



HOW TO OVERCOME INTERFERENCE IN TEACHING ENGLISH

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Annotation. This article deals with the problem of language interference in teaching English and its types. The ways of overcoming phonetic, morphological, grammatical, lexical and syntactical features of the target language phonetic, morphological, grammatical, lexical and syntactical types of interference are given here.

Key words: *language interference, phonetic interference, grammatical interference, exercises, overcome.*

The concept of language interference has had various definitions. In language teaching Robert Lado defines interference as “added difficulty in learning a sound, word, or construction in a second language as a result of differences with the habits of the native language.”

But there's one very important issue to be taken into account when discussing teaching foreign languages. It is the influence of mother tongue to learning foreign languages. Two terms are used today to express this influence: “transfer” and “interference”. It is the effect or interference of one language, mostly of mother tongue on the learning of another language.

The language transfer is defined by the authors in the following way: “the effect of one language on the learning of another. Two types of language transfer may occur. Negative transfer, also known as interference, is the use of a native - language pattern or rule which leads to an error or inappropriate form in the target language.

Depending on phonetic, morphological, grammatical, lexical and syntactical features of the target language phonetic, morphological, grammatical, lexical and syntactical types of interference are distinguished.

Phonetic interference is observed in deviations from pronunciation norms, intonation and stress in bilinguals' speech; it is especially expressed in the accent manifested in reverberant speech in cases when there are not equivalent phonemes characteristic to the second language in the mother tongue.

One of the most important elements is the segmental sounds of English, which for many students are complicated to pronounce well. Although the segmental sounds or so called consonants and vowels exist in all languages in the world, they have distinctive and variations when comparing one to another. These



fundamental sounds need to be pronounced accurately to accomplish the correct sounds of the English language to achieve exact meanings and comprehension.

All languages in the world comprise a variety of phonological elements compared one to another. The differences will cause some difficulties to the learners. Phonetic elements in all of the languages in this world vary in the quantity, pronunciation, and length of vowel and consonant sounds. It is normal for beginners or intermediate learners to transfer their mother tongue sound patterns into English especially when some of the English sounds do not exist in their mother tongue. This mispronunciation could produce errors and misunderstanding in their communications and they could possibly fossilize these errors and then face great difficulties trying to remedy these mispronunciations. Unless a learner recognizes them and is able to identify the correct sounds, a serious issue may occur when the learner is unable to stop and exclude customary pronunciation from his mother tongue. Adults do not easily acquire other pronunciation forms since they maintain their previous paradigms for pronunciation of words. Therefore, the younger a learner, the better his pronunciation will be.

English teachers should know all aspects of English including accurate pronunciation. Further study of English phonology is highly recommended for both elementary and secondary school teachers. Besides, the teachers should learn to recognize interference and be competent to correct the errors and provide solutions for their students as to how to pronounce English words and phrases correctly.

In teaching pronunciation there are at least two methodological problems the teacher faces:

- 1) to determine the cases where conscious manipulation of the speech organs is required, and the cases where simple imitation can or must be used;
- 2) to decide on types of exercises and the techniques of using them.

Teaching English pronunciation in schools should be based on methodological principles. This means to instruct pupils in a way that would lead them to conscious assimilation of the phonic aspect of a foreign language. In order to overcome phonetic interference these exercises should be suggested:

-The contrast is brought out through such minimal pairs as: *it — eat; spot — sport; wide — white, cut — cart, full — fool, boat — bought*. The experience of the sound contrast is reinforced audio-visually:

-By showing the objects which the contrasting words represent.
For example: *ship — sheep*.

The teacher makes quick simple drawings of a ship and a sheep on the blackboard or shows pictures of these objects.

- By showing actions. For example: *He is riding.* — *He is writing.*

Situational pictures may be helpful if the teacher cannot make a sketch on the blackboard.

- By using sound symbols. Phonetic symbols do not teach the foreign sounds. They emphasize the difference in sounds and in this respect they are a valuable help. To teach pupils how to pronounce a new language correctly in a conscious way means to ensure that the pupil learns to put his organs of speech into definite positions required for the production of the speech sounds in this language.

As to how mistakes must be corrected the following may be suggested:

1) The teacher explains to the pupil his mistake and asks him to pronounce the sound, the word, or the sentence again, paying attention to the proper position of the organs of speech for producing the sound.

2) The teacher corrects the mistake by pronouncing the sound, the word, the phrase, or the sentence in which the mistake has been made and the pupil imitates the teacher's pronunciation;

3) The teacher asks the pupil to listen to the tape-recording or the record again and pronounce the word or the sentence in the way the speaker does it; thus through comparison the pupil should find the mistake and correct it.

There are, of course, some other techniques of correcting pupils' phonetic mistakes. Those mentioned above, however, can ensure the development of self-control in the pupil which is indispensable to language learning.

The study identified that students used wrong pronouns to represent nouns/noun phrases in their writing. Students most of the time used the following pronouns wrongly: *he/she*, *me/I*, *his/her*, *we/us* and *him/her*. These errors occurred as a result of mother tongue interference. This might explain why students made the following errors:

- "*My senior sister bought a doll for his small sister*" instead of "*My senior sister bought a doll for her small sister.*"
- "*She gave it to I*" instead of "*She gave it to me.*"
- "*We love hers news friends*". instead of "*We love her new friends.*"
- "*The other childs got lost*". instead of "*The other children got lost.*"
- "*Look, it snows!*" instead of "*Look, it's snowing!*"
- "*We see each other tomorrow.*" instead of "*We will see each other tomorrow.*"
- "*I live here since 2008.*" instead of "*I have lived here since 2008.*"
- "*Come you this evening to eat with us!*" instead of "*Come this evening to eat with us!*"

Typical interference errors are exemplified and explained in the following areas: articles, gender, number, personal pronouns, relative pronouns, adjectives, prepositions, possessives, question formation, negation, verb tenses, and word



order. Grammar errors are the bane of any language learners' existence. They are often a result of incomplete or inaccurate studying.

To avoid grammar errors, it's important to study not only grammar rules but also exceptions to these rules. Many languages have irregular verbs or other tricky rules that seem to violate the basic rules of grammar. While we can adjust to this fairly easily in our native language, it can be harder in a second language. The only way to learn and remember these rules is through careful study.

As a conclusion we should say that learning a language is a habit to be got at, an activity to be developed, a skill to be practiced and an enthusiasm to be caught. So vigorous and regular practice should be given to the learners. It may help the learners familiarize with English. Mother tongue interference may be reduced but not eliminated completely.

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