

UNIVERZITA PALACKÉHO V OLOMOUCI

PEDAGOGICKÁ FAKULTA

Katedra anglického jazyka

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IV. ročník – prezenční studium

Obor: anglický jazyk – občanská výchova

**TRANSLATION AND THE ROLE OF THE
MOTHER TONGUE IN ELT**

Diplomová práce

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OLOMOUC 2010

Prohlašuji, že jsem závěrečnou práci vypracovala samostatně a použila jen uvedených pramenů a literatury.

V Olomouci 30. 5. 2010

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vlastnoruční podpis

I would like to thank Mgr. Blanka Babická, Ph.D., for her support and valuable comments on the content and style of my final project.

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ABSTRACT

This diploma thesis deals with the role of the mother tongue and translation in English language teaching. The main aim is to find out whether the mother tongue should be involved in the lessons, in what stages and also the best proportion between the mother tongue and English.

The theoretical part describes different attitudes towards the use of the mother tongue and translation in the lessons, compares the native and non-native speaker teachers and stresses the usefulness of the dictionaries in the lessons.

In the practical part, the teachers' and learners' opinions about the use of the mother tongue were found out through a questionnaire, teaching experiment and interview.

INTRODUCTION

English language has been considered as a 'global language' for a long time. However, in the 21st century its importance has been rising significantly and English has become a compulsory school subject in many countries, including the Czech Republic. This new position of English in schools leads to an increase of interests in the English teaching methodology and linguists try to discover the best approaches towards English language teaching (henceforth ELT). One of the current discussions deals with the use of the mother tongue in ELT and this issue is the subject of my thesis.

The main motive why I decided to write about this topic was the fact that I often had to face the dilemma of the use of the mother tongue during my teaching practice and it was always difficult to decide when the use of the mother tongue was or was not appropriate and I often tended to overuse Czech. The study of the problem might help me and also other English teachers to overcome these difficulties.

The theoretical part is divided into six chapters. Individual chapters present the possible ways of presenting the new language items, describes the attitudes towards the use of the mother tongue in various teaching approaches which has developed and changed since the 19th century. In the main parts of the thesis the positive and negative aspects of the use of the mother tongue in ELT are discussed, two types of English teachers, native speaker teacher and non-native speaker teacher, are compared and the advantages and disadvantages of the use of translation in ELT are presented. The final chapter deals with the use of dictionaries in English lessons.

The practical part focuses on the application of information presented in the theoretical part in the Czech school environment in order to ascertain how they work in practice. Its main aims are to find out whether the mother tongue is overused in Czech schools, in which stages of the lesson the mother tongue is used, in which part of English lessons the use of the mother tongue proves as beneficial, what is the learners' opinion about the use of the mother tongue and translation and to check the advantages and disadvantages of the use of monolingual and bilingual dictionaries in English lessons. The research is based on three methods: a questionnaire, a teaching experiment combined with self-observation and an interview.

THEORETICAL PART

1 Presentation of language items

The thesis deals with teaching languages which should be used for presenting language items in ELT. It can be done either through a target language or through the learners' mother tongue. These techniques will be discussed in the following chapters. But the target language needn't be presented only through the spoken word. The communication in an English classroom does not mean using only the verbal expressions but in order to make it as natural as possible the non-verbal ways of interaction should be involved in the lesson as well. Non-verbal communication can be used as a support for the presentation in English in order to help learners understand better. Rewell (1979, p. 2-3) explains that the meaning can be conveyed not only through a word itself but also through gestures, mimes and facial expressions and through many other non-verbal means. What is more it can help learners to understand or to express their attitudes or feelings.

Davies and Pearse (2000, p. 6-7) suggest combination of both techniques when presenting new language expressions. According to them the presentation in the target language can be supported by the demonstration with actions and objects, the use of gestures and mimes, paraphrasing or translation.

Demonstration with actions and objects

“Children grow up expecting their world is visual. They are accustomed to receiving constant visual support where communication is concerned. It follows that illustrations and the use of visual aids are extremely important in the teaching of a second language to younger learners.” (Vale, Feunteun, 1995, p. 106). The quotation is aimed to explain that it is natural for learners to learn through the visual or action demonstration and therefore it can help them to understand the new language more easily in the classroom. Vale and Feunteun then advise in which situations this technique can be useful: to support understanding when the children are listening; to put across the meaning of vocabulary; to prompt and support reading; to provide a topic or

visual focus to prompt speaking or writing; to provide visual link between L1 and English; to provide support and motivation for early reading and writing in English.

Similarly Davies and Pearse (2000, p. 6) recommend supporting the instructions with the action. For example, when you instruct learners to open their books do it as well, or when you say them to draw something draw it on the board, too.

Gesture and mime

Davies and Pearse (2000, p. 7) suggest to make common gestures when giving instructions (e.g. 'Come here!', 'Sit down!', etc.). Some other gestures which may be useful for teachers are presented by Jane Revell (1979, p. 17): shaking hand, pointing at something, shrugging shoulders, waving goodbye, giving a thumb up (or down) sign, putting finger to the lips, hissing, making a V-sign.

Paraphrasing and translation

When children do not understand immediately teachers can say the request or instruction again but using another words and it should be said in a simpler way. Davies and Pearse (2000, p. 7) even suggest to use phrases which are similar to the phrases in the learners first language.

2 Approaches to the use of the mother tongue in history

This chapter offers a brief overview of the development of the most important attitudes towards the use of the learner's mother tongue in ELT in different teaching methods and approaches which dominating in the last two centuries.

Grammar – Translation Method: Translation plays a crucial role. All the grammar and word meaning is explained in the learner's native language. The grammar rules are practised through translation activities and learners are required to achieve high levels in the translation. Teachers use translation into the learner's native language for giving instructions as well as for comparing both languages, L1 and L2. (Richards and Rodgers, 1991, p. 3-4)

The Direct Method: The native language of the learner is not necessary for learning and teaching the foreign language. *“The mother tongue is never, never used. There is no translation“* (Mora)¹. The use of demonstration, objects, pictures, drawings and miming is common for this method. When dealing with abstract vocabulary using the association of ideas is recommended. It stresses out the importance of active use of the target language in the classroom and oral communicative skills. Classroom instructions are given only through the target language. For practising new items the form of exchanging questions and answers between teacher and students is recommended. (Richards, 1991, p. 9-10)

The Audiolingual Method: Teachers are allowed to use the mother tongue but learners should avoid it. (Mora)

Alternative methods: Total Physical Response, The Natural Approach, The Silent Way do not allow the use of the mother tongue but in Suggestopedia and The Community Language Learning the mother tongue is used.²

¹ <http://edweb.sdsu.edu/people/jmora/almmethods.htm#Grammar>

² <http://www.englishraven.com/methodology.html>

3 The mother tongue in English lessons

In the last chapter, opinions on the role of the mother tongue in the foreign language teaching dominating in the last two centuries were introduced. The following chapter moves on to the current approaches to the issue. Its aim is to compare opinions of different authors about the use of L1 in the English language teaching (ELT), to point out all possible advantages or disadvantages of including L1 in the classroom and, on the other hand, to find out the pros and cons of working with the target language. In the second part of the chapter the main attitudes towards the right balance between L1 and L2 will be analyzed and last few pages will focus on some useful advices about the techniques of convincing learners to communicate in English.

3.1 Current discussions

Since the issue existed nobody has been able to solve completely whether the mother tongue should or should not be involved in the ELT. Nowadays it seems that the situation has not changed too much. The linguists from all over the world are still arguing about what is the best way. Cole (1998)³ quotes several of them and the variety of their opinions proves that the total consensus still has not been found.

The trend in the last decades encouraged rather the theory that L1 should be totally eliminated from the foreign language teaching. Baranová (1995/1996, p. 115) reminds the recent situation in France where the mother tongue in the lesson was a taboo even a few years ago. Butzkamm (2003, p. 29) holds the similar opinion arguing that it is not so long when most official teaching documents in many countries required as monolingual attitude to the foreign language teaching as possible.

Atkinson (1989, p. 90) formulates several possible causes of the little attention given to the use of the mother tongue:

³ <http://www.jalt-publications.org/tlt/files/98/dec/cole.html>

- People connect the use of the L1 with the obsolete grammar-translation method not realizing that they are not expected to ignore the L2 in communication utterly (as the grammar-translation method suggests) but they have a possibility to use the mother tongue as a help in some difficult situations.
- Number of the native speakers who were themselves trained only through monolingual techniques is nowadays strongly fixed to this way of teaching.
- The impact of Krashen`s theories. He is convinced that the ‘learning’ is totally invaluable while the ‘acquisition’ plays the crucial role. Schütz (2007)⁴ explains his main ideas in these words: *“The only instance in which the teaching of grammar can result in language acquisition (and proficiency) is when the students are interested in the subject and the target language is used as a medium of instruction. Very often, when this occurs, both teachers and students are convinced that the study of formal grammar is essential for second language acquisition, and the teacher is skillful enough to present explanations in the target language so that the students understand“.*
- The widespread belief that the only right way to learn English is teaching it exclusively through speaking English.

“Every second spent using the L1” writes Atkinson *“is a second not spent using English! – And every second counts!”* (Atkinson, 1993, p. 12). This quotation might explain the feelings of the sceptic teachers who wanted and some of them still want to avoid the mother tongue in the classroom. They are probably convinced that if they use the L1 in the lesson the English will never be acquired properly. Butzkamm (2003, p. 29) reminds a simile written by Prodromou which says that the question of involving the mother tongue in their lesson is for many a *“skeleton in the cupboard“*. Some of the teachers really see the switching into the learner`s first language as a kind of failure.

Fortunately, in the last few years this trend seems to be receding and the use of the mother tongue is slowly but surely obtaining a significant role in ELT. Already in the 1970s Veselý (1970/1971, p. 325,326) marks a complete rejection of the L1 in the classroom as unreasonable. He then explains that the mother tongue is strongly fixed in the learner`s mind and for that reason he will always have a tendency to use a

⁴ <http://www.sk.com.br/sk-krash.html>

translation into the native language. We can compare this idea with Fögen (1998/1999, p. 80) who, as well as Veselý, does not accept the idea of eliminating the mother tongue from the lesson because the learners, at least the beginners, naturally lean to comparing the L2 with L1.

Some of the linguists point out at the negative influence on the learner`s mind. For example, Fenclová (1998/1999, p. 4) mentions the research of Véronique Castelotti which shows that ignoring the importance of the learner`s first language in the lesson can result in a mental blockade.

To sum up we can refer to the statements of Atkinson (1993, p. 14) and Baranová (1995/1996, p. 116) who both agree with the fact that nowadays the issue is not whether the mother tongue should be involved in the classroom but the question is what proportion of L1 and L2 is optimal.

3.2 Reasons for using the mother tongue

Following paragraphs try to describe and unravel the main motives which lead learners as well as teachers to the use of the mother tongue during the English lesson.

3.2.1 Learners` reasons for using the mother tongue

Jeremy Harmer (2009, p. 130) indicates several reasons for the learner`s tendency to use L1 during the English lesson.

Sometimes teachers ask children to do something (e.g. to talk about a difficult topic) which they are not able to manage with their poor knowledge of the target language. In such a case the use of the mother tongue is common. Teachers should think carefully about the activities they choose in order to select tasks corresponding with the learners` linguistic ability. Otherwise the frequent usage of the difficult activities which learners cannot fulfil even with the great effort can bring about a stress which can consecutively cause an aversion to the subject.

The mother tongue is the most natural way of expressing themselves for all the people. It is used in each school subject and in the English lesson children use it automatically and without thinking. *“This is because”*, Harmer explains, *“ we try to*

make sense of a new linguistic (and conceptual) world through the linguistic world we are already familiar with” (Harmer 2009, p. 130). One of the similar ideas says that *“the mother tongue is the master key to foreign languages, the tool which gives us the fastest, surest, most precise, and most complete means of accessing a foreign language”* (Butzkamm, 2003, p. 31).

Most learners usually use their mother tongue for explaining tasks to another student.

The pupils` use of the native language can be often influenced by the teacher. If teachers use the L1 themselves it is probable that learners will do it as well.

The last reason which Harmer presents emphasizes the role of the individual learning styles and abilities because some pupils are able to learn a foreign language without the use of their mother tongue but for the others the L1 is a necessity. *“Some learners need the security of the mother tongue“* explains Tim Bowen⁵ who seems to be in agreement with Harmer`s opinion. According to him some learners see the use of L1 equivalent as the most effective way of learning vocabulary.

Paul Nation (2003)⁶ claims that learners often avoid using the target language because they do not want to feel embarrassed about the mistakes they make. It can be useful to assure the students that mistakes are an essential part of learning and that there is no need to feel embarrassed (Atkinson, 1993, p. 17).

Harmer explains several interesting reasons but there is at least one more which he does not mention. Many learners switch to L1 just because they are lazy. It is much easier for them to express something in L1 and if there is not any punishment from the teacher they will not see any reason why to torment themselves by finding appropriate English equivalents and will continue in using the mother tongue whenever they get a chance. This should be a warning for all benevolent teachers. Once teachers let their students do what they want they will have a big problem with removing their vices. Therefore each teacher should set a list of the rules at the beginning and insist consistently on its adherence during the whole course. *“For pupils who are not highly motivated, it may involve too much effort to try to understand“*(Moon, 2000, p. 63).

⁵ <http://www.onestopenglish.com/section.asp?catid=59442&docid=146496>

⁶ http://www.asian-efl-journal.com/june_2003_PN.php

3.2.2 Teachers' reasons for using the mother tongue

It is quite understandable if learners lean to the mother tongue instead of speaking English. The bigger problem appears when the teacher is the one who uses the mother tongue more than it is necessary. But even teachers have got some serious reasons why they avoid the target language.

The first place belongs probably to those teachers who claim that they recur to L1 in the classroom communication because pupils do not understand them. This is true because learners really do not understand immediately. But each teacher should realize that this is not the matter of a moment but it is a long-lasting process which has to be gradually developed. Atkinson (1993, p. 16, 17) admits that in this case translation could be the useful tool but it should be used only when it is really necessary. Teachers cannot give up after a few unsuccessful lessons even if learners look completely confused. It is better to try some other methods at first, like L2 definitions or demonstrations, and only when nothing of that works the teacher should use translation.

Another common reason refers to the fact that teachers are not sure about their linguistic abilities. They will use L1 rather than getting themselves into the embarrassing situation by making errors when talking in the target language. Such a situation when teachers do not master the language which they have to teach can be very unpleasant. Betáková (2006, p.10) explains that the conviction about the weak L2 communicative abilities can result in the feelings of inferiority. These teachers do not even take part in any further education in order to avoid an embarrassment.

But learners' knowledge of the target language is much worse, especially at the elementary school, so they are not able to notice most of the mistakes. It is more useful for learners to hear imperfect English rather than no English and he also advises teachers not to take too much care of their accuracy because such an exaggerated care often leads to more and more mistakes (Atkinson, 1993, p. 17). The good strategy could be to make a list of most frequent sentences, phrases and commands because "*in this way the role of the L1 in classroom management can be minimized and the role of the L2 increased*" (Nation, 2003).⁷

⁷ http://www.asian-efl-journal.com/june_2003_PN.php

Some teachers reject the L2 because it is very time-consuming to explain everything in the target language (especially when the learners' level of L1 is low) and the lack of time in the lesson on one hand and quantity of curriculum they are supposed to teach on the other hand do not allow them such a waste of time. Moon (2000, p. 63) agrees that long explanations in the target language could take too much time and finally children could lose interest and concentration.

To sum up it is important to say that there are some acceptable reasons for using the mother tongue in English language teaching (these reasons will be analyzed further in the following subchapter) but some of them might look like excuses. Teachers should carefully think over when the use of L1 is legitimate and when it is not. In short "*whenever English is not being used there should be a good reason for this*" (Gill, 2005)⁸

3.3 Advantages of using the mother tongue in ELT

Accepting the idea that the mother tongue in the ELT is not just a display of the teacher's or students' failure teachers could use it as a helpful tool in the classroom communication. However, it has to be decided carefully in which part of the teaching process an involvement of the learners' native language could be really beneficial and in which it could work rather disruptively. Atkinson (1989, p. 91-95) offers several classroom activities in which it can be useful to take an advantage of the mother tongue:

- Eliciting language

In all levels the simple sentence 'How do you say X in English?' can work as a useful help. Of course we can use demonstration or pictures, etc. instead of it but these techniques require longer time and time is often a problem in the class. Veselý claims that the total exclusion of the mother tongue could result in various difficulties and a lot of rare time could be lost (Veselý, 1970/1971, p. 330). In order to be more economical, it is not a bad idea to allow learners to ask this question in their native language. (Atkinson, 1989, p. 91)

⁸ <http://www.hltmag.co.uk/ju02/mart2.htm>

- Checking comprehension

Using the mother tongue for checking comprehension in monolingual classes can be more effective than using techniques typical for multilingual classes. When the comprehension is probed through the typical monolingual techniques teachers have to take into account the fact that learners might not be able to express everything they want or are required. But this is not necessarily the proof of misunderstanding of the text. Another advantage is again a saving of time because, as well as in the previous point, the use of the mother tongue for checking comprehension can be more economical than the use of the target language. (Atkinson, 1989, p. 91)

- Giving instructions

The question of using the target language for giving instructions is probably the crucial one because it gives a chance to practice the foreign language in the real communication. Instructions are one of the natural and everyday ways of interaction between the people and therefore it offers one of the best methods how to train learners to communicate. Parrott (1993, p. 106) writes that giving instructions in L1 could “*deprives them of a crucial opportunity for learning*”. For that reason instructions should definitively be given in the target language. But this usually does not work effectively with young learners or with total beginners. The whole activity will completely lose its original sense if children do not know what they are supposed to do. Atkinson (1989, p. 92) recommends using the mother tongue in the lower levels and replacing it with the target language gradually. Prodromou (1995, p. 63) shares similar view when he says that hearing instructions in English can serve as an effective source for learning the target language but, on the other hand, teachers should be aware that some complex tasks require higher level of English which learners in some lower levels might not be able to understand.

- Co-operation among learners

Atkinson (1989, p. 92) advises to let learners (especially young learners) discuss some exercises or their answers to questions among themselves in their native language. This can be a useful method as the children can understand better when the problem is explained in the simple way by their classmates while the complex explanation of the

teacher can confuse them. The mother tongue is justified here because young learners at the lower levels will hardly be able to discuss the tasks in the target language.

