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**The usage of the target language and/or the mother tongue in
English classes at primary schools**

Diploma thesis

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

V Olomouci 3. 6. 2023

.....

Vlastnoruční podpis

I declare that I have worked on this thesis independently, using only the primary and secondary sources listed in the bibliography.

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ABSTRACT

This thesis deals with the target language use and/or the mother tongue use in English lessons at primary schools. The main objective of this thesis is to examine young learners', teachers', and parents' attitudes towards the exclusive target language use. At the same time, it is aimed at encouraging and enhancing the exclusive target language use in English foreign classes at primary schools. The theoretical part depicts the mother tongue use and the target language use in English classes and its advantages and disadvantages. The research part analyses young learners', teachers', and parents' views of the exclusive target language use and when they prefer to use the mother tongue in English classes. Data were collected through questionnaires. Additionally, the primary teachers of English at ZŠ Studánka were interviewed to gain more complex view. Both theoretical and research parts present techniques for solving everything in the English foreign classes in the target language to reduce/eliminate the mother tongue use.

KEY WORDS

target language, mother tongue, young learners, English, Czech, teachers

Table of Contents

Table of figures	4
Table of charts	5
Introduction	6
THEORETICAL PART	8
1 Mother tongue in English classes at primary schools	8
1.1 Recommended mother tongue usage situations.....	9
1.2 Possible drawbacks of using the mother tongue.....	11
2 Target language in English classes at primary schools	14
2.1 Advantages of using the target language in the classroom at primary school	16
2.1.1 Developing learners' fluency.....	18
2.1.2 Faster vocabulary acquisition.....	19
2.1.3 Listening comprehension improvement.....	21
2.1.4 Culture awareness.....	23
2.1.5 Exposure to authentic language.....	25
2.2 Disadvantages of using the target language in the classroom at primary school.....	26
2.2.1 Potential problems from learners' perspective.....	26
2.2.1.1 Learners' negative attitude.....	27
2.2.1.2 Lack of learners' understanding.....	29
2.2.1.3 Learners' anxiety when producing the target language.....	30
2.2.2 Potential problems from teachers' perspective.....	32
2.2.2.1 Classroom discipline	33
2.2.2.2 Classroom management.....	35
2.3 Classroom English.....	38
3 Summary	41
PRACTICAL PART	42
4 Introduction to the practical part	42
4.1 The aim of research and research questions.....	42
4.2 The structure of the research.....	43
4.3 Methodology.....	43
4.4 Characteristics of ZŠ Studánka.....	48
4.5 Characteristics of research classes	49
4.5.1 Characteristics of 4.C.....	49
4.5.2 Characteristics of 4.D.....	51
RESEARCH	53
5 Introduction to the research part	53
5.1 Research on young learners' attitude towards the target language.....	53
5.1.1 Research in the class 4.C.....	56
5.1.2 Research in the class 4.D.....	67
5.1.3 Research summary in the classes 4.C and 4.D.....	73
5.2 Research on primary teachers' attitudes.....	77
5.2.1 The questionnaire analysis.....	77
5.2.2 Semi-structured interviews analysis.....	91
5.2.3 Research summary on teachers' attitudes.....	94
5.3 Research on parents' attitudes towards the exclusive target language use.....	97

5.4	Research on a non-standardized test in the classes 4.C and 4.D.....	105
5.5	Practical part summary.....	108
5.6	Limits of the research.....	109
	Conclusion.....	112
	Bibliography.....	114
	Online sources.....	118
	List of Abbreviations.....	121
	List of Appendices.....	122
	Resumé.....	197

Table of Figures

Figure 1: Ways of using the L1 in the classroom.....	10
Figure 2: Information-gap crossword.....	20
Figure 3: Rules of the community.....	34
Figure 4: Greetings and forms of address.....	39
Figure 5: Checking attendance.....	39

Table of Charts

Chart 1: Gender division in 4.C and 4.D.....	54
Chart 2: Age of young learners.....	54
Chart 3: The length of studying English.....	54
Chart 4: How much do you enjoy studying English?.....	55
Chart 5: To what extent is English important to you?.....	55
Chart 6: Do you feel comfortable when the teacher uses only English?.....	56
Chart 7: To what extent do you understand your teacher when she uses only English?	57
Chart 8: Do you understand English instructions?.....	58
Chart 9: What helps you to understand during the lessons of English?.....	58
Chart 10: How do you feel when the whole lesson is only in English?.....	59
Chart 11: Do you think the teacher should use the mother tongue?	60
Chart 12: In what situations should the teacher use Czech?	61
Chart 13: To what extent do you use English during the lessons of English?.....	62
Chart 14: What are your reasons for using Czech?.....	63
Chart 15: In what situations would you like to speak Czech?.....	65
Chart 16: Would you like to be in a group where Czech is used?.....	66
Chart 17: To what extent does your teacher of English use Czech?	67
Chart 18: In what situations does the teacher use Czech?.....	68
Chart 19: Would you appreciate if your teacher used English in the situations mentioned in question 7?.....	69
Chart 20: Would you appreciate if your teacher used only English?.....	70
Chart 21: To what extent do you use English during the lessons?.....	70
Chart 22: Why do you use Czech during the lessons of English?.....	71
Chart 23: Would you like to use more English?.....	72
Chart 24: Would you like to be in a group where English is used exclusively?....	73
Chart 25: Comparison of learners' usage on the target language.....	75
Chart 26: The situations learners use the L1.....	76
Chart 27: Age of respondents.....	78
Chart 28: The length of teaching practice.....	78
Chart 29: What is your attitude towards using the target language exclusively?...	78
Chart 30: What advantages do you see in the exclusive target language use?.....	79
Chart 31: What disadvantages, as a teacher, do you see in the exclusive target language use?.....	80
Chart 32: Do you think that classroom English can contribute to more exclusive target language use?.....	81
Chart 33: Do you use only English during your lessons?.....	81
Chart 34: What is your attitude towards using the mother tongue?	82
Chart 35: How often do you tend to use Czech during your lessons?.....	82
Chart 36: In what situations do you use Czech during your lessons?.....	83
Chart 37: How do you feel when you speak Czech during your lessons?.....	84
Chart 38: How would you feel if you were banned using Czech?.....	84
Chart 39: Do your young learners talk Czech to each other during your lessons?	85
Chart 40: Do your young learners talk Czech to you?.....	85
Chart 41: If yes, in what situations do your young learners talk Czech to you?...	86
Chart 42: Do you have rules that allow young learners to use Czech?.....	87
Chart 43: If yes, do young learners respect the rules?.....	88
Chart 44: In what language do you respond to young learners when they talk	

Czech to you?.....	88
Chart 45: What can be the negatives of using Czech during the lessons?.....	89
Chart 46: What needs to be done to minimalize the usage of Czech?.....	90
Chart 47: Does your son/daughter feel like studying English?.....	97
Chart 48: In your opinion, what language should be used during the lessons?.....	98
Chart 49: How important is it to you that the teacher uses only English?.....	98
Chart 50: Do you think that young learners can acquire English more when the teacher communicates only in English?.....	99
Chart 51: According to you, what are the advantages when the teacher communicates exclusively in English?.....	100
Chart 52: According to you, what can be the disadvantages when the teacher communicates exclusively in English?.....	101
Chart 53: If you think that Czech should be a part of the lessons of English, in what situations should the teacher use Czech?.....	102
Chart 54: Do you think that using Czech can have a negative impact on your son/daughter's language skills?.....	103
Chart 55: The results of the test.....	106

INTRODUCTION

To use the target language (TL) only, or to use the target language in combination with the mother tongue (L1) during English Foreign Language (EFL) classes? This is a question that many researchers worldwide have tried to answer. It is a question that bothers the researchers but English teachers, too. Many surveys have been undertaken to find out whether the usage of only the TL is beneficial in EFL classes or not. This topic is very demanding because numerous books and articles have been published about it, and researchers do not share the same opinion.

This thesis focuses on the use of the target language and/or mother tongue in EFL classes at primary schools.

It was my personal and professional decision to explore this topic. I have been a primary school English teacher for four years, and I firmly believe in using only the TL during English lessons. I believe that the classroom is usually the only learners' exposure to English. Surrounding the learners with the TL is the most effective way of acquiring a foreign language. I am determined to delve deeply on this topic, to provide information and to conclude that the TL is the best option for young learners.

The main goal of this thesis is to prove that the exclusive TL use is more beneficial for both learners and teachers. The theoretical part of this thesis deals with the target language and mother tongue use. Firstly, the focus is on the mother tongue. It is about the mother tongue use and lists some advantages and potential risks of using the mother tongue in the EFL classroom.

The second part inspects on the exclusive usage of the TL, and its advantages and disadvantages. The disadvantages are examined from the young learners' perspective and the teachers' perspective. The Framework Education Programme for Basic Education and its outcomes and competences are taken into consideration. Classroom English is discussed later in this chapter, too and it is explained why Classroom English is an inevitable part of the classroom at primary school. The theoretical part ends with a summary.

The practical part is based on the theory and aims at engaging and enhancing the exclusive TL. Concurrently, it focuses on the reasons why the TL is not used all the time. It is divided into four sections. The first section provides analysis of young learners' views and opinions about the TL and the L1. Two classes participated in the research. The next section deals with the primary teachers' perspectives and reveals why they do not use only the TL. The third section informs about parents' expectations towards the TL use in EFL classes. The last part analyses a unit test to discover whether young learners who are exposed to the TL exclusively gain higher language skills than learners who are not.

The research is extensive because it examines data from three perspectives: the learners, the teachers, and the parents. The main research questions are following:

- 1 What is the young learners' attitude to the TL?
 - 1.1 How do young learners feel when the teacher uses the TL only?
 - 1.2 In what situations would learners prefer to use the L1?
 - 1.3 In what situations would learners prefer teachers to use the L1?

- 2 What is teachers' attitude to the TL?
 - 2.1 In what situations would teachers prefer to use the L1?
 - 2.2 Why do not teachers of English use the TL all the time?

- 3 To what extent do parents expect teachers of English to use the TL only?

The thesis ends with limitations of the research and conclusion.

1 MOTHER TONGUE IN ENGLISH CLASSES AT PRIMARY SCHOOLS

Whether to use the mother tongue¹ or not in monolingual classes, which are common at primary schools in the Czech Republic, has been controversial for many decades. It is the issue many teachers of English are concerned about. Shall teachers of English use the TL exclusively or shall they use Czech with young learners at primary school?

One of the most important aims of Common European Framework of Reference for Languages is communicative competence. Young learners need to be able to understand English and express themselves in everyday situations. One of the best ways how to achieve proficiency at communicative competence is to be surrounded by the TL and to use the TL exclusively so young learners can acquire the TL in a natural way.

Nowadays, a lot of authors advise to use learners' mother tongue in English monolingual classrooms. Butzkamm (2003, p.31) claims that teachers with the same learners' mother tongue are more excellent in teaching than teachers who do not share the same mother tongue. He supports this by this strong argument: '*...the mother tongue is the master key to foreign languages, the tool which gives us the fastest, surest, most precise, and most complete means of accessing a foreign language.*' Furthermore, switching between two or more languages is considered advantageous because it imitates authentic 'multicompetence'² (Belz, 2003; Blyth, 1995; Cook, 1992; as cited in Oguro, 2011, p.3).

Teachers of English at primary schools prefer to use the L1 in their English lessons because it is easier and more comfortable than using the TL all the time. Atkinson (1993, p. 12) warns of using the L1 because it can become a normal part of the classroom and it might happen that the L1 will be the main language of the classroom. Nguyen (2022, p. 20) shares

the same opinion and adds that when the L1 is used the learners do not have many opportunities to practise English and develop their skills, especially listening and speaking skills.

¹ The language you first learn to speak when you are a child, available at <https://www.oxfordlearnersdictionaries.com/definition/english/mother-tongue?q=mother+tongue>

² Knowledge of two or more languages in the same mind (Cook, 2012), available at <http://www.viviancook.uk/SLA/Multicompetence/index.htm>

Therefore, the aim of all teachers of English should be to use as much TL as possible. Atkinson (1993, p. 22) explains why: *'Every second spent using the L1 is a second not spent using English! – And every second counts! If English is not the main language used in the classroom, the learners are not going to learn very much English.'*

Then, the question is in what situations the L1 usage is appropriate and beneficial for both teachers and young learners. This chapter deals with the situations where the L1 is recommended to work with and possible drawbacks of the L1 usage.

1.1 Recommended mother tongue usage situations

Undoubtedly young learners need to be exposed to the TL as much as possible at school because the classroom is often the only place where learners can absorb the TL. Teachers of English need to encourage their learners to use English. However, it is recommended switching to the L1 in some situations in which the L1 is found more useful than the TL.

Before the recommended situations are listed, when the L1 is more appropriate than the TL, it needs to be stated that there are factors which influence both the teachers and learners to apply the L1. Some of the key factors are the learners' previous language experience, the level of English, the stage of the lesson or the course as Atkinson (1993, p. 14) mentions. Each of these factors is briefly discussed below.

The learners' previous language experience plays an irreplaceable role. Young learners who have been used to hearing and using a lot of L1 during their English lessons might require longer time to get used to the TL (Břenková, 2007, p. 24). Teachers are advised to implement the TL gradually (Atkinson, 1993, p. 14).

When teaching learners who have a higher level of English, there is not much need to use the L1. When dealing with young learners whose level of English is low, it might be more convenient to switch to L1, when, for instance, a new activity is introduced (Slattery & Willis, 2001, p. 12) or while managing the classroom (Atkinson, 1993, p. 14).

The last factor is the stage of the lesson. Atkinson (1993, p. 36) classifies the following stages of the lesson when L1 is acceptable: lead-ins, eliciting language, giving instructions,

and checking comprehension. When more complex language or instructions are necessary to use, when checking whether learners understand or not, it is preferred to switch to the L1 (Břenková, 2007, p. 25).

Using the L1 is faster and sometimes can be more effective than the TL. Celce-Murcia (2001, p. 439) confirms this point. It is believed that the usage of the L1 can help learners to feel more secure, encourage them to be more active and motivated and at the same lower their negative attitudes towards the TL (Chambers, 1992, Harbord, 1992, Meyer, 2008 as cited in Tsagari & Georgiou, 2006, p. 102). Hall & Cook (2012, p. 286) specify that teachers often switch to the L1 when they want to support learners emotionally, be emphatic, clarify misunderstanding or help with unknown words. Time pressure (Celik, 2003; Macaro, 1997; as cited in Oguro, 2011, p. 3) or dealing with organization (Cook, 2001; Duff & Polio, 1990; as cited in Oguro 2011, p. 3) are other common situations when teachers prefer the L1. Surprisingly, teachers often switch to the L1 even when they are tired or not sure of their English knowledge (Bateman, 2008, p. 13). Setting the rules when and by whom the L1 can be used must not be omitted as Voicu (2012, p. 212) claims.

Betáková (2013, p. 11) includes other situations such as complex instructions of a new game/activity, translation, explaining grammar or talking about culture of English-speaking countries. The ways of using the L1 in the classroom are summarized in the following table:

Box 10.8 Ways of using the L1 in the classroom	
1	Teacher conveying meaning: <ul style="list-style-type: none">● teacher using L1 for conveying meaning of words or sentences;● teacher using L1 for explaining grammar.
2	Teacher organizing the class: <ul style="list-style-type: none">● teacher using L1 for managing the classroom;● teacher using L1 for giving instructions for teaching activities;● L1 used for testing.
3	Students using L1 within classroom: <ul style="list-style-type: none">● students using L1 as part of main learning activity;● students using L1 incidentally within classroom activities.

Figure 1: Ways of using the L1 in the classroom (Cook, 2008, p. 185)

Cook (2008, p. 185) demonstrates the situations where both teachers and learners are likely to use the L1. Young learners often approach teachers in the L1 because of their lower level of English and they often talk to each other in the L1. It is natural and teachers should let

them use the L1 in these situations. On the other hand, teachers must remember to answer their young learners in the TL or to reword what they have said (Slattery & Willis, 2001, p. 12).

This chapter briefly summarizes the situations and ways of using the L1 at primary school. Many teachers of English prefer to use the L1 in the following situations: explaining grammar or complex instructions, translations, classroom management and discipline, supporting their learners or avoiding misunderstanding. It is said to be more effective, easier, faster, and practical to use the L1. The author's belief is that the L1 is not needed in the classroom. Even complicated situations or discovering new words can be solved in the TL. When teaching young learners, a lot of issues can be explained when using gestures, miming and body language. It takes a lot of time and patience, but it is worth it. Not only young learners are exposed to the TL all the time, but they are also encouraged to use the TL. See the practical part (Chapter 5.1 and 5.2) to learn when young learners and teachers prefer to use the L1 instead of the TL.

1.2 Possible drawbacks of using the mother tongue

The previous chapter dealt with advantages of using the L1 during English lesson. It appears that the L1 may belong to English classrooms at primary school. Since, there is little theoretical and research background to the drawbacks of using the L1, this subchapter is named *Possible drawbacks of using the mother tongue*.

The usage of L1 is generally accepted among teachers (see Chapter 5.2). On the other hand, the overuse of L1 may cause that a lesson of English will not be a lesson of English anymore but a lesson of Czech. It is unacceptable and teachers of English, not only at primary schools, must prevent it.

The L1 use in the lessons of English should be restricted. As Butzkamm (2003, p. 31) admits the L1 is always present in monolingual classes, and it is tempting both for teachers and learners to use it. Other researchers warn of overusing the L1 because it may lead to undesired learners of English (Ellis, 1984; Atkinson, 1995; MacDonald, 1993; as cited Moeller & Roberts, 2013, p. 22). According to Nguyen's study (2022, p. 22) some learners

see using the L1 as a complication which prevents them from getting used to and developing their spoken English. The more the L1 is used the less chances learners get to practice the TL (Mularsih & Satyarinyi, 2022, p. 30). Mularsih & Satyarini (2022, p. 30) mention in their article that another common drawback of the L1 use may be that learners will be too dependent on the L1 and will rely on it most of the time even when they know how to express what they want.

The last drawback seems true and frequent in the classrooms at primary schools. Young learners prefer to use Czech to English even when they know what to say in English, for example: *Paní učitelko, jaká strana? Paní učitelko, můžu jít na záchod? Paní učitelko, děkuji. Dobrý den, paní učitelko.* These are examples of basic classroom English phrases young learners are familiar with from the beginning of the school year and are repeated every lesson in English. As stated before, it is important to recast and answer back using the TL. Otherwise, it will affect young learners negatively and they may realize that the TL is not essential when the teacher uses Czech.

This subchapter offered some possible disadvantages when the L1 is used. Because of lesser theory and research studies, it is difficult to state whether there can be more drawbacks or not. Teachers must consider to what extent the L1 will be used in the classroom. When they decide that the L1 will be a part of their lessons of English they need to be careful not to overuse it. As mentioned in section 2, the classroom is usually the only place where young learners are exposed to the TL and therefore the L1 must be eliminated or restricted to minimum.

This chapter dealt with the L1 usage in EFL classes at primary schools. The first part of this chapter was focused on recommended situations when it is appropriate to use the L1. It listed some key factors why teachers and young learners use the L1 and the most common ways when the L1 occurs in EFL classes. It is widely accepted, among teachers of English, to use the L1 in the following occasions: explaining grammar, translating new words, managing the classroom, dealing with classroom discipline, giving complex instructions or instructions to a new activity. Learners may use the L1 when talking about a learning activity during the lesson or when approaching the teacher. What matters is the way teachers deal with the occasions when their learners approach them in the L1. Teachers must always recast and reply in the TL because the aim is to encourage young learners to communicate in the TL.

The second part of this chapter dealt with possible drawbacks of the L1 usage in EFL classes at primary schools -too much L1 may lead to demotivated learners of English, it can prevent young learners from producing the TL or they can rely on the L1 all the time that the lesson of English may no longer be about English but about Czech. As there is not enough theory or research studies it is complicated to specify the drawbacks of the L1. It is unacceptable to overuse the L1. Teachers must remember what subject they teach and attempt to restrict or at least eliminate to minimum the L1.

2 TARGET LANGUAGE IN ENGLISH CLASSES AT PRIMARY SCHOOLS

The second chapter deals with the usage of the TL³ in English foreign classes at primary school and describes why it is necessary to use the TL exclusively.

It is important to know English because English has become the number one language of communication and the primary language of the Internet (Brevik, 2020) and science or technology (Domingo,2020). It is our duty to learn English to be able to interact with other people wherever in the world as Domingo (2020) stresses out. Rubdy & Saraceni (2006, as cited in Ur 2012, p. 4) agree and add that English is no longer the language of the USA or the UK and that it has become an international language. Brevik and Rindal (2020) also mention that the status of English is specified by people who use it as a second or additional language rather than native speakers. Native speakers of English are no longer the majority as Harmer (2007, p. 11) mentions. It can be said that the English language has become lingua franca⁴ of the whole world.

Lingua francas were used even thousand years ago, e.g., in the ancient Greece where Greek and Latin fulfilled the roles of lingua francas (Celce-Murcia, 2001, p. 3). Najvar⁵ (2010, p. 40) notes that many years ago, there had been attempts to create a universal language as well. Dalgarn, Wilkinson, Leibniz or Komenský had tried to invent an artificial language that would have been communicated by all the people in the world. Their attempts were not successful. Later, during the 20th century, the attempts to find a common language got stronger because of the globalisation. The artificial language systems failed and there was an effort to find a language that would have the role of lingua franca.

The popularity of studying English in the Czech Republic increased few decades ago. The interest is dated to the beginnings of the 1990s because of the globalisation, opening the borders, the end of the Cold War or integration (Najvar⁶, 2010, p. 7).

³ Target language – a foreign language somebody is learning. Available at <https://www.oxfordlearnersdictionaries.com/definition/english/target-language?q=target+language>

⁴ Lingua franca is a language that is adopted as a common language between speakers whose native languages are different. Available at <https://languages.oup.com/google-dictionary-en/>

⁵ Translated into English by the author of this thesis

⁶ Translated into English by the author of this thesis

The ways of teaching English have changed. Forty years ago, the primary foreign language taught in Czech schools was Russian. Due to the political change in 1989 the popularity of Russian language was declining, and the popularity of English language was growing. The beginnings of teaching English were not perfect. After 1989, there were not many qualified teachers of English. An unqualified teacher of English was quite common those days (Najvar⁷, 2010, p. 7). However, the situation got better very soon. Teachers became more qualified to teach western languages and foreign modern coursebooks started to appear on the Czech market (Fenclová⁸, 1988/99). This was a turning point because until 1989 Czechoslovak coursebooks with a lot of mother tongue usage and translation activities were only available but with the modern coursebooks the mother tongue started to vanish, and the TL started to be used more. This change did not affect the coursebooks only but the age when to start learning a foreign language got lower.

At the beginning of the 1990s learners started studying a foreign language, mostly English, in the 5th grade. In 1995, the foreign language started to be taught in the 4th grade and in 2006 in the 3rd grade (Najvar⁹, 2010). The Framework Education Programme for Basic Education (2021) notes that the learners must be first offered to study the English language and mentions that the compulsory foreign language education starts in the 3rd grade, but schools can begin with teaching even sooner¹⁰.

English has become a part of our lives and is everywhere around us. We are exposed to English when travelling, going shopping, surfing the Internet, watching movies or TV series, listening to music, communicating with clients and friends. It is a necessity and obligation to know English now.

It is the primary school where we have more contact with English, more opportunities to use it and more often. It is the reason why it is crucial to provide the young learners of English with as much exposure as possible because when exposed to English all the time they learn a way more than learning in an environment where L1 is used frequently. Not only they learn a foreign language, but they learn through a language (Septiani, Saputra, Abdullah, 2021). Moeller & Roberts (2013, p. 22) agree and claim that when the TL is presented to learners, they will gain greater knowledge of the TL. Oguro (2011, p. 2) adds the TL is the

⁷ Translated into English by the author of this thesis

⁸ Translated into English by the author of this thesis

⁹ Translated into English by the author of this thesis

¹⁰ The Framework Education Programme for Basic Education, p. 112, available at <https://www.msmt.cz/vzdelavani/zakladni-vzdelavani/framework-education-programme-for-basic-education>

most important both for learners and teachers of second or foreign language classes. It is the teacher who is the main source of TL for learners in the classroom (Septiani, Saputra, Abdullah 2021). Turnbull (2001, as cited in Bateman 2008, p. 11) affirms that.

Therefore, it should be the teachers' aim to speak only English and create English speaking environment in the classroom, for example with visual aids, such as posters, maps, writings, quotes, or realia. Bateman (2008, p. 11) adds that it is vital to create a positive atmosphere in the classroom because it is the place where both teachers and learners work with the TL most of the time. Dickson (1996, as cited in Septiani, Saputra, Abdullah, 2021, p. 61) states that learners acquire the language naturally and too much L1 use can undermine the process of natural acquisition. Many researchers and teachers of English would not probably agree and would claim that it is impossible to teach, for instance young learners, without using the L1. It is important to modify the TL to learners' level of English, teach through body language, gestures, and pantomime.

Choosing the right methods and approaches can maximize the TL usage, too. There are many methods for foreign languages teaching and learning. Teachers of English need to choose such an approach or a method which focuses more on meaning and fluency rather than form and accuracy. The Direct Method, Communicative Language Teaching, Task-based Language Teaching, Total Physical Response or Natural Approach emphasize the meaning of the English language (see Appendix n. 1 to learn more about these methods and approaches). It is then up to the teacher which approach, or method will be suitable for him/her and young learners. It is recommended to use the Eclectic Approach¹¹.

The advantages and disadvantages of the exclusive TL use are described below.

2.1 Advantages of using the target language in the classroom at primary school

The expected foreign language outcomes listed in the Framework Education Programme for Basic Education are clear and are listed in the Appendices part (see Appendix n. 2). Briefly stated, young learners need to be able to understand teachers' instructions, repeat and

¹¹ Teacher's use of techniques and activities from a range language teaching approaches and methodologies, British Council, available at <https://www.teachingenglish.org.uk/professional-development/teachers/knowing-subject/d-h/eclectic-approach>

use words or phrases they hear, write, or say basic information about themselves, their hobbies, likes/dislikes, or their families, read short texts and find specific information in the texts. Moreover, young learners need to be able to communicate in everyday situations, such as greetings, thanking, apologies or requests; they are introduced to everyday themes, for instance shopping, animals, holidays, traditions, and are familiar with basic English grammar.

Acquiring the TL allows learners to study about other countries and cultures and how to accept those cultures and different traditions, learners become more language confident which can be beneficial in their later lives when finding jobs or during further studies (Rámcový vzdělávací program pro základní vzdělávání, 2021, p. 16-17). As Podepřelová (2006) states in her article it is not the grammar, vocabulary or working with texts that learners can benefit from but the development of key competencies, especially the communicative competence, which can help to master the foreign language.

The communicative competence can be best developed by communication in the TL, and it is therefore helpful to apply the communicative approach in the classroom. The main characteristic of the communicative approach is that learners can lead or have successful communication in the TL (Celce-Murcia, 2001, p. 8).

When there is no L1 usage in the classroom, everything is communicated via the TL then we speak about the direct method (see Appendix n. 1) of language teaching as Ur (2012, p. 7) briefly explains. Atkinson (1993) claims that the L1 has its place in the classroom and is an inevitable part of the TL acquisition. On the other hand, many linguists have written about the positive effects on learners when the TL is used exclusively in the classroom (Chambers, 2013; Wolf, 1974; Carroll, 1975; Boulima, 1999; as cited in Howard, 2016, p.14). The L1 usage was discussed in the previous chapter.

The TL has therefore many advantages and when we want our young learners to use the TL they need to be surrounded by it – they need to see or listen to English all the time not only when teachers instruct them but English is demanded to use for all the classroom communication, for example to deal with discipline problems (Duff & Pollio, 1990, as cited in Frohm, 2009, p. 3).

This thesis deals with the most significant ones, such as fluency development, faster vocabulary acquisition, listening comprehension improvement, culture awareness and authentic language use.

2.1.1 Developing learners' fluency

One of the benefits of using the TL is to develop young learners' fluency. It is the core of English learning because people studying a foreign language want to be fluent and communicate easily without hesitation.

What does it mean to be fluent? When you are fluent you can communicate and write quickly or easily in a specific language¹². Hedge (1993, p. 275 - 276, as cited in Celce-Murcia, 2001, p. 104) states that to be fluent means to use the language in a natural way, when the communication is about being able to deliver a message and the participants of the communication do not stress about making mistakes. When learners are fluent in English, they can take part in an international communication (San Jose, Bontuyan Jr., Luspo et al., 2013). Cook (2008, p. 260) is more detailed and mentions that people need the second language and to be fluent and accurate because of shopping, worshipping, studying, and taking exams and others.

When learners do not practise English orally, they can become disfluent and experience problems in communication, such as to keep their listeners concentrated which may lead to failures in a communicative process as Rossiter explains (2009, as cited in Ghasemi and Mozaheb, 2021). Ur (2012, p.1) comments on accuracy and fluency: *'It is important for our students to learn to use English both fluently and correctly so that they can get their message across effectively... There will be situations where we are less fussy about absolute accuracy, because getting a message across is more important.'* Scrivener (2005, p. 160) partly agrees and explains that both accuracy and fluency are essential parts of English, and it is necessary to let our learners know what the focus of each activity is, whether accuracy or fluency.

Teachers can help their young learners to improve their fluency by choosing the correct activities. Ur (2012, p. 120 – 127) lists engaging activities to develop speaking skills and fluency, for instance problem-solving, expressing opinions, dialogues, describing pictures and finding differences between two pictures or presentations and adds that it is the core to let our

¹² What does it mean to be fluent in a language? Available at: <https://www.dictionary.com/e/fluency/>

learners speak as much as possible in English. Celce-Murcia (2001, p. 106-107) adds that speeches can be useful as well and adds that learners can talk about something from their lives. On the other hand, Celce-Murcia (2001, p. 107) mentions that the listeners can get bored after a short time and suggests that listeners have some duties during the speech, such as writing short notes to sum it up later or they need to listen to evaluate their peer.

Atkinson (1993, p. 58) warns about using translation and too much help during fluency activities when learners cannot say what they want in English and comes with a solution that learners can write down words or expressions they do not know in the TL; when the activity is over the teacher guides learners and gives them hints how to say the unknown words in English.

The three-stage model of teaching speaking might be a great teaching tool about how to improve learners' oral proficiency as Wang (2014, p. 112) explains and Willis (1996, as cited in Wang, 2014) describes the three steps of this teaching tool: *'In the input stage (1), students are given a good model to imitate; in the rehearsal stage (2), learners implement the task within group members; in the performance stage (3), students carry out the task before class'*. Wang (2014) then comments on each stage: (1) a good role model (a teacher) influences learners' grammar, vocabulary, and pronunciation; (2) working in small groups is not very stressful and everybody has a higher chance to speak English; (3) speaking in front of the class guarantees learners' activity and motivation.

This chapter dealt with how young learners can become more fluent when they are surrounded by the TL. They can acquire English naturally in the same way they learn the L1. Teachers can choose or modify to young learners' level activities which help with developing fluency, such as describing pictures, role-plays, finding differences, problem solving or expressing opinion. Teachers need to modify English to learners' level and then they do not have to be afraid of using these activities even with young learners.

2.1.2 Faster vocabulary acquisition

Vocabulary is an important part when learning a second language. Without words there cannot be any communication. Vocabulary is the system of words for communication as Ur (2012, p. 60) defines. On the other hand, Lessard-Clouston (as cited in Patesan, Balagiu and Zechia, 2019, p. 300) characterizes the vocabulary as *"words of a language, including single*

items and phrases or chunks of several words which convey a particular meaning, the way individual words do.” Celce-Murcia (2001, p. 285) admits that vocabulary has not always been the core of language studying and continues that opinions about learning and teaching vocabulary have changed recently.

Teaching vocabulary is about the meaning of the words, and it is the teachers’ job to show learners what the words mean and how and when it is correct to use them (Harmer, 2011, p. 229). Many linguists have agreed that knowing vocabulary is more important for communication than knowing grammar. As Wilkins mentions (as cited in Patesan, Balagiu and Zechia, 2019, p. 300) without vocabulary we cannot express anything.

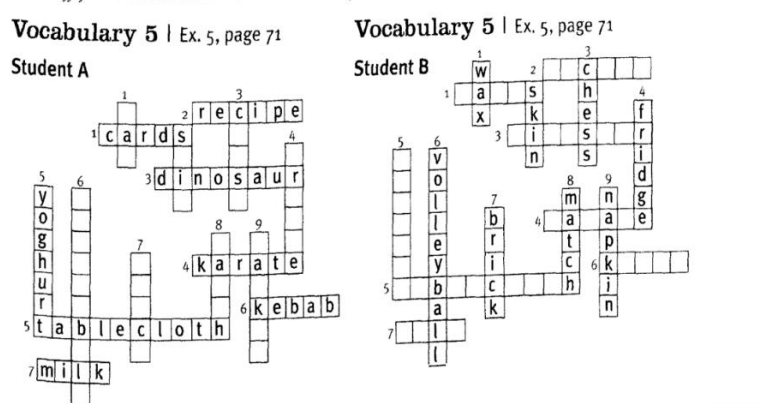


Figure 2: Information-gap crossword, Harmer (2007, p. 233)

McCarthy (as cited in Patesan, Balagiu and Zechia, 2019, p. 300) affirms that and describes that it is not about the grammar learners acquire but about the words because without words we cannot have a purposeful conversation.

