

Interlingual Interference in CLIL Learning

Bakytgul Zhetpisbayeva¹, Lyailya Syrymbetova¹, & Yuliya Chizhevskaya¹

¹ Karaganda University, Kazakhstan

Correspondence: Yuliya Chizhevskaya, Karaganda University, Kazakhstan.

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Abstract

This article examines the degree and character of the interlingual interference influence on the understanding of new concepts and ideas by high school students enrolled in content and language integrated learning programmes. In this context, the main existing scientific views on the phenomenon of interlingual interference are analysed and compared with the views of 330 CLIL trainers from Central Kazakhstan, where more than 70% of high school students have been involved in CLIL programmes since 2018. The study contains an analysis of 385 written works and 74 video presentations of Russian-speaking high school students studying chemistry, biology, and physics in English as part of the model curriculum. The results allow us to conclude about the dual nature of interlingual interference in CLIL learning and develop effective techniques to minimize the negative impact of interlingual interference, which can be used further in the design and implementation of CLIL programmes.

Keywords: CLIL, interlingual interference, high school students, speech errors

1. Introduction

The current stage of educational development is characterised by an increasing focus on language learning, which is considered to be the most important tool for the modernisation of school education. Effective language teaching at school allows fulfilling the requirements of modern educational curriculum, defined in terms of competencies, and using integrated approaches to learning. One such approach that has proven successful in recent decades is Content and Language Integrated Learning (hereinafter referred to as CLIL). "CLIL refers to situations where subjects, or parts of subjects, are taught through a foreign language with dual-focused aims, namely the learning of content, and the simultaneous learning of a foreign language" (Marsh, 2002). The positive effect of the CLIL introduction in the education systems of different countries has been confirmed by numerous studies. According to the research organisation Eurydice, set up by the European Commission in 1986 to study European education systems and policies, CLIL has become part of the general education system in most EU countries and the effectiveness of language teaching is significantly increased when it is used (Fontecha, 2009). There are some objective reasons why CLIL has a higher motivational potential than other approaches:

- full immersion in the language environment of the target language;
- the practical application of the studied vocabulary is immediate, the language is used everywhere;
- pupils are not afraid to speak and make mistakes as fluency and the success of the communicative act are prioritised;
- greater use of cultural and sociolinguistic components;
- formation and development of special language competencies (learning terminology, additional meanings of previously known lexical units);
- an opportunity to make the lesson more cognitive and effective and to broaden students' horizons;
- using a lexical rather than grammatical approach to learning;
- integration of perceptual and receptive speech skills;
- the possibility of using a learner-centred approach, etc. (Zhetpisbaeva, B. A., Ospanova, A. K., & Dyakov, 2019).

Considering the widespread use of CLIL and its significant educational potential in bilingual education, the professional community of educators faces the need for a comprehensive study of this approach (Coyle, 2013). One aspect of this is to study the processes of interlingual interference in CLIL learning.

Interlingual interference in CLIL is one of the results of the direct interaction of multiple language systems in the mind of a bilingual CLIL learner. This phenomenon occurs as the substitution of linguistic elements of the target language by corresponding elements of the mother tongue, or the modification of the L2 elements by the models of the L1. Interlingual interference in CLIL covers all language levels, having the greatest impact on productive language skills (writing, speaking).

The lack of papers on this topic is puzzling as the very didactic conditions, required to implement CLIL learning, predetermine the interfering impact of L1 on L2. Thus, by integrating language and subject content, the CLIL learning process takes place in as natural

environment as possible. Students work with authentic learning materials. The use of language structures and language units is functional and limited by the content of the discipline studied. The presence of activities such as translation reveals tendencies to transfer grammatical or lexical structures from L1 to express thoughts in L2.

By studying interlingual interference in the CLIL instructional framework, teachers can identify specific difficulties encountered by learners and develop strategies to overcome them. For example, by focusing on subject-specific vocabulary and terminology the CLIL educator can teach successful strategies for transferring concepts and ideas from one language to another, which will help ensure effective learning of the subject in the non-native language as well as the development of students' language skills.

This study is based on the following objectives:

1.1 Objectives of the Study

1. To analyse existing views on the phenomenon of interlingual interference in contemporary pedagogy;
2. To compare different approaches to understanding of the concept "interlingual interference" with the views of CLIL trainers from Central Kazakhstan;
3. To experimentally test how interlingual interference affects CLIL learning.

