

Cross-linguistic influences between Uzbek and English languages

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Annotation: This study focuses on cross-linguistic effects of two languages namely English and Uzbek languages. This research refers to some sources such as Rosa Alonso Alonso (2019), Ringbom, (2007, 2016), Kormos (2006) and so on. Although references are good enough, there is lack of coverage of expert audience. Overall, we can get obvious result of intercultural reflects while learning and teaching foreign language. Current study is highly needful in the field of teaching language regardless target language. It is unavoidable fact that we have to consider cultural sides of education.

Key words: Cross-linguistic influences, language-dependended knowledge, bilingualistic, acquisition, underuse, overuse

Introduction

Today's world is demanding English more and more day by day as interaction among countries is increasing. Naturally, in this situation many nations are stimulating learning and teaching English well, regardless their native languages whether they similar or not to English. While learning one language there is irrefutable influences between native and learning language. In this work, I would like to discuss the cross-linguistic influences in learning English language with Uzbek learner. I attempt to clarify following questions: What are the similarities and differences between English and Uzbek language? How can they affect to learning process and learner? Evidently, researches in this issue are good enough and they compared some prominent languages. In many cases L1 can be barrier to learn L2. Knowledge of the L1 impacts on L2 acquisition subtly and selectively, sometimes resulting in strikingly different negative and positive consequences for different learner L1 backgrounds, at different stages of development or proficiency and for different areas of the L2 (Lourdes Ortega, 2009). This study helps students to find out hinders and success of their native language in learning English as a second language. Being aware of those obstacles, learners will consider more them and avoid doing problems related to their mother tongue negative influences. When conducting this study one important thing that should be paid attention is observing learner's native language is Uzbek and in this way not much observations took place.

Literature review

Cross-linguistic influences in second language acquisition is more attention demanding aspect of learning language that everybody can encounter problems with native language structure with the second or foreign language. In his book Rosa Alonso Alonso (2019) outlines and gives primary and secondary terms of Cross-linguistic influences of languages. Effect of one language features can impact the other one positively or negatively. Impacts can be seen not only speaking or writing but also receiving information. Producing and comprehending ideas can be affected by Transfer Influences (e.g., Ringbom, 2007, 2016). Influences emerged from speaking structure of the L1 have been found by several researches that most of them observed by Kormos (2006) in pronunciation, grammar and vocabulary, and we can see many such researches on Cross-linguistic influences (e.g., Jarvis, 1998). It is very important to reduce negative effects of Cross-linguistic influences. Therefore, researches in this field should be conducted in Uzbekistan also.

According to Grabe (2002) and Fender (2003), understanding speech and writing also refer to different impacts of First language processing systems. Sometimes learner may misunderstand a content of the idea because of the influence of L1. Cross-linguistic influences related to transfer of

learning: The knowledge usage in novel situations can be involved by learning transfer, and Cross-linguistic influences may be considered as a special kind of learning transmission limited to the language-dependent knowledge used in language learning. (Mark A. James, 2012).

First language has a role of basic source for not only second language but also third language production. While reduction of the influences of L1 may decline, when the proficiency of learning language increases. It is a natural process that one can be less influenced by his or her L1, once he or she gets more knowledgeable in the second language. One more crucial thing in Cross-linguistic influences is distance of language, particularly on the off chance that capability level within the basic language is in high point and in case there has been later effects to it.

According to Mireia Ortega (2008), observation results show that when syntactic transmission is based exclusively on L1, lexical transmission can happen from foreign language. In Weinreich (1963)'s observation paper he defined "interference" as to explain all cases of transmission. This kind of transfer can be seen in particular fields of two languages, for example, prepositions of English are transferred to "kelishik" in Uzbek language. Although his bilingualistic observation describes the impacts of cross-linguistic influences are modular while instead differentiate significantly related to the social meaning of communicational situation of language. According to Thomason and Kaufman (1988), borrowed terms of transfer and substratum transfer can differentiate above mentioned influences.

It is an undeniable fact that one can be wrong by saying L1 has only negative influences in learning L2 as there are plenty of positive effects also. For example, positive transfer explained the behaviour. The beneficial effects of L1 knowledge can be easily overlooked, perhaps making it difficult to identify examples of positive transmission. In particular, in production, they lead to unquestionably successful choices among teachers or interlocutors. For comparison, the negative effects of L1 acquisition are more crucial and for this reason they are more frequently studied. Both are important to fully perceive how second language learning works.

