Discourse Problems Uzbek Learners Face in Learning English Language

Gilyazetdinov Eldar Zamirovich [1], Umarova Shaxnozaxon O'tkirovna [2]

Abstract: Language is used as a means of communication to convey intentions, ideas, reflections, ideas and conclusions. Learning the language opens the doors to interaction between people and nations. Learning a foreign language leads to many mistakes, especially for those who are learning a new language. A learner of a new language consciously or unconsciously transfers information which is called communication in oral or written with the help of an already acquired language(s) into the new language. While conveying the message, they participate in discourse which is spoken or written communication between people, especially serious discussion of a particular subject. This type of action is termed discourse interference. Language interference can be positive or negative and can come from a native language, second language, or other foreign language. This article will discuss the errors of discursive intervention that Uzbek students have made in mastering the English language.

Keywords: Discourse, interference, language 1, teaching, learning, foreign language, grammatical structure.

Introduction

It is impossible to imagine human life without communicating with each other, and the principle of this communication is to use a widespread tool called language. People use language to exchange information that is considered not only human, but also universal (Corballis, 2017). There are thousands of languages used by different countries, societies and nations. Some of these languages have become widespread and have gained sufficient popularity to be used as a means of interlanguage communication. Among them there is one language that is the most popular and has a global status - English, which is also called lingua franca (Fang, 2017). Currently, people are learning English with the aim of communicating in English, and some people are even learning English because they want to learn another language, the best way to do this is to use English as a bridge platform to learn the language. Taking into account the above facts, learning English is equally important for the Uzbek people. For this, courses in English as a foreign language (EFL) were introduced. Since learning English is not an easy task, there must be a way to check students ' qualifications.

Was it the last time you talked to someone in writing or in person? Recently, it was very good. Every time you make a written or speech with someone on a topic, you participate in a conversation. Since communication happens all the time, conversation is a big part of our daily lives. This is especially necessary as part of the language learning process .

There are two main types of language guidelines. The first is clear or formal instructions. This is most likely a type of instruction that contains a list of words automatically and sees certain periods or conjugations. The latter are false or communication-based guidelines. When using conversations as a tool in the classroom, it falls undercomponent guidelines, since the focus is on fluid communication, not a specific grammar or part of words.

There has been a grea number of research about language acquisition for many years. One of the most prominent theories on the topic is one by Dr. Stephen Krashen, from the University of Southern California. As part of his Theory of Second Language Acquisition, he admits that there are two

[1] Senior teacher of the department "Teaching English Language Methodology №2" Uzbekistan State University of World Languages, eldar_85g@mail.ru

[2] MA student of Uzbekistan State University of World Languages

systems engaged in language learning: acquisition and learning. Acquisition is considered to be a product of subconscious processes, such as what happens through implicit instructions, when at the same time learning is regarded as a product of explicit instructions.

What Krashen tells us in his theory is that discourse, as part of implicit language instruction, naturally plays a different and important role in language learning rather than explicit instruction. The emphasis in discourse is guided to communication. Whenever students practice more discourse in their foreign language acquisition, their language usage becomes more fluent and fluid. Discourse also assists students practice speech strategies for when they demand to debate and discuss a notion they are less familiar with.

Literature review

Having read several articles and investigated them it is summarized that discourse is generally any form of verbal communication, whether spoken or written. The main role of discourse in linguistics is to provide a body of text for different types of analysis. These might contain research into sociolinguistics, grammar, psycholinguistics and discourse analysis.

Discourse is the creation and organization of segments of the language above and below the sentence. These are language segments that can be larger or smaller than a single sentence, but the added meaning is always out of the sentence. The term discourse is applied to oral and written language, in fact, to any sample of language used for any purpose. Consecutive sentences or words are any speech phenomena that hang together, or any combination of sentences in written form is discourse. Discourse cannot be limited to the sentential limits. This is something that goes beyond the limits of judgment. In other words, the speech is' any consistent sequence of said or written sentences' (Matthews, 2005:100). The links between sentences in a bound speech are considered to be as significant as the links between sentences in a sentence.

"Discourse in context may consist of only one or two words as in *stop* or *no smoking*. Alternatively, a piece of discourse can be hundreds of thousands of words in length, as some novels are. A typical piece of discourse is somewhere between these two extremes," (Hinkel and Fotos 2001).

"Discourse is the way in which language is used socially to convey broad historical meanings. It is language identified by the social conditions of its use, by who is using it and under what conditions. Language can never be 'neutral' because it bridges our personal and social worlds," (Henry and Tator 2002).

The study of discourse...can involve matters like context, background information or knowledge shared between a speaker and hearer," [2]

Language interference (also known as L1 interference, linguistic intervention, inter-linguistic interference or transmission) is the effect of language learners' first language in the production of the language they are learning. The effect can affect any aspect of the language: grammar, vocabulary, accent, spelling, etc. This is often discussed as a source of errors (negative interference), although the corresponding property of both languages is the same, which leads to the correct production of the language (positive transmission). It is fact that the greater the differences between the two languages, the more negative the effect of intervention can be. Interference is often discussed in the context of EAL teaching, but this inevitably happens in any situation where someone has an imperfect command of a second language.

In research on second language acquisition and language contact, the term interference is considered to be the impact of one language (or variety) on another in the speech of bilinguals who utilize both of the languages.

