

MACEDONIAN AND AMERICAN-ENGLISH:  
ANALYSIS OF INTERFERENCE

by

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## INTRODUCTION

The aim of this paper is to identify and examine the habitual language use of different generations of American-Macedonian speakers in one area at one point of time. It will also try to discover the essential tendencies and changes in Macedonian produced by contact with American-English.

In any bilingual community of speakers there arise, as a result of language in contact, two forms of interference, namely, linguistic and sociocultural.

Linguistic interference has been defined by Weinreich as "those instances of deviation from the norms of either language which occur in the speech of bilinguals as a result of their familiarity with more than one language, i.e., as a result of language in contact."<sup>1</sup>

Sociocultural interference deals with extralinguistic variables which are crucial in the study of language maintenance and language shift.

For the purpose of this study which deals with language analysis, I have interviewed and talked with more than a hundred American-Macedonian speakers. The discussions were informal and were conducted, for the most part, in Macedonian. At times there was a brief discussion in English. They are immigrants from Macedonia, Yugoslavia and the regions in neighboring Bulgaria and Greece, historically known as Macedonia.

*Interviews with  
100+ AM speakers  
Informal*

Most of the informants live in Passaic, New Jersey.

*Selling* This particular place was selected because Macedonian speakers do not live in isolated families but rather in communities where there is always an opportunity to speak the language. In addition, this community is in a neighborhood where it is exposed to American-English influence.

The Macedonian language is a living language, used exclusively by this group. Often the children do not speak or understand English when they enter school. The services in the church are conducted in Macedonian. The Macedonian Elementary School gathers the children every Sunday. The school and the church keep the language, the tradition, and the religion of the Macedonians alive.

Macedonian is the official language of the Socialist Republic of Macedonia, one of the six socialist Republics which comprise the Socialist Federal Republic of Yugoslavia. Macedonian is also the native language of the Macedonian people who live in the above mentioned regions of Bulgaria and Greece.

Macedonian is written with an alphabet which has 31 letters, one for each phoneme. The alphabet is Cyrillic, named after the Macedonian ancestor Cyril who together with his brother Methodius gave to the Slavs their first literary language in the ninth century, A.D.

Table one on page three shows the Macedonian alphabet, with both the normal and italic forms for the letters.

TABLE 1.

MACEDONIAN ALPHABET

MACEDONIAN		ROMAN		MACEDONIAN		ROMAN	
NORMAL	Italics	TRANSUT- ERATION	Phoneme	NORMAL	Italics	TRANSUT- ERATION	Phoneme
а А	а А	а	а	н Н	н Н	п	п
б Б	б Б	б	б	њ Њ	њ Њ	пј	њ(пј)
в В	в В	в	в	о О	о О	о	о
г Г	г Г	г	г	п П	п П	р	р
д Д	д Д	д	д	р Р	р Р	р	р
ѓ Ѓ	ѓ Ѓ	ѓ	ѓ(гј)	с С	с С	с	с
е Е	е Е	е	е	т Т	т Т	т	т
ж Ж	ж Ж	ж	ж(з)	ќ Ќ	ќ Ќ	ќ(кј)	ќ
з З	з З	з	з	у У	у У	у	у
с С	с С	с	с	ф Ф	ф Ф	ф	ф
и И	и И	и	и	х Х	х Х	х	х
ј Ј	ј Ј	ј	ј	ц Ц	ц Ц	ц	ц(тс)
к К	к К	к	к	ч Ч	ч Ч	ч	ч(тс)
л Л	л Л	л	л, ʎ	џ Џ	џ Џ	џ	џ(дз)
љ Љ	љ Љ	љ or л'	л	ш Ш	ш Ш	ш	ш(с)
м М	м М	м	м				

Chapter One gives a linguistic analysis of American-Macedonian on the phonological level. The phonological modification of loanwords is presented under two headings: Vowels and Consonants. All realizations of the sounds derive from language interference. The loanwords are interpreted and reinterpreted phonologically by speakers of different Macedonian dialects and generations.

Chapter Two provides a linguistic analysis on the morphosyntactic level. Loanwords undergo different degrees of morphological and syntactic changes in the receiving language. The morphosyntactic modification of loanwords is presented under seven headings: nouns, adjectives, pronouns, verbs, numerals, adverbs and adverbial phrases, and prepositions.

The syntactic interference is shown to result from the contact between the two languages and in some cases from the intralingual and developmental factors.

In Chapter three the lexical interference is shown to result from different sociocultural and linguistic backgrounds. The analysis shows that loanwords - loanblends, loanshifts, hybrids - are the most obvious products of the contact between the two languages.



NOTES

- 1 Uriel Wienreich, Language in Contact. Findings and Problems (The Hague: Mouton, 1963), p. 1.
- 2 Horace Lunt, A Grammar of the Macedonian Literary Language (Skopje: Državno Knigoizdatelstvo), p. 19.

## CHAPTER I

### PHONOLOGICAL INTERFERENCE

The degree of the phonological assimilation of the sounds in the speech of the Macedonian immigrants results from the degree of their language capability to use the phonemes of both languages and from the status that the two languages have in the speech of the individual speakers.

The informants who were born in Macedonia and for whom Macedonian is the primary language adopt the phonemes in American-English loanwords in terms of the Macedonian phonemic system. They substitute the English phonemes, which do not have Macedonian equivalents, with Macedonian phonemes that seem the nearest within the whole phonemic system of their mother tongue. Consequently, this phonological interference comes also as the result of the strength of the sound system of the native language of the informants which operates as a system of automatic and semiautomatic habits.

Conversely, the English phonemes that are similar to the phonemes of the Macedonian language are properly used and distributed by the Macedonian informants. They transfer the phonemes of their native language into the English phonemic system satisfactorily.

The informants of Macedonian origin for whom American-English is the primary language do not have any pronunciation problems with the English sound system.

In addition, for either group the particular dialects the informants speak determine to some degree the distribution and the realization of the phonemes of the loanwords.

Macedonian is a phonetic language - one letter represents one sound only. Literary Macedonian has thirty-one phonemes. The system contains five vowels (i u e o a); four semi-vowels (r j l ʒ); three nasal consonants (m n ŋ); nine pairs of consonants with the opposition of voicing including four pairs of stops (p/b, t/d, k'/g', k/g), three pairs of fricative (f/v, s/z, š/ž), and two pairs of affricates (c/ɟ, č/ǰ); and a non-paired voiceless fricative (h). The sixth vowel (ʌ or ɔ) appears in some dialect words, in naming the consonant letters when spelling or pronouncing abbreviations and in some Turkish words.<sup>1</sup>

#### VOWELS

In literary Macedonian the vowels are always clearly pronounced, whether stressed or unstressed, as it is not the case in American-English in which the pronunciation varies depending on whether the vowel is stressed or not. This is one of the main characteristics of literary Macedonian, distinguishing it from American-English. In contrast to American-English, there are no long vowels in literary Macedonian.

Macedonian informants do not have any major problems in pronouncing the following English sounds: i u e o a because these sounds exist in the Macedonian vocalic sound system.

The informants try to substitute the 'sounds: I ε æ  
 ɔ ʌ ʊ ə with the nearest existing sounds in  
 the Macedonian vocalic system. These sounds do not have  
 an exact equivalent in Macedonian.

The informants show a constant tendency to substitute the three major American-English diphthongs aɪ ɔɪ  
 and əv with aj oj and au.

All these types of substitution of English vowels  
 by Macedonian sounds are illustrated in the following  
 examples:

i > i (high front vowel, unrounded)

beef > /bif/; see > /si/; tea > /ti/; deep > /dip/;

sheep > /šip/; feel > /fil/; seek > /sik/;

cheek > /čik/; cheap > /čip/; green > /grin/.<sup>3</sup>

I > i (high front vowel, unrounded)

very > /veri/; pig > /pig/; live > /liv/;

dig > /dig/; it > /it/; fig > /fig/; lift > /lift/;

slip > /slip/;

I > e (mid-high front vowel)

carpet > /karpet/; market > /market/; bucket > /baket/;

Ĉ > e (mid-high front vowel)

men > /men/; bed > /bed/; west > /west/ or /vest/;

wet > /wet/ or /vet/; rent > /rent/; met > /met/;

set > /set/; well > /wel/ or /vel/;

ε > i (high front vowel, unrounded)

engineer > /indžener/; eligible > /ilidžebel/;

æ > e (mid-high front vowel)

bad > /bed/; back > /bek/; cat > /ket/; man > /men/;  
taxi > /tekxi/; can > /ken/ or /kena/; pat > /pet/;  
nap > /nep/; sad > /sed/; ran > /ren/; map > /mep/;  
plastic > /plestik/; camp > /kemp/; cash > /keš/;  
cap > /kep/; cat > /ket/;

æ > a (low central vowel)

napkin > /napkin/; gambling > /gambling/; tap > /tap/;  
channel > /čanal/ or čanel/; ash-tray > /aštrej/; as > /az/;  
catholic > /katolik/; happy > /hapi/; aspirin > /aspirin/;  
a > a (low central vowel)

farmer > /farmer/; father > /fader/; basket > /basket/;  
parking > /parking/; party > /parti/;

a > o (mid-high back rounded vowel)

not > /not/; politic > /politik/; pot > /pot/;  
opera > /opera/; clock > /klok/; closet > /klozet/;  
top > /top/; lotto > /loto/; lot > /lot/; got > /got/;

o > a (low central vowel)

soft > /saft/; talk > /tak/; all > /al/; ball > /bal/;

o > o (mid-high back rounded vowel)

all > /ol/; corn > /korn/; wall > /wol/ or /vol/;  
horse > /hors/; short > /šot/ or /šort/; saw > /so/;  
mortgage > /morgidž/; log > /log/;

o > o (mid-high back rounded vowel)

truck > /trok/; money > /moni/; comfort > /komfort/;

a > a (low central vowel)

blood > /blad/; must > /mast/; drunk > /drank/;  
come > /kam/; run > /ran/; lunch > /lanč/; love > /lav/;

ʌ > u (high back rounded vowel)

publisher > /publišer/; buffalo > /bufalo/;

budget > /budžet/;

o > o (mid-high back rounded vowel)

no > /no/; know > /no/; go > /go/; hope > /hop/;

smoke > /smok/; over > /over/; show > /šo/;

ʊ > u (high back rounded vowel)

book > /buk/; look > /luk/; took > /tuk/; foot > /fut/;

pull > /pul/; good > /gud/; cook > /kuk/;

u > u (high back rounded vowel)

rule > /rul/; moon > /mun/; pool > /pul/; tooth > /tut/;

new > /nju/; too > /tu/; tool > /tul/;

ə > e. (mid-high front vowel)

insurance > /inšurens/; chicken > /čiken/; never > /never/;

kitchen > /kičen/; river > /river/; Christmas > /krismes/;

ɪ > i (high front vowel, unrounded)

chicken > /čikin/;

ə > a (low central vowel)

about > /abaut/; around > /araund/; adopt > /adapt/;

ə > o (mid-high back rounded vowel)

second > /sekond/; kilometer > /kilomiter/; history > /histori/;

community > /kom(j)uniti/; complain > /komplein/;

ə > u (high back rounded vowel)

support > /suport/; circus > /sirkus/;

e > e (mid-high front vowel)

plate > /plet/; paint > /penta/; steak > /stek/;

sail > /sel/; basement > /bezment/;

e > ej

play > /plej/; wait > /wejt/ or vej't/; name > /nejm/;

e > a (low central vowel)

Staten Island > /staten ajland/;

In the phonological adaptation of American-English vowels there is a constant tendency to use a long vowel where there is a short one in the original. This is especially the case with high vowels /i/ and /u/.

