

Interlanguage interference: Multilevel linguocognitive approach

Tatiana Yu. Tameryan – Irina A. Zyubina – Olga G. Chupryna – Viktoriya A. Borisenko – Tatiana I. Yakovenko

DOI: 10.18355/XL.2022.15.03.12

Abstract

The article highlights several cognitive, psychological, and linguistic issues, reflecting the problems of the Russian language acquisition by the foreign students in the natural environment. The study is based on modern interpretations of language contacts and the specifics of intercultural communication, multilingualism, and communication studies. The study uses the techniques of a psycholinguistic experiment, a sociolinguistic survey, lexico-semantic and contextual analysis techniques, as well as various approaches to describing speech mistakes because of interlanguage interference. The material for the article was the data of the foreign informants' written survey in the multilingual environment of the host region. In the bilingual Russian-English questionnaire, it was required to justify the choice of the country, the university of study, difficulties in completing educational programs. The survey involved the foreigners who are at different stages of the Russian language acquisition. The main objective of the study was to establish the leading channels of the Russian language perception and to describe the interfering influence of the native languages and dialects of the Hindus, as well as international English, on the language of the host country acquisition. On the text fragments and individual statements, the directions of interlanguage interference were shown, its leading types were identified – phonetic, phonemic, grapheme, morphological and lexical. The role of the English language as an intermediary in the process of the new language acquisition has been established. The performed analysis confirmed the leading position in the sensory system of the auditory perception channel, prevailing over visual perception. There is a tendency to contamination of written and oral speech, compression, and the use of abbreviations; interlanguage interference at the semantic-cognitive, phonetic, phonemic, grapheme, phonemic-grapheme, morphological and lexical levels of the native languages and partially English. The strategy of using Internet translation and literal translation from English into Russian, represented as the author's text in Russian, is determined. The survey showed that at an advanced level of the Russian language proficiency, the most problematic is the semantic differentiation of single-root lexemes formed prefixally.

Key words: interlanguage interference, cultural and linguistic integration, multicultural space, cognitive style, communication strategy, Russian as a foreign language, international English, dialects of the Hindus

Introduction

Large-scale migration flows have become a sign of the era: educational migration has reached the international level, and the solution of emerging problems, including cultural and linguistic ones, requires the coordination efforts of many countries. The initiatives implemented by the Council of Europe on the integration of migrants and their proficiency in the languages of the host country deserve special attention.

In the new millennium, humanity is undergoing cardinal changes, during which the world is being transformed into a single civilizational system, which significantly changes political, economic, cultural, and educational ties (Tugun et al., 2020). Within the framework of the current geopolitical situation, discursive interaction of a broad humanitarian perspective, positioning contacts at the interethnic and interstate levels, is of particular interest (Repina et al., 2018).

The aim of the study is to identify the leading channels of perception that determine the formation of a cognitive style of the Russian language acquisition and to describe the interfering influence of the native languages and dialects and English on the language acquisition of the host country.

Literature Review

Migration processes as an objective reality of the modern world receive a scientific description in many branches of humanitarian knowledge. The emergence of migration linguistics, which focuses on issues of linguistic integration, language and educational policy, the study of identity and acculturation and adaptation, is scientifically and socially conditioned.

The emergence of migration linguistics was caused by the need to study the dynamic processes in the language, which are a complex of linguistic and extralinguistic factors that influence the formation of migrant, political and educational discourses (Collins, 2015; Beacco et al., 2017; Coste & Cavalli, 2018; Zheltukhina et al., 2017; Kovtunen et al., 2018; Zheltukhina, 2019; Zyubina et al., 2019; David, 2020; Chupryna, 2020; Tkáčová et al., 2021; Platonova et al., 2021; Salakhova et al., 2021, etc.).

The migrant educational discourse is at the stage of formation. Over the past decade, educational programs have been created (Bartlett, Rodríguez & Oliveira, 2015), the features of the implementation of migration communications are revealed (Gugenberger, 2018: 164-169), attention is paid to the education of migrant children (Krashen, Sarcella & Long, 1982; Holmes, Fay & Andrews, 2017; Gromova et al., 2021, etc.); approaches to teaching foreign students are being developed (El-Khechen et al., 2016; Di Liberto, 2015; Ostrikova et al., 2018; Weber, Appel & Kronberger, 2018; Aleshchanova, Frolova & Zheltukhina, 2019; Begishev, Khisamova & Vasyukov, 2021).

The issues of acquiring translanguality, which has axiological significance as a phenomenon that integrates the internalization of several languages and cultures with their traditional features, are considered in the works of the scientists (Hryniewicz & Dewaele, 2017; Bilá, Kačmárová & Vaňková, 2020).

