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TYPOLOGY OF ERRORS IN THE HUNGARIAN INTERLANGUAGE OF BULGARIAN NATIVE SPEAKERS

ABSTRACT

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CONTENTS

INTRODUCTION

The dissertation has a total volume of 238 pages and consists of an introduction, three chapters, conclusions and a closure. Added to them is a bibliography of the monographies, articles, sources and web pages used, and an extensive multicomponent application presenting the language corpus.

THE SUBJECT OF THE RESEARCH

The present dissertation is an overview of the types of errors in the Hungarian interlanguage of Bulgarian native speakers. The research is based on a language corpus. The focus of the study is on the native language transfer, i.e. on the errors caused by the influence of the first language (Bulgarian) on the second language (Hungarian). The analysis traces the main characteristics of errors at the phonetic (including orthographic), morphosyntactic and lexical levels.

The main method used in the present work is the so-called *contrastive error analysis*, developed by Hungarian linguist Laszlo Budai, which combines contrastive analysis and error analysis.

GOALS AND TASKS

The main goal of the paper is to analyze and categorize the errors that appear in the interlanguage of Bulgarian-speaking people studying Hungarian, and to present the differences in the problematic areas between Bulgarian and Hungarian, which would help to understand the possible reasons for the admission of these errors.

At the same time, the aim of the research is to facilitate with its results the process of teaching and learning Hungarian by native speakers of Bulgarian, and possibly to provide a theoretical basis for teaching materials in Hungarian for Bulgarians. Given the typological parameters of the Hungarian language, the main emphasis is on morphosyntactic constructions, e.g. the expression and use of the so-called triple spatial system in the Hungarian language, where it forms a much more complex system than in the Bulgarian language.

The work has the following concrete tasks:

1. To review the methods that are applied in comparing certain language structures and systems;

2. to present in details the method of contrastive error analysis;

3. to review some characteristics of the Hungarian language, with special attention to the phenomena that may cause difficulties for native Bulgarian speakers;

4. to apply the tools of contrastive error analysis in analyzing the language material;

5. to present the analyzed and systematized errors;

6. to try to reveal the reasons for the errors, by looking for them mainly in the differences in the structure of the native (Bulgarian) and foreign (Hungarian) language.

CHAPTER ONE: THEORETICAL FRAMEWORK: APPLIED LINGUISTICS AND SECOND LANGUAGE ACQUISITION. INTERLANGUAGE

The first chapter reviews the theoretical framework of the study and presents the main theoretical works in the field of applied linguistics, which focus on the concept of the interlanguage. The first part of the chapter presents contrastive approaches and applied linguistic theories, which include the concept of the native language. Definitions, main works and development trends of contrastive linguistics, strengths and weaknesses and criticisms against the methods are reviewed. The second and third parts present the method of error analysis applied in the dissertation, examining the areas where contrastive analysis and error analysis can be "linked" to serve the purposes of foreign language learning.

The beginning of contrastive linguistics (also contrastive analysis) is traditionally considered to be the publication of Robert Lado's book *Linguistics Across Cultures* in 1957. In its basic principles, the approach of contrastive analysis strongly relies on behaviorism and structuralism that were dominant in the United States in the 1940's and 1950's. Contrastive analysis is based on the assumption that the main difficulties in learning a new language are caused by negative language transfer (interference) from the native language. These difficulties can be predicted through contrastive analysis, and study materials can be used to reduce the effects of interference. According to the strong (predictive) version, it is possible to compare the system (grammar, phonology and vocabulary) of one language with another to predict the difficulties that a native speaker of one language will have when learning another language. The weak (diagnostic) version claims that contrastive analysis can only explain the concrete errors.

As in many other theoretical explanations, in contrastive analysis also there are problems for which solutions cannot be found. For example, learners make mistakes that cannot be explained

by a negative transfer and contrastive analysis cannot predict them (e.g. analogy). Many of the errors made by learners are due to individual variations, often related to psychology or pedagogy (the method of learning). In earlier years, before the appearance of psycholinguistics, the critique of contrastive analysis also included the aspect that its followers had drawn conclusions about the difficulties of learning foreign languages based on mere linguistic facts without the help of psychology. Difference is a linguistic question, but it is not equal to difficulty that is more like a psycholinguistic question. There are different degrees of difficulties in the differences of the systems of two languages, the most famous categorization is made by Stockwell *et al*.

The concept of the role of the mother tongue in learning foreign languages has changed throughout the history of foreign language teaching. It also has different roles in the study of different areas of a language - in pronunciation, in vocabulary, in grammar, in the study of language functions, in the development of receptive and productive, oral and written forms of activities. One thing is for sure: the native language always has an impact on the foreign language, sometimes negatively, but it also has (even more) positive effects, and it is worth building on the already acquired knowledge and skills.

The second part presents the theories of the causes and typologies of errors and the method of error analysis. Areas where contrastive analysis and error analysis can be connected to serve the goals of the foreign language learning are also considered.

In the 1970's, contrastive analysis was replaced by error analysis, with Chomsky and transformational-generative grammar playing a decisive role in the change. Error analysis, as an applied theoretical model, is a study and analysis of errors made by foreign language learners. Prior to the appearance of *error analysis*, errors, apart from being undesirable in the process of learning a foreign language, were perceived as a completely negative and useless "side effect". Contrastive analysis especially considers them a failure and a sign of inadequacy of teaching methodology, and does everything possible to eliminate them. However, after Corder's foundational publication on error analysis, *The Significance of Learners' Errors*, they are welcome in foreign language learning. Researchers in this field believe that since the world is imperfect, there will always be mistakes, and we must focus on dealing with them once they have arisen. They are considered not only positive, but inevitable features that provide very important information about the difficulties for learners and the strategies they are applied in the learning process.

