

**THE PHENOMENON OF LINGUISTIC INTERFERENCE  
IN PROFESSIONAL INTERCULTURAL COMMUNICATION  
AND TRANSLATION (ON EXAMPLES OF UKRAINIAN-  
ENGLISH DIFFERENCES)**

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**Abstract:** *The theoretical bases of interference research are analyzed in the article, the essence of the concept of "interference" is turned out. The translation of linguistic interference, causes and mechanisms of its appearance, its impact on professional communication are considered in the paper. The publication deals with the manifestations of interference within the limits of imperfect parts of the language and the difficulties of translation caused by the syntactic and punctuation features of the language. Comparison of grammatical systems of contacting languages makes it possible to avoid some of the difficulties caused by interference, because of their conscious comparison. The phenomenon of interference is studied in linguistics, sociolinguistics, psychology, psycholinguistics, methods of teaching foreign languages. Actualization of the linguistic aspect of interference occurs at all levels of the language system and is realized in speech regardless of the speaker's consciousness. Linguistic interference in translation can appear both at the level of morphemes and at the level of words represented by different parts of speech: pronouns, verbs, nouns, adverbs, Participle I, Participle II, prepositions, conjunctions. All interferences covered in the paper have been analyzed. Consequently, interference is one of the factors, one of the engines of language development, linguistic changes that are accumulated and drown in it. In a subordinate plan, mass and frequent interference means the constant mixing of two systems, their more or less mutual assimilation. Thus, identifying areas of linguistic interference, studies have attested interference phenomenon are important for improving language culture. Attracting attention to those areas and units of language where there is a probable occurrence of deviations from the norm under the influence of another language can help to avoid interference. It was emphasized that it is precisely the account of the manifestations of interference in the training of professional intercultural communication and translation that can ensure the effectiveness of the educational process for the preparation of translators.*

**Keywords:** interference, professional intercultural communication and translation, transformation, phenomenon, grammatical systems.

Due to the processes aimed at the integration and cooperation of the parts of the world, which require effective intercultural communication, the inherent attribute of a modern person is the high level of possession not only the native language, but also foreign

languages, which is a component of professionalism and social status of a person.

The reason for the interference is the fact that a person builds his foreign language statement according to the norms of his native language and establishes unusual relations between the individual language facts of a foreign language. Due to the expansion of intercultural professional contacts, the need of society for specialists in various fields who speak a foreign language is increasing. However, foreign language skills for intercultural professional interaction presuppose mastering professionally significant concepts of foreign language culture, which determine the specifics of social and business behavior, which depends on historical traditions and customs, way of life, etc.

The content and results of diverse intercultural contacts in many respects depend on the ability of their participants to understand each other and to reach agreement, considering the ethnic culture of each of the interacting parties, the psychology of people's dominant in one or another culture of values.

### **Methodology**

The choice of methods and techniques is conditioned by the research aim and theoretical orientation of the paper. They incorporate ideas of the intercultural theory of communication and linguistics. The descriptive method is used to be a characteristic of the definition and structure of interference. In the scientific literature there is a lack of research related to the consideration of interference in the training of professional translation.

*The aim* of this publication is to consider the manifestations of interference within the ambiguous parts of speech and the difficulties in translation caused by the syntactic and punctuation features of the language, its influence in translation and professional intercultural communication.

### **Literature Review**

First of all, let's define the concept of *interference*. Interference has repeatedly been the object of research of domestic and foreign linguists.

