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The Role of Mother Tongue in ELT

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Prohlašuji, že jsem diplomovou práci vypracovala samostatně a použila jen uvedenou literaturu a zdroje.

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vlastnoruční podpis

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Abstract

This paper focuses on the use of mother tongue in the English language classroom, discusses how the mother tongue is used in general and concentrates on the impact the mother tongue has on Czech learners. It outlines general point of view of teachers from all around the Czech Republic and brings the comparison of teachers' opinions and analysis of texts brought out by the students of 6th-grade, 9th-grade and 13th-grade of the 1st International School of Ostrava. The results that have been brought out present the idea that some language features should be compared to the students' mother tongue to achieve overall comprehension of the chosen topic. The thesis asserts that teachers know the students well and in most cases, they are generally aware of the most difficult topics for them. On the other hand, the thesis opposes that there might still be some differences between the teachers' opinion and results obtained from the students' writings. Furthermore, it suggests that the Czech language is used more in the English classroom when the language feature that is being taught has its equivalent in the Czech language. Finally, it has been proved that the mother tongue has its place in the English language classroom

Introduction

The opinions on the use of the mother tongue in ELT vary from teacher to teacher. Some opinions defend the idea, and some are strongly against it. Every foreign language teacher around the world needs to ask him/herself how appropriate it is to use the first language in the classroom, but he/she also must be aware of its overall influence on students comprehension. It can be assumed that the mother tongue always affects the foreign language teaching and learning process.

The students always come to the English classroom equipped with some other tongue, Czech in our case. Since the Czech and English language differ completely, it would be absurd to ignore the aspects of the Czech language that influence the English learning process. Certainly, there are multiple problems that Czech students tend to struggle with, but this work focuses just on some of them.

The aim of the thesis is to outline the ELT process regarding the use of the mother tongue in the Czech classroom. It aims to get to know the teachers' opinions on the complexity of chosen English language features and compare it to the error analysis of the students of 6th-grade, 9th-grade, and 13th-grade of lower secondary and secondary school to find out which of the chosen language features are the most difficult for Czech learners. Moreover, the thesis aims to discover, if the teachers' opinions meet reality by the comparison with the results of the text analysis.

The thesis is divided into two parts. Firstly, the theoretical part focuses on the use of the mother tongue in ELT. It discusses the history of ELT and deals with various aspects of second language teaching and learning with the focus on the learner's first language. Additionally, it will provide the outline of different aspects of the English language which are difficult to learn for Czech students. Secondly, the practical part aims to become familiar with the teachers' point of view on the complexity of chosen English language features, find out five of the most complicated of them for the students to learn, and compare the results to see the intensity of correlation.

Theoretical background

1. Historical background

The perfect way of language learning and teaching has been discussed for decades. Linguistic experts were arguing about the best way how to help students to learn more effectively. Over the years, many techniques and ideas have been presented, but only some of them had a marginal impact on how are languages thought and learned today. (Harmer, 2007 p. 48)

1.1 Grammar-translation method

The Grammar-Translation method was originally named in Germany in the 1780s during the German secondary school system reform. Scrivener (2011, p.33) adds that the Grammar-translation method was a specific method of teachers from the (then) Soviet Union. Harmer (2007, p.48) claims that the method presented a short piece of grammar and word list to students, which was followed by translation exercises in which students had to apply the same rules and words.

Despite the high Grammar-translation method expansion, it has become less popular over the years. The problem was, that the lesson was usually taught in the student's mother tongue and because of that, there was only a little opportunity for learners to enhance their communication and listening skills. (Harmer, 2007 p. 30) Scrivener (2011, p.33) points out that teachers almost do not use the target language, only the mother tongue. Broughton et. al (1978, p.39) claim that this method has produced generations of non-communicators so far. Harmer (2007, p.49) describes it's practice as mainly directed at reading and writing. Students were used to translating various pieces of grammar in their heads and then they compared it to parts of their mother tongue. Generally speaking, the Grammar-translation method helps students to achieve a certain level of language, but it does not boost their communication skills.

1.2 Behaviorism and Audio-lingualism

Between 1960 and 1980, exploring the field of the acquisition of the first language has brought an extreme influence on the study of learning a second language. Before the 1960s, the study of the first language was very different from how we perceive it now. Basically, the whole study was mainly conducted by the 'behaviourist' approach to language and language learning. One of the major supporters of this approach was B.F. Skinner. (Littlewood, 1984 p. 4)

The essential idea of Skinner's work, *Verbal Behavior (1957)*, is that language is a behaviour that is learned by a process called habit formation. Skinner mentions four main components:

1. *The child imitates the sound and patterns which he hears around him.*
2. *People recognize the child's attempts as being similar to the adult models and reinforce (reward) the sounds, by approval or some other desirable reaction.*
3. *In order to obtain more of these rewards, the child repeats the sounds and patterns, so that these become habits.*
4. *In this way, the child's verbal behaviour is conditioned (or 'shaped') until the habits coincide with the adult models'. (Littlewood, 1984 p. 5)*

This approach was later challenged mainly under the influence of cognitive psychology and linguistic theories of Noam Chomsky. The strongest arguments against behavioural theory were that language is not 'verbal behaviour', but a system of rules which enables speakers to create new sentences and understand sentences they have never heard before. This would not be possible if people would have to count on bits of learned behaviour to understand a language. (Littlewood, 1984 p. 5) From this point, people stop being only repeaters and start to use their full mental ability to process all of the information received and transform it into completely new sentences. (Harmer, 2001 p. 69)

Another Chomsky's contribution to linguistics was a theory that all children are born with a 'black box' or 'language acquisition device'. This black box is supposed to be a

language processor that enables them to develop a rule system according to the input they receive. Once the system is built, creativity can thrive. (Harmer, 2001 p. 69)

However, behavioural theory plays a role in second language learning. In connection with this phenomenon, we recognize *positive* and *negative* transfer. We talk about the positive transfer in case that first language habits help to acquire habits of a second language. On the contrary, the process of learning a new language may also contain a negative transfer. This kind of phenomenon is also called *interference*. The main point of negative transfer is that the differences between the two languages often lead to interference, which causes errors and other difficulties in the process of learning. (Littlewood, 1984 p. 17). This was already known nearly 60 years ago when American expert on modern linguistics Robert Lado wrote: '*Those elements that are similar to his native language will be simple, and those elements that are different will be difficult.*' (Lado, 1957 p. 2)

In conclusion, the behaviourist theory of habit-formation is important for the learning process, but it has to be accompanied by a set of rules, which allows the learner to understand any combination of words in a particular language. (Littlewood, 1984 p. 21)

Audio-lingualism was a method that was derived from the behaviourist approach. Audio-lingual classes were based on drilling the same grammatical structure over and over again. During this drilling stage, students were asked to use different words in the hope of possessing better language habits. Due to the creativity of the human brain, students were quickly able to actively use their combinations of words. Unfortunately, the language produced by students was very often highly contrived, and that was one of the reasons why was Audio-lingualism criticized for non-realistic use of language. (Harmer, 2007 p. 49)

1.3 PPP Lesson Structure

PPP lesson structure is a modern equivalent to Audio-lingualism. It is still broadly used in mostly elementary language classrooms around the world and we can also find examples of PPP grammar and vocabulary teaching in many coursebooks. (Harmer, 2007 p. 50)

PPP stands for Presentation, Practice, and Production. In the past, language lessons followed the pattern of presentation of grammar rules which were later practised. But these

two processes led to language accuracy, but not its mastery. This was the reason why the stage of production was involved in the lessons. Nevertheless, also the PPP model was criticized for putting language accuracy in the first place, and communication in the second. (Thornbury, 1999 p. 128)

1.4 CLT, Communicative Language Teaching

CLT method is one of the most used approaches by current language teachers. (Scrivener, 2011 p. 31) It was produced as a reaction for insufficient teaching methods for the language classroom.

It works with two basic principles. The first one is claiming that language is not only grammar and its patterns, but also language functions such as inviting, agreeing, disagreeing, etc., and its exponents (e.g. we can invite by saying 'How about going to the cinema?'). The second principle says, that if students get enough exposure to language, the learning process will simply take care of itself. Because of the exposure to the language, students get enough opportunities to use it. (Harmer, 2007 p. 50)

In conclusion, CLT deals not only with grammar and the language but also with its real use. Students learn how to communicate in real-life situations using the language they know or create. (Harmer, 2007 p. 50) CLT also helps us to distinguish between stronger and weaker students. Stronger CLT students learn through communication tasks, while weaker students learn through exercises, activities not only focused on communication. The fact is, that most current coursebooks are more likely focused on weak CLT students. (Scrivener, 2011 p. 32)

2. Second language teaching and learning

2.1 Who are the teachers

In the books, many versions of the descriptions of teachers can be found. Harmer (2007, p.23) believes that a good teacher is difficult to describe hence different teachers are successful in different ways. Edge (1993, p.11) believes that the teacher is the most powerful person in the classroom. Scrivener (2011, p.13-14) provides several points of view on a teaching profession. In general, Scrivener (ibid.) proposes that there are various explanations of the role of the teacher, but in many cultures, the teacher still becomes a dominant part of the educational process.

2.1.1 The roles of a teacher

Undisputably, the teacher needs to take care of many situations in the classroom that require a special kind of behaviour. Therefore, there are several roles for the teacher to play. Harmer (2011, p.57-63) describes in detail some of the roles the teacher adopts:

- Controller – The teacher is in charge of the class and the activity.
- Organizer – The teacher organizes students to do various tasks.
- Assessor – The teacher offers feedback, correction, and grading.
- Prompter – The teacher is supportive and encourages the students.
- Participant – The teacher participates in activities.
- Resource – The teacher becomes the most important source of information.
- Tutor – The teacher guides students through the learning process.
- Observer – The teacher observes what students do and gives feedback.

Edge (1993, p. 12) also points out the importance of a teacher as a provider of security which results in a friendly and safe classroom environment.

2.2 Learners

Learners are the second most important part of the teaching and learning process. Edge (1993, p.9) believes that the essence of language teaching and learning is realizing who the learners are. Even though all learners are very different, they have something in common. Into class, they come with their knowledge, experience, skills, emotions, interests, expectations and so much more. Outside class, they have their families to take care of, their jobs and responsibilities. Scrivener (2001,p.83) mentions that learners also share the language-learning class, the same room, and the same time spent with other strangers. On the contrary, Edge (1993, p.9) adds that every learner has his/her own individual needs, and states that students never possess the same amount of knowledge or skills and they do not have the same purpose of motivation.

Harmer (1987, p.12) believes that learners of a second language often come across several problems. One of them is considered to be a contrast with other languages. In other words, difficulty occurs if the learner finds a difference between English and his/her language.

An essential stage of learning a new language is to learn how to think differently. Lock (1996, p.268) describes two ways how to achieve it. The first one is the use of a large number of somehow familiar meanings within a different formulation. The second one is the use of already acquired structures to create new meanings in new cultural contexts.

2.2 Using the learner's first language

Over the years, many teachers around the world have been trying to find a perfect balance between the use of a students' mother tongue (L1) and the use of second or foreign language (L2). (Harmer, 2007 p. 38)

Littlewood (1984, p.2) describes the difference between second and foreign language as '*The distinction is often made between 'foreign' and 'second' language learning. Briefly, a 'second' language has social functions within the community where it is learnt (e.g. as a*

lingua franca or as the language of another social group, whereas a 'foreign' language is learnt primarily for the contact outside one's community. ' (Littlewood, 1984, p. 2)

Harmer (2007, p.38) presents that at first, we need to think about the reason why students tend to use their mother tongue. More precisely, it is a feature of classes of children or young learners who are usually at a beginner level and it is also a process that happens naturally. Edge (1993, p.73) and Cook (2008, p.3) recognize the aspects of a different language background of the learners in the same classroom and propose, that in this case, the teacher has no other choice but to communicate in English. Cook (2008, p.4) also claims, that the teacher sometimes decides to ignore the students' mother tongue for practical reasons. Speaking of multilingual classes, Harmer (2007, p.38) suggests that the teacher in such class needs to stay supportive and sensitive to learners' needs, he/she must be prepared to offer a variety of teaching techniques, different materials, and topics, and must be ready to fulfil individual expectations and needs.

2.3 Young learner's reasons to use L1

Scrivener (2001, 297) describes the main reasons why are children and young learners using their L1 in their opinion:

- *'Because it's easier to speak my own language.*
- *Because the teacher always corrects me if I speak English.*
- *Because I don't want to get it wrong in front of others.*
- *Because it's not 'in' to speak in English.*
- *Because the teacher is only pretending not to understand my own language.*
- *I need to use my own language because I can't say what I want in English.*
- *Because the teacher can't hear me – so why should I bother?*
- *Because it's silly to speak English. It's much easier to communicate in the language we all understand. ' (Scrivener, 2011 p. 297)*

2.4 The use of mother tongue in a safe classroom environment

Despite all of the reasons, Harmer (2007, p.39) and Scrivener (2011, p.297) agree that the teacher should always create a safe English environment in the classroom and encourage students to use the English language as much as possible.

Nevertheless, this task can be sometimes highly challenging. Scrivener (2011, p.297) asserts that some teachers might struggle with the creation of 'English-only' classroom and tend to use competition and bribery strategies to achieve this difficult task, eg '*Every time you speak Spanish, I'll give a red mark to your team. The team with the fewest marks at the end gets a bar of chocolate.*'. The use of such strategies can have at least some impact on students, but it is not considered ideal. (Scrivener, 2011 p. 297)

The most important aspect of an English classroom is a friendly atmosphere. '*If we create an English environment, making English classroom language as well as the language to be learnt, and perhaps even anglicising our student's names, then there will be more chance of the students making the classroom truly English themselves.*' (Harmer, 2001 p. 133) Broughton et. al (1978, p.39) believe that a friendly environment supports the ability to project the learner's personality and feelings to the speech. Furthermore, it develops the oral confidence of the learner.

Scrivener (2011, p.297) believes that an ideal classroom would be the one where students can speak both the mother tongue and the English language, but they choose to use the foreign one. Parrott (1993, p.106) suggests that students should be allowed to choose L1 to ask something or to discuss what they are learning. However, Scrivener (2011, p.297) also adds that students need to realize that using English in the classroom is not something they should be afraid of. Even though it is difficult, it can be achieved by several techniques.

Here is the list of some of them:

- The teacher can put some English-language posters on the walls.
- The teacher should provide a variety of English listening materials to make students get used to the language.
- The teacher should appreciate every little effort at using English.

- The teacher should not be correcting students all the time
- The students should not be told off by the teacher for using their mother tongue, but the teacher should be persistent in using the English language. (Scrivener, 2011, p.298)

2.5 To use or not to use the mother tongue in the classroom

Both Edge (1993, p.74) and Lewis in the book *Methodology in Language Teaching* (2002, p.42) present that there are some situations when the teacher should not insist on the use of the English language. If the students really do not understand, or they want to say something they cannot express in English, it is advisable to use the L1. Furthermore, Lewis (*ibid.*) and Harmer (2007, p.39) agree that the mother tongue helps to clarify the instructions if the teacher finds them too difficult to understand in English, or it clarifies the organizational part of the project. Parrott (1993, p.106) suggests an idea of giving instructions in both L1 and L2 – English first. If the teacher is worried about the class understanding, he/she can ask a student to translate the instructions into the L1 for others. Harmer (2007, p.39) adds that this technique would be successful especially with the younger learners, and finally, it ensures the teacher that the students know what they are supposed to do.

However, if the teacher happens to speak the same language as his/her students, he/she can take advantage of the situation and use it during the lesson. E.g. for individual help or encouragement. (Harmer, 2007, p.39) On the other hand, Parrott (1993, p.109) also points out that knowing that the L1 will be used, or that the instructions will be repeated in L1 might make the students stop paying attention to the English version.

2.6 Why teachers use the mother tongue in the classroom

Cook (2008, p.182) interprets Ernesto Macaro's research (1997) on the use of L1 in English classrooms by teachers. Macaro observed that teachers use the L1 for giving instructions about activities, translating and checking comprehension, individual comments to students, giving feedback to pupils, and maintaining discipline. In general, Parrott (1993, p.109) proposes two general guidelines for L1 use in the classroom:

- *'Use the student's first language when there is an obvious breakdown in communication.*
- *'Prepare instructions very carefully at the lesson-planning stage in order to ensure that they are clear in the target language.'*

Edge (1993, p.74) insists that teachers should try to run the class in English to demonstrate that it is a normal way of communication and not just a subject that needs to be studied. It also enables students to naturally collect some habits and it gives them an extra hearing practice. Harmer (2001, p.45) emphasizes the importance of adjusting the classroom language and materials students are exposed to.

'If you can involve your students in this small, English-using community, you have made one of your most important contributions to their learning.' (Edge, 1993 p. 74)

2.6 Communication strategies of second language learners

Second language learners often come across some difficulties while speaking in a foreign language. Usually, they cannot express themselves properly because of the lack of knowledge in a certain area of language. When the problem occurs, they tend to somehow modify the information which was intended to say. This phenomenon is called '*the communication strategy*' and it covers learner's methods of coping with the linguistic problem. People, in general, are used to using the same communication strategies in their first language. If there is a problem with expressing ourselves, we either change the meaning of the information or use a different way how to communicate. (Littlewood, 1984 p. 83)

2.6.1 Avoiding communication

Littlewood (1984, p.84) describes the first strategy as *avoiding communication*. If the learner recognizes his/her weaknesses in their repertoire, he/she avoids any communication which would possibly mean some difficulty. The fear may come from the lack of knowledge of proper vocabulary or the learner's natural fear of uncertainty. Because of that, the learner may find holding the floor extremely challenging and could not be able to take turns of

conversation naturally. Cook (2008, p.108) gives Faerch and Kasper's distinction of avoidance strategy.