### Diphthongs

aɪ > aj

fine > /fajn/; shine > /šajn/; fry > /fraj/;

try > /traj/; write > /rajt/; dining-room > /dajna/;

might > /majt/;

ɔɪ > oj

toy > /toj/; boy > boj/; noise > /nojz/; boil > /boj1/;

aʊ > au

how > /hau/; down > /daun/; cow > /kau/; out > /aut/;

The three major American-English diphthongs are not pronounced exactly as they should be by the informants for whom American-English is the second language. The following is a list of Macedonian vowel sounds used by the informants in reproducing the American-English vowels.

# Vowels

AE		Macedonian
i	>	i
ɪ	>	i, e
ɛ	>	e, i
æ	>	e, a
a	>	a, o
ɔ	>	a, o
ʌ	>	o, a, u
o	>	o
ʊ	>	u
u	>	u
ə	>	e, i, a, o, u
e	>	e
e	>	ej
e	>	a
aɪ	>	aj
ɔɪ	>	oj
aʊ	>	au



### CONSONANTS

The first group of consonants b, g, f, p, v, s, ʃ, ʒ, tʃ, dʒ, m, n, j, has close equivalents in Macedonian.

The Macedonian informants for whom American-English is a second language distribute these consonants more or less correctly. The incorrect realization of some of these consonants occurs in final word position and is due to the process of assimilation. Assimilation of consonants in Macedonian is progressive, the final consonant deciding by its nature whether a group of consonants shall be all voiced or unvoiced. Consonants with no unvoiced counterparts, such as J, L, M, N, P, do not have this effect on consonantal groups.

The second group of consonants k, t, d, l, r, h, differ from the English sounds mostly in manner and place of articulation. The realization of these consonants does not cause particular problems because the substitution of the Macedonian consonantal sounds for the English ones functions satisfactorily.

The American-English consonants θ, ð, ŋ, w, do not have their phonemic equivalents in Macedonian. These consonants as a rule are never pronounced with their full value and are regularly reduced and usually substituted with t, d, ŋg, v or u.

Here is the first group of consonants:

b > b (voiced bilabial stop)

book > /buk/; bad > /bed/; bed > /bed/;

b > p (voiceless bilabial stop)

club > /klap/; tub > /tap/;

g > g (voiced unaspirated velar stop)

go > /go/; good > /gud/;

g > k (voiceless unaspirated velar stop)

dog > /dok/; fog > /fok/;

f > f (labio-dental voiceless fricative)

free > /fri/; left > /left/; feel > /fil/;

f > v (voiced labio-dental fricative)

selfish > /selviš/;

p > p (voiceless bilabial stop)

pack > /pek/; put > /put/; map > /mep/;

v > v (voiced labio-dental fricative)

visit /vizit/; voice /vojs/; vanish /veniš/;

v > f (labio-dental voiceless fricative)

brave > /brejff/; alive /alajff/;

s > s (hissing dental sibilant)

sell > /sel/; same > /sejm/; stop > /stop/ or /stap/;

s > ts (voiceless dental affricate)

Macedonian > /matsedonian/; percentage > /persentidž/;

s > š ( ) (voiceless hushing sibilant)

store > /štor/;

s > z (voiced dental sibilant)

race > /rejz/; rice > /rajz/;

z > z (voiced dental sibilant)

busy > /bizi/; blouse > /blauz/; zero > /ziro/ or zero/;

ʃ > š (ʃ) (voiceless hushing sibilant)

machine /mašin/; shop /šap/ or /šop/; sure /šur/;

tʃ > tʃ (č) (voiceless alveolar or palatal affricate)

watch > /wač/ or /woč/ or /vač/; cheap > /čip/;

teach /tič/;

tʃ > š (voiceless hushing sibilant)

chance > /šens/;

dʒ > dž (dʒ or ǰ) (voiced alveolar or palatal affricate)

joke > /džok/; magic > /medžik/; John > /dzan/;

dʒ > tʃ (č) (voiceless alveolar or palatal affricate)

college /kalič/; message /mesič/; garbage /garbič/;

dʒ > g (voiced unaspirated velar stop)

margarine > /margarin/;

n > n (dental nasal)

not > /not/; name > /nejm/; nobody > /no(u)badi/;

m > m (bilabial nasal)

Manhattan > (ma(n)hatan/; many > /meni/; must > /mast/;

j > j (palatal semi-vowel)

yes > /jes/; young > /jang/; yellow > /jelo(u)/;

The following is the second group of consonants which differ from the English sounds mostly in the manner and place of articulation:

k > k (voiceless unaspirated velar stop)  
 book > /buk/; took > /tuk/; cook > /kuk/;  
 k > kʲ (k) (voiceless palatal stop)  
 bakery > /bejkjeri/; shaky > /ʃejkji/;  
 t > t (dental voiceless stop)  
 ticket > /tiket/; street > /strit/; tape > /tejp/;  
 d > d (dental voiced stop)  
 dentist > /dentist/; day > /dej/;  
 l > l (alveolar apical voiced lateral)  
 look > /luk/; love > /lav/; melt > /melt/;  
 r > r (voiced apical trill)  
 right > /rajt/; radio > /rejdio/; hard > /hard/;  
 h > h (varies from a breathed (h) to a voiceless velar fricative)  
 house > /hauz/; hard > /hard/;  
 h > silent h  
 I hope > /aj op/; high school > /aj skul/;  
 hospital > /ospital/;

The following is the third group of consonants which do not have phonemic equivalents in Macedonian:

θ > t  
 think > /tink/; three > /tri/; teeth > /tit/;  
 thing > /ting/;  
 ð > d  
 this > /dis/; there > /der/; they > /dej/;  
 that > /det/;  
 ŋ > ng  
 morning > /moning/; young > /jang/; strong > /strong/;

ŋ > nk

everything > /evritink/; nothing > /natink/;

w > v

west > /vest/; will > /vill/; welcome > /velkam/;

The following is a list of the Macedonian sounds used by the informants in reproducing the American-English consonants:

AM	Macedonian
b	b, p,
g	g, k,
f	f, v,
p	p,
v	v, f,
s	s, ts, š, z,
z	z
ʃ	š
tʃ	tʃ, š, -
dʒ	dž, tʃ, g,
n	n
m	m
j	j
k	k, kj,
t	t,
d	d
l	l

AE	Macedonian
r	r
h	h, silent h
θ	t
ð	d
ŋ	ng, nk,
w	v

Very often one word is interpreted differently by the speakers of different dialects as was shown in a number of examples. Loanwords are also reinterpreted, phonologically, differently by different generations of speakers. There are cases when speakers give the pronunciation of the letters rather than the sounds.

As a result of phonological adaptation the speakers are very often misunderstood when speaking English. The following examples will illustrate this:

both > /bot/

boat > /bot/

eat > /it/

it > /it/

sheep > /šip/

ship > /šip/

bad > /bed/

bed > /bed/

three	/tri/
tree	/tri/
live	/liv/
leave	/liv/
to	/tu /
too	/tu/
beg	/beg/
bag	/beg/
feel	/fil/
fill	/fil/
man	/men/
men	/men/
seat	/sit/
sit	/sit/
thin	/tin/
tin	/tin/

In addition, the accent in literary Macedonian is purely stressed accent. The accent is placed on the third syllable from the end in words of three or more syllables and on the first syllable of the dissyllables:

učitelka (u-č<sup>í</sup>-tel-ka) teacher

kola (k<sup>ó</sup>-la) car

When monosyllabic suffix is added, e.g. the definite article, to words of three or more syllables, the accent shifts forward by one syllable, keeping to the third from the end:

učitelkata (u-č<sup>í</sup>-tél-ka-ta) the teacher

On dissyllabic words with a suffix it is kept on the third from the end:

kólata	(kó-la-ta)	the car
dúkanot	(dú-ka-not)	the shop
kúkata	(kú-ka-ta)	the house

Monosyllabic nouns never have the article stressed:

grad	city	gradot	(grá-dot)	the city
leb	bread	lebot	(lé-bot)	the bread

Irregular accents occur with monosyllabic prepositions, conjunctions, pronouns, the negative "ne" and with adjectives before nouns and the articles when attached to an adjective:

pò-glava	on the head
nà-nego	to him

The Macedonian informants for whom American-English is the second language tend to place the Macedonian accent on the loanwords which have undergone phonological and morphological modifications. The accent is thus placed in the proper position, even though the word is basically an English one.

tícerkata	the female teacher
kárata	the car (feminine)
károto	the car (neuter)
sópót	the shop
bíldingot	the building



kičēnot	the kitchen
furnīce	furniture
furnīceto	the furniture
inšūrensot	the insurance
sabvejot	the subway
karpētot	the carpet
kēnata	the can

This chapter has demonstrated several levels of phonological influence:

First, in the cases when the phonemes of American-English are the same as the phonemes of Macedonian, the degree of phonological assimilations appears in the speech of the informants. Consequently, they do not have particular pronunciation problems.

Secondly, when a phoneme of American-English does not exist in Macedonian, the informant tends to substitute the American-English phoneme with the native phoneme that seems the nearest within the whole structure of his native language. As a result, the phonologically unassimilated phonemes appear in the speech of the informant.

Thirdly, phonological interference varies in the speech of the speakers of different dialects.

Finally, the place of Macedonian accent usually exerts considerable pressure on the way the informant pronounces loan-words from American-English.

