philostratus it might be stated with confidence that this process has started centuries ago. The first profound studies based on long-term research and experiment appeared in the second half of 19th century when an important contribution was made by Müller (1861), Whitney (1881), Epstein (1915) and especially by Weinreich (1953), who was the first linguist offering an explicit description of types of transfer. The main achievements of this period include the recognition of transfer as a language variable that might influence language learning, language comprehension and production, as well as other linguistic, psychological, and cultural processes. The next steps were to examine this phenomenon in a controlled way, quantify its effects and recognize the connections it has with other aspects of language learning and error production. (Jarvis & Pavlenko, 2008, p. 4-8)

Phase 1 continued up till 1970s when the works of such researchers like Kellerman (1978) and Schachter (1974) marked the beginning of Phase 2. This time the efforts of scholars focused on investigation and confirmation of the crosslinguistic influence on person’s language production, the action mechanism and limitations of this phenomenon. Numerous studies published during this period created a foundation for further research, but the new discoveries return the linguists to the given aspects. This way Phase 2 might be considered still in progress while Phase 3 has already begun. The primary research concerning this period include development of theories about the transfer, their theoretical justification and empirical testing. The importance of Phase 3 cannot be overrated because only empirical research can confirm or refute the big number of theories created during decades by Cook (1991, 2002), Flege (1995), Kroll & De Groot (1997) and MacWhinney (2005).

Although the current state of language transfer research is considered to be in Phase 3, some important steps were taken forward the Phase 4 such as the exploration of physiological aspects of language acquisition and use with help of positron emission tomography (PET) or functional magnetic resonance imaging (fMRI) etc. To have reliable data on the neurolinguistic and neurophysiological processes occurring in the human brain it is necessary to conduct experiments and observations lasting hundreds and possibly thousands of hours.

What concerns the progress of foreign language research in the area of investigation of crosslinguistic influence in the 21st century, it might be noted that the list of topics has become more extensive and the methods of research more accurate and reliable. Among these new areas of research, the most outstanding ones are explorations of morphosyntax, causative

constructions, gender assignment, linguistic framing as well as examination of suprasegmental transfer.

It is also worth mentioning that a wider range of languages is now included into the research programs. (Jarvis & Pavlenko, 2008, p. 4-8)

1.3 The classification of first language transfer

As already mentioned in the literature review there were several attempts to create classification of language transfer. At first it was considered an exclusively negative process in foreign language learning. However, with enrichment of theoretical and empirical basis of CLI research the classification extended first to negative and positive transfer and later also included such categories as lexical, semantic, phonological, conceptual transfer and others. Jarvis & Pavlenko (2008) have developed a classification system of types of crosslinguistic influence which includes ten dimension and is based on detailed analysis of recent literature.

Table 1.3.1 Characterization of CLI types across ten dimensions

(Jarvis & Pavlenko, 2008, p.20)

<p>Area of Language Knowledge/Use</p> <ul style="list-style-type: none"> • phonological • orthographic • lexical • semantic • morphological • syntactic • discursive • pragmatic • sociolinguistic <p>Directionality</p> <ul style="list-style-type: none"> • forward • reverse • lateral • bi- or multi-directional <p>Cognitive Level</p> <ul style="list-style-type: none"> • linguistic • conceptual <p>Type of Knowledge</p> <ul style="list-style-type: none"> • implicit • explicit 	<p>Intentionality</p> <ul style="list-style-type: none"> • Intentional • unintentional <p>Mode</p> <ul style="list-style-type: none"> • productive • receptive <p>Channel</p> <ul style="list-style-type: none"> • aural • visual <p>Form</p> <ul style="list-style-type: none"> • verbal • nonverbal <p>Manifestation</p> <ul style="list-style-type: none"> • overt • covert <p>Outcome</p> <ul style="list-style-type: none"> • positive • negative
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The given classification gives an opportunity to characterize a particular case of CLI across all these categories, but very often it is a completely unnecessary procedure. For instance, from a teacher's point of view all these categories are superfluous and time consuming for using during the lessons and lesson analysis. From teacher's perspective analysis of pupils' speech patterns according to two dimensions (area of language knowledge/use and outcome) is enough to get the necessary information about the level and type of crosslinguistic influence and the possible ways of overcoming its negative effect. In the following sections we will consider the given categories in more details.

1.3.1 Area of language knowledge/use

The area of language knowledge/use dimension includes the following subtypes: phonological, orthographic, lexical, semantic, morphological, syntactic, discursive, pragmatic and sociolinguistic transfer. The following part of the thesis provides a brief look at each of them.

Phonological transfer

Phonological transfer refers to the effect of the persons' knowledge of the first language sound system on the perception and production of sounds in the foreign language. Recent research also indicate that it is not only the sound system but also the syllable structure and suprasegmental qualities (stress, intonation, and rhythm) which are affected. Talking about the phonological transfer one often thinks about the difficulties in producing and distinguishing between two sounds in the foreign language which are not contrasted in the first language. Escudero & Boersma, (2004) examined this phenomenon among Spanish speaking learners of English and proved that they have major difficulties in distinguishing the sounds [i:] in word 'sheep' and [ɪ] in 'ship. (Jarvis & Pavlenko, 2008, p.62-70)

The opposite effect might be observed in case of Ukrainian and English consonant sounds [r] and [x]. The learners often pronounce the words like *house*, *horse* or *home* with the sound [x], although this sound is not common in English. On the other hand, Aoyama (2003) finds that the absence of contrasting sound in the foreign language does not always lead to negative transfer. He found that Japanese speaking learners often fail to perceive the difference between sounds [n] and [ŋ] in final position, but rarely do so with syllable-final [m] and [n] or [m] and [ŋ].

The manifestations of transfer appear not exclusively in connection with sounds of speech, but also refer to so called special qualities such as duration, voicing, and aspiration. For

example, Flege, Bohn, & Jang (1997) claim that some English learners may fail to discriminate the long vowel sounds such as [i:] or [u:] as a result of their absence in their first language.

Another important finding in this area is that linguistic transfer on phonological level occurs both in forward and reverse directions due to the ability of human brain remain flexible and adapt the response according to the prevailing input. The study by Leather (2003) concerning the suprasegmental phonology shows that the syllable structure as well as intonation, stress and rhythm, or phonotactics, can undeniably be a source for language transfer. However, only few studies have investigated this question and further investigation and experimentation is strongly recommended. (Jarvis & Pavlenko, 2008, p. 62-70)

Orthographic transfer

It might be read in many studies that the notion of orthographic transfer is limited to the writing system transfer as in as case of Chinese and English languages where distinction in writing system causes the main difficulty. (Cook and Bassetti, 2005, p. 29)

However, it is important to remember that orthography has a great influence on pronunciation. As a rule, foreign language learners have reading difficulties because of already acquired sound-character correspondences in their first language. For example, Hungarian learners of English read the letter *s* as [sh] or the letter *c* as [ts]. Concerning spelling it is worth noting that language transfer is not the only source of errors. The others include such causes as speed or carelessness. At the same time, errors caused by transfer compose significant part. (Jarvis and Pavlenko, 2008:71)

Odlin (1989, p. 67-75) finds that the more resembling two writing systems are, the easier it is for students to learn it. If we compare three learners speaking Spanish, Ukrainian and Chinese as native languages learning English it is evident, that the student speaking Spanish needs the least time to acquire the new alphabetic system and overcome some spelling difficulties. At the same time a Ukrainian learner has a more difficult task and must memorize new unfamiliar letters, some of which represent phonemes that are functionally equivalent to those in Ukrainian. It happens due to the difference of alphabetic systems – East Slavic languages use Cyrillic alphabet. Chinese will devote considerably more time to change from ideographic system into alphabetic system.

Lexical transfer

Lexical transfer deals with the way the word knowledge of the native language influences the way the learner uses the words in the target languages. Ringbom (1987, p.37) describes six aspects of word knowledge:

1. accessibility—the ability to find the necessary word in one's mental lexicon;
2. morphophonology—knowledge of the words' spelling and pronunciation;

3. syntax—the awareness of the grammatical system of the language;
4. semantics—knowledge of the meaning(s) of the word;
5. collocation—knowledge of typical combinations of a particular word;
6. association—knowledge of the word’s connections with other notions.

Lexical transfer proved to be of major importance in second language learning owing to close connections of lexical systems of European languages. In the next paragraphs we will closely examine the two most important perspectives of word knowledge: semantic and morphological.

Semantic transfer

One of the most frequently studied question in the area of language transfer is whether there is an intralingual word-word association between words in different languages. Numerous studies have confirmed this assumption and proved that mental interconnections between word knowledge in different languages exists. Semantic knowledge refers to the mental connection between words, concepts as well as other words, so these items will be included into the review of semantic transfer. The most common manifestations of it include the use of a word in the foreign language with the meaning that was influenced by the first language (e.g., *Він вкусив себе за мову.*, an error which is the result on negative transfer from Russian *язык = мова* or *язык*) and the calque of polysyllabic words (e.g., *tallboy – високий хлопець*). (Jarvis and Pavlenko, 2008, p. 72-82)

Semantic transfer exists in connection with morphophonological transfer. In his study on the subject Biskup (1992) found that morphophonological transfer happens more frequently when the first and foreign languages are similar and semantic transfer occurs when these languages are different. Also, numerous research confirm that learners are likely to assume that any two languages are similar to the moment they learn about the differences and semantic transfer happens more often when the learners are highly advanced in the target language. Ringbom (2001).

Morphological transfer

For a very long time it was considered that morphological transfer occurs very rarely. This view developed due to the lack of understanding how this transfer may be manifested in oral or written communication. This hypothesis also included the opinion that bound morphemes and especially overt inflectional morphemes are not subjects to morphological transfer. However, resent research of Selinker and Lakshamanan (1992) and De Angelis & Selinker (2001) have documented that it is not the case. In the work of De Angelis and Selinker (2001) it is proved that L1 English and L1 French speakers frequently transfer inflections from L2 Spanish into L3 Italian. Jarvis and Odlin (2000) in their research found that it is very important

to investigate what limits the morphological transfer and what causes its appearance in certain circumstances. Jarvis and Odlin also found that transfer also might lead to preposition omission if the first language belongs to synthetic and the foreign language to analytic languages.

One more important question which is investigated in the scope of grammatical morphology is the one of tense and aspect. One of the latest research projects of Bardovi-Harlig (2000) states that the manifestations of transfer are more easily detectable in the larger picture, that is communication, than in the details like separate words, uttered by learners. (Jarvis & Pavlenko, 2008, 92-96)

Although bound morphemes do not facilitate language production, they do facilitate comprehension. For example, the similarity of suffixes *-ous* and *-oso* in English and Spanish (*dangerous – peligroso*) can help learners to identify the words. (Odlin, 1989)

Syntactic transfer

It is considered that syntactic transfer takes place in foreign language acquisition and has both positive and negative effect on the outcome. The most common manifestations are transfer of L1 word order, relative clauses and negative forms. (Odlin, 1989:96-102)

Among the manifestations of syntactic transfer, the mutual influence of first and foreign languages on each other has a considerable place. Numerous studies including that of Zobl (1992) and Köpke (2002) prove that people who learn a foreign language are more tolerant in relation of ungrammatical sentences produce by a first language speaker. Most research on this topic consider error and non-error causing manifestations in the understanding of language as well as its interpretation and language production. As it appears to be easier to identify error causing cases of transfer, researchers tend to focus on them. For example, Bates and MacWhinney (1989) investigated the way foreign language learners use the so-called surface cues (word order, inflectional morphology, semantics) when they try to define the constituent parts of the sentence. The results have shown that speakers of different first languages use different surface cues to determine the function of words in the sentence: while English first language speakers use the word order to identify the subject and the object of the sentence, Italian speakers tend to use the subject-verb agreement instead.

