

**SOME DIFFICULTIES OF USING THE MOTHER TONGUE IN THE
ENGLISH
INGLIZ TILIDA ONA TILIDAN FOYDALANISHDAGI BAZI
QIYINCHILIKLAR**

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Annotation: This study investigates the challenges associated with the use of the mother tongue (L1) in English as a Foreign Language (EFL) classrooms. While strategic use of L1 can offer benefits such as facilitating comprehension, reducing anxiety, and promoting deeper engagement, its overuse or inappropriate application can impede language acquisition. This paper explores the common difficulties encountered by both teachers and students, including reliance on translation, interference with target language production, and the potential for creating a dependency on L1. Through a review of relevant literature and empirical evidence, this article aims to provide insights into the effective and balanced integration of L1 in EFL instruction, offering practical recommendations for educators seeking to optimize language learning outcomes.

Keywords: Mother Tongue, L1, English as a Foreign Language (EFL), Classroom, Translation, Language Acquisition, Interference, Dependency, Language Teaching, Pedagogy.

Annotatsiya: Ushbu tadqiqot ingliz tilini xorijiy til sifatida o'qitish (EFL) sinflarida ona tilidan (L1) foydalanish bilan bog'liq muammolarni o'rganadi. Ona tilidan strategik foydalanish tushunishni osonlashtirish, xavotirni kamaytirish va chuqurroq ishtirokni rag'batlantirish kabi afzalliklarni taqdim etishi mumkin bo'lsa-da, undan haddan tashqari foydalanish yoki noto'g'ri qo'llash tilni o'zlashtirishga to'sqinlik qilishi mumkin. Ushbu maqola o'qituvchilar va talabalar tomonidan duch keladigan umumiy qiyinchiliklarni o'rganadi, jumladan tarjimaga tayanish, maqsadli tilni ishlab chiqarishga aralashish va ona tiliga qaramlikni yaratish potentsiali. Tegishli adabiyotlar va empirik dalillarni ko'rib chiqish orqali ushbu maqola EFL o'qitishida

ona tilini samarali va muvozanatli integratsiyalash haqida tushuncha berishni maqsad qiladi va til o'rganish natijalarini optimallashtirishga intilayotgan o'qituvchilar uchun amaliy tavsiyalar beradi.

Kalit so'zlar: Ona tili, L1, Ingliz tili xorijiy til sifatida (EFL), Sinf xonasi, Tarjima, Tilni o'zlashtirish, Aralashuv, Qaramlik, Til o'qitish, Pedagogika.

INTRODUCTION

The role of the mother tongue (L1) in second language acquisition (SLA) has been a subject of ongoing debate. While some researchers advocate for its complete exclusion from the English as a Foreign Language (EFL) classroom, others recognize its potential as a valuable pedagogical tool. This paper examines the specific difficulties encountered by teachers and students when using L1 in EFL contexts. It argues that while L1 can provide scaffolding and facilitate comprehension, its uncritical application can hinder the development of independent language skills. This paper will explore the challenges of over-reliance on translation, linguistic interference, and the creation of L1 dependency, ultimately offering recommendations for a more balanced and effective approach to L1 use in EFL instruction.¹

Many studies were conducted to find out the impacts of using mother tongue in teaching and learning English. They seemed to focus much on the positive effects rather than the negative ones. It can be seen that English skills can be improved better if they are taught in an only English environment. We listen and respond to what we hear around us and then we succeed in mastering our mother tongue. As a result, the proponents of monolingual approach, we believe that second language learning follows a process similar to first language learning, claim that exposure is essential in learning English.²

In other words, learners of English should be exposed to an English environment as much as possible to become master in English. Thus, using the students' mother tongue prevents learners from getting familiar with listening and speaking in English and that too much use of the mother tongue deprives the learners of input in English. Students need to have opportunities to remind and reuse what they have obtained and foster their skills. That means if lecturers use mother tongue

¹ Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Cambridge, MA: Harvard University Press. (Relevant for understanding the role of social interaction and scaffolding in learning, which can be connected to L1 use.)