2. Literature Review

The concept of interlingual interference is closely related to several areas of linguistics, psychology, sociology, and linguodidactics. Scholars give the following definitions of interlingual interference. According to E. Haugen, it is – "a case of deviation from the language norms, which arises in the speech of a bilingual speaker as a result of acquaintance with other languages" (Haugen, 1956). G. Vishnevskaya understands interlingual interference as "the process and result of the interaction of language systems in bilingual speech, of which one system is dominant, generating the effect in the secondary, acquired language system" (Vishnevskaya, 1997). N. B. Mechkovskaya calls interlingual interference as mistakes in foreign language speech, which are due to the influence of the native language's system (Mechkovskaya, 2000).

Interlingual interference "has been the subject of much scientific work. This issue was in the focus of foreign researchers in the 1950s and 1980s. At that time, the very concept of "interference" was first proposed in the scientific literature as an alternative to the previously used term "interlingual influence" (Vainraih, 1979); defined the concept taking into account extra-linguistic factors (Haugen, 1956) analyzed the influence of "language contacts" on each other (Mackey, 1962).

In the post-Soviet scientific literature, the origin of interest in this issue dates back to the work of L.V. Shcherba "To the question of bilingualism", where interlingual interference was called "mutual distortion of both languages in practice, when learning a foreign language..." (Shcherba, 1974) and finds continuation in the works of V.V. Alimov, who proposed the most accurate and complete classification of the types of interlingual interference (Alimov, 2011). And while the phenomenon seems rather well studied from a linguistic point of view, the teaching community has only relatively recently turned its attention to this phenomenon when the American educator Robert Lado published his book "Linguistics Across Cultures" in 1957, in which he examined the linguistic differences between English and Spanish. Lado pointed out that many errors made by Spanish-speaking students when learning English were due to the transference of linguistic structures from Spanish (Lado, 1957). Since then the study of interlingual interference has become an important topic for educators and linguists who are involved in foreign language teaching.

Nowadays scientists identify the phenomenon of interlingual interference in language teaching as multidimensional, complex, and controversial (Zhetpisbayeva, B. A., & Smagulova, 2015). Modern foreign language teaching methodology relies on three macro-psycholinguistic models of foreign language teaching. They are "contrastive" model, "identity" model and "interlinguistic" model. Proponents of the contrastive theory suggest that foreign language learning processes are directly dependent on the first language, therefore the central categories of this hypothesis are interference and transfer (Galskova, 2000). According to this concept, linguistic phenomena that have no counterparts in the native language (article, gerund) or differ significantly (types of syllables, direct/indirect speech, etc.) are the most difficult to learn.

The contrastive theory, dominant in the middle of the 20th century, in recent decades, has been actively supplanted by cognitive theories, which consider creative, the process of mastering the second, third, and each subsequent language. According to this hypothesis, "the phenomenon of language interference has no significance for the process of language acquisition". (Vertogradskaya, 1999). At the same time it is pointed out that "linguistic correctness is not an end in itself of teaching and (...) orientation to real communication requires a teacher's tolerance to students' mistakes" (Tsapko, 2012).

The third "inter-linguistic" theory is based on the position that the student in the process of learning a foreign language forms his/her own linguistic system, a mixed linguistic code, with the help of which he/she independently makes assumptions about the success of mastering a foreign language. As I. I. Gorelov notes "each unit of a foreign language as if gets into already ready "cell" of the signified and conveniently stays in it owing to the fundamental commonness of signified sign systems of different languages of the world" (Gorelov, 1969). According to this theory, the success of the communicative act is of the greatest importance, and mistakes are considered as a manifestation of creativity of the student and his attempts to use a foreign language as a means of communication.

Proponents of the latter two theories consider the level of formation of 4 speech skills as the main criteria of foreign language proficiency,

and "mistakes made in this case are not regarded as obstacles to communication (Shaikevich, 2001). In other words, the main task of people in the process of intercultural communication is to understand the interlocutor and be understood oneself, regardless of speech distortions. Thus, to date, there is no unified view in linguistics and teaching methodology on the phenomenon of interlingual interference. Moreover, in the context of CLIL learning it has not previously been a subject of scientific interest for linguists and teachers, which makes this study more significant. The following research questions are addressed by this paper.

