Cases of Syntactic Interference in Students' translations between English and Azerbaijani

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ABSTRACT

By definition, translation requires the knowledge of at least two languages: a native and a foreign language. Depending on the extent to which a person knows a language, we can distinguish symmetrical and asymmetrical, autonomous and combined bilingualism. Particularly important in the case of translation asymmetric bilingualism – when one language is known to a greater extent, and combined bilingualism – when speech is built based on the native language. The aim of this article is to identify syntactic errors in the English translations of Azerbaijani students and find solutions to them. We will therefore primarily consider negative syntactic interference since it is the negative transfer that creates noticeable difficulties for translation.

In translation, interference is expressed by a violation of the syntactic norms and rules of the studied foreign language under the influence of the transfer of skills and abilities of the native language. Students often make this mistake when harmonising the grammatical units of one language in accordance with the grammatical structures of another, or when they do not follow a certain rule in one language due to its absence in another.

Syntactic interference describes violations in terms of typological differences and functioning. In order to establish interference, it is necessary to consider the features of each of the interacting languages. Comparative analysis of English and Azerbaijani languages helps to compare and see the main inconsistencies in the two language systems, to find the main errors in the foreign language speech of Azerbaijani-speaking students. For this purpose, the students were offered two types of tasks: translation from Azerbaijani into English and vice versa. A study of the students' translations showed that the most typical errors are errors at the level of the sentence structure.

Keywords: syntactic interference, comparative analysis, English-Azerbaijani languages, typological differences, typical errors

INTRODUCTION

At the beginning of the twentieth century, the outstanding Austrian linguist Hugo Schuchardt (2003) wrote: *"Among all the problems that linguistics is currently dealing with, there is probably nothing as important as the problem of language mixing. It should be carefully studied first of all where there are the most favorable conditions for observing the mixing process itself, and for scientific study of it".* Despite the fact that there have been numerous studies on various aspects of this area since Schuchardt's time, the problem of language contact is still relevant, as the phenomenon of bilingualism and multilingualism has become a norm in modern society.

One of the most complex phenomena of language contact is interference. The term "interference" became widely accepted after the publication of U. Weinreich's monograph "Language contacts" in 1953. U. Weinreich (1979) defines interference as *"cases of deviation from the norm of each language that occur in the speech of bilinguals as a result of their familiarity with more than one language".* In most definitions of modern linguistics, interference is understood as the mutual influence of two systems (the native

language system and the system of the language being studied) and deviations from the norms of any of these systems that occur as a result of such language contact. There are many types of interference that occur during the translation process. Only one of them is mentioned in this article – syntactic interference.

The word "translation" has two meanings. In one sense, "translation" is a product of the translator's activity – a text created by him/her in oral or written form. In another sense, the word translation refers to the process of creating this product – the activity of the translator who creates the text. At the same time, translation is an activity that involves variable re-expression, transcoding of text generated in one language into text in another language, carried out by a translator who creatively chooses a variant depending on the variable resources of the language, the type of translation, the tasks of translation, the type of text and the influence of their own personality (Abdygaliev, 1976).

Translation – the activity of interpreting the meaning of a text in one language (the source language [SL]) and creating a new, equivalent text in another language (the translating language [TL])– is, of course, not an easy process due to the limitations of word compatibility (Akhmanova, 1969). Nowadays, one of the most challenging difficulties found in students' written speech is the problem of the compatibility of words. Its importance is obvious: the most complex and contradictory norms in language belong to the sphere of compatibility. Compatibility problems have been dealt with extensively by researchers such as Vinogradov (1990), Gack (1990), Kotelova (1975), Stepanova (1980), Shmelev (1973) and others. Research in this area basically comes down to a description of compatibility as a language phenomenon and its types. Considering the issues of compatibility through framework of these works, we turned to the study of the compatibility of words as a problem of syntactic interference based on the translations by the students of the Faculty of Education in the conditions of bilingualism.

LITERATURE REVIEW

Compatibility is one of the fundamental features of linguistic units that reflect the syntagmatic relations between them. The separation of syntagmatic relations is usually associated with the name of F. de Saussure, who associated syntagmatic relations with the linear character of speech, its length, unidirectionality, and consistency. In linguistics, the ideas of Saussure (2004) were developed by Baudouin de Courtenay, who described syntagmatic relations as liner relations between units, and M. Kruszewski (1993), who defines them as "adjacency relations".

