

Tulepova S.B.¹ Akylbekkyzy T.²

¹ *candidate of Philological Sciences, assistant professor of Suleyman Demirel University, Almaty, Kazakhstan, Email: tulepova_73@mail.ru*

² *post-graduate student of SDU, Almaty, Kazakhstan, e-mail: akylbekova.t@gmail.com*

TO THE QUESTION OF ERROR ANALYSIS IN TERMS OF KAZAKH-ENGLISH INTERFERENCE

Аннотация. Данная статья посвящена обзору теоретических понятий, связанных с анализом ошибок (ЕА) и рассмотрению данной проблематики в рамках казахско-английской интерференции.

Ключевые слова: анализ ошибок, межъязыковая терминология, внутриязыковые ошибки, казахско-английское интерференция.

The role of English language in our country is becoming an issue of the state importance now, since English has been designated as a condition of successful entry into global economy and began to be considered as one of the main priorities of a state policy. However, foreign language acquisition is not an easy task, especially if it is not even second, but third language, considering Kazakh and Russian. It is going to be long and complex process, which requires tremendous efforts and which has different barriers on the way of realization. Within the barriers we can consider committing errors and mistakes on the one hand, because they are indispensable to learners. On the other hand, the making of errors can be regarded as 'a device the learner uses in order to learn' [1].

Error and mistakes committed by students in second/ foreign language had had a hard time and they were just harshly banned until current views on them became widely accepted and by the current view we consider thorough investigations and analysis of them. There is a separate study dealing with errors and mistakes in second/ foreign language as Error Analysis (EA). Error analysis in the second language acquisition (SLA) was first introduced in the 1960s by Stephen Pit Corder [2] and his co-finders, so he is considered the founder of EA. Other scholars, who made investigations in this sphere, were J. Richards, R.Ellis, J. Edge, Brown H., Stenson N., Schuman H., James C., and many others.

In turn, error analysis (EA) as an alternative to contrastive analysis (CA), demonstrates that learner errors were not only because of the learner's native language but also they reflected some universal learning strategies, and it deals with the learners' performance in terms of the cognitive processes they make use of in recognizing or coding the input they receive from the target/second language. Therefore, a primary focus of error analysis is on the evidence that learners' errors provide with an understanding of the underlying process of second language acquisition. Comparing with CA, error analysis starts with errors in second language learning and studies them in the broader framework of their sources and significance. Moreover, EA unlike CA provides data on actual attested problems and so it forms a more efficient basis for designing pedagogical strategies, and CA studies interlingual error (interference) whereas EA studies intralingual errors besides interlingual.

Drawing on the veritable cornucopia of theoretical perspectives EA gives broader sense of understanding of deviations in second language learning, especially those ones that appear as a result of interaction between two languages – mother tongue and target/foreign language. In our case: Kazakh and English languages. Therefore, Kazakh learners of English as a second language are considered to be bilinguals. As this paper is aimed to consider error analysis in term

of Kazakh-English interference, the subject of bilingualism cannot be ignored. Bilingualism itself has long been interesting for scholars and has been defined in various ways.

For instance, in Webster's dictionary bilingual is defined as 'having or using two languages especially as spoken with the fluency characteristic of a native speaker; a person using two languages especially habitually and with control like that of a native speaker' and bilingualism as 'the constant oral use of two languages'. Many people view being bilingual is equal to being able to speak two languages perfectly which is similar to the approach of Bloomfield [3], who defines bilingualism as 'the native-like control of two languages'. Contrary to this definition, which includes 'perfect bilinguals' Macnamara asserts that a bilingual is a person who has "a minimal competence in only one of the four language skills, listening comprehension, speaking, reading and writing, in a language other than his mother tongue [4].

In fact, there are very few "balanced bilinguals", thus people who are equally proficient in two languages. Most bilinguals are more comfortable using one language than the other. Definitions range from a native-like competence in two languages to a minimal proficiency in a second language and there are a number of theoretical and methodological difficulties. However, it is certain that a growing number of families try to raise bilingual children in Kazakhstan too as well as in many other countries, because our language policy requires it and knowing foreign languages, especially English contributes rich perspectives and good opportunities to the future of a child.

Despite of that fact, that Kazakh-English bilingualism is a phenomenon, which has not been investigated systematically yet, it must be admitted, that the increasing interest in the issue of bilingualism in other countries resulted in the various hypotheses and almost all the aspects of bilingualism were deeply investigated. Bilingualism and language interaction are identical, but not the same. "Language interaction exists only in terms of bilingualism" [5]. That is why we can state, that interference phenomena, being a result of language interaction, at the same time is a result of bilingualism and must be treated in terms of bilingualism. J. Richards [6] supports this point: "The identification and analysis of interference between languages in contact has traditionally been a central aspect of the study of bilingualism". "The instances of deviation from the norms of second language (L2) which occur in the speech or pronunciation of bilinguals as a result of the influence of their native language (L1) that is the result of language contact will be referred to as interference phenomena" [7]. This definition of interference, given by Weinreich U. explains the whole notion of interference. "Interference can facilitate learning a foreign language when the particular elements transferred do not structure differently than the corresponding elements in the L2" [8]. Such interference was called positive by Koutsoudas, but when the transferred elements do not structure the same as the corresponding foreign elements, then we have phenomenon that called as negative interference.

