

DOI <https://doi.org/10.51647/kelm.2023.1.9>

## GRAMATYCZNY ASPEKT ROZWIĄZANIA PROBLEMU INTERFERENCJI MIĘDZYJĘZYKOWEJ POPRZEZ OPARCIE SIĘ NA JĘZYKU OJCZYSTYM (UKRAIŃSKIM)

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**Adnotacja.** Artykuł poświęcono wpływowi języka ojczystego na proces uczenia się języka obcego – a mianowicie rozważaniu zjawiska pozytywnego transferu gramatycznego. Zjawisko to wiąże się z pojęciem interferencji, która może wpływać na proces uczenia się języka obcego zarówno negatywnie, “w procesie niewłaściwego stosowania reguł języka docelowego”, jak i pozytywnie poprzez poleganie na “regułach z L1, które pozytywnie wpływają na uczenie się L2 poprzez podobieństwo między dwoma językami”.

W tej pracy uważamy interferencję gramatyczną międzyjęzykową za pozytywny czynnik wpływający na pomyślne przyswajanie zjawisk gramatycznych innego języka i pokazujemy, jak w praktyce możliwe jest wykorzystanie ukraińskojęzycznych podstaw studentów w procesie nauczania gramatyki języka angielskiego.

**Słowa kluczowe:** proces nauki języka obcego, interferencja międzyjęzykowa, wpływ języka ojczystego, analiza porównawcza, aspekt gramatyczny, metodyka nauczania.

## THE USE OF POSITIVE GRAMMAR TRANSFER IN THE PROCESS OF ENGLISH LEARNING ON THE BASE OF NATIVE LANGUAGE (UKRAINIAN)

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**Abstract.** The article is dedicated to the effect of native language in the process of foreign language learning – positive grammar transfer. It is correlated with the phenomenon of interference and has two-fold role – negative, “which appears in the process of target language rules incorrect using” and positive or “using rules from L1 that reflect positively on learning L2 due to the similarities between the two languages”.

In this work we consider interlingual grammatical interference as a positive factor that affects the successful acquisition of grammatical phenomena of another language and show how in practice it is possible to use the Ukrainian language base in the process of teaching English grammar.

**Key words:** learning foreign language, interference, positive transfer, comparative analysis, grammatical interference, methodology of ESL.

## ГРАМАТИЧНИЙ АСПЕКТ ВИРІШЕННЯ ПРОБЛЕМИ МІЖМОВНОЇ ІНТЕРФЕРЕНЦІЇ ЗАСОБОМ ОПОРИ НА РІДНУ МОВУ (УКРАЇНСЬКА)

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**Анотація.** Стаття присвячена впливу рідної мови на процес вивчення іноземної – а саме, розгляду явища позитивного граматичного переносу. Це явище пов'язане з поняттям інтерференції, що може впливати на процес вивчення іноземної мови як негативно, «в процесі неправильного використання правил цільової мови», так й позитивно засобом опори на «правила з L1, які позитивно впливають на навчання L2 через подібність між двома мовами».

У цій роботі ми розглядаємо міжмовну граматичну інтерференцію як позитивний фактор, що впливає на успішне засвоєння граматичних явищ іншої мови, і показуємо, як на практиці можливе використання україномовної основи студентів в процесі навчання граматики англійської мови.

**Ключові слова:** процес вивчення іноземної мови, міжмовна інтерференція, вплив рідної мови, порівняльний аналіз, граматичний аспект, методика викладання.

**Introduction.** Teaching practice shows that during grammar learning, one cannot ignore the impact of students' native language on grammatical skills formed in the process of mastering a foreign language. This influence is mentioned in many works, which note that the system of a foreign language is not independently built by students alongside the system of the native language, but comes into contact with it.

In general, the term "interference" appeared as a result of the study of this phenomenon by scientists of the Prague Linguistic Circle, but the very idea of mutual influence of languages belonged to the linguist I.O. Baudouin de Courtenay. He emphasized that, as a result of mutual influence, not only the borrowing of individual language units occurs, but also the convergence of languages as a whole. However, only after the publication of U. Weinreich's monograph "Language contacts" in 1953 did this term become really widely recognized" (Вавилова, Василенко, 2022).