We will define syntagmatic relations as relations between signs of a language that occur between consecutive units of the language when they are directly combined with each other in the real flow of speech or text. One of the most important aspects of syntagmatic is precisely the compatibility of words. In linguistics, this problem is most intensively developed from the late 50s to the end of the 70s. At this time, the works of Kotelova (1975), Melchuk (2018), Morkovkin (1977) and others are published.

The study of word compatibility has also proved to be key for solving a number of methodological problems, the most important of which is a comprehensive description of the language as a foreign language (Azerbaijan, Russian, English, German, etc.). It is necessary to teach a foreigner to distinguish between normal, standard phrases that are characteristic of general literary speech, and occasional, individual-author, figurative means of expression.

According to Kotelova (1975) *"the combinability of a word is a set of its syntagmatic potentials, whose belonging to the word characterizes it as a certain property; in other words, it is a set and conditions for the implementation of word distributors, the paradigmatic of its syntagmatic properties, its connectedness".*

Word compatibility is determined by both linguistic and extralinguistic factors. The multidimensional study of combinability is also reflected in the development of such concepts as "valency", "context", "distribution", and "combinability" in its various forms.

The term "valency" is usually used in modern linguistic literature to denote combinability properties and potencies. Valency refers to *"the ability of a word to enter into syntactic relations with other elements"* (Gak, 1990). However, the question of valency and combinability in modern linguistics is still not fully resolved. On the one hand, there is an identification of these two concepts, on the other – their separation, where compatibility is interpreted as a broader category. If valency is a potential combinability, then the term "distribution" can be used to denote real combinability. Most importantly, the concept of distribution is associated with the concept of context.

Thus, the foundation of combinability is valency, which is related to the level of the language and includes the potential for connecting words. Further, at the level of speech, individual monosemantic contexts are formed, which as a whole comprise the distribution of the word and are contained in the concept of "compatibility" (Kulikova, 1973). All the terms mentioned here are included in one large concept "syntagmatics" (see Figure 1).
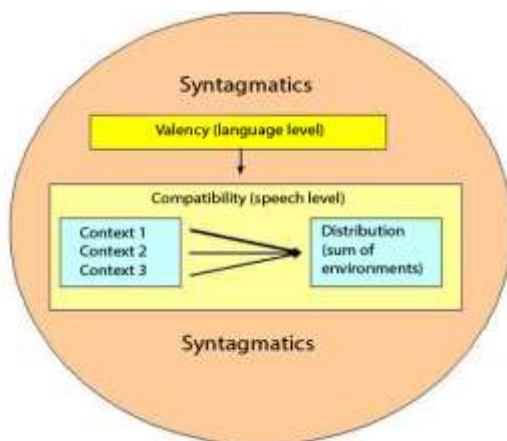

Figure 1. Correlation of the concepts of "syntagmatics", "valency", "compatibility", "distribution" and "context".

Analyzing this concept and its use, we see that these terms constitute a single system, and therefore, are in the relations of inclusion, connectedness and interdependence. Consideration of some approaches to understanding compatibility allows us to identify the essence of the basic concepts that are in hyper-hyponymic relationships and represent one whole, namely two level aspects of syntagmatics. So, at the level of language, syntagmatics is represented by valency, while at the level of speech syntagmatics is represented by compatibility.

MATERIALS & METHODS

As mentioned in the previous section, interference is the process and result of interaction of two or more languages, leading to a change in the structure of one of these languages. At the same time, interference is a violation of the norms of compatibility of words of one of the languages. Moreover, different types of interference cause a violation of compatibility at different levels of the language. During the study, a connection was established between types of interference and the main types of word compatibility – semantic, lexical, stylistic, phraseological and syntactic compatibility of the language. This paper will limit itself to considering only some of the types of compatibility of the language, those related to its subject of syntactic interference and experimental research aimed at identifying interference in the aspect of word compatibility. Therefore, focus will be given to syntactic compatibility, i.e. the type of word compatibility that causes syntactic interference.