According to our Kazakhstani researchers as M. M. Kopylenko, A.E. Karlinsky, Z.K. Ahmetzhanova [9] and others, the concept of interference is considered as the synchronous phenomenon in speech, which takes place in subordinative type of a bilingualism and which is characterized by exclusively negative influence of the mother tongue (L1). Since interference has also negative impact to second language learning and it might serve as a source for error commitment, then it obviously can be viewed as the subject of Error Analysis. Concerning this fact, the scientist Hanna Y. Touchie [10] states that: "The native language of learners plays a significant role in learning a second language. Errors due to the influence of the native language are called interlingual errors. Interlingual errors are also called transfer or interference errors."

The view that the native language plays a mostly negative role was also emphasized as early as the forties and fifties by Fries [11] and Lado [12]. Although some researchers tend to minimize interlingual errors and emphasize intralingual and developmental errors [13], negative

transfer or interference is still acknowledged as an important factor in second language learning [14,15,16]. Moreover, Hanna Y. Touchie presents some views of researchers in the field of applied linguistics concerning two types of errors: performance errors and competence errors. Performance errors are those, caused by learners' haste and fatigue. Such bugs in performance are referred to mistakes, which can be easily overcome with little effort by the learner. Competence errors, in opposite, are more complex than performance errors since competence errors reflect more serious outcomes as inadequate competence and gaps in knowledge. Some linguists as Burt and Kiparsky, state that "foreign language learners' errors are hierarchical" that is to say some errors make a sentence more difficult to understand than others. Also according to them, errors should be divided into global and local. "Global mistakes are those that violate rules, involving the overall structure of a sentence, the relations among constituent clauses ... Local mistakes cause trouble in a particular constituent or in a clause of a complex sentence."

Although R. Ellis [17] considers, that in fact, to distinguish interference errors from non-interference is rather difficult, taking into account various opinions, expressed by researchers in this sphere, we tried to determine major types of interference and non-interference errors. It has become possible after the contrastive analysis of English and Kazakh simple positive, negative and interrogative sentence structures, according to which the potential interference was calculated [18].

I. Interference errors. Thus, having analyzed various classifications, the following major types of Kazakh language interference into English were revealed: 1) disordering (replacement); 2) omission; 3) addition; 4) misinterpretation.

1) Replacement errors. The structure of Kazakh simple sentence is quite different from the English sentence. The stylistically neutral positive sentence can be represented by the form SOV (subject-object-verb), while in English the form SVO (subject-verb-object) is accepted. As a result of negative transfer, learners are supposed to replace the position of the verb, but in fact, it rarely takes place. Most of the replacements are made in the use of adverbs, as in the example from the student's answer: *He very liked it (He liked it very much). The error is committed under the influence of Kazakh language, according to which adverb *өте* (very) (as well as other parts of speech) must be placed before the verb *ұнатты* (like) -*very (much) liked. As in Kazakh language *өте* has two equivalents in English: very much and very, it results in their under-differentiation and omission of much.

2) Omission errors also arise due to the structural differences in the two languages. For example: -*Where... you live? (Where do you live?)

-*I am ... student (I am a student)

The omission of the auxiliary verb *do* was done due to its absence in L1 question forms. The second example is similar to the first, i.e. the absence of the articles in L1 results in its omission in L2 sentences.

3) Addition errors. *I never don't drink coffee (I don't drink coffee, I never drink coffee). The addition errors arise due to the difference in expressing negation in two languages. It is known, that in English there is only one negation in a sentence, whereas in Kazakh language the use of two negatives is possible.

4) Misinterpretation error: * I read psychology (I study psychology). In Kazakh language the verb "to read" has two meanings – to read and to study (to learn). The error was committed due to the confusion of these meanings.

Drawing conclusions we realized that error analysis has twofold aims including theoretical and practical aspects. Theoretical objectives contribute to the linguistics studies and the most obvious practical use of the error analysis is to the teacher. Errors provide feedback about the effectiveness of his teaching techniques and show him what part of the syllabus he has

been following needs further attention. They enable him to decide on whether to move on to the next item or not. Studying the learner language in terms of the errors is something that teachers have always done for very practical reasons. Through the results of tests and examinations, the errors that learners make are a major element in the feedback system of the teaching-learning process. For this reason, it is important that the teacher should be able to not only detect and describe the errors from a linguistic view, but also understand the reasons for their occurrences. Therefore, the diagnoses and treatment of errors is one of the fundamental skills of the teacher.

The inevitable existence of errors has led researchers to study them and find out the natural steps for language learning. Findings of error analysis function as facilitator in language teaching in many ways only if the teacher is aware of them and able to make use of them in the teaching process appropriately.

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