



CLASSIFICATION AND ANALYSIS OF INTERFERENCE ERRORS OF UZBEK STUDENTS WHEN LEARNING GERMAN AFTER ENGLISH

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ABSTRACT

This article investigates the classification and analysis of interference errors that occur when Uzbek students learn German after acquiring English as their first foreign language. In multilingual learning environments, the influence of previously learned languages often affects the acquisition of a new language. The study focuses on different types of linguistic interference, including phonetic, lexical, grammatical, and syntactic errors that appear in the speech and writing of Uzbek learners. The research highlights how the interaction between the Uzbek native language and English as the first foreign language influences the process of learning German. The results demonstrate that cross-linguistic interference is a natural phenomenon in multilingual learning, but understanding its mechanisms can help reduce errors and improve language teaching strategies.

Introduction

In the context of modern multilingual education, learning several foreign languages has become increasingly common. In Uzbekistan, English is usually taught as the first foreign language, while German is often introduced as a second or third foreign language in higher education institutions. When students begin learning German after English, their language acquisition process is influenced by both their native Uzbek language and the previously learned English language. This interaction frequently results in linguistic interference, which manifests as errors in pronunciation, vocabulary usage, grammar, and sentence structure. Understanding the nature and classification of these interference errors is essential for improving teaching methods and helping learners develop more accurate language skills.

Methods

The study employed several research methods, including comparative linguistic analysis, error analysis, and descriptive analysis. The comparative method was used to examine structural similarities and differences between Uzbek, English, and German in order to identify potential sources of interference. Error analysis was conducted by examining spoken and written language samples produced by Uzbek students studying German after English. These samples were analyzed to identify typical mistakes and classify them according to

linguistic levels such as phonetics, lexicon, and grammar. The descriptive method was applied to interpret the collected data and explain the patterns of interference observed in the learners' language production.

The analysis of linguistic data collected from Uzbek students learning German after English revealed several significant patterns of interference errors at different linguistic levels. These errors were observed in both spoken and written language production and reflected the influence of two previously established linguistic systems: the native Uzbek language and English as the first foreign language. The results demonstrate that students frequently transfer phonetic, lexical, grammatical, and syntactic features from these languages into German, which leads to systematic deviations from standard German usage.

Results

The results of the study revealed that interference errors among Uzbek students learning German after English can be classified into several main categories. Phonetic interference occurs when students transfer pronunciation patterns from Uzbek or English to German, resulting in incorrect articulation of specific German sounds. Lexical interference appears when learners incorrectly assume that similar-looking words in English and German have the same meanings. Grammatical interference is also common, particularly in areas such as word order, article usage, and verb conjugation, where the structures of German differ significantly from those of Uzbek and English. In addition, syntactic interference may arise when students apply English sentence patterns directly to German sentences, leading to grammatical inaccuracies.

The results of the study indicate that interference errors in the process of learning German after English are a natural consequence of multilingual language acquisition among Uzbek students. When learners study a new foreign language, they often rely on previously acquired linguistic knowledge as a cognitive resource for understanding unfamiliar structures. In the Uzbek educational context, English is typically learned before German, and therefore English frequently acts as an intermediary language during the acquisition of German. As a result, students tend to interpret German lexical items, grammatical structures, and pronunciation patterns through the framework of English. While this strategy sometimes facilitates comprehension due to similarities between the two Germanic languages, it may also lead to systematic errors when structural differences are overlooked.

Discussion

One of the most noticeable aspects of interference occurs at the phonetic level. Uzbek students often transfer pronunciation habits from both Uzbek and English when speaking German. Since the phonological systems of these languages differ significantly, learners may substitute unfamiliar German sounds with more familiar sounds from their native or previously learned language. For example, certain German vowel sounds or consonant clusters may be simplified or pronounced incorrectly due to the absence of equivalent phonetic patterns in Uzbek. In addition, the influence of English pronunciation patterns may lead students to apply English stress or intonation patterns when speaking German, which can affect the natural rhythm and clarity of German speech.

Lexical interference is another important factor influencing the learning process. Because English and German share a number of similar lexical forms, students may assume

that words with similar spelling have identical meanings. This assumption often leads to misunderstandings and incorrect translations, particularly when dealing with so-called false friends of the translator. In many cases, learners rely on visual similarity between words rather than analyzing their contextual meaning. As a result, vocabulary acquisition may become less accurate, and learners may develop incorrect semantic associations that persist in their language use.

Grammatical and syntactic interference also play a significant role in the language learning process. German grammar contains several features that differ substantially from both Uzbek and English, such as the system of grammatical gender, the use of articles, and the relatively flexible word order governed by syntactic rules. Uzbek students frequently experience difficulties with these grammatical categories because they are either absent or structured differently in Uzbek. At the same time, the influence of English may lead students to apply English sentence patterns when constructing German sentences, particularly in subordinate clauses or complex sentence structures. This transfer of syntactic patterns may result in incorrect word order or improper use of grammatical forms.

Conclusion

In conclusion, interference errors represent a natural outcome of multilingual language learning among Uzbek students studying German after English. These errors occur at various linguistic levels, including phonetic, lexical, grammatical, and syntactic structures. The presence of cross-linguistic influence from both Uzbek and English plays a significant role in shaping the learning process. Recognizing and classifying these errors is essential for developing effective teaching strategies and improving students' language proficiency. Incorporating contrastive linguistic analysis and targeted language exercises into the learning process can help minimize interference and enhance the overall effectiveness of German language instruction.

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