Syntactic Compatibility
Shmelev (1973) calls syntactic compatibility the possibility of using words in certain constructions. Each lexical unit has a fairly strict set of syntactic relationships with other lexical units. The nature of these relationships (i.e., the syntactic compatibility itself) determines whether a

given lexical unit belongs to a certain grammatical category (part of speech, grammatical class or category). From this point of view, we can talk about obligatory (mandatory) and optional compatibility, depending on the need to use the distributor for this word. When there is obligatory compatibility, there should always be a dependent component, for example: *to buy bread, to read a letter.* On the other hand, with optional distributors, the two are independent, for example: *to buy bread for 5 manats, to read the letter twice.*

The combinable properties of the main word (its ability to spread by the dependent) are called active compatibility, and the ability of the dependent word to connect with the main word is called passive compatibility. Syntactic compatibility is, however, determined not only by grammatical properties of a word. Chesnokova (2009) defines three types of syntactic compatibility depending on the factors that determine it (it should be noted that the author uses the term "grammatical compatibility" in his work, which is practically not used in modern linguistics). The types of syntactic compatibility identified by Chesnokova are the following:

1. The syntactic compatibility that is motivated by the lexical meaning of the word. In the case of polysemy, this type of syntactic compatibility can act as a differentiator of lexical and semantic variants of a given word, that is, it is "a potential possibility of both connecting words and differentiating meanings". In this case, the grammatical meaning of a word does not directly affect its compatibility.

2. Syntactic compatibility due to lexical and grammatical features of the word. This compatibility is caused "by the interaction of common lexical and grammatical meanings" of a given word.

3. Syntactic compatibility caused only by grammatical factors. The lexical meaning of the word in this case does not affect its compatibility.

Thus, syntactic compatibility depends not only on grammatical, but also on lexical and semantic factors, i.e. on the lexical meaning of the word. This implies a close relationship between syntactic and semantic compatibility.

Research Objectives
1) To identify the errors due to syntactic interference in the tasks of students' translations of the Azerbaijan University of Languages (AUL).
2) To identify the frequency of errors made by students of AUL in their tasks.
3) To identify the sources of errors made by students of AUL in their tasks.

Research Questions
The present study was guided by the following research questions:
1) What type of errors do students of AUL make in their tasks?
2) What is the frequency of errors of the students of AUL in their tasks?
3) What are the sources of errors found of students of AUL in their tasks?

Method and Participants
We conducted an experiment to identify syntactic interference in the field of compatibility in students' translations. The research comprised of 2 groups of second year students. Each group consisted of 15 students, bringing the total to 30 participants, all students of the Faculty of Education of the Azerbaijan University of Languages whose English proficiency was Intermediate.

For error analysis, both translation directions (from Azerbaijan into English and vice versa) of the student group were collected and analyzed. The results showed that the frequently committed errors were at the sentence level. The most frequent errors were the errors of omission, word compatibility, and word order i.e. errors due to syntactic interference. Further analysis of the collected data indicated different levels of interference and carelessness of students as the major sources

of the errors. After this analysis, 6 texts were selected for the experiment: 3 in English, and 3 in Azerbaijani. Our task was to identify common patterns of compatibility disorders in contact with the English and Azerbaijani languages and put forward appropriate methodological recommendations. The length of the texts is shown in the table below (Table 1).

Table 1 Overview of text length

Text	Sentences per text
01	50
02	75
03	83
04	94
05	85
06	65
Total	452

Research Instrument
In the analysis of the violation of word compatibility and description of lexical meaning the following dictionaries were used: *Cambridge International dictionary of English* (1995) and *English-Azerbaijani and Azerbaijani-English dictionary* (2000).Each student who had English for General Purpose (EGP) as a compulsory subject was given 6 different texts to translate.

RESULT AND DISCUSSION
Reasons for the manifestation of syntactic interference in the conditions of bilingualism
As mentioned previously, syntactic interference is interference at the level of sentence members. In conditions of bilingualism, syntactic interference is most susceptible to secondary members of the sentence – object and adverbial modifier, which is often expressed in violation of the rules for combining verbs with prepositions. The role of the latter in English is very great, because temporary, spatial, causal and other relationships are transmitted without the use of suffixes (as in Azerbaijani), using prepositions instead.
The reason for such errors is mainly syntactical inter-language interference – the projection of specific features of the syntax of the source language into the target language, the result of which is a violation

of the norms of the target language (Abbott, 1980). In the Azerbaijan language, the word order can vary, but in English it is fixed according to the scheme subject (S) - predictable (P) - object (O) - adverbial modifier (AM). Students who projected the Azerbaijani word order into English thus received a syntactically incorrect sentence.
Due to the fixed English word order, the options for translation are very limited. The student finds him/herself in a situation of choice – either to shift the theme-rheumatic focus, or disrupt the English word order. For example, the sentence *"Bundan əlavə, abidələrin dövlət tarixi və mədəni ekspertizası aparılmalıdır"* was translated as *"And must be also carried out state historical and cultural investigation"*. Rheumatic sayings are *"expertise."* The student had a translation option *"Investigation must be carried out",* but the desire to preserve the theme-rheumatic division won and the syntactic division of the sentence was sacrificed to the communicative one. The correct way out in this case would be to apply a translation transformation in order to preserve both of them, for example, to introduce a new subject Vinogradov (1990): *"the state must carry out historical and cultural investigation"*.

