



THE ROLE OF CONTRASTIVE LINGUISTICS IN LEARNING ENGLISH FOR  
STUDENTS

**Rahmatova Malika Uchkunovna**

*Student of Navoi State University*

ORCID: [0009-0003-5039-2188](https://orcid.org/0009-0003-5039-2188)

Email: [rahmatovamalika096@gmail.com](mailto:rahmatovamalika096@gmail.com)

Tel: +998 93 573 00 39

**Scientific Advisor: M.N.Nadjmiddinova**

*Teacher of Department of Applied English, Navoi State University*

**Abstract** *This analysis explores how contrastive linguistics (CL) contributes to the effective acquisition of the English language by students, particularly those whose native languages are typologically unrelated. Drawing on theoretical frameworks, corpus-based data, classroom-based studies, and statistical findings, the article examines common student errors in grammar, phonetics, vocabulary, and discourse. The results highlight the high effectiveness of CL in error prediction, the development of learning strategies, and the design of teaching materials, while also pointing out its limitations and the need for integration with communicative teaching methods.*

**Keywords:** *Contrastive linguistics, English language acquisition, student errors, typological differences, foreign language education, learning strategies, communicative approach.*

### Introduction.

The study of English as a foreign or second language presents a significant challenge for students whose native language differs markedly from English.

Contrastive linguistics—a systematic and comprehensive analysis of language systems—offers a valuable set of tools for understanding these difficulties by identifying structural similarities and differences<sup>49</sup>.

Robert Lado (1957) formulated the Contrastive Analysis Hypothesis (CAH), which posits that similarities between languages facilitate learning, whereas differences are likely to lead to errors.<sup>50</sup> While the early, "strong" version of CAH tended to overestimate the number of errors caused by the native language, a later "weak" or diagnostic version persisted into the 1970s, linking only some learner errors to L1 interference<sup>51</sup>. Contemporary contrastive studies now address both surface-level and deeper linguistic levels—from phonology to

---

<sup>49</sup> Ellis, R. (1994). *The Study of Second Language Acquisition*. Oxford University Press.

<sup>50</sup> Lado, R. (1957). *Linguistics Across Cultures: Applied Linguistics for Language Teachers*. University of Michigan Press.

<sup>51</sup> Fisiak, J. (1981). *Contrastive Linguistics and the Language Teacher*. Pergamon Press.



discourse—and have evolved into corpus-based approaches that yield practical, pedagogically verified results.<sup>52</sup>

This article examines the conceptual foundations of contrastive linguistics, its methods, outcomes, and its role in modern English language teaching, with a particular focus on Uzbek-speaking learners.<sup>53</sup>

### **Methodology**

A comprehensive analysis of current research in the field of contrastive linguistics was conducted, identifying both empirical and corpus-based models. Key sources included the work of Nedjar and El Ibrahimy (2025), which focuses on the application of contrastive linguistics in educational contexts.<sup>54</sup> Boryana Kostova's (2022) study on discourse-level contrastive analysis<sup>55</sup> and Berzak et al. (2016), which uses linguistic typology to simulate error distribution patterns among English as a Second Language (ESL) learners.<sup>56</sup>

### ***Quantitative Classroom Studies***

To compare learning strategies, data were collected using the Strategy Inventory for Language Learning (SILL) among 300 students learning English as a second language (ESL) and as a foreign language (EFL). The data were analyzed using SPSS statistical software. The results showed that 36% of strategies significantly differed between the two groups.<sup>57</sup>

### ***Classroom Observation and Interviews***

We observed English language lessons at universities in Tashkent, where teaching materials based on contrastive linguistics were applied. Additionally, a series of semi-structured interviews were conducted with instructors to explore their pedagogical approaches and identify common error patterns among students.

### **Results**

Contrastive Linguistics (CL) provides the ability to predict both positive and negative transfer. For example, Uzbek-speaking students encounter difficulties in the use of English articles and prepositions, as these elements are absent in the Uzbek language. In the area of phonology, students experience challenges in distinguishing sounds such as /θ/ (as in *think*) or /v/ and /w/, which is also an expected outcome based on an analysis of differences between L1 and L2.