- *'Formal avoidance – The speaker avoids a particular linguistic form, whether in pronunciation, in morphemes or in syntax.'*
- *'Functional avoidance – The speaker avoids different types of function.'*

2.6.2 Adjusting the message

Littlewood (1984, p.84) claims that learners also tend to adjust the message while it is being communicated. Therefore, this phenomenon is not something we can usually observe, and it becomes only a notice for the learner. It commonly leads to the omission of some pieces of information, on purpose to make the whole idea simpler or to say something slightly different. Leaver et. al (2005, p.219) present a similar strategy of simplifying. Learners tend to use the strategy when they try to speak at the same level of a foreign language as they do in their mother tongue. E.g., they use a verb *'put'* instead of verbs *lay, pile, heap, stack, pack up, or compose*. (Leaver et.al, 2005, p.2019)

2.6.3 Circumlocution

Littlewood (1984, p.85) asserts that a learner can also use circumlocution or descriptions if he/she does not know the precise term. For example, if a learner does not recall the word *'kettle'*, he/she can describe it as *'the thing that you boil water in'*. Cook (2008, p.107) talks about the same phenomenon and describes how learners *'talk their way round the word'* while using circumlocution.

2.6.4 Approximation

Another strategy is the use of approximation. Littlewood (1984, p.85) writes about the use of the words that express the meaning as closely as possible. It may lead to confusion because the term which has been used can be less specific than the term intended. Broughton et. al (1978, p.39) characterize approximation as a process of reconstructing vocal sounds

that are produced by the speaker. It means that the speaker puts thought into a language, the hearer perceives the language and therefore understands the main thought.

2.6.5 Literal translation of L1

Leaver et. al (2005, p.48) refer to another strategy that non-native speakers use to make up new words. They recombine already-known information in a new way. According to Littlewood (1984, p.85), these words are usually based on their native language and are created by the literal translation of a native-language word. (Littlewood, 1984 p. 85) For example, if the Czech learner does not know an English word *bedside table*, he/she would translate a Czech expression *noční stolek* into English as *a night table*. Cook (2008, p.108) talks about this occurrence as *foreignerization*.

2.6.6 Codeswitching

Finally, Cook (2008, p.108) speaks about codeswitching. It is a strategy, where the learner tries not to directly ask for help. Littlewood (1984, p.85) writes that non-native speakers sometimes tend to switch to their native language to borrow a word or an expression. Cook (2008, p.108) gives an example of skipping to the first language - 'Do you want to have some ah Zinsen?' (Zinsen is a German word for interest). Generally speaking, students adopt the strategy mainly because of three reasons. Firstly, they share the native language with their teacher, so he/she would easily understand what they want to express. Secondly, their native language shares a variety of words with common origin or borrowings. And finally, the learner 'foreignise' the word by a change of pronunciation or morphology.

3. The use of translation in ELT

Translation has been both a very important skill and a useful language tool for many years. Richards and Renadya (2002,p.260) claim that translation is a necessary part of the L2 learning process. But, even though it can help the learners to comprehend the language, it can also hinder their progress. Particularly young learners can come across the difficulty of transferring the knowledge possessed by a translation method into the L2 context.

3.1 Teacher's use of the translation and the learner's first language

The teacher's role in the foreign language teaching process is crucial. Popovic (2007, p.1) believes that teachers of L2 should use the learners' mother tongue in the classroom judiciously. Duff (1989, p.7) proposes that translation can be efficiently used to develop the four skill ability, language flexibility, and accuracy if used properly.

Naimushin (2002,p.46) advocates the idea of using translation in the FLT. In spite of the fact that linguists like Edge (1993), Harmer (2006) or Scrivener (2010) share the opinion that L2 should be used as much as possible, Naimushin opposes that without proper translation or use of L1 many important grammatical or other language issues remain misunderstood, especially if the teacher does not share the L1 with his/her students.

Adequate use of L1 in the classroom is apparently on every teacher to decide. Nevertheless, Parrott (1993, p.106-107) encourages English teachers to explore and consider reasons why and why not use the mother tongue while teaching, and offers the list of approaches and opinions to be discussed or thought through. This list is a part of this paper as Appendix 1.

3.2 Learners and the use of translation in the classroom

From the student's point of view, translation can become a useful tool for an ESL classroom. Moreover, Calis and Dikilitas (2012, p.5081) claim that students believe that translation enhances their reading comprehension skills, develops the range of vocabulary, develops writing composition and speaking. The statement is supported by Carreres' research (2006, p.6). Carreres found out that students refer to the L1 to aid the process of L2 acquisition. Zainudin and Awal (2011, p.332) had researched that students like to discuss variations of translation and believe that translation is easier for them if done in a group.

On the contrary, Carreres (2006, p.6) introduces a negative acquisition of translation in the classroom and claims that sometimes the use of translation can become counterproductive. The reason for it is that learners always connect L2 with their mother

tongue which might cause interference in the use of L2. Furthermore, the second language is never used freely.

3.3 False friends

False friends are generally considered to be a negative feature in learning other language and according to Harmer (2007, p.96), false friends are the source of many mistakes. Saville-Troike (2012, p.39) and Harmer (2007, p.96) claim that false friends are words from L1 and L2 that sound the same but have different meanings. Saville-Troike (2012, p.55) also describes false friends as the lexical interference between L1 and L2 vocabulary.

Parrott (1993, p.106) emphasized the importance of the use of a translation that encourages students to change their minds in terms of the assumption that there is a one-to-one correspondence between the L1 and L2 vocabulary. Harmer (2007, p.96) also points out the fact that English false friends are usually challenging for all learners of L2, but especially for speakers of Romance languages because they share a common heritage with English.

Cook (2008, p.58-59) claims that false friends are produced by guessing strategy for understanding the meaning of new words and believes that guessing is a much-used strategy in second language learning. Broughton et. al. (1978, p.94) discuss a false association in terms of reading and assert that the reader can easily misunderstand the plot if he/she does not know the meaning of the word in the text. For example, a phrase 'concerted action' can be understood as a 'music action', or 'commando' as a man under a particular officer's command.

3.4 Activities that make use of translation in the Foreign Language Teaching

On the internet, a great number of sources that focus on activities using translation in the FLT can be found. One of them is a webpage called Teaching English which has been brought by the British Council. It discusses many different aspects of translation and its use in the classroom.

Here is the list of translation activities by Paul Kaye (2019) published by Teaching English that compares the L1 with L2:

- Students translate the text from L1 to L2. Other students then back translate the text. The whole class compares versions and discusses the differences.
- The teacher presents some 'bad' translations in the class. Student's task is to find errors and discuss their cause.
- The teacher asks learners to find different kinds of texts for comparison and translation, for example, recipes, e-mails, technical texts, etc.

Eibenová et.al. (2013) present interesting and useful activities for Czech students that use translation as a tool for possessing language knowledge.

- *Correct the sentence* (Eibenová et. al., 2013, p. 51)

Students look for anglicisms in the Czech sentence. For example, students find an anglicism in the sentence '*Pepa kikuje do míče*' and change the anglicized words into the correct Czech word '*kope*'. The next step is to find the original word form which was the word *kikuje* taken from. The teacher can use words such as *čekovat*, *lajnapovat*, *brifing*, *lajkovat*, *branč*, *mejkap*, etc.

- *Clean up the language* (Eibenová et. al., 2013, p.93)

Students recognize words that have been taken from either English or other language to Czech.

'Who can find English words used also in Czech?'

- 1) *To work for them could bring you some benefits. (požitky, výhody)*
- 2) *You should delete all the cookies in your computer. (databázové záznamy o prohlédnutých stránkách internetu)'*

- *The Master of translation* (Eibenová et. al., 2013, p.65)

The task aims to drill the correct accent, the intonation, and the translation of certain words from the text. Students take turns one by one, reading is followed by the translation. Who reads and translates correctly is the Master of Translation.

3.4.1 False friends activity for the classroom

Svozílek (2019) presents a very useful material for Czech students for false friends awareness and practice.

The material consists of the English – Czech false friends list which is organized into quaternions according to the relation between words. The whole material is enclosed to this paper as Appendix 2.

Apartment	Byt	Billion	Miliarda	Chef	Kuchař
Suite	Hotelové apartmá	Trillion	Bilion	Boss	šéf
Closet	Šatník	Front	Předek	Roman	Říman
Toilet	Klozet	Queue	Fronta	Novel	Román

The activity consists of the teacher's preparation and student's activity. Firstly, the teacher cuts out some amount of words organized into quaternions from the paper and divides the class into small groups. Secondly, each group gets the same set of words that are now mixed up. The task for the students is to find two pairs and put them into the original quaternion again. The fastest team wins.

4. Learning and teaching grammar

Learning grammar has been an inevitable part of a second language learning process. In literature, many definitions are to be found, but usually, they have the same meaning. According to Scrivener (2011, p.24), grammar is *'how the words interact with each other within the sentence.'* Lock (1996, p.1) describes grammar with two definitions. Firstly, as a *'set of rules which specify all the possible grammatical structures of the language'*. Secondly, Lock mentions that grammar *'needs to be analyzed to discover how it is organized to allow speakers and writers to make and exchange meanings'*. (Lock, 1996, p.1)

A process of possessing either a new item of language or a new piece of grammar can be explained as followed:

1. *'Ignorance – The learner doesn't know anything about the item.*
2. *Exposure – The learner hears or reads examples of the item (maybe a number of times), but doesn't particularly notice it.*
3. *Noticing – The learner begins to realize that there is a feature he/ she doesn't fully understand.*
4. *Understanding – The learner starts to look more closely at the item and tries to work out the formation rules and the meaning, possibly with the help of reference information, explanations or other help.*
5. *Practice – The learner tries to use the item in his/her own speech or writing (maybe hesitantly, probably with many errors).*
6. *Active use – The learner integrates the item fully into his/ her language and uses it (without thinking) relatively easily with minor errors.'* (Scrivener, 2011 p. 125)

As we all know, grammar demands a lot of practice and drill. Harmer (1987, p.4-5) presents the idea of the communicative approach which has been invented as a reaction to grammatical patterning and other approaches. It has been based on the common realization of teachers and writers that students do not become independent language speakers by performing drills or controlled practice. Harmer (ibid.) made a point that according to some people grammar does not have to be taught at all, because, for example, *'somebody knew the verb to be, it did not mean that he or she would be able to use it to introduce themselves for*

others. As follows from the chapter CLT, Communication Language Teaching, Harmer (2007, p.50) sees two main purposes in CLT. Firstly, language is not only patterns of grammar connected with vocabulary, but it also involves language functions and language exponents. Secondly, if students have opportunities to use L2, they will improve their language skills. Thornbury (1999, p.18) points out that communicative competence *'involves knowing how to use the grammar and vocabulary of the language to achieve communicative goals and knowing how to do this in a socially appropriate way.'* Finally, Michael Swan in Methodology in Language Teaching (2002, p.152) warns against teaching grammar only and highlights the importance of teaching English in general.

The process of teaching grammar includes two concepts of grammar presentation, covert and overt. According to Harmer (1987, p.3), covert teaching is *'where grammatical facts are hidden from the students'*, on the contrary, the overt teaching *'means that the teacher provides the students with grammatical rules and explanations – the information is openly presented'*.

Thornbury (1999, p.25-26) describes two basic principles for grammar teaching. The first one is *The E-Factor = economy, ease, and efficacy*, and points out that grammar teaching has to be efficient every time it is done. The second one is *The A-factor: Appropriacy*. Due to the fact that every class of learners is different, the E-factor does not have to necessarily work for every one of them. That is why it can not be appropriate and the teacher must be aware of that.

Another approach is teaching and learning grammar through grammar rules. Harmer (2001, p.15) distinguishes between descriptive and pedagogic grammar. The former describes everything there is, the latter is created specifically for teachers and students to help the teaching and learning process. Harmer (2001, p.16) and Thornbury (1999, p.32) both refer to Michael Swan's criteria for a good grammar rule. Good grammar rule needs to include the following:

1. *Truth: Rules should be always true.*
2. *Limitation: Rules should show clearly what the limits are on the use of a given form.*
3. *Clarity: Rules should be clear.*
4. *Simplicity: Rules should be simple*

5. *Familiarity: An explanation should try to make use of concepts already familiar to the learner.*
6. *Relevance: A rule should answer only those questions that the student needs answered.* (Thornbury, 1999, p.32)

Thornbury (1999, p.29) also explains with a deductive and inductive approach to language teaching. He also calls them a rule-driven learning and discovery learning.

1. *'A deductive approach starts with the presentation of a rule and is followed by examples in which the rule is applied.'*
2. *An inductive approach starts with some examples from which a rule is inferred.'* (Thornbury, 1999, p.29)

Ellis (2002, p.172) describes deductive and inductive learning as a consciousness-raising task. In the former, the learner applies the given rule in other tasks. In the latter, the learner is provided with data and has to deduct the explicit rule to describe the illustrated grammatical feature. Thornbury (1999, p.24) adds that the *consciousness-raising concept* is accompanied by a *focus on form concept*. Ellis (2002, p.171) describes the consciousness-raising tasks as those which are directed at the formation of specific knowledge. Thornbury (1999, p.24) defines focus on form concept as basically correcting a mistake, and claim that it goes hand in hand with the task-based approach. Both theories create a perfect balance in the form of the *paying-attention-to-form argument* which means that learners are more to enhance their learning process if their attention is directed to getting forms right and it is focused on features of the grammatical system. (ibid.)

In conclusion, Lock (1996, p.270) states that even though there is a huge variety among learners, the teacher must consider a number of methodological options and their potential advantages and disadvantages to achieve satisfying results.

4.1 The role of mother tongue in teaching and learning grammar

There is no instant guideline for using the mother tongue while teaching and learning the second language. Thornbury (1999, p.3) outlines the importance of the student's production

and recognition of well-formed sentences, but he also wonders that it is not particularly clear what 'well-formed' means. For example, strict grammatical rules are being violated by naturally occurring speech, and in many English-speaking contexts *We ain't at home* would be preferred to *We are not at home*.

4.1.1 *Activities that make use of L1*

Scrivener (2011, p.298) offers a few ideas on how to use L1 in class and mediation skills.

- When reading an article or a story, the teacher might ask students to summarise it in L1. It exposes what learners have understood or misunderstood.
- The teacher should encourage students to think about a direct correlation with their L1 or look for similarities and differences. When there is a new piece of grammar that is learned, the students should be facilitated to think about how they would say the same thing in their language.
- Subtitles can be very helpful while watching a DVD film.
- The teacher can encourage students to compare three different translations of the same English sentence and decide which one is the best and why.
- The teacher can ask students to compare the layout and style between L1 and English, for example, letters and formal notices.
- If the teacher feels the need to use the L1 for the explanation, he or she should do so.

4.2 Grammar and age

In general, many theories are describing the language-learning process in terms of age. We distinguish three stages of learners. Children, adolescents, and adults. Harmer (2001, p.37) and Littlewood (1984, p.65) both agree that there are many beliefs that young children can learn languages faster than adults. Cook (2008, p.147) writes that linguists generally share the same opinion with the public and adds that people always claim to have a child with great knowledge of a foreign language around, as well as an adult who is learning a foreign language a whole life and never managed to master it. Littlewood (1984, p.67) asserts that children have better learning conditions than adults. They have more time, attention, communicative need, opportunities for use, and others. Harmer (2007, p. 15)

argues that this theory works only if the child gets enough exposure to the language, and adds that children often forget the language as easily as they have learned it. Adolescents need completely different acquisitions. According to Harmer (2001, p.39), teenagers '*have great capacity to learn, a great potential for creativity, and a passionate commitment to things which interest them*'. Unfortunately, the work of the teacher is very often challenged by their lack of interest and provocative attitude.

DeKeysser (2013) believes that grammar instructions should be adapted to age and claims that if provided to adolescents, the grammar explanation should be judicious and accompanied by effective communicative practice. Huang (2015) presents Long's declaration that the critical period for learning grammar ends around the mid-teens. Huang (2015) also claims that there have been only three empirical studies on the long-term L2 attainment in grammar domain, all inconclusive. In conclusion, there are many opinions on this particular issue. For successful grammar acquisition in schools, DeKeysser (2013) suggests keeping the age-appropriate input, interaction, and focus on form.

4.3 Grammar errors

Scrivener (2011, p.285) opens the chapter about errors with a statement that humans, in general, learn by trial and error to see what works and what does not. Harmer (2001, p.99) claims that many teachers around the world are being puzzled by students who are making the same mistakes repeatedly, even though they have been pointed out to them earlier. Thornbury (1999, p. 113) believes that this process happens regardless of the teacher's skill and perseverance and that it seems to be an inevitable part of the language learning process. Harmer (1987, p.9) points out that people who learn languages usually encounter problems in learning the grammar of the language which can be complicated and confusing.

