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CHALLENGES OF THE INTERFERENCE IN TEACHING FUTURE INTERPRETERS

Annotation. *The article examines the problems that arise in the process of learning foreign languages by future translators, in particular the phenomenon of linguistic interference in oral and written speech.*

The aim of the work is to identify the peculiarities of overcoming linguistic interference in the process of teaching students by analyzing the causes of this phenomenon and effective methods of avoiding it.

Based on the analysis of scientific works, it is established that interference can be viewed from three different points of view: as a result of the interaction of two or more systems, as a process of this interaction and as prerequisites for it. It is emphasized that no languages interact by themselves as language systems, i.e., interference occurs in a certain social group, and the preconditions for certain processes and results of interference are largely determined by the properties of the members of this group.

The authors used the methods of monitoring students studying English, German and Ukrainian as foreign languages, as well as the analysis of informants involving teachers of Ukrainian, German and English. Based on the results of observations of foreign and Ukrainian students studying a foreign language, the phonetic conditionality of phonological processes is established, which is manifested in the absence of a difference between the sounds of the native and foreign languages - possible errors are determined by the sensory and perceptual characteristics of the speaker; and with an adequate perceptual assessment, correct realization may stop working due to the influence of the properties of the articulation base of the native language - errors are of a motor nature.

The article deals with orthographic, grammatical (morphological, syntactic and punctuation), lexical, semantic, stylistic and intra-linguistic interference. Orthographic

interference is the negative influence of similar words in another language on the spelling of words in one language. The influence of the grammatical structure of the native language on the second language of a bilingual is manifested in mixed case values, in the function of prepositions, in the violation of word order, inconsistency of genders, numbers and cases. Lexical interference is defined as the borrowing of foreign language lexemes during bilingualism, which is expressed either in the transfer of phonemic sequence from one language to another, or in the violation of the structure of the meaning of a native language lexeme or in formations modeled on foreign language words. Semantic interference is manifested at the level of word meaning. It is emphasized that in case of incorrect choice of a particular language situation, it is a stylistic interference.

Key words: *speech interference, future interpreters, methods of overcoming, influence, teaching process.*

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ПРОБЛЕМИ ПОДОЛАННЯ ІНФЕРЕНЦІЇ У НАВЧАННІ МАЙБУТНІХ ПЕРЕКЛАДАЧІВ

Анотація. У статті досліджено проблеми, що виникають в процесі вивчення іноземних мов майбутніми перекладачами, зокрема явище мовної інтерференції в усному і в писемному мовленні.

Метою роботи є встановлення особливостей подолання лінгвістичної інтерференції в процесі навчання студентів шляхом аналізу причин цього явища та ефективних методів його уникнення.

На основі аналізу наукових праць встановлено, що інтерференцію можна розглядати з трьох різних точок зору: як результат взаємодії двох або більше систем, як процес цієї взаємодії та як передумови для неї. Наголошується, що жодні мови не взаємодіють самі по собі як мовні системи, тобто інтерференція відбувається в певній соціальній групі, а передумови тих чи інших процесів і результатів інтерференції значною мірою визначаються властивостями членів цієї групи.

Авторами було використано методи моніторингу студентів, які вивчають англійську, німецьку та українську мови як іноземні, а також аналіз інформаторів із залученням викладачів української, німецької та англійської мов. За результатами спостережень за іноземними та українськими студентами, які вивчають іноземну мову, встановлено

фонетичну обумовленість фонологічних процесів, що проявляється у відсутності різниці між звуками рідної та іноземної мов – можливі помилки визначаються сенсорно-перцептивними особливостями мовця; та при адекватній перцептивній оцінці правильна реалізація може перестати спрацьовувати через вплив властивостей артикуляційної бази рідної мови – помилки носять моторний характер.

У статті досліджено орфографічну, граматичну (морфологічну, синтаксичну та пунктуаційну), лексичну, семантичну, стилістичну та внутрішньомовну інтерференцію. Орфографічна інтерференція – це негативний вплив на написання слів в одній мові подібних слів в іншій мові. Вплив граматичної структури рідної мови на другу мову білінгва проявляється у змішаних значеннях відмінків, у функції прийменників, у порушенні порядку слів, неузгодженості родів, чисел і відмінків. Лексичну інтерференцію визначено як запозичення лексем іноземної мови під час білінгвізму, що виражається або в перенесенні фонематичної послідовності з однієї мови в іншу, або в порушенні структури значення лексеми рідної мови або в утвореннях за зразком іншомовних слів. Семантична інтерференція проявляється на рівні значення слів. Підкреслено, що у разі неправильного вибору конкретної мовної ситуації йдеться про стилістичну інтерференцію.

Ключові слова: мовленнєва інтерференція, майбутні перекладачі, методи подолання, вплив, процес навчання.

The problem formulation. A person learning a foreign language can rarely avoid encountering the phenomenon of language interference. This phenomenon is the result of the influence of one language on another. Usually, the native language affects the foreign language, but at the «advanced» stage of learning, the opposite also happens. Since interference can manifest itself both in spoken and written language, it is natural that the specifics of its overcoming increasingly attract the attention of researchers.

