

LANGUAGE TRANSFER IN LANGUAGE LEARNING

Ahmedova Matluba Ibragimjonovna

Doktor of Philosophy (PhD) in Pedagogical Sciences

Olimjonova Muxlisa Muxammadsalim qizi

The student of Fergana State University

Annotation: *This article indicates a focus on language transfer, specifically exploring its types. Understanding positive transfer's benefits and addressing challenges like negative transfer, interference, overgeneralization, and fossilization is essential in language teaching.*

Keywords: *Interference, positive transfer, negative transfer, cross-linguistic influence, language interference patterns*

Transfer is one of the most interesting topics in second language acquisition, dealing with the first and the other languages' influence in learning a new one. It directly stems from the issue of contrastive analysis and its improvement. This paper is aimed at outlining the impact of some of the language transfer types suggested by Krashen and others outlined in some other research papers. It is to say that the transfer from the first language to the other has a significant effect on our expectation from the learners and on setting our classroom activities. Despite its role, it is realized not to be carefully taken into account by many practicing teachers.

Language transfer, the phenomenon where knowledge of one language influences the learning of another, is a pivotal aspect of language acquisition. Understanding its intricacies can revolutionize teaching methods, making language learning more effective. By exploring both its positive and negative impacts, educators and learners can navigate linguistic challenges with greater proficiency, fostering successful language acquisition experiences.

Transfer can be positive or negative. The language transfer of L1 and L2 occurs in three levels: phonological, morphosyntactic, and lexical, and from both levels to the third language. The second language learners made both positive and negative transfer. However, the effect of negative transfer from students' L1 was more than that of positive transfer. The phonological level is the most frequently stated problem area. There is a greater difference between languages on the phonological level than on other linguistic levels. The different phonotactic constraints in L2, L1 use the same grapheme to represent different phonemes in L2, extra vowels and consonants in L1. By searching, word level and sound level processing represent the most intricate interactions between language L1, and L2. The lexical-semantic level is the most significant variable for both advanced learners and pedagogically important.

The functional explanation of positive transfer proposes that the underlying factors for the learners' utilizing their native language knowledge or strategies in learning a second language are general cognition and communication. The view of language as an instrument for carrying out information-processing and communication functions different from those of native language is the point of departure for the development of a sustained L2 learning strategy. The behavior sorting hypothesis introduced in the lens model suggests that learners initially have to use their existing native language knowledge in processing second language input until some of the input information can be sorted into categories by finding correspondences and congruences with the knowledge already utilized in their native language. In the context of second language learning, positive transfer refers to the influence of a learner's native language in facilitating the learning of a second language. This native language influence may show itself in the acquisition of phonetic, phonological, grammatical, lexico-semantic, and pragmatic aspects of the second language. Even with the same native language, different learners may experience different types and degrees of positive transfer. This is reflected in the diverse developmental patterns found in the learning of the same target language feature by different groups of learners. Leonard illustrates

this point with the statement, "Some Chinese learners of English as a second language produce a frequency contrast for English consonants /θ/ and /ð/ which normally occurs in the native speech of neither US nor UK English speakers."

Negative transfer occurs when a pre-existing item of linguistic knowledge or skill inhibits, interferes with, or partially/modifies the performance of a given task in a second language which the student is expected or needs to undertake, causing the students to commit errors. All pre-existing items of language recognized as sources of positive transfer are also those that may be held responsible for negative performance. However, any pre-existing item which does in fact impede performance falls into our class as factors implicated in negative transfer provided the students possess a pre-existing awareness of that pre-existing knowledge or skill. English punctuation, to take a specific example, is particularly complex. It is replete with rules which have their origin in native-speaker speech and listening practices which a nonnative-speaker population is neither familiar with nor equipped to apply. Lastly, negative transfer can be attributed to factors such as insufficient experience with the processes of comparing and contrasting the type of language put to explicit use, or learning in an environment that sees such conscious use of form as inappropriate to non-existent. Perhaps the most significant factors, though, are positive transfer and interference. These reflect the influence of the native or of other already learned languages upon the learning of a new language. Positive transfer reflects the influence of the first, or native, language of learners which may result either in direct correspondences between features of the first and subsequently learned language or in the application of the rules of the first language to the second. In the area of syntax, the factors responsible for interference are bipartite. The first revolves around the general principles of sentence formation-shared universals. All human languages exploit, in their various ways, the (universal) properties of the human language faculty, and learners are innately equipped to detect and internalize them.

In conclusion, understanding and harnessing the power of language transfer in language learning can revolutionize teaching methods and facilitate more effective language acquisition. By acknowledging both positive and negative transfer phenomena, educators and learners alike can navigate linguistic challenges with greater ease, ultimately leading to more successful language learning experiences.

REFERENCES

1. Gass, S. M., & Selinker, L. (2008). *Second language acquisition: An introductory course* (3rd ed.). Routledge.
2. Odlin, T. (1989). *Language transfer: Cross-linguistic influence in language learning*. Cambridge University Press.
3. Cook, V. (2003). *Effects of the second language on the first*. *Multilingual Matters*.
4. Ellis, R. (1994). *The Study of Second Language Acquisition*. Oxford University Press.
5. Ringbom, H. (2007). *Cross-linguistic similarity in foreign language learning*. *Multilingual Matters*.
6. Jarvis, S., & Pavlenko, A. (2008). *Crosslinguistic Influence in Language and Cognition*. Routledge.
7. Sharwood Smith, M. (1993). Input Enhancement in Instructed SLA: Theoretical Bases. *Studies in Second Language Acquisition*, 15(2), 165-179.
8. Cenoz, J. (2001). The Effect of Linguistic Distance, L2 Status and Age on Cross-Linguistic Influence in Third Language Acquisition. *Language Learning*, 51(1), 123-152.