What activities will guarantee faster acquisition with young learners? First, it is essential to mention that materials, which teachers use, should be authentic because, as mentioned before, when learners are fully surrounded by the TL, they are able to learn faster and use the acquired knowledge in everyday life situations (Patesan, Balagiu and Zechia, 2019, p. 303). Ur (2012, p. 68 - 72) highlights that it is the learners’ level which need to be considered for choosing the right activities and lists activities such as bingos, guessing game, how many words can you remember, dictations, describing pictures or matching. All these listed activities are appropriate with young learners.

Harmer (2007, p. 233) adds that using information-gap crosswords, as it can be seen in the Figure 2, can be beneficial for learners as they need to describe or explain in the TL the

given words. Teachers need to choose or prepare such an information-gap crossword suitable to young learners' level and pre-teach them with some useful phrases, e.g. *It is small/big/blue. It is in the kitchen/in the bedroom. You have it in the bathroom. It is used for brushing teeth.* Young learners can use these phrases during this vocabulary activity.

In the classroom where the L1 is used most of the time for explaining or describing a word, the TL could not happen (Frohm, 2009, p. 3). Teachers need to avoid translating new words items to learners because when they translate each word it can happen that learners will then only rely on teachers' translations and will not learn at all. Therefore, flashcards or visual aids are required to quickly demonstrate the meaning of unknown words or to present new word items as Scrivener (2005, p. 333) and Patesan, Balagiu and Zechia (2019, p. 302) advise or using gestures, pantomime or drawing pictures instead of switching to the L1.

Gu (2003) summarizes that where learners have much TL intake and plenty of reading texts their knowledge of vocabulary will improve.

This subchapter focused on fast vocabulary acquisition of young learners when the TL is used exclusively. It is generally accepted that to know vocabulary is more important than grammar. Teachers can help their young learners' acquiring new words with suitable activities such as bingos, matching, how many words can you remember, dictations, guessing games or describing pictures. All these activities are popular among young learners. They have fun, play games, and do not realize they acquire the vocabulary and the TL. Crosswords can be very useful, too, but before a crossword activity or a guessing game it is useful to get young learners familiar with some relevant phrases which can be used during these activities. Apart of these activities, scavenger vocabulary hunts are popular among young learners because while they search for words they move as well, and physical activity is significant when we teach young learners because they cannot sit at the same place for 45 minutes. When teaching young learners vocabulary, it needs to be remembered that young learners practice vocabulary, work on their speaking skills and fluency simultaneously.

2.1.3 Listening comprehension improvement

Listening comprehension has very often been omitted from foreign language classrooms because it has been viewed as the least important language skill. Luckily, the situation has changed and listening comprehension belongs very much to classrooms nowadays because

there cannot be a real communication without listening as Celce-Murcia explains (2001, p. 69 - 70). Renukadevi (2014, p. 60) agrees with that and lists what listening to the TL can help learners with: syntax, vocabulary, pronunciation, word stress. Listening comprehension is integral to foreign language studying and therefore cannot be avoided. Learners absorb more language and broaden their knowledge via listening (Rost, 1994, as cited in Ahmadi, 2016).

Listening belongs to our everyday life because compared to reading, writing, and speaking we simply listen much more (Rivers 1981; Weaver 1972, as cited in Celce-Murcia, 2001, p. 70). Richard & Rodgers (2001, as cited in Yildirim, 2016, p. 2095) point out that listening comprehension used to be neglected a lot and those teachers and researchers paid attention to teaching other skills or subskills, such as grammar and reading.

Listening is a key part of target language competence (Morley, 2001 as cited in Yildirim, 2016, p. 2095). *“Learning to listen to the target language improves language ability. The sound, rhythm, intonation, and stress of the language can only be perfectly adapted through listening.”* (Renukadevi, 2014, p. 59). In other words, without listening to the TL, nothing of these cannot be learnt and acquired.

Anyway, listening might be challenging for some learners, especially young ones, because of different pronunciations or accents. They are usually used to one accent and pronunciation, or they do not have enough attention or lack vocabulary, the setting can be inappropriate as well (Renukadevi, 2014, p. 60 - 61). Ur (2012, p. 101-105) opposes to that and stresses out that learners can achieve better results and improvement by using, for instance, listening activities where learners have the chance to see the speaker or speakers because in real life, we see the person we talk to, and the body language and gestures can be helpful to get the message when communicating.

What cannot be ignored is the teacher talk as well because when teachers speak, e.g. giving instructions, describing, explaining, it is always a listening activity to learners (Ur, 2012, p. 101-105). She aims at listening activities to be designed to be authentic because the goal is to prepare learners for real-life listening situations (Ur, 2012, p. 101).

There are some ways how to help young learners with listening. Ur (2012, p. 108 – 113) and Harmer (1998) advise and suggest some types of listening activities suitable for young learners:

- Listen to three conversations which take place at different locations and match them with the correct pictures.
- Listen to three conversations and tick what drinks people have (Harmer, 1998).
- Listen and respond by writing one word or one symbol or by physical movement.
- Learners take notes from what they hear and then in small groups compare what information they have.
- Use your imagination – a teacher plays a recording and young learners try to guess something about the people, place, or action.
- Songs, videos, films or watching stories are great for listening comprehension (Ur, 2012, p. 108 – 113).

These tips are beneficial, and it is up to a teacher how to modify or adapt them.

The important thing is to get ready before the listening, pre-teach vocabulary or phrases, acknowledge the learners with the situation or tell them something about it. Both teachers and young learners do not have to be anxious about listening comprehension.

Listening is essential and cannot be excluded from the classroom. We accept much more information when we listen rather than when we read, write, or speak. When teachers instruct their learners, organize the lesson, explain, or describe – the learners listen. Listening comprehension seems to be a challenging part of English. However, it may be taught in fun and engaging ways. This subchapter presented some tips and advice about how to deal with listening when teaching young learners. The author's experience is that young learners respond very well to activities which involve using learners' imagination, such as guessing what the person from the recording might look like or what hobbies/likes/dislikes the person has, acting out a simplified story which they hear or watching a short story or song and then summarizing what they had seen. The most significant thing teachers need to remember is whom they teach and modify the listening tasks to learners' level and needs.

2.1.4 Culture awareness

The main goal why people learn foreign languages is to be able to communicate with other native or non-native speakers or for instance to be aware of other cultures and respect them (Cook, 2008, p. 9). As Hymes (1972, as cited in Khouni & Boudjelal, 2019, p. 439)

states when learners want to be proficient in a foreign language, linguistic competence is not enough; learners need to be aware of sociocultural competence, too. *“Sociocultural competence means to have enough knowledge about the target language culture and social norms to be able to communicate effectively in that language and to behave appropriately in the target language society”* (Khouni & Boudjelal, 2019, p. 439).

According to Kramersch (1998, as cited in Khouni & Boudjelal, 2019, p. 439) language and culture are closely connected. It is one of the main objectives of a foreign language studying – getting to know and to be tolerant to other countries, their traditions, and cultural differences (Rámcový vzdělávací program pro ZV, 2021, p. 16 - 17).

Kramersch (2004, as cited in Arikani, 2010, p. 232) points out that nowadays teachers of the TL have two important functions –at the same time they are professionals at linguistics and culture and must integrate these two language parts into teaching.

It is therefore desired to implement culture into the TL learning. Not only learners will be able to learn new words or phrases but will know when to use them correctly depending on the context (Makhmudov, 2021). How to agree or disagree, how to ask for something, how to greet people – all of these are parts of culture because in the TL country people may agree or disagree or greet each other differently (Kozhevnikova, 2013, p. 4462).

Culture and cultural differences need to be included and Makhmudov (2021) explains that when we introduce topics such as food, clothes, time, history, holidays, music and others to young learners, it can be really complicated for teachers to teach these topics without any cultural experience and presents some tips how culture of the TL might be taught: *‘Organizing a food fair is one of the best ways to teach the language beyond culture. A teacher can ask to cook or draw the traditional meals or food of English-speaking countries for the next lesson. And students bring their creativities to the class. They can make dialogues, ask questions in their foreign language while they see, touch, and practice the realia’* (Makhmudov, 2021).

Young learners will profit when learning about the target language culture via the TL. Not only they gain new words or grammar but deepen their knowledge of other cultures, learn about their traditions, customs, the way people live there. For these reasons, culture has become an inevitable part of foreign language learning.

2.1.5 Exposure to authentic language use

Another advantage of the TL usage is that young learners are exposed to authentic language. Authentic language use is defined as a key to language learning where the target language is used in a purposeful way to make the learning process more effective and meaningful and to achieve positive outcomes¹³. On the other hand, Little (1988, as cited in Cook, 2008, p. 159) describes the authentic language as a means of social purpose in the language community where it was produced.

Until recently, teachers used simplified texts and activities, even with translated instructions, which were believed to be the best for language learners. Nowadays, authentic speech and materials with authentic language are welcomed in the classrooms since they can simulate real life conversations, are motivating and challenging for learners and are a great source of real language (Cook, 2008, p. 159).

Teachers and learners do not have to be afraid of using authentic materials at primary schools. Authentic materials do not need to be difficult. Cook (2008, p. 160) explains: *'The fact that the language is authentic does not in itself make it more difficult than specially written language. Difficulty depends partly on the amount of material that is used.'* Kaygizis (2020, p. 38) adds that it does not matter what level our learners are, they still need to be exposed to authentic materials because they are useful for improving learners' English proficiency.

We should bear in mind that authentic materials should not be avoided with our learners at all, even at primary schools, because they present the TL naturally and help to keep learners concentrated and motivated (Kaygizis, 2020).

Teachers at primary schools do not need to be afraid of implementing authentic materials in the classroom and lessons, young learners will find these materials challenging, engaging and achieve a higher level of their proficiency. Moreover, young learners will see the language being used in real-life situations and can help them to see and understand how the TL is used. Not only teachers but the learners' parents see the exposure to authentic language as a very important advantage (see Chapter 5.2.1 and Chapter 5.3).

¹³ What is authentic language use? Available at <https://www.igi-global.com/dictionary/authentic-language-use/80065>

This chapter dealt with the most significant advantages of the exclusive use of the TL and tried to illustrate that young learners can profit from it. It showed that when young learners are surrounded by the TL, they are more likely to start communicating in the TL and improve their fluency, vocabulary or listening. Apart from these benefits, learners will discover and learn about the target language culture, how people live there and in which situations it is appropriate to use the acquired vocabulary. Young learners' proficiency and skills can be also improved by using authentic materials and listening to the TL in the lessons which present the language in real-life situations.

2.2 Disadvantages of using the target language in the classroom at primary school

The previous chapter dealt with benefits of the exclusive TL usage and how useful it is for young learners when they are immersed in the TL only.

Nevertheless, some drawbacks of exclusive TL usage can be found, and it is widely agreed that there are some specific situations when the TL should be replaced with the learners' L1.

This chapter deals with the most vital ones, such as learners' negative attitude, classroom discipline, classroom management, lack of learners' understanding and learners' anxiety when producing the TL.

2.2.1 Potential problems from the learners' perspective

This part is about potential problems with the TL from the learners' perspective. It deals with the most significant problems such as learners' negative attitude towards the TL, lack of understanding and anxiety when producing the TL. Teachers need to consider these potential problems during their lessons, focus on them and help their learners to overcome them so the learners can progress in their learning.

2.2.1.1 Learners' negative attitude

This chapter starts with the learners' attitude. Before it proceeds to other problematic issues which concern the TL usage, it needs to be stated that even young learners' attitude towards the TL plays a key role in learning and gaining proficiency. There cannot be any progress and proficiency development without a positive attitude as it is explained further.

Working with young learners at primary school might be motivating but challenging at the same time. Teachers need to work with learners at primary school in a different way than at lower secondary school. They need to choose various activities which exactly fit the learners' level because very young learners will be unsuccessful when they are given a task with very sophisticated outcome or vice versa, older learners will be demotivated to do a task which is childlike as Philips (1993, p. 7) explains. Situations like these can therefore lead to frustration and negative attitudes towards the TL.

There are many factors which influence whether a learner will succeed or not when acquiring a second language. Khasinah (2014, as cited in Herwiana, 2019, p. 90) mentions factors such as age, aptitude, attitude, cognitive style, personality, or motivation and stresses out the learners' attitude towards a second language.

Attitude can be defined as the way in which a person views and evaluates someone or something; it determines whether people like something or not.¹⁴

Even young learners can experience studying failures which can lead to a negative attitude towards the English language as Ellis describes (1994, p. 198). Herwiana (2019, p. 90) adds that attitudes are not only about successes and failures but also about interests. Learners who do not have positive attitude towards the speakers of the TL will never be interested in learning it.

Another reason why learners might have a negative attitude towards the TL is that they are afraid of oral production because of possible mistakes, or they lack enough confidence and would prefer to use L1 instead (Horwitz et. Al, 1986, as cited in Inada, 2021, p. 2). It seems to be true (see Chapter 5.1). Working on learners' confidence and ways how to motivate them

¹⁴According to Oxford Reference, available at <https://www.oxfordreference.com/display/10.1093/oi/authority.20110803095433168;jsessionid=431D3081C6A97E1DEEAECFB6FF49618D>

more can help to reduce their anxiety during English lessons (Yan and Horwitz, 2008, as cited in Inada, 2021, p. 2).

Cook (2008, p. 143) is critical about the interviews or readings with native speakers of English, such as George Clooney or J. K. Rowling. These texts or interviews were originally designed to attract learners and motivate them to learn English. However, such interviews with native speakers will not improve learners' motivation because native speakers have no difficulties in producing English. Using other famous non-native people, should be the aim. Learners will see that there are many non-native speakers who can use English well (Cook, 2008, p. 143).

Rewards are a popular technique among teachers and young learners respond to rewards very well and appreciate them. Scrivener (2005, p. 101) warns about using bribery and competition in the classroom. He claims that these techniques can change learners' attitude and motivation for some time but not permanently.

As mentioned before, learners usually do not have many options to orally produce English in the classroom. Levine (2003, as cited in Inada, 2021, p. 2) suggests giving learners more time to speak in the TL because not only they will improve their speaking skills but reduce their worries and negative attitudes towards the TL.

Although many young learners are aware of the importance of English nowadays (as also shown in the Chapter 5.1) and know that it is crucial to learn this language for their future studies or careers, teachers can sometimes come across learners who are ignorant to these facts and have no desire to learn English. Ellis (1994, p. 200) comments on this problem and states that the learners of English are familiar with the importance but might be afraid of losing their own identity culture when learning a foreign language.

Another factor which can influence learners' attitude is the classroom language learning. Herwiana (2019, p. 200) says: *'Positive language teaching-learning can give positive attitudes to the students while negative classroom language learning can give negative effect.'* In other words, when there is negative atmosphere in the language classroom learners will have negative attitudes. It is up to the teacher to make such an environment which is friendly.

To sum up, teachers must work with learners' attitudes because their attitudes toward the TL matter. When learners come to classroom with a negative attitude, the teacher needs to

identify the reason for it and work on it. It is possible to turn a negative attitude into a positive one, for example by choosing tasks and activities which are interesting and motivating to learners or by creating positive classroom atmosphere, giving learners much more time to communicate in the TL or working on teacher-learner relationships. When learners have positive attitudes, learning will become easier and will develop higher proficiency of the TL.

2.2.1.2 Lack of learners' understanding

Lack of learners' understanding is a common problem teachers of English face every single day – learners do not understand when the TL is used. Learners, for instance, may not understand instructions, vocabulary, or grammar structures.

Reasons why learners do not understand what is said or written in English can be various. As explained before, they might have a negative attitude towards English and do not want to learn it or they do not understand the meaning of the words or grammar structures because they rely on the rules of L1 and try to apply them in English (Jata, 2015, p. 54).

As Ellis (1999, p. 47) mentions, learners may not understand because they cannot recognize the English sounds correctly and illustrates it on a sentence '*Pass me the paper*'. Learners who have difficulties with English sound may understand that it means '*Pass me the pepper*.'

Palladino & Cornoldi (2004, as cited in Axelsson, 2007, p. 5) have an interesting opinion. They observed that children who struggle with learning the mother tongue are very likely to have problems when learning a foreign language. Ganshow et al (1998, as cited in Axelsson, 2007, p. 5) noticed the same.

What can teachers do to help their learners to understand English? One option is to switch to the L1. As Atkinson (1993, p. 36) suggests teachers should use the L1 when explaining complex instructions, checking comprehension, eliciting language or for lead-ins/warm-ups. A new type of task or when there is no learner in the classroom who understands the teacher should be conveyed in the L1, too (Slattery & Willis, 2001, p. 12). Cook (2008, p. 185) lists other activities where teachers can use the L1, for instance: expressing meaning, grammar explanation, instructions, managing the classroom. Scrivener (2005, p. 309) agrees and adds

that L1 is a better option for reading summarizations, comparison of grammar structures in the L1 and the TL or learning pronunciation and contrasting the sounds.

Harmer (1998, p. 55 - 56) is quite critical to use the L1 and offers ways how teachers can help learners to understand meaning in the TL. The demonstration, visual aids, gestures, or drawings work best with young learners at primary schools. When explaining grammar to older learners, e.g., 11-14 years old, teachers can try timelines to explain tenses. When teaching vocabulary to older learners, they can be asked to explain the meaning of the word or give a short definition or look it up in the dictionary.

To conclude it, in the classroom there are always learners who do not understand what is being said or written in the TL. Our job, as teachers, is to help them to understand better. Some teachers decide to use the L1 because it is time-saving and easier to use. Some teachers refuse to use the L1 even though it would be more comfortable. As mentioned before, it is desired that the learners are exposed to the TL as much as possible so there is really no need to use the L1 even for conveying understanding. Demonstrations, miming, drawing, gestures, body language, defining, describing in other words, visual aids can help. When nothing of these works, teachers can ask learners who understand to translate instructions or explanations.

2.2.1.3 Learners' anxiety when producing the target language

Another common problem with the TL usage is language anxiety. It is very frequent in primary language classrooms nowadays and can negatively influence the learning process.

Learners can have no problems with skills such as reading, listening, or writing or subskills but when it comes to speaking, when they need to produce English orally, they can feel fear or stress because they cannot use the L1. But why do they have such feelings?

First, the term language anxiety needs to be briefly defined. It can be defined as '*a subjective feeling of tension, apprehension, nervousness and worry associated with an arousal of the automatic nervous system.*' (McIntyre & Gardner, 1994, as cited in Hashemi, 2011). It can occur also when learners struggle with language learning or when the TL culture is not the same as the L1 culture. (Boon, Abdullah et al, 2021, p. 378). Hashemi (2011)

continues that many language learners talk about having ‘a mental block’ when it comes to speaking in English.

Moon (2000, p. 49) points out that one reason why learners might feel anxious to use the TL is their low self-esteem and explains why: *‘Low self-esteem develops when there is a gap between our self-image, i.e., our awareness of ourselves, our characteristics, etc. and our ideal self, i.e., the self we would like to be. Children develop their self-image through the responses and reactions of other people to them.’* Hashemi (2011) agrees with Moon. E. Horwitz, M. Horwitz & Cope (2012, p. 128) mention in their article that low self-esteem is often caused by learners’ worries of negative feedback and the way other learners perceive them. Celce-Murcia (2001, p. 359) contributes that learners are likely to feel anxiety when their learning style conflicts with instructions and materials used in the classroom.

Being laughed at, humiliated, compared to other learners or siblings, lack of experience with the TL. All of these are triggers which cause the language anxiety and language teachers face these situations even at primary school with young learners.

What can be done to reduce the language anxiety and support learners’ confidence when using the TL? Harmer (1998, p. 131 – 132) suggests implementing speaking activities such as pair work/groupwork, reading aloud and acting out the dialogues or stories, speaking in a controlled way (e.g. dictating beginning of sentences modified to young learner’ level such as *I like.../I can.../I cannot....* and learners finish, writing down their ideas before speaking), role-plays or recording themselves speaking outside the classroom. Willis (1981, p. 104) adds other types of activities which might help in overcoming fear: guessing games, pictures cues, drill, or imaginary situations.

Slattery & Willis (2001, p. 42 - 61) include activities which teachers can find useful with younger learners (aged 6 - 9): practising pronunciation including rhymes and intonation, songs, memory games, talking about themselves, pass the ball game. They stress out that it is crucial to keep the activities in a funny and engaging way.

The general atmosphere in the classroom and positive relationships between learners and teacher need to be taken into consideration as well, because when learners feel safe, they are more likely to start producing the TL as Moon (2000, p. 49) explains. She advises to use *Circle Time* activities which help with gaining self-esteem. Shortly explained, *Circle Time*

activities are activities where learners sit on the floor/carpet in a circle, and everybody shares something using the TL. Moon (2000, p. 50) gives examples of areas which might be used especially with younger learners, for example:

- Sharing hopes and fears – each learner needs to finish a sentence, e.g. *I feel scared when.../I feel happy when...*
- Special child of the week – every week a different learner is chosen to be the child of the week and others need to say something positive about him/her, e.g. *You are very good at..., You are wearing a nice....., You always share*
- Feeling proud – each learner thinks of something he/she is proud of and shares it with the classroom, e.g. *I know a lot about cars. I can run.*

Learners' anxiety needs to be taken seriously. Teachers of English need to be aware of it before they even enter the classroom that there will be learners who are afraid of talking or have negative experience with the TL. There are many types of activities which can be used to help to eliminate the fear or stress of speaking in front of others. Positive atmosphere and relationships are required, too.

This chapter briefly summarized potential problems, such as learners' negative attitude, lack of understanding and anxiety, when the TL is used exclusively from the learners' perspective. As stated at the beginning of this chapter, teachers need to be aware of these potential problems, take them seriously and work on them. These problems occur in lessons of English at primary schools and cannot be avoided. Teachers' job is to help young learners to overcome these problems, establish a positive and relaxing classroom environment so young learners can develop their language skills faster and more effectively. Each subchapter offered a solution or solutions which can be applied to minimize the problems with the exclusive usage of the TL.

2.2.2 Potential problems from teachers' perspective

Classroom discipline and classroom management seem to be the two most common problems why teachers of English stop using the TL and switch to the L1. This part examines these two potential problems in more details and offers possible solutions how teachers might overcome these problems without the use of the L1.

2.2.2.1 Classroom discipline

Classroom discipline is a very specific part of teaching. It can ruin everything the teacher had planned and prepared. It is unexpected. Teachers wish they had unproblematic classroom discipline. What is classroom discipline?

Ur (2012, p. 244) notes that it is not easy to explain what classroom discipline is and gives a possible definition: *'Classroom discipline exists when teacher and students accept and consistently observe a set of rules relating to classroom behaviour in order to facilitate smooth and efficient teaching and learning.'*

On the other hand, Harmer (2007, p. 153) prefers to use the term problem behaviour and lists typical behavioural problems which can occur in the classroom, for instance disruptive talking, sleeping during the class, cheating, not completing homework or not willing to speak in the TL.

When some problems arise, we need to solve them. It can be more complicated for teachers who had decided to have 'English-only' classroom, it means they need to solve them in the TL which can be challenging for both teachers and learners, especially young learners, too.

For instance, Littlewood & Yu (2009), Bateman (2008) and Durmus (2019) claim that teachers should switch to the L1 when some discipline problems occur. Many teachers do as Littlewood & Yu (2009, p. 69) discovered in their study. The reasons why teachers change the language can be that it is time-saving or easier or that they feel more secure when dealing with discipline issues (see Chapter 5.2).

On the other hand, there are many authors who think the opposite. Once you decide to keep the classroom in the TL you need to use the TL even for handling discipline. Not only the words matter but the way in which the teacher says it matters, too. Learners will know they have done something wrong because of the teacher's tone of voice as Willis (1981, p. 70) describes. As Littlewood & Yu (2009, p. 66) state it is for learners' good to be exposed to the TL exclusively because they can see that the language can be used for other purposes as well. Betáková (2013) agrees and comments on it. Teachers of English need to be aware that the language is not just the aim but the means of communications so therefore it needs to be used

in situations which are not planned and are spontaneous. Learners will learn English in more natural way and will develop their communicative skills. Moeller & Roberts (2013) agree and add when teachers establish a respectful environment where the respect is mutual, dealing with such issues in the TL can become easier. They recommend posting a poster like this in the classroom, which needs to be adapted to English lessons, so it is visible all the time:

Reglas de nuestra comunidad	Rules of our community
Respetar personas y cosas de la clase.	Respect people and things in class.
Español, Español, Español.	Use the TL.
Sé responsable.	Be responsible.
Prepara para clase cada día.	Prepare for class each day.
Estudia-habla con amigos.	Study-talk with friends.
Ten una actitud positiva.	Have a positive attitude.
Obtén asistencias si es necesario.	Obtain assistance if needed.

Figure 3: Rules of the community (Moeller & Roberts, 2013, p. 24)

Setting the classroom rules is generally a good idea and it can help a lot with discipline problems (Moon, 2000, p. 73). The classroom rules are further discussed in the practical part (see Chapter 5.2.1 and Appendix no XXXXX).

Another way, how to handle with discipline problems in the TL, is to use simple phrases. Betáková (2013, p. 60-61) suggests phrases such as these:

'Stop talking!'

'Don't speak.'

'Be quiet.'

'Listen to me.'

'Stop it, please.'

'Don't turn around.'

'Whisper, please.'

These phrases are great for young learners because when learners do not know the meaning or do not understand, the teacher can easily mime these commands or use gestures to help learners understand.

When young learners are familiar with the basic phrases, more sophisticated phrases can be used, such as (Betáková, 2013, p. 61-63; Willis, 1981, p.71):

'What's the problem?'

'What are you doing?'

'Behave yourself/yourselves.' (Betáková, 2013, p. 61 – 63)

'Could you stop talking and settle down, please?'

'Stop turning round and disturbing other people, please.' (Willis, 1981, p. 71)

See Appendix n. 3 for more phrases which may be used to deal with classroom discipline.

Classroom discipline is an inevitable part of English teaching. In the perfect world, teachers would not need to solve any discipline problems. Teachers need to be aware of them and know how to deal with them. It is very often recommended to switch to the L1 because it is faster and more accurate and easier but when you want to keep your lesson exclusively in the TL you need to learn how to do it. Simple phrases which are easy to demonstrate can be the key. Once, the learners can understand the simple phrases, you can build on it and start using more complex ones. Even young learners will benefit from using the TL when dealing with discipline issues because they will acquire it in an authentic way and naturally. It can take a lot of time and patience, but it is worth it.

2.2.2.2 Classroom management

Another complication, which both teachers and learners can struggle with, is the classroom management.

Classroom management can be described as anything that influences learners' learning. To be more specific it is the classroom organization, atmosphere, or teacher's philosophy

(Phillips, 1993, p. 141). Scrivener (2005, p. 79) confirms that and lists the areas which are typical of classroom management: grouping and seating, activities, tool and techniques, activities, authority, and critical moments.

The question is what language to use. One of the most common situations when teachers switch to the L1 is discipline, as described above, and classroom management, such as giving instructions or checking clarification (Macaro, 2001, as cited in Nilsson, 2013, p. 10). Phillips (1993, p. 8) agrees and continues that when teachers need to explain/check complex instructions it would not be effective to use the TL. Phillips (1993, p. 28) adds that even learners, especially the young ones with limited knowledge of English, need to be allowed to hear or use their mother tongue when, for example, assessing their progress, expressing their feelings, listening to teachers' feedback etc. Slattery & Willis (2001, p. 4) continue that when young learners use their L1 to check the meaning or translating it helps them with learning the TL. Atkinson (1993, p. 27 – 28) includes that sometimes it is a waste of time to spend 5 minutes on instructions, and it is simpler to use the L1 or the teacher can explain the procedure in English and asks somebody, who understands, to translate it into the L1.

On the contrary, Betáková (2013, p. 9) disagrees with using learners' mother tongue during English lessons because learners need to be exposed to comprehensible input as much as possible. Teachers can therefore modify the language to learners' needs (age, language, and intellectual level). Cook (2008, p. 157) claims that teachers provide learners with comprehensible input most of the time (up to 70 %) and suggests teachers dealing with management in one type of language (English). Nilsson (2013, p. 8) comments on it and advises to use TPR (Total Physical Response) for organizing the class or instructions.

There are some simple phrases for commands/instructions, requests or organizing the classroom, which are easy to demonstrate to learners with no/low knowledge of English who do not understand the TL, which can teachers adapt in their English lessons (Betáková, 2013, p. 44-53, see Appendix n. 4 to learn more phrases), such as:

'Can you come here, please?'

'Could you open the window, please?'

'Sit on the floor.'

'Come to the blackboard.'

'Open your books.'

'Work in pairs.'

More often such phrases are used the faster they are going to be acquired and automatized by learners. Willis (1981, p. 2) shares the same opinion and adds that each unknown item or command needs to be followed by showing or using body language to make the meaning clear for young learners.

Teachers should not be afraid of working with the TL even when dealing with classroom management. Simple phrases, demonstrations or visual aids can be helpful when organizing the class, explaining what to do etc. Learners need to see and hear English all the time. Not only they see and hear English being used in different ways (unprepared, naturally, and authentically) but also, they can start producing English on their own faster.

Potential problems with the TL from the teachers' perspective include classroom discipline and classroom management. This part suggested ways how to face these problems without the need to switch to the L1. There are simple phrases teachers may use to deal with discipline problems and with managing the classroom. These phrases are easy to demonstrate so even young learners will understand the meaning and, more importantly, they will hear the TL in an authentic way which, as mentioned in Chapter 2.1.5, can maximize the benefits of the TL usage.

This chapter dealt with the most common disadvantages of exclusive TL usage in the classroom which teachers and learners face each day– learners' negative attitude, classroom discipline and management, lack of understanding and language anxiety. The easiest solution is to switch to the L1, Czech, anytime it is necessary.

However, when the teacher decides to use only the TL, he/she cannot use the L1 whenever but needs to know how to handle different situations which occur in the classroom in the TL. It is more demanding and complicated to deal with, e.g., discipline issues, in the TL but there are ways how to manage it. It is important to stay in the TL because learners will see and hear the language in different and more authentic ways. Teachers need to be patient and take it step by step. This chapter offered some ideas and strategies.

2.3 Classroom English

To maximize TL advantages (as discussed in Chapter 2.1) and to minimize the potential problems (see Chapter 2.2) Classroom English is necessary to use. It is another part of learning a foreign language which is recommended conveying in the TL only. It should become the teachers' and learners' routine. What is classroom language?

Classroom English can be described as a language which is required for everyday organization and management of the classroom and needs to be done through English by teachers and learners (Phillips, 1993, p. 9). Atkinson (1993, p. 98) adds that it is the elementary English which teachers and learners must remember and use in the classroom. In other words, classroom English are all the basic phrases or expressions teachers and learners use for basic communication, such as greetings, instructions or asking for help.

Even learners with no or low-level of English can learn the basic phrases without knowing grammar rules. As Atkinson (1993, p. 104) explains and mentions, when learners acquire the common phrases, it can help them in the future when they learn about different grammatical structures in English.

It is necessary to use English exclusively. When learners reply in the L1, teachers should ignore it and be firm and for instance point out to the posters, speech bubbles or wall charts where the learners can see the phrase in English.

How can teachers help their young learners to learn the classroom language? Phillips (1993, p. 9) advises to place posters or speech bubbles in the classroom so the learners can see them all the time. Atkinson (1993, p. 103) recommends using gestures and pantomime with young learners which are great techniques to help learners with understanding the meaning. Harmer (2007, p. 111) agrees with it and confirms that demonstration is a tool which should be used. Willis (1981, p. 8) stresses out that teachers need to be aware not only of their learners' needs, age or hobbies when using classroom English but the day of the week or the time of the lesson must be considered, too and illustrates it on examples: *'...on the last day of the week you might get your students to talk about their plans for the weekend; if it is the last class of the day, you could get them to tell you about their most interesting lesson of the day.'*

Atkinson (1993, p. 99 – 102, see Appendix 5 for more phrases) and Slattery & Willis (2001) suggest possible classroom English phrases both for teachers and learners that can be adapted:

Greetings and forms of address

Addressing a teacher by name is usual in some countries, whereas in others children use the word *Teacher* as a title. What happens in your country? Practise some suitable phrases from this table.

Teacher		Children	
Good morning,	children.	Good morning,	Miss/Mrs/Mr/Ms
Good afternoon,	everybody.	Good afternoon,	[surname].
Hello,	boys and girls.	Hello,	[first name].
	girls and boys.		Teacher.

Figure 4: Greetings and forms of address (Slattery & Willis, 2001, p.13)

Let's call the roll. Let's take the register. Let's check to see who is here. Remember to answer 'I'm here'.		Thank you, everybody. So, everyone is here except ... So, only two people away.
Is everybody here?	Oh good, Paula, you're back. Nice to see you. Are you all right now?	
Is anyone away? No-one absent today? Who is missing?	Oh, John's away. Who knows why? Is he ill?	Maybe he's gone to the dentist. What do you think?
Let's all count to see if everyone is here – girls first, then boys.	So, how many is 13 and 15? OK ... Yes? So that is 28 altogether.	Is that more than yesterday? Or less than yesterday? Or the same?

