

Extralinguistic Factors Influencing Foreign Language Learning In A Bilingual Context

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Abstract: This article analyzes the influence of bilingual educational environments on students learning English in Karakalpak schools, with a particular focus on both linguistic and extralinguistic factors. The study investigates the causes of interference, including phonetic and morphological errors, and examines the role of cultural, psychological, and social factors in the acquisition of a foreign language. Based on the identified challenges, the article offers practical recommendations for optimizing language instruction through contrastive analysis and methodologically informed strategies that account for differences between language systems.

Keywords: Bilingualism, extralinguistic factors, interference, phonetic analysis, morphological adaptation, methodological approach, student errors.

Introduction: In today's educational landscape, teaching foreign languages—particularly English—has become a top priority. For students in Karakalpakstan who are being educated in a bilingual context, the process of language acquisition is influenced by a complex set of psycholinguistic and sociolinguistic factors. One of the most significant among these is the presence of extralinguistic variables, which directly affect the effectiveness and outcomes of foreign language learning processes [3].

Language acquisition is not limited to mastering linguistic knowledge such as grammar, vocabulary, and phonetics. Rather, it is largely shaped by extralinguistic factors, which include psychological, sociological, cultural, and motivational influences that exist outside the language system itself.

Extralinguistic factors encompass the following components:

Psychological Factors:

These include the learner's emotional state, self-confidence, external pressure, and fear.

Language learning is not solely an intellectual activity—it is also a deeply psychological process. A student's emotional condition, their level of confidence, external pressure, or psychological anxieties can directly affect

their capacity to acquire a new language [2]. In many cases, these factors pose substantial obstacles to effective learning.

For instance, low self-confidence often leads to a fear of making mistakes, which in turn causes students to avoid active participation in communication. In such situations, learners may prefer silence over risking grammatical or phonetic errors. Consequently, they are deprived of real communicative experiences.

In addition, external pressure—such as high parental expectations, peer competition, or strict demands from teachers—can cause intense stress in students. This psychological pressure may lead to reduced concentration, decreased memory retention, and limited cognitive processing ability.

Fear—particularly the fear of speaking in public, mispronunciation, or being ridiculed—is one of the most significant barriers in language learning. This is especially common among younger students or those in bilingual environments.

On the contrary, psychological stability enables learners to express their thoughts confidently, develop a positive attitude toward the target language, and derive enjoyment from the learning process. Therefore, it is crucial that language teachers remain attentive to the psychological state of their students and create a

supportive and encouraging classroom environment [5].

Motivation:

The desire to learn a language arises from either personal (internal) or external (obligatory) reasons.

The success of the language learning process largely depends on the learner's level of motivation. Motivation refers to the learner's internal or external need, desire, and aspiration to acquire a new language, and it serves as a key driver of active engagement in learning [4].

Motivation generally manifests in two major forms:

- **Intrinsic (personal) motivation:** This relates to the learner's natural interest in the language, a desire to understand new cultures, pursue education abroad, or build a career. Learners with intrinsic motivation tend to work independently, seek additional materials, and are not afraid of making mistakes.
- **Extrinsic (external) motivation:** In this case, learning is driven by outside factors such as the requirement to pass an exam, parental pressure, teacher expectations, or the necessity of obtaining a diploma. External motivation is often short-term and may not provide sufficient support for deep, long-lasting language acquisition [12].

It is the responsibility of both teachers and educational institutions to foster intrinsic motivation. This can be achieved through interactive teaching methods, practical task-based activities, the use of multimedia resources, and participation in cultural exchange projects. Learners with high motivation typically attain more consistent and meaningful results in language learning.

The Role of Teachers and Educational Institutions in Fostering Motivation

One of the key responsibilities of teachers and educational institutions is to create an environment that fosters intrinsic motivation. This can be achieved through interactive methods, practical topic-related tasks, the use of multimedia resources, and participation in cultural exchange programs. Learners who demonstrate high levels of motivation tend to achieve stronger and more consistent results in language acquisition.

For example, a student who is learning English with the intention of studying or working abroad views the language as a personal or social necessity. In contrast, a learner who studies English solely to obtain a good grade may treat the language as a short-term obligation, which limits their ability to internalize it effectively and sustainably.

Social Environment:

The communicative context for language learning, and the degree of support from family and school.

