



THE INFLUENCE OF FIRST LANGUAGE INTERFERENCE IN LEARNING ENGLISH

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Abstract: *This article explores the phenomenon of first language (L1) interference in learning English, specifically focusing on Uzbek speakers. L1 interference occurs when a learner's native language's grammatical rules, phonology, lexicon, and cultural norms negatively impact the process of acquiring a new language. This article aims to identify the most common areas of L1 interference for Uzbek speakers learning English and to propose pedagogical strategies to mitigate these challenges. The article draws upon a review of existing literature on L1 interference and analyzes case studies of Uzbek-speaking learners of English to identify key areas of difficulty. It demonstrates that L1 interference is a common difficulty in learning English and requires attention from both teachers and learners. The article also provides practical recommendations to minimize L1 interference and improve the efficiency of language learning.*

Keywords: *Interference, language transfer, error analysis, language teaching, phenomena.*

Learning a second language involves various methods such as direct conversation with native speakers, reading materials, watching movies, or formal classroom instruction. For native speakers, understanding their language's structures is intuitive, whereas non-native speakers must consciously grasp both the semantics (meaning) and syntax (structure) of the second language, which can be more challenging. Language proficiency is typically assessed through macro-skills such as listening, speaking, reading, writing, and viewing. To achieve proficiency, learners



must have a solid foundation in the components of the language, including grammar, vocabulary, and pronunciation. Additionally, intercultural communication competence is essential for mastering English, as understanding cultural context plays a significant role in effective communication. Many challenges in learning English arise from the differences between a learner's first language (L1) and English. These differences can lead to errors in syntax, pronunciation, and vocabulary, a phenomenon known as L1 transfer or language interference. For instance, learners may incorrectly apply the grammatical rules of their L1 to English, mispronounce words, or confuse vocabulary items. Researching the effects of L1 interference is crucial for developing tailored teaching methods that address specific cultural and linguistic challenges. By focusing on these interferences, educators can create more effective language learning strategies, helping non-native speakers improve their proficiency and communication skills in English.

When we talk about **L1 interference** (i.e., the influence of the first language on the second language) between Uzbek and English, learners of English often make mistakes when transferring the grammar, pronunciation, and vocabulary of their native language into English. This interference is noticeable in various areas:

1. Pronunciation

- **Vowel sounds:** Some vowel sounds in English do not exist in Uzbek. For example, the English "th" sound (as in *think*, *this*) does not exist in Uzbek, so Uzbek learners may mispronounce this sound, such as saying "tink" instead of "think."

- **Stress and intonation:** In Uzbek, stress usually falls on the last syllable of a word, but in English, the stress pattern can be different (e.g., *record* – noun vs verb). This can lead to learners placing stress incorrectly in English.

2. Grammatical errors

- **Tenses:** The tense system in Uzbek is simpler than in English. In English, there is a clear distinction between past and present tenses, while in Uzbek, it is often dependent on the context. For example, in Uzbek, "*Men boraman*" (I go) and "*Men borardim*" (I was going) are simple to use, but in English, they would need to be expressed as "*I am going*" and "*I went*".



- **Articles:** Uzbek does not use articles (a, an, the), so Uzbek speakers may omit articles when speaking English. For instance, saying "*She is teacher*" instead of "*She is a teacher.*"

3. Vocabulary errors

- **False cognates:** Some words in Uzbek and English look similar but have different meanings. For example, the Uzbek word "*event*" may be translated to "*voqea*" or "*tadbir*" in English, but in English, "*event*" means a significant happening or planned occurrence, not just any event.

- **Literal translation:** Learners may directly translate phrases from Uzbek to English, which can lead to unnatural or incorrect expressions. For example, the Uzbek phrase "*yaxshi kishi*" (good person) may be translated to "*good person*" in English, but the more common expressions in English could be "*nice person*" or "*kind person.*"

4. Writing and spelling

- **Spelling rules:** In Uzbek, spelling is phonetic and straightforward, but in English, there is a significant difference between spelling and pronunciation. For example, words like "*though*" and "*through*" have similar pronunciation but different spellings.

CONCLUSION

L1 interference is an inevitable part of learning a second language, especially when learners are transitioning from their native language to English. While some level of interference can be challenging, it also provides valuable insights into the cognitive processes involved in language acquisition. Understanding how first language structures, sounds, and vocabulary influence second language learning is essential for both learners and educators. By being aware of common errors caused by L1 interference, learners can take proactive steps to minimize them, such as practicing language-specific rules, engaging in contrastive analysis, and immersing themselves in authentic language use. Furthermore, integrating cultural awareness into language learning can help overcome barriers that arise due to differences in communication styles between languages. In conclusion, while L1 interference



presents challenges, it also offers opportunities to better understand the dynamics of language learning and improve proficiency in English. With proper strategies and continuous practice, learners can successfully navigate and overcome the effects of L1 interference, leading to more effective language acquisition and communication.

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