

коллектива, самоконтроль, трудолюбие и т.д. Широкое описание данных категорий в белорусском и русском языках позволяет сделать вывод об их значимости в языковой картине мира белорусов и русских.

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THE IMPACT OF THE MOTHER TONGUE ON FOREIGN LANGUAGE PERFORMANCE: WORD-ORDER AS A MODEL

РОЛЬ РОДНОГО ЯЗЫКА В ИЗУЧЕНИИ ИНОСТРАННОГО ЯЗЫКА: К ВОПРОСУ О ПОРЯДКЕ СЛОВ

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The study explores the word order as part of syntactic errors that represent one of the most prominent linguistic errors while acquiring a foreign language. The results drawn from the investigation show that the word order is one of the dominant projections of the mother tongue (Arabic) interference on the foreign language (English) learners' performance.

Keywords: mother tongue; syntactic error; word order; interference.

В статье рассматривается порядок слов в предложении с точки зрения интерференции родного языка при изучении иностранного языка. Результаты, представленные в статье, свидетельствуют о том, что неправильный порядок слов, вызванный влиянием родного языка (арабского) на иностранный язык (английский), является наиболее частой ошибкой в речи учащихся.

Ключевые слова: родной язык; синтаксическая ошибка; порядок слов; интерференция.

Introduction. The use of the mother tongue and its impact on second language acquisition and performance has been the quest of many scholars [1; 2; 3]. Most findings suggest that there are positive and negative influences of the mother tongue on the foreign language acquisition. Researchers like [4] investigate the negative impact of the mother tongue (Turkish), especially word order on the English learning process. Their research demonstrates the poor word order patterns between Turkish and English, particularly when action verbs are used. The unsatisfactory performance of EFL Turkish learners can be attributed to the fact that the word order patterns in Turkish and English are different. While Turkish has the word order as SOV (subject – object – verb), English has the word order as SVO (subject – verb – object). The following two examples show the word-order pattern in both languages, Turkish and English.

(1) in Turkish: *Ahmet yumurta-yi yedi* ('Ahmet ate the egg')

(2) in English: *Ahmet the egg ate*.

The study conducted by P. Onar [5] looks into the “language transfer” or “cross-linguistic influence” that Turkish and Dutch bilinguals residing in the Netherlands experience when learning English word order. They focus on the sort of word order transfer Turkish – Dutch bilinguals make when they learn English as a third language, as well as whether they transfer from their language 1 or language 2. The results show that Turkish – Dutch bilinguals apply their language 2 Dutch rules, rather than their language 1 Turkish rules in their acquisition of English word order.

R. Hartono in his PhD thesis mentions five types of errors that result from the impact of the mother tongue on the foreign / second language learners. They are as follows:

a) syntactic errors represented in coordination and conjunctions, sentence structure, nouns and pronouns, and word order;

b) grammatical errors represented in singular/plural, infinitives, articles, relative clauses, adjectives, verbs and tenses, reported speech, prepositions, and possessive cases;

c) semantic (literal translation);

d) lexical (word choice);

e) substance/mechanics represented in spelling and punctuation [1].

Misuse Word-order due to the Interference of the mother tongue in EFL. Based on the aforementioned surveying studies, the current study tends to limit its domain to the impact of the mother tongue on Arab EFL learners' performance when it comes to the word order as a syntactic co-occurrence of such influence. The Arabic language has two structures of a simple sentence

1) SVO and 2) VOS. On the contrary, the English language has the structure as SV, SVO, SVOC. Arab EFL learners commit errors related to the wrong word order as they tend to place some parts of a sentence in the wrong position.

(3) *In my time free like to read and play games.*

The example above demonstrates an incorrect word-order sentence when an adjective follows the noun it modifies. The correct variant of the sentence should be *I like to read and play games in my free time.*

Identifying and classifying the errors committed by EFL Arab learners in their English writing lead to the findings that the most typical errors are those caused by the interference of 1) the subject-verb agreement, 2) verb tense and form, 3) word order, 4) plurality, and 5) passive voice.

The study proposed by [6] covers three categories: adjective/noun order, possessive adjective/noun order, and subject/verb order. The order that should be used in English is frequently ignored by students, who instead create structures that are suitable in Arabic (L1), such as Verb – Subject – Object.

(4) *Was the accident a disaster.*

(5) *Imagine he everything.*

(6) *Causes he many problems.*

In Arabic, the adjective follows the noun and agrees it in number and gender. In English, an adjective comes before the noun it modifies. Because of the transfer of this rule to EFL, learners produce wrong word order sentences, e.g.

(7) *I read many books difficult.*

(8) *They should follow three steps very important.*

In the Arabic language as the mother tongue of the EFL learners, possessive adjectives are attached to nouns. As a result, some students can apply their mother tongue rule in the EFL situation. The following sentence can clarify this point, e.g.

(9) *She leaves the room of her flowers.*

Conclusion. Syntactic errors are the most common and remarkable errors that result from the impact of the mother tongue, and out of these the syntactic errors related to the word order are numerous. A foreign language learner unconsciously applies some of their mother tongue's linguistic patterns to perform sentences in the target language. This phenomenon leads to repeated linguistic occurrence among foreign language learners. The most common attested error committed by Arabic learners of English displays an adjective following the noun it modifies.

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МЕСТО И РОЛЬ КОММЕМОРАЦИИ ВЕЛИКОЙ ОТЕЧЕСТВЕННОЙ ВОЙНЫ НА СОВРЕМЕННОМ ЭТАПЕ (РЕГИОНАЛЬНЫЙ АСПЕКТ)

PLACE AND ROLE OF THE GREAT PATRIOTIC WAR COMMEMORATION AT THE PRESENT STAGE (REGIONAL ASPECT)

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Статья посвящена проблеме изучения коммеморативных практик и мемориальных исследований, относящихся к Великой отечественной войне. Прошлое становится важнейшим элементом идентификации различных социальных групп и сохранения их целостности. В настоящее время нарратив коммеморации представляет собой целенаправленный и разновекторный характер, сочетаясь с современными политическими аспектами. Сформировался определенный инструментарий, с помощью которого закрепляется и трансформируется память о прошлом не только в масштабах России, но и в регионах. В статье рассматривается