



AVOIDING MOTHER TONGUE IN TEACHING FOREIGN LANGUAGE

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ABSTRACT

This article provides formatting instructions to clarify how to teach foreign language without using mother tongue and investigating methods and strategies in order to adapt to the school life. This document reveals that teaching foreign language without help of mother tongue in classroom could be successful with the help of specific strategies, as she uses some of them in lessons.

KEY WORDS: *mother tongue, classroom, lessons, language, results, learners, process, pupils, group, method, training.*

INTRODUCTION

As we know, teaching another language is a rather thorny and honorary profession, which not everyone can do. For the reason that learners of a foreign language may face many difficulties because of the differences that usually, become visible between two languages. In order to overcome this confusion teachers are required much time, patient and understanding learners' needs.

Teaching The English Language is enhancing around the world day by day. For this reason, many scholars are revealing various ways of teaching. One way of teaching English is to avoid mother tongue during teaching process. When teachers educate students to a foreign language they endeavor to avoid mother tongue during lessons. However, not all of them can manage to evade. In Uzbekistan a new rule was established, which indicates from first class pupils should learn English as a second language and it gives more responsibility to English training teachers.

During the last years, teachers used both mother tongue and foreign language in teaching process and course designers also created materials for learners according to grammar translation method. This technique did not show much success for learners, habitually they developed entire translation, reading and grammar in English.

We expect that at the end of our article we will find answers to the questions mentioned above. And the results of this investigation (avoiding mother tongue in

teaching English in secondary schools) will be found as appropriate to Uzbek young learners. Because in teaching new language learners' needs and the effect of mother tongue are central functions, which teachers should detect, in teaching process.

MATERIALS AND METHODS

Almost all the materials for managing the study were designed by the investigators. The materials consisted of questionnaires, lesson plans, and handouts. The questionnaires were given at the beginning of the research to get more detailed information about students' needs, strengths, weaknesses and lastly, achievements.

Questionnaire #1: "A Learner requirements Questionnaire" with the help of it the researchers will obtain background data about pupils' needs potentials, strengths, and weaknesses.

The researchers in accordance with information and results obtained from questionnaire #1 organized the lesson plans and handouts. The lesson plan contained various tasks to try the effectiveness of strategies. Along with lesson plans and questionnaires, various materials were utilized to help learners be aware of learning L2 and using it in their common life.

The subject of the study was the classes 4th form pupils of the school №73. They were national class pupils with the level of knowledge on English was same mostly in elementary level. The group consisted from 14 students: 7 males, 7 females. At the age of 11-



12 it was difficult for them to understand the importance of foreign language for their future plans and progress. The majority of pupils were not interested in learning English at school and from their teachers, the reason was that teachers conducted the lessons only in the same and one way only translating little texts which were given in the book. However, according to

their words, if they had an opportunity to find a high-quality tutor they would go and learn English from beginning.

Besides, pre testing process shows the following degree of their knowledge on English language:

The list of 4th form

Name	Age	Years of learning English	Level
Abdujabborova Nozima	11	For 3 years	Elementary
Abdullayeva Dilrabo	11	For 3 years	Elementary
Farmonov Xojiakbar	12	For 3 years	Beginner
Gafurov Nodir	11	For 3 years	Beginner
Islomova Muslima	11	For 3 years	Elementary
Komoliddinov Jamoliddin	11	For 3 years	Elementary
Mahmudov Jasur	12	For 3 years	Elementary
Mirzayeva Nodira	11	For 3 years	Elementary
Norbekov Abdusattor	11	For 3 years	Beginner
Oripova Aziza	12	For 3 years	Elementary
Sagdullayeva Nigina	11	For 3 years	Elementary
Sarimsoqova Manzura	11	For 3 years	Elementary
Tadjiyeva Muqaddas	11	For 3 years	Elementary
Erkinov Jamshid	11	For 3 years	Elementary



