

ПРЕДПОСЫЛКИ В КОНТЕКСТЕ

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Резюме

Общепризнано, что предпосылки в решающей степени связаны с контекстом, но теории различаются по уровню, на котором контекст вступает в игру. Отступая от конкретных теоретических предложений и размышляя над общими вопросами, имеющими решающее значение при исследовании предпосылок, можно выделить три ключевых вопроса, занимающих центральное место в теоретической литературе. Нам необходимо учитывать взаимодействие пресуппозиций с их лингвистическим контекстом, в частности, с множеством встраиваемых сред, которые порождают явления проекции. Наконец, существует вопрос о том, какой статус имеют пресуппозиции по отношению к другим аспектам значения и какие последствия возникают, когда пресуппозиции встречаются в контекстах, которые их не поддерживают. Разные триггеры могут требовать разных ответов на эти вопросы, что добавляет еще один потенциальный уровень сложности..

Rəyçi: dosent Əliyeva Zahirə

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NATIVE, NON-NATIVE SPEAKERS OF ENGLISH IN THE WORLD AND THE ADOPTION OF LINGUISTIC RULES IN NATIVE AND NON-NATIVE SPEAKERS

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Summary: A major goal of theories of language comprehension is to describe how people understand what speakers mean from what they say. Though rarely stated explicitly, such theories focus exclusively on native speakers of the language. Yet the use of a non-native tongue is highly prevalent. Currently, English is one of the most widely spoken languages in the world. Though English has one of the highest numbers of native speakers, many more people use it as a non-native tongue. In general, English language is famous in the world as the language of diplomacy, commerce, scientific-technical and mass information. Also, the phonetic structure of the English language has been able to create a unique original sound structure by passing through a series of development stages.

Learnability is a core property of language, and therefore who is learning and using a language has the potential to shape and change the language itself. Since structures which are learned more accurately will proliferate and persist within a language, differences in learners across a population have the potential to shape the structure and evolution of a language.

Açar sözlər: Qlobal dil, ana dili və qeyri ana dilində danışanlar, rəsmi dil, lüğət, əhali, statistika, dilçilik, ünsiyyət, beynəlxalq, morfoloji.

Key words: A global language, native and non-native speakers, an official language, vocabulary, population, statistics, linguistics, communication, international, morphological.

Ключевые слова: Глобальный язык, носители и не носители языка, официальный язык, словарь, население, статистика, лингвистика, коммуникация, международный, морфологический.

In the twenty-first century, the entire world has become narrow, accessible, sharable and familiar for all the people living on this Earth as English is used as a common language even though there are some variations in habits, cultures, traditions, regions and idiosyncratic aspects. As English has got the common qualities, it has been accepted as the global language among the speakers of thousands of different languages. Since science and technology is progressing, there are tremendous changes taking place in the lives of the human beings everywhere in the world. As a result, the whole world has become a global village and the people have to maintain good relationship with the others. Moreover, business, trade and commerce have become international and most of the countries. In order to maintain international relationship in science, technology, business, education, travel, tourism and so on, English serves the purpose as a common language and a global language. It is the language mostly used not only by the scientists, business organizations and the internet but also in higher education, tourism sectors.

Special, simplified versions of English exist to help various professionals to communicate internationally, for example, 'air-speak' for pilots and air-traffic controllers, 'police-speak' to help deal with international crime and 'doctor-speak' to simplify communication between doctors.

A global language is one that is spoken and understood at an international level by a wide variety of people. Moreover, no language in the world better fits this description than the English language. English is one of the world's mostly widely spoken languages. Most linguists agree that English has the largest vocabulary of any language in the world. It is almost impossible to say how many words there are, but some people say there are over a million. It is said that a new word enters the language every 98 minutes, on average. The British Council estimates that, English is spoken by around 1,75 billion people-almost a quarter of the world's population. There are approximately 360 million native English speakers and almost twice as many speaking it as a second language, making English one of the topmost spoken languages in the world. English is undoubtedly in just about every sector. It is perhaps worldwide acceptance and usage of the English language that propels it as an extremely essential global language.

The derivation of the English language took place from languages like French, Latin, German, and other European languages. This can be a reason why many Europeans don't find English a difficult language to learn. Furthermore, linguistics argue whether the simplicity of the English language is the main reason for it becoming a global language.

