

Svitlana Novoseletska

<https://orcid.org/0000-0003-3546-5791>

Національний університет «Острозька академія», м. Острог
Narodowy Uniwersytet «Akademia Ostrogska», Ostróg

Yuliia Ivchenko-Chekhodka

<https://orcid.org/0000-0002-4487-7731>

Національний університет «Острозька академія», м. Острог
Narodowy Uniwersytet «Akademia Ostrogska», Ostróg

Nataliia Shapran

<https://orcid.org/0000-0001-7998-4521>

Національний університет «Острозька академія», м. Острог
Narodowy Uniwersytet «Akademia Ostrogska», Ostróg

Linguistic interference in translation (on the material of professionally-oriented intercultural communication of Ukrainian-English languages)

Abstract

The article analyzes the theoretical foundations of interference research, revealing the essence of the concept of «interference». It is pointed out that the translation of linguistic interference has impact on professional communication. The publication refers to the manifestation of interference within the boundaries of speech and translation difficulties due to syntactic and punctuation features of the language.

A comparison of the grammatical systems of the languages in contact makes it possible to avoid some of the difficulties caused by the interference, through their conscious comparison.

The phenomenon of interference is studied in linguistics, sociolinguistics, psychology, psycholinguistics, methods of teaching foreign languages. The process of learning a foreign language is accompanied by its interaction with the native language. The depth and volume of interference depends on many subjective and objective factors. The smaller the typological distance between native and foreign languages is, the greater their level of similarity and the smaller the differences are.

Typical errors can be divided into phonetic, grammatical, lexical-semantic, stylistic and sociocultural. The description of the effective ones is presented in the methods and techniques, typology of exercises, which will contribute to preventing and overcoming

interference in students' English speech. Linguistic errors of the phonetic, grammatical and lexicosemantic levels are systematically presented.

Keywords: interference; stylistic interference; communicative competence; linguistic picture of the world

Formulation of the problem. The process of learning a foreign language is accompanied by its interaction with the native language, therefore the usage of one's previously formed skills and abilities reduces the time to master new material, allows you to more effectively develop self-control and prevent the occurrence of interference phenomena in the student's speech, and since they are at different levels, language errors are a manifestation of interference.

The purpose of the article is a consideration of the interference manifestations in ambiguous parts of speech and translation difficulties caused by syntactic and punctuation features of the language, its influence on translation and professional intercultural communication. The authors consider the factors that there is interference at different language levels, and as well as factors that lead to the appearance of various errors in the English speech of philology students.

Methodology. The choice of methods and techniques of research is determined by the theoretical goal. They correspond to the idea of the intercultural theory of communication and linguistics. The Descriptive method for determining the characteristics and structure of obstacles is used. There is a lack of research in the scientific literature related to the consideration of learning interventions in professional speech.

The term "interference" is considered by most scientists in different ways. Alekseeva S. describes it as a violation of the language norm under the influence of elements in another language, as well as the process of influence of one language on another. The communicative activity of the translator is related to the perception of the text in written or oral speech, translation in the text from one language system to another (transcoding) and written reproduction of the received text in another language (Alekseeva S., 2022).

However, all these types of interference reflect only the linguistic nature of the phenomenon, which manifests itself in communication not only in the linguistic, but also in the intercultural aspect. Sociocultural or cultural interference, according to Thorovsky M., is not caused by the language system itself, but the culture that this language reflects (Thorovsky M., 2022).

The occurrence of interference depends on such factors: the level of communicative competence in the native language and conscious mastery of it (the higher the level of competence in the native speech is, the less often there is an interference phenomenon and the more opportunities to learn a foreign language there are) (Mader I., 2018); the student's psychological readiness for self-formation, that is to the perception/generation of authentic expressions in a foreign language, to the development of a foreign language competence, before mastering its socio-cultural component; the duration of studying a foreign language (the longer the duration of its study is, the less there is the influence of interfering phenomena); presence/absence of motivation in studying of a foreign language; the degree of difference in the structural and semantic organization of native and foreign languages, i.e. whether or not there are phonetic, lexical-grammatical and semantic types of correspondences (Bascus A., 2019.)