Errors can be categorized in different ways. Corder's categorization, which is relevant for the analysis of the present study, is as follows:

1. *Omission*: The construction of *тази къща* 'this house' contains an additional element in Hungarian (the definite article): *ez a ház*. Due to the influence of the native language, Bulgarians often omit the definite article and say *ez ház.

2. *Addition*: There exists a nominative sentence in Hungarian. When the predicate identifies or characterizes someone or something (determines the name, profession, nationality, age or other characteristics), i.e. when the verb copula is used - the verb *to be* is omitted in the present tense, indicative mood, third person (singular or plural). For example, the equivalent of the sentence *Баща ми е лекар.* 'My father is a doctor.' is *Az apám orvos.* (literally "*my father doctor*"). Due to the interference of the native language, there is a tendency for Bulgarians to use the form for a third person singular/plural of the verb *to be* (*van/vannak*) in this type of sentence: **Az apám orvos van.*

3. *Wrong selection/substitution*: This type of error is most typical in case of lexical errors, but grammatical forms can also be selected incorrectly. The Hungarian suffixes *-ból*, *-ról* and *-tól* all mean 'from' (*om* in Bulgarian), but are used in different situations ('from inside something', 'from the surface of something' or 'from near something'). As there is no such difference in Bulgarian, students often confuse them, and instead of *Plovdiv**ból** jövök.* 'I come from Plovdiv.' They say **Plovdiv**ról**/Plovdiv**tól** jövök.*

4. *Misordering*: The Hungarian language does not use prepositions but suffixes and postpositions. They have a similar function, but their word order is different. Therefore, instead of *a ház előtt* 'in front of the house', the form *előtt a ház is frequently used.

The first chapter finishes with the introduction of the theory of contrastive error analysis, which is the main linguistic approach of the study and is applied in the analysis of the data. According to Laszlo Budai's approach, contrastive error analysis (CEA) is a specific type of error analysis that begins with the recognition of the error made by the learners and ends with a proposal for its correction. CEA does not check the possibilities for errors predicted by contrastive analysis, but analyzes current errors spontaneously made by foreign language learners or provoked in a test or exam situation in the interlanguage and "recycles" the results in the process of foreign language

teaching. The author's assumption is that most of the errors can be explained by the contrasts between the rules in the native and the foreign language, or the rules within the target language. Based on this, CEA uses contrastive analysis to find the causes for the errors, and this way one of its most important goals is to support foreign language teaching, combining theory and practice. It is not possible to talk about a separate theoretical or applied variant in CEA, but the overall approach has a theoretical-applied character.

Figure 1 demonstrates the components of CEA according to Budai.

Figure 1: Components of contrastive error analysis
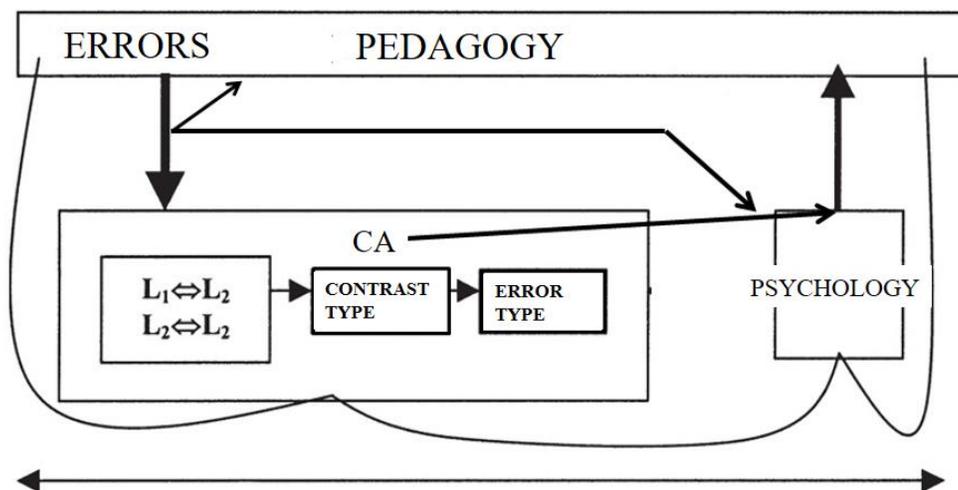
Since according to CEA most of the errors in the teaching process (PEDAGOGY) are caused by the interference of the native language and/or the target language, the study of the cause or causes of the error leads to contrastive analysis (CA). The first task of CA is the description and comparison of the phenomenon in the native language and in the target language. If there is a contrast, the type of contrast (CONTRAST TYPE), and on this basis the type of error (ERROR TYPE) must be indicated. The effect of native language interference can then be determined. If there is no interlinguistic contrast, the possibility of interference within the target language should be investigated, and the cause and type of the intralinguistic error should be indicated. When the cause of the error cannot be found successfully within the CA, PSYCHOLOGY can give an explanation (and in any case we can turn to psychology for more explanation). The CEA notes that

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errors may have causes other than interference, but rarely considers them from a psychological point of view. Explanations for the mistakes can also be found in the teaching methodology. CEA also deals with the causes of such errors. The effects are two-way: the results of CA affect pedagogy and vice versa.

The explanation for the mistakes or the assumption that the reason can be found in the teaching methodology should be included in the pedagogy (in the processes of foreign language teaching and/or teaching materials), but unfortunately it cannot always be included in foreign language textbooks, because in most cases they are not issued in the same country where they are used. CEA enters directly (implicitly) in the process of foreign language teaching through the foreign language teacher, who is the initiator and leader of the work of CEA. He/she gradually includes his/her students in the work of CEA, providing them with increasing independence both in the classroom and in their homework. The application of CEA is explicit only when it becomes clear to the learners that the errors originate from the differences of the native language and the target language. Linguistic features can be realized without metalanguage (e.g. segmentation and comparison of units with similar meanings, and identification of quantitative and qualitative correspondences and differences). The criterion (prerequisite) for explicit CEA, based on metalanguage, is the knowledge of the linguistic terminology of the native language.

