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EFL SINFLARIDA FONOLOGIK INTERFERENSIYA VA UNING OMILLARINI BARTARAF ETISHDAGI INNOVATSION YONDASHUVLAR

Аннотация

Fonologik interferensiya masalasi hozirda ingliz tilini chet til sifatida o'qitishda noto'g'ri talaffuz qilish muammosini yuzaga keltiradigan asosiy sabablardan biri hisoblanmoqda. Natijada, har qanday EFL o'qituvchisi duch keladigan qiyin vazifa ushbu muammoni keltirib chiqaradigan omillarni aniqlash va bunga qarshi samarali yondashuvlarni topishdir. Masalaga kengroq yondashish uchun sifat-qiyoslash metodidan foydalanildi va ingliz tili tovushlarini talaffuz qilishda fonologik xatolarga olib keladigan sabablar hamda unga qarshi to'g'ri yondashuvlarni aniqlash uchun EFL talabalari o'rtasida suhbat olib borildi. Suhbat natijalarining tahlili orqali fonetik interferensiyani keltirib chiqaradigan bir nechta omillar mavjudligi aniqlandi: o'rganuvchi yoshi, motivatsiyasi, o'rganish qobiliyati, tildan foydalanish miqdori. Bundan tashqari, natijalar an'anaviy yondashuvlardan ko'ra amaliy metodlardan foydalanish afzalligini ko'rsatadi.

Kalit so'zlar: Ona tilining aralashuvi, bilingvizm, orsodoks usullari, amaliy usul, empirik tadqiqotlar, til tajribasi.

ФОНОЛОГИЧЕСКАЯ ИНТЕРФЕРЕНЦИЯ В КЛАССАХ EFL И ИННОВАЦИОННЫЕ ПОДХОДЫ К УСТРАНЕНИЮ ЕЕ ФАКТОРОВ

Аннотация

Проблема фонологической интерференции в настоящее время считается одной из основных причин, вызывающих проблему неправильного произношения при обучении английскому языку как иностранному. В результате перед любым преподавателем EFL стоит сложная задача – определить факторы, вызывающие эту проблему, и найти эффективные подходы к ней. Для более широкого подхода к вопросу был использован метод прилагательного-сравнительного и среди студентов EFL были проведены собеседования, чтобы определить причины, которые приводят к фонологическим ошибкам в произношении, а также правильные подходы к их устранению. Путем анализа результатов беседы было установлено, что существует несколько факторов, вызывающих фонетическое вмешательство: возраст учащегося, мотивация, способность к обучению, количество использования языка. Кроме того, результаты показывают преимущество использования практических методов перед традиционными подходами.

Ключевые слова: Вмешательство родного языка, билингвизм, ортодоксальные методы, практический метод, эмпирические исследования, языковой эксперимент.

PHONOLOGICAL INTERFERENCE IN EFL CLASSES AND INNOVATIVE APPROACHES TO ELIMINATE ITS FACTORS

Annotation

The issue of phonological interference is nowadays considered one of the main reasons that raises the problem of mispronunciation in English language instruction as a foreign language. As a result, the difficult task faced by any EFL instructor is to identify these factors that cause the problem and in find effective approaches to this A qualitative-comparative method was used to approach the issue more broadly and an interview was conducted among EFL students in order to obtain information about the reasons that lead to phonological errors in the pronunciation of English sounds as well as the correct approaches to it. Through analysis of the results of the interview, it was found that there are several factors that cause phonetic interference: the age of the learner, motivation, learning ability, amount of language use. In addition, the results show the advantage of using practical techniques over traditional approaches.

Key words: Native language interference, bilingualism, orthodox methods, practical method, empirical research, language experience.

Introduction. Interference in linguistics is comparable to the sociological problem of bilingualism and it is one of the current issues in teaching foreign languages. It can be seen as the transfer of phonological, grammatical, lexical, and orthographic components from one language to another.

Phonological interference is a phenomenon which is typically observed in the process of mastering another language, in bilinguals' speech. The term "phonological" specifically refers to elements that have a foreign accent, such as stress, rhythm, intonation, and speech sounds, which are transferred from one language to another. Interference is a term used in sociolinguistics and second language acquisition to describe the inaccuracy that a speaker brings into one language as a result of this contact with another language.

Language interference is the impact of a language learner's native tongue on their ability to produce the new language. It indicates that the first language of the speaker has an impact on their second or foreign language. In this instance, it is clear that language interference is common among beginners or

students learning English. To put it another way, language learners incorporate first-language structure into the target language.

