Classification of lexico - interferential errors in the english speech of kazakh department students

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Статья «Classification of Lexico-interferential Errors in the English Speech of Kazakh Department Students» посвящена явлению интерференции родного языка при обучении английскому языку. В статье дается определение лингвистической интерференции, приводятся разные ее виды, а также рассматривается классификация лексических ошибок интерференционного характера в английской речи студентов казахского отделения.

«Classification of Lexico-interferential Errors in the English Speech of Kazakh Department Students» атты мақала ағылшын тілін үйренудегі ана тілінің интерференциясы болмысына арналған. Мақалада тілдік интерференцияның анықтамасы, интерференцияның түрлері және сонымен қатар қазақ бөлімі студенттерінің ағылшын тілінде сөйлеуіндегі интерференциялы сипаттағы лексикалық қателері топтастырылған.

Before turning to the issue of the article it is of importance to scrutinize the phenomenona of interference.

Linguistic interference (also known language transfer, and crossmeaning) refers to speakers or writers applying knowledge from their native language to a second language. Interference is revealed in bilingual's L2 (*second or foreign language*) speech as deviations of rules and systems as the result of influence of the speaker's native language. /6, p.356/

It was I. Epstein who first used the term "interference" in light of multilingualism. When the relevant unit or structure of both languages is the same, linguistic interference can result in correct language production called *positive transfer* – "correct" meaning in line with most native speakers' notions of acceptability. The fact that the results of positive transfer go largely unnoticed is true, and thus is less often discussed. Nonetheless, such results can have a larger effect. Generally speaking, the more similar the two languages are, the more the learner is aware of the relation between them, the more positive transfer will occur. However, that language interference is most often discussed as a source of errors known as *negative transfer.* /1, p.25/

It was also curious to have an insight into the *typology of interference* Reveal of some features of interference in linguistic concept gave way to type interference. Г.М.Вишневская outlines the following kinds of interference.

- according to its origin: *internal and external interference;*
- according to character of transfer of skills: *direct and indirect interference;*
- on the way they reveal: *open and concealed interference;*
- on linguistic nature: *phonetic, lexical and grammatical interference;* /5, p217/

Learning native and foreign languages lead to interlingual interference.

It would be sensible to regard linguistic nature of interference in detail, as the problem of the given topic directly refers to this kind of interference.

Phonetic interference occurs in contacts of phonetic elements of languages. As U.Weinreich notes that there are some sounds which are not in English or on the contrary. Comparing Kazakh and English, the English sounds [ð], [θ] do not have equivalents in Kazakh that a Kazakh speaker can sound the words *father* and *thick* as [fa'zr] and [sik].

Grammatical interference takes place when word order in sentences, consequence of tenses and etc. in English deviate as the result of L_1 influence. In an English learner's speech of Kazakh department grammatical interference is mostly revealed in word order of positive sentences, as in Kazakh positive sentence the verb is put at the very end of a sentence. Second field where grammatical interference occurs is the usage of prepositions in English as in Kazakh prepositions are given through endings.

As the given paper is devoted to classification of lexico-interferential errors that occur in an English learner's speech of Kazakh department, here I would like to focus more on lexical interference. Although phenomenon of interference is most commonly discussed in the context of English language learning and teaching, evidence of studying of lexico-interferential errors in English speech of Kazakh department students is lacking.

Bilingualism or trilingual people have likely been common throughout the development of our republic. Consequently, lexico-interferential errors in English speech of Kazakh department students

occur as the result of languages contact they speak.

It is evident that mechanism of interference is case of acquiring three languages is more complex than in case of bilingualism. In case of *bilingualism unidirectional* influence takes place and in *trilingual* case *two-directional* influence, i.e. native language and first foreign language influence on the second foreign language, occur. Regarding Kazakh department students if Kazakh is considered as their native language, then Russian is their second language, but not foreign, and their foreign language is English. Students learning English often form their speech through Russian first and then Kazakh.

Focal point of our attention is to regard lexico-interferential errors of students on the base of two non-relative, heterogeneous languages, i.e. English referring to the Indo-European family of languages and Kazakh referring to Turkic group of languages. As it is evident, English and Kazakh languages differ from each other genealogically and typologically. All these differences between these two languages give way to the above - mentioned *negative transfer*. In support of this view we have to have an insight into main directions of occurrence of lexico-interferential errors. It may be claimed that lexical interference takes I place in the following three fields:

1.Transfer of a native language word into English.

Words, which get into target language from the source language primarily can save their own pronunciation. For instance, Kazakh "Мен *дүкенге/ магазинге* бардым." In this example the word *магазин*is the result of influence of Russian on Kazakh. Consequently, an English learner translates this sentence into English as "I went to the *magazine"* being unaware that *magazine* denotes *a type of thin book containing articles*.

2.Confusion of semantics of words.

Analyses also have shown that there are English and Kazakh adjectives that do not coincide in their semantics. For example, English "She is *tall* and has *fair hair*"can be given by an English learner of Kazakh department, as: "She is *high* and has *white hair*" As Kazakh *ақ* denotes both *fair* and *white* in English or English *a tall person* can be given by a Kazakh speaker as *a high person* as Kazakh *биік* corresponds to English both *tall* and *high.*

3.Replacing elements of idioms or phraseological units of English by elements of native language.

Usage of phraseological set-expressions require to focus on their semantics, emotional-expressive color, and also collocability of elements of a phraseological unit. Deviations of these lead to interferential errors. For example, *upper* in "John belongs to *the upper crust"* denoting *aristocracy* can be given by a Kazakh department student as "John belongs to *the higher crust"* as both *upper* and *higher* have the meaning *жоғары* in English, but *higher* leads to misuse of the set-expression. One more example is in "She was *as green as grass* when she was sixteen". Here *as green as grass* denoting *naïve* is often confusingly replaced by *as cool as cucumber* which denotes *calm*, because both of these phraseological units have elements connected with color *green in Kazakh*, which implies *young and naïve*.

Summing up, I would like to say all these above - given examples allow us to express an opinion that lexico-interferential errors in English speech of a Kazakh department students are frequent that they demand further and deeper study in this field.

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