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THE PROBLEM OF INTERFERENCE OF FIRST LANGUAGE IN THE PROCESS OF RELEVANT ENGLISH VOCABULARY ACQUISITION

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Language acquisition is one of the most significant parts in the process of human development. The first sounds made by babies in the form of ‘gurgles’ are considered as indicators of their thoughts. There are a vast majority of subconscious factors of vocabulary acquisition such as metalinguistic, conscious, formal teaching of language and assimilation lexical unit of both languages: English and native. Such essential branches of linguistics are involved in teaching language: phonology, lexicology, morphology, syntax, paralinguistics, pragmatics and discourse. It is extremely important to accentuate, in order to teach English vocabulary successfully, mother tongue should be developed strongly in childhood [1, 233].

There is a relationship between native language and foreign language which cause a vast majority of deviations in the process of speech production, such as syntactical or grammatical interference, lexical or semantic interference and others. The main reason of such dysfunction in language acquisition is transmitting of thoughts from native language to the target language. This transmitting can be positive or negative, relevant or irrelevant. Positive or relevant interpretation facilitates the cognitive process of communication in the second language, whereas negative or irrelevant transfer cause lexical or grammatical mistakes in speech production. Close contact and interrelations between first and second language which cause the dysfunction in foreign language acquisition are grouped into the term interference [2, 103].

First language (L1) can be termed by diversity of names such as native language, primary language and mother tongue. This language is acquired by children starting from 3 years. Acquisition of several languages in the period of early ages leads to development of simultaneous multilingualism. At the same time sequential multilingualism can be considered as learning additional target language after native language which has already established. Moreover, sequential bilingualism is more common than simultaneous [2, 106].

The second language (in this paper English language is considered as second language (L2)) is dominant language which is necessary for education, employment and other general aims. In our country English language is the language of international cross-cultural communication. Learning foreign language cause the phenomenon of bilingualism. Bilingualism demonstrates the issue of

psycholinguistic investigation. There are a huge number of reasons for separating native and target languages in production. It is well-known fact, thinking processes and manner of cognitive processes of bilinguals and monolinguals are different. Many scientists have a vast majority attempts to discover these discrepancies by scientific experiments. According to Thorberg, bilinguals are unable to switch from one language to another completely taking into account the changes which exist in different communicative practices [3]. On the other hand Bloomfield suggests the idea of narrow usage of definitions that have bilinguals while controlling both languages. Thus, bilinguals have abilities to contact with diversity of models in L2 and to transfer these models into the environment of mother tongue [5, 230].

Weinreich has pointed out three major types of bilingualism: coordinate, compound and sub-coordinate. In coordinate bilingualism the lexical units of two languages are kept separately, each word has its own lexical meaning. For instance, words of each language have different meaning in different context. The main reason of this phenomenon is the discrepancies in conceptual systems of two languages. Whereas in compound bilingualism two languages are required; it means two words of both languages are acquired at the same time within same context. Compound bilingualism demonstrates mixed presentation of languages in the brain. In this case common lexical meanings of two words are stored in the same mental cognitive process [4, 370].

Another type of bilingualism is sub-coordinate. In this type second language learner tries to interpret foreign words through native language. For instance, if English language learner has low fluency in second language, he or she would replace or pronounce words from mother tongue.

According to this classification there are theories and models of functioning of first language in second language acquisition. The first theory is the Perceptual Assimilation Model which deals with relationship between phonological system and speech perception. This model was developed for analysis of functioning of speaker's phonological system in the non-native sounds perception. Another model is the Speech Learning Model (SLM). The SLM has efforts to find out the influence of speech perception on phonological acquisition by differentiating of new sounds which cannot be demonstrated in mother tongue, and similar sounds which can be identified in first and second language. It is necessary to mention, phonetic system tend to be adaptive in the processes of production and perception of sounds. This phenomenon can be considered as "equivalence classification" that establish new phonetic categories for similar sounds. However, scientists have no abilities and opportunities to explicate the general idea of this phenomenon [4, 373].

Besides the models of speech and sounds perception there is evidence regarding accents. Foreign accent is the case when foreign language learner is not able to produce non native sounds with phonetic accuracy required by native listeners. However, in one language can be different pronunciation of similar word. The main reason is a huge number of regional, national and stylistic factors.

Fllege has suggested the notion of "perceptual foreign accent" which refers to perceiving phonetic contrast that is not functional in native language. In addition, foreign accent can interfere with second language phonology. The term interference is formed by learning theory which explicates the process of habit formation in relevant vocabulary acquisition. Interference includes three types of mistakes: developmental, ambiguous and unique. Developmental errors do not reflect the learner's mother tongue, however these errors can be found in childhood of learners who acquire the second language as the first. Ambiguous errors can be classified due to interference of lexical ambiguity of different words. As for instance, words can be translated into target or native language without literal accuracy. Unique errors cannot be categorized as developmental, whereas ambiguous can be classified as due either to interference [3, 245].