Naturally, the foundation to teach English can only be taught using the orthodox methods of teaching the alphabets and the words and the rules. However, when it comes to teaching English to students of higher classes who already know the basics, the traditional methods generally tend to give poorer results than innovative methods. Hence, most ESP teachers believe that a well-chosen approach to the teaching of English has some benefits for their students' language acquisitions. Thus, if the methodology currently used in EFL classes is not effective and successful, it is worthwhile experimenting with other methods and finding out whether they will yield significantly different result both on educational and on the attitudinal level. This paper will provide a few of such methods to struggle with the factors that cause the problem.

Literature review. Native language interference is still important issue in teaching of English as second or foreign

language. Many researchers over the world conducted studies regarding this issue. In general, all descriptions given by world scholars for this phenomenon are almost the same, but by specifically approaching the notions are various. Scientist Odlin states that interference is called language transfer or cross-linguistic influence, though these terms refers to a broader phenomenon and is often used interchangeably [1].

Festman cited about difficulties in mastering second language due to the interference that is influenced by old habit, familiarity with mother tongue, and interaction of two languages communities. Besides, he noted that interference can occur in the phonological, grammatical, lexical, and semantic systems [2].

The research result that Rivera and Marisol carried out provides vital data concerning the impacts of native language on second language acquisition [3]. They discovered that the two main ways in which Spanish pronunciation might be inferred phonologically in English were long vowels and consonant clusters. In English, a word's meaning can be altered by the length of a vowel, but not in Spanish. Additionally, pronunciation errors occurred because Spanish speakers read English using the same method (letter by letter) as they do in Spanish.

When we analyze Chinese scientists' studies on the topic, the results shows that students in Northwest China struggled to distinguish between the sounds /n/ and /l/, /ei/ and /en/, and /u/ and /. All of these were brought on by their inability to tell apart various Chinese phoneme pairs in their dialects. Furthermore, there were no long or short vowels in the dialect of central China, which caused confusion among learners regarding phonetic pairings. These phonetic pairs caused confusion among the students in this area: /n/ and /l/, /u/ and //, /i/ and /i/, /w/, /f/ and /v/, /f/ and /h/ [4].

Methodology. The research was conducted by qualitative - comparative method, particularly in the form of interview. According to Jamshed, interview is a method which is exclusively qualitative and is one of the most widely used. Its popularity is mainly due to its ability to allow researchers to obtain precise, relevant information if the correct questions are asked [5]. Interview is a type of empirical research that examines a current phenomenon in its actual environment. Additionally, this method is a form of a conversational approach, where in-depth data can be obtained.

The graduates whose major is economy participated in the conducted interview. Interview was carried out by giving two

№	English Consonants	Modification	Words
1.	Voiceless labiodental fricatives /f/	Voiceless bilabial stop /p/	after, beef
2.	Voiced labiodental fricatives /v/	Voiceless bilabial stop /p/ or voiceless labiodental fricatives /f/	travel, believe
3.	Voiceless dental fricatives /θ/	Voiceless dental stop /t/	think, healthy
4.	Voiced dental fricatives /ð/	Voiced dental stop /d/ or voiceless dental stop /t/	brother, smooth
5.	Voiced alveolar fricatives /z/	Voiceless dental fricatives /s/	zero, crazy

2. Age of Learning. Age is another urgent factor that plays an important role in second language learning. If learners begins their second language acquisition in early age, they face up fewer troubles in their language interpretation. For instance, despite of being younger than their groupmates, some students in the interview spoke in English more fluently because of having more years' experience in acquiring second language.

3. Formal Instruction. Formal instruction is the other vital issue in language learning. Most teachers make mistakes by correcting the students' pronunciation errors directly. Consequently, in such cases, the students only recognize the correct pronunciation of some English words without providing the students any learning activity to pronounce the words repeatedly. It means that English pronunciation instruction does not give significant effect on EFL students' pronunciation ability.

4. Motivation. Motivation for learning the language determines whether the learner will develop good pronunciation. Students can become highly proficient, even native-like speakers of second languages, especially if motivated to do so. According to response, Uzbek students have desire to have good English

types of questions: one of them aimed to finding out the factors which affect their mispronunciation of English sounds, the second one helped to identify beneficial methods to eliminate those factors. Some students made mistakes in their speech because of beginning to learn English in the late age and still faced up troubles in the production of English sound. The other ones told their difficulties because of less of use the learning language. All answers in the interview were recorded and then recording results examined in-depth.