Figure 5: Checking attendance (Slattery & Willis, 2001, p.13)

As described above, classroom English is a specific part of English where the TL is requested, and it is not complicated to use it both for teachers and learners even when learners' knowledge of English is low. Everyday phrases can be acquired quickly when portrayed on the posters, speech bubbles or charts on the classroom walls, repeated every single lesson and added to that they introduce the language structures to learners.

The second chapter reflected both positives and negatives of exclusive TL use. Firstly, the advantages, such as developing learners' fluency, faster vocabulary acquisition, listening

comprehension improvement, exposure to authentic language use or culture awareness, were listed.

The second part of this chapter is about the drawbacks of using the TL all the time. It dealt with learners' negative attitude, classroom discipline and management, lack of understanding and learners' anxiety when producing the TL. To each drawback there is a suggestion how teachers can copy with the drawback in the target language.

The third part is about Classroom English and contains some tips how teachers can help learners to remember basic classroom English phrases and lists the most common phrases that are used by teachers and learners in the classroom.

The aim of this chapter was to prove that the TL is beneficial for learners and teachers of English do not need to be afraid of using the TL all the time. Even when it comes to complications it is possible to continue in English and not switch to L1, Czech. The learners must see authentic language use and not only 'learnt' phrases. Young learners need to be supported to use the TL as much as possible.

3 SUMMARY

The theoretical part discusses the usage of the L1 and the TL in lessons of English at primary schools. While some argue that the L1 is an essential part of the lesson because teachers can solve discipline problems, manage the classroom, translate unknown words, explain grammar, or complex instructions faster and young learners feel more comfortable and less stressed when the L1 is present, others believe that the exclusive TL usage is the way to develop learners' language proficiency.

Teachers need to remember what subject they teach because overusing the L1 can lead to learners who will rely on the L1 all the time. It is the teacher who is the role model for his/her young learners, so when the teacher speaks the L1 a lot, then the young learners might reflect their teacher and start overusing the L1. Even discipline or organization issues can be solved in the TL. It takes some time and patience, but it is worth it.

To conclude, young learners must be exposed to the TL as much as possible because for many learners the school is the only place where they can be confronted with English. Therefore, it is necessary to absorb the TL with as many senses as possible – young learners need to see and hear the TL all the time so they can acquire the TL easier and more effectively.

4 PRACTICAL PART

4.1 The aim of the research and research questions

The practical part of this diploma thesis follows the theoretical part. The practical part is based on the results of quantitative research methods - questionnaires and interviews with teachers of English.

This thesis is aimed at encouraging and enhancing the exclusive target language use, English, in EFL classes at primary schools. At the same time, the thesis is focused on identifying why the TL is not used all the time in EFL classes and in what situations the L1 is more preferable to the TL by both teachers and young learners. There are many occasions when the teachers and young learners use the L1, this thesis lists the situations and attempts to suggest possible ways of eliminating the L1 from the EFL classes at primary schools.

The theoretical part dealt especially with the benefits and drawbacks of using the TL in EFL classroom. Although the L1 seems to have some benefits in EFL classrooms at primary school, the theoretical part presented suggestions for removing the L1 from the classroom completely.

From the practical point of view, is it possible to use the TL only in English classes at primary school? Are teachers opened to teach the TL exclusively? Do young learners prefer the teacher to use the TL more or the L1 more? Do parents expect the teachers of English use the TL exclusively or in combination with the L1? The main objective of the research is to map to what extent the TL is used at primary schools and what the young learners' and teachers' perspectives to the TL are. The practical part attempts to answer the following questions.

The research questions are:

- 1 What is the young learners' attitude to the TL?
 - 1.1 How do young learners feel when the teacher uses the TL only?
 - 1.2 In what situations would learners prefer to use the L1?
 - 1.3 In what situations would learners prefer teachers to use the L1?

2 What is teachers' attitude to the TL?

2.1 In what situations would teachers prefer to use the L1?

2.2 Why do not teachers of English use the TL all the time?

3 To what extent do parents expect teachers of English use only the TL?

4.2 The structure of the research

The research was designed according to the theoretical part. It is divided into three main sections.

The first section presents the results of young learners' attitudes towards the TL - whether they see it as a benefit or not when the TL is used exclusively (see Chapter 2). At the same time, it outlines the situations when the learners find the L1 more useful than the TL.

The second section submits the results of teachers' views towards the TL. It discusses the recommended situations when teachers prefer to use the L1 (see Chapter 1.1) and answers the questions why they do not use the TL all the time.

The third section shows what the parents' expectations are – whether parents expect the teachers of English use the TL exclusively or in a combination with the L1.

Lastly, the research compares the results of an English test focused on Present Simple. The objective of this test is to state whether young learners whose teacher uses only the TL achieve higher knowledge of English than young learners whose teacher uses the TL and the L1.

4.3 Methodology

The main objective of the first section of the research is to evaluate what attitude young learners have towards the TL. The right method appears to be a comparison of two ways of teaching English – teaching in the TL only and teaching in the TL in a combination with the L1.

Two primary classes from ZŠ Studánka, Pardubice were chosen to participate in this research. The class 4.C is a class where the teacher of English uses the TL exclusively. The class 4.D is a class where the teacher combines the TL and the L1. The classes are more specified in Chapter 4.5.

The reason why this method has been chosen is to determine how young learners perceive the TL and to what extent they need the L1. The questionnaires were distributed to respondents (4th graders), collected and the results were assessed. The results of the questionnaire illustrate young learners' views and feeling about using the TL exclusively as well as preferred L1 situations.

The questionnaire for the class 4.C (see Appendix 7 for the original Czech version and Appendix 8 for the English version) consists of 16 questions which can be classified as:

- demographic questions (questions 1 and 2)
- a rating-scale question (question 5)
- closed questions:
 - o dichotomic (questions 6, 11 and 16)
 - o polytomous
 - select questions (questions 3, 4, 7, 8, 10 and 13)
 - multiple-choice questions (questions 9, 12, 14 and 15).

The first part of the questionnaire (questions 3 -10) deals with young learners' views and feelings when the TL is used exclusively. The second part of the questionnaire (questions 11 – 16) presents questions to discover young learners' views of using the L1 during the lessons of English. Young learners were given the paper version of the Czech questionnaire at school. Their answers were translated into English by the researcher. The researcher was available to support them during the research to clarify discrepancies and to avoid misunderstanding. See Chapter 5.1.1 for data and commentaries.

The questionnaire for the class 4.D (see Appendix 9 for the original Czech version and Appendix 10 for the English version) consists of 13 questions which can be divided into:

- demographic questions (questions 1 and 2)
- a rating-scale question (question 5)
- closed questions:

- dichotomic (question 13)
- polytomous:
 - select questions (questions 3, 4, 6, 8, 9, 10 and 12)
 - multiple-choice questions (questions 7 and 11).

The first part of this questionnaire is focused on young learners' attitudes towards the TL (questions 3 – 5) and the teacher's usage of the L1 (questions 6 – 7). The rest of the questionnaire deals with young learners' usage of the L1 and the TL (questions 10 -13) and whether they would prefer their teacher to use the TL all the time or not (questions 8 -9). Young learners were given the paper version of this questionnaire and the researcher was available to them during the research to clarify discrepancies or to avoid misunderstanding. See Chapter 5.1.2 for data results and commentaries.

Before the research in 4.C and 4.D young learners' parents were provided with a Legal Guardian Agreement (see Appendix 11) that their children can participate in this research. All parents agreed, except three parents of young learners in 4.D.

The second section deals with the teachers' views about the TL and clarifies when teachers select to use the L1 instead of the TL. Two methods were chosen to examine the research questions (see Chapter 4.1) – questionnaires and semi structured interviews. Chráska (2016, p. 176 – 177) explains that a semi-structured interview is a good compromise between a structured and non-structured interview because the respondents are not only required to answer the structured questions but to justify their answers, too. 5 primary teachers of English from Základní škola Studánka, Pardubice were interviewed. The reasons to choose these two research tools are following (Johnson, Onwuegbuzie & Turner, 2007, as cited in Creswell J. & Creswell D., 2018):

- the questionnaire is a proper tool to analyse a lot of answers, it provides quantitative data.
- the interview is to understand better the issue, in our case why teachers do not use the TL all the time during lessons of English, their experience with the L1.
- the combination of these tools offers a more complex view on the problematics, in our case the TL and the L1 usage.
- the combination of these tools provides more data for analysis.

The questionnaire (see Appendix 12 for the original Czech version and Appendix 13 for the English version) is designed to reveal the teachers' views of the exclusive TL use and whether they perceive it positively or negatively as explained in the theoretical part (see Chapters 2.1 and 2.2). Furthermore, the teachers are asked to answer questions about the L1 use during their lessons of English and the reasons why the L1 occurs in their classrooms. The questionnaire reveals whether teachers use the L1 in recommended situations, as described in Chapter 1.1, and what can be done to minimize the L1 use and maximize the benefits of the TL.

The questionnaire is in an online format. The link to the Czech questionnaire was sent via email to 40 principals of primary schools in the Czech Republic. The researcher kindly asked each principal to resend the link to his/her teachers of English who teach young learners. The reason why the Czech questionnaire was sent is mainly that it is targeted to non-native teachers and to avoid any misunderstanding or ambiguity. Their answers are translated into English in Chapter 5.2.

This questionnaire has 23 questions which can be classified as:

- demographic questions (questions 1, 2 and 3)
- an open-ended question (question 23, which is optional)
- closed questions:
 - o dichotomic (questions 8 and 17)
 - o polytomous:
 - select questions (questions 4, 7, 9, 10, 12, 13, 14, 15, 18, 19 and 20)
 - multiple-choice questions (questions 5, 6, 11, 16, 21 and 22).

The semi-structured interview (see Appendix 14) was chosen as the second research method and consists of 6 questions. The purpose of the semi-structured interview is to have a more-complex view of the TL and the L1 use from the teachers' perspective. The questions were designed to extend questionnaire answers to get more details about the TL and L1 use. As mentioned earlier in this chapter, 5 primary teachers from ZŠ Studánka Pardubice were interviewed. All the teachers are non-native speakers who share the same L1, in our case Czech, with their young learners. The semi-structured interview was carried out in Czech and the teachers' answers were translated into English. The results of this part can be found in Chapter 5.2.2.

The aim of the third section is to discover what language young learners' parents expect the teacher of English to apply during the lessons – should teachers of English use the TL only or combine with the L1? The questionnaire was chosen, and the results, which are commented on in Chapter 5.3, show parents' opinions and suggestions when the L1 might be used.

The questionnaire (see Appendix 15 for the original Czech version and Appendix 16 for the English version) includes 14 questions. Questions 1 – 13 are obligatory and the question 14 is optional, parents can further comment on the issue of the TL and the L1 usage during lessons of English. The questions can be divided into:

- demographic questions (questions 1 and 2)
- open-ended question (question 14, which is optional)
- closed questions:
 - o dichotomic (questions 5 and 7)
 - o polytomous:
 - select questions (questions 3, 4, 6, 11, 12 and 13)
 - multiple-choice questions (questions 8, 9 and 10)

The opening part of the questionnaire deals with demographic data and parents' knowledge of English and whether their son/daughter feel like studying English. Then the questionnaire is focused on parents' opinions and views about the exclusive TL use at primary school, what positives and negatives they see when the teacher uses only English. The last part is about the L1 use – whether parents agree with its use or not, what situations the L1 can be used in and what drawbacks parents see when there is the overuse of L1.

It is necessary to state that the online link to the Czech version of the questionnaire was sent to 4.C and 4.D young learners parents' email addresses via the 4.C and 4.D class teachers. Their answers are translated in Chapter 5.3.

The last part of the research is devoted to a non-standardized didactic test results comparison. Chráska (2016, p. 180) defines a non-standardized didactic test as a test which teachers prepare themselves, for their own use, it is not formal. The purpose of this test is to reveal whether young learners, whose teacher uses the TL only, achieve better results than

young learners, whose teacher combines the TL and the L1. The test was applied to the same young learners as in the first section of this research.

Since the Project coursebooks are used at ZŠ Studánka, Pardubice, the researcher decided to use a unit test which is a part of Project 1, 4th edition. The main aim of the test (see Appendix 17) is to evaluate to what extent young learners have mastered their knowledge of the verb *have got* in the Present Simple and basic adjectives for describing people and objects. The test examines language skills, listening and reading, and language subskills, vocabulary, and grammar. See section 5.4 for further comments and results of this test.

This chapter briefly explained the methodology and aim of each research questionnaire. The research consists of four questionnaires – for young learners in 4.C and 4.D, young learners' parents and primary teachers of English. The questionnaires were not the only research tool. The semi-structured interview was chosen to be the second tool which should help to obtain more complex teachers' views and detail about the usage of the TL and the L1 at primary schools. The results and commentaries can be found in the Chapter 5.

4.4 Characteristics of ZŠ Studánka

This chapter shortly deals with basic characteristics of ZŠ Studánka which is in Pardubice.

ZŠ Studánka offers education from 1st to 9th grade for 740 pupils. This school is in a park area with playgrounds. The unusual thing about this school is that it is called 'a pavilion school' since there are 5 pavilions where 25 classrooms and 13 specialized classrooms can be found.

As mentioned before, the school is in a park area which offers pupils a great way to learn about the nature and ecology. In addition to that, pupils can take care about the trees, grass or they can plant new flowers or vegetables.

All the primary classrooms and specialized classrooms for English, German, ICT and Geography are equipped with interactive whiteboards, lower-second classrooms are equipped with data projectors. In addition to that, there are two outside classrooms in the school area.

There are 47 teachers. 9 teachers are specialized in teaching English, 5 of them teach English at primary school. English is taught from the 1st grade (a non-compulsory subject with one 45-minute lesson a week). The lesson dotation for each grade can be found in the Appendix no. 6.

The school is very active and participates in a lot of events, such as sporting events, language competitions, excursions or visiting cultural places of interest. More information about this school can be found at the school website¹⁵.

4.5 Characteristics of research classes

This chapter briefly comments on the basic information about two primary classes which were chosen as research samples – 4.C and 4.D.

4.5.1 Characteristics of 4.C

The basic characteristics of the class 4.C is:

- a) age: 9 – 10, 2 learners 11 years old (postponement of compulsory of school attendance)
- b) number of young learners: 20
- c) lessons of English a week: 3 lessons per 45 minutes
- d) level of English: A1
- e) Coursebook: Project 1, 4th edition

There are 20 young learners, aged 9 – 10 (2 learners aged 11), in the class 4.C. The gender division is 8 girls and 12 boys.

There is one young learner with supportive measures, type 3, who has an individual learning plan. This learner is diagnosed with behavioural disorders and has a pedagogical assistant who assists this learner daily. The oral testing is highly recommended, this should not be evaluated according to the written test because he has problems with writing and reading in English. He is allowed to write as he hears the words or phrases. On the other hand,

¹⁵ ZŠ Studánka website: www.zs-studanka.cz

he excels at spoken English and is very communicative. The assistant helped this learner during the non-standardized test needed for the research.

This class has a time dotation of three lessons of English per 45 minutes a week. Many of the young learners have studied English since kindergarten. English is taught at ZŠ Studánka from the 1st grade, but it is optional. All young learners have had English from the 1st grade.

Their level of English is supposed to be A1, and it seems to be true because almost all the learners can understand and use basic everyday phrases, introduce themselves, give personal details about themselves and ask others for personal details. One learner, who shows symptoms of ADHD, excels at spoken and written English. He is usually disruptive during the lessons; he needs to be kept busy. Since his level is slightly higher than his peers, differentiated activities work well with him.

The climate of the classroom is positive, all the learners have good relationships, can cooperate, and help each other.

The researcher has been their teacher of English since 1st grade and since then she has used the TL exclusively in 4.C. Everything is communicated in English, even the discipline problems or organization of the classroom. The researcher uses a lot of gestures, body language, pantomime, demonstration, or drawings to help the learners understand what she says, and it appears to function, the learners' reactions are positive. It happens sometimes that somebody does not know what to do or does not understand. In these situations, the instructions are repeated and more slowly, paying attention to proper gestures and body language, sometimes it helps to rephrase the instructions and when it happens that these strategies fail, there is always someone who understands and translates it into Czech.

Interestingly, the learners communicate more in the TL during our lessons than they did 4 years ago when the researcher became their teacher of English. It seems that they benefit from being exposed to the TL all the time. The questionnaire found out how their feelings during the lessons and in what situations they would prefer me to use the L1 and what situations they feel more comfortable to use the L1 instead of the TL (see Chapter 5.1.1).

4.5.2 Characteristics of 4.D

The basic characteristics of the class 4.D is:

- a) age: 9 – 10
- b) number of young learners: 20
- c) lessons of English per week: 3 lessons per 45 minutes
- d) level of English: A1
- e) coursebook: Project 1, 4th edition

There are 20 young learners, aged 9 – 10, in the class 4.D. The gender division is 7 girls and 13 boys.

There are 6 young learners with supportive measures – 5 learners have type 2 and one learner type 1. Neither an individual learning plan nor a pedagogical assistant are needed among these learners. The learners with supportive measures, type 2, are diagnosed with learning disorders dyslexia and dysortography. Therefore, the recommendations during lessons of English for them are:

- using demonstrations
- giving them more time
- using different colours and bigger fonts of letters
- focusing on spoken English.

These learners were given enlarged variant of the non-standardized test and were provided with more time. During the test the researcher was there to help them.

The learner with supportive measure, type 1, is diagnosed with above-average abilities so it is essential to keep this learner active and motivated. It is recommended to often change activities and forms of teaching, so he does not get bored. Once he gets bored, he starts disrupting. It is good to have some extra activities or an English book in case he finishes earlier than his classmates.

This class has 3 lessons per 45 minutes of English a week. Many young learners started studying English when they were in kindergarten, the rest from the 1st grade.

Their level seems to be A1. According to their teacher of English, three young learners can be marked with the level A2 because their language skills are higher, and two young learners appear to have lower level of English, A0 – A1, because they cannot produce any English and struggle with understanding.

Their teacher of English, marked as Teacher 1 in a semi-structured interview, uses the combination of the TL and the L1 mainly to explain grammar, translate unknown words, or deal with discipline issues which are suggested situations when the L1 is acceptable (see Chapter 1.1).

This chapter briefly described the two classes, 4.C and 4.D, which were chosen to be a part of the research. The teacher of English in 4.C, the researcher, communicates with the learners exclusively in the TL while the teacher of English in 4.D, teacher 1, prefers to use the TL and the L1. The following part of this thesis reveals young learners' views and opinions about the exclusive TL use and the L1 use during lessons of English at primary school.

The aim of the whole chapter was to present the methodology and tools of the research. The research presents three points of view – young learners', primary teachers of English and parents' - about the exclusive TL use and the usage of L1 during lessons of English at primary school. The research is divided into four main sections – young learners' attitude, primary teachers' attitude, parents' attitude, and the comparison of results of the non-standardized test. Each section contains the researcher's commentary and point of view.

5 THE RESEARCH

The research aims to discover how young learners, primary teachers of English and parents perceive the exclusive TL use, whether they prefer it or not, and the L1 use during the lesson of English at primary school.

The research is very extensive as it analyses three different points of views and the test. The structure of this chapter is as follows: 5.1 Young learners' attitudes, how young learners view when the TL is used exclusively or in combination with the L1, what situations they would prefer the teacher to use the L1 and what situations they would prefer to use the L1 during lessons of English; 5.2 Primary teachers' attitudes; first part of this chapter deals with the results of the online questionnaire how primary teachers of English view the exclusive TL use or the L1 use in their lessons, the second part presents semi-structured interview and answers; 5.3 Parents' expectations, to what extent parents think the teacher of English should use the TL; 5.4 Non-standardized test results and comparison, this section reveals whether young learners who are exposed to the TL exclusively achieve better results in a unit test or not than young learners who are exposed to the TL and the L1.

5.1 Research on young learners' attitude towards the target language

This chapter present young learners' attitudes towards the TL during lessons of English at primary school. The purpose of this chapter is to discover how young learners feel when the TL is exclusively used and in what situations they use the L1 and what situations they would prefer teachers to use the L1 during the lessons of English.

This chapter is further subdivided into Research in the class 4.C (see Chapter 5.1.1), Research in the class 4.D (see Chapter 5.1.2) and Research summary (see Chapter 5.1.3). First, basic demographic data are presented. The first five questions were the same for both classes.

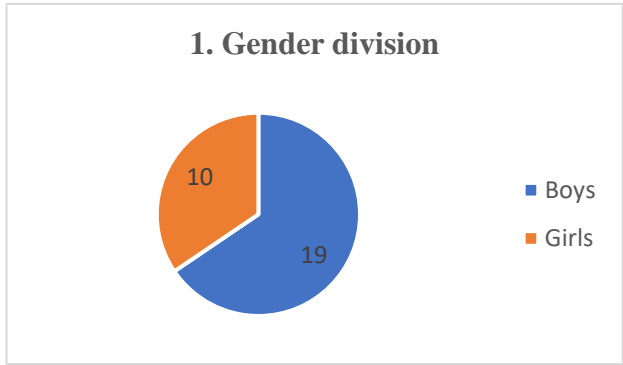


Chart 1: Gender division in 4.C and 4.D

The total number of young learners in 4.C is 20 but on the research day only 17 were present. The total number of young learners in 4.D is 20, too, but on the research day only 12 were present. The Chart 1 shows gender division in both classes – 10 girls and 19 boys participated in the research.

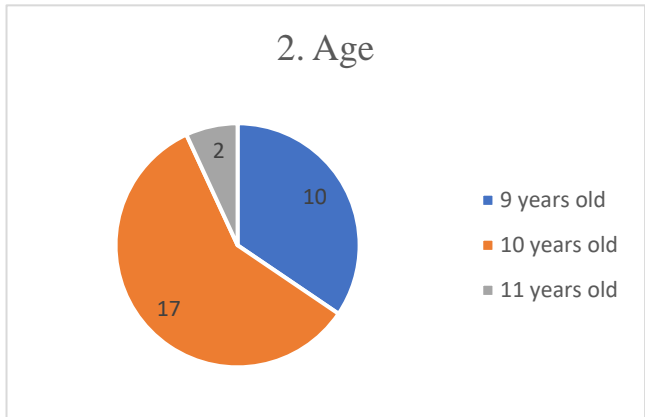


Chart 2: Age of young learners

The following chart presents young learners' age. Most of the learners, 17, were aged 10, 10 young learners were 9 years old and there were 2 young learners who were 11 years old (as explained in Chapter 4.5.1 those learners had postponement of compulsory of school attendance).

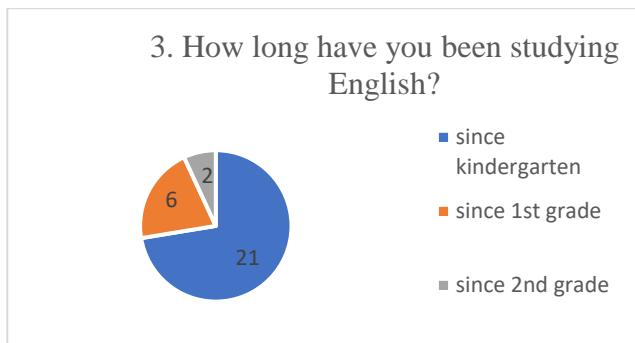


Chart 3: The length of studying English

By looking at Chart 3, a vast majority of the learners (21) has been studying English since kindergarten. 6 learners started when they were first graders, and only two learners have learnt English since the 2nd grade. As stated, in Chapter 4.4, ZŠ Studánka offers English from the 1st grade when it is not compulsory for learners, it is optional but usually most agree that their children can start from the 1st grade. If not, English is compulsory for all learners from the 2nd grade.

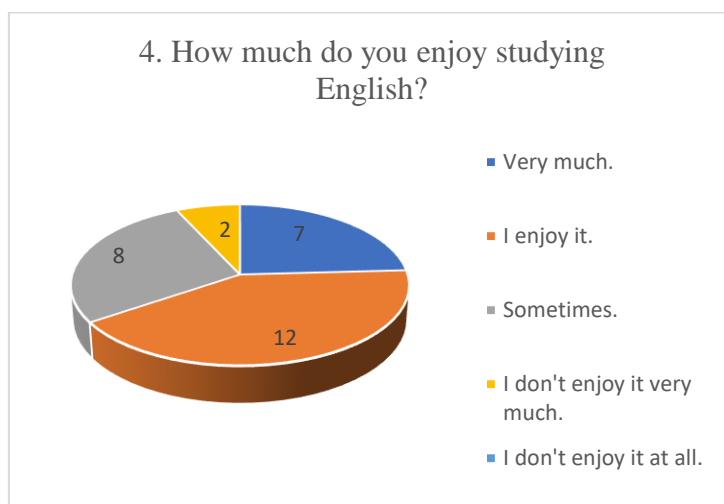


Chart 4: How much do you enjoy studying English?

The question how much young learners enjoy studying English, Chart 4, is important for teachers of English because when teachers know to what extent their learners enjoy or not enjoy it, they can adjust their teaching methods. This chart shows that most learners like studying English, to be more specific: 7 learners enjoy studying English very much, 12 learners enjoy it, 8 learners enjoy it sometimes and only 2 learners don't enjoy it very much. Positively, none of the learners chose the answer *I don't enjoy it at all*.

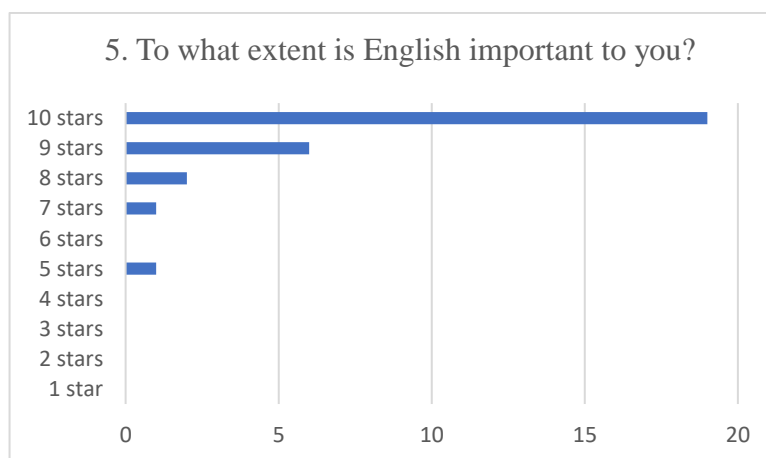


Chart 5: To what extent is English important to you?

Chart 5 shows to what extent English is important to young learners. The learners had to mark the number of stars on a scale from 1 – 10 (1 star = English is not important at all., 10 stars = English is very important) to discover how they perceive the importance of this worldwide language. As it is clear from the chart, almost all learners think that English is very important and necessary nowadays. On the basis of a quick follow-up discussion after this question, the learners realize that English is a part of everyday life and it is needed for their further development in future studies, careers or just for leisure time (e.g. playing online games, watching YouTube, travelling). Even the learners who do not find studying English very enjoyable, as shown in the previous chart, know English has become and will be a part of their lives.

This chapter presented basic demographic data about both classes, such as gender division, age, the length of studying English, whether young learners enjoy studying English or not, and to what extent young learners find English important these days.

5.1.1 Research in the class 4.C

This part is devoted to the research in the class 4.C and its results. The teacher of English in this class, the researcher, uses only the TL because she is convinced that when the learners are exposed to the TL all the time, they will acquire the TL faster. The aim is to inspect young learners' attitude towards the teacher's exclusive TL use and when and why they use the L1 and when they would like the teacher to use the L1. This part comments on the first research question (see Chapter 4.1).

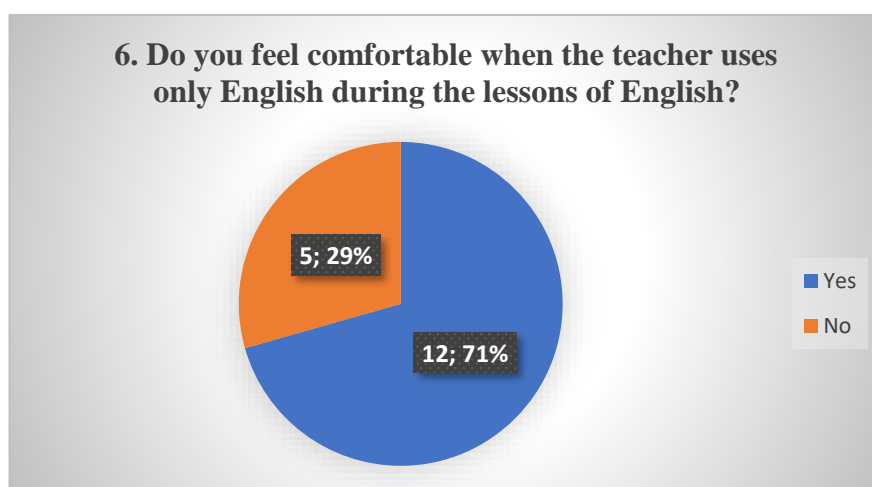


Chart 6: Do you feel comfortable when the teacher uses only English during the lessons of English?

The teacher's exclusive TL leads to several following questions. The first question concerning the TL use is whether the learners feel pleased or not when they are approached in English only. As visible from the Chart 6, more than 70 % of young learners feel comfortable when the teacher speaks only English during the lessons. This is good news because it seems that young learners can adapt well to the immerse exposition to English without feeling any discomfort or anxiety. However, less than 30 % answered *No*. It is not surprising that these learners do not enjoy studying English all the time as it is apparent from the questionnaire. These learners chose the answers *sometimes* or *I don't enjoy studying English* to the question 4 *How much do you enjoy studying English?* It appears that there is a connection between how much the learners enjoy studying English and the feeling of comfortability when exposed to the TL exclusively.

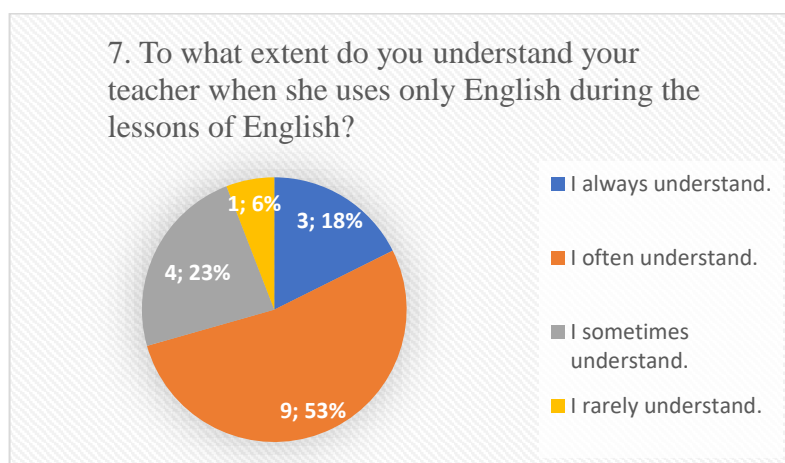


Chart 7: To what extent do you understand your teacher when she uses only English during the lessons of English?

In the seventh question *To what extent do you understand your teacher when she uses only English during the lessons of English?* 3 learners, 18 %, answered that they always understand, 9 learners, 53 %, answered that they often understand, 4 learners, 23 %, answered they sometimes understand, and 1 learner, 6 %, answered he/she rarely understands. The learners who answered the previous two questions that they feel comfortable when the teacher speaks only English and who enjoy English, always or often understand the teacher. Four learners who enjoy studying English from time to time and who feel discomfort when the TL is used exclusively, sometimes understand what the teacher says. There is only learner who rarely understand the teacher and who answered No to question 6 and who does not like English. Positively, there is no one in the classroom who does not understand at all.

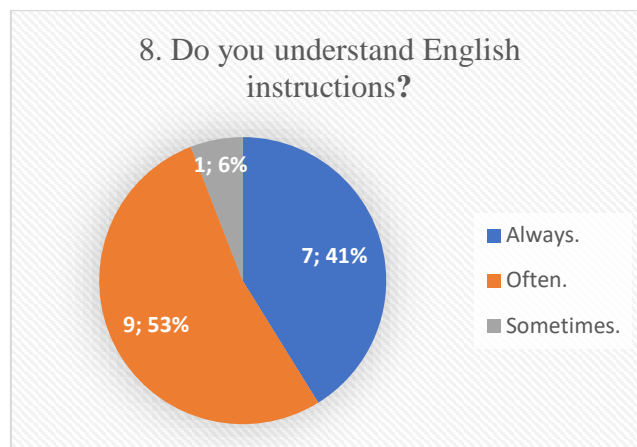


Chart 8: Do you understand English instructions?

The next question dealt with instructions in English, whether young learners can understand or not instructions such as *Open/Close your books. Listen. Go to page 41. Work in pairs/teams. Write it down.* Instructions are phrases which young learners hear every lesson and therefore belong to Classroom English/Language. Instructions can be easily demonstrated or pantomimed which can help learners figure out what to do. Undoubtedly, there is no one in the classroom who never understands which is a sign that Classroom English (see Chapter 2.3) modified to learners' level of English can maximize the usage of the TL during the lessons of English. Looking at the chart, 53 % often understands, 41 % always understands and 6 % sometimes understands.