- Discussions of classroom methodology

“It's important to explain to students, especially those who come from different learning backgrounds, what lies behind the methods we're using, and this can only be done at this level through the students' own language” (Andrew Morris, cited by Gill, 2005).⁹ It is impossible for teachers to find methods which would suit everyone. All learners should be given a chance to express their opinion about the methodology which is used. This should be done in as clear way as possible. L1 is the best solution here because young learners manage to discuss such a complex task only in the native language. (Atkinson, 1989, p.93)

- Presentation and reinforcement of language

This point refers to accuracy activities and points out the difficulties caused by the differences or, on the other hand, deceptive similarities in both languages, L1 and L2. Some grammatical or lexical items in the foreign language can cause problems (e.g. English word order, false friends, etc.) and in order to explain it precisely the translation into the mother tongue is almost inevitable. (Atkinson, 1989, p. 93) The presentation can be given in L2 at first and then translated into L1. *“This method has the advantage of allowing for differentiation; that is, the better pupils have an opportunity to listen and try to understand while the weaker ones can rely more on the L1 translation”* (Hughes, 1981, p. 8). Prodromou (1995, p. 66) also recommends asking learners to compare the common differences between the two languages by giving both L1 and L2 example sentences. The mother tongue can be also useful for explaining the difference between two grammatical items. Bowen¹⁰ suggests that *“if the teacher has just been presenting the difference in concept between present perfect and past simple as in "John has gone to Paris" and "John went to Paris", asking the class to give a quick translation into the mother tongue will enable the teacher to be absolutely sure that the concepts have been understood.”*

⁹ <http://www.hltmag.co.uk/ju02/mart2.htm>

¹⁰ <http://www.onestopenglish.com/section.asp?catid=59442&docid=146496>

- Checking for sense

When learners produce a piece of work, for example essays or compositions, they often create, without realizing it, sentences or statements which do not give a sense at all. In such a case the best way how to explain them the mistakes they made is to translate an incorrect sentence they wrote into their native language. Otherwise they do not see it and do not understand what is wrong. (Atkinson, 1989, p. 94)

- Testing

Atkinson (1989, p. 94) considers the mother tongue as a useful tool for increasing the validity and reliability of many tests. He also believes that the translation activities in tests can probe effectively the learners' ability to communicate in target language in real situations.

Gill (2005)¹¹ lists some other interesting classroom situations in which the use of L1 is justified or even necessary. Here are the most important ones: “...*information provision (discussing timetable or room changes, school trips, message to parents,...), classroom management, maintaining discipline, scene setting (explaining the background to, for example, a textbook dialogue, a listening or reading passage), discussion of cross-cultural issues, explanation of errors, using bilingual dictionaries, work with dual language texts, ...*”.

3.4 Disadvantages of using the mother tongue in ELT

Despite the positive influence of the mother tongue it is important to be aware of its possible negative impact. Atkinson claims that the biggest danger of the use of L1 in the lesson is its overuse. “*It's so easy to start by using the L1 'now and again', because it's easier or more convenient. But any teacher has to be careful, because 'now and again' can quickly become a routine where, before you know it, the L1 becomes the main language of the classroom.*” (Atkinson, 1993, p. 12). In order to illustrate this kind of problem Butzkamm (2003, p. 29) presents an opinion of the students from New York

¹¹<http://www.hltmag.co.uk/ju02/mart2.htm>

who are dissatisfied with their lecturer who wants them to translate everything they learn and to parrot phrases and answers. It is obvious that even this approach cannot work effectively. The overuse of the L1 in the classroom can result in the following problems:

- Without the translation learners or even teachers do not understand any simple item.
- Learners become lazy and they use their mother tongue even in simple communicative tasks which they are able to discuss in the target language.
- Learners do not understand the essential role of the target language in some of the activities. (Atkinson, 1989, p. 97)

Atkinson (1993, p. 18) recommends using an interesting technique. He suggests organizing a kind of sessions which he calls 'L1 problem clinics'. The main purpose of it is to give some time and place to children for discussing their questions about the foreign language they have been learning. This can help children understand better the difficulties of the subject and it can save a time during the proper lessons. Atkinson put also an emphasis on its motivational aspect. He thinks that if the children have a possibility to discuss about the L2 in their mother tongue during these sessions they will be more willing to use the target language in the lesson. The 'clinics' should take place regularly, at least once a month but it can be more often and it should last about 15 minutes.

Another big disadvantage of the mother tongue in the connection with the foreign language teaching is the interference or so-called negative transfer. The transfer means the influence of learners' native language on the second language. There are two types, negative transfer (also called interference) and positive transfer. It is just this negative transfer which is responsible for the negative attitude towards the use of L1 in the foreign language teaching. Interference causes the transfer of typical L1 ways of expressing into the foreign language which is studied. Veselý (1970/1971, p. 326) names, for example, using the Czech word order in English sentences or using the double negation as the most common errors caused by interference in the Czech schools. Positive transfer, on the other hand, can be beneficial for learning foreign languages. The learners' knowledge of some items from their native language can make

it easier to learn some items in the target language. It usually relates to items which have got some similarities. Typical example is the use of cognates, words that have got the same origin in different languages.¹²

3.5 The balance between the use of L1 and L2

Once the mother tongue has completed its role in the lesson it has to stay in the backward and the focus must be moved on to the target language (Veselý, 1970/1971, p. 330). This statement should warn the teachers that the mother tongue must not be the prevailing one in the English lesson. On the other hand using only the English might not be the best way as well. Davies and Pearse (2000, p. 6) confirm this thought when they say *“If you simply speak English all the time you will quickly drive beginners, and even more advanced learners, to despair”*. From the previous parts of this chapter it is clear that using a limited amount of the mother tongue in the lesson can be beneficial and but English must necessarily be the dominating teaching language. But the question is how big should that dominance be and what is the right proportion between L1 and L2. Nobody is able to give the correct answer because it does not exist, at least not yet. For instance, Atkinson recommends an optimal ratio of 5 per cent to L1 and 95 per cent to L2 (Atkinson, 1989, p. 90). But this is highly individual and anybody else can disagree with him. Some opinions say that we are not able to give an exact proportion because it depends on many factors which can change at the different stages of the foreign language teaching. Atkinson (1993, p. 14) presents some of them:

- The students' previous experience

Many teachers sometimes have to solve this situation. They get a new class at the beginning of the school year, which was taught by another teacher in the previous years. The methods and techniques of the foregoing mentor were different and the mother tongue was used a lot, maybe too much (which is not unusual thing nowadays). The new teacher wants to use L2 as much as possible but here comes the problem because children are accustomed to use mainly L1 and also hear it from their teacher in the classroom communication. It is not a good idea to change the methods completely in

¹² <http://www.reference.com/browse/negative+transfer>

one moment. Learners should get a chance for acclimatization. Atkinson suggests increasing an amount of English gradually. (Atkinson, 1993, p. 14)

- Level

With total beginners it is impossible to use L2 for most of the time because of their little knowledge of vocabulary. Teachers can use a demonstration or they can mime sometimes but this does not work every time so the use of L1 in a greater amount is inevitable. After reaching higher levels the teacher can use more and more English in the lesson. Atkinson recommends reducing the mother tongue and using it mainly for class management in higher levels. (Atkinson, 1993, p.14) Cole (1998)¹³ also believes that the mother tongue can prevent many difficulties during the work with beginners. He says: „*If students have little or no knowledge of the target language, L1 can be used to introduce the major differences between L1 and L2, and the main grammatical characteristics of L2 that they should be aware of. This gives them a head start and saves a lot of guessing*“. Baranová (1995/1996, p. 115) warns that avoiding the mother tongue in the beginner lessons can cause a lot of suffering for both sides, teachers and learners, too.

- The stage of the course

This factor corresponds with the first one. Atkinson (1993, p.14) says that it takes children some time to accept a new teacher and adapt themselves to the new methods and teaching style. Only when they manage this it will be much easier for the teacher to use mainly English in the most of the activities.

- The stage of the lesson

Atkinson`s opinion (Atkinson, 1993, p.14) is that the use of the mother tongue during the lesson depends also on its stages. In some activities it can be useful or even necessary to use the mother tongue but during the others it could be counter-productive and sometimes it should not be used at all. Cole (1998), for example, recommends L1 for giving instructions or correcting mistakes, for doing communicative exercises or games but when doing listening activities or pronunciation drills the L1 should be avoided.

¹³ <http://jalt-ublications.org/tlt/files/98/dec/cole.html>

All teachers should think about these several points before they go to teach the new class. Even if it does not help them to find the right proportion between the L1 and L2 at least they will be able to decide whether the use of the mother tongue in the English lesson is justified.

3.6 English as a dominating classroom language

Even if it is not possible to find an exact ratio of L1 and L2 everyone will agree that the English should be the prevailing language in the foreign language lesson. “*We do not learn any language by using another one* “ says Butzkamm (2003, p. 30) and Atkinson confirms his words in the following statement: “*If English is not the main language used in the classroom, the learners are not going to learn very much English*” (Atkinson, 1993, p. 12). Atkinson justifies this idea in the following arguments:

- “*Listening to English is learning English.*”

Listening to English gives learners an ideal opportunity to check the knowledge of the target language. Therefore is it necessary for pupils to be exposed to as many spoken L2 as possible and to listen to their teacher speaking the target language or talking with their classmates in L2 can be one of the best ways to hear the use of the target language in the natural communication.

- “*If you want to learn to play the piano, you have to play the piano.*”

Atkinson uses this analogy in order to explain that if we want to learn something new we need to practice. Without appropriate training nothing can be acquired properly. And this rule is the same for all kinds of learning and for learning foreign language, too.

- “*If English is the normal means of communication in the classroom, it is easier for learners to see that it`s a real communication and not `just another subject.*”

Atkinson points out the danger of the overuse of the mother tongue in the English lesson which can make learners feel that they are learning about a new language and not learning it.

- “*Routine use of English helps learners adapt to `real` situations outside the classroom.*”

When listening to foreign language it is not necessary to know each word of the spoken communication and also some mistakes in learners' speech can be acceptable if the whole message is understandable (Atkinson, 1993, p. 12, 13). Willis (1991, p. 2) is also convinced that correcting each mistake is wrong way, because it can have a stressful impact on learners as they will be afraid of making another mistakes and they will probably tend to avoid any chance to speak English.

3.7 Ways to make learners use the target language

Even if teachers know that English should be the main language in the classroom and they try to do the best they can and use English as much as possible very often they have to face a situation when learners keep speaking their mother tongue and refuse to use the L2 all the time. Such a situation has to be solved immediately but it is never easy for teachers to make them speak English and many of them would certainly be grateful for any kind of advice. Some authors tried to find the best techniques and strategies for solving this problem. Jeremy Harmer (2009, p. 131) suggests these possibilities:

- Talk to them about the issues

The reason for permanent refusal of the L2 in the foreign language lessons cannot necessarily mean the learner's display of defiance or even disobedience but it can be connected with some difficulties which learners have to deal with when they use a foreign language (e.g. poor knowledge of the target language, feelings of shame when talking English, etc.). Learners should be given the opportunity to explain their motives for their behaviour and teachers should try to help them or find a compromise. (Harmer, 1998, p. 130) Similarly Jane Willis explains that the teacher should perceive the overuse of the mother tongue by learners as a kind of danger signal, because it often means that there could be a problem that children are lost or they do not know what they are asked to do. (Willis, 1991, p. xiv)

- Encourage them to use English appropriately

In the previous parts of this chapter the situations in which the use of the mother tongue is possible or even recommended were discussed. Learners should be informed about these possibilities and teachers should set exact rules when the L1 can or cannot be used. *“When the emphasis is on perception rather than production, it would be unfair to expect learners to respond by producing language exclusively”* (Prodromou, 1995, p. 67). On the other hand it is necessary to warn learners that some activities (especially those in which learners have to speak actively) lose completely its purpose without using the target language. (Harmer, 2009, p. 131)

- Only respond to English use

Ignoring the learners when they use the mother tongue can sometimes work as a useful method for persuading them to switch into the L2. Nobody likes being slighted and after a while learners will almost certainly try to express their ideas in English, especially if they want to say something important. (Harmer, 2009, p. 131)

- Create an English environment

The more motivation is used in the lesson the more learners speak the target language. Such a motivation can be reached by exposing learners to spoken English as much as possible. Apart from active use of English by the teacher we can use also video records, cassettes, we can listen to English songs, etc. And also the visual aids can help in creating English atmosphere. We can use pictures of different places in the Great Britain or any other English speaking countries, various English souvenirs, etc. (Harmer, 2009, p. 131)

- Keep reminding them

Teachers have to pay an attention all the time and still remind children to use the L2. They should go around the class and stop any inappropriate attempt to use the mother tongue, especially when the children are asked to do a pair or group work. *“This technique, often repeated, will gradually change most students` behavior over a period of time”* (Harmer, 2009, p. 131).

- Choose appropriate tasks

The importance of appropriate activities corresponding with the learners' linguistic abilities was mentioned earlier in this chapter. Of course we cannot expect that the learner who is at the lower level of the course will be able to do difficult speaking activities. It is necessary to adapt the tasks to the age or level of learners. (Harmer, 2009, p. 131)

- Use persuasion and other inducements

This means to remind children to use the target language through simple phrases. For example: 'Please, speak English!' or 'In English, please!' or 'Stop using Czech, please!', etc. (Harmer, 2009, p. 131) According to Willis (1991, p. 3) the use of an appropriate motivation can be very effective. She suggests praising children and repeating them how clever they are.

Paul Nation (2003)¹⁴ also lists several interesting recommendations for teachers. His pieces of advice are based on the reasons which lead children to the use of the L1 instead of the L2.

1. The tasks should not be too difficult. They should correspond to the learners' level.
2. Before learners start doing the task they should be provided with necessary information. It means that the new grammar or words should be explained to them.
3. Teachers should start with the easiest tasks and then continue with more and more difficult ones.
4. It could be useful to make a game of the task in which the learners will act the real English speakers.
5. Use such tasks in which learners will not be able to avoid the L2.
6. It could be helpful for learners if the tasks will be done several times not only once.

¹⁴ http://www.asian-efl-journal.com/june_2003_PN.php

7. It is important to assure learners that their work has sense and that it is not pointless. Therefore they should be informed about the goals of each task they do.
8. Similarly learners have to know why it is useful to speak in English during the lesson.
9. Help learners to solve the difficulties which lead them to the use of L1.
10. It can be also useful, to record the lesson, for example, in order to show learners when they use L1
11. Learners should feel that they are able to manage the task. It should be non-threatening.

Cristiane Alves Lemos (2001)¹⁵ presents another method used by many teachers. They believe that system of rewards and punishment, such as chocolates, medals, cards, etc., can have a positive influence. However, Lemos does not like this strategy and she rather tries to make learners aware of the importance of practicing L2 if they really want to be successful in learning foreign language.

3.8 Conclusion

To summarize the discussion in this chapter it can be briefly said that there are two main problems relating to the use of the mother tongue in the foreign language teaching. On one hand the learners' first language is seen by many as a skeleton in the cupboard (already mentioned at the beginning of the chapter) and those teachers feel guilty for every single minute spent talking in the mother tongue. On the other hand there is a completely opposite problem as well. Some teachers conversely overuse the mother tongue in their lessons and left only tiny space for communication in the target language. Apparently both groups are wrong. The experience of many mentors proves that the L1 can sometimes be really helpful during the lesson but everyone must realize that it should serves only as a supporting tool in situations when the L2 communication has failed but the target language has to be still the prevailing language in the lesson. Therefore it is necessary to find effective methods how to make learners use the target language as much as possible.

¹⁵ http://findarticles.com/p/articles/mi_hb3325/is_3_5/ai_n28877277/pg_2/?tag=content;coll

4 Native and non-native speaker teachers

The question of the use of the mother tongue is in some aspects connected with the role of native or non-native speaker teachers in the English lesson. From what was written so far it is obvious that the knowledge of the learner's native language can have a positive impact on the teaching. This fact gives non-native speaker teachers (henceforth Non-NSTs) an advantage over the native ones. On the other hand native speaker teachers (henceforth NSTs) know the language better than non-native speakers which is also a useful thing. It appears that it is not possible to say which one is better because both of them have their pros and cons. Atkinson shares the same opinion when he claims that "*it doesn't make sense to say that native speakers or non-native speakers are simply 'better'*" (Atkinson, 1993, p. 7). Therefore this chapter is not aimed to try to find the right answer but to compare the two types in the light of advantages and disadvantages of both of them.

4.1 Non-native speaker teachers

Medgyes studied the bright and dark side of being Non-NST and NEST and he found out that there were positive as well as negative aspects in the both cases. The negative ones are those:

- The linguistic deficit

It is obvious that the native speaker teacher's knowledge of English is more complete than non-native's one and it is always easier to teach something we know well. Non-NSTs have got a double work. As Betáková (2006, p. 8) explains, non-native speaker teachers have to teach the foreign language and also talk about the foreign language in the foreign language while native speaker teachers simply teach the foreign language in their mother tongue which is much easier for them. According to the research made by Medgyes (1994, p. 34-38) the most problematic areas for Non-NSTs are vocabulary and oral fluency. Only a few non-native speaker teachers are able to reach native-like pronunciation. On the other hand they often try to compensate these handicaps through accuracy which mostly becomes their priority and they require the precise accuracy of

their learners too. Therefore NESTs are usually more benevolent to their learners' mistakes. Fenclová (1998/1999, p. 4) claims that if these two types of the teachers correct the same test Non-NSTs will correct more mistakes because they are more consistent.

- 'Schizophrenia' and an 'inferiority complex'

Non-NSTs have to play two different roles. As the native they should respect their own culture and as the professional they should not only know a lot about the cultures of the English speaking countries but also represents them in the lesson. This can cause some conflict situations when teachers have to decide which of these identities should be used. (Medgyes, 1994, p. 39)

Here are several possible situations in which teachers could hesitate (Medgyes, 1994, p. 39):

- Should the classroom rules correspond to the rules typical for the schools in the learners' native country or to the rules which are common in an English-speaking country?
- Should teachers behave in the way which is typical for teachers from the foreign country?
- Should teachers' speech consist of the typical English discourse (e.g.: euphemism)?
- Should teachers use teaching techniques typical for the English teaching style?
- Should teachers decorate the classroom with things relating to English-speaking countries?
- Should teachers use 'English behaviour' when they are eating in the school canteen?
- Should teachers use English even outside the classroom?

Atkinson (1993, p. 10) is also aware of this teacher's double role when teachers as an educators have to grow the identities in their learners rising from their own culture but as the foreign language teachers they are also supposed to teach them to respect the culture of the foreign countries. He warns that this fact could result in 'cultural disorientation'.

- The stress

To be a teacher means to deal with a lot of stress because people in this profession are exposed to many difficult situations, no matter if they are teachers of English or any other subject. Apart from these problems which are common for the teachers of all subjects the teacher of foreign language can be stressed much more because of his language deficiencies. According to Medgyes “*we may easily lose face both before our students and fellow teachers because of what we reckon to be inadequate knowledge of English.*” (Medgyes, 1994, p. 43) In this case NESTs stand again in the better position as they are usually more familiar with the language they teach so the stress they are exposed to is smaller. As it was already mentioned in one of the previous chapters the teachers` anxiety about their poor linguistic abilities is one of the main reasons why they recur to the L1.