A lot of research also describes such phenomena as transfer from languages with null-subject sentences, overt grammatical errors, overproduction and underproduction. (Jarvis & Pavlenko, 2008, p. 92-96)

Discursive transfer

“Discursive transfer concerns the ways thoughts are introduced, organized, and contextualized within an oral or written discourse, and also relates to the conversational strategies that are used to maintain a conversation, as well as the concepts and notions that are

conventionally expressed in a particular discursive context.” (Jarvis & Pavlenko, 2008, p. 102) Several research provide evidence that discursive transfer exists in both forward and reverse directions. Discursive CLI research focuses mostly on contrastive rhetoric – the way writers present the information. Two independent research of Kobayashi (1984) and Kubota (1998) found that while English writers tend to present the information starting with the main idea that is followed by supportive statements, the Japanese writers act exactly the opposite way – they prefer to lead up the reader or listener to the main idea.

Another important aspect of discursive transfer deals with framing transfer – the way the speaker refers to relationships and emotions. Scarcella (1992) argues that nonnative speakers of English often fall back on their first language in topic selection, pause fillers, and interruptions. (Jarvis & Pavlenko, 2008:102-105)

Pragmatic transfer

Pragmatic competence is represented in the speaker’s fundamental language functions such as requesting information, apologizing, complementing, suggesting etc. Successful investigation of this aspect of language transfer can be found only in the studies conducted in the 20th century, because earlier studies failed to find any evidence of pragmatic transfer. The latest studies claim that pragmatic transfer in both perception and production is possible. Takahashi and Beebe (1993) found that Japanese learners of English often transfer the traditional Japanese style of communication between student and professor into the second language speaking acts.

Another interesting discovery was made by Olshtain (1983). He claims that English and Russian speakers who learn Hebrew tend to apologize more frequently than native Hebrew speakers in the same context. At the same time, it is important to note that on this level of language production transfer is not the only factor to influence the performance and behaviour of the learner. Other factors are overgeneralization, length of stay in the target-language environment and foreign language proficiency. (Jarvis, Pavlenko, 2008, p. 109-110)

Sociolinguistic transfer

Sociolinguistic competence includes the ability of the person to adjust his/her language to the specific social and cultural context. It is easy to notice that sociolinguistic competence partly overlaps pragmatic competence and very often it is not possible to draw a clear line between these two phenomena. Very few research were conducted in these area. The two most significant ones were published before the 1990s, namely the studies of Gass & Selinker (2001) and Odlin (1989) investigating the influence of prestige on language use. They concluded that the way learners with university education pronounce specific sounds in English depends on the level of formality and prestige of this sound in their L1.

Other social variables that influence communication are social distance, status and gender of the interlocutors. Lee (2000) and Yu (2004) prove that Chinese-speaking and Korean-speaking learners of English as a second language use their L1 strategies when apologizing, complaining, and complimenting. (Jarvis & Pavlenko, 2008)

1.3.2 Language production

Negative effects on language production

Negative language transfer drew the attention of scholars to the existence of transfer and for centuries it was considered that L1 can have only negative influence on foreign language learning. In modern approach two theories represent the negative view on the effect of first language on target language: Contrastive Analysis (CA), Contrastive Rhetoric (CR).

According to Contrastive Analysis theory L1 has more negative than positive influence in foreign language learning. James (1980) points out two sources of negative transfer in obedience to CA: one is that transfer from first to foreign language cannot be avoided and it is mainly negative and the second is the linguistic difference between the source and the target language – the more different the two language patterns are the more errors are likely to occur. YAN Hui (2010) in his study presented this connection with the help of the formula ‘differences/distance=difficulty’.

Contrastive Rhetoric considers the issue from the point of view of structural distinctions in writing between two languages. Grabe & Kaplan (1989) found that the cultural aspect of L1 affects the way writers organize the written text in foreign language and leads to production of ‘distinct rhetorical patterns due to their respective L1 cultural mode of thinking’. (YAN Hui, 2010, p. 98).

It is easy to notice that both these theories offer a unilateral approach to the phenomenon of negative transfer, where Contrastive Analysis theory argues for the linguistic difference between the source and the target language being the reason of errors and Contrastive Rhetoric focuses on the cultural aspect of the problem. As experience shows, we need to find a more complex and profound explanation which will include features of both CA and CR.

The traditional works on crosslinguistic influence focus on error as a major manifestation of negative transfer. But it cannot be identified as the only one. Avoidance (under-production) and over-use are language patterns which can be often observed in students’ language production. While some scholars hesitate about avoidance and over-use being a negative aspect,

in this thesis they will be put in this group because students are required to overcome them to reach native-like level.

Error

Experts suggest numerous definitions of the term ‘error’ in the scope of CLI research, but most of them are different only in the way they are formulated. The one which gives a brief but precise explanation of the term was offered by Cunningsworth (1987, p. 87): “Errors are systematic deviations from the norms of the language being learned.”

Errors normally occur during foreign language comprehension and production. An example of comprehension error may be misunderstanding of a word or sentence because of inability to distinguish a sound. For example, sounds [ei] and [e] in sentences *Pass me the paper.* and *Pass me the pepper.* can be easily confusing for learners. At the same time, it is a well-known fact that comprehension errors are difficult to discover and isolate. However, in accordance with the focus of the thesis the focus will be on production errors. (Ellis, 1999, p. 302)

A considerable amount of literature has been published on establishing to what extent errors result from transfer or intralingual processes. Ellis (1999) collected results of studies conducted by Grauberg (1971), George (1972), Dulay and Burt (1973), Tran-Chi-Chau (1975), Makkatesh (1977), Flick (1980) and Lott (1983) in order to compare the percentage of transfer errors reported by them. Table 1.4.2.1 demonstrates a wide spectrum of numbers from minimum 3% of transfer errors in the study by Dulay and Burt (1973) up to 51% in the work of Tran-Chi-Chau (1975).

Table 1.4.2.1 Percentage of interference errors

(Ellis 1999, p. 302)

Study	% of interference errors	Type of learner
Grauberg 1971	36	First language German adult, advanced
George 1972	33 (approx)	Mixed first languages—adult, graduate
Dulay and Burt 1973	3	First language Spanish—children, mixed level
Tran-Chi-Chau 1975	51	First language Chinese—adult, mixed level
Mukkatesh 1977	23	First language Arabic-- adult
Flick 1980	31	First language Spanish—adult, mixed level
Lott 1983	50 (approx)	First language Italian adult, university

“One of the main reasons for this variation is the difficulty in determining whether an error is the result of transfer or interlingual processes.” (Ellis, 1999, p. 302) Transfer errors identified in the learners’ language production can be an important tool for teachers. Gass, Behney and Plonsky (2013, p. 87) claim that “they provide windows into a system—that is, evidence of the state of a learner’s knowledge of the L2. They are not to be viewed solely as a product of imperfect learning; hence, they are not something for teachers to throw their hands up in the air about.” Errors can help the teacher to plan the lesson considering learners needs. Corder (1967) explains that errors may provide the next data: how much progress have the learners made, how the language was learned, how the rules of target language can be used.

The first step to effective use of error patterns at lessons is the study of errors by means of Error Analysis (EA). Error Analysis has been an important part of language pedagogy for decades. Gass et al. (2013) propose to follow a six-step scheme of Error Analysis:

1. collect data;
2. identify errors;
3. classify errors;
4. quantify errors;
5. analyze source;
6. remediate.

To sum up, errors are unavoidable manifestation of negative transfer which happen when the learners systematically violate a specific rule or language pattern. However, even a negative phenomenon can become a source for improvement in case of detailed analysis of learners' errors and selection of appropriate practical tasks to overcome them.

Avoidance

Avoidance occurs when a foreign language learner prefers not to use structures which are difficult for him/her and replaces them with others, more simple ones. In other words, it is what the learners do not do rather than what they do that effects the language production. Schachter (1974) offered reliable data on avoidance after conducting a study of two groups of learners, the first being Chinese and Japanese students and the second being Persian or Arabic students studying English.

Analyzing the results, it is easy to notice that Persian and Arab learners use relative clauses more frequently but make a bigger percent of mistakes. The explanation may be found in the fact that Arabic and Persian languages resemble English more than Chinese and Japanese and Arabic and Persian feel more confident using this grammatical category.

Table 1.4.2.2 Table. Relative clause production in five languages

(Ellis, 1999:304)

	Correct	Error	Total	Percentage of errors
Persian	131	43	174	25
Arab	123	31	154	20
Chinese	67	9	76	12
Japanese	58	5	63	8
American	173	0	173	0

Kleinmann (1977) followed the example of Schachter (1975) in his work but included some important features to the research. He claimed that the research conducted by Schachter did not include the information if the learners have a notion about the grammatical category at all. So Kleinmann (1977) investigated Arabic and Spanish/Portuguese speakers learning English in the use of passive, present progressive and other structures. (Ellis, 1999, p. 304-305)

The origin of under-production is still a question. There are two general views on this question. Although there is evidence that the major sources of avoidance are the differences between the first and the foreign languages, an opposite opinion is also common. In this case it is believed that too similar languages can make the learners doubt about it being possible to have the same pattern in both languages.

However, a study by Laufer and Eliasson (1993) focusing on use or avoidance of phrasal verbs proves that it is the difference in first and target languages which cause avoidance. Although the possible similarity of languages may have an effect, the only factor that invariably predicts avoidance is their difference. (Gass, et al., 2013, p. 126)

Kellerman (1992) distinguishes three types of avoidance:

- 1 when learners realize that there is a problem and approximately know what the target form is like;
- 2 when learners know the correct form but are not able to use it in specific conditions;
- 3 when learners know what to say and how to say it but are not willing to do that.

Over-use

Over-use of grammatical forms is caused by overgeneralization. Ellis (2008) explains overgeneralization as creation of atypical structures while copying existing structures in foreign language. It is usually expressed through creation of one irregular structure instead of two regular ones. For instance, the sentence *He can sings.* is a result of merger of *He can.* and *He sings.*

Most frequently English learners tend to over-use past tense inflections in regular verbs, words which can be used in different contexts, articles, and basic structures like *it is*, *there is* etc. Very often avoidance and underproduction of difficult structures can lead to over-use of simple sentences.

The over-production of English definite article by Portuguese learners was recently investigated by Ruiz (2011). He aimed to prove that the phenomenon of over-production of definite articles in zero article context results from the fact that zero article does not exist in Portuguese in the same context as in English. The results of the research proved that overproduction of the definite article often occurs as a result of first language influence and the over-use of zero article is caused by overgeneralizing the target language rules. (Ruiz, 2011, p. 132-145)

Over-use of linguistic features is a very common result of negative transfer. However, it is also easier for teachers to identify it than avoidance.

Positive transfer (facilitation)

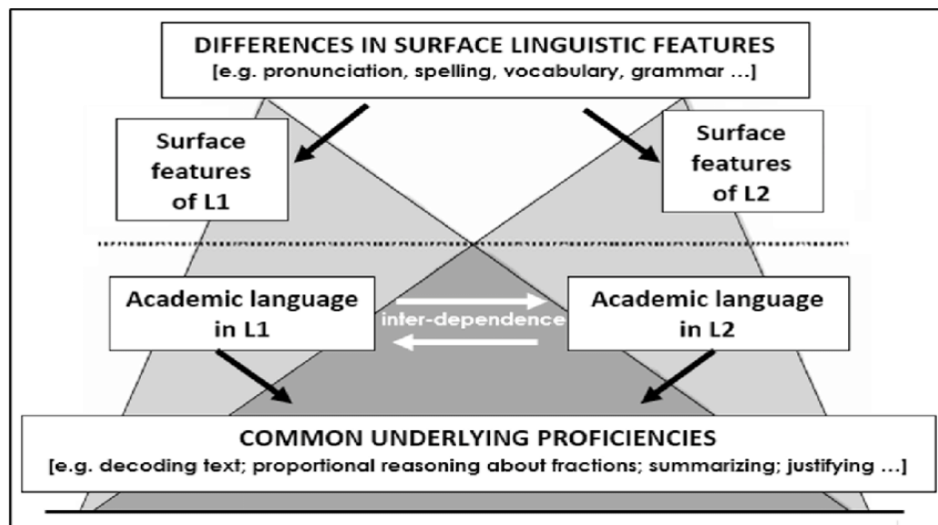
Recently, researchers have shown an increased interest in positive transfer after it has been overlooked for decades because of excessive attention paid to the negative aspect. Odlin (1989) claims that positive transfer manifests not in absence of errors but rather in their reduced number and frequency.

