

## The concept of linguistic interference in the teaching of English pronunciation

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### ABSTRACT

Teaching pronunciation correctly is one of the most important aspects of teaching a foreign language. Since the phonetic portion of the new language system is learned and the auditory-pronunciation abilities are created during this time, teaching pronunciation in the beginning stages is particularly difficult. At this point, the teacher may need to help the students get past some obstacles. These issues may result in a number of infractions that affect how a foreign language is perceived and pronounced.

In this sense, mastering pronunciation will be more successful thanks to linguistic theory and a structural issue with overcoming interference. This article discusses the results of using both theoretical and practical approaches to remove the linguistic process's detrimental influence on English pronunciation instruction, as well as how to implement them in the classroom.

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**Introduction.** The term of “interference” firstly appeared in the branches such as physics, chemistry and biology, but then it was introduced to linguistics. Linguistic interference (also known as language transfer, crosslinguistic influence) refers to speakers or writers applying knowledge from one language to another language.<sup>1</sup> It is 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.<sup>2</sup> It is most commonly discussed in the context of English language learning and teaching, but it can occur in any situation when someone does not have a native-level command of a language, as when translating into a second language.

Interference may be *conscious* or *unconscious*. Consciously, learners or unskilled translators may sometimes guess when producing speech or text in a second language because they have not learned or have forgotten its proper usage. Unconsciously, they may not realize that the structures and internal rules of the languages in question are different. Such users could also be aware of both the structures and internal rules, yet be insufficiently skilled to put them into practice, and consequently often fall back on their first language. Problems of interference interested many scientists either in Russia and abroad. language interference linguistic multilingual.

**Literature review.** Russian-Polish linguist J.B. Courtenay introduced a theory of the interference between languages for the first time. The scientist understood the interference as convergent restructuring of languages during the contacts. It is worth mentioning, at that period of time the term of “*interference*”

<sup>1</sup> Barranikova L.I. The essence of interference and the specificity of its manifestation. The problem of bilingualism and multilingualism. Moscow: Nauka. 1972. - 94 pp.

<sup>2</sup> Alimov V.V. Interference in translation: Textbook. allowance. Moscow: KomKniga,2005.- 229 pp.

had not been widely spread. The main idea of J.B. Courtenay was that during interference of languages occurs not only borrowing of linguistic units but also convergence of languages in general<sup>3</sup>.

Later L.V. Shcherba further developed this idea. Nowadays the derivations of L.V. Shcherba play great role in language contacts theory. L.V. Shcherba's researches became the basis of study and description of linguistic phenomena. L.V. Scherba concluded that alternation of norms of contacting languages occurs because of linguistic interference<sup>4</sup>. 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 also defines the interference as the violation of linguistic norms, which occur during the speech of bilingual person because of knowing foreign language<sup>5</sup>. Until the 50s of the previous century interference in Russian Psycholinguistics was considered as a negative phenomenon, which influenced on acquisition of foreign language in negative way. E. Haugen considers the interference as a linguistic network in which any linguistic unit might appear as an element of two systems simultaneously. A. Dieboldt defines interference as "*a linguistic alternation which is a result of contact of two languages*", Ch. Hockett considers interference as "*individual effect of interaction*"<sup>6</sup>.

Other linguists, such as for example E.M. Vereshchagin does not connect the violence of linguistic norms with appearance of interference. They claim that interference acts only in a linguistic system. Given researcher offers to understand the interference as linguistic demonstration of mental interference, speech utterances which are formed as a result of interaction of abilities and skills inherent in bilingual person. Other scholars concludes interference is a result of composition of two systems during the speech.

However, later interference was regarded not only as negative but also as a positive phenomenon, which might contribute language acquisition. Thereby, there are positive and negative interferences. K.K. Platonov introduced the notion of "interference of skills", which can either reduce or fortify new skills based on existing ones<sup>7</sup>.

L.I. Barannikova defines the interference as an alternation in structure or elements of one language under the influence of another<sup>8</sup>. D.Y. Rozenzweig supposes that «interference - is a violation of rules of correlation by bilingual person which comes out in his/her speech as an aberration». Moreover, some scientists suggests a widened conception of interference as an alternation in the structure or elements of structure of one language under the influence of another. Regarding the interference as a positive phenomenon, which promotes the mutual enrichment of contacting languages, and contrasts the interference of transference as unconscious wrong transfer of norms from native into learning language.

**DiscussionS and results.** Syntactic interference and its methods of study clarifies the linguistic interference as a result of speech activity of bilingual studying foreign language. The peculiarities of interference in any level *phonologic, lexical or grammatical*, detected in the speech of one of the bilinguals or group of bilingual individuals, might be used and related to whole linguistic community. Furthermore, trans-lingual interference, which occurs during the interaction of literary language and dialects, leads to the emergence of various regional variants or forms of literary speech.

