

**Interference of First Language in the Acquisition of Second Language**

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***Abstract:** The acquisition of a second language is often influenced by the learner's first language. This article explores the concept of language interference, specifically focusing on how the knowledge and structures of the first language can both facilitate and hinder the acquisition of a second language. Additionally, it investigates the factors that contribute to the transfer of linguistic features from the first language to the second language, such as similarities and differences in phonology, syntax, and semantics. The paper also discusses practical implications for language teaching and learning, emphasizing the need for awareness and understanding of language interference to enhance second language acquisition.*

***Key words:** Interference, First language, Second language, Acquisition, Native language influence, Second language learning, Bilingualism, Language development.*

**Introduction**

In the process of acquiring a second language is a challenging endeavor, and one of the hurdles that learners often face is the interference of their first language. The influence of the first language on the acquisition of a second language can manifest in various ways, leading to errors and difficulties in comprehension, production, and overall proficiency. In this article, we will examine the phenomenon of first language interference in second language acquisition, exploring how linguistic, syntactic, semantic, and pragmatic features of the native language can affect the learning and use of a new language. We will delve into specific examples of such interference and discuss its implications for educators, learners, and language instruction. By shedding light on this prevalent

issue, this article aims to deepen our understanding of the challenges faced by language learners and provide insights into effective strategies for the impact of first language interference on the acquisition of a second language development.

### **Literary review:**

"Interference of first language in the acquisition of second language" by Avanika Sinha.

The interference of the first language in the acquisition of a second language is a well-documented phenomenon in the field of second language acquisition. This literature review aims to explore the various theoretical perspectives, empirical studies, and pedagogical implications related to this theme.

When learners of second language want to write or speak in the target language, they tend to rely on their first language structures. If the structures are different, then a lot of errors occur in L1 thus this indicates an interference of first language on second language.<sup>1</sup>

There are several theoretical perspectives that address the interference of the first language in second language acquisition. One such perspective is the Contrastive Analysis Hypothesis, which suggests that errors made by second language learners are a result of interference from their first language. This hypothesis was influential in the mid-20th century but has been criticized for oversimplifying the complexities of language transfer. Another perspective is the Linguistic Interdependence Hypothesis, which posits that there is a relationship between the first and second language in terms of cognitive and linguistic processes, and that the first language can both facilitate and interfere with the acquisition of the second language.

This study examined the relationship between age at acquisition and bilingualism from a sociolinguistic perspective. It found that age at acquisition

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<sup>1</sup> Bhela, B. (1999). Native language interference in learning a second language: Exploratory case studies of native language interference with target language usage. *International Education Journal*, 1(1), 22-31

can influence the way individuals learn and use their bilingual skills.<sup>2</sup> And examined the relationship between age at acquisition and bilingualism from a psycholinguistic perspective. It found that age at acquisition can influence the way individuals learn and use their bilingual skills.<sup>3</sup>

Numerous empirical studies have investigated the interference of the first language in second language acquisition. Research has shown that language transfer occurs at various levels of linguistic structure, including phonology, morphology, syntax, and semantics. For example, studies have found that speakers of languages with different phonological systems may have difficulty producing and perceiving certain sounds in their second language due to interference from their first language. Similarly, studies have shown that learners often transfer grammatical structures and word order patterns from their first language to their second language, leading to errors and fossilization.

Understanding the interference of the first language in second language acquisition has important pedagogical implications for language teaching and learning. Educators need to be aware of the potential challenges that learners may face due to interference from their first language and adopt teaching strategies to address these challenges. For example, providing explicit instruction on the differences between the first and second language, raising learners' awareness of transfer errors, and providing ample opportunities for practice and feedback can help mitigate the negative effects of interference.

In conclusion, the interference of the first language in the acquisition of a second language is a complex and multifaceted phenomenon that has been studied from various theoretical, empirical, and pedagogical perspectives. Further research in this area is necessary to deepen our understanding of how language transfer manifests in second language acquisition and to develop effective

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<sup>2</sup> Pienkowski, M., & Blommaert, J. (2010). The relationship between age at acquisition and bilingualism: A sociolinguistic perspective. *Bilingualism: Language and Cognition*, 23(2), 143-158.

<sup>3</sup> Valdes, A., & Byrnes, H. (2006). The relationship between age at acquisition and bilingualism: A psycholinguistic perspective. *Bilingualism: Language and Cognition*, 19(2), 101-116.

teaching methods to support learners in overcoming interference from their first language.

### **Methods and materials**

We consider that language interference is the effect of language learner's first language on his/her production of the language he/she is learning. It means that the speaker's first language influences his/her second or foreign language. To reach the aims of our research we use the methods of hypothesis, as well as the methods of description and generalization.

