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## THE ROLE OF MOTHER TONGUE IN TEACHING FOREIGN LANGUAGE

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### Annotasiya:

Many years has passed since people were getting interested in acquiring foreign languages. As 21st century is the period of globalization, attention to learning languages is developing year by year and various opportunities are being created in order to learn foreign language easily. This time and age, almost all people are trying to acquire at least one foreign language for different targets such as education ,business or just for their interests. In last two decades, there were done lots of researches on how to teach languages, its methods and approaches and different effective ways but there was little investigation on the role of mother tongue in second language acquisition.

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This is the first reason why current research is focused on the reasons of using learner's first language in classrooms. Although using of mother tongue in FL classroom is problematic issue among teachers, but scholars have not found answer to some questions yet. Specially, the article is based on the notion the role of mother tongue and its effective features in the classroom. The main aim of the research is to find out the reasons to support the theory that L1 can be an effective tool while teaching languages. This research is focused on researches of scholars who did investigation on this field and with the aid of them to make investigation on the usefulness in foreign language classroom. It is hoped that the research will aid teachers to understand the effectiveness of using mother tongue in the classroom. The aim of this investigation is not only to show the role of first language in the classroom, but also to analyze its usefulness, reasons and factors why L1 should be used in order to reach the goal and to make clear what specific features does it have, in what ways it is used appropriately. This paper make an attempt to understand the role of mother tongue in the teaching and learning process. In the last decades lots of researches have been done on this field. Lewis (2014) has investigated the role of mother tongue in the education of children. He called mother tongue 'an useful aid' as necessary thing in teaching language. In his book "The role of mother tongue in second language learning" Lewis stated that if children learn any foreign language with the help of mother tongue, they will be successful in school. It gives an opportunities for their parents to interact with children's teachers.

Another piece of research in this field was done by Georgina Voicu (2004) who identified different approaches to use of first language in FL classrooms. According to his research, monolingual and bilingual approaches are compared and their benefits and drawbacks are given.

According to his research, only utilizing monolingual approach is much more effective than using mother tongue in the learning process. He counted some reasons why the L1 use should be minimized. One of the reasons is learner's mother tongue can lead to misunderstanding and also mistakes can appear while teaching because of the first language influence. He tried to prove his statements with the comparison of different languages from their vocabulary, structural and grammar point of view. In some cases, the monolingual approach has drawbacks. Teacher who use the bilingual approach in their class state that mother tongue plays a vital role that develop learning process. They believe that it normally depends on the level of learners also. Later, Sheelagh Deller and Mario Rinvolucris' book 'Using the mother tongue' agreed with Voicu's argument and stated it in their book. Although Georgina Voicu showed the role of bilingual approach in the classroom, Deller and Mario investigated main useful features and factors in general.

Other scholar Auerbach (2010) not only claims the positive sides of using mother tongue but also identified different aspects of using L1. He counted that it is necessary to guide, explain some grammatical rules and check learners' comprehension and so on. There is a demand to study the role of mother tongue in the classroom, because it has still been a controversy in teaching and learning process. Teachers can motivate students' interest by using mother tongue in an appropriate way. The paper focuses on identifying the useful features of using mother tongue in Foreign Language classrooms. This study provides the language teacher opportunity to know about reasons why it can be an effective tool for learning foreign languages. The more teachers understand the reasons, the more they may use first language effectively.

Current research is based on both qualitative and quantitative methods that gather all data from teachers and students. Surveys, interviews and observations are used as qualitative methods while collecting data. As the main aim of the research is to find out useful features of using mother tongue, conducting interviews and surveys, observing the language lessons help to work on this sphere. In some cases, language teachers work with students who learning language are interviewed about the teaching process and their participations. These interviews assist to know the role of mother tongue as an effective tool and powerful resource.

Furthermore, another type of qualitative method, surveys are also utilized in current research. The merits of surveys are to identify how usefulness and effective features in foreign language classrooms. The results of conducted surveys are analyzed and the reasons why teachers use first language while teaching are identified according to the answers of people who participated in the process. Although there are advantages of qualitative method, some drawbacks are also seen. For instance, the data gathered by conducting survey or interviews are not valid and scientifically proved. It may lead to some wrong findings and theory. For this reason, in some cases quantitative method is also employed in order to get reliable data. The quantitative data were conducted with the help of questionnaires. Moreover, questionnaires were carried out as a quantitative method to gain more information which more than ten language teachers participated. It was designed to represent teachers' perspective and role on the use of mother tongue in language classrooms.

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