To explain the way the first influences the foreign language in a positive way Cummins (1983) offers the theory of Common Underlying Proficiency (CUP) and depicts the connection between languages as a “dual-iceberg” analogy (see Figure 1.4.2.1). At first sight it seems that the first and foreign languages are completely different proficiencies. However, essentially, they are related on basic level and all the differences are accumulated in process of development. The shared principles and constraints are common to all natural languages. While learning a foreign language learners may acquire a new phonetic, vocabulary or grammar system but skills, knowledge and concepts developed might be easily transferable. (Yan Hui, 2010, p. 98-99) This model demonstrates an underlying cognitive proficiency which connects all languages and the surface features such as pronunciation spelling, vocabulary, and grammar. These features distinguish the two languages. Cummins (1983) identifies three literacy-related components according to CUP.

The first component is conceptual knowledge that is the knowledge of, or understanding of concepts, critical thinking, reading, and writing skills. They are formed with the means of native language, but later can be transferred to the target language.

Figure 1.4.2.1 Differences in surface linguistic features

(Cummins, 2005 p.7)



The second component is common experience. The third element of Common Underlying Proficiency is the language knowledge which also can facilitate learning. (Yan Hui, 2010, p. 98-99)

The assumption that positive language transfer occurs on cognitive level was confirmed by numerous research in transfer of reading and writing skills as well as strategies and concepts. Upton's (2001) study of the use of native language in reading process showed that learners with different language proficiency in target language used their native language to understand the text. And the general rule is that the lower the learners' proficiency in the target language, the more they rely on their first language knowledge not only in the aspect of translation but also in the structure, content and meaning.

Another positive manifestation of transfer is strategy transfer. After examining revision strategies of people in both first and foreign languages Hall (1990) found that advanced language users were able to use the same (formed in their first language) system of revision across different languages. (Yan Hui, 2010, p. 100-101) All the examples of research finding listed above prove that learners heavily rely on their native language while learning the target language. Understanding of this fact radically changes the attitude to the crosslinguistic influence as a linguistic phenomenon and opens a new niche in CLI research to investigate.

PART II

CONTRASTIVE ANALYSIS OF THE UKRAINIAN AND ENGLISH LANGUAGES

First language transfer is a difficult area to study. While one research examining the crosslinguistic influence of Ukrainian first language speakers on language production in English may show convincing evidence of negative lexical transfer of the word “магазин”, the result with Hungarian learners of English will be opposite – the word “magazine” positively affects the learners’ comprehension of the word in English. And this is true about all languages. It makes it necessary to specify the languages under consideration and provide a detailed description of existing studies on their contrastive analysis. In the thesis, the subject of study is the influence of Ukrainian as a first language on the acquisition of the English language.

2.1 Contrastive analysis of the English and Ukrainian languages at phonological and orthographic levels

The phonematic systems of English and Ukrainian are significantly different. It often leads to difficulties in learning English as a second language. Contrastive analysis of the languages on phonological level provides a clear picture of the diversity of sounds.

The biggest contrast in phonematic systems of English and Ukrainian might be found among vowel phonemes. The first substantive feature distinguishing vowel phonemes is their number. English includes 20 vowel phonemes of which 12 are monophthongs and 8 diphthongs (/ɪ/ /e/ /æ/ /ʌ/ /ɒ/ /ʊ/ /i:/ /ɔ:/ /u:/ /ɑ:/ /aɪ/ /eɪ/ /ɔɪ/ /aʊ/ /əʊ/ /ɪə/ /ɛ:/ /ɜ:/ /ə/) while Ukrainian vowels are represented by only 6 phonemes ([I], [И], [E], [A], [O], [Y]). It is obvious from the list above that English vowels differ from Ukrainian in length (long and short phonemes in English and only short phonemes in Ukrainian) and stability of articulation (monophthongs and diphthongs in English and only monophthongs in Ukrainian). For this reason, Ukrainian students often find it difficult to pronounce English diphthongs. (Brovchenko & Korolyova, 2005, p. 34-35) Some differences are also found in the division of vowels according to the position of the tongue (in Ukrainian there are no mixed vowels but only front and back phonemes) and the position of the lips (in English language lips are rounded but not protruded while in Ukrainian protrusion is common).

At first sight, the English and Ukrainian consonants are rather similar but after careful examination, it becomes evident that they are not. English consonant system includes 24 phonemes (/p/ /b/, /t/ /d/, /k/ /g/, /f/ /v/, /s/ /z/, /θ/ /ð/, /ʃ/ /ʒ/, /tʃ/ /dʒ/, /h/, /w/, /n/, /m/, /r/, /j/, /ŋ/, /l/) while Ukrainian is made up of 47 phonemes ([П], [Б], [М], [В], [Ф], [Т], [Д], [Н], [Ч], [ДЖ], [С], [З], [Ц], [ДЗ], [Ш], [Ж], [Л], [Р], [П], [Ї], [К], [Г], [Х], [Г], [Т], [Д], [Н], [С], [З], [Ц], [Л], [Л'], [П'], [М], [Т], [Т'], [Д], [Н], [Н'], [С], [С'], [З], [Л] [Л'], [П], [Ш], [Ж], [Ч], [Ц]). This striking difference exists because of 8 palatalized sounds ([Т'], [Д'], [Н'], [С'], [З'], [Ц], [Л'], [П']) and 16 long consonants ([М̄], [Т̄], [Т̄'], [Д̄], [Н̄], [Н̄'], [С̄], [С̄'], [З̄], [Л̄] [Л̄'], [П̄], [Ш̄], [Ж̄], [Ч̄], [Ц̄]) which cannot be found in English. On the other hand, in English, there are such categories of phonemes as aspirated (/p/, /t/, /k/) and pharyngeal /h/ consonants. At the same time, many categories in the classification of consonants are similar in both languages. They are the manner of the production of noise, the active organ, forming an obstruction and the work of the vocal cords. (Brovchenko & Korolyova, 2005, p.35-37)

The framework of phonological level applies not only to single phonemes but also to the minimal basic phonetic unit of speech that is a syllable. Finkin (1953) defined a syllable 'as a single portion of energy separated from another portion of energy'. (Brovchenko & Korolyova, 2005, p.128) At the beginning of the syllable this portion of energy grows and after reaching its peak declines to the end of the syllable. Two different syllables are separated by the lack of energy at the end of the previous and the beginning of the following syllable. Several studies have found that the principles of formation and division of syllables in both English and Ukrainian are similar, though not the same. For example, in the Ukrainian word *зорку* [ГОРКИ] the syllable boundary lies between the vowel [O] and the consonant [P], i.e. the sound [P] begins a new syllable and therefore it has a strong-end. In the English word *napkin* ['næpkɪn] the syllable boundary lies between the consonants [p] and [k]. This means that [p] ending the first syllable, has a strong beginning, while the following [k], beginning a new syllable, has a strong-end. Ukrainians tend to divide such words wrongly and to pronounce [p] with a strong end.

One more notion worth mentioning in this subsection is the word stress, which might be defined as an increased impulse of energy focused on one of the syllables of the word. In case a word has more than three syllables, linguists identify three degrees of stress in English words – primary, secondary and unstressed syllables. In Ukrainian the degrees of stress in polysyllabic words are similar, though the stress appears to be less intense than in English.

All the mistakes learners make when pronouncing the phonemes, forming and dividing syllables, and even placing the word stress lead to the appearance of an accent – something the learners really struggle with learning a second language. (Brovchenko & Korolyova, 2005, 122-136)

Another challenge for Ukrainian learners of English is the transition from oral speech to writing. The main reason for it is that English is based on the Latin-script alphabet while Ukrainian uses Cyrillic script. In addition, Ukrainian orthography is based on the phonemic principle, with one letter generally corresponding to one phoneme, but English has complicated spelling rules in comparison with Ukrainian spelling because many sounds can be spelt in more than one way and many spellings can be pronounced in different ways. For example, the sound /k/ can be represented by *c*, *k*, or *q* and the letter combination *ough* can be pronounced like /ʌf/ (*tough*), /oʊ/ (*though*), /ɒf/ (*cough*), /aʊ/ (*plough*) etc. The digraphs (combinations of two letters) such as ‘sh’, ‘ch’ ‘th’ and silent letters, such as the ‘b’ in ‘debt’ or the ‘s’ in ‘island’ also often cause difficulties for students.

2.2 Contrastive analysis of the English and Ukrainian languages at lexical, semantic and morphological levels

According to the classification of Indo-European languages English and Ukrainian belong to two different types of languages: English is an analytic language where the connection of words in sentences depends on the words order. On the other hand, Ukrainian is a synthetic language where the relation of the words in sentences is expressed through the form of the words. It explains the fact that English has only eight inflectional affixes in it:

s – is the marker of a plural form of nouns;

ed – is the marker of the past tense of verbs;

ing – shows the present participle;

ed – is the marker of the past participle;

s – the third person singular present;

s’ – marks the possessive form of nouns;

er – shows comparative form,

est – indicates of the superlative form of adjectives. (Fromkin, Robert & Nina, 2003, p.

620)

But Ukrainian has much more inflectional affixes that denote connections that cannot be found in English. These affixes can be divided into derivational and functional affixes. The derivational ones include:

1 Suffixes – usually express the meaning of generalized property or abstract notion and can change the part of speech the word belongs to (*до́бр-ом-а- до́бр-уї*).

2 Prefixes – they are usually added to the whole word (*хо́дumu- за́ходumu*).

3 Postfixes – the postfix *-ся* helps to create reflexive verbs: (*мити – митися*).

4 Infixes – they function includes the connection of two or more roots into one stem (usually vowels *o, e, e*).

The functional affixes in Ukrainian are even more important from the point of view of contrastive morphology. They can be divided into form-creating (формотворчі) and word-changing (словозмінні). Form-creating suffixes are standardized and might be found in all the words belonging to one part of speech (словоформи). For example, the suffix *-ти* is used to create the infinitive of verbs (співати, ходити). The role of word-changing affixes (flections or endings) is to show the connection of the words in a sentence. They appear in declension of nouns, adjectives, pronouns and numerals and conjugation of verbs. (Andreichuk & Babelyuk, 2019, p. 44-51)

Affixes also allow to form new words. It includes both suffixation and prefixation and is the most common type of word formation. With the help of suffixation, it is possible to form almost all word classes both in English and Ukrainian. For example, we can form abstract nouns using English and Ukrainian suffixes:

-(t)ion: *protection, explosion*;

-ment: *pavement, unemployment*;

-ance/ence: *entrance, experience*;

-ness: *darkness, goodness*;

-ота: *темнота, сліпота*;

-ина: *довжина*;

-ість: *більшість, меншість*;

-изм\ізм: *деспотизм, магнетизм*.

Common adjective-forming suffixes include:

-able/ible: *communicable, perceptible*;

-al: *seasonal, accidental*;

-ic: *public, archaic*;

-ical: *political, historical*;

-ant/ent: *pleasant, different*;

-ов-ий: *спадковий, зимовий*;

-н-ий: *сумний, радісний*;

-ич-н-ий: *публіцистичний, драматичний*;

-ат-ий/ят-ий: *мордатий, вусатий*;

-увати/ювати: *п'януватий, синюватий*.

Prefixal morphemes in Ukrainian and English share many common features,

although in Ukrainian there are more single-letter prefixes (-у, -в, -з, etc.). All prefixes of these contrasted languages can be classified in the next way:

- international prefixes (*extra-, mega-, ex-*);
- prefixes with similar meanings but different forms: (*international – міжнародний*);
- national prefixes (*upthrow – кидок угору*).

