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PECULIARITIES OF WORD ORDER IN KAZAKH AND ENGLISH SIMPLE NEGATIVE SENTENCES AND THE POTENTIAL INTERFERENCE

Abstract. The present work dedicates the description of word positions in Kazakh and English simple negative sentences and the potential interference, which may be caused by some structural differences, existing in both languages. Kazakh language identified as agglutinative type of language which uses a large amount of affixes one after another and builds new meaning words. But English language identified as inflecting language which has a variety of synthetic language in which a word takes various forms, most usually by the addition of suffixes, which show its role in the sentences. Thus, due to the specific word order Kazakh simple sentence has

some features, differing sharply from the English word order. It is well known that foreign language acquisition technique deals with the difficulties which speaker use foreign language (English) with mother tongue (Kazakh) influence. People naturally learn unfamiliar things in the way of comparing with the things that is familiar.

Key words: interference, Negative sentence, Contrastive analysis, word order Definition of key words.

- **Interference-** those instances of deviation from the norms of either language which occur in the speech of bilingual as a result of their familiarity with more than one language, as a result of language contact, will be referred to as interference phenomenon. (Weinreich)
- **Negative sentence-** declarative sentence that has a negative meaning.
- **Contrastive analysis-** it is a type of comparison of two languages in the way of paying attention to differences and similarities between languages being compared.

Introduction

This study studies the interference of English-Kazakh language in the sphere of negative sentences. Identifying new things by comparing with well-known or familiar things is human's natural quality. As Weinreich mentioned, the rearrangement of patterns that result from the introduction of foreign elements into the more highly structured domains of language. [1]

Learner language is the written or spoken language produced by a learner. It is also the main type of data used in second-language acquisition research. Much research in second-language acquisition is concerned with the internal representations of a language in the mind of the learner, and in how those representations change over time. It is not yet possible to inspect these representations directly with brain scans or similar techniques, so SLA researchers are forced to make inferences about these rules from learners' speech or writing. [2] The role of mother tongue in second language learning has been the subject of much debate and controversy. Most teachers feel that the use of L1 should be minimized and they feel guilty if they use it a lot. When challenged they find it difficult to say why. Against the use of L1, it is the general assumption that English should be learned through English, just as you learn your mother tongue using your mother tongue. But the idea that the learner should learn English like a native speaker does, or tries to 'think in English', is an inappropriate and unachievable thought. The role of mother tongue in teaching and learning of English has been discussed in literature. The influence of mother tongue is proved both positive and negative in teaching and learning of English. A learner's L1 is an important determinant of Second Language Acquisition. The L1 is a resource which learners use both consciously and subconsciously to help them arrange and re-arrange the L2 data in the input and to perform as best as they can. The cultural features connected with L1 use can be put to good effect when teaching L2. Second language acquisition is a developmental process; L1 can be a contributing factor to it. This paper makes an attempt to understand the role of L1 in the teaching and learning of English and also reports on different methods, classroom management and some activities that could help them in learning English.[3]

Negative sentence in English Language

In most cases a negative meaning is given to a verb by adding the negative verbal particle not. In some cases, not is replaced by never. "Not" (sometimes shortened to **n't**) normally follows the principal auxiliary or modal verb in a verbal structure. In the few cases where there is no auxiliary or modal (present simple or past simple affirmative tenses), it follows to a reconstituted auxiliary, **do** or **did**. The choice between **not** and **n't** is a matter of style. **Not** is generally preferred in written English, **n't** in spoken English.

Examples:

- He lives in London / He **does not** live in London
- **I can see you** / **I cannot see you** / **I can't see you**
- I **like** those photos / I **don't like** any of those photos
- The man lost all his money / The man **did not** lose all his money
- I should eat (some) more chocolate / I **shouldn't** eat (any) more chocolate.
- You ought to have gone home / You **ought not** to have gone home.
- I may be able to finish in time / I **may not** be able to finish in time.

"Never" is used in the same way as **not**, except when the verb is in the simple present or simple past tense. With **never**, there is no need to add a missing auxiliary using a form of **do**.

Examples:

- He **plays** tennis / He **never plays** tennis.
- I **saw** the Queen yesterday / I **never saw** the Queen yesterday.
- I've **been** to London . / I've **never been** to London.
- You **should** eat a lot of chocolate / You **should never** eat a lot of chocolate.
- You **ought to** have done that / You **ought never** to have finished that.
- I **may** be able to finish this. / I **may never** be able to finish this.

Less frequently, a negative meaning may be implied by attaching a negative particle to a noun group, either the subject or the direct object of a sentence. In this case, the negative particle that is used is **no**. **No** is sometimes combined with **-one, -thing, -where**, etc. to make negative indefinite pronouns, **noone, nobody, nothing, nowhere**, etc.