2.1 Research Questions

1. How do the expert perceptions of CLIL trainers from central Kazakhstan correlate with existing views on the phenomenon of interlingual interference?
2. How does interlingual interference affect CLIL learning?

3. Methodology

This article presents the results of a study conducted over the period from September 2022 to March 2023 in Central Kazakhstan. Students and teachers from a school network community in Karaganda region, implementing programmes or individual elements of CLIL training, took part in the research.

The research was conducted in several stages. At the organisational stage, the researchers developed a questionnaire of 25 questions. The questionnaire proceeded through two stages of validation. A focus group was assembled to assess the content validity of the questionnaire. The focus group included teachers with more than 15 years of experience, implementing CLIL training in regional educational organizations. A pilot study was conducted to assess the external validity of the questionnaire. During the pilot study the respondents were asked not just to "silently fill in the questionnaire" but to talk about their impressions of the questions, the associations that came up, the reasons for choosing one or another answer, all the incomprehension encountered in the questionnaire and other points that would seem important to the respondent. Dictaphone recordings were used during the completion of the questionnaires. These recordings were then used to make further adjustments to the questionnaire.

In the practical stage of the study, a questionnaire survey of teachers was conducted in the form of a Google survey. There were 330 teachers from Central Kazakhstan involved in the implementation of school CLIL programmes. They included teachers of chemistry, biology, physics, and English. The average pedagogical experience of the respondents was 10-15 years; CLIL implementation experience – 1-4 years. The purpose of the questionnaire was to obtain expert perceptions of CLIL trainers on the following questions.

1. The nature of the interlingual interference effect on CLIL learning success
2. Extent of interfering influence of L1 on L2 in CLIL training on the example of Russian and English
3. The teacher's role in implementing CLIL training
4. Attitude towards language errors in CLIL training
5. Methods to reduce the negative impact of interlingual interference in CLIL, etc.

The obtained statistical data were processed using mathematical analysis methods.

The next step in the practical stage of the study was the "fieldwork" of the focus group. CLIL trainers studied 385 written works and 74 video presentations of the students in grades 10-11 of schools in Central Kazakhstan, where subjects of natural sciences and mathematics are studied in English as a part of the elective component of the curriculum. Written laboratory works in physics, chemistry, and biology, materials of creative works and video presentations of students' projects were studied in order to:

1. identify deviations in contemporary English language norms occurring at different linguistic levels;
2. find out what percentage of deviations from the norms of modern English is caused by interlingual interference, namely the influence of the native Russian language on the studied English language
3. classify the identified cases of interlingual interference;
4. determine to what extent the identified cases of interlingual interference reduce the validity of oral and written communication.

The final step in the practical phase of the study was to test grade 6 students who were not involved in CLIL programmes and were not studying chemistry, biology, and physics. The test aimed to determine the degree of influence of the positive transfer of familiar concepts from L1 in the absence of academic knowledge to L2

4. Results and Discussion

4.1 Findings from Study Question 1: How Do the Expert Perceptions of CLIL Trainers from Central Kazakhstan Correlate with Existing Views on the Phenomenon of Interlingual Interference?

All the interviewed teachers link their history of turning to CLIL technologies with the state campaign for the development of foreign language education in Kazakhstan. Further participation in it divided CLIL trainers into two main groups: those who continue to do the will of the school management (45%) and those who have a professional interest in the new technology (55%). At the same time, the answers show that all respondents, regardless of the nature of their motivation, recognise the promise of CLIL training in the Kazakh

secondary education system. Moreover, half of the respondents in the first group specify that their further work with CLIL will depend on the results obtained. This point indicates a high probability that this part of the respondents is driven not only by the directive request of the management but also by passion. All of this is a prerequisite for the progressive development of CLIL education in the Republic.

In the same context, the opinion of the interviewed educators on the impact of interlingual interference on CLIL learning should be considered. The analysis of scientific and methodological literature, as well as the aggregate data of the survey show that the teachers' subjective perceptions correlate with three current views on the phenomenon of interlingual interference (Table 1). Distinctive features of each proposed model are their own views on the relationship between L1 and L2; differences in understanding of the process of mastering L2, the teacher's role in it, evaluation of performance, and attitude towards mistakes.

