

Morphological Interference in Studying German After English

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Abstract

The article examines the phenomenon of lexical and morphological interference, the influence of English as a first foreign language in the context of learning German as a second foreign language. In this case, speech transfer can be both positive and negative. The present study draws on language transfer theory. Contrastive analysis between German and English is carried out at the level of morphology and syntax.

Keywords and expressions: lexical interference, morphological interference, English, German, transfer, imperative sentence, derivation.

Аннотация:

В статье рассматривается явление лексической и морфологической интерференции, влияние английского языка как первого иностранного в условиях изучения немецкого языка как второго иностранного языка. При этом трансфер речи может быть как положительной, так и отрицательной. Настоящее исследование опирается на теорию языкового трансфера. Контрастный анализ между немецким и английским языками проводится на уровне морфологии и синтаксиса.

Ключевые слова и выражения: лексическая интерференция, морфологическая интерференция, английский язык, немецкий язык, трансфер, повелительное предложение, деривация.

Introduction

Linguistic differences between the native and target languages cause difficulties in learning a foreign language. The difference may also be that there is a structure in the target language that does not exist in the native language. However, it should also be recognized that such languages are not always problem-free. Errors can also occur between them, since the interference phenomenon depends on the speech norm. The differences between the correct form of the standard language and the incorrect form of the training language represent a disorder in which the interference is further differentiated. There is interference that occurs either during the active use of language, or in the process of receptive appropriation, that is, in the case when the individual misunderstood something. These errors are often revealed through context. According to J. Juhas, every language change is initially considered an error.

The basis for categorizing interference is the separation of semantically and grammatically equivalent elements. J. Juhas divides these elements into three groups: a) identical elements; b) elements distinguished by sharp semantic structural and, therefore, psychological contrast; c) elements between which there is no sharp contrast. The point of view on these relations depends on which language is taken as identical elements. Adequate elements appear when the relational element is similarly placed in the native language system. Although the semantic



structures of lexical elements of different language systems differ, identical elements can be identified, but it must be emphasized that these similarities are relative.

This equivalent works even in case of transfer. Contrast refers to the relationship between linguistic meanings. In addition to linguistic contrast, another one arises - psychological contrast. The speaker must change the structure of the form of his native language. These contrasts are not always identical. Contrast is often read by interference. A number of contrastive errors can form different valences. Not only contrast differences between languages, but also the lack of contrast can cause interference. Contrastive linguistics focuses on the differences between languages and, in addition, can illustrate the specifics of each language in a comparative comparison. For contrastive consideration, the degree of equivalence of contrasted words plays an important role, where equivalence is understood as a communicative correspondence between source and target language units.

According to the theory of M. Dzhusupov and K. Saparova, "interference is errors in speech in a second language, which are generated by the dissimilarity in meanings, in the structures of linguistic units of the native and non-native languages."

In this paper, linguistic interference is defined as the erroneous and most often unconscious transfer of linguistic elements of one language to another language at the individual level due to the mutual influence of these languages. As a rule, a person who has not mastered another language perfectly since childhood creates speech based on the system of his native language. If the language system of another language is unique, then it encounters a specific linguistic barrier - the phenomenon of language interference.

Issues of interaction and mutual influence of Russian and German, Uzbek and Tajik languages were studied by such linguists as M. Stavrulli, E.D. Polivanov, V.V. Reshetov, A.K. Borovkov and others. E.D. Polivanov [4:16] approached this issue from the point of view of the influence of the Russian language on the German language. As a parallel from the Germanic languages to two Slavic words (shore and berg), we can name the German word "Berg" - "mountain", its meaning is actually different from the Russian word T.M. Stavruli characterizes the influence of the Uzbek language on Tajik families. A.K. Borovkov limits himself to the statement that the development of languages occurs on the basis of internal capabilities. He connects the changes occurring in languages with their internal development.

Even at the morphological level, one cannot help but notice that the Indo-European languages, English and German, are very similar. In both English and German, derivation plays an important role in word formation. Words consist of a stem and an affix, which can occur as a prefix and a suffix. In two languages you can find words that express similar meanings using a similar affix.

In English, parts of speech are rarely changed by affixes.

There are two common cause-and-effect verb affixes, namely en- and be-. In German there are similar affixes, for example: ver-, be-, ent- and er-. Similar word-formations also exist for negation, for example, words with prefixes: mis-, in-, im-, un-, anti- and non- in English and words with prefixes: miss-, un-, anti and des- in German languages. These words can be compared in pairs, for example: ermöglichen - enable, anreichern - enrich, erneuern - renew,

befreunden - befriending, missverstanden - misunderstood, antibiotikum - antibiotic, unsinn - nonsense, unmöglich - impossible.

Not all examples may be listed here. On the one hand, given similar suffixes in words in both languages, students may make mistakes, but on the other hand, knowledge of both languages can have a positive impact. If a student already knows an English word, it will be easy for him to find a German word formed in a similar form.

The big difference regarding compound words in both languages is the spelling. German compound words are written either together or with a hyphen, as is customary in English. Examples illustrating this difference are the following comparisons: Fitness-Studio or Fitnessstudio - fitness studio; Sommerschlussverkauf -summer sale; Preis-Leistungs-Verhältnis - cost effectiveness.

An imperative sentence is a phrase that expresses a request, warning, threat, or order. An English imperative sentence has only one imperative form, in which the infinitive is placed before the subject and the subject is omitted. In contrast, the imperative sentence in German has three forms in relation to three different addressees: Sie, du and ihr. According to the addressee, the verb is conjugated in a German imperative sentence, for example: Nehmen Sie bitte Platz! - Sit down please!; Nimm bitte Platz! - Sit down please!; Nehmt bitte Platz! - Sit down please!

In terms of morphology, with the exception of a few detailed differences, there is generally more similarity in the word formation and meaning systems. Such similarities can be a relief when learning German. It is likely that greater inequality was found at the sentence level regarding word order and the role of verbs. Thus, when learning German, a negative translation from English may occur.

All Uzbek students studying German gain experience learning English at school. It seems logical that the similarity of both languages is beneficial for learning German because one can transfer the experience of learning English to learning German. But these experiences can also be overgeneralized and have negative consequences. In fact, many factors come into play in language learning in higher education, such as students' age, subjective learning experiences, and personality traits.

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