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**GRAMMATICAL INTERFERENCE IN THE SPEECH OF THE LANGUAGE
DEPARTMENT LEARNERS**

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The process of communication and integration between people all over the world, which people also call globalization, is becoming popular day after day. Transformational and technological advancement make it even possible. As a result of this process, people representing different cultures and languages borrow certain grammatical and lexical pieces at numerous levels. Scientists first started using the term “interference” in physics, chemistry, psychology, biology and other sciences. The study and research of grammatical interference, especially between English and other languages, is significant because English language proficiency in almost all fields has never

been as necessary as today. Thus, meeting the challenges of English language learners representing many cultures is essential in today's linguistic research.

There is a connection between a native language and a studied language that may result in grammatical, lexical, morphological and other deviations. Researchers who study this topic have various interpretations and definitions. Nonetheless, linguists agree that language interference, whether grammatical, morphological, or lexical one may have positive and negative outcomes. In fact, positive transfer from the mother tongue to the target language builds effective communication in the studied language. While negative transfer leads to mistakes in the foreign language because oftentimes rules and structures that exist in one language are not applicable in another. These practices are usually called interference phenomena. In addition, people also refer to the definition of "linguistic phenomena".

Weinreich states that interference is "cases of deviation in the norms of every language that occurs in bilinguals' speech as a result of their study of more than one language". [1, p.22] Thorberg [2] believes that bilinguals may not have a complete command of both languages and are not capable of switching from one language to another based on changes in oral communication. On the contrary, Bloomfield [3, p.37] argues, providing with specific definitions, that bilinguals have a "native like control of two languages." Belikov and Krysin emphasize that interference is "any influence of one language of a bilingual on the other, as well as the result of this influence". They also state that "interference is only uncontrolled processes, but not conscious borrowings" [4, p.20]. Benson claims that bilinguals are people who have "contact with different models in a second language" and "the ability to use these in the environment of the native language. There is also a study aimed to identify the causes of interference. The results of the study provide with the following causes:

- differences in structure between the first language and the target language;
- a program of the native tongue use in a language learner's consciousness;
- deficient knowledge of the lexical and grammatical material of the first language;
- psychological barrier (fear of contact).

Grammatical interference occurs when language learners use the elements of grammar of their first language in the grammar of studied language; it might affect word order, tenses, article usage, moods, pronouns and other grammatical topics. One of the more popular beliefs about grammatical interference is the worse you become in your first language, the better you are likely to become at English.

It is acknowledged by many researchers, teachers and language learners that grammatical interference is one of the fundamental challenges met by English language learners. English language has a grammatical category of articles which has two categories: definite articles and indefinite articles. English learners, whose first languages is either Kazakh or Russian, often omit English articles because they do not use any articles with nouns in their home languages. "Article errors are one of the most common mistakes made by non-native speakers of English. This is especially true for the speakers of languages that do not have articles". It should be mentioned that learners usually do not struggle with articles if the noun is plural. For example, to use the singular form of the noun "house" they need to add an indefinite article "a" which transforms it into "a house" which is not applicable in Russian (дом) or Kazakh (уй) versions. In addition, English learners also need to notice whether the noun starts with consonant or vowel. If the noun starts with consonant they need to use an indefinite article "a", but if the first letter of the noun is vowel, learners need to put "an" article before the noun. To add, English learners need to use a definite article "the" in cases where the noun is the only one in the world; the noun has already been mentioned before and/or it refers to a system or service. It has been noticed that even advanced users of English are likely to forget to use articles in their speech when the conversation is long and spontaneous. Obviously, skipping articles is quite possible if a learner does not have a similar need in certain grammatical structure in the first language. We conducted a small observation during which asked English learners to speak on the given topics. While participants were speaking, we noticed the following omissions:

- most exciting instead of the most exciting;

- in whole world instead of in the whole world;
- to find internship instead of to find an internship;
- to become effective communicator instead of an effective communicator;
- last time instead of the last time, etc.

