

LANGUAGE AND CULTURE INTERFERENCE IN THE PROCESS OF PURSUING HIGHER PLURILINGUAL EDUCATION

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ABSTRACT

It is impossible to imagine a modern person with higher education who would have never studied one or several foreign languages and would not be familiar with the culture of different countries. Especially in the modern world, in which knowledge of languages serves not only as a way of cognition, but also as a key to self-realization both in one's own linguistic environment and beyond. The borders of countries are in many ways more and more transparent, means of transportation are available, which makes a modern person mobile and active in changing their place of residence and work. Knowledge of a foreign language and understanding of the cultural characteristics of other peoples further erases the barriers to temporary or long-term migration. Consequently, interest in the study of foreign languages grows in proportion to the growth of educational, scientific, commercial, cultural contacts, the desire of peoples and governments of different countries to develop cooperation and interaction. The study of linguistic and cultural contacts and the mutual enrichment of languages involves not only the study of specific socio-historical and cultural conditions of their development, but also the results of their mutual influence and interpenetration.

In the process of learning one or more foreign languages, the problem of linguistic and cultural interference arises. The focus of our article is the problem faced by students of language departments. Students, even with a good command of a foreign language, often make mistakes, the cause of which is interlanguage interference - the influence of the native language system on a foreign language or two or even more studied languages on each other. With prolonged «immersion» in the language, the languages being studied begin to influence each other, actively interacting with the native language. Interference can manifest itself in both oral and written speech, as well as at all linguistic levels. In addition, issues of cross-cultural interference play a significant role.

This article examines the reasons for the occurrence of language interference, describes its main characteristics and features, provides illustrative examples from European (English, Spanish and others), Slavic (Russian, Polish and others), as well as in the Eastern (Chinese) language. The authors pay special attention to the problem of linguistic interference of students of higher educational institutions

emitting two or more foreign languages. They are carriers of the cultural code of their country, their people, but at the same time their cultural characteristics are in close contact with the cultural values of the people whose language they are studying, and their native language enters into a complex interaction with the languages being studied. Any culture is national, its national character is expressed in language through a special vision of the world, respectively, these two phenomena are inextricably linked and it is possible to consider them within the framework of one study.

In the course of analyzing the above-described scientific linguistic and culturological problem, the authors come to the conclusion that the study of the culture of the people of the country of the target language is in many respects primary and serves as a superstructure over the study of a foreign language. This methodological approach allows students to avoid both cross-cultural and, in the future, linguistic interference. Teachers are required to be not only teachers of the language, who understand its origins of history and its evolution, but also specialists immersed in the culture and traditions of the country, the language they teach, who know its historical features, the mentality of the people and those key moments that influenced the formation of the linguistic features.

***Keywords:** language interference, culture interference, higher education, linguistic education, language mistakes, cross-culture, foreign language*

INTRODUCTION

The modern tasks of language education within the framework of the theories of bilingualism put in front of the researchers the problem of studying interference and transference. Linguocultural interference is an important factor influencing the formation of the language skills of a person who learns to combine in his consciousness several linguistic and cultural systems interacting with each other. The problem of language interference arises in the process of learning one or more foreign languages. The national character of culture is expressed in language, which entails the problem of not only linguistic but also cultural interference.

Interlanguage interference is the influence of the native language system on the foreign one. Students of language departments, even with a good command of a foreign language, often make mistakes, the cause of which is interlanguage interference - the influence of the native language system on the foreign language, and later, with a long «immersion» in the language, the studied language begins to influence the native one. A person learning a foreign language rarely avoids encountering the phenomenon of linguistic interference. This phenomenon arises as a result of the influence of one language on another. Usually, the native language affects the foreign one, this problem happens at an advanced stage of learning. Interference can manifest itself in both oral and written speech, as well as at all linguistic levels.

Interference, like positive transfer, can cover all levels of the language: phonetic, grammatical, lexical, spelling and significantly affect the development of speech activity in a new language. The types of interference are distinguished according to several criteria. Interference can be communicatively relevant, that is, it violates the mutual understanding of the interlocutors, and communicatively irrelevant, does not interfere with mutual understanding. Interference can be synchronous and dynamic. Synchronous interference is unchanged. It remains with the learner, for example, his accent. Dynamic interference precedes the first type chronologically, it reflects the process of the student's progressive movement in language acquisition and can be overcome.

