



CROSS-LINGUISTIC COMPARISON IN LANGUAGE ACQUISITION

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Abstract

This article explores the influence of cross-linguistic comparison on language acquisition of children, particularly who are brought up in a bilingual family. The models, both positive and negative sides of cross-linguistics comparison are given and discussed. Research also shows that children's rates of grammatical development and comprehension can vary significantly across different languages.

Introduction

Cross-linguistic comparison in language acquisition conveys to the study of how children learning two languages simultaneously develop linguistic abilities and how the similarities and differences between the languages influence each other during development. In bilingual families, children are exposed to two linguistic systems from an early age—often one language from each parent or from different social contexts. This situation provides a unique opportunity to observe how languages interact in the mind of a developing child.

In this situation the grammar range and the comprehension of children and their language usage for both languages are impacted. The grammar usage in the first place may have its influence on children language learning process. For example, children in uzbek families are mostly bilinguals whose native languages are uzbek-russian(usually in capital city of the country) or uzbek-english as English is becoming common in the whole education system and the population also implement English as a second must-learn language. A child learning and speaking Uzbek and Russian in the family as well as in the society can show difference in word order and verb usage due to structural contrasts between two languages. For instance, Russian people say я хочу спать which means I want to sleep but a child in cross linguistic family say Я спать хочу that shows verb usage



contrast. Additionally, the vocabulary of the children in cross linguistic family also differentiate leading to the two language learning. A five-year-old boy named Amir is growing up in a family where his mother speaks Uzbek and his father speaks Russian. At home, Amir hears both languages every day, and as a result, his vocabulary in each language develops differently depending on context. For instance: When playing with his mother, he says: Bu meniki mashina! “This is my car!” – Uzbek But when his father joins, he switches to Russian: Papa, eto moya mashina! “Dad, this is my car!” – Russian

Although both sentences mean the same thing, Amir’s vocabulary choices reflect which parent he is talking to. These can easily identify the language learning acquisition of child in a bilingual family. Moreover, cross-linguistic comparison have beneficial and disadvantages sides for child

Facilitative effect:

Occurs when the two languages have similar structures, making it easier for the child to learn a shared feature in both languages.

Negative influence (transfer, interference):

This Happens when the child applies a rule or pattern from one language to the other, leading to an error. For example, an Italian-English bilingual child might use overt subject pronouns in Italian, influenced by English's stricter requirement for them.

There are also some Factors influencing cross-linguistic influence:

Language complexity, Fluency, Input frequency

The child may take longer to master grammatical accuracy because both languages demand different processing. However, this challenge also strengthens the child’s cognitive flexibility — the ability to switch between rules and patterns quick. Input frequency” refers to how often a child hears and uses each language. The more a child is exposed to a language, the faster and stronger their vocabulary and grammar in that language become. If Uzbek is spoken daily at home, the child quickly learns Uzbek vocabulary and grammar. If Russian is only heard when watching cartoons or speaking to one parent, the child might understand it but speak it less confidently. If the mother mostly speaks Uzbek and the father speaks



Russian, the child might become more fluent in the mother's language, especially during early childhood when most interaction is with her. Later, school or peer influence may shift fluency toward the dominant community language.

Conclusion

Children in cross-linguistic family and learning language from bilingual parents may have changes in their speech, grammar and vocabulary. Observing cross-linguistic factors in their family can make a child to differentiate language aspects and its similarities. This process also may have an impact on those children's language acquisition and usage.

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