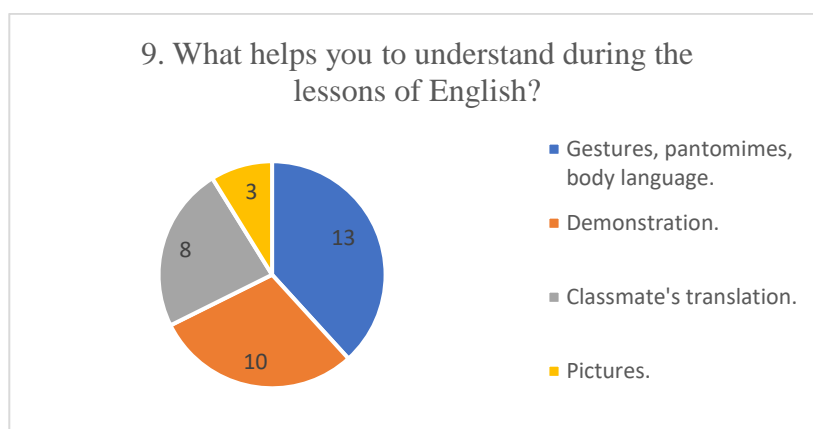


Chart 9: What helps you to understand during the lessons of English?

By looking at the question 9, which was a multiple-choice question, it can be identified what strategies young learners find helpful to understand the TL. The most frequent strategy which leads to understanding is *Gestures, pantomimes, body language* (13), followed by

Demonstration (10), *Classmate's translation* (8) and *Pictures* (3). To comment on it, using gestures, pantomime, body language, demonstration or body language should be a part of each lesson of English at primary school because as the chart proves, it really helps learners to understand what the teacher says or means when he/she communicates in the TL. As described in the theoretical part (see Chapter 2.2.1.2), there is no need of teachers' translation into the L1, it is worth trying one of the mentioned strategies. When gestures, pantomime or demonstration do not work, teachers should ask someone in the classroom to translate into the L1. As seen in the chart, 8 young learners find classmate's translation useful. Many teachers may oppose that there is no one in the classroom who understands or that it is complicated to demonstrate or draw abstract words. It may be true, but teachers should try hard to use first pantomime, demonstration, drawing pictures or even rephrasing themselves. When none of these helps, they should google some pictures on the Internet and show them to the learners. When even this does not function, there is always a learner in the classroom who understands the teacher and can translate what the teacher says to his/her peers. Teachers need to avoid the use of the L1 as much as possible.

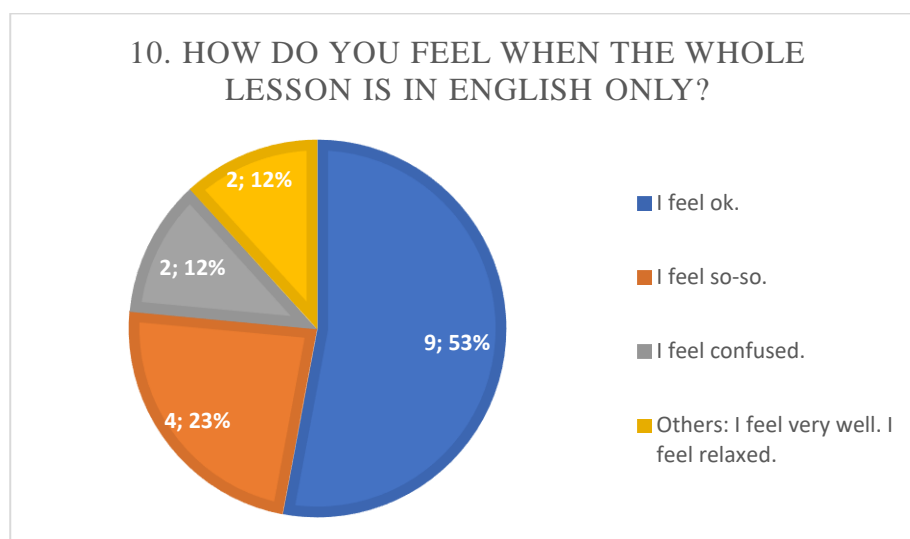


Chart 10: How do you feel when the whole lesson is only in English?

The question 10 *How do you feel when the whole lesson is in English only?* reveals young learners' feelings about the exposition to the TL all the time. The results are optimistic. 53 % feel ok, 23 % feel so-so, 12% chose the answer *Other* and commented that they feel very well and relaxed, and only 12% feel confused. Firstly, it is great news that no learner feels stressed or bad, which were other options, because of the exclusive TL use by the teacher. Two learners feel confused, and it is not shocking that these two learners had answered the

previous question 4 (Do you enjoy studying English?) *I do not enjoy studying English* and *I sometimes enjoy studying English.*; question 6 (Do you feel comfortable when the teachers use only the TL during the lessons of English?) *No*; question 7 (To what extent do you understand your teacher when she uses only English during the lessons of English?) *I sometimes understand* and *I rarely understand*. The dislike of English, discomfort, and misunderstanding cause that they feel confused although there is positive atmosphere in the classroom. Their attitude towards the TL is negative and it is up to the teacher to find the reason or reasons why and try step by step turning their negative attitude into positive. As explained in the theoretical part (see Chapter 2.2.1.1) it can be achieved by choosing different types of activities or finding more about their interests, hobbies, favourite celebrities, games and implementing their favourite ones into the lessons of English.

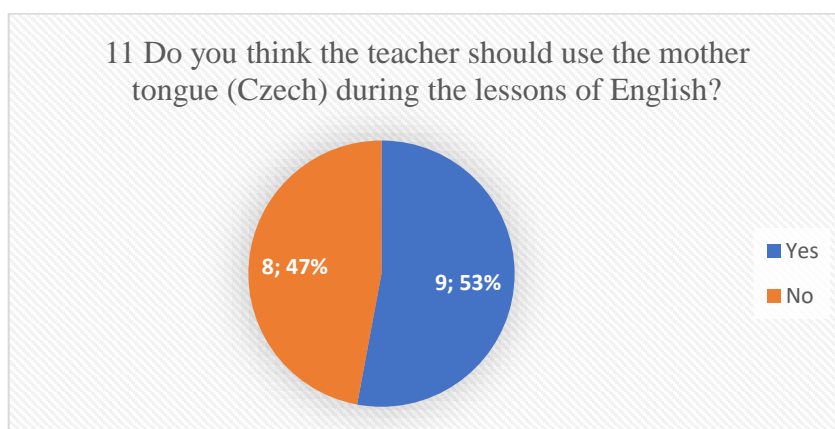


Chart 11: Do you think the teacher should use the mother tongue (Czech) during the lessons of English?

The chart 11 discovers an interesting finding. 8 young learners, 47 %, do not want the teacher to use the L1. What is more interesting is that 9 young learners, which is 53 %, answered *Yes* even though few of them answered the question 6 (Do you feel comfortable when the teacher uses only the TL during the lessons of English?) *Yes.*, the questions 7 and 8 (7. To what extent do you understand your teacher when she uses only the TL during the lessons of English?, 8. Do you understand English instructions?) *I always or I often understand*. Despite they have no problems in understanding and feel comfortable when exposed to the TL they would still prefer the teacher to use the L1. The following question reveals what situations they would find the teacher's L1 use appropriate.

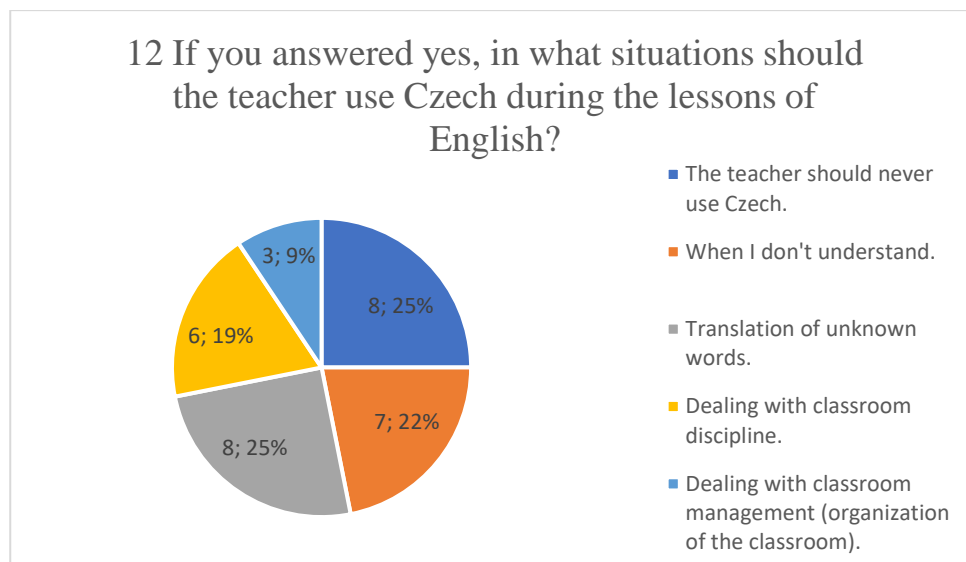


Chart 12: In what situations should the teacher use Czech during the lessons of English?

The chart 12, which was a multiple-choice question, shows situations in which young learners would like the teacher to switch to the L1. To comment on this chart – 8 young learners answered that the teacher should never use Czech, these learners answered *No* to the previous question 9 so it is then logical; 8 young learners would prefer Czech when it comes to the translation of unknown words; 7 young learners would prefer the teacher to use Czech when they do not understand the meaning; 6 young learners do not want the teacher to deal with discipline problems in the TL, and 3 young learners think that the teacher should switch to L1 when organizing the classroom (such as attendance checking, dividing into pairs/teams). None of the learners think the teacher should use the L1 when explaining grammar, giving instructions, or giving feedback to them which is great. It proves that when the inductive approach is used to teach grammar, young learners do not need any Czech explanation and that Classroom English contributes to the effective TL use. All the mentioned situations, when the learners would prefer the teacher to speak Czech, are recommended by many researchers and authors to negotiate in the L1 (see Chapter 1.1). However, many researchers and authors also believe that even the translation, checking comprehension, the discipline or management can be solved in the TL (see Chapters 2.2.1.2, 2.2.2.1 and 2.2.2.2). It is also the researcher's belief. When it comes to discipline problems, it is crucial to remember it matters not only what to say but how to say it – the tone of the voice, intonation matter, too.

The class seems to understand what to do when the TL is used or gestures help a lot (such as when the learners are noisy and need to calm down, the gesture *Be quiet* works well), the same is with classroom management – demonstration, gestures or body language are great

ways how to convey the meaning. When the learners ask what the meaning of the unknown words is, I try to explain it differently, draw a picture/find a picture on the Internet or try to mime it. These strategies work most of the time and when it happens the learners still do not know or understand, there is always a learner in the classroom who is willing to help his/her peer and translates what I say into the L1 as it was briefly commented on the question 9.

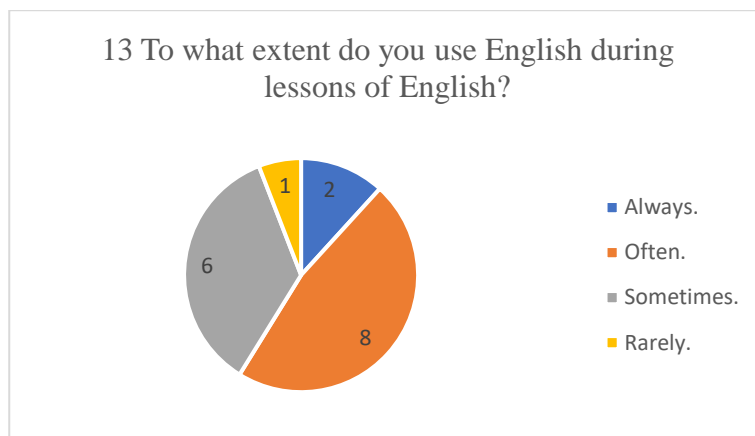


Chart 13: To what extent do you use English during lessons of English?

Next question is concerned with the young learners' use of the TL, for example when approaching or answering the teacher, when working on a task in pairs or teams. By looking at Chart 13, it is obvious there is no learner who would never use the TL during the lessons of English which is positive. The learners use the TL at least rarely as illustrated in the chart. There is just one learner who rarely uses the TL, and it is the same learner who does not enjoy studying English, does not understand the teacher very often and feels discomfort during the exclusive TL use by the teacher. It is apparent that all these factors minimalize the learner's production of the TL. 6 learners sometimes use English, 8 learners often use English, and 2 learners always use English during the lessons. The following questions discovers why the learners use the L1 during the lessons of English.

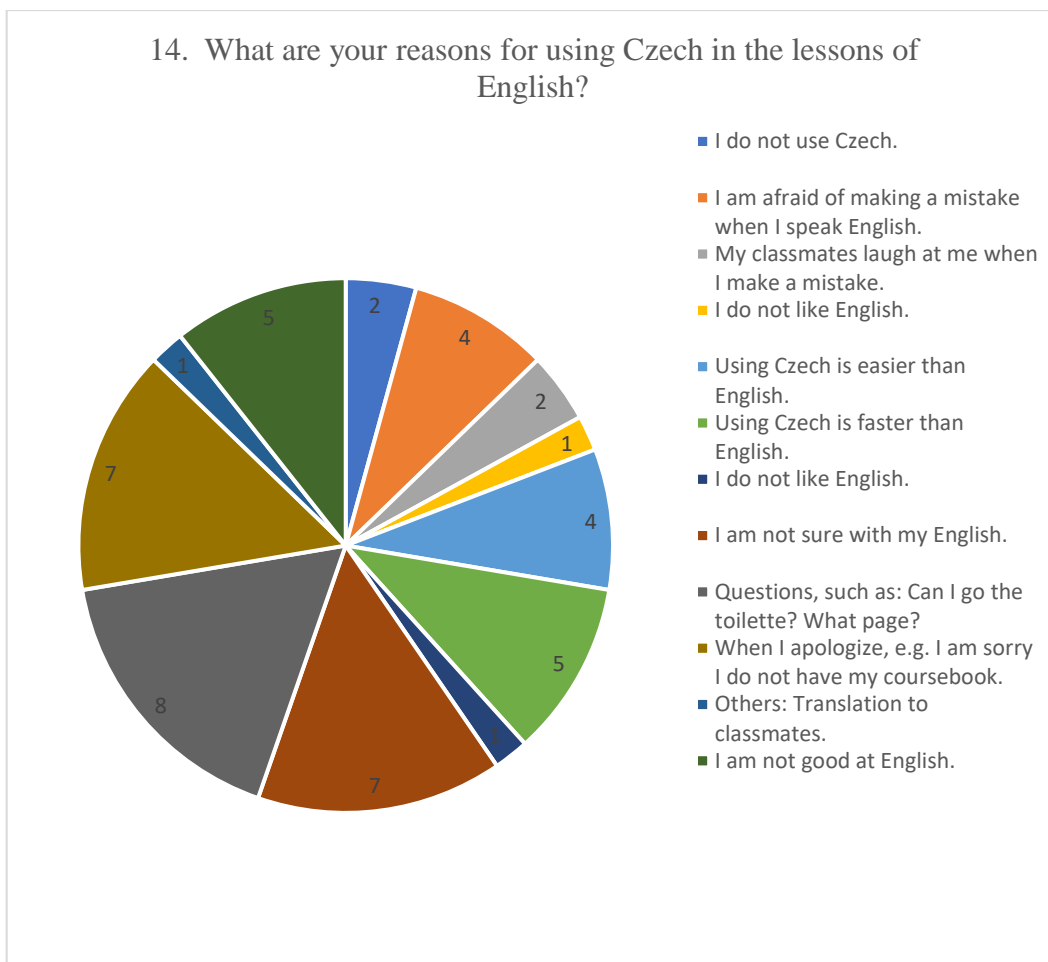


Chart 14: What are your reasons for using Czech in the lessons of English?

The first look at the chart 14 reveals that there are quite a lot of situations in which young learners prefer to use the L1 rather than the TL. Young learners could have chosen more answers since it was a multiple-choice question. Only 1 learner answered that he/she uses Czech because he/she does not like English. As expected, it is the same learner whose previous answers were that he/she does not enjoy studying English, feels discomfort and confusion when the teacher uses only English, does not often understand what the teacher says and rarely uses English. As explained in the commentary to the question 13, it is more than evident all these factors contribute to the learner's negative attitude towards the TL. The learner's negative attitude can have many reasons (see Chapter 2.2.1.1), for instance lack of confidence, previous failures in studying, demanding activities. The solution is to reveal what the reason or reasons are, why the learner feels this way towards the TL and begin to work on it. More research on his/her interests, hobbies would probably be necessary and implementing differentiated activities or more stimulating methods of teaching because it can be possible

that the activities used in the lessons of English might be challenging and not suit this learner at all.

Furthermore, on question 14, 1 learner chose the answer *Others* and answered that he/she uses Czech when translates to classmates from English to Czech. 2 learners are worried to use English because they think that their classmates would laugh at them when they make a mistake. 4 learners chose the answer that they are afraid of making a mistake in English so that is why they avoid using it. 7 learners are not sure with their English, so they prefer to speak Czech. These are quite common reasons why not just only young learners do not want to produce any English at all (see Chapter 2.2.1.3). 4 learners answered that they prefer to use Czech because it is faster, and 5 learners think that using Czech is easier than English. As described in the theoretical part (Chapter 1.2), this might be a possible drawback of overusing the L1 in the classroom. Even when learners know what to say in English, they produce in the L1 because it is faster, easier, and more comfortable for them. 7 learners speak Czech when they apologize, they do not have their coursebooks, workbooks or homework. 8 learners answered they prefer Czech in questions such as *Can I go to the toilette? What page?* which are examples of Classroom Language but not in the TL but in the L1 so it might be called ‘Classroom Czech’.

It is quite common that young learners prefer to speak Czech when they need to apologize or ask for something. As explained, in Chapter 1.1, when the learners approach the teacher in the L1, the teacher needs to answer simply in the TL, such as *Yes, you can. It is ok. It is no problem. Ok. Fine. Never mind.* The learners understand these basic phrases and one day they will start asking or apologizing in the TL. It just takes some time and teachers need to be patience and do not answer Czech to these questions.

One situation where the L1 would be totally acceptable, for both teachers and learners, would be if the learners did not feel very well and need to inform the teacher about it and the teacher had to call their parents to come and pick them up from school. This situation needs to be solved as soon as possible so the usage of the L1 here is acceptable.



Chart 15: In what situations would you like to speak Czech during the lessons of English?

Chart 15 (a multiple-choice question) presents in what situations young learners would like to use Czech during the lessons of English. This question reflects the question 14 (What are your reasons for using Czech in the lessons of English?). 2 learners do not want use Czech at all, these two learners never use Czech and think that also the teacher should never use Czech. 3 learners wish to discuss classroom discipline in Czech only and 3 learners would like to use Czech when it comes to classroom management, such as checking attendance (checking homework, dividing into pairs/teams. It is true that the learners often approach the researcher in Czech and says: *‘Pani učitelko, dneska chybí X a Y. Budeme ted’ ve dvojicích/týmech? Můžeme si vybrat dvojice? Omlouvám se, ale nemám... Už budu ticho.* They are always replied in the TL or translated into the TL what they said in the L1. 3 learners wish to say feedback in Czech - what they like or dislike about the lesson, which activities they find amusing or boring. 4 learners want to clarify the instructions in Czech. 9 learners would like to use Czech in questions, such as *Can I go to the toilette?* The most significant result of this question is that 12 learners would prefer Czech when they encounter an unknown word in English or when they do not know what to say in English. In this case, the learners often say: *‘Pani učitelko, jak se řekne...? Co znamená tohle slovíčko?* Again, even in these situations, it is necessary for the teachers to answer the learners in English because they need to be exposed to the TL as much as possible, as it has been mentioned many times before.

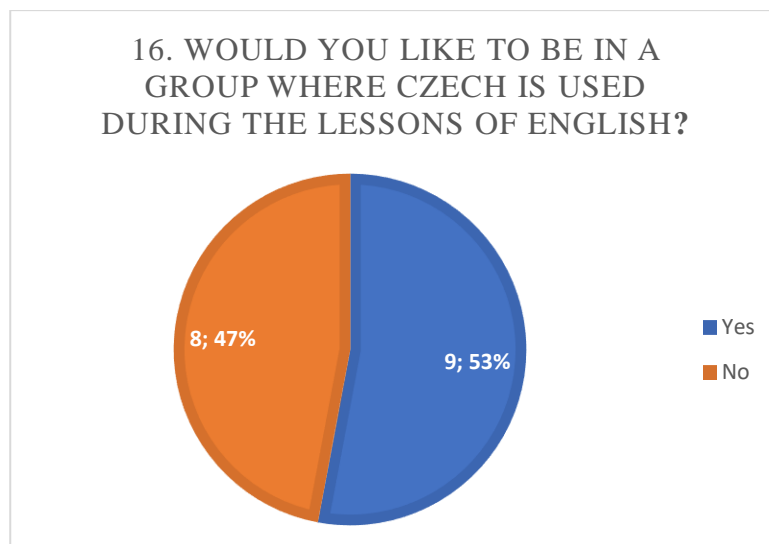


Chart 16: Would you like to be in a group where Czech is used during the lessons of English?

The final question of the questionnaire, question 16, revealed that 8 learners, 47 %, would not like to be in a group where Czech is used. It is almost a half of the class, and it is a great result. It means it is worth exposing the learners to the TL only because they can benefit from it (see Chapter 2.1). On the other hand, there are 9 learners, 53 %, who would like to a join a class where Czech is used.

The exclusive TL use has its positives and negatives as the research in the class 4.C shown. The purpose of this questionnaire was to discover how young learners perceive the exclusive TL use by the teacher and in what situations they would like themselves and the teacher to use the L1. Generally, learners enjoy studying English and feel well when the teacher uses the TL only. Even when the learners do not understand completely what the teachers says, there are some strategies, such as gestures, pantomime, drawings, which can help the learners to understand. According to some learners, the teacher should solve in the L1 discipline problems, organize the classroom, or translate unknown words. The learners prefer to use the L1 in moments such as requests, asking for translation into English or dealing with classroom management. What could be suggested to change is to agree with the learners on the rules when they would like to use the L1 during the lessons of English and establish ‘Classroom Czech’ because the questionnaire showed that there are a few situations where they would appreciate using the L1.

5.1.2 Research in the class 4.D

This part is about the research in the class 4.D. The teacher of English in this class uses the combination of the TL and the L1. The aim of this part is to find out in what situations the teacher and the young learners use the L1 and whether the learners would welcome the teacher to use the TL to more extent.

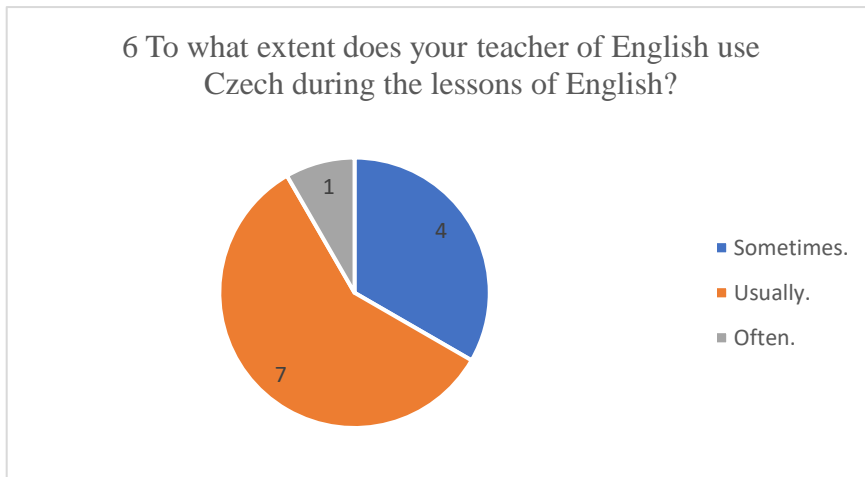


Chart 17: To what extent does your teacher of English use Czech during the lessons of English?

By looking at the chart 17, it is visible how young learners perceive the teacher's usage of the L1. The most selected answer was *Usually* which was chosen by 7 learners. 4 learners think the teacher sometimes uses the L1 and 1 learner thinks the teacher often uses the L1. No learner chose the options *Little* or *Never* so it confirms that the L1 is really present in this classroom. The following question reports when the teacher uses the L1.

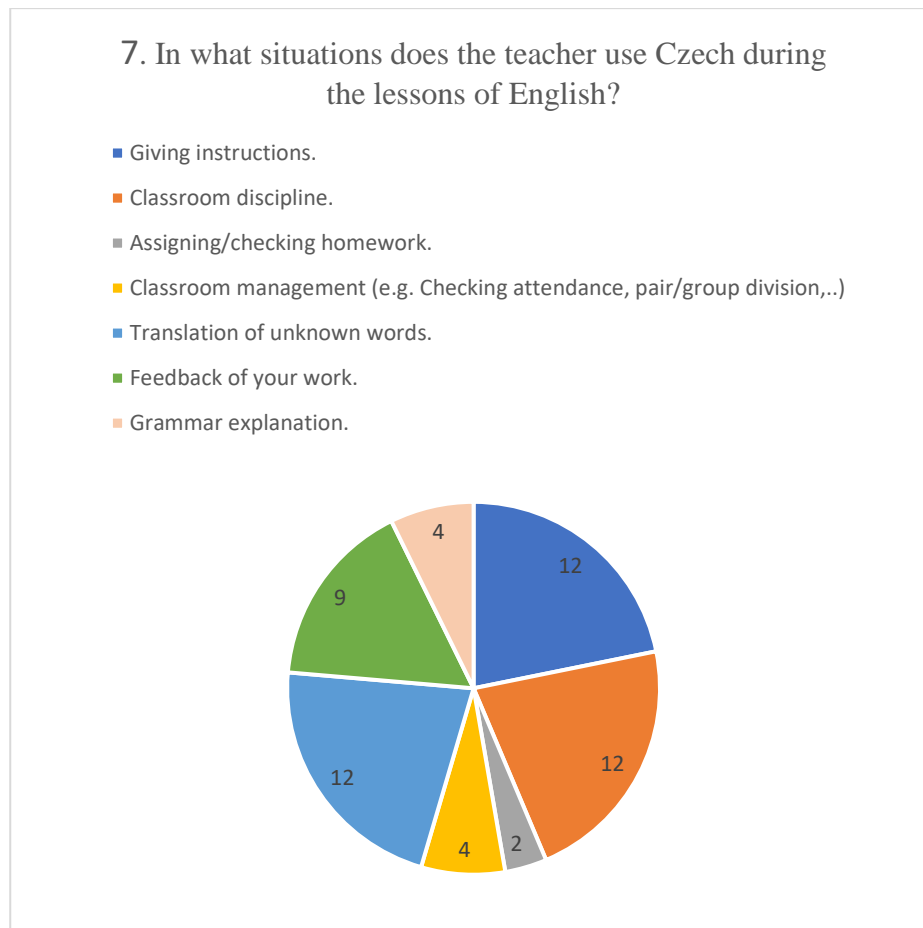


Chart 18: In what situations does the teacher use Czech during the lessons of English?

The question 7, *In what situations does the teacher use Czech during the lessons of English?*, was a multiple-choice questions and it shows interesting information. By looking at the chart, all learners (12) answered that the teacher uses Czech for translation of unknown words, instructions, and classroom discipline. 9 learners answered that they are given feedback in Czech. 4 learners claim the teacher organizes the classroom in Czech (classroom management). 4 learners also chose the teacher explains grammar in Czech. 2 learners think Czech is used for assigning/checking homework.

To comment on these results, considering the semi-structured interview with the teacher, overusing the L1 is evident in the classroom. During the semi-structured interview (see Chapter 5.2.2) the teacher claimed she uses the L1 for grammar explanation, discipline problems and translation of unknown words only. The learners also perceive she uses the L1 for solving discipline problems and translation of unknown words and some think for grammar explanation. What is surprising is the fact that all learners claim they are given the instructions in the L1 even though the teacher does not mention it. Instructions belong to

Classroom English which should be communicated exclusively in the TL to maximize the TL use in the classroom (see Chapter 2.3). Instructions, such as *Listen. Open your books. Go to page 21. Read. Write.* are everyday phrases which occur in every single lesson of English, are easy to demonstrate so there is no need to convey them in the L1.

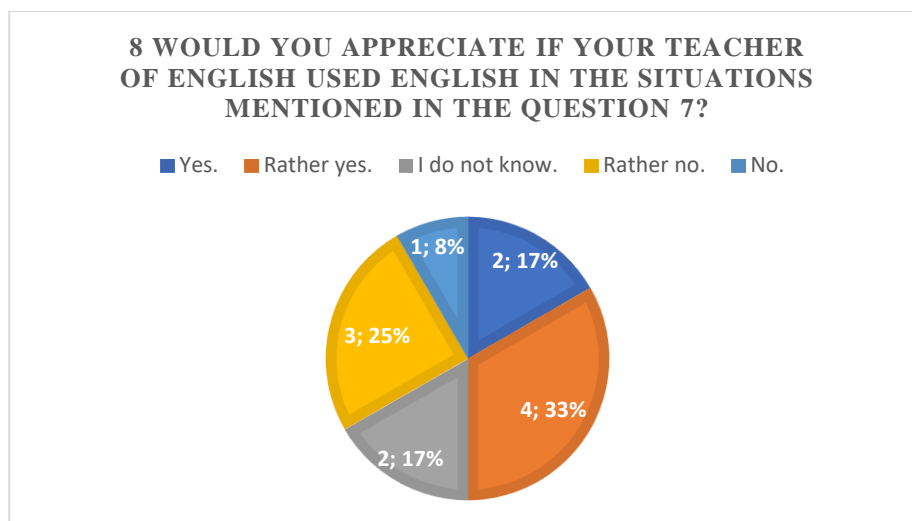


Chart 19: Would you appreciate if your teacher of English used English in the situations mentioned in the question 7?

In the chart 19, it is clear how many learners would or would not appreciate if the situations mentioned in the question 7 were solved in the TL. 1 learner answered *No*. 3 learners chose *Rather no*. It is obvious that these learners are satisfied with the situation as it is and do not want to change it. 2 learners answered *I do not know*., they were probably not sure, they hesitated. 4 learners replied *Rather yes* and 2 learners claimed that they would appreciate the teacher using the TL in the situations. The answers *Rather yes and Yes* present more than 50 % of the class, more than 50 % of the learners think that the following situations, or at least some of them, should be communicated via the TL: classroom discipline, classroom management, instructions, translation of unknown words, feedback or grammar explanation. More TL should be included in the lessons. As stated before, instructions or classroom management are not complicated to present in the TL, they are easy to demonstrate and, as evident, the learners would appreciate it.

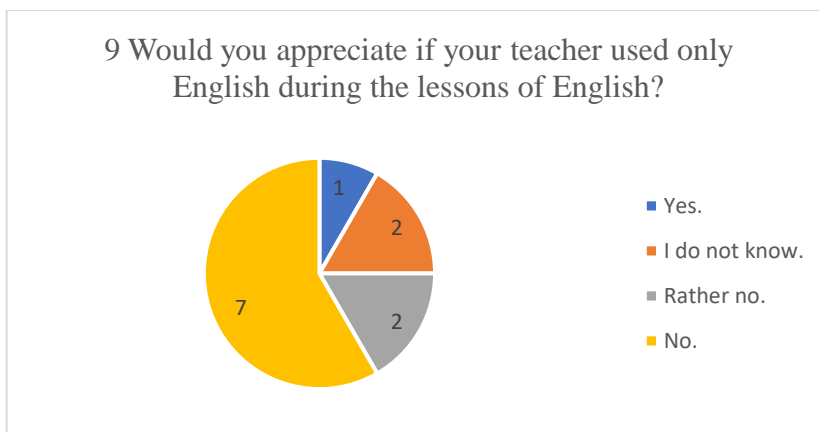


Chart 20: Would you appreciate if your teacher used only English during the lessons of English?

The next question, question 9, was focused on the exclusive TL use and whether the learners would appreciate or not. As visible from the chart more than 50 % of the learners do not want the teacher to use the TL only. There is only 1 learner who would appreciate. 2 learners answered *I do not know* as they were probably not certain what they would prefer. 2 learners chose the answer *Rather no* and vast majority of the learners, 7, answered *No*.

Compared to the previous question 8 (Would you appreciate if your teacher of English used Czech in the situations mentioned in the question 7?), more than 50 % of the learners would like the teacher to use more English during the lessons but not exclusively as this chart shows.

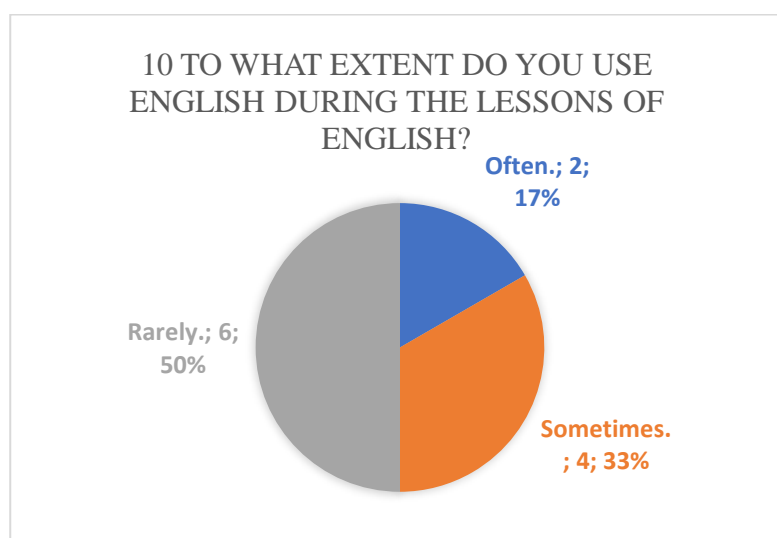


Chart 21: To what extent do you use English during the lessons of English?