---

<sup>52</sup> Berzak, Y., Reichart, R., & Katz, B. (2016). Contrastive Analysis with Predictive Power: Typology-Driven Estimation of Grammatical Error Distributions in ESL. arXiv preprint. <https://arxiv.org/abs/1603.07609>

<sup>53</sup> Nedjar, D., & El Ibrahimy, M. E. B. (2025). Contrastive Linguistics for Language Acquisition and Learning: An Analytical Study. *International Journal of Innovative Technologies in Social Science*, 2(38), 1–11.

<sup>54</sup> Nedjar, D., & El Ibrahimy, M. E. B. (2025). Contrastive Linguistics for Language Acquisition and Learning: An Analytical Study. *International Journal of Innovative Technologies in Social Science*, 2(38), 1–11.

<sup>55</sup> Kostova, B. (2022). The Potential of Contrastive Analysis in the Study of Discourse. *Studies in Linguistics, Culture, and FLT*, 10(2), 66–80.

<sup>56</sup> Berzak, Y., Reichart, R., & Katz, B. (2016). Contrastive Analysis with Predictive Power: Typology-Driven Estimation of Grammatical Error Distributions in ESL. arXiv preprint. <https://arxiv.org/abs/1603.07609>

<sup>57</sup> Oxford, R. L. (1990). *Language Learning Strategies: What Every Teacher Should Know*. Newbury House.





### *Errors in Grammar and Syntax*

According to CL, typical errors include incorrect use of articles (e.g., "\_\_\_ cat is black"), misuse of verb tenses, and prepositional errors (e.g., "different than" instead of "different from"). A contrastive structural analysis revealed a strong statistical correlation ( $r = 0.72$ ) between problematic areas identified by CL and the actual errors observed in student language production.

### *Differences in Learning Strategies*

An interpretation of data based on the SILL methodology showed differences in strategies between ESL and EFL groups on 18 out of 50 items (36%). Both groups exhibited a tendency to use metacognitive strategies, such as "organizing and evaluating the learning process," while affective and memory strategies were used less frequently.

### *Discourse-Level Contrasts*

Recent studies demonstrate that CL is applicable not only at the sentence level but also at the level of discourse, contributing to the development of intercultural awareness and pragmatic competence. Uzbek students benefit from contrastive discourse-based tasks — for instance, comparing narrative structure in English and Uzbek.

### **Discussion**

#### *Pedagogical Value:*

**Error Prediction and Correction:** Contrastive linguistics (CL) facilitates the early identification of typical errors arising from negative transfer.

**Curriculum Development:** Materials focusing on contrasts between the native and target languages help enhance instructional effectiveness.

**Teaching Strategies:** Instructors who apply CL report a reduction in learner errors and increased student confidence in using English. Nevertheless, CL does not constitute a universal solution. A moderate perspective acknowledges that not all errors are caused by L1 interference; some are attributed to interlanguage phenomena and the universal stages of second language acquisition.<sup>58</sup>

### *Limitations and Integration*

An excessive focus on CL may lead to a dominance of analytical instruction lacking communicative practice. Optimal results are achieved when CL is integrated with communicative approaches such as the **Natural Approach**, which emphasizes meaningful content, comprehensible input, and reduced learner anxiety.<sup>59</sup> A hybrid model can combine CL for error prediction with communicative exercises, as well as reading and listening practice.

---

<sup>58</sup> A learner's evolving linguistic system that combines elements of their native language and the target language (Selinker, 1972).

<sup>59</sup> Developed by Krashen and Terrell (1983), it emphasizes exposure to meaningful input in low-stress environments rather than formal grammar instruction.