Table 1. The role of interlingual interference in CLIL learning

	CLIL trainers' assertions	Expert mentions by CLIL trainers, %	Rating	Correlation with the model of foreign language teaching	Nature of interlingual interference
1	The process of learning L2 in CLIL learning is directly influenced by L1	60%	3	contrastive model	negative
2	Interference and transfer are central categories in learning L2 in CLIL	39%	4	contrastive model	negative
3	Interference is difficult to correct	22%	4	contrastive model	negative
4	The teacher's role is central, the learner is the object of learning	20%	4	contrastive model	negative
5	The process of language acquisition is based on mechanical imitation and training in order to develop a correct language habit.	18%	4	contrastive model	negative
6	Language acquisition processes are universal, regardless of whether the language is first, second, fifth	75%	2	identity model	neutral
7	Interference and transfer do not affect the process of learning L2 using the CLIL methodology	35%	4	identity model	neutral
8	The main role of the teacher is a facilitator	87%	1	interlingual model	both positive and negative
9	The process of acquiring language is a creative act; linguistic correctness is not an end in itself	85%	1	interlingual model	both positive and negative
10	In the process of mastering the language, each learner builds their way to learn how to read, write, listen, and speak	73%	2	interlingual model	both positive and negative
11	Errors in the speech of CLIL learners arise due to interference as well as other factors	86%	1	interlingual model	both positive and negative
12	CLIL learners' speech errors are tolerated and are not seen as a barrier to communication	88%	1	interlingual model	both positive and negative

The vast majority of respondents (64%) are of the opinion that the interlanguage hypothetical model of instruction is the most valid; from which teachers conclude that interlingual interference can affect the learning outcomes of CLIL to varying degrees. On the one hand, the use of, for example, native language grammatical constructions in CLIL can lead to a reduction or loss of comprehension, on the other hand, introductions to concepts in L1 can help learners to comprehend new concepts related to scientific terms or other specific vocabulary, which in turn will facilitate the acquisition of knowledge in CLIL.

It is also worth mentioning that there is a correlation between the length of professional experience of CLIL trainers and their views on the phenomenon of interlingual interference. The absolute majority of the apologists for the contrastive theory are teachers with more than 15 years of experience with the titles of "expert educator", "researcher educator", and "master educator". Constituting 28% of the total number of respondents, supporters of this theory describe CLIL as a "favourable environment for the emergence of interlingual interference phenomena" and define the nature of the phenomenon as sharply negative, and difficult to correct. The remaining 18% of the respondents consider that interlingual interference does not affect the learning of the foreign language or has only a minor impact on certain aspects of speech (communicative, cultural).

4.2 Findings from Study Questions 3: How Does Interlingual Interference Affect CLIL Learning?

4.2.1 Negative Impact

The focus group analyzed 385 written works and 74 recordings of video presentations of high school students (grades 10-11) studying science and mathematics subjects in English as part of the elective component of the curriculum. In the students' works 1210 cases of deviations from the norms of modern English grammar were detected, 932 (77%) of which are the result of the interfering influence of the native language ("Russian" in this case) on the foreign language ("English" in this case). Asymmetry was detected at all language levels (figure 1). The smallest number of deviations from the norms of English under the influence of Russian was revealed at the phonetic level (only 11%). This means that the vast majority of CLIL learners in the upper grades can distinguish the phonemes of the contacting languages well. 8% of the deviations are explained by the presence of a latent (receptive accent), which does not affect the validity of communication (likening English sonorant [w] to Russian consonant [v], incorrect pronunciation of laryngeal [h], etc.), while 3% of students have an explicit (productive) accent, which affects their speech activity negatively.