In most cases, L1 background knowledge has a positive impact on learning L2. During many years, Hekan Ringbom (1987, 1992, 2007) has been supporting the idea that native language can generate learning a second language. But I can agree with this idea that some L1 can be a barrier to learn L2. Many language teachers and linguists cited that dissimilarities and similarities within word forms, together with dissimilarities and similarities within word meanings are really dependent on how fast one language learner can learn the other language. Although issues with lexical similarities can be defined, even if a lot of similarities can be found between being learned and native language, it is somehow under doubt that learning will be easier (Odlin, 1989).

Learner's Profile

I have observed a learner who is learning as a second language. Learner's full name is Mirzaeva Sabrinabonu, 23 years old, female, she is bilingual that her mother tongue is Uzbek and she knows Russian. She has started learning English seriously for 4 years but it should be noticed that she learned English at school reluctantly. While learning she used several methods instructed by her teachers. One of them was making sentences. After explaining a new topic, her teacher asked her to make sentences applying newly explained theme.

According to her interview, she had instrumental motivation that she wanted to pass an exam to enter university. According to her, she is a visual learner that she can learn things when she sees. She says that while she is sitting at lectures, she can acquire more effectively with visual aids. In the lectures without presentations she feels that she is losing her time. In order to learn more productively, she uses applications on the phone which are projected to teach English with different visual games and readings. Moreover, she watches movies and clips with subtitles.

Research Design

In this section, I decided to gain data about the Cross-linguistic influences between English and Uzbek languages in learner's language usage. Cross-linguistic influences are significantly crucial because every learner may come across this issue in terms of grammar, pronunciation, vocabulary, genre and such all aspects of language. More specifically, there are great amounts of

differences between English and Uzbek languages together with similarities. To find out this problem that being observed L2 learner, I made my research into three stages.

Firstly, I would like to interview learner with questions related to his learning background. I asked about her learning period, who taught her, what methods and in what situation she was taught. Since these are important to find out more about origin of Cross-linguistic challenges.

Secondly, I would like to ask for her difficulties and problems in productivity of English. What kind effects she can see in these two languages and whether she noticed them or not at all.

Ultimately, I would like to know if she tried to avoid these influences. What kind of methods and strategies did she use? Did she ask for help anybody to get rid of negative aspects of those influences?

Data collection

The data collection started from personal learning related questions for the subject as ***the first part of the research***. These questions include her background of her learning English.

The script is given in the Appendix I to prove the learner's profile. In this part I have found out her personal details and her learning history. According to her, she is a student of university and she learns English languages there. She has been learning English for four years. Her teacher was non-native speaker. This is important because if her learner was native speaker, there would be obvious scene of Cross-linguistic influences.

The second observation involved learner's awareness of languages, Cross-linguistic Influences and whether she encountered these influences.

In appendix II, we can see she has problems with Cross-linguistic influences that her mother tongue affects her English productivity.

In the next step of interview I have defined that her mother tongue is Uzbek and she knows Russian too. She had no any idea about the terminology of Cross-linguistic influences until I explained it to her. It is irrefutable fact that every learner that their language is very far from English comes across challenges when they speaking or writing something in English.

In Sabrinabonu's case, she told that she finds difficult to use pronouns such as he, she, it, him, her, its, so that in Uzbek language there is only one form of the third person "u" and equal form of possessive pronouns "him, her, its" is also only "uning". In fact, she can differentiate them, but when it comes to frequent usage she makes mistakes. Especially when she is speaking she confuses more according to her answer.

What is more that in some cases she misuses verbs with prepositions as in Uzbek language there is no any prepositions. One mostly used verb in Uzbek and English is "ask for". She says that when she wants to ask something for somebody, she says "I am asking from somebody". This is Cross-linguistic influence because in Uzbek language it is transferred like "Men kimdandir surayapman". Underlined part of word is equal to "from" in general. But if we want to use the verb "ask", we have to use "for" instead of "from". As there is a linguistic difference between these two languages, learner misapplies this verb.

Another noteworthy Cross-linguistic aspect is that one language has certain grammatical rule that in another language does not have. In the example of Uzbek and English languages, we can see articles. Articles used commonly in English, referring to Sabrinabonu's respond, she has a problem with using them. She says that when I do not know what article is suitable for the situation, she just tends to use "the" for all nouns. It occurs more in writing and less in speaking. She noticed that when she talks with somebody in English, even she ignores using articles.

Another significant challenge of Cross-linguistic influence is refer to culture. She English and Uzbek culture are really different from each others. Uzbek people address to older, unfamiliar or people at higher position by using "siz" and for people that younger, familiar and lower position they use "sen". But in English, people use only "you" which is equal to both "siz" and "sen" in Uzbek language. Sabrinabonu supposes that using "you" for all people is a kind of rudeness when she began learning English. So avoid using it, it is a little bit strange as in this case thesecond language influences the first language rules. And she felt uncomfortable when she used this pronoun to all people. But eventually she began accommodating to this culture.

