

## THE IMPACT OF NATIVE LANGUAGE TRANSFER ON ENGLISH PRONUNCIATION

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**Annotation:** *This study examines the impact of native language transfer (L1 transfer) on English pronunciation from phonological and pedagogical perspectives. Grounded in Lado's (1957) Contrastive Analysis Hypothesis and Flege's (1995) Speech Learning Model (SLM), it categorizes segmental and suprasegmental interference types. Using case examples from Uzbek and Russian L1 speakers, the study discusses common pronunciation errors and concludes with pedagogical recommendations to mitigate negative transfer effects.*

**Key word:** *English pronunciation, phonological interference, contrastive analysis, L1 transfer*

**Annotatsiya :** *Ushbu maqola ona tilining (L1) ingliz tili talaffuziga ko'chirilishi jarayonini fonologik va pedagogik nuqtai nazardan o'rganadi. Lado (1957) tomonidan ilgari surilgan Kontrastiv Tahlil Gipotezasi va Flege (1995)ning Nutqni O'rganish Modeli (SLM) asosida L1 transferining segmental va suprasegmental interferentsiya turlari tasniflanadi. Shuningdek, rus va o'zbek L1 misollarida uchraydigan xatoliklar muhokama qilinadi. Maqola oxirida L1 transferining salbiy ta'sirini kamaytirish bo'yicha pedagogik strategiyalar taklif etiladi.*

**Kalit so'z:** *Ingliz tili talaffuzi, Ona tilidan interferentsiya, Kontrastiv tahlil gipotezasi, L1 transfer*

**Аннотация:** *В данной статье рассматривается перенос родного языка (L1 transfer) на произношение английского языка с фонологической и методической точек зрения. На основе Гипотезы Контрастивного Анализа Ладо (1957) и Модели Обучения Речи Фледжа (1995) классифицируются сегментные и супraseгментные виды фонологического вмешательства. Анализируются ошибки, характерные для носителей узбекского и русского языков. В заключении предложены педагогические стратегии для снижения негативного влияния L1 transfer.*

**ключевое слово:** произношение английского языка, фонологическое вмешательство, контрастивный анализ, L1 перенос

**Introduction:** Pronunciation is a crucial aspect of intelligible communication in English as a second language (ESL). However, learners often carry over phonetic and phonological patterns from their native language, causing pronunciation errors. This paper explores how L1 transfer affects English pronunciation and discusses ways to improve pronunciation teaching through theoretical and empirical insights.

Lado's (1957) Contrastive Analysis Hypothesis (CAH) suggests that structural similarities between L1 and L2 facilitate learning, whereas differences create difficulties. This theory has been widely used to predict pronunciation errors by systematically comparing language pairs.

**Speech Learning Model:** Flege's (1995) Speech Learning Model (SLM) posits that learners assimilate L2 sounds based on their perceived similarity to L1 sounds. When sounds are "similar but not identical," learners struggle to produce them accurately, leading to pronunciation issues.

**Types of L1 Transfer Effects:** L1 transfer manifests in pronunciation through segmental and suprasegmental interference.

**Consonant Substitution:** L1 speakers replace English phonemes with the closest equivalent in their native language (e.g., replacing /θ/ with /t/ or /s/).

**Vowel Merging:** Differences in vowel inventories lead to mispronunciations (e.g., merging /ɪ/ and /i:/, making "ship" and "sheep" sound identical).

**Stress Patterns:** Syllable-timed L1 languages like Uzbek may fail to apply stress distinctions in English.

**Intonation:** Native intonation habits can obscure the natural prosody of English, affecting comprehension.

**Case Studies: Uzbek and Russian L1 Speakers:** Uzbek L1: The absence of the /ʒ/ sound leads to "measure" being pronounced as [ˈmɛʃə].

Russian L1: Final-consonant devoicing causes "bag" to be pronounced as [bæk].

### **Pedagogical Implications:**

1. Minimal-Pair Drills: Enhancing awareness of phonemic distinctions (e.g., "ship" vs. "sheep").
2. Articulatory Training: Explicit instruction on tongue and lip positioning.
3. Perceptual Drills: High-variability phonetic training to refine phoneme discrimination.

4. Prosody Practice: Choral reading and self-recording exercises to improve stress and intonation.

**Conclusion:** L1 transfer significantly affects English pronunciation. Understanding segmental and suprasegmental interference patterns allows educators to develop targeted pronunciation strategies. By incorporating contrastive analysis, articulatory training, and perceptual exercises, learners can reduce pronunciation errors and achieve greater intelligibility in English

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