Mistakes are a natural part of the learning process. Scrivener (2011, p.285) asserts that errors are a sign for progress and show us how is the student trying to make a progress, experiment with the language, trying new ideas, or attempting to communicate. Thornbury (1999, p.114) writes that once the error is identified it needs to be clarified. Littlewood (1984, p.24) and Scrivener (2011, p.285) indicate that errors exactly clarify the level of language the student has reached.

Thornbury (1999, p.114) says that the cause of errors is problematic to find. The idea presented by Scrivener (2011, p.285) is that teachers often look more for correction rather than simply giving students the answer. The intention is to make students aware of the language they are using and help them to make their own corrections.

'What you tell me, I forget; what I discover for myself, I remember.' (Scrivener, 2011, p.285)

4.3.1 *Kinds of errors*

Thornbury (1999, p.114) describes four kinds of errors:

- Lexical error: Learners have chosen the wrong word for the intended meaning or they have chosen the wrong form of the word.
- Grammar error: Learners make mistakes in a verb form and tense.
- Discourse error: Learners do not organize and link sentences properly
- Pronunciation error: Learners do not pronounce properly

Harmer (2011, p.99) presents Julian Edge's mistakes division:

- Slips: A mistake which students can correct themselves if it is pointed out to them
- Errors: Mistakes that learners cannot correct themselves and which need further explanation
- Attempts: That is when learners want to express something, but they are not able to and need help.

Scrivener (2011, p.285) points out that from time to time the sentence can be grammatically correct, but it is used in an inappropriate context. Harmer (1987, p.9-10) emphasizes that the teacher should be aware of the form and function of the grammar to prevent errors. In other words, he or she has to make decisions about what to teach and what use the structure is to be used within.

4.3.2 Errors and the L1

There is a connection between making mistakes and mother tongue. Students of other languages already know some language. Harmer (2001, p.99) outlines that rules of the learner's mother tongue are often the source for errors in the second language. According to Thornbury (1999, p.114), the L1 influence on L2 production are examples of *transfer* which can be either positive or negative. Positive transfer of L1 does not have to lead to errors. On the contrary, there is a negative transfer which is sometimes called L1 interference. (Thornbury, 1999, p.114) Littlewood (1984, p. 22-23) defines the errors that are made due to the transfer of rules from L1 to L2 as *interlingual errors*. Even though these errors can occur, Cook (2008, p.27) claims that only 3 percent of errors can be indicated to L1 interference and that learners usually have problems not connected to their mother tongue. There is also a second type called *intralingual errors*. According to Littlewood (1984, p.23), describes intralingual errors like the ones in which the learner employs the strategy of the generalisation and simplification. Thornbury (1999, p.114) gives an example of overgeneralizing which he describes as over-applying an L2 rule. Littlewood (1984, p.23) claims that overgeneralization is a fundamental learning strategy in all domains. Harmer (2001, p.100) mentions false friends that are common mostly between Romance languages, as was already discussed in Chapter 3.5.1.

In summary, the problem patterns of language can be effectively presented in a class where the learners share the mother tongue. On the contrary, teachers in multi-lingual classes will always make a better contribution to their teaching if they use any problem familiar to his or her learners that can be encountered with a new piece of grammar. (Harmer, 1987, p.13)

4.4 Problematic grammar features for Czech students

Czech and English language cannot be further from each other. They differ so much in terms of language principles and functions. Dušková (1988, p.11) introduces the difference between Czech and English language as a matter of language flexibility. In other words, she claims that the syntax of the Czech language is more developed than the English one. Liškař (1970, p.4-5) claims that the knowledge of the mother tongue can either help the learner to

possess the new language or restrain the process. It means that the more dominant language feature prevails and is used by the learner. It is the reason why Czech students use different syntactic structures or lexical appearances. They use what is natural for them.

Sparkling (1989) divides the errors of Czech students into three sections. He claims that Czechs make a mistake:

- if the English linguistic phenomenon is challenging and does not exist in the Czech language,
- if Czech and English language use similar but not the same expressions, especially in terms of vocabulary and idioms,
- Errors made because of the changes occurring due to the natural evolution of the language.

Ganev (2012, p. 40) asserts that errors occur in all domains of a foreign language, and the most common are in grammar and vocabulary. There is a huge variety of errors made by Czech students and in this thesis, the practical part will focus on the ones that are considered to be the most challenging for Czechs. It mostly implies from the research of Maděričová (2010), Dědek (2007), and Ganev (2012) who were looking for common mistakes made by Czech learners. The results are supported by Poslušná (2009) who describes the most frequent mistakes of Czech students and explains how to avoid them.

4.4.1 Auxiliary verbs

Parrot (2000, p.97) describes auxiliary verb also as 'tense' auxiliaries and asserts that we use them to form all tenses other than the affirmative form of the present simple and the past simple. As auxiliaries, we use two verbs; a form of *be* (*am/is/was/were/been/ etc.*) and a form of *have* (*have/had/having etc.*). Parrot (ibid.) also suggests that *will, shall, be going to, used to, and would* are sometimes considered as auxiliary verbs too.

Ganev (2012) claims that students tend to forget the auxiliary verbs when creating a sentence with Present Tense. Poslušná (2009, p.12) warns against the use of auxiliary to make questions and negative statements including a modal verb (can, could, may, might, etc.), eg. '*Do you can swim?*'.

4.4.2 Lexical interference – false friends

It follows from the above that false friends trouble many students. Parrot (2000, p.134) writes about false friends in terms of mistakes of collocations and idioms. He asserts that the learner can make a mistake when affected by collocations and idiom taken from his/her mother tongue. Poslušná (2009, p.52) claims that quite often Czech students are being told that even if they have just started learning English they already know many English words. That can lead to a false impression because the Czech language includes words that look and sound similar but have a different meaning. Hladký (1990, p.5) agrees and adds that anglicisms can sometimes be false friends too. Poslušná (2009, p.52) points out some false friends that Czech students use in English:

- A word *sympathetic* is being used to describe a nice person instead of saying that somebody is compassionate
- A word *asparagus* is being used to describe a smilax instead of a vegetable
- A word *criminal* is being used to describe a jail instead of a person who committed a crime
- A word *step* is being used to describe a dance instead of a part of a staircase

4.4.3 Word order – SVOMPT

Parrot (2000, p.267) outlines that word order does not always mean the very same problem and he suggests three types of word order errors:

- *‘‘The order of words within a constituent.*
 - *E.g. I want my teacher very clever. This is a problem with the order of words in the noun phrase adjectives or combinations adverb-adjectives need to come before the headword.*
- *The order of constituents within a clause.*
 - *E.g. My grammar very poor is. The complement (very poor) needs to come after the verb.*
- *The order of two or more clauses.*

- *E.g. I want a to help me pass my exams teacher. The clause (to help me pass my exams) has to be placed after the headword (teacher) in this complex noun phrase.*'' (Parrot *ibid.*)

Poslušná (2009, p.48) points out that the English word order is very strict and explains SVOMPT – the acronym which helps to remember it. She specifies that an English sentence starts with a subject (S) which is followed by a verb (V), an object (O) and adverbials of manner (M), place (P) and time (T) that can also be used at the beginning. Sparkling (1989, n.269) suggests that the English word order is not changed as often as the Czech one and indicates that the Czech language rather shifts the word order besides the English language, changes the intonation and word stress.

4.4.4 Countable/Uncountable nouns and plural formation

Parrot (2010, p.10) explains that countable nouns are those that have a singular and plural form, e.g. *book – books*, whilst uncountable nouns have only one form, e.g. *furniture – not furnitures*. Parrot (2010, p.19) claims that students may often make regular plural form of a noun irregular. Harmer (2007, p.64) suggests that with countable nouns one can count what the words refer to and therefore make them plural but uncountable nouns cannot be counted. Poslušná (2009, p.2) cites two examples of common mistakes made by Czechs:

- *'I don't have enough informations.*
- *I'd like a toast.'*

Poslušná (2009, p.2) explains that “a/an” cannot be put in front of uncountable nouns that refer to materials (wood, paper), liquids (water, milk), types of food (beef, bread) and abstract nouns (work, weather). Therefore we replace the indefinite article with a quantifier: e.g. *'I'd like some toast.'*

As mentioned above, students may choose the wrong plural form of a noun. Parrot (2010, p.19) presents that learners can be misled by their mother tongue and they might use the plural nouns as though it was singular, e.g. *The people is kind*. Poslušná (2009, p.3) believes that there are many irregular nouns and emphasizes that they need to be learnt by heart since there does not exist any rule for their formation, e.g. *a man – men, a child – children, a*

person – people. She also explains that some nouns have a plural form in Czech but singular in English and compares the meaning of singular and plural form of nouns in the English language with the Czech meaning. E.g. *jedny dveře – door/ vícero dveří - doors, jedny hodinky – watch/vícero hodinek - watches, jedny šaty – dress/vícero šatů – dresses*.

4.4.5 Spelling

To generalize all the spelling mistakes Czech students make is extremely difficult. Harmer (2007, p.92) claims that in general, lack of correspondence between sounds and spelling in English is a major cause of errors for some students and therefore, it needs to be learned through pronunciation and other spelling rules. Hladký (1990, p.5) indicates that there are many differences between Czech and English spelling of words, e.g. *metan – methane, mikroskop – microscope*. Ganev (2012, p.69) presents the results of his research and claims that the spelling mistakes of students can be divided into four categories:

- Missing letters
- Doubled or Extra letters
- Scrambled letters
- Spanish and German influence

Poslušná (2009, p.88-91) points out pairs of confused words by Czech students, e.g. *lend x land, quite x quiet, then x than, price x prize, advise x advice, desert x dessert, all ready x already, stationary x stationery, accept x except x expect, bellow x below x bellows*. She also reveals other spelling issues of Czech learners:

- Missing or extra letters, e.g. *The tomatoe was delicious*. When students learn the rule for making a plural form of nouns ending with -o by adding -es, they forget how to spell the singular correctly.
- Mixing British and American spelling, e.g. *That's my favorite theatre play*. When writing it is always good to choose one style and not to mix American and British spelling.
- Capital letters, e.g. *I was born in february*. The names of months and days are always written with a capital letter.

4.4.6 Prepositions

Harmer (2007, p.73) defines prepositions as words that express time relationship between two events, or spatial relationship between two people or things that usually come before a noun or at the end of a clause. Parrot (2010, p.94) describes prepositions as the major problem of students and suggests two reasons why:

- *“There are so many prepositions in English (many more than in a lot of other languages), and learners often have to make choices and distinctions that are not necessary in their own languages*
- *Many choices have little or nothing to do with meaning, and are therefore particularly difficult to remember.”*

Poslušná (2009, p. 24-28) suggests that mistakes of Czech students are often caused by literal translation, indicates that some prepositions have a similar translation to the Czech language but are used in different contexts, and asserts that there are no exact rules when to use which preposition and some of them need to be learned by heart. Parrot (2010, p.94) suggests drilling or learning through phrases, prepositions depending on verbs, adjectives and nouns, or in groups of certain meaning. He also proposes that mistakes in prepositions hardly ever cause any trouble in communication. Poslušná (2009, 24-28) points out three types of prepositional mistakes of Czech students:

- Prepositions of time, e.g. *I lived there before two years., I waited for her to 6 o'clock.*
- Prepositions of place, e.g. *I saw Bob in the bus. , Paula went to home.*
- Other mistakes in prepositions, e.g. *I am good in judo. , He is interested about politics.*

4.4.7 Articles

The matter of articles definitely belongs to the most complicated one since there is no equivalent of it in the Czech language. An article, either definite or indefinite one, is used before the nouns. Parrot (2010, p.25) believes that the choice of using an article is based on *“a complex interaction of factors including meaning, shared knowledge, context and*

whether the noun is singular, plural or uncountable.” Sparkling (1989, p.20) claims that Czech learners struggle with two types of use of the articles:

- Uncountable nouns, e.g. *How difficult the life can be.* We do not use the article in front of general nouns
- Genitive case, e.g. *I enjoy listening to the Smetana’s opera.* There is no article in front of the possessive expression.

Poslušná (2010, p. 31-34) believes that articles represent one of the biggest problems for Czech learners and indicates many errors, e.g. *River Nile is longest river.* , *I saw the man in our garden.* *A man was wearing a skirt!*. She mentions a common mistake; the difference between *a* and *an*. E.g. *He’s a honest man.*

- “A” is followed by noun phrases (adjective + nouns) beginning with a consonant.
- “An” is followed by nouns or noun phrases beginning with a vowel.
- However, it depends on the pronunciation of a word which follows an article, not its spelling. Therefore, the correct sentence is *He is an honest [onist] man.* (Poslušná, *ibid.*)

4.4.8 Verb tenses

According to Parrot (2010, p.138-139), there is a large variety in the use of verb tenses and the English language pays a great deal of attention to them. Some learners can find them difficult since there is no such equivalent in their language. Harmer (2007, p.68) explains that verb tense is the form of the verb that refers to the time, e.g. past, present, future. Languages that have no system of verb tenses usually do have a system of *aspect*. Parrot (2010, p.139) claims that aspect expresses if actions or events are finished (temporary) or unfinished (protracted). He claims that in English, we recognize two types of aspects, perfect (perfective) and continuous (progressive). Moreover, Harmer (2007, p.68) presents that simple form is the matter of aspect too.

4.4.8.1 Present tense

Scrivener (2010, p.100-128) suggests possible problems students might come across while learning. Here is the list of some of them:

- Present simple, be – ‘*Students omit the auxiliary verb completely*’, e.g. *She doctor.*
- Present simple affirmative – ‘*Students omit the third person -s ending*’, e.g. *Maria like chocolate.*
- Present simple negative – ‘*Students use not without auxiliary do*’, e.g. *She not drive to school.*
- Present simple questions – ‘*Students retain the -s for the third person*’, e.g. *Does she works here?*
- Present progressive – ‘*Students omit the auxiliary verb*’, e.g. *I swimming.*

Poslušná (2010, p.17) presents that Czech students have a problem with the -s ending in the third person singular, e.g. *She live in London.*

4.4.8.1 Past tense

Scrivener (2010, p.129-154) warns against general problems that occur during past tense teaching, e.g.:

- Past simple, b – ‘*Students use was as an all-purpose past tense*’, e.g. *I was go to Berlin last year.*
- Past simple, irregular verbs – ‘*Students avoid using a past form*’, e.g. *Last year she work in an office.*
- Past progressive – ‘*Students use past progressive with stative verbs*’, e.g. *I was believing him.*

Poslušná (2010, p.21) shows some issues of Czech students with past continuous forms of verbs, e.g. ‘*I was bumping into your car*’. instead of ‘*I bumped into your car*’, or ‘*The sun shone*’. instead of ‘*The sun was shining*’. She explains that in the former, past simple needs to be used to refer to a single action in the past, and in the latter, past continuous

needs to be used to refer to the action which was going on for some time in the past and was temporary.

4.4.8.2 Perfect tense

Perfect tenses feature a huge problem for Czech students. Firstly, we need to mention the present perfect tense. Scrivener (2010, p.158) indicates that students sometimes avoid using this tense and tend to use the past simple instead. Poslušná (2010, p.16) describes several errors in a present perfect made by Czech students, e.g. *She has seen him two weeks ago.*, *I have this car since 1997*. She points out that Czech people should not translate what they want to say in English from Czech, and explains that presents perfect can be translated from English to Czech past tense or present.

Secondly, Scrivener (2010, p.177-210) describes common issues of students in past perfect and future perfect tenses:

- Past perfect – ‘*Students think that the past perfect is used for events in the ‘distant past’ (as opposed to the past simple for the ‘recent past’)*’
- Future perfect – ‘*Students need to understand that some forms are more frequent than others, therefore they should use going to, will, and the present simple more often.*’

5. Summary of the theoretical part

The aim of the theoretical part was to look at different aspects of English language learning and teaching in terms of the use of the mother tongue and presents the data concerning the learners of lower secondary and secondary school.

The first chapter focuses on the historical background and it provides general information about the process of English teaching and learning with the main attention on teaching methods that have formed the ELT system.

Next chapters are devoted to second language teaching and learning and special attention is paid to the use of mother tongue in ELT. Focus is put on the use of L1 in the L2 classroom

and in more detail, the chapters deal with the reasons for the use of L1 in the classroom and communication strategies of the learners.

Finally, the theoretical part aims at learning and teaching grammar. Included subchapters define the role of L1 in ELT in terms of grammar and age. Special attention is paid to grammar errors and problematic grammar features for Czech students.

Practical part

6. Introduction to the practical part

It was the main purpose of the theoretical part to draw attention to the variety of opinions by authors who focus on general linguistics, different aspects of English teaching and learning, translation in the classroom and problematic features of the English language for Czech students. The theoretical part provided the foundation for the survey carried out by the author. Firstly, it demonstrates the opinions of English language teachers regarding the most frequent errors made by Czech learners of the English language described in the theoretical part. Secondly, it analyzes errors which were made in writing assignments by Czech students of 6th-grade and 9th-grade of lower-secondary school and Czech students of the 13th-grade of the secondary school of 1st International School of Ostrava. At first, the author intended to compare the findings of the first and second part of the survey to verify if the teachers' estimations correlate with errors found in writing assignments written by Czech students. Furthermore, the author aimed to find out if these mistakes are made because of the differences between the Czech and English language and if teachers use the Czech language while teaching the problematic language areas.