The aim of the work is to establish the features of overcoming language interference in the process of teaching future interpreters by analyzing the causes of this phenomenon and effective methods of overcoming it.

The research is based on the experience of teaching foreign languages in higher school and cooperation with students learning English and Ukrainian as foreign languages.

Interference is the influence of the native language of a bilingual or learner of another language on his speech in another language or on its perception [Валірыпа, 2008]. Usually, this term means a negative influence that leads to errors and distortions. For example: «*I went in Egypt on a week*» (from the student's explanation for his absence), the error is due to the fact that in the Ukrainian language there is no established order of words in the sentence, as well as certain inconsistencies between the prepositions in the Ukrainian and English languages. Interference can be understood more broadly i.e. as the influence of a non-native,

second language on the native; and also as the influence of one studied language on another one (words, grammatical rules, etc. are mixed).

Analysis of recent research and publications. Among scientists, there is also a large number of interpretations of this concept. In particular, L. Barannikova understands interference as «a change in the structure or elements of the structure of one language under the influence of another». V. Rosenzweig emphasizes precisely the negative influence of one language on another in his interpretation of interference, which is understood by him as «a violation by a bilingual of the rules of the ratio of the contacting languages, which are manifested in his speech in a deviation from the norm». In his definition of interference, E. Vereshchagin also emphasizes the negative nature of this process, stating that «interference is an internal, unobservable process in a bilingual, which is expressed in his language and in «visible deviations» from the norms of one or more languages». A more general definition is provided by Z. Blyagoz, as he considers the interference as «all changes in the structural elements of language in speech – in meanings, properties, in the connectivity and «behavior» of language units, which appears as a result of the interaction of language systems». R. Vafeyev defines interference as «pressure, displacement of a foreign system from the system of the native language at the time of their contact with a gradual weakening of the degree and quality of pressure», however, in this interpretation, the concept of «quality of pressure» remains unclear, which makes this definition rather imprecise [5].

The research of such an aspect is one of the many ones that are currently being carried out, and are focused on identifying national specificities and cross-linguistic differences in English and Ukrainian speech, establishing the patterns of functional changes that accompany the mentioned phenomenon, interpreting the causes of interference and revealing the mechanisms of its generation in the plane cognitive linguistics. Of particular interest there are the issues of establishing the causes of language interference under conditions of bilingualism, clarifying its role and functions in social (B. Azhniuk, Y. Desheriev, U. Labov, A. Tabure-Keller, J. Fishman, W. Lambert, S. Romaine, J. Walters), psychological (E. Vereshchagin, O. Zalevska, I. Zimnya, I. Usov, K. Cantone, F. Grosjean, R. Javier, J. Macnamara, K. Vaid), neurological (N. Bekhtereva, O. Luria, T. Chernihivska, R. Jakobson, L. Obler, M. Paradis, J. Schumann) and linguistic (V. Alimov, O. Valigura, V. Karaban, O. OGuy, O. Petrenko, S. Semchinsky, O. Taranenko, O. Tkachenko, O. Cherednychenko, W. Mackey, R. Major, N. Poulisse) aspects [2, p. 17].

Results of the research. Taking into account the above points of view, it is reasonable to conclude that interference can be considered from three different points of view: as a result of the interaction of two or more systems, as a process of this interaction and as prerequisites for it. Speaking of the latter, we mean the fact that no languages interact by themselves as language systems i.e. interference takes place in a certain social group, and the prerequisites of certain processes and results of interference are largely determined by the properties of the members of this group.

According to the results of observation of foreign students and Ukrainian students studying a foreign language, phonetic errors due to interference are most often assumed. In this context, in relation to the sound system, it is necessary to talk about the phonetic causes of phonological processes. Such conditioning can be of two types: firstly, a person who speaks a non-native language may not hear the difference between the sounds of his native and foreign languages – in this case, possible errors are determined by the sensory and perceptual features of the speaker; secondly, with adequate perceptual assessment, the correct implementation may stop working due to the influence of the properties of the articulatory base of the native language - in this case, the errors are motor in nature. It is possible, of course, to have a more complex combination of reasons that determine the occurrence of errors. There are four theoretically possible cases, summarized in Table 1.

Table 1.

