FOREIGN LANGUAGE LEARNING AND LINGUO-CULTURAL EDUCATION: ADDITIVE AND SUBTRACTIVE APPROACHES TO FIRST-LANGUAGE DEVELOPMENT

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Abstract. This article explores foreign-language (FL) learning as part of linguo-cultural education, focusing on how additive and subtractive approaches to second-language learning affect learners' first language (L1). A qualitative narrative review compares research on bilingualism, linguistic interdependence, and bilingual literacy. The literature suggests that learning another language does not automatically weaken the first. Outcomes depend on opportunities to use both languages, educational support, social status, and family practices. An additive approach develops the new language while maintaining L1; subtractive conditions may restrict L1 development and cultural participation. The article argues that effective FL education should build communicative competence while valuing learners' existing linguistic and cultural resources.

Keywords: foreign-language education; linguo-cultural education; first language; additive bilingualism; subtractive bilingualism; language maintenance.

Annotatsiya. Maqolada xorijiy tilni o‘rganish lingvomadaniy ta’limning bir qismi sifatida ko‘rib chiqiladi. Unda ikkinchi tilni o‘rganishdagi additiv va subtractiv yondashuvlarning o‘quvchilarning birinchi tiliga ta’siri tahlil qilinadi. Ilmiy adabiyotlar tahlili xorijiy tilni o‘rganish birinchi tilni avtomatik ravishda zaiflashtirmasligini ko‘rsatadi. Natijalar har ikki tildan foydalanish imkoniyati, ta’limiy yordam, ijtimoiy mavqe va oilaviy muhitga bog‘liq. Additiv yondashuv birinchi tilni saqlagan holda xorijiy tilni rivojlantiradi; subtractiv sharoit esa til va madaniyat bilan bog‘liq rivojlanish imkoniyatlarini cheklashi mumkin.

Kalit so‘zlar: xorijiy til ta’limi; lingvomadaniy ta’lim; birinchi til; additiv bilingvizm; subtractiv bilingvizm; tilni saqlash.

Introduction

Foreign-language education aims to build communication between languages and cultures.. When someone learns a new language it brings up a question: how does that

affect the first language, the one through which people often first learn about culture and build relationships? Linguo-cultural education sees language as more than grammar and words. It also includes values, traditions, ways of being polite and how people understand the world around them.

Lambert (1974) talked about bilingualism, where a second language is learned without taking away from the first language. He also talked about bilingualism, where the new language grows while support for the first language gets weaker. Cummins (1979) said that some skills, in language and reading can help when learning languages but this transfer doesn't happen on its own. This article looks at these ideas to see how foreign-language education can help people become better at communicating while still valuing the language and the culture that comes with it.

Methods

This article uses a narrative literature review and does not present any new experiment or dataset. It draws on selected sources that explore bilingualism, linguistic interdependence, bilingual literacy and language-in-education policy. These sources are compared thematically with attention to L1 development, social status and implications for cultural teaching. Because the sources come from research settings and use different methods the findings are interpreted carefully.

2.Results

Additive and subtractive approaches

In an approach the foreign language adds to the learner's communicative abilities while the first language or L1 remains strong and continues to grow. For example a student who speaks Uzbek may study English continue to speak Uzbek at home and read in both languages. In a subtractive approach the foreign language gains social importance while the first language gets less opportunity to be used. A learner might still be fluent in conversation but may have less practice in formal writing or in using specialized vocabulary. This reduced use is not the same as language loss (Lambert, 1974; Baker & Wright 2017).

Language development and cultural learning

Cummins's (1979) linguistic interdependence hypothesis suggests that skills such as organizing an argument or understanding text structure can help a learner in another language. In the St. Lambert schooling project researchers found no negative effects on measured outcomes in the program (Bruck et al., 1974). This challenges the idea that learning a language extensively always harms development but it does not mean the same result will happen in every setting. Bialystok (2007) also points out that bilingual literacy includes skills that should be assessed separately.

Language development is shaped by status and support. When the first language is valued at home and in school learners have motivation to read and write in that language. When the first language is discouraged opportunities to build language may

become limited. UNESCO (2016) stresses the importance of education in languages that learners understand. From a cultural perspective keeping the first language helps maintain access to literature, traditions, ways of showing politeness and culturally specific meanings. Still cultural identity is not shaped by language

3.Discussion

The sources highlight factors. Lambert (1974) focuses on the value of language Cummins (1979) explains how linguistic knowledge can transfer between languages and Bialystok (2007) reminds us that bilingual outcomes differ depending on the skill. Together they suggest that learning a language works best when learners have meaningful chances to develop and use both languages. In Uzbekistan teachers can compare Uzbek and English expressions of politeness discuss how cultural meanings differ or allow students to plan ideas in Uzbek before writing in English. Such activities link language form to context without undermining the importance of the foreign language.

This review relies on selected literature than a systematic review so it does not prove a universal causal relationship. Learners' outcomes may vary based on age, literacy, family practices, language status and access, to resources.

These differences should be taken into account when designing language programs.

Conclusion

Foreign-language learning and cultural education should be seen as related goals. Additive approaches help people learn a language while keeping their first language. Subtracting approaches can limit the language because they reduce chances to use it and the support people get. The studies reviewed do not show that learning another language hurts the one. Results depend on what students know how much they use each language the way they are taught and the environment around them. Teachers should then help students become better at communicating while also recognizing the languages and cultures students already know. More research in Uzbek places where many languages are spoken could look at how what happens in class and using the home language connect to students skills, in both languages.

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