

# Linguistic interference and its realization in different language layers

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**Abstract.** Language as a social phenomenon is closely related to society, a group of people. Language is formed and developed in society. This cannot be denied at all. The fact that language is the main tool in human interaction and communication is an important factor that shows its integral connection with society. Linguistic interference as a social and linguistic phenomenon, is learned by sociolinguistics. The theoretical views on language interference and the occurrence of linguistic interference in different language layers are analysed in this article.

**Keywords:** language interference, native language, target language, bilingual, monolingual, polyglot, phonetic interference, lexical-semantic interference, morphological interference, syntactical interference.

**Introduction.** The branch of linguistics that studies the connection of language with society, the social nature of linguistic means, its place in people's life is called sociolinguistics, and this is a new branch of linguistics.

As language develops in society, social factors influence language. After all, "language as a tool of communication develops in connection with the social, political, economic and cultural life of the society it serves. Any change in the life of society is reflected in its language". (Nurmonov, p.160) For this reason, sociolinguistics is a branch of science that deals with current issues in today's world linguistics.

Sociolinguistics deals with a number of issues as a field that studies the influence of language on society and society on language. One of the issues is the phenomena arising on the basis of bilingualism and multilingualism.

Humanity is always eager to acquire new knowledge, learn more, and learning foreign languages is one of the most important factors in this regard. For this reason, learning a foreign language is a necessary need for human society. In the process of meeting this need, bilingualism and multilingualism arise, the speaker becomes a bilingual or trilingual or polylingual (polyglot) who communicates in two or more languages.

**Literature review.** In bilingualism and multilingualism languages come into contact with each other, the contact of two or more languages is observed in the speech of one speaker. As a result of the interaction of languages in the speech process, one of the concepts specific to sociolinguistics - the phenomenon of interference - occurs. "Usually, a person who has not learned another language perfectly from a young age creates a speech thinking on the basis of the system of the native language. If the linguistic system of another language is different, it faces a specific linguistic barrier - the phenomenon of linguistic interference". (Zokirov, 2007, 11)

Therefore, interference occurs in the process of learning a foreign language, it can be understood as an influence between the native language and the foreign language. In the process of language learning, the phonetic, lexical and grammatical rules of the native language of the speaker affect the process of learning a foreign language.

"In linguistics, interference is considered as a sociolinguistic concept. Linguistic influence of one language on the construction of another language or any of its internal systems is called interference. In other words, interference is the inadvertent transfer of a characteristic of one language to another language construction". (Berdialiyev, 2015) Learning a new language is one of the complex processes, in which, as mentioned above, languages have a positive or negative influence on each other. Accordingly, two types of interference are distinguished: positive and negative interference. Positive interference facilitates the process

of learning a foreign language: if the native language and the foreign language have similar structures, thereby, that is, if the learning of a foreign language is facilitated by applying the knowledge specific to the native language to the foreign language, then positive interference is manifested. The closer the languages are to each other, the more likely positive interference will occur, and the more dissimilar the languages, the more likely negative interference will occur.

The phenomenon of linguistic interference is also called language transfer, L1 interference, crosslinguistic influence. Although these terms are often used interchangeably, the term linguistic interference is more common.

The phenomenon of interference actually refers to psychology and refers to “the negative influence of previously learned habits, memories, or thoughts on the newly learned when new material is being learned” (Tomlinson, T. D., Huber, D. E.; Rieth, C. A.; Davelaar, E. J., 2009). Interference that occurs during language learning is called linguistic interference.

To date, a number of scientific studies have been conducted on linguistic interference. U. Weinreich, B. Wahlbrink, E. Vereshchagin, V. Vinogradov, V. Rozentsweig, L. Barannikova, E. Akhunzyanov, A. Berdialiev, M. Zokirov have highlighted linguistic features of interference.

Also, a number of linguists have given different definitions of the phenomenon of interference: “Interference, from a linguistic point of view, is a phenomenon that represents the influence between the construction and structural elements specific to two languages in the process of communication of the bilingual population”. (Turayeva, 2020) According to this opinion, the influence between two languages is manifested in the mutual equality of two languages - the mother tongue and the studied language, without the dominance of one language. Other linguists recognize that the mother tongue is dominant in interference. For example, M. Popova expressed the opinion that interference can be understood from two different points of view, and expresses these two opinions as follows: 1) interference - the process of influence of the dominant language (mother tongue) on the language being studied, as a result of which the learner deviates from the norms of the language being studied in foreign language communication; 2) interference - deviation from the norms of the studied language under the influence of the dominant language (mother tongue) and direct errors. (Popova M.) In above definition, it is assumed that the mother tongue is dominant and the norms of the language being studied are violated under the influence of the mother tongue. In our opinion, interference occurs in the interaction of two languages, in which both the native language and the studied language can dominate: the norms of the native language can lead to violations of the norms of the studied language, or the rules of the studied language can affect the construction of the native language.

Interference is related to the phenomenon of bilingualism, and natural and artificial bilingualism are distinguished in linguistics. In artificial bilingualism, thinking is carried out in the native language, and the process of communication is carried out in a foreign language.