	Sensory level Motor level Result	Motor level	Result
1	I don't hear	I can't pronounce correctly	I can't pronounce correctly
2	I hear	I can't pronounce correctly	A regular error due to the motor level
3	I hear	I can pronounce correctly	There are no phonetic reasons for errors
4	I don't hear	I can pronounce correctly	An irregular error

At first glance, the presented combinations 1 and 4 may cause objections. The first of them allegedly contradicts such concepts as the motor theory and the theory of analysis through synthesis, since it represents a situation as if in reverse order: if from the point of view of these classical theories of language perception, the articulatory aspect is a way of simplifying, recoding the acoustic picture in the process of perception, then in this case it acts as a subordinate, dependent on sensory, perceptual. Accordingly, there are no contradictions in this. The theory of language perception in an explicit and implicit form is based on human behavior within the framework of the native language, when the articulatory-acoustic connections, which are determined by a certain phonological system, have already been formed. In this case, we are talking about a completely different situation i.e. the perception and reproduction of the sounds of a foreign language by a person whose perceptual properties are already formed within the framework of the native language. Combination 4 seems paradoxical only if we assume that learning the sound system of a foreign language occurs in a situation that excludes some prior

knowledge of the properties of this language. However, quite often the opposite is observed as a person who speaks a foreign language has some ideas about sound units that differ from the units of his language, and seeks to bring his pronunciation as close as possible to the foreign language (for example, pronouncing nasal vowels instead of mouths by non-English speakers language) [6]. The essence of errors of this kind is determined by the fact that a person is not able to hear a specific realization that is used in a foreign language, while under the conditions of normal physiological hearing, such a sound may well be heard, but evaluated as something that does not coincide with the usual, such that observed in the native language.

In addition to phonetic or sound interference, there are also orthographic, grammatical (morphological, syntactic and punctuation), lexical, semantic, stylistic and intralingual interference.

Orthographic interference is a negative influence on the spelling of words in one language of similar words in another language, where they are traditionally spelled differently. The influence of the grammatical structure of the native language on the second language of the bilingual language is manifested in the mixed meanings of the cases, in the function of prepositions, in the violation of the order of words, the lack of agreement on genders, numbers and cases. So, it is difficult for foreign students to learn and then use the correct forms of case endings, and for Ukrainian students it is problematic to control the correct order of words in English. Orthographic interference manifests itself in the incorrect writing of words similar to words of the native language, for example, «*lemon*», «*telephone*», «*corridor*», «*business*».

Lexical interference is defined as the borrowing of lexemes of a foreign language during bilingualism, which is expressed either in the transfer of a phonemic sequence from one language to another, or in violations of the structure of the lexeme meaning of the native language or in formations modeled on foreign words. Sometimes lexical interference is called «all changes in the composition of the lexical inventory, as well as in the functions and use of lexical units, in their semantic structure, caused by interlanguage connections» [1]. A partial or complete mismatch in the meaning of words in Ukrainian and English leads to cross-linguistic lexical-semantic interference, to a violation of the accuracy of word usage in one language under the influence of another, for example, «*magazine*», «*capital*».

Semantic interference is manifested at the level of the meaning of words. It is connected with the fact that the phenomena known to the speaker are reflected in a foreign language differently than in the native language [3], for example: «*brown bread*», «*red hair*». Most often, the speaker incorrectly chooses a word from a number of stylistic synonyms, as a result of which the style of expression changes, although the subject in question may remain the same. For example, the Ukrainian word «to speak» corresponds to two English verbs that differ in style: neutral «speak» and colloquial «talk». In the case of an incorrect choice in relation

to a specific language situation, the phenomenon of stylistic interference can be observed.

It is appropriate to note that in linguistics attention is mostly paid to negative interference, its prediction, research and prevention, due to the fact that negative linguistic material in the speech of bilinguals creates certain obstacles during communication. It is important to note that the consideration of interference as a negative phenomenon occurs at the levels of the system or the violation of the logical-semantic content, the norm, that is, the violation of the form and situational adequacy. The linguistic aspect of the study of bilingualism is usually focused on the analysis and comparison of the structures and structural elements of the contacting languages, their mutual influence, interaction and interpenetration at different levels.

In addition, within the framework of linguistic research, considerable attention is paid to the study of the manifestation of interference during the use of both languages, as well as the determination of typical deviations from the norms of each language in the behavior of bilingual speakers, which are specifically related to their bilingualism. At the structural level, it is expected to study the degree of interference spread to different parts of the language, as well as the intensity with which these languages are subjected to interference and its consequences: from partial assimilation to complete decline or the formation of new languages as a result of permanent language contacts [5, 2013].

Conclusions. Thus, language interference is the assimilation of the norms of one language when learning another. We determined that the phenomenon of language interference appears at almost all levels of language.

Therefore, when learning a foreign language, it is necessary to take into account the influence of the native language and try to avoid interference. Reducing language interference in the process learning a foreign language appears to be a difficult task that must be tackled using authentic educational materials, audio media, newspapers, magazines, and Internet sources. It is possible to overcome this type of interference thanks to the formation of socio-cultural competence, the effectiveness of which largely depends on students' awareness of the socio-cultural features of English-speaking linguistic culture. That is why students of the Foreign Languages Department of WUNU study within the disciplines «Foreign language» country studies, language etiquette, business correspondence in English, which help them to overcome various types of interference. Reducing language interference when learning a foreign language seems to us to be a difficult and complex task, but the correct organization of work on the peculiarities of the language being studied leads to a significant reduction of interference in the learning process of the future interpreters.

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