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DEVIANT USE OF ADJECTIVES IN SPEECH OF POLISH AND KAZAKH STUDENTS

Abstract

The purpose of the article is a comprehensive analysis of deviations in speech depending on close and non-close bilingualism. The author compiled comparison table of grammatical categories of Russian and Kazakh, Russian and Polish languages. As a result of adjective grammatical categories systems comparison the areas of inconsistency are identified: Russian and Kazakh – 5 out of 8, Russian and Polish languages – 2 out of 8. To measure the level of influence of the native language on the studied Russian language, to identify weak sections, to compile diagrams and a comparative analysis of typical deviations, made by Poles and Kazakhs, a survey among students (20 people) has been conducted. On the basis of this experiment, a deep analysis of deviations and errors of Polish and Kazakh audiences has been provided; the errors diagram has been calculated and compiled.

Analysis of deviations from the norm is important in terms of mass stability of two (poly) linguistic space. Its results are significant both for theory and for practice. The urgency of the research is specified by queries of the interethnic communication practice, by the order of society, by the concerns of scientists, developing effective methods. The proposed statements are applicable for analysis of any linguistic material, because the model of analysis of negative speech material is universal, which is confirmed by the comparison of deviations of Kazakh-Russian and Polish-Russian bilinguals.

Keywords: deviation; bilingualism; error; adjective.

Introduction. Studying of any language has its own specific aspects. Therefore, in the scope of the linguistic sciences, you can find a lot of innovative technologies offered by teachers, created with respect to uniqueness of the language [1, P.169; 2, P.45; 3, P.94]. Attention to this research topic is specified by the frequency of deviations from the norm in speech in general and in speech of bilinguals in particular, and by tolerant attitude of society to such violations. Some of these violations are qualified as bad errors; others are qualified as light deviations, as an acceptable fact. In connection with the above matter we applied the following scale: N (norm) – D (deviation) – E (error) [4, P.50]. The terms of «norm» and «error» are widely used in the methodology. The intermediate term «deviation» is the subject of our research. This term has recently been studied by many linguists who have not come to a single definition [5; 6; 7; 8; 9]. Deviation is understood by us as a divergence from a norm in the range from variance to entropy [10, P.5]. In the analysis of deviations in inorganic Russian speech of bilinguals we often came across weak sections, appearing under the influence of native language. Thus, the qualification of deviations should be carried out in terms of impact of students' native language. For the comparison of Russian and native languages we selected Polish as closely related and Kazakh as non-closely related.

The main body. We compiled a comparative table of grammatical categories of Russian and Kazakh (Table 1), Russian and Polish (Table 2), languages according to the model proposed by D.D. Shaibakova [11].

Methods. Comparison of grammatical categories system revealed areas of incompatibility: Russian and Kazakh – 5 of 8, Russian and Polish – 2 of 8. Comparison of grammatical categories systems of languages reveals areas of potential interference. E.D. Suleimenova, studying the problems of contrastive linguistics,

writes that one of its criteria «is a degree of difference, where the «strong» and «weak» contrasts are emphasized» [12, P.22]. Thus, as a strong contrast between the Kazakh and Russian languages may be named an absence of the category of the gender in the Kazakh language. Such contrast often leads to interference in the studying L2. However, the absence in the Russian language (in contrast to the Polish) of animate /inanimate adjective may be designated as a weak contrast, as in some cases of declension the endings of adjectives correspond.

Table 1

Adjective in Russian and Kazakh languages

Russian language		Kazakh language
Grammatical gender		–
Number		
Case		–
Classes	Quantitative – short forms – degree of comparison: positive,comparative, superlative	Quantitative – – degree of comparison: comparative, superlative
	ungradable	ungradable
	possessive	–

Table 2

Adjective in Russian and Polish languages

Russian language		Polish language
Grammatical gender		Grammatical gender
Number		Number
		Masculine categories: masculine personal forms /non-masculine personal forms
Case		Case
Classes	Quantitative – short forms – degree of comparison: positive,comparative, superlative	Quantitative – short forms – degree of comparison (declension is available)
	ungradable	ungradable
	possessive	possessive (single cases)
	–	animateness / inanimateness

Comparison of grammatical categories system revealed areas of incompatibility: Russian and Kazakh – 5 of 8, Russian and Polish – 2 of 8. Comparison of grammatical categories systems of languages reveals areas of potential interference. E.D. Suleimenova, studying the problems of contrastive linguistics, writes that one of its criteria «is a degree of difference, where the «strong» and «weak» contrasts are emphasized» [12, P. 22]. Thus, as a strong contrast between the Kazakh and Russian languages may be named an absence of the category of the gender in the Kazakh language. Such contrast often leads to interference in the studying L2. However, the absence in the Russian language (in contrast to the Polish) of

animate /inanimate adjective may be designated as a weak contrast, as in some cases of declension the endings of adjectives correspond.