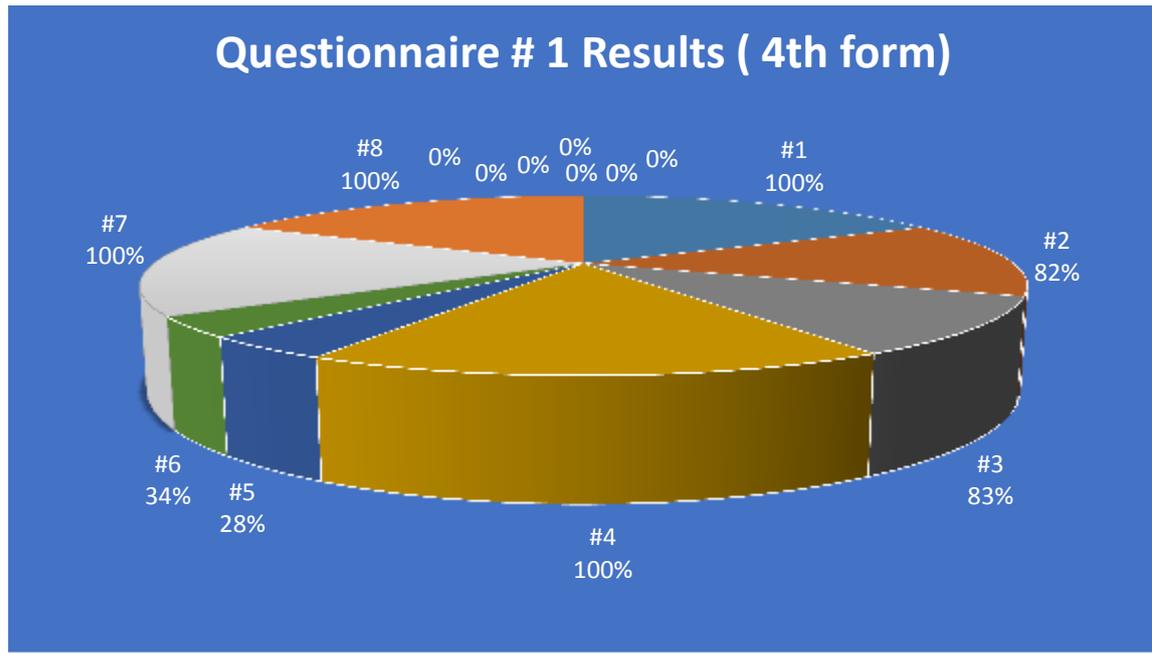
From gathered information, the graph can be illustrated like above. And it showed the percentage of pupils' level.



RESULTS AND DISCUSSION

The research continued a month and during that time, the researchers made questionnaire. The analyzers began their job by designing a needs analysis, which was in a form of a questionnaire. Fourteen pupils took part in it. The investigators introduced herself to the class and told them the

purpose of the study. Since one class from the fourth form was chosen to filled out the questionnaire. The answers counted and learned by researchers and the results, which were illustrated in the diagrams. The diagrams below provides information about pupils' desire and wishes. Results counted according the degree of answers 'yes'.



As can be seen from the graph, most learners tried to be positive and mainly they chose 'yes' answers. From the group, 12 pupils answered to all questions 'yes' so average answers were 12, the others' responses were in different degree. So, the majority of subjects in this group agreed in new way of studying and experiencing. The percentage of subjects of the class, according to 'yes' answers is calculated with the help of following formula and demonstrated in the figures:

$$x = \frac{b \cdot 100\%}{a}$$

If 12 learners chose the new method and accepted it, and the number of pupils in the group equals to 14 students, the number of students put to the formula in the following way and calculated:

$$x = \frac{b \cdot 100}{a} = \frac{12 \cdot 100}{14} = 85.714 \approx 86\%$$

If 11 learners chose an extraordinary way of learning, and the number of pupils in that group equals to 14, the percentage of second group put to the formula in the same way and calculated:

$$x = \frac{b \cdot 100}{a} = \frac{11 \cdot 100}{14} = 78.57143 \approx 79\%$$

With the help of this formula it is exposed that the highest percentage of pupils, that is – 86 % in the group wanted to learn foreign language in different and appealing way. It is considerable to restate that the rest of learners chose the same way of learning foreign language and did not like changes. However, at the end of the experiment others also can change their opinion and find the direct method interesting one.

Overall, from the questionnaire results the experimenters identified the total information on pupils' interests. The questionnaire showed that pupils needed help and encouragement for learning foreign language and wanted to change the environment in their regular life and this data served as a tool to design topics of pre, post-tests and lesson plans.

CONCLUSION

During a month experience, we accomplished the research about the theme 'Avoiding mother tongue in teaching foreign language' at the secondary school environment. On the first lesson with the class, we understood that learners' level were not high and were not taught in



new style. As learners were young the themes connected with vocabulary had been chosen. It is both, demanding and fulfilling: in the process of teaching, the teacher can teach the learners and learn something new for herself. The topics we taught were not in the lessons syllabus. We were allowed to bring my own topics and materials. For that reason, we performed every lesson using my own techniques, methods and activities. In order to make the lessons more valuable, we prepared lesson plan before teaching each class according to the topic. Before starting the study, we made up a questionnaire for the learners, after which we found out that the groups' level was low and most of them were not interested in this field

From the research analysis we found out that even though group work works well on teaching EFL, there are times when an educator should individualize some learners. That is when to see the results and check their knowledge how each learner understands the taught theme. And if the tasks make difficulty to learners the instructor should give some hints or helpings.

In conclusion, we would like to mark that it was a very valuable experience for me. From this investigation we learnt so many things and understood that in school life teachers can adapt the new way of teaching in EFL classes. It is more effective and useful way of teaching and learning new language for pupils too. As *Wolfgang Butzkamm* states, "We only learn language once. The role of the mother tongue in Foreign Language classrooms: death of a dogma." we are incredibly excited that the research we have conducted can be a model to many other teachers and students.

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