In particular, this problem is a range of scientific interests of such scientists as Dyachkov,<sup>1</sup> Kovylyna,<sup>2</sup> Rozentsveih.<sup>3</sup>

When considering such a complex phenomenon as interference, it is necessary to pay attention to the fact that the term "interference" is considered by most scientists in different ways. Note that interference is understood by I. S. Alekseeva<sup>4</sup> as a violation of the language norm under the influence of elements of another language, as well as the process of influence of one language on another. The manifestation of interference in the study of a foreign language in such a category of students as translators has its own characteristics due to their future professional activities. The translator's communicative activity is connected with the perception of the text of written or oral speech in one language, translation of the text from one language system to another (transcoding) and reproduction of the received text in written or oral form in another language.<sup>5</sup>

Studying the language interference *in professional intercultural communication and translation*, V. V. Alimov<sup>6</sup> describes the *psychological basis of interference in translators*: when translating, the translator deals first with the process of perception of the speech expression in the original language. This perception at the identification stage is carried out as a process of comparing objects that are perceived with perceptive standards of such objects that are stored in the memory of the translator. This comparison is based on the standards of words of both the source language and the language in which the translation is carried out: in the absence or insufficient formation of standards in one language, the translator uses perceptive standards from another language with different degrees of awareness. It is this replacement of the perceptual standards of one language by the perceptive standards of another language that is the basis for the emergence of interference.

*Accounting interferences in intercultural communication and translation can:*  
-prevent errors and to reduce their number;

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<sup>1</sup> M. V. Dyachkov, *Problems of bilingualism (multilingualism)*, Moscow, Institute of National Problems in the Ministry of Defense of the RF Press, 1992.

<sup>2</sup> L. N. Kovylyna, *Syntactic interference and ways to study*, Candidate thesis, Kiev, 1983.

<sup>3</sup> V. Yu. Rozentsveih, "New in linguistics", *Language contacts*, (1972), no. 6, p. 534-539.

<sup>4</sup> I. S. Alekseeva, *The Introduction into the Translatology*, Kyiv, VTS "Akademiia" Press, 2004.

<sup>5</sup> *Ibidem*, V. V. Alimov, *Interference in translation on the material of the professional-oriented cross-cultural communication and translation in the sphere of the professional communication*, Moscow, Kom. Kniga Press, 2005.

<sup>6</sup> T. S. Baliashvili, *Interference as a bilingual problem*, Tbilisi, Tbilisi university Press, 1988.

- facilitate learning to identify it and avoid all sorts of problems associated with linguistic interference;
- contribute to more effective development of second language competencies;
- reduce time to mastery of new material and translations;
- allow you to better develop self-control and prevent the occurrence interference phenomena among students.

Numerous studies of the interaction of cultures show that the content and results of diverse intercultural contacts depend largely on the ability of their participants to understand each other and reach agreement, considering the ethnic culture of each of the interacting parties, the psychology of the peoples who dominate in a particular culture of values.<sup>7</sup>

***In cultural anthropology*** these relations between different cultures are called "*intercultural communication*", which means the exchange between two or more cultures and their products in different forms.<sup>8</sup> Such communication, carried out in a foreign language for the purpose of establishing or developing relations in a professional environment, is a professional type of foreign language intercultural communication.

For the successful implementation of speech communication requires certain knowledge and skills. L. I. Grishaeva and L. V. Tsurikova<sup>9</sup> subdivide ***the knowledge*** to:

- 1) contextual knowledge (extralinguistic knowledge about the world);
- 2) interactionally knowledge (reflecting the prior discursive experience of the participants of communication, the standard algorithms of communicative behavior);
- 3) language knowledge (knowledge about the design of their communicative intentions in a particular situation of communication).

Traditionally, *communication skills* are subdivided into skills to correctly, intelligently explain their thoughts and adequately perceive information from communication partners within the framework of a common skills block and a block of special skills. In both blocks, both verbal and nonverbal components are distinguished. Special communication skills include mainly the skills necessary in professional

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<sup>7</sup> A. P. Sadokhyn, *Intercultural communication*, Moscow, Alpha-M Press, 2006.

<sup>8</sup> *Ibidem*.

<sup>9</sup> L. I. Grishaeva, L. V. Tsurikova, *Success strategies and risk factors in intercultural communication*, Voronezh, VSU Press, 2005.

activity (the ability to conduct a presentation, a business conversation, organize a production meeting, instruct subordinates, etc.).

