

# The Impact of Grammatical Interference on Second Language Acquisition and Practical Methods for its Resolution in English Lessons

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**Abstract:** *The concept of interlingual interference and its negative impact on the process of learning foreign languages, in particular, French after English, is considered. A typology is identified based on errors in the incorrect transfer of acquired skills. The areas of interference between languages at different levels are described. Possible causes of interference and options for overcoming it are indicated, both on the part of the teacher and the student.*

**Keywords:** *language interference, foreign language, learning, phonetics, vocabulary, "false translator's assistants".*

## Introduction

In the process of learning a foreign language, especially a second one, problems often arise related to the mixing of the use of various study methods, as well as the similarity of the acquired information based on certain patterns laid down during the acquisition of skills in the native or first foreign language. That is why it is important to consider such a concept as interference in order to be able to form the ability to use correct lexical or grammatical constructions in the studied language.

## Materials

Interference implies the interaction of language systems in conditions when a person knows several languages, in which there is an unconscious transition of certain elements of one language to another. This concept also conveys the negative impact of an already learned skill on the acquisition of a new one. There is an opposing concept - transference, which implies a positive influence of the first foreign language on the process of learning the second, a transfer in which the patterns of a non-native language are stimulated and the skills of using it are enriched without violating certain norms.

## Research and methods.

When considering this concept, we can distinguish several of its types. Language interference can be considered at the following levels: Phonetic; Morphological; Syntactic; Lexical; Semantic.

Sound interference is the most common and has the greatest influence on learning a second foreign language. Almost each of them has certain sounds that are not present in others or are pronounced in a special way. Thus, considering the English language, the sound [θ] is not identified in either Russian or French. Most often, we pronounce it either as [t] or as [s], which can completely change the meaning of the word. For example, three can be incorrectly pronounced as tree, but the former is translated as "three", and the latter - "tree". The French language is rich in vowels that are not present in Russian, but they also play a large role in understanding what is said. It is worth noting the importance of stress in this language, since it is always placed on the last syllable, while in Russian it is mobile.

## Discussion .

Morphological interference is associated with the use of different parts of speech. Most nouns in French have a gender that differs from the gender of the same word in Russian. For example, the word "table" is

feminine and requires the use of the article *une*, while the Russian "стол" is masculine, and in English there is no definition of this criterion in general, except for the single suffix *-ess/-ress* in the words "actor" - "actress" or "god" - "goddess". The category of morphology also includes the presence of only two cases in this language, unlike the six in Russian. Syntactic interference considers words not as parts of speech, but as components of a sentence. English and French have a strict word order: subject, predicate, and objects. In Russian, their place is practically unimportant. For example, the sentences "the girl came in" and "the girl came in" do not contain semantic differences for native speakers, while when translating, the peculiarity of the English language is noticeable - the first is translated as "The girl came in", and the second as "A girl came in". This also includes multiple compound words, such as wallpaper and paper wall, which are translated as "wallpaper" and "paper wall" respectively.

### **Result.**

Lexical interference is the process of mixing the vocabulary of languages, the transition and introduction from one to another, as a rule, in the wrong way. Here we encounter such a concept as a "false assistant of the translator" - these are words that sound the same, but have different meanings. For example, the English *intelligent* is not translated as "intelligent" at all, but "smart", *accurate* means "precise", and not "accurate", there are quite a lot of such words, and they can be traced in each language in comparison with others. This type of interference can also include the phenomenon of the lack of an equivalent to what is said in another language, for example, the lack of an equivalent in French for the English "home", which expresses an attitude towards home not as a building, but rather as a place or people who give you a feeling of safety and warmth. Sometimes this leads to borrowings, which can be described as words, phrases or morphemes that have entered the lexical composition of the language and in most cases are adapted by changing the form of writing or the way of pronunciation.

A huge proportion of lexical features are phraseological units that are formed under the influence of the culture of the speakers. Such expressions should not be translated literally between languages - it is better to pay attention to analogs or synonymous idioms. One of the effective ways to overcome lexical interference is the use of corpus technologies, which allow us to consider the frequency of use of words and their use in context, to create various exercises based on the obtained data.

Semantic interference considers the semantic component of words. This can include the use of correct articles in French or English, which are not in the Russian language.