NOTES

- 1 The discussion of the phonological system of literary Macedonian in this paper is based on similar discussion in Blaže Koneski, Gramatika na makedonskiot literaturnen jazik, (Skopje: Kultura, 1967), and Horace Lunt, A Grammar of the Macedonian Literary Language, (Skopje: Državno knigoizkatelstvo, 1952).
- 2 Whenever the phonemes  $\text{ʃ}$ ,  $\text{tʃ}$  appear, they are graphically represented as  $\text{š}$  and  $\text{č}$ . Likewise the phonemes  $\text{ʒ}$ ,  $\text{dʒ}$  are rendered as  $\text{ž}$  and  $\text{dž}$ . Nonassimilated loanwords are always given in their spelling forms.

## CHAPTER II

### MORPHOSYNTACTIC INTERFERENCE

Words of a language are a highly complex system of classes of items - classes interlocking as to meaning, form, grammatical function, and distribution. The word system of American-English is different from the Macedonian word system. Therefore a borrowed word undergoes different degrees of morphological and syntactic changes in the receiving language. Those word structures that are similar in Macedonian and American-English are easy for the informants to learn, because they are usually transferred from American-English into Macedonian structures and function satisfactorily. Conversely, the structures that are different in the two languages are difficult to learn, because when transferred they do not function satisfactorily in the receiving language.

Here we shall examine how American-English loanwords and structures have been adapted and incorporated into various Macedonian grammatical categories.

#### NOUNS

##### A - Gender

Loan nouns are the largest grammatical category borrowed in Macedonian. The difference between American-English and Macedonian gender is that American-English does not have a grammatical gender while Macedonian uses three grammatical genders - masculine, feminine, and neuter in the singular

and the plural. American-English nouns once borrowed in Macedonian accept a grammatical gender.

Masculine gender appears to be the most productive category. The general rule, with some exceptions, is that the ending of masculine gender is a consonant. The following is a selected list of masculine nouns ending in a consonant:

/permit/	permitot	the permit
/džuz/	Džuzov e dobar.	This juice is good.
/tanel/	Pomini go tanelot.	Go through the tunnel.
/donat/	Donatov e svež.	This doughnut is fresh.
/karpet/	Karpetot e čist.	The carpet is clean.
/rum/	vo rumov	in this room
/bil/	Go plativ bilot.	I paid the bill.
/trafik/	Ovde ima mnogu trafik.	There is a lot of traffic here.
/trok/	Trokot go parkirav.	I parked the truck.
/pul/	vo pulot	in the pool
/čiken/	čikenot	the chicken
/spič/	spičot	the speech
/kar/	karot	the car
/ruf/	na rufot	on the roof
/bas/	basot	the bus

Nouns ending in /i/ are mostly masculine:

/siti/	vakov siti	such a city
/juniverziti/	ovoj juniverziti	this university

All loan nouns that end in /a/ are feminine gender. Feminine loan nouns can also end in /i/ or in a consonant.

/dajna/	dajnata	the dining-room
/kara/	so karata	with the car
/sofa/	na sofata	on the sofa
/lav sit/	lav sitot	the love seat
/tičerka/	Uči za tičerka.	She is studying to be a teacher.
/čerč/	vo našata čerč	in our church
/gama/	edna gama	one piece of gum
/kena/	cela kena	a whole can
/hamburga/	edna hamburga	one hamburger
/kantri/	ovaa kantri	this country
/femili/	mala femili	small family
/folt/	tvoja folt	your fault

There are a number of loan nouns that vacillate between two or three genders. Examples of these kinds are:

/parti/	ovaa parti or ovoj parti or pari	this party
/cara/	karava, karot, karoto	the car

There are not many nouns with neuter gender:

/dželo/	dželovo	this jello
/furniče/	new furniče	new furniture
/rejdio/	rejdijoto	the radio
/ave/	slednoto ave	the next avenue
/sosaeti/	vo ova sosaeti	in this society
/karoto/	karoto go parkirov	I parked the car.

Very often the suffix - *č*e - is attached to loan nouns with different genders. In such cases the nouns turn to a diminutive form. The following examples will illustrate this statement:

/dajmč <sup>č</sup> e/	dime (indicating the smallness of the dime)
/napkinč <sup>č</sup> e/	small napkin
/rumč <sup>č</sup> e/	small room
/karp <sup>č</sup> etč <sup>č</sup> e/	small carpet
/tik <sup>č</sup> etč <sup>č</sup> e/	small ticket
/bukč <sup>č</sup> e/	small book
/gardenč <sup>č</sup> e/	small garden
/ofisč <sup>č</sup> e/	small office
/trokč <sup>č</sup> e/	small truck
/nikelč <sup>č</sup> e/	nickel (indicating the smallness of the nickel)

All these diminutive loanwords become neuter gender.

### 3 - Number

The grammatical category of number (singular and plural) is distinguished in both languages, but their realization is different. Macedonian expresses plural through different forms of suffixes while American-English expresses plural form by using the inflectional ending -s. In loanwords the American-English inflectional ending -s is either dropped and replaced by the plural suffix in Macedonian or, if it is used it loses its grammatical meaning and becomes a part of the stem. The following examples prove this statement:

1. -s becomes a part of the stem and it loses its function as a plural ending:

Singular	Plural	
/level/	/levelsi/	levels
/kejk/	/kejksi/	cakes
/drink/ (noun)	/dr inksa/	drinks
/pejper/	/pejpersi/	papers

2. Very often the American-English inflectional suffix for plural form -s is dropped and the Macedonian suffixes are attached to the loanwords:

Masculine nouns:

Singular	Plural	
/bas/	/basa/ or /basoi/	buses
/bojfriend/	/bojfrienda/	boyfriends
/trok/	/troka/	trucks
/ofis/	/ofisa/	offices
/member/	/memberi/	members
/bilder/	/bilderi/	builders
/dres/	/dresa/	dresses
/cum/	/ruma/	rooms
/boks/	/boksa/ or /boksoi/	boxes
/paun/	/pauna/ or /pauni/	pounds
/bilding/	/bildinga/ or /bildinzi/	buildings
/kar/	/kari/	cars

Most masculine loanwords take the ending -i or -a in plural form.

#### Feminine nouns

Singular	Plural	
/nota/	/noti/	notes
/tičerka/	/tičerki/	teachers (female)
/dajna/	/dajni/	dining-rooms
/kena/	/keni/	cans
/kara/	/kari/	cars
/bejbi-siterka/	/bejbi-siterki/	baby-sitters
/majla/	/majli/	miles

Most feminine loanwords take the ending -i in plural form.

#### Neuter nouns

Singular	Plural	
/furniče/	/furničinja/	furniture
/ave/	/avinja/	avenues
/dželo/	/džela/	jello
/rejdio/	/rejdija/	radios

Most neuter nouns make the plural form by attaching the suffix -a or -inja to the stem.

A large number of masculine, feminine and neuter loanwords form the plural by using American-English inflectional ending -s:



Examples:

Singular	Plural	
/fejs/	/fejsis/	faces
/mesidž/	/mesidžis/	messages
/hauz/	/hauzis/	houses
/frut/	/fruts/	fruits

Some loanwords have two different plural forms. The same noun has either Macedonian plural ending or American-English suffix -s.

Macedonian plural	AE plural	
/bedruma/	/bedrums/	bedrooms
/bildinga, bildinzi/	/buildings/	buildings
/čikena/	/čikens/	chickens
/mesidža/	/mesidžiz/	messages
/drima/	/drims/	dreams
/skuli/	/skuls/	schools
/frenda/	/frends/	friends

C - The Articles

The definite article in Macedonian has three alternative forms, each with a definite meaning - a particularly Macedonian feature. They have the form of suffixes and are derived from the Demonstrative Pronouns. The definite article determines the gender and the number of the noun and the adjective.

Definite articles for masculine gender are:

Singular	Plural	
ov, ot, on	ve, te, ne	the

Examples:

Singular	Plural	
/bas <u>ov</u> /	/basiv <u>e</u> /	the bus, the buses
/bas <u>ot</u> /	/basit <u>e</u> /	the bus, the buses
/bas <u>on</u> /	/basin <u>e</u> /	the bus, the buses

Definite articles for feminine gender are:

Singular	Plural	
va, ta, na,	ve, te, ne	the

Examples:

Singular	Plural	
/dajna <u>va</u> /	/dajniv <u>e</u> /	the dining-room(s)
/dajna <u>ta</u> /	/dajnit <u>e</u> /	the dining-room(s)
/dajna <u>na</u> /	/dajnin <u>e</u> /	the dining-rooms(s)

Definite articles for neuter gender are:

Singular	Plural	
vo, to, no,	va, ta, na,	the

Examples:

Singular	Plural	
/dajm <u>č</u> ev <u>o</u> /	/dajm <u>č</u> injav <u>a</u> /	the dime(s)
/dajm <u>č</u> et <u>o</u> /	/dajm <u>č</u> injav <u>a</u> /	the dime(s)
/dajm <u>č</u> en <u>o</u> /	/dajm <u>č</u> injav <u>a</u> /	the dime(s)

All these definite articles are attached to the loan-words to indicate someone or something far or near the person speaking.

The above mentioned examples show that words, which have been adopted in the speech of the informants, have undergone a great degree of modification because the English article functions in one language medium and the Macedonian article functions in another medium. The English article is a function word and the Macedonian article is an inflection word.

### Adjectives

Adjectives in Macedonian vary according to gender in singular. In the plural one form serves for all genders. The singular masculine form ends in a consonant, except for adjectives ending in -ski which denote belonging to somebody or something. Feminine singular form ends in -a, and neuter singular form ends in -o. In plural, all three genders end in -i.

The number of American-English adjectives that is found in the speech of the informants is considerably smaller than the number of nouns borrowed in the language. Borrowed adjectives keep their original form except the phonological adaptation and comparison. The following adjectives have various degrees of phonological adaptation:

Ti si totalno <u>rong</u> .	You are totally wrong.
Imaš <u>najs dres</u> .	You have a nice dress.
Toj e <u>smart</u> .	He is smart.
Tie set <u>čip luge</u> .	They are cheap people.

Tie mi se <u>gud</u> <u>friends</u> .	They are my good friends.
Mora da imaš <u>grin</u> karta.	You must have a green card.
Deneska mnogu e <u>vorm</u> .	It's very warm today.
Sega si <u>fri</u> .	Now you are free.
Nie sme <u>lejt</u> .	We are late.
Toa beše <u>big</u> <u>gejm</u> .	It was a big game.
Jas sum <u>redi</u> .	I am ready.
Sè e <u>ispensiv</u> .	Everything is expensive.
Sakaš nešto <u>hot</u> ( <u>hat</u> ).	Do you want something hot?
Imam (h)aj opinjen za nego.	I have a high opinion about him.
Nadvor e dark	It is dark outside.