We had an opportunity to compare errors in one and the same material of students with Kazakh native language and students with Polish native language. This duplication difference is fundamental, as in first case the systems of non-cognate languages interact, and in second – the systems of cognate languages. However, in first case the Russian-speaking communicative environment in Kazakhstan is a day-to-day stuff, and the communicators have the opportunity to participate in daily Russian-language communication. Polish students do not have such opportunity. Therefore, taking into account the factors helping or making it difficult to learn Russian language, the students of the both countries have a comparable rate of difficulty.

Discussions. Together with the Polish teacher, PhD in Pedagogy, Elona Grigorievna Tsurkan-Druzhka we conducted a survey among freshmen (20 people) of University of Lodz (Lodz, Poland) studying «Russian language» specialty. The similar survey was conducted among Kazakh freshmen (20 people) of T.K. Zhurgenov KNAA in Almaty. In both cases Russian language is not native for students of experimental groups. However, the survey was conducted in Poland among students of the faculty of Philology, specialty «Russian language». Regardless of the fact that the main specialties of T.K. Zhurgenov KNAA are associated with the art, there is a «Trinity of Languages» cultural program in the RK providing all universities' students learning Russian and English languages along with other subjects. That is why Russian language is the subject of study for all the students. Besides, students do not experience difficulties in communicating in Russian, as their daily communication takes place in the Russian-speaking environment. Selected groups were on the first step of education and the students were able to freely express their thoughts.

For the purpose of our experiment we limited ourselves to 20 informants, so this number corresponds to the completion of the academic group at the University of Lodz. Therefore, in order to fit the data, the same number of informants was selected in Kazakhstan. The fitting was also performed on a qualitative basis, i.e. we did not focus on strong and weak students, and we chose them on the basis of continuous sampling.

Results. The purpose of the clear experiment is to measure the level of influence of the native language on the studied Russian language, to identify weak areas, to compile diagrams and a comparative analysis of typical deviations, made by Poles and Kazakhs. The questions were half-closed: in some of them an exact answer was required (insert the endings), in others – a free choice of adjectives within the context.

The tasks for both groups were as follows:
1 Insert the adjectives in right case
Andrei doesn't like _____ (serious music)
You look nice in _____ (green scarf) and _____ (blue coat)
In the evening we were walking in _____ (young forest)
He told me about _____ (the far tour)
Grandmother came back from _____ (a good health center)
Squirrel jumped on the _____ (high tree)
I'm happy for _____ (unexpected) _____ (guests)
We are not going to recall _____ (last year snow).
There is no _____ (black coffee) in our house.
Buy me a fur coat with _____(fox fur neckpiece) and a hat from _____ _____ (squirrel fur).
We are back from fishing_____ (late at night).
I don't want to sleep _____ (such a starry night).
We will arrange the writing desk at the_____ (big window).

There were neither _____ (older uncle), nor_____
(working nurse).

I rarely talk by _____ (landline phone).

I was absent from school due to _____ (reasonable excuse).

The boy went out without a_____ (warm hat).

Grandmother bought a chocolate to _____ (little Ann).

Children came to a_____ (modern building).

The way to school ran through_____ (Chestnuts Avenue).

Oleg got through a _____ (hard task).

Vitya opened the door with the _____ (old key).

Give to the _____ (younger brother).

I don't know which skirt suits to _____(blue, yellow blouse).

By the_____(new motorway) _____(big cars) drive.

On the_____ (green field) rabbits ran.

The passengers stood under the_____ (hard rain).

We didn't visit a _____ (boring lecture) today.

There are no _____ (boring lecture) at our university, all the subjects are interesting.

My friend is going to visit_____ (South France).

I like to work with _____ (talented young people).

There is no _____ (blue dress) here anywhere.

We smile to a _____ (new teacher).

The child was running to his mother with _____ (loud crying).

2 Instead of marks of omission insert an appropriate adjective within the context

We speak fluently in .... language.

