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CROSS-LANGUAGE INTERFERENCE IN TEACHING ENGLISH TO KAZAKH, RUSSIAN LEARNERS

The condition for the appearance of language interference in the teaching of students is the results of the language communication in the learning situation. Students often make mistakes caused by interlingual interference - the influence of the native language system on the target foreign languages.

Cross-language interference occurs when the speaker equals or compares the units of one language to the units of his native language because of their similarity in the language form, distribution or both. The depth and volume of interference can be different. They depend on a lot of subjective and objective factors. It is believed that the smaller the typological distance between native and target languages is, the greater the degree of their similarity and the smaller the difference, the greater the likelihood interference are. If this distance is large and the languages are not genetically related, then there will be fewer cases of automatic transferences. So, as a consequence, mistakes made by trainees will be less in the use of target language.

When teaching foreign languages, sound interference can be taken into account. For example, as "poor" and "medial" pronunciation in the foreign language should be improved. Seeking a good pronunciation in a foreign language, the teacher primarily pursues general linguistic goals, since in mastering the mechanisms of sounding speech - the key to mastering all the tools of the learners' native language. Under the conditions of interference, the "poor" quality of speech in a non-native language does not exclude a good understanding. Therefore, if the sounds of a non-native language are poorly distinguished, pronunciation errors are not significant. When teaching students in English, French and other

languages, the "Kazakh accent" especially "gives out" the speaker (in the superphrase unity, in the texts and etc.). In this article, the main aspects and problems of the emergence of cross-language interference in the teaching of foreign languages are considered.

In a daily life Kazakhstani students interact in two languages: Russian and Kazakh. The Kazakh language is accepted as a mother tongue and it takes the main role in acquiring social, academic or scientific knowledge in our country. From the early childhood, large majority of the children are learned to think, to analyze in mother tongue. This situation gives a birth to initial difficulties of acquiring foreign language. According to the statistics of 2009, 62% of Kazakhstani people speak fluently in Kazakh language, 84,4% of that respondents know Russian as a second language. But, if one visits the villages or small towns, there is a little possibility that you can meet there bilingual people.

From our personal experiences half of our students, who graduated the Kazakh-medium schools use the words or structures of Russian languages in their speeches. The reason for that is the environment, the society, the media or etc. Today we use different kinds of phrases, words, idioms or word structures took from Russian language. And in this interesting situation different language barriers or speech errors occur. Despite the fact that the person speaks in a foreign language, still in his own thoughts in their speeches his own language will be produced, and the tongue gives another words when they try to speak in a foreign language. This situation can be called as 'language interference'. However, if to search for scientific definitions for "interference" we can face numbers of variants.

The term "interference" from Latin origin: inter «inter»+ferens (ferentis) «bearing, carrying». Originally it was used only in physics and meant mutual strengthening or weakening of the waves when they are overlapping with each other. Currently it is widespread in psychology, linguistics and methods of teaching non-native languages.

However, in psycholinguistic and methodological literature, the term "interference" is used by experts is ambiguous: some invest in its content, both positive and negative influence of the native language, while only a negative influence of the native language to learn a foreign language. Such a disparity in views reflects the complexity and multidimensionality of the phenomenon, involving in the process of inclusion in the mechanism of switching codes at various stages of assimilation of the first non-native language.

The process of learning a non-native language in conditions of bilingualism must be accompanied in the minds of bilingual interaction of two linguistic systems - the native and non-native [1, 151p]. In the process of this interaction, especially when first mastering a non-native language in early childhood, along with family, rebuilding the model which are exposed to both languages. [2, 46p; 3, 109p]. But in conditions of formation of late bilingualism (the learning of the first non-native language after mastering native), for example, in the process of mastering the Russian language in national schools, big changes are in the speech structure of the target language is much more strong and there is an influence of native language on foreign language [4, 25p]. For this reason the students of the Kazakh school, who have not mastered the Russian language, the construction of Russian speech is focused on the typological properties of their native language: they firstly use some Russian words according to meaning and grammatical rules of their native language. There is "a kind of superimposition of languages" (non-native language on native), which is the inevitable influence of the native language to learn a foreign language [3].

The nature of reinterpretation of linguistic phenomena can be explained in this way: assuming that foreign and native languages e words are unambiguous matching, the replacement of word forms with native foreign language (English) (note that the idea of the student has not yet mastered the English language perfectly, occurs in the native language) the student is trying to find a definite equivalents to their grammatical forms, and these simple correspondences are respectively the grammatical form of the native language [5, 53]. As a universal grammatical forms, replacing all values adequate grammatical forms of the native language will be replaced by grammatical forms in a foreign language. It is internalized by the learner initially in the primary semantics of the word in any grammatical meaning in a certain context. This student is not even aware of that one and the same grammatical form of their native language may be replaces by several grammatical forms in the target language. Having explained the nature of medifferentiate, overdifferencing and reinterpretation of the grammatical features of the target language in the speech of native speakers through bilingualism and multilingualism, V. J. Rosenzweig and L. M. Uman argue that the study of non-native language " the speaker is in the process

of replacing the system of grammatical differential characteristics of the native language " [4, 63; 5, 73p].

