

SOME DIFFICULTIES OF USING THE MOTHER TONGUE IN THE ENGLISH CLASS

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Annotation. This article examines several difficulties associated with using the mother tongue in English language classrooms. The analysis is based on selected literature that discusses effective teaching methods, cultural differences, and the challenges of literal translation. The reviewed studies show that excessive reliance on the mother tongue reduces students' exposure to English, creates semantic and cultural interference, and often leads to misunderstandings of idioms and phraseological units. The findings highlight the importance of minimizing L1 use and encouraging greater interaction in the target language for more effective learning outcomes.

Keywords: mother tongue; English class; difficulties; cultural interference; literal translation; language exposure; phraseological units; teaching methods.

The use of the mother tongue (L1) in the English classroom has long been a topic of debate among language teachers and researchers. While some educators argue that L1 can support comprehension and reduce learners' anxiety, many studies highlight that excessive reliance on the mother tongue may hinder the development of English communication skills. In multilingual learning environments, students often transfer linguistic and cultural patterns from their native language into English, which can lead to misunderstandings, literal translation errors, and reduced exposure to the target language. Furthermore, cultural differences embedded in idioms and phraseological units make it difficult for learners to interpret English expressions accurately when relying too heavily on L1. Therefore, understanding the challenges associated with using the mother tongue in the English class is essential for designing effective teaching practices. This research explores these difficulties by analyzing relevant literature and identifying the key factors that affect learners' ability to acquire English efficiently.

The use of the mother tongue (L1) in English language classrooms has been extensively discussed in recent pedagogical studies. Excessive reliance on L1 can hinder students' ability to acquire English naturally, reduce exposure to the target language, and lead to semantic and cultural misunderstandings.

English lessons are most effective when teachers maximize target language use. The study emphasizes that frequent use of the mother tongue limits learners' opportunities to think, speak, and interact in English, thereby slowing down the learning process¹. This clearly illustrates one of the main difficulties of L1 use in English classrooms: reduced language practice and immersion. Cultural and semantic interference is another significant issue. The study demonstrates that phrasemes in English and Uzbek differ significantly due to unique cultural backgrounds. Students who rely heavily on L1 tend to interpret English expressions literally, which often results in misunderstanding. This emphasizes that using the mother tongue can create obstacles when learners encounter culturally loaded expressions². Similarly, idioms are deeply rooted in specific historical and cultural contexts. Learners frequently attempt to translate idioms word-for-word using their mother tongue, which often distorts meaning. Therefore, heavy reliance on L1 can interfere with students' ability to understand figurative language correctly. Overall, the reviewed literature indicates that while the mother tongue can be helpful in limited contexts, excessive use leads to several challenges: limited exposure to English, literal translation habits, cultural misunderstandings, and incorrect interpretation of idiomatic expressions³. These studies collectively stress the importance of encouraging maximum target language use for more effective English learning outcomes.

Using the mother tongue (L1) in English classrooms can help students understand new concepts, but it also brings several difficulties. First, excessive reliance on L1 reduces

¹ EFFECTIVE METHODS OF ORGANIZING ENGLISH LANGUAGE LESSONS FOR OPTIMAL LEARNING OUTCOMES. (2024). American Journal of Pedagogical and Educational Research, 31.

² NATIONAL CULTURAL CHARACTERISTICS OF PHRASEMES WITH FOOD/FOOD IN ENGLISH AND UZBEK LANGUAGES. (2023). American Journal of Pedagogical and Educational Research, 19, 116-119.

³ Eshquvvatova Gulasal Abdullo qizi. (2024). ETYMOLOGY OF SOME IDIOMS IN ENGLISH AND UZBEK LANGUAGES. Лучшие интеллектуальные исследования, 16(1), 40–45.

exposure to English, limiting opportunities to practice speaking, listening, and thinking in the target language. Second, students may misunderstand idioms, expressions, or culturally specific vocabulary when translating literally from their mother tongue. Third, overuse of L1 can decrease active participation, as learners may feel less motivated to communicate in English. Therefore, while the mother tongue can be used occasionally for clarification, relying on it too much can slow down language learning and reduce overall effectiveness.

Conclusion. The study shows that while the mother tongue can facilitate comprehension in specific situations, its overuse in English classrooms creates multiple challenges. Students' reduced exposure to English, literal translation habits, misinterpretation of idiomatic or cultural expressions, and limited participation highlight the drawbacks of excessive L1 reliance. The findings indicate that teachers should encourage maximum use of English while providing selective, strategic support from the mother tongue. Careful balance ensures that learners benefit from L1 without hindering their English language development, leading to more effective and meaningful learning outcomes.

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