This chart presents how much the learners use the TL in lessons of English. To start positively, no learner chose the answer *Never*. On the contrary, as visible from the chart, 6

learners answered *Rarely* so they hardly ever use the TL. 4 learners claim they sometimes use English, and two learners often use English during the lessons. The reasons why the learners use the L1 are described in the next question.

To comment on it, it seems that when learners are exposed to the TL and the L1 at the same time, they prefer to communicate in the L1 instead of the TL. One of the reasons might be the teacher’s overuse of the L1 and learners’ reflection of it. The teacher is the role model (summarized in Chapter 3) so it appears natural to the learners to have the tendency to use the L1 as well. Atkinson (1993, p. 58, see Chapter 2.1.1) suggests a solution which can help learners to reduce the L1 during the lessons.

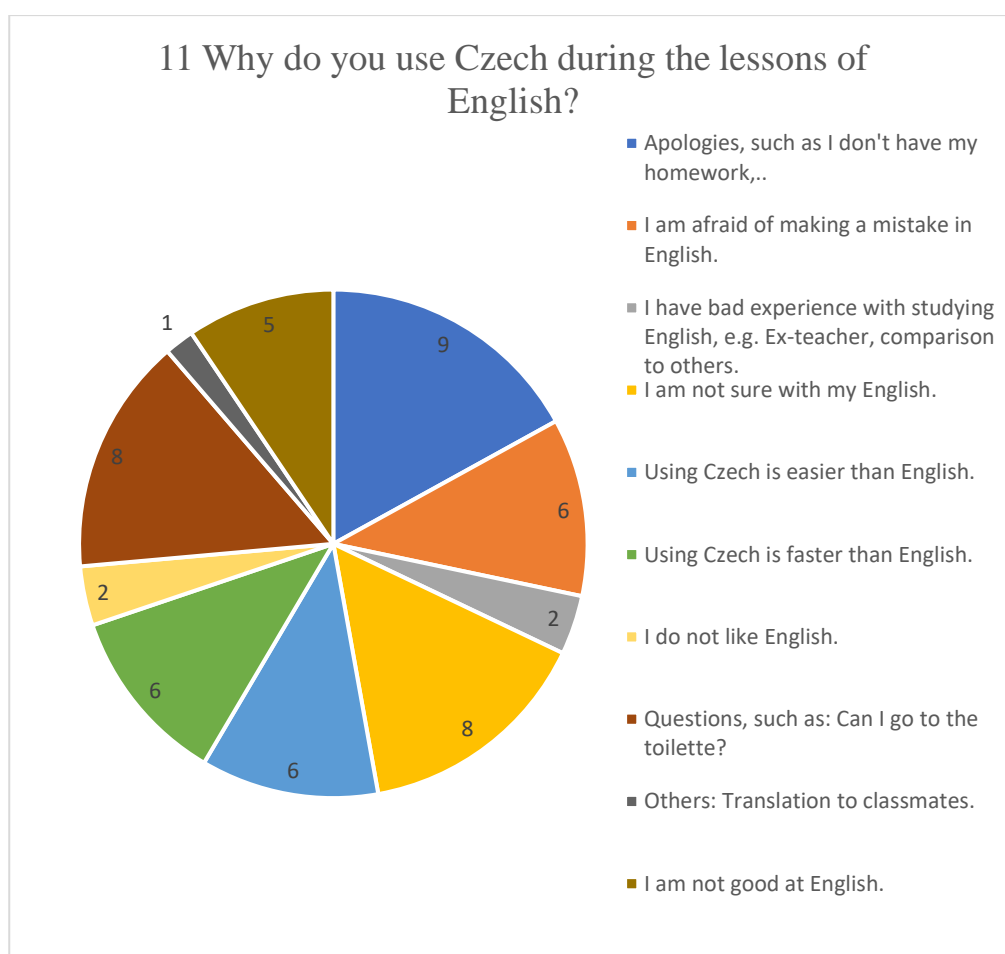


Chart 22: Why do you use Czech during the lessons of English?

The chart 22 presents the learners’ answers in what situations they use Czech. This question was multiple-choice. 1 learner chose the answer *Other* where it was specified that the reason is to translate words from English to Czech to classmates. 2 learners claim that they do not like English and the same learners also claim they have bad experience with studying

English. It is obvious that the negative experience is an important factor which leads to their dislike of English. 5 learners think they are not good at English. 6 learners use Czech instead of English because they think Czech is easier and it is faster to communicate in the L1 than the TL. The reason why learners prefer to use the L1 was commented on in the theoretical part (see Chapter 1.2) and practical part (see Chapter 5.1.1). 6 learners chose the answer *I am afraid of making a mistake in English* and 8 learners do not feel sure with their English. 8 learners answered that they use Czech when they have questions such as *Can I go to the toilette?* Finally, 9 learners speak Czech when they apologize, they do not have their homework or books.

The results are similar to the results in the class 4.C and are compared in the Summary (see Chapter 5.1.3).

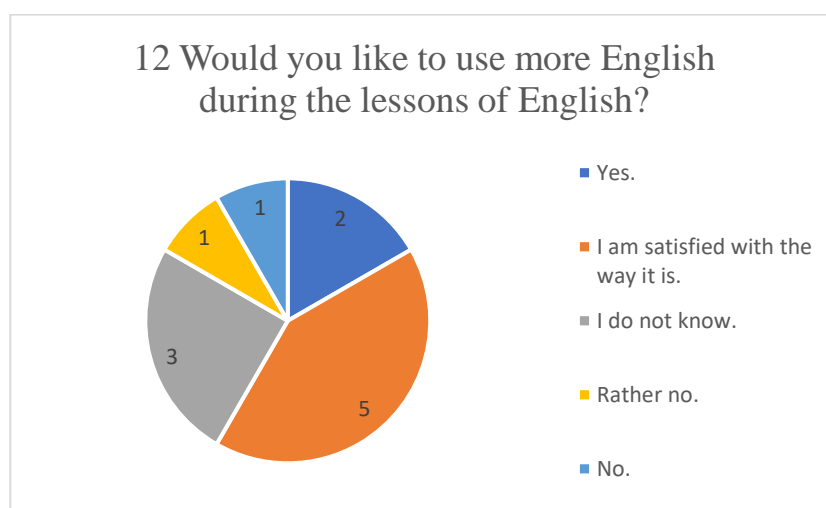


Chart 23: Would you like to use more English during the lessons of English?

By looking at the chart 23, it can be stated that most learners do not want to use more English, or they are satisfied with the current situation. 2 learners would like to use more English during the lessons, the same 2 learners agreed that the teacher should use the TL to a higher extent. 3 learners do not know, they are not sure. 1 learner answered *Rather no* and 1 learner *No*. 5 learners claim they are satisfied with the way it is. What is alarming is that these 5 learners rarely use English during the lessons, as they answered in the question 10, and do not desire to use the TL more. The overuse of the L1 by the teacher might be the factor why the learners are comfortable with the current situation because they might reflect their teacher and feel no need to use the TL more.

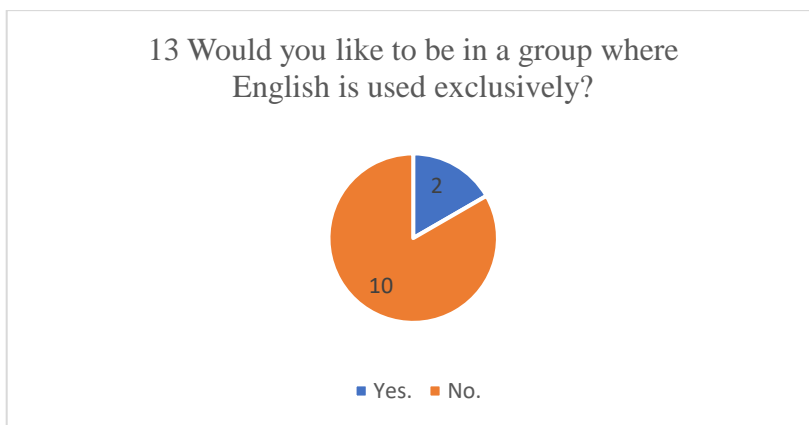


Chart 24: Would you like to be in a group where English is used exclusively?

The final question of the questionnaire reveals how many learners would like to be in a group where the TL is used exclusively. Clearly, 10 learners (83 %) would not like to join a group with exclusive TL use. The result to this question is not surprising since the learners are exposed to the L1 a lot, not only by the teacher, but as well by the learners who rarely use the TL, as it arose from the questionnaire.

To sum up, the questionnaire in the class 4.D confirmed that when the teacher uses the L1, the learners are more likely to use the L1 instead of the TL. It also showed the situations in which the learners use the L1 instead of the TL. It is suggested to use more TL during the lessons because half of the learners would like the teacher to speak more English in situations such as giving instructions, giving feedback, classroom management, classroom discipline, grammar explanation or feedback. It may help to developing learners' language skills and they can start communicating more in the TL. It would be great to have further research on why the learners do not wish to use more TL.

5.1.3 Research summary in the classes 4.C and 4.D

The use of the TL and the L1 in the lessons of English has been a topic which has interested many researchers and authors. This research summary in the classes 4.C and 4.D aimed at revealing benefits and drawbacks of using both languages in the lessons of English at primary school.

The research started with the class 4.C. 17 learners participated in the research, 12 boys and 5 girls. Most of the learners have been studying since the kindergarten and seem to enjoy studying English. The learners have three lessons a week per 45 minutes and their teacher, the researcher, uses the TL exclusively.

The research was conducted via a questionnaire. The questionnaire started with questions aiming at the teacher's use of the TL. Many learners feel comfortable when the whole lesson is in English and there is no one who would never understand the teacher. Gestures, pantomime, demonstration, drawing pictures or classmates' translation contribute to the learners' understanding.

Then the questionnaire was aimed at the learners. Generally, the learners feel well when the lessons are only in the TL. About 50 % of learners think that the teacher should use the L1 when dealing with discipline problems, organizing the classroom, translating unknown words or when the learners misunderstand.

The learners communicate in the TL during the lessons. Mostly, they often or sometimes communicate in the TL. The learners use the L1 as well. Some of them think it is faster and easier than to use the TL. Some learners are afraid of making a mistake in English or not sure with their English so that is why they prefer Czech. The most significant uses of the L1 appear to be apologizing and requesting (e.g. to go to the toilette). Two learners use English exclusively and no Czech.

The questionnaire ended with a question whether the learners would like to be in a group where the L1 is used as well. 8 learners agreed, 9 learners disagreed.

12 learners, 7 boys and 5 girls, from the class 4.D participated in the research. Most of the learners have been studying English since kindergarten and generally they enjoy studying English, too.

The learners from both classes are aware of the importance of English, they know that is a necessity these days and for their future studies and careers.

The teacher of English uses the combination of the TL and the L1 in the lessons of English. The questionnaire started with questions which were aimed at the teacher's usage of the L1.

Surprisingly, it was revealed that the teacher overuses the L1, and most learners think that she usually or sometimes uses the L1. According to the learners, the teacher uses the L1 when giving instructions, dealing with discipline problems, translation of unknown words, providing feedback to the learners, managing the classroom or grammar explanation.

50 % of the learners would appreciate if the teacher used more English in the situations mentioned above but more than a half disagrees with the idea of the exclusive TL use in their lessons.

The learners do not produce much English during the lessons. More than a half answered they rarely use English. Comparing to the class 4.C, where the TL is used exclusively, there is a notable difference (see the Chart 25 below). It clearly proves that learners who are exposed to the TL exclusively produce more English than learners who are exposed to the TL and the L1.

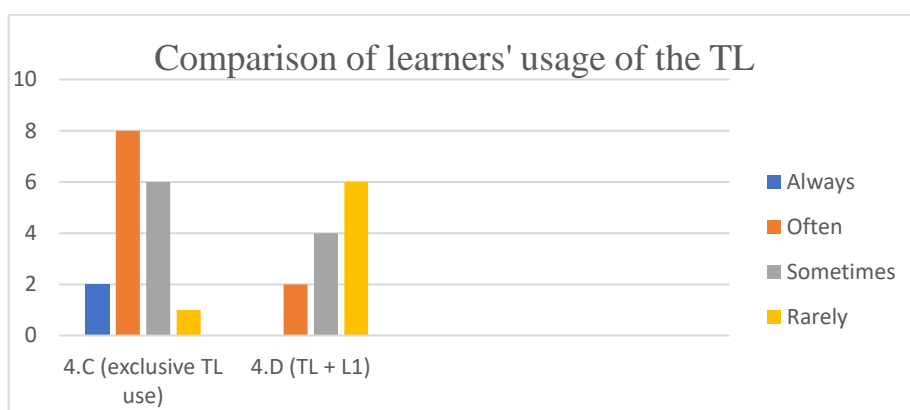


Chart 25: Comparison of learners' usage of the TL

The class 4.D uses the L1 in the same situations that the class 4.C and to the same or similar extent. See the Chart 26 below which contains the most selected answers.

Unfortunately, not many learners in the class 4.D want to use the TL more. They are satisfied as it is and most of them do not want to be in a group where the TL is used exclusively.

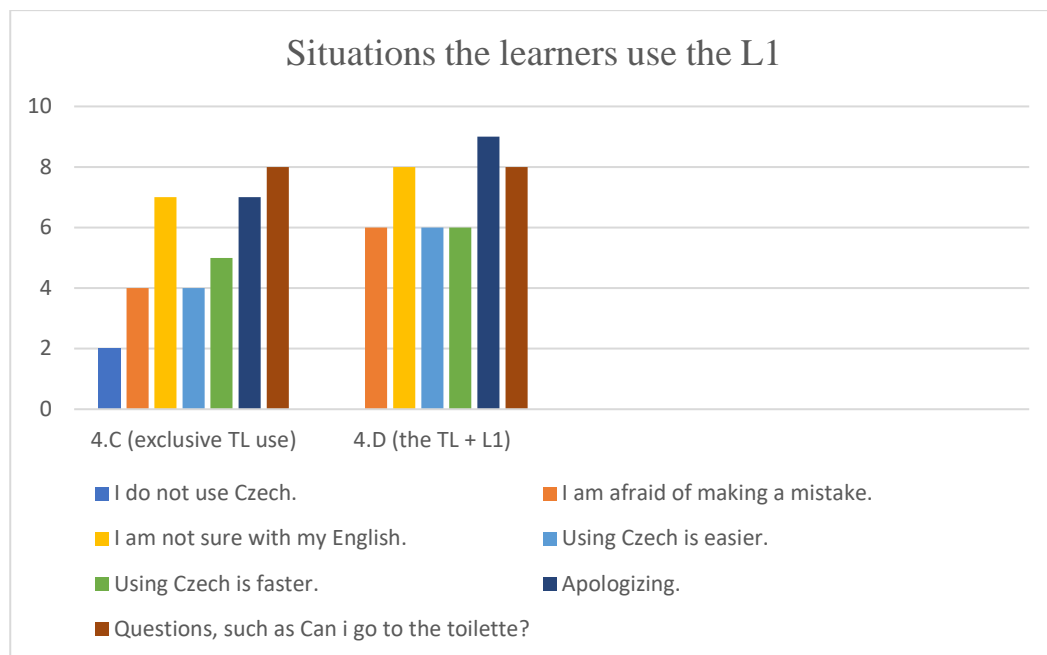


Chart 26: Situations the learners use the L1

It can be concluded that this research answered the research questions about the learners' attitude towards the TL:

1.1 How do young learners feel when the teacher uses the TL only?

Generally, young learners feel well when the teacher uses the TL exclusively.

1.2 In what situations would learners prefer to use the L1?

The research showed that these are situations when learners would like to use their mother tongue:

- Translation of unknown words.
- Discipline problems.
- Classroom management.
- 'Classroom Czech' – questions such as *Can I go to the toilette?* *Can I close the window?* and apologizing.
- Clarification of instructions.
- Feedback.

1.3 In what situations would learners prefer teachers to use the L1?

Learners would prefer teachers to use the L1 in the following situations:

- Translation of unknown words.
- To avoid misunderstanding.
- Classroom discipline.

- Classroom management.
- Grammar explanation.

In conclusion, both the target language and mother tongue have advantages and disadvantages. It is up to teachers to consider which approach fits them and their learners better. Learners needs and preferences should be taken into consideration as well. Anyway, it is crucial to create such a positive and supportive environment in which learners can develop their fluency and language skills. Teachers of English should not forget what subject they teach and avoid overusing of the L1 as it can discourage learners from using English. It is necessary to provide learners with as much target language as possible. When not exclusively, then at least to a large extent.

5.2 Research on primary teachers' attitudes

This chapter presents primary teachers' attitudes towards the exclusive TL use and the L1 during the lessons of English at primary school.

The aim of this chapter is to reveal and answer what view the primary teachers towards the TL have, why they do not use the TL all the time and when they prefer to switch to the L1.

5.2.1 The questionnaire analysis

This research part starts with the analysis of the teachers' questionnaire (see Appendix 12 for the Czech version and Appendix 13 for the English version) and is followed by the results of semi-structured interview. First, the demographic data is presented and briefly commented on.

The link to the online questionnaire was sent to 40 primary schools. The total number of respondents was 26. 25 females and 1 male answered the questions. The following chart shows the average age of the respondents:

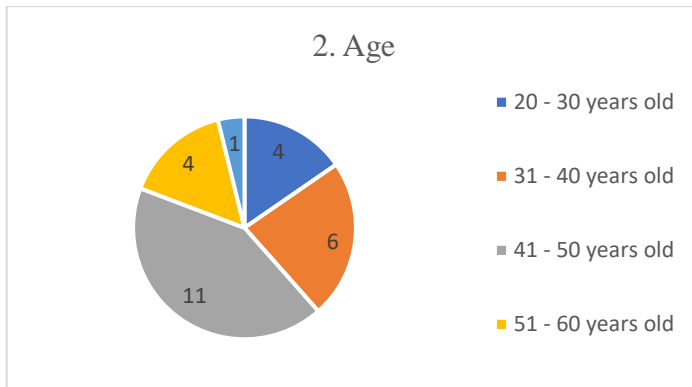


Chart 27: Age of respondents

As it can be clearly seen from the chart, there were 4 teachers aged 20 – 30 years old, 6 teachers aged 31 – 40 years old, 11 teachers aged 41 – 50 years old, 4 teachers aged 51 – 60 years old and 1 teacher aged 61 and more.

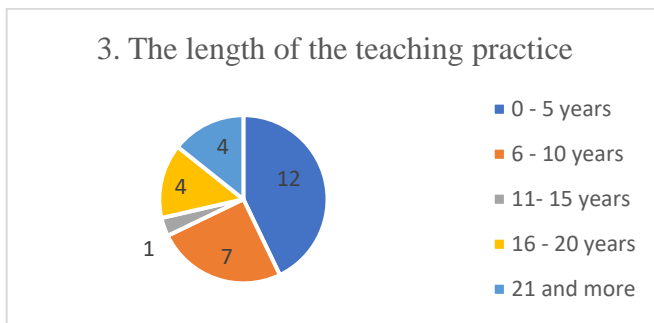


Chart 28: The length of teaching practice

Chart 28 shows information about the average teaching practice. 12 teachers stated that their teaching practice is between 0 – 5 years, 7 teachers' length of teaching practice is about 6 – 10 years, 4 teachers have been teaching English for 16 – 20 years, 4 teachers have been teaching English for more than 16 – 20 years and one teacher answered he/she has been teaching for more than 21 years.

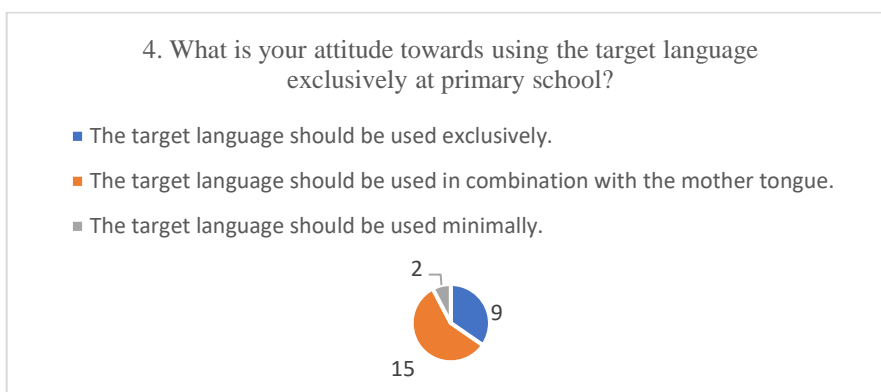


Chart 29: What is your attitude towards using the target language exclusively at primary school?

As obvious when looking at the chart 29, 58 % of primary teachers (15) think that the TL should be used together with the L1 during the lessons. 35 % (9) shares the opinion that the TL needs to be used exclusively. The fact that 8 % (2) think that the TL should be used minimally is striking. Teachers of English must teach English and not Czech. When having a closer look at the data it can be summarized that the teachers with longer teaching practice (10 or more years) admit that the TL should be used with the L1. However, teachers with shorter practice mostly agree that the L1 is not necessary. The researcher is one of them and really believes that there is no space for the L1 in the lessons of English. Nowadays there are many modern and engaging approaches or methods (see Appendix 1) that can help to maximize the usage of the TL in the classroom. The following questions show what teachers think the advantages and disadvantages are of using the TL only.

5. What advantages do you see in the exclusive target language use at primary school?

<i>Advantages of the exclusive TL use</i>	<i>Responses</i>	
		<i>%</i>
Young learners can acquire English faster.	15	7.7
Young learners can acquire vocabulary faster.	17	5.4
Young learners become fluent faster.	8	0.8
Young learners are exposed to authentic language use.	16	1.5
Young learners develop their language skills (reading, writing, listening, speaking).	15	7.7
Young learners learn about the target language culture.	4	5.4

Chart 30: What advantages do you see in the exclusive target language use at primary school?

As visible, the chart 30 informs about the exclusive TL advantages. This question was a multiple-choice question. The advantages were chosen according to the theoretical background (see Chapter 2.1). To comment on the results, 17 teachers think that young learners can acquire vocabulary faster; 16 teachers believe that young learners can benefit from being exposed to the authentic language; 15 teachers admit that learners can acquire English faster and 15 teachers agree that learners develop their language skills; 8 teachers

think young learners can become fluent in the TL faster and 4 teachers claim that it can help young learners to learn more about the target language culture. The option *Other* was not chosen by any teacher. According to the results, it seems that primary teachers are aware of the benefits and how the TL can affect young learners – most teachers agree that is mainly in terms of language-acquisition, but some teachers also think that young learners get deeper understanding and appreciation of the target language culture.

On the contrary, the chart 31 presents the disadvantages of the exclusive TL use:

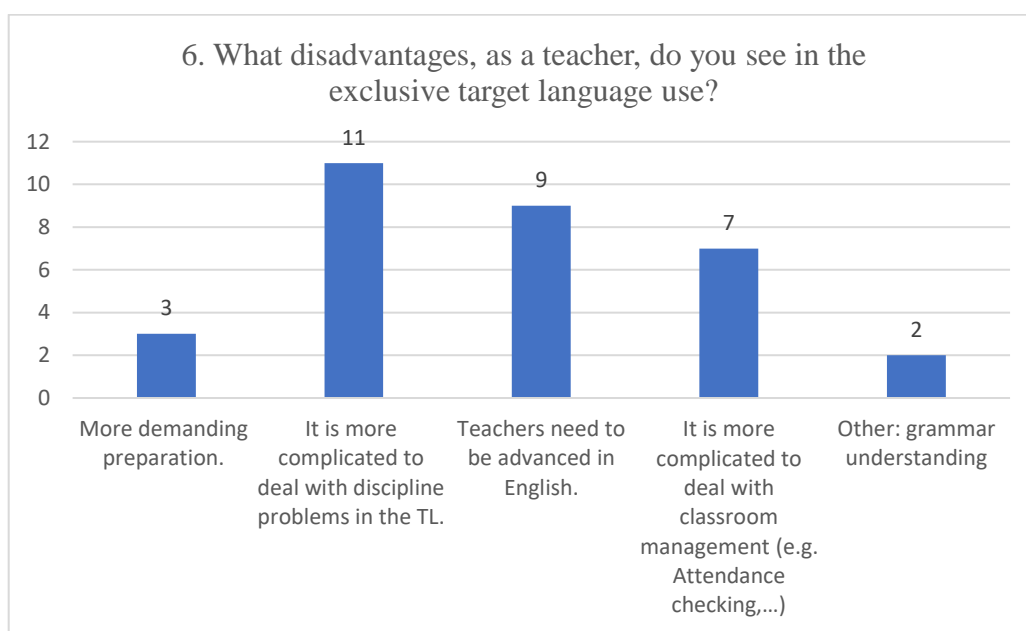


Chart 31: What disadvantages, as a teacher, do you see in the exclusive target language use?

It is clear, that most teachers (11) agree that is more complicated to solve discipline problems in the TL. As explained in Chapter 2.2.2.1, there are some strategies, such as using phrases which are easy to mime or setting the classroom rules that can minimize the L1 use when dealing with discipline. Another drawback is the teachers' level of English. 9 teachers admit that it can be a complication. Teachers of English need to have high level of English but as stated many times before, it is not appropriate to use complicated language structures or sophisticated vocabulary with young learners since they will not understand. The key is to keep it simple, modify the language to learners' needs. 7 teachers admit that it is more complicated to deal with classroom management. See Chapter 2.2.2.2 for tips and techniques how to deal with classroom management in the TL. 3 teachers chose the answer that more demanding preparations are required. It is true that it might be demanding and challenging for non-native speakers to prepare a lesson completely in English. It can be time-consuming;

teachers need to struggle with resource availability or need to have deeper knowledge of the target language culture. All the factors can lead to demanding preparations but once teachers get used to teaching in the TL, it will become more effective and the L1 use will be minimized. Two teachers chose the option *Other* and answered that young learners do not have to understand grammar rules and explanation when they are instructed in the TL. Teachers may try, for instance, the inductive approach of grammar and let their learners discover the rules.

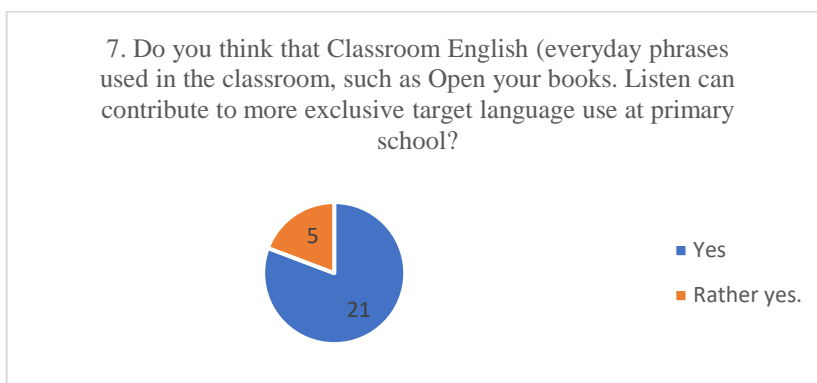


Chart 32: Do you think that Classroom English can contribute to more exclusive target language use at primary school?

The next question (Chart 32) was about Classroom English. 21 teachers, which is 81 %, answered *Yes* and 5 teachers (19 %) *Rather yes*. No teacher chose the answer *No*. According to the teachers, Classroom English belongs to the classroom as it can maximize the TL use and minimize the L1 use (see Chapter 2.3).

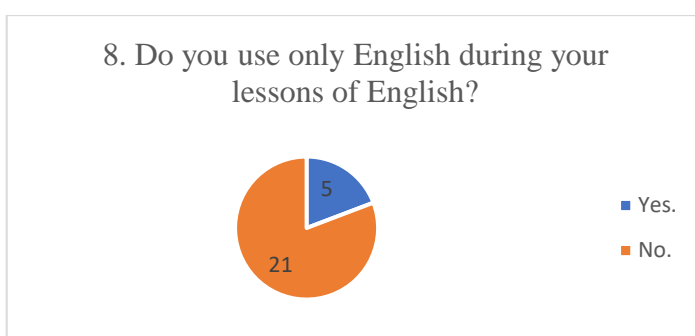


Chart 33: Do you use only English during your lessons of English?

By looking at the chart 33, most teachers (21) do not use the TL only during their lessons, it is obvious they combine the TL and the L1. It might be considered as normal that teachers with longer teaching practice would prefer to use the combination of the L1 and the TL, but it is not. 15 teachers with shorter teaching practice (9 teachers with 0 -5 years, 6 teachers 6 – 10

years) do not use the TL exclusively. It might suggest that the length of teaching practice, the lack of experience or confidence seem to be the factors for not using the TL exclusively.

Finally, only 5 teachers answered *Yes*. These 5 teachers also share the same attitude towards the TL (it should be used exclusively). What is thought-provoking is the fact that only 2 teachers out of these 5 have shorter teaching practice (0 – 5 years) and 3 teachers have longer teaching practice (2 teachers 11 – 15 years and 1 teacher 16 – 20 years). It really seems that the longer the teachers teach the more TL they use. It might be caused by enough teaching experience.

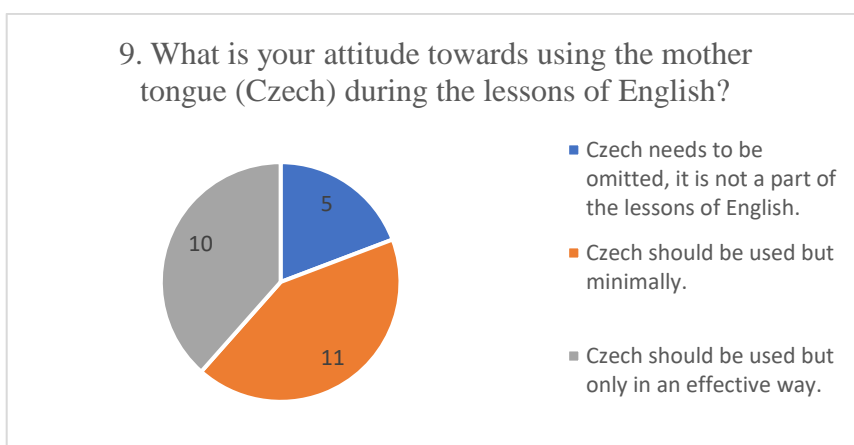


Chart 34: What is your attitude towards using the mother tongue (Czech) during the lessons of English?

To comment on the chart 34 – 11 teachers agree that Czech should be used during the lessons of English but minimally, 10 teachers think that Czech is a part of the English lessons when it is used effectively, 5 teachers, who also use the TL exclusively, perceive Czech as a language which needs to be omitted.

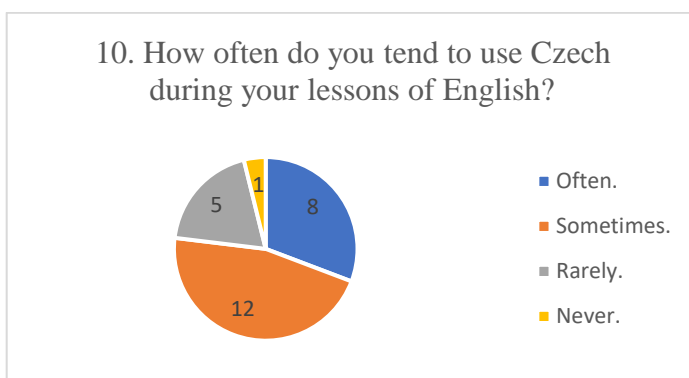


Chart 35: How often do you tend to use Czech during your lessons of English?

The next question, 10, was aimed at how often the primary teachers have the tendency to use the L1 during their lessons. 12 teachers sometimes tend to use the L1, 8 teachers often, 5 teachers rarely and 1 teacher never feels the tendency to use the L1. It is surprising that 5 teachers never use the L1 but only 1 of them does not have the tendency to do so, the others claim that they sometimes or rarely have the tendency. It shows that even when teachers decide to use the TL exclusively, they might feel to use the L1 from time to time.