The phenomenon of interference is studied by scientists according to the phonetic, lexical, grammatical, stylistic, and sociocultural types of interference. All types of interference are related to linguistic and sociocultural transfer of the native language and native sociocultural environment to a foreign language and foreign sociocultural environment. It makes some difficulties in intercultural communication. (Холоденко, 2018).

Grammatical interference manifests itself in cases where a student, who studies a foreign language, applies grammatical rules inherent in his or her native language to similar elements of a foreign language. The obvious fact is that grammatical rules do not always coincide.

Brown directly pays attention that second language learning is affected by the learners' mother tongue negative effect and tells about a negative transfer which appears in the process of target language rules incorrect using. (Brown, 2007)

Ellis emphasizes that new experiences can interfere with earlier memories, so the influence of mother language can limit new learning. (Ellis, 2006, 174)

Nunan states that when the rules of the two languages are different, the mistakes are due to the interference between two languages. But he also stresses that the more similar the two languages, the fewer mistakes learner do, which refers to positive transfer. If the rate of similarity is less, then there is negative transfer and in this case, L2 learners use the structures that they know in their mother tongue. (Nunan, 2001)

Vavilova emphasizes that it would be a misconception to give this phenomenon only a negative connotation, because precisely because of the borrowing mechanism, when "a lexical unit of one language passes into another

without losing its meaning, the Ukrainian language received many new words of English origin (імідж, смокінг, маркетинг, тендер, мітинг, форвард, футбол etc.). However, there is also a threat of incorrect use of foreign words "as a result of phonetic or terminological interference, when their sound is similar to certain words of the native language (Dutch – голландський, but not датський; decoration – прикраса, оздоблення, but not декорація; intelligent – розумний, кмітливий, but not інтелігентний; accurate – точний, but not акуратний, охайний; fabric – тканина, but not фабрика; servant – слуга, but not сервант)". (ВайловаВ Василенко, 2022) And this use is often the cause of mistakes in written and oral speech.

Methodists and linguists among the most significant causes of interference, in addition to giving wrong meanings to foreign vocabulary, single out grammatical aspects, namely

- structural and syntactic differences between native and foreign languages,
- mistaken perception of grammatical constructions of a foreign language. (Миськів, 2014 ; Кур'янова, 2006)

Methodologically, such a process can be managed in two ways, either by preventing grammatical interference, or, on the contrary, by using grammatical reliance, support on the native language or positive grammar transfer.

It should be noted that until now in the methodological literature and in the practice of FL grammar teaching, more attention was paid to the issue of negative interference than to the issue of positive reliance on the native language. But there are scientists, who studied this question and stresses positive effect of the interference.

Jie (2008) defines transfer as "the carrying-over of learned responses from one type of situation to another. The transfer can be divided into two as positive transfer and negative transfer.

The positive transfer is using rules from L1 that reflect positively on learning L2 due to the similarities between the two languages. However, the negative transfer is the transfer of rules from L1 that affects the learning process of L2 negatively because of the differences between L1 and L2" (Jie, 2008, p. 1).

That is, interlingual grammatical interference can, as well, be considered a positive factor that affects the successful acquisition of grammatical phenomena of another language.

Therefore, an emphasis only on the negative side of native language grammatical skills and competences influence on the development of skills in FL grammar learning leads to the fact that the huge reserve of efficiency, which contains the possibility of relying on the native language, is not used.

### **The Main Part**

In our work, we would like to show how in practice it is possible to use the Ukrainian language base in the process of teaching English grammar. We mean the fact that when learning English, it is easier for students with a Ukrainian language base to understand and learn some of its specific phenomena.

Taking this into account, some FL grammatical phenomena should be taught using different methodological techniques, and more, when creating textbooks, the order of introducing grammatical phenomena and grammatical exercises aimed at training grammatical skills for other languages (not Ukrainian) should not be borrowed.

So, for example, in the process of learning the constructions should + Perfect Infinitive, "to have + infinitive", Present Indefinite and Continuous, Past Perfect Tense, conditional sentences with an unreal condition and some other phenomena of the grammatical system of the English language, it is possible to rely (in whole or in part) on the knowledge of similar phenomena in native language of Ukrainian-speaking student.