According to V.N. Komissarov the translation theory one should consider all kinds of interference characterized either as positive and negative too. In the numerous researches, which are dedicated to analysis of interferential phenomenon and speech of foreigners the aberrations of literary language is considered through the prism of grammatical and other categories and notion of the language. Identified typological divergences might be the basis of defining potential field of interference.

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<sup>3</sup> Rozental D. E., M. A. Telenkova. Dictionary-reference book of linguistic terms. Moscow: Prosveshnye.1976.- 543 pp.

<sup>4</sup> Shcherba L.V. Language system and speech activity.1974.- 428 p.

<sup>5</sup> Weinreich U. Language contacts. Research status and problems. Kiev.1979. - 264 pp.

<sup>6</sup> Alimov V.V. Interference in translation: Textbook. allowance. Moscow: KomKniga. 2005. - 229 pp.

<sup>7</sup> Ekba.N.B.Reciprocal of languages and progress of bilingualism in national school.St. Petersburg: Prosveshnye.1993. - 224 pp.

<sup>8</sup> Rozenzveg.U.V.Uman L. M. To the problem of grammatical interference.Problems of structural linguistic. Moscow: Academy of sciences USSR.1962. - 60-70 pp.

V.A. Vinogradov suggests following definition: “Interference - is an interaction of linguistic systems in the conditions of bilingualism which is formed during any language contact or individual acquisition of non-native language”, aberration of non-native language’s system caused by the influence of native language regarding as an expression of the process of interference. A.E. Karlinsky made a huge contribution in design and interpretation of basic concepts of theory of language contacts and interferential phenomenon in language. He delimited the interferential phenomenon in speech of bilingual in a language which he defined as a speech mutation, or in linguistic system which he called «linguistic diffusion». Such delimitation promotes the study of basic issues of linguistic interference from the point of view of correlation «language - speech» and «synchrony - diachrony». During the speech mutation A.E. Karlinsky delimits interference and intercalation, but during linguistic diffusion transference with translation. In scientific literature the term «intercalation» is as translingual inclusion. Transference is non-significant for communicative interaction, non-regular interference, which appears only on lexical-semantic level<sup>9</sup>.

The study of interference is also actual concerning linguistics in general, for example during the definition of the reasons of linguistic alternations in diachronic aspect. Many linguistic alternations come out firstly in the speech of particular individuals in the form of occasional phenomenon and only after particular period of time individual forms of spelling, lexis, grammatical construction becomes general reflection of a particular linguistic community.

Accordingly, taking into account the views of many scientists, we can conclude that the necessary basics for the appearance of interference are bilingual and language contact. The field of formation of interference is human himself, who conducts the communication in foreign language or performs the translation from one language into another, to compensate some elements, phenomenon and functions of one linguistic system by elements, phenomenon and functions of another, which might cause the accent, literalism, distortion of meaning and various deviations from the original, but in some cases might be useful during the communication or translation.

The absence of one definition of the term of “*interference*” in linguistics is caused on the one hand by the diversity of cases of appearance of language contacts, difficulty of delimitation of psychological and linguistic aspects of speech. On the other hand it is caused by the lack of experimental study of the problem in dissertations and its complex solution. However, in the dissertations of the last decade there is no new principal definition of interference.

For the first time the term “interference” began to be used in a number of exact sciences, where it means any interaction, mutual influence, the result of which can be considered both positively and negatively. The emergence of the term “linguistic interference” is often associated with the emergence of the Prague Linguistic Circle. Initially, a group of scientists from the Prague Circle meant various deviations from the norms of two contacting languages under the process of interference.

According to L.V.Shcherba phonetic interference is understood as a violation (is feeling) of the secondary linguistic system and its norms as a result of the interaction in the mind of the speaker of phonetic systems and pronunciation norms of two, and sometimes more languages, manifested through the interference of pronunciation skills formed on the basis of a database of interacting systems. The attention of linguists, as well as methodologists and teachers - practitioners, as a rule, is focused on the negative result of interference, its prediction, research and prevention, since “negative language material” in the speech of bilinguals creates certain obstacles in communication. Violations of the language system because of the action of the interference is manifested in the speech of foreign languages at all its levels, including the sound. In the latter case, it is customary to speak of background negative interference. When in the speech of a bilingual there are violations of the sound system of a foreign language, it is customary to qualify them as a result of the action of phonological or phonetic interference. Interference in the broad sense of the word, implying not only violations of the realization of the background, but also the

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<sup>9</sup> Karlinsky A.E. Experimental study of lexical interference for applied purposes. Alma-Ata. Galym.1989. - 42 pp.

destruction of their oppositions<sup>10</sup>.