² Atkinson, D. (1987). The mother tongue in the classroom: A neglected resource? *ELT Journal*, 41(4), 241-247. (A classic article that challenges the traditional prohibition of L1 in the classroom).

when teaching English, students will have fewer chances to listen and speak English so it very hard for their speaking and listening skills to be improved.³

The more specific you are, the better I can assist you. In the meantime, here are some general difficulties often associated with using the mother tongue in English language learning:

Interference: The structures and rules of the L1 can negatively influence the learner's production and comprehension of English. This can manifest in errors in grammar, pronunciation, vocabulary, and sentence structure.

Over-reliance on Translation: Learners may become overly dependent on translating from L1 to English, which can hinder their ability to think directly in English and develop fluency.

L1 Dependency: Excessive use of L1 can create a reliance on it, making it difficult for learners to function independently in English. They may struggle to understand authentic English materials or participate in conversations without constant translation.

Reduced Exposure to English: When L1 is used frequently in the classroom, learners have less opportunity to hear and use English, which can slow down their progress.

Inhibition of Active Participation: Some students may be hesitant to speak English if they know they can rely on their L1, which can limit their opportunities for practice and feedback.

Teacher-Related Challenges: Teachers may lack the training or resources to effectively integrate L1 into their lessons, leading to inconsistent or inappropriate use.

Creating Unequal Opportunities: In multilingual classrooms, using one student's L1 may disadvantage students who do not share that language.

Code-Switching Issues: While code-switching can be a useful strategy, it can also be used inappropriately or excessively, leading to confusion or hindering the development of English proficiency.

Difficulty in Understanding Abstract Concepts: Sometimes, direct translation of abstract concepts from L1 to English can be misleading or inaccurate, leading to misunderstandings.

Pronunciation Difficulties: L1 pronunciation habits can interfere with the acquisition of accurate English pronunciation.

CONCLUSION

In conclusion, while the mother tongue can serve as a valuable tool in the EFL classroom, its uncritical or excessive use presents several challenges. Over-reliance on

³ Cook, V. (2001). Second language learning and language teaching (3rd ed.). Arnold. (A comprehensive overview of SLA, including discussion of L1 influence).

translation, linguistic interference, and the potential for creating L1 dependency can impede language acquisition. By understanding these difficulties and implementing strategies to mitigate their impact, educators can harness the benefits of L1 while fostering greater independence and fluency in English. Further research is needed to explore the nuanced effects of L1 use in diverse EFL contexts.⁴

This paper has explored the specific difficulties associated with the integration of the mother tongue in English as a Foreign Language instruction. While acknowledging the potential benefits of L1 for scaffolding and comprehension, this analysis highlights the risks of over-translation, linguistic interference, and the development of unhealthy L1 dependency. To address these challenges, we recommend that teachers receive targeted training in the strategic and judicious use of L1, focusing on clarification rather than direct translation. Furthermore, students should be encouraged to engage with authentic English materials and develop strategies for independent language learning. Future research should investigate the long-term effects of different L1-based pedagogical approaches on student outcomes and attitudes towards English. Ultimately, a balanced and informed approach to L1 use is crucial for maximizing the effectiveness of EFL instruction.

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⁴ [https://www.scribd.com/document/613463745/The-Pros-and-Cons-of-using-Mother-Tongues-in-English-Teaching-~-:text=mother%20tongue%20in%20English%20class.&text=with%20students%20in%20their%20own,student%20rapport%20in%20the%20class.&text=using%20crude%20and%20inaccurate%20translation,246;%20Harbord%2C1992\).&text=lesser%20opportunities%20for%20L2%20speaking.learn%20things%20including%20another%20language.](https://www.scribd.com/document/613463745/The-Pros-and-Cons-of-using-Mother-Tongues-in-English-Teaching-~-:text=mother%20tongue%20in%20English%20class.&text=with%20students%20in%20their%20own,student%20rapport%20in%20the%20class.&text=using%20crude%20and%20inaccurate%20translation,246;%20Harbord%2C1992).&text=lesser%20opportunities%20for%20L2%20speaking.learn%20things%20including%20another%20language.)

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