This is how educational discourse appears in the context of intercultural communication. Thus, the present work confirms the conclusions of many researchers who see the transforming role of the processes of intensive intercultural interaction, which are dictated by globalization and changes in the world order (Zappettini, 2017). In recent years, the perspective of bilingual research has changed, research is being carried out in the linguoculturological direction, dedicated to bilingualism (Hernandez, 2017; Bilá & Ivanova, 2020; Yelenevskaya & Protassova, 2021).

The research of the last decades is aimed at identifying interference dynamics and cognitive conflict when retrieving lexical equivalents from the memory of testees, and these equivalents convey universal concepts (Chupryna, Baranova & Merculova, 2018; Mickan et al., 2021).

The phases of language interference and dynamics of cognitive control in the competition of the second and third studied languages are determined (Lekova, 2010; Kreiner & Degani, 2015).

The specificity of switching language codes in the situation of bilingualism is described (Kolabinova & Palutina, 2014; Tameryan et al., 2019; Martyanov et al., 2019; Tameryan, Zyubina & Dzhigkaeva, 2021).

Methodology

The study of the interlanguage interference is based on a multilevel linguocognitive approach that covers levels such as semantic-cognitive, phonetic, phonemic,

grapheme, phonemic-grapheme, morphological and lexical levels of the native languages and partially English.

The study was conducted using the method of psychosemantic analysis of words and texts, contextual analysis, verbal association techniques, linguistic, psychological, and cognitive analysis of typical mistakes. The material of the study was the data of the informants' written surveys, conducted based on a psychophysiological approach to identifying the channels of a foreign language perception and establishing the characteristics of the cognitive style and communication strategies in a multilingual situation of the respondents from India.

The surveys involved 400 students studying at the universities in North Ossetia under programs implemented in English and Russian in the period from 2015 to 2022 (330 men and 70 women). In the questionnaire, which was compiled in Russian and English, it was proposed to justify the choice of the country, the university of study, the difficulties in completing educational programs, the specifics of intercultural interaction in Russia and North Ossetia.

Results and Discussion

During the period of the British dominance, English in India has become widespread – it is used in business and official communication, in tourism business areas, and is also used as an intermediary between speakers of different languages and dialects (Shneider, 2003: 233-281).

To analyze the effectiveness of studying a foreign language, it is necessary to consider the features of sensory perception, neurophysiological mechanisms for obtaining and storing information, the specifics of short-term and long-term memory and attention, motivation to learn a particular language, skills, competencies, and several other factors (Gamboa, García & Ahumada, 2017).

The British psychologists P. Honey and A. Mumford (1992) following D.A. Kolb (1981) substantiated the existence of four cognitive styles: convergent, divergent, assimilatory, and accommodative. Despite the integration of cognitive styles in the learning process, the dominant communication style of the individual occupies a leading position.

It is customary to distinguish three channels of perception: visual, auditory, and kinesthetic, which determine preferences in the ways of obtaining information. In accordance with the leading type of channel, people are divided into visuals, auditory and kinesthetics. There are complex links between perceptual mechanisms, cognitive style, and learning (Datiyeva & Tameryan 2021).

Experimentally, presenting the same language examples in the audio recording, in the form of a picture or image, as well as using touch, movements, gestures, motor skills of writing, perception by taste and olfactory receptors, we have established the modalities of perception channels by the foreign students. Their ratio is shown in Figure 1:

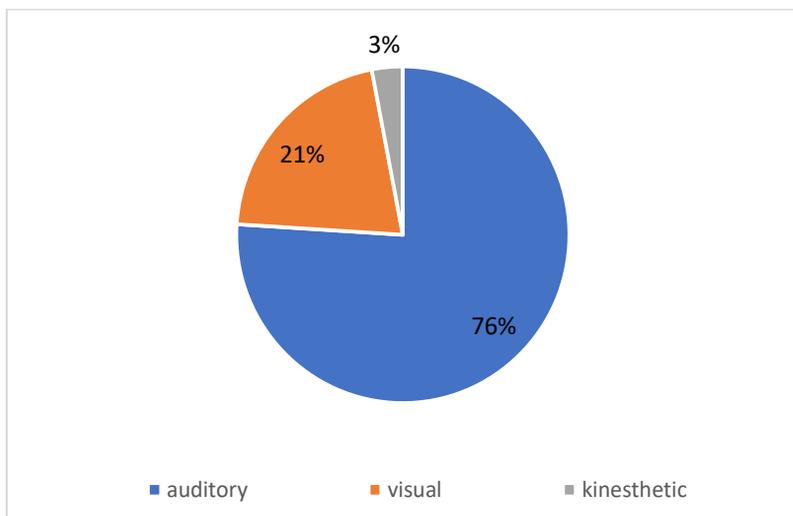


Figure 1. Channels of interlanguage interference

It was established, that the dominant modality of perception is an auditory perception. The sensory system of perception and feedback from the Indian students, implemented through the auditory (76%), visual (21%) and kinesthetic (3%) channels. The analysis of the respondents' answers revealed the fact that more detailed answers were prepared first in English and then translated into Russian through Google Translate. So, for example, spelling errors in English led to a distortion of the meaning in Russian as a result of oral Internet translation:

The statement "*Ossetian students always **say lamb***" in the context of describing the communicative culture of the Ossetians indicates the non-differentiation in the flow of speech of the word *salam* "greeting" and its incorrect spelling.

