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THE INTERFERENCE PHENOMENA IN LEARNING FOREIGN LANGUAGES

Linguistic interference is an interaction of speech systems in the conditions of bilingualism, which arises either in the process of language contacts, or in the process of learning non-native language. It is a process of spontaneous transfer, imposing differentiative features and rules of one language system into another system.

The influence of the native language in the process of communication is unavoidable. It leads to a violation of the system and the rules of the foreign language, and, consequently, interference.

The appearance of interference depends on the following factors:

1. the level of communicative competence in the mother tongue and the conscious possession of it (the higher the level of competence in the native language, the less the interference phenomena and more opportunities for the acquisition of a foreign language);

2. the degree of difference in the structural and semantic organization of the native and foreign languages, that is, the presence or absence of phonetic, lexico-grammatical and semantic types of correspondences;

3. duration of foreign language acquisition (the longer the duration of language learning, the less the effect of interferent phenomena).

The most obvious and widespread phonetic interference is observed at the initial stage of learning foreign language. The most vulnerable are the sound and prosodic features of the language:

1. mistakes associated with the pronunciation of phonemes: vowels ([ə:], [ɔ:], [u]), consonants [ʔ], [θ], -ing [-ɪ] endings, and -ed ending;

2. stress shift in some foreign words under the influence of the native language: industry, botany, influence, colleague, magazine;

3. different reading of the same letters combinations: break, steak but bleak, streak. The reason of this interference mistakes lies in inability to correctly identify foreign sounds and prosody. It leads to replacing foreign phonetic sounds by so-to-say “analogues” from their native language. For example, [θ] is pronounced as [t] and/or [s] in the words “tin” and “sin”.

Mistakes in lexical and semantic level include:

1. incorrect use of prepositions and word combinations;

2. reflexive use of nouns: "мені важко" as "difficult for me";

3. a false idea of the meaning of idioms, phrasal verbs or fixed word-combinations.

Among the mistakes on the grammatical level most common are:

1. violation of the word order in the sentence;

2. the use of the infinitive with the particle "to" after modal verbs;

3. violation in sequence of tenses;

4. mistaken usage of phrasal verbs “залежить від” – “depend from” (instead of: depend on).

Among the most common grammatical mistakes are:

1. Usage of word order in sentence in accordance with the rules of the Ukrainian language. It leads to a complete change in the content of the English sentence: Учням поставили важке завдання – The pupils set a difficult task (замість: were set).

2. The wrong identification of the tense forms of the English and Ukrainian languages leads to serious mistakes that may change the meaning of the whole sentence. Ми довго умовляли його забути про цей план – We persuaded him for a long time to forget about this scheme (instead of: We have been persuading)

3. The structure of Ukrainian questions is often transposed on English sentence: Як ви думаєте, де він зараз працює? – How do you think, where does he work now? (instead of: Where do you think he is working now?).

Consequently, it can be said that under the conditions of bilingualism or multilingualism it is impossible to avoid interference. The reason of interference is the fact that the speaker builds his speech under the pressure of the mother tongue, in accordance with its rules, and he ignores the asymmetry between native and foreign languages. That is, he tries to adapt a foreign language to his own native language, to identify and build foreign-language structures according to models of the native language.

A careful study of the interference mistakes will help to overcome this phenomena. There are several ways to combat interference:

1. interlingual comparisons;
2. interlingual contrast exercises;
3. translation analysis;
4. focus on verbal rules for explaining difficult situations of interlingual discrepancies.

All these methods will help to prevent errors, reduce their number, and thus, facilitate the learning process.