Usually, semantic interference is caused by the incorrect use of literal translation of words. Thus, interference has a significant impact on learning foreign languages, especially when learning a second one. The impact of the first is expressed in speech errors, non-compliance with language norms or deviations from them, as well as the transfer of grammatical structures of one language to another. This leads to violations of the structure of the studied second language. This phenomenon is also caused by the fact that the student tries to apply the same methods of analysis, comparison and comparison that he used when studying the first foreign language after his native language, which has consequences in the form of establishing non-existent and incorrect connections and relationships in the structure of the language being studied.

Considering this phenomenon from the point of view of learning French after English, one can notice the frequent occurrence of errors due to the hardness of consonants in the former and their softness in the latter.

Attempts to form diphthongs play a significant role in incorrect pronunciation, and accordingly understanding of the speech of one's interlocutor. The main way to overcome, for example, phonetic interference is to study and constantly practice pronunciation skills at the initial level of language learning by repeating words or sounds by students after the teacher. Errors from the point of view of lexical interference are eliminated by memorizing the meaning of these words, as well as studying them

immediately in context, for example, using corpus technologies. Sometimes a positive effect is provided by explaining the origin of some roots or entire phrases. The occurrence of these errors proves the importance of studying the problem of interference for its overcoming in the process of professional development of future teachers of a foreign language, especially several languages.

Language interference affects all types of activities related to foreign languages. For example, for translators it can become a noticeable obstacle in the course of both oral and written translation. Due to language interference in interpersonal contacts, misunderstandings often arise due to grammatical, phonetic, lexical errors when the speaker tries to translate the norms of the native language into English. In the field of pedagogy, interference complicates the process of teaching not only English, but also foreign languages in general. The problem of the influence of interference in the methodology of teaching foreign languages has long been very relevant. Domestic and foreign research is devoted to this problem, various educational and methodological manuals are being developed with the goal of minimizing the influence of the native language in teaching foreign languages. U. Weinreich, E.M. Vereshchagin, V.A. Vinogradov, R.Yu. Rosenzweig and other linguistic specialists studied the main aspects of language interference: its definition, causes, its influence and ways to overcome it.

### **Conclusion.**

At the initial stage of learning foreign languages, it is very important to pay attention to the correct pronunciation and articulatory features of speaking in the language being studied. It is at this level that phonetic interference actively manifests itself, when students try to imitate the sound structure of their native language in oral speech lessons in a foreign language. This is due to differences in the phonetic norms of the languages being compared: intonation, incorrect articulation, the presence of specific sounds that are not characteristic of the native language, and, as a consequence, an attempt to pronounce them in the manner of similar, but not identical sounds of the native language. Such phonetic errors cause an accent, by which it is easy to distinguish the speech of a native language from the speech of a foreigner.

In order to examine cases of phonetic interference in English lessons, various techniques and exercises were used: repeating after the teacher and audio recordings of individual sound or speech fragments, as well as reading aloud.

Phonetic errors of an interfering nature can be explained by a number of reasons:

1. the teacher's inability to correctly produce the sounds of a foreign language when teaching;
2. if the teacher pronounces correctly, he is unable to focus the students' attention on the phonetics of the language, the features and differences of the phonetic systems of the native and foreign languages;
3. incorrect perception by students of the phonetics of a foreign language;
4. articulatory features of the structure of the speech apparatus of bilinguals.

A number of teachers also highlight the psychological cause of interlingual interference, when the student, as a result of habit, replaces phonetic units of a foreign language with similar units of the native language. It is important to pay attention to these reasons at the initial stage of learning, when it is much easier to adapt to a new language system due to the formation of auditory pronunciation skills, so that in the future the student can avoid phonetic errors that are expressed in an accent.

In the course of studying phonetic interference in English lessons, we come to the conclusion that in primary school, its individual types have been recorded: substitution, resegmentation, underdifferentiation and overdifferentiation, which, in turn, can also be considered in more detail and divided into subtypes. The presence of phonetic errors of an interfering nature in reading and speaking in students indicates that the influence of the native language must be taken into account when choosing

a foreign language teaching method. It is especially important to introduce special technologies already at the initial stage of training, so that errors do not become a habit and are prevented in time.

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