E CONF SERIES

Scientific Conference on Multidisciplinary Studies
Hosted online from Bursa, Turkey
Website: econfseries.com 11th January, 2025

ON SOME ASPECTS OF PHONETIC INTERFERENCE IN ARABIC PRONUNCIATION PRODUCTION

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Annotation

Phonetic interference is the influence of the phonetic system of the mother tongue on the process of acquiring a foreign language. When learning Arabic, phonetic interference is particularly pronounced due to the significant differences in the sound systems of Arabic and, for example, Russian or English.

Keywords: Sound, speech, language, phoneme, emphatic.

Аннотация

Фонетическая интерференция — это влияние фонетической системы родного языка на процесс овладения иностранным языком. При изучении арабского языка фонетическая интерференция проявляется особенно ярко из-за значительных различий в звуковых системах арабского и, например, русского или английского языков.

Ключевые слова: звук, речь, язык, фонема, эмфатический.

Interlingual interference (from Latin inter - "between" and ference - "transferring") means the transfer of norms and rules of one language to another or mutual influence of languages. In this case there is a violation or distortion of the norms and rules of one language under the influence of another. As Rosenzweig V.Y. notes, "interference is a bilingual's violation of the rules of correlation of the contacting languages, which is manifested in his speech in deviation from the norm".

Most often interference is observed in foreign language teaching, when the learner automatically transfers the sounds of native speech to speech in a foreign language.

Usually two types of linguistic interference are distinguished: phonetic and graphic. We have chosen phonetic interference in the speech of Uzbek students learning Arabic as the object of research. As we know, when pronouncing Arabic sounds, students who are used to pronouncing the same sounds in Uzbek, pronounce Arabic phonemes as they are used to pronouncing Uzbek phonemes, resulting in an "Uzbek accent", which is sometimes not very easy to correct. The main part of phonetic errors made by students is a consequence of the above-mentioned phenomenon of sound interference, when the learnt pronunciation of sounds of one language affects their pronunciation in another language. Kornev V.A. writes that "the essence of the interference process is that a person who learns a non-native language unconsciously transfers the system of valid rules, the programme of speech behaviour, fixed in the native language, to the language under study".

The ways of overcoming the phenomena of sound interference in the speech of students can be of several types. The identification of the most typical errors made by students and their study in order to eliminate them from the students' speech, as well as the comparative analysis of grammatical systems of the learnt language and the native language, in our case - Arabic and Uzbek, plays an important role in this. Comparative analysis of systems, first of all, helps to compare and see the regularities of deviations in language systems, to understand the causes of inconsistencies in the realisation of foreign speech, to overcome failures in mastering the norms of the studied language.

The most characteristic and persistent errors of students in Arabic pronunciation are those caused by the influence of their native language Uzbek. Arabic pronunciation here faces a number of difficulties, the reasons for which can be divided into two groups. The first reason is that such sounds are absent in the Uzbek language, so teaching their pronunciation poses a certain difficulty for both teachers and students. For example, emphatic consonants and yawning sound ع" - ayn" have corresponding pronunciation norms in Arabic and have no similar sounds in Uzbek. The second reason can be explained by the fact that the Uzbek language has sounds similar in pronunciation to the Arabic consonants mentioned above, which hinder the correct acquisition of the required pronunciation norms.

Common mistakes made by learners when learning Arabic phonemes include pronunciation errors when working on Arabic emphatic consonants ط، , hamza - ء bowing sound, ع pharyngeal sound, ظ، ص، ض interdental ث , ذ, and pharyngeal sounds ه and ح. For example, the pharyngeal consonant ع -" ayn' has certain pronunciation norms in Arabic and is a pharyngeal noisy consonant. When articulating it, the highly tense laryngeal muscles close tightly together in the form of a short throat spasm, followed by a momentary relaxation of the laryngeal muscles. It involves the vocal cords and is therefore a voiced consonant. This sound is one of the most difficult to pronounce in Arabic, as it has practically no analogues in other languages. The Uzbek language has a large number of words borrowed from Arabic, whose native Arabic variants originally contained this sound. But after the transition into Uzbek, these words underwent certain phonetic changes. If in the Arabic original the phoneme ع is at the beginning or end of the word, in the Uzbek analogue it is not pronounced, but it influences the following vowel, which is pronounced with certain differences from the standard Uzbek vowel "i". For example, the words عـــلم') ilmun) - and عـــمر') umrun) have equivalents in Uzbek pronounced as "ilm" and "umr", i.e. the consonant ع is simply not pronounced here. And the vowels "i" and "u" in the Uzbek words "ilm" (science, knowledge) and "umr" (life) have an articulation different, for example, from the words "ikki" (two) or "izdosh" (follower) and are pronounced with more force and tension than in the usual state. In the middle of the borrowed word, the consonant ع also undergoes articulatory changes. This consonant is not pronounced as such and is replaced in writing by the hard sign "ъ", which does not denote a particular sound but is part of the Uzbek alphabet. For example, in the words "ma'lumotlar", "ta'titil" and "ta'lim" (see Arabic equivalents - " تـــعليم ،"تـــعطيل"،"مـــعلومـــات"(". This phoneme also affects the adjacent vowels, which are also pronounced with great stress. The students' errors in mastering the pronunciation of this consonant can be traced back to the fact that they automatically transfer the pronunciation of Uzbek words to their Arabic equivalents, i.e. they practically avoid its pronunciation.

