

## LEXICAL INTERFERENCE IN DAILY ENGLISH COMMUNICATION: A STUDY OF UZBEK NATIVE SPEAKERS

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**Abstract.** *This study is dedicated to examining the phenomenon of lexical and semantic interference occurring in the speech of English learners who speak Uzbek. The main goal of the research is to identify and analyze the types of interference observed in the students' speech. The study was conducted using a qualitative approach, and data were collected through direct observation in a natural classroom setting without special assignments. The results show that students' speech mainly exhibits lexical interference, semantic interference, and cases of "false friends." Students often rely on the structure of their native language (Uzbek) when constructing sentences in English, which leads to incorrect word choice and meaning distortion. These findings align with previously proposed theoretical views on language interference.*

*Overall, the research results indicate that interference is a significant problem for English learners who speak Uzbek. Therefore, it is recommended to strengthen context-based approaches in the teaching process and pay special attention to "false friends" words.*

**Keywords:** *lexical interference, semantic interference, false friends, second language acquisition, English language learners.*

**Annotatsiya.** *Ushbu tadqiqot o'zbek tilida so'zlashuvchi ingliz tili o'rganuvchilari nutqida yuzaga keladigan leksik va semantik interferensiya hodisasini o'rganishga bag'ishlangan. Tadqiqotning asosiy maqsadi talabalar nutqida kuzatiladigan interferensiya turlarini aniqlash va tahlil qilishdan iborat. Tadqiqot sifatli yondashuv asosida olib borildi hamda ma'lumotlar maxsus topshiriqlarsiz, tabiiy dars jarayonida bevosita kuzatish orqali to'plandi. Natijalar shuni ko'rsatdiki, talabalar nutqida asosan leksik interferensiya, semantik interferensiya va "soxta do'stlar" ("false friends") holatlari uchraydi. Talabalar ingliz tilida gap tuzishda ko'pincha ona tili – o'zbek tilining tuzilishiga tayanadilar, bu esa noto'g'ri so'z tanlash va ma'no buzilishiga olib keladi. Ushbu natijalar til interferensiyasi haqidagi ilgari ilgari surilgan nazariy qarashlarga mos keladi.*

*Umuman olganda, tadqiqot natijalari interferensiya o'zbek tilida so'zlashuvchi ingliz tili o'rganuvchilari uchun muhim muammo ekanligini ko'rsatadi. Shu sababli, ta'lim jarayonida kontekstga asoslangan yondashuvlarni kuchaytirish va "soxta do'stlar" so'zlariga alohida e'tibor qaratish tavsiya etiladi.*

**Kalit so'zlar:** *leksik interferensiya, semantik interferensiya, soxta do'stlar, ikkinchi tilni o'zlashtirish, ingliz tili o'rganuvchilari.*

**Аннотация.** *Данное исследование посвящено изучению явления лексической и семантической интерференции в речи изучающих английский язык носителей узбекского языка. Основной целью исследования является выявление и анализ типов интерференции, наблюдаемых в речи студентов. Исследование проводилось с использованием качественного подхода, а данные собирались методом непосредственного наблюдения в естественной учебной среде без специальных заданий. Результаты показывают, что в речи студентов в основном встречаются случаи лексической интерференции, семантической интерференции и так называемых «ложных друзей переводчика» ("false friends"). При построении предложений на английском языке*

*студенты часто опираются на структуру своего родного языка – узбекского, что приводит к неправильному выбору слов и искажению смысла. Полученные результаты соответствуют ранее выдвинутым теоретическим взглядам на языковую интерференцию.*

*В целом результаты исследования показывают, что интерференция представляет собой значительную проблему для узбекоязычных изучающих английский язык. В связи с этим рекомендуется усилить контекстно-ориентированные подходы в процессе обучения и уделять особое внимание словам категории «ложные друзья переводчика».*

**Ключевые слова:** *лексическая интерференция, семантическая интерференция, ложные друзья переводчика, овладение вторым языком, изучающие английский язык.*

**Introduction.** One of the most crucial tools for interpersonal communication is language. People use it to communicate their goals, feelings, and ideas. Students face several challenges when studying a foreign language. The impact of the native language on the target language, known as interference in linguistics, is one of the most prevalent of these challenges. The notion that aspects of the learner's first language (L1) influence the usage of the second language (L2) explains the interference phenomena. At the lexical level, this is particularly clear since students frequently translate words, meanings, and idioms from their original tongue into English. This leads to poor word choice, meaning distortion, or miscommunication. Students who use the translation method that is, who attempt to translate immediately rather than methodically learn the language are more likely to make such mistakes. The phenomena of "false friends" is one of the most significant examples of lexical interference. Words with similar forms but distinct meanings in two languages are known as false friends. Their outward resemblance confuses students and causes them to utilize them incorrectly. For instance, certain English terms might have entirely distinct meanings even though they are identical to words in Uzbek or Russian. In daily conversation, this leads to major misconceptions.

