

# **An optimum usage of the native language in the foreign language teaching**

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## **Abstract**

*In our time scientific, cultural and social demands have made necessary the internationalization of societies with different "motherly" informational codes about states and events and demand proficiency of other societies` codes.*

*The main necessity of any linguistics is authentic encoding of information about states and events for different forms of use, keeping and transference of information.*

*Teaching of any language has to be based on the functional physiology of the brain. Structures of information have to be adapted for the functional physiology of the brain in the most optimal way.*

*The author has researched and systematized positive and negative influences of the native language for the foreign language teaching in different aspects. It was identified that the lexical ambiguity is one of the most important problems.*

*There were proposed some ways how to optimize the native language`s positive influence for conversion of the information.*

*The paper points out to the necessity of the methodological basic creation for teaching with due regard for the brain physiological features.*

## **1. Introduction**

To learn a foreign language is not to hang up new labels for the known objects. To become proficient in the language is meant to have learnt to analyse in the different way what the objects of the language communication compiles.

The process of education has to model the foreign language communication as well as communication process of the native language without readymade clichés and phrases. Linguistic material has not be learnt by heart and used automatically.

The main tasks of the foreign language learning are the remembrance *acoustics-graphic codes* (words) (AGC) correspondence in the long-term memory, mastering of special features of the foreign language in communicative processes, formation of changes of thinking`s structures in the secondary codes.

## **2. The functional physiology of the brain**

Educational structures are one of the main discourse structures. Discourse is the process of information formation. Structures of the secondary code of information are unphysiological and not advisable for the brain. Such structures have to be adapted for the functional physiology of the brain in the optimal way.

We have to take into account that information about states and events in the brain is formed as a *visual image* irrespective of arrival channels (visual, acoustic or others). The most effective way is the visual channel. In all another ways the conversion takes place.

The formation of information about states and events about the objective reality firstly occurs in the encoded electric potential forms of brain states (short-term memory). After that the conversion occurs the change and/or formation atomic molecular brain structures (long-term memory). Probability of the conversion depends on such factors:

- biochemical state of the brain and non-informational factors influences;
- degree of this information necessity for vital functions, the level of the person`s life state;
- structures of information, their correlativity with states of *Images* formed earlier (including the native language);
- structures of the teaching discourse, degree of informational obstacles including coercion structures (repetition for memorability).

### **3. The native language`s influences**

From these factors we have researched the native language`s influence and possible fragments of discourse structures for the foreign language. Such structures can optimize the native language`s negative influence for conversion of the information about the foreign language in the long-term memory.

The topical problem is the optimization of the teaching in the process of information recoding.

A number of questions arises:

- what the native language`s factors have *positive* and *negative influences* for the foreign language studying;
- how to optimize the native language for the process of the foreign language teaching.

Positive influences:

- it is an informational basic of knowledge, skills and practice at the beginning of studies. Such basic is used by a teacher and students as hidden activization of skills in the native language. It is a positive transfer;
- it is the most understandable code in the communication between a teacher and students;
- it is the guide of information when without translation is not possible to guess the meaning (demonstration, synonyms/antonyms, guess according to the word-formative elements and explanation of the meaning);
- it is the phonetic basis for the foreign language studying;
- it is the grammatical basis for intuitive realizing of the grammatical organization, subtleties of the language (understanding of temporal, conditional and other relationships);
- it is the syntactical basis for realizing the syntactical organization of word combinations, sentences, etc.

A foreign speech can cause mistakes under the influence of the native language. The reason of it is "inclusion" of the native language features.

Students construct speech according to the typological features of the native language: the usage known words according to their meaning, grammatical, syntactical and stylistic the native language standards, etc.

The main law of the behaviour pattern setting consists in using such ways in which man has a good command. He follows methods which were used for the solution similar tasks in his experience before.

Negative aspects:

Phonetic aspect. The phonetic system of the native language can lead to the "deformation" of the studying language. It is become apparent in the perception, the execution of speech, incorrect articulatory habits. The result is speaking with an accent. There are some typical mistakes:

1) increasing the number of elements in the word:

- addition of the vowel sound in the beginning of the word;
- addition of the vowel sound in the end of the word;
- addition of the vowel sound between consonants;
- addition of the vowel sound between consonants.

2) decreasing of the number of elements in the word:

- omission of silent consonants;

3) shift of the number of elements in the word:

- transposition of consonants and vowels;

4) blending of sounds: incorrect pronunciation of sounds that are absent in the native language;

5) breach of the rhythmic word organisation;

Morphological aspect. The most important mistakes:

- agreement of word forms;
- agreement of temporal relations;
- grammatical models (omission of the notional part of speech).
- use of reflexive verbs.

