THE INFLUENCE OF THE NATIVE LANGUAGE (L1) DURING THE ACQUISITION OF A SECOND LANGUAGE (L2)

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Abstract: This study examines the phenomenon of native language (L1) interference in second language (L2) acquisition, focusing on typical errors made by Russian-speaking learners of English. The aim of the research is to identify the main types of L1 interference and to analyze their manifestation at different linguistic levels. The study employs a qualitative error analysis of written and oral learner data. The results show that phonetic, lexical, grammatical, syntactic, and pragmatic interference are systematic and predictable, reflecting the interaction between L1 and L2 systems. The findings support the view that interference is a natural stage of interlanguage development and can be used pedagogically to improve foreign language teaching strategies.

Keywords: language transfer, interference, native language influence, interlanguage, second language acquisition

IKKINCHI TILNI (L2) O'ZLASHTIRISH DAVRIDA ONA TILI (L1)NING TA'SIRI

Annotatsiya: Ushbu tadqiqot ikkinchi tilni (L2) o‘zlashtirishda ona tili (L1) interferensiyasi hodisasini o‘rganadi, ingliz tilini rus tilida so‘zlashuvchi o‘quvchilar tomonidan yo‘l qo'yiladigan odatiy xatolarga e’tibor qaratadi. Tadqiqotning maqsadi L1 interferensiyasining asosiy turlarini aniqlash va ularning turli lingvistik darajalarda namoyon bo'lishini tahlil qilishdir. Tadqiqotda yozma va og‘zaki o‘rganuvchi ma’lumotlarining sifatli xato tahlili qo‘llaniladi. Natijalar shuni ko‘rsatadiki, fonetik, leksik, grammatik, sintaktik va pragmatik interferensiyalar tizimli va oldindan aytib bo‘ladigan bo‘lib, L1 va L2 tizimlari o‘rtasidagi o‘zaro ta’sirni aks ettiradi. Topilmalar interferensiya tillararo rivojlanishning tabiiy bosqichi ekanligi va chet tilini o‘qitish strategiyalarini takomillashtirish uchun pedagogik jihatdan ishlatilishi mumkinligi haqidagi fikrni qo‘llab-quvvatlaydi.

Kalit so‘zlar: tilni o‘tkazish, interferensiya, ona tilining ta’siri, tillararo, ikkinchi tilni o‘zlashtirish

ВЛИЯНИЕ РОДНОГО ЯЗЫКА (L1) НА ОСВОЕНИЕ ВТОРОГО ЯЗЫКА (L2)

Аннотация: В данном исследовании рассматривается феномен интерференции родного языка (L1) при усвоении второго языка (L2), с акцентом на типичные ошибки, допускаемые русскоязычными изучающими английский язык. Цель исследования — выявить основные типы интерференции L1 и проанализировать их проявление на разных языковых уровнях. В исследовании используется качественный анализ ошибок в письменных и устных данных учащихся. Результаты показывают, что фонетическая, лексическая, грамматическая, синтаксическая и прагматическая интерференция носит систематический и предсказуемый характер, отражая взаимодействие между системами L1 и L2. Полученные данные подтверждают точку зрения о том, что интерференция является естественным этапом развития межъязыка и может быть использована в педагогических целях для улучшения стратегий обучения иностранному языку.

Ключевые слова: языковой перенос, интерференция, влияние родного языка, межъязык, усвоение второго языка

Introduction. Proficiency in foreign languages is a crucial component of both professional and personal competence in the modern world. However, the process of acquiring a second language (L2) is often complicated by the influence of the learner's native language (L1), which manifests itself in systematic errors at different levels of language structure. In linguistics and language pedagogy, this phenomenon is commonly referred to as language interference or negative transfer.

The problem of L1 influence has been widely discussed since the mid-twentieth century. Within contrastive linguistics, R. Lado (1957) proposed the Contrastive Analysis Hypothesis, according to which differences between L1 and L2 can predict learning difficulties. Later, S. Corder (1967) emphasized the developmental nature of learner errors, while L. Selinker (1972) introduced the concept of interlanguage as a dynamic linguistic system combining features of both the native and target languages.

Despite extensive theoretical discussion, the issue of how interference manifests itself in actual learner language remains relevant, particularly in the context of foreign language teaching. The present study aims to analyze the main types of L1 interference in the speech of Russian-speaking learners of English and to evaluate their pedagogical significance.

Methods. The research is based on a qualitative error analysis method commonly used in second language acquisition studies. The material for the analysis consists of written assignments and oral responses produced by Russian-speaking learners of English at the intermediate level.

Learner errors were collected and classified according to linguistic level: phonetic, lexical, grammatical, syntactic, and pragmatic. Each error was analyzed in terms of its possible connection to the structural and cultural features of the native

language. The classification framework draws on established models of language transfer and interlanguage theory.

Discussion. The findings confirm earlier theoretical claims that language interference is an integral part of second language acquisition. In line with interlanguage theory, the observed errors reflect the learner's active construction of a linguistic system rather than a simple failure to imitate the target language. The results also demonstrate that the Contrastive Analysis Hypothesis remains pedagogically relevant when used as part of a broader analytical framework. Awareness of typical interference patterns enables teachers to anticipate learning difficulties and design targeted instructional strategies. From a methodological perspective, interference should not be viewed solely as a negative phenomenon. Instead, it can serve as an indicator of cognitive processing and linguistic development. Teaching practices that incorporate contrastive analysis and metalinguistic reflection can help learners consciously manage cross-linguistic influence.

Results. The analysis revealed that L1 interference manifests itself systematically across several levels of the language system.

Phonetic interference was observed in the transfer of Russian articulatory habits into English pronunciation. For example, learners often replaced the English sound [θ] with [s] or [t], producing forms such as sink instead of think. Lexical interference included the use of false cognates and calques, such as magazine used in the meaning of магазин, or expressions like take a decision instead of make a decision. Grammatical interference was reflected in the omission of articles and incorrect tense usage, which can be attributed to the absence of corresponding grammatical categories in Russian. Syntactic interference appeared in deviations from standard English word order, for example: He very likes coffee instead of He likes coffee very much. Pragmatic interference involved violations of communicative norms, including inappropriate levels of directness and formality influenced by cultural differences between L1 and L2. These results indicate that interference errors are not random but follow predictable patterns related to L1 structure.

Conclusion. Native language interference is a natural and unavoidable stage in the process of foreign language acquisition. It reflects the interaction between the native and target language systems within the learner's interlanguage. The study shows that systematic analysis of interference errors can enhance the effectiveness of foreign language teaching by informing instructional design and learner awareness. Rather than eliminating L1 influence, teachers should guide and regulate it to support successful L2 development.

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