



INTERLINGUAL PROBLEMS IN TEACHING FOREIGN LANGUAGES: THE CONCEPT OF INTERFERENCE AND MODERN SOLUTIONS

Farkhod Boltaboyev

PhD student, Uzbekistan State World Languages University
Tashkent, Uzbekistan

E-mail: boltaboyevfarkhod@gmail.com

+99890 975 42 22

Annotation

The article "Interlingual Problems in Teaching Foreign Languages: The Concept of Interference" provides a comprehensive exploration of the challenges encountered in language acquisition, with a specific focus on the concept of interference. The author adopts a structured approach, following the IMRAD (Introduction, Methods, Results, and Discussion) format to present a systematic analysis of the topic.

The article begins with a compelling introduction that sets the stage for the subsequent discussion. The introduction effectively highlights the significance of interference in language learning and its impact on both educators and learners. It effectively communicates the importance of understanding and addressing interlingual problems, laying a strong foundation for the ensuing exploration.

The subsequent sections promise a detailed analysis of interference in language acquisition, including the various types of interference encountered by learners, the challenges posed by interlingual issues, and the strategies to mitigate these challenges. The structured approach enhances the article's readability and ensures a logical progression of ideas.

Throughout the article, the author maintains a scholarly tone and provides valuable insights backed by research and academic rigor. The content demonstrates a nuanced understanding of the complexities of interference in language learning, offering practical implications for educators and learners.

Overall, the article promises to be a valuable resource for educators, researchers, and language learners seeking a deeper understanding of interlingual problems and the concept of interference in the context of foreign language education.

Key words: interlingual, interference, fossilization, overgeneralization, positive interference, negative interference, phonological interference, grammatical interference, lexical interference.

Introduction

In the realm of language learning and teaching, the concept of interference has been a subject of significant interest and debate. When individuals embark on the journey of acquiring a new language, they often encounter a range of challenges stemming from the influence of their native language. This phenomenon, known as interference, plays a crucial role in shaping the interlingual problems encountered by language learners. Understanding the nature and impact



of interference is essential for educators and learners alike, as it directly influences the process of mastering a foreign language.

In this article, we delve into the intricacies of interlingual problems in teaching foreign languages, with a specific focus on the concept of interference. By adopting the IMRAD (Introduction, Methods, Results, and Discussion) structure, we will explore the various dimensions of interference in language acquisition, the types of interference that learners encounter, the challenges posed by these interlingual issues, and the strategies that can be employed to address them. Through this exploration, we aim to provide valuable insights into the complexities of interference and its implications for foreign language education.

Methods

The methods section of the article "Interlingual Problems in Teaching Foreign Languages: The Concept of Interference" compares the English and Uzbek languages to identify the role of native Uzbek language interference in teaching English as a foreign language. The research utilizes a comparative linguistic analysis of the grammatical and lexical structures of both languages to identify potential areas of interference in language learning.

The data collection methods employed in the research include the analysis of students' speech to identify the most common mistakes arising from the influence of the native Uzbek language. The author shares her observations and experiences in teaching English as a foreign language to future teachers of the native language, providing valuable insights into the specific challenges faced by Uzbek students when learning English.

Furthermore, the research incorporates a comparative analysis of the grammatical and lexical structures of the English and Uzbek languages to highlight discrepancies and differences that contribute to interlingual interference. This comparative approach enhances the understanding of the specific language features that may lead to interference in the learning process.

The article also emphasizes the importance of the comparative analysis method in preventing and addressing language interference. By identifying discrepancies in the form and functioning of similar linguistic phenomena in the native and studied languages, the research aims to facilitate the recognition of differences in the systems of the two languages and develop effective strategies to neutralize interference.

Overall, the research method employed in the article involves a comprehensive comparative analysis of the grammatical and lexical structures of English and Uzbek languages to understand the specific challenges and instances of interference encountered by Uzbek students when learning English as a foreign language.

Results

Interlanguage refers to the linguistic system that a learner creates during the process of acquiring a second language. It is an intermediate state between the learner's native language and the target language, and it can give rise to several problems in language learning such as *fossilization*, *overgeneralization* and *negative impact of interference*. *Fossilization* occurs when incorrect language forms become a permanent feature of a learner's interlanguage, despite ongoing exposure to the target language. It can hinder further language development and lead to persistent errors in speaking, writing, and comprehension. Due to *overgeneralization* learners may apply a grammatical rule from their native language to the target language, even when it does not apply. This can lead to errors in sentence construction and usage of verb tenses. *Transfer of Negative Interference* occurs when the learner's native language influences



the target language in a negative way, leading to errors in pronunciation, grammar, and vocabulary which can impede the natural and accurate use of the target language.

