

## CHALLENGES OF LINGUISTIC INTERFERENCE IN CROSS-CULTURAL INTERACTION

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### Abstract

This article explores the challenges posed by linguistic interference in the domain of intercultural communication and translation. Linguistic interference occurs when the interaction of two languages influences each other's norms and conventions, often leading to communication barriers. Such challenges are particularly significant in professional and academic contexts, where effective cross-cultural communication is essential. The expansion of open information and communication networks has facilitated the prevalence of bilingualism, establishing it as a prominent trend in the linguistic evolution of contemporary society. However, one drawback of bilingualism is the emergence of linguistic interference, which occurs unintentionally when individuals use two or more languages. Identifying the indicators of linguistic interference becomes a crucial issue, particularly due to factors such as insufficient language and translation training. This deficiency often leads to negative interference, posing challenges in intercultural communication and translation. Addressing linguistic interference as a barrier to communication—arising from the convergence of linguistic and cultural codes between languages—can enhance the success of intercultural exchanges and translation processes. This approach fosters the development of effective professional competencies in translators.

To mitigate linguistic interference, language learners are encouraged to identify similarities and differences in linguistic structures, enabling them to understand errors arising from divergences and leverage structural similarities for better material comprehension. In the context of intercultural communication and translation, the primary goal is to convey information to the target audience as naturally as possible, employing appropriate stylistic, grammatical, and lexical tools. By analyzing the cognitive and linguistic dimensions of interference, the study offers practical strategies for mitigating its effects, especially in teaching translation skills. The findings contribute to the understanding of interference and highlight methods for equipping translators with the skills necessary to navigate the complexities of intercultural communication.

**Key words:** *Linguistic Interference, Positive Interference, Cross-Cultural Communication, Cognitive Processes, Translation Strategy, Cultural Differences.*

### I. Introduction

In today's globalized world, intercultural communication necessitates not only professional knowledge in specific fields but also proficiency in soft skills such as multilingualism, confidence in cross-cultural interactions, teamwork, critical thinking, and familiarity with diverse cultural contexts. Acquiring foreign languages and translation skills enhances the ability to engage in effective intercultural communication.

Translation training involves the development of competencies required for accurate and meaningful communication. However, this process is often hindered by linguistic interference, an inevitable phenomenon that arises when two languages interact. Linguistic interference manifests in both oral and written forms, leading to deviations from linguistic norms.

This article focuses on linguistic interference in the context of intercultural communication and its implications for translation. It emphasizes the importance of addressing this phenomenon in teaching methodologies to better equip translators for professional challenges.

Interference is an intrinsic aspect of the translation process. Since languages do not function in isolation and translation involves intercultural communication and linguistic contact, the influence of one language on another is an inevitable outcome. While interlingual interference is not universally beneficial or functional, it is equally unreasonable to view it solely as a negative phenomenon. Such a perspective risks oversimplification and constraining the broader potential of translation. Variant equivalents represent the most prevalent type of translational equivalents. Because most words carry multiple meanings in linguistic contexts, achieving an appropriate lexical-semantic match requires careful selection or formation. The equivalence between the original text and its translation can be established when both texts reflect identical descriptive situations. However, it is important to note that the complete correspondence of individual lexical units or sentence structures across languages is relatively rare. Equivalence encompasses several aspects: the sum of formal components (structural relationships), semantic components (lexical and grammatical meanings), and the transmission of meaningful information.

The study of interference draws upon various disciplines, including linguistics, sociolinguistics, psychology, psycholinguistics, and methods for teaching foreign languages.

- In psychology, interference is understood as the emergence of obstacles caused by the transfer of skills and abilities from one activity to another. This arises from inherent conflicts between language mechanisms, resulting in deviations in bilingual speech due to the negative influence of one language on the norms of another or internal influences of a similar nature.
- In psycholinguistics, interference is viewed as a gradual and incremental process through which elements of a foreign language are integrated into the system of a particular language during the process of acquisition.
- In linguistics, the issue of interference is explored within the framework of language contact. Here, it is defined as a violation of linguistic norms and rules in bilingual speakers, caused by interactions between the two contact languages.
- In foreign language teaching methodologies, interference is seen as a negative consequence of the unconscious transfer of prior linguistic experience. This manifests as the influence of the native language disrupting the learning of a foreign language.

## **II. Research Questions and Methods**

This study investigates the role of linguistic interference in intercultural professional communication and aims to propose strategies for minimizing its negative effects during translation training. The objectives include:

- Examining the cognitive underpinnings of linguistic interference by analyzing real-life translation practices in teaching contexts.
- Demonstrating how perceptual standards transfer from one language to another, resulting in both positive and negative interference.
- Identifying potential areas for further research and practical applications to mitigate interference in translation education.

The authors aimed to classify types of linguistic interference and provide actionable recommendations for addressing them in translation training within a non-linguistic university context. The concept of linguistic interference gained prominence in the mid-20th century. Scholars such as V. Vainraigh defined it as the intrusion of one language system's norms into another, while A. Reformatsky emphasized overcoming native language biases to accurately perceive and translate foreign language constructs (1, 2). Researchers in linguistics, pedagogy, and cognitive science have explored interference across phonological, lexical, grammatical, and semantic dimensions.

In modern intercultural communication, the influence of interference remains highly relevant. Misunderstandings caused by interference can impair communication, reduce translation accuracy, and hinder the intended meaning of messages. Effective translation requires a nuanced understanding of the source text, involving comprehension, context, and familiarity with subject-specific terminology (3, 4).