These two types of word formation are often used together in both languages. (Borysenko, 2005, p. 32-39)

In the framework of contrastive semasiology, the meaning of a word is considered the most important notion. The lexical meaning of the word is represented through three basic elements: – a cognizer, a cognized object and a linguistic sign, which were taken into account in its typology. The three types of meaning that are usually singled out are referential, conceptual and pragmatic meaning.

The referential meaning of the word denotes the relationship between the words and the object. The best example of this reference can be found in proper names like *London, Dnipro*, etc. The conceptual aspect shows the reference of the word to a concept, or an abstract idea and the pragmatic meaning includes the evaluative, expressive and emotive components which depend on the communicative situation. For example, *кінь - велика свійська однокопита тварина, яку використовують для перевезення людей і вантажів* and *шкапа - заморений, слабосилий, худий кінь*.

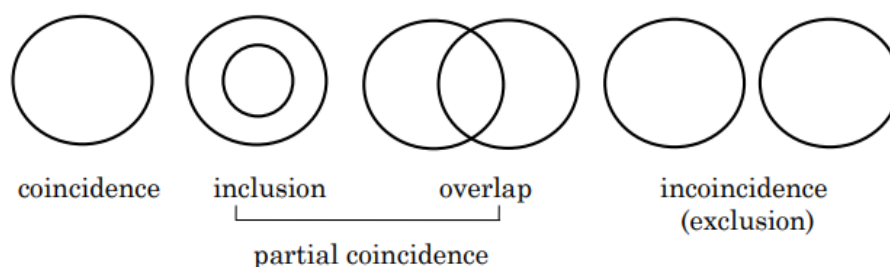
So now it is evident that words in English and Ukrainian have the same three aspects of meaning. However, sharing the same aspects does not mean that the words coincide in all of them in equal measure. The comparison of the words *stork – a large mostly white bird with very long legs which walks around in water to find its food* and *лелека – великий перелітний птах із довгим прямим дзьобом та довгими ногами* it is clear that there are certain differences (mostly white, walks around in water, etc.)

The level of semantic equivalence between Ukrainian and English words can be expressed through the next levels: identity, partial coincidence and incoincidence.

Identity happens when the meanings of words in contrasted languages are absolutely the same. It usually happens with terms like *neuron- an elementary particle having no charge* and *нейрон- елементарна частинка з нульовим електричним зарядом* and borrowings like *to export- send (goods or services) to another country for sale* and *експортувати - вивозити товари або послуги до іншої країни з метою продажу*.

Figure 2.2.1 Types of semantic equivalence

(Demenchuk, 2018, p. 58)



Partial coincidence includes two subcategories: inclusion and overlap. While inclusion is based on hyponymic relations of words in contrasted languages, overlap is characterized by partial intersection. Exclusion is usually a feature common for nationally coloured words which have no visible coincidence in meaning. Such words are *борщ, замірка, kedgerie, haggies*, etc. (Demenchuk, 2018, p. 47-61)

2.3 Contrastive analysis of the English and Ukrainian languages at syntactic level

Contrastive analysis of two languages on syntactic level is performed through the comparison of the grammatical systems of the languages under consideration. The key notions which are employed by the contrastive grammar include absolute universals (features which are common to all languages), near universals (features, common to most languages), isomorphic features (which are common for compared languages) and allomorphic features (features that distinguish the compared languages). With the help of these categories, it became possible to methodize such language features as presence/absence of analytical forms, parts of speech, function words, gender forms and classes of nouns, the notion of a sentence, the existence of non-finite forms of the verb, and subordinate clauses. (Baranova, 2021, p. 6-9)

The biggest difference in grammatical systems of English and Ukrainian languages is the grammatical function of a word in interrelation with the sentences. As it was mentioned, English is considered an analytical language which means that words in the sentences are connected with the help of auxiliary elements (words) and fixed word order. Unlike English, Ukrainian belongs to synthetic languages where sentences are formed with the assistance of inflections, shift of vowels or consonants and suffixation. Functional words can also be found in Ukrainian, but they kept their semantic meaning to some extent. (Baranova, 2021, p. 10-14)

One of the core universals of all languages is the division of words into lexico-grammatical categories called parts of speech. The first attempts to classify words into categories belonged to Greek philosophers, but they were obscure and ambiguous. Modern linguistics offers a more precise classification of words based on such criteria as semantic properties, morphological properties, word-building means, syntactic function and combinability.

Baranova (2021) claims that for English syntactic function and combinability are dominant which means that the parts of speech are lexico-syntactic classes of words. In Ukrainian, on the other hand, the leading criterion is morphological, so parts of speech are lexico-morphological classes of words. (Baranova, 2021, p. 11) Although the division of words into parts of speech is rather similar in most languages there are numerous differences in grammatical categories and their expressions.

Table 2.3.1 Typology of grammatical categories of a noun

(Baranova, 2021, p.12)

Categories	English	Ukrainian
Number	+	+
Case	+	+
Gender	-	+
Definiteness / indefiniteness	+	-
Animateness / inanimateness	-	+

Table 2.3.2 Typology of verbal categories

(Baranova, 2021, p.12)

Categories	English	Ukrainian
Tense	+	+
Aspect	+	+
Voice	+	+
Mood	+	+
Person	+	+
Number	+	+
Grammatical gender	-	+
Correlation	+	-

Table 2.3.3 Typology of categories

(Baranova, 2021, p.14)

Categories	English	Ukrainian
<i>Adjective</i>		
Degree of quality	+	+
Gender, number, case	-	+
<i>Numeral</i>		
Gender	-	+
Number	-	+
Case	-	+
<i>Pronoun</i>		
Gender	+	+
Number	+	+
Case	+	+

Table 2.3.4 Categorical distinctions of verbals in English and Ukrainian

(Baranova, 2021, p.13)

Verbals	English	Ukrainian
Infinitive	Active: to ask Passive: to be asked Non-continuous Perfect: Active: to have asked Passive: to have been asked Continuous: Active: to be asking Passive: to have been asking	Активний: запитувати Пасивний: бути запитуваним Недоконаного виду: цвісти, їсти Доконаного виду: зацвісти, попоїсти
Gerund	Active: asking Passive: being asked Perfect Active: having asked Passive: having been asked	Дієприслівник Активний теперішнього часу: йдучи, маючи, знаючи Активний минулого часу: йшовши, мавши, знавши
Participle I	Present Active: asking Passive: being asked Perfect Active: having asked Passive: having been asked	Дієприкметник Активний теперішнього часу: читаючий, -а, -е, розмовляючий, -а, -е Активний минулого часу: перемігший, здолавший
Participle II	Passive: asked, made	Дієприкметник Пасивний минулого часу: запрошений, пройдений

Parts of speech are not the only area of study on syntactic level. Syntax, which is defined as the study of speech formation is the way words are combined into phrases and the structural

peculiarities of sentences. The syntactic analysis of English and Ukrainian languages shows that there are numerous isomorphic features in these languages. Pavlyuk (2010) describes six groups of factors that help to identify the isomorphic or allomorphic nature of features:

1. Whether both languages share such language classes as word groups, sentences and supersyntactic units;
2. Whether these language classes belong to the same types;
3. Whether the syntactic connections are similar or not;
4. Whether the syntactic relations in word groups are similar;
5. Different parts of speech in the two languages have similar functions.

There are numerous examples of isomorphic features among word groups in English and Ukrainian languages. The common features which distinguish the formation of word groups in English languages are complements in the verbal phrases (gerundial, infinitival, and participial). The sentence types in contrasted languages have more allomorphic features which are important to consider. It is evident, that the main distinguishing feature is the more extensive representation of two-member sentences in English than in Ukrainian. The two-member sentences, which have no counterparts in the Ukrainian language include the following types:

1. Impersonal sentences with the impersonal subject *it*, e.g. *It is snowing. It thunders.*
2. Indefinite personal sentences with the subject expressed by the indefinite personal pronouns *one, they, you*, e.g. *They say. One can see. You don't say so.*
3. Sentences with the introductory *it* or *there*, e.g. *It is nice to see you. There is a picture on the wall.* These sentences have no equivalents in Ukrainian. (*На стіні розташована картина*).
4. Sentences with the implicit agent and passive predicate verb followed by a preposition, e.g. *He was listened to.*
5. Sentences with the secondary predication syntagmemes, e.g. *I saw him helping her.*
6. Sentences with the gerundial complexes used as predicative constructions (secondary predication), e.g. *I am fond of playing football.*

Due to the synthetic nature of the Ukrainian language one-member sentences are much more widely represented in Ukrainian language and it can often cause confusion among pupils who study English. (Baranova, 2021, p. 15-16)

2.4 Contrastive analysis of the English and Ukrainian languages at discursive, pragmatic and sociolinguistic levels

Pragmatic and sociolinguistic studies in the last two decades found that participants of communication who have different first languages and represent different cultures appear to have difficulties in having a discourse despite the process of merging, crossing and blending of cultures which takes place. (Vozna, 2018, p. 60) To be able to identify and analyze the pragmatic and sociolinguistic differences between English and Ukrainian first-language speakers, it is important to highlight the main aspects of this phenomenon. Hofstede (2004) suggests a simple but at the same time very clear model for cross-cultural comparisons. This model includes 6 dimensions, which are:

- Power Distance Index (PDI)
- Collectivism vs Individualism (IDV)
- Femininity vs Masculinity (MAS)
- Uncertainty avoidance (UA)
- High vs Low Context
- Monochronism vs polychronism.

Mikułowski-Pomorski (2006, p. 325-326) in his research presents a classification of European cultures according to Hofstede's dimensions. This classification includes Ukraine, which makes it possible to compare the Ukrainian cultural context with that of some English-speaking countries. The biggest contrast can be found between Ukraine and North America.

From the table, presented above it is clear that, unlike North Americans, Ukrainians show a tendency for high power distance. It is assumed to be a result of long history of serfdom in the distant past and the communist regime, where there was a big gap between ordinary citizens and the leaders. On the other hand, individualism is of paramount importance for Americans, while Ukrainians prefer a collectivistic lifestyle, where privacy is much less important than family bonds, care for children and parents and respect for the older generation.

It can be clearly traced in the way people address their parents or elder people. Also, there is a pronounced feminine tendency, which became even more expressed after the appearance of new rules in Ukrainian spelling rules in 2019. We can find such feminine forms as *філологиня*, *мисткиня*, *президентка* in Ukrainian. At the same time, English possesses fewer feminine forms and this situation doesn't seem to change. In the personal conversation, Ukrainians also are likely to use allusion and irony as well as sayings and well-known jokes. It is considered to be a sign of high-context communication style. (Prykarpatska, 2008, p. 88-94)

Table 2.4.1 Value dimensions for Ukraine and USA

(Prykarpatska, 2008, p. 90)

Dimensions	Ukraine	USA
Individualism	≈ 38	91
Power Distance	≈ 96	40
Masculinity	≈ 40	62
Uncertainty Avoidance	≈ 93	46
Time	Poly	Mono
Context	High	Low

Fink, Gruttauer, & Thomas (2008) claim that Ukrainian culture is quite flexible in the use of communicative rules and word order. This is proved to be the reason for a great variety of forms of apology in formal and informal speech in contrasted languages. The formation of imperative (which is generally used for apologies) in the Ukrainian language takes place with the use of imperative in the 2nd person. But whether the speaker uses singular or plural form depends on the level of the speaker's respect for the hearer, the difference in age and social status. From this, it can be concluded that apologies in English and Ukrainian have differences in their form and function with English apologies usually less polite. (Shevchenko & Gutorov, 2019, p. 321-329)

PART 3

PRACTICAL RESEARCH ON THE FIRST LANGUAGE TRANSFERENCE IN THE ACQUISITION OF ENGLISH AS A FOREIGN LANGUAGE

The completion of the master thesis took two years. The first year was spent with the overview of theoretical findings in the field of crosslinguistic influence, language transfer and contrastive analysis of English and Ukrainian languages. The second year was devoted to the empirical research. In the course of this research, it was examined how the learners' first language influences the way they acquire a foreign language. Ukrainian was viewed as the first language (L1) and English - as the foreign language.

