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The article of Azamjonova Azimakhon Avazjon qizi, a teacher of the Department of English Language Teaching Methodology on the topic "The role of the other tongue in foreign language teaching"

Abstract: the article is devoted to the influence of mother tongue to the process of foreign language teaching, on the example of EFL. It also discloses the challenges, that teacher can face and proposals of overcoming them.

Keywords: mother tongue, EFL, methodology of foreign language teaching, modern approaches, language experience.

The use of mother tongue at foreign language lessons can be useful in particular cases. Willis considered that unless teachers teach multi-lingual classes, they may not speak English all the time, and sometimes it might be more economical to use mother tongue instead of English. This can be done for example when:

- Explaining the meaning or use of new words would be time-consuming.
- Introducing the aims of the lesson or the next activity to make sure pupils know what they are learning.
- When checking of pupils' understanding after the presentation stage.
- Discussing the main ideas of a reading passage, but only when the aim is to improve the reading skills.
- Pupils got teacher's permission to use their mother tongue, but it is important to make clear when pupils must stop using the mother tongue and return to English.

As stated above, the reasonable use of mother tongue can play its role in some cases, but the target language should remain the main language. There is several functions of mother tongue at foreign language lessons.

1. Motivational function. The native language is often used in the formulation of the goal of the lesson in the teacher's presentation before introducing new material. Many teachers use the native language of students summarizing the material at the end of the lesson. It is a very important moment of the lesson; teacher should say what students have learned at the lesson in order to provide a sense of progress, for example: "So, let's sum up. Why do we need Present Continuous Tense? What can we tell about its functions?" Thus, summing up the lesson can serve simultaneously as an additional explanation, a kind of "framework design".

2. Educational function. The native language is used to explain the peculiarities of the articulation of individual sounds at the stage of formation of sound-producing skills (usually at the elementary level). This concerns, first of all, those

sounds that are absent in the students' native language (for example, sounds [0] and [d], nasal [n]) or sounds that partially coincide with similar sounds of the native language, ([s], [t], [h], [r]). Many teachers use native language of students presenting new grammatical material. Teachers try to explain more accurately the meaning of the new grammatical construction, pay attention to its features and forms, demonstrate use in speech; thus, examples in Russian can be visual material for comparison. Mother tongue is used by teachers in the process of explanation of material of linguistic and cultural nature, when comparison of cultural realities of different countries makes it possible to remove difficulties in understanding the features of life and the world view of representatives of another culture.

3. Organizational function. Communicative approach in teaching foreign languages involves the use of different game technologies, which are effective means of increasing cognitive and linguistic activity of students and contributing to better learning of lexical and grammatical material, the formation of speech skills. It is more reasonable to explain the rules of new games in student' native language, it will ensure the accuracy of understanding the instructions by all students and will save time for the game.

4. Semantic function. As a rule, teachers use students' mother tongue when other methods of explaining of foreign words such as direct demonstration (demonstration or illustrative visibility), synonyms-antonyms, and conjecture on word-building elements (suffixes, prefixes, wordbuilding, conversion), foreign interpretation of the meaning of words (definition) cannot be implemented. In this case, the translation is used for one or two words.

5. Control function. At the stage of improving or controlling the formation of lexical and grammatical skills, so-called "reverse translation" is effective, when students are presented with isolated words, phrases (including idioms), individual sentences (there may be proverbs or sayings) or statements in their native language. Students translate them into a foreign language on their own or in pairs.

The participants were 15 English teachers and 200 undergraduates from Xi'an University of Technology. The teaching experiences of the 15 teachers are ranging from 3 to 15 years. The 200 students are non-English majors chosen randomly and are specializing in Electrical Engineering, Computer Science, Civil Engineering, Material Science and Engineering, Business Administration, Finance and International Trade.

