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Фонетическая интерференция при изучении английского языка в условиях двуязычия

В статье рассмотрены проблемы языковой интерференции, возникающей при изучении иностранного языка и особенно ярко проявляющейся в условиях национально-русского двуязычия. В качестве примера приводится республика Татарстан и учащиеся республики, для которых родным языком является татарский, вторым языком – русский. Можно проследить, как родной язык влияет на русский и какие ошибки, обусловленные влиянием родного языка, допускают учащиеся при изучении английского языка. Основное внимание уделяется отклонениям на фонетическом уровне, поскольку одна из главных трудностей для изучающих английский язык – овладение структурами артикуляционной базы английского произношения.

Phonetic interference as part of English teaching process in bilingual surroundings

In the modern world it becomes more and more important to speak at least one foreign language, and most often it is the one that is generally recognized to be an international language of communication – English. Nowadays, owing to the ease of access to information facilitated by the Internet, a great number of people want to learn to speak, read and write English. Also, we cannot but take into consideration the tendency of the modern language policies to create the ability for intercultural communication in people, especially the young ones. Thus, training of specialists having a good command of two or more foreign languages becomes essential.

Teaching English, we must take into account the peculiarities of the learner's first language, as it is well-known that linguistic interference

appears where two or more languages contact. The problem of linguistic interference is one of the key issues of the corresponding branches of linguistics, psycholinguistics, sociolinguistics and methodology. It is a permanent question arising when we deal with the problems of bilingualism and multilingualism, though it manifests itself differently in different levels of the language. There are different types of linguistic interference – phonetic, lexical, morphological or grammatical, the most obvious being an accent in its narrow sense.

Linguistic interference (derived from Latin *inter* – between and *ferio* – touch, hit) is an interaction of the language systems in the bilingual surroundings. Interference may be viewed as the transference of elements of one language to another at various levels including phonological, grammatical, lexical and orthographical (Berthold, Mangubhai & Batorowicz, 1997). Berthold et al (1997) define phonological interference as items including foreign accent such as stress, rhyme, intonation and speech sounds from the first language influencing the second [1].

The common factor of the linguistic interference is the fact that communicating in the foreign language an individual uses his skills of speech in the native language. In some cases these skills help, but in other cases they lead to mistakes. The closer the two languages are, the more a person relies on his native language while speaking the first or the second foreign language. That's why it is generally easier to study languages that are cognate, and if they are not cognate, linguistic interference occurs much more often and is overcome with great difficulty. One of the ways to cope with the problem is communicating with native speakers as much as possible.

Linguistic interference may be positive or negative. Positive transfer happens when the speaker produces correct structures in the second language because they are just the same in his own native language. But usually, it goes unnoticed. What is usually discussed is negative transfer – the result of transferring items and structures that are not the same in both languages. Negative transfer becomes even stronger when the person studying English is bilingual. The mistakes in the speech in the first foreign language or the second foreign language, caused by the use of the native language means, are the display of the linguistic interference.

People are bilingual in many regions of Russian Federation. Being bilingual (from Latin *bilinguis*, *bi* two and *lingua* language) means that a person has an equally good command of two different languages, speaks two languages equally well. Bilingualism is common in the republics of

Altai, Bashkortostan, Tatarstan, Chuvashia, the Sakha republic (Yakutia), republics of the Northern Caucasus, Bouryatia and other regions. So learning the ways of mastering the English language in the bilingual surroundings seems vital.

There is no doubt that the native language influences greatly not only the second foreign language (English) but also the first foreign language, which is Russian. Mechanisms of inter-language influence are still subject for discussion, but it is obvious that they are more complex for speakers of three languages than for speakers of two languages. Students learning a second foreign language most often use structures and forms according to the norms of the first foreign language, and sometimes – of their mother tongue. They use the comparison and contrasting between two foreign languages in the same way they previously did it for phonetic, lexical and grammatical phenomena in their native and first foreign languages [2].