On the other side, there is quite a lot of aspects of being Non-NST which can be, according to Medgyes`s opinion, beneficial. He lists six advantages for this type of the teacher. “*Non-NESTs can:*

1. *provide a good learner model for imitation;*
2. *teach language learning strategies more effectively;*
3. *supply learners with more information about the English language;*
4. *anticipate and prevent language difficulties;*
5. *be more empathetic to the needs and problems of learners;*
6. *make use of the learners` mother tongue;* “ (Medgyes, 1994, p. 53)

ad 1) Teachers of foreign language can set two models before their students: a language model and a learner model. NESTs are mostly better language models. But as far as the learner model concerned the NESTs cannot be imitated because they never learnt English as a foreign language. Non-NSTs once were and still are the learners of English as well as their students therefore they can be good learning models. But this does not work with all teachers. Medgyes gives an explanation: “*Only those non-NESTs should be set as models who are successful learners of English themselves.*” He is convinced that in order to be a good teacher you have to be a good learner, too. (Medgyes, 1994, p. 55)

ad 2) Learning strategies are useful tools which help students make their learning process less difficult. But it is not easy to recognize what is the most appropriate way for dealing with certain tasks. Teachers, who used to be in the same position as their learners, had to find the most useful strategies during their studies and therefore they can offer their own experiences to learners. (Medgyes, 1994, p. 55-57) Mizuno, the Japanese university lecturer, also agrees with this fact. He claims that only the teacher who has undergone the process of learning the foreign language himself can understand the feelings of his learners and help them with finding effective ways of learning or with overcoming the difficulties. (Mizuno, p. 181)¹⁶

ad 3) Non-native speaker teachers and learners of English at the same time can provide students with more information about English language, especially about the problematic areas in learning the foreign language, because they know better than the native speaker teachers what could be more difficult for them thanks to experiences they obtained during their own study. For example, Medgyes (1994, p. 60) claims that the NEST is not aware of many points of confusion in the foreign language (e.g. differences in word order). Another example is presented in the research in which McNeill took part. It shows that the Non-NESTs are more sensitive to the learners' vocabulary needs as they are able to recognize which vocabulary will cause the difficulties. (McNeill, 1994, p. 12)

ad 4) "*Many errors have their cause in the LI.*" (Atkinson, 1993, p. 8) It is called the negative transfer. To decode such errors the knowledge of the learners' native language is necessary. Atkinson is convinced that native speaker teachers cannot understand these difficulties because they were not students of English as a foreign language. And it does not matter if they studied other foreign languages.

ad 5) As the Non-NESTs are more familiar with the students' learning context (it means linguistic, cultural and personal backgrounds) they can understand their feelings and worries better and it is easier for them to adapt the teaching to learners' social needs. (Medgyes, 1994, p. 64-65) Here are several situations in which the knowledge of

¹⁶ <http://www.paaljapan.org/resources/proceedings/PAAL9/pdf/MizunoCh.pdf>

the learner's environment can be beneficial. *“Non-native speaker teachers have a good idea about: the learner's educational backgrounds; their expectations about how teachers should teach and learners should learn; their knowledge of the world; similarities and differences between learners' culture and English speaking cultures; the learners' knowledge of English-speaking cultures; what sort of topic the students might find motivating and the sorts of ways in which the students might need to use English in the future”*(Atkinson, 1993, p. 9).

ad 6) It was already proved that the mother tongue can sometimes work as a very useful tool in the foreign language teaching. The knowledge of the mother tongue is therefore an indisputable advantage for the non-native teachers. Of course it is possible to teach only through the target language but each teacher has to face at least sometimes the situation when the usage of the mother tongue is almost inevitable. (Medgyes, p. 67)

4.2 Native speaker teachers

The pros and cons of being native-speaker teacher is not needed to describe because they are apparent from the previous text. However, Atkinson (1993, p. 7) highlights several interesting points relating to its advantages which are worth mentioning.

- Learners can feel that they might learn English better when their teacher knows the language perfectly.
- NESTs usually need not to worry about their errors in their speech as much as Non-NESTs. *“Native speaker intuitions about language are supposed to result in the production of correct, idiomatic utterances, as well as providing the ability to recognize acceptable versions of language. Most of non-native speaker teachers of English can only aspire to this.”* (McNeill, 1994, p. 3)
- NESTs cannot be afraid that they will come across English words which they do not know.
- In many cases, it's easier for native speakers to insist on students using English in the classroom, especially if they don't know the students' language.”

As it was written at the beginning of this chapter to decide which of the two teachers is better is not easy at all and somebody even maintains that it is nonsense to

make such decision. *“I contend that NESTs and non-NESTs are potentially equally effective teachers, because in the final analysis their respective strengths and weaknesses balance each other out.”* (Medgyes, 1994, p. 76) There are so many other factors affecting the lesson which seem to be more important. Mizuno (p. 181)¹⁷ thinks that if the teachers do not master pedagogical skills it is absolutely irrelevant whether they are the native or non-native speaker teachers.

¹⁷ <http://www.paaljapan.org/resources/proceedings/PAAL9/pdf/MizunoCh.pdf>

5 Translation

5.1 A few words about the development of approaches

As well as the attitudes towards the use of the mother tongue, the attitudes to the translation as the teaching method have undergone a long-lasting development. At the beginning of this process the translation had an important position in the foreign language teaching, especially in the era of the Grammar-Translation method when the students had to translate long historic texts word for word. The following methods were rather sceptic to the use of the translation in the ELT (for example the Direct Method recommended the total denial of the translation in the lessons). The negative approach continued for many years and only recently, simultaneously with the development of the Communicative approach, the translation has become again a valuable method for the foreign language teaching. (Kaye, 2009)¹⁸

The similarities between the history of the use of the mother tongue and the translation in ELT are obvious. It is nothing surprising as both teaching methods are closely connected and one cannot exist without the other.

Despite the more positive perception of the translation, even nowadays there are many disputes about its usefulness and linguists are still divided into two opinion groups. (Kaye, 2009)

5.2 Typology and function

Before discussing the benefits and the objections to the translation in the foreign language teaching some terms and general information about the translation should be explained.

According to Veselý (1974/1975, p. 217) teachers have to realize that the translation can be understood in two different meanings. It can be either a kind of communication activity used in the real life (for an interpretation, the translation of the literary works, etc) or it can be considered as a teaching method in the schools. This diploma thesis focuses only on the second one.

¹⁸ <http://www.teachingenglish.org.uk/think/articles/translation-activities-language-classroom>

Veselý distinguishes several types of the translation which are possible to use in the lesson. Here are the most common ones:

- The translation from the foreign language into the mother tongue or the translation from the mother tongue into the foreign language.

Veselý (1974/1975, p. 217) highlights the importance of the second one and he says this type should be used in the classroom the most often because it requires the active knowledge of the foreign language and it prepares learners for the expressing their own ideas in the foreign language. Kaye (2009)¹⁹ confirms that “*modern translation activities usually move from L1 to L2, (although the opposite direction can also be seen in lessons with more specific aims)*“.

- The oral translation or the written translation.

The oral translation is more difficult than the written one because the considerable degree of readiness is necessary in this case. While during the written translation learners have got more time to think, during the oral translation they must act immediately (Veselý, 1974/1975, p. 217). On the other hand, Duff (1989, p. 9) warns that the written translation can be time – consuming.

- The free translation or the exact translation.

Veselý (1974/1975, p. 219) recommends using the free translation if the text is more difficult and contains larger amount of the unknown language items. When the second type is used learners should be able to translate it with the knowledge of grammar and vocabulary they have learnt so far. Atkinson (1993, p. 64) considers the summary translation as very useful arguing that this kind of translation is used more often in the real-life situations than the exact translation in which the text is translated ‘word for word’ and the translated text has to correspond with the original as much as possible.

¹⁹ <http://www.teachingenglish.org.uk/think/articles/translation-activities-language-classroom>

Apart from the typology Veselý (1974/1975, p. 22-24) describes the most important functions of the translation in the foreign language classroom. Translation can have three main functions, he claims:

1. Translation can make it easier for teachers to explain the new grammatical and lexical items. During the presentation the use of translation is often the most economical way and in the case of the difficult grammar or lexical items the L1 equivalent is mostly the only way which helps learners understand. Veselý recommends using an exact translation here.
2. After presenting new items it is necessary to practice them. In some cases the translation can be an appropriate method for practicing. But it must never be the dominating or even the only method. It should be accompanied by the activities which do not use the translation.
3. The translation is also suitable for checking learners' knowledge. Teachers can either choose a text which comprises the items they are teaching now in the class or they can make such an exercise on their own. It can work as a feedback for both teachers and learners.

5.3 Benefits of the use of translation in the classroom

It was already mentioned that there are people who advocates the value of the translation activities and on the other hand there is a similarly big group of those who did not see any asset in the use of the translation in the foreign language teaching. It is not easy to decide which of them is right because both groups have got the meaningful arguments. At the last two decades it was paid only little attention to the translation because people regarded it as an old-fashioned method associated mainly with the Grammar-Translation Method. "*What should have been a vital challenging discipline*", Duff writes, "*had degenerated in most schools into a pointless routine exercise, a chore, and a punishment*" (Duff, 1989, p. 5). The translation activities were really viewed as something boring and useless and were involved in the lessons sporadically. Only in the recent years the opinions has been changing gradually and the translation has been recovering its place in the ELT but according to Duff (1989, p. 5) it is still refused by many teachers or it is used only for testing.

But there are, of course, people who are able to see a certain potential in applying the translation activities to the English language classroom. In order to make a complete notion about the problem it is necessary to compare the opinions of different linguists, both the advocates as well as the opponents of this method.

Here is the brief overview of arguments supporting the use of the translation activities presented by Štulajterová (1998/1999, p. 92): It can help learners see the differences between the mother tongue and the target language.

- It can help learners to see the differences between the mother tongue and the target language.
- Through the translation activities students learn what is possible to express in both languages and what their limits are.
- It saves time.
- It enriches the learners' vocabulary.
- It is source of a creativity, adventure and excitement.
- It trains learners to work with the dictionaries.
- Students learn to understand the meaning of the word from the context.
- It is a suitable opportunity for the pair, group or even team work.
- Translation activities can deal with interesting and amusing topics.
- Learners are trained to communicate *from* and *into* the target language.
- Translator is really an important profession.

These ideas are confirmed by many other teachers and linguists. In the following few paragraphs the main opinions about these advantages of the translation activities are presented and compared.

1) It can help learners see the differences between the mother tongue and the target language. Many mistakes in learners' English have their causes in the L1. It is called 'interference'. Veselý (1974/1975, p. 223) gives some interesting examples: the difference between the Czech word 'mnoho' which is used with both countable and uncountable nouns and its English equivalents 'many' and 'much'; or the different use of the phrase I am going (I am going home./I am going to write a letter). Some of these errors cannot be explain properly without the use of the translation. Atkinson (1993, p.

53) recommends using the texts containing this kind of difficulties for the translation activities because it will train students to think comparatively.

2) Through the translation activities students learn what is possible to express in both languages and what their restrictions are. Comparative thinking has its important role in this point, too. Not always we can find an exact equivalent for some words or phrases whether it is the translation from or into the target language. Translation texts comprising such words or phrases may incite learners to be creative, to try to find unusual solutions of the problem, to try to express the idea in their own words. *“It also helps learners appreciate the strengths and weaknesses of the L1 and L2, for example in the comparison of idiomatic language such as metaphor“* (Kaye, 2009)²⁰.

3) It saves time. The use of the L1 equivalent is probably the most economic way because it can save a lot of time. But this will be true only if we translate several model sentences during presenting new language items, for instance. But conversely, the use of activities which require the translation of the whole texts may be really time-consuming. This fact is one of the strongest arguments used by critics of this method. In order to prevent such a loss of time, Duff (1989, p. 9) offers several useful strategies. He suggests to:

- make learners work on the tasks equally and ban any kind of truancy;
- use mainly the oral translation as the written translation is time-consuming;
- use short and varied texts;
- set time limits.

4) It enriches the learners` vocabulary. Doing the translation of the texts enables learners to widen their knowledge of vocabulary which is often restricted by the vocabulary offered in their school books (Duff, 1989, p. 7). It is a good idea to use texts with the words and phrases typical for the everyday use so that it will have a practical purpose.

5) It is source of a creativity, adventure and excitement. Tim Bowen²¹ seems to be in agreement with this opinion and he explains that the creativity of the translation is given by the fact that *„it is not only the translation of words from one language to another but the translation of ideas, concepts and images“*. As far as the element of the

²⁰ <http://www.teachingenglish.org.uk/think/articles/translation-activities-language-classroom>

²¹ <http://www.onestopenglish.com/section.asp?catid=59442&docid=146504>

adventure is concern it can be explained through Atkinson's words who believes that the translation enables learners to take risks in the lesson since they are supposed to express even the ideas whose meanings are not so clear for them. In such case learners cannot do anything else than just take a risk and try. (Atkinson, 1993, p. 54)

6) It trains learners to work with the dictionaries. Learning a foreign language is naturally connected with the use of dictionaries. However, nowadays the children seem to have problems with looking up in the dictionaries. Štulajterová (1998/1999, p. 92) is convinced that the use of translation activities, during which the dictionaries are an inevitable necessity, can teach the children to use it systematically.

7) It is a suitable opportunity for the pair, group or even team work. Owen (2002)²² writes that many opponents of the translation state that it is exclusively an individual activity. But Owen argues that no methodological theories dictate to make learners work alone and silently. It means that any creative teachers can prepare various kinds of translation activity, pair work as well as group work. Duff (1989, p. 7) also maintains the pair and group translation. He claims that translation can often result in the classroom discussion because there is never just one possible answer.

8) Translation activities can deal with interesting and amusing topics. There is no need to use boring text which would not motivate learners at all. Duff (1989, p. 6) as well as Atkinson (1993, p. 55) recommends making up the translation activities which are as close to the real life as possible. For that reason any authentic texts like messages, e-mails, road signs, songs, graffiti, etc. can be used.

9) Learners are trained to communicate *from* and *into* the target language. Translation could be done in both ways and Duff (1989, p. 6) shares the same opinion with Štulajterová (1998/1999, p. 92). They claim that the language classroom offers an ideal opportunity to practise both competences.

10) Translator is really an important profession. Duff (1989, p. 6) believes that translators are really important because "*without them there would be no summit talks, no glasnost or perestroika, no Cannes Film Festivals, no Nobel Prizes, ...*" and in this statement he expresses almost everything what is needed to be said. However, Atkinson (1993, p. 55) explains that the aim of using the translation in the classroom is not to prepare learners for the future carrier as professional translators but to give them chance

²² <http://www.hltmag.co.uk/jan03/mart1.htm>

to compare differences between the two languages. Even if learners do not plan to become professional translators, in many other jobs the use of translation is necessary at least sometimes. Using the translation activities in language classrooms can be the best preparation for such jobs. (Veselý, 1974/1975, p. 221)

One benefit which should be definitely mentioned is that carefully prepared translation activities can practise all 4 skills and in this way it can become highly communicative method. (Kaye, 2009)²³

Duff (1989, p. 7) adds another advantage. He claims that teachers have a possibility to choose texts for the translation which consist of the grammatical items that need to be practised. For example, grammatical items which are now taught in the lessons or the grammar with which learners have difficulties.

5.4 Objections to the use of translation in the classroom

It is obvious that the positive influence of translation in the language classroom is significant. On the other hand, the critics can argue with some strong arguments which should not be omitted.

The objections can be divided in two groups: disadvantages for learners and disadvantages for teachers. The first group consists of these facts (Kaye, 2009):

- Children are supposed to use their mother tongue during the translation activities what is criticized by many teachers who belong to those who consider the use of L1 in the foreign language teaching as a disruptive and ineffective method.
- It is not suitable for all learners because it depends on individual skills or on the level and age of learners.
- Learners can see the translation as difficult and boring activity.
- Translation can be really difficult as it requires to pay attention not only to translation itself but also to style, register, idioms, etc.

As far as teachers are concern Kaye (2009) presents these disadvantages:

- To prepare translation activities is demanding and time-consuming.

²³ <http://www.teachingenglish.org.uk/think/articles/translation-activities-language-classroom>

- In order to be effective the class has to be sufficiently motivated
- The use of L1 during the translation activity can disrupt the English environment in the classroom.
- It is based on the text so that it can practice only two skills, writing and reading.
- It is time-consuming and it requires highly professional translation skills of the teachers.

Other authors present similar kinds of objections and some of them try to disprove these statements. For example, Owen (2002)²⁴ confirms that the absence of the two other skills makes the translation activities uncommunicative and non-interactive. However, he explains that translation activity can be based on interpretation which covers both listening and speaking skill. Atkinson (1993, p. 54) agrees with this opinion because, as he says, some translations “*can be done almost completely as oral activity*”.

Atkinson (1993, p. 54) also refuses the fact that the translation always has to be dull and boring. He argues that every kind of activity can be boring because it depends on how it is prepared so it means that if teachers are creative they can invent an activity which can bring a lot of adventure and excitement. Anyway, this fact was already confirmed in the previous subchapters when the benefits of the translation were discussed. On the other hand it is not easy to work creatively with translation texts and not many teachers have this kind of ability. (Štulajterová, 1998/1999, p. 92)

Some authors present several more objections which have not been mentioned yet. Here is the brief overview of them:

- The texts used in translation activities often contain vocabulary which is too difficult for the learners' level. (Atkinson, 1993, p. 55)
- There are not enough dictionaries in the schools. (Atkinson, 1993, p. 55)
- The school books offer only a little amount of the texts convenient for the translation. (Štulajterová, 1998/1999, p. 92)
- Translation skill is really useful only for professional translators. (Atkinson, 1993, p. 55)

²⁴ <http://www.hltmag.co.uk/jan03/mart1.htm>

Although both opinion groups come with valid arguments it seems that the translation has been achieving stronger position in the classroom methodology in the last years.

5.5 Conclusion

In short I can say that the attitudes to the use of the translation in the foreign language teaching are similar to the attitudes towards the mother tongue. The translation is refused by many teachers, especially because they are afraid of involving the mother tongue in the lesson and they think that translation activities are boring and irrelevant. On the other hand, many of the negative arguments can be disproved and many advantages can be found. And the interesting activities which were presented here show that this method need not be boring at all.

6 Using dictionaries

When dealing either with the question of the use of mother tongue in the foreign language teaching or with the use of the translation the dictionaries are in a certain way related with the both issues. Some teachers probably hesitate whether the dictionaries should be involved in the foreign language lessons and if it should be involved what type is the most appropriate. Several authors take this uncertainty into account and try to find the most important pros and cons of its use.

