

NEGATIVE AND POSITIVE TRANSFER BETWEEN LANGUAGES

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This article deals with language transfer and its positive and negative impact on acquiring foreign and second languages.

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Research and practice in the fields of second or foreign language learning and teaching have a main role of helping learners to acquire the language effectively. There are a lot of various different views, methods to carry out the successful result in learning the language. For example, the results reported that case studies regardless of the source are significantly more effective in problem – based learning and promotes the development of analytical skills than the other methods (J Col Sci Teach. 2011).

This article is about positive and negative transfer between Uzbek and English languages and its impact on learning languages. The idea of language transfer is that the second language is influenced by the first language that the learner already knows. They can be transferred positively and negatively. Positive transfer is the process of applying the former knowledge to the latter one correctly. For example, both French and English have the word “table” which can have the same meaning in both languages. Negative transfer is the disruption of previous particular information to the present one. For example, “I live in Uzbekistan”. In Uzbek: “Men O’zbekistonda yashayman”. It can be transferred negatively like this “I Uzbekistan in live”. Linguists have realized that first language plays as a major role in second language acquisition (Ellis, 1990, p.297). Early research in language transfer discovered in 1940 an 1950s, at that time the field of linguistics was influenced by Behaviorism. Fries (1945), one of the behaviorists argued that L1 interference is the main problem for learning a second language. Lado (1957) also considered the native language a major cause of lack of success in learning L2. He argued that the similarities and differences between

two languages lead the difficulties in learning L2. Their view of language transfer faced serious criticism by the Chomskyan Linguistics in 1960. Chomsky argued that children are born with specific ability to learn the language other outside factors do not influence on learning second language. Despite these oppositions Selinker (1983) presented negative and positive transfer of the languages. According to Selinker's view, learner's native language plays important role in the development of second language.

Odlin mentioned that transfer is not always from the learner's native or first language but also from a second or a third language (1989, p25-27). Based on these discoveries Odlin (1989) offered his working definition of transfer: Transfer is the influence resulting from similarities and differences between the target language and any other knowledge that the learner has been previously acquired (p.27). As Uzbekistan is a multilingual country not only first language of the learner but also the rules of target language as well as learner's previous knowledge from any language can be transferred. However, Jarvis and Pavlenko (2008) mentioned that only first language can be transferred to the second language. L1 is influenced at every aspect of L2 such as grammar, pronunciation, vocabulary, discourse and reading (Ellis 2008, p.350). The results of positive transfer are mostly unnoticed and so are less discussed. Generally speaking, the more similar the two languages, the more the learner is aware of relation between them, the more positive transfer will occur. Lado (1957) mentioned that foreign language learner will find some factors quite easy because those elements are similar to his native language and some of them are very difficult for the reason of differences between L1 and L2. Learners can find the rules of all language learning from their native language acquisition and then apply these rules to their second language acquisition or vice versa.

There are two types of errors of language learner: interlingual and intralingual (M.Irisqulov). An interlingual error is the result of the language transfer that is caused by the learner's native language. The same mistakes are observed in producing English in Uzbek learners as the word order in Uzbek sentences is differ from English language. In English sentences object follows the verb predicate: I am watching TV. In Uzbek sentence the object of the sentence precedes verb-predicate: Men televizor ko'ryapman. Intralingual error or overgeneralization is not due to the learner's native language it is a mistake in within in one language. For example, to use one particular

rule over some grammar aspects such as “walk-walked, like-liked, go-goed, do-doed(Brownp,96) which is always observed in learners’ production.

Language transfer has been regarded as a natural fact in the process of learning second language. After having discussed some of the advantages and disadvantages of language transfer should not be considered as a negative aspect in the process of teaching English as a second or foreign language. We, teachers may use positive transfer to motivate our students and create a self-confident feeling in the English class. Thanks to negative transfer we can distinguish languages and find out its similarities and differences which lead us to learn more about second language acquisition.

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