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DIALECTAL INTERFERENCE IN LEARNING ENGLISH AMONG UZBEK-SPEAKING STUDENTS

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ANNOTATION

This article examines how regional Uzbek dialects interfere with English language acquisition among Uzbek-speaking students. It explores phonological, lexical, morphological, and syntactic transfer, emphasizing how dialect-specific linguistic habits affect pronunciation, grammar, vocabulary, and pragmatic competence.

Keywords: *Dialectal interference, Uzbek dialects, English acquisition, phonological transfer, sociolinguistics, learner variation.*

АННОТАЦИЯ

В данной статье рассматривается, как региональные узбекские диалекты влияют на процесс освоения английского языка среди узбекоязычных учащихся. Анализируются фонологический, лексический, морфологический и синтаксический перенос, при этом подчеркивается, как диалектно-специфические языковые привычки отражаются на произношении, грамматике, словарном запасе и прагматической компетенции.

Ключевые слова: *диалектная интерференция; узбекские диалекты; освоение английского языка; фонологический перенос; социолингвистика; вариативность обучающихся.*

ANNOTATSIYA

Ushbu maqola o‘zbek shevalarining ingliz tilini o‘rganish jarayoniga qanday ta’sir ko‘rsatishini tahlil qiladi. Unda fonetik, leksik, morfologik va sintaktik transfer misollar orqali o‘quvchilarning talaffuzi, grammatikasi va pragmatik kompetensiyasiga ta’siri yoritiladi.

Kalit so‘zlar: *Shevaviy interferensiya, o‘zbek shevalari, ingliz tilini o‘rganish, fonologik transfer, sotsiolingvistika, o‘quvchi farqlari.*

Introduction.

Uzbek-speaking students often come from a rich tapestry of dialectal backgrounds, each with its own unique sounds, expressions, and grammatical patterns. This diversity is a beautiful reflection of the Uzbek language’s depth, but it can also shape the way students approach learning English. When they speak or write in English, the patterns of their native dialects sometimes surface, subtly influencing pronunciation, sentence structure, or word choice.

For instance, a student from one region may consistently pronounce certain English sounds differently because their home dialect lacks an equivalent, while a student from another region may use grammatical structures in English that mirror their native speech. These influences are not signs of laziness or lack of ability they are natural byproducts of the brain trying to map a new language onto the familiar patterns it already knows.

Recognizing these dialectal influences is crucial for teachers and peers alike. With understanding and targeted support, students can gradually overcome persistent errors, refining their English pronunciation and grammar without feeling that their native dialect is “wrong” or inferior. In fact, embracing students’ linguistic backgrounds as a foundation for learning can make the journey of acquiring English more relatable, empowering, and ultimately more successful.[1]

[1] Brown, H. D. (2007). Principles of Language Learning and Teaching.

Literature review.

Interlanguage theory, transfer studies, and sociolinguistic perspectives offer valuable insights into how a learner's native dialect influences their English acquisition. These frameworks help us understand that language learning is not just about memorizing rules it is a complex process shaped by the patterns, sounds, and structures students already know.

When Uzbek-speaking students learn English, elements from their home dialects often "transfer" into their new language. This process, called negative transfer, can lead to systematic errors in pronunciation, grammar, or word usage. For example, certain sounds or sentence structures that exist in a student's dialect may not exist in English, causing them to pronounce words differently or construct sentences in ways that sound unusual to native speakers.[1]

Importantly, these errors are not random; they follow predictable patterns that reflect the student's linguistic background. Understanding this helps educators see these mistakes not as failures, but as natural steps in the learner's journey. By recognizing the role of dialect, teachers can provide targeted support that respects students' linguistic identities while guiding them toward clearer, more accurate English. In this way, the interplay between a student's dialect and English becomes not a barrier, but a roadmap for effective language learning.

Research methodology.