Errors Frequently Occurring in Translations by Students of AUL
Syntactic interference occurred when students used phrases and sentences in English based on models of the Azerbaijan language, which is associated with the identification of syntactic structures of the native and the studied language. The rules for syntactic compatibility of certain words and classes of words in the Azerbaijan language are projected onto the corresponding words and classes of words in the English language, which resulted in errors associated, most often, with violation of syntactic compatibility.

We received the following results when analyzing the submitted task performed by 30 students (see Table 2):

Table 2. Distribution of committed error types due to syntactic interference and overview of their frequency

Types of Errors	Frequency	Percentage sentences with errors (%)
1. Word order	102	22 %
2. The omission of the formal subject it	75	16 %
3.Translation of adverbial modifier	50	11 %
4.Translation of infinitive constructions.	147	32 %
5.Translation of participles	158	34 %
6.Translation of gerundial constructions	202	44 %
Total:	**734**	**162 %**

The table above demonstrates types, frequency, and percentage of the committed errors. It shows that overall, the students committed 734 different errors, whose typesare represented through the figure given below (see Figure 2).
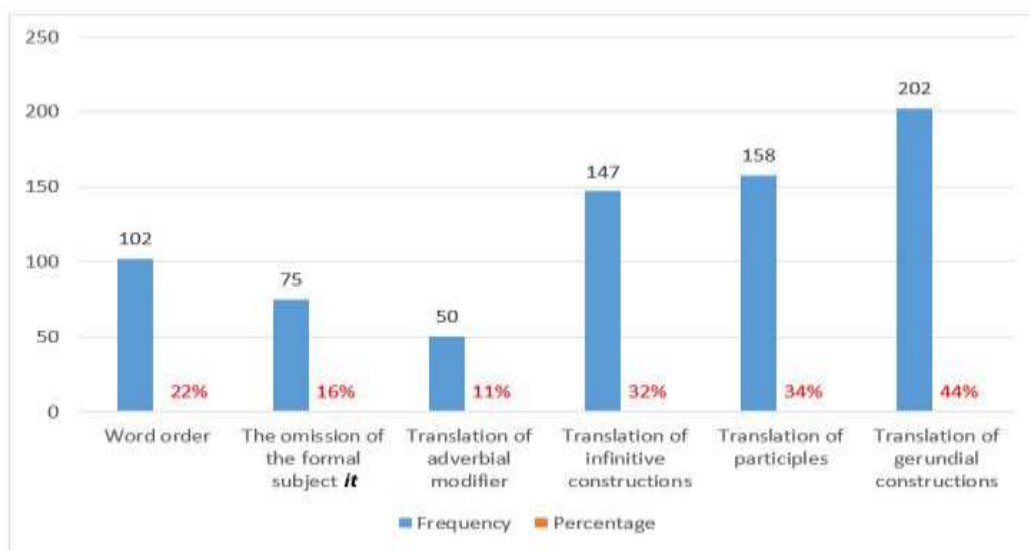

Figure 2. Frequency and percentage of the committed errors by student-translators of the AUL due to syntactic interference.

The most frequently occurring error type is translation of gerundial constructions, corresponding to 44% of the total number of errors. This is followed by translation of participles (34%), translation of infinitive constructions (32%), word order (22%), the omission of the subject it(16%), and finally the translation of the adverbial modifier (11%).

Word order in the Azerbaijan and English languages
Errors in this group are caused by the fact that the English language is characterized by a strictly fixed word order. Since English belongs to the group of analytical languages, the most common word order issubject+verb+object (SVO). For example, *I learn English language:*

SVO (I learn English language),
SOV (I English language learn),
VSO (Learn I English language),
OSV (English language I learn),
OVS (English language learn I),
VOS (Learn English language I).

