

EMPHASIS ON THE ROLE OF L1 INTERFERENCE

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Annotation. The preceding information serves to contextualize the subsequent discussion by providing a detailed account of the instructional setting, including the teacher's experience, students' proficiency levels, learning objectives, and class demographics. Furthermore, it introduces Task-Based Language Teaching (TBLT) as the principal methodological framework employed in the classroom, offering a concise theoretical justification for its selection in the article. To illustrate TBLT in action, a specific classroom activity is described, detailing its intended benefits for promoting language skills and cognitive processes. In addition to outlining the teaching context and chosen methodology, the information identifies phonetic interference as a salient challenge encountered by language learners, stemming from the influence of their first language on pronunciation. Concrete examples are provided, showcasing how this interference manifests in the speech of learners with diverse linguistic backgrounds (Uzbek and Russian). The negative impact of phonetic inaccuracies on fluency, self-assurance, and prosodic elements of speech is also explored. Finally, a preliminary suggestion is offered to address these phonetic challenges, recognizing that this initial proposal will necessitate further development and refinement.

Key words: Accuracy, Approachability, Confrontation, Motivation, Investment, Psychological Construct, Sociological, Commitment, Identities, Observation.

Instructional Considerations

I have working as an English teacher at private school for 3 years. All of students' levels are intermediate and they aim to improve their general English for several purposes. There are 20 similar aged students in my class and their levels are the same. Their target language is the same, but the purposes of learning the language are different. Although their levels are the same, they have different weaknesses on 4 different skills. I use Task-Based Language Teaching (TBLT) for my students which I found it very beneficial for my learners. As Moore (2018) believed that the term task has emerged from a body of research that sees communicative inference as central to language learning. This method is very proper for any learners because it focuses on decreasing learners' weaknesses and develops the language by tasks. As students engage in communicative tasks, they actively participate in the learning process. In addition, this method is student- centered and gives an opportunity to occur the language with groupmates in real life situations by communication. A teacher can create a task for any skill not only for single one namely, through this method, the task can be created individually, but the result will be general for everyone. For example, students are given a small text about something. The title

of the text is not given and there are some words written in bold and highlighted. Their task is looking through the words before reading the full text and guessing the name of the text. It improves their inference and logical thinking on any topic. Once they have read the text, their major task is writing a summary as a body 2. *Aspect of a language* in terms of phonetics it can be observed, when every learner is learning a new language, he/she always compares the language to his first language. Admittedly, learning a language by comparison and being able to use it in everyday life is very important. But it should not be forgotten that each language has rules that cannot be compared to another language and are not similar at all. Both of my learners have phonetic problems. the main reason for this is comparison. Because some identical phonetic sounds and vowels or consonants are pronounced differently in the word structure. More preciously, sometimes one vowel or consonant is pronounced differently. For example, my experienced former learner Milana whose L1 was Uzbek had problems with pronunciation of 2 vowels when they come together such as sheep, pour, poor while Russian guy Laziz (second experienced student) had the same problem, but with consonants namely, a consonant is pronounced considerably different such as oCean-sh, City-s, Cat-k. This is because Milan is a representative of the Uzbek nation, and her Uzbek background always encourages him to compare L2 to L1. A similar situation in Laziz, however, is related to another parts (sound/consonant) of phonetics. This confuses them when they are producing the language and it causes to lose the fluency as well as confidence and increases pauses in speech. As a result, they forget about the word stress and where to put intonation pattern in a sentence. Undoubtedly, this deficiency can be overcome by doing more practice such as listening to podcasts or watching movies. While, the vocabulary makes the speech understandable to the listener, grammar emphasizes the accuracy and fluency. When learning any language, it is very important to be able to use its grammar correctly. It is necessary to apply every learned theoretical knowledge in practice.

As it was mentioned above, since Laziz is Russian, his other groupmates don't interact with him much. Therefore, he only asks for tasks that he can do himself. This makes learning the language tedious because of his Russian background and identity. The situation is the same with my first learner, but the reason is different, that is, as for Milana, she is not a very approachable girl naturally and does not like confrontation with people, so she also requires individual grammatical activities. Not only are their identities different, but your desires are also different. One likes communication with others, another one is the opposite of it.

Motivation and Investment: As there are different students with different purposes in my class motivation is given separately. Motivation is encouragement on learning a new language. According to Dornyei (2001) motivation can be seen as a primarily psychological construct, investment is a sociological construct, and seeks to make meaningful connections between a learner's desire and commitment to learn a language and their changing identities. Motivation is provided in the case of observing students' interests and goals in language learning. According to this, the learner is shown ways or interesting methods. For example, while two of my learners

Milana and Laziz get their motivation from the science itself, from learning the language to achieve high goals and broadening their knowledge by studying in abroad in order to exchange ideas from their teenagers, the rest of my students are just learning the language for good profit, that is, income. Therefore, the motivation given to them is based on their desires.

“A language learner may be highly motivated, but may nevertheless have little investment in the language practices of a given classroom or community, which may, for example, be racist, sexist, elitist, anti-immigrant, or homophobic” (Norton & Toohey 2001). Motivation alone is not enough for a learner to learn a language. That is, motivation is a mental power and investment is a practical power. According to Dörnyei & Ushioda (2009) the construct of investment seeks to make a meaningful connection between a learner’s desire and commitment to learn a language, and the language practices of the classroom or community. *Investment* is to show or provide resources that can provide both practical and mental help to the student, taking into account the student's interests. More precisely, for Milana and Laziz, who are highly motivated by science and want to achieve high goals, podcasts or videos from people who have achieved success through their academic degree are given, while others are given podcasts, listening as well as videos focused on how to use science correctly in business for the requirements of learning for profit. Surely, the wishes and goals of any student should not be ignored.

The described instructional context involves intermediate English learners with diverse goals and skill gaps. Task-Based Language Teaching (TBLT) is employed to address these individual needs, though phonetic interference from learners' first languages poses a significant challenge to fluency and confidence, requiring targeted interventions beyond general practice.

References

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