The second frequently made mistakes are related to constructions “there is/there are”. Learners simply tend to forget to put these phrases to indicate that something exists. Such mistakes are common among learners who have beginner, elementary and pre-intermediate levels of English language proficiency. The issue is that learners often create sentences in their native languages, translate them into English and only then produce sentences in their oral speech. Generally, English learners we observed had two common challenges with constructions “there is/there are”. In the first case, they did not use “there is/there are” constructions because there is no need to use these phrases in the Russian and Kazakh versions of the sentences. Therefore, they applied the grammatical rules of the Kazakh language and the Russian language in the production of English sentences. In the second case, learners knew they needed to use one of the phrases, but they were unsure where exactly “there is” or “there are” should be used in the sentence, because the analogue of “there is/there are” is used in the middle of the sentence in the Russian language; whereas, the analogical phrase in the Kazakh language is used in the end of the sentence. Let us illustrate these cases in the following example:

Incorrect usage: *Many interesting books there are in the office room.*

Correct usage: *There are many interesting books in the office room.*

Russian: *В рабочей комнате есть много интересных книг.*

Kazakh: *Жұмыс кабинетінде көптеген қызықты кітаптар бар.*

To gain a deeper understanding, the phrases for indicating “there is/there are” constructions are written in bold in all three languages.

It is important to highlight that we are considering the grammatical interference in the speech of English language learners and we observed learners who were told to speak spontaneously. In general, learners make fewer mistakes when they write because they have enough time to analyze and build more correct sentences. Han et al. [8] demonstrate that about 13% of noun phrases in TOEFL essays by Chinese, Japanese, and Russian speakers have article mistakes. They also show that learners do not confuse articles randomly and the most common article mistakes are omissions and superfluous article usage

We believe that learners of any foreign language master it better if a rule or structure have a clear, visible reason for using it. However, when learners find it difficult to explain themselves the purpose of using certain grammatical structure or have no analogue in their first language, the adaptation to such grammatical structure might be challenging and time consuming. For instance, English learners often struggle with auxiliary verbs in English tenses. Moreover, the English language has three tenses and four aspects of verbs, which makes the learning process even more complex. The results of our observation demonstrate the likeness to forget to use such auxiliary verbs such as does, do, will, did, have and has etc. in affirmative, negative and interrogative sentences. People who have just started learning English struggle to use auxiliary verbs and follow the word order. We also interviewed two teaching assistants at national university in Kazakhstan who taught Elementary and General English courses for freshmen. They claim that rules on the word order and using auxiliary verbs were especially difficult for students who did not have appropriate English instruction in previous learning organizations. These are the examples of auxiliary verbs omission:

Where you live? (Where do you live?)

When you go to school? (When do you go to school?)

She not speak many languages. (She does not speak many languages.)

What kind of books you read in summer? (What kind of books did you read in summer?)

The last two cases with grammatical interference also have a common pattern of word order. Following incorrect word order occurs in situations when learners make direct translations ignoring

the features of the target language. In this article, we provide with general examples of incorrect word order produced by English learners who are fluent or native in Russian (Table 1).

Table.1 - The examples of grammatical interference related to the word order

Wrong	Correct	Russian translation
Put there my phone	Put my phone there	Положи туда мой телефон
A hanging on the wall picture	A picture hanging on the wall	Висящая на стене картина
The parcel was yesterday here	The parcel was here yesterday	Посылка была вчера здесь
Is the house enough large?	Is the house large enough?	Дом достаточно большой?
The two first pages	The first two pages	Две первые страницы

After essential amount of time, learners acquire the ability to feel how a language sounds. It means that learners avoid errors not only because of the given language grammar rule, but as a result of listening and reading authentic materials which help them recognize whether a certain word order in the sentence sounds natural or unnatural.

The usage of infinitive is the grammatical topic that also causes misunderstanding among English language learners who are fluent users of Russian and/or Kazakh. It corresponds to the indefinite form of the verb in Russian. For instance, learners may incorrectly use the verb “want” to indicate that they desire to do or to acquire something. Learners often say, “I want learn” instead of “I want to learn”, because in the Russian language there is no preposition like “to” in the same sentence “Я хочу учиться” English learners also make a similar mistake in producing sentences with gerund where it is necessary to add “ing” ending to the second verb.

E.g.: I liked spend money on clothing items. (I like spending money on clothing items).