The *content, structure and strategies of communication* are culturally conditioned. Each participant in cultural contact has its own system of rules functioning in such a way that sent and received messages can be encoded and decoded. Signs of intercultural differences can be interpreted as differences between verbal and nonverbal codes in a specific context of communication.

In addition to cultural differences, the process of interpretation is influenced by the *age, sex, profession, social status* of the communicant. The process of intercultural interaction often involves participants with different *communicative expectations*, determined by the social and discursive experience of their native culture, as well as stereotypes of communication partners belonging to an alien culture. In the course of such an imposition of linguistic and cultural codes of communication participants, communicative interference, known as the phenomenon of interference, may occur.

The phenomenon of interference is studied in *linguistics, sociolinguistics, psychology, psycholinguistics, methods of teaching foreign languages*. Actualization of the linguistic aspect of interference occurs at all levels of the language system and is realized in speech regardless of the speaker's consciousness.

However, all these types of interference reflect only the linguistic nature of the phenomenon, which manifests itself in communication not only in linguistic, but also in the intercultural aspect.

*Socio-cultural, or cultural interference*, according to A. V. Shchepilova,<sup>10</sup> is caused not by the very system of language, but by the culture that this language reflects.

Similar realities, phenomena and norms of behavior in different cultures can cause interference.<sup>11</sup> In other words, the communication partner incorrectly perceives and interprets the phenomena and events of another culture, as well as the communicative behavior of his interlocutor, that is, perceives and evaluates his personality and message through the prism of norms and values accepted in his native language, through the prism of the world picture he has mastered.

#### ***LCI (linguo-cultural variety of interference)***

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<sup>10</sup> A. V. Shchepilova, *Theory and methods of teaching French as a second foreign language*, Moscow, VLADOS Publishing House, 2005.

<sup>11</sup> *Ibidem*.

***In linguistics and methodology*** there is also a notion of *linguo-cultural variety of interference (LCI)*, the emergence of which in intercultural communication and translation is caused by the discrepancy or imposition of some cultural codes on others, as well as full or partial lacunarity in the field of cultural connotation.<sup>12</sup>

This kind of interference covers both linguistic and cultural components. P. V. Timachev<sup>13</sup> considers linguo-cultural interference in the framework of the linguo-cultural approach, which consists in studying communicative failures arising from the imposition of cultural codes, a certain set of knowledge about the culture of a certain linguistic community, the structural designation of this knowledge through certain verbal, mental, and adverbial units. Its questions are mainly engaged in such sciences as linguo-culturology, psychology, sociolinguistics.

***In the theory of intercultural communication***, the narrow concept of LCI is replaced by a broader concept of interference. Close to the concept of LCI is also the *concept of "socio-cultural error"*. It implies all those errors or shortcomings of writing, mastering the English language, which are the result of differences in the socio-cultural perception of the world, and include errors at the level of socio-cultural background knowledge; errors at the level of speech behavior of communicants; errors against the background of the general culture of writing.<sup>14</sup>

However, in this approach, the phenomenon of interference is simply reduced to errors and the phenomenon is not analyzed in terms of the cause and consequences of its occurrence and manifestation.

***In the methodology of teaching a foreign language*** interference is proposed to be considered as a conflict interaction of cognitive-speech mechanisms, manifested in the secondary linguistic personality in deviations from linguistic, discursive, socio-cultural norms of one linguistic culture under the influence of another.<sup>15</sup>

This definition emphasizes the complexity of the interaction of cognitive speech mechanisms of contacting languages and cultures, and rightly focuses on the conflict nature of interaction. However, the specificity of the intercultural component of interference seems to recede

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<sup>12</sup> P. V. Timachev, "Linguocultural interference as a communicative hindrance: on the material of the English language", Candidate thesis, Volgograd, 2005.

<sup>13</sup> *Ibidem*.

<sup>14</sup> L. G. Kuzmina, V. V. Saphonova, "Typology of sociocultural errors in the English written language of Russian students", *The foreign languages*, (1998), no. 6, pp. 20-29.