I study at ....university.

I liked ....present.

Her hair is ....

My mother's eyes are...........................

Together with Polish scientists DLitt., prof. Yaroslav Vezhbinsky, Ph.D. Kristina Chubinskaya and Ph.D. Urshula Semyanovskaya we tried to understand the nature of errors made by Polish students.

In most cases, interlingual interference errors are found in the speech of Polish students. Deviations of other types are found in sentence composing, in syntactic constructions, in violation of morphology grammatical rules, in gender inconsistencies, in lexis, etc. Difficulties arise at all levels of language, starting with phonology. It may be affirmed that the native language of the Poles, its syntactic models, adjectives declension system are directly reflected in process of choosing adjective forms during Russian language learning.

Compare deviations made by Poles in sentences:

1 Hyphaeresis:

We are back from fishing late (позным) at night.

Andrei doesn't like serious (серьёзой) music.

2 Incorrect case endings with hard and soft base:

Buy me a fur coat with fox (лисин) fur neckpiece and a hat from squirrel (беличьой) fur.

I don't want to sleep this a starry (звездней) night.

I was absent from school due to reasonable (уважительней) excuse

Vitya opened the door with the old (старим) key

The boy went out without a warm (тёплей) hat.

3 Use of vernacular vocabulary:

Give to the younger (младшому) brother.

4 Interlingual homonymy:

We speak fluently in Russian (российском) language.

5 Incorrect suffix variant:

I study at the university of Lodz (Лодзском).

6 Analytical adjective:

Her hair is blond (блонд).

Thus, the cognate Polish language gives another field of interference, in particular interlingual homonymy.

As the Kazakh is not cognate with Russian language, students make reasonably other errors different from Poles. Such interference may be explained by mismatch in rules of orthography, by absence of preposition in the native language of the Kazakhs. In some cases deviations in the word endings are explained by the effect of the law of vowel harmony in the Kazakh language. The same harmony of vowels we can see in matching of nouns and adjectives endings (about far tour (далёким путешествим)).

Many errors made by respondents are explained by the fact that the absence of a category of gender, number, and differences in adjectives cases system in Kazakh language causes errors in Russian texts. We do not deny the complexity of the Russian language as non-cognate to Kazakhs. It also should be mentioned the failure in understanding and use of the Russian language rules.

Let's compare deviant adjectives in works of Kazakh bilinguals.

1 Incorrect suffix:

You look nice in green (зелённом) scarf and blue (синнем) coat.

2 Incorrect case endings with hard/soft base:

Grandmother came back from a good (хоро-шого) health center.

We are not going to recall last year (о про-шлогодном) snow.

Vitya opened the door with the old (старим) key.

3 Use of vernacular vocabulary:

I liked their (ихний) present.

4 Violation of lexical cooccurrence:

My mother's eyes are brown (коричневые).

As you can see, the lack of analogies due to language diversity creates else deviations. Kazakhs study literary Russian in terms of auditory bilingualism; their errors are caused by ignorance of rules, but not by the effect of laws of analogy. Quantitative analysis of deviations, given below, shows their predominance in works of Polish students.

Errors quantity made by Polish students:

1. Hyphaeresis – 3.
2. Phonetic principle of writing – 10.
3. Nondistinction of hard and soft bases – 35.
4. Ignorance of case endings – 67.
5. Errors in use of gender category – 10.
6. The plural – the singular – 1.

Deviant adjectives equal to 9% of the total number of errors.

Errors quantity made by Kazakh students:

1. Hyphaeresis –8.
2. Phonetic principle of writing – 7.
3. Nondistinction of hard and soft bases – 8.
4. Ignorance of case endings – 55.
5. Errors in use of gender category – 43.
6. The plural – the singular – 9.

Deviations equal to 3% of the total number of errors.

Let's compare the diagram of errors made by the Polish and Kazakh audiences (Picture 1 – Errors, made by Polish students; Picture 2 – Errors, made by Kazakh auditory).