Since the influence of the native language in students' speech process of communication is inevitable, it leads to the violation of the system and norms of a foreign language, and therefore manifestation of interference. The primary system is considered as a source of interference, secondary – as an object of interference. Typical errors can be divided into phonetic, grammatical, lexical-semantic, stylistic and sociocultural ones.

The depth and volume of interference depend on many subjective and objective factors. The smaller the typological distance between native and foreign languages is, the greater their level of similarity is.

The most common errors include *phonetic level errors related to the pronunciation of phonemes specific to Ukrainian student studying of English*:

- vowels (sounds [ə:], [ɔ:], [u]),
- consonants (sounds [ŋ], [θ], voiced endings),
- ending *ed* (Gao H., 2020).

Errors of the grammatical level most often include:

- violation of the fixed order of words in a sentence,
- incorrect use of *there* and *it* in the indicative and emphatic functions,
- incompetent use of adjectives with phrasal verbs,
- agreement of tenses (especially the use of future in the past),
- ignorance of the lexical-grammatical context of the conjunctions *which* and *that* (Lennon P., 2018),
- the infinitive with the particle *to* after modal verbs (*may*, *can*, *must*),
- incorrect use of calculated nouns,

- violation of the integrity of the structures of the present/past with would,
- ignorance of the lexical-grammatical context of the conjunctions which and that,
- use and selection of articles in relation to categories (Malkiel B., 2019).

Errors of the lexical-semantic level include:

- reflexive use of nouns, first of all, “difficult to me” as “difficult for me”,
- incorrect use of nouns and verbs of specific semantics that cause difficulties in,
- the process of use,
- incorrect use of prepositions,
- a misconception about the meaning of an idiom, phrasal verb or stable phrase.

Stylistic interference arises as a result of using a less well-known word by analogy with already known by its synonym. When replacing words with synonyms, the expression style changes in the process preservation of the same object of expression (Thorovsky M., 2022).

English tokens «trade» and «commercial» are equivalents of the phrases «trade balance», «merchant right» and «merchant ship» are respectively «trade balance», «commercial law», «merchant ship» (Horkinson C., 2021).

So, among the typical mistakes in English we highlight the following for Ukrainian students’ speaking:

I. *Grammar* (Lennon P., 2018):

- normal sentence pattern in English: subject + verb (object + modifier),
- the noun phrase: much/many; count nouns (time, person/people); articles before proper nouns; other, the other, another,
- irregular verbs,
- subject-verb-agreement,
- pronouns: he/she/it; their/them,
- verbs as objects,
- modal auxiliaries: must/should; modal + simple form of verb; Present/Past unreal,
- adjectives: used with linking verbs; nouns used as adjectives,
- possessive endings,
- conjunctions: which, that,
- sequence of tenses: future in the past.

II. *Vocabulary* (Atabekova A., 2017):

- prepositions after certain words: to knock at, to be sure of, to listen to, to phone; used as «for» (to go somewhere for some reason); reflexive usage of nouns (difficult for me, strange for him etc.),
- problem nouns: on time/in time; the usage of outside,
- problem verbs: to raise/rise, to lay/lie, to set/sit; to die/to be dead; to say, to speak, to talk, to tell; to be afraid of, to fear, to be scared of; to agree, to be in agreement; to go, to come; to want; to meet/come across; to take/give an exam; to feel,
- idioms and expressions.

III. *Pronunciation* (Thorovsky M., 2022):

- vowel sounds: [a:] sound (jar/jaw); [i/i:] sounds (live/leave, fill/feel, this/these, slip/sleep, ill/eel, did/deed, sick/seek); [e/æ] sounds (kettle/cattle); [ɔ:] or [u] sound (look, book, put); confusing combinations (work/walk, world/word, spelled/spilled, teller/tailor, bowls-bowels, new/knew, no/know, floor/flour, air/ear, police/please) (Horkinson C., 2021),
 - consonant sounds: [ð/θ] sound (clothes, months, the); voiced endings,
 - pronunciation of *-ed* endings.
- IV. *Style* (Bascus A., 2019):
- parallel structures,
 - use of possessive instead of genitive,
 - punctuation: quotation marks; titles (capitalization).