Phonological differences are one of the most noticeable ways that a student's native dialect can influence their English. For Uzbek-speaking learners, this can show up as vowel variation, where certain English vowel sounds don't exist in their home dialects, leading to subtle or even striking differences in pronunciation. Consonant substitution is another common feature, where sounds in English are replaced with the closest equivalents from the learner's dialect. Intonation patterns the melody and

[1] Mahmudov, N. (2005). O'zbek tilining dialektologiyasi.

rhythm of speech can also differ, sometimes making English sentences sound flat or unusually “sing-songy” to native speakers.[1]

Beyond pronunciation, dialectal influences extend into vocabulary, grammar, and sentence structure. Lexical choices may reflect words or expressions common in a student’s regional dialect, while morphological and syntactic patterns how words are formed and sentences are structured can shape how English sentences are produced. For example, a learner might carry over word order or verb conjugation patterns from Uzbek into English, creating sentences that are grammatically “off” but entirely consistent with their native dialect.

These influences are not signs of confusion or lack of ability they are a natural part of how humans learn languages. By recognizing the role of phonology, morphology, and syntax, educators can better support students in navigating these differences, helping them refine their English while honoring the linguistic richness of their own dialects.

Sociocultural Factors in Dialectal Interference.

Uzbek-speaking learners often navigate a dynamic linguistic landscape, shifting between their regional dialect and Standard Uzbek depending on the context. This constant movement between dialects doesn’t just affect their home language it also shapes how they learn and produce English. For instance, a student who regularly alternates between dialect and Standard Uzbek may carry features from both varieties into their English, creating a unique interlanguage that reflects their full linguistic experience.

Teachers, too, play a role in this process. When educators unconsciously impose the norms of their own dialect, it can influence which forms students adopt and which errors persist. This can sometimes create tension, as learners negotiate between the expectations of the classroom and the speech patterns they identify with in daily life.

[1] Corder, S. P. (1974). Error Analysis and Interlanguage.

At the heart of it all is dialect identity. A student's sense of linguistic self how they see themselves and their community in language affects not only their pronunciation and grammar but also their confidence and willingness to experiment in English. Recognizing and respecting this identity allows teachers to support learners more effectively, helping them build English skills without diminishing the value of their native dialects.[1]

Analysis and results.

Addressing dialectal interference in English classrooms requires strategies that are both sensitive and practical. Dialect-sensitive teaching recognizes that students' native speech patterns are not "mistakes" to erase, but starting points for learning. By tailoring instruction to the specific features of learners' dialects, teachers can guide students toward clearer English while respecting their linguistic identity.[2]

Diagnostic assessment plays a key role in this process. By carefully observing and analyzing where dialectal influences appear whether in pronunciation, grammar, or vocabulary teachers can pinpoint patterns of interference and design focused interventions. Phonetic training, for example, can help students master English sounds that are particularly challenging due to differences in their home dialect, while awareness-raising activities encourage learners to notice and reflect on the contrasts between their dialect and Standard English.

Conclusion.

Dialectal interference plays a powerful role in shaping how Uzbek-speaking students acquire English. The sounds, grammar, and sentence structures of their home dialects naturally influence how they speak and write in English, often leading to systematic pronunciation or grammatical patterns that differ from standard norms. These influences are not random mistakes they reflect the learners' attempt to map a new language onto the linguistic framework they already know.

[1] Dulay, Heidi; Burt, Marina; & Krashen, Stephen. (1982). *Language Two: Psychological Factors in Second Language Learning.* New York: Oxford University Press.

[2] Herschensohn, Julia, & Young-Scholten, Martha (Eds.). (2013). *The Cambridge Handbook of Second Language Acquisition.* Cambridge: Cambridge University Press.

By acknowledging and addressing these dialect-based patterns, teachers can help students make targeted improvements in pronunciation, grammar, and overall language proficiency. This approach not only enhances the clarity and accuracy of English but also validates the students' linguistic backgrounds, showing that their native dialect is a resource rather than an obstacle. Ultimately, understanding and supporting learners' dialectal influences transforms challenges into stepping stones for more confident, effective, and authentic language use.

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