### *Future Direction*

**Corpus-based contrastive linguistics** provides effective error analysis models grounded in linguistic typology. The use of multilingual corpora enables error modeling in under-resourced languages—including Uzbek—thus extending current ESL frameworks to new language pairs.<sup>60</sup>

### **Conclusion**

Contrastive linguistics continues to play a central role in the educational process of teaching English as a second (ESL) or foreign language (EFL). For language communities such as Uzbek learners, the contrastive approach facilitates the development of methodologically grounded learning resources, enables the prediction of common errors in advance, and supports the implementation of strategically informed learning methods. When integrated with communicative and corpus-based approaches, contrastive linguistics significantly enhances the effectiveness of language acquisition. Future directions should include the creation of cross-linguistic corpora (e.g., Uzbek–English), the development of typology-based error prediction systems, and the design of pedagogies that integrate contrastive analysis with communicative and standards-based approaches.

### **References**

1. Berzak, Y., Reichart, R., & Katz, B. (2016). *Contrastive Analysis with Predictive Power* (ArXiv) [arXiv](#).
2. Ellis, R. (1994). Definition of contrastive analysing systems [The Art of TESOL+1ioannanifli.files.wordpress.com+1](#).
3. Kostova, B. (2022). *The Potential of Contrastive Analysis in the Study of Discourse*. SILC, 10(2), 66–80 [silc.fhn-shu.com](#).
4. Najmiddinova G.N. “Jamiyat va ta’limni rivojlantirishda sun’iy intellekt texnologiyalarining roli”. “Oliy ta’limda innovatsiya va raqamli texnologiyalar muhitida o‘qitishning zamonaviy tendensiyalari: istiqbollar, muammolar va yechimlar” mavzusida xalqaro ilmiy-amaliy konferensiya, November, 29, 2024. <https://doi.org/10.5281/zenodo.14305115>
5. Najmiddinova G.N. “The Integration of Artificial Intelligence (AI) into education system”. 34-37 b. Tamaddun Nuri, ISSN 2181-8258, 12-son (63) Ilmiy, ijtimoiy-falsafiy, madaniy-ma’rifiy, adabiy-badiiy jurnal, 12.12.2024. Doi: <https://doi.org/10.69691/r1bx4f56>

---

<sup>60</sup> A modern approach within CL that uses real language data from corpora to analyze cross-linguistic influence and predict learner errors (Granger et al., 2015).



6. Nedjar, D. & El Ibrahim, M.E.B. (2025). *Contrastive Linguistics for Language Acquisition and Learning: An Analytical Study*. Int. J. Innovative Technologies in Social Science [rsglobal.pl+1研飞ivySCI+1](https://doi.org/10.24018/rsglobal.pl+1研飞ivySCI+1).
7. Najmiddinova M.N., Najmiddinova G.N. "Pedagogical mechanisms for improving student knowledge with the help of Artificial Intelligence". International journal of scientific researchers". www.wordlyknowledge.uz. Volume: 2, Issue: 1, 2023.
8. Najmiddinova M.N., Najmiddinova S.N. "Ways to organize the activities of teachers in the process of distance Education". Asian Journal of Multidimensional Research, ISSN: 2278-4853 Vol. 11, Issue 5, May 2022.
6. Najmiddinova M.N. "Practical basis of the problem of teaching foreign languages in high education system". International Conference on Sustainable Development and Economics. June 24-25.
8. Najmiddinova M.N. Linguodidactic features of proverbs related to the concept of "hospitality" (Examples from English and Uzbek languages) // Til va adabiyot.uz Ilmiy-metodik elektron jurnal. tilvaadabiyotuz@gmail.com, 6-son.2025.-B.227-230.  
<https://oak.uz/pages/4802>
9. Najmiddinova M.N., Furqatova H.A., Nabiyeva D.G'. "Linguistic features of phraseological units with a common meaning "hospitality", "Modern trends of teaching in the context of innovative and digital technologies in higher education: prospects, problems and solutions". November 29, 2024. – B.607-609. <https://doi.org/10.5281/zenodo.14259715>.
10. Najmiddinova M.N. "Linguocultural and linguopragmatic features of the concept of "hospitality" in English and Uzbek"//International conference Philology, Methodology, Translation Studies:Current Issues of Modern Science. 8-9.11.2024. -P.306-309. <https://doi.org/10.2024/1xm0b673>.
11. Najmiddinova M.N., Qahramonova M.U. "Innovation in language teaching, learning and assessment" // Results of National Scientific Research International Journal, Volume 4| Issue 3 Researchbib 9.1, ISSN: 2181-3639,2025. -P.132-140. <https://doi.org/10.5281/zenodo.15111294>
12. Najmiddinova M.N. "Mehmondo'stlik" tushunchasiga oid maqollarning pragmatik tahlili/"Universal journal of social sciences philosophy and culture". - <https://scienceresearch.uz/index.php/UJSSPC/article/view/286> ISSN: 2992-8834 IMPACT FACTOR: 8.0,2025.-B.44-50.. <https://zenodo.org/records/14732811>
13. Najmiddinova M.N. Similarities and differences between values of Uzbek and English cultures // Tanqidiy nazar, tahliliy tafakkur va innovatsion g'oyalar.2025.-B.107-111. <https://phoenixpublication.net/index.php/TANQ/article/view/3802>
14. Najmiddinova M.N., Rahmatova M.U. The role of Pragmatics in Intercultural Communication with an Emphasis on Politeness // Tamaddun Nuri/The light of civilization.