6.1 Structure of the survey

The survey was designed according to the theoretical part. It consists of two sections. The first presents the results of the general and specifying questionnaires for English language teachers. The first one outlines the matter of problematic lexical interference, grammatical interference and spelling in terms of complexity, and the second one presents the teachers' opinions on the use of the Czech language while teaching five of the most difficult aspects measured with the first questionnaire. The second section is devoted to the presentation of errors made in writing assignments by Czech students of English that are compared to the teachers' general opinion.

6.2 Methodology

The research was conducted through a questionnaire survey and text analysis. Firstly, the teachers were asked to fill in the first questionnaire. Secondly, six teachers were requested to fill in the second questionnaire which was carried out relating the results of the first questionnaire. Thirdly, the writing assignments of students were collected by the author and analyzed in agreement with both questionnaires.

The data was collected through Survio website on <https://survio.com/cs>. Firstly, the author addressed the directors of 70 primary schools and grammar schools in the Czech Republic via email which contained the hyperlink to the first questionnaire and a polite request to pass the questionnaire to the English teachers. The author used Atlas školství website on <https://www.atlasskolstvi.cz/> as the source of e-mail addresses. The same hyperlink was also posted on two groups on a social media consisting of teachers of English language with a request which was addressed to English language teachers only. Secondly, the author personally asked six teachers to complete the second questionnaire. Three of the teachers are currently teaching at the 1st International School of Ostrava, and the others are teaching at Gymnázium Komenského Havířov, Gymnázium Joachima Barranda and Střední Zemědělská škola a Obchodní akademie Písek. Thirdly, the author collected the highest possible amount of texts written by students of the 6th, 9th and 13th grade of the 1st International School of Ostrava and analyzed the errors concerning both questionnaires.

6.3 Types of questionnaire and writing items

The first questionnaire, hereinafter a general questionnaire, for teachers contained three types of questions with respect to the form of the required response

- Multiple-choice questions
- Open-ended questions
- Likert scale questions with 4-point scale to ascertain the degree respondents feel about the complexity of certain items of language

The second questionnaire, hereinafter Specifying questionnaire, for teachers contained three types of questions with respect to the form of the required response.

- Multiple-choice question
- Open-ended questions
- Semantic Differential Scale

Writing tasks used for the analysis of errors by Czech students were taken from the teachers of 6th, 9th and 13th grade of the 1st International School of Ostrava. The author analyzed the texts in relation to the problematic language features measured in questionnaires.

6.4 Informants and schools involved in the survey

The survey collects data from three groups of respondents. The first group consists of English language teachers from the whole Czech Republic who were asked to fill in the general questionnaire. The second group involves another six teachers who were asked to complete the specifying questionnaire. The third group are the students of 6th, 9th and 13th grade of the 1st International School of Ostrava who were the texts taken from. It was the intention to choose these groups of students to compare them and find out if there is any tendency of improvement or not.

The source of texts was the 1st International School of Ostrava where the author is currently employed. The school is located in the heart of Ostrava city and it is focused on bilingual education.

6.5 The Questionnaires and texts

Both questionnaires are part of the thesis as Appendixes 3 and 4.

6.5.1 *General questionnaire for all English teachers*

The questionnaire follows the outline of problematic features of the English language for Czech students mentioned above in chapter *4.4 Problematic grammar features for Czech students*. The assumption is that the bigger the differences between Czech and English

language are the more difficult to learn is the specific feature for Czech students. The questionnaire aimed to find out which from the features of the language mentioned above do the teachers find the most complicated for students to learn and why. Firstly, the teacher was supposed to rate each aspect on the 4-point scale as easy, average, hard or very hard. Secondly, the teacher was asked to explain the particular choice. The questionnaire also divided the teachers into groups according to the gender, age, highest degree or level of school completed, main subjects of their study, the length of their teaching practice, type of school and grade levels.

6.5.2 Specifying questionnaire for English teachers

The questions for the second group of teachers were formed according to the findings from the general questionnaire. The author valorized the first questionnaire and picked five of the most complicated language features for Czech students from the teachers' point of view. The features were chosen according to the total of answers regarding *hard* or *very hard* level of complexity. The second group of teachers was asked to comment on the use of the mother tongue while teaching these five language features.

6.5.3 The analysis of texts

As stated above, the texts were written by the students from 6th, 9th and 13th grade from the 1st International School of Ostrava. The author analyzed the text of Czech students in terms of the errors they had made. The analysis includes only the types of errors described in chapter 4.4 *Problematic grammar features for Czech students*. The analysis aimed to find out if the teachers' opinions regarding the errors meet reality.

7. The questionnaire analysis

Both questionnaires were realized through Survio website on <https://survio.com/cs>. As follows from the above, the hyperlink was sent to 70 primary schools and grammar schools around the whole Czech Republic, and two groups on a social media consisting of teachers

of English language. The following table summarizes the number of general questionnaires that have been completed and returned.

	No. of Visits	No. of Completions	No. of Unfinished Completions	No. of Views	The rate of Return
The general questionnaire	216	52	0	164	24.1%

Table 1: The general questionnaire analysis

The table has shown that even though the number of visits of the questionnaire is quite high, the quantity of completions is only 52. It means that the percentage of uncompleted questionnaires reaches up to 75.9%. The numbers show that quite many teachers were willing to complete the questionnaire at first, but they changed their mind when opened it. Considering the total number of schools and people in social media groups addressed, the rate of return is very low.

However, the general statistics of the respondents have shown that many respondents took their time to fill in their answers and share their ideas. The duration was the following:

	2-5 min.	5-10 min.	10-30 min.	30-60 min.
Duration	3.8 %	36.5%	57.7%	1.9%

Table 2: Duration of the completion of the general questionnaire

The number of completed and returned specifying questionnaires was six since the author addresses six teachers to fulfil it.

7.1 Specification of gender

Due to the fact that the questionnaire was completed by 1 man only and 51 women, therefore the ratio is 1.9 per cent of men and 98.1 per cent of women.

The specifying questionnaire was completed only by women teachers.

7.2 Specification of age

In the matter of age, five categories were established: 20-29 years of age, 30-39 years of age, 40-49 years of age, 50-59 years of age, and 60 + years of age. The results show that most respondents were 30 to 39 years old (39.6%) and 20 to 29 years old (26.4%). The least respondents were 40 to 49 years old (24.5%) and 50 to 59 years old (9.4%). No respondents were older than 57.

The specifying questionnaire was completed by 2 women of age 41, one of age 45, 47, 48 and 49 years of age.

7.3 Specification of the highest degree or level of school completed

In connection with the degree or level of education completed, five categories were determined: Secondary school, post-secondary non-tertiary education, Bachelors degree, Masters degree and Doctor's degree. The majority of respondents completed a Masters degree, namely 57.7 per cent. 21.2 per cent of teachers completed a secondary school, 13.5 per cent of teachers completed a Bachelors degree, 5.8 per cent of teachers completed a Doctor's degree and only one person, namely 1.9 per cent, completed post-secondary non-tertiary education.

All respondents of the specifying questionnaire reached the Master's degree in university education.

7.4 Specification of the main subject of studies

Speaking about the main subject of study, two categories were established: English and Other. The questionnaire has shown that the vast majority of informants was studying the English language at university, namely 77 per cent, and 23 per cent of people were studying another subject.

In proportion to the specifying questionnaire, all informants were studying the English language at university, namely English and Czech language two times, English and German language, English philology, English language and Music two times.

7.5 Specification of the length of teaching practice

Four categories were determined in terms of the length of teaching practice: 1-5 years, 6-10 years, 11-15 years, 16 years and more. Most informants fit in the range of 11-15 years, namely 34.6 per cent, and 1-5 years, namely 30.8 per cent. There also has been a high number of respondents who have been teaching for 16 years and more, namely 21.2 per cent. The category with the lowest number of responses was 6-10 years, namely 13.5 per cent.

In terms of the specifying questionnaire, the informants were teaching for 13-25 years.

For a closer specification see Appendix 6.

7.6 Specification of schools of current place of work

With regards to a current place of work, five categories were determined: Primary school (1st-5th grade), Lower-secondary school (6th-9th grade), Upper-secondary school, Multi-year secondary general school (Osmileté gymnázium) and Other. Most informants fell within the Other category, namely 48.1 per cent. 34.6 per cent of informants is currently teaching at lower-secondary school, namely 34.6 per cent, 17.3 per cent work at primary school and 7.7 per cent teach at multi-year secondary general school.

For a closer specification see Appendix 6.

7.7 Specification of grades taught

According to the table below, the variety of grades taught by respondents is quite wide. The teachers could choose one or more possible answers. As follows from the previous chapter, the majority of respondents were teachers of 6th (26), 7th (35), 8th (32), 9th (30),

and 13th (28) grade. The continuation of this is results of teachers of 6th, 11th and 12th grade. The same numbers of teachers have been teaching 10th grade, 3rd grade and 4th grade, namely 21, and 1st and 2nd grade, namely 15.

Answers	Responses	Percentage
1st grade	15	28.8%
2nd grade	15	28.8%
3rd grade	21	40.4%
4th grade	21	40.4%
5th grade	26	50%
6th grade	33	63.5 %
7th grade	35	67.3%
8th grade	32	61.5 %
9th grade	30	57.7%
10th grade (1st year of Secondary school)	21	40.4%
11th grade (2nd year of Secondary school)	22	41.3%
12th grade (3rd year of Secondary school)	23	44.2%
13th grade (4th year of Secondary school)	28	53.8%

Table 3: Grades taught by respondents

7.8 Auxiliary verbs (HAVE done...)

As pointed out above in chapter 4.4.1 *Auxiliary verbs*, auxiliary verbs trouble students a lot. Therefore, the finding was not surprising.

Answers	Responses	Percentage
Easy	6	11.5%
Average	23	44.2%
Hard	20	38.5%
Very hard	3	5.8%

Table 4: Auxiliary verbs

As follows from Table 4, auxiliaries are considered to be quite difficult to learn. Although there was only 5.8 per cent of teachers who find auxiliaries *very hard*, still there is a high number of teachers, namely 20, who state that they are *hard*. 44.2 per cent of informants responded that auxiliaries are *average* and only 11.5 per cent find them *easy*.

Those who picked the option *very hard* agree on the fact that Czech students do not know this structure from their mother tongue since it both does not exist in the Czech language and it is not being translated. With regards to translation, teachers share the opinion that it might be difficult because there is no suitable equivalent and therefore it cannot be translated. In comparison to that, teachers who find auxiliaries hard share the same opinion and add that most students have a difficulty to understand it. One of them pointed out that the difficulty lies in the difference of auxiliaries for different tenses.

On the other hand, 44.2 per cent of informants note that auxiliaries reach the *average* level of complexity and claim that they have not observed any particular issues regarding this topic. They stated that auxiliaries are *easy* to understand, the meaning of auxiliaries is clear to students and highlight that the right explanation is crucial. Those teachers who find auxiliaries *easy*, namely 11.5 per cent of them, think that the key is the right practice.

Because of the fact that the majority of teachers find auxiliary verbs average or easy, the author did not include them in the second specifying questionnaire.

In conclusion, the majority of teachers agree on the fact that auxiliaries might be difficult for Czech students because there exists no equivalent in the Czech language.

7.9 Lexical interference – false friends

The chapter 4.4.2 *Lexical interference – false friends* mentions some of the reasons why Czech students tend to misinterpret some words.

Answers	Responses	Percentage
Easy	4	7.7%
Average	25	48.1%
Hard	21	40.4%
Very hard	2	3.8%

Table 5: Lexical interference

Table 5 presents that only two informants claim that false friends are very confusing and therefore *very hard*. 40.4 per cent of them find them *hard* for several reasons: students might think that the words are international, students tend to use Czech structure of words, false friends are difficult to remember, or students never know when they get it right. They agree that the confusing words remind students of words they already know from their native language which can be supported by Poslušná (2009, p.52). One teacher pointed out that

false friends can be taught and understood only after the students have reached a certain level of the language. Another informant suggests that students tend to misuse the words that are similar in English, e.g. important and interesting, rather than false friends taken from the Czech language.

However, 48.1 per cent of informants find false friends average. They suggest that students find them interesting and fun and propose that they must be drilled. Only 7.7 per cent of informants claim that false friends are easy to remember and present that it is only a matter of proper drill.

The total of answers *hard* and *very hard* was one of the highest numbers regarding the difficulty of specific English language features. Thus it was included in the specifying questionnaire.

False friends	Uses the Czech language while teaching false friends	Uses the Czech language to demonstrate the differences between CZ and ENG	Use the Czech language on the students' impulse
Informant 1	No	No	No
Informant 2	No	No	No
Informant 3	No	No	No
Informant 4	Yes	Yes	Yes
Informant 5	Yes	Yes	No
Informant 6	Yes	Yes	Yes

Table 6: The use of the Czech language while teaching false friends

The results show that half of the teachers use the Czech language for further explanation of false friends and demonstrate the difference between the English and Czech language with the use of Czech translation. It goes with Parrott's theory (1993, p.106) that it is important to use the translation while teaching confusing words. Nevertheless, the other half of teachers claim that they neither use mother tongue while presenting confusing words at all nor they are using Czech translation or equivalents. Surprisingly, the majority of teachers claim that students do not want them to use the Czech translation while explaining false friends.

In conclusion, the majority of teachers feel that false friends are confusing and are similar to Czech words, but they also claim that students eventually understand the difference after proper explanation and demonstration of differences.

7.10 Word order (SVOMPT)

It follows from chapter 4.4.3 *Word order – SVOMPT* that word order can trouble students for many reasons. We might assume that according to its strict structure there is not much space for mistakes.

Answers	Responses	Percentage
Easy	5	9.6%
Average	31	59.6%
Hard	13	25%
Very hard	3	5.8%

Table 7: Word order (SVOMPT)

The results obtained by the questionnaire show that only 5.8 per cent of informants think that word order is a difficult feature to learn. The reasons for it are that students do not realize the differences between English and Czech language and use structures that are common for the Czech language. 25 per cent of informants consider word order to be *hard* but they more or less state the same reasons.

The majority of teachers claim that word order is either *average* or *easy* to learn. They suggest that word order need to be drilled or learned by heart because practice makes perfect. According to them, the advantage is that the structure is pretty simple and easy to explain. Moreover, they propose that this is the reason why students usually understand it easily. This is partly supported by the idea of Poslušná (2009, p.48).

Since the total of responses of *hard* and *very hard* options was not dominant, word order is not a part of the specifying questionnaire.

In summary, the teachers assume that word order might be difficult for learners because it is different from their mother tongue and it is understandable if taught properly. Some informants assert that overall comprehension can also depend on how many languages the students know, and it is pointed out that it is easier to learn if contrasted to the Czech language.

7.11 Countable/Uncountable nouns and plural formation

As stated in chapter 4.4.4 *Countable/Uncountable nouns and plural formation*, mother tongue can mislead students to use the wrong formation of plural expression.

Answers	Responses	Percentage
Easy	20	38.5%
Average	20	38.5%
Hard	11	21.2%
Very hard	1	1.9%

Table 8: Countable/Uncountable nouns and plural formation

With reference to Table 8, there was only one person who considers plural formation very hard and asserts that children can learn it if they start soon with learning the English language and they learn the language naturally as their first language. Otherwise, they get very confused. The teacher also states that (un)countable nouns and plurals are not usually being taught. 21.2 per cent of informants assume that Czech students are confused by it since some plural forms in the Czech language are different.

The vast majority believes that countable/uncountable nouns and plurals are *average* or *easy* and claim that even young learners understand it quite easily. Informants also suggested that students can learn it easily, but forget it during a time. On the other hand, some of them assert that people struggle even in their mother tongue as well as some exceptions might be confusing.

There is only a small number of people believing that this feature is hard or very hard, therefore it is not included in the specifying questionnaire.

Generally, we can assume that teachers believe that countable and uncountable and plurals are easy to explain and to comprehend, but they admit that it can occur as a confusing feature, especially if students compare the English language to Czech.

7.12 Spelling

As follows from chapter 4.4.5 *Spelling*, English spelling can be confusing, especially when there is always an exception to it. It is a question if it can even be generalized.

Answers	Responses	The ratio
Easy	17	32.7 %
Average	25	48.1%
Hard	10	19.2%
Very hard	0	0%

Table 9: *Spelling*

The interesting fact is that none of the teachers finds spelling very difficult. Furthermore, only 19.2 per cent consider it *hard*, 48.1 per cent believe spelling to be *average*, and 32.7 per cent find it *easy*. Even though the answers vary, in this case, reasons for them all stay similar.

Some of the informants claim that spelling is a usual mistake. They assume that the difference between Czech and English language might be the reason and assert that Czech spelling is very obvious in comparison to the English one. Others find it easy because of the variety of already existing rules that can guide students through the issue. Next group suggests that practice makes perfect and spelling is only a matter of drill. One informant also points out that it is necessary to understand the rules of prefixes, suffixes and sounds to spell correctly which is partly supported by Harmer (2007, p.92). Surprisingly, none of the informants considers spelling to be very hard as opposed to the answer that even native speakers sometimes misspell words.

Due to the low number of *hard* and *very hard* answers, spelling is not part of the specifying questionnaire.

It is a question if teachers should insist on spelling at all. Two informants emphasized that spelling is not that important because it is speaking what matters. But they also agree with the rest of the informants that spelling needs to be practised a lot and as good as possible.

7.13 Prepositions

Regarding chapter 4.4.6 *Prepositions*, prepositions seem to be the major problem of all students around the world.