The role of mother tongue has always been an important issue in the study of Foreign Language Teaching. The results of this research indicate that Chinese is still extensively adopted in College English classrooms, and that both teachers and students respond positively to a reasonable use of the mother tongue. So, first, mother tongue could sometimes be used in College English classrooms because it helps students in their learning and understanding of English. Second, mother tongue could be used to

some extent when explaining new words, explaining grammar, and explaining text. The role of mother tongue should be restricted to be facilitative, supportive and compensatory in foreign language classrooms. Both too much dependency and total prohibition of the mother tongue should be avoided.

There is one potential problem in this research. The participants are too limited. There are only 200 undergraduates and 15 teachers participated in this research and all of them are from the same university. Maybe, they are not quite representative. So, in the future research, more participants should be chosen and they'd better be chosen from different universities.

The first part of the questionnaire included teachers' name, educational institution, and the place where they have been working as a teacher. The second part of the questionnaire aimed to explore the perceptions of the teachers on using their mother tongue in EFL classrooms. The first question asked how often EFL teachers use their mother tongue in their classes of English. There was one of the four following options to choose: always, often, sometimes, never. The second question aimed to identify the learning situations in which EFL teachers use their mother tongue (more than one answer was possible). The options were: a. to explain abstract words, b. translation exercises, c. to manage serious conflicts, d. to explain errors, e. to check students understanding, f. to give instructions, g. to save time, h. to explain difficult grammar rules, i. other situations. In the third question, teachers had to name other (not listed) learning situation(s) when they use their mother tongue (open question); The fourth question inquired which language skill is most suitable for the use of the mother tongue. The options to choose were grammar, vocabulary, reading, or speaking; And the last question was about the frequency of the mother tongue use during English classes. That means, the use of the mother tongue during English classes should be never used, limited and reasonable, or used as much as possible.

Direct Method is one of the methods that banned using the first language in EFL classes. This method expects the teachers to use different objects e.g., realia or pictures. L1 was not used at all in the classroom. Teachers answered the questions of the learners through demonstration, explain and teach to think in target language. Translation exercises were given up. Grammar was taught in an inductive way, which means that examples are presented first, so students had to guess the grammar rules from the examples provided by the teacher. Other methods such as Audio-Lingual approach, did not encourage the L1 use, but accepted its use to make language learning more efficient. This method provides a secure environment and encourages students' initiative and autonomy. Thus, students' role becomes vital for leaning a new language. The teacher provides support if self-correction fails. The aim of L1 use is to provide a bridge from the unfamiliar to the familiar. If necessary, the teacher may give equivalents in mother tongue of the target language words.

Although most EFL teachers are non-native, there is not the unanimity among them about total L1 removal from the language classroom. (Harbord, 1992) So, the complete ban of the students' mother tongue in the language classroom is often viewed skeptically. EFL teachers who strongly believe that the learners' L1 shouldn't be used in the classroom are advocates of the so-called 'Monolingual Approach'; other ones who use L1 judiciously in their EFL classrooms follow the 'Bilingual approach'. In the 'globalized' world we live nowadays the monolingual education seems outdated. Or the practice of imposing only one language is more and more discouraged (Garcia and Sylvan, 2011). Using L1 in foreign language classrooms is discouraged by advocates of the L2-only position (Chaudron, 1988; Krashen, 1982; Macdonald, 1993). These researchers consider that learners must be exposed to a considerable amount of EFL input to develop better EFL proficiency. The advocate of the monolingual approach, Krashen thinks that learners acquire foreign languages following mostly the same stages they acquire their mother tongue. It means that, the L1 use in EFL teaching / learning process should be as little as possible (Krashen, 1982). Such an attitude deprives learners of the valuable input which L1 can provide. Nevertheless, some researchers (Ferguson, 2003; Macaro, 2001; Turnbull & Arnett, 2002) re-examined the EFL-only position and arrived at the conclusion that teachers may alternate between using the L1 and EFL but do it judiciously in certain occasions avoiding at the same time the excessive use of L1.

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