The above errors are the result of interlanguage interference caused by the difference in language and cultural pictures of the world among different ethnic groups, i.e. the influence of the native language on the foreign language, which is manifested in the form of speech errors, language disorder norms and ungrounded transposition of the phenomena of one language into another, as a result of which the violation of norms of another language structure happens (Alekseeva S., 2022).

The reason for the occurrence of interference is the fact that the speaker constructs his speech according to the norms of his native language and establishes non-specific connections between individual language facts.

If we talk about the linguistic aspects of translation in the process professionally oriented intercultural communication, it is worth to pay attention to changes in the structural models of modern English languages. It is applied not only to vocabulary and grammar structure, but also to structural models of syntax. For example, you can focus on structural models of analytical forms in English.

The study of analytical forms of the English verb is related to a whole series of didactic problems that are constantly faced not only by students, but also teachers. One of these problems is that the structural variety of these forms is not clear from the point of view of Ukrainian speakers (Thorovsky M., 2022).

The nature of the interlanguage interference phenomenon is mutually determined and occurs in two directions: from native to foreign and from foreign to native. This is due to the fact that there is only one language in the mind of the speaker. The speaker, being in a foreign language environment, is forced to serve activities in a foreign language for a long time in everyday life. At the same time, the native language becomes passive through limiting the scope and frequency of use, limited to household use.

That is why it is necessary when mastering a foreign language to combine intralingual and extralingual study, namely language practice with the acquisition of sociocultural experience.

At the beginning of learning a foreign language, the phenomenon of interference is most often found at the grammatical level of oral and written forms. Therefore, it is important to focus on mastering reproductive and receptive skills. This is a positive aspect that will affect the formation of the ability to express one's own thoughts and to understand others (Horkinson C., 2021).

The comparative method of language learning makes it possible to activate and facilitate the process of mastering a foreign language. It concentrates on comparing and discussing the analogies and differences of the two paradigms, appeals to linguistic experience, associative thinking with involving the vocabulary of the native language and the expansion of transpositional possibilities of languages.

Error analysis allows you to determine the difficulty of the choice and structuring of linguistic phenomena caused by the action of Interlingua interference, methodological and psychological problems. Methodological difficulties can be attributed incorrectly by methods of forming lexico-grammatical skills, instability of speech skills; insufficient level of linguistic formation student experience; lack of specially designed exercises and tasks that allows eliminating linguistic and extra linguistic interference at different levels.

Quite often errors occur in the speech of students, the cause of which is not only objective factors due to the differences between the two language systems, but also the action of the analogy, the desire to identify the new with something better known, to build foreign language structures based on native language models. This approach can lead to false analogies of incorrect structures in existing linguistic reality.

Let's try to analyze and classify errors made by philology students of 1-2 courses during their assimilation of the material provided by the curriculum of these courses. Error analysis showed that students try to equate the language situations of the native and English languages. Among the most common mistakes are those related to the construction of sentences: word order in a sentence, the use of transitive and intransitive verbs, verbs used with prepositions and without them, agreement of the subject and predicate.

Imitation of the word order in a sentence according to the rules of a native language leads to a complete change of content in the English sentence and to gross errors: *Робітникам назначили важке завдання* - The workers assigned a difficult task (instead of: were assigned). *Назначене завдання було важким, але вони успішно його вирішили* - The assigned task was difficult but they successfully decided it (instead of: solved it successfully). *Мені не подобаються серіали на цьому каналі* - The serials on this channel not likes me (instead of: I don't like) (Malkiel B., 2019).

Using the rules of the native language and expressing an opinion in sentences with the verbs *to think*, *to believe*, *to suppose*, students place the negative participle in the subordinate clause, not in the main clause according to the rules of the English language. *Я думаю, що ви не повинні робити це завдання самостійно* - I think you shouldn't do this task individually (замість: I do not think). *Вона була впевнена, що він не буде до неї прискіпуватися* - She was sure that he would not find fault with her (замість: She did not believe that he would find fault with her) (Abel S., 2018).