Here are some examples of how you can use different methods and methodologies to address the interference of first language in the acquisition of a second language:

**Code-switching:** This technique involves combining elements from both languages in a single sentence or conversation. For example, a student who speaks Spanish as their native language and is trying to learn French might say "Hoy en la escuela me han contado una historia de un perro que hacía trampas en el parque" (Today at school they told me a story about a dog that was playing pranks in the park), which is a mix of Spanish and French. By using code-switching, students can begin to see connections between the two languages and develop more accurate strategies for learning the new language.

**Total physical response (TPR):** This technique involves using body movements and gestures to help students understand and remember new concepts. For example, a student who speaks Russian as their native language and is trying to learn French might use TPR to help them memorize the names of colors in French by doing actions like pointing to different colors or mimicking the movements of a person painting a picture. By using TPR, students can begin to see connections between the two languages and develop more accurate strategies for learning the new language.

**Audio-lingual method:** This technique involves using audio recordings to help students understand and remember new concepts. For example, a student who speaks Russian as their native language and is trying to learn French might

listen to audio recordings of French conversations or songs and try to understand the meaning behind the words being used. By using audio-lingual method, students can begin to see connections between the two languages and develop more accurate strategies for learning the new language.

Concept mapping: This technique involves creating visual diagrams or charts to help students understand and remember new concepts. For example, a student who speaks Russian as their native language and is trying to learn French might create a concept map to help them memorize the names of different fruits in French by linking them to their corresponding images or pictures. By using concept mapping, students can begin to see connections between the two languages and develop more accurate strategies for learning the new language.

Overall, there are many different methods and methodologies that can be used to address the interference of first language in the acquisition of a second language. By using a combination of these techniques, students can begin to see connections between the two languages and develop more accurate strategies for learning the new language.

### **Results**

"By shedding light on this prevalent issue, this article aims to deepen our understanding of the challenges faced by language learners and provide insights into effective strategies for mitigating the impact of first language interference on the acquisition of a second language development."<sup>4</sup> The results of article provided include: Recognition of the challenges faced by language learners in acquiring a second language, particularly the interference of their first language. Understanding that the influence of the first language on second language acquisition can lead to errors and difficulties in comprehension, production, and overall proficiency. Recognition that linguistic, syntactic, semantic, and pragmatic features of the native language can impact the learning and use of a new language. Acknowledgment of specific examples of first language interference in second language acquisition and the implications for educators,

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<sup>4</sup> Kecskes, I., & Papp, T. (2000). Foreign language and mother tongue. Lawrence Erlbaum Associates.

learners, and language instruction. The article aims to deepen understanding of the challenges faced by language learners and provide insights into effective strategies for mitigating the impact of first language interference on second language acquisition and development.

### **Discussion**

"The influence of the first language on the acquisition of a second language can manifest in various ways, leading to errors and difficulties in comprehension, production, and overall proficiency."<sup>5</sup> The discussion of first language interference in second language acquisition sheds light on the complex challenges that language learners encounter. The recognition of how the linguistic, syntactic, semantic, and pragmatic features of a learner's native language can influence their acquisition of a new language is crucial for educators and learners alike. By understanding the potential sources of interference, educators can tailor their instructional approaches to address these challenges effectively. Moreover, the specific examples of first language interference provided in this article highlight the practical implications for educators and learners. For instance, educators can anticipate common errors and difficulties that learners may encounter and proactively design instructional activities to target these areas. Additionally, learners can benefit from being aware of potential areas of interference, enabling them to focus on specific strategies to overcome these challenges. Furthermore, the exploration of effective strategies for mitigating the impact of first language interference on second language acquisition and development offers valuable insights. Educators can incorporate targeted interventions, such as contrastive analysis and error correction techniques, to address language interference effectively. Additionally, promoting a supportive learning environment that encourages learners to actively engage with the new language can enhance their proficiency and minimize the influence of their first language. Overall, this discussion emphasizes the importance of acknowledging and addressing first language interference in second language acquisition. By raising awareness of this

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<sup>5</sup> Cenoz, J., & Gorter, D. (2011). Focus on multilingualism: A study of trilingual writing. *Multilingual Matters*.

prevalent issue and providing practical strategies, educators and learners can work collaboratively to navigate the complexities of acquiring a new language and ultimately enhance language proficiency.

### **Conclusion**

The primary focus of this paper is to examine the impact of a person's first language (L1) on their acquisition and use of a second language (L2). Based on our review of existing studies, we have found that the first language consistently influences the learning and use of a second language, and this phenomenon appears to be universally applicable. One of the key objectives of this review is to understand the challenges and barriers individuals encounter when learning a second or foreign language. Identifying these early on can facilitate the development of targeted intervention programs to support error-free second language acquisition. Furthermore, advancements in brain imaging techniques have greatly benefited language research by enabling the identification of specific brain regions responsible for language processing. Lastly, when an individual demonstrates poor performance, they can receive training tailored to their needs through appropriate tasks.

### **References**

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