The usual steps of CEA are (1) detection of the error, (2) marking or correction of the error, (3) localization of the error in the language system, (4) naming the type of contrast and the type of error, (5) naming the cause or the causes of the error, (6) hypothesizing the ultimate cause or ultimate causes of the error, and (7) proposing a correction.

Table 1 shows the type of contrasts and the corresponding errors with which CEA works. Grammatical errors can belong to all categories but lexical errors only to *wrong selection*.

Table 1: Contrast and error types

Contrast type	Error type
Quantitative errors	
L1 > L2	Addition
L1 < L2	Omission
Qualitative errors	
Different way of ordering	Wrong word order/misordering

Different categories	Wrong selection/substitution

The fourth part overviews the Bulgarian-Hungarian contrastive studies.

CHAPTER TWO: PECULIARITIES OF THE HUNGARIAN LANGUAGE (WITH REGARD TO ITS TEACHING TO BULGARIANS) AND TYPOLOGICAL CONTRASTS WITH THE BULGARIAN LANGUAGE

The second chapter outlines some characteristics of the Hungarian language with a contrasting focus in the Bulgarian-speaking environment, which are important for the subsequent analysis. Typological characteristics of the Hungarian and Bulgarian languages and phenomena at the phonetic and morphosyntactic level are overviewed.

The first part mentions some orthographic aspects and various phonological phenomena. The peculiarities of the Hungarian alphabet pre-supposes certain types of errors in the written Hungarian interlanguage. The Hungarian alphabet contains 44 letters, and the phonemes of the language are only slightly less (39). From the point of view of the learners, we have to divide the problematic sounds into three different groups. Sounds that exist in the Bulgarian language but are written in an "unusual" way are in the first group. Here only the equivalence needs to be clarified. Sounds that exist in the Bulgarian language but are not separate phonemes can be found in the second group. Sounds that do not exist in the Bulgarian language are in the third group. They are mostly vowels. This is understandable, taking into account that against 6 Bulgarian vowels there are 14 Hungarian ones.

It is important to specify that not only vowels but also consonants can be "long", because in Hungarian "long" (doubled) consonants have a distinctive role in meaning. Orthographically, long consonants are written double, and orally, they are pronounced more long.

Other phonological phenomena that may cause difficulties to Bulgarians learning Hungarian are vocal harmony, clear pronunciation of sounds in all phonetic positions, fixed stress on the first syllable of the words, ascending-descending intonation of questions without a question word, etc.

The second part pays attention to morphosyntactic phenomena, such as affixes (with regard to grammatical cases and adverbial forms), the triple spatial system and some features of the verb system, as well as the features of the possessive construction.

Hungarian is an agglutinative and synthetic type of language. This means that grammatical relations are expressed mainly by affixes (e.g. suffixes and prefixes) and not by auxiliary words (e.g. prepositions). There are three types of suffixes in Hungarian. Derivational morphemes (*képző*) have a function in word formation, and inflectional morphemes (*jel* and *rag*) are means of expressing grammatical relations. The case relations (*esetviszony*) of names are expressed with inflectional suffixes of type *rag* (case/"case-like" endings - *esetrag*), which are functional equivalents of prepositions in the Bulgarian language, but there is no exact correspondence between the case endings and the prepositions. Both phenomena are polysemantic and polyfunctional, and one system cannot be described exactly with the other. Furthermore, some functions of prepositions cannot be expressed with case endings, but only with the help of other means, such as postpositions (*névutó*). They are formally more similar to the prepositions, the two differ only in the word order.

There is a large number of grammatical cases in the Hungarian language and almost all of them are expressed by different means. This leads to a large number of endings, which is initially a source of concern for Bulgarian language learners who do not have a "linguistic consciousness of case relations". But the mechanism of expressing grammatical cases in Hungarian (and in agglutinative languages in general) is different from Indo-European (inflectional) languages. In Hungarian word forms, the basis of words (nouns) and suffixes can be clearly distinguished and analyzed. Students does not have to learn numerous case inflections, only the meanings and functions of case endings and postpositions, which (except for the accusative case) have equivalence with prepositions.

Table 2. Hungarian inflectional suffixes of type *rag* in nouns and adjectives forming adverbs (*határozóragok*)

Ending	Name of the case or the form	Typical corresponding prepositions	Example
After nouns			
1. -	nominativus nominative	-	*Az autó megy.* Колата върви. 'The car is going.'

2.	*-t/-ot/-at/-et/-öt* -(V)t	accusativus accusative	-	*Látok egy autót.* Виждам една кола. 'I see a car'
3.	*-nak/-nek* -nAk	dativus dative	на 'to'	*Ad egy könyvet Annának.* Дава една книга **на** Ана. 'He gives a book to Anna.'
4.	*- или -nak/-nek* -nAk	genitivus genitive	на 'of'	*Az autó(nak az) ajtaja nyitva van.* Вратата на колата е отворена. 'The door of the car is open.'
5.	*-ban/-ben* -bAn	inessivus inessive	в 'in'	*Az autóban ülök.* Сядам **в** колата. 'I am sitting in the car.'
6.	*-ba/-be* -bA	illativus illative	в 'into'	*Beszállok az autóba.* Влизам **в** колата. 'I get in the car.'
7.	*-ból/-ből* -bÓl	elativus elative	от(вътре) 'from (inside), out of'	*Kiszállok az autóból.* Излизам **от** колата. 'I get out of the car'
8.	*-n/-on/-en/-ön* -(O)n	superessivus superessive	на, върху 'on'	*A macska az autón ül.* Котката седи **на** колата. 'The cat is sitting on the car.'
9.	*-ról/-ről* -rÓl	delativus delative	от 'from (the top)'	*A macska lemászik az autóról.* Котката слиза **от** колата. 'The cat climbs off the car.'
10.	*-ra/-re* -rA	sublativus sublative	на 'onto'	*A macska felmászik az autóra.* Котката се качва **на** колата.