The comparative degree for all Macedonian adjectives is formed by prefixing. The prefix -po is attached to the stem of the adjective. The superlative degree is formed by attaching the prefix -naj to the stem of the adjective.

Very often the comparative and superlative degree is formed by attaching the Macedonian prefixes -po and -naj to the American-English adjective. Here are some examples with comparative and superlative form:

Mojava kola e poizjuzana od tvojata	My car is more used than yours.
Toj e <u>pobizi</u> od mene.	He is busier than I.
Na vest sajd sé e počip.	Everything is cheaper in the west.
Najfres <sup>✓</sup> frut ima na ovoj market.	One can find the freshest fruit in this market.
Toj kraj e naji(k) <u>spensiv</u> .	That is the most expensive part.

Taa e pobjutiful od  
sestra i'.

She is more beautiful than her  
sister.

Ovde e poklin

It's cleaner here.

Ova e posoft.

This is softer.

Dene<sup>u</sup>sniov den e  
najhat.

Today is the hottest day.

Macedonians find American-English adjectives much easier than Macedonian adjectives because American-English adjectives do not have number and gender. In American-English the inflectional affix (-s pl) occurs only in nouns as in "rooms," but it doesn't occur in adjectives. Macedonian adjectives have plural and singular form. Macedonian informants make errors because they tend to transfer Macedonian structure of adjectives to the English structure. In such cases the following errors happen:

My hands are colds.

-----

I have two wools dresses.

-----

When the informant translates this sentence, word by word, into Macedonian it sounds correct.

The Macedonian language has only definite articles. Macedonian definite articles are inflectional suffixes. They are attached to the stem (to the noun). The definite articles can be attached to the adjective qualifying the noun instead of the noun itself.

This kind of structure is not similar to the English structure. The difference is that Macedonian articles are inflectional suffixes and English definite articles are function

words. They stand before the adjectives and are not attached to them. Macedonian informants have problems with this kind of structure.

The definite article in Macedonian has three alternative forms, each with a different and definite meaning, a peculiarly Macedonian feature. The definite articles are derived from Demonstrative Pronouns but they don't have the function of Demonstrative Pronouns. There are nine different singular and three different plural forms of Macedonian definite articles: ov, va, vo - ve = the.

These suffixes can be attached to a noun or to an adjective and they indicate someone or something near the person speaking.

Examples:

- |                           |                              |
|---------------------------|------------------------------|
| 1. Belio <u>v</u> vol     | 1. The white ox (here)       |
| 2. Dobra <u>va</u> žena   | 2. The good woman (here)     |
| 3. Belov <u>o</u> pile    | 3. The white chicken (here)  |
| 4. Beliv <u>e</u> volovi  | 4. The white oxen (here)     |
| 5. Dobriv <u>e</u> ženi   | 5. The good women (here)     |
| 6. Beliv <u>e</u> pilinja | 6. The white chickens (here) |

The second group of articles are these:

on, na, no - ne = the.

These articles refer to someone or something at a distance, but still visible to the person speaking.

Examples:

- |                   |                              |
|-------------------|------------------------------|
| 1. Belion vol     | 1. The white ox (there)      |
| 2. Dobrana žena   | 2. The good woman (there)    |
| 3. Belono pile    | 3. The white chicken (there) |
| 4. Beline volovi  | 4. The white oxen (there)    |
| 5. Dobrine ženi   | 5. The good women (there)    |
| 6. Beline pilinja | 6. The white chicken (there) |

The third group of articles are these:

ot, ta, to - te = the.

Examples:

- |                   |                       |
|-------------------|-----------------------|
| 1. Beliot vol     | 1. The white ox       |
| 2. Dobrata žena   | 2. The good woman     |
| 3. Beloto pile    | 3. The white chicken  |
| 4. Belite volovi  | 4. The white oxen     |
| 5. Dobrite ženi   | 5. The good women     |
| 6. Belite pilinja | 6. The white chickens |

In meaning, these articles are equal to the English definite article "THE".

Informants find definite articles easy and they don't have any major problems when they use them although they differ in the form.

When two or more adjectives qualify the noun, they precede the noun but only the first adjective has the definite article.

Example:

Brzata tečna planinska reka      The fast flowing mountain river

Both Macedonian and English structures are the same and therefore the students don't have any problems.

The Macedonian language doesn't have a definite article. In fact there is a meaning of an indefinite article, but there is no form for it.

Ø = A, AN

In these cases Macedonian informants make a lot of mistakes. Very often they omit the English indefinite article when it has to be used.

Example:

Toj kupi nova kola.      He bought new car.  
-----

These kinds of errors come as a result of the informant's native language structure.

Macedonian adjectives make a negative form by attaching the prefix "NE" to the stem of the adjective. English adjectives make negative form by placing the form "NOT" before the adjective.

Examples:

ubav - nice

neubav - not nice

These two structures are very similar and Macedonians don't have any problems when they use them.

The negative form "NE" can be used as a separate word. When "NE" and the adjective are used as two separate words the verb comes between them.

Example:

Taa ne e ubava devojka.      She is not a beautiful girl.

In the cases when the verb comes between the negative form "NE" and the adjective, Macedonians make errors because they tend to transfer Macedonian structure to the English structure.



As a result of that the following errors happen:

Taa ne e ubava devojka.      She not is a beautiful girl.

When the informant translates the English sentence into Macedonian it sounds correct to him.

All Macedonian adjectives make comparison by attaching the prefix to the stem of the adjective. The prefix "PO" is used for comparative and the prefix "NAJ" is used for superlative.

PO - MORE

NAJ - THE MOST

poubav, najubav - more beautiful, the most beautiful

This kind of comparison is very similar to the one of the English comparisons, to the one which is used for multi-syllabic adjectives. English multi-syllabic adjectives express the degrees of comparison by using the functional morphemes "MORE" and "THE MOST" before the adjective.

Macedonians don't have any major problems when they use this kind of comparison. It is due to the similar structures of both languages. But if we go further, we see that Macedonians have problems with the other type of comparison, the comparison of one-syllable adjectives which is done by the inflectional morphemes (-ER cp) and -EST sp). They usually tend to transfer the structure of their native language to the structure of the foreign language. The problem is intensified because the difference goes from one medium in one language to a different medium in the other language.

In this case function words in Macedonian, but inflections in English, as in the following examples:

Jas sum visok.	I am tall.
Jas sum <u>povisok</u> od tebe.	<u>I am more tall than you.</u>
Jas sum <u>najvisok</u> od site.	<u>I am the most tall of all.</u>

Macedonians usually have problems with the irregular comparative and superlative form of adjectives like: "GOOD," "BAD," "LITTLE," and so on. In these cases they transfer the system of comparison of their native language to the system of English language. As a result of that we get errors like these:

Taa e dobro devoj <sup>ce</sup> .	She is a good girl.
Taa e podobro devoj <sup>ce</sup> .	<u>She is a more good girl.</u>
Taa e najdobro devoj <sup>ce</sup> .	<u>She is the most good girl.</u>

Intralingual and developmental types of errors do not derive from transfers from Macedonian language. They come as a result of faulty generalization, incomplete application of rules and failure to learn conditions under which rules apply. Analogy seems to be a major factor of many errors.

For example, Macedonians use the comparative and superlative inflections (-ER) and (-EST) for the adjectives that have suppletive and irregular forms in the comparative and superlative and for multi-syllabic adjectives. In such cases the following errors happen:

I am gooder than you.

He is the goodest.

She is badder than me.

He is the baddest man.

She is beautifuler this year.

She was the beautifulest.

These errors do not reflect the informant's native language structure. Very often they come as a result of overlearning the (-ER) and (-EST) structures, or as a result of over-generalization.

Sometimes Macedonians use two kinds of comparisons at the same time and as a result of that the following errors are produced:

She is more nicer than him.

She is the most beautifulest girl in our town.

His brother is more worst.

Very often Macedonians try to keep the modifiers, determiners and numbers before the nouns in the cases when an adjective precedes a noun. In such cases they produce the following errors:

I have nice two books.

My nice all friends.

All the above discussed errors are based on contrastive analysis. Very often contrastive analysis can highlight and predict the errors and difficulties of the informants which come as a result of language interference.

According to contrastive analysis the structures that are similar are easy to learn because they can be transferred and may function satisfactorily in the foreign language. The structures that are different are difficult to learn because when transferred they do not function satisfactorily.

### Pronouns

Macedonian speakers have not borrowed the American-English pronouns. That means that the importation of American-English pronouns is minimal. If they occur in their speech, it is only in the set phrases like these:

Aj do no.	I don't know.
Aj no it.	I know it.
Ju no.	You know.
Dats it.	That's it.
Aj si.	I see.
Dej no.	They know.

Indefinite pronouns keep their original form except the phonological adaptation. They are found very often in the speech of the informants.

#### Examples:

nobadi or nobodi	nobody
sambadi or sambodi	somebody
evribadi, evribodi	everybody
nan	none
evriting, evritink	everything
samting, samtink	something
nating or natink	nothing

The possessive pronouns are used much more in American-English than in Macedonian. Under American-English influence Macedonian informants use possessive pronouns in cases where they normally would not use them or they use long possessive pronouns where they normally use the short form of the possessive pronoun.

Examples:

"mojata sestra" instead of "sestra mi"      my sister  
"tvojot brat" instead of "brat ti"      your brother

Now we'll examine some of the errors Macedonians make when they speak English. Very often, Macedonian informants have problems with the personal pronoun "it" in nominative and accusative, such as:

it > he, him.

it > she, her

He (the carpet) is a nice carpet.

It is a nice carpet.

Toj kilim e ubav.

We bought him (the carpet) last year.

We bought it last year.

Go kupivme minatata godina.

She (the lamp) is very expensive.

It is very expensive.

Taa e mnogu skupa.

Put her (the book) on the table.

Put it on the table.

Stavi ja na masata.

The examples show that the informants tried to transfer the Macedonian grammatical structure of pronouns to the grammatical structure of English pronouns. In Macedonian, the noun "carpet" is masculine gender and therefore the informants used the personal pronoun "he" or "him." The nouns "lamp" and "book" are feminine gender and therefore they were substituted for by the personal pronouns "she" and "her." These types of errors are typical for the informants for whom English is the second language.