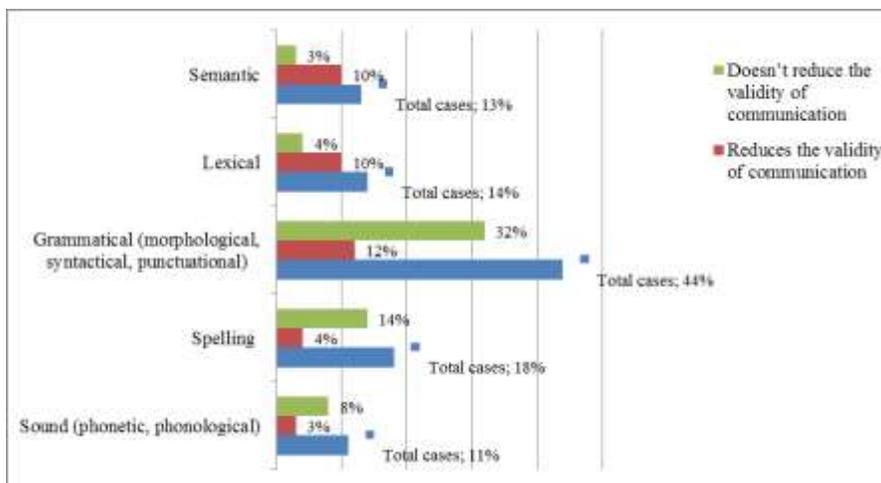


Figure 1. Types of interlingual interference observed in the works of students in grades 10-11

Speech errors influenced by interlingual interference at the lexical-semantic level are mostly related to interlingual homonyms and paronyms or the so-called "translator's false friends" and represent the phenomenon when similar words of two languages have different semantic content. Thus, among the written works of students in grades 10-11 there were such examples of semantic discrepancies between formally similar words such as *gland* used in the meaning of *tonsil* (in Russian *tonsil-гланда-[glanda]*); *actual* used instead of *relevant* (in Russian *relevant-актуальный-[aktual'ny'j]*); substitution of the concepts *fabric* and *factory* (in Russian *factory-фабрика-[fabrika]*), etc.

Also, the deviations from the English norm in the analysed works are explained by a complete or partial ignorance of the denotative meaning of a word; a misunderstanding of the connotative meanings; a literal transfer of meaning from the L1 unit to the corresponding L2 unit; a violation of lexical compatibility of words or by calquing (Table 2).

It is noteworthy that, despite the relatively low percentage of such distortions in the total number (27%), it is at the lexical-semantic level where the greatest decrease or complete loss of validity occurs in oral and written communication (up to 74%).

Table 2. Types of errors caused by lexical-semantic interference in CLIL learning

Error	Explanation	Cause of error
1. The replacement of the concept "velocity" with "speed", which are translated into Russian in the same way.	In English, "speed" is a scalar quantity and "velocity" is a vector quantity, i.e. "speed" conveys the pure value of speed, while "velocity" also specifies the direction of motion.	Multiple meanings of words
2. The use of "energy" in the sense of "power".	In English, "energy" refers to the ability to do work or produce heat; in Russian, "energy" refers to a more general concept that includes physical, emotional, or mental power.	Differences in denotative meanings of words
3. Substitution of "battery" and "row".	In English, "battery" refers to an electrochemical device that stores energy, but in Russian, "battery" can also mean "a number of things". Therefore, the term "row of capacitors" may be mistakenly replaced with "battery of capacitors".	Interlingual homonymy
4. The use of the Russian word "moment" in a similar-sounding English term.	In English, "momentum" refers to the mass of a moving object, while in Russian, the formally similar word "moment" refers to a period of time or an instant.	Interlingual paronymy
5. The use of the concept "temperature" only in the meaning familiar to Russian-speaking learners.	In English, "temperature" can refer not only to the temperature of a substance but also to the intensity of colour in the light.	Polysemy
6. Using the phrase "raw water" to mean "water that has not been boiled".	In English, unboiled water is not called raw water, unlike in Russian.	Calque

The largest number of errors caused by interlingual interference are spelling errors (14%) and grammatical inaccuracies (44%). They are caused by:

- Differences in the understanding of Proper Nouns. Proper nouns in English, unlike in Russian, are written with a capital letter. In English, names of days of the week, months, positions and nationalities are also proper nouns. This is atypical for Russian speakers
- transposition of the grammatical category of number. Some nouns in English (insurance, information, knowledge, education, etc.) unlike in Russian do not have a plural form;
- Absence in Russian of such parts of speech as articles and gerunds;
- Deviations from the rules of the Sequence of Tenses. For example, in Russian unlike in English conditional sentences in which both clauses are in the future tense are widely used.

However, despite the frequency of grammatical and spelling errors, their impact on the understanding of spoken and written statements is insignificant.