			'The cat climbs on the car.'
11. *-nál/-nél* -nÁl	adessivus adessive	до, при 'at, next to'	*Az autónál állok.* Стоя **до** колата. 'I am standing next to the car.'
12. *-tól/-től* -tÓl	ablativus ablative	от 'from'	*Elmegyek az autótól.* Отдалечавам се **от** колата. 'I leave from the car.'
13. *-hoz/-hez/-höz* -hOz	allativus allative	към, до 'to'	*Közeledem az autóhoz.* Приближавам се **до** колата. 'I'm approaching the car.'
14. *-ig*	terminativus terminative	до 'till, until'	*Hajnalig dolgoztam.* Работих **до** зора. 'I was working until dawn.'
15. *-ért*	causalis-finalis causal	за 'for'	*Elmegyek a garázsba az autóért.* Отивам в гаража **за** колата. 'I go to the garage for the car.'
16. *-vá/-vé* -vÁ	translativus-factivus translative	в 'into'	*A rút kiskacsa hattyúvá változott.* Грозното патенце превърне **в** лебед. 'The ugly duck turned into a swan.'
17. *-val/-vel* -vAl	instrumentalis-comitativus instrumental	с 'with'	*Találkoztam Annával.* Срещнах се **с** Ана. 'I met Anna.'
18. *-ként/-képp(en)*	essivus-formalis essive-formal	като 'as'	*Tanárként dolgozom.* Работя **като** учител. 'I work as a teacher.'

19. *-ul/-ül* -Ul	essivus-modalis essive-modal	за, като 'as'	*Fiául fogadta Pétert.* Взе Петер **за** свой син. 'He adopted Peter as his son.'
20. *-stul/-stül* -(V)stUl	Adverbs of companion or state (*társ/állapot határozó*)	с 'together with'	*Ruhástul ugrott a medencébe.* Скочи в басейна облечен („заедно **с** дрехите си"). 'He jumped into the pool dressed.'
21. *-kor*	temporalis temporal	в 'at'	*Két órakor találkozunk.* Ще се видим **в** 2 часа. 'We will meet at 2 o'clock.'
22. *-nként* -(V)nként	Adverbs for distribution (distributive)	по 'by'	*Lépésenként haladunk.* Вървим стъпка **по** стъпка. 'We move step by step.'
23. *-anta/-ente* -AntA	Repetitive form for adverbs of time	всеки 'every'	*Hetente találkozom a barátaimmal.* Виждам се с приятелите ми **всяка** седмица. 'I meet my friends every week.'
After adjectives and numeral names			
24. *-n/-an/-en* -(A)n	modalis modal		*A nyúl gyorsan fut.* Заекът бяга бързо. 'Rabbits run fast.'
25. *-ul/-ül* -Ul	Form for adverbs of manner		*Türelmetlenül válaszolt.* Отговори нетърпеливо. 'He answered impatiently.'
26. *-lag/-leg* -lAg	Form for adverbs of manner and state		*Mindent megtettünk, ami emberileg lehetséges.*

			Направили сме всичко възможно (всичко, което беше възможно за един човек). 'We did everything that is possible for a human.'
27. *-szor/-szer/-ször* -szOr	Form for adverbs of number (*számhatározó*)	път 'time(s)'	*Kétszer voltam angolórán.* Два **пъти** ходих на час по английски. 'I have been to English lessons twice.'

One reason for this great variety of endings is the phenomenon called the triple spatial system (see rows 5-13). The emergence of the triple spatial system is related to the adverbs of place, but they also exist in temporal expressions.

The triple system has two aspects. First, in terms of direction (path - *ösvény*), it means that spatial (or temporal) descriptions formally differ depending on which question they answer: *where (to)?/till what time*?, *where?/when*? or *where from?/since when*?, i.e. whether there is a movement to or from a fixed point or not. According to this, the action can be in a *static position*, it can approach the respective place (*target*) or move away from it (*source*). This system exists in case of case endings and postpositions, nouns that connect with these morphemes, and other means that can play the role of adverbs of place or (less frequently) of time (pronouns, adverbs, or verb prefixes).

Second, the triple system also exists according to spatial relations (*helyviszony*). This means that the action can be inside something (*container*), on the surface of something (*surface*) or near something (*neighborhood*). This complete system exists only with case endings, and with the means that can be connected to them (nouns, personal and demonstrative pronouns). These relationships are summarized in *Table 3*.

Table 3: Overview of the triple spatial system in case of suffixes

path (ösvény) / relation (helyviszony)	Where from?		Where?		Where (to)?	
	(dinamic) source		*(static) position*		*(dinamic) target*	
internal (*container*)	*-bÓl*	*om*	*-bAn*	*в*	*-bA*	*в*
	'from, out of' (elative)		'in' (inessive)		'into' (illative)	
upper/superficial (*surface*)	*-rÓl*	*om*	*-(O)n*	*на*	*-rA*	*на*
	'from' (delative)		'on' (superessive)		'onto' (sublative)	
external (*neighborhood*)	*-tÓl*	*om*	*-nÁl*	*дo*	*-hOz*	*дo*
	'from' (ablative)		'at, next to' (adessive)		'to' (allative)	

The table also shows the names of the respective cases. The equivalents for the Hungarian means of expression of the triple spatial system in Bulgarian are prepositional constructions (names or pronouns) or adverbs. Of course, functionally it is possible to express all these relations in Bulgarian, but Bulgarian prepositions do not formally represent such a consistent (systematic) system. First, there is usually no formal difference between the *static position* and the approaching direction (*target*), and second, in the moving-away direction (*source*) there is no formal difference between the three spatial relationships (*internal*, *upper/superficial* and *external/adjacent*). On the other hand, in the Bulgarian system of prepositions equivalent to the Hungarian endings for expressing the triple spatial system, some elements appear, the meaning of which cannot be expressed exactly with the help of endings. So the Bulgarian system simultaneously contains a smaller number of elements in some respects and more in others. The two systems cannot be presented identically in parallel.