<sup>15</sup> N. P. Fedorova, "Overcoming linguistic and cultural interference in the process of teaching foreign language students of non-linguistic high schools (on the material of the English language)", N. Novgorod, Progress Press, 2010.

into the background. At the same time, the specificity of this aspect of interference is very important for the methodology of teaching a foreign language.

If the phenomena of language interference are explicated in the form of speech errors and violations of language norms, and most cases are visible to the teacher who wants to teach students to overcome them, the violations of intercultural communication are less obvious and are little described.

Linguistic and cultural interference can be defined as a *conflict phenomenon that occurs in communications based on the replacement of missing or incomplete concepts of the foreign culture in their ignorance, misunderstandings, incorrect perceptions or interpretations of concepts of their own culture expressed in speech activities.*

This type of interference in the methodology should be considered specifically with respect to linguistic interference, and the students should be focused on its independent overcoming.

LCI includes some features of the linguistic, cultural and socio-cultural type of interference with a more pronounced linguistic component. At the same time, elements of both discourse and non-speech behavior can be carriers of the national-cultural specificity of the partner in foreign-language intercultural communication.

The phenomenon of LCI in intercultural professional communication leads to the wrong interpretation of the problem and conflict situations in situations of intercultural communication. All this can contribute to the rejection of the subsequent intercultural interaction.<sup>16</sup>

***The phenomenon of linguistic interference in translation.*** In linguistic literature, the problem of interference is considered at different levels: phonetic, morphological, syntactical, lexical and semantic.

It seems quite logical to consider the phenomenon of linguistic interference in translation as a part of morphological and syntactical interference, and therefore-grammatical, because morphemes are "building material" for words, and sentences are constructed from words.

*Morphological interference* is most studied at the level of morphemes.<sup>17</sup> But it can take place not only at the level of morphemes, but also at the

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<sup>16</sup> A. A. Berdichevskij, *Methods of intercultural education by means of the Russian language as a foreign language: a book for a teacher*, Moscow, Russkij Yazyk Press, 2011.

<sup>17</sup> M. Byram, "Intercultural communicative competence in foreign language education: questions of theory, practice and research", in *The Language Learning Journal*, no. 41, (2013), pp. 251-253; A. Zaripova, O. Akimova, O. Palutina, "Languages for special

level of words that are different parts of the language: nouns, pronouns, verbs, adverbs, prepositions, conjunctions.<sup>18</sup>

Various legal, scientific and technical documents, orders, instructions, correspondence develop in accordance with certain rules and have a number of grammatical features which, together with the usual grammatical differences are the cause of linguistic interference.

## **Results**

### ***Nouns in Ukrainian and English***

Nouns in Ukrainian and English are characterized by differences in the categories of gender, numbers that lead to interference: successes – progress; data – information; right – business; data, argumentation – evidence; research – work; names of sciences and subjects – physics, logistics. So, in the sentence, many successes were achieved communicants translate *many* instead of *much* or *a lot of*. Replacing such nouns with pronouns: successes (they) – progress, use *them* instead of *it*.

Let's consider the peculiarities of the translation on the example of individual sentences. In addition to nouns used only in the singular, in the English language there are those that are used only in the plural, and this also leads to interference: arms, processes, goods and others:

*-The goods have already been received.*

*-These small arms differ from others by their high rate of fire. They will be adopted in the Army this year.*

Here, under the influence of the Ukrainian language is translated with errors: has, this, differences, its, it.

