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ABSTRACT

of the dissertation for the degree of Doctor of Science

**THE PROBLEM OF INTERLINGUAL RELATIONS AND
INTERFERENCE**

Speciality: 5714.01 – Comparative-historical and
comparative-typological linguistics

Field of science: Philology

Applicant: **Kamala Avadır Jafarova**

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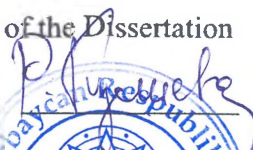
Official opponents: Academician, Doctor of Philological Sciences, Professor
Mohsun Zellabdin Naghisoylu

Doctor of Philological Sciences,
Professor
Leyla Orkhan Vazirova

Doctor of Philological Sciences,
Professor
Afet Musa Abbasova

Doctor of Philological Sciences,
Associate professor
Valeh Bayram Nasibov

Dissertation council ED 2.13 of Supreme Attestation Commission under the President of the Republic of Azerbaijan operating at Baku Slavic University.

Chairman of the Dissertation council: Doctor of Philological Sciences, Professor

Rahila Huseyn Guliyeva

Scientific secretary of the Dissertation council: Doctor of Philosophy in Philology

Suad Arif Afandiyeva

Chairman of the scientific seminar: Doctor of Philological Sciences, Professor

Tamila Hasan Mammadova



GENERAL CHARACTERISTICS OF THE WORK

The relevance and level of scope of the subject. Interlingual relations are interpreted as the relationship of two languages in linguistics literature; their interaction with each other during contact and the consequent changes that occur in both languages. Although such relations have long been known in linguistics, their scope has not yet been fully defined. However, there are certain opinions that the problem of language relations, which covers almost all areas of language, has already been studied as a separate field in linguistics.

The relevance of the subject can be explained in several ways.

First of all, it should be noted that the theory of language relations itself is very complex and diverse. Although the issue of language relations has been studied to some extent in theoretical linguistics, this problem is yet to be studied in full, adequately and systematically, in comparative linguistics.

Another aspect of this topic is related to the phenomenon of interference. In modern times, there is an increasing gap in the study of interference that is directly related to globalization, because of the scarcity of fundamental works that reflect and investigate the impact of the globalization process on language. At the same time, the influence of the interference of this process on language makes it necessary to carry out more active, systematic and complex research on issues that it raises.

To speed up the learning process of foreign languages and improve their quality is one of the key problems of modern times. From this point of view, it is crucial to identify the issues that prevent Azerbaijani students from learning English as a global language. Experience shows that Azerbaijani students who study English often make mistakes arising from the interference between their native language and English. Therefore, the study of the problem of interference is pertinent for the future development of English language studies for Azerbaijani students.

Similarly, a solution to the problem of interference against the background of interlingual relations is yet to be found, and the topic

continues to raise controversy. To this day, this issue has not been properly addressed by linguists and even less so by Azerbaijani linguists. The studies that have been conducted are very limited in time and, despite the importance of the topic, there has been little research devoted to the particular problem of interference of Azerbaijani and English language over the past 10 years. The numerous studies, monographs and articles on the topic that are published are limited to foreign language schools and, even among these, there is no general consensus on principle issues. This manifests itself most vividly in the following issues:

1. Incomplete identification of the direction of language relations development.

2. Incomplete disclosure of the nature of interference in the context of contactless language relations.

3. The theory of bilingualism is not sufficiently studied in Azerbaijani linguistics in the context of contactless language relations of common nature in modern times, perhaps due to the spread of English language as a global language.

4. Lack of a criterion or criteria in determining bilingual status and its language competence.

5. The existence of a number of controversial issues in the problem of bilingualism more generally, seen above all in the fact that the concept of bilingualism is itself a controversial problem.

As the controversial nature of the issue is one of the most important factors rendering the topic most relevant, all of the research referred to here aims to show once again that language relations as well as the issues of bilingualism and interference are complex and continuously changing systems due to their relation to the historical roots of language. From this point of view the problem of language relations and interference, which form the basis of our research, has become the object of study not only in linguistics but also in many other fields of science. The scope of this problem is very broad, leading a wide range of scientists working with the topic. In the field of the theory of language relations, the following scientists have researched this question: A.A.Akhundov, V.I.Aslanov, N.Kh. Mammadov, R.A.Heydarov, Baudouin de Courtenay,

V.A.Vinogradov, L.V.Scherba, M.Daff, C.A.Ferguson, and U.Weinreich among others.

Further, the problem of language relations in a sociolinguistic context has been researched by the following: V.M.Debov, V.T.Klokov, L.I.Boronnikov, N.Boretsky, N.B.Mechkovskaya, A.Y.Rusakov, and A.A. Racabli among others.

Scientists concerned with the general linguistic and sociolinguistic problems of the interaction of languages are the following: Y.D.Desheriyev, M.Mikhailov, F.Sariyev, F.P.Philin, Y.A.Zhluktenko, V.Y.Rosenzweig, and Y.Suleymanov among others.

Research of the problems of bilingualism and interference has been carried out by the following: Y.D.Polivanov, E.Xaugen, U.Weinreich, V.V.Alimov, Y.M.Vereshchagin, Y.D.Desheriyev, K.Z.Zakiryanov, N.S.Trubetskoy, R.I.Hashimov, E.H.Hamzayeva, and A.A.Racabli among others.

Scholars concerned with the study of bilingualism from the psychological aspect are the following: I.A.Zimnyaya, A.A.Leontyev, A.I.Novikov, A.A.Zalevskaya, Y.N.Vinarskaya, and F.A.Ibrahimbayov among others.

Research of the modern concepts of mastering and teaching foreign languages has been carried out by the following: Y.M.Vereshchagin, D.I.Izarenkov, V.G.Kostomarov, V.G.Gak, Y.N.Y.Karaulov, Y.Kurilovich, and G. Huseynzade among others.

Finally, scientists concerned with phonetic, lexical-semantic, and grammatical studies are the following: V.G.Torsuyev, L.P.Zinder, S.I.Bernshtein, L.L.Kasatkin, and F.Veyselli among others. All of the above mentioned scientists', as well as a number of others', works form the theoretical basis for research and solution of the issues of interlingual relations.

The object and the subject of the research. The object of the research is the languages of different systems, which are closely related to each other.

The subject of the research is the analysis of the causes of interlingual relations, the manifestations that occur at the phonetic,

lexical-semantic and grammatical levels during the interaction of languages.

Purpose and objectives of the research. The main purpose of this research is to determine the boundary of interlingual relations, investigate the problems arising as a result of interlingual interference on languages, and to clarify the views of bilingualism as a sociolinguistic problem as well as analyze the phenomenon of interference in phonetic, lexical-semantic and grammatical levels in the English speech of Azerbaijani students. To achieve this wider goal, we have paid attention to address the following **objectives**:

- to highlight the history of the establishment and study of interlingual relations, and the reasons for their establishment;
- to critically comment on current views on the term “language relations”;
- to explore the history of English-Azerbaijani language relations and to reveal the peculiarities of their relationship;
- to identify the causes of bilingualism;
- to clarify the relationship between the concepts of language relations, bilingualism, diglossia, interference, prosody and code-switching, taking into account the most recent scientific achievements;
- to highlight the existing concepts related to interference;
- to differentiate prosody and intonation levels in the phonetic system of languages.
- to identify language deviations as a result of interference and their linguistic reasons;
- to define the different types of linguistic interference, as well as their negative and positive effects on the second or native language;
- to identify external and internal factors affecting language changes in interference situations;
- to identify characteristic errors arising from interference at phonetic, lexical-semantic and grammatical levels in the English speech of Azerbaijani students.

Methods of the study. Observation, oral and written speech experiment, mathematical-statistical analysis of the results,

comparative-historical and contrastive-typological methods are used in research. The research was carried out in both the diachronic and the synchronous aspect.

The main provisions put out for defense:

1. When examining the reasons for the emergence of interlingual relations, the historical development of languages and their role in the development of society, one needs to first determine the migratory, sociolinguistic, ethnolinguistic and psycholinguistic factors that influence languages and language relations.

2. The presence of English words in the Azerbaijani language dictionary is an indicator of the existence of English-Azerbaijani language relations.

3. When studying the types of language relations and the consequences of the interaction of languages, both linguistic and extralinguistic factors should be taken into account;

4. Interference is interpreted as the interaction of language systems either during language contacts or during the individual acquisition of non-languages, in the conditions of emerging bilingualism;

5. Code switching is the alternating use of units of two languages in bilingual speech;

6. The mother tongue has both a positive and a negative effect on second language acquisition;

7. Prosodic-intonation deviations are the essence of the influence of various factors that do not always coincide;

8. Deviations in the English speech of Azerbaijani students at the phonetic, lexical-semantic and grammatical levels are due to typological differences between the English and Azerbaijani languages, the influence of their native language on their speech, their degree of English proficiency, and their lack of a natural English-speaking environment.

Scientific novelty of the research. The primary scientific novelty of the research is that the problems of interference arising from interaction of different language systems, as well as their solutions, are revealed in the absence of regular contact with native speakers; phonetic, lexical-semantic and grammatical levels of

interference are identified in the English speech of Azerbaijani students. A comprehensive description of the interaction of interlanguage interference at the phonetic, lexical-semantic and grammatical levels of languages with different systems is carried out on the basis of extensive factual materials. Various linguistic and extralinguistic features of prosodic intonation and interference in the English speech of Azerbaijani students are comprehensively analyzed.

Theoretical and practical significance of the study. The theoretical importance of the work is associated with the development of the theory of language relations, especially the propositions about interference as a cause of language change. This study included research on the place of prosody and intonation in language systems, the causes and types of prosodic-intonation interference as well as the universal, typological and nation-specific features of the intonation systems of languages with different structures. This is followed by an explanation of the interaction mechanism of intonation components in students' English speech.

The practical importance of the dissertation work is confirmed by the fact that the results and materials of the work can be used in the preparation of textbooks and lecture courses on general linguistics, linguocultural relations, intercultural relations, language relations, sociolinguistics and linguo-country studies.

Aprobation and application of the research work. The articles, theses and provisions of the plaintiff on the dissertation subject were published in scientific journals, International indexed scientific collections, International and Republican Scientific Conferences in the Republic, as well as in foreign countries.

Name of the organization in which the dissertation work is performed. The dissertation was carried out at the Department of Linguoculturology of the Azerbaijan University of Languages.

The structure and volume of the dissertation, in signs, indicating the volume of each structural unit separately. The research work consists of an introduction, four chapters, a conclusion and a bibliography. The introductory part of the dissertation is 6 pages, 10187 characters, chapter I is 41 pages, 80780 characters,

chapter II is 60 pages, 115627 characters, chapter III is 49 pages, 95012 characters, chapter IV is 54 pages, 100676 characters and the conclusion is 4 pages, 6583 characters. The total volume of the dissertation is 408 865 characters, excluding the list of literature.

THE KEY CONTENT OF THE WORK

Information about the relevance of the topic, the goals and objectives of the research and its scientific novelty, theoretical and practical significance, as well as methods and sources of research, defense provisions, approbation and structure of the work are provided in the **“Introduction”**.

The first chapter of the dissertation, entitled **“Conceptual Bases of Studying Interlingual Relations,”** examines interlinguistic relations from a historical aspect, the main issues of the theory of language relations, the attitude to the term language relations as well as the history of English and Azerbaijani language relations, related linguistics, general theoretical issues of interlinguistic and intercultural relations in local and foreign linguistics.

In the first paragraph, entitled **“Interlingual relations in the historical aspect,”** it is noted that serious research in the field of language relations and bilingualism began with the 1953 publication of U.Weinreich’s now-famous work *“Languages in Contact.”* Important for the development of the field are likewise the works of L.Pope and E.Haugen on the language contacts of Portuguese and Norwegian immigrants in the United States, as well as E.Haugen’s *Norwegian language in America: the study of bilingual behavior* (1953) in two volumes.