There are some phenomena that do not fit into the triple spatial system. First, in the static position there is also a fourth case, locative (*-(V)t)t*), which is an alternative to inessive or superessive with some Hungarian cities. In case of adverbs of time, there are also more possibilities in the static position, answering the question *when*. Second, in the internal spatial relation there is a tendency for the difference between the *static position* and the *target* to disappear. The phenomenon is very common in dialects and spoken language, but so far it is not acceptable in literary language. If this change becomes a fact, the Hungarian system will be similar to the Bulgarian one at this point.

The Hungarian verb system is more simple in some respects (for example, there are only three verb tenses and the number of irregular verbs is small), but at the same time there are more complex phenomena, such as the formation of the infinitive, polite and synthetic verb forms (potential and causative verbs). The biggest challenge is, undoubtedly, the two types (definite/objective and indefinite/general/non-objective/subjective) conjugation of transitive verbs. Unlike the distribution of verbs in three conjunctions in Bulgarian (where (all verbs belong to one of the three groups, and can be conjugated only in one way), in Hungarian all transitive verbs can be conjugated in two ways (both definite and indefinite conjugation), depending on the determination of the direct object. If there is no direct object in the sentence or the direct object is indefinite, we use the indefinite conjugation, and when the direct object is definite, we use the definite conjugation. It complicates the situation that the categories of definite and indefinite direct object are not always logical for the students.

Verb rections are expressed by the same means as adverbs: nouns or pronouns with inflectional (case) suffixes. But while adverbs by themselves have a specific spatial or other meaning, rections acquire their meanings and functions only by appearing next to the corresponding verbs that govern the possibilities of connection. Unlike (free) adverbs, rections are obligatory elements of the verbs in the sentence. They are also called "permanent" adverbs (*állandó határozó*) or "adverbs in a metaphorical sense" (*képes határozó*). While in the role of free adverbs of place some forms are incorrect with given endings (e.g. *Szeged* with the ending of the internal spatial relation: **Szegedben* 'in Szeged.'), they can be used as rections in verb constructions (see *Mit szeretsz Szegedben?* 'What do you like about Szeged?').

In addition to the prepositions that are equivalent to the case endings expressing the triple spatial system, preposition *за* 'for' often appears in the role of rections as an equivalent for the

same endings. It seems that in the Bulgarian language the preposition *за* 'for' is used much more often as a rection for verbs than its Hungarian equivalent suffix *-ért*. This means that many times, when in Bulgarian *за* 'for' stands as a verb rection, in Hungarian there is something other than *-ért* (most often *-rÓl* or *-rA*).

The most important and most common verb rection is the direct object (accusative). Therefore, the suffix for the accusative case is the most important and most common suffix, but at the same time it is the only one that does not have a corresponding preposition in the Bulgarian language (nor a parallel grammatical category) and therefore represents a great challenge for Bulgarian speakers. While in Hungarian, the direct object obligatorily has a suffix *-(V)t*[1], in Bulgarian it is usually expressed with the help of the word order. The possibility of the presence of the direct object determines whether the verb is transitive (*tárgyas*) or intransitive (*tárgyatlan*). Verbs that cannot have a direct object, but can take another rection, are not called transitive verbs in Hungarian, but are part of the larger category of "verbs with rections" (phrasal verbs) (*vonzatos ige*). Sometimes one verb attracts a direct object in one language and another rection in another.

There are cases when the subject (the nominative form) of the construction does not coincide with the actant (Agent). In this case, the subject of the Bulgarian structure alternates with another part of the sentence (the direct object or an adverb) in Hungarian, while the direct object of the Bulgarian structure is the subject of the Hungarian one. The following examples are typical and represent a great difficulty for learners:

(1) *-nAk tetszik valami/valaki*   *(някой) харесва нещо/някого*

    'SO likes STH/SO'

   Tetszik (nekem) ez a lány. Харесвам това момиче.

    'I like this girl.'

  Literally: **This girl likes to me.*

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[1] There are a couple of cases where the use of the accusative ending is optional. Such are the possessive forms of nouns and the reflexive pronouns in 1st and 2nd person singular. E.g. *Szeretem a feleségem(et).* 'I love my wife.' *Kölcsönadod a tollad(at)?* 'Can you lend me your pen?' *Nézem magam(at) a tükörben.* 'I look at myself in the mirror.' *Látod magad(at)?* 'Do you see yourself?'

(2) *-(V)t érdekel valami*   *(някой) се интересува от нещо*

       'I am interested in STH'

    (Engem) érdekel a történelem. Интересувам се от историята.

     'I am interested in history.'

   Literally*: *History interests me.*

(3) *-nAk van/nincs valamije*   *(някой) има/няма нещо*

    'SO has STH'

   Péternek van autója. Петер има кола.

    'Peter has a car.'

    Literally*: *For Peter has his car.*

The other problematic point of transitivity is the question of reflexive verbs (*visszaható igék*), when they are in opposition to transitive verbs with similar meanings (e.g. *befejez -(V)t* 'end (something)' and *befejeződik* '(something) ends)'. In Bulgarian, the word order and the particle *ce* show the difference between transitive and reflexive verbs in these cases. In Hungarian, the verbs of the second type are formed with the help of suffixes containing *-ik* (*-Ódik, -Ózik*, etc.). The first verb of the pair always attracts an accusative case, and the second is an intransitive verb.