As you can see, English is an SVO language, because all orders except SVO are incorrect. The usual word order in Azerbaijani, on the other hand, is subject+object+verb (SOV). However, Azerbaijani word order is very flexible and you can manipulate it depending on what you want to emphasize and how formal or poetic you want your sentence to be. As sentences get longer and more complex, this flexibility of word order decreases but retains its flexibility. Let's see how many

variants of the same sentence,*I learn English language,* can be said in Azerbaijan language.
http://speakazeri.blogspot.com/2012/12/word-order-in-azerbaijani.html

SOV (Mən ingilis dilini öyrənirəm),
VOS (Öyrənirəm ingilis dilini mən),
SVO (Mən öyrənirəm ingilis dilini),
VSO (Öyrənirəm mən ingilis dilini),
OVS (İngilis dilini öyrənirəm mən),
OSV (İngilis dilini mən öyrənirəm).

Notice that in spite of the changes in word order, the words for English and language

always occur together because one modifies the other. If they are separated, the sentence will lose its coherence.

In other words, unlike English, word order is relatively free in Azerbaijan language. This is why all these sentences are correct, even though one order (SOV) is much more common. This is a major reason for where student-translators committed a lot of errors in their translations.
Examples of word order errors in students' translations are presented below in **Table 3.**

Table 3. Errors related to word order

Original sentences	Erroneous translation	Correct translation
1.Bir qrup Meksikalı arxeoloq və biokimyaçı Meksikanın Yucatan yarımadasında bir bazar meydanı kəşf etdilər.	A group of Mexicanarchaeologists and biochemists discovered *on the territory of Yucatan peninsula* an ancient marketplace.	A group of Mexican archaeologists and biochemists discovered an ancient market-place *on the territory of Yucatan peninsula.*
2. Ritual hərəkətlərin həyata keçirildiyi ərazilərdə, bir qayda olaraq, fosforun bu qədər yüksək dəyəri müşahidə edilmir.	*On the places of ritual activities* such high phosphorus indices are not normally observed.	Such high phosphorus indices are not normally observed on *the places of ritual activities.*
3. Elm adamları, ehtimal olunan bazar meydanında daş zirzəmilərə bənzər bir şey tapdılar.	1)Scientistsalso on this market area *were found stone foundations.*	*Scientists also found something*similar to stone basements in the presumable market square.
	2) Scientists also on this marketplace *were found out the likeness of stone foundations.*	
	3) On this market area there *were found some things* that were alike the stone bases.	
	4) On the presumable market square there *were also found out something*looking like stone bases.	
4. İnterfaks xəbər verir ki, 2008-ci il yanvarın 1-dən bəri qanunvericilikdə, mədəni irs obyektlərini özəlləşdirməyə imkan verən düzəlişlər qüvvəyə minib.	1) Interfax informs that *giving an opportunity to privatize objects of cultural heritage amendments* to legislation have been in force since the first of January 2008.	Since the first of January 2008, legislation *amendments came into* force, *which allow* to privatize objects of cultural heritage, Interfax informs.
	2) From the first of January 2008 in the legislation *came into operation the changes* that give opportunity to privatize memorials, says Interfax.	
5. İlk növbədə əvvəlcə fərdi olaraq tikilən obyektləri özəlləşdirəcəklər.	First of all *private will be made the objects* that initially were built as private.	In the first instance *they will privatize* the objects that initially were built as private.

The omission of the formal *it* in the process of translation

The pronoun *it* functions differently in contemporary English: it may be used as a notional subject and as a formal subject. As a notional subject, the pronoun *it* translated into Azerbaijani as *o, bu;* but as a formal

subject it isn't translated, it omitted during the translation. However, the students made errors in translating the texts given to them, both in Azerbaijani and English, under the influence of their native language. Examples taken from students' translations are following (see Table 4):

Table 4. Errors related to the translation of formal *it*

Original sentences	Erroneous translation	Correct translation
1. I have bought a book. *It* is in my bag.	Mən kitab almışam. Çantamdadır.	Mən kitab almışam. *O,* mənim çantamdadır.
2. *It* was a large garden with a stonewall around.	Ətrafında daş divarı olan böyük bir bağ idi.	*O,* daş divarla əhatə olunmuş böyük bir bağ idi.
3. Səhərdir.	Morning.	*It* is morning
4.Qışda tez-tez qar yağır.	Often snows in winter.	*It* often snows in winter.