In the decades that followed, a number of valuable works have been published that present increasingly more contemporary descriptions of related linguistics. Appel and Muysken’s textbook from 1987, which includes the diachronic aspects of language change related to interlinguistic relations, is considered one of the first works written in this field. A monograph published a year later by S.Thomason and T.Kaufman remains one of the most influential and

most cited works on language contacts in the context of typological linguistics. More recently, Thomason's 2001 textbook *Introduction to Language Contact* emphasized historical linguistic aspects, including linguistic domains, language maintenance and change, and related languages. D. Winford was one of the first to connect the historical aspects of these contacts with the phenomenon of code-switching when studying language contacts from a historical perspective. In 2003, M. Clyne combined a synthesis of code-switching, individual and social bilingualism with a detailed discussion of the Melbourne corpus of immigrant languages in his *Dynamics of language contact*.¹ Considering the works of these giants in the field of interlinguistic relations, we would in this dissertation like to draw attention to a number of currently pressing aspects in the study of interlinguistic relations.

First, with the exception of D. Winford² and Myers-Scotton³ most studies continue to examine synchronic (individual and social) or diachronic aspects of language contact. Winford's research is exceptional because he devoted one chapter of his research to the discussion of code-switching and another to the discussion of second language acquisition. Myers-Scotton's discussion, on the other hand, is devoted entirely to the presentation of the Matrix Language Frame model, and the individual areas in which the model is applied include state-of-the-art information.

Secondly, it would seem that taking this perspective, the study of bilingualism covers models of both speech-analytical and "rational choice" code-changing as well as giving ample space to some models of bilingualism processing. At the same time, the goals and intentions of communication of bilinguals, their speech strategies and language processing capabilities form the basis of any speech production and potential language change have not been covered

¹ Clyne, M. *Dynamics of Language Contact*: [Electronic resource] /– Cambridge University, 2003. <https://doi.org/10.1017/CBO9780511606526>

² Winford, D. *Creoles in the context of Contact Linguistics*: [Electronic resource] /– New York, 1998. <http://dwinford@ling.ohio-state.edu>.

³ Myers-Scotton, C. *Social Motivations for Codeswitching: evidence from Africa* / C. Myers-Scotton. – Oxford: Clarendon Press, – 1993. – 172 p.

sufficiently. Therefore, these should be taken into account when interpreting changes resulting from language contacts.

Third, although there is a growing interest in cross-linguistic relations among language researchers, and even though a number of generalizations about the structural consequences of cross-linguistic relations have been proposed with these relations tested and discussed, there is still no framework for typologically oriented cross-linguistic relations.

Fourth, a comprehensive approach to language communication in terms of functionality has not yet been formed. Such a perspective is based on language, social action, communication, and purposeful vision. As a result, linguists are seen as actors using language to achieve goals, and the selection of all the codes and individual structures of language – constructions, word forms, intonation, and so on – are attributed to purposeful activity.

The second paragraph of the first chapter is entitled “**Main Issues of the Theory of Language Relations**”. It deals with issues related to language relations in a general sense, considering three main problems: bilingualism, interference and convergences of languages on the basis of language relations. According to Y.V.Rosenzweig’s definition, “*bilingualism is the possession of two languages and their alternative use depending on the conditions of oral communication.*”⁴ The term “bilingualism” is sometimes mistakenly equated with the term “diglossia” introduced by C.Ferguson who defines it as “*the presence of two forms of the same language used in different functional spheres.*”⁵

Interference is one of the main concepts of the theory of language relations. According to U.Weinreich, it is defined as cases of deviation from language norms that occur in the speech of a bilingual as a result of knowing more than one language during

⁴ Rosenzweig, V.Yu. Language contacts: linguistic problems / V.Yu. Rosenzweig. - L., Nauka, -1972. - p.4.

⁵ Schweitzer, A.D. Modern sociolinguistics. Theory. Problems. Methods / A.D. Schweitzer. - Moscow: Science, - 1977. - p.117.

language relations.⁶ At present, this definition is generally accepted and used by most linguists with some slight modifications and refinements. U. Weinreich himself emphasises that interference is not only a feature of individuals' speech due to their bilingualism as it also manifests itself as being rooted in the speech of bilinguals and reproduced by subsequent generations.

I. Lehiste believes that "*interference occurs in terms of existing differences between native and second languages.*"⁷ The concept of substrate interference is accepted by almost all linguists and is used to explain the fact of different pronunciations and intonations caused by the influence of the mother tongue at the level of phonetics and phonology in the second language of the speaker. However, when it comes to interference at the grammatical level, its supporters seem significantly fewer. For example, D. Bickerton believes that substrate explanations of grammatical interference are not convincing in this case. According to him, although it is often possible to identify likely substrate sources, the theory fails to explain why some grammatical features of the language substrate have an interfering effect and others do not.⁸

In fact, the issues of substrate, superstrate and adstrate, which play an important role in the theory of language relations and are considered linguistic phenomena, have been the cause of discussions in linguistics for a long time.

Substrate (from the Latin words *sub*, "bottom," and *stratum*, "layer") refers to a local language that previously existed in a geographical area and was subsequently defeated by a foreign language, nonetheless mixing with it, leaving its traces in the new language.⁹

⁶ Weinreich, U. *Language Contacts: Status and Problems of Research*. Translated from English and comments by Yu.A. Zhluktenko / U. Weinreich. - Kiev: Vishcha school, - 1979. - p.22.

⁷ Lehiste, I. *Lectures on language contact* / I. Lehiste. - Cambridge, Massachusetts: MIT Press, - 1988. - p.13.

⁸ Bickerton, D. *Roots of language*. / D. Bickerton. - Massachusetts: Karoma Publishers - 1981. - p.49.

⁹ Rajabli, A.A. *Language, consciousness, history* / A.A. Rajabli. - Baku: Azernashr, - 1993. - p. 139.

The exact opposite of the substrate phenomenon is the superstrate phenomenon. If the substrate is a defeated local language, the superstrate is a foreign language defeated in a foreign land. In other words, the superstrate is the trace of the foreign language in the local language. The term superstrate (from the Latin words *super*, “above, over,” and *stratum*, “layer”) was first used by V.Wartburg. The superstrate, just as the substrate, shows itself more prominently in phonetics and grammar, with its traces being less visible in the lexicon.

Adstrate (from the combination of the Latin words *ad*, “next to,” and *stratum*, “layer”) is a set of language system features that result from the influence of one language on another due to long-term coexistence and contact between two peoples. Unlike substrate and superstrate, adstrate indicates neutral language interaction.¹⁰

The representatives of the Prague Linguistics Association also made a great contribution to the development of the theory of language relations. N.S.Trubetskoy and R.O.Yakobson, for example, put forward the idea of a language union – the idea of uniting the languages of peoples who are in close contact with one another and culturally connected. They believed that as a result of such interaction, languages would be structurally similar to each other, and those similarities would be reflected in the rules of language use and the features they express and the assimilation of the meanings of those features. Historically, this process of convergence can be interpreted as the result of language relations.¹¹

In the third paragraph, entitled “**Attitude to the Term “Language Contact”**”, linguistic work explaining the term “language contact” is considered. In a narrow sense, communication is considered to be a situation of communication that arises due to bilingualism, and in a broad sense, communication is interpreted as interlinguistic communication. T.A.Bertagayev combines these two explanations into a single classification of the forms of language relations and shows their two forms: *distal form* and *proximal form*.

¹⁰ Alisova, T.B. Introduction to Romance Philology. / T.A. Repin, M.A. Tariverdiev - Moscow: Higher School, - 1987. - p.106-107.

¹¹ Trubetskoy, N.S. Fundamentals of phonology / N.S. Trubetskoy. - Moscow: Publishing house foreign literature, - 1960. - p.115.

The distal form is a form of communication specific to the conditions of monolingualism where there is no close contact with different languages and where language interaction stems from borrowings. The proximal form is instead realised in bilingualism (or multilingualism) in an unmediated language relationship resulting not only in cases of borrowing from one language to another but also in a modification of one of the languages, or even the creation of a new language system.¹²

It should be noted that linguists are not unanimous in explaining the term “language contact.” Some linguists define the term as not being between languages but rather between language speakers, seeing it rather as a successful metaphor.

In the fourth paragraph, entitled “**The Main Stages of English-Azerbaijani Language Relations**”, it is noted that one of the main proof of English-Azerbaijani language relations is the fact that the dictionary of modern Azerbaijani language contains plenty of words obtained from English during various periods of history, such as the following: *water polo, watt, gas lift, lawn, gallon, sleeve, bunker, bulldog, blooming, business, businessman, block, blockade, baseball, bar, banknote, banquet, ballast, laptop, notebook, audiobook, timer, and slider*. There are numerous examples of how such borrowings can be processed in both explanatory and terminological dictionaries as well as in texts written in different functional styles.

The period of formation, the late nineteenth – early twentieth centuries, can be considered as the time of establishment of English-Azerbaijani language relations. Of course, at that time the acquisition of lexical units related to new techniques and technologies used in oil fields and shipyards by the Azerbaijani language were increased. This is when words such *astanker, company, petrol, senator, engineer, bank, budget, and currency* entered the Azerbaijani lexicon. Such borrowings can also already be found in written sources from this period.

After the restoration of Azerbaijan's independence, the language relations between England and Azerbaijan, which ended

¹² Bertagaev, T.A. Bilingualism and its varieties in the system of use // – Moscow: Problems of bilingualism and multilingualism, – 1972. – p. 83.

with the establishment of Soviet power, were given a new boost with the "Contract of the Century". This event marked the beginning of a new era of English-Azerbaijani language relations.

In the fifth paragraph, entitled "**Types of Language Contacts and Related Linguistics**," it is noted that the results of language interactions often depend directly on the nature of the cultures in question and the languages' degree of typological closeness/distance. The contact of cultures during language relations is thus inevitable. Moreover, cultural contact tends to be of a deeper character than language relations and has a decisive influence on the results of linguistic interaction. In addition to cultural and typological factors, i.e. the similarities and differences that exist in related languages and cultures, there are other factors that affect the results of relationships. These include their intensity, continuity and the area that the relationship affects.

Here the consideration of classical linguistic researchers is key. S.Thomason and T.Kaufman saw the dominant role in the question of the conditionality of language changes as a result of contact with social rather than structural factors. In this regard, D. Winford believed that the description of social conditions and all relevant social aspects of the contact situation is an important condition for determining the results of language relations.¹³

Both U.Weinreich and E.Haugen noted the importance of considering socio-cultural factors in the study of language relations. In one of his works, E.Haugen refers to the American psychologist J. Soffietti's views on the differences between bilingualism and dual culture and notes that language and cultural problems are often confused. According to Haugen, *"vocabulary is an inventory of culture and can be considered as its description when taken as a whole. From this point of view, the greatest interdependence between language and culture should be expected in the sphere of vocabulary,*

¹³ Winford, D. Creoles in the context of Contact Linguistics: [Electronic resource] /– New York, 1998. <http://dwinford@ling.ohio-state.edu>.

because the vocabulary expresses the meanings, that is, what this culture consists of."¹⁴

In the sixth paragraph, entitled **“General Theoretical Issues of Interlingual and Intercultural Relations in Local and Foreign Linguistics,”** the number and variety of definitions related to language and culture existing in both local and foreign scientific studies (their number is more than two hundred) are examined as relating to one or another direction of studying their theoretical concepts used by various linguists. Among many similar concepts, Y.V.Bromley and A.Kreber’s definitions of culture state that culture means *“the fullness of human social activity”* while P.Sorokina sees culture as *“everything created or changed as a result of the conscious or unconscious activity of two or more people interacting or mutually conditioning behavior.”* According to E.Reiter, culture is instead *“all material and immaterial things created by man.”* Finally, L.E.Kertman defines culture as belonging to *“three main groups: anthropological, sociological and philosophical.”*¹⁵

Adhering to a differential approach to the issue of interaction between language and culture, A.Kreber believed that *“as long as we are talking about the process of their transmission and development, it is clear that language and culture form a unity. For practical purposes, it is usually more convenient to separate them.”*¹⁶

Examining the same idea of culture and language as a unit, A.D.Schweitzer¹⁷ and Y.V.Bromley¹⁸ believe that it is necessary to separate the ratio of any component of language and culture as a whole and as two separate entities.

