

## **BENEFITS OF USING LANGUAGE ONE (NATIVE) IN THE SECOND LANGUAGE CLASSROOM**

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*В данной статье представлены краткие аргументированные доводы современных авторов в поддержку метода использования родного языка при изучении иностранного, как одном из значимых.*

The issue of the use of students' first language (L1) in the second language (L2) classroom is rather debatable. However, there are many occasions when using the students' L1 in the classroom has obvious advantages.

First, it is essential to understand here that using L1 is resorted to when there is a need for it such as explaining difficult terms and some grammatical points with some sort of comparison. It is useful to notice differences and similarities between the two languages. Students will make these comparisons anyway, so we may as well help them do it more effectively. It will help them to understand certain classes of error if we are able to show them such differences. As for the amount of L1 used for this purpose, the time, the place and the manner, it may have to do with how successful the teacher is in conveying the message and when he needs to clarify certain constructions, as well as the different learner styles and abilities.

Secondly, a kind of translation activities makes a virtue out of the students' natural language-processing behavior. Atkinson state translation, as the 'fifth skill' after reading, speaking, writing and listening. Translation is preferred by learners, and it helps them to reveal their feelings. As well, building on differences between the L1 and the L2 through translation helps to avoid negative transfer. Furthermore, it is a valuable technique for exploiting class time. There are a number of translation activities for use in the classroom. These activities should be done in groups because a discussion of the issues they raise is likely to be more revealing with two or more people than when we just think about it ourselves.

Finally, students can use the L1 to keep the social atmosphere of the class in good repair. Some guidelines for teachers' beneficial use of L1 are demonstrated by Sharma. He suggests that L1 might be used for chatting with learners, giving instructions, providing feedback and error correction. It allows learners to work within their Zone of Proximal Development, as proposed by Vygotsky. By working in pairs and using L1 intermittently with L2, students may be cognitively processing at a higher level with regard to linguistic tasks than if they were limited only to communicating in the language they are trying to learn. L1 vocabulary allows learners to use language which they may not yet possess in L2 in order to process ideas and reach higher levels of understanding. This applies both to social talk between partners and private talk intended for the learner alone. Social talk is talk between peers for the purpose of conversing. Private talk is when learners talk themselves through a learning process. Thus, appropriate use of L1 in L2 classes involves saving class time. Instead of going through a long explanations in the target

language, it would sometimes be easier and more efficient to give a translation of a vocabulary item or an explanation of a grammar point. More than that, a comparison of L2 and the mother tongue might be an enriching experience. In other words, when similarities and differences of both languages are discovered, the target language learning is enhanced.

The advantages might involve cultural aspects, as well. That is to say, cultural similarities and differences may be highlighted to help learners accept differences while preserve their cultural identity, which could be done through many activities including the use of L1.

Researchers have also stressed other uses and advantages of L1. These include managing of the class, testing activities, conveying meaning through giving the L1 equivalence of L2 items and sentences, explaining grammar, and dealing with errors, encouraging spontaneity and fluency, developing and producing learners' own materials, including own tests.

These days, the taboo against using L1 in the classroom is breaking down, and the attitude to L1 and translation in language classes has witnessed a positive change following the recognition that some learners use the L1 as a communicative strategy to learn and use the L2. In fact, a relatively new teaching method which deliberately uses L1 in teaching L2 has appeared. It is the New Concurrent Method which requires teachers to balance the use of the L1 and the L2. In fact, there is no rule that you should never use L1 in second language learning, nor is there any excuse for using L1 most of the time.

To conclude, the researchers have found these words of Butzkamm most appropriate: " We should finally free ourselves of a fundamental misconception and reestablish the more than 200-year-old productive alliance between the mother tongue and the foreign language."

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