Answer	Responses	Percentage
Easy	3	5.8%
Average	16	30.8%
Hard	25	48.1%
Very hard	8	15.4%

Table 10: Prepositions

Concerning Table 10, there is 15.4 per cent of informants who feel that prepositions are *very hard* to learn for Czech students. The arguments claim that English prepositions are very different from Czech ones and the rules lack logic for Czech students. On the other hand, one teacher's reason was that there are very strict rules to it, therefore students cannot remember them all. The major group of informants, namely 48.1%, consists of those who claim that prepositions are *hard* to learn. Regarding this matter, their answers are not united. They claim that English prepositions either lack proper rules or that there is too many of them. We can assume that the point of those two statements is common; There are many individual rules for the use of prepositions that it seems like there are almost none. One of them also opens up the topic of a difference between American and British English in terms of prepositions and states that it can be puzzling to recognize the right one.

In the major scale, there are only 19 informants all together who think that prepositions are *average* or *easy* to learn. They believe that using prepositions correctly is only a matter of practice and that students eventually find a way how to use them correctly as they improve their English language skills.

Regarding Table 10, the total of *hard* and *very hard* types of answers was 33 which is the second-highest number concerning all the features. Therefore it became part of the specifying questionnaire.

Prepositions	Uses the Czech language while teaching prepositions	Uses the Czech language to demonstrate the differences between CZ and ENG	Use the Czech language on the students' impulse
Informant 1	No	No	No
Informant 2	Yes	Yes	Yes
Informant 3	No	No	No
Informant 4	No	Yes	No
Informant 5	Yes	Yes	No
Informant 6	Yes	Yes	Yes

Table 11: The use of the Czech language while teaching prepositions

The results show that half of the informants use the Czech language when teaching prepositions. However, four teachers out of six use Czech examples to demonstrate the difference between Czech and English language. Nevertheless, only two of them claim that they use the Czech language because students ask them to. Therefore, we can assume that approximately more teachers use the Czech language in the classroom on their own impulse. The reason for it might be that there is a correspondence between Czech and English and the demonstration of differences can help students to understand better.

To sum it up, the majority of respondents stated that prepositions are difficult due to the differences between English and Czech. They find them confusing and sometimes illogical. The greater part of them suggests teaching prepositions through prepositional phrases.

7.14 Articles

As it has already been mentioned in chapter 4.4.7 *Articles*, definite and indefinite articles represent one of the major struggles of Czech learners.

Answers	Responses	Percentage
Easy	5	9.6%
Average	9	17.3%
Hard	18	34.6%
Very hard	20	38.5%

Table 12: Articles

The table indicated that 38,5 per cent of informants described articles as *very hard*. The reasons for that are that the Czech language does not have any structure similar to articles and students do not find them necessary to use. A couple of them agree with Poslušná (2010, p.31) and state that articles are one of the most complicated grammar features. One of them admitted finding them difficult even after 25 years of practice. The next highest number of answers was indicating articles as a *hard* feature to learn. In correspondence to previous statements, respondents agree that articles are challenging because Czech people do not know them from Czech. However, a few informants find the rules for the use of articles very clear. As opposed to this fact, some teachers feel that a fairly high number of rules is related to articles and therefore students tend to not remember them very well. A low number of them also state that students do either ignore them or use them randomly and therefore incorrectly.

A low percentage of respondents claim that articles are *average* or *easy* to learn. Overall, their reasons do not differ. They believe that articles are not complicated at all, they have clear rules that just have to be memorized. Therefore, a good explanation is necessary. They also admit that articles rules are very demanding and need to be practised a lot.

With regards to a high number of answers referring to article as *hard* or *very hard*, this topic was discussed in the specifying questionnaire.

Articles	Uses the Czech language while teaching articles	Uses the Czech language to demonstrate the differences between CZ and ENG	Use the Czech language on the students' impulse
Informant 1	Yes	Yes	Yes
Informant 2	No	Yes	No
Informant 3	No	No	No
Informant 4	No	Yes	No
Informant 5	No	No	Yes
Informant 6	Yes	No	Yes

Table 13: The use of the Czech language while teaching articles

In the matter of articles, the use of the Czech language while explaining the topic is highly challenging since there is no such feature in Czech grammar. As is clear from Table 13, the majority of teachers do not use the Czech language while teaching articles. On the

contrary, half of them include the Czech language into their explanation when demonstrating the differences between the two languages. As follows from Table 12, 50 per cent of teachers use Czech language only because students ask them to. On the whole, we can assume that if there is no proper equivalent for articles in the Czech language, teachers tend to use English.

In short, teachers find articles highly challenging because of none existing equivalent in the Czech language and they see articles as a great struggle for students. As a result of this, we can assume that they do not use the Czech language when teaching it.

7.15 Verb tenses

7.15.1 *The most difficult tense to learn*

Answers concerning verb tenses can be divided into four categories.

Firstly, 47.1 per cent, namely 25 informants, responded that the most difficult English tense to learn is *Present Perfect*. They assume that the reason is none proper equivalent in the Czech language and therefore, the students cannot recognize the right situation for its use.

Secondly, 24.5 per cent, namely 13 informants, of teachers feel that Past Perfect is the challenge. They propose the same reasons as the previous group of teachers and moreover, they highlight that students tend to fight with irregular verbs and the system of tenses in general.

Thirdly, 11.3 per cent of teachers claim that the use of *future perfect* and its simple and continuous form is something that students seem not to understand. They argue that future perfect tense is unknown for Czech speakers, thus students don't understand its use. One of them points out that very often students do not seem to comprehend the difference between the use of *will* and *be going to*, so future perfect is too complicated for them.

Fourthly, the rest of the informants present either no reason explaining their choice or they have different opinions. It is denoted that there are too many tenses connected to a high number of types of contexts to learn and that might be the reason why Czech students are sometimes not able to use them properly. It is outlined that some students struggle with

the differences between the use of simple and continuous form. One teacher proposes that tenses are not difficult when explained together, otherwise no one realizes the difference.

In respect to the results, it is obvious that perfect tenses trouble students the most. The reasons for that mostly coincide and the teachers share the same opinions.

With regards to the predominance of perfect tenses, they are included in the specifying questionnaire.

Perfect tenses	Uses the Czech language while teaching perfect tenses	Uses the Czech language to demonstrate the differences between CZ and ENG	Use the Czech language on the students' impulse
Informant 1	No	No	No
Informant 2	No	No	No
Informant 3	No	No	No
Informant 4	No	Yes	Yes
Informant 5	Yes	Yes	Yes
Informant 6	Yes	No	Yes

Table 14: The use of the Czech language while teaching perfect tenses

According to table 14 can be deduced that the majority of teachers do not use the Czech language to explain perfect tenses at all. On the contrary, it can be seen that in half of the cases students ask them to. As follows from chapters above, it seems that teachers tend rather not to use the Czech language for the explanation if there is no suitable Czech equivalent.

7.15.2 The most difficult verb form to learn

The teachers have been asked to choose one out of three options: Simple form, Continuous form, Perfect form, and express the reason for their choice.

Answers	Responses	Percentage
Simple form	7	13.5%

Continuous form	3	5.8%
Perfect form	42	80.8%

Table 15: Verb forms

In connection to Table 15, the most difficult verb form is again quite obvious. Perfect tenses are the ones that deserve major attention during the classroom. Overall, the reasons presented by informants are mostly the same as in the previous chapter.

13.2 per cent of informants proposed that simple form might be the tough one for students. This group of teachers suggests that students tend to omit the -s in the 3rd person which directly corresponds with Scrivener (2010, p.105) and Poslušná (2010, p.17).

The last group of informants, namely 3, asserted that continuous verb forms are the most troublesome because there is no such distribution in the Czech language.

It is evident that Perfect tenses need to be practised due to the fact that Czech students are not familiar with them and need to get used to their use.

7.16 Other suggestions

In this chapter, the answers to the last question from the general questionnaire are presented. The teachers were asked to comment on other language features that are difficult to learn for Czech students. As follows from the total number of responses in the table below, some teachers proposed more than one suggestion, others did not suggest anything.

Suggested language features	Responses
Phrasal verbs	8
Pronunciation	6
Irregular verbs	5
Idioms	4
Modal verbs	4
Conditionals	4
Intonation	3
Reported speech	3
Shift of tenses	3
Difference between simple and continuous verb form	2
Infinitiv versus Gerundium	2
Gender	1
Word stress	1
Word formation	1

Indirect question	1
Progressive passive voice	1
Passive voice	1

Table 16: Other suggestions

Majority of issues asserted in the table are discussed in Poslušná (2010).

7.17 Summary

Based on the results, it can be concluded that the teachers consider some language features highly complicated over the others. These results were obtained in the general questionnaire for the teachers and can be seen in the table below:

Language features	Hard	Very hard	The total
Verb forms: perfect	-	42	42
Articles	18	20	38
Prepositions	25	8	33
False friends	21	2	23
Auxiliary verbs	20	3	23
Word order (SVOMPT)	13	3	16
Countable/Uncountable nouns and plurality	11	1	12
Spelling	-	10	10
Verb forms: simple	-	7	7
Verb forms: continuous	-	3	3

Table 17: The total of answers, 'hard' or 'very hard'

Summing up the results from Table 17, it can be concluded that according to the teachers the most complicated language features to learn are perfect verb forms, articles, prepositions, false friends and auxiliary verbs. The reasons are to be found in the chapters above.

These five features were included in the second specifying questionnaire where six teachers were asked on the use of the mother tongue when teaching them. The results are also parts of the chapters above.

From the outcomes of both questionnaires, it can be concluded that teachers assume that perfect verb forms, articles, prepositions, false friends and auxiliary verbs are the most complicated to learn for Czech students because they cannot either relate them to something

they know from their mother tongue or it means something completely different in Czech. It is interesting that when teaching the former, teachers tend not to use the mother tongue, but on the contrary, when teaching the latter, teachers incline to compare the English expressions with the Czech ones. The findings also show that in most cases the students do not ask their teachers to compare the English expression with the Czech one. However, it must be mentioned that since the number of respondents who completed the specifying questionnaire is very low, the final results cannot be generalized.

As follows from the table below, the majority of teachers does not use the mother tongue to present the specific feature:

Answer	English language	Czech language
6th grade	3 (50%)	3 (50%)
9th grade	4 (66.7%)	2 (33.3%)
13th grade	6 (100%)	0 (0%)

Table 18: The essential use of languages in the classroom

Table 18 clearly shows that the tendency to use Czech language primarily in the classroom lowers with a growing level of education. The data indicate that 50 per cent of teachers of the 6th-graders, 33.3 per cent of the teachers of the 9th-graders and 0 per cent of teachers of the 13th-graders do essentially use the Czech language to present the topic. They mostly agree that the reason is the level of the second language. Furthermore, two of the informants believe that teachers should use the Czech language as least as possible. They also point out that there is no necessity to use the mother tongue if students understand English well. On the contrary, they admit that sometimes the Czech language must be used to demonstrate the differences because the students are seeking the connection between the mother tongue and second language even if there is none. However, all of them concede that they sometimes use Czech in the classroom.

Surprisingly, two of them do not believe that the comparison of languages is the key to understanding. They claim that the use of the mother tongue can be contra-productive and Czech should not be used in the English classroom. On the other hand, they admit that it is the teaching method that matters.

Interestingly, four of them propose that Czech can be useful just to be on the safe side if the students understand. One of them presents that sometimes the comparison between English and Czech is crucial.

8. Text analysis

The following chapter presents the result of the text analysis. It examines the texts of 6th-graders, 9th-graders and 13th-graders. Three types of texts are examined: 6th-graders' unit test writings, 9th-graders' essays, and 13th-graders' essays. The original plan was for students of the aforementioned grades to submit an essay for analysis. Unfortunately, the plan was not realized due to COVID-19 pandemic and quarantine enforced by the government of the Czech Republic which made the sample collection more difficult and in some cases impossible hence the differences between the types and numbers of texts collected.

The analysis is focused on five of the most complicated language features according to the teachers' opinions: Perfect verb forms, articles, prepositions, false friends and auxiliary verbs. The results of the analysis are compared to the results of the questionnaires.

The texts written by 6th-graders have been taken from unit tests that were written after finishing every lesson, namely 28 short texts. Each text contained approximately 60 words. Furthermore, due to the low number of the students of the 1st International School of Ostrava, the author was able to collect 13 authentic essays written by 9th-graders, each piece contained approximately 300 words, and 3 authentic essays and 3 formal letters by 13th-graders of the length of approximately 250 – 300 words.

The author analyzed the texts and focused on the errors made within all the above-mentioned language features. The errors were identified by the author and verified by the English grammar rules found in *Moderní učebnice angličtiny* (Gottheinerová, Tryml 2006) and *Grammar for English Language Teachers* (Parrot, 2010).

	6th-grade	9th-grade	13th-grade
The number of errors	160	93	24

The number of texts	28	13	6
Errors per text	5.7	7.1	4.2

Table 19: The general analysis of the texts

General outcomes of the analysis are presented in Table 19. As follows from the above, the total of errors made within the aforementioned language features is 278. Of course, the results of the analysis cannot be compared by numbers and therefore they are henceforth compared by the percentage. Nevertheless, it cannot be denied that some students made mistakes more frequently than others.

Errors in the analysis are divided into four areas that comprise the missing necessary language features, the wrong use of the language feature, extra/unnecessary use of the language feature, and other errors that cannot be specified. Speaking about the most complex categories according to the teachers there are 90 errors to be found in terms of missing language feature, 47 language features that are used incorrectly, 22 language features that were not supposed to be used in the sentence, and 2 that would fall under the area specified as other. Otherwise, the total of errors within all categories is 114 missing language features, 71 wrongly used language features, 31 extra language features, and 62 other specific errors that cannot be generalized.

8.1 Perfect verb form errors

As stated above, the respondents are of the opinion that perfect forms and present perfect especially are the most challenging for students. However, the analysis of errors has brought different results.

8.1.1 Perfect verb forms errors – 6th grade

Considering the fact that present perfect verb forms are taught at the end of the 6th school year, perfect verb forms are not used in the texts and therefore not included in the analysis of the 6th-graders' texts.

8.1.2 Perfect verb form errors – 9th grade

Regarding errors in perfect verb forms, in texts are only 3 errors to be found which represent 3.2 per cent of all mistakes of 9th-graders. They all have the same character. In all cases present perfect tense was used instead of past simple tense. This resonates with the idea of Poslušná (2010, p.16) presented above.

Example of wrong use of present perfect:

- *You have looked from your window and you have seen that beautiful nature.*

Considering the results, there are two possible explanations. Firstly, the reason might be that students still tend to think in Czech and therefore they are not able to transfer their thoughts into any perfect tense. Secondly, there are still students who use it correctly.

On the other hand, the analysis has proved that many students still use the past simple instead of present perfect. Even though it can be correct in some cases, we can agree that the present perfect would be more suitable for a particular situation. We can compare the numbers of cases when the present perfect was used correctly with the cases when it should have been used instead of past simple tense. The total number of the cases when the present perfect should have rather been applied is 26, therefrom in 14 cases it was used correctly, and there are 12 situations in which the present perfect should have been applied. Therefore, the overall success is only 53.8%.

Surprisingly, four students did not use present perfect phrases and did not need to. Two students used all present perfect expressions correctly. Contrarily, two other students used all present perfect expression incorrectly, and the last five students used it both correctly and incorrectly.

8.1.3 Perfect verb form errors– 13th grade

With reference to errors of 13th-graders, there is only one mistake to be found. It represents 4 per cent of all mistakes of 13th-graders.

- *We have came up with two ways of*

It is obvious that the student used a past simple form of a verb instead of the past participle. It can be assumed that the results of 13th-graders are very satisfying since other students have no problems with using perfect forms. It must be said that generally, that most students avoid using past or future perfect tense.

On the contrary, even when the total of present perfect errors is very low, there are two cases in which present perfect should have been used instead of past simple tense. Altogether, 14 expressions using the present perfect are to be found in the texts of 13th-graders and therefore the percentage of success is still high, namely 85 per cent.

Interestingly, there is one student who did not use the present perfect at all and did not need to. Three students came up with the correct present perfect expressions only. Oppositely, one student used it only incorrectly. The last student produced three correct expressions and one which was incorrect.

8.1.4 Perfect verb form errors – conclusion

On the one hand, students do not seem to have considerable difficulties in terms of perfect tenses. On the other hand, the texts have shown that they do not use past or future perfect. That can be supported by Scrivener (2010) who claims that the former is relatively rare and it sounds odd to hear it used a lot.

It cannot be strictly said that the results of text analysis resonate with the results of questionnaires. However, it cannot be proved what the student had intended to express and therefore it can be assumed that students either forget to use perfect form and use other tenses instead or they do not know how to use it. The former has been upheld by Liškař (1970, p. 4-5) who stated that what is dominant prevails.

Due to the lack of context, the potential errors regarding the use of past tense instead of present perfect are not presented as actual errors, although they still need to be recognized.

8.2 Articles errors

With reference to the results of the questionnaires, articles were the second most asserted problem.

8.2.1 Article error – 6th grade

Four categories can be determined in terms of articles.