There are several cases when the plural form of the English noun does not correspond to the plural form of the Ukrainian noun in the translation, therefore, during the translation it is necessary to take into account the form of the verb-predicate, the demonstrative pronoun

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purposes in translation training", *Proceedings of the VIII International education conference*, (2016), pp. 3167-3170; L. B. Perry, L. Southwell, "Developing intercultural understanding and skills: models and approaches", in *Intercultural Education Journal*, no. 6, (2011), pp. 453-466; E. Haugen, "New in linguistics", in *Language contacts*, no. 6, (1972), pp. 61-80; A. Roskosa, D. Rupniece, "Advantages and disadvantages of using group work in translator training", in *Social and Behavioral Sciences Journal*, no. 231, (2016), pp. 244-250; I. I. Khaldeeva, *Tender in the theory and practice of learning interlanguage communication*, Moscow, Nauka Press, 2001.

<sup>18</sup> V. V. Alimov, *Interference in translation on the material of the professional-oriented cross-cultural communication and translation in the sphere of the professional communication*, Moscow, Kom. Kniga Press, 2005.

(this/these), the numerals (one or more than one), the presence and type of the article:

*-These means are not sufficient in the given case.*

*-Politrol is a good means for purification.*

The plural form of some English nouns can be ambiguous, so the translation of a noun must be consistent with the meaning of the sentence. We can make a considerable saving by using this equipment. Then we can use our savings to buy raw materials.

Some English plural nouns can have both singular (for example, if they mean a certain branch of science) and plural (for example, if they mean a set of objects):

*-Statistics is an interesting science.*

*-These statistics are very unreliable.*

### ***Prepositions in Ukrainian and English***

The difference in the cases of Ukrainian and English may also cause interference. In English, the case is usually transmitted using prepositions:

*-Burning or combustion of the fuel mixed with the air takes place in the engine cylinders.*

The role of prepositions in the English language is very large and there are significant difficulties in professional intercultural communication and translation.

Prepositions in English are the means of expressing the relationship of a noun or pronoun with other words in a sentence. In the Ukrainian sentence, temporal, spatial, causal and other relations are expressed by prepositions and endings of cases. In English, these relations are expressed only by prepositions, since nouns and pronouns in the nominative case have no special endings. For example:

*-The Buyer is to open a Letter of Credit with the State Bank.*

It is possible to result and other examples of interference at the level of prepositions:

*-to press against smth;*

*-to protect from smth, shield from (against) smth;*

*-at smb's request;*

*-on credit.*

Examples of differences between prepositions in Ukrainian and English can be extended by adding cases where prepositions are in Ukrainian terms, and they are not needed in English:

*-to advance some distance;*

*-to approach smth.*

Conversely, in Ukrainian expressions there are no prepositions, but in English they are:

*-to prove to smb;*

*-to report to smb;*

*-to interfere with smth;*

*-to contribute to smth;*

*-compensate for damages.*

### ***Negative constructions and conjunctions***

Very often, during the translation from the Ukrainian language into English interference, there are negative constructions. As you know, there can be only one objection in the English translation, while in Ukrainian there are several. Example:

*-Nobody knows nothing about it. Instead of: Nobody knows anything about it.*

Also, the interference is experienced in pronoun *neither* and the double conjunction *neither ... nor*:

*-Neither supplier nor consignee were not reported that being shipped the equipment was damaged. Instead of: Neither supplier nor consignee was reported that being shipped the equipment was damaged.*

That is, by analogy with the Ukrainian language, another objection is used and it is not taken into account that in sentences with the conjunction *neither ... nor* the predicate is consistent with the nearest subject: *was reported*, but not *were not reported*.

### ***Personal pronouns***

Certain difficulties in the translation causes a personal pronoun. In English, it is translated by possessive pronouns: *my, mine, his, her, its, our, ours, your, yours* and *their, theirs*:

He put his money into his pocket and she put hers into her purse.

Pronouns are often influenced by interference in constructions as well:

*-Let them discuss this matter themselves.*

*-Nobody noticed us come in.*

In such sentences, under the influence of the Ukrainian language, communicants often translate *they* instead of *them*, *we* instead of *us*, that is, use personal pronouns, and not objective case.

## Verbs

It should be emphasized that the greatest interference is experienced by verbs, which in each language are under the control of certain rules. Violation of these rules often leads to interference.