Some linguists claim that linguistic interference is characteristic of all language levels, and therefore there is phonetic, lexical, morphological, syntactic interference. (Berdialiyev, Zokirov, 2018) V. Alymov offers the following classification: phonic (phonetic, phonological and sound pronunciation) interference, grammatical (morphological, syntactic and punctuational) interference, lexical interference, orthographic interference, semantic interference, stylistic interference and intralinguistic interference. (V.Alymov)

Phonetic interference is manifested in the violation of the orthoepic norms of a foreign language in the process of language learning, the pronunciation of foreign language phonemes in accordance with their native language equivalents. Lexical interference occurs as a result of the influence of the lexical units of the native language on the lexical units of the foreign language or vice versa, the influence of the lexical units of the foreign language on the lexical units of the native language. While morphological interference is evaluated as an interaction in the morphological indicators of two languages, syntactic interference refers to the interference that occurs as a result of the interaction in the syntactic units of languages.

## Results and discussions.

**Phonetic interference.** "When we learn a foreign language, we naturally hear the sounds of the language being studied based on the sounds of our mother tongue. We perceive it differently than native speakers. Therefore, when we speak a foreign language, we use familiar sounds and sound patterns of our

native language. Admittedly, we pronounce these sounds differently than native speakers. This is a phenomenon of phonological interference.' (Wells, J) In fact, when learning a language, adapting to the rules of one's native language facilitates the process of learning a foreign language, which is why language learners also adapt sounds to their native language. This causes phonetic-phonological interference.

The phonetic form of interference is the most common, and is manifested in the violation of the pronunciation of sounds, accent norms. This phenomenon is often called an accent and is used to name the wrong pronunciation. For example: it is noticeable that English language learners pronounce words according to Uzbek pronunciation norms. In the Uzbek language, as in other Turkic languages, words usually contain in the harmony of vowel and consonant sounds. Words with two consonants or two vowels next to each other are words borrowed from the Persian-Tajik, Arabic or Russian languages. For this reason, if there are two consonants in Uzbek, dropping one of them or adding a vowel sound in the middle makes the pronunciation easier. In the process of learning English, when two or three consonants come together, language learners add an "i" sound between them, resulting in an Uzbek accent: such as pronouncing the word *students* in the form of ['stju:dntiz], the word *teachers* in the form of ['ti:tʃə(r)is], and the word *pupils* in the form of ['pju:pəliz].

The essence of phonetic interference is manifested in the deviation from the orthoepic norms of the studied language. A language learner adapts the pronunciation of sounds that do not exist in his native language to the standards of his native language. In the mind of any language learner, there is a model of the sounds present in the native language, and because this model is firmly established, difficulties arise when pronouncing an unfamiliar sound.

**Lexical-semantic interference.** "Lexical-semantic interference is the inadvertent use of native language words and features in their semantic structure (under the pressure of the semantic system) in a foreign language". (Zokirov, 2007) Therefore, lexical interference refers to the changes that occur in the use and semantic structure of lexical units under the influence of languages.

While phonological and grammatical interference have received a lot of attention in world linguistics, relatively few studies have been conducted on lexical interference. And the studies that have been created have produced conflicting results in many cases. And the diversity of such results was assessed according to the nature of languages. For this reason, researchers have come to the conclusion that if both languages (mother tongue and target language) belong to the same language family, the range of lexical influence is wide, because language learners transfer lexical units from their mother tongue to the target language. (Azzouz A.)

Because a speaker who does not know a word in the studied language uses a lexical unit in his native language in order not to interrupt communication and to complete the thought. So, as lexical interference, the use of native language words in the context of a foreign language is considered in cases of insufficient knowledge of a foreign language and low vocabulary.

**Morphological interference.** Morphological interference, in turn, refers to the influence of morphological structures: Linguist Al-Hreshe conducted an experiment in 2011 on the interference of Arabic and English morphological units among Arabic-speaking Jordanian schoolchildren. According to this experiment, students often used the Arabic conjunction *wa* instead of the English conjunction *and* when creating texts in English. This is a form of morphological interference.

**Syntactical interference.** Syntactical interference is usually vivid under the influence of languages with different syntactic structures. Because if the syntactic units of the language being studied with the mother tongue are the same or similar in sentence construction, the learner will learn almost without problems. However, the presence of different syntactic features in languages creates interference at the syntactic level. This is especially noticeable in languages with different word order in sentences. For example, in Uzbek, the order of Subject + secondary clauses + Verb is followed. In English, there is a pattern of Subject + Verb + secondary clauses. Because of such a big difference, in many cases, English language learners use the Uzbek word order when making sentences, resulting in incorrect sentences for English.

**Conclusion.** Interference is a process that occurs in the interaction of languages, and this phenomenon is manifested at all levels of language: phonetic, lexical, morphological and syntactic. While most researchers

consider that interference occurs in the dominance of the native language, we think that second or foreign language dominance can also be observed in different levels.

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