

TYPOLOGICAL DIVERGENCE BETWEEN KARAKALPAK AND ENGLISH LANGUAGES

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Abstract. This article conducts a comparative typological analysis of the Karakalpak and English languages in order to identify structural differences that influence the process of formation of foreign language speech. The author explores interlingual interference at the morphological, syntactic and phonological levels, comparing the agglutinative structure of the Karakalpak language with the analytical structure of English. Based on illustrative examples, zones of “linguistic risk” are described, such as the transition from suffixal to prepositional coding, the conflict of word orders SOV and SVO, as well as the influence of the law of synharmonism on the accent-rhythmic pattern of speech.

Keywords: typological divergence, Karakalpak language, English language, agglutination, morphological level, syntactic level, phonological level, speech production.

Annotatsiya. Ushbu maqolada qoraqalpoq va ingliz tillarining qiyosiy tipologik tahlili chet tili nutqining shakllanish jarayoniga ta'sir etuvchi tarkibiy farqlarni aniqlash maqsadida olib boriladi. Muallif tillararo interferensiyani morfologik, sintaktik va fonologik darajada tadqiq qiladi, qoraqalpoq tilining agglutinativ tuzilishini ingliz tilining analitik tuzilishi bilan qiyoslaydi. Tasviriy misollarga asoslanib, “lingvistik xavf” zonalarini tasvirlangan, masalan, qo'shimchadan predlogli kodlashga o'tish, SOV va SVO so'z tartibining ziddiyatlari, shuningdek, singarmonizm qonunining nutqning urg'u-ritmik qiyofasiga ta'siri.

Kalit so'zlar: tipologik divergensiya, qoraqalpoq tili, ingliz tili, agglutinatsiya, morfologik daraja, sintaktik daraja, fonologik daraja, nutq ishlab chiqarish.

Аннотация. В данной статье проводится сравнительный типологический анализ каракалпакского и английского языков с целью выявления структурных различий, влияющих на процесс формирования речи на иностранном языке. Автор исследует межъязыковую интерференцию на морфологическом, синтаксическом и фонологическом уровнях, сравнивая агглютинативную структуру каракалпакского языка с аналитической структурой английского языка. На иллюстративных примерах описаны зоны «лингвистического риска», такие как переход от суффиксального к предложному кодированию, конфликт порядков слов SOV и SVO, а также влияние закона сингармонизма на акцентно-ритмическую модель речи.

Ключевые слова: типологическая дивергенция, каракалпакский язык, английский язык, агглютинация, морфологический уровень, синтаксический уровень, фонологический уровень, речепорождение.

Introduction. In today's modern era, English is not only a foreign language, but it has become a significant tool of professional communication and mobility. As it serves as a lingua franca, a vital intermediary between languages, the scope of research in the fields of pragmalinguistics and sociolinguistics is expanding. The fact that linguistic gaps or differences between L1 and L2 can impact the efficiency of learning and producing the target language makes it a noteworthy aspect of linguistic acquisition. Among the students in Karakalpakstan, for instance, this process is complicated because of the genetic unrelatedness of languages: Karakalpak language, which derives from Turkic language group, and English, which belongs to Indo-European group, are fundamentally distinct systems. Thus, the main objective of the article is to highlight the structural gaps between

the languages and what measures can be taken in order to achieve effective speech production.

Literature analysis. The study is based on an interdisciplinary approach that combines the principles of linguistic typology, sociolinguistics and the theory of interlingual influence. The theoretical basis is provided by the works of D. Xadjieva, J. Kurbanbaev, M. Rasulova and Z. Shukurova, devoted to the comparative typology of world languages and structural features of the Turkic languages, as well as the studies of Alexandra Y. Aikhenvald and R. M. W. Dixon, revealing the typological differences in the languages of the world.

Research methodology. The work uses a qualitative comparative-descriptive method aimed at comparing the Karakalpak and English languages at the morphological, syntactic and phonological levels. The research material is presented with illustrative examples reflecting typical features of the English speech of Karakalpak students. The examples are based on the author's observations and teaching experience and are used to demonstrate patterns of cross-linguistic influence.

Results and discussion. Morphological level. According to Xadjieva [7], morphological typology is a way of classifying the languages of the world that groups languages according to their common morphological structures. This field was first developed by prominent linguists Friedrich and August von Schlegel, and it says that there are two categories to distinguish all languages: analytic and synthetic languages. Aikhenvald and Dixon [1] also classifies this way depending on a number of meaningful parts – that is, morphemes – within a word. In the works by Xadjieva, and Rasulova and Shukurova [6], agglutinative and fusional languages are stated as subtypes of synthetic languages, while Aikhenvald and Dixon mention three ideal types which are isolating, agglutinating and fusional.