The social environment plays a critical role as an extralinguistic factor in the process of learning a foreign language. A student's success in acquiring a new language often depends on the linguistic culture present in their immediate surroundings—namely, their family, school, and peer group [6].

First and foremost, learners who are consistently exposed to an environment where the target language is used in practice tend to acquire the language at a faster rate. Real communication in the foreign language encourages students to transform their theoretical grammatical knowledge into active speaking skills. This transition is key to mastering the language as a tool for functional communication rather than retaining it at a passive, knowledge-based level [14].

The family environment also plays a crucial role. Parents' attitudes toward the language, their encouragement, and emotional support can significantly influence whether the student develops a positive or negative relationship with the language. If a student is interested in learning, but this effort is ignored or even ridiculed at home, they may become discouraged and lose motivation.

Within the school setting, the teacher's approach, classroom dynamics, peer interaction, group activities in the target language, and systems of praise and assessment are all vital factors. Language learning should extend beyond the classroom and into extracurricular activities—such as clubs, competitions, and project-based learning—to cultivate enthusiasm and enhance social adaptation.

For this reason, adapting the social environment to support language learning is an indispensable part of the educational process. A well-supported social context helps establish stable psycholinguistic foundations in the learner.

Cultural Differences:

How the learner perceives and adapts to the differences between their own culture and that of the target language.

Language is not merely a tool for communication; it also serves as a reflection of the culture, values, and worldview of its speakers. Therefore, the process of learning a foreign language inherently involves acquiring the culture associated with it. This leads to the concept of cultural difference [9].

Cultural difference refers to how learners recognize, interpret, and adapt to the distinctions between their native culture and that of the target language. For

instance, in English-speaking contexts, it is common to express opinions directly or to offer open criticism. However, in Uzbek or Karakalpak culture, such behaviors may be considered inappropriate or impolite. If students fail to grasp these cultural nuances, they may encounter challenges in communicative competence, even if their grammar is accurate.

Moreover, cultural elements such as lifestyle, attitudes toward time, social roles, and gender dynamics can also impact language acquisition. Concepts like “privacy” or “individual freedom” in English may lack direct equivalents in the learner’s native language, potentially leading to misunderstandings or misinterpretations.

It is the teacher’s responsibility to help students understand and respect the cultural context of the foreign language, while also fostering pride in their own national identity. This balanced approach enables students to develop not only linguistic proficiency but also intercultural communicative competence.

Cultural difference refers to how a learner perceives and adapts to the distinctions between their native culture and the culture associated with the target language. For example, in English-speaking cultures, direct expression of opinion and open criticism are commonly accepted forms of communication. However, such practices may be deemed inappropriate or impolite in Uzbek or Karakalpak cultures. If learners are unaware of these cultural differences, they may experience difficulties in communicative adaptation, even if their grammatical proficiency is high [1].

In addition, cultural values such as lifestyle, perception of time, social roles, and gender roles can serve as direct or indirect barriers to language acquisition. For instance, English concepts such as privacy or individual freedom may not have clear equivalents in Uzbek, leading to semantic confusion or misinterpretation.

A key responsibility of the language teacher is to explain these cultural contexts during instruction, to help students not only understand and respect the new culture but also continue to value their own national identity. This balanced intercultural approach enables learners to attain not only linguistic knowledge but also cultural competence in the target language.

Teaching Methodology: Methods, Interactive Approaches, and Instructional Tools

The methodological approach adopted in foreign language teaching, including classroom strategies and educational resources, plays a crucial role in the effectiveness of language acquisition. In the bilingual context of Karakalpak schools, appropriate methodological choices can help minimize linguistic

interference, enhance motivation, and foster a positive attitude toward language learning [10].

Modern language pedagogy increasingly favors interactive methods over traditional grammar-translation approaches. Strategies such as the communicative approach, task-based learning, and CLIL (Content and Language Integrated Learning) place the student at the center of the learning process, encouraging active participation. Through these methods, learners acquire grammar through practical communication and learn to use the language in real-life situations [7].

Educational tools are equally important. Audiovisual materials, mobile applications, online platforms, language laboratories, and QR-code-integrated textbooks provide opportunities for independent learning. For bilingual learners in particular, visual-context instruction helps facilitate easier comprehension and retention of the foreign language.

Another effective strategy involves analyzing learners’ errors in their native language and comparing them with the structural patterns of English. Here, contrastive analysis and targeted correction of linguistic interference play a central role.