#### Verbs

After nouns, verbs are the second largest grammatical category borrowed in Macedonian. Once they are adapted into the language, they acquire a verbal suffix and they follow Macedonian conjugations. Macedonian verbal suffixes are added directly to the phonologically adapted American-English verbs. The Macedonian verb system is much more complex, but Macedonian informants have reduced it and in their everyday speech they use only three major and basic tenses: present, past and future.

#### Present Tense

The inflectional endings of the Present for all types of verbs are:

Singular	Plural
1. -am	1. -me
2. -š	2. -me
3. -	3. -(a)t

### Past Tense

The inflectional endings of Past Tense for all types of verbs are:

Singular	Plural
1. -v	1. -vme
2. - <sup>v</sup> se, a	2. -vte
3. - <sup>v</sup> se, a	3. -aa

### Future Tense

The Future of verbs of both aspects is formed with the invariable auxiliary -<sup>1</sup>ke, and the present tense of the verb.

Singular	Plural
1. - <sup>1</sup> ke -verb -am	1. - <sup>1</sup> ke -verb -me
2. - <sup>1</sup> ke -verb - <sup>v</sup> s	2. - <sup>1</sup> ke -verb -te
3. - <sup>1</sup> ke -verb -	3. - <sup>1</sup> ke -verb -(a)t

The following is a selected list of verbs in the infinitive, present, past and future tense:

Včera <sup>v</sup> šopavme	We went shopping yesterday.
Jas <sup>1</sup> ke tepiram.	I'll tape it.
Ja juzam.	I use it.
Toj penta.	He paints (whitewashes).
Nemam vreme da restam.	I don't have time to rest.
Ringaj mi.	Call me up.
Te kolav.	I called you up.
Jas drajvam.	I drive.

Fonaj mi.	Phone me.
Preferiram toa da go pravam.	I prefer to do that.
Nikoj ne ansvervaše.	Nobody answered.
Ne čardžaa . . .	They charged me . . .
Sekoj den bildaat	They build every day.
Dentsuvaa.	They danced.
Pojdi i čekiraj.	Go and check.
Se gamblavme.	We gambled.
Se'e bukirano.	Everything is booked.
Rentame kuka.	We rent a house.
Ti trebe da keras za mene.	You have to care about me.
Jas advertajzvam.	I advertize
Ne disturbvaj me.	Don't disturb me.
Znam da tajpam.	I know how to type.
Mnogu se komplejnva.	He complains a lot.
Krosaj ja ulicata.	Cross the street.
Gi bličam alištata.	I bleach the clothes.
Co klinav karpetot.	I cleaned the carpet.

Loanwords also employ reflexive forms. Most of the forms seem to have been used reflexively because the same verb (semantically) in Macedonian appears in the reflexive form. The reflexive verb in Macedonian is formed with the separable particle -se.

Examples:

Jas se drajvam na bas.	I ride on the bus.
Se gamblam.	I gamble.
Se komplejnva.	He complains.
Kukava se renta.	This house is for rent.



In Macedonian the use of the active voice is more common than the passive voice, but it changes to the passive under the influence of the American-English construction.

Examples:

Bev kolana.                      I was called.

Pismoto e istajpano.              The letter is typed.

Morphologically unassimilated verbs are rare and we can find them in the imperative form. In Macedonian the imperative form is almost forgotten. The American-English imperative form has found its greatest use in the speech of the Macedonians living here. The imperative mood is not assimilated into the Macedonian verb pattern. It stays unchanged because Macedonian endings are not attached to it.

Examples:

Stap it! or Stop it!	Stop it!
✓ Sadap!	Shut up!
Kaman! or Kamon!	Come on!
Sidan!	Sit down!
Slo dan! or Slo daun!	Slow down!
Fo(r)gedid.	Forget it.

All these imperative forms are introduced into the Macedonian speech with some degree of phonological adaptation.

The following examples will illustrate some of the errors Macedonian informants make when speaking English:

He speak now.

Work you?

I not work.

She not cleaned the room.

Finished you?

When the informants try to use Present Simple Tense they have problems with:

1. Third person singular, affirmative form. They omit the inflectional ending (-s 3rd sg.);
2. They don't use "do" to form Present Simple Tense, interrogative and negative form;
3. They don't use "did" to form Past Simple Tense, interrogative and negative form.

The above mentioned errors result from language interference. The structure of the English sentence is influenced by the structure of the Macedonian sentence. Conversely, the informants do not have any major problems with Future Tense because the structure of Macedonian Future tense is similar to the structure of English Future Tense.

Now we'll examine some developmental and intralingual errors which are the results of incomplete application of rules, and failure to learn the conditions under which rules apply:

My husband parking the car now.

She didn't passed the exam.

Does he paints?

He doesn't comes here.

Did he closed the shop?

Analogy seems to be the major factor in most of the errors. The following examples illustrate this statement:

He readed my letter.

She cans.

Does he must do that?

She didn't can come on time.

All of the above discussed errors are typical for the informants for whom English is a second language.

### Numerals

Numerals were the first words learned upon the arrival of the Macedonians in America. American-English numerals have become well learned every day phrase: in the speech of Macedonian speakers. Dates, especially dates of their arrival in this country, dates of births, house numbers, street numbers, telephone numbers, identification numbers and quick sums are always given in English. The speakers of the first generation adapt the numerals to the Macedonian phonological system.

Examples:

Plativ fori (foti)-fajv dolars.	I paid forty-five dollars.
Taa živee na seven(t)i-treta.	She lives on seventy-third.
Imam tveni (tvoni) dolars.	I have twenty dollars.
Toj e, toti-sik(s).	He is thirty-six.
Ejt aklak e.	It's eight o'clock.
Bidi redi vo naj(n) aklak.	Be ready at nine o'clock.

Ovie sliki se od seven(t)i-sik(s).      These pictures are from  
seventy-six.

Mojot telefon namber e tu-tri-  
ej(t)-fo(r)-tri-uan(van)-tu.      My telephone number is  
238-4312.

Dojdov in mej, najti(n)  
siksti-tri.      I came to this country in  
May, 1963.

### Adverbs and Adverbial Phrases

Adverbs and adverbial phrases do not undergo any morphemic adaptation, but they have different degrees of phonological adaptation. Some of the adverbial phrases have become very often-used tools in the speech of the Macedonians. Here are some examples of phonologically associated adverbs and adverbial phrases:

der	there
hir	here
over der	over there
vel	well
neve(r)	never
tu mač	too much
enivej	anyway
dem it	damn it
baj d vej	by the way
inaf	enough
izi	easy

### Prepositions

The abnormal usage of certain prepositions in English takes place under the influence of Macedonian. The problem comes from literary translations of Macedonian into English.

Examples:

Ti beše na rabota.	<u>You were on work.</u>
Vo sedum časot.	<u>In seven o'clock.</u>
Vo vtornik.	<u>In Tuesday.</u>
Toj gleda vo tebe.	<u>He is looking in you.</u>
Ova e napraveno od železo	<u>This is made from iron.</u>
Nie sedime na masata.	<u>We sit on the table (at the table).</u>
Patuvavme so avion.	<u>We traveled with a plane.</u>
Dojdov so avtobus.	<u>I came with a bus.</u>

Here are some examples of the abnormal usage of certain prepositions which are not due to the direct influence from the Macedonian language:

doma	<u>in home</u>
denje	<u>in days (at day time)</u>
noke	<u>in nights (at nights)</u>

The influence of American-English on Macedonian and vice versa, on the morphosyntactic level, shows how American-English words have been adopted and incorporated into various Macedonian grammatical categories and which changes have taken place in American-Macedonian under the influence of American-English.

Results show that American-English nouns and adjectives once borrowed in Macedonian have accepted Macedonian gender, number, and the definite article. Macedonians have not borrowed the American-English pronouns. In the cases where pronouns appear in the speech of the informants, they occur only in set phrases. The pronouns keep their original form but undergo phonological adaptation and modification. Numerous examples show that verbs are the second largest grammatical category, after the nouns, which become adapted phonologically and morphologically in the speech of the Macedonians. American-English numerals and adverbs and adverbial phrases have entered into the speech of the Macedonians with phonological but not morphological adaptation. Macedonians have not accepted the American-English prepositions. Some examples show the incorrect usage of certain English prepositions under the influence of Macedonian. A number of examples illustrate the errors the informants make in the use of American-English adjectives under the influence of Macedonian adjectives.

#### Syntactic Interference

People do not speak the language by merely stringing words together in some random fashion; instead, they carefully arrange words into patterns. Most commonly, these patterns become automatic or semi-automatic habits, and for the most part they are used unconsciously in everyday speech.

Very often, as a result of the contact between the two languages, the patterns of the first language are changed by the influence of the second language and vice-versa. In this case, the changes in the Macedonian syntactic patterns are due to the transfer of American-English syntactic patterns into Macedonian. In some cases the Macedonian syntactic patterns are changed by the influence of intralingual and developmental factors.

In American-Macedonian there are, under the influence of American-English, examples of a lack of agreement between nouns and their modifiers:

Oni se dobar frends.  
 --- -- -----  
 They are good friends.  
 ---- ----

American-English syntactic structure has a great influence on Macedonian syntactic structure. The problem comes as a result of a literary translation of words and idioms in the sentence from American-English into Macedonian.

Examples:

Ne sum go videla za tri godini.  
 Ne sum go videla tri godini.  
 I haven't seen him for three years.  
 /  
 Ne dojdam eden drug den.  
 --- --  
 /  
 Ne dojdam drug den.  
 I'll come some other day.

Zemav ispiti.

Polagav (ispiti).

I took some exams.

\* Kolku si star?

Kolku godini imaš?

How old are you?

Dali ti go sakaš ova?

Ti se benduva li ova?

Do you like this?

Toj napravi dobar govor.

Toj održa dobar govor.

He made a good speech.

Napraviv razgovor po telefon.

Oboruvav telefonski.

I made a phone call.

Toj pravi mnogu pari.

Toj mnogu zarabotuva.

He makes a lot of money.

Napraviv ekskjuz.

Se izviniv.

I made an excuse.

\* Ci imaš li hartite?

Ci nosiš li dokumentite?

Do you have your papers?

Ke dojdam za sigurno.

Sigurno ke dojdam

I'll come for sure.



Zemi slika od mene.

Slikaj me.

Take a picture of me.

Zemi odmor.

Odmori se.

Take a break.

Kako ti e prvoto ime?

Kako se vikaš?

What's your first name?

Kako ti e vtoroto ime?

Kako ti e prezimeto?

What's your last (second) name?

Naправи се сигурен дека тоа е така.

Увери се дека е тоа така.

