Occurrence and Types of Interference In The Language

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ABSTRACT

The article investigates the problem of interference in the language. As we know, a negative interaction of the learning of languages is most evident as interlingual interference. Such an impact makes itself most evident as influence of the features of the already learned language on the acquisition of a second one. That is why scientists who carry out studies in this field have shown that the learning of such a case is of a great practical importance. They concluded that the insertion of "foreign element" in a second language while learning it eliminated a barrier between the distinguishing features of both languages. These scientists think that in this case a new system arise in a bilingual's conscience which can be regarded as "a third system". Thus, distinguishing features of both a first and a second language are mixed in such a system.

Key words: interference, native language, second language, simple, functional interference

INRODUCTION

The language is one of the fields that people are always interested in. The evolution of language, its ways of development, how it was created, or by whom (or what) it was firstly formed by, etc. some of these kinds of questions have always been asked by most of the people, either ordinary ones, or the educated ones. The linguits have also been working on these types of questions for centuries. There exist various myths about the mentioned problem in the history. For example, the living beings were considered to be social humans who could communicate with their homogenous according to the religion of ancient Greeks. Some others believe that the formation of the language is related to the nature. Some consider nature to be the result of an unknown divine that is called God, etc. All healthy born people are able to speak using their own native language. It is also a fact that almost all animate living beings can communicate with one another. For instance, frogs croak, crickets or grasshoppers rub their legs together, they also like to rub their legs against their wing cases, birds sing songs, fireflies flash, wolves howl, bees can dance, ants are able to dance too, etc. According to the Indians belief language was created by Savasvaty, the wife of Brahm (Veysally 2013, p.27).

2500 years ago Psalamey, the king of Egypt, carried out an experiment on two new-born babies. He ordered to take them far away from humans so that they could not be surrounded by the speaking people. Two years later the nurse of the babies informed the king that the childred began to speak. The educated people of that Egypt firstly thought that the children spoke the phrygian language and the first word they used to voice was /bekos/ (it means "bread" in that language"). After some investigations it became clear that the noices that the children used to pronounce was the words that they created themselves for to communicate with each other. There are lots of investigations which was caried out for to study the creation of the language. The other example can be given: James, the IV king of Scotland carried out the similar experiment like the king of Egypt and the experimented babies could pronounce some noices for communication.

SCOPE OF STUDY

F.Y.Veysally claim that the first words used in the human language were primitive words, and they were generated by the imitation of words in the nature (Veysally 2013, p.28). The imitated words in the environment can cause the creation of different kinds of words. The dogs' barking, the geese's and the hens' cracking, and other kinds of onomapoetic words can be considered the basis of the people's first language. All healthy born people are able to speak using their own native language. It is also a fact that almost all animate living beings can communicate with one another. For instance, frogs croak, crickets or grasshoppers rub their legs together, they alos like to rub their legs aginst their wing cases, birds sing songs, fireflies flash, wolves howl, bees can dance, ants are able to dance too, etc.

D.Crystal writes: "We sometimes do silly things with language" (Crystal 2011, p.1). The scientist explains his point of view on the communication of a mother with her new born baby. When mother wants to draw her babies attention, or when she wants to make it speak she uses various kinds of words, or voices, or gestures, etc. For example, she may say: "Oh, you are gorgeous, you are gorgeous,, you are, you are, oh yes you are, ... hello ....hello .... are not you beutiful...." (Crystal 2011, p.1). As it is seen this is a clear example which was audio-recorded just a fe minutes after one baby was born. It is necessary to mention that this process, or this kind of conversation netween mother and her baby can be observed in different nations not depending on the country where the baby is born. Each mother always sees her baby be gorgeous whether her nationality is English, or Azerbaijani, or some others. Observing the convesation between mother and baby one may see various voices that mother uses for to talk her baby. D.Crystal gives such a list *oh, h, h, you, are, gorgeous, you, are*, etc. (Crystal 2011, p.2). For example, Azerbaijani mother can pronounce the following: *canım mənim, ürəyim, ey, bax mənə, gözəl balam, ba ba ba, la, la, la,* etc. Mother only tries to speak to her baby. Experiments prove that only mothers are able to talk to their babies like these. This is the language when mothers want to get attention of their babies. When children are getting older parents use some other languages for to communicate with them. This language is more informative, more businesslike.