Our practice and the experience of Ukrainian linguists and scientists (N.B. Ivanytska, V.L. Ivashchenko, L.V. Turovska, M.P. Kochergan), who follow the comparative (contrastive) approach to the analysis of linguistic phenomena, shows that the degree of such support depends on several factors. In general, the contrastive analysis, which is the systematic comparison of two or more languages, aims to point out difference and similarity factors. One of these factors is the comparison of the grammatical phenomenon of the native language with the grammatical phenomenon of a foreign language. In this context, the following parameters can be considered:

- 1) similarity in grammatical systems;
- 2) similarity of structural elements;
- 3) similarity in meaning;
- 4) similarity in frequency of use in speech. (Іваницька, 2014; Іващенко, Туровська, 204; Кочерган, 2006)

When the grammatical phenomenon of the native language and the grammatical phenomenon of a foreign language are similar in all parameters, that is, they are in a relationship of complete similarity, and the transfer can be positive and "unconscious".

If the grammatical phenomenon of the native language and the grammatical phenomenon of a foreign language are not similar in all parameters or not completely similar in one of the parameters, that is, they are in a relationship of partial similarity, then the Ukrainian grammar transfer can be positive, as well, but the process of acquisition demands some preparatory training with the teacher purposefully influencing the activities of students.

Positive and "unconscious" transfer can take place in the process of acquisition of a verb in the form of Present Indefinite in the meaning of the past tense, since in the Ukrainian language there is a phenomenon completely similar to this phenomenon of the English language, because such use of the present tense enlivens the narrative, the events seem to be happening at the moment of speech

- I was standing at the stove and preparing some food. Suddenly the door opens and my daughter comes in.
- Я прийшов з роботи, почав писати листа, раптом відчиняються двері і входить мій давній знайомий.
- All of a sudden, one evening comes little Emily from her work and him with her (Dickens)
- Раптом одного вечора приходить Емілія з роботи і він з нею.

The same process is observed when comparing the grammatical phenomenon of present tense use in the Ukrainian language to denote a pre-planned action or a planned action in the future

- У середу через тиждень студенти пишуть контрольну роботу.
- Завтра вона доповідає на засіданні ради університету.
- Через тиждень вони вирушають у похід
- Завтра я виїжджаю з готелю.
- Він прийде сьогодні ввечері?

with the grammatical phenomenon of using the verb in the Present Indefinite and Present Continuous forms (mostly with verbs meaning movement to go, to leave, to start, to arrive) to indicate a similar action in the future

We are here all day tomorrow.

When does the doctor come?

The conference is starting in two days

Is he coming tonight?

I am leaving tomorrow evening.

we can conclude that the "transfer" of meanings is positive and needn't any prior preparation.

Comparing the cases of the English language tenses usage with the native language use, when there is no direct correspondence, you can draw students' attention to the tense indicators, adverbial modifiers of time, which directly show whether the action is in progress or going on at a definite time, whether it is permanent or completed before a definite time, etc. Therefore, students' attention should be focused on studying adverbs, indicators of different tenses

Кожний день – every day

Минулого року – last year

Скоро – soon

Вже – already

Цілий день – the whole day

О 2 годині – at 2 o'clock

That is, students should understand the grammatical means used in their native language to form verbs in different English tenses.

When we consider the use of the structure "мати + інфінітив" with a similar grammatical phenomenon in English – "to have + infinitive", which expresses the necessity and obligation of an action determined by circumstances, it should be noted that these constructions are similar both in meaning and structure

Він має розв'язати цю справу сьогодні.

If you want to catch the first train, you have to leave at six

Господи, що я маю робити? (І.Франко)

They have to get up early in the morning to catch the train.

but the frequency of use of this phenomenon in English is somewhat higher than in Ukrainian, which can make it difficult to master this structure.

In this case, students should be prepared to the process of "semantisation". It should be noted that according to the methodology of teaching a foreign language the semantisation is the main way of forming the grammatical interference skills. There are two methods of semantisation: without translation and with translation. The first method includes the demonstration of pictures, explaining the meaning of new word with already known foreign words, providing a word, concept or phenomena definition, describing the new words with the help of synonyms or antonyms, involving contextual guesswork. The second method includes the direct translation of a word, finding the equivalent in the native language, and paraphrasing the unknown language notion (Холоденко, 2018).