The construction for expressing possession is specific. First, the order of the possessor and the possessive is reversed: the possessor always precedes the possessive.

    Péter(nek az) autója
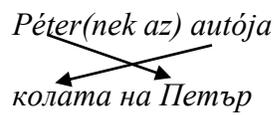
    колата на Петър

   'Peter's car'

Similar word order exists in Bulgarian as well, e.g. *на баба момчето* 'grandma's boy'.

Second, not the possessor, but the possession is marked with a suffix. The construction *Péter autója* literally means "Peter his car".

And third, but most characteristic, there is no separate verb that means 'to have, possess' (*habeo*). In Hungarian possession is expressed with the impersonal verb *van*, which is actually the 3rd person singular of the verb *to be* and possessive suffixes, e.g. *van autóm* 'I have a car'. In example (3) *Péter* is the possessor and is expressed with a noun with the ending *-nek* (dative case), *van* is an impersonal verb meaning 'has', and *autója* is the possession, expressed with a noun and a personal possessive ending (*birtokos személyjel*), which is the subject of the sentence.

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CHAPTER THREE: FEATURES OF THE HUNGARIAN INTERLANGUAGE: A CONTRASTIVE ERROR ANALYSIS

The third chapter introduces the linguistic data and unfolds the results of the contrastive error analysis, categorizing the types of errors at different language levels in the Hungarian interlanguage. The first part presents the corpus and the processing of the data.

The language corpus (presented in the appendix of the dissertation), on which a contrastive error analysis was performed, was collected in the period 2017-2020 (the previous three academic years) from written works of native Bulgarians studying Hungarian. The data were obtained through productive activities (creation of a text on a given topic). To be complete, several examples were also analyzed, excerpted from conversations with Bulgarians during or outside Hungarian classes.

The language corpus contains 102 free essays on various topics, in which a total of 22,601 word forms have been identified. The length of the texts varies from several lines to more than one page. 79 essays, containing 11460 words, are written assignments, realized during an exam or as homework, by students majoring in Hungarian Philology at Sofia University "St. Kliment Ohridski" and by students in a Hungarian course organized by the Hungarian Cultural Institute in Sofia. Students have different levels of proficiency in Hungarian from level A1 to C2. There are also a smaller number of texts (1178 words) from Hungarian language exams of native Bulgarians, provided by the ECL Language Examination Center in Pecs, Hungary. They are all at level C1. Finally, there are 19 essays (9963 words) that fourth-grade students prepared as term papers in literature. They have more specific topics (analysis of literary works or movies) and the level of language proficiency in them is generally higher and more balanced. It is possible that the texts of the last type are not completely independent works, and students may have used help (even whole sentences or parts of texts) from textbooks or other sources, but because the purpose of the analysis is to investigate errors, not the level and the style of the language production of the learners, this is not a problem.

The texts are arranged according to the three categories mentioned above. In the first category, they are arranged according to the levels that are determined according to the study material, i.e. the language level, which is covered before the creation of the texts/tasks, taking into account that sometimes, for example in the exam papers of students of the same course, they can be at different levels of mastering the input data.

For the purpose of the analysis, in addition to the texts, a test (available in the appendix) was also used. It consists of sentences that are supposed to be translated from Bulgarian and Hungarian, which contain spatial relations and one exercise to replace case endings. Mistakes are more concentrated in it, but it is filled up only by a small number of students: first and second grade students of the Hungarian Philology and students at the Hungarian Cultural Institute.

During the processing of the data, an analysis is applied, which mainly follows the method of contrastive error analysis. The main focus is on grammatical errors, initially summarizing the most typical phonetic and spelling errors, and finally discussing several issues regarding lexical errors. Due to the peculiarities of the language corpus, errors at the level of pragmatics and cultural interaction are not considered.

The steps in the analysis were applied in the same order as described in the CEA. The causes of errors are sought primarily in the differences between the two languages, while considering other possible causes.

Errors were identified in the analyzed texts and were recorded manually. All deviations from the norms of the target language are considered errors, and are collected and categorized, but not all examples and types of errors are used in the overall presentation of the results for understandable reasons. During the processing of the test results, a statistical analysis was performed. All errors are considered as such (i.e. significant for the analysis), regardless of their frequency.

In presenting the results, the examples of incorrect data are followed by the corrected Hungarian forms or constructions in brackets, followed by a Bulgarian translation. The analyzed grammatical errors are most often syntactic, and are at the level of syntagms, but sometimes whole sentences are given so that the nature of the errors can be clearly understood. Hungarian word forms that contain nouns with suffixes are considered constructions (syntagms), since their Bulgarian equivalents are constructions of nouns and prepositions. The focus of analyzing grammatical errors is on the usage of the locative endings of free circumstantial complements (adverbs) (*szabad határozói bővítmények*) connected to the triple spatial system. At the same time, other phenomena related to the topic, such as verb rections, the accusative case, the two types of verb conjugation, etc., are also examined.

The errors are systematized according to the categorization presented in *Table 1*. There is a correspondence between error types and contrast types, therefore only the errors are named. Lexical

and phonetical errors (including spelling) belong to the category of *substitution* (wrong selection of words or phonemes/letters), while grammatical errors are typically from the categories of *addition*, *omission* or *substitution*. In the examples examined in the analysis, the wrong word order (*misordering*) is not a typical error type.

The examples, categorized according to the error types, are followed by an explanation of the reasons and further analysis, if the linguistic data requires this. The fifth and sixth steps (the cause(s) of the error and the hypothesis of the final cause of the error) usually do not differ, and the last step (correction of the error) cannot be implemented purely in the framework of this work, because this must be done in the teaching/learning process, during classes. But from a theoretical and applied point of view, the present work will try to make suggestions in the method of teaching certain phenomena, as an attempt to avoid mistakes.