The Arabic consonant ط is a serrated explosive muffled sound, when pronounced, the front part of the tongue is pressed tightly against the front palate and abruptly

pulled away from it. At the same time, the back part of the tongue moves to the posterior palate. The speech organs are maximally tense when pronouncing this sound. One of the differences of this sound is that it affects the vowels next to it, the pronunciation of which undergoes certain changes. When teaching its pronunciation, students often replace it with a simple bowed noisy deaf ت, which does not tense the organs of speech to such an extent. That is, they pronounce, for example, the Arabic words طـبـاشـيـر) ttabaashiyir - "chalk") and بـسـيـط)basiyit - "simple") simply as "taboshiyir" and "basiyit".

The other emphatic consonant ض also belongs to the noisy serrated explosive sounds, but unlike the ط sound it is a voiced sound. When practising the pronunciation of this sound, students often replace it with a simple ringing consonant د.

Another phoneme ص is a noisy serrated fricative deaf consonant. When articulating it, the tip of the tongue lightly touches the inside of the lower teeth and the middle part of the tongue rises high to the palate with a strong tension of the entire speech apparatus.

The fourth emphatic phoneme ظ is a noisy serrated fricative consonant. Its articulation practically coincides with the articulation of the consonantص. The difference is that this sound is a phonation and in its formation involves the vocal cords.

When pronouncing all the emphatic consonants mentioned above, the same mistake is observed. Students pronounce instead of them the corresponding Uzbek phonemes "t", "e", "s" and "z", which are similar in articulation but easier to pronounce. For example, the Arabic word طـالـب) ttaalib) is pronounced as "tolib". Here the emphatic ط is articulated as a simple non-emphatic "t", the pronunciation of which is very similar, and the Arabic long sound ا) aa) is replaced by the familiar "o" of Uzbek. Similarly, when pronouncing Arabic words containing the emphatic consonant ظ) zz), students often replace it with the Uzbek phoneme "z". For example, the word ظـرف) zzarf) is pronounced as "zarf", the word ظـريـف) zzarif) as "zarif", ظـل) zzill) as "zil", ظـهـر) zzuxr) as "zuxr", etc. Or sometimes, if it is contained in the lexical composition of the Uzbek language, students simply replace it with the familiar Uzbek variant. For example, instead of

the Arabic ضـــابـــط (ddaabitt), we hear the familiar Uzbek word (zobit) to students. Here, as many as three Arabic sounds are replaced: the emphaticض is replaced by a simple "z", the long Arabic vowel ا) aa) is replaced by the Uzbek phoneme "o", and the emphatic ط) tt) is replaced by a simple (t).

When pronouncing emphaticض) dd), the phenomenon of sound interference is again observed, i.e. it is replaced either by the Uzbek phoneme "z" or "d" as in the words "maridun" or "marizun" instead of the the correct "mariiddun" (مـــريـــض (or "zarbun" and "darbun" or "dorbun" instead of the Arabic "ddarbun" (ضـــرب(. The Arabic word ضـــرب is more commonly pronounced "zarbun" due to the presence of its Uzbek equivalent "zarba".

The emphatic sound ص is usually replaced by a simple س, the equivalent of which is available in Uzbek. Thus, instead of ص in the Arabic word صـــيـدلـــي) ssaydaliyyun) students pronounce "saydaliyyun", instead of صـــــفـر) ssifrun) they pronounce "sifrun", instead of صورة) ssuratun) they pronounce "suratun", etc.

In our opinion, in order to prevent or eliminate the cases of phonetic inertia in students' speech, the main attention should be paid to the correct articulation of Arabic consonants by checking the position of students' speech organs during their pronunciation on the basis of repeated repetition of words containing these phonemes as part of specially designed phonetic exercises. Students not only have to master difficult and unfamiliar articulation, but also have to learn to recognise and distinguish features which, while not phonologically essential to their mother tongue, are essential to Arabic. For example, when practising the pronunciation of Arabic emphatic consonants ص ط، ظ، ضَ، a great positive effect can be achieved through exercises aimed at practising paired sounds, i.e. oppositionsض and د , ط and ت , ص and س, etc., in which students can clearly grasp the difference in articulation of those زفـر ,ظـلـم - زلـم ,مـــض - مـد ,ضجـر - دجـر - , For example .phonemes of other or ظفر ,حس - حـص ,حسب - حـصب etc. On the basis of such exercises, the articulatory organs are improved, and the effects of sound interference are gradually eliminated.

Phonetic exercises give good results when the above mentioned hard-to-pronounce phonemes are at the end of the word after vowels (in postvocalic position), i.e. in a strong position, when their pronunciation features are clearly manifested. As a rule,

the voiced consonants in Arabic words at the end of the word are not stunned, as in Uzbek and Russian, for example, and are pronounced sonorously. For example, in the words مسح,ربيع,قبض,حفظ,ضابط, etc.

In addition, good results and correct pronunciation can be achieved with the use of modern information technologies, as well as audio, video and computer technology by repeatedly listening to and repeating words and expressions containing sounds that are difficult for students of this category.

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