The Latin script of the English language appears less complicated for people to recognize and learn. Also, the pronunciation of the English language is not as complex as other languages like Korean or Turkish for example.

Generally, the difficulty level of a language varies from person to person and it also depends on the culture to which one may belong. For example, a Korean person would find less difficulty in mastering the Japanese language in comparison to a German person. This is because of the close proximity of the Korean and Japanese cultures. Due to the massive

British colonial conquests, no culture is in complete oblivion of the English language or words. As such, English is a language that should not appear as too alien or strange to any community. Consequently learning English is not such big of a deal for most people as they can find a certain level of familiarity with the language.

English is a very effective language and this is evident due to the presence of various native and non-native speakers on a global scale. As we just said, according to statistics, one-fourth of the world is either fluent in the English language or content with it. While it's true that the number of native Mandarin speakers is the greatest in the world, Mandarin is not the global language due to its complex spellings, grammar, and letter system.

The English language, on the other hand, does not suffer from such complexity problem. Furthermore, the English language has a lot of words and synonyms to express something. As such, any word or its meaning can be expressed with a high level of accuracy.

Native (one born or reared in a particular place) speakers of a language have a rich vocabulary of idioms and slang, and can show you the best time to use certain words and phrases depending on the context.

Non-native (not indigenous or native to a particular place) speakers have lower linguistic competence than native speakers, which renders their language less reliable in conveying their intentions. Non-native speakers' linguistic competence is typically inferior to that of native speakers. Non-native speakers may make grammatical errors, and may use constructions that native speakers do not use. In addition, their choice of words are often suboptimal and might even be incorrect.

Non-native speakers learn the language as older children or adults. However, this doesn't necessarily mean they speak the language any less accurately than a native speaker. It is often said that the best way to learn is with a native speaker, and there's no denying that chatting with native speakers has great advantages.

Speakers of English are also known as Anglophones, and the countries where English is natively spoken by the majority of the population are termed the Anglo sphere. Over two billion people speak English, making English the largest language by number of speakers, the third largest language by number of native speakers. England and the Scottish Lowlands, countries of the United Kingdom, are the birthplace of the English language and the modern form of the language has been being spread around the world since the 17th century, first by the worldwide influence of the United Kingdom, and more recently by that of the United States. Through all types of printed and electronic media of these countries, English has become the leading language of international discourse and the lingua franca in many regions and professional contexts such as science, navigation and law. The United Kingdom remains the largest English-speaking country in Europe. The United States and India have the most total English speakers, with 283 million and 125 million, respectively. There are also 108 million in Pakistan, 79 million in Nigeria, and 64 million in the Philippines. When those who speak English as a second-language are included, estimates of the number of Anglophones vary greatly, from 470 million to more than two billion.

When native and non-native speakers are combined, English is the most widely spoken language worldwide. Besides the major varieties of English such as American English, British English, Canadian English, Australian English, Irish English, New Zealand English, and their sub-varieties, countries such as South Africa, India, Nigeria, The Philippines, Jamaica and Trinidad and Tobago also have millions of native speakers of dialect continua ranging from English based creole languages to Standard English other countries, such as Ghana and

Uganda, also use English as their primary official languages. There are estimated to be about 175 dialects of English around the world.

English is the primary natively spoken language in several countries and territories. Five of the largest of these are sometimes described as the “core Anglo sphere” , they are the United States of America (with at least 231million native English speakers), The United Kingdom (60million), Canada (19million), Australia (at least 17 million), and New Zealand (4,8million). English is also the primary natively spoken language in the Republic of Ireland. English based creoles are spoken by a majority of people in Jamaica, Trinidad and Tobago, Guyana, The Bahamas, Belize, Grenada, Barbados, Antigua and Barbuda, Dominica, Saint Lucia, Saint Vincent and the Grenadines, Saint Kitts and Nevis, Suriname English is also spoken by majority of people as a second language in countries such as Denmark, Germany, The Netherlands, Slovenia, and Sweden.