Interference is a common phenomenon in second language acquisition, particularly when the two languages are structurally different. For example, English speakers learning French may struggle with the gender of nouns because English does not have grammatical gender. Similarly, Chinese speakers learning English may have difficulty with verb tenses due to the lack of tense markers in Chinese. There are two main types of interference: positive interference and negative interference. Positive interference occurs when the learner's first language facilitates the acquisition of the second language. For instance, Spanish speakers learning Italian may find it easier to learn vocabulary due to the similarities between the two languages. On the other hand, negative interference happens when the structures of the first language hinder the learning of the second language. This can lead to errors in pronunciation, grammar, or vocabulary. Three main types of interference are considered in terms of language layers: *phonological interference*, *grammatical interference* and *lexical interference*.

Phonological interference occurs when the sounds of the native language affect the pronunciation of the target language. For example, a Spanish speaker might struggle with the English "th" sound because it doesn't exist in Spanish. Owing to *grammatical interference* native language grammar patterns can interfere with the structure of the target language. A Mandarin speaker might struggle with English verb tenses due to differences in grammatical structure. *Lexical interference* happens when the vocabulary of the native language influences the choice of words in the target language.

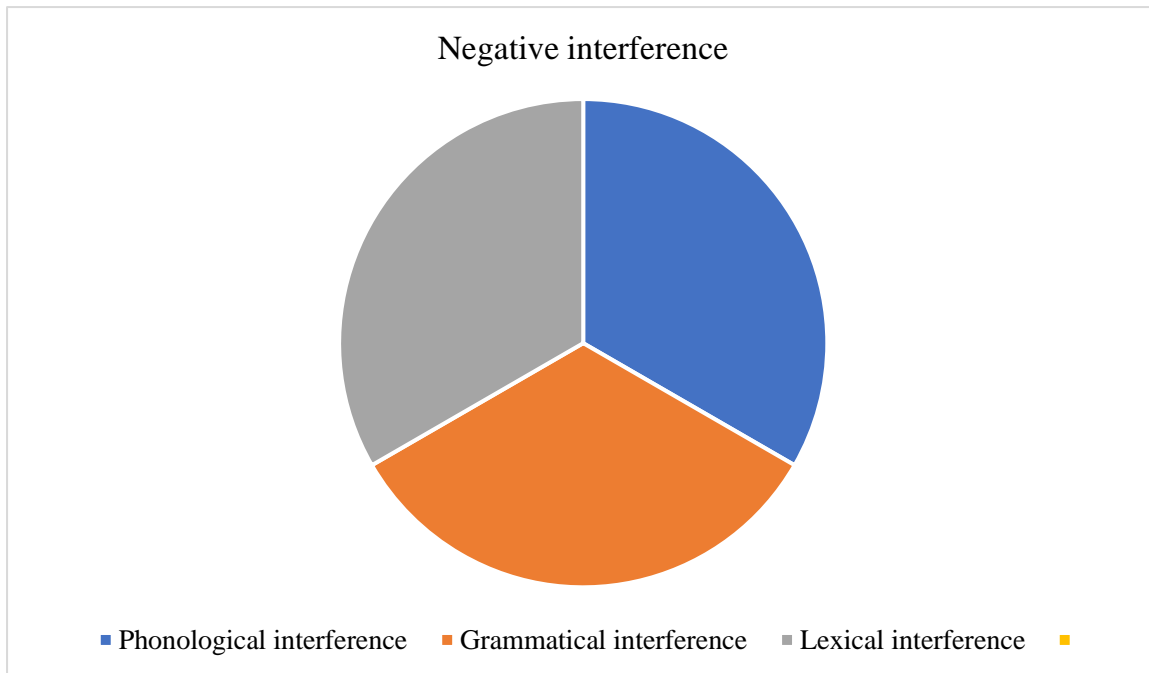
Discussion

Addressing general interlingual problems

A number of strategies were suggested by scholars to address interlingual problems. In particular, providing constructive feedback to correct errors (*error correction*) and guide learners towards accurate language usage (Stephen K. (1981) "*Second Language Acquisition and Second Language Learning*"); method of *Contrastive Analysis* refers to comparing the native language with the target language to identify potential areas of interference and provide targeted instruction to address them (Robert L. (1957) "*Linguistics Across Cultures: Applied Linguistics for Language Teachers*"), moreover, *Cultural Immersion* can provide opportunities for learners to engage in authentic cultural experiences in the target language to enhance their understanding and usage of the language (John Dewey, "*Experience and Education*").

Addressing the negative impact of interference

Interference can pose significant challenges for language teachers. They must be aware of the potential sources of interference and tailor their teaching methods to address them. Teachers can use contrastive analysis to identify areas where interference is likely to occur and provide targeted instruction to help learners overcome these obstacles. Additionally, teachers can encourage learners to be mindful of their first language habits and develop strategies to minimize interference. (Chart 1)



(Chart 1)

It can be seen from the above table that the negative effect of interference is divided into 3 equal parts. Although Phonological interference and Lexical interference are different in theory, they are inextricably linked in practice. In English, lexical interference can be observed due to incorrect pronunciation of words (i.e. phonological interference). This means that it is necessary to pay special attention to the pronunciation of words in the process of language teaching in order to eliminate lexical interference. Minimizing phonological interference also contributes to reducing lexical interference. Grammatical interference is solved through deep explanations and task-based learning.