Let us change the places. How babies speak to their parents. Sometimes they cry, sometimes smile, sometimes play with their parents, etc. The scientists wondered if the cries sound English, French, Azerbaijani, etc. They gave the answer "no". Newly-born babies sound the same all over the world. The experiment has been done by researchers to prove it. Hunger, pain and pleasure cries from babies in different parts of the world have been recorded. Then the recordings were mixed up, and the listeners were asked to sort them out. The hearers could not sort out the nationalities of the babies. Some years later those babies sounded their native languages though.

The human brain can cope with dozens of languages. There are many people who can speak more than one language. Being bilingual does not seem quite a hard task. Is it easy to identify a man's nationality without any national symbol on his/her clothes? For instance, a Scottish wears a kilt; an Indian woman wears a sari, etc. If they do not wear these kinds of clothes, their nationality is known by their speech. D.Crystal writes: "Speech is one thing we can perceive around corners. We can hear it in the dark. And if the water is cold, we will very likely hear a loup yelp in a strong accent" (Crystal 2011, p.78).

If a man speaks two languages, it means that he/she is able to speak two languages. If a man speaks three languages, they he/she is trilingual. If people speak three or more languages, they are called multilingual. The term "polyglot" can be used instead as well. Many linguists are famous for the bilingualism. Human beings are considered to be bilingual. Some countries are

known for their multilingualism. As Crystal writes Britain is highly multilingual nowadays. People often consider of England to be a monolingual part of the world. Investigations show that it was multilingual from its earliest times. In the fifth century when the Anglo-Saxons arrived in England, the people spoke Latin (from when the Romans were in Britain). There also existed the various British languages such as early Welsh and Cornish. Other continental languages were probably spoken in the island too, as a result of trade between Britain and the rest of Europe (Crystal 2011, p.80).

The multilingualism has increased in Britain because of many immigrants, especially from the counties of the European Union. Statistics show that in 1999 there were a nearly 850, 000 children with different mother tongues. It meant about 300 languages in use. English was considered to be the most common one. D.Crystal writes: "We do not have to be perfectly fluent in different languages to be called multilingual. We might have learned enough just to carry on a basic conversation, or we might only be able to read a language but not speak it. Recognizing a person's different levels of language ability is a major feature of the way people think about languages in Europe these days. An organization called the Council of Europe thought up the idea of a "language passport", which anyone can fill in" (Crystal 2011, p.83).

The newly carried out experiments show that only humans have innate language skills among living beings. Only people can communicate using the language. Only humans can pronounce words in breathing, can express his/her point of view, can listen to his/her counterpart, etc. The English scientist D.Jones wrote in 1918 that a speaking person can pronounce 45 voice impulses during a second, English can pronounce 300 voice impulses during a minute in his/her everyday speech, and he/she can pronounce 5 syllables during a second (Veysally 2013, p.29).

Communication is considered to be a multi-componental speech act.

In communication noise is considered to refer to anything which interferes with the communication process. The process which is observed between a speaker and an audience is named as interference.

The communication is generally performed by noises. External (or s physical sound) or internal (a mental disturbance) noises can be observed in people's communication. Alan Jay Zaremba writes: " another way of thinking about noise is a ""factor that reduces the chances of successful communication but does not guarantee failure." (Zaremba 2010, p. 102).

Craig E. Carroll writes: "Noise is like second-hand smoke, having negative impacts on people without anyone's consent" (Carroll 2015, p.290).

Sights, sounds, and other other stimuli that draw people's attention away from the message can be given as examples to the external noises. For example, a way sign advertisement may draw our attention from something else.

According to Julia T. Wood there are four kinds of noise.

They are the following:
1. the physiological noise. It is the distraction caused by hunger, fatigue, headaches, medication and other factors that affect how we feel and think.

2. the physical noise. It is the interference in our environments, such as noises made by others, overly dim or bright lights, spam and pop-up ads, extreme temperatures and crowded conditions.
   It is necessary to mention that the psychological noise refers to qualities in us that affect how we communicate and interpret others. For instance, if we are preoccupied with a problem, we may be inattentive at a team meeting.
3. The prejudice and defensive feelings noise. They can interfere with people's communication.
4. The semantic noise. It is the kind of noise which is observed when words themselves are not mutually understood. The semantic noise in generally used by authors in fiction via jargon or unnecessarily technical language. (Wood 2010, p.125).

