

since with an equal amount of class time, the student, subject to high-quality independent work, receives much more theoretical information and practical skills. At the same time, a student can revise or re-read educational materials several times, can work in a rhythm convenient for him, in a comfortable place, can formulate and send a question to the teacher.

So, having examined the main aspects of the flipped classroom technology, we can conclude that such an innovation, provided it is properly organized, can bring positive results for both the teacher and students, increasing level of motivation and success of students.

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CROSS-LINGUISTIC INFLUENCE IN FOREIGN LANGUAGE STUDY

Метою статті є вивчення інтерференції англійської, російської та польської мов. Розглядаються можливості позитивного переносу знань між досліджуваними мовами та приклади негативної інтерференції, вживання міжмовних паронімів, омонімів та антонімів. Складовими ефективною методики навчання іноземної мови є врахування подібностей та відмінностей мов та опора на лінгвістичний досвід студентів.

Ключові слова: міжмовний вплив, міжмовна інтерференція, позитивний та негативний перенос знань.

The knowledge of first language and its impact on second language acquisition is of special importance in language learning. Studies on the relationship between first and second language learning initiated independently from first and second language teachers in the 80s and early 90s [16].

Cross-linguistic influence has been a controversial topic for a lot of years. Different terms and phrases have been used by researchers to refer to this phenomenon: language mixing (Selinker, 1972; Kellerman, 1983), linguistic interference (Ringbom, 1987), language transfer (Lado, 1957; Selinker, 1972; Kellerman, 1983; Odlin, 1989), the mother tongue and native language influence (Master, 1987; Mesthrie and Dunne, 1990; Jarvis, 2000).

As defined by Jarvis, cross-linguistic influence (CLI) is “the influence that a person’s knowledge of one language has on that person’s recognition, interpretation, processing, storage and production of words in another language” [6, p. 99].

However, linguistics, in general, deals with the static structures within a language system. Regarding the target language grammatical rules, a number of native language-based linguistic transfers concur with linguistic errors [9, p.8]. Cross-linguistic influence considers the interaction between all existing linguistic systems during the process of subsequent language acquisition rather than assuming that the first language is the only potential source of transfer. The number of interference errors is especially impressive at the initial stage of learning a foreign language. Some researchers use the term “transfer” meaning the influence resulting from similarities and differences between the target language and any other language that has been previously acquired [11, p.46]. By linguistic transfer, we signify what the learners carry over to or generalize their knowledge about their native language to assist them while learning to use a target language. In this sense,

transfer does not indicate whether what is carried over is bad or good but is essentially a neutral term [9].

Arabski presented a classification singling out positive transfer, which results in correct performance and negative transfer, which, in contrast, results in error [2]. Positive transfer occurs when the linguistic habit transferred from the native language to the foreign one contributes to forming a grammatical sentence in the foreign language. Similarities between the native language and the foreign language vocabulary can help to learn the words and develop good reading and writing skills. When the transferred habits lead to errors, we speak about negative transfer. Negative transfer is referred to as interference [11, p.47]. In other words, those native language-based applications that do not result in linguistic errors are regarded as positive transfer, while those that cause errors are named as negative transfer. Therefore, while learning a second language, a positive linguistic transfer seldom causes any practical problem, but a negative linguistic transfer must be avoided since it is erroneous. It is common knowledge that native language has a great impact on the way a second language is learnt.

The aim of the article is to study the influence of English and Russian among Polish learners.

English and Polish differ in terms of pronunciation (e.g. vowel-based vs. consonant-based), spelling (e.g. opaque vs. semi-transparent), grammar (e.g. fixed vs. flexible word-order), syntax (e.g. analytic vs. synthetic), and vocabulary [4, p. 68]. Typical problems of Polish learners of English are some grammatical forms that do not exist in Polish, for example, Perfect and Continuous tense forms and the definite and indefinite articles. Polish learners use the Past Simple tense instead of the Present Perfect forms [17, p. 164]. Lack of progressive tenses leads to mistakes like: **I watched TV when you telephoned*. On the other hand, the Past Continuous is often overused: **He was believing this*. Polish learners of English may forget to apply the sequence of tenses: **I did not know he will come*.

There are often mistakes in impersonal sentences where Polish speakers omit the impersonal “it” as the subject of the sentence: **Today is cold*. One more typical mistake is the use of “will” or “would” in subordinate clauses of condition: **If I will pass, I will celebrate* [17, p. 169 - 171].

As there are no articles in Polish, some learners tend to omit them in speech or they may confuse the use of the definite and indefinite articles: ** I have dog. He is the doctor*.

