

THE PHENOMENON OF LANGUAGE INTERFERENCE IN SECOND LANGUAGE LEARNING

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Abstract: The process of second language learning is a complex phenomenon influenced by linguistic, psychological, and social factors. Language interference is one of the greatest challenges faced by language learners, in which elements of the native language influence how a learner acquires and uses the target language. This paper examines the concept of language interference in second language acquisition, discussing its main types, including phonetic, grammatical, and lexical interference. The article explores how differences between the native language and English lead to learning difficulties, particularly for Uzbek students learning English as a foreign language. Furthermore, the paper addresses both positive and negative language transfer and discusses their effects on language performance. The study identifies common learner errors resulting from cross-linguistic influence and provides pedagogical recommendations to minimize negative interference in the language learning process. The findings highlight the importance of understanding interference in order to improve teaching methods and support more effective second language acquisition.

Keywords: second language acquisition, language interference, cross-linguistic influence, language transfer, English language learning, Uzbek learners, linguistic errors

Аннотация: Процесс изучения второго языка является сложным явлением, на которое влияют лингвистические, психологические и социальные факторы. Языковая интерференция является одной из наиболее серьёзных проблем, с которыми сталкиваются изучающие язык, при которой элементы родного языка влияют на усвоение и использование целевого языка. В данной статье рассматривается понятие языковой интерференции в процессе усвоения второго языка, а также её основные виды, включая фонетическую, грамматическую и лексическую интерференцию. В статье анализируется, как различия между родным языком и английским приводят к трудностям в обучении, особенно у узбекских студентов, изучающих английский язык как иностранный. Кроме того, в работе рассматриваются положительный и отрицательный языковой перенос и их влияние на языковую деятельность. В исследовании выявляются типичные ошибки учащихся,

возникающие в результате межъязыкового влияния, и предлагаются педагогические рекомендации по снижению негативной интерференции в процессе обучения языку. Результаты подчёркивают важность понимания интерференции для совершенствования методов обучения и повышения эффективности усвоения второго языка.

Ключевые слова: усвоение второго языка, языковая интерференция, межъязыковое влияние, языковой перенос, изучение английского языка, узбекские учащиеся, лингвистические ошибки.

Annotatsiya: Ikkinchi tilni o‘rganish jarayoni lingvistik, psixologik va ijtimoiy omillar ta’sirida yuzaga keladigan murakkab hodisadir. Til interferensiyasi til o‘rganuvchilar duch keladigan eng katta muammolardan biri bo‘lib, bunda ona tilining unsurlari o‘quvchining maqsad tilini o‘zlashtirishi va undan foydalanishiga ta’sir ko‘rsatadi. Ushbu maqolada ikkinchi tilni o‘zlashtirish jarayonida til interferensiyasi tushunchasi tahlil qilinadi hamda uning asosiy turlari, jumladan fonetik, grammatik va leksik interferensiya ko‘rib chiqiladi. Maqolada ona tili bilan ingliz tili o‘rtasidagi farqlar qanday qilib o‘rganishda qiyinchiliklar keltirib chiqarishi, ayniqsa ingliz tilini chet tili sifatida o‘rganayotgan o‘zbek talabalari misolida yoritiladi. Bundan tashqari, maqolada ijobiy va salbiy til transferi ham tahlil qilinib, ularning til faoliyatiga ta’siri muhokama qilinadi. Tadqiqot davomida tillararo ta’sir natijasida yuzaga keladigan keng tarqalgan xatolar aniqlanadi va salbiy interferensiyani kamaytirish uchun pedagogik tavsiyalar beriladi. Natijalar til interferensiyasini chuqur anglash o‘qitish usullarini takomillashtirish va ikkinchi tilni samarali o‘zlashtirishga yordam berishini ko‘rsatadi.

Kalit so‘zlar: ikkinchi tilni o‘zlashtirish, til interferensiyasi, tillararo ta’sir, til transferi, ingliz tilini o‘rganish, o‘zbek o‘rganuvchilar, lingvistik xatolar.

The ability to communicate not only in one language but also in several languages has become a vital component of academic, professional, and social interaction in today’s globalized world. English, as an international language, plays an important role in global communication, education, and technology. Therefore, the acquisition of English as a second or foreign language has become increasingly significant for students around the world. Nevertheless, the process of learning a new language is often accompanied by numerous challenges that affect learners’ development and achievement.

Language interference, also referred to as cross-linguistic influence, is one of the most crucial factors in second language learning. Language interference occurs when learners transfer linguistic elements

from their first language into the target language. This transfer may facilitate learning when similarities exist between languages; however, it may also lead to errors when structural differences are significant. Consequently, pronunciation, grammar usage, vocabulary choice, and sentence structure may be influenced by interference.

Among Uzbek learners of English, language interference is particularly noticeable due to differences between the Uzbek and English language systems. Uzbek belongs to the Turkic language family and differs from English in grammatical rules, word order patterns, and phonetic structures. These differences often cause learners to apply native language rules unconsciously when using English, resulting in recurring linguistic errors.

Understanding the nature of language interference is essential for improving language teaching and learning processes. By identifying common patterns of interference, teachers can develop effective instructional strategies, while learners can gain greater awareness of their errors and improve their language competence. Therefore, the purpose of this article is to analyze the phenomenon of language interference in second language learning, examine its main types, and propose practical approaches to reducing negative interference in learning English.

The Second Language Acquisition (SLA) is also determined by the cognitive, linguistic, and social factors and the influence of the native language on the acquisition of a new language is apparent. This is termed as language interference or cross-linguistic influence, which is a product of transfer of things in a given first language to the target language. This transfer may be positive, as it is useful to the learners in cases where the languages have similar structures, or even negative, which leads to errors in cases where one language is very different in all aspects. Negative transfer usually impacts on pronunciation, grammar, vocabulary, and sentence structure. The study of language interference is also essential to teachers because they can predict the errors that frequently occur and develop the most effective strategies that minimize negative transfer and improve the overall language competence of learners.

Language interference can be observed at several levels, including phonetic, grammatical, and lexical interference. Phonetic interference occurs when learners apply the sounds of their native language to the target language, which often leads to pronunciation errors. Grammatical interference involves the transfer of sentence structures, tense usage, or the omission of articles from the first language to the second language, resulting in incorrect grammar. Lexical interference arises when learners directly translate words or phrases from their native language,

producing unnatural or erroneous expressions. Understanding these types helps both teachers and learners recognize patterns of errors and address them effectively.

The language interference among Uzbek students learning English is especially noticeable as there are differences between the Uzbek and English word order, grammar, and phonetics. Among the mistakes common to the language are misplacing the verbs, skipping of articles and pronunciation of some sounds. As an intervention to lessen the effects of negative interference, there is the use of contrastive analysis, selected grammar activities, pronunciation exercises, and communicative practice by the teacher. The process of making learners observe the differences between the languages and giving them the corrective feedback will allow the learners to overcome the influence of the native language gradually and enhance their command of the English language.

In conclusion, language interference is a natural and inevitable part of second language learning, which can both support and hinder the acquisition process. By understanding its types and effects, teachers can design effective strategies to minimize negative transfer and enhance learners' language competence. Awareness of interference not only allows learners to recognize and correct their errors but also contributes to more successful and efficient second language acquisition. Consequently, addressing language interference remains a key aspect of modern language teaching and learning.

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