Through contextual analysis, the original "*Ossetian students always say salam*" was restored.

The statement "*I've known many new **sings** in Ossetia*" illustrates the distortion of the outgoing sentence when using an Internet translator, when the result of predominantly auditory perception of the lexeme *things* "things; information" was the spelling of *sings* "he sings" ("instead of *I've known many new things in Ossetia*").

As a result of the spelling correction, the semantic integrity of such statements as:

"I love the ascent of the Ossetian language" was restored instead of *"I love the ascent of the Ossetian language"*;

"I never mix lessons" instead of *"I never miss lessons"*.

"I eat Russian foods, exempt for fish caviar" instead of *"I eat Russian foods, except for fish caviar."*

Analysis of the survey results allows us to state the presence of a significant number of spelling and grammatical errors in the English-language answers.

For example:

*"We **does** (instead of **do**) not speak **well** Russian so we have some difficulties now."*

The use of the infinitive and participle instead of personal forms of the verb by the Indians is due to the influence of the simplification of grammatical constructions adopted in Hinglish:

“We not always **be/being** in the hostel in the evening” instead of “We are not always in the hostel in the evening.”

An example of a semantic and cultural tracing paper is the statement:

“My curator's **good name's** Zalina”.

Calque from Hindi *good name* (“good, holy name”), goes back to the concepts of Hinduism and ideas about status.

“Dat' znak v zacetnoj knizhke” (“Give a sign in the record book”) instead of “raspisat'sya” is a literal translation of *to give a sign* instead of *to put a signature* from the regional variant of Indian English.

In some cases, when answering questions, respondents resorted to a strategy of concretizing the status of the addressee by politely addressing a female teacher with the words **mam, mama** which is a distorted translation of the English *mam* (abbreviated form of “madam”).

Let us consider two-way processes associated with interlanguage interference caused by the contacts of the native and second languages of the Indian students in the assimilation of Russian – these are, first, graphic, phonological-graphic, and phonetic ways of interlanguage interference.

Since the language is used in oral, written, or graphic forms, the interfering effect is both on the ways of pronouncing the sound stream and on the graphic recording of the spoken sounds.

At the initial stage of the Russian language acquisition, most foreign students experience graphic interlanguage interference (Qu, Feng & Damian, 2021), which manifests itself in the mixing of the Russian and English alphabets' letters in one word, for example:

da (da – “yes”);

net (net – “no”);

салам (salam – “hello, hi”),

hачу (hochu – “want”).

This kind of confusion is most frequent in international words:

taxи (“taxi”);

texт (“text”);

класс (klass – “class”).

It has been established that phonological-graphic interlanguage interference prevails over other types of interlanguage interference, because of which the foreign students successfully acquire the principles of unstressed vowels' reduction and positional devoicalization of a voiced consonant before a voiceless one ((v) / (f) in the middle of a word) in the flow of speech, which is uncharacteristic for the native languages and English.

This kind of interfering influence on writing occurs when the Russian speech is perceived mainly through the oral channel, without sufficient visual reinforcement by printed texts.

So, for example:

mozhna instead of **mozhno** (“it is possible”);

pravilna instead of **pravil'no** (“correct”);

sichas instead of **sejchas** (“now”);

patom instead of **potom** (“later”);

ponel/ponil instead of **ponyal** (“understood”);

potamu chto instead of **potomu chto** (“because”).

The native language interfering influence on the specifics of the phonetic system functioning of the studied language is clearly manifested through the positional replacement of the sound (v) at the beginning and middle of the word with the sound (b).

The sound (v) is pronounced as a labiodental, labiodental fricative noisy consonant or as a sonant, as a rule, at the beginning of a word, or in an intervocalic position, therefore, Hindi speakers often replace it with (b):

sdabat' instead of *sdavat'* (“pass”);

bideo instead of *video*;

bzyal instead of *vzyal* (“took”);

boda instead of *voda* (“water”);

pripadabatel' instead of *prepodavatel'* (“teacher”);

bakhter instead of *vakhter* (“watchman”);

becher instead of *vecher* (“evening”).

