

THE NOTION OF INTERFERENCE IN LINGUISTICS (ON THE EXAMPLE OF RUSSIAN AND ENGLISH LANGUAGES).

Kambarova L.R.-

Teacher

Email: Li26ka0695@gmail.com

DEPARTMENT OF SOCIAL–HUMANITARIAN AND EXACT SCIENCES.
TASHKENT STATE UNIVERSITY OF ECONOMICS, TASHKENT, REPUBLIC OF
UZBEKISTAN

Abstract: the aim of this work to study the notion of interference in Linguistics, its types and its impact on the process of language acquisition. Besides, it analyzes the main factors of its occurrence.

Keywords: interlanguage interference, conscious/unconscious interference, native language, target language, pronunciation, transference, bilingual.

The acquisition of foreign language has always been considered as one of the most difficult and long processes. Interference is one of those problems that majority students are likely to face regardless of what languages they learn. That is why in EFLT such phenomenon as interference has been studied and investigated a lot for recent year.

The term “*interference*” firstly appeared in the branches such as physics, chemistry and biology, but then it was introduced to linguistics. In psychological practice, the phenomenon of interference is most intensively studied in the field of cognitive processes (thinking, memory, perception). However, the speech has always been taken into consideration. In spite of the fact that “speech” is not a typical cognitive process, nevertheless, speech and language are directly related to the cognitive sphere (they develop in it and further determine its development).¹ That is why it is highly important to define the concept of interference in Linguistics.

In Linguistics the term “*interference*” is recognised as the transfer of linguistic features between languages in the speech repertoire of a bilingual or multilingual individual, whether from first to second, second to first or many other relationships. The most discussions of the concept interference are studied in the field of teaching and learning of English language at all levels of the linguistic system, including morphology, semantics pragmatics, phonology, the lexicon and syntax.

Linguistic interference (also known as language transfer, cross linguistic influence) refers to speakers or writers applying knowledge from their native language to a second language.² After the release of U. Weinreich's «Languages in contact» the term of «linguistic interference» obtained wide scientific distribution. According to the opinion of U. Weinreich, the basis of formation of interference is a language contact. U. Weinreich defines the interference as the disrupt of linguistic norms which occur during the speech of bilingual person as a result of

¹ Г.Э. Вахромеева, ЭВОЛЮЦИЯ ВЗГЛЯДОВ НА ПРОБЛЕМУ ЯЗЫКОВОЙ ИНТЕРФЕРЕНЦИИ// EVOLUTION OF VIEWS ON THE PROBLEM OF LANGUAGE INTERFERENCE - УДК 81'362 – С. 2

² Кенжетаяев Х.М. , Кенисханова А.С., Дуйсекенов Д.С. РАЗВИТИЕ МНЕНИЙ О ЯЗЫКОВОЙ ИНТЕРФЕРЕНЦИИ. РАЗВИТИЕ МНЕНИЙ О ЯЗЫКОВОЙ ИНТЕРФЕРЕНЦИИ, 2016

acquisition of foreign language. Some linguists identify the notion of interference as ‘errors’ in the learner’s use of the foreign language that can be traced back to the mother tongue’.

According to some linguistic studies there are following non-linguistic facts for a bilingual person and potential language contact:

Geographic location;

Features of the local language;

Cultural and ethnic groups;

Religion;

Race;

Gender;

Age;

Social status;

Occupation;

*Rural or urban population.*³

The importance of these mentioned factors can be significant in the processes of stimulating or reducing interference.

As for linguistic factors, U. Weinreich suggests the following factors that causes language interference:

Speaker bilingualism background;

The limited vocabularies of TL mastered by a learner;

Necessity of synonyms;

Language style [5: 64-65].⁴

The study of a foreign language, focused solely on comparing it with the native one, to some extent disrupts the natural process of comprehension of a foreign culture. In the process of teaching a foreign language, we can draw certain parallels with our native language, and then the learning process will be less difficult. The positive influence of the native language on the formation of similar language and speech skills is called transference. At the same time, we often encounter such linguistic phenomena that either have no analogues in the native language, or are used in different ways. In this case, a negative interference phenomenon occurs.

Thus, interference can be classified into two categories:

Conscious;

Unconscious.