Make sure it's true.

На понеделник ќе дојдам.

Ќе дојдам во понеделник.

I'll come on Monday.

Very often Macedonian Active Voice sentences are turned to passive under the influence of American-English.

Examples:

Не сакаат да бидат морани.

Не сакаат никој да ги присилува.

They don't want to be forced.

Ќе викнаа.

Ќе викнаа.

I was called.

Toj bil viden sekade.

-----  
Sekade go videle.

He was seen everywhere.

The following examples will illustrate that the word order of the Macedonian sentence is influenced by the word order of the American-English:

Na maj petti.

Na petti maj.

On May 5.

Dojde dva dena pred.

Toj dojde pred dva dena.

He came two days ago.

Intralingual and developmental factors can be seen in the following examples:

Ima dva bojfirend.

Ima dva bojfirenda /mom<sup>v</sup>cinja/

She has two boyfriends.

Rabotev vo tri sift.

Rabotev vo tri <sup>v</sup>sifta (smeni).

I used to work in three shifts.

The native language of the Macedonians, dislocated from its primary sociocultural habitat into a different habitat and condition which is dominated by a different linguistic majority, tends to lose some of its primary sentence-structure functions. The weakening and the deviations of the Macedonian sentence is influenced by American-English

structure as a result of the prolonged contact of the two languages.

This syntactic influence of American-English on Macedonian produces a lack of agreement between nouns and their modifiers, the extensive use of past passive instead of active, and changes in the word order. In addition, a number of examples show some changes in the Macedonian sentence as a result of literary translation of the words and idioms of the American-English sentence. This problem is typical in the speech of the informants of the younger generation, namely of those informants who were born in the United States.

In conclusion, some irregularities in the Macedonian sentence derive from intralingual and developmental factors.

### CHAPTER III

#### LEXICAL INTERFERENCE

The majority of the Macedonian immigrants coming to the United States did not have any pre-knowledge of American-English. So they were faced with the problem of learning new words. While they were learning the new vocabulary system they did not abandon their native language, but continued to use it, somewhat modified, to fit their needs in the new English-speaking world. Slowly their Macedonian changed and it was no longer the pure Macedonian they brought with them, but was intermingled with English words or with words neither Macedonian nor English, so-called hybrids. While they were learning the new vocabulary system, simultaneously and perhaps unwillingly, they were building a third language.

The largest number of American-English words have been borrowed in toto, but most of them adapted to the Macedonian phonological system. Examples of these kinds of words are: sabvej - "subway"; pej-ček - "paycheck"; ajs-ti - "iced tea"; kečap - "ketchup"; trafik - "traffic"; kičen - "kitchen"; etc.

The next group of words are those American-English words which have been borrowed and adapted to the Macedonian morphological system. These words have been treated as

stems, and different Macedonian functions and inflectional words have been attached to the stems, according to the Macedonian morphological system. Examples of these types of words are:

karpetot "carpet" (karpet + ot);  
baksi "boxes" (baks + i);  
memberi "members" (member + i);  
bed-ruma "bedrooms" (bed-rum + a);  
permitov "permit" (permit + ov);  
bridžon "bridge" (bridž + on); etc.

The smallest group of words are the hybrids. Examples of these kinds of words are:

dajna "dining room";  
kola "to phone";  
friža "freezer";  
kara "car"; etc.

The most obvious lexical interference pertains to the use on the part of the informants of those words for which they have no direct knowledge in Macedonian or which were not part of life in their native country. These words primarily refer to the lexical items for urban or modern objects and concepts. Most commonly used words of this type are:

Jas <u>juzam</u> <u>pejper</u> <u>tauls</u> .	I use paper towles.
Na rabota odam so <u>sabvej</u> .	I use the subway when I go to work.
Go dobiv <u>pejčekot</u> deneska.	I got a paycheck today.
Plakame <u>morgič</u> .	We pay the mortgage.

Zemav eden <u>gelon</u> mleko.	I bought one gallon of milk.
Raboti na <u>kar inšurens</u> .	He works at selling car insurance.
Decata sakaat <u>pinat bater</u> .	The children love peanut butter.
Imame i <u>plej-rum</u> .	We also have a playroom.
Živeeme na ova <u>ave</u> .	We live on this avenue.
Odi po <u>ekspres-vej</u> .	Use the expressway.
Stavi go mesoto vo <u>frizata</u> .	Put the meat in the freezer.
Mnogu pieme <u>ajs-ti</u> .	We drink a lot of iced tea.
Ima mnogu <u>hjumiditi</u> .	There is a lot of humidity.
Bez <u>er-kondišen</u> ne se živee.	One cannot live without an air conditioner.
Blizu e <u>šaping-centarot</u> .	The shopping center is near.
Rabotam vo big <u>kampani</u> .	I work for a big company.
Vozam so <u>permit</u> .	I drive with a permit.
Sedni na <u>lav-sitot</u> .	Sit on the loveseat.
Piš-vošerot ne go upotrebuвам <u>sekoj den</u> .	I don't use the dishwasher every day.
Ovde ima mnogu <u>trafik</u> .	There is a lot of traffic here.
Stavivme <u>karpeting</u> .	We put carpeting on the floor.
Stavi go na <u>čanal tu</u> .	Put on Channel Two.
Pita pravam so <u>katidž čiz</u> .	I make pie with cottage cheese.
Sakas <u>džundžer ejl</u> ?	Would you like some ginger ale?
Dve ili tri <u>majli</u> .	Two or three miles.
Stavi <u>kečap</u> .	Put some ketchup on it.
Od dzeloto mi padna na <u>karpetot</u> .	I dropped some of the jello on the carpet.

The second group of words are those lexical items which are used so frequently in the new environment that it takes a special effort to recall the native lexical items.

Examples:

Rabotam na šift.

I work in shifts.

Na deskot e.

It's on the desk.

Simni se na prviot bas-stop.

Get off at the first bus stop.

Napравiv ubav kejk.

I made a good cake.

Donesi go frutot.

Bring the fruit.

Ke go pomineš bridžot.

You'll cross the bridge.

Dojdi ovde na šaping.

Come here for shopping.

Imame tri bedruma.

We have three bedrooms.

Slušaj njuz.

Listen to the news.

Ke ti dadam šaping-beg.

I'll give you a shopping bag.

Taa ja vozi karata.

She uses the car.

Kade bevte na vakejšen?

Where did you go for your vacation?

Za ruček imavme čiken.

We had chicken for lunch.

Rabotam vo imerdženski-rum.

I work in the emergency room.

Ke me najdeš vo telefon-buk.

You can find my telephone number in the telephone book.

Imav bed lak.

I had bad luck.

Ke napraviš mes.

You will make a mess.

Toa e moj drim.

That's my dream.

Napiši go na tajp-rajterot.

Use the typewriter.

Go kupiv na se(i)l.

I bought it on sale.

Ovoj seksen e fin.

This section is nice.

Otidoa vo čerč(a).                      They went to the church.

Dragi memberi . . .                      Dear members . . .

Ti možeš da naračaš lobster.      You can order a lobster.

Macedonian immigrants very often in their everyday speech use hybrid words which are neither English nor Macedonian. They are types of loanwords which have undergone partial morphemic substitution. In the theory of linguistics they are also known as loanblends or loan shifts. Basically these words are English but to some degree Macedonian inflectional endings are attached to the stem. The following examples illustrate the above mentioned statement:

can	kena
dining room	dajna
teacher	tičerka
church	čerča
to paint	penta
builders	bilderi
chewer (American girl who chews gum)	čuverka
to advertise	advertajzva (dialectical influence)
to answer	answerva (dialectical influence)
to phone	fona, kola
car	kara
freezer	friza
nickel	nikelče
dime	dajmče
<sup>tape</sup> to record	tepira
avenue	ave



to rent	renta
to use	juza
used	izjuzana

Unassimilated American-English words and phrases are introduced into a Macedonian sentence completely unchanged or with a minimal phonological adaptation as a result of the contact of the two languages.

Examples:

Keep going, jas ke ti ka<sup>v</sup>am kade da za<sup>v</sup>staneš.

Keep going, I'll tell you where to stop.

Dali si homesick?

Do you feel homesick?

Jas ke proveram vo telephone book.

I'll check in the telephone book.

Toa rabota ima mnogu paper work.

That kind of work has a lot of paper work.

Toa e mnogu simple.

It's very simple.

Listen, jas znam za toa.

Listen, I know about that.

Sega za toa e late.

Now it's too late for that.

Toj e mnogu strange.

He is very strange.

Ti si na mailing list.

You are on the mailing list.

On and off ne se osekam dobro.

On and off, I don't feel well.

Ova e big game.

This is a big game.

Taa raboti kako baby-sitter.

She works as a babysitter.

Toj event ne mozam da go zaboravam.

I can't forget that event.

Se naviknavte li na American life?

Did you get used to American life?

Vo ovaa country može se da se vidi.

One can see everything in this country.

Site se na vacation.

Everyone is on vacation.

Sakam da kupam used car.

I like to buy a second hand (used) car.

Jas ne veruvam vo takvi news.

I don't believe in such news.

Ke go kupime na way back.

We'll buy it on our way back.

Tamu može da se raboti over time.

There, one can work overtime.

Što sakas za drink?

What would you like to drink?

Toa e impossible.

That's impossible.

Održa good speech.

He made a good speech.

Sekogaš sum busy.

I'm always busy.

Food kupuvame ednaš nedelno.

We buy food once a week.

Napraviv appointment.

I made an appointment.

Jas i veim: "Go ahead, maži se."

I keep telling her: "Go ahead and get married."

Ti si wrong.

You are wrong.

Ne dojdov because ne možev.

I didn't come because I couldn't.

I mean, nikogaš ne idam tamu.

I mean, I never go there.

Trebe contract da napraviš.

You must sign a contract.

Before introducing the newly acquired loanwords, speakers usually pause, use some physical gestures, or commonly use these phrases: As you say; as we say; how do you call it; well, or so.

Examples:

Ovde ima mnogu humidity . . . a vie vikate, vlažnost.

There is a lot of humidity here . . . as you call it, "vlažnost."

Ova e cheap stuff . . . kako što velite vie, evtina roba.

This is a cheap stuff . . . as you say, "evtina roba."

Tie imaat ulcer . . . kako vie go vikate, čir.

He has an ulcer . . . how do you call it, "čir."

Golema e rentata . . . kako što velite vie, "kirija."

The rent is high . . . as you say it, "kirija."

Toj e moj customer . . . kako sto velime nie, mušterija.