In the Indo-Aryan languages and dialects, the sound (h), which is formed with a slight aspiration, is replaced by a guttural aspirated sound (kh). This feature is reflected in the spelling of words, where the letter **h** is replaced by the letter **k**.

Thus, there is a tendency not only to replace these sounds in speech, but also to implement the phonetic basis of writing with the Russian graphemes based on the principle “as I hear, so I write”:

koladna instead of *kholodno* (“it’s cold”);

korosho instead of *khorosho* (“well”);

poyekal instead of *poyekhal* (“went”);

ploka instead of *plokho* (“it’s bad”);

kochu instead of *khochu* (“I want”);

otdykal instead of *otdykhal* (“had a rest”).

In the languages and dialects spoken by the Indian students, there are no sounds (z) or (dz), which results in their non-recognition in speech and positional replacement in writing, so the Indian students speak and write:

zhabral instead of *zabral*,

zhakazhal instead of *zakazal*;

ekzhamen instead of *ekzamen*;

the speakers of other languages and dialects have a positional replacement for the sounds (dzh):

dzhastvujte instead of *zdravstvujte*,

dzhavtra instead of *zavtra*;

dzhabolel instead of *zabolel*.

The replacement of the sound (zh) with the sound (z) and the corresponding Russian grapheme was also fixed:

padez instead of *padezh*;

or with the sounds (dzh) and grapheme dzh:

modzhno instead of *mozhno*,

slodzhno instead of *slozhno*.

Since in the native languages of the students from India there is no opposition of sounds (sh) – (shch) in the terms of hardness-softness, and the sibilant (s) is softer than the Russian (sh), the sound (s) is not recognized in all positions.

This is most vividly illustrated by the following words:

shobshchem instead of *sovsem*,

shgushonka instead of *sgushchonka*.

Even though the lateral sonant (l) is semi-soft, although it is harder than the Russian (l'), there were difficulties with its distinction, pronunciation, and spelling:

skolka «skol'ko»,

pravilna «pravil'no».

Almost all soft consonants at the end of a word did not differ phonetically and graphically:

otdavat “otdavai”,

smotret “smotret”;
gulyat “gulyat”;
teper “teper”;
otvechat “otvechat”;
sdavat “sdavat”.

The lack of iotization of the Russian vowel sounds in the Indo-Aryan languages created difficulties in recognizing and writing words with the letters **ya, yu, e, yo**.

For example,

prama “pramo”;
esli “esli”;
lekcia “lekciya”;
stipendia “stipendiya”;
dla “dlya”;
ablaka “yabloko”;
prama “pramo”.

The students who speak English at an intermediate level differentiate the sounds (yu) and (ye), but make mistakes in other positions.

Here are the following recorded spellings of the Russian words:

profesor “professor”;
izhyum “izyum”;
iyul “iyul”;
vklyuchit “vklyuchit”.

In addition, the interlanguage interference of the English pronunciation norm with the Russian one manifested itself in the substitution of the Russian sound (u) for the English (ju) in the words:

modyul “modul”;
myuzika “muzyka”.

The absence of the phoneme (y) in the systems of languages that are in use in India also adversely affected the ability to distinguish this sound in the flow of speech in Russian, i.e. (y) after hard consonants:

sir “syr” (cheese);
radi “rady” (glad);
bik “byk” (bull);
milii “milyi” (cute);
krysha “krysha” (roof).

The analysis of the written responses showed a qualitative and quantitative reduction in the absolute ends of the words, not due to an increase in the rate of speech, but due to insufficient assimilation of the spelling of words.

Here are the most common cases of leveling endings:

dobri den “dobryy den” (good afternoon);
dobri nochi “dobroy nochi” (good night);
ostalni “ostal'nyye” (the rest);
poprobuyi “poprobuyte” (try);
sluchil “sluchilos” (happened);
otvechayushchi “otvechayushchiy” (answering);
v auditori “v auditoria” (in the study room);
pomogayushch “pomogayushchiy” (helping).

As follows from the above text fragments of the survey, special attention when teaching the Russian consonantism requires the classification of the Russian consonants according to hardness-softness setting hard and soft consonants (l) – (l'), (d) – (d'), (t) – (t') and other sounds.

It is also necessary to carry out careful work to distinguish between the sonant (j) and the vowel in the flow of speech, the pronunciation of iotated vowels and the inextricably linked rules for fixing softness and hardness in writing.