Transitive and intransitive verbs in English and Ukrainian languages do not coincide, which often happens as the cause of errors in the process of their use. Verbs *to stop*, *to repeat*, *to risk* require a direct application after themselves in English, which is not available in the native language. *У цій ситуації він не побоявся ризикнути* – In this situation he was not afraid to risk (замість: to risk it). *Я буду вдячна, якщо ви підете зі мною* – I will appreciate if you go with me (Замість: will appreciate it) (Vlavatskaya, M., 2019). In this sentence we see another common mistake in English, unlike the native language. After such verbs as *to tell*, *to inform*, *to remind*, *to enable*, *to fail*, personal pronouns are used. *Викладач сказав, що всі тести були дуже детально перевірені* – The teacher told us that all the tests had been checked in details (Horkinson C., 2021).

The identification of English and Ukrainian language tenses leads to serious errors that can change the meaning of a whole sentence. *Зустріч не пройшла так успішно, як ми сподівалися* – The meeting did not come along as successfully as we expected (замість: had expected) (12).

It is quite often the structure of Ukrainian issues is transferred into an English sentence, which begins with a question word: *Як ви думаєте, що він зараз пише?* – How do you think, what does he write? (замість: What do you think he is writing now?) (11).

It is important to observe the rules of subject and predicate coordination forms. «False helper» identification works in this case too. So, students have remembered that there are groups of nouns in English and Ukrainian languages, which have the same meaning, but without their singular and plural forms and, accordingly, they need a predicate in various forms. *Цього року учні мали дуже короткі канікули* – This year pupils had very short vacations (замість: vacation) (Atabekova A., 2017).

Very often students make mistakes in preposition use where they are needed in English and not needed in Ukrainian and vice versa or replace them with native language prepositions. *Спочатку я була проти його приходу, але потім передумала* – At first I was opposed his coming but later I changed my mind (замість: was opposed to). *Ці слова обов'язково вплинуть на його рішення* – These words will undoubtedly influence on his decision (замість: influence) (10).

According to scientists, during the explanation of the phenomena which have an analogy in the native language, it is advisable to use the inductive way of explaining that can help students in their independent search and allocation of essential features, in relevant generalization based on selected features native language, in independent derivation of the rule. As a mean of carrying out actions and securing operations which are included in them, there are exercises that provide clear setting tasks and orienting them in the means of decisions, create the necessary motivation, provide verbal and non-verbal supports, determine the nature of speech activity and feedback.

The correspondence of the translated text to the original is possible to speak when there is an identity of descriptive words situations. It should be borne in mind that the cases of full correspondence as separate lexical units and sentence components of different languages throughout their values are relatively limited. The category of conformity includes, firstly, the sum of formal components (structural connections), the sum of semantic components (lexical and grammatical meaning), as well as meaningful information.

Complete correspondence of the translated text and source text can theoretically be achieved by matching all components. However, this practical absolute compliance is too difficult to achieve.

However, the correspondence between the translated texts and the original can be established with the help of literal or free translation. And that and another translation can be both complete and incorrect. Literal translation, i.e. verbatim,

reproduces semantic or formal components of the source text, including its structure. Free translation reproduces information regardless of the formal or semantic components of the original language.

The study of analytical forms of English verb is associated with a number of didactic problems that are constantly faced not only students, but also teachers. One such problem is this structural diversity of these forms without a clear functional differentiation, from the perspective of Ukrainian speakers.

Phonetic interference is quite often found while translating and the result is an accent in the foreign language of a Ukrainian-speaking communicator and the translator, but it is not so scary and does not lead to misunderstanding of the message if the accent does not make the speech completely unintelligible.

Phonological interference can result until the message is completely distorted and communication breaks down. And this means that for translators it is necessary to train precisely in this respect, so that they do not allow interference at the phonological level (including meaning-distinguishing manifestations of prosody) and thus are able to avoid distortions and other errors.

For example, if a Ukrainian speaker pronounces [t] or [s] instead of English [θ] (thrust, throw, teeth, method, theft), [d] or [z] instead of English [ð] (though, there, these, father, feather), [v] instead of [w] (wing, wire, window, walk, was), then it can be said that the communicator has phonetic (phonological) interference due to poorly placed sounds. If the speaker violates intonation during translation into English, in this case, phonological (prosodic) interference takes place.