3.1 Aims

The main aim of the thesis is the study of positive and negative transference of the pupils' first language in the acquisition of English as a foreign language and give some practical advice on how to overcome the difficulties.

The current issue raised the following questions:

1. How does the first language affect the acquisition of English as a foreign language?
2. What kinds of positive and negative transfer occur in contrasted languages?
3. Why is it important for a teacher to take this impact into consideration?

In the course of the investigation the following hypotheses were formulated:

- The Ukrainian language knowledge has a great effect on the English language learning process.
- The negative influence is mainly caused by the difference in types of language: Ukrainian is considered par excellence a synthetic and English a mainly analytical language.
- We assume that contrastive analysis of languages under consideration might facilitate the learning process.

To refute or verify the above-mentioned hypotheses and answer the questions of the research, empirical research was carried out by applying the method of survey. The data gathered this way makes it possible to answer the research questions. The following part of the thesis provides the information, relevant to the study.

3.2 Methodology

The following subsection describes the methods of research employed to collect the data. In order to make the methodology of the research orderly and comprehensible all the stages of it have been split into subsections.

3.2.1 Planning the study

English is not the first language of learners in Ukraine speak, but every year the number of English learners increases as a result of intense cooperation with other countries. During these years it has been often noticed that when writing in English, learners might accidentally write the wrong letter (Ukrainian 'п' instead of 'p') or guess the meaning of a word only because it sounds similar to a Ukrainian (although it was not always correct). For teachers, language transfer is even more interesting because they may use this knowledge in their practice to help young learners to reach better results in learning English. Whereas the result of the research aims to facilitate English language learning, a survey questioning schoolchildren is the basis of it.

3.2.2 Corpus and research instruments

The present study is based on empirical data collected with the help of a closed questionnaire. A total of 32 respondents participated in the survey of which 56,3 % are male and 43,8% are female. All respondents are pupils of the 8th or 9th form in secondary school and are between 13 and 15 years old. They speak Ukrainian as a first language and have been studying English as a foreign language at school for at least 7 years.

The questionnaires were distributed via online channels and the data was gathered from respondents through a set of questions that are administered via the online data-collection platform Google Forms. Conducting the survey with the help of online platforms has many advantages including that the responders are able to complete the form when they want, and it is easier to gather and analyze the data provided by a large number of responders. The questionnaire included 25 questions of which 21 question was of multiple-choice type with

mainly 3 options in each and 4 questions were likert scale questions with the use of a psychometric scale.

3.2.3 Procedure of the research

The first step in the preparation of the research was the review of the relevant literature on first language transfer in foreign language acquisition (Part 1), including theories and models of language transfer, the classification of language transfer according to the area of language knowledge and language production. Moreover, in Part 2 of the thesis the contrastive analysis of the English and Ukrainian present examples of phonological, orthographic, lexical, semantic, morphological, syntactic, discursive, pragmatic and sociolinguistic levels and their potential benefits and challenges for the learners.

After looking through the relevant academic literature it was necessary to create a questionnaire which will include questions that may reveal to what extent the learners experience language transfer. Consequently, the examples of first language transfer on different levels were used. The next step was the creation of the questionnaire with the help of the online data-collection platform Google Forms. The questionnaire then was sent to the responders and proper instructions preceded its filling. The last step was to analyze the results in order to have an insight of the frequency and level of the first language influence on foreign language learning.

3.2.4 Data analysis methods

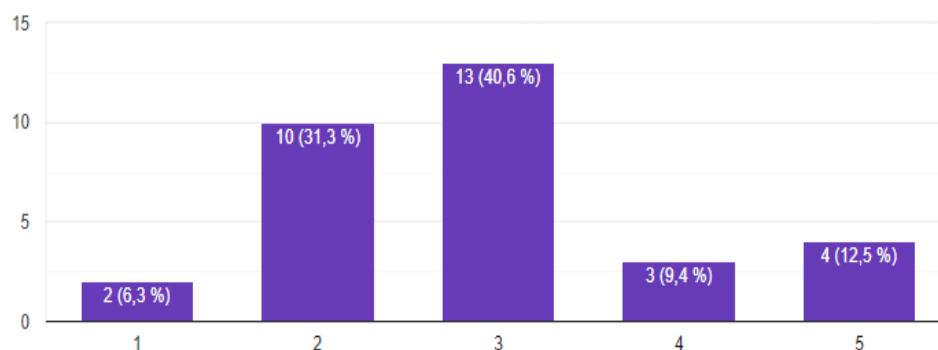
With the aim of data analysis of the empirical research quantitative method of analysis was applied. The results are presented in form of diagrams that facilitate the understanding of quantitative structure of the data. The next step in the process of the analysis was the use of descriptive statistics. This method makes it possible to find and describe regularities in the results. The results were identified based on the classification of Jarvis and Pavlenko (2008).

3.3 Findings

The analysis of questionnaires filled in by 32 learners of English, the prevailing part of which (93,8%) believe that learning English is important for their future. It indicates that the motivation of the foreign language learners is high and they take this matter seriously and responsibly. However, the high level of awareness of importance of learning English does not result in high success rate of students. There is no doubt that the reason for this is complex and include aptitude, motivation, anxiety, etc., but the results of the questionnaire clearly show that the learners' first language does make a visible influence on English language learning.

Before analyzing the transfer of Ukrainian language in the acquisition of English as a foreign language on different levels, let us look at the results in general. Questions 7, 8, 9, 10 of the questionnaire were aimed to determine whether and to what extent the learners recognize the phenomenon of language transfer.

Diagram 3.3.1 The level of learners' reliance on their first language during communication.



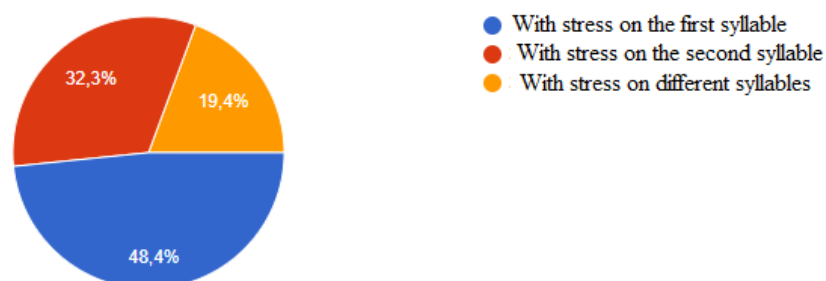
From diagram 3.2.1 it is evident that according to the respondents' opinion, they seldom (37,6%) or occasionally (40,6%) experience and recognize the influence of Ukrainian language on the learning of English. Moreover, the majority of learners identify the effect rather as negative than positive. Considering the learners' responses on the negative and positive transfer it is easy to notice that the manifestations of negative transfer are rather frequent (46,9% of learners experience it occasionally and 28,1% in total experience it often). On the other hand, positive transfer is less common among students (34,3% of learners are seldom influenced by Ukrainian language and only 65,7% - occasionally). None of the respondents declared that their first language always facilitates English language learning.

3.3.1 Language transfer at phonological and orthographic levels

The questions related to language transfer at phonological and orthographic levels included the pronunciation of the letter group ‘th’, which is not familiar to Ukrainian learners, the changing word stress in the words to record – a record, which can be confusing because of the absence of the phenomenon of syllable shift caused by the change of part of the language, and the spelling and pronunciation aspects of words ‘naughty’ and ‘telephone’, which contain specific groups of letters that are often spelled wrongly by learners as well as a pair of confusing letters (the Ukrainian letter ‘p’ which corresponds to the English letter ‘r’).

The data show that the majority of responders (58,1%) pronounce the ambiguous letter group ‘th’ correctly, but still a large part (41,9%) of learners have difficulties. The situation is worse if we consider the peculiarities of word stress in English language. The syllable shift in cases of change of part of the language is not common in Ukrainian language and therefore causes significant difficulties.

Diagram 3.3.1.1 The word stress in the words to record – a record.



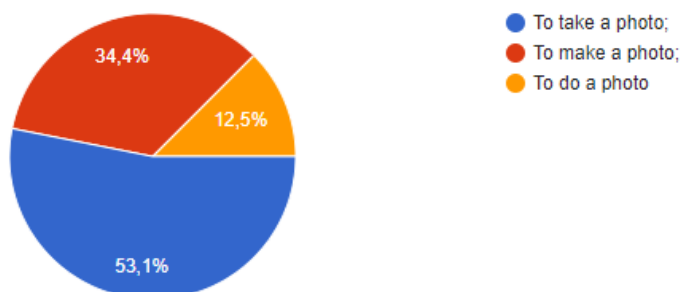
From diagram 3.2.1.1 it can be concluded that only 19,4% of English learners are aware of this peculiarity of word stress in the target language and 80,6% believe only one type of word stress is possible in this case. What concerns the orthographic level of language transfer, in both Questions 14 and 15 - 93,8% of responders gave the correct answer, which is a rather high indicator.

3.3.2 Language transfer at lexical, semantic and morphological levels

The examination of degree of language transfer at lexical, semantic and morphological levels took place with the help of Questions 16-20 of the questionnaire. The results show that more than a half of learners (59,4%) are able to identify the role of the suffix in the word-forming process correctly and, according to the diagram 3.2.1.2, avoid overgeneralization while creating the past form of verbs (75%).

It is not surprising that the occurrence of negative language transfer from Ukrainian into English on lexical and semantic levels appear to a lesser extent than at other levels because English teachers frequently draw the learners' attention to the dangers of misinterpreting words and phrases. However, while the learners are likely to avoid making a mistake in the interpretation of a word (84,4% of responders identified the equivalent of the word 'magazine' in Ukrainian correctly and 65,6% found the English equivalent of the word *хмарочос*) the diagram 3.2.1.3 proves that it is far more probable that they misinterpret a phrase.

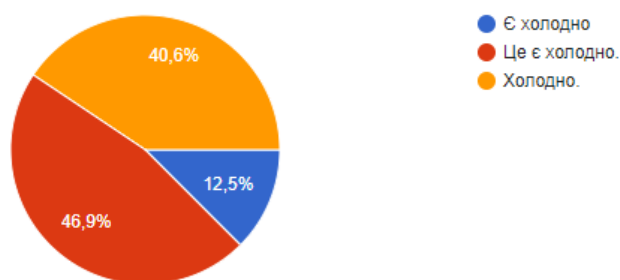
Diagram 3.3.2.1 Translation of the phrase 'робити фотографію'



3.3.3 Language transfer at syntactic level

The differences of the languages under analysis at syntactic level appear to have a major influence on the English language learners' language production. The biggest challenge for learners is the translation of impersonal sentences with the impersonal subject and the grammar structure 'У мене є'. The diagram 3.3.3.1. clearly shows that the majority of English learners (59,4%) have difficulties with the understanding of impersonal sentences with the impersonal subject.

Diagram 3.3.3.1 Translation of the sentence ‘It is cold.’

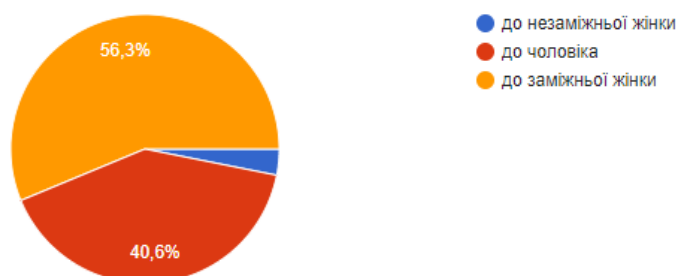


The survey also proves find that up to 31,3% of responders experience negative language transfer at syntactic level when dealing with translation of one of the basic grammar structures of English language ‘I have got’.