Category	Number of mistakes
Missing article	35
Extra article	8
Wrong article	2
Other	1
The total	46 (28.8%)

Table 20: Article errors – 6th grade

As can be seen in Table 20, missing articles create the majority of article errors of 6th-graders. It illustrates that Czech students tend to forget that articles must be used in English because of its specific function that cannot be found in the Czech language. In texts, 8 extra articles can be seen when unnecessary and in 2 cases either indefinite article was used instead of definite, or *an* was used instead of *a*. Overall, the results proved that articles are already being used. It can be pursued that students are aware of the fact that articles need to be used but they do not have the knowledge regarding its use.

Examples of wrong use of articles:

- *I eat cake.*
- *Everybody sends an emails.*
- *I play an piano.*

8.2.2 Article errors – 9th grade

The same categories are determined within the errors of 9th-graders.

Category	Number of mistakes
Missing article	13

Extra article	2
Wrong article	5
Other	1
The total	21 (22.6%)

Table 21: Article errors – 9th grade

As shown in Table 21, the percentage showing article errors in the 9th-grade is significantly lower. Students missed the article 13 times which is approximately in half of the cases in comparison to 6th-graders. Students avoided the use of the article in two cases only and five wrong articles have been observed. Obviously, 9th-graders are already aware of the importance of articles in English and even though they still omit them very often, they improve.

Examples of wrong use of articles:

- *It is easier to blame a games that admitting (the) fault.*
- *A average person.*
- *Get higher salary.*

8.2.3 Article errors – 13th grade

The result of the text analysis of 13th-graders is as following:

Category	Number of mistakes
Missing article	12
Extra article	1
The total	13 (52%)

Table 22: Article errors – 13th grade

Surprisingly, the number of categories has decreased and we can observe that categories *wrong article* and *others* completely disappeared. Table 22 shows that the number of omitted articles stays the same despite the fact that the students are 4 years older. On the other hand, it must be considered that the number of analyzed texts of the 13th-graders is fairly lower. Furthermore, compared to the lower grades, 13th graders end up being the

worse in using articles since the final percentage of article errors contains 52 per cent of all their mistakes. Contrarily, in many cases, students use the article correctly and we can only assume that even if they are already familiar with the rules, they still tend to forget to apply them from time to time since there is zero correspondence between the Czech and English language in terms of articles.

Examples of wrong use of articles:

- *(The) First idea would be to educate people.*
- *She also rides at (a/the) local horse farm.*
- *It would be (a) fantastic step for the society.*

8.2.4 Article errors – conclusion

Both teachers and Poslušná (2010) agree that articles present the biggest problem for Czech students and the analysis supports that. The number of article mistakes is the highest and we can indicate that although Czech students improve, the omission of the article probably sticks with them for years.

8.3 Prepositional errors

As outlined above in chapter 4.4.6 *Prepositions*, it has always been hard for Czech students to choose the right one.

8.3.1 Prepositional errors – 6th grade

Regarding the 6th grade, there are three categories to be determined: wrong preposition, missing preposition, and extra preposition. The total represents 29.1 per cent of all mistakes.

Category	Number of mistakes
Wrong preposition	16
Missing preposition	13
Extra preposition	1
The total	30 (18.75%)

Table 23: Prepositional errors – 6th grade

As follows from Table 23, students very often tend to misuse the preposition. From the written text, it is apparent that students feel the need to use some preposition in the sentence but they do not know which one. Therefore, usually, they choose the one which they find the most suitable. Nevertheless, their choice of a specific preposition cannot be considered as random. Very often they tend to use an exact translation of the Czech equivalent.

There are also 13 cases of a missing preposition. Usually, students are not aware of the use of the preposition within the specific phrase and create a literal translation of the Czech phrase into English. Moreover, they do not realize that some verbs are followed by *to-infinitive* in certain cases, e.g. *like, love* etc.

Examples of wrong use of prepositions:

- *On the photo is a camel.*
- *My birthday was at 11th of June.*
- *She is riding to horses.*

8.3.2 Prepositional errors- 9th grade

The same categories can be outlined in terms of 9th grade. The total of prepositional mistakes presents 21.5 per cent. In comparison to the percentage of prepositional errors of 6th graders, the number has not changed a lot, furthermore, the total percentage is even higher.

Category	Number of mistakes
Wrong preposition	12

Extra preposition	5
Missing preposition	3
The total	20 (21.5%)

Table 24: Prepositional errors – 9th grade

Due to Table 24, students tend to make the same types of mistakes as 6th-graders. In some cases, it almost seems like the student made a typing mistake rather than a prepositional one, but that cannot be stated for sure. Some students still make basic mistakes including phrases like *in TV* or *in the other hand*.

Examples of wrong use of prepositions:

- *Famous artists were inspired with flowers.*
- *It is a possible cause to violence.*
- *An example for an average person.*

8.2.3 Prepositional errors – 13th grade

Regarding prepositional errors of students of 13th grade, there is only one mistake to be found. This mistake creates 4 per cent of all mistakes. The student used two prepositions at a time, therefore this error can be classified as an *extra preposition* or he/she was about to use the preposition within, therefore it could also be allocated as a typing error.

- *I believe she would be excellent and fun with in this job.*

8.2.4 Prepositional errors – conclusion

In comparison to other errors, spelling remains at the top of the list of complexity until 9th grade. Firstly, the data indicate that frequently students are not aware that the literal translation of Czech phrases is unsuitable and wrong. Secondly, students completely omit the use of the preposition which usually corresponds with the use of no preposition in the Czech language. The results also concur with the results of the teachers' general opinion.

8.4 Lexical interference - false friends errors

According to the teachers, false friends represent a huge problem for learners. The results are outlined above in chapter 7.9 *Lexical interference – false friends*.

8.4.1 *Lexical interference – false friends errors – 6th grade*

Regarding lexical interference, there are no mistakes of the 6th-graders to be determined. It can be assumed that those students still use very simple word order and put down completely nonsensical sentences with the use of the elementary vocabulary. Rather than false friends, they use wrong collocations of words, e.g. *write a presentation, I get a big exam to school* etc.

8.4.2 *Lexical interference – false friends errors – 9th grade*

Surprisingly, 9th-graders are more creative than 6th-graders. However, the total percentage is still quite low, namely 6.5 per cent. In general, students use Czech sentence structures as well as literal translations of Czech expressions that are not correct in English and possibly might confuse a native English speaker.

Examples:

- *To start doing violent acts.*
- *To look negatively on video games.*
- *That can lead to bad endings.*

8.4.3 *Lexical interference – false friends errors – 13th grade*

In the texts of 13th- graders, only two strange formulations are to be found, namely 8 per cent of all their mistakes. However, they cannot be strictly named as false friends errors. Their cause can be classified as a literal translation of a Czech expression as well as it was done within the faults of 9th-graders. The students either use a formulation that would be suitable for the Czech sentence or use a wrong word and even verb form.

Examples:

- *All schools in the Czech Republic have compulsory PE lessons.*
- *They are in involvement.*

8.4.4 Lexical interference – false friends errors – conclusion

Interestingly, the text analysis has proved that students do not struggle with the vocabulary that much as the teachers thought they would be. This can be supported by the fact that students study most of the subjects in English and this might be the reason why their use of vocabulary is not that random. Generally, the texts show that students use a literal translation of Czech words and phrases and do not think about the exact meaning in English. We might assume that at lower levels, this can be caused by the lack of knowledge and unawareness concerning the differences between Czech and English language.

8.5 Auxiliary verbs errors

Relating the results of the questionnaires, auxiliary verbs are on the same level of complexity as false friends.

8.5.1 Auxiliary verbs errors – 6th grade

Three categories can be established in terms of auxiliary verbs errors of 6th-graders.

Category	Number of mistakes
Missing -s in 3rd Person singular	8
Extra auxiliary verbs	4
Wrong auxiliary verb	3
Missing auxiliary verb	2
The total	17 (10.6%)

Table 25: Auxiliary verbs errors – 6th grade

The results have shown that the number of mistakes regarding auxiliaries is quite low. In general, students either tend to omit the auxiliary verb or the suffix *-s* at the end of the verbs in 3rd person singular which is a usual mistake of all English students (Scrivener, 2010, p.100-128). Moreover, an auxiliary *was* that regards past continuous tense singular form was used when talking about a group of people. There were only two cases of the use of past continuous tense in which the auxiliary was completely missing. As follows from Table 25, the total percentage is generally still very low. On the contrary, the auxiliaries have been outlined as the fourth most complicated feature for 6th-graders.

8.5.2 Auxiliary verb errors – 9th grade

Interestingly, the number of auxiliary errors of 9th-graders remains low too. In the texts, there are 12 errors to be found, namely 13 per cent.

Category	Number of mistakes
Wrong auxiliary verb	9
Missing <i>-s</i> in 3rd Person singular	2
Missing auxiliary verb	1
The total	12 (13%)

Table 26: Auxiliary verbs errors – 6th grade

Firstly, 9 auxiliaries are misused in terms of plurality. Secondly, 2 verbs miss the suffix *-s* in the 3rd person singular in the present simple tense. Thirdly, an auxiliary is missing within present continuous tense. Even though the total percentage is not that high, namely only 13 per cent, auxiliaries are forth on the list of the most complexed features.

8.5.3 Auxiliary verb errors – 13th grade

There are no mistakes to be found in the texts of 13th-graders in terms of auxiliaries. The results correlate with what has already been stated above in chapter 8.5.2.

8.5.4 Auxiliary verb errors – conclusion

Summing up the results, the analysis proved that auxiliaries do not represent the main struggle of students. Moreover, the numbers confirmed that auxiliary verbs belong to the very end of the list of the complexity of chosen language features. Nonetheless, the dominant issue remains the omission of the auxiliary verb in the present simple tense.

9. Final comparison

Finally, we can compare the overall results of the analysis with the results of the questionnaires. To do so, it is necessary to outline the results of the whole error analysis.

	Language features	Number of errors
1.	Articles	46 (28.8%)
2.	Spelling	34 (21.3%)
3.	Prepositions	30 (18.8%)
4.	Auxiliary verbs	17 (10.6%)
5.	Tenses	16 (10%)
6.	Countable/Uncountable nouns +Plurals	9 (5.6%)
7.	Word order	8 (5%)
	The total	160 (100%)

Table 27: 6th-grade text analysis results

	Language features	Number of errors
1.	Articles	21 (22.6%)
2.	Prepositions	20 (21.5%)
3.	Spelling	19 (20.4%)
4.	Auxiliary verbs	12 (12.9%)
5.	Word order	7 (7.5%)
6.	Lexical interference	6 (6.5%)
7.	Countable/Uncountable nouns +Plurals	5 (5,4)
8.	Perfect tenses	3 (3.2%)
9.	Tenses	0 (0%)

	The total	93 (100%)
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Table 28: 9th-grade text analysis results

	Language features	Number of errors
1.	Articles	13 (52%)
2.	Spelling	5 (20%)
3.	Tenses	2 (8%)
4.	Lexical interference	2 (8%)
5.	Perfect tenses	1 (4%)
6.	Prepositions	1 (4%)
7.	Word order	1 (4%)
8.	Countable/Uncountable nouns +Plurals	0 (0%)
9.	Auxiliary verbs	0 (0%)
	The total	25 (100%)

Table 29: 13th-grade text analysis results

	6th grade	9th grade	13th grade
Auxiliary verbs	17 errors (10.6%)	12 errors (12.9)	0 errors (0%)
Lexical interference (false friends)	-	6 errors (6.5%)	2 errors (8%)
Word order	8 errors (5%)	7 errors (7.5%)	1 error (4%)
Countable/Uncountable nouns and plurals	9 errors (5.6%)	5 errors (5.4%)	0 errors (0%)
Spelling	34 errors (21.3%)	19 errors (20.4%)	5 errors (20%)
Prepositions	30 errors (18.8%)	20 errors (21.5%)	1 error (4%)
Articles	46 errors (28.8%)	21 errors (22.6%)	13 errors (52%)
Verb tenses	16 errors (10%)	0 (0%)	2 errors (8%)
Perfect tenses	-	3 errors (2.2%)	1 error (4%)
The total	160 errors (100%)	93 (100%)	25 errors (100%)

Table 30: The overall comparison of all grades

In terms of the 6th-grade, it is evident, that articles, spelling and prepositions prevail above the rest of errors in terms of complexity. These results are partially in good agreement with the results of the general questionnaire which have shown that the teachers find articles the second most difficult and prepositions the third most difficult for students to learn. Since the students of the 6th grade do not know the present perfect tense and therefore do not use it, it might be assumed that the articles are their main struggle. It can be concluded that since they are at the beginning of learning English, they do not realize its importance in the language.

In contrast to the teachers' general opinion, it has been found that spelling is also hard to comprehend even though the majority of teachers finds them easy or average to learn. The data has shown that spelling is even more confusing than prepositions for the 6th-graders. Interestingly, the next findings confirmed that auxiliary verbs belong to the top five of the main struggles for 6th-graders. In Table 23 can be found that students tend to omit the suffix *-s* in 3rd person singular in present simple tense very often. Surprisingly, 6th-graders do not use false friends frequently. They tend to struggle more with tenses in general. Presumably, tenses are still confusing for 6th graders because there are so many of them that differ from the Czech language. Finally, in comparison to the teachers' general opinion, they do not seem to fight word order and countable/uncountable nouns and plurality that much, even though there are, of course, some mistakes to be found too.

In the matter of the 9th grade, the analysis has proved that perfect tenses are either not such a problem for students or they tend to avoid writing about situations that would suit the perfect tense. However, it has been carried out that 9th-graders still try their best in the use of articles and prepositions but very often fail. This finding correlates with the data obtained in the general questionnaire. Therefore, articles are again the first issue mentioned in Table 25, and preposition can be found in the second place. Curiously, the data indicate that 9th-graders still fight the spelling which is in contrast with the teachers' general opinion. The data obtained in the analysis demonstrate that auxiliaries are also quite challenging which corresponds with the data acquired in the general questionnaire. Contrarily to the general questionnaire findings, false friends and tenses, in general, do not seem to trouble students a lot. Owing to the results of the error analysis of the 9th grade writing tasks, we

might understand that the students improve and comprehend the use of tenses during the time.

With regards to the 13th-grade, the students of 1st International School of Ostrava managed the task very well. The total of errors equals 25. Comparing the percentages from Table 25 and Table 26, it can be concluded that students show considerable improvement. However, the findings from the analysis suggest that articles remain their main problem which corresponds with the teachers' general opinion and surprisingly, articles represent more than half of all the errors of the 13th-graders. Notably, spelling is the second major issue of both 13th and 6th-graders. The rest of the aforementioned features do not trouble 13th-graders that much.

Based on the outcome of the investigation, it can be concluded that teachers and students would agree that articles, prepositions and auxiliary verbs are the most confusing for Czech learners. It might be acknowledged that the reason for that is the major difference in both languages, hence either the absence of the feature in the Czech language or the major difference of the use of the specific feature between the Czech and English language. On the whole, it has been found that teachers also use the Czech language to demonstrate the differences between the two languages hence the differences.

In opposition, students results suggest that spelling is demanding too, even if teachers find it easy or average. The data regarding the use of perfect tenses are rather unclear due to the fact that students omit to create suitable situations in their writing tasks for the use of perfect tenses. The reason for that might be that the majority of the texts can be classified as essays in which students mostly work with the facts only and therefore there is usually no need to use any of existing perfect tenses. Finally, false friends were a part of five most demanding features of grammar. The analysis has shown that students sometimes tend to use nonsensical collocations and ''czechisms'', but this does not represent the majority of issues.

As follows from the percentage outlined in Table 30, students have shown a tendency to improve in terms of auxiliary verbs, words order, countable/uncountable nouns and plurality, and prepositions. The results proved that spelling troubles students of all grades at the same level. Surprisingly, from the 6th-grade to the 9th-grade students improve in terms of articles, but worsen till the 13th grade.

At last, it must be acknowledged that students from the 1st International School of Ostrava possess a great skill of speaking English since they meet with foreigners daily and

are being taught in English mostly. Therefore they have the opportunity to improve faster than regular students of a lower-secondary and secondary Czech school. However, it must be taken to the consideration that students might avoid the language structures that they do not know very well or at all.

10. Summary of the practical part

The aim of the practical part was to discover the general opinion of teachers on the complexity of the aforementioned language features and compare them to the analysis of the texts that have been carried out by the students of the 1st International School of Ostrava.

Firstly, the results of the general questionnaire for the teachers were presented. Furthermore, five of the seemingly most complex language features were supplied by the results of the second specifying questionnaire that aimed at the use of the Czech language while teaching.

Secondly, the author analyzed the errors in multiple texts and compared them to the opinions of teachers obtained in the general questionnaire. Special attention was paid to the five most complex language features according to teachers.

Thirdly, the general results were contrasted and the accordances and differences were discussed.

Conclusion

The aim of the thesis was to provide the outline of ELT teaching and learning process regarding the use of the mother tongue with the focus on the most complex English language features to learn for the Czech students. The main focus was put on auxiliary verbs, lexical interference, word order, countable/uncountable nouns and plural formation, spelling, prepositions, articles, and verb tenses.

The theoretical part aimed to digest the main issues connected with the use of the mother tongue in ELT. It provided many points of view that discussed topics regarding the main topic. The text opens up with the history of ELT and teaching methods that were invented in the past and have been incorporated into the English language teaching until today. Furthermore, it focuses on second language teaching and learning with an eye on the use of mother tongue in the classroom. It also discusses several points of view on the translation in the English language classroom with a view to both teachers and learners world. Finally, it outlines the importance of the first language in learning grammar and gives the list of chosen language features for further investigation.