In some countries where English is not the most spoken language, it is an official language or has some official status. These countries include Belize, Botswana, Cameroon (co-official with French), Eswatini (Swaziland), Fiji, Ghana, India, Kenya, Kiribati, Lesotho, Liberia, Malaysia, Malta, the Marshall Islands, Mauritius, The Federated States of Micronesia, Namibia, Nigeria, Pakistan, Palau, Papua, New Guinea, the Philippines, Rwanda, Samoa, Seychelles, Sierra Leone, Singapore, the Solomon Islands, Sri Lanka, Sudan, South Africa, South Sudan, Tanzania, The Gambia, Uganda, Zambia, and Zimbabwe. There are also countries where in a part of the territory English became a co-official language, in Colombia's San Andres y Providencia, Hong Kong, Honduras's Bay Islands, and Nicaragua's Mosquito Coast. This was a result of the influence of British colonization and American colonization in these areas.

India has the largest number of second-language speakers of English. David Crystal (2004) claims that combining native and non-native speakers, India has more people who speak or understand English than any other country in the world. However, most scholars and research that has been conducted dispute his assertions. Pakistan also has the English language (Pakistani English) as a second official language after the Urdu language as the result of British rule (Raj). Sri Lanka and the Philippines use English as their third and second official language after Sinhala and Tamil and Filipino, respectively.

English is one of the eleven official languages that are given equal status in South Africa (South African English), where there are 4,8 million native English speakers. It is also the official language in current dependent territories of Australia (Norfolk Island, Christmas Island and Cocos (Keeling Islands)) and of the United States of America (American Samoa, Guam, Northern Mariana Islands, Puerto Rico (in Puerto Rico, English is co-official with Spanish) and the US Virgin Islands), and Hong Kong Special Administrative Region of the People's Republic of China.

Although the United States federal government has no official languages, English has been given official status by 32 of the 50 US state governments. Furthermore, per United States nationality law, the process of becoming a naturalized citizen of the US entails a basic English proficiency test, which may be the most prominent example of the claim of the nation not having an official language being belied by policy realities.

English is also an important language in several former colonies and protectorates of the United Kingdom, such as Bahrain, Bangladesh, Brunei, Cyprus and the United Arab Emirates.

Several recent theories have suggested that an increase in the number of non-native speakers in a language can lead to changes in morphological rules: Learnability is a core

property of language, and therefore who is learning and using a language has the potential to shape and change the language itself. Since structures which are learned more accurately will proliferate and persist within a language, differences in learners across a population have the potential to shape the structure and evolution of a language. In particular, there is ample evidence that children and adults learn language differently, internalising and reproducing structure in different ways. Yet, exactly how differences in learner profiles affects broader aspects of language structure is still largely unknown.

While the body of research tying language acquisition and language evolution has expanded considerably in the past few decades (Monaghan, 2014), it tends to focus on the role of a specific type of learner: the child. However historically and perhaps increasingly in modern times non-native adult learners have become a force in many languages, most notably in English, where about 70% of speakers are non-native. Despite this, little is known about exactly how this shifted learner profile might affect language structure, although differences between child and adult learners are well-documented.

English is not atypical in this regard, but represents one example of a language in contact, which occurs whenever a population or subset of a population uses more than one language. The notion of language contact is broad, including high rates of bilingualism, situations in which a lingua franca is needed, and also more extreme cases where entirely new languages are born.

In short time scales, high rates of non-native learners could potentially effect a language system by changing the nature of the “corpus” of a language in other words, if 70% of speakers are non-native, than some sizeable proportion of written and spoken English will be the direct product of non-native learners. These effects can also span longer timescales, with new learners-both native and non-native learning at least in part from non-native production.

Generally, an influx of non-native learners in a language seems to lead to a reduction in morphological complexity, often referred to as deflexion (the loss or reduction of morphological marking, often in favour of lexical strategies). Broadly, this is analogous to a simplification or elimination of rules, though the mechanisms which cause this type of change are not well understood. While some languages use complex morphological paradigms to inflect verbs, others have partially collapsed inflections where differences are only retained in the written form, or lack distinct inflections altogether.

Many of the changes in English since the Old English period are thought to have been a result of contact. (Trudgill, 2010), including the loss of the case system and complex adjectival markers (Lass, 1992). German has seen historically variable levels of contact, which has been reflected in different rates of morphological change over time, particularly for the past tense (Carroll, Svane, & Salmons, 2012).

However, specific concrete experimental evidence for the effect of learner profiles on natural language structure is lacking. Lexical decision and priming studies indicate that a key difference in processing between native and non-native users is in the level of rule application: non-natives never attain the automaticity and accuracy at implementing grammatical and morphological rules that comes naturally to native speakers. In other words this evidence might predict that non-native process primarily on a lexical level, by simply memorising different word forms (contrasted with a morphological level, where rules are applied to roots to realise word forms). Non-native adult learners display an imperviousness to internalising and correctly applying rules automatically, while a native child learners do so effortlessly.