4.2.2 Positive Impact

On the other hand, it is also necessary to note the high proportion of positive interference (transfer) observed in students' oral and written work. Thus, the presence in CLIL of a large number of international terms denoting scientific concepts and phenomena, SI units, physical/chemical laws, tools, etc. contributes to the understanding of the terminated objects and does not allow for any interpretations. Anglicisms, a small number of words borrowed by English from Russian, as well as nominative nouns from Latin, Greek, Arabic, Hindi, etc., into English and Russian (radar, virus, laser, robot, algorithm, cosmonaut, sputnik, inertia, neuron, pharmacology, paleontology) also help students to identify concepts that are familiar to them in their native language.

Some verbal nouns ending with the suffix -TION in English and denoting a process, action or condition associated with the verb from which they are derived may also serve as examples of positive transfer. Since in Russian, there is the suffix -CIYA with a similar meaning, such concepts as *organisation* [organizaciya], *reaction* [reakciya], *function* [funkciya], *realization* [realizaciya], *construction* [konstrukciya], etc. are easily understood by high-school students enrolled in CLIL programmes in English.

The familiarity with some grammatical categories in the native language is also a good help in CLIL learning, for example, students who have mastered the grammatical categories of number and case in Russian usually easily establish correspondences with English, even though there are obvious differences, the same is true for some pairs of verbs which have their correspondences in English. For example, the difference between such verb pairs as look-see, hear-listen, do-make, etc. in English and Russian is maintained

The presence of positive transfer in the learning of English as a foreign language by Russian-speaking pupils was confirmed by the test results of 6-th grade pupils. Sixth-graders were not chosen by chance. According to the state standard of the Republic of Kazakhstan, the study of chemistry, biology, and physics in schools starts only from the 7th grade. It means that the test participants were not familiar with the concepts related to these science areas, both in English and their native language. The following categories of concepts, where positive transfer prevails, were identified according to the test results: general scientific and highly specialized terms, borrowed words, direct calques from English, internationalisms, and abbreviations. The task of matching English-language concepts with their Russian equivalents performed by the students showed the following level of comprehension (figure 2).

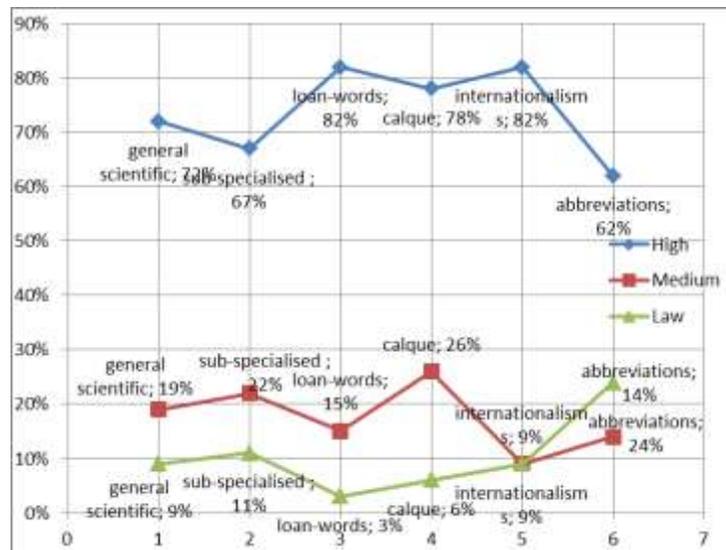


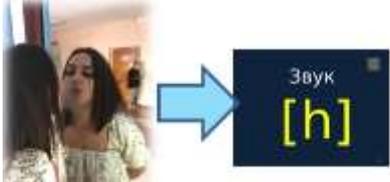
Figure 2. The level of understanding of some CLIL categories by sixth-graders

Thus, 72% of the students showed a high level of understanding of general scientific terms in English, similar in spelling and sound to their Russian analogues, easily finding equivalents for such concepts as process, analysis, phenomenon, operation, synthesis, etc., 67% of respondents were also able to relate concepts from narrow specialist vocabulary (physics-energy, atom, electric, inertia, mass; chemistry-valency, chemical element, the periodic table, reaction, biology- biosphere, virus, genome, plasma, instinct). The level of students' comprehension of loan words, direct calques, and internationalisms is also quite high for their age category. Moreover, 62% of students were able to relate units of measure of length, time, mass, etc., expressed by abbreviations. It should be noted that successful test taking by sixth-graders is not due to knowledge of physics, chemistry, or biology, but to positive transfer, in which L1 does not cause L2 norms and rules to be broken, but encourages students to pick up common patterns that exist in both languages.