Thus, the structural differences between the contact languages are the main factor in the emergence of interference. So in order successfully to overcome the interference of native language, it is primarily necessary to know the facts of structural divergences between native and target languages.

In addition to the structural differences between the contact languages the second major factor of interference is prevailing bilingualism to the native language.

Errors in non-native speech on the ground are caused by the use of means of the native language, combined with bilingualism or the errors of the first step-the second step-when combined three language is the manifestation of interference. Common background interference is that the individual, communicating in a foreign language through developing speaking skills in comparison with their native language. In some cases, language skills in students' native language help to organize non-native speech, but in other cases they lead to errors. For example, the similarity between the Kazakh sounds [ɾ] and [ɽ] and English [t], [d]. Every language has its own peculiarities of their pronunciation (in Kazakh is dental sounds [ɾ] and [ɽ] coincide with in English [t], [d] alveolar sounds). And if these features are not to learn, the pronunciation with the "accent" will be violated.

The closer two languages are, greater extent in the individual speech activity relies on the native language on the first or second non-native language. In general, in related learning switching from one language code to another language code is easier. So, in the study of unrelated languages, there is frequent interference of various foreign inclusions and they are overcome with great difficulty. Unrelated languages are much more difficult switch and digested. The person who faces bilingualism, multilingualism difficulties depending on the communication: in a formal setting, when dealing with primarily used language in everyday life, in family, in relations with neighbours and etc. In this case there is switching from one code to another.

Switch codes or code-switching is the transition of the speaker in the process of verbal communication from one language to another, depending on conditions of communication. The concept of "native language" is determined by ethnicity, cultural community, and

psychological aspects. In scientific life, along with the concept "functionally active language", the scope of the language (oral language in the areas of limited use, while the literary language has enormous potential use) as the degree of ownership. The first and second languages (knowledge languages do not specify how they are used in different areas) can not serve as criteria for determining the native language.

The main features, in our opinion, should be served as: 1) the ethnicity; 2) the common culture; 3) the unity of the psychological constitution with that ethnic group.

Thus, in our opinion, except for the concept of "native language" the term "functionally active language" can be used. Native language as any natural language, historically attributed to a specific ethnic group regardless of its population, enshrined ethnic consciousness and freely used by the learner in different situations of everyday life to meet the needs of ethnic, native common tool for all members of the ethnic group as a maternal language without distinction of the places of residence, gender, age, beliefs, professions and kinds of activities.

Native language is a ethno-social phenomenon, the linguistic companion of a certain ethnic group which allows members of the ethnic group to be in a state of identity. The most important factor of identifying the language formation. The observation on different types, subtypes, types of interference shows that in the process of mastering new linguistic materials, while trying to understand and guess about the value of unexplored elements of the second non-native learner can use as a prop any of the previously learned languages. A source receptive of interference are mostly the native language.

Structural-typological divergences between native and studied languages are the main factors of interference.

These differences can be divided into three basic types: 1) presence of differential features in the native language; 2) the existence of differential traits in the studied foreign language and the lack of them in the home; 3) the presence in both languages of different differential characteristics in the same system of language means.

According to structural differences of languages in contact, one can experience the following types of interference: 1) medifferentiating; 2) overdifferentencing; 3) a reinterpretation of the linguistic facts. In accordance with the selected types of interference, which is manifested at all levels of the language system, identifies the types of interferences

(below I will give a full explanation of each type): 1) phonetic; 2) lexical; 3) grammatical; 4) the stylistic; 5) linguistic-cultural; 6) socio – cultural or ethno-cultural.

By the nature of the manifestation of interference in the speech of bilingualism, multilingualism are determined the explicit and implicit forms. The nature of transference of skills of the native language are first step and second step-allocate which are direct and indirect.

Finally, in the process of speech activity of native speakers, the bilingualism and multilingualism are established externally and internally. So, all of these types of interference have been reflected in the work on the basis of a rich factual material.

Properly organized management of the influence of the native language in learning English (reliance on the moments, stimulating and elimination of braking points) is the optimal condition for the successful formation of bilingualism. Therefore, the foreign language teacher should be aware of the typological similarities and differences between Russian and English languages. All the inter-languages difficulties are based on structural-typological comparison of Kazakh, Russian and English languages for educational purposes.

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