He is my customer . . . as we say, "mušterija."

Macedonian speakers also use both Macedonian and American-English words or phrases as in the following examples:

come on . . . ajde

come on . . . come on

well . . . dobro

well . . . well

Samo po handwriting . . . rakopis ima četvorka.

She has four (B) in handwriting . . . handwriting.

It's too late . . . docna e.

It's too late . . . it's too late.

Okey . . . dobro.

Okey . . . dobro.

Trebe da imaš green card . . . zelen karton.

You must have a green card . . . a green card.

Sekoja sabota sum off . . . ne rabotam.

Every Saturday I am off . . . I am off.

Imavme good flight . . . dobar let.

We had a good flight . . . a good light.

Jas neznam ni<sup>st</sup>o . . . nothing.

I know nothing . . . nothing.

Čudo golemo . . . big deal.

Big deal . . . big deal.

Zo<sup>st</sup>o slu<sup>ži</sup> toa . . . what's that for?

What's that for . . . what's that for?

Frli go vo garbage . . . vo gubre.

Throw it in the garbage . . . in the garbage.

Ajde poka<sup>ži</sup> go . . . show it.

Come on, show it . . . show it.

Spremi se . . . get ready.

Get ready . . . get ready.

Ovde ima dosta riba . . . fish.

There are a lot of fish here . . . fish.

Nie rentame ku<sup>k</sup>a . . . a house.

We rent a house . . . a house.

Jas sum sekoga<sup>š</sup> za<sup>f</sup>aten . . . busy.

I'm always busy . . . busy.

Kerka mi zavr<sup>š</sup>i high school . . . gimnazija.

My daughter finished high school . . . high school.

The results obtained from the linguistic analysis of the lexical interference suggest how the Macedonian informant adopts loanwords. The reasons for the borrowing of American-English words are extralinguistic and intralinguistic. The Macedonian informant in the process of learning American-English experiences extralanguage as well as intralanguage difficulties. The importation of loanwords reflects the informant's need to adapt to the new sociocultural environment on the one hand, and on the other the occurrence of the loanshifts in his speech is the indication of his subconscious or conscious resistance to the direct importation of the loanwords when he uses his native language. Linguistic justification is involved when the borrowing of loanwords is phonetically, grammatically, or semantically motivated. Consequently, the informant speaks neither pure Macedonian nor American-English, but a third language which may be theoretically termed as "extralanguage" or "interlanguage." As a matter of fact, a speaker of standard Macedonian who has no preknowledge of American-English and vice-versa, the speaker of American-English who does not have a preknowledge of standard Macedonian, has difficulties in understanding the speech of the Macedonian American when he is speaking Macedonian.

## CONCLUSION

This thesis not only represents the first attempt to treat the speech of the Macedonians in the United States, but also the first structural description of various kinds of phonological, morphological, syntactic, and lexical interferences encountered in the speech of Macedonian informants.

The results have shown that loanwords are adapted with different degrees of assimilation. Complete adaptation is characteristic of those informants whose primary language is Macedonian, while the unassimilated words appear in the speech of the informants for whom Macedonian is a secondary language.

cf 1st  
2nd

From the numerous examples given in this paper, we can conclude that the most obvious interference is on the lexical level.

The Macedonian speaker, as a rule, learns American-English as well as his environment permits him, but at the same time he keeps up with his native Macedonian language. Simultaneously, however, he goes on building and using, perhaps unknowingly, a third language, fashioned from the materials of the first and the second. This third language is a mixture of oral Macedonian and American-English, involving various kinds of phonological, morphological, syntactic, and lexical interferences.

## EXPLANATION OF THE SUBJECT OF RESEARCH

A Passaic community was chosen for gathering linguistic data because its way of life seemed quite representative of other urban Macedonian settlements in the United States.

For the purpose of this work about twenty residents of Passaic were the primary informants and formed the basis of linguistic investigation. The group consisted of different generations because loanwords were reinterpreted differently by different generations. Most of the informants were born in Macedonia, Yugoslavia, and emigrated to the United States as adults.

Since the aim of their work was to explore the various kinds of phonological, morphological, syntactic and lexical interferences, the subjects were interviewed in Macedonian and most of them were recorded on a tape recorder.

In addition to the primary informants, the speech of about eighty residents was listened to whenever possible; at home, in the streets, or public places. The interviews and observations were transcribed and then analyzed.

A majority of the informants were born in Bitola, Ohrid, Struga, Prilep, and Titov Veles. They communicated in their regional dialects. Very often one word was interpreted



differently by the speakers of different dialects. Only a few informants spoke standard Macedonian.

The older generation informants, who emigrated twenty or thirty years ago, had no more than elementary school educations when they arrived here. Many of the recent immigrants have had high school and a few even have a college education. Practically all of the second generation, i.e. the children of the immigrants, completed high school, and many went to college or professional school.

The occupations of the informants varied, including factory workers, doormen, businessmen, nurses, priests, high school and college students. Most of the women informants were factory workers.

There were informants who have lived in this country for about ten or twenty years who speak pidgin or creole English. A majority of the older generation were semi-lingual. <sup>hyperc?</sup> Well educated immigrants were better integrated into American society and consequently more exposed to American-English interference, and their native language was saturated with a wide range of American-English words, phrases and even idioms.

The results of this study of the Macedonian community in Passaic indicate that most of the Macedonians have managed to maintain their bilingualism and control the ancestral language.

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THE INTERFERENCE OF BLACK ENGLISH  
UPON THE ACQUISITION OF AMERICAN-ENGLISH  
BY MACEDONIANS: ANALYSIS OF INTERFERENCE

## INTRODUCTION

A great number of Macedonians living and working in the county of Passaic, New Jersey who did not know English or who had a minimum knowledge of English before coming to the United States have been influenced in the process of learning American English by the language of Black Americans, Blacks being the largest of the ethnic groups that reside in the area.

Macedonians, thus, learn American English in the same way anyone learns a language or a dialect, i. e., from the people around him, reinforced by neighbors and peers for as long as he remains within the community except for his native language interference. The variety of dialects of American English spoken in Passaic by various ethnic groups, especially by Blacks, has been labeled by some linguists as "non-standard Black English".

Linda Fried in her study "A Contrastive Analysis of Structural Features: Standard English vs. Black English" notes:

Black English is the dialect spoken on the whole by communities of black Americans living and or working together. We must distinguish between non-standard and sub-standard, the latter implying an unsuccessful attempt to speak the standard dialect, the former indicating an

organized, patterned, consistent, predictable phonological, morphological and syntactic system of communication, different from the standard not inherently better or worse?

Linguists in their recent research have discovered that despite the near identity of Standard American English and non-standard Black dialect at certain structural levels, what the Blackman speaks has a system all of its own. Grammatically, phonologically, and syntactically, its structure follows a set pattern which demands the respect and recognition due to any other dialect.

Black English is generated out of the Black cultural experience and meets the demands of living in that culture, thus producing a dynamic relationship between language and culture. But why is it so systematically different from even the speech of the white lower socio-economic class? Creole specialists have been particularly occupied with pointing out its historical derivation. William A. Stewart notes:

Of those Africans who feel victim of the Atlantic slave trade and were brought to the New World, many found it necessary to learn some kind of English. With very few exceptions the form of English they acquired was a pidginized one, and this kind of English became so well established as the principal medium of communication between Negro slaves in the British colonies that it was passed on as Creole language to succeeding generation of the New World Negroes, for whom it was their native tongue.

Then came the process of what Stewart calls "decreolization" when certain original features were lost through a gradual merging of Creole with British-derived dialects with which they came in contact. Because of the persistence of segregation, the process of decreolization was neither instantaneous nor complete. Consequently, the non-standard speech of present-day Blacks still exhibits structural traces of its Creole predecessor.

Many people in American society, including educators and psychologists, have negative attitudes towards the non-standard Black English dialect. Black dialectal characteristics are often viewed as deficiencies in language rather than differences.

In his essay dealing with communication competence among Black English speakers, Thomas Kochman provides a strong argument against the theory of "language-deficits" in favor of "language cultural-reciprocity."<sup>4</sup>

Indeed, some dialects may be socially more prestigious than others, but they are not necessarily more communicatively effective. Viewing this occurrence, Gleason stresses that all languages are approximately equally adequate for the needs of the culture of which they are a part.<sup>5</sup>

Consequently, it explains our consideration that all sub-languages or dialects, including Black English, are



approximately equally adequate for the needs of the sub-culture of which they are a part. Thus, Black English and American English of the Macedonians reflects the level of the socio-economic conditions of the Blacks and the Macedonians in the United States. Both Black English and American English of the Macedonians are systematic and proper for these sub-cultural groups who use American English. These non-standard dialects have their phonological, morphosyntactical, and lexical systems.

A comparison of phonological and morphosyntactical systems of Black English and American English of the Macedonians with Standard American English will illustrate the level of language interference.

CONTRASTIVE ANALYSIS OF STANDARD AMERICAN-ENGLISH,  
BLACK ENGLISH, AND AMERICAN ENGLISH OF THE MACEDONIANS  
ON THE PHONOLOGICAL LEVEL

There are certain phonological features which have been observed as divergent from Standard American English equivalents. Below is a list of distinctive Black English features in the speech of the Blacks and Macedonians who live in the various parts of New Jersey. It must be noted that these linguistic features vary from region to region.

1. In Black English and in American English of the Macedonians there is simplification of consonant clusters (consonant cluster reduction). Some consonant clusters are: -st, -nd, -ld, -ks.

st > s

Standard American English	Black English	American English of the Macedonians
past	past > pass	past > pass
must	must > muss	must > muss
trust	trust > truss	trust > truss
just	just > jus	just > jus
burst	burst > burse	burst > burse
worst	worst > worse	worst > worse
east	east > /is /	east > /is/
mist	mist > miss	mist > miss

nd > n

Standard American English	Black English	American English of the Macedonians
send	send > sen	send > sen
bend	bend > Ben	bend > Ben
mend	mend > men	mend > men
tend	tend > ten	tend > ten

ld > l

Standard American English	Black English	American English of the Macedonians
hold	hold > hole	hold > hole
sold	sold > sole	sold > sole
bold	bold > bole	bold > bole
told	told > tole	told > tole

ks > k

Standard American English	Black English	American English of the Macedonians
six	six > sick	six > sick

As a result of the Consonant cluster reduction the following homonyms are produced:

past - pass

must - muss

trust - truss

just - jus  
 burst - burse  
 worst - worse  
 send - sen  
 bend - Ben  
 mend - men  
 tend - ten  
 hold - hole  
 sold - sole  
 bold - bole  
 told - tole  
 six - sick

2. There is also a weakening of final consonants such as /t/ and /d/ in Black English and in American-English of the Macedonians. The final /d/ may be devoiced to a /t/ or disappear entirely. Final /t/ may also disappear.

