

## THE ROLE OF CONTRASTIVE ANALYSIS IN TEACHING ENGLISH PREPOSITIONS

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## РОЛЬ КОНТРАСТИВНОГО АНАЛИЗА В ОБУЧЕНИИ АНГЛИЙСКИМ ПРЕДЛОГАМ

## INGLIZCHA PREDLOGLARNI O'RGATISHDA QIYOSIY TAHLILNING O'RNI

### Abstract

This paper explores the role of contrastive analysis in teaching English prepositions, focusing on its effectiveness for learners whose native language structure differs significantly from English. Through empirical data from Uzbek learners, the study illustrates common interlingual errors related to preposition use, such as "in the bus" vs. "on the bus," and demonstrates how contrastive comparison with Uzbek and Russian prepositional structures can enhance learner understanding. Findings suggest that contrastive analysis reduces fossilization of errors and improves communicative competence in ESL environments.

### Аннотация

Данная статья рассматривает роль контрастивного анализа в обучении английским предлогам, особенно для учащихся, чей родной язык значительно отличается по структуре от английского. На основе эмпирических данных узбекских студентов анализируются типичные межъязыковые ошибки (например, "in the bus" вместо "on the bus"). Результаты показывают, что контрастивный подход снижает вероятность закрепления ошибок и способствует улучшению коммуникативной компетенции.

### Annotatsiya

Ushbu maqolada ingliz predloglarini o'rgatishda qiyosiy tahlilning roli ko'rib chiqiladi. Ayniqsa, ona tili tuzilmasi ingliz tilidan sezilarli farq qiladigan o'quvchilar uchun samarali strategiyalar tahlil qilinadi. O'zbek o'quvchilarining xatolari ("in the bus" o'rniga "on the bus") asosida olib borilgan tadqiqot, qiyosiy tahlil yordamida xatolarni kamaytirish va til kompetensiyasini oshirish mumkinligini ko'rsatadi.

### **Keywords**

Contrastive analysis, English prepositions, interlingual errors, ESL teaching, Uzbek learners.

### **Ключевые слова**

Контрастивный анализ, английские предлоги, межъязыковые ошибки, преподавание ESL, узбекские учащиеся.

### **Kalit so'zlar**

Qiyosiy tahlil, ingliz predloglari, tilaro xatolar, ESL o'qitish, o'zbek o'quvchilari.

### **Introduction.**

Prepositions are one of the most problematic areas for English language learners due to their abstract nature and inconsistent rules. For Uzbek speakers, English prepositions often do not align with their L1 (first language) equivalents, causing systematic errors. Contrastive Analysis (CA), a linguistic approach that compares two languages to predict areas of difficulty, offers a valuable pedagogical tool for teaching prepositions effectively. This study investigates how CA can assist Uzbek learners in mastering English prepositions more accurately.

### **Methods.**

The study involved 50 intermediate-level Uzbek learners of English. Participants were divided into two groups: the control group received standard instruction on prepositions, while the experimental group received instruction enhanced by contrastive analysis. Teaching materials highlighted the syntactic and semantic differences between English, Uzbek, and Russian prepositional systems. Data were collected through diagnostic tests, error analysis of written assignments, and post-instruction assessments.

### **Results.**

The experimental group showed a 35% decrease in interlingual errors compared to the control group. Errors such as "go to home" instead of "go home," or "in Monday" instead of "on Monday," were significantly reduced. Moreover, the learners in the CA group demonstrated improved retention and contextual usage of

prepositions in speaking activities. Teachers also reported increased learner confidence and engagement.

### **Discussion.**

Findings support the hypothesis that contrastive analysis enhances preposition instruction, particularly when students' L1 differs structurally from English. Uzbek and Russian languages express spatial and temporal relations differently, which can mislead learners. For example, in Uzbek, the concept of "in the morning" is expressed without a prepositional equivalent, leading to confusion. By explicitly comparing such structures, instructors can prevent fossilization and facilitate cognitive awareness of preposition use.

### **Conclusion.**

Contrastive analysis provides an effective framework for teaching English prepositions, especially in multilingual contexts where learners' native languages differ from English. The study recommends integrating CA-based modules into ESL curricula to reduce fossilized errors and boost learner accuracy. Future research could explore similar effects in other grammatical categories, such as phrasal verbs or articles.

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