F.Y.Veysally writes: "Interference is observed in a person's speech depending on his/her intonation in a certain context." According to Veysally intonation has two functions in a sentence during interference. They are 1) the intonation inside a sentence; 2) the intonation outside a sentence. The first kind of intonation is seen in affirmative, interrogative, negative sentences; the second kind of intonation is observed in the inside structural organization of the sentence. Veysally writes: "interference intonation has a very crucial role in delivering the correct and exact opinion to a listener. From the functional point of view intonation can distinguish affirmative, interrogative and negative sentences (Veysally 2013, p. 301). He gives such examples: /O yaraşıqlı atlıya yaxınlaşıb nəsə dedi//. This sentence can be understood in two ways. The meaning in the deep level expresses the correct meaning of the first level when it comes to the first part. /O/ yaraşılı atlıya yaxınlaşıb nəsə dedi// və ya /O yaraşıqlı/ atlıya yaxınlaşıb nəsə dedi// (Veysally 2014, p. 303).

D.Yunusov also investigated the interference intonation of the sentence. He studied the intonation features of a complex sentence. He wrote: "The intonation structures of these units are always related to the grammar. The intonation structures of a complex sentence, as well as its grammatical features are general expressions of its language functions (Yunusov 2008, p.64).

DISCUSSION

The psychological research has long proven that when one grows into a new habit he unwittingly encounters a regularity: human activity that faces with a new problem aims to use already existing and established tacks. In such event a human being converts tacks he applied before to solve similar problems to the solution of a new one. Here the success of converting tacks of activity depends on a proper appraisal of similarity of such problems in its methods of solution. That is why, as we have stated before, when the purposes and objectives of such problems are perceived as similar ones by the human being, but the methods of execution, control and central regulation of such problems differ, a negative conversion of habits or the phenomenon of interference occurs.

As we know, the phenomenon of interference is clearly evident in studying a second and subsequent language. In this case, a general psychological pattern occurs and as a result many difficulties and shortcomings are observed in studying a second language.

Vygotsky L.S., the outstanding psychologist, wrote: "The development of a first language begins with the free and spontaneous use of speech and ends in the form of conscious speech, whereas that of a foreign language begins with understanding and voluntary mastering of language and ends in a free, spontaneous speech" (Vygotsky 1976, p.29).

Leontyev A.A. characterizes the distinctive features of acquisition of a first and a second language as follows:

"Learning a second language has various psychological contents depending upon the age of a person who begins to study it. It may occur in parallel with the acquisition of a first language or a little later; such cases are common for bilingual families and have consistently been interpreted. You can start to learn a second language later, at a pre-school age that is a productive, as they say, sensitive period to acquire the language in a direct way, without understanding its phonetics and grammar. A foreign languageand a second language, in general, can be learned on the basis of such skills. If a native language is being acquired "down up", or rather, here the simplest mechanism, the one to form some kind of syllable is created, then a higher level of language mastered, and further the arbitrariness (stability) of speech arisen, thus, lastly deliberate action with linguistic units formed, then the second language is being acquired "up down", namely by selecting linguistic units arbitrarily, from any deliberate action on the language toward the automation of speech. Such psychological features of learning foreign languages are often underestimated by teachers" (Petrovsky 1982, p. 234).

As seen from the mentioned above, the acquision of a native and a second (foreign) languages has features that differ from each other. At the same time, the interaction of languages both during the acquisition of a second language and in the context of bilingualism and multilingualism will appear. In other words, one of these languages will impact the acquisition and use of the other one. Research carried out by psychologists and linguists found out that such an impact was both positive and negative.

Experience has shown that the similarity between the grammatical, syntactical and lexical features of language which are studied using a native language considerably simplifies the learning of a second one. However, there always exist distinguishing features between the target new language and a native one, and it cannot help but negatively impact on the acquisition of a second language.

And how particularly does interlingual interference appear; what types does it have; at which level of bilingualism is it most evident? To give answers to these questions we must, first of all, look through some general issues of interlingual interference.

As a rule, there is a great difference between the systems of many languages as they are unrelated. That is why, a phenomenon of interlingual interference occurs while learning a second language. Research carried out in this field shows that such negative interaction of these languages depends on the nature of bilingualism and the language study phase. The nature of interference changes subject to the nature of bilingualism and the language study phase.