According to the types associated with the specifics of speech activity, we can distinguish productive interference (the generation of speech) and receptive interference (understanding). Interference in productive types of speech activity is amenable to direct observation and is more pronounced than in receptive types of speech.

Successful learning of foreign languages requires researchers to analyze the phenomenon of language interference, and from teachers to understand its causes and search for approaches to interacting with this problem.

METHODS AND METHODOLOGY

The authors used the following scientific research methods: synthesis, analysis, deduction, comparative method and observation method.

The synthesis method was applied in the course of generalizing data on the problem of interference, giving an overview of the elements most characteristic of the problem. The method of analysis was used to determine certain patterns of linguistic interference in order to analyze their features and to reflect the essence of the issue. Further, the authors moved from the method of analysis to a deduction. This method was used in the process of concretizing examples of linguistic interference, specific examples were singled out from the general patterns in this issue. The authors resorted to comparative studies in order to compare various manifestations of linguistic interference in oral and written speech, during translation, when changing language styles. A very important for the authors was the observation method, which allowed them to collect specific examples of linguistic and cultural interference from their students in real teaching conditions.

RESULTS

The term interference was first used in the exact sciences, where it means interaction, mutual influence, the result of which can be both positive and negative. In linguistics, it was first introduced by the scientists of the Prague Linguistic Circle, implying by interference the process of deviation from the norm

of contacting languages. U. Weinreich calls the interference deviations from the norms of any of the languages, which occur as a result of proficiency in two or more languages, i.e. due to language contact. According to E. Haugen, interference is the deviation from the norms of a language that appear in the speech of bilingual speakers as a result of acquaintance with other languages. A. Klimov believes that interference is the result of the superposition of two systems in the process of speech. N.B. Mechkovskaya uses the term «interference» for errors in a speech in a foreign language, caused by the influence of the native language system [1]. Another definition proposed by V.A. Vinogradov, is formulated as follows: «Interference is the interaction of linguistic systems in conditions of bilingualism, which is formed either during linguistic contact, or with individual assimilation of a non-native language», deviations from the norm and systems of a non-native language caused by the influence of the native, he considers the expression of the process of interference [2].

Interference occurs when the same person regularly uses different languages. The speaker equates units of one language with units of another because of their similarity in form, in distribution, or both. The depth and amount of interference can vary. They depend on many subjective and objective factors. It is believed that the smaller the typological distance between the mother tongue and the target languages, the greater the degree of their similarity and the smaller the difference, the greater the likelihood of interference. If this distance is large, that is, the languages are not genetically related, then there will be fewer cases of automatic transfer, and, as a consequence, the mistakes made by the learners. However, there are some exceptions.

Let's consider examples of different types of interference in different language families: English, German (West Germanic language group), Spanish, Italian, French (Romance group), Polish, Ukrainian (Slavic group), Chinese (Sino-Tibetan language family).

Examples of language interference with English.

Sometimes the speaker incorrectly chooses a word from a number of stylistic synonyms, in connection with which the style of utterance changes, although the subject in question may remain the same. For example, the Russian word «talk» corresponds to two English verbs, differing in style: neutral «*speak*» and colloquial «*talk*». In the case of the wrong choice in relation to a specific speech situation, the phenomenon of stylistic interference can be observed. The word «*house*» is used for the place of residence, and «*home*» is used to designate the family and the social concept. One more example: *I am fat. (I'm full.) I have no ideas. (I've no idea.)*

Let's give some examples of interference with the French language. The example of lexical interference: *fontaine (fr.) «well, source»* is mistaken, because it is similar to the Russian word «*the fountain*». Lexical interference usually leads

to literalism. So, for example, the word «*journal*» (m.) is understood as «*journal*» (revue, f.), not «*newspaper*»; «*Magazine*» (m.) is «*shop*» (magasin, m.), not the «*picture magazine*».

There are words of Italian and Russian languages, similar in form, but different in meaning. For example, students try to use the word «*per favore*» («*please*» - in the meaning of a request) in response to «*grazie*» («*thank you*»), knowing that the answer should be «*prego*» (*please*, in the meaning of gratitude)...

One more typical mistake: «*Un amico vecchio*» (old friend) - «*un vecchio amico*» (old friend).

Some examples from Spanish.

Using the verb «*ser*» (to be). In Russian, the verb is not used in the present tense, while in Spanish a sentence without a verb cannot exist. But pronouns are often absent in sentences, since the verb in the correct form gives all the necessary information.