3.3.4 Language transfer at discursive, pragmatic and sociolinguistic levels

In Part 1 and Part 2 of the thesis it was concluded that language transfer at discursive, pragmatic and sociolinguistic levels is insufficiently researched. It may be the result of the shortage of cross-cultural communication and interaction in the process of language learning. Considering the current trend of gallization the lack of communicative skills can be a disadvantage for a person, therefore these results are disturbing.

Diagram 3.3.4.1 The interpretation of the abbreviation Mrs.



Only 37,5% of the responders know that, as opposed to Ukrainian, English language has not got a particular pronoun which for the polite form of ‘you’. Moreover, over 43% of the English learners (on diagram 3.3.4.1) are not able to use the abbreviations like Mr, Mrs, Miss properly.

3.4 Discussion and interpretation

Since the contrastive analysis of Ukrainian and English languages show great differences in these languages, the results obtained by surveying learners on the first language transference in the acquisition of English as a foreign language come as no surprise. An important finding was that the majority of learners realize the existence of language transfer and see it as a mainly negative phenomenon. This may be the case because for many years errors have been considered rather a problem than a motivation and tool for improvement.

Therefore, the findings of the study have once again confirmed that the question under consideration is topical and important for development of communicative skills. The descriptive analysis of manifestations of language transfer at different levels of communication show that only 60,8% of answers have no sign of it and 39,2% of them are manifestations of transfer. According to the gathered data the phonological aspect rather than orthographic one requires the teachers' and learners' attention. As opposing to this, language transfer on lexical level appeared to manifest the least negative effect in the learners' language production. The reason for this is that the negative or positive influence of Ukrainian language is the easiest to detect at this level, that is why a lot of attention is paid to this phenomenon in the lessons. There even exists a special term for the group of words, which may be misunderstood easily – false friends of translator. At the same time, this attention to lexical transfer should not be considered excessive. On the contrary, the problem is that other aspects are neglected.

One of the more significant findings to emerge from this study is that these are not the lexical or grammatical aspects, which affect the learners the most, but the pragmatic and sociolinguistic aspects which are influenced by first language transfer. They regulate the learners' ability to use language for communication, requesting information, apologize, complement, suggest and to adjust his/her language to the specific social and cultural context. Only about half of the responders were able to recognize and correctly interpret the use of the personal pronoun *you* and the abbreviations *Mr*, *Mrs*, *Miss* in social context. This result is highly disturbing considering the age of participants. The reason for this is not clear but it may have something to do with the fact that the learning process takes place mostly in the classroom and there is no the cross-cultural communication or social context corresponding to that of the target language.

This finding has important implications for lesson planning and conducting as well as the learning content. With proper instruction it is possible to minimize the negative effect of language transfer and emphasis on its facilitating potential and that is why a further study with more focus on language transfer at discursive, pragmatic and sociolinguistic levels is suggested.

3.5 Pedagogical implications

The increased attention to the study of crosslinguistic influence and transfer is an important step towards the customization of the teaching process of foreign languages. The classroom instructions, teacher education and even the textbooks are more effective when they take into account the students' previous learning experience and knowledge. There are four main ways of using the notion of transfer by the teacher in the classroom:

- awareness-raising;
- language use in the classroom;
- crosslinguistic comparisons;
- distributed learning.

Awareness-raising function helps the teacher and the learners to prognosticate the typical negative (errors, omission and over-use) and positive transfer in order to use this knowledge in the lessons, which directly leads to the next function - language use in the classroom.

The crosslinguistic comparison of the English and Ukrainian in the Part 2 of the thesis provided us numerous examples of differences phonological, orthographic, lexical, semantic, morphological, syntactic, discursive, pragmatic and sociolinguistic levels. Including these peculiarities into the lessons will help the students to avoid potential errors. Teachers also need to learn that, for example, just because the English article is presented in the primary school it does not mean that the learners will have internalized them and use them in their speech. (Jarvis & Pavlenko, 2008)

To realize the potential of the knowledge of language transfer in the classroom in full, several changes need to take place in the classroom. At this stage the phenomenon is usually absent from teacher training courses and manuals, from conferences, textbooks. For a very long time the general belief among teachers and linguists was that it is necessary to avoid the use of first language in the classroom in order to create a foreign language environment.

Times, however, have changed. An important work by Cook (2010) claims that the avoidance of the first language in the learning of English is not only unachievable but also unacceptable. This statement was confirmed by numerous research findings which prove that the use of first language is beneficial, encourages learning and develops bilingual competence. "the Council of Europe (2001) describes bilingual competence as a phenomenon, ... in which languages interrelate and interact." In other words, language learners should not only use the second language but to be able to act in bilingual environment with both first and foreign languages.

These findings in the recent years caused changes in the classroom organization during the lessons and led to rethinking of the English-only policies in English language classrooms in many parts of the world. This part of the thesis explores ways in which the first language transfer may be used in more contemporary and communicative approaches, along with reasons for doing so.

The first has to do with the use of language. This assumption is confirmed with the findings of CLI research which say that the person's mother language cannot be simply turned off for a whole lesson. It follows from here, according to Cook (2001) that teachers should not treat the mother tongue as the enemy of the target language but encourage its use when it can benefit the learners, facilitate positive transfer and the internalization of new concepts, and emphasize the existence of negative transfer and its effect on the language production through crosslinguistic comparisons.

When considering an example of lexical transfer in contrasted languages it might be seen that in the case of partial translation equivalents, such as the English verb *to be* versus the Ukrainian *imu*, *xodumu* and *ixamu*, the teacher's task is not to limit the presentation to translations. On the contrary, it will be far more beneficial for learners if they are actually engaged in examining the differences in mediated conceptual categories across contexts. These activities will not only facilitate concept internalization but also raise learners' critical thinking, attention, the ability to compare and analyze linguistic phenomena.

And finally, it is very important to admit that continuous revising is crucial for language learning, especially when talking about the positive or negative manifestations of language transfer. Distributed learning is one of the ways of reaching positive results because, according to numerous studies, concept internalization is a long and complicated process that is unlikely to be completed in the classroom. That is why it is necessary to apply a cyclic model of studying and provide the learners with constant opportunities to revise conceptually difficult issues and areas, in different formats.

But not only the language teachers should be responsible for familiarizing learners with language transfer. Textbook authors, as well as teachers should be concerned about including the effects of language transfer into the curriculum. Authors of textbooks should find ways to present the same topics several times, in different formats and on different levels, in order to aid distributed learning and to facilitate acquisition of conceptually complex issues by learners. The first step to this is the customization of textbooks to the learners' needs according to their first language. It will make it possible to include the achievements of contrastive linguistics into the list of exercises and texts. Instead of including numerous and ambiguous grammatical issues, textbooks informed by up-to-date research on CLI of contrasted languages should address lexical

and grammatical areas which tend to be challenging for learners. Another important aspects of CLI are pragmatic and sociolinguistic levels which require the overview of cultural differences, traditional holidays, habits and lifestyles of people in the countries, the language of which are under consideration.

In recent years there has been a noticeable progress in Ukrainian textbook publication. Many British publishing houses have published textbooks for schools considering the points indicating above in cooperation with Ukrainian authors:

- Англійська мова: підр. для 5 кл. (5 рік навчання). Автор: Г.К.Мітчелл. Видавництво: Київ, «Лінгвіст», 2022.
- Англійська мова. Підручник Prepare Ukrainian Edition. Коста Дж. 280922-1 Лінгвіст
- Нір-Нір HELLO! Англійська мова (5-й рік навчання) (2022),(English), 2022, Амелія Уолкер,Ненсі Левіс,Маргарет Робінсон, Олександр Любченко. Видавництво підручника: Харків, «Ранок»

As it might facilitate the learning outcome, the existence of linguistic transfer, which is a natural process, should be presented and explained to the learners. The compatibilities between Ukrainian and English languages should be presented using contrastive analysis of language phenomena on different levels which appear in the process of lesson. Moreover, learners may be involved in the identification of these similarities and differences with the assistance of the teacher. The most effective way of detection the occurring negative and positive language transfer is in context, which reflects the exact way how the transfer functions. (Vâlcea, 2020)

Among the activities which might be used during the lessons of English language the most common are that of sorting exercises where the objects are divided according to the partial translation equivalent which refer to it. Kellerman (1983), Verspoor and Lowie (2003) also suggest selecting peripheral or figurative meanings of words for a chosen core, analysis of words and expressions in communicative context, comparing their own performance with native speakers of foreign language. (Jarvis & Pavlenko; 2008)

Here are some other activities to enhance positive language transfer and reduce negative transfer:

1. Conversation Starters (pre-intermediate level) – L2 learners choose an article from a newspaper in their first language and explain what it is about in English.
2. Dubbing (intermediate level) – students dub a TV program into English (usually in groups).
3. False friends word search / Crossword puzzle (intermediate level) - learners read the sentences in English, identify the false friends and write down the translation into the crossword.

4. Shadow and a doubt (all levels) – a student presents the same information in both first and foreign languages and then compare the results.
5. Sight translation (intermediate level) – 10 quotations are read by learners and then they write their content in L1 in their own words. It will be useful to compare the translations.
6. Reverse translations (intermediate level) - Group A translates a short text in into English while Group B translates the same text into the mother tongue. After that groups exchange translations to translate them back into the original. At the end, the originals are compared with the translated version.
7. Interpreters (all levels) – three students act as an interviewer, interpreter and interviewee in a communicative situation.
8. Restaurant role play (all levels) – a menu in Ukrainian is explained to English speaking customers.
9. Translating pop songs (intermediate level).
10. Broken telephone/Telegram (all levels) – a sentence which might cause translation problems is whispered by learners and simultaneously translated from L1 into L2 and vice versa. After all the students took part in the game, compare the final English version with the original. (Yadav, 2014)

At the same time, numerous studies confirm that the learners' target language also has an effect on their first language but also vice versa. The foreign language might facilitate the awareness of the stylistic aspects of their own language which may improve reading comprehension as well as oral language skills.

CONCLUSION

As a result of increased interest in foreign language learning more and more studies investigate the different aspects of foreign language learning. Among them language transfer is a factor which requires special attention of researchers due to the fact that although the phenomenon of transfer functions according to general rules only contrastive analysis ensures a clear picture of the effect.

“The study of crosslinguistic influence (CLI), or transfer, is peculiar among language acquisition and language use phenomena in at least two senses. First, empirical interest in CLI has existed since long before the formal establishment of the fields that now claim it as their own. Second, unlike most other well-known factors affecting language acquisition and use... transfer has tended to remain largely exploratory in nature—being driven mainly by theory-neutral research questions rather than by theory-specific hypotheses. (Jarvis & Pavlenko, 2008:XI)

The main aim of the present study was to study the positive and negative transference of the first language in the learning of English as a foreign language and give some practical advice on how to deal with the difficulties. In order to reach the aim, the thesis analyses the language factors which affect language transfer in the process of foreign language acquisition was conducted.

The first part of the thesis provides relevant data about the theoretical background of the phenomenon of first language transfer on foreign language acquisition so that facilitate the understanding of further practical research on the topic. In thesis the 4 Phases of historical development of transfer research and the contribution of famous linguists into it were considered as well as the most relevant and accurate definitions and classifications of types of first language transfer. All the types of language transfer according to the area of language knowledge/use were given a brief examination together with examples based on research data.

An important feature of the research is the contrastive analysis of Ukrainian and English languages which prove that the main source of differences is that these languages belong to two different groups of languages: while Ukrainian is clearly synthetic, English is analytic. This finding was of major importance for empirical research in the thesis and made it possible to identify linguistic patterns in area of crosslinguistic influence at phonological, orthographic and morphological levels. On the other hand, the distinctions of contrasted languages on lexical, semantic and syntactic levels were attributable to the different language families. English belongs to Germanic languages with typical sentence structures and core vocabulary while Ukrainian is a Slavic language.

The empirical research which includes examples of the most common cases of first language transfer at all levels together with questions on the learners' general languages

experience was concluded. After the analysis of the survey, it turned out that the majority of learners often experience first language transfer. The most important finding of the survey was the frequent appearance of language transfer at pragmatic level and as a result the lack of social and cultural awareness among foreign language learners. This question might be a starting point for future studies in the area of CLI.