Translation of Adverbial Modifiers (AD)

In English, the adverbial modifier is a secondary part of a sentence which modifies a verb, an adjective, an adverb. According to their meaning, adverbial modifiers are divided into different subgroups. Without listing all of these here, let us consider specifically the adverbial modifiers where more errors detected during translation process were noted (see Table 5).

Table 5. Errors related to the translation of AD.

Original sentences	Erroneous translation	Correct translation
1. Aprel ayında burada tez-tez yağış yağır. 2. Onlar həmçinin dünən müqaviləyə qol çəkmədilər 3.I was late for the meeting because *of the traffic jam*. (AD of cause) 4.We shall go on a picnic tomorrow. (AD of time)	It very rains here in April *often*. They didn't sign the contract yesterday *too*. Tıxac idi və mən gecikdim iclasa. Biz gəzintiyə gedirik.	It very *often* rains here in April. (AD of frequency) They didn't sign the contract yesterday *either*. Tıxac olduğuna görə iclasa gecikdim. Biz sabah piknikə gedəcəyik.

Translation of infinitive constructions

In contemporary English, the following infinitive constructions are used:
1. The objective with the infinitive construction;
2. The subjective with the infinitive construction;
3. The for-to-infinitive construction.

Student-translators almost always encountered difficulties when translating these constructions. Most of the errors were revealed in the translations from English to Azerbaijani. This represents 32% of the students' errors, examples of which are given below (see Table 6).

Table 6. Errors related to the translation of infinitive constructions.

Original sentences	Erroneous translation	Correct translation
1.I felt*somebody stand* behind me.	Arxamda kimsə dayanmışdı.	Mən arxamda kiminsə dayandığını hiss etdim.
2.*They* were ordered *to enter*the hall.	Onlara əmr edildi ki zala daxil olsunlar.	Onlara zala daxil olmaq əmr edildi.
3.It was important for *the travelers to learn*English before going to England.	Səyahətçilərin ingilis dilini öyrənməsi vacibdir.	İngiltərəyə getməzdən əvvəl səyahət edənlərin ingilis dilini öyrənməsi vacib idi.

Translation of participles

In contemporary English, participle I and II has a number of different functions, errors in translation related to some of these are presented in the following examples (see Table 7):

Table 7. Errors related to the translation of participles.

Original sentences	Erroneous translation	Correct translation
1. *Having arrived* at the railway station the delegation was greeted warmly. (Adverbial modifier of time)	Dəmiryol vağzalına gəldikdə heyət isti qarşılandı.	Nümayəndə heyəti dəmir yol vağzalına çatan kimi səmimi qarşılandı.
2. I heard somebody *opening* the door. (Complex object)	Qapını kinsənin arxadan açdığını eşitdim.	Birinin qapını necə açdığını eşitdim.
3. The *frozen* ground was hard as stone. (Attribute)	Torpaq daş kimi donmuşdu.	Dondurulmuş torpaq daş kimi sərt idi.
4. The dog heard *his name pronounced* through the opened door. (As part of a complex object)	Köpək adının qapıdan eşitdiyini eşitdi	İt açıq qapıdan adının çəkildiyini eşitdi.

Translation of gerundial constructions

The gerundial construction is another grammatical unit seen to create difficulties in the translation process for the students. The gerundial construction consists of a noun in the genitive case or a possessive pronoun preceding the gerund. However, in contemporary English there is a tendency to use the noun in the common case instead of in the genitive case, such as: *I remember my father-in-law (instead of father-in-law's) going for a short sea trip for the benefit of his health.* This also creates difficulties for the students' translations from both languages, examples of which are presented below (see Table 8).

Table 8. Errors related to the translation of gerundial constructions.

Original sentences	Erroneous translation	Correct translation
1. *John's coming* home so late it disturbed his mother. (Complex subject)	Con evə gec gəldi və anası narahat oldu.	Conun evə belə gec gəlişi anasını çox narahat etdi.
2.There was no hope *ofhis meeting* anybody at home at that time. (Complex attribute)	O dövrdə heç kimlə görüşməsinə ümid yox idi.	O zaman evdə kimsə ilə görüşəcəyinə heç bir ümid yox idi.
3.Məni bu qədər məmnun edən məhz Conun gəlişi idi.	John arrival pleased me.	*John's arrival*pleased me greatly. (Complex predicative)
4.Onun ziyafətdəki davranışı qonaqları narahat etdi.	Qonaqlar ziyafətdə narahat idi.	*His behavior* at the party upset the guests. (Complex subject)

A student-translator often does not realize the importance of observing systemic and usual requirements of both the source and target languages. As a result, this leads to the student-translator feeling, upon completion of the translation, that his/her translation has turned out to be equivalent, but "strange".