Incorrect: «*Yo arquitecto. Nosotros economistas*». Correct: «*Yo soy arquitecto. Nosotros somos economistas*». Quite right: «*Soy arquitecto. Somos economistas*».

It would seem that if languages are close in origin, such as two languages of the Slavic language family, Polish and Russian, then language interference is less likely, but the researchers of this problem show that interference is not only present, but due to the proximity of the two languages, it lasts longer and it is more difficult to overcome it. For example, in the use of the prepositions «*to*»: «*Poszedlem do kina*» and «*I went to the cinema*» in Russian, while in Russian students say «*to*» instead of Polish «*do*» (to). Or, for example, there are mistakes in vocabulary gender. Often, words that coincide in meaning and partly in form have a different genus: *zamsz* (m.) and *suede* (f.).

Although Russian and Polish languages belong to the Slavic family of languages, they represent different groups: the East Slavic group (Russian) and West Slavic (Polish). When studying the Ukrainian language, which is closely related to Russian, and which, like Russian, belongs to the East Slavic group of languages, various types of interference are no less frequent. So, Russians studying the Ukrainian language classify Ukrainian masculine nouns «*біль*», «*розпродаж*», «*посуд*», «*Сибір*», «*ярмарок*» (pain, sales, dishes, Siberia, fairs) to the feminine gender in accordance with the norm of the Russian language: pain, sale, dishes, Siberia, fair (*рус. боль, распродажа, посуда, Сибирь, ярмарка*).

From our personal teaching practice, we would like to cite a few more examples related to the Chinese language. In Russian, the preposition «*on*» is placed in front of the object, for example: a book is on the table. In Chinese, after

the object: 书在桌子上 (Shu zai zhuozi shang) . Russian students confuse the meaning and use of the preposition / verb 在 (zai), giving it the meaning «on», forgetting that in this type of sentences, the role of the place indicator «on» is taken by locative 上 (shang - on). They make a wrong sentence: 书在桌子.

There is, for example, the interference of Chinese and English. For example, Russian speakers who study these two languages at the same time often confuse the pronunciation of certain sounds. Thus, the phonetic unit of the Chinese language «q» / q / (qi) is often pronounced as is customary in English, that is / kju / . And, for example, instead of the English soft-pronounced «she», they use the hard-pronounced variant, as is customary in Chinese, sound «shi».

It is interesting that the interference itself can be not only linguistic, but also intra-linguistic. Here are some examples from Chinese. When studying two aspects of language at the same time: oral (spoken) and written (business), students often make the mistake of breaking the required style. So, for example, in colloquial speech, describing the finding of an object, instead of the verb 在 (zai (located) at; (to be) in; to exist), they use the written verb 位于 (wei yu) with the same meaning. Another example: instead of the conjunction 和 (he - and, with) they use the conjunction of the written language 与 (yu). Such examples can certainly be cited from many languages.

Among the examples of interference, we would like to note an example of intonational interference, since linguistic interference at the level of intonation prevents the correct personal and social assessment of the speaker. A speaker who is fluent in the language at the lexical and grammatical levels, making intonation mistakes, risks destroying the correct perception of his level of language training. For example: in Chinese, to the question: 你是大夫吗? (are you a doctor?) students respond with a neutral intonation 是, 我是大夫 (yes, I am a doctor), emphasizing the word «doctor», but for Chinese language is more typical to make a semantic emphasis on the verb 是 (shi - to be).

Linguistic and cultural interference is the misunderstanding of background vocabulary.

Of course, there are many other examples related to various types of interference, which it is impossible to list all within the framework of this article.

The authors identify several main reasons for the occurrence of language interference, which can be associated with both the characteristics of the languages being studied and the immaturity of students, their inexperience in learning languages, or the fact that they are at the initial stage of learning. The situation of linguistic contact leads to the emergence of bilingualism, to possession of two or more languages and their use, depending on the conditions

of verbal communication. Since the speech of students is not yet perfect, it is noted to one degree or another «reliance» on the native language in the process of communication is inevitable, which ultimately leads to violations of the system and norms of the second language, to the appearance of so-called interference. The primary system is considered as a source of interference, the secondary - as an object of interference. The primary system can also be represented by a previously studied non-native language, when the features of the system of a previously studied foreign language, in which a person's speech activity was carried out, is transferred to the newly studied language, thus, a distortion occurs under the simultaneous influence of the system of the native language and other previously studied languages.