Statistical indicators of interlanguage interference types reflecting the levels of interlanguage interference identified by the authors during the analysis of the Russian language acquisition by the Indians are shown in Figure 2:

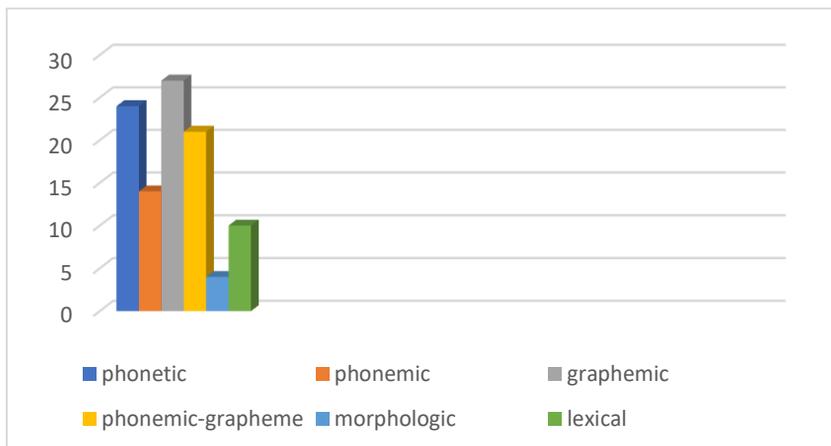


Figure 1. Language levels of interlanguage interference

Modern processes of mixing in the network language of spoken and written speeches were observed when receiving answers from the Indian students not only with the help of instant messengers and social networks, but also directly when passing a survey on an online platform. The resulting texts were informative, contained abbreviations and simplifications.

It is known that virtual communication the Internet correspondence, is carried out in an accelerated mode on the principle of saving time. Spelling and punctuation, normative for written speech, are often recoded and take on other meanings. Network slang and abbreviations are becoming acceptable in colloquial speech. We stated that net etiquette interfered with the genre of written business communication of the Indian students and their teachers.

The main type of the abbreviations identified in the respondents' answers are the abbreviations formed by phonetic consonance, abbreviations based on the omission of vowels, abbreviations constructed by omitting one of the parts of the word, as well as lexical neologisms formed from the initial letters or sounds of words that make up the original phrase:

4U "I have a question for you";

txt/tkst; **GB** "Goodbye";

inznte "sorry";

plz/pls/, **pliz/pzhlsta** "please";

thx/thanx/, **spb/spbo** "thanks";

b, from *be* "to be".

The correct use of the English and Russian abbreviations used in the Russian Internet environment by the foreign students indicates that communication in the Russian-language chat served as one of the first channels for mastering a new language.

It should be noted that the intercalation or wedging of abbreviations in English into a message in Russian and vice versa demonstrate the universality of application, large-scale coverage, and paramount importance of using virtual communication tools.

Among the responses received, there were cases of renomination, when the Indian students rejected nominations generally accepted in the Russian educational

environment for several internal reasons and created their own neologisms, it happened instead of mastering lexemes and set phrases that are in circulation in educational discourse.

We have established some renomination strategies based on color associations.

So, the self-name *krasnaya kartochka* (“a red card”) “colloq. record book”, Eng. “report card/record-book”, has a dominant circulation among the Indian students.

The renomination *belaya bumaga* (“white paper”) – “a sheet for marking the completion of the subject” is used instead of the lexeme “begunok” (“runner”).

Thus, we state the rejection of a number of the educational cycle attributes’ names due to the influence of the associative color interlanguage interference process, since the red color (a record book) and the white color (a sheet of paper for marks) replaced the original Russian names for innovations that most clearly fix the semantics of these words in the mental lexicon of the students.

The greatest difficulty for the foreign students in the third period of the Russian language acquisition is the semantic differentiation of single-root words with different prefixes.

Let us illustrate it with the most frequent examples of semantic confusion when replacing one prefix with another:

Ya skazal tekst (instead of *rasskazal*) – tell – retell;

Opishi zachetku (instead of *raspishites*, besides, the polite form of addressing a teacher - the second person plural - is not observed) – subscribe – describe.

As illustrated above, the ways of describing the verbal action are one of the problematic aspects of learning, since in every language and dialect in India, there is a special system of prefixes that conveys various types of semantic modifications of verbs. The assimilation of the Russian prefixed verbs presents significant difficulties.

Conclusion

The material presented in the study allows the authors to summarize the results of the study. It was determined that the sensory system of perception and feedback from the Indian students, implemented through the auditory (76%), visual (21%) and kinesthetic (3%) channels, is based on the dominant modality of perception – auditory perception.

Cognitive simplification is realized through a tendency to contamination of written and oral speech, its folding, compression, use of abbreviations; through intensification of associative and semantic connections of the secondary lexicon to produce innovations based on cognitive mechanisms and models developed and fixed in the system of authentic languages.

Interfering effects of the native languages and, to some extent, English on the phonetic (24%), phonemic (14%), graphemic (27%), phonemic-grapheme (21%), morphological (4%) and lexical (10%) levels are revealed.