In the third (most substantial) part, grammatical errors are overviewed and analyzed. The focus is on the errors of the noun suffixes expressing the triple spatial system and verb rections. In connection with this topic, the results of an analysis based on data from literary texts and their translations are presented. In addition, errors in the use of other suffixes are analyzed, in the first place the suffix for expressing the accusative case and related problems, such as the use of the two types of conjugation. At the end of this section, errors of the possessive construction and some other typical morphosyntactic errors are presented.

There are three main error types in spatial expressions: *substitution* of the endings for directions (especially the static position and the approaching direction), *confusion* of spatial relations (especially the internal and the superficial relations), and *omission* of suffixes. In addition to the free texts, a small test was also used for checking the correct use of locative (spatial) endings, which confirmed the results of the study with its data.

Data in Hungarian literary works and their translations were also analyzed as a test for that which of the prepositions could become equivalent to the endings expressing the triple spatial system. The results are summarized in *Table 4.*

Table 4: Translation equivalents of endings expressing the triple spatial system

	source	*(static) position*	*target*
container	*от*(*към*)	*в*, *по*, *на*, *у*, *до*	

		през, из	към
surface		**на**, *в*, *над*, *върху*	
		по, *през*, *от*, *из*	
neighborhood		**до**, *при*, *у*	
			към, *на*

This shows that the Bulgarian prepositions do not create such a clear system for expressing the triple spatial system as the Hungarian locative endings (see *Table 3*). On the other hand, we cannot say that the Bulgarian system is less complex or less diverse. One ending can have more translation equivalents among the prepositions and vice versa, one preposition can correspond to different endings in a given case. Both endings and prepositions can have such nuances in meaning that cannot be expressed only by one means in another language.

Another triple system, which applies to both place and time, can be seen in *Table 5*. The means in the static position (answering the question *when*?) are very diverse in this system.

Table 5: Suffixes for expressing the triple spatial system in case of adverbs of time

source **Since when?** (Mióta/Mikortól?)		position **When?** (Mikor?)		target **Until when?** (Meddig?)	
-tÓl	от	*-kor* *-bAn, -(O)n, -vAl* *-nÁl, -AntA, -(V)nként*	в, през, на по време	*-ig*	до
'from' ablative		'in, during, on, at etc.' temporal		'till, until' terminative	

Among the other endings, the most problematic is the suffix of the accusative case (direct object). The most common mistake is *omission*, but sometimes *adding* also appears. The question of the determination of the direct object is directly related to the usage of the two types of

conjugation. The typical mistake concerning this topic is the *substitution* of verb endings, which is related to various other problems, such as the use of the direct object with the infinitive.

The errors of verb rections typically belong to the category of *substitution/wrong selection*. In this respect, the direct object can also be replaced by other rections. Verb rections can also be omitted or added unnecessarily. Not only verbs but also adjectives can have rections. The problems associated with them are the same as with verbs. A special case of this subject is the possessive construction.

CONCLUSIONS

The errors in the linguistic material of the Bulgarians studying the Hungarian language reflect the differences in the systems of the two languages. The applied contrastive error analysis allows us to make some basic conclusions based on the specific language corpus.

The richest data are revealed regarding the morphosyntactic features. The *omission* of suffixes in the noun phrase (inflectional suffix types *rag* - case endings of adverbs) is most often observed in the accusative construction (i.e. the ending for accusative case), which in the Bulgarian language (except for personal pronouns) has no formal marker. *Omission* or *addition* in other case suffixes is less common. The *omission* is understandable, as students encounter a grammatical category unknown to them.

Addition is much rarer than *omission*, but there is an interesting phenomenon when students add another extra ending after what has already been added. A possible reason for that is that they interpret the first suffix as part of the root (dictionary form) of the word.

The most typical error of the inflectional suffixes (both in their role as free adverbs and as rections) is *wrong selection (substitution)*. With regard to the error type *substitution*, the endings of the *static position* and the *target*, as well as for spatial relations (internal, superficial or external) are often replaced.

In spatial relations, the most common errors are in the use of the internal relation instead of the superficial one, as was expected. Although the triple system of directions (*source*, *target*, and *static position*) appears to be more logical and therefore expected to be easier to acquire, in the beginning, there are more errors in the directions than in the spatial relations. Over time however, with a higher level of language proficiency, the correct use of endings expressing a static or a dynamic relation becomes more stable.

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At the same time, the data show that *internal*, *superficial* and *external/adjacent* spatial relations cause almost the same difficulty at a later stage of the learning process. This is completely understandable, if we take into account that despite the fact that the triple system of directions is a new category for Bulgarian speakers as far as the Hungarian language is concerned, the system is logical and can be mastered. However, in the system of spatial relations such as *interior*, *surface* and *neighborhood*, there are illogical elements from the point of view of the Bulgarian language, as shown by the classification of the error types, therefore the native language transfer functions more strongly.

This conclusion leads to an even greater emphasis on internal, superficial and external/adjacent spatial relations and the means of their expression[2].

In case of verb rections, the relationship between endings and prepositions is more complex than in case of adverbs because endings do not have the same specific meanings as in spatial expressions, and therefore it is usually more difficult for learners to be orientated in their usage. For a complete study of rections, all case endings must be included, that is, there are many more elements with much more complex relations, and no such clear parallel can be drawn between the systems as in spatial relations. There are some rections that coincide, but there are many that differ in the two languages (and there is not much logic and rules for their functioning, learners need to learn the correct forms), and the only way we can help them is by giving a lot of models, in the spirit of contrastive linguistics. In particular, there are several special phenomena and coincidences in the usage of preposition *за* 'for' and its translation equivalents.

