

Interference of the First Language (L1) on English Writing Skills in ESL Learners

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Abstract

Research on second language learning, especially among English as a Second Language (ESL) learners, has focused a lot on how interference from the first language (L1) affects writing skills in English. This paper looks at how extensive and regular L1 interference is, focusing on how it affects the structure, arrangement, and style of writing English grammar and syntax. L1 interference can cause problems with text coherence and fluency in many ways, including the direct translation of ideas, the transfer of L1 syntax and sentence patterns, and culturally rooted differences in speech organization. According to modern theories of language and real-world facts, this study looks into these problems and shows what they mean for effective ESL teaching. Additionally, it endorses teaching methods specifically tailored to address mistakes in the first language, minimise poor transfer, and enhance students' writing abilities. Through actionable insights, this study hopes to help teachers and translators improve the ways they teach English as a second language (ESL), leading to better results in students' English writing skills.

Keywords: *Interference, First Language (L1), English, Writing Skills, ESL Learners*

Introduction

A lot of different cognitive, linguistic, and social factors come together to make learning English as a second language (ESL) a complex process. The learner's first language (L1) plays a crucial role in determining the speed at which they acquire English. People accidentally use patterns, rules, or structures from their first language (L1) in a second language (L2), a phenomenon known as "language transfer." There are two types of language transfer: positive transfer and negative transfer, or conflict, where the differences between the languages lead to mistakes. Positive transfer happens

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