The linguist N.S. Trubetsky wrote that when listening to someone else's speech, when analyzing what we hear, we involuntarily use the «phonological sieve» of our native language that is familiar to us. And since our «sieve» is not suitable for a foreign language, numerous errors and misunderstandings arise. The sounds of a foreign language also receive an incorrect phonological interpretation from us. N.S. Trubetsky believed that a foreign accent depends not on the fact that a foreigner cannot pronounce this or that sound, but on the fact that he «judges this sound incorrectly», which is due to the difference between the phonological systems of a foreign and native language. S.I. Bernstein identified the main reason for difficulties in mastering foreign language pronunciation by the fact that students perceive someone else's speech through the prism of the phonetic system of their native language. Possessing stable skills in listening and pronouncing the sounds of their native language, they use these templates in the perception and reproduction of unusual sounds of foreign speech. It is no coincidence that at the initial stage of training, students imagine the sounds of their native language instead of foreign language sounds. The nature of the interaction of sound systems in teaching a non-native language has its own specific features [3].

Interference can also be caused by the divergence of typical grammatical patterns in different languages. The norms characteristic of their language are transferred into a foreign language. Lexical interference can be associated with a mismatch in the amount of meanings of words in different languages. Interference is observed during the assimilation of linguistic forms of various levels (sounds, words, sentences) and its degree depends on the degree of similarity of linguistic forms, if linguistic forms are similar, then the interference is easily overcome. Interference can be easily overcome even with a complete divergence of linguistic forms. The greatest difficulties in overcoming interference are observed in those cases. When they collide, the phenomena are partially similar. In this case, the oppositions of one language are replaced by the corresponding oppositions of another language. Such phenomena include the phenomena of the syntactic level, that is, interference in the construction of a sentence. Interference is especially difficult to overcome when mastering the rules for the arrangement of words in a sentence of a foreign language.

When teaching foreign languages to students, sound interference can be regarded as «poor» and «mediocre» pronunciation in the target language. In this case, there is no interaction between the two language systems - the «speech» of students sounds mainly in the classroom. Achieving good pronunciation in a foreign language, the teacher primarily pursues general linguistic goals, since mastering the mechanisms of sounding speech is the key to mastering all the riches of a foreign language. Under conditions of interference, «poor» speech quality in a non-native language does not exclude good understanding, and in case of poor discrimination of sounds of a non-native language, pronunciation errors are unnecessary. When teaching students languages, the «Russian accent» especially «betrays» the speaker. Errors in the placement of phrasal stress, in the choice of the intonation center in a phrase, the appearance of «calque», that is, a literal translation from the Russian language, are very obvious.

Overcoming or reducing language interference when teaching a foreign language to students is a very difficult task, but the use of authentic teaching materials, audio media, newspapers, magazines, etc., as well as the correct organization of the educational process, contributing to «immersion in the language», as well as teaching students working on the features of the target language, leads to its significant decrease.

The creation of a holistic methodology for solving the problem of such errors would contribute to an increase in the level and intensification of the development of foreign languages, would help to make it more accessible to study more than one foreign language and avoid overlaying them on each other, and would solve the problem of «switching» from one language to another, give new approaches to understanding bilingualism and polylinguism, when linguistic interference is an inevitable consequence of the parallel use of two or more languages, especially among children from an interethnic family or children-immigrants.

The efforts of the teacher should be aimed at more quickly overcoming the interference of native language systems in the system of a foreign one. It is necessary to draw the attention of students to the fixed variants of a foreign language.

Cultural interference is not caused by the language system itself, but by the culture that the language reflects. Interference can be caused by realities, phenomena, norms of behavior similar in different cultures, for example, unequal forms of speech etiquette.

CONCLUSION

The article examines the problem of linguistic and interlanguage interference, provides examples from different languages, reflecting the fact that this problem is typical for different languages and does not depend on how close or distant the languages are. The authors consider a number of reasons leading to linguistic

interference and speak about the relationship between culture and language. The condition for the occurrence of linguistic interference is linguistic contact. There is an influence of the native language system on a foreign one and studied languages one on another.

The authors come to the conclusion that the solution to the problem of linguistic and cultural interference lies in the area of one of the main pedagogical tasks for teachers, and for students, overcoming the manifestations of interference should be based on a deeper knowledge of the culture of the people of the country of the language being studied and greater memorization of linguistic elements for their use there where translation can be dispensed with, thus avoiding interference errors.

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