

**THE IMPORTANCE OF REGULATING THE BALANCE
BETWEEN SOURCE AND TARGET LANGUAGE IN THE
CLASSROOM**

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ABSTRACT

This research points out that maintaining the balance between target and source language using in the foreign language classrooms. Notably, teachers' language use during target language instruction appears to have little connection to the amount of teacher experience [1]. Allowing any language resource during language instruction may reflect authentic language use. Therefore, it is the foreign language teacher's main responsibility to be aware of new methods and technologies in teaching for providing students' speaking in target language more during the lesson.

KEYWORDS: source language, target language, foreign language teaching, native language, the use of source language

Around the world, science and technology have been developing year by year, English is becoming the main source of communication and information technology around the world. Some researches show that the value of the English language is being recognized by the learners who learn as a target language than from native language learners. The status of English in the world is increasingly characterized by those who use it as a second or additional language, rather than by its native speakers[2]

Traditionally, languages have been taught separately in the school context, and although recent trends have suggested multilingual and their language resources be used as reference, researchers disagree about the extent to which first languages (L1s), or other linguistic repertoires, should be used during target language instruction [3,4,5,6]. Should the native language be used in the classroom during learning process or not? Or using other languages in the classroom deteriorate students' knowledge in learning process of target language? However, these questions have not been confirmed yet.

Some studies have revealed that students believe their L1s have a place in the target language classroom and that L1 use during such instruction can help teachers show empathy, explain difficult terminology, and scaffold comprehension [4,5,7]. The use of native language during learning foreign language constantly have some disadvantages. For instance, if there is no restrictions for students with the using source language in the classroom, it

is natural that the students will be limited in speaking skills of target language.

Notably, teachers' language use during target language instruction appears to have little connection to the amount of teacher experience [4,7]. However, communicating with students through the target language in the classroom may not always be effective for teachers. Because it is very difficult for a teacher in some cases. In addition, sometimes it is impossible to explain difficult terms to students without using source language at all. Thus, it is closely related to the teacher's experience and his or her pedagogical skills.

Some researchers have noted that multilinguals profit from drawing on their linguistic repertoires to aid language development [9,10]. Although multilingual speakers are no longer expected to be ideal native speakers of several languages, researchers stress that the monolingual native speaker remains the ideal and a reference point for many language teachers in the monolingual ideology [3,6.11].

DISCUSSION

The major concern is not whether to allow other languages into the English classroom but how to balance target language exposure with students' needs for other languages. In the context of this study, students and teachers were expected to speak mainly English in class [7]. Maintaining

the balance between native and foreign language in the classroom is not easy job for teachers. Therefore, it is the foreign language teacher's main responsibility to be aware of new methods and technologies in teaching for providing students' speaking in target language more during the lesson.

CONCLUSION

Research shows that the main goal is not to restrict students from using their native language in the classroom at all, but to encourage them to communicate in the target language to develop fluent speaking skills. In the classroom, the teacher's main task is to strike the right balance between the target and source language.

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