Teachers of the foreign language can choose from a various types of dictionaries: paper dictionaries, online dictionaries, electronic dictionaries, etc., but crucial is the choice of the two main types of the dictionaries – bilingual (or semi-bilingual) and monolingual. Bilingual dictionaries give the translation of English words into the second language while monolingual dictionaries offer the English definitions of English words and there is no translation into the second language. Therefore they can be sometimes called “*English only dictionaries*” (Atkinson, 1993, p. 92). Which one of these is better will be discussed later. But the first question is whether the dictionaries generally are suitable tools for the foreign language teaching.

Regan (2003)²⁵ is convinced that using dictionaries can have a positive influence on the learners because it can teach them to rely on themselves and their own abilities and not only on the teacher. She does not like the fact that sometimes learners use a teacher instead of a dictionary. Similarly Hayton²⁶ sees the autonomy of learners as the biggest advantage. He believes that besides other things, teachers are supposed to show their students the most effective ways how to study and working with dictionaries offers a great opportunity.

Once teachers decide to allow their learners to use dictionaries they have to face before another question. Which dictionary is more effective learning tool – monolingual or bilingual? According to Scholfield²⁷ some surveys proves that there is still tendency to avoid the use of monolingual dictionaries even in the higher levels. On the other hand, Hayton² claims that there are some teachers who completely refuse the use of the

²⁵ http://www.tefl.net/teacher-training/teaching-tip_20.htm

²⁶ <http://www.teachingenglish.org.uk/think/articles/using-dictionaries>

²⁷ <http://www.etni.org.il/monodict.htm>

bilingual dictionaries as they want to avoid the mother tongue in the foreign language class.

It is hard to say which way is better because both dictionaries have their advantages as well as the drawbacks. Therefore it depends only on the teachers' choice. But going through these pros and cons could make their decision a little bit easier.

The main argument for the use of the monolingual dictionaries is that it eliminates the use of the learners' mother tongue in the English lesson. In Scholfield's opinions²⁸ learners „*will not be efficient comprehenders and users of English if they operate always via an extra step of translating into their first language, which the use of bilingual or semi-bilingual dictionaries is likely to encourage* “. Atkinson (1993, p. 93) seems to be in agreement as he claims that in order to learn English effectively it is necessary to think in English as often as possible and these dictionaries enables it. He also presents other advantages. Not all words have got the equivalents in L2 and therefore they cannot be translated. But the definition could be given anytime. In monolingual dictionaries learners can also find more information relating to the use of the word.

On the other hand there are some important disadvantages. Monolingual dictionaries are usually too difficult for less advanced learners whose vocabulary is limited and they are hardly able to understand the definitions. Another problem is so-called 'circularity'. The term could be explained by the concrete example: In the dictionary the word 'impact' can be defined as 'influence' and 'influence' as 'impact' but if learners do not know these words they are not able to discover the meaning. (Atkinson, 1993, p. 94)

The pros and cons of the bilingual dictionaries result from the advantages and disadvantages of monolingual ones. The most beneficial is the fact that it is convenient for total beginners and sometimes a simple translation can be more effective than a definition.

Obviously, there are benefits on both sides and both dictionaries can be used in the classroom but according to Hayton²⁹ the bilingual dictionaries should be used only when it is necessary because the focus must remain on the English language.

²⁸ <http://www.etni.org.il/monodict.htm>

²⁹ <http://www.teachingenglish.org.uk/think/articles/using-dictionaries>

PRACTICAL PART

The aim of the practical part is to apply the information from the theoretical part to the Czech educational environment and to find out what is the situation relating to the use of translation and English and the mother tongue as the teaching languages at primary and lower-secondary in the district Hodonín. In more details, the aims can be formulated in the following research questions:

Is the mother tongue overused in primary and lower secondary schools in the district of Hodonín?

In what stage of lessons is the mother tongue mostly used in these schools?

In what stages of English lessons is it useful to use the mother tongue and when is it pointless?

What are the learners' opinions about the use of English and their mother tongue in lessons?

What is the influence of two teaching techniques on the learners' study results? (The first style uses English as the only teaching language, the second style uses Czech as the main teaching language.)

What are the learners' opinions about the use of different translation activities in lessons?

Are monolingual dictionaries appropriate for learners at lower-secondary schools?

The research takes into account opinions of the teachers as well as the learners and it is accompanied by my own teaching experience, which enables to achieve three different points of view.

The teachers involved in the research are from the primary and lower-secondary schools, the learners are the 6th graders. I decided to use three different research methods. The teachers were asked to fill a questionnaire and the research among learners was carried out through the teaching experiment and interview. The questionnaire was aimed to show the proportion between the use of L1 and L2 at schools and to find out in what stages of the lesson and why the teachers use the mother tongue or when they try to avoid it and what is their opinion about using translation activities. During the observation two classes were taught in two different styles. In the first one English was used most of the time, in the second one Czech language had an important role in the teaching process. The aim of this experiment was to compare two

styles in different stages of the lesson to find out in which parts it was useful or necessary to use English and when it was pointless. Secondly, it was aimed to explore the ability of learners to adapt to the new teaching style in which English is the prevailing teaching language. Finally, the learners got their chance to express their attitudes to the use of their mother tongue in English lessons in our interview. The results were also compared with the information from the theoretical part.

7 The research among teachers

The aim of the first part of the research is to find out the opinions about the use of the mother tongue and translation activities in the English language lesson among the teachers in district of Hodonín and especially to find out whether the mother tongue is overused in English lessons.

7.1 The description of the research group

The research took place at 41 primary and lower-secondary schools in the district of Hodonín. English teachers from primary and lower-secondary schools took part in the research. There were 19 unqualified teachers in my research and only 11 teachers were qualified for teaching English.

7.2 The description of the research methods

The research was carried out through the questionnaire which consisted of 20 questions. The respondents chose between two or three answers but there was also space for comments and additional information.

The research took place in April and May 2010. The questionnaire was sent to almost 60 respondents. 38 of the questionnaires returned back and 8 of them were eliminated from the research as they contained some inaccurate answers.

The answers were analyzed and presented in graphs and in the final discussion possible causes and connections were deduced from the results and some answers were compared with the learners' opinion in subchapter 8.7.4.

7.3 The results of the questionnaire

Figure 1 relates to the question 2: Should teachers use only English in English lessons in order to make the lesson effective? (see Appendix 2). 73% of the teachers are convinced that it is not necessary to use exclusively English in order to make the learning process effective. On the other hand 27% of the teachers believe that using

only English in lessons guarantees the high quality of a teaching and learning process. (see Appendix 1: Figure 1)

Figure 2 relates to the question 3: Do you think that the use of mother tongue can have a positive influence on English lessons? As it is obvious from Figure 2, 87% of the teachers think that the use of the mother tongue can have a positive influence in English lessons and only 13% of them think that it is useless. (see Appendix 1: Figure 2)

Figure 3 depicts the results of the question 4: Do you use Czech in English lessons? Figure shows that 93% of the teachers admit that they use the mother tongue in English lessons and 7% speak only English. (see Appendix 1: Figure 3)

The teachers who admitted that they used Czech were then asked to choose what the proportion of the mother tongue and English was in their lessons. The results are presented in Figure 4. 33% of the teachers state that they use more English than Czech. 17% of the teachers think that their use of English and Czech is equal and 50% of them admit they use more Czech than English. (see Appendix 1: Figure 4)

Figure 5 shows again the proportion between English and Czech, but this time the answers of qualified and unqualified teachers of English are compared. It is obvious that unqualified English teachers use more Czech in the lesson than the qualified ones. (see Appendix 1: Figure 5)

Figure 6 relates to the questions 6, 7, 8, 9, 10, 11. (see Appendix 2) It shows in which stages of the lesson the mother tongue is used. 60% of the teachers use Czech for presenting the meaning of the new vocabulary. 93% of the teachers use the mother tongue for presenting new grammar. 100% of the teachers use Czech for making comparison of grammatical differences in both languages. There is an obvious contradiction between this answer and the results presented in Figure 3 which shows that 7% of the teachers do not use Czech in the lesson. Those two teachers chose that answer but one of them added a commentary in which he said that he used Czech only in situations, when he absolutely could not avoid it. Maybe this is one of them. The

second teacher probably did not realize his mistake. 30% of the teachers use Czech for giving instructions. 73% of the teachers use Czech for organizing the lesson (e.g.: setting goals, finding out who is missing, etc.). 90% of the teachers use Czech for disciplinary problems. (see Appendix 1: Figure 6)

All respondents agree that they do not want their learners to speak exclusively in English in the lesson (question 12). Figure 7 relates to the results of the questions 13, 14, 15, 16 (see Appendix 2). It shows in which situations learners are usually allowed to use their mother tongue. 90% of the teachers allow their learners to use Czech when asking 'How do you say X in English?'. 100% of the teachers allow their learners to translate a word or phrase in order to assure that they understand it correctly. 53% of the teachers do not mind if their learners use Czech during the group or pair work. 60% of the teachers allow their learners to use Czech when they ask questions that are not directly connected with the teaching and learning process. (see Appendix 1: Figure 7)

Figure 8 presents results of the questions 17, 18, 19 (see Appendix 2) which refer to the use of the translation in the three stages of the lesson: reading comprehension, listening comprehension, testing. As it is obvious from Figure 8, 93% of the teachers admit that they use translation when doing the reading comprehension while only 43% of them use the translation when doing the listening comprehension. 43% of the teachers use translation activities for testing. (see Appendix 1: Figure 8)

In the last question the teachers were asked to choose the main reason why they use the mother tongue in the lesson. Figure 9 shows that 63% of the teachers use Czech because they are afraid that their learners will not understand them. 13% of the teachers use Czech as they are not sure about their language abilities and they do not want to feel embarrassed. 24% of the teachers use Czech because it saves a lot of time. (see Appendix 1: Figure 9)

Figure 10 deals again with the results of the last question but this time the answers of qualified and unqualified English teachers are compared. 82% of qualified teachers and 53% of unqualified teachers use Czech because they are afraid that learners will not understand them. None of the qualified teachers doubts about their language

abilities, but 21% of unqualified teachers is not sure about their language abilities. 18% of the qualified teachers and 26% of the unqualified teachers use mother tongue because it saves a lot of time. (see Appendix 1: Figure 10)

7.4 The interpretation of the results

One of the approaches to the use of the mother tongue in ELT considers the mother tongue as something that devalues teaching of foreign languages. It was a common attitude in the past but it has got quite a lot of adherents even now (see subchapter 3.1). It seems that this opinion has also influenced the Czech school environment, although teachers, who think that English should be the only teaching language of lessons, were in minority. Most of the teachers are convinced about the positive impact of the mother tongue in the lesson. Their opinions tally with the contemporary trends in language teaching, in which the use of the mother tongue is seen as a helpful teaching tool if it is used in appropriate amount in the lesson (see subchapter 3.2).

The mother tongue is used by 93% of the respondents. However, this fact does not show if the mother tongue is overused. It depends on amount of Czech used in the lessons. The outcomes of the questionnaire show that 50% of the teachers use more Czech than English during the lesson and 30% of them state that proportions of English and Czech used in their lessons are similar. These results are alarming and it confirms the statement of the university lector Simon Gill (2005)³⁰ who claims that experiences from Czech schools show that the mother tongue is used too much.

It is difficult to define the exact cause of the situation. In my opinion it could be influenced by the high number of the teachers who are not qualified for teaching English and despite this fact they teach at the primary and lower-secondary schools. There are very few qualified English teachers in Czech schools. English has become an obligatory subject just recently, so those teachers were not needed before. The results show that these unqualified teachers overuse Czech language much more than the qualified ones.

³⁰ <http://www.hltmag.co.uk/ju02/mart2.htm>

Teachers give three main reasons why they use the mother tongue in the lesson: they are afraid that the learners will not understand them; they are not sure about their language abilities; the mother tongue saves time (see subchapter 3.2.2). The results of the questionnaire reveal that teachers who were involved in the research chose mainly the first possibility. Saving time and low language abilities do not play a major role. Some of the teachers explain (in commentary) that language abilities of learners in their class differ so dramatically that it is simply impossible to speak mainly English because there will always be some learners who will never understand. I have the same experience. In my classes there are always at least few pupils who are really weak in English and when I do not use Czech to help them they are completely lost and I feel that the lesson gives them nothing. Interesting thing is also the fact that none of the qualified English teachers think that their language abilities are weak but on the other hand this possibility was chosen by 21% of unqualified English teachers. Together with the fact that there is a big amount of unqualified English teachers in Czech schools it can be seen as one of the main reasons why the mother tongue is overused in Czech schools.

The research is also aimed to find out in which stages of the lesson teachers mainly use the Czech language and when they allow their learners to speak Czech. The possibilities, the respondents could choose from, were inspired by Atkinson and his recommendations in which part of the lesson the use of the mother tongue could be beneficial (see subchapter 3.3).

The use of the mother tongue reaches almost 100% percent in three cases: explaining new grammar, comparing the differences between the two languages and solving disciplinary problems. Making comparisons between the languages cannot probably work without using the mother tongue so the result is not surprising. When explaining the grammar the primary goal should be to make learners understand it properly and the use of English could cause a lot of misunderstanding. The language needed for explanation is sometimes so difficult that it could be problem even for teachers. Therefore the exclusive use of Czech is justified here. However, my further research among learners shows that at least simple grammar items can be explained in English without any difficulties.

Another situation in which the mother tongue is used a lot by the teachers is solving disciplinary problem. Some of the teachers explained that they felt embarrassed

when they tried to do it in English. My own experience is similar. For example, when learners were too noisy and I wanted to quieten them down, I raised my voice and shouted: "Be quiet". Most of them did not understand and those who did found it very funny and laughed and the situation became even worse. I think such situations really require the mother tongue. On the contrary, organizing the lesson or requiring learners to use English when asking questions which are not directly connected with the teaching process (e.g. Can I open the window?) can be an ideal opportunity to practice English in the real-life communication. But outcomes of the questionnaire show that the use of the mother tongue prevails in both cases. In my opinion phrases used for this purpose can be simple and they often repeat so mother tongue is not necessary here.

The positive thing is that quite a lot of teachers use English for presenting the new vocabulary and especially for giving instructions. Instructions which are used in lessons are also repeated very often and therefore it is easy for learners to remember them. According to Pearse and Davies the instruction provide again an ideal opportunity for practicing the real-life communication. As far as the presentation of the new vocabulary is concern many of the teachers commented in the questionnaire that they usually used pictures, cards, real objects or gestures which helped learners to reveal the meaning of new words. The positive influence of the non-verbal communication in a classroom, which can prevent the use of the mother tongue, was already discussed in the theoretical part (see chapter 1).

Learners are usually allowed to use Czech in the situations which were recommended by Atkinson in theoretical part (subchapter 3.3). There are more teachers, who want their learners to use English when they do group work, but Atkinson recommends letting them speak in their mother tongue during cooperation.

To sum up the research has both positive and negative results. The positive ones show that the mother tongue is used in appropriate situations which were recommended in the theoretical part. The problem is that the results of the questionnaire prove that the mother tongue is overused in schools of the Hodonín district. One of the possible reasons might be the big number of the unqualified English teachers working at schools.

8 The research among learners

The second part of the research was aimed to show the view of the issue from the other side taking into account the learners' opinions. The learners, involved in the experiment, were students of two parallel classes, where two teaching styles were used. My first intention was to evaluate the usefulness or even the necessity of the mother tongue during the different stages of the lesson and secondly, I wanted to make the learners experience the teaching style which they were not used to, the teaching style, where the English is the prevailing teaching language in the classroom. Then they had a chance to compare their common lessons with the new approach and express their thoughts about using mother tongue in the English lessons.

8.1 The description of the researched group

The research took place at a lower-secondary school in ZŠ Hovorany. It is a smaller village school. It has got all 9 grades and there are 14 classes in total, 6 of them teach at the primary and 8 at the lower-secondary school. The decision to carry out the research there was quite easy because I have been a teacher at this school since September 2009.

There are 4 other teachers of English, 2 of them teach only primary school students, 2 of them teach lower-secondary school students. I teach English in grades 3, 5, 6, 7 and 9. None of those teachers has studied English at university, they have just attended some courses or studied at the language school for a year. After some time spent with those teachers I have found out that, without one exception, they tend to overuse the Czech in their lessons.

The research was carried out in the two parallel classes, 6.A and 6.B. There are 29 pupils in the class 6.B and 18 pupils in the class 6.A. The learners have been learning English since the 3rd grade. They have got three lessons of English per week. There is no big difference in the study results of these classes, but the 6.B students are generally a little bit better in all subjects and they also seem to be more interested in learning the foreign language. There are two pupils with the special needs in the 6.A.

Half of the pupils attended the primary in Hovorany, the rest came from neighbouring villages and they used to go to ZŠ Čejč in grades 1 to 5. The teacher, who

taught the pupils from Hovorany, was unqualified for teaching English and she started teaching immediately after finishing high school. She did not study at university and she did not have any pedagogical education. The main teaching language in her lessons was Czech and there was not almost any space left for English. The situation in Čejč was similar. When I started teaching in these classes, I tried to use more English but I often translated everything I said into Czech or sometimes I avoided English completely. These classes were the ideal groups for my research.

8.2 The description of the research methods

In order to carry out this part of the research I used two methods. The first one was a teaching experiment supported by self-observation, the second one was an interview. The first part of the teaching experiment took place during 3 lessons in 6.A and 3 parallel lessons in 6.B. Each class was taught in the different teaching style. In the class 6.B the English was used most of the time while in the 6.A the main teaching language was Czech or the combination of both languages which means that something was explained in English and then translated into Czech. The intention was to compare the learners' reactions to the use of English or Czech in the individual stages of the lessons and to decide in what stages using mother tongue was useful or even necessary and where it was pointless. It was also aimed to show how the learners are able to adapt to the new teaching style with the dominance of English. In order to find out the influence of the new style on the learners' ability to understand the new language items the pupils were asked to complete the test revising the grammar and vocabulary from the three lessons. The last lesson was taught only in the class 6.B and it focused on translation activities and on the use of dictionaries. Finally, in the interview the pupils got a chance to express their opinions about the two teaching styles and reveal their attitudes towards the use (or non-use) of the mother tongue in the English. The respondents were asked the same questions which were prepared in advance. The questions were both open and closed.