The conscious interference occurs because of insufficient knowledge of language or unawareness of the certain grammar rules and patterns by learners.

The unconscious interference takes place when the learners do not realize that grammatical rules or language structure of native language is completely different from the target one.

The positive influence of the mother tongue on foreign language acquisition is considered by many

linguists as transference, i.e. “transference in which the affected language does not causes” in the language being studied “disrupt of the norm, but stimulates the rules already existed in one language.”⁵ The transferring influence of the native language can appear in all linguistic aspects phonetics, grammar, vocabulary. Therefore, by analogy with phonetic, grammatical and lexical interlingual interference, it became possible to isolate the phonetic, grammatical and lexical

³ *Linguistic interference and its manifestations in a bilingual environment, 2016*

⁴ Weinrich, U. (1953). Languages in contact. New York, NY: Publications of the Linguistic Circle of New York.

⁵ Gabriela C. T. Galvao «Linguistic interference in translated academic texts: A case study of Portuguese interference in abstracts translated into English.» School of Humanities. Date: 27 May, 2009

interlingual transference. The phenomenon of grammatical interlingual transference is a positive influence transfer of knowledge, skills and abilities formed in the field of grammar of the native language to grammar studied foreign language and in cases of complete (or almost complete) coincidence of grammatical phenomena in both languages, one can speak of an involuntary (spontaneous) grammatical interlingual transference [10].

Grammatical interference occurs when the learners has a lack of knowledge of grammatical rules of learning language.

U. Weinrich (1953) distinguishes three types of grammatical interference:

The transfer of morphemes from the source language to the recipient language (s- ending in the English third person singular forms);

Grammatical relations in a particular word order;

Functions or meaning of grammatical forms (singular-plural agreement).⁶

The research has showed that English tend to use the verb “have” in order to indicate or give the description of some places while Russian learners are very likely to use the construction *there is/there are* (to use a combination of a subject and predicate) when it comes to making full sentences into English:

The country has 12 regions - В стране есть 12 регионов;

The building has 55 floors- В здании есть 55 этажей.

However, in Russian language it is not always the best option as Russians are not likely to speak about a country or a building as animated things and instead they would prefer to use preposition *в*, which makes them to sound more natural:

В городе много хороших ресторанов;

В музее есть 12 комнат.

That is why it is clear that Russian learners are more willing to use the constructions *there is / there are*. It perfectly fits into most Russian sentences as it also requires the preposition *в* or any other adverbial modifier of place and largely imitates the English sentence. So, for instance, the most common mistake that Russian students make in the process of acquisition of English language is the wrong word order in an English sentence. Grammar interferences may influence the grammar structure of a language.

In English language the word order is strictly fixed whereas in Russian language there is no such a strict position of members of the sentence and words could be put in different order without losing the main idea of the sentence. This difference in two languages can be characterized by the different morphology of these languages (in Russian there are cases, inflexions) and different agreement between almost all members of the sentence.

For example: “*We wake up at 7 o'clock every day*” – “*Мы просыпаемся в 7 утра каждый день;*

Каждый день мы просыпаемся в 7 утра; В 7 утра мы просыпаемся каждый день.”

Therefore, students forget that in the affirmative English sentence has a strictly fixed word order - the subject always comes before the predicate, and each member of the sentence has its own specific place.

In order to overcome this type of interference, it is necessary to explain to students that English has a structure different from Russian; that it is a foreign language that has its own grammar rules.

Another example of grammatical interference is the omission of the linking verb “to be, to be, to be”, because in Russian, such verb is absent in sentences like:

⁶ Galkina, A., & Radyuk, A. V. Grammatical interference in written papers translated by Russian and American students. *Training, Language and Culture*, 3(3), 89-102. 2019

“Мне 30 лет.”

“Я из Москвы.”

In English, the verb “to be” is always present in the sentences:

“I am 30 years old.”

“I am from Moscow.”

According to the linguistic principle (i.e. depending upon the aspect of language this or that language interference may take place in) all the language interferences may be subdivided into the following groups:

Lexical interference usually appears in the process of learning a new language is further developing if the two languages are typologically related. When it comes to studying a foreign language, a learner quite often uses one or another synonym not in the sphere of speech that corresponds to it⁷. For instance, there are a number of synonyms that positively describes the appearance of a person:

Beautiful -красивая,

Pretty –симпатичный,

Nice - милый,

Handsome –красивый.