Comparative analysis of the contacting languages categories shows the zone of potential interference. In Polish and Kazakh languages these zones are different. Comparison shows the difference between close and non-close bilingualism. Thus, the Poles made 35 errors related to insensibility to hard and soft basis, and the Kazakhs – only 8. This may be explained by the fact that the phonetic law of vowel harmony in Kazakh language, harmonizing the morphemes by matching with proper vowels in line, positively affects the spelling in Russian language. The critical level shows the knowledge of case endings both for Poles (67 errors) and for Kazakhs (55 errors). In most cases such errors made by Poles may be explained by case grammar questions that do not coincide in Polish and Russian.
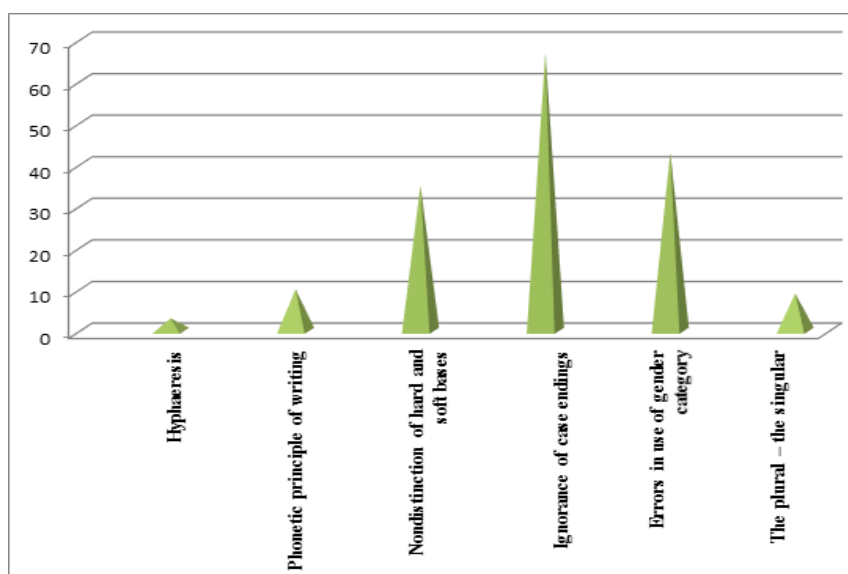
Picture 1. **Errors, made by Polish students (number of errors)**
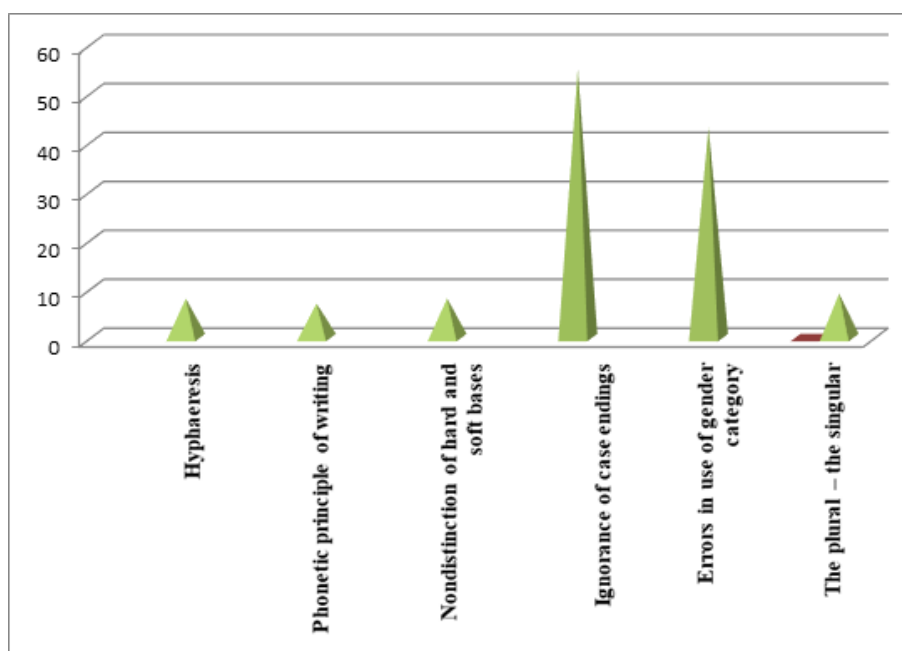
Picture 1. **Errors, made by Kazakh auditory (number of errors)**

Sometimes word ending forms of instrumental and prepositional cases are difficult for Polish bilinguals. The difference of interference in Russian speech of Poles is in realization of syntactic relation – concord, but in the endings the substitution of vowels takes place (in the green field (по зеленОм поле, по зеленИм поле)). Errors in endings made by Kazakhs may be explained by the absence of case endings in adjectives in the Kazakh language. Inexistence of the category of gender in Kazakh language is also reflected in the results of the questionnaire. Thus, the number of errors made in the endings of the gender category by the Kazakhs is 43, by the Poles – 10.