The theoretical part pointed out a variety of ideas on the use of mother tongue in ELT. It brought out an idea that teachers should not be always dismissive about the use of the mother tongue. Moreover, it was revealed that the mother tongue has its place in a safe English classroom environment. It was also emphasized that the first language must be applied with care and the teacher has to recognize the right moment to use it appropriately and effectively. Otherwise, it can easily restrain the learning process and hinder the general improvement. Moreover, it was declared that learners are often the ones who overuse the mother tongue in the English classroom and use particular communication strategies that hinder the process. Therefore, it is adequate to establish rules that can be applied during the classroom.

Some of the most problematic features for Czech learners were declared. According to the vast diversity of Czech and English language, it was outlined that the students use what is natural for them and therefore they are making mistakes in foreign languages in general. The chosen English language aspects were discussed from several points of view.

The theoretical part inaugurated the practical part. The practical part was dedicated to the research focused on the complexity of errors made by Czech students. At first, the general questionnaires focused on the teachers' point of view on the difficulty of chosen English language features were handed out. The questionnaires have brought interesting results. They have shown that the teachers find the perfect tenses the most difficult feature to learn for the Czech students. The rest of the features is aligned downwardly as follows: articles, prepositions, lexical interference (false friends), auxiliary verbs, word order, countable/uncountable nouns and plural formation, spelling, simple verb forms, and continuous verb forms.

Secondly, six teachers were asked to fulfil a specifying questionnaire which was focused on the five most complex language features brought out from the general questionnaire. It aimed to give us another point of view of using the Czech language when teaching these difficult language aspects. It has shown that teachers tend to use the Czech language more when teaching the chosen language areas if there exists no proper Czech equivalent. However, the initiative to use the Czech language comes usually from the teachers, not students. It is a good sign that teachers claim to use English to explain these language features more than they use the Czech language which correlates with Parrot's idea (1993, p.106) that teachers should instruct their students in English first. Nonetheless, it must be said that it always depends on the level of English of the particular group. Thus, the specifying questionnaire has generally proved that the Czech language represents important support for teachers in the English classroom which, despite some contrastive opinions expressed by the teachers, cannot be ignored.

Thirdly, the analysis of the texts has brought other results regarding chosen language features. When compared to the results of general questionnaires, it has been found that students struggle the most with articles, prepositions, and spelling. Interestingly, spelling has not been mostly found difficult by teachers. On the other hand, it was concluded that articles represent the major problem since no equivalent exists in the Czech language, and therefore articles remain incomprehensible for Czech learners. Surprisingly, students generally improve when moving upwards the level of education, but articles still stay at the top of the list of mistakes made by them. Additionally, even some teachers admitted that they need to think twice about the use of articles in some cases after many years of teaching.

The previous section regarding the teachers' points of view has shown that perfect tenses are also highly complex for the students. The text analysis has not exactly proved it, and therefore a further investigation focused on the potential use of tenses would be very interesting to pursue. Due to the lack of context, we can only assume that students tend to use a simple or continuous form of past or future tense more often than either present perfect or other perfect tenses.

Finally, the analysis proved that auxiliary verbs also deserve a certain amount of attention since students tend to misuse them very often.

In conclusion, the results of the practical part have outlined five of the most complex English language features that have been chosen and discussed in the theoretical part. The practical part generally advocated the idea that the mother tongue does have an impact on the second language teaching and learning, and it brought out the suggestion that the mother tongue can be helpful to demonstrate the differences between languages.

It must be also admitted there is a possibility of not covering all errors made by the Czech students in the survey since they could have been omitted during the analysis. Moreover, the answers obtained by both questionnaires can be either subjective or do not have to be honest and therefore do not have to necessarily match reality. All of it can be considered as weak points of the thesis. It could be avoided by conduction of further research in the area of complex features of the English language for the Czech students but also by including more English language teachers to the survey. The author is also aware of the fact that the features chosen for the diploma thesis are not the only ones that are difficult to learn for the Czech students. Therefore, a more extensive survey would be appropriate in order to analyze more texts by a higher number of English language teachers or linguists to obtain more precise results and avoid the concealment of errors made by the students in their writing tasks.

To sum it up, the teacher remains an essential part of the teaching process and he/she needs to decide when and how to use the mother tongue to help the students understand difficult areas of a foreign language.

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List of Abbreviations

ELT	English Language Teaching
FLT	Foreign Language Teaching
ESL	English as a Second Language
L1	First Language, Mother tongue
L2	Second Language
CLT	Communicative Language Teaching

List of Appendixes

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Appendix 1: The list of approaches and opinions to be discussed by English language teachers (Parrott, 1993, p.106-107)

Approaches and opinions

‘‘To what extent do you agree or disagree with the various points of view expressed here?’’

- a) The giving of instructions provides one of the few opportunities for genuine communication in the classroom. Use of the students‘ own language thus deprives them of a crucial opportunity for learning.*
- b) The use of translation to provide the meaning of new vocabulary encourages students to develop the mistaken assumption that there is a one-to-one correspondence between words in English and in their own language.*
- c) Using the students‘ first language for comprehension tasks enables students at a low level both to focus on more ‘difficult‘ texts, and to focus on texts in a more structured and productive way.*
- d) If the teacher is worried about the class understanding his instructions or explanation, he can ask a student to translate what he has said to the others.*
- e) Instructions should be given in both languages – English first.*
- f) Students should be given the opportunity to discuss what they are learning in their own language – for example, having learnt how a particular idea is expressed in English, they may be asked to comment on the difference between this and their own language.*
- g) Students should be allowed to ask the teacher (in English) if they may say something or ask something in their own language. All other use of their language is prohibited.*
- h) The learners‘ first language should be used in the classroom very judiciously, and inexperienced teachers should work hard to develop alternative ways of making themselves clear, and only then contemplate to use the students‘ language.’’*

(Parrot, 1993, p.106-107)

Appendix 2: *False friends awareness practice activity*

apartment	<i>byt</i>	billion	<i>miliarda</i>	chef	<i>kuchař</i>
suite	<i>hotelové apartmá</i>	trillion	<i>bilion</i>	boss	<i>šéf</i>
closet	<i>šatník</i>	front	<i>předek</i>	Roman	<i>Říman</i>
toilet	<i>klozet</i>	queue	<i>fronta</i>	novel	<i>román</i>
desk	<i>pracovní stůl</i>	gymnasium	<i>tělocvična</i>	pasta	<i>těstoviny</i>
board	<i>deska</i>	grammar school	<i>gymnázium</i>	paste	<i>pasta</i>
control	<i>ovládat</i>	local	<i>místní</i>	receipt	<i>účtenka</i>
check	<i>kontrolovat</i>	pub	<i>lokál</i>	recipe	<i>recept na vaření</i>
table	<i>stůl</i>	toast	<i>topinka</i>	traffic	<i>dopravní ruch</i>
board	<i>tabule</i>	sandwich	<i>toust</i>	newsagent's	<i>trafika</i>
collective	<i>společný</i>	criminal	<i>zločinec</i>	hymn	<i>chvalozpěv</i>
team	<i>kolektiv</i>	kriminál	<i>jail</i>	anthem	<i>hymna</i>
concrete	<i>betonový</i>	dress	<i>dámské šaty</i>	parcel	<i>balík</i>
particular	<i>konkrétní</i>	jersey	<i>dres</i>	plot	<i>parcela</i>
creature	<i>stvoření</i>	eventually	<i>nakonec</i>	preservative	<i>konzervant</i>
monster	<i>kreatura</i>	possibly	<i>eventuálně</i>	condom	<i>prezervativ</i>
sympathetic	<i>soucitný</i>	stop	<i>zastavit</i>	gum	<i>žvýkačka</i>
nice	<i>sympatický</i>	hitchhike	<i>stopovat</i>	rubber	<i>guma</i>
protection	<i>ochrana</i>	promotion	<i>propagace</i>	brigade	<i>četa</i>
favouritism	<i>protekce</i>	graduation	<i>promoce</i>	summer job	<i>brigáda</i>
caution	<i>opatrnost</i>	blanket	<i>příkrývka</i>	interpret	<i>tlumočit</i>
bail	<i>kauce</i>	form	<i>blanket</i>	performer	<i>interpret</i>
abstinent	<i>zdrženlivý</i>	transparent	<i>průhledný</i>	actual	<i>vlastní</i>
teetotaler	<i>abstinent</i>	banner	<i>transparent</i>	current	<i>aktuální</i>
accord	<i>dohoda</i>	prospect	<i>vyhlídka</i>	confectionery	<i>cukrovinky</i>
chord	<i>akord</i>	brochure	<i>prospekt</i>	off-the-peg clothes	<i>konfekce</i>

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Appendix 3: General questionnaire for teachers

The Role of Mother Tongue in ELT

The Role of Mother Tongue in ELT

My name is Barbora Arnicanová and I am currently studying for a master's degree in Teaching English and Music at Palacký University Olomouc. I am conducting a research to identify the most problematic language features for Czech learners. The questionnaire consists of 26 questions and will take no longer than 15 minutes to complete. All responses will be anonymous and no one will be identifiable in the research. Thank you very much for your responses.

1. Are you a man or a woman?

Nápověda k otázce: *Vyberte jednu odpověď*

- A man
 A woman

2. What is your age?

3. What is the highest degree or level of school you have completed?

4. What subject were you studying at university?

5. How long have you been teaching English language?

Nápověda k otázce: *Vyberte jednu odpověď*

- 1-5 years
 6-10 years
 11-15 years
 16 years and more

6. What type of school are you currently teaching at?

Nápověda k otázce: *Vyberte jednu nebo více odpovědí*

- Primary school (1st-5th grade)
- Lower-secondary school (6th-9th grade)
- Upper secondary school
- Multi-year secondary general school (Osmileté gymnázium)
- Other

7. What grades have you been teaching?

Nápověda k otázce: *Vyberte jednu nebo více odpovědí*

- 1st grade
- 2nd grade
- 3rd grade
- 4th grade
- 5th grade
- 6th grade
- 7th grade
- 8th grade
- 9th grade
- 10th grade (1st year of Secondary school)
- 11th grade (2nd year of Secondary school)
- 12th grade (3rd year of Secondary school)
- 13th grade (4th year of Secondary school)

Rate the following grammatical feature from 1 (easy to learn) to 4 (very hard to learn) according to the differences between the English and Czech language.

8. Auxiliary verbs (HAVE done...)

Nápověda k otázce: *Vyberte jednu odpověď*

- Easy
- Average
- Hard
- Very hard

9. Please, explain your answer.

10. Lexical interference (false friends - konkrétní ≠ concrete)

Nápověda k otázce: *Vyberte jednu odpověď*

- Easy
- Average
- Hard
- Very hard

11. Please, explain your answer.

12. Word order (SVOMPT)

Nápověda k otázce: *Vyberte jednu odpověď*

- Easy
- Average
- Hard
- Very hard

13. Please, explain your answer.

14. Countable/Uncountable nouns and plural formation (e.g. bottle of milk/milk; city/cities)

Nápověda k otázce: *Vyberte jednu odpověď*

- Easy
- Average
- Hard
- Very hard

15. Please, explain your answer.

16. Spelling (e.g. writing/writing, England/england)

Nápověda k otázce: *Vyberte jednu odpověď*

- Easy
- Average
- Hard
- Very hard

17. Please, explain your answer.

18. Prepositions (e.g. at, in, on...)

Nápověda k otázce: *Vyberte jednu odpověď*

- Easy
- Average
- Hard
- Very hard

19. Please, explain your answer.

20. Articles (a/the)

Nápověda k otázce: *Vyberte jednu odpověď*

- Easy
- Average
- Hard
- Very hard

21. Please, explain your answer.

22. Verb tenses. Which of them do you find the most difficult to learn? Please, explain your answer.

23. Which verb form is the most difficult to learn?

Nápověda k otázce: *Vyberte jednu odpověď*

- Simple form (e.g. Present simple - She reads a book every evening.)
- Continuous form (e.g. Present continuous - She is reading a book right now.)
- Perfect form (e.g. Present perfect - She has already read this book.)

24. Please, explain your answer.

25. Are there any other language features which you personally find difficult to learn for Czech students?

26. Do you have any other comments?

Thank you for your responses.

Appendix 4: The specifying questionnaire for teachers

The Role of Mother Tongue in ELT - učitelé

The Role of Mother Tongue in ELT - učitelé

Tento dotazník byl vytvořen za účelem doplnit informace k průzkumu na téma The Role of Mother Tongue in ELT. Obsahuje 13 otázek. Všechny odpovědi budou anonymně zaznamenány a nebudou uloženy žádné identifikovatelné údaje. Mockrát děkuji za spolupráci.

1. Jste muž/žena?

Nápověda k otázce: *Vyberte jednu odpověď*

- Muž
 Žena

2. Kolik Vám je let?

3. Jaké je Vaše nejvyšší dosažené vzdělání?

4. Jaký obor jste studoval/a na Vysoké škole?

5. Jak dlouho učíte anglický jazyk?

6. Používáte český výklad k vysvětlení následujících jevů?

Nápověda k otázce: *Vyberte jednu odpověď v každém řádku*

	Ano	Ne
Určitý a neurčitý člen (a/an/the)	<input type="radio"/>	<input type="radio"/>
Předložky (at,in,on...)	<input type="radio"/>	<input type="radio"/>
Pomocná slovesa (be, do, have)	<input type="radio"/>	<input type="radio"/>
False friends (deska≠ desk)	<input type="radio"/>	<input type="radio"/>
Perfektní slovesné tvary (She has been..)	<input type="radio"/>	<input type="radio"/>

7. Používáte české příklady pro porovnání jevu v AJ a ČJ, aby žáci lépe pochopili danou látku?

Nápověda k otázce: *Vyberte jednu odpověď v každém řádku*

	Ano	Ne
Určitý a neurčitý člen (a/an/the)	<input type="radio"/>	<input type="radio"/>
Předložky (at, in, on...)	<input type="radio"/>	<input type="radio"/>
Pomocná slovesa (be,do,have)	<input type="radio"/>	<input type="radio"/>
False Friends (deska ≠ desk)	<input type="radio"/>	<input type="radio"/>
Perfektní slovesné tvary (She has been...)	<input type="radio"/>	<input type="radio"/>

8. Vyžadují po Vás žáci/studenti české vysvětlení k dané látce?

Nápověda k otázce: *Vyberte jednu odpověď v každém řádku*

	Ano	Ne
Určité a neurčité členy (a/an/the)	<input type="radio"/>	<input type="radio"/>
Předložky (at,in,on)	<input type="radio"/>	<input type="radio"/>
Pomocná slovesa (be,do,have)	<input type="radio"/>	<input type="radio"/>
False Friends (deska≠ desk)	<input type="radio"/>	<input type="radio"/>
Perfektní slovesné tvary (She has been...)	<input type="radio"/>	<input type="radio"/>

9. Jaký z jazyků používáte primárně k vysvětlení nové látky?

Nápověda k otázce: *Vyberte jednu odpověď v každém řádku*

	Anglický jazyk	Český jazyk
6 tř.	<input type="radio"/>	<input type="radio"/>
9 tř.	<input type="radio"/>	<input type="radio"/>
4.ročník SŠ	<input type="radio"/>	<input type="radio"/>

10. Prosím, zdůvodněte.

11. Používáte český jazyk ve výuce AJ?

12. Myslíte si, že použití rodného jazyka ve výuce je nezbytné pro správné pochopení látky? Prosím, zdůvodněte.

13. Jiné poznámky k tématu:

Děkuji za Váš čas.

Appendix 5: Specifying questionnaires for teachers – English version

The Role of Mother Tongue in ELT - The specifying questionnaire for teachers

The Role of Mother Tongue in ELT - The specifying questionnaire for teachers

This questionnaire was made in order to add further information to the results of the first general questionnaire named The Role of Mother Tongue in ELT. It consists of 13 questions. All responses will be anonymous and no one will be identifiable in the research.

1. Are you a man or a woman?

Nápověda k otázce: *Vyberte jednu odpověď*

- A man
 A woman

2. How old are you?

3. What is the highest degree or level of school you have completed?

4. What subject were you studying at university?

5. How long have you been teaching the English language?

6. Do you use the Czech language to explain the following language features?

Nápověda k otázce: *Choose one option in each row.*

	Yes	No
Articles (a/an/the)	<input type="radio"/>	<input type="radio"/>
Prepositions (at,in,on...)	<input type="radio"/>	<input type="radio"/>
Auxiliary verbs (be, do, have)	<input type="radio"/>	<input type="radio"/>
False friends (deska≠ desk)	<input type="radio"/>	<input type="radio"/>
Perfect verb forms (She has been..)	<input type="radio"/>	<input type="radio"/>

7. Do you compare the following English features to the Czech language in order to make students understand?

Nápověda k otázce: *Choose one option in each row.*

	Yes	No
Articles (a/an/the)	<input type="radio"/>	<input type="radio"/>
Prepositions (at, in, on...)	<input type="radio"/>	<input type="radio"/>
Auxiliary verbs (be,do,have)	<input type="radio"/>	<input type="radio"/>
False Friends (deska ≠ desk)	<input type="radio"/>	<input type="radio"/>
Perfect verb forms (She has been...)	<input type="radio"/>	<input type="radio"/>

8. Do students require Czech explanation regarding the following language features?

Nápověda k otázce: *Choose one option in each row.*

	Yes	No
Articles (a/an/the)	<input type="radio"/>	<input type="radio"/>
Prepositions (at,in,on)	<input type="radio"/>	<input type="radio"/>
Auxiliary verbs (be,do,have)	<input type="radio"/>	<input type="radio"/>
False Friends (deska≠ desk)	<input type="radio"/>	<input type="radio"/>
Perfect verb tenses (She has been...)	<input type="radio"/>	<input type="radio"/>

9. Which language do you use primarily, Czech or English?

Nápověda k otázce: *Choose one answer in each row.*

	The English language	The Czech language
6th-grade	<input type="radio"/>	<input type="radio"/>
9th-grade	<input type="radio"/>	<input type="radio"/>
13th-grade	<input type="radio"/>	<input type="radio"/>

10. Please, explain your answer.

11. Do you use the Czech language in your English lessons?

Nápověda k otázce: *Please, explain.*

12. Do you think that it is necessary to use the Czech language in the English lesson? Please, explain your answer.

13. Other comments:

Thank you for your responses.