"Those instances of deviation from the norms of either language which occur in the speech of bilinguals as a result of their familiarity with more than one language, i.e. as a result of language contact, will be referred to as INTERFERENCE phenomena." (Weinreich 1953:1)

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[2] Bloor, Meriel, and Thomas Bloor. Practice of Critical Discourse Analysis: An Introduction. Routledge, 2013.

Methodology

The methodology of this work is observation and secondary research, which means that it analyzes texts and context to compare ideas and to identify the terms. Therefore the type of the research is qualitive research. In order to assimilate the terms "discourse and interference", a great number of articles have been investigated and compared to each other which means that comparative method is utilized. Moreover, the findings and results have been introduced in the "Results and discussion" section so that descriptive method is used to describe terms and assumptions. Additionally, while collecting information and findings, the data is recorded in observation checklist, which means that the data collection is used to record results.

Results and discussion

Interference occurs very often in learning foreign language and obviously, there are lots of types of interference in language. As far as discourse is strongly related to speech and written form of language, discourse interference may include both linguistic and contextual interferences in the language. While using the language the learner has to face grammatical structures, word choice, context of the communication, since they are transferring the meaning from the already acquired language(L1) to another foreign language. When it is classified, the problem spheres can in three sections as follows:

➢ term of expression (content of language elements for actualization of one or another grammar meaning);

➢ term of content (the lack of grammar categories or forms in one of the languages due to the differences in their semantics);

➢ term of functioning (utilizing units with an identical meaning in various ways)

The approach of overcoming interfering effect of the native language lies through the deep awareness of all native and learned language features in comparative plan. When grammar interference is discussed, as a rule, there are differences in term of expression, when existing in both languages' meanings are delivered through different grammatical categories. On the other hand, the smallest meaning(semantics) of the languages units and their functions cause the inadequacy of foreign language standards and norms (word choice, word order, sequence of time, specific meanings of verb forms so on and so forth). It is scientifically proved that typical or persistent mistakes of students in their speech in English are, mostly, the differences between their mother tongue and foreign language in the sphere of grammatical meaning and structures, lexical structure, semantic meaning. Admittedly, a comparative analysis method is a very appropriate and useful method of working to prevent such mistakes. According to Coello Cuntó Rafael Antonio(2009) grammatical competence can be seen as the ability to recognize and produce the distinctive grammatical structures of a language and to utilize them effectively in communication. Moreover, grammatical competence comprises knowledge of vocabulary, syntax, morphology and phonology/graphology (Bachman 1990). For instance, a person needs to arrange words in a correct order in a sentence with appropriate endings (e.g. high, higher, or highest).[3] Therefore, while acquiring foreign language, there may be several interference because of differences in two languages. After having studied various articles in the sphere, the typology of the most common grammar mistakes in speaking of the Uzbek learners in English have been found out. The following interferences can be examples for Uzbek-English learners.

1) skipping the verb – to be; The vast majority of Uzbek learners have tendency to skip the verb "to be" since in Uzbek language we do not have "tobe". They unconsciously skip the verb. Moreover, after acquiring the verb to be very well, they add them to every tenses, especially for present simple. For example:

1. I smart (False) I am smart (True)

2. They teachers (False) They are teachers(True)

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[3] COELLO CUNTÓ RAFAEL ANTONIO (2009) "Native language interference in learning english as a foreign language: an analysis of written material produced by Spanish speaking students in senior high school classes"

3. They <mark>are</mark> do, She <mark>is</mark> work (F) They do, She works

2) using double negatives; As a rule, in English language it is grammatically incorrect to use two negative meaning word and symbols in one sentences. On the other hand In Uzbek language, we can use as many as we can when it is negative sentence. In English language even it has negative words such as *seldom, never, rarely, without, never*. For example

A.   Men Pariga umuman tashrif buyurmaganman – I have never been to Parij

In this sentence, two negative word and infix are used to make it negative in Uzbek one, while the word "never" is used in English language with the same functioning. The Uzbek learners may say in following way; "I have ~~not~~ never been to Paris"

3) confusing the difference between irregular verbs and regular verbs; It is unfamiliar rule for Uzbek learners to use two forms of verbs in Past simple. In Uzbek language we only add the word "edi, edim, -di" to make past form of the verb. It may match to the affix "-ed". But when it comes to use irregular verb they may get confused. For example

Men kecha bog'bonlik ishini qildim – I did the gardening yesterday

I ~~doed~~ the gardening yesterday

4) confusing the order of words: This is the most common interference for Uzbek learners. The word order in Uzbek language differ from English language. In Uzbek language, predicate comes at the end of the sentence, but in English language it is as follows:

S+P+O

<u>Men</u> tez tez chet el adabiyotlarini <u>o'qib turaman</u>

<u>I</u> often <u>read</u> foreign literature works.

There are lots of these sort of difficulties when learners may face in the learning of foreign language in different corners of the language.

Conclusion

Inter-linguistic intervention can be both strong and weak. Weak noise disappears very quickly after performing a number of tasks. Strong intervention is a long life that takes a long time and requires many measures to get rid of it. Thus, a future English teacher as a foreign language should not only be fluent in the language, deeply and correctly understand its structure from a linguistic point of view, but also clearly understand the aspects of English that bring this language closer and, on the contrary, distinguish it from a local student. and know the intervention potential of inter-linguistic differences, the results of inter-linguistic intervention and the ways to overcome them.

The list of used literature

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