So the students should be offered to first complete a task in Ukrainian, during which this grammatical phenomenon is actualized. In this regard, before the training exercises that introduce the English construction "to have + infinitive", it is necessary to give exercises that include sentences in the Ukrainian language with the construction: the verb "мати + інфінітив". Tasks for such exercises can be given, for example, as follows:

*What word in the given sentence can replace the underlined phrase:*

«Ми масмо закінчити нашу роботу о п'ятій годині».

A grammatical activity, which is performed in the native language, and its awareness can become a sufficient basis for the actualization of a similar grammatical phenomenon in English.

By the way, the same technique can be used when teaching students to understand the meaning of English words formed by conversion: a hand (n) – to hand (v), a drum (n) – to drum (v), a queue (n) – to queue (v), a drink (n) – to drink (v), a record (n) – to record (v), today (n) – today (adverb of time) tomorrow (n) – tomorrow (adverb of time). At the same time, the original grammatical phenomenon in the Ukrainian language is the formation of new words with the help of an affixless transition from one part of the language to another: мати (іменник) – мати (дієслово), брати (іменник / родичі) – брати (дієслово), лютий (іменник / назва місяця) – лютий (прикметник), руда (іменник) – руда (прикметник), вчений (іменник) – вчений (прикметник).

Before introducing the grammatical phenomenon of conversion, an exercise should be provided that will help students understand the semantics of a similar grammatical phenomenon in their native language.

But the use of the method described above is not always effective. For example, comparing the Ukrainian "pre-past tense" with the Past Perfect, you can see that in English the Past Perfect has a much higher specific weight

and frequency of use than the “pre-past tense” in the Ukrainian language, where the latter “is used mainly in the language of artistic and fiction style and sometimes in scientific and journalistic language” (Wikipedia).

*Я читав був цю книжку та забув її зміст (Марко Вовчок).*

*Думавав був іти на Запоріжжя і розпродав усе своє добро (П. Куліш).*

*Софія спочатку була злякалася (Ю. Будяк).*

Therefore, teaching Ukrainian speakers the Past Perfect should begin with the process of preceding one action to another in their native language. We recommend to begin with the exercises in distinguishing an action in the “pre-past time” from an action in the “past”. And use the sentences in which the preceding of one action to another is expressed by verbs in the form of the past tense in combination with the appropriate adverbs. And only then use sentences with verbs in the “pre-past tense” form. At this stage, students should become aware of the grammatical means used in their native language to form the verb in the “pre-past tense”. Since there is only a partial similarity between the Past Perfect Tense in English and the past tense in Ukrainian a negative interference can take place (“made” instead of “had made”).

An almost analogous situation is also observed with the use of the modal verb should with the Perfect Infinitive, which means that the action desired by the speaker did not take place

*Йому слід було почекати вас.*

*Вам не слід було залишити її.*

*He should have sent her to school.*

*We did what we shouldn't have done.*

Positive transfer can also be used while studying English conditional sentences with an unreal condition or the Past Conditional, which express an action that could have taken place in the past under certain conditions, but did not take place due to the absence of these conditions.

In this case, the concepts of “precedency” and “completion of the action” before the moment of speech should be actualized. It will be useful also to work out several Ukrainian sentences with an unreal condition or absence of condition, where the grammatical category of “precedency” is used. Only after that, you can introduce a conditional sentence in English also with a grammatical category of “precedency”, paying students' attention to the similarities in meaning of Ukrainian and English sentences and showing, graphically, the partial similarity of their predicates structure.

*If he had been here, he would have helped us.*

*Якби згадали про це раніше, було б відправили йому повідомлення.*

*She would have bought a watch but the shop was closed.*

*Якби не було дощу, вони було б пішли на цю вечірку*

**Conclusion.** Thus, positive interlingual grammar transfer can really contribute to foreign language acquisition and the use of “unconscious interference” can optimize learning process, allowing to exclude those grammatical operations and actions that students perform correctly even without explanation. It is obvious that positive grammar transfer doesn't concern the grammar systems of Ukrainian and English language which had been developing separately for a long time. But “conscious” approach to some grammar phenomena, together with teacher's efforts of making students to realize how both language systems “work”, can help master some grammatical operations which are analogous in both languages. Such positive grammatical transfer helps be aware of the linguistic processes and more confidently learn foreign language.

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