8.3 The analysis of the lessons

The experiment took place in three lessons in class 6.A and in three lessons in the class 6.B. In both classes the same topic, grammar and vocabulary were discussed. Because the 6.B seemed to be a little bit more advanced in English I decided to use here English as the prevailing teaching language while in the 6.A the lessons were proceeding in the way the pupils were accustomed to. It means that everything was explained in Czech only or the English explanation or instruction was followed by the Czech translation. During the experiment several stages of the lessons were taken into account: giving instructions, explaining and checking the meaning of the vocabulary, explaining the grammar and checking the learners' understanding of the grammar, cooperation among learners in groups, organizing the lesson, discussing the classroom methodology, maintaining discipline, checking reading comprehension. The use of the mother tongue in these parts of the lesson was also discussed in the theoretical part (see chapter 3.3). The learners in 6.B were provided with a list of common instructions, commands and phrases in English a week before the research in order to be at least a little prepared for the lesson.

8.3.1 The analysis of the 1st lesson

Date: 26th of April 2010.

Class: 6.B, 6.A

Number of pupils: 19 pupils in the 6.B, 16 pupils in the 6.A (two pupils were missing)

Duration: 45 min.

The topic: Shopping

Aims: to practise new vocabulary, to practise prepositions, to practise communicative skills and to train the cooperation among learners.

Teaching aids: cards with pictures of toiletries and cosmetics articles, cards with British and American prices, a bilingual dictionary, a student's book and a workbook.

Classroom interaction: group work, pair work, individual work.

Lesson plan 1

1. Greetings, classroom management, outlining the lesson plan. (3 min.)
2. Practising the vocabulary from the previous lesson (toiletries and cosmetics articles). Pupils work in groups of 4. First they order the pictures according to dictation. Then they say the position of the pictures practising the prepositions above, below, next to on the right, on the left, between. The group work is finished with the game 'bingo'. (15 min)
3. Revising the British and American currency. Learners read the prices written on the cards and then write the prices according to dictation. (8 min)
4. Presenting the new vocabulary (the names of shops). The learners guess the word CHEMIST in the game 'hangman'. The teacher helps the learners reveal its meaning by explaining what can be bought there. Then the learners work in pairs and put down the names of other shops (taken from an exercise in workbook) and write things which can be bought in each shop. Then they discuss their ideas with others and with the teacher. Finally they do exercise in the workbook and write what shops are there in their village. (15 min)
5. Setting the homework. The evaluation of the lesson. (4 min.)

1) Greetings, classroom management, outlining the lesson plan.

Class 6.B: The class was greeted in English and all the learners answered also in English because we did it so in each lesson before so there was no problem. When I was writing into class-register I asked the learners who is on duty because it was not written in the register. The learners obviously did not understand the question as there was no answer therefore I tried to say the question in a different way:

"Well, Pavlína and Adéla were on duty last week. And who is on duty this week?"

It probably helped them because the two girls put their hands up immediately. I asked them who is missing. Girls answered without hesitation, so it seems that the question was familiar to them. Even my following request to write the date on the blackboard was not a problem for them. One of the pupils wanted to apologize because he left his workbook at home. He started to apologize in Czech but I stopped him and ask him to speak in English. I wanted them to apologize in English from the beginning of the

school year so it should not have been difficult for him. With the help of some classmates he created the sentence:

“Miss Jančová, I forgot my workbook at home.”

“OK, you left your workbook at home. You can sit down.” I stressed the word ‘left’.

Finally, I briefly explained the lesson plan in English. Some of the learners looked a little bit confused, but most of them seemed to have understood.

Class 6.A: The beginning of the lesson was similar as in the 6.B. The class was greeted in English. The learners apologized also in the target language. I asked who is on duty and who is missing in English at first and then translated it into the Czech. The lesson plan was also said in both languages.

2) Practicing the vocabulary

Class 6.B: Children were divided into groups of four. The instruction to make groups was given in English. Nobody seemed to understand what I wanted them to do. So I said it again but in a different way.

“I want you to make groups of 4. So Hanka, Daniela, Dan and David make group 1. Lenka, Aneta, Markéta and Veronika make group 2...”

I continued in this way and the learners realized quickly what they should do. Each group got the set of cards with pictures of toiletries and cosmetics articles. The first task was to order the pictures according to dictation. The instruction to order the picture was not difficult for the learners but the problem was to explain them how it should be ordered. I wanted them to make three lines, one below the other, 3 pictures in each line. In order to help them I draw the scheme on the blackboard. But they still looked puzzled. Finally, one girl asked in Czech.

Learner: “Takže my máme udělat tři řady po třech a pod sebou?”

Teacher: “Yes, three lines, one below the other, three pictures in each line.”

In the second activity the learners were supposed to say the position of the pictures. I wrote the prepositions on the board and I gave them an example question and answer. “Where is the toothbrush?” “It is between the comb and soap.” After giving this example the learners were able to give me the right answers. The following game ‘bingo’ was familiar to them so it needed only a simple instruction: *“Lets` play a bingo with your pictures. We will play in groups today.”* Everybody understood.

Finally they were asked to go back to their seats in English. As far as the cooperation in groups is concerned the learners were speaking only in Czech. I used simple commands to remind them to use English: *“In English, please.” “Speak English!”* But it had no effect.

Class 6.A: The instruction to make groups were said in English and translated into Czech. I used Czech for explaining the learners how to order the pictures. The other instructions were the same as in the class 6.B. The learners' language in groups was exclusively Czech. The whole stage was completed more quickly and the progress of the activities was more fluent in the class 6.A.

3) Revising the British and American currency

Class 6.B: The first activity was quite easy. I did not need any difficult explanations. The learners knew how to read the British and American prices from the last lesson. Therefore I simply showed a card with a price and asked somebody to read it. I did not explain them their mistakes but I only asked another pupil to read it correctly. In the following activity I asked them to open their exercise books. Some of them forgot what the word 'exercise book' meant so in order to help them I simply raised up my exercise book. I told them in English to put down the prices which they heard. A few pupils did not understand and they asked the classmates in Czech. One of the pupils was asked to write the prices on the board so the learners could check their prices with those on the board.

Class 6.A: There was a little difference in the first activity in class 6.A Learners were asked to read the prices in English. But I corrected and explained their mistakes in Czech and let them to say it again. In the second activity the instructions were given in English and translated into Czech.

4) Presenting the new vocabulary

Class 6.B: The stage started with the game 'hangman' which was familiar to the learners. There was no explanation needed. I wrote the dashes on the board and the learners started to guess automatically. They guessed the word 'chemist'. In order to explain them its meaning I said that it is a kind of shop and named the thing we could buy there. Then I asked them in English to work in pairs, to open their workbooks and write the names of shops from exercise 5 into their exercise books and put down what

could be bought in each exercise. It seemed that only a few learners knew exactly what to do, therefore I asked one girl to say the rest of the class what to do in Czech. During the pair work the learners communicated mainly in Czech. Some of them asked me in Czech how to say something in English. Finally, we checked the exercise together. I asked them what can people bought in each shop and they read their answers. They did not know some names of shops. In that case I named the thing we can bought their. There was a problem with the 'department store'. The learners were not able to reveal the meaning even after my explanation therefore I offered them the Czech equivalent. Finally, they did the exercise in workbook. They wrote which shops could be found in their village. I did not translate the instruction from the workbook to them. Those who did not understand it asked somebody in the class.

Class 6.A: The main difference in this class was that the learners were given the Czech equivalents of the names of shops. The instructions were given in Czech. During the pair work the learners communicated in Czech. They also asked me in English how to say something in Czech. I asked one of them to translate the instructions in workbook

5) The homework was set in English in 6.B. The learners understood. In 6.A the homework was set in Czech. Similarly I evaluate the learners' work in English in 6.B but in Czech in 6.A. There were few minutes left in 6.A so I used them for a brief revision of vocabulary (learners were asked to say Czech equivalents).

The lesson proceeded more fluently and more quickly in 6.A. Therefore there was time left for a short revision. In 6.B the explanations and instructions took off more time and in order the do everything from the plan the learners had shorter time for some activities than the learners in 6.A.

In most of the exercises the learners did not have a problem to understand the instructions or explanations in English in class 6.B. However, they sometimes looked that they were not sure, especially about the meanings of some names of shops. In such a case, I found it very useful to offer the Czech equivalents. But most of the vocabulary could be easily explained in English, therefore in 6.A it was pointless to give Czech equivalents of all the names of shops.

The biggest problem in 6.B was giving the instructions in the second stage of the lesson. To explain how to order the pictures was difficult for me and the learners were

hardly able to understand. We lost a lot of time with it. In my opinion it is better to use the translation when the instructions are so complicated. Otherwise it could make the whole activity confusing and it could mean wasting lot of time. The learners in 6.A seemed to be relieved when the English instruction was followed by the Czech translation.

There was no significant difference in the other activities in class 6.A and 6.B. The instructions and explanations were simple therefore the learners in 6.B understood easily. It seems that Czech in these tasks was unnecessary.

8.3.2 The analysis of the 2nd lesson

Date: 27th April, 28th April

Class: 6.B, 6.A

Number of pupils: 18 pupils in the 6.B, 16 pupils in the 6.A

Duration: 45 min.

The topic: Shopping

Aims: to practise vocabulary, to learn the use of how much/how many

Teaching aids: cards with pictures of toiletries and cosmetics articles, student`s book and workbook (see Appendices 4 and 5)

Classroom interaction: group work, pair work, individual work

Lesson plan

1. Greetings, classroom management, outlining the plan (3 min)
2. The revision of vocabulary (toiletries and cosmetics articles, names of shops). Learners work in groups and play the game ‘bingo’. Then the learners guess the names of shops according to teacher`s description. (10 min)
3. Presenting the new vocabulary and checking the homework. The teacher shows the cards with pictures relating to the names of buildings in the town or village (the names of buildings were in the exercise the learners did at home). Children say which building the picture relates to. Finally the learners read their homework (they were supposed to write which buildings can be found in their village. (5 min)
4. Dialogue from the shop. First the two learners read the dialogue from the pupil`s book aloud. Then they work in pairs and learn the similar dialogues by heart. They are

asked to choose different toiletries and cosmetics articles and prices from the picture in pupil's book (see appendices).

5. Presentation of the new grammar – how much/how many. The teacher explains the rules at first, and then learners practice it in the exercise from their workbooks.

6. Evaluation of the lesson. Saying 'Goodbye'.

1) Greetings, setting the plan, classroom management

The beginning of the lesson proceeded quite fluently in both classes. I asked in English who is on duty and who is missing in 6.B. All learners seemed to understand. In 6.A these questions were translated into Czech. The lesson plan was set in English in 6.B but in Czech in 6.A. Learners in 6.B looked that they are not sure about the lesson plan. Some learners from 6.B had to take a test because they were missing when the others took it. I gave them instructions in English but when they wanted to ask something about the test, they used Czech and I explained it in Czech, too.

2) The revision of vocabulary (toiletries and cosmetics articles, names of shops)

Class 6.B: The first activity was BINGO again. Learners did not have any problems with understanding my English instructions to make groups and to order pictures for the game as they remembered it from the previous lesson. The only problem was they still spoke in Czech with their classmates in the groups. In the next activity I named the things which could be bought in shops and they guessed the name of the shop. It was again quite easy because the activity was also done already in the previous lesson.

Class 6.A: The instructions were given in English and translated into Czech. But I felt that most of the learners understood the English instructions immediately and that they did not need the translation. They probably remembered the English instructions from the previous lesson.

3) Presenting the new vocabulary.

Class 6.B: Instructions were given in English again. Learners were asked to look at the symbols on the cards and say the names of the buildings in the town which they already used in their homework. They understood my instructions easily and they were

able to name all the buildings. Some pupils were asked to read their homework (there were supposed to write the buildings which could be found in their village. One of them had a problem with the word order in his sentence. I tried to explain him his mistake in English but at first he was confused. Therefore I explained once again in a different and easier way and tried to help him by writing the two sentences (correct and wrong) on the board. This time he realized his mistake.

Class 6.A: I gave the instructions in the English and then in Czech. Learners' mistakes were explained only in Czech therefore they could understand their mistakes immediately and there was not such a big loss of time as in the 6.B.

4) Dialogue from the shop.

Class 6.B: Learners were asked in English to work in pairs and divide the roles in the dialogue from the exercise in the pupils' book. These instructions were easy for them. But the problem came when I asked them to learn the dialogue by heart. They did not know the phrase 'by heart' and they did not understand what to do at all. So I used a different instruction: "Read the dialogue in pairs, learn it and then say it aloud without looking in the text." Several pupils understood it but there were still many of those who did not know what to do. Finally, I asked one of the learners to explain the others what should they do in Czech.

Class 6.A: The simpler instructions were given in English (e.g.: 'Open your pupil's books'. 'Read the dialogue in exercise 4.')

 but the most difficult were explained in Czech. This saved a lot of time again.

5) Presentation of the new grammar (how many/how much).

Class 6.B: The grammar was not too difficult therefore I decided to explain it in English. I wrote the two phrases on the board and offered the learners two words (shampoo, napkins). They had to guess to which of these phrases both words belonged. Then I marked the words as countable and uncountable and asked pupils what it means. One girl said its Czech meaning and I explained that 'how much' is used with uncountable nouns and 'how many' with countable nouns. Almost all learners seemed that they understood the grammar. Then they practised it in their workbooks but when checking the exercise we found the problem. Some learners were not able to recognize countable and uncountable nouns. They thought that shower gel could be countable

because we could have several shower gels. I had to explain that it expressed the amount of the gel in a bottle and that it could not be counted. But it was quite difficult to explain it in English and I was not sure if all learners understood my explanation.

Class 6.A: The grammar was explained in Czech only. There was a similar problem with countable and uncountable nouns. I explained it in Czech. The simple instructions (e.g.: Complete the exercise 5 in your workbook.) were given in English.

6) There were more minutes left in 6.A at the end of the lesson. We used it for a brief revision. We lost some time in 6.B due to the difficult English explanations and we had not time for the revision again. The evaluation of the lesson was in Czech in 6.A but in English in 6.B. I praised them in English and asked them a few English questions ('Did you like the lesson?'; 'Was it difficult for you?' ; 'What was the most difficult thing?'). Their answers were very simple (Yes., No.) but the last questions were not easy to answer and they gave me the answer in Czech.

The main differences between two classes were the time and fluency again. The difficult explanations in English took a lot of time in 6.B and we did not have any time left for the recapitulation at the end of the lesson.

I could notice a little progress in both classes. Some instructions were understood better than in the previous lesson as they had heard them before. . Even in 6.A some of learners understood the English instructions easily even if they were given the Czech translation.

I was afraid to explain the grammar in English. But it appeared that even the grammar (but not too difficult) could be easily presented in the target language. But when the rules or explanations were more difficult, the mother tongue was very useful. In this case using mother tongue would be very profitable.

The problem which was the same as in the previous lesson was that the learners still kept talking in Czech. They used it in group and pair works or when asking me something (e.g.: Can I have a drink?). In such situation I kept reminding them using simple phrase like 'In English!', for example, or I at least tried to paraphrase their questions in English ('Ok, you can have a drink.').

8.3.3 The analysis of the 3rd lesson

Date: 29th April, 30th April

Class: 6.B, 6.A

Number of pupils: 18 pupils in the 6.B, 16 pupils in the 6.A

Duration: 45 min.

The topic: Future tense

Aims: to practise vocabulary, to practise the use of how much/how many, to learn how to express the future simple tense

Teaching aids: student`s book and workbook (see Appendices 4 and 5)

Classroom interaction: pair work, individual work

Lesson plan

1. Greetings, setting the lesson plan, classroom management.
2. Vocabulary revision. Learners work with the picture in their pupils` books, exercise number 1 (see appendices). Teacher asks them ‘How much is the...’ and learners find out the price in the picture. Then they do the same thing in pairs.
3. Practicing the grammar (how much/how many). Learners write two columns in their exercise book – HOW MANY and HOW MUCH. The teacher dictates the nouns and learners put them down into the right column.
4. Presenting the new grammar (future simple tense). Teacher explains the rules and provides learners with example sentences. Then learners practise the grammar through translation activity.
5. Reading comprehension. Learners read the short text in the pupils` book and then complete the sentences with the information from the text. They practice making the future tense at the same time.
6. Evaluation of the lesson, setting the homework.

1) The first part of the lesson was similar to the previous lessons. Greetings were in English in both classes. Setting the homework was in Czech in 6.A and in English in 6.B. There were no significant problems to understand in 6.B.

2) Vocabulary revision.

Class 6.B: The instructions to work in pairs were in English and learners did not have problem with it. The English instruction how to do the activity was a little bit difficult and some of the learners were not sure what to do. They asked me in Czech what should they do and I gave them a little bit modified explanation in English again. But some of them were still confused therefore they asked some classmates who translated my instructions to them. During the activity I go around the class and check the learners. Sometimes I heard mistakes and I corrected them in English saying the sentence in the right way and asked the learner who made the mistake to repeat it. Children did not have problem to understand their mistakes.

Class 6.A: The English instructions were translated into Czech which was in this case really helpful for me as well as for learners because the instructions were more difficult as we knew from the situation in the 6.B. I corrected their mistakes during the activity mainly in Czech.

3) Practicing the grammar (how much/how many).

Class 6.B: I asked learners in English to write two columns (HOW MANY, HOW MUCH) in their exercise book. In order to help them I drew the same columns on the board. I asked them to write the nouns I dictated into the right column. All learners seemed to understand. Finally, learners wrote the nouns in the columns on the board so everyone could check it. There was no Czech used and the activity proceeded fluently without any difficulties.

Class 6.A: I said the instructions in English and then asked someone to repeat in Czech what I wanted them to do. The simple instructions ('Come here and write it on the board.') were not translated.

4) Presentation of the new grammar (future simple tense)

Class 6.B: The explanation of grammar was given in English. I tried to use as simple sentences as possible but it was really difficult for me and for learners, too. I wrote the simple schema of the grammar on the board which helped learners a lot. Here is an example of my English explanations: *"There are the two ways how to express the future. You can use 'will' or 'be going to'. We use 'will' in the two situations. To express our decision we made right now. For example: 'Will you have a cup of tea?' 'Yes, I will'. Then we can use it for making promises (e.g.: 'I will be careful.');* making

predictions about future, (e.g.: 'It will rain tomorrow.') and for talking about habits. We use 'be going to' to talk about some plans (e.g.: 'I am going to visit my grandma at the weekend'). It can be translated with the expressions 'chystám se, hodlám', etc." I explained it very slowly and I repeated some sentences. I wrote some example sentences (affirmative, negative, question) on the board and I asked learners to translate them into Czech. After my presentation I asked learners to look at the exercise in the pupils' books where the explanation was given in Czech and they seemed to be very grateful about it. Finally, we practiced it through translation. Learners were asked to translate the sentence into English. Several Czech sentences were written on the board. Learners wrote them down into their notebooks and then translated them individually. Finally, correct English sentences were written on the board and learners could check it. Here are some example sentences: Chystám se mu zavolat. - I am going to call him. O víkendu bude sněžit. - It will snow at the weekend. Nehodlám to udělat. - I am not going to do that. Chystá se jet do Londýna. - He is going to go to London. Chystají se navštívit babičku. - They are going to visit their grandma. Nepřijdu pozdě. - I won't be late. Slibuji, že přijdu na tvůj večírek. - I promise I will come at your party. They did not have problem with choosing the correct tense but they did with the translation itself. We lost a lot of time in this part of the lesson.