Appendix 6: The figures obtained from the general questionnaire

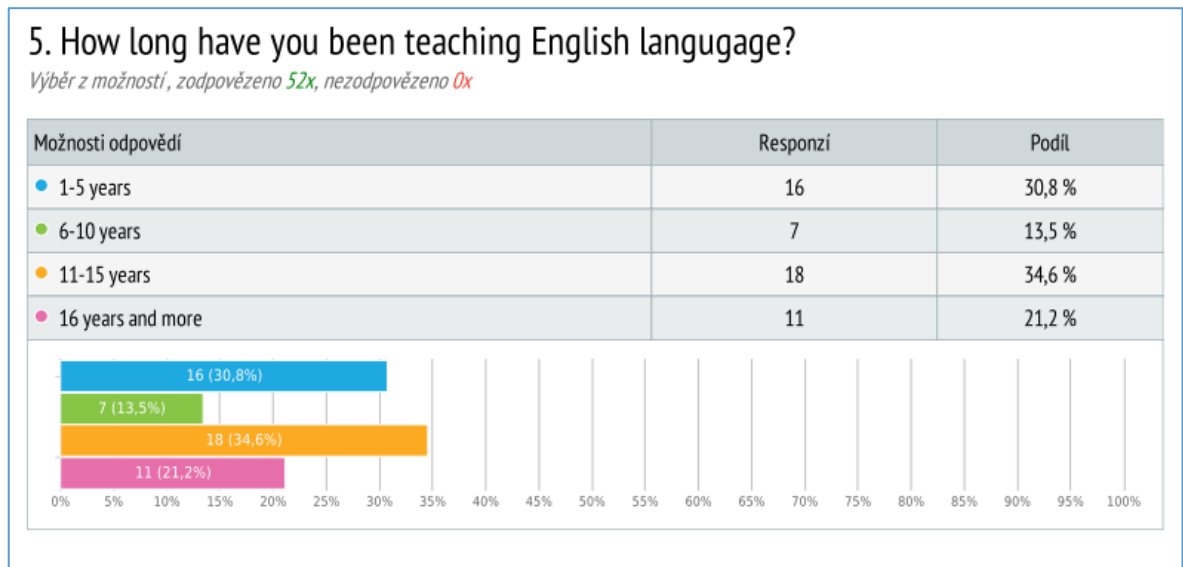


Figure 1: The length of the teaching practice of teachers involved in the general questionnaire

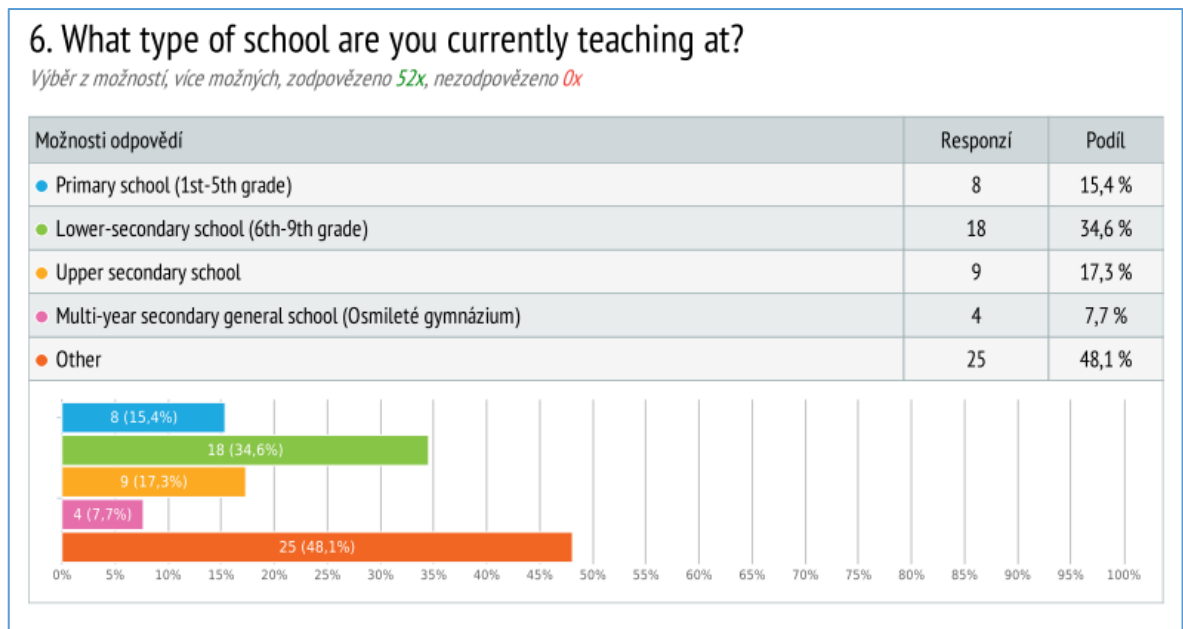


Figure 2: The specification of schools of current place of work of teachers involved in the general questionnaire

Appendix 7: The list of all errors detected in the texts

Errors of the 6th-graders
Articles
My birthday was at 11th of June.
I was sad because on 11th of June there was...
I got a big present at 12th of June.
I eat cake.
We were in capital city.
We took electric bike.
It was great day.
Nobody in class sends letters.
Half of class calls with videochat.
Everybody calls from mobile phone.
Everybody in the class send an emails.
A few students write the letter.
Half of students sends emails.
Half of students writes emails.
Nobody in class send letters.
Half of class calls with a videochat.
Half of class calls with videochat.
Everybody calls from mobile.
Everybody writes presentations a laptop.
I was in the school.
We were in the Ostrava.
I went back to Czech with cute koala.
I was lying on the beach in the Egypt.
There was camel.
In this photo is camel.
In the background is sea.
Then we went to the dinner.
Rescue men were helping a person.
It is near Eifelova tower.
We were in the Paris.
He works as teacher.
I live in Ostrava in Czech Republic.
I play an piano.
Only problem was...
Me and my class have to stand in front of school.
This is photo of me.
I'm wearing pink sweater.
Everybody sends an email in the English.
Ryan and Kate use a social media.

They write in the English.
We have group.
Prepositions
My birthday was at 11 th of June.
I have an exam to school.
I got a big present at 12 th of June.
My sister loves cook.
I went bed.
Half students...
I was in the school.
I got up 7:00.
We didn't go my house.
I was on our vacation on Australia.
I am just looking on the forest.
Everybody uses their phones on breaks.
On this photo.
On the background.
I took this photo by my phone.
I took this photo my mobile phone.
These are the rules my class.
We write messages what we do.
We write messages what we need on the school.
These are rules with my class.
I like play a piano.
I really love sing.
She is riding to horses.
I was looking to the camera.
I took the photo in the 8 th of January.
Auxiliary verbs
We are took an electric bike.
The person walking around.
The firemen was holding a tree.
The rescuemen was helping the people.
She riding horses.
She do gymnastics.
We are took an electric bike.
Everybody use
Everybody have
Everybody send
Everybody write
Nobody call
Everybody send
Everybody get
The person walking around.
Firemen was helping.

There were only one empty chair.
Word order
This photo took my dad's cousin.
In first desk at left line I didn't have to choose.
I spend a lot of time in my room but only when is Eva away.
When is Eva in our room, I'm downstairs.
When is Vojta angry it is funny.
This photo took my mobile phone.
Instagram has few people.
To my house come so much people.
Countable/Uncountable nouns, Plural formation
a social medias
I met my best friends, her name is...
In our schools... (According to the context "school" should have had been used)
After bikes riding...
Homeworks
This is rules
Homeworks
Homeworks
She likes gymnastic
Spelling
Speek English
e-mailil
beutil
paiting
firs
horible
schoole
verry
cheked
suples
yers
prefere
she lifes
brown eys
wery
Ice-hocky
oldr
clases
Oveall
allot
Eifelova tower
I soo them
thet
we chat their.

When it happenets.
white house (Capital letter)
Lincoln's memorial (Capital letter)
after (Capital letter)
She kooks
my kake
Hi! My birthday....
it was (Capital letter)
I got Big present.
but (Capital letter)
Tenses
I get up at 7:30.
I get a big present.
I geted up at 9:30.
I haveed many presents.
She kooks my cake. (cooked)
We visit the White House.
We eat pizza. (ate)
We drove around Washington.
Students posts ...
We are in the Ostrava. (were was correct)
One brave boy go to the forest and save one koala.
I soo them.
I took this photo while we went there.
I took this photo when I stand near the Eiffelova Tower.
I sit next to a boy called Tadeáš that I was knowing.
Errors of 9th-graders
Articles
It's easier to blame a games than admitting fault.
I think that the video games are helpful.
It depends on a type of game.
Video games are a perfect opportunity to do it.
A average person.
Get higher salary.
These things are also happening to boys.
People say that boys should protect us, girls.
You don't have to feel stress anymore.
The problem of climate crisis...
Stop world hunger...
There should not even be a possibility...
Schools must inform students.
Small probability of bullying.
It's fault of the schools.
Providing with economic support.

Prepositions
It is how it works in this time.
They have plenty other things to do.
But in the other hand....
It's the fault about the collective
It is individual in each school.
Every school will learn how to deal bullying.
Instead people...
Provide hundrets with familieas with economic support.
The company is on the verge on bankruptcy.
You looked into your laptop.
Take more than we need to...
Famous artists were inspired with flowers.
And by you know that...
A possible cause to violence is...
People can be addicted to a certain game or to PC.
An example for an average person...
Someone kick into the ball.
Violence makes people to be violent in life.
But there is a lot of more!
Every day in TV...
Auxiliary verbs
You are gonna going to...
The average person work
Football players doesn't
The teachers does
Someone who study
The schools does
Schools does nothing to stop it.
Studies has shown that...
Schools is always saying
They was wearing clothes..
Students does...
Teachers always saying that...
Lexical Interference and false friends
To look negatively on video games.
We had some conflicts.
With the coronavirus,....
Significantly contribute to ending the problem.
Start doing violent acts...
That can lead to bad endings...
Perfect tenses
You have looked from your window and have seen that beautiful nature.
Have you been stressed out?
Word order

In our school when in my class was somebody bullied.
I don't know how it exactly works...
I also know schools where are the probabilities much bigger.
We do not take from nature only things we need.
I think that is getting worse every year with our waste.
We need important people which in this world gets the lowest money.
Mainly in this century where are teenagers mostly online.
Countable/Uncountable nouns, Plural formation
Policeman's (Policemen)
Women should be the one who...
Nature soothes our mind...
All the evidences...
In the others schools...
Spelling
coletiv
coletiv
but (Capital letter)
spen
bankrupcy
comit
comit
recieve
heet
if We
if We
to pai
knifes
i
violent (instead of violence)
i
i
many (Capital letter)
on tv
Errors of 13th-graders
Articles
Just few stretches...
First idea would be to educate people.
Kids could have bad posture....
...which is great idea.
It would be fantastic step for the society.
Keep my body in good shape.
Statistic show increase...
Affectivity of such method is questionable.
She must be centre of attention.
...with absolutely clear conscience.

I would want teacher to be just like her.
She works in retirement home.
She rides at local farm.
Prepositions
She would be excellent and fun with in this job.
Lexical Interference and false friends
All schools in the Czech Republic have compulsory PE lessons.
...because they are in involvement
Perfect tenses
We have came up with...
Word order
How we can stop and avoid this problem?
Spelling
Nowdays
advice (instead of advise)
than (instead of then)
than (instead of then)
work places
The total: 278

Appendix 8: Examples of analyzed texts

6th-grade

I took this photo when I was lying on the beach in the Egypt. I was in Egypt two yers ago We were on the beach and there was camel. Never behind it I don't soo them that is why I took this photo. On this photo is camel and on the bacground is see and people. It isn't a good photo, because it was one moment when I took it Then we only went to the diner. I love this holidays too much!

9th-grade

Do schools do enough to prevent bullying ?

In my opinion what schools do is not enough. And the worst thing is when the bullying is happening and the schools does nothing to stop it. But this is how it works in this time. Schools or the teachers always saying they have plenty other things to do.

Basically is up to the teacher how she/ he will help the kids that are bullied. In our school when in my class was somebody bullied our "old" class teacher did everything wrong and she just made it much worse. I know it's hard to stop bully but teachers should have some methods how to help the kids. Imagine that we was just 12 years old we didn't know what to do. It still have some impact on some of us.

But the question was if schools do enough and all the evidences is saying no, but in the other hand is also difficult to prevent bullying we are all just teenagers and some of us just don't realize what are they doing and what mess can they make. The main problem is there is no correct prevent because we are not the same peoples and every single one of us needs to hear something different.

But as I already mentioned schools can do more they can for example play us some movie what the bullying can cost. Our school did that month or two ago and I think that helped a little bit. But it was too late for that in my opinion.

I don't know how it exactly works in the others schools but I think that every single school is something slightly different. I know some schools which have small probability of bullying but I also know schools where are the probabilities much bigger. So it's hard to say if it's fault of the schools or just about the colectiv of students in schools .

13th-grade

In today's society exercise is more important than ever. As more and more jobs are done sitting down and hardly any physical labor is required and our bodies clearly suffer. Statistics show an increase in numbers of those qualifying as obese which in turn reflects in our response (creation of new "plus size" model category, fat acceptance movement and lowering physical standards across the military). However, a push against this trend also started to gain in popularity and more and more people are aware of this issue. But how is it exactly that we fight this epidemic?

The most radical, effective and certainly controversial method would be to make physical activity compulsory in both schools and work places. This process would make sure that the absolute majority receive not only the opportunity, but also the encouragement from both the officials and their employers. However, there are many that do not support this tactic as they see it as a form of government invasion into people's lives and the way they spend their time.

The other, less invasive strategy suggests spreading more awareness of the issue which would be reportedly done through the school system and the advice of health experts. The effectivity of such method is questionable as more people would surely ignore such message which raises the question of how many resources can we afford to waste and if such waste will be worth it.

Whatever path we decide to go, we must remember, doing something is always better than doing nothing and not being the problem is part of the solution.

Appendix 9: The list of tables included in the thesis

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Résumé

Diplomová práce se zabývá úlohou mateřského jazyka ve výuce jazyka cizího se zaměřením na komplikované jazykové jevy v angličtině, které jsou komplikované na porozumění pro české studenty. Teoretická část se zabývá konkrétními metodami a způsoby využití mateřského jazyka ve výuce cizího jazyka, zaměřuje se také na vybrané komplikované jevy pro české studenty anglického jazyka. Praktická část zjišťuje míru obtížnosti z pohledu učitelů i žáků, vyhodnocuje a porovnává oba dva pohledy.

ANOTACE

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Rok obhajoby:	2020

Název práce:	Role mateřského jazyka ve výuce cizích jazyků
Název v angličtině:	The role of the Mother Tongue in ELT
Anotace práce:	Diplomová práce se zaměřuje na roli mateřského jazyka ve výuce jazyka cizího. Teoretická část pojednává o konkrétních způsobech používání mateřského jazyka učitelem i žákem se zaměřením na některé problematické jevy v angličtině pro české žáky a studenty. Praktická část zjišťuje míru obtížnosti těchto jevů z pohledu učitelů a studentů a porovnává oba dva pohledy.
Klíčová slova:	mateřský jazyk, cizí jazyk, výuka angličtiny, čeští studenti, problematické aspekty jazyka
Anotace v angličtině:	The diploma thesis deals with the role of the mother tongue in ELT. The theoretical part outlines particular methods of the use of mother tongue by both teacher and student and focuses on chosen problematic English language features for the Czech students. The practical part ascertains the level of complexity of those features from the point of view of both teachers and students and compares them.
Klíčová slova v angličtině:	The mother tongue, foreign language, English language teaching, Czech students, problematic language features
Přílohy vázané v práci:	Příloha 1: Seznam různých přístupů a názorů navržených k diskuzi pro učitele angličtiny Příloha 2: Aktivita k procvičení problematiky zrádných slov Příloha 3: Všeobecný dotazník pro učitele Příloha 4: Upřesňující dotazník pro učitele Příloha 5: Upřesňující dotazník pro učitele – anglická verze Příloha 6: Grafy obsažené ve všeobecném dotazníku pro učitele Příloha 7: Seznam všech chyb nalezených v pracích studentů Příloha 8: Příklady analyzovaných prací studentů Příloha 9: Seznam tabulek obsažených v diplomové práci
Rozsah práce:	80, 34 stran příloh
Jazyk práce:	Angličtina