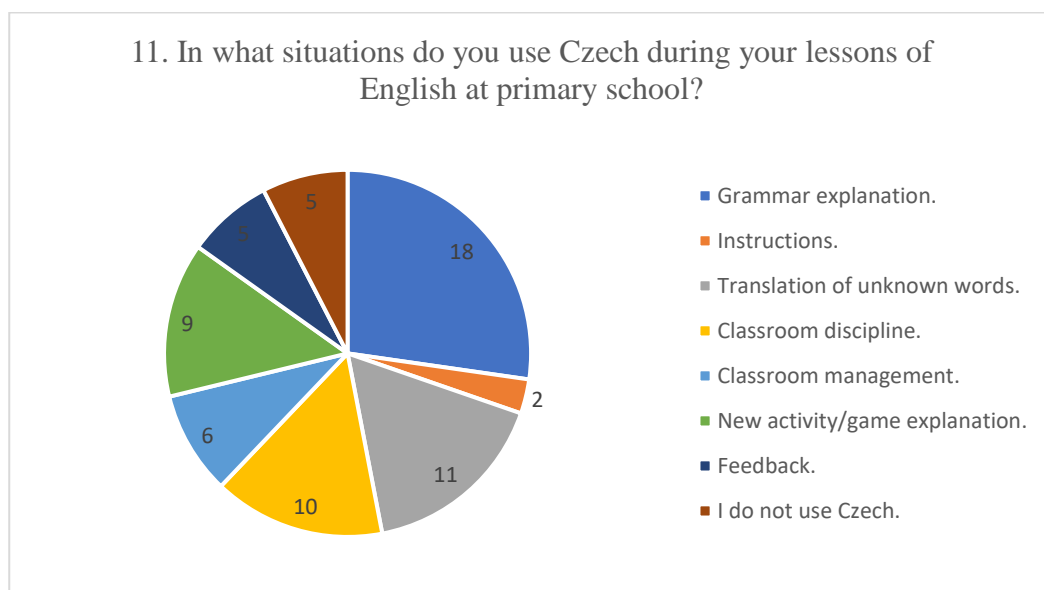


Chart 36: In what situations do you use Czech during your lessons of English at primary school?

The aim of this multiple-choice question was to discover when teachers use the L1. They were offered the recommended situations for using the L1 (see Chapter 1.1). It is evident that most teachers (18) explain the grammar in the L1, 11 teachers prefer the L1 for translation, 10 teachers solve discipline problems in the L1, 9 teachers use the L1 when presenting or explaining new activity/game, 6 teachers deal with classroom management in the L1, 5 teachers provide feedback in the L1, 2 teachers give instructions in the L1 and 5 teachers never use the L1 during their lessons. It is obvious that teachers prefer to explain grammar in the L1 which seems to be the most common way for not using the TL exclusively. Anyway, the teachers need to remember whom they teach. Young learners do not need sophisticated grammar rules or complicated grammar structures. The key is to keep it simple and modify the language to their needs as mentioned many times before. That is the reason teachers should take into consideration the inductive approach when dealing with grammar because even young learners can discover the language grammar rules themselves.



Chart 37: How do you feel when you speak Czech during your lessons of English?

The chart 37 presents how teachers feel when they use the L1. 21 teachers use the L1 during their lessons and it is apparent that most of them (18) feel fine because they use it effectively. 3 teachers claim they feel nothing special when they use the L1. They might feel, to some extent, using the L1 as a failure. 5 teachers do not speak Czech. No teacher chose the answer *Guilty*.

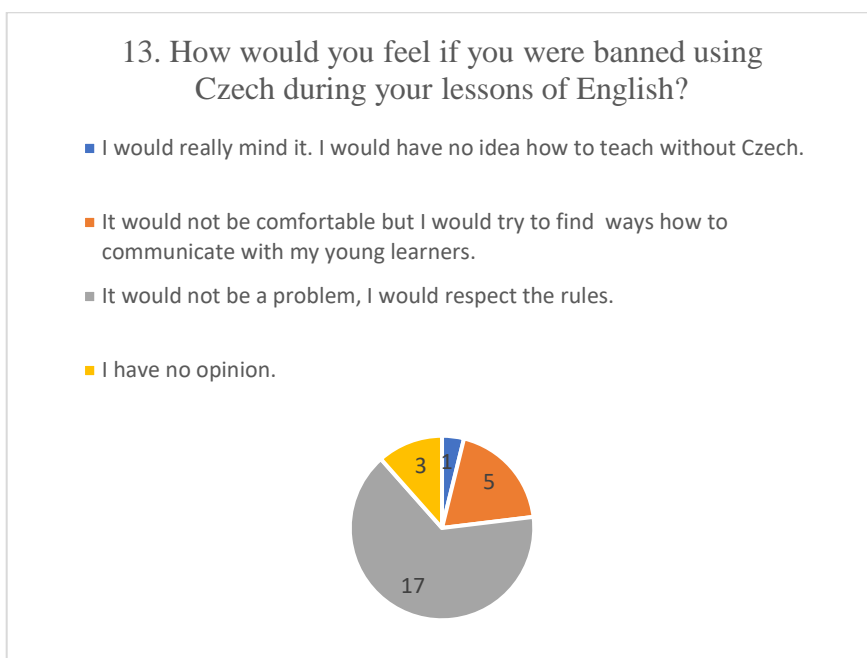


Chart 38: How would you feel if you were banned using Czech during your lessons of English?

By looking at the chart 38, it can be summarized that most teachers (17) would not have a problem to teach exclusively in the TL and would respect it if they were told so e.g., by the school director. It is good they would do it but at the same time it is sad that they would do it under this condition only and not because they want to do it. 5 teachers claim they would feel uncomfortable but would try to find new ways of communication with their young learners. 3 teachers have no opinion, and 1 teacher would really mind it because he/she would have no idea how to teach without the L1.



Chart 39: Do your young learners talk Czech to each other during your lessons of English?

The question 14 shows to what extent young learners use the L1 among each other during the lessons of English. 14 teachers say that their learners sometimes use Czech to talk to each other. 10 teachers claim that their learners sometimes speak Czech to each other. 1 teacher mentions that his/her learners speak Czech minimally and 1 teacher says that his/her learners never speak Czech to each other. It is positive that at least two teachers claim that the learners always or often use the TL. Most teachers' learners use Czech to some extent during the lessons. The most common situations when learners prefer to speak the L1 were discussed in the previous chapter 5.1.

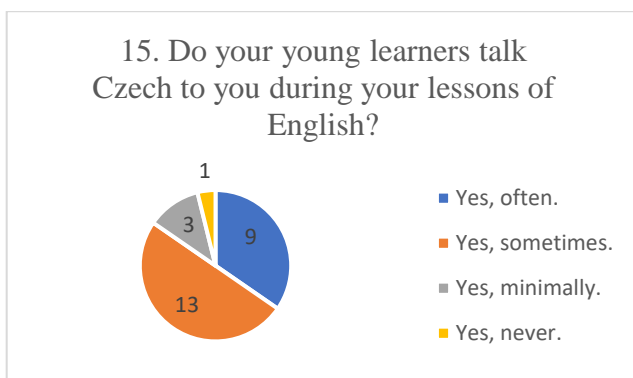


Chart 40: Do your young learners talk Czech to you during your lessons of English?

The following chart, chart 40, presents how often the learners speak Czech to their teachers. 13 teachers say that the learners often approach them in the L1, 9 teachers claim that their learners sometimes speak Czech to them, 3 teachers say that their learners use Czech minimally and 1 teacher mentions that the learners never approach him/her in Czech. These two teachers teach exclusively in the TL.

As described in the Chapter 5.1, it is more natural for the learners to use Czech because it is their mother tongue. As proved in the chapter 5.1, the more the learners are exposed to the TL, the more they will produce it. It is important to expose the learners to the TL as much as possible and minimize the L1 use in the classroom. Young learners will start producing the TL automatically, without thinking.

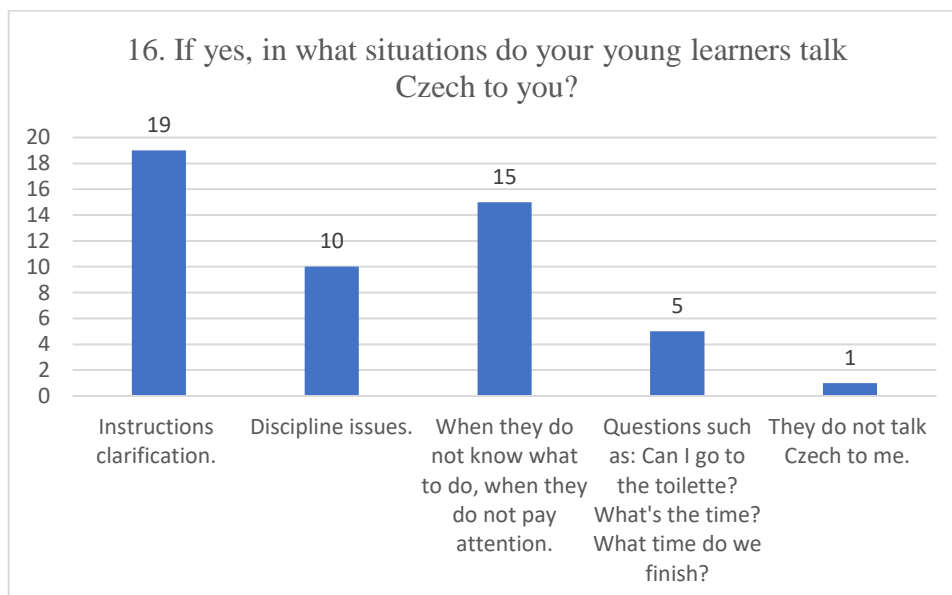


Chart 41: If yes, in what situations do your young learners talk Czech to you?

The chart 41 demonstrates the situations in which young learners approach their teachers in the L1. The two main reasons why young learners speak Czech to their teachers seem to be the *Instructions clarification* (19 teachers' choice) and *When they do not know what to do. They do not pay attention.* (15 teachers' choice). 10 teachers claim that their learner use Czech when it comes to discipline issues. 5 teachers answered that their learners use Czech when they ask to go to the toilette, what the time it is. 1 teacher answered that his/her learners never speak Czech to him/her. The previous chapter 5.1 and 5.2 presented that young learners use the L1 mainly because:

- it is faster and easier.
- they are not sure with their English.
- apologies.

As mentioned before, it is more natural and comfortable for young learners to approach the teacher in the L1 because it is their mother tongue, and it is faster and easier. Another reason might be that they are used to it. To be more specific, they spend most of the time with their class teachers, who speak Czech in other subjects, so it can be a habitual behaviour to ask the teacher, even the teacher of English in the L1. Another common reason why they might address the teacher in the L1 is clarification what to do or whether they understood. They are not sure with their English, so they prefer to ask for clarification in the L1. It is necessary the teachers always reply to their learners back in English so the L1 is minimized, and learners get used to being exposed to the TL (see Chapter 1.2).

Setting rules, when to use or not to use the L1, should maximize the TL use and at the same time to encourage learners to practise more English. The following questions deals with the rules.

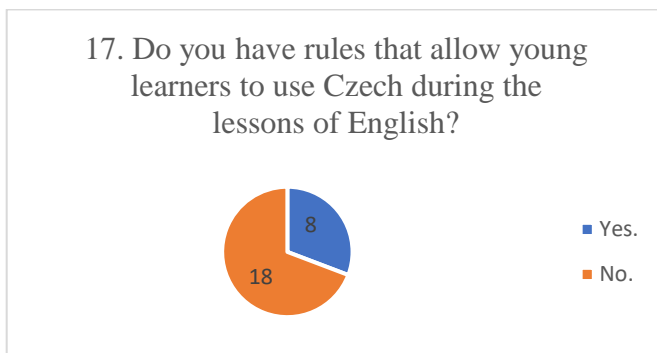


Chart 42: Do you have rules that allow young learners to use Czech during the lessons of English?

As visible from the chart 42, 18 teachers do not have any rules. 8 teachers have set rules which allow their learners to use the L1 during the lessons. The importance of rules is mainly typical for the teachers who have been teaching for longer time (4 teachers with the length 6 – 10 years, 2 teachers with the length 11 – 15 years, 1 teacher with the length 16 – 20 years, 1 teacher with the length 0 – 5 years).

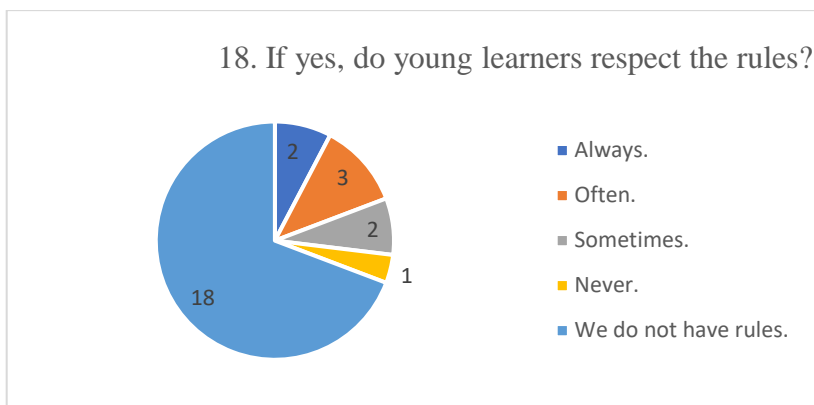


Chart 43: If yes, do young learners respect the rules?

To comment on the chart 43, 18 teachers answered they do not have any rules which allow their learners to use the L1. 8 teachers, as shown in the previous question, have rules which specify the L1 use. 3 teachers say that their young learners often respect the rules, 2 teachers claim that their learners sometimes respect the rules. It is positive that the learners respect the rules to some extent. What is striking is that 1 teacher admits that his/her learners never respect the rules. When they never respect the rules then there is no reason to have such rules, and it should be crucial for the teacher to discover why they do not respect them, what is wrong with the rules.

The next question, 19, *To what extent do you respect the rules for using Czech during the lessons of English?* is connected to questions 17 and 18. 18 teachers answered they do not have the rules, 6 teachers answered they always respect the rules, and 2 teachers sometimes respect the rules. It is positive that none of the teachers who have the rules, did not choose the answers *Rarely* and *Never*. Once the rules are set, it is vital to keep them. The rules are further commented on in the summary (see Chapter 5.2.3).



Chart 44: In what language do you respond to young learners when they talk Czech to you?

Chart 44 presents what language teachers reply in when the learners address them in the L1. What is good about the results is that only 1 teacher replies always in Czech. 12 teachers reply to their learners in English and 13 teachers say that sometimes Czech and sometimes English, which depends on the situation. It would be nice to get deeper into this question and reveal what the situations are.

As explained in the theoretical part (see Chapter 1.2), teachers are highly recommended to respond back in the TL, so the learners are exposed to the TL as much as possible. For instance, when a learner asks: *‘Pani učitelko, můžu jít na záchod?’* The teacher needs to answer *Yes, you can. Yes, of course.* The learners, even with very low knowledge of English, will know what the teacher means and when the teacher adds some gestures, such as nodding their head, there is no doubt the learners will understand it. Who else should use the TL exclusively, or to a maximum extent, than the teacher?

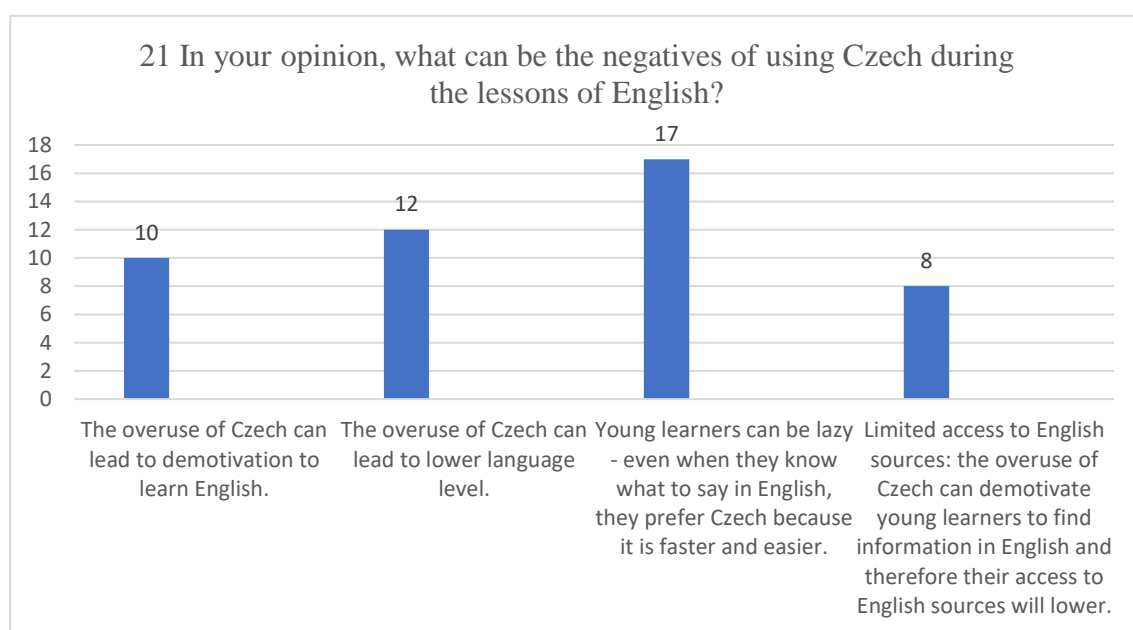


Chart 45: What can be the negatives of using Czech during the lessons of English?

This chart, 45, shows what teachers think the potential risks of using Czech during the lessons of English might be. 17 teachers think the main negative of using the L1 in the lessons might cause the laziness of learners – even when they know what to say, they say in the L1 because it is much faster and easier than in the TL. 12 teachers think that when there is overuse of the L1 it can lead to lower language level. 10 teachers claim that the overuse of the L1 can be demotivating to learners to learn English. 8 teachers answered that another drawback might be limited access to English sources and unwillingness to find information in

English. As stated before, further research on the risks of using the L1 needs to be done. However, it seems that there is one solution to all the potential risks and that is to use the TL exclusively.

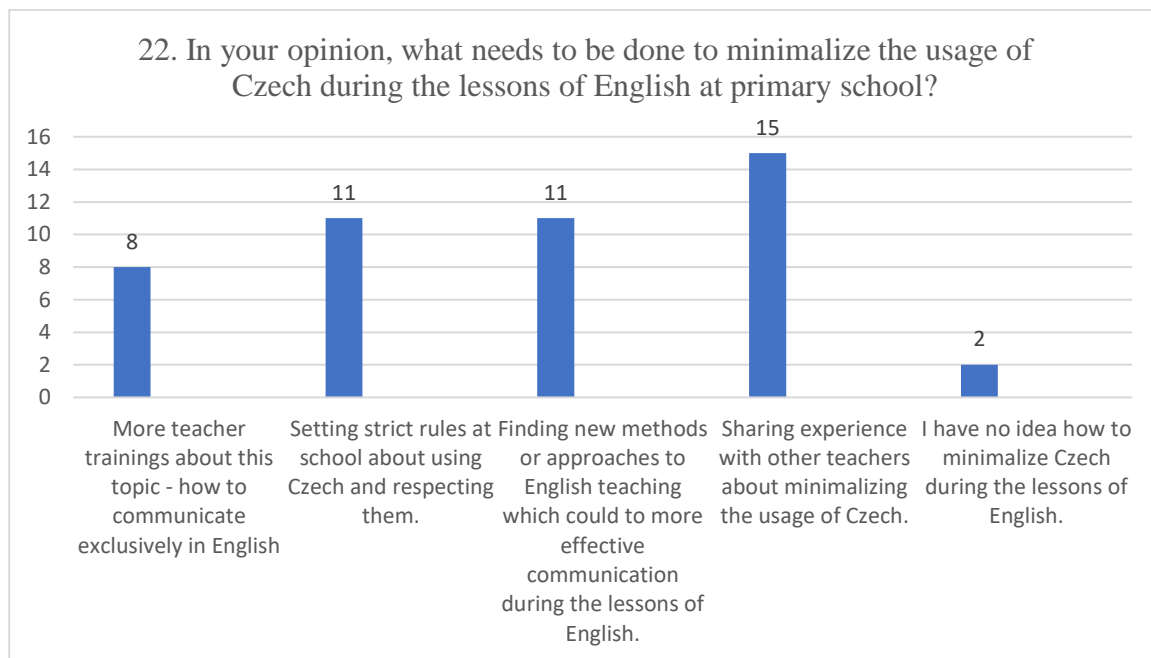


Chart 46: What needs to be done to minimize the usage of Czech during the lessons of English at primary school?

The last chart of this section informs about possible solutions of minimizing the usage of the L1 at primary schools. 15 teachers think that sharing experience with other teachers might be very useful. 11 teachers admit that setting strict rules at school and respecting them might work, too. 11 teachers think that new methods or approaches to English teaching can maximize the TL use. 8 teachers find more teacher trainings about communication in the TL helpful. Only 2 teachers have no ideas how the L1 can be minimized in the lessons of English.

In the researcher’s opinion, it is believed that many teachers of English would like to minimize their usage of the L1, but they do not know how. All the mentioned suggestions in the chart 45 can help in learning how to use more or only the TL during the lessons. It just needs ‘to break away from old habits’, in this case using the L1 in the lessons of English at primary.

The last question, question 23 of the questionnaire, was an open question where teachers could have written their further comments. Few of them answered and here are their comments, translated into English by the researcher:

'In my opinion, one foreign language at elementary school is enough. Learners just need to learn one foreign language and when there will be one lesson every day, they can master the language.'

'The best option is a native speaker! No Czech teacher can teach to language proficiency. Our children need native speakers at school. Only native speakers can use the language in an authentic way.'

'The age of learners needs to be differentiated – 1st or 2nd graders do not know anything about the language, so Czech is necessary and must be used. 4th graders can have lessons mostly in English – I just help with instructions or translations.'

'I am for using the target language as much as possible but there are situations, as mentioned before, when Czech feels more proper.'

To sum up this section, the questionnaire revealed that many teachers do not use the TL exclusively, they prefer the combination of the TL and the L1. According to the teachers, the L1 is necessary when explaining grammar, translation of unknown words, dealing with discipline problems or classroom organization. It also showed to what extent the learners use the L1 during the lessons among each other and to what extent the learners address their teachers in the TL. Not many teachers have set rules for learners to know when it is appropriate to use the L1. It appears that the teachers would like to minimize the L1 usage, but they do not know how. This section finishes with the teachers' commentaries about the TL use and as it can be seen the commentaries are very diverting. Recommended suggestions are described in the Chapter 5.2.3.

5.2.2 Semi-structured interviews analysis

For better understanding and complex view of the exclusive TL or the L1 use 5 primary teachers of English from ZŠ Studánka, Pardubice were interviewed. All teachers use the TL and the L1 in their lessons. Each teacher was interviewed individually and was asked these questions ¹⁶:

- 1) In your opinion, what does it mean to use the target language exclusively?

¹⁶ Please note that the additional follow-up questions were asked, when necessary, with each teacher.

- 2) Do you think that young learners acquire the TL faster when they are surrounded by the target language only?
- 3) Do you use the L1 in your lessons?
- 4) Why do you think you use the L1 effectively in your lessons?
- 5) Do you use other strategies when you need to translate unknown words or explain grammar?
- 6) In what situations do young learners appreciate the teacher's L1 use?

Teacher 1¹⁷ answers:

- 1) *'In my opinion it means that only English is used.'*
- 2) *'Yes, definitely. It sounds even logical. When learners are exposed to the target language, they must acquire it faster.'*
- 3) *'Yes, I use Czech in my lessons.'*
- 4) *'I think that grammar is clearer when I explain it in Czech and the learners expect me to use Czech when explaining grammar. I also use Czech for translation new words, it is faster and abstract words are better to translate.'*
- 5) *'Very rarely. I prefer Czech but when I think about it, I use gestures from time to time.'*
- 6) *'Grammar and abstract words translation. And that is a very good question to consider – I should ask my learners whether they like or not.'*

Teacher 2 answers:

- 1) *'The lessons are only in English.'*
- 2) *'Yes, I think so.'*
- 3) *'Yes, I do anytime I feel necessary.'*
- 4) *'I cannot imagine dealing with discipline problems in English. The learners would not understand a single word. And grammar. I explain grammar in Czech.'*
- 5) *'Yes, I use flashcards.'*
- 6) *'Clarification or when the learners feel insecure it is better to use Czech or I just know when to use Czech, when they are lost or confused, I can see it in their faces.'*

Teacher 3 answers:

¹⁷ Teacher 1 = the teacher of English in the class 4.D

- 1) *'To keep learners in a foreign-language place.'*
- 2) *'Yes, I think so. Definitely.'*
- 3) *'Yes, I use.'*
- 4) *'The learners can absorb the grammar in a better way which is not confusing.'*
- 5) *'I often use gestures, pictures, pantomime or synonyms. I don't think I use too much Czech, just sometimes.'*
- 6) *'Clarification and grammar. But who knows, I have never asked my learners when they want me to speak Czech.'*

Teacher 4 answers:

- 1) *'That I use only the target language. 100 % target language.'*
- 2) *'Absolutely.'*
- 3) *'Yes, I use Czech. To be honest not only when it comes to grammar or discipline but when I feel tired, I know I tend to switch to Czech.'*
- 4) *'I cannot imagine using English when dealing with discipline issues. And then grammar.'*
- 5) *'Yes, for example gestures, pictures, flashcards, acting, role-plays, songs or videos.'*
- 6) *'They probably appreciate Czech when there is a discipline problem, but I really do not know, I have never asked them.'*

Teacher 5 answers:

- 1) *'English only, never Czech.'*
- 2) *'Yes, I do.'*
- 3) *'Yes – mainly grammar.'*
- 4) *'It is great to use Czech when comparing how the two languages function. Even with young learners, e.g., 3rd – 4th graders can start learning how the grammar works in English.'*
- 5) *'Games – they are great for demonstration or grammar. Online websites, such as Baamboozle, Wordwall, Kahoot, and then definitely gestures, pantomime.'*
- 6) *'I think when it comes to grammar. Honestly, I do not know because I have never had the idea to ask them, so I will soon.'*

By analysing the teachers' answers, it can be stated that they all believe they use the L1 effectively and mainly for grammar explanation and discipline issues. When they were asked whether they try to use different strategies for explaining grammar, the answer was no - grammar needs to be explained in the learners' mother tongue. Teacher 5 answered that games are great for consolidation grammar, but the core of the grammar is explained in Czech. Teachers sometimes use pictures, flashcards, gestures, or synonyms for unknown words but still the translation is preferred because it is faster and as two teachers admitted 'a kind of habit'. When it came to the last question, all teachers were then given a follow-up question whether they have ever asked their learners what they prefer. As it can be seen, none of them has ever asked their learners about their preferences when the teacher should use the L1. As promised, they will, and they all think it is a good idea to discuss it with the learners. This discussion can further lead to the setting of the classroom rules for English lessons.

5.2.3 Research summary on teachers' attitudes

The research has shown that most teachers do not use the TL exclusively and prefer the combination of the TL and the L1. Even though the teachers are aware of all the benefits the exclusive TL usage has, they still use the L1 when it comes to grammar explanation, dealing with discipline problems, organizing the classroom, translating unknown words, or giving feedback to their learners.

Interestingly, the research revealed that teachers with longer teaching practice (10 or more years) prefer to use the TL exclusively than teachers with shorter teaching practice. It can be caused by the teaching experience, gaining confidence, or using the proper methods and approaches which are suitable for the exclusive TL (see Appendix 1).

Young learners, whose teachers use the TL only, are more likely to address their teachers in English than learners whose teachers use the L1 during the lessons. Similarly, the learners who are exposed to the TL only communicate more often to each other in the TL than learners who are exposed to the TL and the L1 at the same time. As stated, the teachers are the language models and when they use the L1 therefore they cannot blame their learners for not using the TL all the time. Learners just reflect what they see and hear.

Furthermore, the research discovered that only few teachers have set rules for the L1 usage in their lessons of English. Their learners know and are familiar with the situations when they can use the L1.

After the analysis of the questionnaire and the semi-structured interview, there are some suggestions for minimalizing the L1 and maximalising the TL in the lessons:

- At the beginning of the school year teachers should provide their young learners with the basic Classroom English phrases (see Appendix no 5) and place the phrases somewhere in the classroom so they are visible all the time. It is not effective to deal with classroom organization in the L1. These phrases are used on the everyday basis and are kept simple and are easy to demonstrate so all the learners, even with no or low knowledge of English, will understand what they mean.
- At the beginning of the school year teachers should set the rules for their lessons of English. Setting the rules is recommended as it can limit the discipline issues. Teachers should discuss with their learners the rules. The rules should be about discipline, behaviour, using English and preferred situations when learners can use the L1. Teachers need to explain clearly to young learners that the lessons of English needs to be about English and that there is no or very little space for Czech. Once the rules are set, they cannot be disrespected. Both teachers and learners must keep the rules. Keeping the rules will help to reduce the L1 in the classroom, teachers will become language models who use the TL in an authentic way and help their learners to develop their language skills. See Appendix no 18 for Classroom rules which the researcher has established with her young learners and the rules work. When there is a problem, it is enough to say the number of the rule and the learners know what is wrong and what can be improved or done in a different way. Provide the learners with the rules and have the rules on a visible place in the classroom.
- Teachers need to ask their learners what they prefer. It is possible that young learners would appreciate more teachers' TL use as shown in the research in the class 4.D where the teacher uses the L1 (see questions 7 and 8, Chapter 5.1.2).
- Some teachers would like to use the TL all the time, or at least to maximum extent, but it appears they do not know how. They lack the experience. Therefore, it is

recommended to participate at teacher trainings specialized in the exclusive TL use, share experience with the colleagues or set strict rules among teachers of English at school about minimalizing the L1 use and respect them.

It can be concluded that this research part reached its aim and answered the research questions:

2.1 What is the teachers' view of using the TL only?

Teachers are familiar with the benefits of exclusive TL use but at the same time with its negatives. Therefore, many teachers believe that using the L1 is not bad, and it is more appropriate and effective during the lessons of English.

2.2 In what situations would teachers prefer to use the L1?

Teachers would prefer to use the L1 in the following situations: grammar explanation, translation of unknown words, dealing with classroom discipline and organization, giving feedback to learners.

2.3 Why do not teachers of English use the TL all the time?

Teachers do not use the TL all the time because they believe that using the L1 can be more effective than the TL when, for instance, explaining grammar or dealing with discipline problems. Another factor might be that teaching exclusively in the TL might be challenging and demanding. Some teachers seem not to know how to teach only in the TL because they lack experience.

Some teachers might have concerns and feel uncomfortable about using the TL only in their lessons of English. One of the main reasons they might be sceptical towards it is that learners, especially at primary schools, will not understand everything and that for instance to explain grammar, give instructions or deal with discipline issues is much better in the L1. It is easier and more comfortable to use the L1. However, when teachers do not approve the exclusive TL use, they might try to use the TL as much as possible and do not overuse the L1. Teachers are the language models to their learners so when teachers use the L1 the learners will just reflect it. Also, it should not be forgotten that the classroom is usually the only place where young learners see and hear English, so they need to profit from the time spent in the classroom.

5.3 Research on parents' attitudes towards the exclusive target language use

This chapter is focused on parents' views about the teachers of English. This part answers what parents' preferences are and to what extent they expect teachers of English use the TL.

As it was specified in the chapter 4.3, the online link was sent to parents' whose children attend the classes 4.C and 4.D. 28 parents responded to this questionnaire. The first three questions dealt with basic demographic data which are summarized below.

The first question, question 1, informs about the gender of respondents. 25 females and 3 males participated in the online questionnaire.

The following question, question 2 *What is your highest level of education?* shows that 16 parents have university degree, 7 parents finished high school with high school diploma, 4 parents finished high/vocational school without high school diploma and 1 parent finished higher vocational school.

Question 3, *Do you speak English?*, was focused on the parents' knowledge of English. 13 parents answered they speak English; 12 parents partly speak English and 3 parents do not speak English. The following questions are presented graphically.

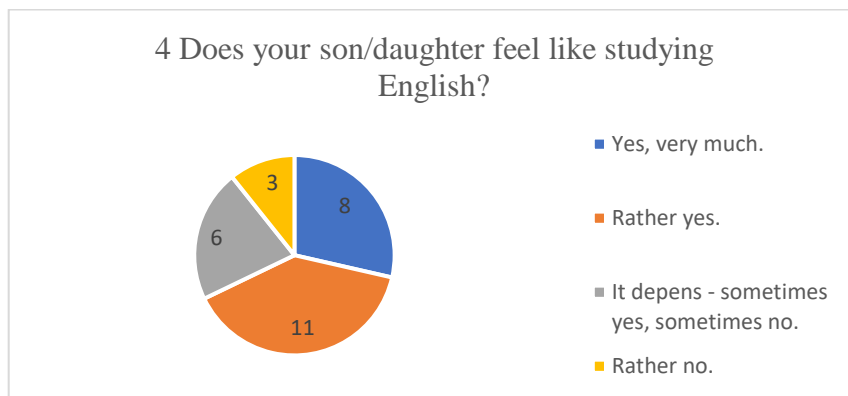


Chart 47: Does your son/daughter feel like studying English?

The chart 47 present information about parents' perception to what extent their children enjoy studying English. No parent chose the answer *No*, which is positive, and it shows that at least to a little extent children enjoy it. 3 parents answered *Rather no*, 8 parents think their

children enjoy studying English very much, and 11 parents think their children enjoy studying English. 68 % perceive their children like studying English which is a high number.

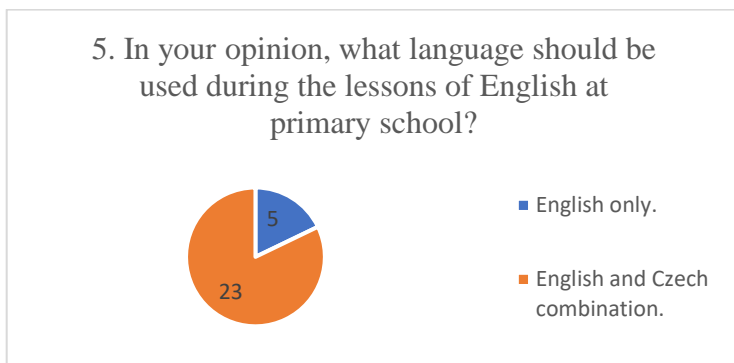


Chart 48: In your opinion, what language should be used during the lessons of English at primary school?