Thus, the methodology chosen by the teacher is not only a vehicle for knowledge transfer but also a comprehensive pedagogical strategy that incorporates psychological, social, and cultural dimensions of learning.

Examples of the Influence of Extralinguistic Factors

Extralinguistic factors frequently play a decisive role in the success or difficulty students experience in foreign language acquisition. The following cases illustrate this influence:

For example, Karakalpak or Uzbek learners often rely on the phonetic and cultural norms of their native language when speaking English. This reliance can negatively affect pronunciation. As a result, issues such as incorrect stress placement, phonetic inaccuracies, or decontextualized sentence structures may arise. This phenomenon is known as phonological interference, and it is especially common in bilingual learning environments.

Low levels of motivation are among the primary reasons why students often struggle to successfully acquire a foreign language. Despite the availability of modern methods and interactive approaches in educational institutions, students lacking intrinsic motivation are unlikely to achieve meaningful and sustainable language proficiency. For instance, learners who feel forced to study the language or who do not perceive any personal benefit from it tend to

participate passively in lessons, avoid independent study, and as a result, experience a decline in the quality of their learning outcomes.

In addition, cultural differences serve as another significant factor. Some students may not fully grasp or may misinterpret the social and cultural contexts embedded in the foreign language, which negatively impacts their overall language acquisition—especially oral communicative competence.

For example, Karakalpak or Uzbek learners sometimes rely on the cultural and phonetic norms of their native language when learning English. This reliance often leads to mispronunciations or misunderstandings. Similarly, students with low motivation may fail to succeed even when using effective teaching methodologies.

It is important to emphasize that foreign language acquisition is not limited to grammar and vocabulary. Social and cultural environments, motivation, and individual experience all play integral roles. In Karakalpak schools, these factors often manifest in students' phonetic and morphological errors [12].

Common examples include the confusion of vowel sounds like "i" and "e", incorrect stress placement, or the substitution of English phonemes with those from Karakalpak. These are direct consequences of linguistic interference [13].

Linguistic Interference: Forms and Impacts

Linguistic interference refers to the incorrect formation of target language structures based on the learner's native language system. It can occur across various linguistic levels: phonetic, lexical, morphological, syntactic, and semantic [8].

Syntactic interference is particularly noticeable. For instance, English follows a strict Subject–Verb–Object (SVO) word order. However, students who rely on the more flexible word order of their native language may construct incorrect English sentences. Examples include:

- "To the school we go."
- "My book I reading now."

Such constructions reflect syntactic interference.

Morphological interference appears when students misuse grammatical elements such as articles (a/an/the), verb tenses, prepositions (in, at, on), and plural forms. Examples include:

- "We is go to school."
- "He can to play football."

These errors illustrate violations of standard English grammar rules [3].

Linguistic interference not only causes grammatical mistakes but may also lead to the development of a negative attitude toward the language. As students continue to make errors, they may lose confidence and become demotivated. Therefore, teachers should anticipate typical interference patterns and apply contrastive analysis–based methods to prevent or address these issues [11].

Psycholinguistic Perspective on Language Acquisition

Language learning is not merely a process of memorizing grammatical rules or vocabulary—it is a complex psychological activity. During this process, the learner forms what is known as an apperceptive base: the mental framework that enables them to comprehend, retain, and apply linguistic units appropriately.

Initially, learners understand new language elements by associating them with equivalents in their native language. For example, the English word "table" is linked with the Uzbek or Karakalpak word "stol." However, over time, these associations evolve into a system of native-like conceptual links within the target language, such as table – chair – sit – eat. This stage is referred to as psycholinguistic adaptation [11].

Psycholinguistics also underscores the significance of motivation, emotional background, stress, and self-confidence in language learning. A learner's internal drive and positive emotional orientation toward the target language are among the most critical components of successful acquisition.

Recommendations and Solutions

The following measures are recommended to reduce interference and enhance the effectiveness of foreign language learning among students:

- Develop exercises based on lexical and phonetic contrasts;
- Analyze errors stemming from the native language and compare them with target language structures;
- Integrate tasks that promote the development of cultural competence;
- Introduce interactive methods that enhance motivation and learner engagement.

CONCLUSION

In bilingual environments, language acquisition is influenced by a range of external factors. The most significant among these are extralinguistic factors related to psychological, cultural, and social contexts. To ensure successful foreign language learning among bilingual students, it is essential to apply methodological and individualized approaches that are

specifically designed to overcome interference.

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