The most difficult phenomena to acquire are the cases when the preposition and the direct object or a given adverb in the Hungarian and Bulgarian sentences do not coincide (see examples (1), (2) and (3)). The analyzed data show that these cases are a prerequisite for creating "unique" constructions, and sometimes the exact cause of the error cannot even be understood.

The most common errors are connected to the accusative form. Most likely, they are the result of the fact that the markedness of the direct object (with a suffix) in the Hungarian language is an unknown phenomenon from Bulgarian point of view. Therefore, a large number of errors is

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[2] Just as we require students to learn the three (dictionary/nominative, accusative, and possessive) forms of nouns, so could be done with word forms that mean places, namely, by adding another form - the answer to the question *where*?, or learning specific forms in context, such as phraseological units (e.g. *A postán vagyok*. 'I am in the post office.' or *A postára megyek.* 'I am going to the post office.').

expected to occur connected to the usage of the accusative ending. Learners not only miss the ending many more times than locative endings, but sometimes add it where it is not needed. This occurs most often in nominative sentences. The reason for this type of error may be that the accusative form of nouns is so loaded that it is considered to be the dictionary form. It is also possible that the usage and the functions of some parts of the sentence (especially the nominal part of the nominative-verbal predicate and the subject) were incorrectly acquired.

Regarding the choice in the usage of the two types of verb conjugations, it is more typical to replace the definite verb forms with the indefinite ones, but there are examples for the reverse process as well[3]. *Substitution* of the verb inflections of the two types of conjugation is a typical mistake when there is an infinitive in the sentence. The direct object that belongs to the infinitive must agree with the auxiliary (the conjugated) verb. This - as the linguistic material shows - is also a source of many errors related to the verb conjugation.

The possessive structure contains many possibilities for errors due to the unusual rections (dative case and possessive suffix). The data show that the most common mistake is to omit either one or the other suffix, or both suffixes at the same time, and sometimes the possessive suffix is added when it is not needed.

Other morphosyntactic errors analyzed in the paper are mainly related to the superlative of adjectives. The comparison of adjectives is relatively easy, the process is similar in Bulgarian, but there are more complex phenomena related to it, such as the unusual type of affix (circumfix) of the superlative, sometimes the word order of some structures and the base of some words.

The Hungarian interlanguage of Bulgarian speakers at the phonetical (including orthographic) and phonological level is characterized by the error type *substituting* sounds/letters. There are spelling errors that reflect differences in the writing systems and the markings of the sounds in the two languages. This usually does not affect pronunciation. Other errors reflect the difficulties in the Hungarian phonetic system, mainly in sounds that do not exist in the Bulgarian language (see *ö, ü, ő, ű,* etc.). The study is limited to written phenomena, but it is also about the perception and pronunciation of these sounds. Sometimes diacritical marks are completely ignored,

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[3] The determination of the direct object is not always logical, and the two phenomena - the "quality" of the direct object and the conjugation of the verb - are intricately interrelated, causing difficulties for almost all learners, regardless of the mother tongue. This is not just a matter of formal agreement. First, the type of the direct object must be specified in the concrete sentence. For example, in the Hungarian equivalents of the sentence type *I love chocolate* the direct object is always definite but the word *chocolate* does not have a definite article.

and in other cases they are not placed in the right place. A typical phenomenon is the *substitution* of long and short vowels (and double consonants), which in Hungarian have a semantic function.

At the lexical level, the main characteristic of the errors is the native language transfer or the influence of other foreign languages. The study is not very thorough in this regard, but there are some tendencies. Sometimes only the spelling of the word is different. There are cases when the words are formally very similar in the two languages, but their meaning is different, such as the so-called *faux amis*. Sometimes the Hungarian word is substituted by a word from Bulgarian or another language that does not exist in Hungarian at all. The semantic fields of polysemantic words do not always coincide in the two languages, and this can also be the reason for using words in an incorrect or non-existent sense. Sometimes it is not even possible to understand from which word the error originates.

CLOSURE

The aims of this dissertation were to analyze the errors appearing in the Hungarian interlanguage of Bulgarians, to explain the reasons for these errors and to apply a contrastive analysis of problematic areas between Bulgarian and Hungarian.

The contrastive approach allowed us to identify the main reasons for the registered errors, which were explained in the presentation of the results. They are based on the differences in the structure of the native (Bulgarian) and foreign (Hungarian) language.

Many issues need further clarification, there are more areas for research in the contrastive field of study, and every new discovery will bring us closer to a better understanding of where we should focus and which phenomena we should pay more attention to in teaching Hungarian language to native speakers of Bulgarian. The results in the present work would also contribute to the development of detailed methodological proposals for the teaching of the Hungarian language to Bulgarians.

CONTRIBUTION

- The present work is a contribution with the very object of research - for the first time a detailed and extensive analysis of errors in the interlanguage of Bulgarian students studying Hungarian is made.

- Practical-theoretical parameters of learning strategies and processes for learning the Hungarian language from Bulgarian are set.

- For the first time, the means for expression and use of spatial relations in the Hungarian and Bulgarian languages are thoroughly examined in a comparative plan and are summarized in tabular variants.

- The systematization of the typological characteristics of the Hungarian interlanguage leads to revealing the reasons for the mistakes, mainly by identifying them according to the differences in the structure of the native (Bulgarian) and foreign (Hungarian) language.

- The contributing nature of the work lies in the fact that the analysis is conducted on the basis of specific language material, after excerpting the errors.

- It is a contribution to the creation of a corpus of errors made on a phonetic, grammatical and lexical level, allowing to outline the characteristics of the Hungarian interlanguage of Bulgarians. It also provides data for additional contrastive studies.

LIST OF SCIENTIFIC PUBLICATIONS ON THE DISSERTATION

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