The Karakalpak language is characterized by an agglutinative system, in which grammatical meanings are expressed through the sequential addition of affixes:

mektep-ler-imiz-de - in our schools.

ayna-lar-din - of the windows.

In English, the analytical type predominates, where grammatical relations are conveyed using prepositions and function words:

in our schools

of the windows

Kurbanbaev [5] argues that possessive category exists in turkic languages, particularly in Karakalpak. They are formed by means of affixal morphemes. There is a possessive meaning in Russian and English languages, however, they are not conveyed with the help of special tools as in Karakalpak, but lexical tools, pronouns.

qálemim

qálemiń

qálemi
qálemimiz
qálemiñiz
qálemi
my pencil
your pencil
his, her pencil
our pencil
your pencil
their pencil

This difference causes difficulties in the transition from a suffixal model to a prepositional one, which manifests itself in errors like:

I go school instead of I go to school.

She comes Tashkent instead of She comes from Tashkent.

Syntactic level. The syntactic level of the language is a system of rules and models that determine the methods of combining words in phrases and sentences [4]. Since there a number of sentence structures in the languages of the world, according to Xadjieva [7], the most commonly attested ones are SOV and SVO.

The Karakalpak language uses the SOV (subject-object-predicate) word order, while English uses the SVO model.

1. Karakalpak: *Men kitaptı oqidım.*

Literally: *I the book read.*

English: *I read the book.*

2. Karakalpak: *Keshe bizler bazarğa bardıq.*

Literally: *Yesterday we to the market went.*

English: *We went to the market yesterday.*

As a result, students experience speech delays, shifts and pauses:

I... the book... read... I read the book.

The habit of placing the verb in final position creates a “syntactic trap”. The learner spends extra time moving the predicate to the middle of the sentence, which leads to “false starts” and self-corrections.

Phonological level. Phonological interference between the Karakalpak and English languages is due to the fundamental difference in their phonetic structure.

Baskakov [2] states that the Karakalpak language, like other Turkic languages, obeys the law of synharmonism (vowel harmony), according to which all vowels in a word must be either front or back. In English, the key role is played by reduction—the weakening of unstressed vowels.

The key issue is that Karakalpak students tend to clearly pronounce each vowel sound in an English word, transferring to it the habit of “equality” of vowels from their native language.

For instance, in the word “computer” /kəm'pjʊ:tə/ the first sound is the neutral “schwa” /ə/. Students often pronounce it as pure /o/ (computer), which makes speech “heavy” and unnatural.

English is an accent-rhythmic language (stress-timed): the intervals between stressed syllables are approximately equal, and unstressed syllables are “compressed”. The Karakalpak language is closer to syllable-timed languages, where each syllable has approximately the same duration.

In the Karakalpak language, the stress is almost always fixed on the last syllable [3], while in English, stress is flexible and unpredictable.

For example, the word COMfortable /'kʌmfətəbl/ has stress on the first syllable. Influenced by the habit of putting the accent at the end or due to a false analogy with the Russian and Karakalpak languages (where there is the word комфóрт; komfórt), students pronounce comFORtable.

The results of the comparative analysis confirm that the typological distance between the Karakalpak and English languages is the main source of systemic interference.

At the morphological level, the contrast between agglutination and analyticity forces students to change their cognitive strategy: from postpositive coding (affixes) to prepositive coding (prepositions). Errors in prepositions are the result of the inertia of agglutinative thinking.

In the area of syntax, the difference between the SOV and SVO models explains the occurrence of speech pauses. Moving a verb from final to medial position requires additional operational memory resources, which supports the cognitive load theory.

At the phonological level, the law of synharmonism and the fixed stress of the Karakalpak language come into conflict with the accentual-rhythmic structure of English. This leads to prosodic errors, where L1 rhythmic patterns are transferred to the English vocabulary, reducing the naturalness of the sound. The revealed patterns complement the typological studies of A. Aikhenvald and R. Dixon in the context of Turkic-Germanic language contacts.

Conclusion. The study of the typological characteristics of the Karakalpak and English languages allows us to draw some perceptions that the deep distance at the morphological, syntactic and phonological levels is an objective barrier causing the process of generating English speech to slow down. However, he identified differences allow us to accurately predict “risk areas” (omission of prepositions, syntactic inversions, errors in stress). The teaching methodology in the Karakalpak audience should be based on contrastive analysis to minimize negative transfer.

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