Conclusion. In summary, in order to compare the degree of contrasts we found a variety of influences of cognate and non-cognate languages to the Russian language studied by first-year students of Polish and Kazakh audiences. The

role of such influences is directly reflected in the level of knowledge of the L2. As a result of the large number of «strong» contrasts between Kazakh and Russian languages, Kazakh bilinguals among the deviations in use of adjectives make errors in most cases. The predominance of «weak» contrasts between Polish and Russian languages is reflected in the speech by the deviations in most cases. These statements form the basis for the development of training methods. Thus, most of scientists are engaged in development of errors prevention on the basis of their analysis [6;13; 14; 15]. The statements we perform may be used in the analysis of any linguistic material, as the model of analysis of negative speech material is universal, which was confirmed by the comparison of deviations of Kazakh-Russian and Polish-Russian bilinguals.

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Поляк және қазақ студенттерінің сын есімдерді девиантты қолдануы

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Аңдатпа

Мақаланың мақсаты – жақын туыстығы бар және жақын туыстығы жоқ билингвизмдегі сөйлеу мен жазу девиацияларын жан-жақты талдау. Автор орыс және қазақ, орыс және поляк тілдерінің грамматикалық категорияларының салыстырмалы кестесін жасады. Сын есімнің грамматикалық категорияларының жүйелерін салыстыру нәтижесінде сәйкес келмейтін аймақтар анықталды: орыс және қазақ – 8-ден 5, орыс және поляк – 8-ден 2.

Ана тілінің білім алушы орыс тіліне әсер ету деңгейін өлшеу, әлсіз учаскелерді анықтау, поляктар мен қазақтар жіберген типтік девиациялардың диаграммасын және салыстырмалы талдауын жасау үшін студент-тер арасында сауалнама жүргізілді (20 адам). Осы эксперимент негізінде поляк және қазақ аудиториясының ауытқулары мен қателеріне мұқият талдау жүргізілді, қателіктер диаграммасы есептеліп, құрастырылды.

Нормадан ауытқуларды талдау жаппай тұрақты көптілділікті оқыту уақытысында маңызды. Оның нәтижелері теория үшін де, практика үшін де маңызды. Зерттеу тақырыбының өзектілігі ұлтаралық қарым-қатынас тәжірибесінің сұраныстарына, қоғамның әлеуметтік тапсырысына, тиімді әдістерді жасайтын ғалымдардың алаңдаушылығына байланысты. Ұсынылған ережелер кез-келген тілдік материалды талдауда қолданылуы мүмкін, өйткені теріс сөйлеу материалын талдау моделі әмбебап болып табылады, бұл қазақ-орыс және поляк-орыс билингвистерінің ауытқуларын салыстыру арқылы расталды.

Түйін сөздер: девиация; билингвизм; қате; сын есім.

Девиантное употреблении прилагательных в речи польских и казахских студентов

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Аннотация

Цель статьи – всесторонний анализ девиаций в речи при близкородственном и неблизкородственном би-лингвизме. Автором составлена сопоставительная таблица грамматических категорий русского и казахского, русского и польского языков. В результате сравнения систем грамматических категорий прилагательного вы-явлены зоны несовпадения: русского и казахского – 5 из 8, русского и польского языков – 2 из 8.

Для измерения уровня влияния родного языка на обучаемый русский язык, выявления слабых участков, со-ставления диаграммы и сравнительного анализа типичных девиаций, допущенных поляками и казахами про-веден опрос среди студентов (20 человек). На основе данного эксперимента осуществлен тщательный анализ девиаций и ошибок польской и казахской аудитории, просчитана и составлена диаграмма ошибок.

Анализ отклонений от нормы важен в условиях массового устойчивого дву(поли)язычия. Его результаты имеют значение как для теории, так и для практики. Актуальность темы исследования обусловлена запросами практики межнационального общения, социальным заказом общества, озабоченностью ученых, разрабатыва-ющих эффективные методики. Выдвигаемые положения могут быть применены при анализе любого языково-го материала, т.к. модель анализа отрицательного речевого материала универсальна, что было подтверждено сравнением девиаций казахско-русских и польско-русских билингвов.

Ключевые слова: девиация; билингвизм; ошибка; имя прилагательное.