Observations show that a *simple* interference usually takes place during the initial phase of the learning of a second language. In this case those who learn languages most of all make mistakes under the influence of external similar features of the native languages. Here we can observe the impact of the level of generalization. Such cases can be found not only in the process of learning of a second language by pupils at school, but during the acquisition of the language by university students. In such a case, the native language mechanism automatically applies. As a result, students seeing no difference use one or other features, even words of their native languagein their speech. For example, sometimes students use the expression of *everything is OK* instead of *everything is all right* when speaking English. No doubt, such a difficulty is eliminated in the prosess of learning a language. However, if a learner sees no difference, it will stick to his speech. Interference of such a primitive and fragmentary nature is removed in the

further, second phase of mastering of language and replaced by a *functional* one. In this case, mistakes become evident in a second language under the influence of the functional features of a native language, not external similar ones. Such an interference exists till the differentiation of functional features of both languages. The influence of such type of interference can often be found in the speech of students. Such an influence becomes expressly evident during the learning of gender in a second language. As gender in the Azerbaijani language has no distinctive nature like some foreign languages, all the words are used just like in a native language, only in one form, without consideration of differences of gender.

In the further, relatively high phase of the learning of a second language an *indirect* interference can be found. Here you can observe a considerable negative influence of a native language. In this case interference is mostly related with the invisible difference between lingual facts. The lower the difference is, the more opportunities are created for the wrong identification. As a result, as similar associations regarding a native language are more of a strong nature, a person who speaks a second language acts under its influence. As a rule, the interference has different power of influence in early and rather late types of bilingualism. The early bilingualism is formed under the conditions of the parallel acquisition of languages. Accordingly, a human being has two independent systems of association working simultaneously. In this case a phenomenon of bilateral interference unwittingly occurs. At the same time, interference is found as a form of impact of a native language on a second one. However, the nature of interference does not always agree with its degree of occurrence and clarity. Depending on the individual psychological features of a learner, the nature of material, etc., the occurrence of the phenomenon of interference attracts an attention instantly and makes apparent the features of a native language in the speaker's speech or the phenomenon of interference occurs implicitly and causes some difficulties even if it is not clearly felt. Such cases of interference that is evident at all the levels are known as *explicit* and *implicit* in the existing literature.

During an *explicit* interference a considerable violation of linguistic norms occurs and results in phonetic, grammatical or lexical mistakes in speech. The mistakes made in this case instantly sound wrong in the ears and become noticeable. That's why such interference immediately draws a listener's attention. Such shortcomings of pronunciation are at such a level you can't help feeling. Such cases of violation of grammatical rules of a second language under the impact of a native language are at an attractable level.

This case is also similarly evident in the lexical structure of language, for this reason not only acquaintances, but also a person himself who uses a second language feels these speech imperfections and finds it hard to understand their meaning and and the essence of mistakes.

Different features become evident in the interference of an *implicit* nature. In this case imperfections can be obviously felt in speech. When observing the speech of the person, it is impossible to determine at once what retarding impact a native language have. Here arises a difficulty with regard to the inconsistent features of a native and a second language. Features characterizing implicit interference can be classified as follows: a student (as well as a second language learner) thinks a lot to reply questions, makes big pauses when speaking, consciously fails to use word combinations and constructions which he should use in a second language and which are absent in his native language, as well as tries not to use hardly pronounceable words. All that lead to the loss of expressiveness and idiomaticity of his speech. Linguistic means are not used exactly and efficiently.

CONCLUSION

Interference which is an implicit nature is mostly connected with the imperfect proficiency of the studied language. For this reason, such an interference is incidental to the elementary and intermediate levels of linguistic proficiency. Here it appears necessary to carry out significant work with students and gradually eliminate reasons causing an implicit interference.

In whole, the study of factors that have an impact on the appearance and stability of interlingual interference allowed us to conclude that such an interference mostly follows from the distinguishing features of languages, and a negative impact of speech practice in a native language. Here the psychological law of Justus is evident. Thus, the oldest, created earlier association out of two associations that have an equal force, but distinguishes from each other by the time of occurrence prevails (becomes important) during the repetition and slackens relatively late.

That's exactly why associations of a native language have little impact on a second one and give rise to interference.

Research made it clear that you cannot be satisfied with characterizing the types of interlingual interference only in terms of its source and impact area. Here the nature of violation of the rules of a foregn language by a bilingual also plays a crucial role. In this view three types of interlingual interference can be distinguished:*"high differentiation", and "reinterpretation of differences".*

High differentiation means the transfer of a distinguishing feature from a native language to a foregn onewithout regard to its lack in the foregn language .

As for the interlingual interference relating to *differentiation,* this term means the use of a distinguishing feature of a foreign language in its absence in a native one.

Reinterpretation of differences usually means the substitution of adistinguishing feature of a foreign language by that of a native one .

The analyses of research carried out by specialits and our observations and determining reviews made it possible to reveal the occurrence of interlingual interference at all the phases (phonetic, grammatical, lexical) of language.

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