Class 6.A: I did not use the English for the presentation of the new grammar at all. Therefore it was really simple for learners to understand the grammar and we saved a lot of time. I did not need to write a scheme in this class. They had got the same problem with the translation as class 6.B.

5) Reading comprehension

Since we lost a lot of time in 6.B there was no time left for this activity. So we did it only in 6.A. They were asked to read and translate the text in the exercise in their pupils' books. Two learners read the dialogue aloud and then I asked some learners to translate one sentence. They had to use an exact translation. This translation activity should make it easier for them to complete the following sentences with the information from the text. In the same time they practiced the use of 'be going to'. They were asked to complete the sentences in pairs and finally we checked it together. Instructions were given in English and one of the pupils was asked to repeat it in Czech.

6) I asked learners to evaluate the lesson and their work on their own. But learners was not able to formulate their opinions in English therefore I had to give them questions and they answered with simple one-word sentences. Pupils in 6.A were allowed to speak in Czech so they were able to provide me with an interesting feedback. Finally, I informed both classes in Czech that there will be the test in the next lesson and told them what they should learn for the test.

This time the main difference between the two classes was in the stage when the new grammar was presented. The grammar was more difficult in this lesson and it required more complex explanations. Explaining the grammar in English was difficult for me and it was very confusing for the learners. I tried to help them with the scheme written on the blackboard but the real help for them was that they could read the Czech explanations in their pupils' books. The mother tongue was very helpful tool in this case and we saved a lot of time in 6.A. I had a feeling at the end of the lesson that the learners in 6.A grasped the grammar much better than learners in 6.B.

The other stages proceeded fluently in both classes. The learners seemed to make a big progress with English instructions. But it was still a big problem to force the learners to speak English. Only a few learners tried to formulate English sentences, for example, when they asked me 'How can I say X in English?'.

8.4 Interpretation of the results and recommendations

The experiment showed several important things. At first it proves that it is not impracticable to start using more English even in the class, where mother tongue had been overused. After few lessons of using English as the main teaching language, the progress was significant. Especially English instructions became familiar to learners very quickly. Therefore it is important to be patient and not to give up after the first unsuccessful attempt.

But on the other hand, the research confirmed the facts from the theoretical part describing the positive use of the mother tongue (see subchapter 3.3). I found out that in some stages of the lesson it would be very useful to have the mother tongue at my disposal. The use of it in some situations would save a lot of time in class 6.B, but what is more important, it could help learners to understand some difficult language items

properly. I would gladly use the mother tongue when explaining more complex grammar (the future tense) and when organizing some activities which needed more difficult explanations. Providing the Czech equivalent for some unknown vocabulary is also very useful. But most of the simpler instructions and explanations can definitely be expressed in English, even the less difficult grammar. For revealing the meaning of the new words the use of pictures and cards proved good. It often prevented the use of the L1. This fact confirms the usefulness of the non-verbal ways for presenting new language items which were recommended in the theoretical part (see subchapter 1.2).

As far as the learners' language is concerned I have already mentioned that they spoke mainly Czech and that I was not able to make them speak English. I think the biggest problem is that they were not able to express everything they wanted in the target language as they were accustomed to speak only Czech. They probably need more time. My advice how to help them is to discuss with them the most common phrases, provide them with English equivalents and maybe write English phrases on the paper and hang it somewhere in the classroom so that learners can look at it during lessons.

8.5 Test

In the fourth lesson the learners took the test revising the grammar and vocabulary from the three previous lessons. The aim of the test was to find out if the different teaching styles influenced the study results in any way, especially in class 6.B where learners were dealing with the new teaching style. The fact that everything was explained in English could have influenced negatively the learners' ability to understand the new language items properly.

The test took about 20 minutes so before they started to complete the test there was some time for the brief revision. We practiced mainly the future tense as it was the most difficult part and there was not enough time for it in the previous lesson.

The test consists of 2 vocabulary exercises and three grammar exercises (see Appendix 6). As it was written in the theoretical part the translation can be useful tool for checking the learners' knowledge (see subchapter 3.3). Therefore I decided to use the translation exercise in the test for checking the learners' knowledge of the future tense.

When learners got the test we went through it together. The instructions were in English. I asked some pupils to read the instruction and translate it. Children were allowed to ask me in Czech if they did not understand anything.

8.5.1 Presentation and interpretation of the results

The tests were corrected and assessed and the gained number of points was transformed into the form of percentages. In order to make the overview of the results as clear as possible the results are presented in the tables which consist of gained number of points as well as the percentage score. Beside the presenting the results I tried to comment on the results and tried to find the most probable causes of it.

Exercise	Maximum number of points which could be gained
Exercise I	12 points
Exercise II	6 points
Exercise III	5 points
Exercise IV	6 points
Exercise V	7 points
TOTAL	36 points

Table 1: Maximum number of points which could be gained

Class	Average total score
6.A	20 points (56 %)
6.B	21 points (58 %)

Table 2: Average total score

In Table 2 the total score of both classes is showed. Although class 6.B did slightly better in the test than class 6.A, the difference between both classes is insignificant. The results correspond with the common results which both classes usually achieve in the tests. Class 6.B is usually more successful but the scores do not differ too much. The results show that the use of English for most of the time in the lessons did not have negative influence on the learners` success in the test. The learners from class 6.B managed to learn the new language items as well as the learners in 6.A who were provided with Czech explanations.

In order to be more specific I decided to compare the scores in the individual exercises in the test. The results are illustrated in Table 3.

Exercise	6.A	6.B
Exercise 1 (vocabulary)	8 points (67%)	8 points (67%)
Exercise 2 (grammar)	5 points (83%)	5 points (83%)
Exercise 3 (vocabulary)	1 point (20%)	1 point (20%)
Exercise 4 (grammar)	5 points (83%)	4 points (67%)
Exercise 5 (grammar)	1 point (14%)	2 points (29%)

Table 3: Average score in the individual exercises

Both classes were better in the grammar exercises than in the vocabulary exercises with the exception of the grammar exercise 5 which had a form of translation activity. It is not surprising because the grammar was quite easy and both classes understood it well in the lessons. There were a lot of new vocabulary and though I dedicated enough time to practice the new words it was not easy to remember.

As it is obvious from the table, class 6.B was more successful or the same as 6.A in all exercises apart from the exercise 4. This exercise was focused on the use of ‘how many’ and ‘how much’. Considering the fact that it is only one exercise in which the 6.B did worse than the 6.A, it can be assumed that it is not just coincidence. I think that in this case the cause might be the use of English for the explanation of the grammar.

When analyzing the second lesson I have mentioned that the learners in 6.B had problems with recognizing what is the countable or uncountable noun. I tried to explain it in English but they did not seem to be satisfied. Maybe this fact led to the worse results in the test.

The last thing worth mentioning is the fact that both classes were very weak in the translation exercise. When evaluating the tests I noticed that the learners usually chose the correct form of the future tense but they were not able to construct the whole sentences. Therefore the results do not say anything about their knowledge of the future tense and the choice of the translation activity for the test was not the most suitable option.

To sum up, I consider the main purpose of the test to be fulfilled because it has shown the influence of the two styles, especially the style using mainly English, on the learners' ability to learn the new language items. Both classes achieved similar scores, which mean that the use of English for instructions and explanations had only a minor or even no negative influence. The positive influence of the use of the mother tongue in the lesson is proved in the exercise number 4. Class 6.A gained more points in the exercise and the reason might be the use of Czech for explaining the difference between countable and uncountable nouns.

8.6 Translation activities

The fifth lesson in 6.B focused on the translation activities and on the use of the dictionaries. The aim was to check the advantages and disadvantages of the different translation methods and the pros and cons of the bilingual and monolingual dictionaries which were presented in the theoretical part (see chapters 5 and 6).

Learners were asked to translate the fairy-tales from their pupils' book. They used different translation activities for individual parts of the text.

Activity 1 – the free translation without dictionaries

Some of the learners were asked to read the first half of the fairy-tale Lazy Jack. Then the learners had some time to think about the story and finally they were asked to tell what it was about using their own words. They were not allowed to use dictionaries.

This activity was quite easy for the teacher as well as for the learners. It did not require any difficult preparation. The story chosen for the activity was interesting so the learners were motivated. The learners were able to understand the main idea of the story. However, there were some misunderstanding caused by the fact that they did not know some words, this was the only disadvantage. The positive thing was that children were able to retell the story fluently using sentences with right word order and the activity was really quick so we did not waste any time.

Activity 2 – the free translation with dictionaries

The second part of the story Lazy Jack was translated in the same way with the exception that before learners started to retell the story we discussed the unknown words and they had to look up them in the bilingual dictionaries. Even though looking up words in dictionaries took some time, the activity was really quick. But its use had a positive effect as it prevented the similar misunderstanding from the previous activity. It was the first proof of the usefulness of the bilingual dictionaries.

Activity 3 – the exact translation with monolingual and bilingual dictionaries

The second story was translated in the two ways. Learners were divided into two groups. They wrote the translated text on the sheet of paper. The first group was asked to translate the first half of the story and they were allowed to use bilingual dictionaries. The second group translated the second half of the story and they used monolingual dictionaries. Both types of dictionaries were for elementary and pre-intermediate levels.

The exact translation appeared as the big problem for the learners. In the free translation they were able to provide the fluent speech but in the exact translation they were not able to express the sentences as it is common for the Czech language and they kept the English word order. Therefore the whole text sounded unnatural.

As far as the dictionaries are concerned the bilingual dictionaries were definitely the better choice. Learners using the monolingual dictionaries had real difficulties to understand the meaning from the definitions and they did not translate a lot of words.

The exact translation was also very time-consuming and the learners seemed to be bored at the end.

To sum up some main ideas which came from the lesson could be pointed out. The translation could be used as an interesting activity but it should be as easy as

possible in order to prevent learners from becoming bored. Firstly, it should not be the only activity in the lesson as the learners need more varied program, otherwise they will become tired very soon. The exact translation was really difficult for them as they struggled to construct correct Czech sentences. I think it is necessary to practice it but it would be better to use only very short texts for exact translation. It could be useful for translation of the text which consist some grammatical items teachers want to practice or compare with Czech. For classical reading comprehension free translations is probably better as it is less difficult for learners and it saves a lot of time. The monolingual dictionaries appeared to be totally inappropriate for young learners. On the other hand, learners had no previous experience with monolingual dictionaries and it might be much easier for them to work with these dictionaries if they get chance to use them more often. But my opinion is that learners in the 6th grade are too young and their language abilities are not at the level which is suitable for the use of monolingual dictionaries. It would probably work better with older learners.

8.7 Interview

The last part of the research among learners is the interview. The aim of it was to find out the learners` opinions about the two teaching styles which they had chance to experienced. Some of their answers will be compared with the opinions of the teachers in order to see if there are some significant differences between them.

8.7.1 Description of the research group, the background and the method

The participants of the interview were the learners from class 6.B. Some pupils were missing therefore only 17 learners took part in the interview. The interview took place in the ZŠ Hovorany in the classroom 6.B. It started in the afternoon and it lasted about 1 hour.

I used the interview with both open and closed questions. The interview was carried out in the group. The learners were answering 6 questions relating to their opinions about the two teaching styles in which teachers use either English or Czech as the main teaching language. Teacher and learners spoke only Czech during the interview. All participants were sitting in a circle so that we could see each other. I put

the answers down in the prepared papers during the interview. I kept the anonymity of the participants.

8.7.2 The process of the interview

At the beginning the learners were informed about the purpose of the interview. They were promised that their anonymity would be kept. In order to encourage them to give only truthful answers I assured them that I would not mind the negatives opinions.

Then we started with the interview. I asked the questions and they answered one after another. Sometimes there was a short discussion about the opinions among the learners. In some cases I added some information in order to make the question clearer.

After answering all questions I evaluated learners' cooperation and thanked them for their willingness to participate in the research.

8.7.3 The presentation of the answers

In the following part the answers are presented mostly in the form of the tables in order to make it as clear as possible.

Learners were answering these 6 questions in the interview:

1. Did you like the teaching style in which the teacher spoke mainly English?
Why?
2. How much did you understand the teacher in the last three lessons where the English was the prevailing teaching language?
3. Do you think that the Czech should be used in some part of the lesson? In which of them?
4. Which teaching style could help you learn the English better?
5. Which of the two teaching styles would you choose if you had a choice?
6. Do you find the translation activities boring?

Question 1: Did you like the teaching style in which the teacher spoke mainly English? Why?

In the first part the learners used mainly one-word answers – yes, no. 71% of the learners answered that they liked the lesson and 29% did not like it. In the second part their task was to give the reasons why they did or did not like the lesson. The positive answers are listed in Table 4. Some of the answers were the same or similar so I wrote such answer just once and therefore the number of answers does not correspond with the number of the learners.

1.	<i>“I had to think about what the teacher said and therefore I paid more attention and the lesson was not boring.”</i>
2.	<i>“We have got a nice teacher who is not strict so she was not angry when we did not understand something.”</i>
3.	<i>“Because it was fun when we did not understand something and we did not know what to do. We laughed a lot.”</i>
4.	<i>“Because we learnt a lot.”</i>
5.	<i>“Because it was something new and more interesting than the common lesson we used to have.”</i>
6.	<i>“I like to translate from the English into the Czech.”</i>
7.	<i>“Because I like the English language and I like to hear it as much as possible.”</i>

Table 4: Reasons of the learners who liked the teaching style

As far as the negative answers are concern all five learners who did not like the style say the same reason: *“I did not like it because I did not understand what the teacher said.”*

Question 2: How much did you understand the teacher in the last three lessons in which English was the prevailing teaching language?

The answers for the second question can be divided into main groups. The first group comprises of those learners who understood over more than 50%. In the second group are those who understood about 50% and in the last group those who understood less than 50%. The results are listed in Table 5.

Amount of the teacher`s instructions and explanations which were understood	Number of learners
More than 50%	41%
About 50%	35%
Less than 50%	24%

Table 5: How much did the learners understand?

Question 3: Do you think that the Czech should be used in some parts of the lesson? In which of them?

I tried to specify this question during the interview. I provided the learners with the list of the lesson stages which they could think about (presentation of the grammar, presentation of the new vocabulary, giving instructions, organizing the lesson, setting aims, evaluating the lesson, solving disciplinary problems, etc.). The learners chose only between the first three – grammar, vocabulary, instructions. Results can be found in Table 6.

Stage of the lesson	Number of pupils
Grammar presentation	82 %
Vocabulary presentation	24 %
Giving instructions and organizing the lesson	41 %

Table 6: In which lesson stages the mother tongue should be used?

Question 4: Which teaching style could help you learn the English better?

71 % of the learners are convinced that they can learn English better when their teacher speaks mainly English. But most of them add that it is true only if Czech is used for some difficult explanations and instructions. 29 % of the learners believe that they can learn English better when Czech is the prevailing teaching language.

Question 5: Which of the two teaching styles would you choose if you had a choice?

Before discussing the question I specified that the teaching style in which the teacher speaks mainly English does not mean that he cannot use the mother tongue at all. 71 % of the learners chose the teaching style in which the teacher speaks mainly English and 29 % chose the style in which Czech is the prevailing teaching language.

Question 6: Do you find the translation activities boring.

Surprisingly only 24% of the learners think that translation activities are boring. They all agreed that it is too difficult. 76% like the translation activities. The main

reason given by them was that they want to know what they are reading about otherwise they the reading of the text is pointless.

8.7.4 The interpretation of answers and comparison with teachers` opinions

The research among teachers has shown that the main reason why they use the mother tongue is that learners do not understand them. But the learners from the class 6.B have very positive attitude towards the lessons, in which English was the main teaching language. What is more important, only a little part of the class understood less than 50% which is really positive if we take into account the fact that they were accustomed to lessons, in which the mother tongue was overused. I could see a big progress after the three lessons so my recommendation is to try and be patient. Teachers cannot expect that it will work immediately. From the answers it is obvious that the use of English by the teacher worked as a kind of motivation. It was often a fun for the learners and it helped them to pay more attention and to concentrate. These are indisputably very positive effects.

Of course, I do not think that lessons should be taught only in English and the learners have the same opinion. Most of them think that some stages should be taught in Czech. Their choice is similar to the teachers` one. Many of the learners would like their teachers to explain them the grammar in English and most of the teachers involved in the research really use Czech. The learners had chance to experience the situation when the difficult grammar was explained in English and it did not work very well and it might have influenced their choice. A lot of them would like to hear instructions in Czech, too. Their opinion might also be influenced by the negative experience during lessons because in some activities where the instructions were more difficult, some of the learners were not able to understand what the teacher wanted them to do. But there are still more than half of the learners who do not have problem with English instruction. As I have already mentioned, they need some time to adapt and to become familiar with the most common English instructions and then it will be much easier for them. Only after three lessons their reactions to my English instructions were significantly better than at the beginning of the research.

The important fact is that most of the learners would choose the style in which English is the prevailing but not only teaching language in the lesson. The main reason

might be found in their persuasion that they will learn more if their teacher uses more English.

The last question of the interview focused on the translation activities. It was already mentioned in the theoretical part that the translation is considered to be a boring teaching method by teachers as well as learners. But the opinions of the learners from the 6.B are opposite. Most of them liked it and those who did not explained that the biggest problem was that the translation is difficult for them. But most of them were the learners who are generally very weak in English. I think the main reason why the learners were not bored was that the lesson was not monotonous as I used different activities. I agree with the authors who claim that the translation need not to be boring, it depends on teachers' ability to prepare interesting activities (see subchapter 5.6).

CONCLUSION

The main aim of the thesis was to present the main opinions about the use of the mother tongue and translation in ELT and then apply this information and check its usefulness in practice.

The theoretical part dealt in its 6 chapters with the ways of communication and presenting new language items in the classroom; the development of the attitudes towards the use of the mother tongue in ELT; the positive and negative aspects of the use of the mother tongue in the classroom; the native and non-native speaker teachers, the use of the translation in the classroom and with the advantages and disadvantages of the use of dictionaries in the language classroom.

In the theoretical part several most important facts were found out. There were rather controversial opinions about the use of the mother tongue for a long time but in the last few decades the mother tongue has been gaining an important position in ELT. Nowadays, it is recommended to involve the mother tongue in the lesson in appropriate situations as it can reduce the stress of both learners and teachers, it can also help learners to understand the language items better and it helps to keep the dynamics of the lesson. But it is important to prevent the overuse of the mother tongue therefore it should be used only in appropriate situations.

Both types of teachers, native and non-native speaker teachers, can be good English teachers. They both have their advantages and disadvantages but it is not possible to claim that one is better than the other.