In earlier translations of U. Weinreich, we find the following division of interference into types when analyzing its phenomena in the secondary phonetic system at the phonological level:

1. Phonemic under-differentiation, that is, incomplete differentiation of the phonemes of the secondary linguistic system (for example, [a] - [a], [a:]: ass - Saat, satt).
2. Over differentiation in the phonemic composition of the second language (over-differentiation) or over differentiation (for example, [l], [l >] - [l], [K]: cleverly, Lyovka - leben, loben).
3. Reinterpretation of distinction of the secondary system is a re-decomposition of the differential features of the phonemes of the secondary system (for example, the feature is voiceless - voiced for consonant phonemes of the German language).
4. Substitution of speech sounds (actual phone substitution) is the non-discrimination of irrelevant features of phonemes.

It should be noted that such types of interference as under-differential differentiation, over differentiation and reinterpretation are associated with a violation of the distinctive differential features of phonemes. On the contrary, substitution unites various kinds of disorders at the level of integral features. The wrong opinion is quite widespread that phonetic errors, in contrast to phonological ones, are supposedly insignificant from the point of view of meaning recognition and therefore are quite acceptable in the speech of foreign language students. Thus, both phonological and phonetic deviations in speech in a non-native language, incorrectly formed in the course of mastering the secondary system, testify to the lack of formation of skills with the help of which a given pronunciation program of speech organs movement is carried out.

Phonetic interference manifests itself as in perception, and in the production of speech. In turn, this means that it affects the perceptual and articulatory bases, manifesting itself in the violation of the hierarchy and interaction of auditory-pronunciation skills in speech in the language of the secondary system. Auditory skills are formed in accordance with the system and the norm of a given language.

Linguistic description of phonetic interference as usually starts with a prediction of its phenomena in the speech of speakers bilingualism. In this sense, a comparative or comparative analysis of sound systems in contact allows predicting possible violations of the secondary sound system with a greater or lesser degree of accuracy. According to W. Weinreich, comparative analysis still remains the best starting point for describing the behavior of a bilingual. However, its meaning not absolutized, since the real picture of phonetic disturbances in the speech of bilinguals may differ significantly from the predicted one. Benchmarking data can help uncover and explain the cause of a particular misstatement. "From the standpoint of the present, it must be admitted that the study of phonetic interference will be most effective if the procedure for "establishing similarities and differences" proposed by E. Haugen is supplemented by an objective instrumental analysis of the speech of bilinguals and an audit analysis of the perception of the peculiarities of their speech by native speakers of the given language".

When students constructed the sentences they faced difficulties in forming coherent and fluent speech due to linguistic interference which was caused by the fact that grammar is complex to use after learning it without listening and being involved into linguistic environment, so the first what comes to mind is grammar structure of native or dominant language of the speaker. Under speech we mean complete verbal product which is being fortified by idea. By obstacle we display the process which causes interference because of the mental activity of construction grammatically correct sentences. However, given process in many cases lead to the usage of the already known grammar structure of native or dominant language of the speaker.

Such phenomenon as linguistic interference occurs in learning process of schools as a result of absence of the linguistic environment for students which founds the basis of the language into cognitive shell of the mind. The second language learning environment encompasses everything the language learner hears and

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<sup>10</sup> Shcherba L.V. Language system and speech activity. 1974.- 400 pp.

sees in the new language. It may include a wide variety of situations such as exchanges in restaurants and stores, conversations with friends, reading street signs and newspapers, as well as classroom activities, or it may be very sparse, including only language classroom activities and a few books.

Regardless of the learning environment, the learner's goal is mastery of the target language. The learner begins the task of learning a second language from point zero and, through the steady accumulation of the mastered entities of the target language, eventually amasses them in quantities sufficient to constitute a particular level of proficiency<sup>11</sup>.

This characterization of language learning entails the successful mastery of steadily accumulating structural entities and organizing this knowledge into coherent structures which lead to effective communication in the target language. If this is the case, then we would expect that well-formed accurate and complete target language structures would, one after another, emerge on the learner's path towards eventual mastery of the language. If the learner went on to master the language, we could, in principle, tabulate the expansion of his/her repertoire up to the point where all of the well-formed structures of the target language had been accounted for.

In reality this is not the case. Second language learners appear to accumulate structural entities of the target language but demonstrate difficulty in organising this knowledge into appropriate, coherent structures. There appears to be a significant gap between the accumulation and the organisation of the knowledge. This then raises a critical question - what kinds of language do second language learners produce in speaking and writing? When writing or speaking the target language (L2), second language learners tend to rely on their native language (L1) structures to produce a response. If the structures of the two languages are distinctly different, then one could expect a relatively high frequency of errors to occur in L2, thus indicating an interference of L1 on L2.

**Conclusion.** Overall, we firmly claim that linguistic interference occurs when learner produces speaking or writing through the prism of grammar structure. Therefore, learner face interference as a result of sophisticated mental process which begins from creating an idea and ends with complete expression of thought in a particular language. We believe that speaking process must be unconscious, without complicated ways of learning the language, which concerns such inefficient activities as learning grammar structures and words by heart with no mental perception.

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<sup>11</sup> Shcherba L.V. Language system and speech activity. L.Nauka. 1974. - 428 pp.

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