Common Interference Errors In

Macedonian-Speaking GFL[[1]](#footnote-1)-Students

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**Abstract**

This paper is a practical reference guide that explains how Macedonian-speaking German language students make errors in their interlanguage by borrowing and using patterns from their mother tongue, a process referred to as “negative transfer” or “interference” by a number of researchers. The author hopes that this paper will help teachers of Macedonian-speaking German language students anticipate the characteristic errors potentially made by this particular student population and understand how these errors arise. The aim of this study is to analyze, describe and explain the common interference errors in the area of ​​morphology and syntax that occur in the written works of Macedonian first-year students who are studying German as a foreign language (GFL) at the Faculty of Philology, the University "Goce Delčev" in Štip, as well as to describe the learning difficulties in studying and acquiring German as a foreign language. Firstly, the author tries to describe in details the basic terms and definitions that are closely connected to the subject of this paper. The focus of this work is in particular on the interference at morphosyntactic level. Above all, the process of intralingual transfer is laid in foreground. In the practical part, the results of the analyzed common interference errors taken from the written test of the first-year students were described and explained. A main focus is laid on the morphosyntactic differences between the Macedonian and the German language systems and the common interference errors in the written works of GFL-students during the foreign language acquisition process. The researched results of this paper can serve as a basis for preparation of teaching materials and GFL-techniques that will facilitate Macedonian students in acquiring the German language, literature and culture.

***Keywords:*** *GFL, interference; transfer; interference errors*

1. Introduction

In linguistic literature, it is obvious that the terms such as *interference* and *transference* are defined differently and their exact explanation and meaning is not easy to understand or rather, quite complicated and controversial. The opinions of linguists often diverge and they have different opinions about what might cover the meanings of these terms, or rather, what they include explicitly. According to Weinreich (1990) interference is:

(translated into English) "Those instances of deviation from the norms of one or the other language, in the speech of bilinguals as a result of their familiarity with more than one language occur as a result of the language contact, are listed as interference phenomena."[[2]](#footnote-2)

I understand this definition as a deviation or deflection of the linguistic norm and it occurs by mutual interference of two language systems, in this case it is the language pair German-Macedonian. On the other hand, Juhász defines (1980) the term *interference* with the following definition:

(translated into English) "Interference (Int.) is caused by the influence of the elements of another or the same language violation of a linguistic norm or the process of this influence."[[3]](#footnote-3)

In this sense, I understand by the definition of Juhász (1980) that the term *interference* exists not only in two or more languages​​, but also within one language system or within a language itself. I can conclude that this definition deals with the so-called intralingual and interlingual interference. According to Spiropoulou (2003), there is a distinction as a result of the use of the communication strategies between "interlingual" and "intralingual" and "external" and "internal" interference, or "backlash"-interference. In the communication strategies we distinguish the following possibilities of interference, "the teacher translates word for word from the native language and produces in this way sometimes incorrect utterances; The teacher introduces the words of another language as a form of interlingual and the linguistic element is phonologically or morphologically adapted from another language into the target language" (Spiropoulou 2003: 7). The term *intralingual interference* refers to the interference within one language. One can observe this type of interference both within the foreign language system as well as within the native-speaker system. (Draxler, 2007: 24, Juhász, 1980: 647)

I analyze in this paper the notion of interlingual interference and interference errors, and verify this analysis with representative examples that are taken from the written works of the first-year GFL students. And these interference errors are mainly result of the divergence which is the object of study of this work. The integral text is missing here.XXXXX

**2. Some peculiarities of the Macedonian compared to German**

Before I explain the basic forms of interference, I intend to describe some properties and peculiarities of the Macedonian language in contrast to German, which I find important for this analysis. Macedonian belongs alongside with Slovenian, Serbian, Croatian and Bulgarian to the group of South Slavic languages​​. In this context, I mention some characteristics of the Macedonian language system:

-Declination: Macedonian has completely lost the noun

Examples:

|  |  |
| --- | --- |
| *DE: Ich beeile mich, dass ich pünktlich bei dir bin.*  *EN: I will hurry to reach you in time.*  *MK: Ќе побрзам за да стигнам кај тебе навреме.* | *DE: Er sagte, dass er kommt.*  *EN: He said, he is coming.*  *MK: Тој рече дека ќе дојде.* |
| *DE: Erlauben Sie es mir, dass ich Ihnen unseren neuen Geschäftspartner vorstelle.*  *EN****:*** *Allow me to introduce you to our new business partner.*  *MK: Дозволете ми да ви го претставам нашиот нов бизнис партнер.* |  |

It must be emphasized that the results of this work are taken only from twenty texts, a number, in my opinion, that can only give a small insight into the error behavior of Macedonian students who study German. Processing a larger corpus would be a starting point for further research projects. It is also restrictive and it should be noted that other parameters, such as individual talent or motivation of the students, the learning environment, the learning experience already gained, etc., could not be included here. This analysis could serve an idea and motivation for a larger and deeper research study in this context. The topic seems to be interesting and current, and it is worthwhile to perform a deeper study and research, because with each passing year the number of Macedonians who study or learn German as a foreign language or study German philology or language and literary studies of German is increasing.

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1. GFL-German as a foreign language.

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2. „Diejenigen Fälle der Abweichung von den Normen der einen wie der anderen Sprache, die in der Rede von Zweisprachigen als Ergebnis ihrer Vertrautheit mit mehr als einer Sprache, d.h. als Ergebnis des Sprachkontaktes vorkommen, werden als Interferenzerscheinungen verzeichnet.“ [↑](#footnote-ref-2)
3. „Interferenz (Int.) ist die durch die Beeinflussung von Elementen einer anderen oder der gleichen Sprache verursachte Verletzung einer sprachlichen Norm bzw. der Prozeß dieser Beeinflussung.“ [↑](#footnote-ref-3)