Furthermore, the methodological framework of this study is based on an integrative approach that combines qualitative and analytical methods. Special attention is given to the analysis of students' translation outputs, which allows for the identification of recurring interference patterns and their underlying causes. By examining authentic examples of student translations, the research highlights typical errors that emerge due to the transfer of native language structures into the target language.

In addition, a contrastive analysis method is employed to compare linguistic systems and reveal structural differences that often lead to interference. This approach enables learners to become more aware of discrepancies between languages and to consciously avoid literal translation strategies. The study also incorporates elements of observational research, where the behavior and performance of students in classroom settings are monitored to assess the effectiveness of different teaching techniques.

Another important methodological component involves the use of task-based learning activities designed to simulate real-life professional communication. These tasks encourage students to apply their knowledge in practical situations, thereby strengthening their ability to manage interference in dynamic contexts. The inclusion of reflective practices, such as self-assessment and peer review, further contributes to the development of critical thinking and metacognitive skills.

Overall, the chosen research methods ensure a comprehensive understanding of linguistic interference and provide a solid foundation for developing effective pedagogical strategies aimed at improving translation competence.

### **III. Results and Discussion**

The findings highlight the profound impact of interference on translation and intercultural communication. Interference can occur at any linguistic level—phonetic, stylistic, lexical, grammatical, or cultural—and its degree of influence depends on the typological similarities or differences between the languages involved (6).

#### **Positive and Negative Interference**

Interference can be constructive when it facilitates comprehension and translation. For example, shared linguistic structures between languages can accelerate the learning process. However, destructive interference often leads to errors due to the misapplication of native language norms in the target language (7). This is evident in mistranslations such as interpreting “decade” as “декада” in Russian or misusing grammatical structures like articles and prepositions in English.

#### **Challenges in Grammar and Semantics**

Grammatical interference arises from differences in sentence structures, such as fixed word order in English versus flexible order in other languages. Semantic interference, meanwhile, results from disparities in word meanings, particularly with polysemous or non-equivalent terms.

#### **Cognitive Basis of Interference**

Interference is rooted in cognitive processes where perceptual standards of one language influence another. This phenomenon is most noticeable in bilinguals, who simultaneously activate words from both languages during translation. Effective translation, therefore, requires the ability to override these automatic processes through conscious effort and strategic training (8, 9).

#### **Teaching Strategies to Mitigate Interference**

Educators play a crucial role in reducing linguistic interference. Preventative measures include using tailored educational materials that highlight differences between native and foreign languages and addressing common errors during lessons. Corrective strategies involve exercises that target phonetic, lexical, and grammatical accuracy. Students should also engage in critical analysis of their own and peers' translations, fostering self-discipline and an ability to anticipate potential errors (10).

Furthermore, recent observations indicate that the integration of interdisciplinary approaches significantly enhances the effectiveness of overcoming interference in both translation and intercultural communication. In particular, combining linguistic training with elements of cognitive psychology allows learners to better understand the mechanisms underlying interference and develop strategies to control it. For instance, metalinguistic awareness—students' ability to reflect

on language structures—has been shown to reduce the frequency of errors caused by automatic transfer from the native language.

Another important aspect is the role of context in minimizing interference. When learners are exposed to language in meaningful and situational contexts rather than isolated sentences, they are more likely to internalize correct usage patterns. Context-based learning helps students distinguish between superficially similar structures in different languages and apply them appropriately in real communication.

In addition, collaborative learning environments contribute to reducing interference by encouraging interaction, discussion, and peer feedback. Through group work and translation workshops, students can compare interpretations, identify discrepancies, and collectively find more accurate solutions. This process not only improves linguistic accuracy but also strengthens critical thinking skills. It is also essential to consider the role of continuous practice and repetition in overcoming interference. Regular exposure to the target language, combined with systematic error correction, leads to the gradual formation of stable language habits. As a result, learners become more confident and capable of producing accurate and culturally appropriate translations in professional contexts.

#### **IV. Conclusion**

This study underscores the cognitive and linguistic dimensions of interference and their implications for intercultural communication and translation. It confirms that perceptual standards often transfer between languages, resulting in both constructive and destructive interference. Addressing these challenges requires a dual focus on understanding native language characteristics and developing skills to navigate the complexities of foreign language systems (11). Interference, while often perceived as a barrier, can serve as a bridge to deeper linguistic and cultural understanding when approached with informed strategies. Translators, as mediators between languages and cultures, must develop a keen awareness of the influence of their native language on the target language and vice versa. This understanding enables them to mitigate the negative effects of interference while leveraging its potential to enrich the translation process.

Effective training and education in translation require an interdisciplinary approach, incorporating insights from linguistics, sociolinguistics, psycholinguistics, and pedagogy. Translators must acquire not only linguistic proficiency but also cultural competence, enabling them to navigate the complexities of meaning, context, and expression across languages. Emphasizing the interplay between linguistic structures, cultural codes, and cognitive processes equips translators to produce accurate and culturally sensitive translations that resonate naturally with the target audience. Moreover, fostering a bilingual personality in translators is essential for successful intercultural communication. This involves developing the ability to think, process, and articulate ideas seamlessly in multiple languages while remaining attuned to the cultural nuances of each. Such skills allow translators to transcend the limitations of linguistic interference and contribute to meaningful dialogue across cultures. Looking forward, future research should focus on developing comprehensive models for training translators in linguistic and cultural competencies. This includes designing practical methodologies that emphasize real-world application and cross-cultural adaptability. By integrating these approaches, the field of translation can advance toward greater inclusivity, accuracy, and effectiveness in bridging linguistic and cultural divides.

Ultimately, addressing linguistic interference as a component of intercultural communication and translation offers the opportunity to refine translation practices, enrich cross-cultural understanding, and promote harmonious global interactions.

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