



FIRST LANGUAGE INTERFERENCE IN LEARNING A FOREIGN LANGUAGE

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ABSTRACT

This article explores the complex issue of interlanguage interference in language learning. The analysis looks closely at how interference occurs and highlights the various factors that contribute to its presence. Interference is essentially the interaction of different language systems in the context of bilingualism. It can happen when languages intersect or during the development of a non-native language, leading to deviations from the norm and disruptions in the second language influenced by the native language. Additionally, the article summarizes key sources of interference identified by researchers, contributing to a better understanding of this intricate linguistic phenomenon. Here, a number of productive methods are suggested to prevent it.

KEY WORDS: *interference phenomenon, bilingualism, comparative method, linguistic description method, first language, foreign language*

INTRODUCTION

Language interference refers to the influence of one language on another during the process of language acquisition or bilingualism. It occurs when the structures, vocabulary, or pronunciation patterns of one language are transferred to another. Interference can have negative effects on language learning, and even excessive interference may hinder language production and comprehension. This problem makes linguists explore the phenomenon of interference in language and discuss effective methods to prevent it.

METHODS

This article employs comparative and linguistic description methods to analyze interference phenomenon for mastering a foreign language when Uzbek learners are learning English. A close reading of selected relevant articles from different sources helped to identify this linguistic phenomenon and find effective approaches for its negative prevention to the language. For this reason, the differences and similarities between Uzbek and English languages are compared.

LIBRARY REVIEW

Linguist Baudouin de Courtenay was one of the first scholars to discuss the interaction of languages, although the term "interference" was not commonly used at that time. He described this interaction not only in terms of individuals acquiring language units but also the convergence of languages as a whole. After the release of U. Weinreich's «Languages in contact» the term of «linguistic interference» obtained wide scientific distribution. According to the opinion of U. Weinreich, the basis of formation of interference is a language contact. U. Weinreich defines the interference as the disrupt of linguistic norms which

occur during the speech of bilingual person as a result of acquisition of foreign language. [9,16] Another linguist, T.S. Baliashvili, also believes that the phenomenon of language interference occurs only as a result of the contact conditions of the two language systems[7]. Also, as a result of the analysis of scientific research and studies of L.V. Shcherba, E.M. Vereshchagin, V.Yu. Rozentsveyg, A.A. Reformat'skiy, V.A. Avrorin, Yu.D. Desheriev, V.A. Vinogradov, V.V. Alimov and many other scientists on this concept it can be concluded that bilingualism and language contact conditions are necessary for an interference phenomenon to occur. [5, 56]

DISCUSSION

The interference phenomenon in language refers to the influence or impact of one language on another when individuals are bilingual or multilingual and use multiple languages in their communication. It occurs when the features, structures, or patterns of one language are transferred or affect the use of another language. This interference can manifest in various ways, including pronunciation, vocabulary, grammar, syntax, and discourse patterns. It can result in the adoption of linguistic elements from one language into another and may lead to changes in the way a language is spoken or used by bilingual or multilingual individuals. Language interference can occur at different levels, ranging from individual lexical items or grammatical structures to broader language use and sociolinguistic patterns.

The interference phenomenon in pronunciation occurs when the pronunciation patterns of one language influence the pronunciation of another language, often observed in bilingual individuals. For Uzbek learners of English, there are some common interference patterns that may occur:



1. **Vowel Sounds:** Uzbek learners may struggle with English vowel sounds that do not exist in Uzbek, such as the short “i” sound (/ɪ/) in words like “sit” or the “o” sound (/ɒ/) in words like “hot”. They may substitute these sounds with similar Uzbek vowels. [6, 4]
2. **Consonant Sounds:** Some consonant sounds in English may pose challenges for Uzbek learners. For example, the “th” sounds (/θ/ and /ð/) in words like “think” and “that” do not exist in Uzbek, so learners might use them with sounds like /t/ and /d/ incorrectly.
3. **Word Stress:** English word stress often falls on different syllables, however, this is placed at the end of most words in Uzbek language. So, Uzbek learners may apply Uzbek stress patterns to English words, resulting in incorrect placement of stress. For instance, they may stress the first syllable in words like “photograph” instead of the second syllable as in English. Also, English phrasal verbs often have stress placed on the particle (like “give up” or “look after”). Uzbek learners might stress the main verb, affecting comprehension or sounding unnatural in conversation. English often stresses the first word in compound nouns, while Uzbek may not have this pattern. For instance, “ice cream” might be pronounced with equal stress on both words by Uzbek learners, whereas in English, the stress is on “ice”.
4. **Intonation Patterns:** Uzbek learners may carry over the intonation patterns of Uzbek into English. This can affect the rise and fall of pitch patterns and the placement of stress within sentences, leading to a distinct Uzbek accent in their English pronunciation. For instance: “Qayerga ketyapsan?” – here the word “qayerga” takes word stress, but its translation in English like “Where are you going?” is quite different, as the stress takes place on the word “going”, not “where”.

