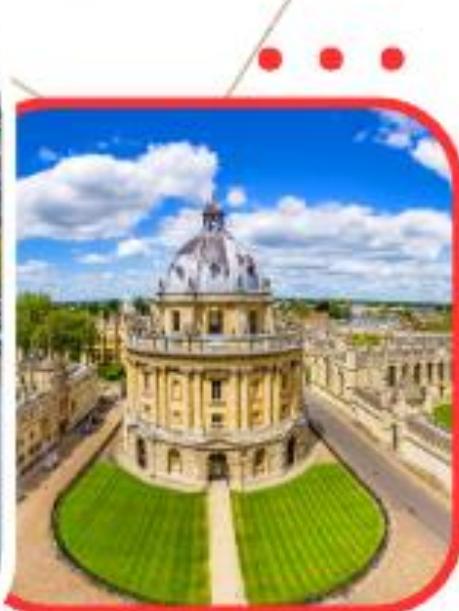




**E O C**  
EUROASIAN  
ONLINE  
CONFERENCES

# ENGLAND CONFERENCE

INTERNATIONAL CONFERENCE ON  
MULTIDISCIPLINARY STUDIES AND  
EDUCATION



Google Scholar

zenodo

OpenAIRE

doi digital object  
identifier



**INTERNATIONAL CONFERENCE ON MULTIDISCIPLINARY STUDIES AND EDUCATION:** a collection scientific works of the International scientific conference – London, England, 2025. Issue 4

**Languages of publication:** Uzbek, English, Russian, German, Italian, Spanish

The collection consists of scientific research of scientists, graduate students and students who took part in the International Scientific online conference «**INTERNATIONAL CONFERENCE ON MULTIDISCIPLINARY STUDIES AND EDUCATION**». Which took place in London , 2025.

Conference proceedings are recommended for scientists and teachers in higher education establishments. They can be used in education, including the process of post - graduate teaching, preparation for obtain bachelors' and masters' degrees. The review of all articles was accomplished by experts, materials are according to authors copyright. The authors are responsible for content, researches results and errors.





## SOME DIFFICULTIES OF USING THE MOTHER TONGUE IN THE ENGLISH CLASS

Bobonazarova Lobar Turdimurodovna

Termez State Pedagogical Institute, Student

302-guruh talabasi

lbobonazarova031@gmail.com

**Annotation:** This thesis explores the challenges and limitations of using the mother tongue (L1) in English language classes. Although using L1 can sometimes help explain difficult grammar or vocabulary, its overuse often prevents students from developing fluency and communicative competence in English. In today's communicative learning environment, where interaction and real-life language use are key, the ability to minimize dependence on the mother tongue is an essential skill for teachers. The paper discusses the main problems teachers and students face when balancing the learners' mother tongue and English during lessons and suggests ways to overcome these difficulties.

**Keywords:** English teaching, mother tongue, communication, motivation, fluency.

**Introduction:** In recent years, the issue of how much the mother tongue should be used in English classrooms has attracted the attention of teachers and researchers. While using the native language may sometimes make lessons easier and clearer, it can also reduce students' exposure to English. The goal of English teaching is to create an environment where learners think and communicate in the target language. However, many teachers, especially beginners, face difficulties in avoiding the use of their students' mother tongue. This paper examines the main causes and effects of this challenge and highlights its influence on learning outcomes.

**Main Part:** The first major difficulty is students' lack of confidence when speaking English. Many learners feel anxious or afraid of making mistakes, so they naturally switch to their mother tongue for comfort. This reduces practice time in English and slows the development of speaking skills. Teachers must therefore create a positive classroom atmosphere where mistakes are accepted as a normal part of learning.

Secondarily, teachers sometimes rely too much on translation when explaining new material. While this can save time, it often prevents students from developing problem-solving and guessing strategies. Instead of translating, teachers should use visual aids, gestures, examples, and context to help learners understand meaning directly in English.

Another general problem is different language structures between English and the learners' mother tongue. For example, differences in word order, tenses, or pronunciation can cause confusion. Students may transfer





system from their native language into English, leading to grammatical errors or unnatural expressions. Teachers must be aware of such interference and design activities that help learners notice and correct their works that has mistakes.

A further difficulty is students' dependence on bilingual dictionaries or literal translation. This habit makes learners focus on word-for-word equivalents instead of understanding the general idea or function of expressions. Encouraging students to use monolingual dictionaries and to learn phrases rather than isolated words can help solve this problem.

Finally, large classes and mixed-ability groups make it more difficult for teachers to maintain an English-only environment. When students have different proficiency levels, stronger learners may speak English while others rely on their native language. To overcome this opinion, teachers should use pair and group work that mixes different ability levels, encouraging communication in English as much as possible.

**Conclusion:** In conclusion, while the mother tongue can be a valuable support tool in English teaching, its excessive use limits students' opportunities to think, listen, and speak in English. Teachers need to find a balance between using their mother language for clarification and maximizing English exposure in the classroom. Creating an encouraging, interactive atmosphere where learners are not afraid to make mistakes is crucial.

Reducing dependence on the mother tongue helps students develop confidence, fluency, and real communicative competence in English — the main goal of modern language education.

### References:

1. Harmer, J. (2015). *The Practice of English Language Teaching*. Longman.
2. Richards, J. C., & Rodgers, T. S. (2014). *Approaches and Methods in Language Teaching*. Cambridge University Press.
3. Brown, H. D. (2007). *Principles of Language Learning and Teaching*. Pearson Education.
4. Larsen-Freeman, D. (2000). *Techniques and Principles in Language Teaching*. Oxford University Press.