The last stage of observation includes information about how the observed learner tries to avoid negative aspects of Cross-linguistic influences or adapt them.

The interview questions are included in the appendix III.

To find out how she solves problems with Cross-linguistic influences, I have given Sabrinabonu some questions. From her response to the question of avoidance of negative aspect of Cross-linguistic influence and ways of it, I have found that she reads grammar rules of articles from books and to make her speech correct she talks with somebody whose language is better than her.

My next question was about teacher's role in Cross-linguistic influences. She says that her instructor was non-native speaker and considers that she could avoid negative influence of her L1 if she had native speaker teacher.

My next question was about whether she watches English movies or listens radios to compare Uzbek and English language. She cited that she has watched movies and listened radios and she revealed some differences and similarities. And she took advantage of academic style of English when speak in native language.

Conclusion

Now that we have looked at the entire data meticulously, one can infer that transfer or Cross-linguistic influences can obviously be seen in English learners whose native language is Uzbek. According to Sabrinabonu's interview answers, she came across more negative aspects of transfer influences those are both linguistic and cultural. Firstly I would like to mention cultural aspects that she is reluctant using "you" as he assumes it is rudeness to address all with the same form. And This can be suitable the theory of **avoidance or error omission**. However, she said positive side of Cross-linguistic influences that she learned to make her speech and writing be colorful by using academic style of English as English is more formal language and in every field they use organized, coherent and cohesive styles.

One more attention worthy point here is that most Uzbek learners find making question forms in English is difficult. The reason why it is like that is question structure of Uzbek language impacts to English structure. In Uzbek language word order does not change when one makes sentences in interrogative form.

On the other hand, one of the linguistic influences with articles can be an example for the theory of **underuse or overuse** that observed by Scott Jarvis and Terence Odlin (2000). Jarvis and Odlin proved that L2 learners those whom language has no prepositions overuse or underuse prepositions. When it comes to articles Sabrinabonu also overuses an article "the". She has a problem with articles as in Uzbek language no any articles.

According to Jarvis and Odlin (2000), the agglutinative morphology of the L1, it includes Uzbek language also, indirectly biased many learners to underuse prepositions and items that does not appear in the L2. In Sabrinabonu's example she tends to use either overuse articles or underuse. One more notable fact that Uzbek language has no prepositions and verbs are one-core words. So learner sometimes makes mistakes with prepositional verbs. It is comfortable to use verbs without prepositions as the effect of L1.

Moreover, I know from my personal experience that lots of Uzbek learners overuse or underuse some items. Articles are just one example of my interview and I can give modal verbs also as example of overuse. Most learners tend to use "must" instead of "should", "have to" or "ought to" as in Uzbek language we do not distinguish modal verbs like English does. When it comes to transfer we just translate them as "kerak". For this reason, Uzbek learners overuse must in general.

Another obvious example to underuse of certain linguistic item is transitions. In Uzbek languages, transitions' role in speech less than English has. As a result of transitional words in Uzbek language, English learners use fewer transitions when they just began to learn English. However, more proficient learners like using those transitions to make their speech or writing clear and logically related.

Personally, I believe Cross-linguistic influences are more negative sides than positive sides in terms of learning second language; however, it depends on learner's native and learning languages. For example, if Uzbek learners are attempting English, it will be somehow complicate so that they

are from different language family and they have more differences than similarities. They have varying grammar, sentence structure word building and so on. But if Russian learner wants to learn English as a foreign or second language, it will be easier. Since they have the same sentence structure and close grammar rules. It is irrefutable fact that positive influences also exist between Uzbek and English languages from cultural and stylistic point of view.

What is more that Cross linguistic or transfer influences can be faced more by Uzbek learners as these two languages have so many differences. In the future observations on this theme, I should be cited that they have to take into consideration cultural points also. Some facts on cross-linguistic differences should be deeply explained to learners by teachers who have gained enough knowledge on them. Similarities are also very handy when learning second or foreign language because by common features one can generalize some rules.

Further implications

Researches in SLA, specifically in Cross-linguistic influences have not been conducted in Uzbekistan till this time. I think it should be stimulated to conduct these kinds of researches in order to develop teaching English for Uzbek learners. By observing Cross-linguistic influences, new methods and materials can be created regarding those results of researches. I feel there is lack of observations ESL in general in Uzbekistan. Universities pay less attention to observations and fund them less, thus students can not find information on teaching English as a second language and problem solutions on teaching English. I hope that in the future, universities will encourage researchers to observe Cross-linguistic influences between Uzbek and English languages as there are a lot to do in this field. We all know what difficulties exist in learning English for Uzbek learners but because of the lack of observations, one can not find exact instruction in teaching or learning English.

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