¹⁴ Haugen, E. Language contact // - Moscow: New in linguistics: Coll. scientific papers. - 1972. Issue 6. - p. 63.

¹⁵ Bromley, Yu.V. Essays on the theory of ethnos. / Yu.V. Bromley. - Moscow: Science, - 1983. - pp. 95-96.

¹⁶ Kroeber, A.L. Anthropology: Cultural patterns and Processes / A.L. Kroeber. - New York: Harcourt, - 1963. - p.33.

¹⁷ Schweitzer, A.D. Modern sociolinguistics. Theory. Problems. Methods / A.D. Schweitzer. - Moscow: Nauka, - 1977. -176 p.

¹⁸ Bromley, Yu.V. Ethnos and ethnography. / Yu.V. Bromley. -Moscow: Science, - 1973. - 283 p.

In both linguistics and cultural anthropology, there is still an active debate over whether differences in people's culture imply differences in thought and, consequently, language.

Unlike Humboldt, who explained the differences between languages on the basis of the diversity of national worldviews and worldviews, L. Weissgerber based his ideas on the concept of “*a special way of seeing the world.*” In his opinion, each language is unique in terms of content. Comparing German and French word formation, Weissgerber speaks of the inherent tendency of the German language towards concreteness, imagery and dynamism compared to the abstract and static nature of the French language.¹⁹

In our view, language and cultural systems are as different as they are similar. However, there are semantic and lexical universals that point to a common conceptual balance on which human language, thought, and culture are based.

The main provisions derived from this chapter are highlighted in the following articles and conference materials published by the author²⁰.

¹⁹ Katznelson, S.D. General and typological linguistics / S.D. Katznelson. - Leningrad: Science, - 1986. - p.78.

²⁰ Jafarova, K.A. Attitude of local and foreign linguists to the issue of linguistic relations // –Baku: Baku State University, International scientific-theoretical journal “Language and Literature”, -2017. 2 (102), - pp.67-69; Research of interlingual relations from the diachronic point of view // - Baku: Azerbaijan National Academy of Sciences, Institute of Linguistics named after Nasimi, Researches, - 2017. №4, -pp.76-80; Thoughts on the worldwide unified language // - Baku: Baku Slavic University, Actual problems of studying humanities, - 2018. №3 - pp. 21-24; Linguistic features of the interaction of languages // - Baku: Baku Slavic University, Actual problems of studying the humanities, - 2018. №1, - pp. 7-10; Language Relations and Russian Borrowings of Turkic Origin //International Symposium. Heydar Aliyev: within the framework of the ideology of Multiculturalism and Tolerance “Heydar Aliyev and the Turkish World” dedicated to the 95th anniversary of nationwide leader and the founder of Azerbaijan Heydar Aliyev, - Erzurum / Turkey, - April 13-14, - 2018, - pp. 122-123; Influence of language means on speech perception // - Baku: Baku State University, International scientific-theoretical journal “Language and literature”, - 2019. №2 (110), - pp. 356-358; The Importance of Language Contacts in the Field of Touris// International Conference “Effective use of the tourism potential of the regions: theory, practice, and prospects”, - Samarkand - 21-22 February. Indonesian Journal of Cultural and Community Development Vol. 5, Indonesia - 2020; The Linguacultural Aspect of

The second chapter of the dissertation, entitled **“Bilingualism as a Sociolinguistic Problem”**, examines the causes and types of bilingualism, its aspects and the issues of code transition in the context of diglossia.

The first paragraph of the second chapter is entitled **“Excursus on the History of the Study of Bilingualism.”** It considers how the scientific study of bilingualism began in Western Europe at the end of the 19th century with the interest of psychologists and educators (Blocher, Ronja, Epstein, Pavlovich, Seyer, etc.) – a long time before it interested linguists. In Russia, the problems of the interaction of languages began directly with the linguistic tradition. It was representatives of the linguistic field of study (V.A.Bogoroditsky, Y.D.Polivanov, L.V.Scherba) who first put forward the question of the regularity of the interaction of languages in bilingualism and the applied significance of their research.

Some linguists believe that bilingualism is not an issue that appeared post-industrialisation but rather one that existed instead already at the time of the primitive-community structure. Scientists encountered the manifestations of bilingualism for the first time while studying the Sumerians, the inhabitants of Mesopotamia. After the Akkadians invaded the lands of the Sumerians in the second millennium BC, the Sumerian language became a second (sacred) language for the Akkadians. The bilingualism of the Akkadians was accepted as a native (oral) and sacred (written) language. This situation led to the emergence of the first monolingual and bilingual dictionaries in Mesopotamia. Many studies emphasise how bilingual dictionaries had an important role in language learning and teaching in Babylonia.

Interest in bilingualism is constantly increasing in our times, but its roots stem from further back in time. The works of foreign

Language Relations // XIII International Scientific Symposium “Science and Education: preserving the past, creating the future” dedicated to the 200th anniversary of Ashig Alasgar, - Kars / Turkey: - ELGER International Science and Education Center, - 24 April, - 2021, - s. 111-116; Language contacts as one of the forms of realization of bilingualism and interference // – Cuba: Revista Universidad Y Sociedad. Humanities Social Sciences, Interdisciplinary, – 2022. Vol.14 (4), – p.94-101. WEB OF SCIENCE core collection: Emerging Sources Citation Index (ESCI) E-ISSN 2218-3620. ISSN: 2415-2897.

researchers U.Weinreich, E.Haugen, R.Weiss and others are dedicated to the study of particular issues of bilingualism.

However, there are not many studies on bilingualism in Azerbaijani linguistics. Some major Azerbaijani linguistic studies of bilingualism include researchers F.Ibrahimbekov, M.Hamzayev, A.Rajabli, G.Huseynzadeh and R.Heydarov can be mentioned.

The concept of bilingualism is explained in different ways. In linguistic dictionaries, bilingualism (from the Latin words *bi*, “double, two kinds,” and *lingua*, “language”) is defined as speaking in several languages in a certain social community or speaking in different languages depending on the communicative situation. L.X.Daurova believes that bilingualism is speaking freely in two languages: the native language inherited from generations and a foreign language.²¹ U.Weinreich characterises bilingualism as the alternating use of languages.²²

Approaching bilingualism from a cognitive aspect, N.V.Imedadze defines the term as follows: “*Bilingual is an individual who knows two languages (to one degree or another) and uses two language systems.*”²³

From this point of view, L.B.Nikolski’s position is also interesting. According to him, “*the acquisition of two genetically identical forms of language communication can be called diglossia, and the acquisition of two genetically different forms of language communication can be called bilingualism.*” In other words, Nikolski calls knowing two dialects of one language or the literary form of one national language and one of its dialects diglossia – and knowing two languages bilingualism.²⁴

²¹ Daurova, L.Kh. Bilingualism, its types and stages of development // - Moscow: Scientific notes of the Moscow State Pedagogical Institute named after V.I. Lenin, - 1964. № 240, - p.5.

²² Weinreich, U. Monolingualism and multilingualism // - Moscow: New in linguistics. - 1972. Issue. 6. - p.36.

²³ Imedadze N.V. To the psychological nature of early bilingualism //– Moscow: Questions of psychology, – 1960. №1, – p.60.

²⁴ Nikolsky, L.B. Synchronous sociolinguistics / L.B. Nikolsky. - Moscow: Science, - 1976. - p.102.

Based on this analysis of approaches to the definition of bilingualism in linguistics, we can begin to form our own definition, namely that bilingualism implies the ability to use two languages to certain degrees in various fields of communication. Azerbaijani-Russian bilingualism clearly shows this. It is known that the Azerbaijani language has been in close contact with the Russian language for a long time. During this period, the existing ideology has created conditions for a considerable narrowing of the functional area of the Azerbaijani language, and, on the contrary, for an expansion of the sphere of use of the Russian language as a second language. With this, the level of knowledge of the Azerbaijani language in Azerbaijani society weakened significantly, while the level of mastering the Russian language increased. Thus, it was possible for a large part of Azerbaijanis to know Azerbaijani and Russian languages equally well. Today, the English language has taken the position that Russian once occupied. Over time, the level of bilinguals' knowledge of the English language may increase significantly with the possibility of arising conditions that mean that a key part of Azerbaijani society knows English at the same level as their mother tongue.

In the second paragraph, entitled **“Causes and Types of Bilingualism,”** it is noted that bilingualism, as a form of expression of language contact, arises, spreads, functions and develops as a result of certain socio-historical conditions in the life of peoples. There are a number of linguistic and social reasons for this phenomenon. Here we define the reasons that lead to bilingualism. Summarising these reasons according to linguistic literature, we see bilingualism arising from the following:

- development of human society and, in connection with it, the constant development of economic, political, military, cultural and scientific relations both domestically among people speaking the same language and between peoples who speak different languages;
- a territorial (neighbourhood-based) conflict of one people with another or the settlement of peoples who speak different languages in one area;

- arising social function of each language and the sphere of their implementation in the life of the peoples in contact.²⁵

In literature different types of bilingualism are currently interpreted as follows:

According to the quality of speech activity in the second language, three types of bilingualism are distinguished: a) *receptive* (passive bilingualism: a bilingual understands speech in the second language, but does not realize speech in that language); b) *reproductive* (a bilingual understands speech in the second language and is able to implement it); c) *productive* (a bilingual fully implements speech in the second language).²⁶

In psycholinguistic studies, the manifestation of bilingualism is determined by the integration of languages existing in the mind of a bilingual individual. In this regard, the following types of bilingualism are distinguished:

1. *Mixed* bilingualism, when the two languages are combined in one system.

2. *Coordinative* bilingualism, when the two language systems remain separate.

3. *Subordinate* bilingualism, which implies the existence of two independent language systems, such as associative bilingualism, and is often distinguished by learning a second language through translation.²⁷

Y.D.Desheriev distinguishes the *related* and *unrelated* types of bilingualism depending on the way of mastering the second language, as well as *unilateral* and *bilateral* types of bilingualism according to the direction of influence of the languages in contact.²⁸

²⁵ Desheriev, Yu.D. The main aspects of the study of bilingualism and multilingualism / Yu.D. Desheriev, I.Yu. Protchenko // Problems of bilingualism and multilingualism: Coll. scientific papers. – M.: Nauka, - 1972. - p. 27.

²⁶ Zakiryanov, K.Z. Bilingualism and interference: Textbook / K.Z. Zakiryanov, - Ufa: Bashkir University Publishing House, 1984. - p.21.

²⁷ Vereshchagin, E.M. Psycholinguistic problems of the theory of language contacts //—Moscow: Questions of linguistics, - 2013. № 6, - p.122.

²⁸ Desheriev, Y.D. Problems of bilingualism and multilingualism. // Y.D. Desheriev, I.F. Protchenko – Moscow: Nauka, – 1992. – p. 38.

According to him, these types of bilingualism are formed as a result of contact between languages.

As we know, the classic definition of bilingualism belongs to U.Weinreich. In that definition, bilingualism is viewed as "*the practice of using one or more languages alternately by the same person*".²⁹ However, the concept of bilingualism and its types remain a controversial issue. There is no consensus on exactly which speakers can be considered bilingual.

In terms of carrier coverage, bilingualism can be *individual, in group, in mass, or general*; it can be *urban, rural, regional, or national* according to the area of distribution; while *partial or group* bilingualism is distinguished by socio-cultural characteristics. Depending on the level of activity, bilingualism can be *high, medium and low*.³⁰

Two more types of bilingualism can then be distinguished: *local* and *national*. Local bilingualism manifests itself in the presence of two or more different languages in the conditions where two or more peoples live in certain territories demarcated according to the geographical principle or the administrative-state principle, with each people mainly using their mother tongue during communication. National bilingualism is, on the other hand, based on the principle of ethnicity rather than territory. Depending on the nature of the relationship between the languages co-existing side-by-side, *pure* and *mixed* types of bilingualism can be distinguished.³¹

The third paragraph, entitled "**Linguistic Approach to the Study of Bilingualism,**" examines the opinions of linguists on this issue. Since bilingualism is one of the controversial issues of linguistics, researchers have approached the topic in a wide variety of ways. For example, A.B.Zelenin believes that "*bilingualism can be*

²⁹ Weinreich, U. Monolingualism and multilingualism // - Moscow: New in linguistics. - 1972. Issue. 6. - p.29.

