

ANALYSIS OF THE PHENOMENON OF INTERFERENCE IN THE PROCESS OF TEACHING ENGLISH LANGUAGE TO JOURNALIST STUDENTS

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Annotation. This article investigates the phenomenon of interference, where features of a learner's native language influence their acquisition of a second language, specifically English, in the context of journalism education. The study explores how linguistic interference impacts language proficiency, writing styles, and communication skills among journalism students. Through an in-depth analysis, the article aims to shed light on effective pedagogical strategies to mitigate interference and enhance the English language proficiency of aspiring journalists.

Keywords: interference, second language acquisition, English language teaching, journalism education, language proficiency, bilingualism, communication skills.

Introduction. The process of teaching English to journalism students involves unique challenges, one prominent among them being the phenomenon of interference. Interference occurs when features of a learner's native language influence their acquisition and use of a second language. In the context of journalism education, where precise language use and effective communication are paramount, understanding and addressing interference is crucial.

This article delves into the intricacies of interference in the learning journey of journalism students, exploring its impact on language proficiency, writing styles, and communication skills. The roots of interference lie in the linguistic and cognitive connections learners establish between their native language and the target language. Odlin (1989) describes interference as the influence of the first language (L1) on the second language (L2) and identifies various forms, including lexical, grammatical, and phonological interference.¹ For journalism students, whose native language structures may significantly differ from English, recognizing and understanding these interference patterns becomes foundational in addressing language challenges. The influence of interference on language proficiency is notable, affecting both spoken and written communication.

¹ Odlin, T. (1989). *Language Transfer: Cross-Linguistic Influence in Language Learning*. Cambridge University Press, p 36.

Corder (1981) emphasizes the importance of error analysis in understanding interference, as learners may produce structures in English that align with their native language rules. In the realm of journalism, where precision and clarity are paramount, interference can impact writing styles, leading to deviations from standard English conventions.² This analysis explores specific instances of interference in journalistic writing, highlighting the potential challenges journalism students may face in achieving linguistic accuracy. Addressing interference necessitates a targeted approach in language teaching. Cook (2003) discusses the effects of the second language on the first, emphasizing the bidirectional nature of linguistic influence. Pedagogical strategies should focus on raising awareness of interference patterns, providing targeted exercises to correct common errors, and encouraging critical analysis of language use in journalistic contexts.³

Brown's (2000) principles of language learning underscore the importance of a learner-centered approach, tailoring instruction to address the specific linguistic needs and challenges of journalism students. Selinker's (1972) concept of interlanguage is integral to understanding how learners progress in their bilingual competence. Journalism students, navigating between their native language and English, develop an interlanguage that reflects a dynamic continuum of language proficiency. The analysis explores how this interlanguage development shapes their linguistic competence and usage in journalistic contexts. Understanding the phases of interlanguage provides insights into the evolving nature of language acquisition and the challenges journalism students may encounter along the way. Larsen-Freeman and Long's (1991) introduction to second language acquisition research guides the exploration of interference within the broader field of language acquisition. Drawing on empirical research, the article investigates how interference is studied and measured, contributing to a nuanced understanding of the phenomenon. Research perspectives inform effective teaching strategies, helping educators tailor interventions that align with the unique linguistic needs of journalism students.⁴ Granger's (1998) work on learner English on computer introduces the role of technology and corpus linguistics in analyzing interference patterns. Utilizing electronic corpora enables educators to identify recurring errors, assess language proficiency levels, and tailor interventions accordingly. The

² Corder, S. P. (1981). *Error Analysis and Interlanguage*. Oxford University Press, pp 114-123.

³ Cook, V. (2003). *Effects of the Second Language on the First*. *Multilingual Matters*, p 222.

⁴ Larsen-Freeman, D., & Long, M. H. (1991). *An Introduction to Second Language Acquisition Research*. Routledge, pp 320-336.

incorporation of technology in interference analysis offers a contemporary and data-driven approach to understanding and addressing language challenges faced by journalism students. Effective language teaching in journalism education requires a contextualized approach that acknowledges the specific language needs of students in their professional field.⁵ Interference analysis should be embedded within the context of journalistic writing, enabling students to apply language skills directly to their future careers.