Examples:

- **Trees** grow on the moon / **No trees** grow on the moon.
- I can see **someone** / I **cannot** see anyone / I can see **noone**.
- The man lost **time** / The man lost **no time**
- I should eat more **chocolate** / I should eat **no more chocolate**.
- There's **something** in that box / There's **nothing** in that box.
- The **riders** were able to finish the race/ **No riders** were able to finish the race.

"None of" is used in the same way as **no**, except that it is followed by a definite article or another determine.

Examples:

- The **riders** were able to finish the race/ **None of the riders** were able to finish the race.
- Your **shoes** are clean / **None of your shoes** are clean.
- I like those photos / I like **none of those photos**.
- Did you eat some chocolates? / Did you eat **none of the chocolates** ?

It is also possible to add a negative meaning to a sentence, by including an adverb phrase with a negative meaning. The most common group of negative adverbial phrases are formed using the word **without**, or a **preposition** followed by **no**.

Examples:

- You can have some whiskey / You can do **without whisky**.
- He's walking **with a stick** / He's walking **with no stick**
- He did it **for a good reason** / He did it **for no reason** at all.
- I want you to do it **with me** / I want you to do it **without me**.

"Neither" and "nor" are used to link a pair of negative pronouncements. **Nor** can be used by itself to introduce the second of a pair of negative statements, even if a normal "**not**" structure is

used in the first one. **Neither** and **nor** can be attached to verbs, or to nouns (subjects or objects), or even to prepositional phrases.

When **nor** introduces a second main clause, the subject and the auxiliary or modal are inverted.

Examples:

- He neither looks like a gentleman, nor talks like a gentleman
- I can neither see it nor hear it.
- I didn't agree with what he said. Nor did I believe him.
- I haven't eaten for three days; nor have I slept.
- They can't find the problem; nor can they explain why it happened.
- I like neither your appearance nor your attitude.
- Neither the President nor the Prime Minister was (were) present.
- I could convince him neither with my arguments nor with my warnings.
- You should wash this in water, but neither with soap nor with detergent.

An affirmative statement can be turned into a negative statement by adding a negative prefix or suffix to an appropriate adjective.

Examples:

- This is **possible** > This is **impossible**.
- You are being very **cooperative** > You are being very **uncooperative**.
- The border guards were **friendly** > The border guards were **unfriendly**.
- I'm very **pleased** with my results > I'm very **displeased** with my results.
- He's being very **sensible** > He's being very **senseless**. [4]

The most common negative structure in English is the conjugation of the verb in the negative. Verbs can be used in the negative by placing 'not' directly after the auxiliary verb in each conjugation [5]

The most material about Kazakh negative sentences and negative meaning was written at the work of Balakeev in "Modern Kazakh Language" [6]. I. Mamanov also left more scientific work about negative verb structure in sentences in Kazakh languages.

1. The negative verb comes with the complex verb.
2. Adding to the helping verb or with the help of verb "жоқ"
3. The complex verb comes with the help of – ма, - ме affixes

Mamanov also identified that negative verb may occur in the way of different part of speech not only as a verb. It may occur as an adjective but in negative meaning. According to linguistic scientists negative meaning of adjective comes in following way: not high, not blue, not deep.

Conclusion

Mother tongue is a first language that we got in our parents. According to Awoniyi, (1978) argue that mother tongue is defined as the language which a group of people considered to inhabitants of an area acquired in the early years and which eventually becomes their natural instrument of thoughts and communication. Correlation of LI and L2 is significant and both of them influence of language teaching. Mother tongue is crucial problem in language teaching. But, mother tongue or first language has role important to progress

in second language acquisition. First or home language is particularly important for the child's development of a positive self-concept and well-being. Children who have the chance to maintain their first language can extend their cognitive development. New language acquisition mostly follows this way. As a result of this way linguistic interference takes place speaker's everyday language. The mentioned method users might speak or write English sentences relying on their native (Kazakh) grammar, or might use different expressions that don't sound natural.

In our understanding interference is a result of the conflict of two language systems, when a dominant language system consciously or unconsciously "imposes" its own rules. Taking into consideration main peculiarities of placing the words in Kazakh and English simple affirmative sentences, some conclusions can be drawn regarding the instances of potential interference of Kazakh language into English.

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YABANCILARA TÜRKÇE ÖĞRETİMİNDE EFSANE TÜRÜNDE YARARLANMA

Abstract. Literary texts are very useful tools in teaching Turkish language to foreigners in an understandable, interesting and positive way. Literary texts generate language love, aesthetic point of view, and increase for the target language among students. For this reason it is important to use literary texts in teaching foreign language in order to develop linguistic and personal skills. While teaching Turkish it is important to use traditional literary texts, such as tales, proverbs anecdotes because they are interesting and generally are motivational. By using folkloric works, we are among to measure the impact of such texts in developing cognitive and linguistic skills of students.

Choosing some of the best of traditional texts of Turkish literature and generating motivation among students based on the text, and getting correct questions from the students will increase the success of traditional texts in teaching language.

Key words: Teaching Turkish to foreigners, target culture, language skills, local legends.