³⁰ Bertagaev, T.A. Bilingualism and its varieties in the system of use // - M. : Science, Problems of bilingualism and multilingualism: Coll. scientific papers - 1972. - p. 85.

³¹ Shcherba, L.V. To the question of bilingualism // - Leningrad: Language system and speech activity, -1974. - p. 313.

considered the ability to speak more than one language in everyday communication.”³²

Other linguists believe instead that people who are fluent in two genetically unrelated languages can be considered bilingual. This idea is supported by M.M.Mikhaylov, who notes that *“bilingualism means being able to communicate in two genetically different languages. People who can communicate in two different languages can communicate in two different dialects.*”³³

We consider that regardless of genetics, knowing two or more languages should be attributed to the phenomenon of bilingualism as depending on the communication conditions, the bilingual can alternate between different languages. Even related languages have certain similarities and differences in their language structures, which allows us to speak of the disparity of those languages (dialects), and at the same time different language systems, which implies the existence of bilingualism.

K.H.Khanazarov also writes that it is possible to consider this phenomenon bilingualism if *“bilinguals should know the second language at a level where they can exchange ideas by communicating with native speakers of that language. Knowing two languages may not be the same in depth, richness, perfection, but the existing language can meet the requirements of those who communicate in the exchange of ideas and communication.*”³⁴

The fourth paragraph of the second chapter, entitled **“Study Aspects of Bilingualism,”** is concerned with the study of *linguistic, psychological, sociological, sociolinguistic, pedagogical, cultural and linguocultural* aspects of bilingualism.

The main method of studying bilingualism in the *linguistic* aspect is the contrastive-typological study of the languages in contact, e.g., the discovery of lexical and grammatical equivalents in

³² Zelenin, A.B. Typology of lexical borrowings in the emigrant press (1919-1939) // Questions of linguistics. - 2008. № 1, - p.38.

³³ Mikhailov, M.M. Bilingualism and mutual influence of languages / M.M. Mikhailov. - Cheboksary, 1990. - p.56.

³⁴ Khanazarov, K.Kh. Criteria for bilingualism and its causes // Problems of bilingualism and multilingualism: Coll. scientific papers – M.: Nauka, 1972. – p. 197.

the native and English languages by comparison. Since bilingualism is understood as a means of expressing one's thoughts and feelings in two languages, the linguistic approach allows us to determine the degree of bilingual language proficiency. This aspect is related to the analysis of the relationship between the structure and structural elements of the two languages, their interaction, connection, and interpenetration at different levels of the language (phonetic, morphological, syntactic, and lexical-semantic).

The *psychological* aspect reflects the characteristics of speech psychophysiological mechanisms of a person who uses two language systems in communication. The study of the psychological aspect of bilingualism helps to give a correlative characterisation of linguistic categories and concepts "deposited" in the linguistic consciousness of bilinguals.³⁵ Here, the main focus is on the study of the influence of bilingualism on the individual's thinking.

The *sociological* aspect of the study of bilingualism deals with determining the extent of social functions and areas of use of each language. The social functions of the language are understood as the functions it performs in human collectives. This includes the development of language as a means of national, interethnic, and international communication; the language of instruction in schools and universities, clerical, periodical press, radio and television; the language of artistic and educational literature, and language as a means of serving the family and household sphere.

When approaching bilingualism from a *sociolinguistic* aspect, it should be seen as a purely social phenomenon. Herefrom stems U. Weinreich's view of bilingualism as the coexistence of two languages (the practice of alternative use of two languages) within the same speech collective that alternates between them depending on the social situation and other parameters of the communicative act.³⁶ Both languages form a single communicative system and are in

³⁵ Desheriev, Yu.D. The main aspects of the study of bilingualism and multilingualism / Yu.D. Desheriev, I.Yu. Protchenko // Problems of bilingualism and multilingualism: Coll. scientific papers. – M.: Nauka, - 1972. - p.36.

³⁶ Weinreich, U. Languages in contact: findings and problems /U.Weinreich.–New York: Linguistic Circle, – 1953. p.126.

a relationship of functional complementarity with each other. The ratio between these languages is determined by the preference given to one of them in this or that communicative circle or social situation, as well as by social norms and values that the collective shares.

Finally, the *pedagogical* aspect is based on the linguistic, psychological and sociolinguistic aspects of bilingualism. It touches on methodological issues related to the formation and development of bilingualism, that is, which time is more convenient and, as a result, more efficient for learning a foreign language, at what age is more appropriate to start learning a foreign language if there is no appropriate speech environment, the best time to learn a second language – parallel to the native language or after mastering it, in addition to questions about the effective ways and methods of the formation and development of bilingualism at school.

The *cultural* aspect leads to the understanding that each language has its own way of conceptualizing the reality that surrounds it. So, each language has a special linguistic view of the world. Since the language is part of the national culture, the real content of bilingualism primarily reflects the linguistic, cultural, and psychological values and orientations of its bearer. In this aspect, bilingualism is seen as *“a result of various intercultural contact of peoples, a form of adaptation of a completely new or native language culture.”*³⁷

The *linguoculturology* aspect covers questions of interaction as well as mutual problems of language and culture and their solution.

Speaking about the close interaction between language and culture, Y.D.Desheriyev emphasizes that *“the relationship between language and culture cannot be reduced to the relationship between form and content. It is impossible to consider language as a special element of culture as a whole.”*³⁸ According to the author, this approach would lead to the reduction of the role of language in the

³⁷ Vereshchagin, E.M. Language and Culture: Linguistics and Regional Studies in Teaching Russian as a Foreign Language / E.M.Vereshchagin, V.G.Kostomarov. - Moscow: Berlin: Direct-Media - 2014. - p.27.

³⁸ Desheriev, Yu.D. On the relationship of theoretical concepts and methods of linguistic research. General remarks // - Moscow: Methods of sociolinguistic research: Coll. scientific papers, - 1995. - p.70.

development of society and its culture, and to a misunderstanding of the essence of language. Y.T.Tarasov believes, on the contrary, that language is part of culture since it is a cultural object, which describes the language and communicative ability of a person, it is teachable, and it arises only in human activity. From a different perspective, you can see culture as being included in language since cultural memory and understanding are modelled in the text (idioms, proverbs, phraseological units, and so on).³⁹

In the fifth paragraph, entitled **“Code-switching against the background of Bilingualism and Diglossia,”** it is noted that for sociolinguistics, both bilingualism and diglossia are, in principle, social phenomena close to each other. Bilingualism is two languages coexisting, while diglossia is two different variants of the same language. The two words have, however, been understood differently by different linguists, with some seeing the terms bilingualism and diglossia refer to the same concept, while others point out that they refer to different, albeit related, concepts. Bilingualism is the parallel use of languages of different systems; diglossia is the parallel use of ethnically related languages. One notable point is that, unlike bilingualism, diglossia does not completely disappear even at the highest level of the social hierarchy, but simply changes its form. Diglossia is the main form of language condition because each individual belongs to several different collectives at the same time and can use different subsystems of the language. *“An important condition in diglossia is that speakers make a conscious choice between different means of communication and use the means that ensure the most successful reception of communication. It is clear from this that bilingualism is not necessarily accompanied by diglossia.”*⁴⁰

Russian linguist L.B.Nikolsky's views on diglossia are consistent with this. The linguist calls the acquisition of two

³⁹ Desheriev, Yu.D. On the relationship of theoretical concepts and methods of linguistic research. General remarks // - Moscow: Methods of sociolinguistic research: Coll. scientific papers, - 1995. - p.72.

⁴⁰ Chernositova, T.L. The problem of bilingualism and diglossia in the context of literary and artistic translanguism //– Moscow: Young scientist, 2015. №14 (94). – p. 608.

genetically different languages bilingualism, and the acquisition of two genetically identical languages, that is, knowing two dialects of one language, diglossia.⁴¹

The concept of code-switching is closely related to bilingualism and diglossia and is one of the leading problems of sociolinguistic study by groundbreaking authors such as J.P. Blum and J. Gumperz. According to them, code-switching can differ depending on the cases in which it arises and is, therefore, divisible into two types: situational and metaphorical. Here, metaphorical code-switching can occur depending on the topic.⁴² For example, a person who has chosen the Azerbaijani language in any subject cannot switch to English in another subject. This can happen not only between Azerbaijani and English but also between other languages. Situational code-switching can occur depending on the situation and the common language choice of the communication participants. Language transition can also be related to personality. This includes an individual's position in society, personal status, etc. Once again, linguists have different opinions on this issue. For example, Y. Bexert describes the code transition as *"the passage of the speaker from one language to another within the framework of one speech,"*⁴³ while D. Crystal, on the other hand, interprets it as *"the transition of bilinguals from one language to another in the process of communication who use the second language irregularly or know it well."*⁴⁴

Another division is related to the fact that code-switching can be internal or external. If the switch occurs between regional variants of the same language, it is an internal code switch, and if it occurs between a local language and a foreign language, it is an external code switch. Code-switching can also be influenced by the speaker,

⁴¹ Nikolsky, L.B. Synchronous sociolinguistics / L.B. Nikolsky. - Moscow: Science, - 1976. - p.98.

⁴² Bloom, J.P. Social meaning in linguistic structure: Code-switching in Norway / J.P. Bloom, J. Gumperz, D. Hymes // Directions in sociolinguistics, - New York: - 1972. - p.112.

⁴³ Bechert J. Introduction to language contact research / J. Bechert, W. Widgen. - Darmstadt: Wiss. Buchges, - 1991. - p.59.

⁴⁴ Crystal, D. The Cambridge Encyclopedia of Language / D. Crystal. - Cambridge: Cambridge University Press, - 1987. - p.11.

the listener, the presence of a third person, the subject, and a number of other factors.

*The main provisions derived from this chapter are highlighted in the following articles and conference materials published by the author.*⁴⁵

The third chapter of the thesis, entitled “**Theoretical Bases of the Phenomenon of Interference in Language**”, examines the concept of interference, the history of its research, causes, forms and types, analyses different opinions about the role of the mother tongue in the acquisition of a second language, and examines the issues of prosodic interference and accent.

⁴⁵ Jafarova, K.A. Interference as a consequence of bilingualism // Materials of the III International Scientific and Practical Conference "Scientific Research in the Humanities: Discoveries of the XXI Century", - Pyatigorsk: - February 4-5, - 2016. - pp.31- 36; Classification of bilingualism // - Baku: News of Pedagogical University, series of humanities, social and pedagogical-psychological sciences, - 2017. №2, v.65, - pp.40- 44; Formation of bilingual language skills in the study of foreign languages // - Baku: Azerbaijan National Academy of Sciences, Institute of Linguistics named after Nasimi, Researches, - 2017. №2, - pp.43-47; Bilingualism as a characteristic of modern society // Education, science and innovation. Collection of articles on materials of the international scientific-practical conference, [in 2 parts]. - Sevastopol: - part 2. - April 27, - 2017, - pp.74-78; The emergence of national languages and the typology of bilingualism// - Baku: Baku Slavic University, Tagiyev readings, collection of scientific articles, - 2017. №2, - pp. 94-96; On some reasons of the emergence of bilingualism // - Baku: Baku Slavic University, Actual problems of studying the humanities, - 2017. №4, - pp.62-64; Principles of bilingualism and the fate of minority language in the phenomenon of bilingualism // - Baku: Baku Slavic University, Scientific works, series of Language and Literature, – 2018. №1, - pp.90-93; Psycholinguistic features of bilingualism // - Baku: Azerbaijan National Academy of Sciences, Institute of Linguistics named after Nasimi, Researches, - 2018. №1, - pp.18-24; The process of mastering grammar in bilingualism // - Baku: Azerbaijan National Academy of Sciences, Institute of Manuscripts named after M. Fuzuli, Philological issues, - 2018. №1, - pp.32-37; Bilingualism and the linguistic landscape of the world // Materials of the international scientific-practical conference on "Digital economy: Azerbaijan in the new stage of economic development", - Baku: - Baku Business University, - November 25, 2020, - p.306-309; Speech problems in bilingualism // - Dnipro, Ukraine: - Ways of science development in modern crisis conditions: abstracts of the 2nd International Scientific and Practical Internet Conference. International Electronic Scientific and Practical Journal, - June 3-4, - 2021, - pp.248-250.

