TYPES OF INTERFERENCE IN LANGUAGE TEACHING AND LEARNING: CHALLENGES AND STRATEGIES FOR EFFECTIVE ACQUISITION

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ABSTRACT

Language interference, also known as linguistic interference or cross-linguistic influence, refers to the effect of a learner's native language (L1) on the acquisition of a second language (L2). This phenomenon can manifest in various forms, influencing pronunciation, grammar, vocabulary, and even cultural nuances. Understanding the types of interference is crucial for educators and learners to develop effective teaching strategies and mitigate potential learning obstacles.

Key words: *interlingual, intralingual interference, positive interference, negative interference, proactive interference, retroactive interference*

INTRODCTION

This article synthesizes findings from recent studies and scholarly articles on language interference in the context of language teaching and learning. Sources include academic journals, educational reports, and linguistic research papers. The focus is on categorizing the types of interference and analyzing their implications in educational settings.

Results

Research identifies several types of language interference:

Positive and Negative Transfer:

Positive transfer: Occurs when similarities between L1 and L2 facilitate learning. For example, cognates or similar grammatical structures can aid comprehension and production.

Negative transfer: Happens when differences between the two languages lead to errors. An example is applying L1 grammatical rules to L2, resulting in incorrect sentence structures.

Interlingual and intralingual interference:

Interlingual interference: Errors directly attributed to L1 influence, such as pronunciation issues due to differing phonetic systems.

Intralingual Interference: Errors arising from the complexities within L2 itself, like overgeneralization of L2 rules.

Explicit and Implicit Interference:

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Explicit Interference: Conscious application of L1 rules to L2, often leading to errors in formal language use.

Implicit Interference: Unconscious transfer of L1 habits into L2, affecting spontaneous speech and writing.

Proactive and Retroactive Interference:

Proactive interference: Prior knowledge of L1 interferes with the learning of L2.

Retroactive interference: Learning of L2 affects the recall and use of L1.

Synchronous and Dynamic Interference:

Synchronous Interference: Stable interference patterns, such as a persistent accent influenced by L1.

Dynamic Interference: Evolving interference that reflects the learner's progression in L2 acquisition.

Discussion

Understanding these types of interference is essential for developing effective language teaching methodologies. Recognizing positive transfer can help in leveraging similarities between languages to facilitate learning, while awareness of negative transfer can guide educators in addressing specific challenges learners face. Differentiating between interlingual and intralingual errors enables targeted interventions, and considering the explicit or implicit nature of interference can inform instructional approaches. Additionally, acknowledging proactive and retroactive interference highlights the bidirectional nature of language learning, emphasizing the need for strategies that support both L1 and L2 development.

In conclusion, a comprehensive understanding of language interference types enhances the effectiveness of language teaching and learning processes. By identifying and addressing these interferences, educators can create more supportive learning environments that accommodate the complexities of acquiring a new language.

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