Syntactical aspect. The syntactical constructions are endangered mistakes most of all in expressions of the thought act, constructions with expressions of reason, aim, time relations (constructions with the communicative meaning). The most important of them:

- translation of impersonal sentences. In English it is a binomial structure. For example, in Ukrainian language it is a monomial structure;
- mistakes in the transference of direct into indirect and vice versa;
- unjustified inversion in the sentence;
- omissions of parts of the sentence in subordinate clauses;
- word-for-word translation structures with *there is/are*. For example, in Ukrainian structures *there is/are* don't need to be translated;
- translation of negative sentences. For example, in Ukrainian language there is double negation.

Lexical aspects. The main problem is ambiguity of words both in the native language and the foreign language. There are groups of informational contents (meanings) do not correlate (homonymy) and partially correlate (polysemy) by the essence of information.

If the correspondence is established between one of the AGC meaning from one language with one of the AGC meaning other language but the informational content of all other meanings will not correspond in the most cases.

Not fixed by the norm meanings are transferred by the person's mind automatically. That is the transference of the semantic scope of a polysemantic word of the native language to its equivalent in the foreign language. It is shown in the following:

- use of the word in the unusual meaning, leave out of account its semantics;
- breaches of the lexical combinative power (incorrect usage of paronyms);
- use of the word by mistakes because of a coincidence of acoustics or graphics, acoustics and graphics;
- translations of homonyms from the native language to the foreign language;
- loan translation, word to word translation (especially idioms). The result is partial or total misrepresentations;

- narrowing of meaning;
- widening of meaning.

Stylistic aspect.

- use of personal pronoun “you” in singular and plural forms. For example, in Ukrainian language “You” (the second person singular pronoun) is used as address to relative, friend, child, animal etc., also “you” (the second person plural pronoun) is used as an address to a stranger, an elder person, a person with higher social status, a respected person etc.;
- ignorance of the combinative power of words;
- ignorance of the stylistic colouring of a word;

Orthographical aspect. Difficulties arise in the process of writing mastering. There are some of them:

- graphic (confusion of similar letters in languages): Eng. **R** – Ukr. **Я**; Eng. **N** - Ukr. **И**;
- calligraphic (half printed letters, irregular slope, etc.);
- spelling.

The lexical ambiguity both in the native language and the foreign language is the most important problem for students from this list of negative the native language`s influences.

We are not able to eliminate the lexical ambiguity. Our tasks are to expose, to mark and to establish normalized correspondence between meanings. Such structure is represented in the paper [1]. It was proposed the techniques of identification the *vector of informational correspondence (VIC)* between all lexical arrays meanings by forming the *explanatory formula word's meaning (EFWM)* and studying the correlation of information content in every word meaning with the analogous in lexical arrays in the native language and the foreign language [1].

In many cases it is necessary to include the structure elements of the direct encoding such as pictures, symbols, something visual.

#### **4. Ways of optimal using of the native language**

We cannot save ourselves from the native language`s influence using whatever methods of education. Always the native language is presented at subconsciousness of students.

Building the educational process demands special knowledge. The educational process has to be built in the way of optimization positive influences of the native language. Then “an enemy” turns into our “friend” and “ally”.

The teacher`s tasks are forming and using structures of the educational process with the highest possible using of common in languages.

It doesn`t need extra efforts from students because this information has been encoded in their brains. There is necessity to expose, to systematize, to structure known information and to add new.

To our mind, the most important ways of optimal using of the native language is used at the beginning of educational process. There are some of them:

- phonological adaptation (pronunciation absent sounds in the native language in the native speech (little poems, tongue twisters, etc.). for example, in English language has no place and manner of articulation Ukrainian sound [r] – breathy-voiced glottal transition consonant;
- syntagmatic adaptation of the native language (partial deliberate “distortion”) to the foreign language such as the formation of information in the native language according to the rules of the studying language;
- usage the common vocabulary, usage common codes and information, signs, etc.), symbols;
- lexical optimization, adaptation of idioms;
- from synonyms the “common” word is preferred;

- syntactical adaptation. Sentences of the native language have to be built by rules of the foreign language.

## **5. Conclusion**

It is necessary of the methodological basic creation for teaching with due regard for the brain physiological features for the formation of information, memorization, reconstruction and optimization of methods the native language with the "direct" method of teaching.

Use of the native language has to have conscious and purposeful nature, be strictly limited in definite situations where it contributes optimization of trainings.

The native language must become the secondary means for the foreign language studying and teaching. Only in this case the foreign speech will be begotten with predomination of the foreign speech mechanism without mistakes provoked by influence of the native language. As a result the effectiveness and level of teaching will have improved.

## **References**

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