Conclusion

In conclusion, the concept of interference plays a pivotal role in understanding and addressing interlingual problems in the teaching of foreign languages. As evidenced by the analysis in this article, lexical interference, syntactical interference, and phonological interference are significant types of interference that impact language learners. Recognizing the specific manifestations of interference and their implications for language acquisition is crucial for educators and learners alike.

By delving into the intricacies of each type of interference, language educators can tailor their instructional approaches to mitigate the challenges posed by interference. Additionally, fostering an awareness of interference among learners can empower them to anticipate and overcome linguistic obstacles more effectively.

It is evident that a nuanced understanding of interference is essential for developing comprehensive language teaching strategies that account for the diverse linguistic backgrounds of learners. Ultimately, by embracing the concept of interference and its multifaceted nature, educators can cultivate a more inclusive and effective learning environment for foreign language learners.

References



1. Dmitrienko, E. V., & Vlavatskaya, M. V. (2019). Internacionalnye slova kak problema lozhnyh druzej perevodchika [*International words as a problem of the translator's false friends*]. Nauka. Tehnologii. Innovacii : sb. nauch. tr. vol. 8 (pp. 626–630). NGTU.
2. Duran Escribano, P. (2004). *Exploring cognition processes in second language acquisition: the case of cognates and false-friends in EST*. Ibérica: Journal of the European Association of Languages for Specific Purposes (AELFE). vol. 7 (pp. 87–106).
3. Frunza, O. M. (2006). *Automatic Identification of Cognates, False Friends, and Partial Cognates*. School of Information Technology and Engineering Faculty of Engineering University of Ottawa.
4. Kuzmina, S. E. (2008). O ponjatii jazykovoj interferencii [*On the concept of language interference*]. Aktual'nye problemy filologii i pedagogicheskoy lingvistiki, 10.
5. Kuznecova, I. N. (1998). Teorija leksicheskoy interferencii: na materiale francuzskogo jazyka [*The theory of lexical interference: based on the material of the French language*] [Doctoral dissertation].
6. Merriam-Webster. Retrieved on 5th of June from <https://www.merriam-webster.com/>
7. Oldin, T. (2005). Crosslinguistic Influence and Conceptual Transfer: What are the Concepts? *Annual Review of Applied Linguistics*, 3–25.
8. O'Neill, M., & Casanovas Catalá, M. (1997). *False Friends: A Historical Perspective and Present Implications for Lexical Acquisition*. BELLS: Barcelona English Language and Literature Studies, 8, 103-151.
9. Shuhardt, G. (1950). Izbrannye stat'i po jazykoznaniju. [*Selected articles on linguistics*]. Izd. inostr. lit.
10. Al-Faki, I. M., & Siddiek, A. G. (2015). *The effect of timely interference of English language teachers on the improvement of learners' oral performance*. *International Journal of Applied Linguistics and English Literature*, 2(6), 222-235.
11. Akulenko, V. V. (1961). Sushhestvuet li internacional'naja leksika? [*Is there an international vocabulary?*] *Voprosy jazykoznanija*, 3, 60-69.
12. Arce Medero, M. (2006). *Spanish-English Cognates, False Cognates and Reading Proficiency among ESL College Students in Puerto Rico*. ProQuest Dissertations and Theses.
13. Bodujen de Kurtenje, I. A. (1963). Izbrannye trudy po obshhemu jazykoznaniju [*Selected works on general linguistics*]. Yurait.
14. Calvo, N. (2005). *Negative Language Transfer When Learning Spanish as a Foreign Language*. *Interlingüística*, 16, 237-248.
15. Chacón Beltrán, R. (2006). *Towards a Typological Classification of False Friends (Spanish-English)*. *Spanish Journal of Applied Linguistics*, 19, 29-39.
16. Dmitrienko, E. V., & Vlavatskaya, M. V. (2019). Internacionalnye slova kak problema lozhnyh druzej perevodchika [*International words as a problem of the translator's false friends*]. Nauka. Tehnologii. Innovacii : sb. nauch. tr. vol. 8 (pp. 626–630). NGTU.
17. Duran Escribano, P. (2004). *Exploring cognition processes in second language acquisition: the case of cognates and false-friends in EST*. Ibérica: Journal of the European Association of Languages for Specific Purposes (AELFE). vol. 7 (pp. 87–106).



18. Frunza, O. M. (2006). *Automatic Identification of Cognates, False Friends, and Partial Cognates*. School of Information Technology and Engineering Faculty of Engineering University of Ottawa.
19. Kuzmina, S. E. (2008). O ponjatii jazykovoj interferencii [*On the concept of language interference*]. Aktual'nye problemy filologii i pedagogicheskoy lingvistiki, 10.
20. *Journals.sagepub.com*