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## Some Difficulties of Using Mother Tongue in the English Class.

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**Abstract:** Using the mother tongue in English classes presents a double-edged challenge. On one hand, students and teachers frequently resort to the first language (L1) when comprehension is low, but excessive reliance can impede development of the target language (English). This paper examines major difficulties related to L1 use in EFL (English as a Foreign Language) contexts: (1) the habit of translating from L1 slows thinking and speech in English, (2) reduced exposure to English weakens listening and speaking skills, (3) misuse of L1 by teachers prevents students from engaging actively in English, and (4) emotional and cultural factors lead students to stay in their comfort zone of the mother tongue. The paper argues for a balanced approach: limited and purposeful L1 use only when necessary, combined with more English-only interaction, teacher guided activities in English, and creation of an English-rich classroom environment. By doing so, learners can gradually shift away from L1 dependence and build greater fluency and confidence in English.

**Keywords:** mother tongue, first language (L1), English class, EFL, target language exposure, translation habit, learner thinking in English

**Introduction.** Learning English as a foreign language is an important part of modern education. In many countries, including Uzbekistan, English is taught from primary school to university. However, during English classes, both teachers and students often face the problem of using their mother tongue too much. Although using the native language can help in some cases, it can also create several difficulties for students' language development. This paper discusses some of the main challenges that occur when students use their mother tongue during English lessons.

### Main Body

One of the first difficulties is that students become dependent on their mother tongue. When they do not understand a word or grammar rule, they immediately translate it into their first language. This habit prevents them from thinking directly in English. As a result, their speaking becomes slower and less natural. Students also make more grammatical mistakes because they try to use the structure of their native language while speaking or writing in English.





Another problem is that the overuse of the mother tongue reduces students' exposure to English. In many classrooms, students communicate with their classmates and even with the teacher in their native language. This means they miss opportunities to practice speaking and listening. Language learning requires constant exposure and practice, and when students use their first language too often, their progress becomes much slower.

Teachers sometimes use the mother tongue to explain difficult grammar or new vocabulary. While this can save time and make lessons easier to understand, it also has negative effects. Students may stop trying to guess the meaning from context or pictures, and they rely on translation instead. Moreover, when teachers use both languages in class, students may become confused about which one to focus on. This bilingual environment can weaken students' motivation to think in English.

Cultural differences also play a role in this issue. Some students feel shy or uncomfortable speaking English in front of others because they are afraid of making mistakes. In such cases, they prefer to use their mother tongue. This emotional factor limits their confidence and prevents them from improving communication skills. Teachers need to create a friendly atmosphere where students feel safe to speak English freely.

**Conclusion.** In conclusion, using the mother tongue in English classes can be helpful in some situations, but too much use of it can create serious difficulties. It reduces students' opportunities to practice, weakens their confidence in speaking English, and slows down their overall progress. To overcome these problems, teachers should encourage students to use English as much as possible during lessons. Simple explanations, visual aids, and interactive activities can replace translation and make learning more natural. Both teachers and students must understand that learning a language requires effort, patience, and constant practice. Only by using English actively can learners truly improve their skills and communicate effectively in the global world.

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