For English language learners who speak Uzbek, lexical interference is a frequent issue. Typological distinctions between the two languages are the primary cause of this. English is a member of the Germanic language family, whereas Uzbek is a member of the Turkic language family. Significant variations in lexical units, collocations, and meaning structures result from this distinction. Additionally, Uzbek students may experience extra interference due to the influence of the Russian language, particularly in situations involving fraudulent friends. Learners' propensity to translate directly is another significant aspect contributing to lexical interference. In these situations, the student disregards the English contextual and collocation norms. Sentences that seem grammatically valid but are conceptually inappropriate stem from this. Such mistakes might result in misunderstandings, ambiguities, or even unexpected meanings in daily conversation. Effective English communication is crucial in today's globalized world for social, professional, and academic purposes. Thus, it is crucial to comprehend the

fundamentals of lexical interference and pinpoint its root causes. The process of learning a language can be better structured by recognizing and evaluating typical lexical faults.

This study's primary goal is to investigate lexical interference in Uzbek-speaking English learners' everyday conversation. The topic of fraudulent friends is given particular emphasis in this study. Additionally, it examines the primary sources of lexical mistakes and emphasizes how they affect communication. This study demonstrates how lexical interference appears in ordinary speech and is based on real-world instances. It also highlights how important it is for pupils to acquire lexical awareness. Effective communication, in particular, requires the capacity to discern between words that are identical in form but have diverse meanings. This study will thus have theoretical and practical implications for instructors and English language learners.

**Literature analysis.** The interaction of language systems is clearly visible in the speech of a person who knows two or more languages. According to Weinreich (1953), one of the two interacting language systems in human speech is usually dominant (main), while the other is learned later and is more susceptible to interference. Therefore, the first language (L1) serves as the main source for the second language (L2) and can cause various linguistic errors. This phenomenon is more clearly seen in the example of the Central Asian language environment. In the work "Interaction of Uzbek and Tajik Languages" cases of lexical-semantic interference are analyzed by Yusupov (1974).

The modern approach to the phenomenon of interference is explained in detail by Odlin (1989). He argues that interference occurs when a learner's first language (L1) influences the acquisition of a second language (L2), leading to errors in grammatical structure, lexical and phonetic features. The level of interference is particularly high when there are significant typological and structural differences between the languages. The differences between Uzbek and English are one such case. One of the most common problems in learning a foreign language is "*false friends*," words that are similar in form but different in meaning. Such units often confuse learners, leading to incorrect lexical choices and semantic errors. At the same time, they are considered one of the important manifestations of interference. The phenomenon of "*false friends*" has gained wide scientific attention in the fields of translation studies and applied linguistics, and it is considered one of the important sources of lexical interference. Researchers define these units as words that are phonetically or graphically similar in different languages but differ in meaning (Jafarova, 2017). Such units pose a serious obstacle to the accurate transmission of meaning in the translation process. Moreover, some researchers emphasize that false friends are not only characteristic of beginner-level learners but also encountered by advanced bilingual users and professional translators (Akulenko, 2018). This indicates that the phenomenon is a universal linguistic problem. Vinay and Darbelnet (1995), in their work *Comparative Stylistics of French and English*, analyze false friends within the scope

of interlingual interference and highlight the important role of cultural and contextual knowledge in translation. According to them, accurate translation requires not only linguistic knowledge but also a deep understanding of the cultural context. Additionally, studies by Borisova (2005) and Levy (2011) examine the false friend's phenomenon in relation to cognitive processes, analyzing how words are organized and used in the mental lexicon of bilingual individuals. This approach links linguistic interference with the mental processing of information. Corpus-based studies (Costa et al., 2008) empirically investigate the frequency and contextual distribution of false friends, serving to develop practical recommendations for translation education. Nevertheless, this phenomenon remains complex, especially in less-studied language pairs, where it causes even more problems.