Interference is caused by old habits in the first or native language. The significant problem is that learners inevitably utilize these habits while the process of foreign vocabulary acquisition. Taylor has accentuated, during the process of relevant vocabulary of second language acquisition people generalize target language rules and omit grammatical rules that are unfamiliar for them [2, 107]. Fllege while arguing on this problem has proposed three hypotheses taking into consideration foreign accent [3, 250]. The first deals with exercise where one's ability to produce speech states

unchangeable during whole life, but with uninterrupted learning vocabulary. The second is unfolding hypothesis, where in fully developed phonetic system of native language more foreign accented pronunciation at the beginning of second language learning. The third concerns with interaction hypothesis where bilinguals are unable to distinguish native and target languages' phonetic systems which are intermingled to each other. Phonological awareness is inherent part in learning vocabulary. This notion refers to the sound of language in the process of oral and written speech teaching. Successful acquisition of phonological system is necessary for accurate perception of foreign words.

Beside phonetic interference of native language, grammatical interference occurs when such elements as word order, use of articles, pronouns, tense, aspect, mood, etc. of first language included in the utilizing and functioning of second language. As for instance, in the English language the appropriate usage of articles is an indicator of high level proficiency, the sign of interference here is minimal linguistic unit which can be omitted by learners whose native language is Kazakh or Russian. The main reason is the absence of articles in these languages. Grammar and phonetic system are closely related to vocabulary, that's why we should take into consideration all peculiarities of pronunciation and grammatical constructions of native and foreign languages.

Normally, the process of relevant English vocabulary acquisition differs from native language vocabulary acquisition; it can be explicated as the influence of abilities of students to acquire new vocabulary on the development of mother tongue [4, 370]. On the other hand, it is well-known fact that awareness of second language vocabulary reflects the ability of learners to store information in the first language. The interior cognitive processes of bilinguals unequivocally demonstrate the correlations between two languages. Moreover, the native language interpretation of lexical unit plays crucial role in the process of English vocabulary acquisition, especially in different translation aspects of native and target languages. The role of L1 knowledge in L2 acquisition is specified by development of lexical skills in the second language acquisition. English vocabulary learners can face with the issues regard to the amount of words which should be acquired for successful communication in target language and for improvement of semantic comprehension of lexis. English language learner is different from native speakers by the size of lexicon and by the semantic presentations associated with lexical items. For instance, obviously bilinguals produce more sensible utterance in their word-accusations in the second language than monolinguals; however bilinguals have little semantic understanding of lexical material. It is really essential fact, that native language vocabulary skills can be affected by bilingualism. Generally speaking, native language vocabulary is associated better with target language vocabulary presentation. It has been remarked, the amount of familiar words in one language is closely intermingled with lexical unit in another language. The interference of native language is determined as inappropriate automatic translation of words into target language due to habit. Another notion or lexical interference is transfer or transmitting which considered as the influence of L1 lexis on L2 lexis while conveying the line of thoughts. The general problem in this phenomenon is that English language learners create their own rules of speech production which are based on the old habits taken from their native language.

It is vividly displayed; the awareness of lexical meaning of unfamiliar words in the second language provides a huge number of ways of memorizing such as direct translation or interpretation, the usage of context clues of L2 or description of unknown words in target language. The diversity of methods of memorizing relevant foreign vocabulary which try to avoid interference of mother tongue are compared by different studies in order to figure out its effectiveness in terms of the lexical accuracy or transmitting thoughts from one language to another [2, 104]. Each method has its own advantages and stumbling blocks. Speaking about relevant vocabulary, the most efficient one is the method of context clues in target language. Context plays an essential role in communication in any language, thus according to it usage of some words can be relevant or irrelevant. Moreover, relevance is the key element in successful communication. However, for beginners this method can be very difficult, because of the difficulties in semantic comprehension of lexical unit. On the other hand, the method of direct or L1 translation can be the most effective; the main reason is that translations are usually clear, brief and well-known. Additionally, this method is well-

organized and can be easily mixed with other methodologies such as the usage of words cards for interior vocabulary learning. Although, the usage of L1-L2 word pairs can cause the loosing of general idea of utterance and also this method does not include the information about functioning of words in sentences. It means; learners are able to recognize this word in oral and written speech, but they cannot utilize it in their speech in appropriate way.

It is unequivocal; the main tool in the process of second language vocabulary acquisition is dictionary. They can be bilingual and monolingual. Bilingual dictionaries contain direct translation of words from foreign language to native. The usage of bilingual dictionaries is more beneficial for beginners, because their amount of familiar words is not enough for comprehension of definition of word in target language. The technique of context clues in L2 requires the using of monolingual dictionaries (Oxford, Cambridge and Longman), however this method should be employed by teacher for high level students with large enough vocabulary (at least 2000 words). These two different methodologies of learning vocabulary prove that the issue of interference of the first language in the process of the second language acquisition exists. Also we can consider that L1 plays extremely significant role in the process of foreign lexis assimilation, especially at the first stages of learning vocabulary. Here is paradox, on the one hand mother tongue causes the problem of interference, although, on another hand it facilitates the process of semantic comprehension of vocabulary which is necessary for correct usage of lexis. Overall, psychological peculiarity such as the level of English language fluency should be taken into account.

To sum up, the researchers suggest several theories refer to the native language influence on the learning target language vocabulary. This influence causes context lexical mistakes made by students in oral and written speech. Theories have vividly displayed that the students while learning vocabulary usually can mistaken on phonetic, grammatical, lexical and semantic levels. It is unequivocal, native language and target language is closely related to each other and this relationship causes the problems of interference and bilingualism in foreign language acquisition. Interference can be different: lexical, grammatical or semantic. Relationship between different branches of linguistics can provide detailed analysis of students' mistakes caused by interference of native language from different approaches.

Literature

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