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РЕЗЮМЕ

В результаті зростання інтересу до вивчення іноземних мов все більше і більше досліджень розглядають різні аспекти вивчення іноземної мови. Серед цих аспектів інтерференція рідної мови є фактором, який вимагає особливої уваги через те, що хоч явище інтерференції рідної мови функціонує згідно загальних принципів, тільки порівняльний аналіз мов, які розглядаються, забезпечує чітку картинку. Джарвіс та Павленко (2008:XI) заявляють, що

“вивчення міжмовного впливу або інтерференції є особливим серед явищ сприймання і використання мови у двох сенсах. По-перше, практична цікавість до міжмовного впливу існувала ще задовго до початку формального становлення тих сфер, які зараз привласнюють це явище. По-друге, на противагу більшості інших відомих факторів, які мають вплив на засвоєння та використання мови... інтерференція рідної мови залишається переважно дослідницькою по природі - керуючись переважно нейтральними щодо теорії дослідницькими питаннями, а не гіпотезами, що стосуються конкретної теорії.”

Перша частина роботи представляє актуальну інформацію про теоретичну основу явища інтерференції рідної мови на освоєння іноземної мови з метою сприяння розумінню подальшого дослідження, проведеного за темою. У роботі розглянуті 4 фази історичного розвитку досліджень поняття інтерференції рідної мови та роботи відомих мовознавців на тему, запропоновані найбільш точні визначення повного перенесення. Коротку характеристику також отримали всі види мовного перенесення згідно сфери знання та використання мови.

Характерною ознакою даної роботи є порівняльний аналіз української та англійської мов, який доводить, що головним джерелом відмінностей даних мов є те, що вони належать до різних типів: в той час як українська мова вважається синтетичною мовою, англійська належить до групи аналітичних мов. Цей факт мав великий вплив на підготовку практичного дослідження і зробив можливим розпізнавання мовних шаблонів у сфері міжмовного впливу на фонологічному, орфографічному та морфологічному рівнях. З іншого боку, відмінності цих двох мов на лексичному, семантичному та синтаксичному рівнях є результатом належності до різних мовних сімей. Англійську відносять до германської мовної сім'ї з її типовими граматичними структурами та базовим словником, в той час як українська є слов'янською мовою.

Проведення практичного дослідження включило приклади найбільш поширених випадків інтерференції рідної мови на всіх рівнях разом з питаннями про загальний мовний досвід учнів. Аналіз опитування показав, що переважна кількість учнів, що

вивчають англійську мову часто відчують вплив інтерференції рідної мови. Найважливішим результатом опитування стало виявлення інтерференції рідної мови на прагматичному рівні і як наслідок нестачі соціальної та культурної обізнаності учнів. Це питання може стати чудовою темою для подальших досліджень у сфері міжмовного впливу.

APPENDIX 1

Questionnaire on the First Language Transference in the Acquisition of English as a Foreign Language

1. What is your age?
 - a) 10-12
 - b) 13-14
 - c) 14-16
 - d) older
2. What is your gender?
 - a) Male
 - b) Female
3. How many languages do you speak?
 - a) One
 - b) Two
 - c) More than two
4. How long have you been studying English?
 - a) 1-2 years
 - b) 3-4 years
 - c) More than 5 years
5. Do you think English is important?
 - a) Yes, I think English is very important.
 - b) No, I don't think English very important.
 - c) I don't know.
6. Are you satisfied with progress you have made in learning English? Assign each response a point value, from 1 to 5 where 1 is not satisfied and 5 is very satisfied.

1	2	3	4	5
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7. How often do you rely on your mother tongue when you communicate in English? Assign each response a point value, from 1 to 5 where 1 is never and 5 is always.

1	2	3	4	5
---	---	---	---	---

8. How often do you make mistakes in English because of the influence of your first language (build the sentence in a wrong way or use a wrong word)? Assign each response a point value, from 1 to 5 where 1 is never and 5 is always.

1	2	3	4	5
---	---	---	---	---

9. How often does your first language help you to understand some words or phrases (the words have similar spelling or pronunciation)? Assign each response a point value, from 1 to 5 where 1 is never and 5 is always.

1	2	3	4	5
---	---	---	---	---

10. Are there any sounds (words) in English you cannot pronounce or which are difficult to pronounce?

- a) There are many of them;
- b) A few;
- c) I can pronounce all the sounds easily.

11. How would you pronounce the combination of letters 'th' in words *these* and *mouth*?

- a) In both words we pronounce /ð/;
- b) In both words we pronounce /θ/;
- c) We pronounce /ð/ in the first word and /θ/ in the second one.

12. How would you pronounce the words to record – a record?

- a) With stress on the first syllable;
- b) With stress on the second syllable;
- c) With stress on different syllables.

13. What do you think which pronunciation is correct related to the word of naughty?

- a) ['nɔ: .gti]
- b) ['nɔ: ti]
- c) ['nɑʊ:ti]

14. What do you think which is the correct spelling of the word 'телефон' in English?

- a) Telefone
- b) Telephone
- c) Teleghtone

15. What do you think which letter corresponds to the Ukrainian letter 'p' in English alphabet:

- a) 'p'
- b) 'r'
- c) 'ph'

16. What do you think which is the correct past form of the word 'find'?
- a) Finded
 - b) Found
 - c) Founden
17. What do you think the suffix -er is used to form?
- a) Nouns
 - b) Verbs
 - c) Adjectives
18. What do you think what is the equivalent of the word 'magazine' in Ukrainian?
- a) Магазин;
 - b) Журнал;
 - c) Супермаркет.
19. In your opinion, which is the English equivalent of the word 'хмарочос'?
- a) Cloudbrush;
 - b) Cloudcomb;
 - c) Skyscraper
20. In your opinion, which is the equivalent of the phrase 'робити фотографію'?
- a) To take a photo;
 - b) To make a photo;
 - c) To do a photo
21. What do you think which translation of the sentence 'It is cold.' is correct?
- a) Є холодно;
 - b) Це є холодно;
 - c) Холодно.
22. How would you say 'У мене є' in English?
- a) I have got;
 - b) In me have;
 - c) In me is.
23. In your opinion, which is the equivalent of the phrase 'the cat's toy'?
- a) Котова іграшка;
 - b) Іграшка кота;
 - c) Коти іграшка.
24. How would you say 'Ви' in English?
- a) MR/Ms;
 - b) you;

c) they.

25. What does the word 'Mrs' mean?

a) A single woman;

b) A man;

c) A married woman.

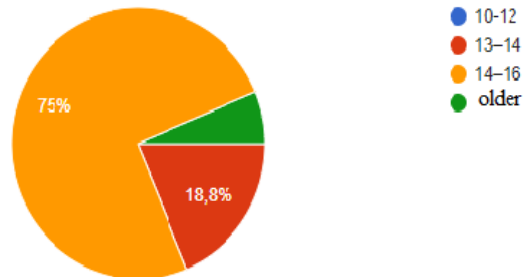
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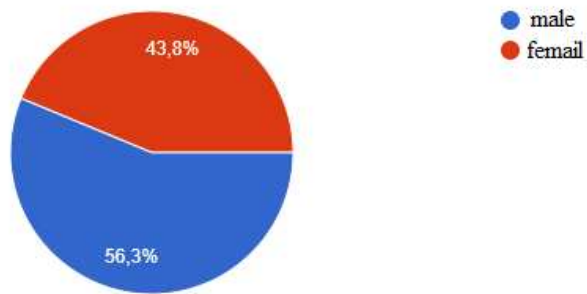
APPENDIX 2

Survey Results

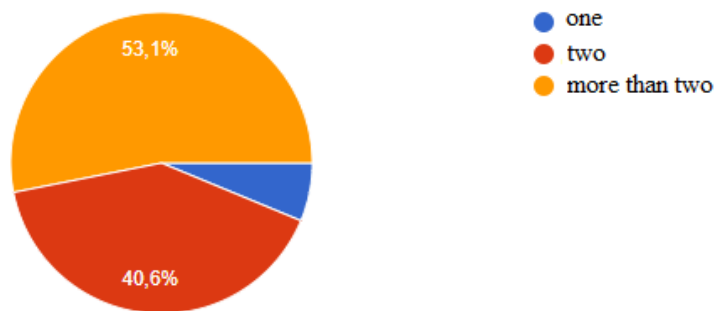
1. What is your age?



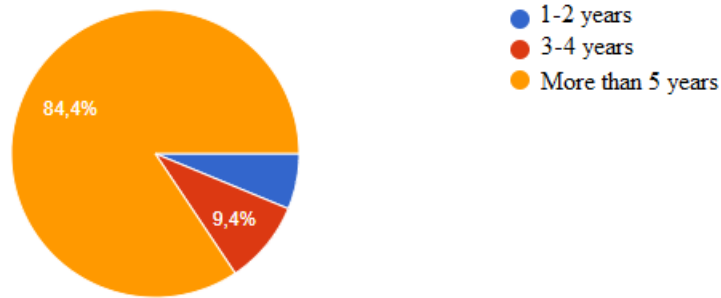
2. What is your gender?



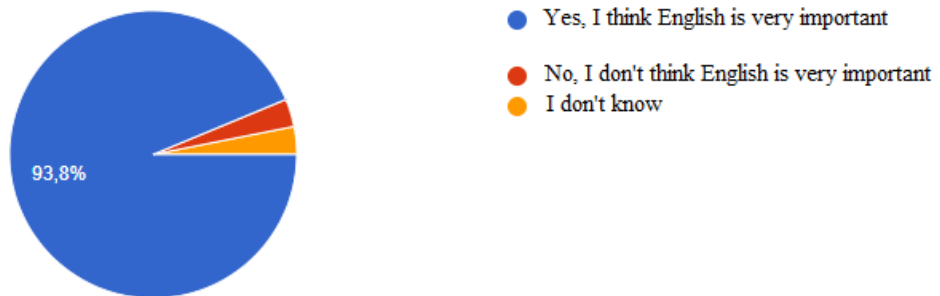
3. How many languages do you speak?



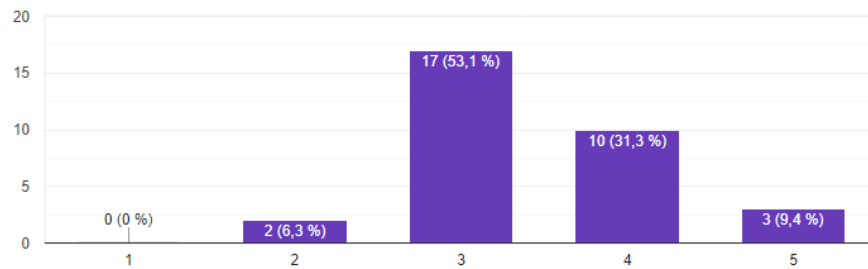
4. How long have you been studying English?



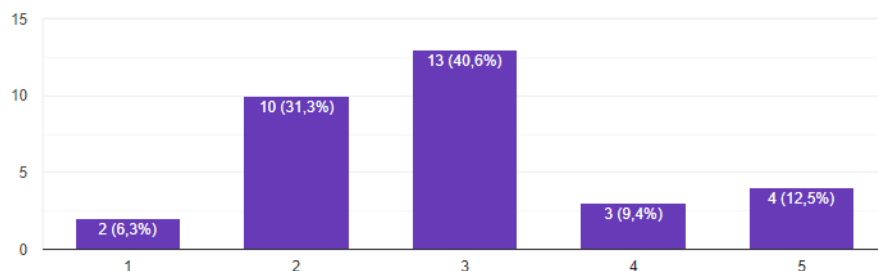
5. Do you think English is important?