Overall, the literature review has shown the necessity of systematically identifying, classifying, and studying false friends in context. This is an important factor in reducing lexical interference and improving translation quality. May (1999) argues that the process of understanding and using language is carried out through pragmatic actions. Therefore, pragmatic strategies play an important role in understanding misinterpreted units and deriving the correct meaning. This helps learners to determine the meaning based on the context and reduce the errors caused by interference. One of the main causes of interference in the process of second language acquisition is the learner's native language. Researchers have noted that the learner's first language (L1) directly influences the process of learning the second language (L2), causing various errors (Bhela, 1999; Fewell, 2010; Galasso, 2002; Lim, 2010). At the same time, cultural factors are also an important source of interference. According to Brown (2000), differences between the first and second language systems can be a serious obstacle to language learning. Similarly, Galasso (2002) found in his study that L1 language structures form a certain "model" for learning a new language in the learner, which in some cases has a negative effect on L2 acquisition. Another important cause of interference is the differences between the phonological systems of the two languages. These differences lead to errors in students' pronunciation, which in turn increases the overall difficulty in language learning. Archvadze (2012) states that interference can occur in any situation where the student does not have sufficient mastery of the second language. In addition, the cognitive experience formed on the basis of the first language also affects the process of acquiring a second language. Practical observations show that the dominance of the native language in the daily life of students and insufficient practice in the second language increase interference (Nur Ardini et al., 2022; Senowarsito & Ardini, 2019). In particular, the discrepancy between the written and spoken English language causes students to perceive the language as difficult. However, interference can be not only linguistic, but also cultural. Hackett (2016) notes that while the interaction between language systems has been widely studied,

the interference between different linguocultural systems has been relatively poorly studied. In fact, different cultural systems interact with each other, just like language systems, and this process has a significant impact on communication.

**Research methodology.** This study is aimed at investigating the phenomena of lexical and semantic interference occurring in English learners who speak Uzbek, with the observational method used as the main research method. The primary goal of the study is to identify interference cases arising in the natural speech process of learners and to analyze their linguistic characteristics. The research was conducted based on a qualitative approach. This approach allowed the study of interference phenomena in real communicative situations, that is, without artificial tasks and within the natural speech process. During the study, the spontaneous speech of learners during lessons was observed. Data were collected through natural observation. Throughout the process, learners' oral speech, interactions within the group, and conversations with the teacher were observed, and instances of interference were recorded. No special tasks or tests were applied in this study, ensuring that the obtained data were natural and reliable. The collected data were analyzed based on qualitative analysis and categorized into lexical interference, semantic interference, and false friends. During the analysis, comparative and contrastive methods were used to identify the causes of interference phenomena based on structural and semantic differences between Uzbek and English.

**Results and discussion.** This section presents the findings of the observational study on lexical and semantic interference among Uzbek learners of English. The data were collected through natural classroom observation; focusing on learners' spontaneous speech without any external intervention. The identified errors were categorized into two main groups: lexical-semantic interference and false friends. Table 1 illustrates common examples of lexical and semantic interference observed in learners' speech, while Table 2 presents instances of false friends that led to misunderstanding or incorrect word usage. Overall, the results demonstrate that learners frequently rely on their native language when producing English, which results in various types of interference errors.

**Table 1**  
*Lexical and Semantic Interference Examples*

NO	Learner's Sentence	Correct Form	Type of Interference	Explanation
1.	I very like this book	I like this book very much	Lexical interference	L1 structure influence
2.	He gave me a question	He asked me a question	Semantic interference	Wrong verb choice
3.	I go to magazin	I go to the shop/store	Lexical interference	Russian influence
4.	She explained me the rule	She explained the rule to me	Structural interference	Uzbek syntax influence

5.	I did many mistakes	I made many mistakes	Lexical interference	Incorrect collocation
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Table 2

*False Friends in Uzbek Learners' English*

NO	Word (False Friend)	Learner's Usage	Correct Meaning	Type of Error	Explanation
1	Magazin	I go to magazin	Shop / Store	Lexical interference	Russian influence
2	Actual	Actual problem	Real / Current	Semantic interference	False cognate confusion
3	Intelligent	He is very intelligent (meaning "well-mannered")	Polite / Well-behaved	Semantic interference	Misinterpretation of meaning
4	Fabric	Fabric (meaning "factory")	Cloth / Material	Lexical confusion	Word similarity
5	Sympathetic	She is sympathetic (meaning "kind")	Compassionate / kind	Semantic error	Different meaning in English