The leading function of the English language as a communicative mediator has been established.

A communicative strategy has been established to imitate the Russian language acquisition by presenting translations as self-written texts, including a literal translation from English.

Acknowledgments

The reported study was funded by RFBR and MES RSO according to the research project No 20-512-07003.

Bibliographic references

Aleshchanova, I.V., Frolova, N.A., & Zheltukhina, M.R. (2019). Teaching resources in professionally oriented foreign language learning. IOP Conf. Ser.: Mater. Sci. Eng. 483(1), 012038.

- Bartlett, L., Rodríguez, D., & Oliveira, G. (2015). Migration and education: Sociocultural Perspectives. *Educação e Pesquisa* 41, 1153-1170.
- Begishev, I., Khisamova, Z., & Vasyukov, V. (2021). Technological, Ethical, Environmental and Legal Aspects of Robotics. *E3S Web of Conferences*, 244, 12028.
- Bilá, M., Ivanova, S. (2020). Language, culture and ideology in discursive practices. *Russian Journal of Linguistics* 24(2), 219-252.
- Bilá, M., Kačmárová, A., & Vaňková, I. (2020). The encounter of two cultural identities: The case of social deixis. *Russian Journal of Linguistics* 24(2), 344–365. <https://doi.org/10.22363/2687-0088-2020-24-2-344-365>.
- Chupryna, O.G. (2020). Discourse of social inequality: The problem of linguistic representation of ageism. *Issues of Cognitive Linguistics* 1, 94-102. <https://doi.org/10.20916/1812-3228-2020-1-94-102>
- Chupryna, O.G., Baranova, K.M., & Merculova, M.G. (2018). Fate as a concept in language and culture. *Issues of Cognitive Linguistics* 3, 120-125. <https://doi.org/10.20916/1812-3228-2018-3-120-125>
- Collins, J. (2015). Migration, language diversity and education policy: A contextualized analysis of inequality, risk and state effects. *Policy Futures in Education* 13(5), 577-595. <https://doi.org/10.1177/1478210315581463>.
- Coste, D., & Cavalli, M. (2018). Migration and Language Education Policies: The Major Role of Mediation. *European Journal of Language Policy* 10(2), 165-186; <https://doi.org/10.3828/ejlp.2018.10>.
- Datiyeva, Ya.V., & Tameryan, T.Yu. (2021). Language Transfer: Dominant Channels in Perception. *Current Issues in Philology and Pedagogical Linguistics* 3, 195–208. <https://doi.org/10.29025/2079-6021-2021-3-195-208>.
- David, H. (2020). The language corridor revisited vernacular scripts and migration pathways. *Journal of Chinese Writing Systems* 4(2), 71-86. <https://doi.org/10.1177/2513850220919810>.
- Beacco, J.-C., Krumm, H.-J., Little, D., & Thalgott, Ph. (2017). *The Linguistic Integration of Adult Migrants / L'intégration linguistique des migrants adultes: Some lessons from research / Les enseignements de la recherche*, Berlin, Boston: De Gruyter Mouton. <https://doi.org/10.1515/9783110477498>
- Di Liberto, A. (2015). Length of stay in the host country and educational achievement of immigrant students the Italian case. *International Journal of Manpower* 36(4), 585-618. <https://doi.org/10.1108/IJM-11-2013-0261>.
- El-Khechen, W., Ferdinand, H.D., Mcelvany, N., & Steinmayr, R. (2016). Language-related values, reading amount, and reading comprehension in students with migration backgrounds. *British Journal of Educational Psychology* 86(2), 256-277 <https://doi.org/10.1111/bjep.12102>.
- Gamboa, M., García, Y., & Ahumada, V. (2017). *Diseño, de Ambientes de Enseñanza-Aprendizaje: Consideraciones con base en la PNL y los Estilos de Aprendizaje*. URL: <https://library.co/document/zp0n3d4q-diseno-ambientes-ensenanza-aprendizaje-consideraciones-base-estilos-aprendizaje.html>.
- Gromova, C., Khairutdinova, R., Birman, D., & Kalimullin, A. (2021). Educational practices for immigrant children in elementary schools in Russia. *Education Sciences*, 11(7), 325. <https://doi.org/10.3390/educsci11070325>
- Gugenberger, E. (2018). *Theorie und Empirie der Migrationslinguistik. Mit einer Studie zu den Galicieen und Galicierinnen in Argentinien*. Austria: Forschung und Wissenschaft. Literatur und Sprachwissenschaft. URL: https://play.google.com/store/books/details/Theorie_und_Empirie_der_Migrationslinguistik_Mit_e?id=139SDwAAQBAJ&gl=US.