Vocabulary interference for Uzbek learners learning English might occur due to differences in word roots, sentence structure, and pronunciation between the two languages. However, both languages do share some loanwords due to historical and cultural interactions, such as “telefon” (telephone) or “restoran” (restaurant). And this causes some mistakes using these words in writing and speaking, because their pronunciation and spelling are different in both languages. Also, there might be words that look similar in both languages but have different meanings and they are called “False friends”. For instance, “actual” in English means “real or true,” while in Uzbek, “actual” refers to something that’s “up-to-date” or “current”. Another example might be the word “magazine”, it has the meaning of “journal” in English, whereas, it means “shopping place” in the Uzbek language.

Grammar interference occurs when the rules and structure of one language influence the way someone speaks or writes another language. For instance, if someone learning English, which doesn’t typically use gendered nouns, tries to apply gender rules from their native language to English, it can lead to errors like saying “She is a table” instead of “It is a table.” This happens due

to the influence of their native language’s grammar on their English expression. For Uzbek learners of English, grammar interference might manifest in various ways:

1. **Verb Tense Usage:** In Uzbek, the past tense is often formed by adding a suffix to the verb. This could lead to errors like saying “Yesterday I go to the store” instead of “Yesterday I went to the store” in English.
2. **Articles (a, an, the):** The study of interference of articles plays a great role in the study of grammatical interference in the speech of students, as the assimilation of articles in the English language usually presents great difficulties for students. The students often omit the Indefinite and Definite articles, for example, in word combinations and sentences like the most interesting, the greatest exporter. [7, 293] Uzbek doesn’t have articles like English does, so an Uzbek learner might struggle with when to use “a,” “an,” or “the” correctly in English sentences.
3. **Pluralization:** In Uzbek, plurals are often formed through context rather than adding specific suffixes. This might result in mistakes like saying “I have three cat” instead of “I have three cats” in English.
4. **Word Order:** Uzbek has a more flexible word order compared to English. This might cause issues with arranging words correctly in English sentences, such as placing adjectives before or after nouns incorrectly.
5. **Subject-Verb Agreement:** In Uzbek, verb conjugations are less complex than in English. An Uzbek learner might struggle with subject-verb agreement, leading to errors like “He walk” instead of “He walks.”

Even though interference phenomenon may hinder a successful process of language learning, several effective methods are available to mitigate the negative effects of this phenomenon and help to ensure a productive learning environment.

1. **Immersion and Exposure:** Engaging in immersive experiences where the language is spoken authentically. This exposure helps in understanding nuances and natural usage, reducing reliance on direct translation from the native language. This way can be applied in a classroom in which, a teacher should only use a target language and encourage his students to use it. As in most cases, there is no other place for students to communicate in a foreign language.
2. **Contextual Learning:** Emphasizing learning in context rather than through direct translation. For example, using real-life situations, dialogues, and scenarios to understand how phrases and expressions are used in context. Here, learners can enhance their language proficiency by watching movies, news and listening to broadcasts in which participants should be native English.
3. **Comparative Analysis:** Highlighting the differences and similarities between the native language and the target language. This analytical approach can raise awareness of potential interference and enable learners to navigate between the two effectively.



4. Feedback and Correction: Regular feedback and correction from teachers or language partners can help identify and rectify instances of interference. This aids learners in making adjustments and improvements.

CONCLUSION

Interference in language learning is a common phenomenon that can both facilitate and hinder language acquisition. While some linguistic interference can contribute to language creativity and code-switching, excessive interference can impede language production, comprehension, and cultural appropriateness. By implementing effective methods to prevent interference, such as increased exposure, targeted study, active learning techniques, error correction, and strategic language learning, learners can enhance their language proficiency and minimize the negative effects of interference.

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