The display of phonetic interference also depends on the degree of students' mastering of Tatar and Russian, as phonetic errors in one language add to the phonetic errors in another. If the speaker does not master the peculiarities, he will have a foreign accent.

According to the opinion of Zhluktenko Yu. A., every attempt to pronounce the word in a foreign language requires a certain reconstruction of the articulatory habits. Under the conditions of permanent foreign language surroundings, the bilinguals have to learn the articulation of completely new sounds and acquire new intonation models. More than that, bilinguals must have two parallel complexes of articulation habits ready at any time, and learn to switch quickly from one to another. Otherwise, deviation from the phonetic forms will occur [3].

As an example of negative phonetic interference we would like to describe the following phenomena. In Tatar there is no opposition of phonemes according to their hardness – softness. That's why Tatar students do not differentiate hardness and softness as relevant features of consonants in Russian. For example: *бить* (instead of *бит*), *мьяль* (instead of *мял*), *ходиль* (instead of *ходил*), *шальфей* (instead of *шалфей*), *Людъмил* (instead of *Людмила*).

Sibilants [ch] and [shch] are assimilated by the Tatar language through Russian borrowings and can be met only in borrowed words. In indigenous Tatar words only the sound [sh] is found. This is the reason for Tatar students using their usual [sh] instead of [ch] and [shch]. For example: *шука* (instead of *щука*), *плошадь* (instead of *площадь*), *плаш* (instead of *плаш*), *враш* (instead of *врач*), *шасы* (instead of *часы*) and so

on. The same thing can be seen when pronouncing the sound [ts], which is also not typical for the Tatar language. Students often pronounce [s] instead of [ts]: *сирк* (instead of *цирк*), *стансия* (instead of *станция*), *озурес* (instead of *озурец*).

More than that, articulation of the English sounds are not characteristic for Russian speaking population also. As an example we would like to describe the peculiarities of the English articulatory patterns in comparison with the Russian ones according to Vereninova Zh. B. [4].

English:

- lips are stretched and tightly pressed to the teeth;
- the tip of the tongue is parted from the teeth, slightly raised and positioned across from alveoli (not touching them);
- the tongue lies flatly, touching the lower teeth with its sides;
- the soft palate is raised (like when you are yawning).

Russian:

- the lips are rounded and stay apart from the teeth;
- the tip of the tongue is put forward and touches the teeth, it actually rests on the teeth;
- the middle-front and back part of the tongue are slightly raised.

It would be unfair not to mention the examples of the positive transfer on the phonetic level. Some English sounds are more easily mastered by Tatar learners of English than by Russian ones. The sound [æ] (ə) exists both in Tatar and English languages, but not in Russian. Consequently, it does not present any difficulty for Tatar students to produce just the correct sound. For example: *эни* – “mother”, *эти* – “father”, *мәктәп* – “school”.

One more example is presented by the sound [н], which is very similar in Tatar and in English, but does not exist in Russian: *яңа* – “new”, *зәңгәр* – “blue”, *бәрәңге* – “potatoes”.

Solving the language interference problem requires serious research in different language levels and dealing with different psychological and methodological aspects. We paid attention mostly to linguistic aspect of comparative analysis of phonetic systems of two non-cognates (English and Tatar) with the aim of revealing their common and different features. It helps, in its turn, to find the reasons of linguistic interference and find the ways to overcome it.

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УДК 81:316.77

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Особенности бизнес-этикета в странах Африки

Для того чтобы быть успешным в ведении бизнеса за рубежом, необходимо знать культурные особенности той или иной страны. Особенности этикета Европы в большей или меньшей степени известны, тогда как этикет стран Африки до сих пор для многих остается загадкой.

В данной статье были проанализированы особенности бизнес-этикета в Африке (на примере ЮАР и Нигерии). В статье представлены ЮАР и Нигерия, так как это одни из самых быстро развивающихся стран Африканского континента.

Культурные особенности рассмотрены с точки зрения формы приветствия, стиля общения, подходящих тем разговора и дресс-кода.