- Hernandez, G. (2017). Speaking of language and culture: A report on the conference "Approaches to migration, language, and identity". *Studies in Communication Sciences* 17(2), 258-262. <https://doi.org/10.24434/j.scoms.2017.02.011>.
- Holmes, P., Fay, R., & Andrews, J. (2017). Education and migration: languages foregrounded. *Language and Intercultural Communication* 4(17), 369-377. DOI: <https://doi.org/10.1080/14708477.2017.1376142>.
- Honey, P., Mumford, A. (1992). *The Manual of Learning Styles*. Maidenhead: Peter Honey, 1992. ISBN 0-9508444-7-0
- Hryniewicz, L., & Dewaele, J.-M. (2017). Exploring the Intercultural Identity of Slovak Roma Schoolchildren in the UK. *Russian Journal of Linguistics* 21(2), 282–304. <https://doi.org/10.22363/2312-9182-2017-21-2-282-304>.
- Kolabinova, T.I., & Palutina, O.G. (2014). Classes of Spanish as a foreign language in a university for Russian Speakers Familiar with English. 6th International conference on education and new learning technologies 7-9 July. Barcelona, pp. 514–520.
- Kolb, D.A. (1981). Experiential learning theory and the learning style inventory: A reply to Freedman and Stumpf. *Academy of Management Review* 2(6), 289-296.
- Kovtunen, I.V., Borisenko, V.A., Bylkova, S.V., Minakova, N.A., & Rogacheva, V.I. (2018). Interview as a Genre of New Media Communication: Rhetorical Relations and Pragmatic Effects. *XLinguae*, 11(2), pp. 95-105. <https://doi.org/10.18355/XL.2018.11.02.08> ISSN 1337-8384
- Krashen, S., Sarcella, R., & Long, M. (1982). *Child-adult differences in second language acquisition*. Rowley: Newbury House
- Kreiner, H., & Degani, T. (2015). Tip-of-the-tongue in a second language: the effects of brief first-language exposure and long-term use. *Cognition* 137, 106-114. <https://doi.org/10.1016/j.cognition.2014.12.011>.
- Lekova, B. (2010). Language interference and methods of its overcoming in foreign language teaching. *Trakia Journal of Sciences* 8(3), 320-324.
- Martyanov, D., Gorobets, V., Galiullin, K., Gorobets, E., & Tameryan, T. (2019). Thesaurus of neurolinguistic terms: Baseline characteristics. *Journal of Advanced Research in Dynamical and Control Systems* 11(8), 1787–1790.
- Mickan, A., McQueen, J.M., Valentini, B., Piai, V., & Lemhöfer, K. (2021). Electrophysiological evidence for cross-language interference in foreign-language attrition. *Neuropsychologia*, 155, Article 107795. <https://doi.org/10.1016/j.neuropsychologia.2021.107795>
- Ostrikova, G.N., Zheltukhina, M.R., Zyubina, I.A., & Sidorova I.G. (2018). Learning Via Visualization at the Present Stage of Teaching a Foreign Language. *Astra Salvensis* 1, 601-607.
- Platonova, R.I., Vasyukov, V.F., Vorozhikhin, V.V., Akhamadiev, R.S., Donskova, L.A., & Zdanovskaya, L. (2021). Metaphorical cards as innovative educational technology for students' social intelligence developing. *Cypriot Journal of Educational Sciences*, 16(4), pp. 1926-1935. <https://doi.org/10.18844/cjes.v16i4.6059>
- Qu, Q., Feng C., & Damian, M.F. (2021). Interference effects of phonological similarity in word production arise from competitive incremental learning. *Cognition* 212, Article 104738. <https://doi.org/10.1016/j.cognition.2021.104738>.
- Repina, E.A., Zheltukhina, M.R., Kovaleva, N.A., Popova, T.G., & Garcia Caselles, C. (2018). International media image of Russia: trends and patterns of perception. *XLinguae* 11(2), 557-565. <https://doi.org/10.18355/XL.2018.11.02.45>.
- Salakhova, V.B., Masalimova, A.R., Belyakova, N.V., Morozova, N.S., Osipova, N.V., & Prokopyev, A.I. (2021). Competitive Teacher for Higher Education: Risk-Based Models of its Development. *Eurasia Journal of Mathematics, Science and Technology Education*, 17(10), pp. 1–12. <https://doi.org/10.29333/EJMSTE/11187>
- Shneider, E.W. (2003). The Dynamics of New Englishes: from Identity Construction to Dialect Birth. *Language. Journal of the Linguistic Society of America* 2(79), 233-281. <https://doi.org/10.1353/lan.2003.0136>.