The first paragraph, entitled “**Concept of Interference in Linguistics**”, mentions that the interest in the problems of interference and bilingualism was particularly great in the decades that followed the publication of the monograph “Languages in Contact” by U.Weinreich in 1953. In this text, Weinreich proposes to call interference, cases of deviations from the norm in any of the languages as a result of language relations.⁴⁶ E.Haugen gives a similar definition to this phenomenon as “*cases of deviations from language norms in the speech of speakers of two languages as a result of acquaintance with other languages.*”⁴⁷ V.A.Vinogradov, further, considers interference to be a linguistic phenomenon that occurs as a result of the interaction of language systems either during the contact of languages or during the study of foreign languages in the conditions of bilingualism. He considers the deviations from the norms and system of the foreign language due to the influence of the mother tongue as an interference process.⁴⁸

Y.D.Desheriyev and I.F.Protchenko write that “[i]nterference is often considered to be only the influence of the first language – the mother tongue – on the second language. However, it is necessary to consider broader issues during research.” Among them are the following:

- a) *influence of the first language on the second language;*
- b) *influence of the second language on the first language;*
- c) *to distinguish interference at the level of language from interference at the level of speech.*⁴⁹

Interference is explained in various ways in linguistics and other closely related sciences. Some authors generally avoid the term

⁴⁶ Weinreich, U. Language Contacts: Status and Problems of Research. Translated from English and comments by Yu.A. Zhluktenko / U. Weinreich. - Kiev: Vishcha school, - 1979. - p.26.

⁴⁷ Haugen, E. Language contact // - Moscow: New in linguistics: Coll. scientific papers. - 1972. Issue 6. - p. 62.

⁴⁸ Vinogradov, V.A. Language contacts in East Africa: Swahili and Luganda // - Moscow: Socio- and ethno-cultural processes in modern Africa, -1992. - p.129.

⁴⁹ Desheriev, Yu.D. The main aspects of the study of bilingualism and multilingualism / Yu.D. Desheriev, I.Yu. Protchenko // Problems of bilingualism and multilingualism: Coll. scientific papers. – M.: Nauka, - 1972. - p.27.

“interference” and replace it with the term “displacement,” while others distinguish displacement as a positive phenomenon and interference as a negative phenomenon. In other words, there is a great contradiction in the use of the term “interference” in modern linguistics. Following U. Weinreich’s understanding, some researchers see interference as “language changes” conditioned by language contact while considering both phenomena to be “half-types” of interference.⁵⁰ Others reconcile interference with the direct acquisition of language elements. This third view sees interference as a concept that characterizes the process of acquiring a second language, that is, it restricts the application of the second language through speech activity. Relational changes in speech activity are, in this view, instead identified by the term “acquisition.”⁵¹

We prefer U. Weinreich’s interpretation, and at the same time, we distinguish between the concepts of interference and reception. In our opinion, interference exists in both speech and language. We consider the separation of interference into positive and negative types important for understanding many linguistic processes.

Another factor causing interference is ambiguity. Having 5, 6 or even 8 meanings of a word leads to interference errors. According to A.A. Zalevskaya, such errors are called *intra-linguistic* errors that reflect the specifics of the language acquisition process, the course of this process. Based on recent research on second language acquisition, we can say that not all deviations from the norm during such acquisition are caused by the influence of the mother tongue, but also by universal features of language acquisition in general.

In the second paragraph, entitled “**Causes and Types of Interference Phenomenon in Speech**”, we define the main types of interference.

⁵⁰ Weinreich, U. On the semantic structure of the language / U. Weinreich. - Moscow: Progress, -1970. - p.122.

⁵¹ Vinogradskaya, M.V. Sociolinguistic aspect of the formation of Russian-German bilingualism of Russian Germans-immigrants in the conditions of natural bilingualism //—Russia: Bulletin of the Adygea State University. Series Philology and Art Criticism, -2009. Issue 2 (45), —p.113.

It is clear that there are fundamental differences between the systems of unrelated languages. Therefore, during the learning of a second, unrelated language leads to interlanguage interference.

Observations show that *simple* interference usually occurs in the early stages of learning the second language. In this case, language learners make mistakes, mainly under the influence of similar external features of the mother tongue. As a result, students sometimes include certain features or words from their native language in their speech without realizing it. For example, students studying English sometimes give the phrase “*hər şey qaydasındadır*” not as “*everything is all right*”, but as “*hər şey is ok /everything is ok*”. Of course, such difficulties are gradually eliminated in the process of language acquisition, but if they are not noticed, they can take root in the learner’s native language.

In the next stage of mastering a second language, *functional* interference is manifested. At the same time, errors in the second language begin to manifest themselves not under the influence of outwardly similar features, but under the influence of the functional features of the mother tongue. Such interference occurs when an individual is unable to distinguish the functional features of the two languages.

In the later, relatively advanced stage of learning a second language, *indirect* interference manifests itself. At this stage, the negative impact of the mother tongue is partially observed. In this case, interference is most often associated with the imperceptibility of the difference between language facts. Since similar associations related to the mother tongue are of a stronger character, the individual acts under its influence in the second language.

Depending on the individual psychological characteristics of the learner and the nature of the material, the interference may either immediately attract attention as it is immediately noticeable that the speaker reflects the characteristics of the native language in his speech, or occur secretly, causing one or another difficulty in the language. Such cases of interference, which manifest themselves at all levels of the language, are called *overt* and *covert* interference.

Significant violations of language norms occur during *overt* interference; as a result we see, phonetic, grammatical, or lexical errors appearing in speech. Mistakes made in this case attract the attention of the listener. Such pronunciation defects are so great that it is impossible not to feel them. These violations of the grammatical rules of the second language under the influence of the mother tongue are also noteworthy.

In the case of *covert* interference, other features manifest themselves. In this case, speech defects are not obvious. When observing an individual's speech, it is not possible to immediately determine the mother tongue's effect in terms of slowing down the process of speech. The features that characterize the covert interference can be grouped in the following way: any individual who learns a second language takes a longer time to think when answering questions, makes long pauses in their speech, does not consciously use the phrases and constructions that are used in the second language but not in the native language, and tries not to use words that are difficult to pronounce. As a result, his speech loses its expressiveness and ideology. In this case, language tools are not used accurately and effectively.

In the third paragraph, entitled "**The Role of the Mother Tongue in Second Language Acquisition,**" conflicting concepts regarding the role of the mother tongue in second language acquisition in modern linguistics are considered. Here we weigh the arguments of researchers who see the mother tongue as preventing the acquisition of a second language (I.A.Gruzinskaya, A.A.Lyubarskaya), as well as that of those who, on the contrary, believe that the mother tongue helps to master the second language better (L.V.Sherba, L.S.Vygotsky, F.F.Sovetkin).

We, in our turn, cannot agree fully with the authors mentioned above. In our opinion, the mother tongue has both positive and negative effects on second language acquisition. We will try to prove this statement throughout the research.

Yu.D. Desheriyev notes that: "*Mother language is a language consciousness developed and formed on the basis of the mother tongue, which generally helps to master the second language.*"

Similarly, learning a second language from childhood helps to expand the worldview, develop language awareness, as well as the development of thinking.”⁵²

It should be noted that if the mother tongue only helped the acquisition of the second language and did not hinder it, it would not make sense to talk about such a phenomenon as interference. We must therefore agree with the above-mentioned researchers that the simultaneous acquisition of two languages from childhood really does expand children’s worldviews and stimulate their mental development.

Empirical studies show that the interaction between native and second languages differs depending on the age of the acquirer and the situation in which bilingualism is developed. Such interaction of two languages has both positive and negative effects. Therefore, one-sided approaches claiming either that a “mother tongue only helps” or that a “mother tongue only hinders” are scientifically unfounded. It is instead necessary to take into account the typological characteristics of each of the languages in contact.

In this dissertation, our concern is with the question of which languages (learned or mother tongue) are “mother tongue” and “second mother tongue” for bilinguals who know the second language as perfectly as their mother tongue. This is extremely important for the study of interference processes. For example, A.Weiss distinguishes between the main language used in everyday communication and the second (additional) language that serves only some areas of communication. Weiss further speaks about the frequent identification of the first learned main language with the mother tongue. Sometimes there are cases when the mother tongue is not considered a language learned in childhood, but a language learned later in a person’s life.⁵³

⁵² Desheriev, Yu.D. The main aspects of the study of bilingualism and multilingualism / Yu.D. Desheriev, I.Yu. Protchenko // Problems of bilingualism and multilingualism: Coll. scientific papers. – M.: Nauka, - 1972. - p.35.

⁵³ Weiss von A. The main problems of bilingualism / A. von Weiss. Heidelberg: Winter Verlag, – 2005. – p.20.

K.Kh.Khanazarov considers this event in two ways. First, it characterises the second language according to the degree of knowledge and usage at the same level as the mother tongue. Secondly, with the importance and role of the second language in the life and development of people.⁵⁴

In our opinion, the learned language can be called a “second mother tongue” if the bilingual uses the second language in parallel with his “mother tongue” and speaks the second language as fluently and perfectly as the mother tongue. In our opinion, the differentiation of A.Weiss is the most accurate in the question of the superiority and importance of “mother tongue” and “second mother tongue.” His division of first and second languages into “primary” and “additional” languages fully reflects the linguistic situation in which bilinguals live and use their mother tongue (primary) and second language (additional) in everyday communication (with family, relatives, friends) – or only in some areas of their life (work, social enterprises, etc.).

The fourth paragraph, entitled **“Different Approaches to the Phenomenon of Interference and Language Code-switching,”** explains and analyses the essence of the concept of “code” and different attitudes regarding language code-switching on the basis of interference.

Research in this field began in the 1950s thanks to the work of U.Weinreich and E.Haugen. There is a widespread opinion that bilinguals resort to code-switching because they cannot express their thoughts in one language. To some extent this is true. When a bilingual cannot express themselves in one language, they are forced to switch to another language to compensate for this gap. There is, however, another nuance here. If the bilingual is distracted, nervous, or tired, involuntary switching to another language may occur. On the other hand, *“switching codes is an indicator of a sufficiently high level of language ability and a certain communicative skill and culture of a person. Code-switching mechanisms ensure mutual understanding between people and relative ease of the process of speech communication. On the contrary, the bilingual’s inability to*

⁵⁴ Khanazarov, K.H. Criteria of bilingualism and its causes // Problems of bilingualism and multilingualism: collec. of scientific papers. – M.: Nauka, 1972. – p. 197.

change his speech depending on the communication conditions, following only one code (or subcode) is considered an anomaly and can cause communicative conflicts."⁵⁵

Bilinguals may code-switch in different kinds of situations such as for example when addressing a person who has another mother tongue, when quoting the opinions of others, and when accidentally or mistakenly switching to a second known language.⁵⁶

Regarding this issue, F.Veysalli notes in his book *Language*:
*"... two Azerbaijanis conduct business negotiations in Moscow in Russian, and when they leave business negotiations and touch on personal and family issues, they speak in Azerbaijani. How are people at home? – Thank you. They are not bad. Is the man okay? Thank God, he is still alive."*⁵⁷

Of course, a complete change of the language code is not observed here as there are so many transitions, including so-called language-dialect differences. Interesting here is also the fact that D.Crystal calls code-switching a "sociolinguistic tool" used by bilinguals.⁵⁸

The fifth paragraph, entitled "**Prosodic Interference, Intonation and Accent**", is concerned with a theoretical analysis of the various problems caused by interference in the phonetic layer of the language.