Examples;

Standard American English	Black English	American English of the Macedonians
road	road > row	road > row
bit	bit > bid	bit > bid
boat	boat > bow	boat > bow

The examples show that :

t > ∅ ; d > ∅ ; t > d

As a result of the weakening of final consonants many homonyms are formed such as:

roar - row  
bit - bid  
boat - bow  
note - know

3. Another interesting phenomenon happens in Black English and in American-English of the Macedonians. The final fricative /θ/ becomes /f/ and final /ð/ becomes /v/.

Examples:

Standard American English	Black English	American English of the Macedonians
Ruth	Ruth > roof	Ruth > roof
death	death > deaf	death > deaf
with	with > /wɪf/	with > /wif/
both	both > /bof/	both > /bouf/
mouth	mouth > /maʊv/	mouth > /mauf/

As a result of this phenomenon the speakers produce homonyms, such as:

Ruth - roof  
death - deaf

4. Both in Black English and in American-English of the Macedonians the voiced "th" in initial position is changed to "d".

Examples:

Standard American English	Black English	American English of the Macedonians
this	this > /dɪs/dɪz/	this > /dis/ diz/
that	that > /dæt/	that > /det/
than	than > /dæn/	than > /den/

5. In Black English and sometimes in American English of the Macedonians there is no distinction made to signal the past tense of the verb. So the past tense inflectional morpheme represented by the letters -ed may be heard as the present tense. As a result we find the following occurrences:

Standard American-English	Black English	American-English of the Macedonians
passed	passed > pass	passed > pass
picked	picked > pick	picked > pick
loaned	loaned > loan	loaned > loan
talked	talked > talk	talked > talk

6. There are cases when both in Black English and in American English of the Macedonians the sound /t/ is replaced with the sound /r/.

Examples:

Standard American English	Black English	American English of the Macedonians
pattern	pattern > /pærən/	pattern > /peron/

Standard American English	Black English	American English of the Macedonians
better	better > /berə/	better > /berə/
party	party > /parɪ/	party > /parɪ/
matter	matter > /mæɪə/	matter > /merə/
shut up	shut up > /ʃʌr ʌp/	shut up > /ʃar ap/

7. In both Black English and in American English of the Macedonians we find deletion of /r/.

Examples:

Standard American English	Black English	American English of the Macedonians
guard	guard > God	guard > God /gad/

7. Very often Blacks and Macedonians use words with missing parts, in these cases missing prefixes. The speakers of such words are unaware of the deletion of prefixes. As a result of this kind of deletion we find the following occurrences:

Standard American English	Black English	American English of the Macedonians
about	'bout	'bout
because	'cause	'cause
around	'round	'round
opposed to	'pose to	'pose to

The above discussed examples show that the phonology of American English of the Macedonians is influenced by the phonological system of Black English. As a result of that phonological interference we find the following occurrences:

1. consonant cluster reduction
2. weakening and devocing of final consonants
3. final /θ/ becomes /f/
4. final /ð/ becomes /v/
5. voiced /ð/ becomes /d/
6. past simple tense becomes present simple tense
7. the sound /t/ in the middle of the word is changed to /r/
9. deletion of /r/
10. missing prefixes



CONTRASTIVE ANALYSIS OF STANDARD AMERICAN ENGLISH,  
BLACK ENGLISH, AND AMERICAN ENGLISH OF THE MACEDONIANS  
ON THE MORPHOSYNTACTIC LEVEL

In contrasting grammatical differences among Standard American English, Black English and American English of the Macedonians I concentrated on those elements which cause the greatest degree of interference.

1. Possessive form

Both Blacks and Macedonians leave out the possessive inflectional morpheme "s".

Examples:

Standard American English	Black English	American English of the Macedonians
Mary's dress	Mary dress	Mary dress

2. Both Blacks and Macedonians leave out the inflectional morpheme for third person singular "s".

Examples:

Standard American English	Black English	American English of the Macedonians
He speaks English.	He speak English.	He speak English.
She works very hard.	She work very hard.	She work very hard.

3. Both Blacks and Macedonians leave out the inflectional morpheme for plural form.

Examples:

Standard American English	Black English	American English of the Macedonians
ten cents	ten cent	ten cent
five dollars	five dollar	five dollar

4. Both Blacks and Macedonians leave out the auxiliary verb "to be".

Examples:

Standard American English	Black English	American English of the Macedonians
She is a cook.	She a cook.	She a cook.
The boy is running.	The boy running.	The boy running.

5. Both Blacks and Macedonians say "he (she) aint" instead of "he (she) isn't".

Examples:

Standard American English	Black English	American English of the Macedonians
He isn't here.	He aint here.	He aint here.
Isn't she your daughter?	Aint she your daughter?	Aint she your daughter?

5. Both Blacks and Macedonians use "don't" for third person singular instead of "doesn't".

Examples:

Standard American English	Black English	American English of the Macedonians
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He doesn't do that.	He don't do that.	He don't do that.
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She doesn't work.	She don't work.	She don't work.
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7. Both Blacks and Macedonians form the interrogative (third person singular, present simple tense) with "do" instead of with "does".

Examples:

Standard American English	Black English	American English of the Macedonians
Does he go to school?	Do he go to school?	Do he go to school?
Does she know me?	Do she know me?	Do she know me?

8. Both Blacks and Macedonians say "he got no" instead of "he hasn't got" or "he doesn't have any".

Examples:

Standard American English	Black English	American English of the Macedonians
He hasn't got any money.	He got no money.	He got no money.
She hasn't got any toys.	She got no toys.	She got no toys..

or

She doesn't have any toys.	She got no toys.	She got no toys.
He didn't get any letters.	He got no letters.	He got no letter.

9. Both Blacks and Macedonians say "he have no" instead of "he doesn't have any".

Examples:

Standard American English	Black English	American English of the Macedonians
---------------------------	---------------	--

He doesn't have any books.	He have no books.	He have no books.
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10. Both Blacks and Macedonians use two or more negative forms in one sentence.

Examples:

Standard American English	Black English	American English of the Macedonians
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I don't know anything.	I don't know nothing.	I don't know nothing.
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We don't give anything to anybody.	We don't give nothing to nobody.	We don't give nothing to nobody.
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I didn't go anywhere.	I didn't go nowhere.	I didn't go nowhere.
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11. When Blacks and Macedonians try to use past simple tense of some irregular verbs, they attach the inflectional morpheme "ed" to the irregular verb.

Examples:

Standard American English	Black English	American English of the Macedonians
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I made a mistake.	I maked a mistake.	I maked a mistake.
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She went there.	She goed there.	She goed there.
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12. Occasionally, Blacks and Macedonians use present simple tense instead of past simple tense.

Examples:

Standard American English	Black English	American English of the Macedonians
He worked very hard.	He work very hard.	He work very hard.
They finished their work yesterday.	They finish their work yesterday.	They finish their work yesterday.

13. When Blacks and Macedonians try to use the past conditional form "If I came", they say "did I come".

Examples:

Standard American English	Black English	American English of the Macedonians
He asked me if I came on time.	He asked me did I come on time.	He asked me did I come on time
I wanted to know if he knew about that.	I wanted to know did he know about that.	I wanted to know did he know about..

14. Both Blacks and Macedonians replace the negative form of the verb "to be", in third person singular, with the negative form of the verb "to do" + "be".

isn't > don't be

Examples:

Standard American English	Black English	American English of the Macedonians
---------------------------	---------------	--

He isn't here.

He don't be here. He don't be here.

In both Black English and American English of the Macedonians the following linguistic features occur:

<u>Linguistic features</u>	<u>S A E</u>	<u>B E</u>	<u>A E of the Mac.</u>
1. possessive	- 's	Ø	Ø
2. third person singular	-s	Ø	Ø
3. plurality	-s	Ø	Ø
4. to be	-is	Ø	Ø
5. negative form of "to be" 3rd per. sg.	-isn't	Ø	Ø
6. negative form of the aux. verb "to do" 3rd person sg.	-doesn't	don't	don't
7. interrogative form of the aux. verb "to do" 3rd person sg.	-does	do	do
8. has - not - got - any	-hasn't got any	got no	got no
9. does - not - have - any	-doesn't have any	got no	got no

<u>Linguistic features</u>	<u>S A E</u>	<u>B E</u>	<u>A E of the Mac.</u>
10. does - not - have - any	doesn't have any	have no	have no
11. one negative form in a sentence.	don't have any anything anybody	don't have no nothing nobody	don't have no nothing nobody
12. past simple tense of irregular verbs	infix (went)	goed	goed
13. past simple tense of regular and irregular verbs	-ed infix (wrote)	<del>ø</del> <del>ø</del>	<del>ø</del> <del>ø</del>
14. negative form of "to be" 3rd per. sg.	-isn't	don't be	don't be
15. past condition	-if I knew	did I know	did I know

Joan Bartz in her study about the language of the Blacks indicates that the "language of deficiency", so often attributed to the Blacks is not a "language deficiency" so much as a difficulty in code switching when the second code (Standard American English) is not as well learned as the first (Black English).

Macedonians have the same problem. First they have a difficulty in language switching, namely switching from their native language and then switching from American English

influenced by Black English to Standard American English.

In both, Black English and in American English of the Macedonians the interference of the native language and code upon the structure of the newly acquired language or code is strong. As a result of that interference, the structural systems of Black English and American English of the Macedonians are different from Standard American English.

This kind of non-standard American English language serves the Macedonians in the community in which they live. Once they seek employment outside this community, however, their English is viewed as insufficient. It is a fact of life that most jobs would be better served by someone whose speech does not set him apart from the "standard".



NOTES

- 1 William A. Stewart, "Observations on the Problems of Defining Negro Dialect" cited in Kenneth R. Johnson's Teaching the Culturally Disadvantaged. Palo Alto, California: Science Research Associates, Inc. (1930), p. 154.
- 2 Ibid, p. 156.
- 3 Linda Fried, "A Contrastive Analysis of Structural Features: Standard English vs. Black English," New York, 1973, p. 1.
- 4 Thomas Kochman, "Black English in the Classroom," Department of Linguistics, Northeastern Illinois State College (October 1969), p. 45.
- 5 Baratz & Shuy, Teaching Black Children to Read. Washington, D.C.: Center for Applied Linguistics (Dec. 1969), p.16.

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