The results presented in (Table 1) show that lexical interference is the most common type of error among English learners who speak Uzbek. These errors mainly arise from the direct transfer of linguistic structures from the native language (Uzbek) into English. As a result, students use incorrect word choices, unnatural collocations, and grammatically incompatible sentence structures. Additionally, semantic interference also emerges as a significant factor leading to meaning distortion. Structural interference is mainly observed in word order and syntactic errors. Overall, these results confirm that the native language strongly influences the English production process. The results presented in (Table 2) show that lexical interference is the most common type of error among English learners who speak Uzbek. These errors mainly arise from the direct transfer of linguistic structures from the native language (Uzbek) into English. As a result, students use incorrect word choices, unnatural collocations, and grammatically incompatible sentence structures. Additionally, semantic interference also emerges as a significant factor leading to meaning distortion. Structural interference is mainly observed in word order and syntactic errors. Overall, these results confirm that the native language strongly influences the English production process.

The results of this study showed that lexical and semantic interference is widespread among English learners who speak Uzbek. According to the observations, learners often tend to directly translate structures and expressions from their native language into English. This mainly leads to incorrect word choice and errors in meaning expression. The identified errors confirm the interference theory proposed earlier by Weinreich (1953). That is, the first language (L1) strongly influences the second language (L2), leaving a noticeable mark on learners' speech. Similarly, as Odlin (1989) emphasized, the influence

of L1 is clearly manifested in learners' errors, especially at the lexical and semantic levels. The false friends cases identified during the study also showed that interference is an important form of this phenomenon. Learners relied on words that are similar in form but misinterpreted their meanings. This led to semantic errors and communicative misunderstandings. This situation is also explained by the pragmatic approach highlighted by Mey (1999), which states that context and meaning extraction strategies play an important role in language comprehension. Furthermore, the results indicated that interference is mainly related to learners' level of knowledge and lack of practice in English. Because learners use their native language more in daily life, they face difficulties in independent thinking in English.

Overall, the results of this study demonstrated that the phenomenon of interference is widespread among English learners who speak Uzbek and that it mainly manifests at the lexical and semantic levels.

**Conclusion.** This study was aimed at observing and analyzing lexical and semantic interference phenomena in English learners who speak Uzbek. The results of the study showed that during the language learning process, the learners' first language (L1) significantly influences the second language (L2), and this influence manifests in various forms of linguistic errors. In particular, difficulties are widespread in selecting lexical units, correctly understanding their meanings, and applying them appropriately in context during English speech production. According to the observation results, interference mainly appeared in three primary forms: lexical interference, semantic interference, and errors related to false friends. Learners often try to translate structures from their native language directly into English, which leads to incorrect collocations and grammatical-semantic inconsistencies. For example, in some cases, word combinations from Uzbek or Russian are translated literally into English, resulting in unnatural and incorrect expressions. Additionally, the phenomenon of false friends was identified as an important source of interference. Words that are similar in form but differ in meaning were misinterpreted by learners, causing misunderstandings in communication. This situation demonstrates that interference has a strong impact not only linguistically but also cognitively and semantically. These results align with the theoretical views previously proposed by Weinreich (1953) and Odlin (1989). According to them, the first language serves as the main source of interference in the process of acquiring a second language. The findings obtained during the study also support this theoretical approach and confirm the widespread occurrence of interference among English learners who speak Uzbek. Furthermore, the observation process showed that the degree of interference is directly related to learners' language proficiency, practical experience, and frequency of using English. It was found that learners who practice English less frequently exhibit more interference errors. This once again confirms the important role of practical

communication in the language learning process. Based on the study results, several pedagogical recommendations were developed. First, learners should be taught lexical units not only by memorization but also based on context. Second, special attention should be paid to false friends, explaining them through real examples. Third, teachers should not only correct interference errors but also explain their linguistic causes. Additionally, organizing lessons based on a communicative approach helps reduce the level of interference.

For future research, it is recommended to study more extensively the phonological and grammatical aspects of interference, as well as to conduct comparative analyses among learners of different ages and language proficiency levels. Moreover, a deeper investigation into the relationship between linguocultural factors and interference is also considered an important scientific direction.

Overall, this study demonstrated that lexical and semantic interference is a widespread linguistic phenomenon among English learners who speak Uzbek. The study results are important not only theoretically but also practically and can be useful in improving the process of teaching English. Therefore, developing pedagogical approaches aimed at reducing interference remains a relevant issue for future educational processes.

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