Prosodic interference is here understood as "*language deviations of the prosodic system of the non-native, second language (L2) under the influence of the native language (L1) that appear in bilingual speech.*"⁵⁹ The most common type of interference is

⁵⁵ Belikov, V.I. Sociolinguistics: a textbook for universities / V.I. Belikov, L.P. Krysin. – M.: Russian State University for the Humanities, - 2001. - p.30.

⁵⁶ Popova, Z.D. General linguistics: textbook for universities / Z.D. Popova, I.A. Sternin. - Voronezh: Central Chernozem book publishing house, 2004. - p.194.

⁵⁷ Veysalli, F.Y. Language / F.Y. Veysalli. - Baku: Education, - 2007. - p.148.

⁵⁸ Crystal, D. The Cambridge Encyclopedia of Language / D. Crystal. – Cambridge: Cambridge University Press, – 1987. – 480 p.

⁵⁹ Metlyuk, A.A. Prosodic interference in foreign speech / A.A. Metlyuk. - Minsk: Higher School, -1985. - p.102.

prosodic interference. Prosody includes the tone, intensity, pause of the sound and so on.⁶⁰

Intonation has a special place in the study of prosodic interference. Thus, the development of the theory of prosodic interference laid the foundation for the study of a higher level of interference: intonation interference.

Intonation interference is understood as the interaction of intonation systems in bilingual speech under conditions of natural or artificial language contact, manifested in modifications of intonation units and intonation means of expression, including melodic, stress, rhythmic, temporal and some other changes in sound.⁶¹

Observations on students' foreign speech show that the specificity of the system of the studied language has a certain influence on the process of its acquisition, that is, on the formation of speech skills: in some cases, it manifests itself as a helping factor and in some cases, as a retarding factor. Positive and negative transfers in students' speech result from universal and specific interactions inherent in native and learned language systems. In most cases, interference is associated with a negative result of the interaction of language systems in contact.

In modern linguistics, "accent" is considered to be the result of interference, and two types are noted: the *transient accent*, which is specific to the situation of second language acquisition, and the *permanent accent*, which is specific to the situation of second language acquisition.⁶² A sign of bilingualism's transition from language acquisition to mastery is the ability of speakers of the second language to construct correct expressions. In this case, the permanent accent, if any, is limited to the phonetic level (pronunciation), since any mistake made at a higher level makes the utterance incorrect. Conversely, a transient accent can affect all

⁶⁰ Reformatsky, A.A. On some difficulties in teaching pronunciation // - Moscow: Russian language for students of foreigners: coll. articles, -1962. – p. 5.

⁶¹ Vishnevskaya, G.M. Some features of the Russian accent in English intonation // -Ivanovo: Phonetics and psychology of speech, - 1981. -p.15.

⁶² Vinogradov, V.A. Linguistic aspects of language teaching //– Moscow: On the problem of a foreign accent in phonetics, - 1976. Issue 2. - p.62.

language levels. If bilingualism stabilises before reaching the stage of second language acquisition, the distinction between permanent and transient accents disappears.

*The main provisions derived from this chapter are highlighted in the following articles and conference materials published by the author.*⁶³

The fourth chapter of the dissertation, entitled “**Linguistic Features of Interference in the Speech of Azerbaijani Students Studying English**”, examines cases of phonetic, lexical-semantic and grammatical interference in the students’ speech and clarifies the problems caused by interference.

The first paragraph, entitled “**On the Necessity of Comparative Linguistics**”, emphasises the extremely important role of comparative linguistics in the compilation and comparison of the typology of languages. A comparative analysis was applied to identify similarities and differences between the English and Azerbaijani languages since this study is particularly interested in the relationship between these two languages. We therefore first consider the points where we may encounter difficulties in the process of acquiring a foreign language, and thereafter analyse the causes of these difficulties to determine what causes these errors.

In his book *Comparative Analysis*, K.James divides linguistic errors into two main groups: errors caused by incompetence and errors caused by interference.⁶⁴

⁶³ Jafarova, K.A. The concept of interference in linguistics // - Baku: Institute of Manuscripts named after M. Fuzuli of the Azerbaijan National Academy of Sciences. Philological issues, -2016. №7, - pp.3-8; Occurrence and Types of Interference in the Language // – United Kingdom: Advances in Social Sciences Research Journal.Society for Science and Education, – 2017. Vol. 4 (20), – p.93-99. Indexed by COPERNICUS international; Interference in the context of Word Co-occurrence //– Vienna: European Journal of Literature and Linguistics, – 2018. №2 , – p.16-19; Lexical Interference and Ways of Its Elimination: Based on Experience with Junior Course Students of the Azerbaijan University of Languages // – Canada: International Journal of English Linguistics: Canadian Center of Science and Education, – 2020. Vol.10 (2), – p.392-405; The role of extralinguistic factors in interlingual relations and theoretical issues of interference // – US: Linguistics and Culture Review: publisher American Linguist Association, US, – 2021. Vol.5 (1), – p.43-52.

Errors made “unknowingly” are not only the result of not knowing certain rules of the language studied but also the result of “*avoidance strategies.*” As E.A.Karlinski writes, “*the complex constructions and use of the second language cause certain difficulties and errors in speech in the target language.*”⁶⁵

The manifestation of errors caused by interference has a deep psycholinguistic character. Therefore, as the analysis of practical materials shows, even if students know some grammatical structures perfectly, they can make mistakes when using them in their speech.

A comparative typological analysis is necessary to show some language differences that exist in English and Azerbaijani languages and describe the possible reasons why errors caused by phonetic, grammatical and lexical-semantic interference are manifested in the English speech of Azerbaijani students.

It is the comparative analysis that helps to study interfering errors in the speech of Azerbaijani students and to observe the process of students’ acquisition of the English language. The decrease or increase in the number of errors and, accordingly, the frequency of their occurrence in the students’ speech, allows us to form an opinion about the progress or delay in learning a second language. The study of interference errors has once again proved that time has a positive effect on the quality of learning a second language, a clear example of which is the decrease in the number of interference errors at the grammatical and lexical-semantic level. This, in turn, proves that eliminating interference is a complex and long process.

The second paragraph, entitled “**Interference at the Phonetic Level**”, explores how the violation of language norms in students’ oral and written speech is interpreted as interference, and the reasons for these deviations come from the fact that both languages have different linguistic features.

Comparing the phonetic systems of the Azerbaijani and English languages, it can be said that there are sounds in English that

⁶⁴ James, K. English as she is heard: aural difficulties experienced by foreign learners // – London: English Language Teaching, – 1989. – Vol.28. №1, – p. 15.

⁶⁵ Karlinsky, A.E. Fundamentals of the theory of interaction of languages and the problem of interference: / abstract. dis. ... Dr. Philol. Sciences / - Kiyev, 1980. - p.22.

are not featured in the Azerbaijani language, as well as allophones (phoneme variants) that make it difficult for Azerbaijani students to master English.

Unlike in Azerbaijani language, the length or shortness of vowels in English is a distinguishing feature. If students pronounce the English long [i:] vowel as a short [i], it means that the word containing that sound has been interfered with. Compare, for example: *beet* [bi:t] “çuğundur” – *bit* [bit] “tikə, parça”, *lead* [li:d] “aparmaq, yol göstərmək” – *lid* [lɪd] “qapaq”.

The lack of phonological opposition of long and short vowels in the Azerbaijani language creates a potential area of phonetic interference in relation to long and short sounds in English. The phoneme [æ], which is similar to the [e] sound in Azerbaijani but more pronounced in English, is interfered with in the speech of Azerbaijani students in English. This often leads to misunderstandings of word meanings in English.

For example, if students pronounce [e] instead of [æ] sound in the word, then the word *pan* [pæn] referring to “qazan” can be understood as *pen* [pen] referring to “qələm”, *man* [mæn] means “kişi, adam” as *men* [men] “kişilər, adamlar”, *bad* [bæd] “pis” as *bed* [bed] “çarpayı”, *lad* [læd] means “cavan oğlan” as *lead* [li:d] “aparmaq, yol göstərmək” etc.

In students' oral speech in English, the consonant sounds of the language are influenced by the mother tongue. There are 24 consonant phonemes in English. Some of them are not difficult for students to pronounce, while others are very difficult to master. For example, the pronunciation of the [θ] and [ð] sounds in words such as *the*, *this*, *that*, *truth*, *teeth*, *thing* is difficult for students. Therefore, they replace these sounds with similar Azerbaijani sounds such as [f], [d], [z], [t], or [s]. In such cases, incomplete differentiation, i.e. mixing of phonemes of these languages occurs due to certain differences in the phonological systems of English and Azerbaijani languages.

Thus, because they do not pronounce certain sounds correctly, students use another word instead of the English word. For example, if they pronounce the sound [θ] as [s], then the word *thing* [θɪŋ] “əşya” is expressed as *sing* [sɪŋ] “nəğmə oxumaq”, the word *think*

[θɪŋk] “fikirləşmək” as *sink* [sɪŋk] “batmaq”, *thick* [θɪk] “qalın” as *sick* [sɪk] “xəstə”, *mouth* [mauθ] “ağız” as *mouse* [maus] “siçan”, *moth* [mɒθ] “güvə, pərvanə” as *moss* [mɒs] “mamır”, *faith* [feɪθ] “iman, əqidə” as *face* [feɪs] “üz, sifət” etc.

Similarly, the sound [ŋ], which is not part of the Azerbaijani language, is often interfered with and replaced by the sound [n] or [nɔ] in the speech of Azerbaijani students. For example: *sing* [sɪŋ] “oxumaq” → *sin* [sɪn] “günah, günah etmək”, *singer* [sɪŋə] “xanəndə, müğənni” → *sinner* [sɪnə] “günahkar”, *king* [kɪŋ] “kral” → *kin* [kɪn] “nəsil, ailə”, *wing* [wɪŋ] “qanad” → *win* [wɪn] etc.

Students sometimes forget the rules of the English language and pronounce sounds that are not pronounced in this language. Forexample: *when* [wen] “nə vaxt” → [wɛn], *whole* [houl] “bütün, tam” → [whoul], *hour* [auə] “saat” → [hauə], *bottle* [bɒtl] “butulka” → [bɒtle], *island* [aɪlənd] “ada” → [aɪslənd], *know* [nou] “bilmək” → [knou], *knee* [ni:] “diz” → [kni:], *knight* [naɪt] “cəngavər” → [knaɪt] etc.

In a number of cases, under the influence of the Azerbaijani language, students pronounce English words according to how they are written without changing the pronunciation according to the position of the letter. For example, it is known that the letter c is pronounced as the sound [s] before the letters e, i, and y (*city* “şəhər”, *center* “mərkəz”, *cycle* “dövrə” etc.); in other cases, it is pronounced as the sound [k] (*comb* “daraq”, *comedy* “komediya” etc.). Students often pronounce the letter c as a [k] sound regardless of which vowels it is combined with. For example: *center* [sentə] “mərkəz” → [kentə], *certain* [sə:tɪn] “müəyyən” → curtain [kɜ:tɪn] and so on.

In some cases, borrowings, international words, and geographical names are also interfered with in the students' English speech under the influence of the mother tongue. For example, students sometimes pronounce the name of the capital of England, *London*, as [lɒndən] or [lɒndɛn] instead of [lɒndən]. Such a deviation from the norm is also observed in the pronunciation of the word *Europe* [juərəp]. Under the influence of the mother tongue, students pronounce this word as [evrəp].

For example, in English the sounds [θ], [ð] and [w] in words such as *thing* [θɪŋ] “əşya”, *they* [ðeɪ] “onlar”, *wood* [wud] “ağaç”

have no equivalent in the Azerbaijani language. Likewise the sounds [j], [x], [ğ], [ɫ] in the Azerbaijani language have no equivalent in the English language. That is why speakers of these languages using these sounds in their pronunciation face certain difficulties.

Students who learn English and fully master the phonetics of Azerbaijani language feel the effects of interference at the phonetic and phonological levels under the influence of their native language. In other words, interference encourages them to deviate from the norms of pronunciation.

The third paragraph, entitled “**Interference at the Lexical-Semantic Level**”, considers lexical-semantic interference as a deviation from the norms of word usage as a result of the transfer of the meaning of words in the mother tongue and their lexical compatibility features to the studied foreign language. This is manifested in speech at the level of word meaning, expression, sentence and text.