As visible from the chart 48, 23 parents, which is 82%, think that the L1 belongs to lessons of English and only 5 parents, which is 18 %, think that the lessons should be completely in the TL. The reasons why parents might think the L1 belongs to the lessons can be that their children can get frustrated, demotivated or lose interest in English when they do not understand. The following questions answer what opinions parents have about advantages and disadvantages of exclusive TL use and why the L1 should be a part of the lessons of English at primary school.

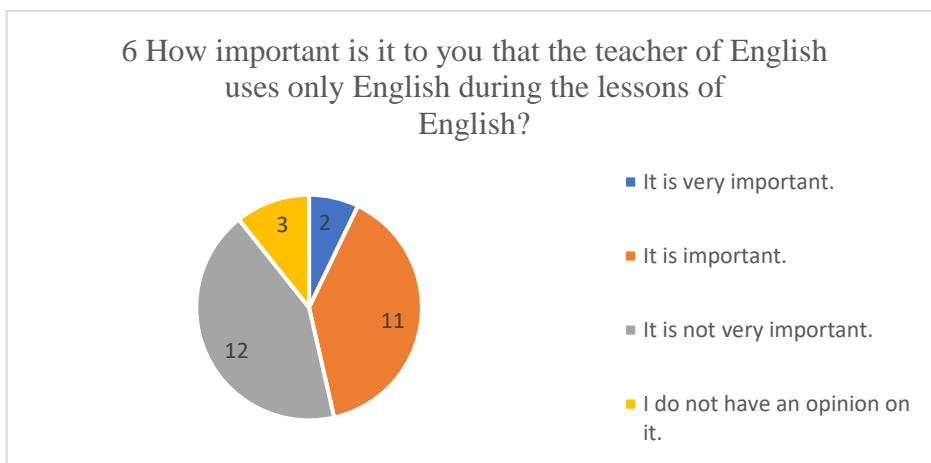


Chart 49: How important is it to you that the teacher of English uses only English during the lessons of English?

The chart 49 shows the importance of using the TL only during the lessons of English. 12 parents agree that it is not very important if the teacher uses the TL exclusively, 11 parents think it is important, 3 parents do not know, and it seems very important to 2 parents. The

analysis of this chart into more details reveals that the teacher's exclusive usage of the TL is important to 8 parents although they think that the lessons should combine the TL and the L1. This is an interesting finding. Overall, the parents may believe that when the teacher uses the TL only, children can absorb more and develop their skills faster and in a natural way as the results to the following question show.

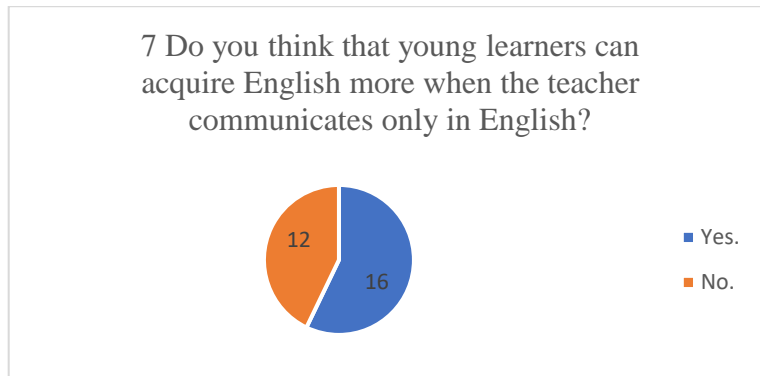


Chart 50: Do you think that young learners can acquire English more when the teacher communicates only in English?

By looking at the chart 50, more than a half of parents, 57 %, believe that young learners acquire English more when the teacher speaks only English. 43 % (12) do not believe that the exclusive TL communication contributes to deeper acquirement of the TL. 11 parents, who answered the question 5 the combination of the L1 and the TL, think that young learners can acquire English more when they are exposed to the TL. Furthermore, 3 parents, who claimed in question 6 that it is not very important what language the teacher speaks, admit that the learners can benefit more from the exclusive TL use.

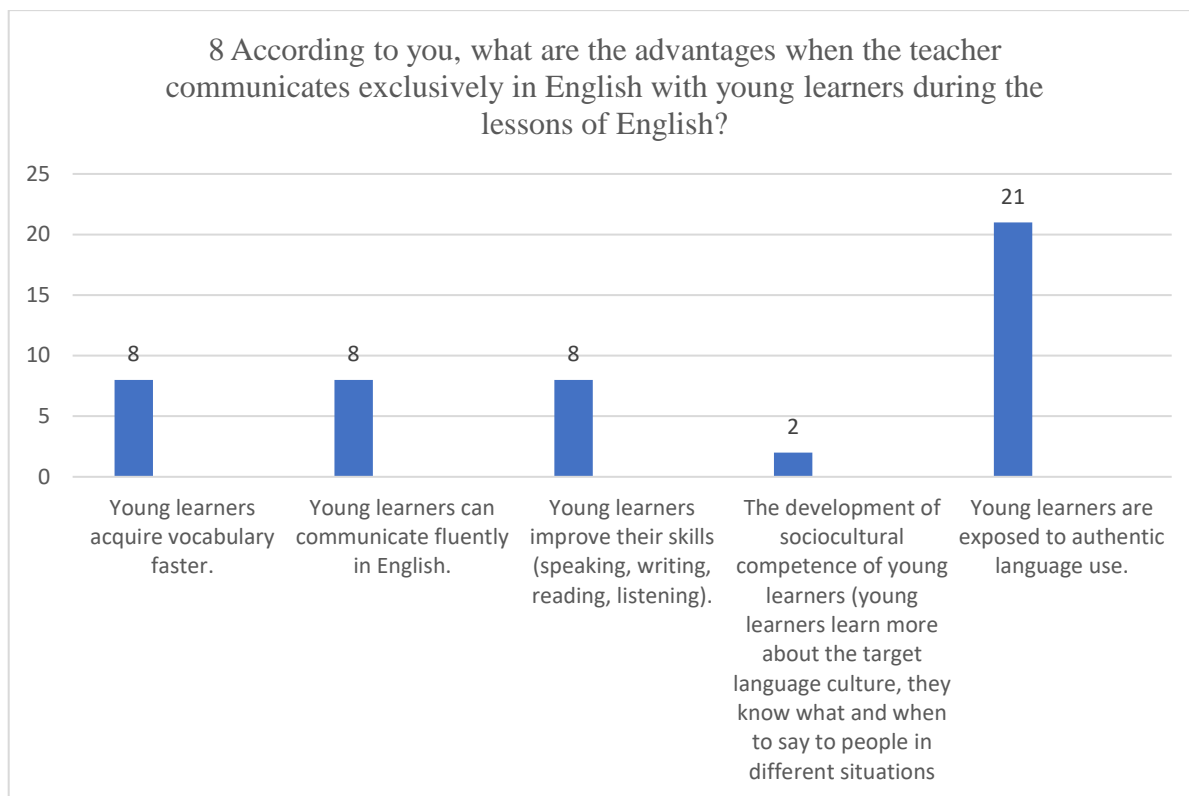


Chart 51: According to you, what are the advantages when the teacher communicates exclusively in English with young learners during the lessons of English?

As clear from the chart 51, 21 parents think that the main advantage of exclusive TL use is that young learners are exposed to authentic language use. As described in the theoretical part (see Chapter 2.1.5), when being exposed to authentic language and authentic materials, learners hear and see the language in real-life situations and it can help them to understand more the TL, e.g., how the grammar is used, and it can help to learn how to communicate effectively in real life. 8 parents chose other advantages, namely: young learners acquire vocabulary faster, they can communicate fluently in English; and they improve their skills (speaking, writing, reading, listening). 2 parents think that learners develop their sociocultural competence because they learn about the target language culture. All the mentioned benefits contribute to developing language skills in a natural way and to gaining learners' language proficiency.

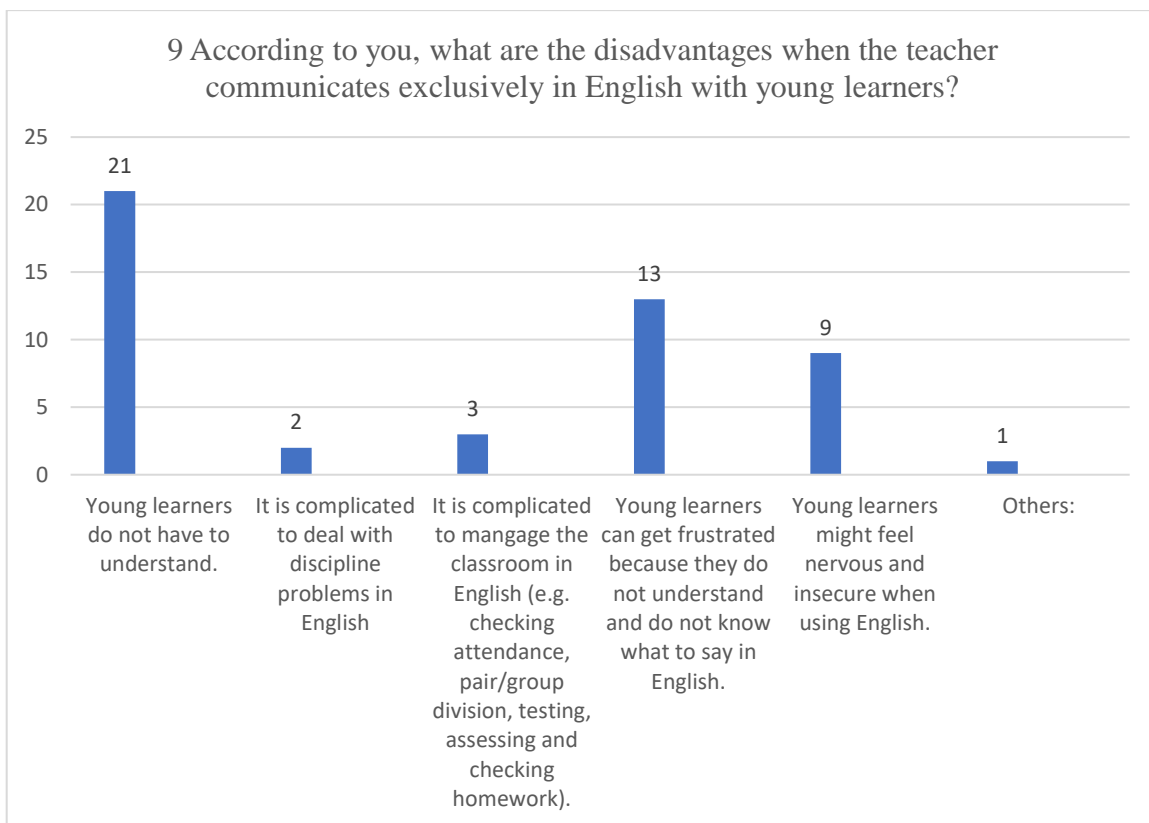


Chart 52: According to you, what are the disadvantages when the teacher communicates exclusively in English with young learners?

On the other hand, chart 52, presents what the parents think the drawbacks are. It is clear, that the main disadvantage, according to 21 parents, is that young learners do not have to understand. 13 parents think that young learners can get frustrated because they do not understand or do not know what to say in English. 9 parents are convinced that the learners might feel nervous and insecure when using English. 3 parents assume it is complicated to organize the classroom and 2 parents think it is complicated to deal with discipline problems in English. These problems can be all solved in the TL as it was described in the Chapter 2.2, which suggests also possible solutions. Additionally, 1 parent chose the answer *Others* where he/she specified that the teachers must have high level of English and the parent thinks that not many teachers of English fulfil that. To comment on this opinion, it is true that teachers of English, who prefer the exclusive TL use, are supposed to have high level of English to be able to communicate clearly and effectively in different situations with the learners, to present the correct model of language (pronunciation, intonation, grammar, vocabulary). It is their job to maintain the level of English high and to self-educate because, as known, English is a living language which is being used by millions of people every day and it is evolving and changing all the time.

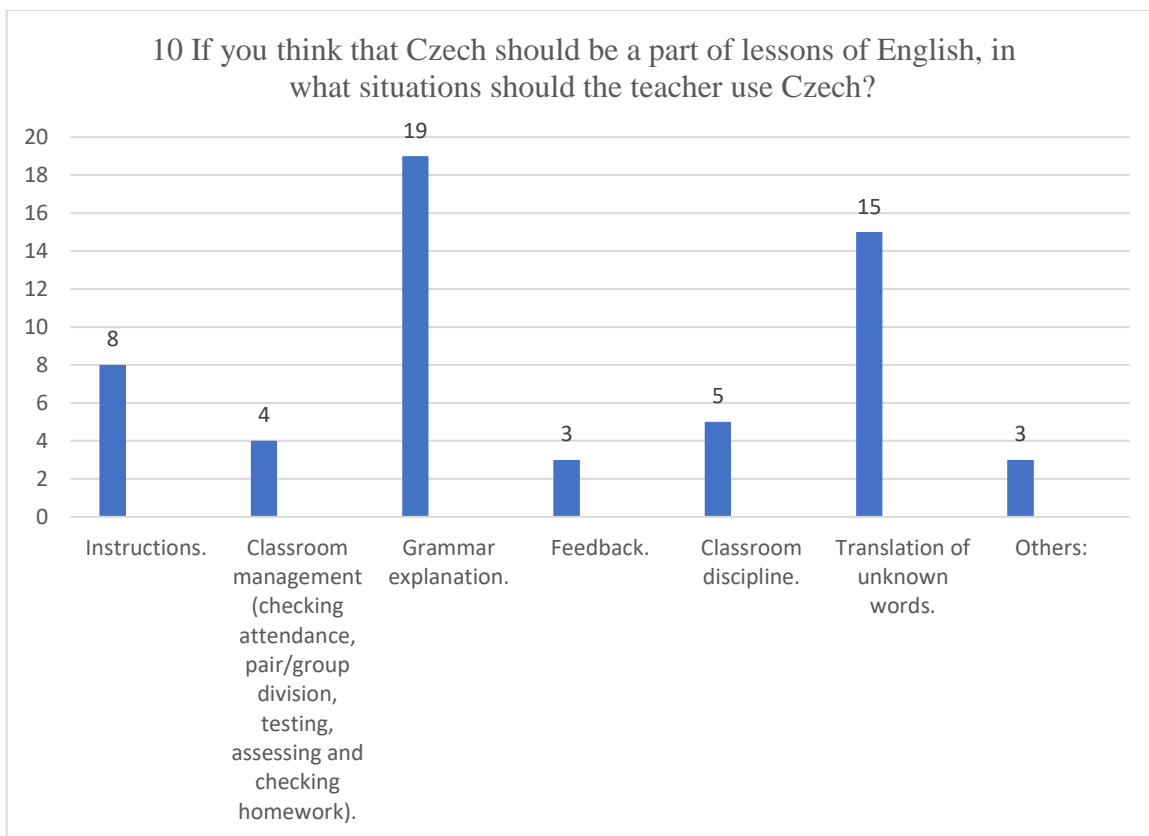


Chart 53: If you think that Czech should be a part of lessons of English, in what situations should the teacher use Czech?

As stated in question 5, 23 parents think that lessons of English should be taught in English and Czech together. The chart 53 reveals in what situations parents expect the teachers to use the L1. The most answers received *Grammar explanation* and it shows that it is not only teachers' opinion. 15 parents assume that the teachers should use the L1 when translating unknown words. 8 parents believe that instructions are better communicated in the L1. 5 parents agree that classroom discipline needs to be solved in the L1. 4 parents think that the L1 is better also for classroom organization/management. 3 parents assume teachers should give feedback in the L1. As explained before, all of these can be solved in the TL, for instance teacher can use the inductive approach for grammar explanation or gestures, pantomime when the learners do not understand or need to translate a word. Even the discipline and organization of the classroom are possible in the TL (see Chapter 2.2). 3 parents chose *Others*. 2 parents mention that the L1 does not belong to the lessons of English and 1 parent commented that it would be great if the learner asked a question in Czech, got the teacher's respond in Czech, too. Responding to learners' questions was described before (see Chapter 1.2 and Chapter 5.2 – question 20).

11 Do you think that using Czech during lessons of English can have a negative impact on your son/daughter's language skills? If yes, which one?

- Yes, I think so. Using Czech can affect my son/daughter's language skills. He/she can rely too much on Czech and minimize the usage of English.
- No, I don't think that using Czech can affect my son/daughter's language skills. If Czech is used effectively (e.g. when explaining grammar or translating unknown words), then it is ok because it can help children to understand better.
- If the teacher overuses Czech, not only it can affect my son/daughter's language skills but my son/daughter can be demotivated to learn and use English.

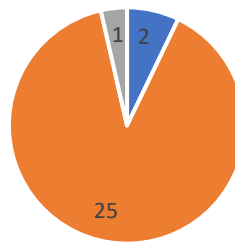


Chart 54: Do you think that using Czech during lessons of English can have a negative impact on your son/daughter's language skills? If yes, which one?

By looking at the chart 54, it can be clearly stated that most parents, 25, do not think that using the L1 can have a negative impact on their children's language skills. When the L1 is used effectively (e.g. grammar explanation, translation) they do not mind it. 2 parents, the same who think that the L1 is not necessary, believe that the L1 can negatively influence their children's language skills. 1 parent thinks that if the L1 is overused it does not negatively influence only the language skills but also the motivation to learn and use the TL. As mentioned in the previous chapter, Chapter 5.2, teachers are the language models and therefore they are expected to use as much TL as possible because when not, young learners might get the impression that it is normal to use the L1 and can rely on it too much. This thesis offers some ways how to reduce or misuse the L1 and maximize or use the TL only.

The following question, 12 *How does your son/daughter's teacher of English teach?* presents that 20 parents assume that the teacher of English uses the TL and the L1, 5 parents have no idea how the teacher teaches, and 3 parents answered that the teacher teaches in the TL exclusively. This question relates to the question 13 *Do you agree with the teacher's*

method of teaching? which shows that 18 parents agree, 8 parents do not know, and 2 parents disagree.

Comparing the answers to the questions 12 and 13, they show that 18 parents, who answered that the teacher uses the L1 and the TL, agree with this method of teaching. 2 out of 3 parents who answered that the lessons are in the TL only, disagree with this way of teaching, 1 parent does not know. The 5 parents who have no idea how the teacher teaches answered that they do not know whether to agree or disagree which seems logical since they do not know how the teacher teaches. There are some limitations to these two questions because it is obvious from the previous answers that learners' parents might have the false ideas of how the teachers teach in the class 4.C and 4.D. Furthermore, some parents did not complete the questionnaire. The parents should have been informed in advance what method the teachers use to get more exact answers. It had been only assumed by the researcher that parents would know what the lessons of English look like. Answers to other questions should not negatively influence the results since they have nothing in common with their children's teacher way of teaching.

The last question, 14, was an open question and parents could leave their further commentaries. Some parents answered and their commentaries were translated into English by the researcher:

'I have no idea what the lessons look like, but my son is excited about studying English and that is what matters.'

'Children do not have enough homework.'

'Personally, I would prefer one lesson a week with a native speaker. The native speakers use the language naturally.'

'I think that using the TL only is not a good idea at primary school. Children cannot use their mother tongue very well, so it is just confusing to learn another language.'

'Both ways of teaching have pros and cons. It depends on the age of learners, their styles and preferences. The teacher should find a balance.'

'I am against using Czech during lessons of English. Children can absorb so many things and learning a new language is fun. Even when the children do not understand everything or

do not want to say anything in English, it does not matter. It is just important they are exposed to English all the time, absorb it and once they are ready, they'll start speaking.'

Personally, I could not agree more with the last parent's comment. When the learners feel ready, they will start producing the TL. Meanwhile, they can be just exposed, hear, or see the language to get used to it.

To conclude this part, it is obvious that parents think that it is better when the teachers combine both languages the TL and the L1. The research aimed at discovering to what extent the parents expect the teacher to use the TL only. Generally, parents think, when the L1 is used only effectively it cannot negatively impact their children's language skills. By effective use of the L1 is understood grammar explanation, translation, instructions, classroom discipline and management. The research also showed some limitations to the questions 12 and 13 since it is evident that not all parents know what the lessons look like. It can be the reason why the results to these two questions might not be exact.

5.4 Research on a non-standardized test in the classes 4.C and 4.D

The last research chapter deals with the research on a non-standardized test in the classes 4.C and 4.D. As described in Chapter 4.3, Project 1, 4th edition, coursebooks are used in these classes and that is why the Project unit test was chosen for this part. The test was anonymous, as all the questionnaires, only the learners with supportive needs were given more time and enlarged copies. One learner from 4.C has a pedagogical assistant who helped this learner during the test. 17 learners from 4.C and 12 learners from 4.D participated.

The aim of this part is to assess whether young learners who are exposed to the TL exclusively (4.C) achieve better results than learners who are exposed to the TL and the L1 (4.D) or not.

The test (see Appendix n. 17) is a unit test. The Unit Test 3 was chosen. The test consists of eight activities. Each activity is described. The score and maximum points and the percentage success rate are listed below in Chart 55. The percentage success rates were counted according to this mathematical formula:

percentage success rate = (gained points in the activity / maximum points in the activity)

* 100

At the end of this chapter there is a final assessment and the researcher's commentary on it. Some of the learners' answers can be found in Appendix no. 19.

	Activity 1 Gained points/max. points	Activity 2 Gained points/max. points	Activity 3 Gained points/max. points	Activity 4 Gained points/max. points	Activity 5 Gained points/max. points	Activity 6 Gained points/max. points	Activity 7 Gained points/max. points	Activity 8 Gained points/max. points	Overall assessment
4.C (exclusive -ly TL)	27/170 16 %	87/170 51 %	67/85 79 %	85/85 100 %	42/85 49 %	85/85 100 %	39/85 46 %	20/85 24 %	58 %
4.D (TL and L1)	28/120 23 %	58/120 48 %	43/60 72 %	54/60 90 %	39/60 65 %	60/60 100 %	40/60 67 %	8/60 13 %	60 %

Chart 55: Results of the test

The first number in the chart 55 represents the total score learners reached, the second number informs about the maximum points the learners could have reached, and the success percentage rate is included, too.

Activity 1 – Listening

The test started with listening. Young learners heard it twice. They were supposed to write full sentences. However, it was not specified in the instructions. The learners could get 10 points, 2 points for each correct answer. The learners who did not write full sentences but wrote only the aimed information correctly, got 1 point.

Activity 2 – Reading

The next activity was a reading comprehension. Similarly, as with the listening, the instructions were not specific enough and some learners did not know they were supposed to write full sentences. The learners could get 10 points, 2 points for each correct answer. The learners who did not write the full sentences but only the information got 1 point.

Activity 3 – Have got/has got

The third activity was about the Present Simple of the verb Have got. The learners had to circle/underline the correct option. The learners could score 5 points, 1 point for each correct answer.

Activity 4 – Complete the words and phrases

The following activity dealt with vocabulary. Learners had to choose a word from the box and complete the phrases. They could score 5 points, 1 point for each correct answer.

Activity 5 – Add the correct adjective to the sentences

Activity 5 dealt with basic adjectives and the indefinite articles usage. The learners could score 5 points, 1 point for each correct answer. Learners had to be careful about the correct use of the articles, too.

Activity 6 – Animals vocabulary

The activity was focused on matching the words to the correct pictures. Learners could score 5 points, 1 point for each correct answer.

Activity 7 – Choose the odd word out

This activity was aimed at decoding what the odd word out was on the line. Learners could score 5 points, 1 point for each correct answer.

Activity 8 – Correct the mistakes

The last activity dealt with correcting mistakes. Again, the instructions could have mentioned that learners need to write down the correct sentence. Learners could score 5 points, 1 point for each correct answer.

The overall assessment:

4.C (TL exclusively) – 58 %

4.D (TL and L1) – 60 %

To briefly comment on the results, the test revealed that the 4.C (exclusive TL use) achieved higher percentage success rates in reading comprehension, grammar (have got/has got), vocabulary and mistake corrections. The class 4.D (TL and L1) achieved higher percentage success rates in listening comprehension, odd words out, putting adjectives into sentences. As explained, it is believed that if the instructions were written into more details, the learners would have higher scores. Even though they were told to do so, it is always better if they can see it written. The two last activities were the most problematic in the class 4.C. It was expected they would not succeed in the activity *odd word out* since they were not taught the school subjects yet. The last activity *correcting mistakes* was not only complicated for the learners from 4.C but also 4.D. The assumption is the learners failed because they are not used to working on correction activities. Some problems occurred in the Activity 5, most learners were able to put the adjectives correctly into the sentences, but they did not pay much attention to the indefinite articles, very often it occurred sentences such as: *This is a old camera. It's an white MP3 player.*

Nevertheless, since some instructions were not formed precisely and considering factors such as learners' stress, tiredness, uncovered vocabulary, testing tasks the learners are not used to completing and one-time nature of test, it cannot be stated whether the exclusive TL usage leads to better language results. Longer research would be necessary to discover more accurate data.

5.5 Practical part summary

The practical part dealt with the exclusive TL use and the L1 use in the lessons of English at primary school. The research, which is extensive, was divided into four parts: research on learners' attitudes towards the TL, research on teachers' attitudes towards the TL, parents' expectations, and the non-standardized test.

The first part aimed at the young learners' opinions and views of the exclusive TL and the situations when they would prefer to use the L1 and the teacher to use the L1. Two classes of 4th graders participated in this research. The class 4.C which is used to exclusive TL use and the class 4.D where the combination of both languages is used. 17 learners from the class 4.C and 12 learners from the class 4.D were present on the research day. The research data were collected via questionnaires and then analysed and compared.

The second part was focused on teachers' perspectives and attitudes towards the TL and the L1 use. This part revealed why teachers of English do not use the TL all the time and why they prefer the L1 in their lessons of English. 26 teachers of English participated via the online questionnaire. After the questionnaire analysis, 5 primary teachers from ZŠ Studánka were interviewed to gain more complex view of the issue.

The third part dealt with parents' expectations towards the teachers of English and what language they should use during the lessons of English – whether just the TL or the combination of the L1 and the TL. The learners' parents (4.C and 4.D) were sent a link to the online questionnaire.

The last part of the research dealt with a non-standardized didactic test. The aim of the test was to reveal whether learners who are exposed to the TL achieve better results or not. The test contained 8 activities which were testing both skills and subskills. Each activity was briefly described, and the percentage success rate listed.

All research parts contain detailed descriptions of charts.

5.6 Limits of the research

It is very important to note that the whole research and its results have some limitations and by any means the research results and conclusions cannot be taken for granted. It can be taken a case study which objectives were to find the young learners', primary teachers' attitudes towards the TL and parents' expectation about the teachers' usage of the target language and mother tongue. The main weaknesses of the research are summarized below.

To start with, it is highly recommended to research the disadvantages of using the L1 in the lessons of English. Hence, there is not much theoretical background to this problematic, some potential drawbacks are just based on the researcher's assumptions (young learners can become lazy, the overuse of the L1 can lead to lower language level or the learners might get demotivated to search information in the TL).

Moreover, the number of participants is considered as the main problem. It had been planned that 40 young learners would have participated but because of absences or not given consent of legal guardian agreements, the total number of learners who participated was 29. The number of primary teachers who completed the online questionnaire was not very high, too, only 26 primary learners expressed their opinions even though more than 40 schools were kindly asked to complete the form. More primary teachers could have been asked the follow-up questions to get more complex point of views on teachers' implementation of the L1 in the lessons of English. It appeared logical to the researcher to interview the primary teachers of English at ZŠ Studánka, which is the researcher's place of work. Finally, 28 parents completed the online questionnaire. As stated at the beginning of this chapter, the results and conclusions cannot be generalized. The research was a case study which is mainly focused on ZŠ Studánka and its teachers, learners, and learners' parents.

To comment on the limits of the learners' questionnaire, some questions were not relevant to the topic of this thesis, e.g., *Gender, How long have you been studying English?* since they do not contribute any way. It would be interesting to have deeper research on the reasons why some learners do not like/enjoy studying English and why the learners do not wish to use more English during the lessons.

The following part of the thesis dealt with the primary teachers' attitudes towards the TL. Some questions appear to be irrelevant in the questionnaire as they do not have any contribution and do not have any connections to other questions (*Age, gender*). On the other hand, the length of teaching practice has shown some discrepancies as discussed in Chapter 5.2.1. It is also recommended to research on situations and reasons why teachers reply in the L1 to their learners.

The parents' questionnaire, as mentioned in Chapter 5.3, is limited with questions 12 and 13. The parents should have been informed in advance about what way the teachers teach their children, whether the TL exclusively or the combination of the TL and the L1. It is

suggested that the answers to these two questions are distorted as they do not present accurate information. Although, it is believed that the answers to these two questions do not negatively influence the results of the questionnaire. The researcher had assumed that parents would have known how the teachers teach their children.

The last part of the research – the non-standardized didactic test – has limitations as well. This test cannot measure whether the learners whose teacher uses the TL exclusively get better language results than the learners whose teacher prefer the TL with the L1. Long-term research is recommended here, and it suggested to give young learners a test at the beginning of the school year and after five or six months test them again to see whether there are some differences or not. As well the test should be designed differently – the instructions must be clear and specific enough and the learners must be familiar with the types of activities. It cannot happen that learners do not know what to do because they have never experienced such activity. The oral production of the learners should be included as a part of the test, too.

Finally, it needs to be stated that the research samples – 29 young learners, 26 primary teachers and 28 parents – are not big scales and the conclusions of this research cannot be generalized. Nonetheless, the outcomes of this research are satisfying to the stated aims, more research on this topic needs to be undertaken.

Conclusion

First, it needs to be mentioned that working on this thesis has enriched me professionally. It is still my personal belief that the English lessons should be conducted solely in English. In other words, there is no need to use the mother tongue. Also, I believe that young learners can acquire the target language more effectively when they are exposed to it.

The thesis was mainly aimed at encouraging and enhancing the exclusive target language use in EFL classes at primary schools and how to eliminate the mother tongue from the English lessons. At the same time, it was aimed at inspecting why the target language is not used all the time in EFL classes and in what situations both teachers and learners prefer to use the mother tongue. It also inspected the parents' expectations which was a very interesting contribution to this thesis.

According to many authors and language experts, the mother tongue is an essential part of the foreign language studying and contributes to effective learning and acquirement. On the other hand, there are authors who strongly disagree with this opinion and claim that the exclusive target language use is the only way how learners can acquire the foreign language naturally. The theoretical part provides background about the mother tongue in English lessons and recommended situations when to use it and potential risks. The focus of the theory is on the target language use and why it is beneficial to keep the lessons only in English. It presents some problems of the exclusive target language but offers solutions how to solve them. The theoretical part confirmed the author that the mother tongue does not belong to the English lessons.

The empirical part of this thesis is important. It describes the quantitative research the author has conducted to discover the young learners', parents, and teachers' attitudes towards the exclusive target language use. It is supposed that the aims of the thesis were accomplished and that the research questions were answered conveniently. The research questions were supported by theory and the research itself. The research brought appalling outcomes. Many primary teachers believe and are confirmed that it is not possible to teach only in English, they believe that Czech must be used too. It revealed why the teachers do not use English exclusively and why they prefer Czech in English lessons. It is estimated that many primary teachers overuse Czech in their lessons. The parents' expectations towards the exclusive target language use were an unpleasant surprise for the author. Many parents think that Czech

is necessary when their children study English and do not believe that the exclusive target language use can be beneficial for their children.

On the contrary, it showed that young learners who are exposed to the target language only do not feel any discomfort, understands the teacher, and respond back in the target language even though they do not realize it. It was not a big surprise for the author that young learners, who are exposed to Czech during the English lessons, use more Czech and do not wish to use more English. It must be changed.

The thesis provides suggestions how to eliminate the mother tongue from the English lessons. Primary teachers lack education how to teach in the target language only. It needs to appeal on more teacher trainings or sharing experience about it.

Hopefully, this thesis will contribute to more research on supporting the exclusive target language use and elimination of the mother tongue in English lessons.

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List of abbreviations

TL – target language

L1 – mother tongue

EFL – English foreign classes

TPR – Total Physical Response

Appendices

Appendix n. 1 – Methods and approaches suitable for exclusive TL teaching and learning

This appendix contains a summary of methods and approaches which seem to be suitable for the exclusive TL usage in the classroom at primary school.

The direct method is dated to the 19th century in France and Germany where it gained popularity (Celce-Murcia, 2001, p. 4). It is the opposite to the Grammar-Translation Method which uses L1 often. On the other hand, the L1 is forbidden to use in the direct method because it is believed that we should learn foreign languages the same way we learn our mother tongue as Celce-Murcia (2001, p. 5) claims and lists what is typical for this method:

“A. No use of the mother tongue is permitted (i.e., the teacher does not need to know the students’ native language).