There is ample evidence showing that children and adults internalise, process, and reproduce linguistic input differently. Yet, exactly how differences between child native learners and adult non-native learners may drive changes in linguistic structure is less clear. In other words, what do adult, non-native speakers do to a language? Some evidence indicates that adults prefer regularity while child learners cope more readily with irregularities, even to the point of introducing irregularity in a highly regular language. Non-native language processing shows that rather than having a preference for rules, non-native speakers tend not to use rules when realising inflected word forms, and this strategy is frequency sensitive. While many theories predict a trend of simplification and regularisation in language as a result of non-native adult learners, some evidence from non-native language processing predicts that adult non-native learners may preserve or even introduce irregular variation. This may occur because adult learners are heavily influenced by the generally high token frequency or irregular verbs (Bybee, 2001, Cuskley et al., 2014, Lieberman et al., 2007), because they treat each past tense form as a new lexical item, rather than, generalising across forms and applying rules. All these demonstrate that, non-native learners have the potential to affect a language both through direct production and influencing the preferences of native speakers.

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НОСИТЕЛИ И НЕ НОСИТЕЛИ АНГЛИЙСКОГО ЯЗЫКА В МИРЕ И ИХ ПРИНЯТИЕ ЛИНГВИСТИЧЕСКИХ ПРАВИЛ

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Резюме

Главная цель теорий понимания языка состоит в том, чтобы описать, как люди понимают то, что говорящие имеют в виду, исходя из того, что они говорят. Хотя такие теории редко заявляются явно, они сосредоточены исключительно на носителях языка. Тем не менее, использование неродного языка широко распространено. В настоящее время английский язык является одним из самых распространенных языков в мире. Хотя Английский язык имеет одно из самых высоких показателей по количеству носителей языка, гораздо больше людей используют его как неродной язык. В целом английский язык известен в мире как язык дипломатии, коммерции, научно-технической и массовой информации. Кроме того, фонетическая структура английского языка смогла создать уникальную оригинальную звуковую структуру, пройдя ряд этапов развития.

Обучаемость является основным свойством языка, и поэтому тот, кто изучает и использует язык, может формировать и изменять сам язык. Поскольку структуры, которые изучены более точно, будут размножаться и сохраняться в языке, различия в учащихся среди населения могут формировать структуру и эволюцию языка.

DUNYADA İNGİLİS DİLİNDƏ ANA DİLİ, QEYRİ-ANA DİLİNDƏ DANIŞANLAR VƏ ONLARDA LİNGVİSTİK QAYDALARIN QƏBULU

Məmmədova Susanə Maqsud qızı
Xülasə

Dili anlama nəzəriyyələrinin əsas məqsədi insanların danışanların dediklərindən nə demək istədiyini necə başa düşdüklerini təsvir etməkdir. Nadir hallarda açıq şəkildə ifadə olunsada, bu cür nəzəriyyələrə yalnız dilin ana dilində danışanlar diqqət yetirir. Lakin, qeyri-döğmə dildən istifadə çox yayılmışdır.

Hazırda ingilis dili dünyada ən geniş yayılmış dillərdən biridir. İngilis dili ən çox ana dilində danışılan dillərdən olsa da, daha çox insan ondan qeyri –ana dili kimi istifadə edir. Ümumiyyətlə, ingilis dili dünyada diplomatiya, kommersiya elmi-texniki və kütləvi informasiya dili kimi məşhurdur. Həmçinin, ingilis dilinin fonetik quruluşu bir sıra inkişaf mərhələlərindən keçməklə özünəməxsus orijinal səs strukturu yarada bilmişdir.

Öyrənilmə qabiliyyəti dilin əsas xüsusiyyətidir və buna görə də dili öyrənən və istifadə edən dili formalaşdırmaq və dəyişdirmək potensialına malikdir. Həmçinin, daha dəqiq öyrənilən strukturlar dil daxilində çoxalmağa davam etdiyi zaman, dili öyrənənlər arasındakı fərqlər dilin strukturunu və təkamülünü formalaşdırmaq potensialına malikdir.

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