It should be noted that lexical-semantic interference, which is important in terms of regularity and communication, manifests itself mainly in the early stages of students’ learning of a second language. For example, one of the reasons for their lexical-semantic interference in English speech is the volume of words in both languages, the lexical incompatibility of related words and the inconsistency of associative relations, synonymy and homonymy in English. This is most evident in students’ written speech in English. For example, the words *son*/sʌn/ and *sun*/sʌn/ are homophones and can therefore be interfered with. Consider for example a sentence composed by an Azerbaijani student: “*My *sun is steel a pupil but he will finish school next year.*” (“*Mənim oğlumhələ məktəblidir, lakin gələn il o, məktəbi bitirəcəkdir*”). As a result of lexical-semantic interference, the word *sun* was used instead of the word *son*, which changed the meaning of the sentence. In this sentence, the words *steel* [sti:l] and *still* [stil] which are distinguished by a long vowel [i:] in speech, were also affected by the interference. A similar situation is observed in written speech: “*My son is *steel a pupil but he will finish school next year.*” In this sentence, too, the word “*steel*” was incorrectly used instead of the word “*still*”.

The word “*magazine-jurnal*” in English sounds similar to the word “*shop-mağaza*” in Azerbaijani. Because of this, the word is often misused in students' English speech. Compare for example: “**I am going to the magazine (grocery, shop) to buy some bread.*” Here, the word “*magazine*” was incorrectly used instead of the term “*(grocery) shop*”.

“*Mənim valideynlərim bu yaxınlarda yeni maşın (a car) aldılar*” - students sometimes translate the word “*car*” in Azerbaijani into the English word “*machine*” and translate it into “**My parents have recently bought a new machine*”, despite the fact that in English the word “*machine*” means “*machine, mechanism, apparatus*” rather than car. In translation, the word “*car*” had to be used: “*My parents have recently bought a new car.*”

The ambiguity of words in English is one of the most difficult features of speech for Azerbaijani students, as well as one of the sources of lexical-semantic interference in the early stages of mastering it. For example, in the sentence “*Bir çox siyasi, işgüzar və idman görüşləri ingilis dilində keçirilir*” – the students translated this sentence as “**A lot of politic, business and sport events go in English.*” The students used the verb *to go* in the sentence but in fact, the verb “*to hold a meeting*”, was to be used here, and the sentence should be like that: “*A lot of political, business and sports events are to be held in English*”.

The components of the expression “*waiting for someone*” in the Azerbaijani language are connected with the suffix of the accusative case. In English, the equivalent is corrected by the prepositions: *to wait for someone*. However, Azerbaijani students, under the influence of their mother tongue, translate it into English without the preposition: **to wait somebody*.

Thus, the lexical-semantic interference in the English speech of Azerbaijani students is primarily due to differences in the meaning of words in the lexical system of the Azerbaijani and English languages. An obvious example of this is the occurrence of errors in the second language under the influence of ambiguous words in the native language, as can be seen from the above examples.

The fourth paragraph, entitled **“Interference at the Grammatical Level”**, grammatical errors in students’ speech are analysed and their causes explained.

Grammatical interference also plays an important role in the study of interference processes in bilingual speech, and has been researched by linguists since the 1930s. Among the first to study this problem were V.A.Bogorodsky and L.V.Scherba. Since the 1960s, however, V.Y.Rosentsweig, A.V.Isachenko, L.M.Umana, U.Weinreich, and others began to study grammatical interference in a systematic way. Furthermore, U.Weinreich has noted that the problem of grammatical interference is one of the most debated issues in general linguistics, and it continues to be so to this day.⁶⁶

The cause of the phenomenon of grammatical interference can be determined by comparing the grammatical systems of the two languages and determining their differences.

“It is known that English and Azerbaijani languages differ according to the order of words in a sentence. The Azerbaijani language is free, but the English language is characterized by a well-defined sequence of words, so typological differences in sentence structure in the English and Azerbaijani languages create a potential area of grammatical interference.”⁶⁷

When students make sentences in English, grammatical interference mainly covers the primary members of the sentence – the subject and the predicat. In studies of comparative typology of Russian and English, it is noted that this is typical for elliptical sentences in Russian, in which the head members are not indicated, although they are not typical for the English language.⁶⁸ The same can be said about the comparative typology of the English and Azerbaijani languages. For example, it can be observed that part of the predicat is often omitted in the English speech of Azerbaijani

⁶⁶ Uman, L.M. Problems of grammatical interference: / Abstract of the thesis. diss. ... cand. philol. sciences. / - Moscow, 1964. - 12 p.

⁶⁷ Musaev, O.I. Word order in English and Azerbaijani sentences / O.I. Musaev. - Baku: Maarif, -1961. - p.15.

⁶⁸ Chesnokova, L.D. Grammatical compatibility of words in a simple sentence and the factors that determine it // - Rostov: Compatibility of language units, -1968. - p.16.

students. However, the release of the predicat is not typical for the English language. An experiment conducted among students showed that they leave out a part of the predicat expressed by the verb *to be* in the The Passive Voice. This is also evident in the following examples (omitted parts are shown in brackets [...]):

This firm [is] situated in our town. English [is] used as the official language in Great Britain. Cockney English [is] spoken by about 2 million people in London. The language we study [is] known as standard English.

In the sentences with the continuous time group, the part of the predicat expressed by the verb *to be* is omitted: *I [am] waiting for my friend. We thought you [were] working on your project. The Frenchman caught a severe cold and [was] coughing day and night. The chemist thought that he [was] speaking to a madman.*

In the sentences given in the Present and Past Perfect Tenses, the parts of the predicat expressed in the verb *to have* are omitted: *He [has] never seen his father. My dream [has] come true. I am sure you [have] translated the article. You [have] chosen the faculty of Economics of Baku Business University. His lectures [have] always been interesting.*

One of the manifestations of grammatical interference in the speech of Azerbaijani students is the omission of auxiliary verbs in the construction of question and negative sentences in English. Typological differences in the construction of such sentences in the Azerbaijani and English languages constitute a potential area of grammatical interference, because there are no auxiliary verbs in Azerbaijani that correspond to auxiliary verbs in English.

For example, **How many letters you wrote yesterday?* The auxiliary verb *did* was omitted in the sentence. This corresponds to the typical sentence structure of the Azerbaijani language. The above mentioned sentence should be: *How many letters did you write yesterday?*

The auxiliary verb *did* is often omitted by students in negative sentences. For example: *I [did] not come yesterday. Yesterday I [did] not know what to think.* This case also exists in question sentences. For example: **What your brother did yesterday?* The norms of the native language interfered with this sentence and led to a violation of

the norms of the English language. This case is also observed in the omission of the auxiliary verb *do* in the Present Indefinite Tense in interrogative and negative sentences, and in the omission of the auxiliary verb *shall (will)* in Future Indefinite Tense interrogative and negative sentences.

The English verb system is represented by a grammatical tense category, which includes three tenses: present, past, and future tense. The second form of the verb is used to correct the Past Indefinite Tense used to express the past tense: The Past Tense suffix *-ed* is added to the end of regular verbs, and irregular verbs have a special form of Past Indefinite Tense. Students created this form of irregular verbs by adding *-ed*, which is a Past Tense suffix of regular verbs. Compare: *made (to make “etmək, qurtarmaq” – *maked; took (> to take “götürmək”) – *taked or tooked; left (>to leave “tərk etmək, çıxıb getmək”) – *leaved; met (>to meet “qarşılamaq”) – *meeted; caught (>to catch “tutmaq, yaxalamaq”) – *caughted; fell (> to fall “düşmək”) – *falled; built(>to build “bərpa etmək, yenidən qurmaq”) – *buildded; spent (>to spend “yola salmaq, sərf etmək”) – *spented etc.*

These examples relate to intralingual grammatical interference. Such deviations are quite common in the English speech of Azerbaijani students.

Differences in the grammatical categories of nouns in the English and Azerbaijani languages also constitute a potential area of grammatical interference. A.Akhundov notes that there are a number of typological differences between the quantitative categories in the English and Azerbaijani languages, and these differences manifest themselves both semantically and grammatically (morphologically and syntactically). *“There is no group of nouns in the Azerbaijani language that can be used only in plural or in singular form. In other words, any noun can be used in singular or in plural form in different grammatical and stylistic contexts. In English, there is a group of words that are lexically and grammatically isolated in terms of quantity.”*⁶⁹ For example, the nouns *money* and *news* are used only in the singular, and the nouns *goods* and *clothes* are used

⁶⁹ Akhundov, A.A. Quantitative category in English and Azerbaijani languages // – Baku: Language and literature, – 2003. Vol.1, – p. 190.

only in the plural. Differences in the quantitative form of nouns in the English and Azerbaijani languages often lead to a deviation from the norms of the English language by the students. For example, most students answer the question, *What is the latest news?* with: **They are about the oil situation in the USA.* In fact, it should be used instead of the pronoun *they*, because the noun *news* is used only in a singular form. Sometimes, Azerbaijani students use the plural form of the verb *to be(are)* under the influence of their mother tongue in the sentence *What are the latest news?*

Grammatical interference is also observed when forming the plural form of nouns. In English, the plural form of nouns is formed by adding the suffix *-s (-es)* to singular nouns: *place-places, box-boxes*. However, the plural form of some nouns (*man-men, woman-women, foot-feet, etc.*) are formed by changing the vowel in the root. Azerbaijani students, under the influence of their native language, were seen to deviate from the norms of the English language both in written and in oral speech. Compare: *men – *mans, feet –*foots etc.* These examples demonstrate intrinsic interference.

In English, the quantitative grammatical category is additionally supported by the definite / indefinite grammatical category of articles.⁷⁰ Articles are interfered with in students' speech when using English nouns that differ in quantity from Azerbaijani nouns. For example, in English, the indefinite article *a (an)* is not used with nouns in the plural. Azerbaijani students, on the other hand, use such nouns either without an article or with the definite article *the*, because there is no such grammatical category as the definite/indefinite article in the Azerbaijani language.

As above mentioned, they use some plural nouns (*goods* “mal”, *clothes* “paltar”, *police* “polis”) with definite (*a, an*) article in English, because these nouns are called collective nouns in the Azerbaijani language and mainly used in the singular form. Compare: **The company got a new goods. *A police has come there in a minute.*

⁷⁰ Musayev, O.I. The grammar of the English language / O.I. Musayev. - Baku: Nurlan, - 2007. – p.56

Although the question of grammatical categories in the English language remains a question of controversy, it is generally accepted that there are only two cases – common and possessive.⁷¹

Unlike in Azerbaijani, English nouns do not have all grammatical features. Therefore, the functions of cases without indicators are performed by prepositions and word sequences.

Explaining the meaning of time in English with the help of word order is also quite difficult for Azerbaijani students. For example, *Who will be able to meet the delegation at the station tomorrow?* In this type of sentences, students usually use the direct object (*the delegation*) after the adverbial modifier of time that it comes after at the beginning or end of the sentence: **Who will be able to meet tomorrow the delegation at the station?*

Azerbaijani students also face some difficulties in expressing the meaning of place in English with the help of word order. For example, interference occurs when they use the expression *there is / there are* to indicate the place of an object or objects. Sometimes, in affirmative sentences, students on the other hand omit the expression *there is / there are*. For example, instead of *There are three rooms in our flat*, they express as **In our flat have three rooms*. This word order corresponds to the Azerbaijani language, causing interference. This situation also manifests itself in interrogative and negative sentences.

In English and Azerbaijani some differences in the grammatical categories of adjectives and adverbs, such as the formation of degrees of comparison, also create a potential area of grammatical interference. Azerbaijani students make some mistakes in relation to comparative degrees of adjectives and adverbs in English. They misrepresent the comparative and superlative degree of some adjectives. Compare: *good – *gooder, worse – *badder, the greatest – *the most great* etc.