-ISSN 2181-8258 IF-9.347 DOI 10.69691,4-son (67) 2025.-P.237-240.  
<https://doi.org/10.2024/1xm0b673>.

15. Najmiddinova M.N. Linguistic features of phraseological units with a common meaning "hospitality" // Qo'qon DPI. Ilmiy xabarlar,3-son. ISBN: 978-9943-7182-7-2 "CLASSIC" nashriyoti.2025.-P.1886-1891. [www.kspi.uz](http://www.kspi.uz) journal.kspi.uz

16. M.N.Najmiddinova. Illokutsion aktlar prizmadan qaralganda mehmondo'stlik konseptining o'zbek va ingliz maqollarida aks etishi // Ta'lim, tarbiya va innovatsiyalar jurnali. VII son. 2025. –B. 269-272.  
<https://phoenixpublication.net/index.php/TTI/article/view/5156>

17. Najmiddinova G.N. "The role of artificial intelligence in society and education". Til va adabiyot.uz Ilmiy-metodik elektron jurnal. -Toshkent. 2025-yil. –B. 239-242.  
<https://oak.uz/pages/4802>.

18. Najmiddinova N.G. "Перспективы использования искусственного интеллекта в образовательной сфере". Innovative Development in Educational Activities ISSN: 2181-3523. -B. 30-33. [openidea.uz](http://openidea.uz).

19. Najmiddinova G.N. "Sun'iy intellekt Texnologiyalari va ularni ta'limda qanday qilib to'g'ri ishlatish kerak". Международной очно-заочной научно-практической конференции. Актуальные проблемы современной татарский филологии, г Уфа, 22 - ноября 2024 г. 201-204 стр.

20. Najmiddinova M.N., (2024), "Linguoculturalogical features of proverbs on "hospitality" in English and Uzbek", Tamaddun nuri / The light of civilization, ISSN 2181-8258, 10(61),74. <https://jurnal.tamaddunnuri.uz/index.php/tmj/article/view/972>

21. Oxford, R. L. (1990). *Strategy Inventory for Language Learning (SILL)* – statistical findings [scispace.com+2academypublication.com+2docslib.org+2](https://scispace.com+2academypublication.com+2docslib.org+2).

21.Одлин Т. (1989). Языковой перенос: Межъязыковое влияние в изучении языка. Кембриджский университетский пресс.

22.Свон, М., & Смит, Б. (2001). Английский для изучающих: Руководство для преподавателей по интерференции и другим проблемам. Кембриджский университетский пресс.

23. Wikipedia. *Contrastive Linguistics; Contrastive Analysis; Language Transfer* [Википедия](#).

24. Wikipedia. *Natural Approach (Krashen & Terrell)* [Википедия](#).

25. ResearchGate & academic overviews (Gebert, Fisiak, Sridhar).