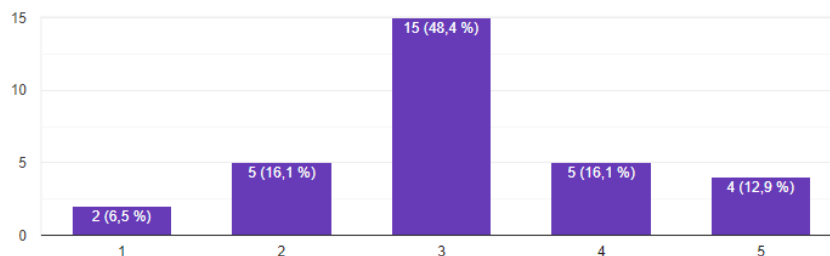
6. Are you satisfied with progress you have made in learning English? Assign each response a point value, from 1 to 5 where 1 is not satisfied and 5 is very satisfied.



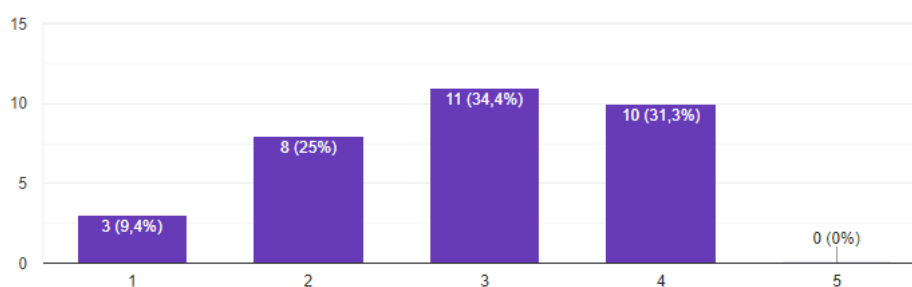
7. How often do you rely on your mother tongue when you communicate in English? Assign each response a point value, from 1 to 5 where 1 is never and 5 is always.



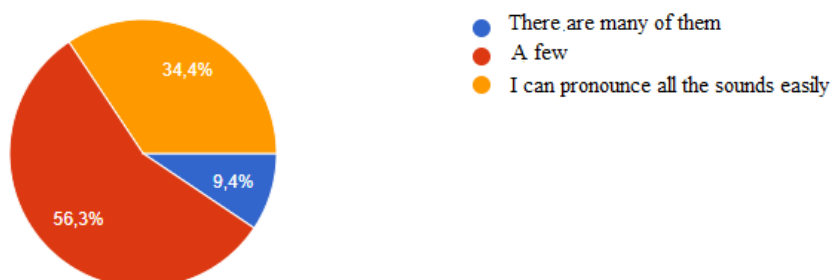
8. How often do you make mistakes in English because of the influence of your first language (build the sentence in a wrong way or use a wrong word)? Assign each response a point value, from 1 to 5 where 1 is never and 5 is always.



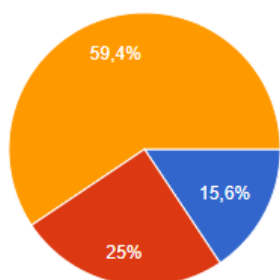
9. How often does your first language help you to understand some words or phrases (the words have similar spelling or pronunciation)? Assign each response a point value, from 1 to 5 where 1 is never and 5 is always.



10. Are there any sounds (words) in English you cannot pronounce or which are difficult to pronounce?

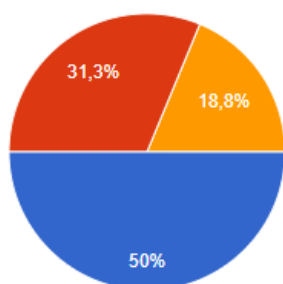


11. How would you pronounce the combination of letters 'th' in words *these* and *mouth*?



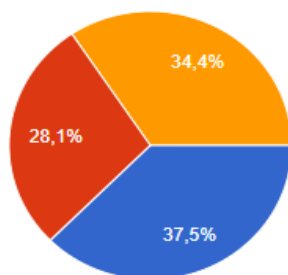
- In both words we pronounce /ð/;
- In both words we pronounce /θ/;
- We pronounce /ð/ in the first word and /θ/ in the second one.

12. How would you pronounce the words to record – a record?



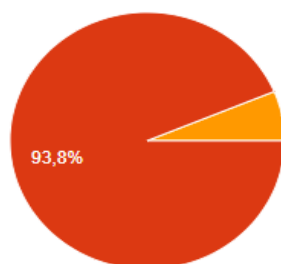
- With stress on the first syllable
- With stress on the second syllable
- With stress on different syllables.

13. What do you think which pronunciation is correct related to the word of naughty?



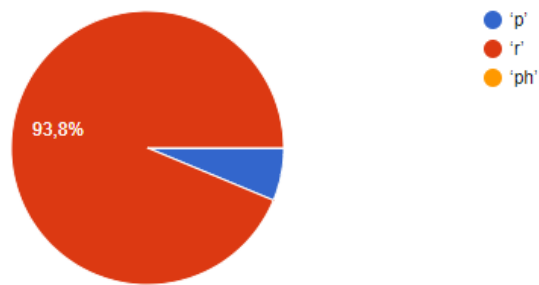
- ['no:..gti]
- ['no: ti]
- ['naʊ:..ti]

14. What do you think which is the correct spelling of the word 'телефон' in English?

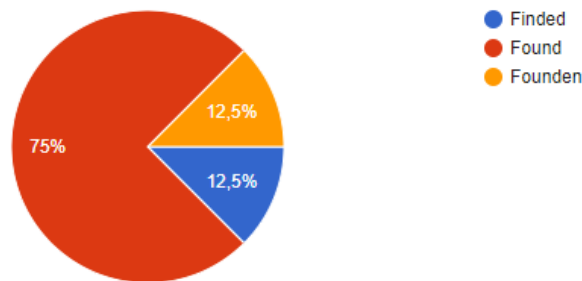


- Telephone
- Telephone
- Teleghtone

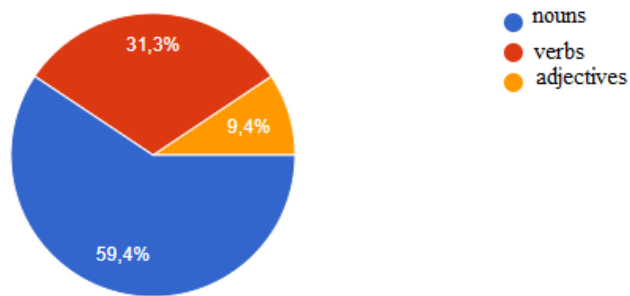
15. What do you think which letter corresponds to the Ukrainian letter 'p' in English alphabet.



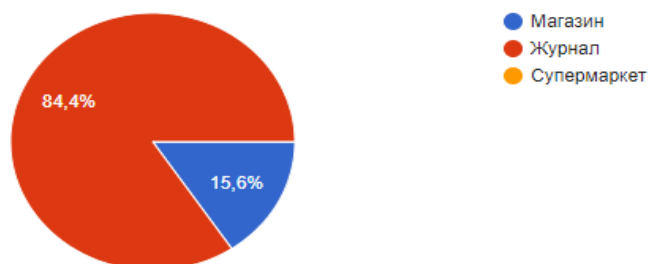
16. What do you think which is the correct past form of the word 'find'?



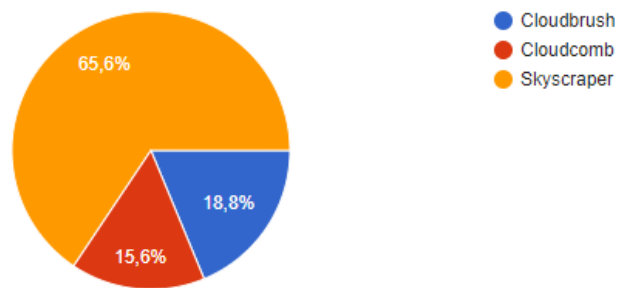
17. What do you think the suffix -er is used to form?



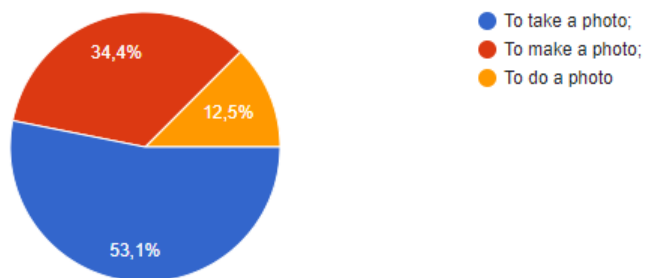
18. What do you think what is the equivalent of the word 'magazine' in Ukrainian?



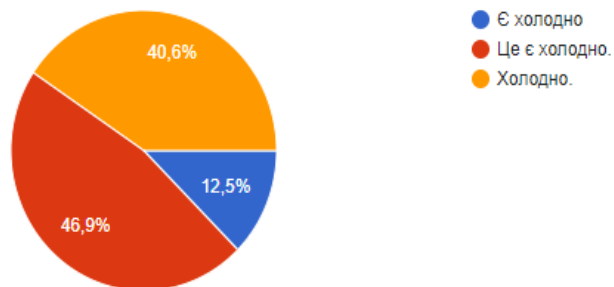
19. In your opinion, which is the English equivalent of the word 'хмарочос'?



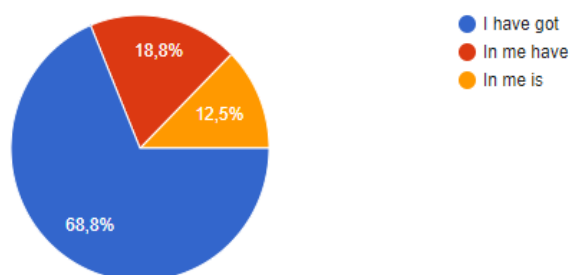
20. In your opinion, which is the equivalent of the phrase 'робити фотографію'?



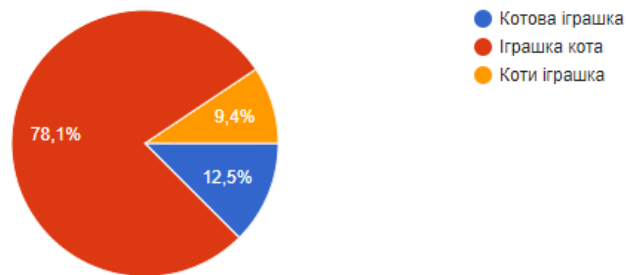
21. What do you think which translation of the sentence 'It is cold.' is correct?



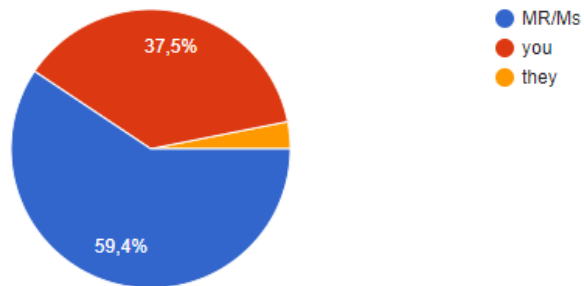
22. How would you say 'У мене є' in English?



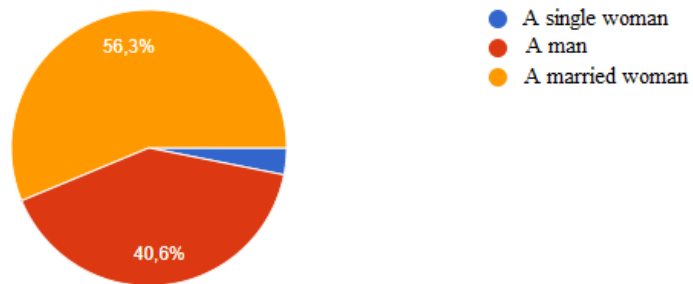
23. In your opinion, which is the equivalent of the phrase ‘the cat’s toy’.



24. How would you say ‘Ви’ in English?



25. What does the word ‘Mrs’ mean?



Ім'я користувача:
Каталін Гнатик

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Замінені символи 7