Thus, grammatical interference in the English speech of Azerbaijani students in English stems primarily from differences in the grammatical structure of the Azerbaijani and English languages. Differences between the grammatical categories of quantity, gender, case, time and, the absence of articles in the Azerbaijani language

⁷¹Musayev, O.I. The grammar of the English language / O.I. Musayev. - Baku: Nurlan, - 2007.- p.124.

and so on contain a potential area of grammatical interference. The fact that students deviate from the norms of the English language at the grammatical level is also related to their level of knowledge of English: the higher their level of proficiency of English is, the less deviations occur from its grammatical norms.

In the fifth paragraph, entitled “**Experimental Analysis of Interference Cases in Azerbaijani Students’ English Speech,**” the results of the experiment conducted on students’ speech are analysed in order to clarify the above-mentioned problems.

In the 16 groups selected for the experiment (266 students in total), the cases of interference and the number of interference errors identified in the written and oral speech of Azerbaijani students in English are shown in percentage by levels in the following tables.

Table 4.5.1
The results of the experiment conducted in I courses of the
Azerbaijan University of Languages

Groups	Total number of students	Type of speech		Number of texts	Number of different levels of interference errors	Phonetic	Lexical-semantic	Grammatical
103 ^a , 103 ^b 104 ^a , 104 ^b	17+16 17+17	Written	A piece of monologue speech	100	170	-	60 (35%)	110 (64%)
			Different types of sentences	1000	487	-	205 (42%)	282 (58%)
	Oral	A piece of monologue speech	170	233	72 (31%)	58 (29%)	103 (44%)	

		Different types of sentences	820	317	107 (34%)	67 (21%)	143 (45%)
Total:	67		2090	1207	179 (15%)	390 (32%)	638 (53%)

Table 4.5.2
The results of the experiment conducted in II courses of the
Azerbaijan University of languages

Groups	Total number of students	Type of speech		Number of texts	Number of different levels of interference errors	Phonetic	Lexical-semantic	Grammatical
		Written	Oral					
203 ^a ,203 ^b 204 ^a ,204 ^b	17+16 16+16	Written	A piece of monologue speech	100	135	-	35 (26%)	100 (74%)
			Different types of sentences	1000	319	-	114 (36%)	205 (64%)
		Oral	A piece of monologue speech	170	196	63 (32%)	39 (20%)	94 (48%)
			Different types of sentences	820	240	98 (41%)	60 (25%)	82 (34%)
Total:	65			2090	890	161 (18%)	248 (28%)	481 (54%)

Table 4.5.3.
**The results of the experiment conducted in III courses of
the Azerbaijan University of languages**

Groups	Total number of students	Type of speech		Number of texts	Number of different levels of interference errors	Phonetic	Lexical-semantic	Grammatical
		Written	Oral					
303 ^a ,303 ^b 304 ^a ,304 ^b	17+16 17+17	Written	A piece of monologue speech	100	107	-	39 (36%)	68 (64%)
			Different types of sentences	1000	226	-	98 (43%)	128 (57%)
	Oral	A piece of monologue speech	170	105	34 (32%)	23 (22%)	48 (46%)	
		Different types of sentences	820	194	90 (46%)	38 (20%)	66 (34%)	
Total:	67			2090	632	124 (20%)	198 (31%)	310 (49%)

Table 4.5.4

**The results of the experiment conducted in IV courses of
the Azerbaijan University of languages**

Groups	Total number of students	Type of speech		Number of texts	Number of different levels of interference errors	Phonetic	Lexical-semantic	Grammatical
403 ^a ,403 ^b 404 ^a ,40 ^b	17+16 17+17	Written	A piece of monologue speech	100	72	-	22 (30%)	50 (70%)
			Different types of sentences	1000	103	-	23 (22%)	80 (78%)
		Oral	A piece of monologue speech	170	82	28 (34%)	12 (15%)	42 (52%)
			Different types of sentences	820	125	52 (42%)	20 (16%)	53 (42%)
Total:	67			2090	382	80 (21%)	77 (20%)	225 (60%)

Interference errors in the English speech of Azerbaijani students occurred mainly in the early stages of mastering the English language. As can be seen from the tables, at this stage interference covers all levels of the language.

Thus, based on the analysis of 2,090 written and oral speech samples with statistical results in Tables I-IV, interference can be classified as high, medium, weak and zero as follows:

Table 4.5.5

The total results of the experiment conducted in I-IV courses of the Azerbaijan University of languages

Type of interference	Level of interference	On courses			
		I course	II course	III course	IV course
Phonetic	High	+	+		
	Medium			+	
	Weak				+
	Zero				
Lexical-semantic	High	+			
	Medium		+		
	Weak			+	+
	Zero				
Grammatical	High	+			
	Medium		+	+	
	Weak				+
	Zero				

As can be seen from the table, a high level of interference in the English speech is most common among year I students. However, a case where interference does not occur at any level has not been recorded.

The students were given tasks to read English words that are difficult to pronounce, to translate phrases, sentences and texts from Azerbaijani into English, which contained various lexical-semantic and grammatical manifestations of the English language. In these tasks, consisting of 2,090 texts and expressions, 1,207 deviations from the norms of the English language were revealed in the first year courses: 179 of which were phonetic, 390 were lexical-semantic,

638 were grammatical interference. 890 deviations from the norm were identified in the second year courses: 161 of which were phonetic, 248 were lexical-semantic, 481 were the result of grammatical interference. 632 deviations were identified in year III courses: 124 were phonetic, 198 were lexical-semantic, 310 were manifestations of grammatical interference. 80 of the 382 deviations observed in year IV courses were phonetic, 77 of them were lexical-semantic, 225 of them were the result of grammatical interference.

Thus, when learning a foreign language, students are confronted with linguistic phenomena that do not exist in their mother tongue or that differ from the linguistic phenomena of their mother tongue. Until the full mastering process is completed, students feel the effects of the interference of a foreign language with their mother tongue, and as a result, make deviations from its norms.

*The main provisions derived from this chapter are highlighted in the following articles and conference materials published by the author.*⁷²

⁷² Jafarova, K.A. Grammatical Interference in the Speech of Azerbaijani Students // – Düsseldorf – Germany: Eastern European Scientific Journal, – 2016. Ausgabe №4, – p.223-229; The phenomenon of phonetic interference in the speech of Azerbaijani students studying English // - Baku: AUL, Scientific News, - 2016. №1, - pp.30-34; Lexical interference on the basis of language relations // - Baku: Azerbaijan University of Languages, Language and Literature series, - 2017. №2, - pp.31-34; The phenomenon of lexical interference in the speech of Azerbaijani students speaking English // Materials of the International scientific-practical conference, - Baku: Baku Business University, - April 21, 2017, - pp. 48-49; The Importance of Translation in Interlingual Relations // – Brazil: Laplage Em Revista. Interdisciplinary research in the Social Sciences, – 2021. Vol.7 (3D), – p.574-581; The Problem of Interference and its Influence of Learners Native Language // – Bulgaria: Trakia Journal of Sciences (TJS). Scientific Serial Published by Trakia University. Series Social Sciences, –2017. Vol. 15, № 4, – p.292-296; Typical mistakes in English speech of Azerbaijani students in condition of bilingualism // - Iran Islamic Republic: Journal of Social Science and Humanities Research: Qazvin: University College of Takestan, – 2019, Vol.7 (2), – p.67-72; Cases of Syntactic Interference in Students' Translations between English and Azerbaijani" // - India: International Journal of Research and Review, 2023, Vol.10 (6), p.39-51. Indexed by COPERNICUS International.

The “**Conclusion**” part of the dissertation summarizes the findings of the research process. As the main results of the dissertation, the following can be noted:

1. The study of extensive scientific literature on the nature of language relations showed that these relations continue to be the focus of attention of linguists of various profiles. Two approaches were used in this literature analysis considering the theoretical issues of language relations and the nature of language changes: the first approach was the changes that took place under the influence of external factors, as a result of language relations, and the second studied the internal development tendencies of the language as a result of the influence of internal language mechanisms. According to the available data, archaic features are preserved at all levels of the language in many languages that have been in contact for a long time.

2. The role of the ethnic factor in the issue of the interaction of language and culture is still a matter of linguistic discussion. A general view of the problem of the relationship between language, culture and ethnicity includes the characteristics of this language and culture to fulfil the ethnic function, i.e., ethno-differentiating and ethno-integrating functions.

3. The ability to switch from one code to another (except for cases of accidental code-switching to another language) indicates a high level of the speaker’s language skills, communication skills and culture. The mechanisms of transfer of codes from one language to another ensure the relative ease of the process of mutual understanding and speech communication between people. On the contrary, the individual’s inability to change his speech depending on the communication situation, and adherence to only one code (or semi-code) is an anomaly and can lead to communicative conflicts.

4. Long-term interrelationships of languages and persistent interference deviation in bilingual speech are the result of the influence of identification laws in the process of mastering a second language, since the second language is mastered on the basis of categories, models and units of the first language already formed in the consciousness of bilingual language. The emergence of

interference in speech is primarily due to differences in the systems of the native language of the bilingual and the language he learned.

5. Acquisitions of the Azerbaijani language as a result of English-Azerbaijani language relations cover more sociopolitical vocabulary, culture, various spheres of social life, as well as terms related to different fields of science.

6. Since bilingualism, as a form of expression of language contact, arose as a result of certain socio-historical conditions in the lives of peoples, this linguistic phenomenon is the object not only of linguistics, but also of a number of other sciences. Therefore, this phenomenon should be studied at the intersection of linguistics, sociolinguistics, psychology and pedagogy.

7. The terms bilingualism and diglossia are not the same. Bilingualism refers to the ability to speak in two different languages, the ability of an individual (or collective) to creatively construct speech related to the language system being studied, to switch from language to language depending on the communicative situation and to achieve mutual understanding in two languages, while diglossia refers to the ability to speak in two different dialects of the same language.

8. When identifying errors in the accent of bilinguals, it is necessary to take into account that interference acts in both directions as the main cause of errors: interference is determined not only by the features of the first language system but also those of the second language system. From this point of view, the deviations in the foreign language speech of bilinguals can be observed as a result of the non-compliance of the second language system with the differential and integral features of the first.

9. Prosodic-intonation errors made in the speech of a bilingual foreign language mean a violation of the system and norms of the language in the use of prosody and intonation components (stress, melody, intensity, duration, tempo, timbre, pauses).

10. A comparative analysis makes it possible to identify significant differences in comparable language systems against the background of similar or different aspects, especially helping to predict the potential area of interference. Nevertheless, the

comparative prediction of errors is not always unambiguous, and the resulting corpus of prosodic-intonation violations may differ significantly from a predicted result.

11. Typological differences in the phonological systems of English and Azerbaijani languages (the presence of long vowels in English, replacing voiced consonants with voiceless consonants at the end of a word, etc.), the absence of these features in the Azerbaijani language create a potential area of interference.

12. Mastering the English language takes place on the basis of the Azerbaijani language. Therefore, in the speech of students, a strong negative influence of the mother tongue on the studied languages is observed, which causes numerous phonetic errors. At the same time, the typicality and individuality of errors allow us to determine the degree of interference effect, as well as students' ignorance of phonetic rules of the studied language.

13. Interference in the English speech of Azerbaijani students comes from different levels of differences in the systems of these languages. The level of lexical interference in students' English speech depends on the potential area of interference. The lack of direct contact with native speakers and the absence of a language environment slows down the process of acquiring a second language and leads to the occurrence of strong and simple interference.

14. The results of the study showed that most grammatical and lexical-semantic errors are errors caused by interference: in the word order of different types of sentences, in the use and omission of articles, non-normative agreement and use of verb tenses, construction of sentences in English according to the rules of the Azerbaijani language, shortening of sentences, incomplete expression due to lack of language, semantically incorrect use of adjectives, adverbs and numbers.

Thus, when learning a foreign language, students are faced with linguistic phenomena that do not exist in their native language or differ from the linguistic phenomena of their native language. Until the full acquisition process is completed, students feel the influence of the interference of the foreign language with the native language and, as a result, deviate from the language norms.

Deviations mainly stem from cases of wrong analogy. The absence of interference can be considered as an indicator of students' complete mastery of the foreign language.

The main provisions of the research are reflected in the following published scientific works of the author:

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