As far as the translation is concerned the development of approaches to its use in ELT was similar to the situation relating to the use of the mother tongue. Earlier it was seen as a boring and pointless method but in recent years the attitudes have been slightly changing. Some linguists are convinced that translation can work as a useful method but it is necessary to prepare interesting and challenging activities which will catch learners' attention. It is also important to use appropriate types of translation for individual activities.

Dictionaries can also work as useful teaching tools but their types have to correspond to the age and abilities of learners. The use of monolingual dictionaries is refused by many teachers as it is too difficult for young learners. On the other hand,

bilingual dictionaries require again the use of the mother tongue therefore it should not be used too often. The biggest advantage is that the works with dictionaries teach learners to work on their own.

In the practical part the information from the theoretical part were applied and in practice in order to find out how do they work in Czech school environment. Three research methods were used: questionnaire, teaching experiment with self-observation and interview. The aims were formulated in several research questions.

Is the mother overused in the primary and lower secondary schools in the district of Hodonín? The research has shown that the mother tongue is overused in the schools which were involved in the research. One of the reasons might be the high number of unqualified teachers of English teaching at primary and lower-secondary schools. Teachers mainly use English because they are afraid that learners will not understand if they speak English most of the time but research among learners has shown that learners are able do adapt quite quickly and most of them are satisfied with the teaching style in which English is the prevailing teaching language.

In which lesson stages is the mother tongue mostly used in these schools? Most of the teachers use the mother tongue in the situations which were recommended in the theoretical part. Czech completely prevails over English in three stages: presenting grammar, comparing grammar differences between L1 and L2 and solving disciplinary problems. Conversely, English is used more than Czech for giving instructions.

In what stages of English lessons is it useful to use the mother tongue and when is it pointless? The teaching experiment confirmed the positive influence of the mother tongue during the grammar presentation or explaining more difficult vocabulary and learners found it also very helpful to ask in Czech when they do not understand anything. More complex instructions or solving disciplinary problems sometimes required Czech language. On the other hand, as it seems the less difficult grammar, vocabulary or instructions can be easily presented in English. It appears that learners just need some time to get accustomed to the style in which English is the main teaching language and they will manage it without any serious problems or bad studying results.

What are the learners' opinions about the use of English and the mother tongue in the lesson? It is obvious from the learners' answers in interview that they prefer the

lesson where English is prevailed over Czech. However, none of them want to avoid the mother tongue completely.

What is the influence of the two teaching styles on the learners' study results? (The first style uses English as the only teaching language, the second style Czech as the main teaching language.) The test has shown that there was no big difference between the two classes. But the use of the mother tongue for explaining grammar in class 6.A might be the reason why results of 6.A in the grammar exercise are little bit better.

What are the learners' opinions about the use of the different translation activities in the lesson? As far as translation is concerned the teaching experiment confirmed the opinions from the theoretical part saying that learners can like it if the translation activities are interesting and challenging. The open translation proved good for reading comprehension of longer texts while the exact translation seemed to be more appropriate for shorter texts focusing on some grammar items.

Are the monolingual dictionaries appropriate for learners in lower-secondary schools? Bilingual dictionaries were really helpful during translation but the monolingual one appeared to be too difficult for learners of lower-secondary school.

It seemed that all research questions were answered successfully but it is necessary to admit that the research had several drawbacks. The first problem is that research group is quite small and therefore the conclusions cannot be generalized to the whole country. It could be a good idea to carry out the similar research among larger number of teachers and learners in order to find out what is the situation in the whole Czech Republic.

Similar disadvantage of the research is a small number of English lessons which were taught during the lesson. In order to make the conclusions more valid the experiment should last for a longer period of time and it should take place in more classes. It might be also useful to involve more grades in the research or compare the situation at the primary and lower-secondary schools.

Despite these drawbacks the research has shown a lot of interesting information and it was a useful experience for me. The thesis has fulfilled my personal aim to find out helpful advice on how to prevent the overuse of the mother tongue in ELT.

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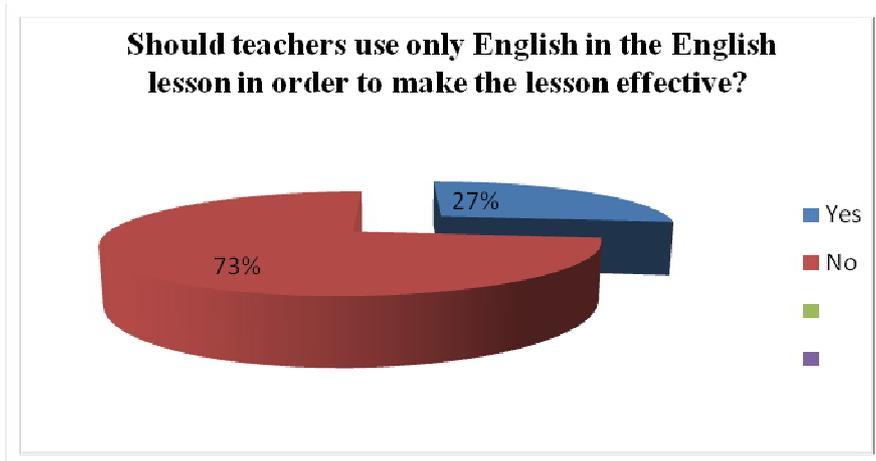


Figure 1: Should teachers use only English in the English lesson in order to make the lesson effective?



Figure 2: Do you think that the use of the mother tongue can have a positive influence in English lessons?



Figure 3: Do you use Czech in English lessons?

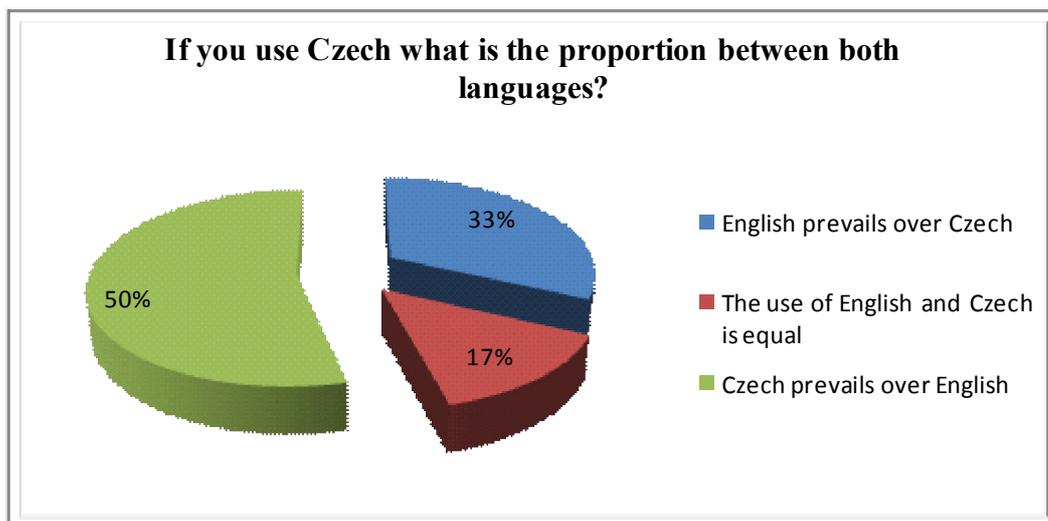


Figure 4: If you use Czech what is the proportion between both languages?

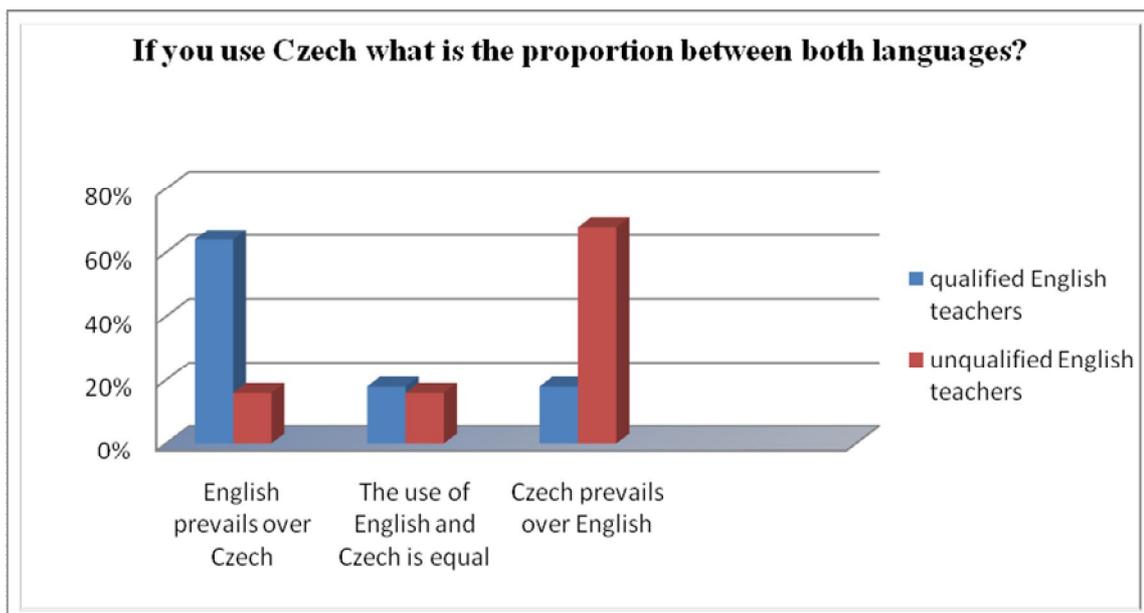


Figure 5: If you use Czech what is the proportion between both languages?

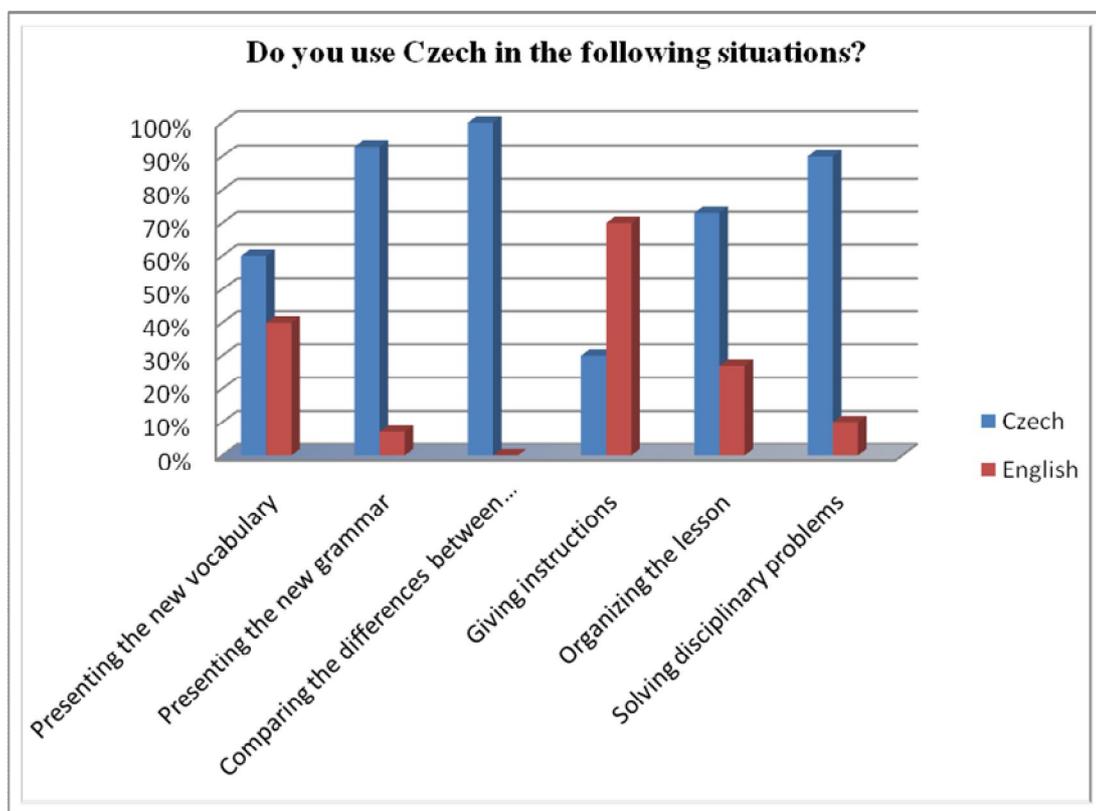


Figure 6: Do you use Czech in the following situations?

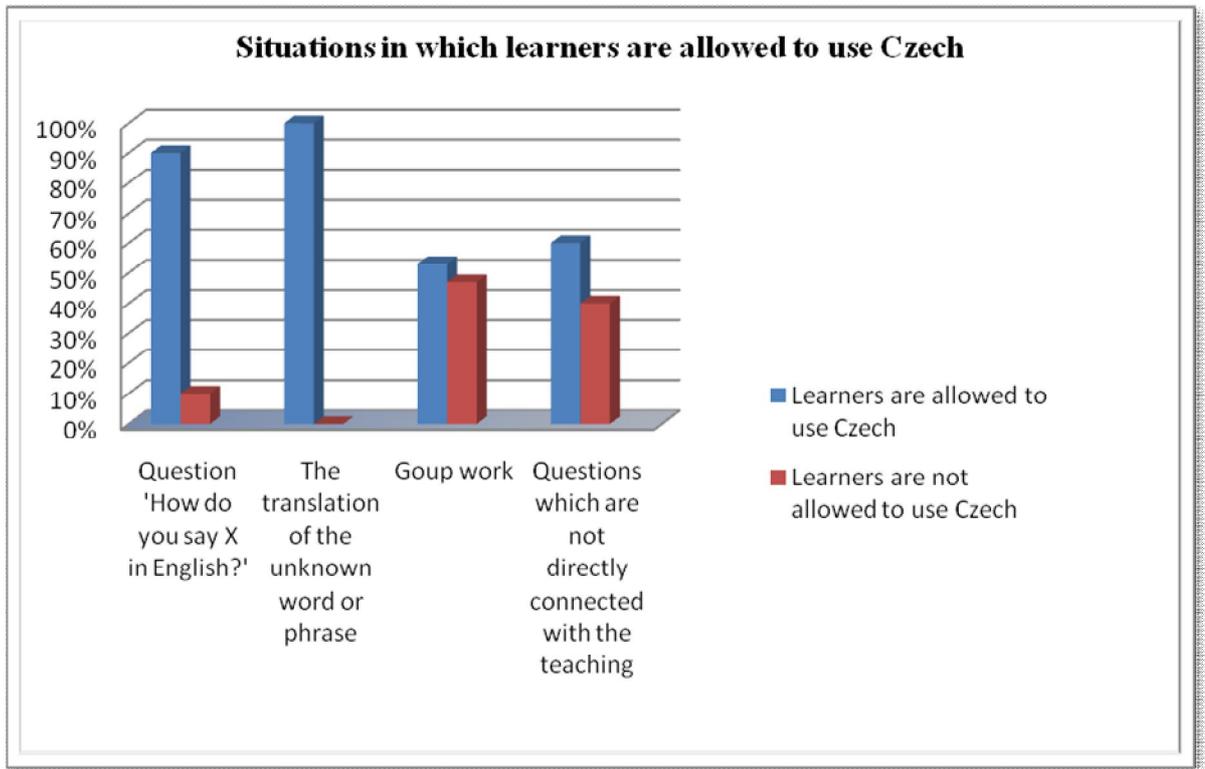


Figure 7: Situations in which learners are allowed to use Czech.

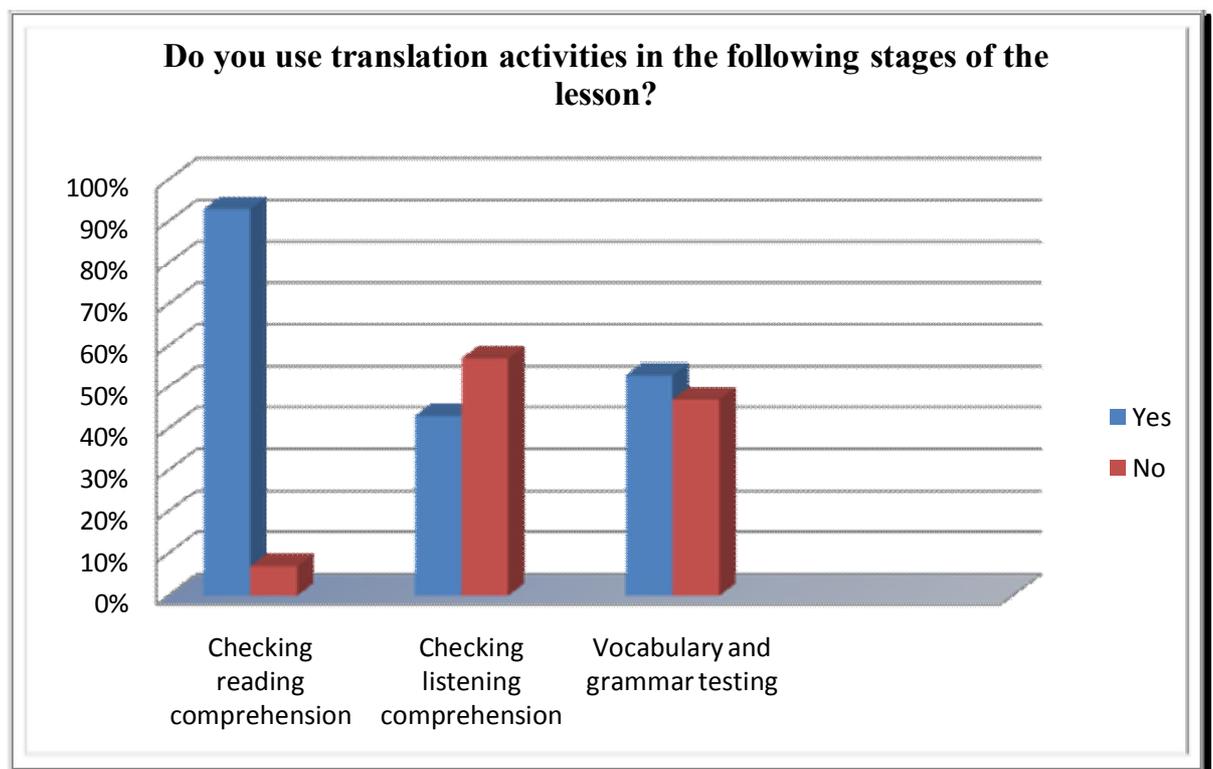


Figure 8: Do you use translation activities in the following stages of the lesson?

