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

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Abstract: Proficiency in foreign languages is a crucial component of both professional and personal competency in today's environment. However, the influence of the original

language (L1), which shows up as common learner errors at different language levels, frequently complicates the process of acquiring a second language (L2). In linguistics and instructional strategies, this effect is referred to as interference (or negative language transmission). Studying this issue is especially crucial since knowing how L1 interference works might improve methodological methods and boost the efficacy of learning a foreign language.

Keywords: language transfer, interference, native language (L1) influence, target language (L2) acquisition, contrastive linguistics.

First thoroughly studied in the middle of the 20th century within the framework of contrastive linguistics (R. Lado, 1957), the impact of the native language on learning a foreign language was later expanded upon in works on error analysis (S. Corder, 1967) and theories of interlanguage by L. Selinker (1972). The transfer of L1 elements can take the form of both positive transfer, which helps learners acquire similar structures, and negative transfer, which impedes the development of proper speech abilities, according to recent research in applied and pedagogical linguistics.

Learning a foreign language is always accompanied by the interaction of two language systems-the native (L1) and the target (L2). During acquisition, this interaction may have both beneficial and detrimental effects. "Language transfer" describes how learning a new language is impacted by learning a previously learned language. In the theory of second language acquisition (SLA), this idea is crucial.

Therefore, interference is a sign of the detrimental effects of the native language, manifested as grammatical, syntactic, vocabulary, or pronunciation mistakes. One common instance of interference is when Russian-speaking learners insert their native word order into English sentences, such as "He very likes coffee" rather than "He likes coffee very much."

In the middle of the 20th century, language transmission was first studied as a scientific phenomenon. The Contrastive Analysis Hypothesis (CAH), first forward by Robert Lado in 1957, was among the earliest theories of systems. This hypothesis states that the discrepancies between L1 and L2 can be used to anticipate difficulties in second language acquisition: the more differences there are, the higher the likelihood of errors.

However, it later became clear that not all learners' errors can be explained by the influence of the L1. Stephen Corder put forth the theory in 1967 that mistakes are a reflection of the learner's internal system and a normal aspect of language acquisition. Larry Selinker's interlanguage theory (1972) expanded on his methodology. This theory holds that the learner's second language system is an intermediate, dynamic system that combines aspects of the target and native languages rather than being a replica of the L2. Interference is therefore seen as a normal step in the development of an interlanguage rather than just a cause of mistakes. It demonstrates how a student reorganizes prior information in order to become proficient in a new language system. Interference can manifest itself at various levels of the language system. The most common forms are:

The transmission of L1 speech's articulatory and intonatory characteristics into L2 speech is known as phonetic interference. For instance, Russian-speaking learners may pronounce the English sound [θ] as [s] or [t] (think → sink). Using fictitious translators' pals and calques of terms (magazine "магазин," take decision instead of make a decision) is known as lexical interference. Errors resulting from variations in grammatical structures, like the inappropriate use of tenses or the absence of articles, are known as grammatical interference.

The transfer of word order and syntactic patterns from L1 is known as syntactic interference. A breach of speaking behavior, professionalism, directness, and other norms

caused on by cultural variations is known as pragmatic interference. It should be mentioned that interference can happen in written as well as oral communication, particularly when translating or writing in a foreign language.

Modern research in foreign language teaching methods shows that interference is not only a source of errors but also an important indicator of language acquisition progress. From the standpoint of the instructor, recognizing common signs of L1 interference enables the forecasting of possible challenges and the modification of instructional strategies. The Contrastive Analysis Hypothesis's contrastive approach is still applicable today, but it is now seen as a component of a broader strategy rather than as a stand-alone technique. Contemporary teaching methods include use of metalinguistic commentary, which enables students to actively examine their mistakes, and contrastive activities, which are designed to raise awareness of the distinctions between L1 and L2.

Effective use of cross-linguistic transfer data not only helps reduce the frequency of errors but also increases student motivation, as it makes the learning process more meaningful and predictable. Therefore, the teacher's job is to control and guide this process in a positive way rather than to totally eradicate the effect of the mother language. Interim conclusion: Interference with native language is a normal and unavoidable phase of learning a foreign language. The cognitive processes involved in moving information and abilities from one linguistic system to another are intimately related to it. Making thoughtful use of data on L1 interference manifestations helps educators create more effective teaching strategies based on learners' metacognition and comparison analysis.

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