Jack Askew is an English teacher and a teacher trainer from North Carolina. He wrote an article on the grammatical interference after teaching English to Russian learners for a number of years. Some of the mistakes that were made by his students are similar to those that were produced during our observation. The first conditional is one of the grammatical structures that is hard to learn for English learners. According to the grammatical rules of first conditional, the sentence structure looks as follows:

If/When + present simple, will + verb

English language learners who are fluent in Russian tend to use “will” after “if” because it is necessary to follow this order in their first language. Learners get confused when the translation is different from the actual word order. Examples:

Incorrect usage: *If it will rain tomorrow, we won't go to the beach.* Correct usage: *If it rains tomorrow, we won't go to the beach*

Incorrect usage: *If I will get this new job, I'll be really happy.* Correct usage: *If I get this new job, I'll be really happy*

Incorrect usage: *I'll wash up when this film will finish.* Correct usage: *I'll wash up when this film finishes*

Another example is common to the usage of the verb “feel”. Interestingly, freshmen in one of the universities in Kazakhstan were confident about using reflexive pronoun after the verb “feel”. The mistakes students made in their speech looked as follows:

I feel myself happy today.

She feels herself down at the moment.

They feel themselves upset that their team did not win.

However, according to the grammatical rules of English, it is evident that when using the verb “feel”, we don't use “myself” or any other reflexive pronouns. There is also a specific sentence that is used to state one's health condition and it is also connected to the verb “feel”. Russian and Kazakh language speakers borrow the sentence for indicating bad health condition from their lan-

guage to English. Therefore, while communicating with such learners people might hear the following sentence: *I feel not very good*. However, in this situation it is important to use “do not” in the English language: “I do not feel very good”. This particular example of grammatical interference is quite easy to explain. The correct version of this sentence creates a strange meaning and does not sound well in the Russian language. Thus, learners oftentimes are not confident about where exactly to put “not” in this sentence.

The significant number of cases with grammatical interference among English learners representing different language backgrounds are related to prepositions. “In” is the preposition that is mistakenly used instead of “to” to talk about experiences with the verbs in the present perfect tense.

Examples by Jack Askew: *I have been ~~in~~ to London; I've been ~~in~~ to America three times; She's been ~~in~~ to the gym twice this week; I have never been ~~in~~ to Thailand; A lot of my students have been ~~in~~ to Bali.*

During our observations English learners mentioned that they learn some grammatical structures with the help of associations from their first language. They also claim that English prepositions are quite challenging grammatical topic which may change the meaning of the sentence in different ways. Some learners said they associated English preposition “of” with genitive case in the Russian grammar. However, it led to certain mistakes in English. In particular, they used “of” after the verb “depend” because in Russian version it would require the ending of the genitive case. Below are some examples of the grammatical interference:

Incorrect usage: *It depends of the weather.* Correct usage: *It depends on the weather*

Incorrect usage: *I want to go to the party, but it will depend of how busy I am.* Correct usage: *I want to go to the party, but it will depend on how busy I am.*

Incorrect usage: *Do you want to go by train? It depends of how much time it is going to take.* Correct usage: *It depends on how much time it is going to take.*

Incorrect usage: *Whether I complete the course depends of what grades I will get.* Correct usage: *Whether I complete the course depends on what grades I will get.*

Overall, by the examples given we can claim that grammatical interference among English language learners who are native either in Russian or Kazakh may have various characteristics. Oftentimes, it is explained by the absence of certain grammatical structure in Russian or Kazakh and unusual soundness of some expressions and collocations in English.

CONCLUSION

In this paper, we reviewed the existing literature on the grammatical interference in English language learning. Consequently, the range of definitions and interpretations of grammatical interference was provided. The key point of this study was the analysis of grammatical interference of the English language learners whose first languages are Kazakh and/or Russian. We revealed several challenges, which the English language learners, especially whose native language is Kazakh or Russian, cope with. The examples of noticed challenges were given in this work. In order to investigate this issue we conducted the survey among English language learners and teachers. The results of this survey showed that interviewed learners struggle mostly with prepositions. They could escape this struggling due to the associations from their first language. When it comes to teachers, they had two common opinions that language learners may or may not have a native like control of the first language and the foreign language simultaneously. Our observations showed that learners always address their native languages to solve issues in the target language, instead of finding answers in grammatical explanations of the studied language.

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