Sound-reproductive interference of similar morphemes, words, combinations can lead to errors and distortions during communication and translation, but at the same time, the awareness of sound interferers can positively affect the quality of translation. For this purpose, in translation classes in the field of professional communication, it is advisable to ask students to memorize sound interferents with thematic lists and practice their use.

An important condition for adequate translation is the ability to analyze grammar composition and construction of foreign language items correctly and to build sentences in translation according to the norm of the language. Of course, the translator must be well informed about the grammatical features of the original language and the translation language, the basis of the theory translation in general and in the professional intercultural sphere in particular, as well as the translation correspondences in the field of grammar and vocabulary, translation transformations, methods translation of various linguistic and speech phenomena. It is of great importance for the translator to know the subject of the translation.

Conclusion. To conclude, interference is one of the factors, or drivers in the language development that accumulate and ripen in it. On a supra-individual level, massive and frequent interference means the constant mixing of two systems, more or less mutual assimilation.

Thus, studies have shown that effective intercultural communication is presented in the unity of two aspects, linguistic and cultural. Successful international relations also require in-depth knowledge and a high level of intercultural competence. To date, the prevalence of the English language as the language of international communication on the one hand, contributes to the facilitation of such contacts, but on the other hand, complicates the process of intercultural communication, as participants perceive each other subconsciously through the prism of a foreign language.

Mastering general grammatical concepts and terms and the formation of language culture is accompanied by the phenomenon of interference. Overcoming it focuses on comprehensive extralingual and intralingual study of a foreign language, which involves comparative analysis of various grammatical structures, as much as possible effective use of the native language, comprehensive mastery of speech activity, functional application in the process of professionally oriented intercultural communication and sociocultural experience acquisition.

The ability and skills of translation transformations and their rules application is an important component of a translator's competence. Exactly they contribute to the adequate transmission of the meaning in original, taking into account norms of the language used to translate.

The rational integration of results into the learning process and the aforementioned research methods can serve as a basis for developing a system of grammar exercises aimed at the future conscious differentiation of similar cross-linguistic phenomena and, as a result, overcoming the interfering influence of the grammatical system.

Processes aimed at the integration and cooperation of the countries in the world that require effective intercultural communication require mastery at a high level not only in the native language, but also in foreign languages that are part of professionalism and social status. The learning process unfolds in the conditions of artificial bilingualism, which is characterized by coexistence of two language systems and their use with a certain communicative purpose. The specifics of this or that didactic situation, in the studied foreign language is constantly influenced by the native language, which is an integral part of consciousness.

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Лінгвістична інтерференція у перекладі (на матеріалі професійно – орієнтованої міжкультурної комунікації в українській та англійській мовах

Анотація

У статті проаналізовано теоретичні основи дослідження інтерференції, розкрито сутність поняття «інтерференція». Перекладацька лінгвістична інтерференція, причини та механізми її виникнення, вплив на професійну сферу спілкування розглядаються в роботі. У публікації йдеться про прояви труднощів перекладу, зумовлені синтаксичними та пунктуаційними особливостями мови.

Порівняння граматичних систем мов, що контактують, дає можливість уникнути деяких труднощів, викликаних явищем інтерференції через їх свідоме порівняння.

Явище інтерференції вивчається в лінгвістиці, соціолінгвістиці, психології, психолінгвістиці, методиці викладання іноземних мов. Процес вивчення іноземної мови супроводжується її взаємодією з рідною. Глибина і обсяг втручання залежать від багатьох суб'єктивних і об'єктивних факторів. Чим менша типологічна дистанція між рідною та іноземною мовами, тим більший рівень їх подібності, а чим менша різниця, тим більша ймовірність інтерференції.

Типові помилки можна поділити на фонетичні, граматичні, лексико-семантичні, стилістичні та соціокультурні. У статті представлений опис ефективних перспективних у досліджуваному напрямку методів і прийомів, типологія вправ, які сприятимуть попередженню та подоланню інтерференції в усному мовленні студентів англійською мовою. Систематизовано мовні помилки фонетичного, граматичного та лексико-семантичного рівнів.

Ключові слова: інтерференція; стилістична інтерференція; комунікативна компетентність; мовна картина світу