For the Russian-speaking learners, all these words are almost the same. They can be used in the same situations to describe that someone is attractive while in English, when people talk about the appearance of a man, they use the words nice, handsome, and about the appearance of a woman - pretty, beautiful. This unawareness can lead to misunderstanding of learners by native speakers and cause the different perception about the world.

Phonetic interferences may influence the phonetic structure of a language. Comparing the phonetic systems of Russian and English, it can be noted that in English there are sounds that are absent in the Russian language, as well as allophones (several realizations of one phoneme), the development of which presents certain difficulties for students. Russian allophone system and English determines the potential field of phonetic interference in English speech Russian students.

In the system of realizations of English vocalism, the greatest interference at the initial stage of mastering the second language is the opposition of long and short vowels, which is absent in Russian. In Russian language, the length of the stressed vowel is not correlative, since the reduction of vowels in Russian speech is not due to the opposition of a vowel in the same phonetic position. The absence of a phonological opposition between long and short vowels in Russian creates a potential the field of phonetic interference in relation to long and short vowels of the English language. In such cases, students replace English vowels and Russian vowel [a], English vowels and Russian vowel [u], English vowels and Russian vowel [i], English vowels and Russian vowel [o], thus leveling the semantic distinguishing feature of longitude-brevity. There are following examples of phonetic interference in such cases, the result which will be mistakes in the English speech of students:

English allophones, such as short [ɪ] and long [i:] interfere in the English speech of students quite often. So, if students pronounce instead of a long English vowel [i:], then instead of, for

⁷ Dmitrienko E. & Vlavatskaya M. The Problem Of Lexical Interference In Teaching Translation.

Language and Technology into Interdisciplin. 10.15405/epsbs.2021.

example, the word beet - "свекла" the word bit is realized - "кусок", instead of the noun sheep [- "овца "] the noun ship is realized - "корабль."⁸

The results of deviations from English pronunciation norms, i.e. mistakes in speech of students can be called sound-semantic, since with unclear pronunciation they are able to distort the meaning of spoken words, and therefore significantly complicate communication in English.

In the learning process, foreign and native languages come into close contact. But Russian and English are not closely related languages; there are many significant differences between the systems of these languages. In order to express any thought in a foreign language, it is not enough to know a certain number of English words. One must have at least elementary ideas about the syntactic structure of a sentence and be able to construct them independently. Without the ability to construct sentences from individual words, it is impossible to express an idea either orally or in writing form. Many syntactic constructions of the English language differ in their structure from the same constructions in the native language.

Overall, that the native language plays a significant role in learning a foreign language. In today's globalized society, the dialogue of cultures is more important than ever, which makes us change our attitude towards a foreign-speaking country and its linguistic phenomena. In the course of teaching a foreign language, the student, relying on his native language, forms his own independent language system, which has the main features of the native language and the non-native language being studied, that is, a foreign language. The student, relying on his native linguocultural experience, consistently, step by step, is moving towards mastering the system of a non-native language. Thus, taking into consideration all linguistic factors in the teaching/learning process might reduce the number of errors and facilitate the process of acquisition of foreign language.

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⁸ Ю.Т. Алексеевна ОТКЛОНЕНИЯ ОТ ПРОИЗНОСИТЕЛЬНЫХ НОРМ АНГЛИЙСКОГО ЯЗЫКА ВСЛЕДСТВИЕ ФОНЕТИЧЕСКОЙ ИНТЕРФЕРЕНЦИИ В АНГЛИЙСКОЙ РЕЧИ РУССКИХ УЧАЩИХСЯ (НА ПРИМЕРЕ ГЛАСНЫХ ФОНЕМ) // DEVIATIONS FROM THE ENGLISH PRONUNCIATION NORMS DUE TO THE PHONETIC INTERFERENCE IN THE ENGLISH SPEECH OF THE RUSSIAN STUDENTS (BY EXAMPLE OF VOWEL PHONEMES) Тамбов: Грамота, 2016. № 6(60): в 3-х ч. Ч. 1. С. 171-173. ISSN 1997-2911.

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