At the initial stage of language learning, those who study the language forget to put the ending "s" in verbs in the third person singular of the present tense, confuse the basic tense forms of verbs:

*-The researcher carries out the experiments.*

*-The operating conditions are being examined.*

The last sentence uses the continuous tense in the passive voice, with which communicants have some difficulties, because there is no continuous tense in the Ukrainian language, so this sentence is translated as follows: *The operating conditions are examined.*

Ukrainian-speaking communicants are experiencing difficulties using the Perfect, Continuous and Perfect Continuous forms, especially in the passive voice in the future. Similar constructions are often used in professional intercultural communication and translation:

*-The tests will have been completed by 5 o'clock.*

Communicants translate: ... *will be completed...*

*-In the 60s of the last century electrical engineering was just making its first rather timid steps.*

Communicants use the past simple tense: *In the 60s of the last century electrical engineering just made its first rather timid steps.*

*-Have you been considering the decay of unstable nuclei for a rather long time?*

Communicants use the perfect or just the continuous tense:

*-Have you considered...? Or Were you considering...?*

Communicants have special difficulties with the use of the sequence of tenses:

*-The conference discussed the problems which were extremely important for designing new types of computers.*

During the translation in English instead of the future in the past (would) often use the future (will):

*-It was shown that two pieces of lead would stick together.*

Modal verbs and their equivalents cause considerable difficulties in English:

*-According to the contract the goods are to be delivered in two lots.*

Instead of the equivalent *to be to* communicants use *must*. The situation is similar with modal equivalents *to have to*, *to be able to*.

The greatest interference suffers Subjunctive mood, which in English correspond to the form of Subjunctive I, Subjunctive II,

Conditional and Suppositional:

*-If the manager were here now, he would sign your documents.*

To reduce the impact of interference, grammatical transformations are used: permutation, replacement, addition, deletion, and complex transformation.

Permutation is a transformation that changes the order of words in a phrase or sentence:

*-Much work has been done on the problem.*

Replacement is a transformation, when instead of words used the phrase, instead of the phrase used by the sentence, instead of a few sentences-one complex sentence and vice versa:

*-We shall discuss those points in greater detail.*

Addition is a transformation that increases the number of words, word forms, or sentence members in a translation:

*-The mutual effect introduces a complex change.*

Deletion is a transformation in the translation of which is the removal of a particular language element (word, word form, member, or part of a sentence):

*-This is very difficult problem to tackle.*

Complex transformation encompasses two or more simple grammatical transformations:

*-The motor was found to stop within 2 second.*

## **Conclusions**

The important condition of an adequate translation is the ability to correctly analyze the grammatical composition and structure of foreign language sentences and to construct sentences in translation in accordance with the norms of the language of translation. Of course, the translator must be well-informed about the grammatical features of the source and the target language, the basics of the theory of translation in general and in the professional intercultural sphere in particular, as well as with translated correspondences in the field of grammar and vocabulary, translation transformations, ways of translating different linguistic and speech phenomena. Great importance to the translator is the knowledge of the subject of translation, it should be oriented in the subject field, which belongs to the text intended for translation.

In order to reduce the influence of interference in professional intercultural communication and translation, it is necessary to study language differences, to identify phenomena that provoke interference, and to predict their negative impact even while studying the relevant

sections of grammar, consolidating skills to overcome interference in the process of assimilation of theory, the implementation of training exercises and practices of translation in the field of professional communication.

Thus, research has shown that effective intercultural communication stands in the unity of two aspects-linguistic and cultural. Successful international relations equally require advanced language knowledge and a high level of intercultural competence. To date, the prevalence of the English language as a language of international communication contributes, on the one hand, facilitating such contacts, and on the other hand by smoothing out the peculiarities of the national cultures of interlocutors, which further complicates the process of intercultural communication, because the participants perceive each other through the prism of an alien language and certain features of English-speaking cultures subconsciously associated with it, in the current situation there are many new aspects of the phenomenon of interference.