Error analysis made by the students
Error Analysis (EA) is a methodology first introduced in the 1960s-70s for the investigation of second language acquisition (Corder, 1967), and elaborated over subsequent decades (James, 1998). With theoretical roots in early Second Language Acquisition (SLA) research, EA was initially applied in the examination of interlanguage (IL). According to the then developing theory, IL (i.e., the learner's language at agiven point in time) was systematic, with rules that may approximate but differ from the target language (Selinker, 1972). Building from this viewpoint, EA was developed and applied to uncover the systems underlying the errors (Corder, 1967). Although EA remains an effective tool in ELT research, its application and the findings it generates can only be as valid and effective as the applied analytical frameworks and systems of linguistic descriptions, with one of EA's most prominent limitations is its reliance on traditional, surface-level grammatical descriptions (Hamilton, 2015).
In the first sentence given in **Table 3,** due to thoughtless tracing from the Azerbaijani language, the adverbial modifier of place *"on the territory of Yucatan peninsula"* was used before the direct object *"an ancient marketplace"*. However, this error is not gross and is again caused by the student's

desire to preserve the communicative structure of the sentence.
In the second sentence, the adverbial modifier of place *"on the places of ritual activities"* is used at the beginning of the sentence, which completely contradicts the English word order and is clearly done simply from reluctance to think and change the structure of the original sentence. Moreover, this circumstance is included in the rheumatic part of the statement, and therefore, it seems logical to use it at the end of the sentence.
In the third sentence, four variants of erroneous translations were seen at once. In all four, the predicate "were found" was used before the subject, following the model of the original: *"Bənzər bir şey tapıldı."*To preserve the position of the basements rhema (in different versions of its translation) at the end of the sentence, the students went on with a deliberately incorrect word order. The obvious transformation of the input of the subject *"Scientists found ..."* has not been applied. In addition, we again observe the adverbial modifier of place, *"on the marketplace"*, used at the beginning of the sentence.
In the fourth sentence, the two translations contain a variety of interference. The passage "giving an opportunity to privatize objects of cultural heritage change" is interesting in the first translation. Apparently, they were referring to *"amendments that make it possible to privatize cultural heritage objects"*. However, in both the Azerbaijani and English languages, such a complex participle must come after the noun. Apparently, the student decided that the attribute should be used before the determinant in any case, even when lacking

harmony. In the second translation, a typical interference is that the student translated the Azerbaijani phrase *"dəyişiklilər qüvvəyə minib"* as *"came into operation the changes"*, forgetting that in English the subject must precede the predicate.

In the fifth sentence, the English word order is simply "turned inside out". *"First of all private will be made the objects"*– the adverbial modifier, followed by the nominal part of the predicate, the verbal part of the predicate, and finally the subject– although the direct word order requires the direct reverse sequence: *"The objects will be made private first of all"*. Most likely, the student wanted to leave the phrase "which were originally created as private property" at the end of the sentence, which carries the main rheumatic load, but did not think to apply the transformation and translate the sentence, for example, as *"In the first instance they will privatize the objects that were initially built as private"*.

In all sentences given in **Table 4,** the pronoun *it* was used as a notional subject, which means that it needs to be translated. However, the students mistranslated 16% of the sentences. In the first sentence *It is in my bag,* students' translated as *çantamdadir,*the correct translations should be*o, mənim çantamdadır.It-o* is omitted. In the second, third and fourth sentences, the notional subject *it* is omitted. So, under the influence of the native language the student-translators made errors.

Let us now continue with Table 5. In the first sentence given in **Table 5,** the adverbial modifier is expressed by the adverb of indefinite time,*often.* In accordance with the rules of English grammar, the adverbial modifier of frequency *often* is placed before the verb, after the verb *to be* and after the auxiliary verb. If the verb has a complex form, the adverbial modifier of frequency is placed between the auxiliary and semantic verbs. Under the influence of the Azerbaijan language, students can use adverbial modifier at the end of the sentence.