Thus, interlingual interference in CLIL learning is the influence of learners' native language on the understanding of new concepts and ideas when learning subjects in a foreign language. On the one hand, learners' mother tongues can lead to misunderstandings and inaccuracies in both language and subject understanding. But on the other hand, skillful comparison of L1 and L2 structures, implementation of different techniques to reduce the negative impact of interlingual interference (Table 3) and scaffolding can stimulate

high school students to learn subjects in English. Besides, students with relevant knowledge in their native language and with foreign language skills will undoubtedly have additional advantages.

Table 3. Techniques to reduce the negative impact of interlingual interference in CLIL

№	Types of interlingual interference	Techniques	Notes
1	Phonetic	-Reading Russian poems with an "English accent"; -Phonetic drills; -Method of association. 	When teaching the pronunciation of the sound [ɣ], which is unusual for native Russian speakers, we apply the method of association by asking: "Have you ever been to the dentist? What sounds can be heard from the office where teeth are treated? When pronouncing the sonorous [w] corresponding to the Russian consonant [v], we ask "Show me how we slowly blow out a candle?", followed by an explanation of the articulation of the sound being practiced. Introducing students to the English guttural sound [h], we remember how we blow on a frozen glass.
2		-Visualisation of lexemes -Mnemoncards with "translator's false friends" -Using contextual tasks with pictures	In the classroom, a board can be set up to display cards with words that are commonly difficult for the students to understand. The cards should be changed from time to time and should correspond to the topic of the class. For example, Russian speakers often use the word <i>fabric</i> talking about factories. As in Russian, <i>factory</i> sounds like [fabric]. Other analogy cards. To memorize, for example, the noun constellation, we use a similar sounding association in Russian: horse and cart [kon' s telegoj] visualizing a constellation in the form of a horse.
3	Lexical-semantic	-Algorithmisation of grammatical material; -The grammatical material is practised on small texts, and drill exercises; -Sentence frames	The use of these grammatical structures as such "language framing" prevents possible erroneous choices that can be made under the influence of interlingual interference.
		<p>I. Fill in the gapes.</p> <p>A. <input type="text"/> на участке цепи равна произведению напряжения, силы тока и времени. This quantity is measured in <input type="text"/> indicated as <input type="text"/>. Its formula <input type="text"/></p> <p>B. Power – это физическая величина, равная <input type="text"/> совершенной в цепи за единицу времени. <input type="text"/> это величина, которая измеряется в Ваттах и обозначается <input type="text"/>. Рассчитывается по формуле <input type="text"/>.</p> <p>C. Прибор для измерения current strength in circuit называется <input type="text"/>.</p> <p>D. <input type="text"/> это прибор, служащий для регуливовки current strength and voltage in electrical circuit путём получения требуемой величины сопротивления.</p>	

6. Conclusion

Having analysed facts 4.1.1 and 4.1.2, we can conclude that CLIL learning, while having a significant educational potential, at the same time, due to its didactic peculiarities, is a fertile environment for the emergence of interlanguage interference. Interlanguage interference in CLIL teaching is observed at all linguistic levels and has the greatest impact on productive speech skills. The nature of the interfering

influence of I1 on I2 can be either positive or negative. Negative influence consists in the appearance of errors in speech in a foreign language under the influence of the native language of the bilingual, which lead to partial or complete loss of meaningful content. The positive impact is the possibility to compare speech structures of I1 and I2, which, on the contrary, contributes to adequate translation and mutual understanding. When implementing CLIL learning, the most constructive is to rely on the principles of the interlingual learning model, which is oriented to the learner's personality and needs; implies tolerance of errors, facilitation, accentuation of the content aspects of learning and the subordinate role of linguistic ones. Undoubtedly, this seems to be a complex task, for the successful solution of which it is necessary to build CLIL-learning based on language immersion, use authentic materials, apply strategies that minimise the negative impact of interlingual interference and increase the proportion of positive transfer. This factor is important to consider when designing and implementing CLIL programmes.

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