- Tameryan, T.Y., Popova, T.G., Redkozubova, E.A., Sedliarova, O.M., & Solovyeva, N.S. (2019). Feminine perspective of ethnic business communication. *Espacios* 40(34), p. 18. ISSN 0798 1015
- Tameryan, T.Yu., Zyubina, I.A., & Dzhigkaeva, A.V. (2021). Thematic Representation and Linguo-Cognitive Structure of the Businesswoman Image from the Perspective of Gender-professional Axiology. *RUDN Journal of Language Studies, Semiotics and Semantics* 12(4), 1216-1235. <https://doi.org/10.22363/2313-2299-2021-12-4-1216-1235>.
- Tkáčová, H., Pavlíková, M., Tvrdoň, M., & Prokopyev, A.I. (2021). Existence and prevention of social exclusion of religious university students due to stereotyping [Obstoje in preprečevanje družbenega izključevanja vernih študentov zaradi stereotipizacije]. *Bogoslovni Vestnik*, 81(1), pp. 199-223. <https://doi.org/10.34291/BV2021/01/TKACOVA>
- Tugun, V., Bayanova, A.R., Erdyneeva, K.G., Mashkin, N.A., Sakhipova, Z.M., & Zasova, L.V. (2020). The Opinions of Technology Supported Education of University Students. *International Journal of Emerging Technologies in Learning*, 15(23), pp. 4-14. <https://doi.org/14.10.3991/ijet.v15i23.18779>
- Weber, S., Appel, M., & Kronberger, N. (2018). Immigrant students' educational trajectories: The influence of cultural identity and stereotype threat. *Self and Identity* 17(2), 211-235. Language: English. Taylor and Francis Ltd. <https://doi.org/10.1080/15298868.2017.1380696>.
- Yelenevskaya, M., & Protassova, E. (2021). Teaching languages in multicultural surroundings: New tendencies. *Russian Journal of Linguistics* 25(2), 546-568. <https://doi.org/10.22363/2687-0088-2021-25-2-546-568>.
- Zappettini, F. (2017). Transnationalism as an Index to Construct European Identities: an Analysis of 'Transeuropean' Discourses. *Russian Journal of Linguistics* 21(2), 260-281. <https://doi.org/10.22363/2312-9182-2017-21-2-260-281>.
- Zheltukhina, M.R. (2019). Migration media linguistics: conflict vs cooperation in multicultural communication. Migration linguistics in the modern scientific paradigm: mediation practices. Perm: PSNRU. ISBN 978-5-7944-3303-6.
- Zheltukhina, M.R., Klushina, N.I., Ponomarenko, E.B., Vasilkova, N.N., & Dzyubenko, A.I. (2017). Modern Media Influence: Mass Culture – Mass Consciousness – Mass Communication. *XLinguae* 10(4), 96-105. <https://doi.org/10.18355/XL.2017.10.04.09> ISSN 1337-8384
- Zyubina, I.A., Dzyubenko, A.I., Borisenko, V.A., Popova, O.V., & Prokopyev, A.I. (2019). Implicit Linguopragmatic Strategies of Speech Behavior of English-Speaking Prosecutors. *XLinguae* 12(4), pp. 92-102. <https://doi.org/10.18355/XL.2019.12.04.08> ISSN 1337-8384

Words: 5048

Characters: 36 899 (20,51 standard pages)

Prof. Tatiana Yulevna Tameryan
 Department of Foreign Languages for Non-Language Specialties
 Faculty of International Relations
 North Ossetian State University
 44-46, Vatutin Str.
 362025 Vladikavkaz
 Russia
 tamertu@mail.ru

Prof. Olga Gennadjevna Chupryna
Department of English Philology
Moscow City University
4/1 Vtoroy Selskohoziaystvenny proezd
129226 Moscow
Russia
chuprinaog@mgpu.ru

Associate Prof. Irina Anatolevna Zyubina, PhD.
Department of Linguistics and Professional Communication
Institute of Philology, Journalism and Cross-Cultural Communication
Southern Federal University
105/42 Bolshaya Sadovaya Street
344006 Rostov-on-Don
Russia
iazyubina@sfedu.ru

Associate Prof. Viktoriya Aleksandrovna Borisenko, PhD.
Department of the Intercultural Communication and Methodology of Teaching
Foreign Languages
Institute of Philology, Journalism and Cross-Cultural Communication
Southern Federal University
105/42 Bolshaya Sadovaya Street
344006 Rostov-on-Don Russia
Russia
v-bor@yandex.ru

Assistant Prof. Tatiana Igorevna Yakovenko, PhD.
Department of the Intercultural Communication and Methodology of Teaching
Foreign Languages
Institute of Philology, Journalism and Cross-Cultural Communication
Southern Federal University
105/42 Bolshaya Sadovaya Street
344006 Rostov-on-Don
Russia
jakovenkotatiana@yandex.ru