Contextualized language teaching aligns with the principles of experiential learning, providing journalism students with practical, real-world applications of language use while addressing interference challenges. Beyond linguistic accuracy, addressing interference contributes to the development of professional communication skills. Journalism students need to navigate diverse linguistic demands, from conducting interviews to crafting news reports. Interference analysis aids in identifying areas of improvement, allowing educators to design activities that enhance not only language proficiency but also the ability to communicate effectively in journalistic contexts. The integration of practical, profession-specific language tasks further hones students' skills in applying linguistic knowledge. The sociolinguistic dimension of interference involves recognizing how language use is influenced by social and cultural factors. Journalism, as a field deeply embedded in societal communication, requires an understanding of sociolinguistic nuances. Exploring interference in the sociolinguistic context involves examining how language choices reflect cultural perspectives and societal norms.

This analysis contributes to journalism students' cultural competence, enabling them to navigate diverse linguistic landscapes in their professional endeavors. An exploration of interference in the process of teaching English to journalism students extends beyond the classroom, offering insights into the long-term implications for professional practice. Understanding interference patterns and developing strategies for mitigating them equips future journalists with the linguistic skills necessary for accurate, effective, and culturally sensitive communication.⁶ This analysis contributes to the ongoing dialogue on language education in journalism and its role in shaping the next generation of communicators. The continuous improvement of language proficiency among journalism students requires an integration of feedback loops in language teaching. Regular assessments, constructive feedback, and

⁵ Granger, S. (1998). *Learner English on Computer*. Longman, pp 411-420.

⁶ Brown, H. D. (2000). *Principles of Language Learning and Teaching*. Pearson Education, p 258.

adaptive teaching strategies create a dynamic learning environment that responds to students' evolving linguistic needs.

The incorporation of feedback loops aligns with principles of formative assessment, fostering a collaborative and iterative approach to language development in journalism education. As we navigate the multifaceted realm of interference in the process of teaching English to journalism students, the analysis presented in this article underscores the need for a comprehensive and adaptive pedagogical approach. Linguistic interference is not a static challenge but a dynamic aspect of language acquisition that evolves with learners' progress. By exploring the origins, manifestations, and pedagogical strategies related to interference, this analysis contributes to the ongoing dialogue on effective language teaching in journalism education. The integration of technology, research perspectives, contextualized language teaching, and feedback loops collectively offers a pathway to equipping journalism students with the linguistic proficiency required for success in their future professional endeavors.

Conclusion. In conclusion, the analysis of the phenomenon of interference in the process of teaching English to journalism students unveils a multifaceted landscape that requires nuanced pedagogical approaches. The influence of learners' native languages on their acquisition of English, particularly in the specialized context of journalism education, presents unique challenges and opportunities. As we reflect on the various dimensions explored in this article, it becomes evident that addressing interference is not just a matter of linguistic accuracy but a dynamic process that intertwines with the development of professional communication skills.

The origins and manifestations of interference, encompassing lexical, grammatical, and phonological aspects, underscore the complexity of language acquisition in a bilingual context. Understanding interference patterns provides educators with valuable insights into the specific linguistic challenges journalism students may face, enabling the design of targeted interventions. The interplay between linguistic interference and writing styles in journalism emphasizes the need for precision and clarity, making interference analysis essential for aspiring journalists striving for effective communication in their field. Pedagogical strategies to mitigate interference are central to fostering language proficiency among journalism students. The bidirectional effects of the first language on the second, as discussed by Cook (2003), highlight the importance of learner-centered approaches that address individual linguistic needs. The incorporation of technology, research perspectives, and contextualized language teaching enhances the effectiveness of

these strategies, creating an environment that mirrors the real-world linguistic demands of the journalism profession. Beyond linguistic accuracy, interference analysis contributes to the development of professional communication skills. The sociolinguistic dimension of interference recognizes the impact of language choices on societal communication, emphasizing the importance of cultural competence for journalism students. The long-term implications for professional practice highlight the enduring value of addressing interference in preparing future journalists to navigate diverse linguistic landscapes. The integration of feedback loops in language teaching ensures a continuous and adaptive approach to language development. Regular assessments, constructive feedback, and iterative teaching strategies create a dynamic learning environment that responds to the evolving linguistic needs of journalism students. This commitment to ongoing improvement aligns with the principles of formative assessment, fostering a collaborative and iterative pathway to linguistic proficiency. As we conclude this exploration, it is evident that addressing interference in the process of teaching English to journalism students is not merely a technical challenge but a holistic endeavor that encompasses linguistic, professional, and cultural dimensions. Moving forward, a commitment to research-informed, learner-centered approaches will be paramount in navigating the complexities of interference and fostering a generation of communicators who are not only bilingual but adept at navigating the intricacies of professional language use in the dynamic field of journalism.

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