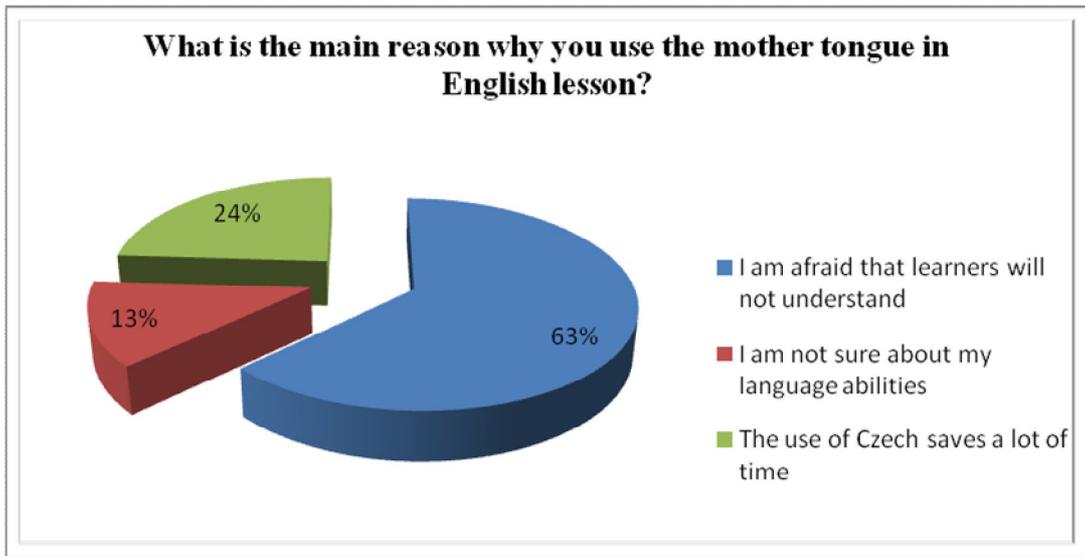


Figure 9: What is the main reason why you use the mother tongue English lessons?

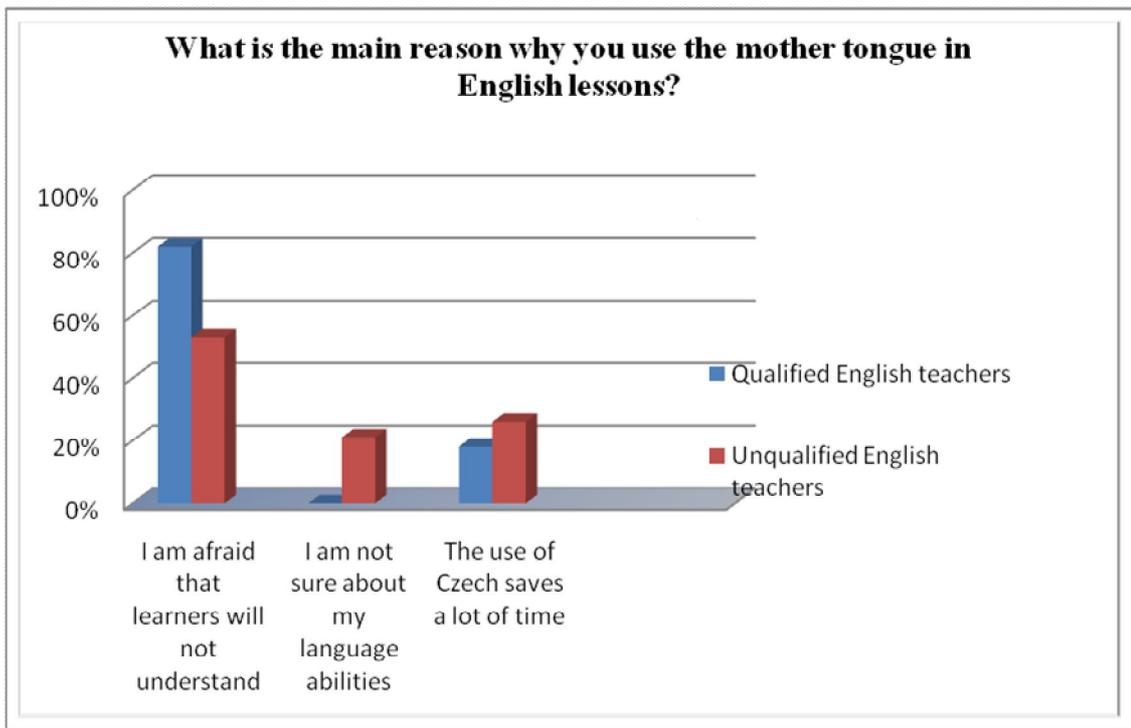


Figure 10: What is the main reason why you use the mother tongue in English lessons?

Appendix 2: Questionnaire – English version

Questionnaire

Good morning/afternoon!

I am carrying out research about the use of the mother tongue in English language teaching. I will be grateful if you take part in the research. Please, read carefully and answer all questions. Always choose only one answer which resembles most to your opinion. You can either circle one of the offered answers or, if you do not agree with any of the answers, you can write your opinion in the comments. The questionnaire is anonymous and all information will be used only for the purposes of my diploma thesis. Thank you for your time. Lucie Jančová, the student of Pedagogical faculty of Palacky University, Olomouc.

- 1. I am**
- a) qualified teacher of English
 - b) unqualified teacher of English

2. Should teachers use only English in the English lesson in order to make the lesson effective?

- a) yes
- b) no

Comments:

3. Do you think that the use of the mother tongue can have a positive influence in English lessons?

- a) yes
- b) no

Comments:

4. Do you use Czech in English lessons?

a) yes

b) no

Comments:

5. If you use Czech what is the proportion between both languages?

a) English prevails over Czech

b) the use of English and Czech is equal

c) Czech prevails over English

Comments:

Do you use Czech in the following situations?
--

6. Explaining the meaning of the new vocabulary:

a) yes

b) no

Comments:

7. Explaining the new grammar:

a) yes

b) no

Comments:

8. Comparing grammar differences between L1 and L2:

a) yes

b) no

Comments:

9. Giving instructions:

a) yes

b) no

Comments:

10. Organizing part of a lesson (e.g.: making record in a register, checking of homework, etc.):

a) yes

b) no

Comments:

11. Solving disciplinary problems:

a) yes

b) no

Comments:

12. Do you want your pupils to speak only English?

a) yes

b) no

Comments:

Are your pupils allowed:

13. to ask 'How do you say X in English?' in their mother tongue?

a) yes

b) no

Comments:

14. to translate a word or a phrase in order to show that they understand the meaning?

a) yes

b) no

Comments:

15. to use Czech during a group work?

a) yes

b) no

Comments:

16. to use Czech when asking questions or saying something which is not directly connected with the lesson?

a) yes

b) no

Comments:

Do you use translation in the following situations?

17. Checking reading comprehension:

a) yes

b) no

Comments:

18. Checking listening comprehension:

a) yes

b) no

Comments:

19. Testing:

a) yes

b) no

Comments:

20. The main reason why I use the mother tongue in English lessons is:

- a) I am afraid that learners will not understand if I speak English.
- b) I am not sure about my language abilities.
- c) It saves a lot of time.

Comments:

Appendix 3: Questionnaire – Czech version

Dotazník

Dovoluji si Vám zaslat dotazník týkající se využití mateřského jazyka a překladu v hodinách anglického jazyka. Prosím Vás o podrobné přečtení a zodpovězení všech otázek. V každém bodě zakroužkujte vždy jen jednu odpověď, a to takovou, která se nejvíce blíží Vašemu názoru. Pokud Vám nabízené odpovědi nevyhovují, můžete napsat svůj názor do kolonky „Komentář“. Dotazník je anonymní a všechna data budou využita pouze jako podklad pro mou diplomovou práci. Děkuji Vám za Vaši ochotu a spolupráci. Lucie Jančová, studentka Pedagogické fakulty Univerzity Palackého v Olomouci.

1. Jsem a) aprobovaný/á učitel/ka anglického jazyka

b) neaprobovaný/á učitel/ka anglického jazyka

2. Mělo by se v hodinách angličtiny mluvit pouze anglicky, aby byla výuka efektivní?

a) ano

b) ne

Komentář:

3. Myslíte, že využití mateřského jazyka v hodinách anglického jazyka může mít pozitivní vliv na výuku?

a) ano

b) ne

Komentář: (Proč?/V čem?)

4. Používáte v hodinách anglického jazyka češtinu?

a) ano

b) ne

Komentář:

5. Pokud češtinu používáte, jaký je poměr mezi oběma jazyky během hodiny?

a) mluvím převážně anglicky

b) mluvím převážně česky

c) užití obou jazyků je vyrovnané

Komentář:

Používáte češtinu v následujících případech?

6. při vysvětlování významu nové slovní zásoby:

a) ano

b) ne

Komentář:

7. při vysvětlování nové gramatiky:

a) ano

b) ne

Komentář:

8. při porovnávání rozdílů v gramatice mezi oběma jazyky:

a) ano

b) ne

Komentář:

9. při zadávání pokynů:

a) ano

b) ne

Komentář:

10. v organizační části výuky (př.: zápis do třídní knihy, kontrola domácích úkolů, atd.):

a) ano

b) ne

Komentář:

11. při řešení disciplinárních problémů:

a) ano

b) ne

Komentář:

12. Požadujete, aby vaši žáci mluvili výhradně anglicky?

a) ano

b) ne

Komentář:

Umožňujete žákům

13. zeptat se v jejich mateřském jazyce: Jak se řekne ‚X‘ anglicky?

a) ano

b) ne

Komentář:

14. přeložit ‚slovíčko‘ nebo frázi do češtiny, abyste se ujistili, že mu správně rozumí?

a) ano

b) ne

Komentář:

15. používat češtinu při skupinové práci?

a) ano

b) ne

Komentář:

16. používat češtinu při dotazech přímo nesouvisejících s výukou? (př.: Mohu otevřít okno?)

a) ano

b) ne

Komentář:

Používáte v hodinách anglického jazyka

17. překladu k ověření, jak žáci porozuměli čtenému textu?

a) ano

b) ne

Komentář:

18. překladu k ověření, jak žáci porozuměli poslechovému textu?

a) ano

b) ne

Komentář:

19. překladových cvičení v testech?

a) ano

b) ne

Komentář:

20. Češtinu v hodinách angličtiny používám hlavně proto, že:

a) mám strach, že by žáci anglickému výkladu nerozuměli.

b) si nejsem dostatečně jistý/á svojí angličtinou a nechci se zesměšnit.

c) použití českého jazyka je méně časově náročné.

Komentář:

SHOPPING NAKUPOVÁNÍ

3 PRACTISE READING.

\$1.30

\$3.70

99p

39c

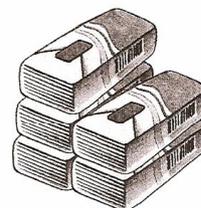
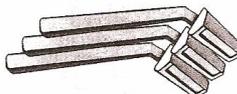
£100

\$250

4 ACT THE DIALOGUE.



Kim: How much is the shampoo?
 Dan: £1.15 for the big bottle.
 Kim: How much are the tissues?
 Dan: They are 50p a box.
 Kim: How much is the razor set?
 Dan: It's £2.77.
 Kim: How many dollars?
 Dan: \$5.50.



razor /'reɪzə/ holičí strojek

5 REMEMBER.

Prostou budoucnost či momentální rozhodnutí vyjadřujeme pomocným **will**.

Well, I **will** have a cup of tea.
 How old **will** you be in 2007?
 That **won't** be enough.
 That'll do.

*Dobře, tak já si dám čaj.
 Kolik ti bude v roce 2007?
 To nebude stačit.
 To bude stačit.*

Chceme-li vyjádřit odhodlání něco udělat či pravděpodobný děj v budoucnu, použijeme **going to + infinitiv**.

I **am going to** buy a new car.
 He **is not going to** speak.
 He **is going to** write a book.

*Koupím nové auto. Mám to v úmyslu.
 On nebude mluvit. Nehodlá mluvit.
 Napiše knihu. Chystá se ji napsat.*

6 READ AND COMPLETE THE SENTENCES.



Kim: Now I am going to choose some presents. Look at these lipsticks, aren't they beautiful? What colour do you like best? I think they are all nice. And look, this blue **comb** and **brush** set is very pretty too.
 Dan: Yes, you're right. It isn't easy to choose.
 Kim: Well, I'll get this pink set of **towels** for Mum, that grey brush for granny and the pink nail polish for my best friend. This razor set will be the best present for my daddy and I'll get this funny frog with **shower gel** for my little sister. It's great.



Kim is going to buy _____ for her mum.
 They are _____ going to buy toilet paper.
 Kim is going to _____ some presents.
 We are going to _____ a game.

lipstick /'lɪpstɪk/ rtěnka
 nail polish /neɪl'pɒlɪʃ/ lak na nehty

Appendix 5: Teaching Material: Workbook

UNIT 19

1 PRACTISE NEW VOCABULARY. LABEL THE PICTURES.

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shampoo	<input type="text"/>	soap	<input type="text"/>	face-cream	<input type="text"/>	nail polish	<input type="text"/>
shower gel	<input type="text"/>	sponge	<input type="text"/>	tissues	<input type="text"/>	lipstick	<input type="text"/>
suntan lotion	<input type="text"/>	towel	<input type="text"/>	nankins	<input type="text"/>	eye shadow	<input type="text"/>
toothbrush	<input type="text"/>	comb	<input type="text"/>	washing powder	<input type="text"/>	make-up	<input type="text"/>
toothpaste	<input type="text"/>	brush	<input type="text"/>	softener	<input type="text"/>	body spray	<input type="text"/>
toilet paper	<input type="text"/>	pads	<input type="text"/>	razor	<input type="text"/>	detergent	<input type="text"/>

2 MAKE UP A DIALOGUE ABOUT SHOPPING. USE THESE WORDS.

can how much want thank you help buy I'd like

.....

.....

.....

.....

.....

3 WHAT BUILDINGS CAN YOU FIND IN YOUR TOWN OR VILLAGE?

school museum market library post office cinema university
 railway station theatre church bank police station hospital

I can find a

.....

.....

..... in my

SHOPPING NAKUPOVÁNÍ

4 IS THERE A SHOP IN YOUR TOWN OR VILLAGE?

department store	pet shop	newsagent	street market	chemist
supermarket	book shop	toy shop	florist	butcher
bakery	greengrocer	shoe shop	sweet shop	stationery shop

There

.....

.....

5 COMPLETE WITH **much** OR **many**.

Kolik? **How many?** + počítatelné podstatné jméno v množném čísle (C)
How much? + nepočítatelné podstatné jméno (U)

How towels? How lipsticks?

How softener? How face-cream?

How combs? How shower gel?

How tissues? How soap?

How suntan lotion? How napkins?

6 WHAT ARE THEIR PLANS? LISTEN, MATCH AND WRITE.

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Kim		is	going	become president.
Ted		are		to be rich.
Joe and Sue				travel all over the world.

.....

.....

.....

EXERCISE FOR YOUR NOTEBOOK.

cheese (U)	Model:	How much cheese is left? There isn't much cheese left.	Mnoho sýra nezbyvá.
eggs (C)	Model:	How many eggs? There aren't many eggs left.	Mnoho vajec nezbyvá.

shampoo (U)	cotton wool (U)	pads (C)
brush (C)	soap (U)	toilet paper (U)
washing powder (U)	napkin (C)	tissue (C)

LIST OF ABBREVIATIONS

ELT	English language teaching
L1	first language
L2	second language
NEST	native speaker teacher
Non-NEST	non-native speaker teacher

RESUMÉ

Tato práce se zabývá úlohou mateřského jazyka a překladu ve výuce anglického jazyka. Cílem práce bylo zjistit, zda by měl být mateřský jazyk používán při výuce, v kterých částech výuky je jeho užití vhodné, kdy by měl být vynechán a jaký by měl být poměr mezi užitím mateřského a anglického jazyka.

Vyhodnocením dotazníků, rozhovoru a analýzou hodin anglického jazyka ve třídách 6. A a 6. B bylo zjištěno několik důležitých skutečností. Učitelé anglického jazyka v okrese Hodonín užívají nadměrné množství českého jazyka ve výuce. Jedním z důvodů může být větší počet neaprobovaných učitelů vyučujících anglický jazyk na základních školách. Přestože učitelé uvádí jako nejčastější důvod, proč se uchylují k užití mateřského jazyka, strach, že jim žáci nebudou rozumět, experiment ukázal, že se žáci zvládnou rychle přizpůsobit výuce bez mateřského jazyka, aniž by to mělo větší vliv na jejich studijní výsledky. Žáci sami projevovali spokojenost s výukou, v níž se mluví převážně anglicky.

Učitelé by měli užívat mateřský jazyk jen v nutných případech, především při vysvětlování nové gramatiky a při porovnávání jevů anglického a mateřského jazyka. Angličtina by měla zůstat převládajícím jazykem výuky. Je nutné, aby byli učitelé trpěliví, protože žáci potřebují určitý čas, aby si zvykli na výuku v cizím jazyce.

ANOTACE

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Katedra:	Katedra anglického jazyka
Vedoucí práce:	Mgr. Blanka Babická, Ph.D.
Rok obhajoby:	2010

Název práce:	Překlad a role mateřského jazyka ve výuce anglického jazyka
Název v angličtině:	Translation and the role of the mother tongue in ELT
Anotace práce:	<p>Hlavním cílem práce je zjistit, zda by měl být mateřský jazyk používán ve výuce, ve kterých částech výuky je vhodný a jaký poměr by měl být mezi anglickým jazykem a mateřštinou.</p> <p>Teoretická část popisuje přístupy k využití mateřského jazyka a překladu, porovnává výuku vedenou rodilým a nerodilým mluvčím a hodnotí užitečnost slovníků ve výuce.</p> <p>Teoretická část prezentuje názory učitelů a žáků na využívání mateřského jazyka, překladu a slovníků ve vyučování. Informace byly získány třemi metodami: dotazníkem, pokusem a rozhovorem.</p>
Klíčová slova:	Mateřský jazyk, překlad, výuka anglického jazyka, slovníky, učitel rodilý mluvčí, učitel nerodilý mluvčí
Anotace v angličtině:	<p>The main aim of this thesis is to find out whether the mother tongue should be involved in English lessons, in what stages it should be used and what the best proportion between the mother tongue and English is.</p> <p>The theoretical part describes attitudes towards the use of the mother tongue and translation in English lessons, compares the native and non-native speaker teachers and stresses the usefulness of the dictionaries in the lessons.</p> <p>In the practical part, the teachers` and learners` opinions about the use of the mother tongue were found out through a questionnaire, teaching experiment and interview.</p>
Klíčová slova v angličtině:	The mother tongue, translation, ELT, dictionaries, native speaker teacher, non-native speaker teacher
Přílohy vázané v práci:	21 stran
Rozsah práce:	111 stran
Jazyk práce:	anglický