Results and discussion. Findings obtained from the interview show the following factors:

1. Mother tongue. The native language is the basic obstacle which leads to make mistakes in the second language acquisition. It is the language which people grow up speaking from their childhood and considered as mean of communication in their daily life. Everybody around them speak in this language and by constant hearing they acquire their native languages naturally. This situation make them be accustomed with it and then they find difficulties in pronouncing English sounds. This occurred because some sounds which are available in English are not available in their mother tongue. For example, researches conducted on analyzing the phonetic level of English in comparison with Uzbek show the followings: lack of English interdental sounds [θ] and [ð], which are often replaced by [d], [z] and [s], which can lead to confusion in words such as "think - sink", "thin - a sin - a tin". The English [r] is pronounced differently from Russian or Uzbek ones. In addition, English [v] is another difficult sound for Uzbek learners and it needs to be carefully distinguished from [b]. In the case of [v] the lower lip as active articulator, is pressed against the upper teeth in such a way as to allow the air expelled from the lungs to continue to pass through : in phonetic terminology, it is labiodental and fricative. With [b], on the other hand, the lower lip articulates with the upper lip and forms a firm contact with it such that the air flow is completely blocked for a moment: it is bilabial and plosive. [6] Another phenomenon, vowel length, is also absent in Uzbek and Russian, but plays a great role in English. For example: to live [I] – to leave [i:], to book [U] - tooth [u:]. The famous phonetician Daniel Jones distinguishes two types of the letter "L" (dark and light) in English, which cannot be found in Uzbek.

According to the research done by Ani Dyah Astuty, Buginese students mispronounce some English sounds given in the table below: [7]

pronunciation. They expect that they can speak English fluently to get better study and carrier opportunity in the future.

5. Foreign Language Aptitude. It is inborn ability to perceive new language easily. Some students have inborn talent to acquire another language in less efforts while some encounter difficulties in pronunciation despite of much training.

6. Engagement with English.

Language use deals with how much second language learners engage with the language being learnt whether it is through receptive and productive skills. Therefore, for EFL students, it is about how much the students spend their time listening and speaking English, as well as reading or writing English text either inside or outside university.

When it comes to the findings of the second question given in the interview to identify efficient approaches to improve students' pronunciation, the results reveal that a number of students find practical methods beneficial to train in their weak points and achieve fluent speech in the target language. Practical methods are followings:

a) Enacting the stories.

The story will help them learn the language as they will be enacting it by dialog which they will themselves extract from the stories and also modifications can be made to the plays to help the students be more interactive and creative.

The students have to immerse themselves into the atmosphere of the story and they have to put them in their positions. This entire process has many benefits besides being a very effective method of teaching the language; it helps preserve the literature, which is nothing but our culture. This method brings about the total learning experience that was meant to be provided by the story and in the end the student will definitely be able to answer questions without even preparing for it as an exam, besides the entire process is fun and not at all boring. Hence, it ensures the learning process is complete.

b) Teaching through conversations.

The child is never taught the native language. They learn it automatically to use it in day to day life. No one ever teaches the kid the characters of the language or how to make sentences or the grammar of that language. The conversations alone teach the children.

Hence conversations form a very important part of the teaching process. The sentence construction and the grammar is not something that can be entirely taught by rules. They have to be taught intuitively. That can only happen through a lot of reading and a lot of listening. This can be taken care of easily as every conversation needs a topic. The topic can be given to the students in form of written documents which they have to first read then form an opinion and then have a conversation about it or it can be spoken out and then they can listen, understand and also take part in the conversation.

c) Teaching through games.

This is a very interesting method of teaching. Students and children generally tend to like games and want to play them more and more. Traditional methods dictated for study and games to be separate but the fact remains that the students tend to be more interested in playing games rather than sitting down to study. Any logical reasoning would dictate us to combine the two aspects to solve the problem. The games part of learning would help the students keep their interest as the desire to win is very strong. It keeps us going and when included with different aspects of learning. The learning process would continue almost throughout the day without the students getting tired or bored of studying.

d) Help from the multimedia

Multimedia sources like songs, movies, TV series, magazines, newspapers play a very vital role in improving students' language skills. They do not even realize that they have helped them. They just wake up one fine day and realize that They are better than it than They were yesterday.

Conclusion and recommendation. As the conclusion, Uzbek students made errors in pronunciation of particular English sounds as the result of their native language interference. This interference is also caused by some factors regarding the students' personal aspect and the English instruction at educational places. There are four factors that affect native language interference toward the production of English sounds. They are basically age of learning English, motivation to learn English, English learning aptitude, and language use which is specified into oral communication or speaking skill. To minimize these factors practical methods such as enacting stories, teaching through conversations, teaching through games, help from the multimedia are found as beneficial approaches by students and they assume these methods help to improve their pronunciation.

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