The capitalization rules are different in English and Polish. In Polish, the equivalents to ‘you’ (*Wy, Pan, Pani...*) are capitalised when they are polite, while the names of the months and days of the week are lowercased in Polish, so a teacher can come across such a sentence as **What are You doing?* As in most European languages, dots and commas in numbers are the opposite way round in English to Polish, so Polish *0,6* would be English *0.6* (nought point six) and Polish *1.234* would be English *1,234* (one thousand two hundred and thirty-four).

In learning Russian, words phonetically close in related languages pose some difficulty for Polish learners. Russian and Polish are kindred languages, which leads to a great number of “false friends” or “interlingual homonyms”. For example *czaszka [чашка] (Pol) – чашка (Rus), dworzec (Pol) – вокзал (Rus) («дворец» – pałac), sklep [склеп] (Pol) – магазин (Rus), uroda (Pol) – красота (Rus), («урод», «уродка» – роцwara; brzydal), puszka (Pol) – консервная банка (Rus), («пушка» – armata), dywan (Pol) – ковер (Rus), słoik (Pol) – стеклянная банка (Rus), przyjaciółka (Pol) – близкая подруга (Rus), kanapka (Pol) – бутерброд (Rus), zapomnieć (Pol) – забыть (Rus), jazda na nartach (Pol) – катание на лыжах (Rus), to (Pol) – это (Rus), prosto (pol) – прямо (Rus), dynia (Pol) – тыква (Rus), owoce (Pol) – фрукты (Rus), badania (pol) – обследование, анализ (Rus), pogrzeb (Pol) – похороны (Rus), urodziny (Pol) – день рождения (Rus), upominki (Pol) – сувениры (Rus), hulajnoga (Pol) – самокат (Rus), jutro rano (Pol) – завтра утром (Rus), gadać (Pol) – говорить (Rus), granatowy (pol) – темно-синий (Rus), rukać (Pol) – стучать (Rus).*

I. Erofeeva mentions that teaching Russian in a Polish audience is connected with specific difficulties caused by genetic relationship of the two Slavonic languages. Similarity of the languages on the lexical level gives an idea of easy understanding of the meaning of some Russian words close in their phonetic form to the Polish ones [3, p. 1096]. These words do not fully coincide

in their sound form because of the differences in articulation in Polish and Russian. That is why I. Erofeeva suggests calling them “interlingual paronyms” instead of “intelingual homonyms”. Interlingual paronyms are words either going back to the common Slavonic root, having a similar sound structure and different in semantics, or being loanwords from the same language in Russian and Polish. Loanwords or borrowings are usually assimilated (phonetically and grammatically) to the rules of the target language. These changes are often accompanied by the semantic changes. We can observe the broadening or generalization of meaning (*‘garnitur’* in Polish means ‘men’s suit’ and ‘set, kit, suit of furniture’, *‘гарнитур’* in Russian has only one meaning ‘complete set, kit’) [3, p. 1097]. The opposite phenomenon is narrowing (concretization, specification) of meaning (*‘лекция’* in Russian means ‘the act of instruction at an institution of higher education’ and ‘a public speech’, *‘lekcja’* in Polish means ‘a lesson’).

V.N.Manakin describes the phenomenon of interlingual antonymy. For example, the lexemes with the meaning ‘smell’: Russian *‘вонять’*, Ukrainain *‘воняти’* are associated with unpleasant odour, while the Polish word *‘woń’* means ‘pleasant aroma, fragrance’ [1].

There can be little question that cross-linguistic influence directly impacts the process of acquisition of a second language. However, transfer is not the only factor affecting this process.

Several factors – language mixing, proficiency levels in L2, literary skills in L1, social factors, individual variations – affect the process of second language learning to different degrees [7; 13; 14].

Pedagogical implications of this study can be suggested. The most important is that teaching may become more effective through a consideration of differences between language and cultures in order to prevent the errors due to negative transfer. Also consideration of research showing similarities in errors made by learners of different backgrounds will help teachers to foresee what may be difficult or easy for learners learning the language they are teaching. Teaching may become more effective through a consideration of differences between languages and between cultures, as the awareness of the linguistic transfer might help the teachers to expect and predict certain types of errors to be produced by their students, which would facilitate the selection and development of effective instruction methods and techniques [4, p. 74].

It is hoped that this study can contribute to the recognition and better understanding of the problems and difficulties found by students when dealing with new vocabulary in the target language. Accordingly the didactic material could be created taking into account the particular needs of the learners.

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