

LINGUISTIC INTERFERENCE AS A PSYCHOLINGUISTIC AND SOCIOLINGUISTIC PHENOMENON

Yusupova Shahzoda Tohirjon qizi

PhD on philology, Tashkent State University of Law, Tashkent

Abstract

Learning a new language is always challenging, there are some factors that can affect the learning process. In this case, the role of native language is also essential and language interference may occur in learning a second or a foreign language. Therefore, linguistic interference should be learned from the psycholinguistic and sociolinguistic aspects.

Keywords: language interference, positive transfer, negative transfer, phonetic interference, lexical interference, grammatical interference.

Language interference is a sociolinguistic and psycholinguistic phenomenon, as it is about using the knowledge or patterns of their mother tongue to a second or foreign language that is being learnt. Dulay et al (1982) define interference as the automatic transfer, due to habit, of the surface structure of the first language onto the surface of the target language. We can assume from the definition that native language always has an effect on target language, learner's social and psychological background play a vital role in the process of interference. Interference is in fact a psychological phenomenon which defines the effect of older learnt knowledge to newly learnt ones. The term is used in linguistics as well. As a linguistic term, it refers to the influence of native language to a language being learnt. As native language is also acquired before any foreign language, there is a close connection between psychological and linguistic interference.

There are different definitions of language interference: "Language interference (also known as L1 interference, linguistic interference, cross-linguistic interference or transfer) is the effect of language learners' first language on their production of the language they are learning" (https://psychology.wikia.org/wiki/Language_interference).

The two types of linguistic interference is differentiated in various sources. The first is the positive transfer, when the first language facilitates learning the second. Let's imagine that studied language is very close to the native, their syntactic patterns are almost the same. There might be some differences in phonetic peculiarities of certain sounds or some lexical units may vary. In this case it is likely to say that learner is not supposed to make any syntactical errors, because what is already learnt with L1 can be applied by L2 sentences.

The second type of linguistic interference, which is always discussible topic for scholars, is negative transfer, in which a language learner makes mistakes in the target language leaning on the rules of the native language. While acquiring a new language, learners construct their own interim rules (Ellis, 1997) with the use of their previous knowledge, which is learnt

through L1, but only when they believe it will help them in the learning task. Language transfer occurs when one person's proficiency in one language affects that person's proficiency in another language. When learning one language makes learning another more difficult, there may be negative transfers, also known as negative interference.

The connection between the two languages must be taken into account while talking about the language interference. People allegedly demonstrate higher lexical interference on similar things. As a result, it might follow that languages with more similar structural traits, like English and German, or Uzbek and Kyrgyz, are more prone to interference from other languages than those with less similar features (e.g. Uzbek and English). On the other hand, as the learner would find it challenging to acquire and understand a completely new and different usage, we can also anticipate more learning challenges and, hence, a higher risk of performance interference at those spots in L2 that are further from L1. As a result, the student would turn to L1 structures for assistance.

Language interference may occur in all levels of language: phonetic interference, lexical interference, grammatical interference (morphological interference and syntactical interference). And the most typical interference appears at phonetic level.

Phonological interference is defined by Berthold et al. (1997) as elements including foreign accent, rhyme, intonation, stress, and speech sounds from the first language impacting the second. Grammatical interference is the term used to describe how one language affects another in terms of word order, pronoun usage, determinants, tense, and mood. Lexical interference allows words to be borrowed from one language and changed to sound more natural in another.

We can conclude that learner's old knowledge interferes with the new information being studied, and this proves the psycholinguistic features of language interference. Moreover, as interference mostly occurs in the cases of bilingualism or multilingualism, it is considered a sociolinguistic phenomenon too.

References

1. Dulay, H., Burt, M. and Krashen, S.D. (1982) Language Two. Newbury House, Rowley.
2. Ellis, R. (1997). Second Language Acquisition. Oxford: Oxford University Press.
3. Berthold, M., Mangubhai, F., and Batorowicz, K. (1997). Bilingualism & Multiculturalism: Study Book. Distance Education Centre, University of Southern Queensland: Toowoomba, QLD.