In the second sentence instead of *either* the students' used *too*. According to grammar rules, *too* is used in positive statement, whereas *either* is used in negative statements. It seems that these errors were made due to the students' carelessness. In the third sentence, the students translated a compound sentence as two simple sentences *Tıxac idi,mən gecikdim iclasa* using the conjunction *and.* In the fourth sentence, while translating from English, students forgot to translate the word *tomorrow – sabah* into Azerbaijani. Its due to influence of their native language.

Further, all sentences given in **Table 6**were very difficult for students to translate. The difficulties that student-translators encounter while rendering the infinitive constructions from English into Azerbaijan could be due to the fact that the infinitive has 5 different forms and functions in a sentence. Therefore, a keen awareness of the varieties of the infinitive constructions, as well as their functions and translations into Azerbaijani are important for students to understand. Since the student-translators were not closely acquainted with the functions of infinitive constructions, 32% errors were made.

The sentences given in **Table 7** created many difficulties for the students during translation. As mentioned above, English verbs have two participles: participle I and II. A participle construction, that is, a participle together with the words closely connected with it, can function either as an attribute or as an adverbial modifier. Participle constructions are usually called "participial phrases" or "participial clauses" in English grammar materials. English participles are translated into Azerbaijani with the help of verbs, adjectives, participles, and adverbial participles. Azerbaijani adverbial participle has no corresponding form in English. Let us compare these examples:

For example, "having arrived (AM of time)); opening (complex object); frozen (attribute); pronounced (complex object)" have all been translated into Azerbaijani

with the help of adverbial participles. Since there are no adverbial participles in English, students should translate English participles into Azerbaijani with the help of suitable adverbial participles in those cases where it is required by the norms of the Azerbaijan language. However, the students did not pay attention to these rules, thus committing errors in their translations.

Further, in the sentences given in **Table 8,** errors related to the translation of gerundial constructions, students made errors while translating gerundial constructions into Azerbaijani.

In the first sentence *John's coming* is used as complex object. However, students translated it as *Con… gəldi* instead of *Conun gəlşi.* We encounter this situation in the following sentences: As *of his meeting, his behaving* etc.

As can be seen, in learning a second language, students often produce erroneous utterances whether in speech or in writing. Since its rules are different from those of their mother tongue, students find difficulties in learning the target language. Those errors happen because there are influences of the rules of their mother tongue on those of the target language. However, for student-translators who are intermediate users of the English language and for whom the above types of interference are not very common, these errors can be explained by the tiredness or stress of the translator. As practice shows, most often students have cases of interference when translating sentences with infinitive, participial and gerundial constructions.

Sources of Errors

In the present study, the main sources of the errors are determined on the basis of careful and in-depth analysis of the errors found in student-translators tasks. All of the above mentioned types of errors (see Table 3-8) are due to syntactic interference. Therefore, syntactic interference should be considered to be the major source of errors. Thus, to overcome the errors made by student-translators, we have worked out some recommendations, listed below.

CONCLUSION AND RECOMMENDATIONS

After analyzing the errors caused by syntactic interference, we can conclude that the result of this type of interference is equally a violation of syntactic (at the level of syntactic relations of the sentence and phrase) and semantic (at the level of the meaning of the sayings) compatibility. This is due to the fact that a change in the grammatical meaning of a word that occurs as a result of syntactic interference also entails changes in its lexical meaning.

In conclusion, we would like to offer a number of recommendations for improving the process of teaching translation into a foreign language that reduce interference:

- Language study should not be limited to the analytical study of grammatical constructions in isolation from their use in speech elements; it is necessary to familiarize students with the features of their speech use.

- From the very initial stages of training, it is essential to supply students with reliable information about the facts of the language being studied, including grammatical ones. At the initial stages of training, those English grammatical constructions that are structurally close to Azerbaijani grammatical constructions should not be utilized, so as to develop students' understanding of common contrasting grammatical constructions between the two languages.

- It is likewise useful to conduct training in the form of active mastery and development of knowledge, skills, including the use of computer simulators of various types, which allows students to master practical effective skills in a short period of time – not only in the field of grammar, but also in translation in general.

- Students should obtain as much information as possible about the

potential compatibility of words in the English language. For this it is necessary at all stages of study to gradually introduce new, unknown meanings of an already known word, including indirect meanings, as well as information about the connotative and stylistic coloring of these words and, in this regard, certain prohibitions on compatibility.

Thus, the study of compatibility from the point of view of syntactic interference is extremely important, helping to predict the occurrence of errors and, thereby, avoid them.

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