B. Lessons begin with dialogues and anecdotes in modern conversational style.

C. Actions and pictures are used to make the meaning clear.

D. Grammar is learned inductively.

E. Literary texts are used for pleasure and are not analyzed grammatically.

F. The target culture is also taught inductively.

G. The teacher must be a native speaker or have nativelike proficiency in the target language.” (Celce-Murcia, 2001)

Çelik (2014, p. 17) confirms that and adds that pronunciation and learning how to think in the TL matter, too. Cook (2008, p. 17) shortly comments on the direct method that it is each method which works with the target language. Nevertheless, each method has its disadvantages and one the biggest disadvantage of this method is that it requires a lot of energy and enthusiasm of teachers, more planning and thinking how to explain new vocabulary or grammar without using L1 (Çelik, 2014, p. 21).

The aim of the **Communicative Approach/Communicative Language Teaching (CLT)** is to build up learners' communicative skills (communicative competence) and to see the TL as a way how to communicate with others (Babická, 2017, p. 39). Çelik (2014, p. 190) agrees and adds that the TL is seen as a medium for real interaction and not only instructions should be performed in the TL but everything, including the classroom management. Role-plays or drama activities where learners need to exchange information are typical of CLT as well as using authentic materials (Celce-Murcia, 2001, p.8).

Opposed to the direct method, which strictly forbids the L1 usage, the CLT allows to use the learners' mother tongue, e.g., for complex instructions or dealing with classroom management which can be problematic to convey in the TL because of learners' language knowledge. However, Çelik (2014, p. 191) stresses out that the L1 usage should not occur very often because the goal of this method is the communication.

Another method, which might be used to develop young learners' TL skills, is **Task-based Language Teaching (TBL)**. Willis (1996, as cited in Çelik, 2014, p. 227) mentions that TBL has benefits from both Communicative Language Teaching and Competence-Based Language Teaching because the focus is not only on communication but on a language form as well. This method is student-centered and allows learners to practise an authentic language for because learners need to communicate together to find a solution for the task (Çelik, 2014, p. 228).

Total Physical Response (TPR) is a method whose aim is the communication in the TL (Larsen-Freeman, 1987, as cited in Çelik, 2014, p. 111). The focus is on meaning and motor activity through which learners learn the language. The strategy of this method is to listen to teacher's command and perform it (Çelik, 2014, p. 112). TPR is a very common method to use with young learners because not only they absorb the TL they hear but the physical activity is included which is a key factor for very young learners. Moreover, young learners can start producing the TL when they are ready.

The Natural Approach requires to use the TL as much as possible therefore it is a proper way how to acquire the TL. The Natural Approach believes in acquiring the TL in the same way people learn their mother tongue (Çelik, 2014, p. 81). The basic principles of the Natural Approach are: teachers are required to use the TL most of the time so learners can acquire it in a natural way, learners can start producing the TL when they feel ready, the focus is on

communication and the affective filter is minimized - the topic of the lesson must be interesting and teachers support their learners to be direct with their emotions or opinions (Çelik, 2014, p. 83 – 84).

Appendix no 2 – Framework Educational Programme for Basic Education – Foreign Language Outcomes

Framework Educational Programme for Basic Education. In: . Praha: Ministerstvo školství, mládeže a tělovýchovy, VÚP, 2007 (p. 25 – 27).

5.1.2 FOREIGN LANGUAGE

Educational content of the educational field

Stage 1

RECEPTIVE, PRODUCTIVE AND INTERACTIVE LANGUAGE SKILLS

Expected outcomes – Period 1

pupils will

- *pronounce and read correctly in terms of phonetics an appropriate vocabulary range*
- *understand simple instructions and sentences and respond appropriately*
- *distinguish between the written and spoken form of a word*
- *understand the content and meaning of a simple, slow and carefully pronounced conversation between two people, provided there is enough time for understanding*
- *use an alphabetical glossary in a textbook*

RECEPTIVE LANGUAGE SKILLS

Expected outcomes – Period 2

pupils will

- *understand familiar words and simple sentences related to the topics being covered*
- *understand the content and meaning of simple authentic materials (magazines, pictorial and listening materials) and use them in their activities*
- *read a simple text aloud containing familiar vocabulary; reading is fluent and phonetically correct*
- *find necessary information in a simple text and formulate an answer to a question*
- *use a bilingual dictionary*

PRODUCTIVE LANGUAGE SKILLS

Expected outcomes – Period 2

pupils will

- *form a simple written message, short text and response to a message that is correct in terms of both grammar and form; fill in a form with their personal data*
- *reproduce, both orally and in writing, the content of a text and simple conversation of appropriate difficulty*
- *modify short texts while adhering to their meaning*

INTERACTIVE LANGUAGE SKILLS

Expected outcomes – Period 2

pupils will

- *participate actively in a simple conversation, greet and say good-bye to **both an adult and a friend**; provide the required information*

Subject matter

- **rules of communication in common everyday situations** – greetings, thanking, introductions
- **simple messages** – address, congratulations, holiday greeting and letter, apology, request
- **theme areas** – home, family, school, free time and leisure activities, clothing, shopping, nature and weather, traditions and customs, holidays, important geographical data
- **vocabulary and word formation** – synonyms, antonyms, meaning of words within context
- **basic grammatical patterns and types of sentences** – simple sentences, forming questions and negations, word order in a sentence

Stage 2

RECEPTIVE LANGUAGE SKILLS

Expected outcomes

pupils will

- *read aloud texts of appropriate length, fluently and respecting the rules of pronunciation*
- *understand the content of simple texts in textbooks and the content of authentic materials using visual aids; find familiar expressions, phrases and answers to questions in texts*
- *understand simple and clearly pronounced speech and conversations*
- *infer a likely meaning of new words from context*
- *use a bilingual dictionary, look up information or the meaning of a word in an appropriate monolingual dictionary*

PRODUCTIVE LANGUAGE SKILLS

Expected outcomes

pupils will

- *form a simple (oral or written) message related to a situation from family and school life and other studied theme areas*
- *create and modify grammatically correct simple sentences and short texts*
- *provide a brief summary of the content of a text, speech and conversation of appropriate difficulty*
- *request simple information*

INTERACTIVE LANGUAGE SKILLS

Expected outcomes

pupils will

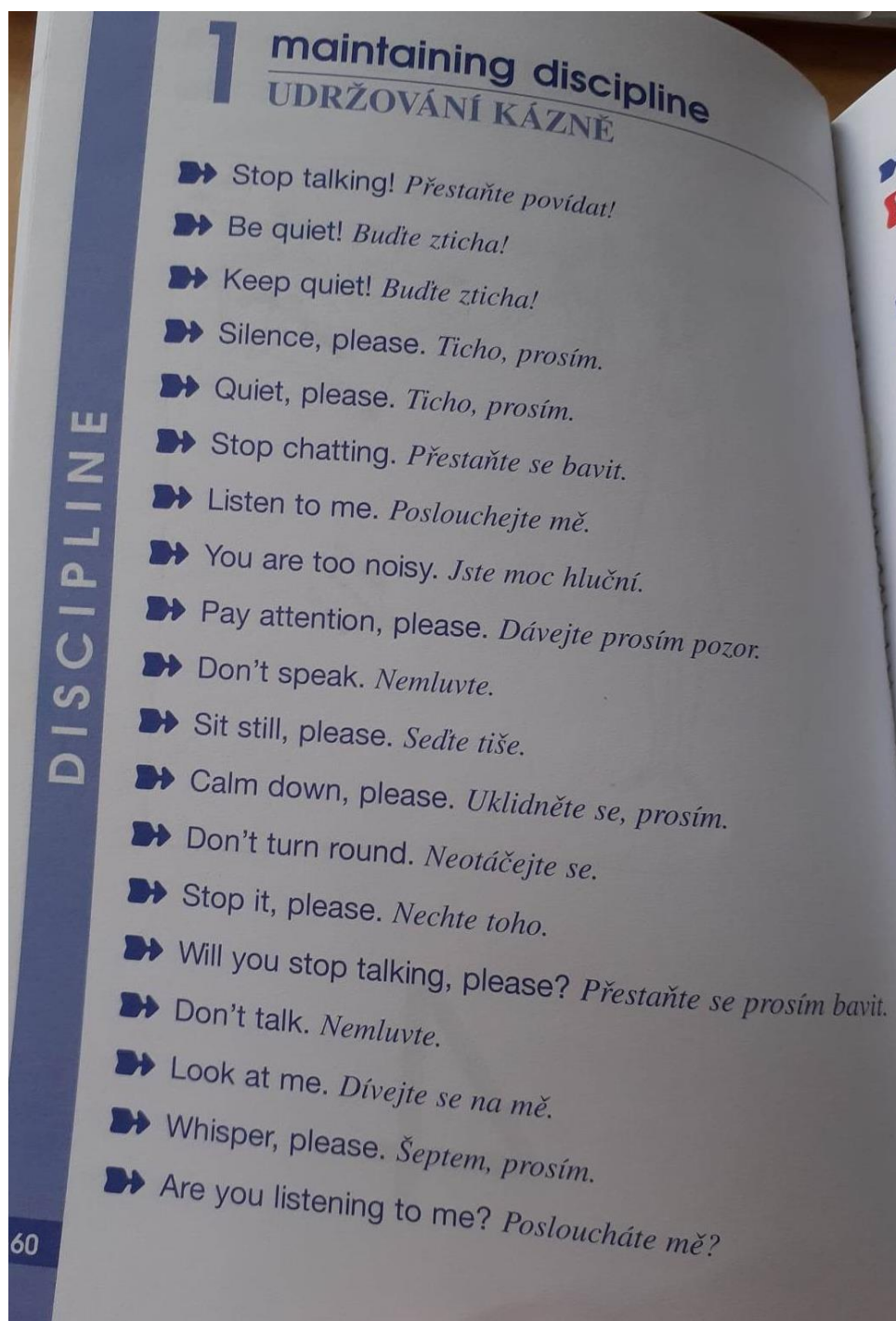
- *in a simple manner, make themselves understood in common everyday situations*

Subject matter

- **simple messages** – address, responding to being addressed, greetings, welcoming, saying good-bye, introductions, apologies, responding to an apology, thanking and responding to being thanked, pleas, requests, wishes, congratulations, requests for help (services, information), agreement/disagreement, meetings, social plans
- **basic relationships** – existential (Who?...), spatial (Where? Where to?...), temporal (When?...), qualitative (What? Which? How?...), quantitative (How many/much?...)
- **theme areas** – home, family, housing, school, free time and leisure activities, personal letters, forms, questionnaires, sport, healthcare, food, in town, clothing, shopping, nature, weather, people and society, travelling, the socio-cultural environment of relevant language areas and the Czech Republic
- **vocabulary and word formation**
- **grammatical structures and sentence types, lexical principles of orthography**

Appendix no. 3 – Classroom discipline phrases

Betáková (2013, p. 60 – 70) offers these phrases to deal with classroom discipline problems in the TL and mentions their Czech translations and common mistakes teachers of English might make:



- ➡ What's the problem? *Co je za problém?*
- ➡ Don't ~~make a noise~~. **Správně:** Don't make any noise. Don't make so much noise. **Nebo:** Don't make a sound. *Budte zticha.*
- ➡ Be careful. *Budte pozorní.* (v jiném kontextu 'opatrní')
- ➡ Do stop whispering. *Tak přestaň přece šeptat.* **Do se v rozkaze používá pro zdůraznění. Viz kapitola 3.**
- ➡ Don't whisper the answer. *Nešeptejte odpověď.*
- ➡ What are you doing? *Co to děláte?*
- ➡ ~~Be ready~~. Get ready. *Připravte se.*
- ➡ Don't start yet. *Ještě nezačínajte.*
- ➡ Turn back. *Otočte se.*
- ➡ Don't prompt. No prompting, please. **Znamená 'nenapovídat!'** Sloveso **prompt** se může použít nejen ve školním kontextu, ale také se týká nápovědy v divadle. **Ve škole také můžeme říci třeba:** Don't help each other.
- ➡ Don't copy (from each other). *Neopisujte!*
- ➡ Don't keep prompting. *Nenapovídej pořád!*
- ➡ Look at the blackboard. *Dívejte se/podívejte se na tabuli.*
- ➡ ~~Stop your talking~~. **Pouze:** Stop talking. *Přestaňte se bavit.*
- ➡ Stop talking, you two boys. *Vy dva kluci, přestaňte se bavit.*
- ➡ Stop doing that. *Dej s tím pokoj.*
- ➡ Stop chattering! *Přestaňte 'kecat'!*

- ➔ Stop what you are doing. *Přestaň s tím, co děláš.*
- ➔ Keep calm, everybody. *Utište se.*
- ➔ Don't shout. *Nekřič.*
- !➔ ~~Don't disturb.~~ Sloveso **disturb** vyžaduje předmětové doplnění. Takže: *Don't disturb me/ the class/ your neighbour atd. Neruš mě/třidu/sousedu.*
- !➔ ~~Just quietly.~~ Šlo asi o doslovný překlad českého „Jen tiše“. Quietly je ovšem v angličtině příslovce, které musí rozvíjet sloveso. Můžeme tedy říci například: *Just work quietly. Pracujte tiše. nebo: Just sit quietly. Sedte tiše. Můžeme použít také jako přídavné jméno a potom říci: Just be quiet. Budte zticha.*
- !➔ ~~Talk as quietly as mice.~~ Učitelé používají výraz *quiet as a mouse* buď v jednotném čísle: *Be as quiet as a mouse* nebo v množném čísle: *Be quiet as little mice. Budte potichu jako myšky.*
- ➔ Try to concentrate now. *Pokuste se teď soustředit.*
- ➔ Work by yourself/yourselves. *Pracuj/te samostatně.*
- ➔ Be a good child/boy/girl. *Buď hodný/ hodný kluk/ hodná holka.*
- ➔ What's the matter? *Co je?*
- ➔ Don't look through the window. *Nedívej se z okna.*
- ➔ Don't be lazy. *Nebudte líní.*
- ➔ Don't speak so loudly. *Nemluvte tak nahlas.*
- ➔ Shut up. *Budte zticha.*

➔ Could you be ~~more quiet~~? Chybně stupňované přídavné jméno. Jestliže jsou děti víceméně zticha, ale učitel potřebuje, aby se ztišily ještě více, potom řekne: Be even quieter, please! Jestliže jsou děti hlučné a učitel chce, aby se trochu ztišily, potom řekne třeba: Could you be a little quieter, please? *Mohli byste se trochu ztišit?*

- ➔ Wait a moment. *Počkejte chvíli.*
- ➔ Don't laugh at her. *Nesmějte se jí.*
- ➔ You are very naughty today. *Dneska hrozně zlobíš.*
- ➔ Behave yourself/yourselves. *Chovej/chovejte se slušně.*
- ➔ Don't talk back. *Neodmlouvej!*
- ➔ I'll have to separate you. *Budu vás muset rozsadit.*
- ➔ I'm fed up with that! *Už toho mám dost!*
- ➔ Why didn't you obey? *Proč jsi neposlechl?*
- ➔ This is the last warning. *Tohle je poslední varování.*
- ➔ Bring me your report book. *Přines mi žákovskou knížku.*
- ➔ Write neatly. *Piš hezky (upraveně).*
- ➔ You will stay behind after school, I am afraid. *Obávám se, že zůstaneš po škole.*
- ➔ You will be in detention next week. *Příští týden zůstaneš po škole. (Kdo četl Harryho Pottera v originále, určitě tento výraz zná).*
- ➔ I won't tell you again. Next time it's the headmaster for you. *Nebudu ti to říkat znovu. Ještě jednou a jdeš za ředitelem.*

- ➔ Come and see me after the lesson. *Po hodině za mnou přijď.*
- ➔ Don't push your luck with me. *Už nepokoušej štěstí.*
- ➔ Settle down, all of you. *Všichni už se usadte.*
- ➔ Stop messing about. *Přestaň zlobit/ dělat ze sebe šaška.*
- ➔ Don't be such a nuisance. *Nezlob tak. Nuisance je každý, kdo nás otravuje. V dnešním slangu bychom snad řekli 'pruda'.*
- ➔ That's enough of that! *Už je toho dost!*
- ➔ Give it a rest! *Dej pokoj!*
- ➔ I've already asked you to stop once. I won't tell you again. *Už jsem ti jednou řekl, abys toho nechal. Nebudu ti to říkat znovu.*
- ➔ Leave it where it is. *Nech to, kde to je.*
- ➔ Leave him alone! *Dej mu pokoj!*

2 suggesting

NÁVRHY

- ➔ What about/ how about writing a test now?
Co kdybychom si teď napsali test?
- ➔ What about a new song? *Co takhle novou písničku?*
- ➔ What would you say if we sang a song now?
Co byste řekli tomu, kdybychom si teď zazpívali?

➔ Let's sing a song. V češtině je rozkazovací způsob pro 1. osobu knižní, a proto se příliš nepoužívá. Přeložíme ho tedy spíše pomocí způsobu oznamovacího: *Zaspíváme si.*

Zápor od let's má dvojí podobu:

➔ Let's not waste any more time on this. *Nebudeme tím už ztrácet čas.* **Nebo:** Don't let's bother with number ten. *Číslem 10 se nebudeme zabývat.*

Let's se také často pojí s dovětkem **Shall we?** Mluví tak očekává od posluchače jeho souhlas. Např.:

➔ Let's try the next exercise as well, shall we? *Zkusíme i to další cvičení, ano?*

Další možností je použití vazby **what if**, v moderní angličtině doplněné slovesným tvarem v přítomném čase:

➔ What if we leave this exercise until next time?
Co kdybychom to cvičení nechali napříště?

➔ It's time for a crossword puzzle. *Je čas na křížovku.*

➔ Do you want to play a game? *Chcete si zahrát hru?*

~~➔ Do you like drawing?~~ **!** Toto není návrh, ale obecná otázka. Znamená tedy: *Kreslíte rádi? Chceme-li navrhnout, že si se žáky něco nakreslíme, řekneme např.: Would you like to do a bit of/little drawing now? Chtěli byste si něco nakreslit?*

➔ Do you feel like reading a joke? *Chtěli byste si přečíst vtip?*

➔ Would you like to do some reading now? *Chtěli byste si teď něco přečíst?*

- ➡ Could we go on? *Můžeme pokračovat?*
- ➡ We can just as well use the present continuous here. *Můžeme tady také použít přítomný čas průběhový.*
- ➡ We may as well leave this exercise until Tuesday. *Tohle cvičení můžeme klidně nechat na úterý.*
- !➡ ~~How about if we would sing now.~~ Chybně užitý slovesný tvar. **Chceme-li navrhnout, že si zazpíváme, můžeme říci:** What/how about singing? **Nebo:** What/how about if we sang now? *Co kdybychom si zazpívali?*
- ➡ What about if we translate these sentences? *Co kdybychom přeložili tyto věty?*
- !➡ ~~Don't you want to play a game?~~ Jestliže se ptáme, co chtějí žáci dělat, nepoužijeme zápornou otázku. Ta se používá při nabídce v češtině, např.: „Nezazpíváme si?“ **Nebo:** „Nechcete si zahrát hru?“ **V angličtině jako neutrální musíme použít kladnou otázku. Tedy:** Do you want to play a game? *Chcete si zahrát hru?* **Záporná otázka Don't you want to play a game? má spíše funkci výtky. Její český překlad by potom byl:** *Copak si nechcete zahrát hru?*
- ➡ We can read a fairy tale now. *Ted' si můžeme přečíst pohádku.*
- ➡ You needn't finish it all. *Nemusíte to dodělat celé.*
- ➡ There's no need to write everything down. *Není nutné všechno psát.*
- ➡ So, we shall write some dictation now, OK? Do you agree? Can we start? *Napišeme si teď diktát? Souhlasíte? Můžeme začít?*

- ➔ Any questions? *Nějaké otázky?*
- ➔ ~~How to spell it?~~ **Správně:** How do you spell it/that? **Nebo:** How is it spelled? *Jak se to píše?*
- ➔ Do you agree that we ~~could~~ change our activity? **Chybně použito modální sloveso. Jestliže cítíme, že bychom měli změnit naši současnou aktivitu, např. z důvodu, že jsme unaveni, potom řekneme:** Do you agree that we should change our activity? *Souhlasíte, abychom dělali něco jiného?*
- ➔ ~~Are you willing~~ to do some listening now? **Tato věta by se mohla použít ironicky jako výtky v případě, že děti neposlouchají a baví se mezi sebou. Potom bychom mohli říci třeba:** Are you willing to do some listening now instead of doing all the talking? *Jste ochotní místo všeho toho povídání udělat nějaký poslech? Jestliže chceme dětem nabídnout poslechovou aktivitu, můžeme říci:* Would you like to do some listening now? **Nebo:** Would you like to spend some time just listening now? *Chtěli byste teď dělat nějaký poslech?*
- ➔ ~~Are you against singing?~~ **Tato věta by znamenala dotaz, jestli jsou žáci proti zpěvu obecně, jestli ho zcela zatracují. Aby byla věta správně, dalo by se přidat příslovecné určení času:** Are you against singing now? **Ale jak již bylo řečeno výše, jestliže se chceme zeptat, zda děti chtějí něco dělat či ne, použijeme kladnou otázku:** Do you want to sing now? *Would you like to sing a song? Chtěli byste si zazpívat?*
- ➔ Do you object to listening to this? *Máte něco proti tomu poslechnout si tohle?*
- ➔ Why not leave this exercise until the end? *Víte co, necháme tohle cvičení na konec.*

- ➔ Why don't we act out this conversation/ act this conversation out? *Zdramatizujeme tuhle konverzaci. Co říkáte?*
- ➔ Now we could do some exercise and then we could play a game. OK.? *Ted' bychom mohli udělat nějaké cvičení a potom bychom si mohli zahrát hru. Jste pro?*
- ➔ I think you should concentrate on number ten. *Myslím, že byste se měli soustředit na desítku.*
- ➔ Perhaps you could check the vocabulary first. *Nejdřív byste si možná mohli projít slovní zásobu.*
- ➔ Number five can be left out, don't you think? *Pětka by se mohla vynechat, co říkáte?*

Samotné sloveso navrhnout, tedy suggest se pojí s gerundiem:

- ➔ I suggest leaving this until next time. *Navrhuji, abychom to nechali napříště.*
- ➔ I would suggest starting with the first one. *Navrhoval bych začít s tím prvním.*

Může se také pojit se slovesnou frází buď se spojkou that nebo bez ní:

- ➔ I suggest/ I would suggest (that) you learn this by heart. *Navrhuji, abyste se to naučili nazpaměť.*

Můžeme také použít fráze se slovem idea:

- ➔ It might be a good idea to try this first. *Bylo by dobré zkusit tohle první.*
- ➔ It would be a good idea to finish it at home. *Bylo by dobré dokončit to doma.*

3 giving permission DOVOLENÍ

- You may leave now/ stay there/ wash your hands. *Můžeš (smíš) teď odejít/ zůstat tu/ umýt si ruce.*
- You may go to the bathroom. *Můžeš (smíš) jít na záchod.*
- You may sit now. *Můžeš se posadit.*

Zde je třeba podívat se na rozdíl mezi slovesem **can** a **may**. **May** v oznamovací větě vyjadřuje, že je studentovi něco dovoleno zvenčí nějakou autoritou, tedy že mu něco dovolí učitel. **Can** obsahuje vlastní vůli, schopnost či možnost něco udělat. Co se týče otázky, tedy žádosti o dovolení, v současné britské angličtině se nejčastěji používá sloveso **can**: **Can I leave now, please?** Stejně tak se nejčastěji v odpovědi použije opět **can**, chceme-li být zdvořilí a nedat najevo, že žadatele příliš ovlivňujeme. Řekneme tedy: **Yes, you can.** **May** v otázce je zdvořilejší a formálnější, protože se obrací k autoritě dotazovaného: **May I leave now, please?** Z pozice autority odpovíme: **Yes, you may.** Jinak běžně: **Yes, you can.**

Vypráví se vtip, který dobře ilustruje rozdíl ve významu sloves **can** a **may**.

Žák se ptá: **Can I leave the room now?** Učitel odpoví: **Yes, you can but you may not.** To znamená: „Ano, můžeš odejít, ale já ti to zakazuji.“

Další příklady:

- You can go. You may go. *Můžeš jít.*

- ➔ You can leave us now. You may leave us now.
Ted' můžeš odejít.
- ➔ May I go to the toilet? Yes, you can. Of course, you can. Sure. *Můžu jít na záchod? Samozřejmě. Jistě. Tady vidíme, že ve zdvořilé odpovědi na žádost, ve které bylo použito sloveso may, je použito sloveso can.*
- ➔ Now we can relax. *Ted' si můžeme odpočinout.*
- ➔ It's your time to leave. **Řekneme jednotlivému žáku, třeba v případě, že mu máme připomenout, že má odejít k lékaři. Máme-li odejít všichni, potom řekneme: It's time to leave. Chceme-li říci, že je nejvyšší čas něco dělat, použijeme vazbu it's high time, která se pojí s minulým časem nebo infinitivem. Tedy: It's high time we left. It's high time to leave. Je nejvyšší čas, abychom odešli.**

Willis (1981, p. 71 - 72) suggests using or adapting these phrases:

Ⓒ Classroom language



You will need to select language appropriate to the age of your students, for example most of the expressions in Table 1 are really only suitable for children. Remember that you can modify your language by changing the tone of your voice, for example to make it more polite, or very firm.

Study the language in the tables, ignoring that which is not suitable for your classes, then practise in twos, helping each other with pronunciation difficulties.

This time the tables have no headings, the language in them is self-explanatory.

1	No, don't! Don't do that! Stop that! Stop doing that! That's enough! You mustn't do that! Be quiet!		That's silly. Settle down. Come on, let's get on. Now listen. Now get on with your work. Let's start again. Whose turn is it now?											
2	Now then, No, Ali, No, ...	that's not the way to	behave in class. learn English properly. do pair practice, etc.											
3	No No more Stop Would you mind not Please will you stop Without You shouldn't be There'll be trouble if you go on I'll report you to Mr X if you go on	playing around! talking! chatting! making a noise! being silly/stupid! shouting! disturbing the others! interrupting the others! behaving like that! speaking Farsi/Spanish/Chinese! whispering! copying! Do it on your own! passing notes! turning round! Face me! dreaming! Wake up!	Get on, Calm down, Listen, Be quiet, Settle down,	please.										
4	<table border="1"> <tr> <td>No</td> <td>talking writing</td> <td rowspan="2">while</td> <td rowspan="2"> I'm talking. I'm writing on the blackboard. I'm explaining this. we're doing this. the others are still working. </td> </tr> <tr> <td>Don't</td> <td>talk write</td> </tr> <tr> <td colspan="4">move your lips while you're reading.</td> </tr> </table>	No	talking writing	while	I'm talking. I'm writing on the blackboard. I'm explaining this. we're doing this. the others are still working.	Don't	talk write	move your lips while you're reading.						
No	talking writing	while	I'm talking. I'm writing on the blackboard. I'm explaining this. we're doing this. the others are still working.											
Don't	talk write													
move your lips while you're reading.														

5	Don't You mustn't You'd better not	talk start answer write it down read it write it	until unless	I tell you to. I've finished. I let you. you've understood. I ask you to. I've said it all. everyone's ready. everyone's finished.
	You needn't	translate	unless	I ask you to.

6	Wait a minute!	Not No, not	this that	book. picture. page. card. exercise. dialogue. one.	This	book. page. one.	This one. Here. Look.
				way.	This	way.	Like this.

7	You've	brought done got	the wrong	book, page, exercise, one,	haven't you?	What did I ask you to do? Who can remember what I said?
	You're	reading doing			aren't you?	
		doing it the wrong way,				

8	Could you	do it	how the way	I told you to? I asked you to?
		read write	the bit the exercise	

9	You'd better	be careful be quiet listen next time try harder watch out	hadn't you?
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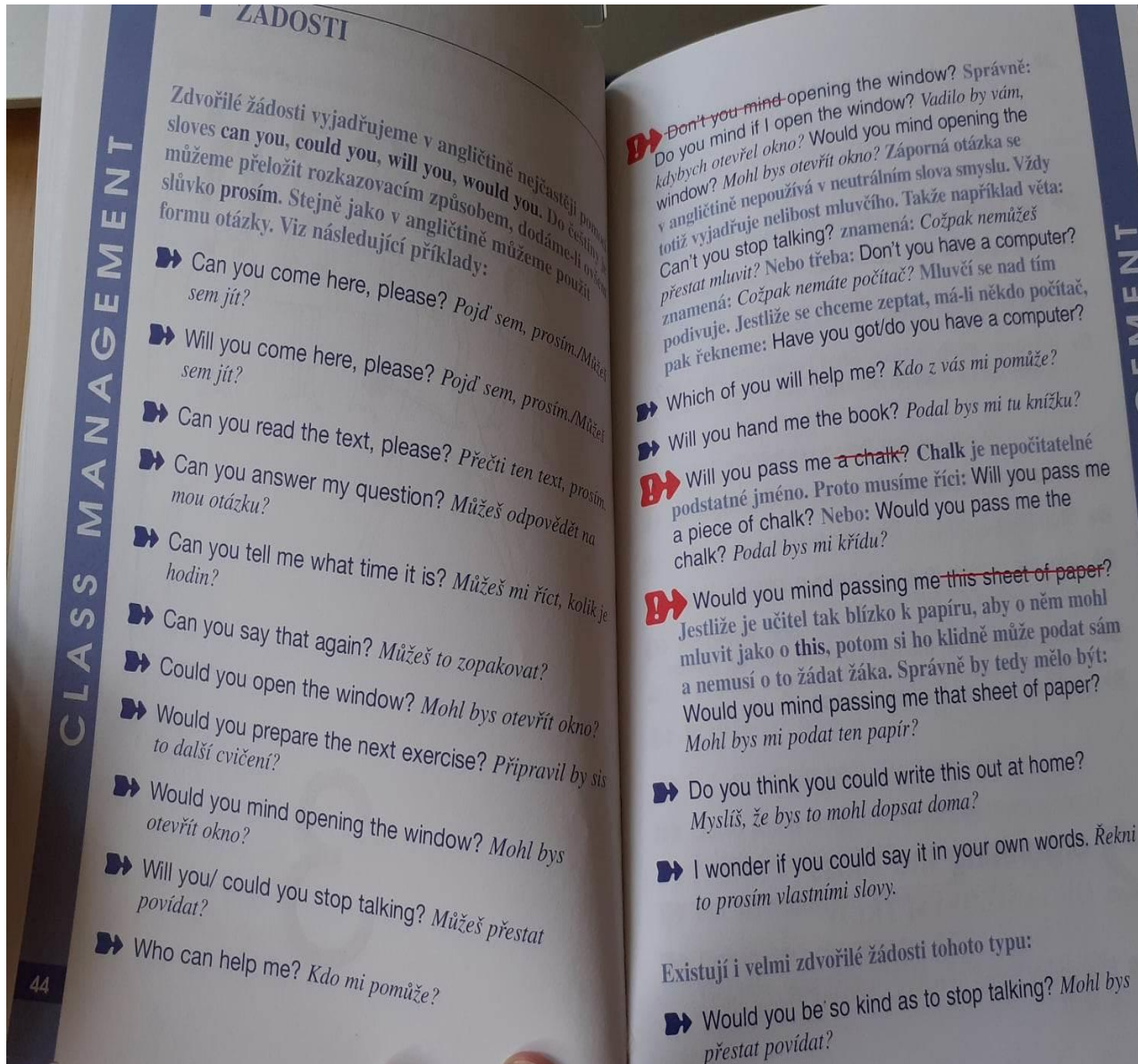
10	If you don't	pay attention, listen properly, concentrate,	it'll go in one car and out the other!
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11	If you	do that again forget it again don't do your homework once more don't work harder keep on wasting time	I'll I'll have to I'll definitely I'll simply	send you to Mr X. set you extra work. tell the Headmaster. write to your parents. punish you. tell your parents.
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▲ **Test yourself**

Appendix no. 4 Classroom Management Phrases

Betáková (2013, p. 44 – 58) recommends using the following phrases for managing the classroom:



➤ Would you be kind enough to lend me your copy?
Byl bys tak laskav a půjčil mi svou kopii?

Je-li podmětem žadatel, použijeme sloveso **can** nebo formálnější **may**:

➤ Can I borrow your pen? *Můžu si půjčit pero?*

➤ May I borrow your pen? *Můžu si půjčit pero?*

Nabídku vyjádříme pomocí slovesa **shall**:

➤ It's rather stuffy in here. Shall I open the window?
Je tady dusno. Mám otevřít okno?

K vyjádření žádosti můžeme použít i rozkazovací způsob:

➤ Once again/ try again. *Ještě jednou. Zkus to znovu.*

➤ Stop talking, please. *Přestaňte povídat.*

➤ Take the register to another group, please. *Vezmi prosím třídnici do další skupiny.*

➤ Switch on/turn on the light, please. *Rozsviř, prosím.*

➤ Switch off/turn off the light, please. *Zhasni, prosím.*

2 organising the class

ORGANIZOVÁNÍ TŘÍDY

➤ Everybody come to the blackboard. *Pojďte všichni k tabuli.*

46

➤ Let's go to the middle of the classroom. *Jdeme doprostřed třídy.*

➤ Sit in pairs. *Posadte se do dvojic.*

➤ Sit near me. *Posadte se blízko mě.*

➤ Sit one by one. *Sedněte si po jednom.*

➤ Sit in a circle. *Sedněte si do kroužku.*

➤ Sit in ~~the first line~~. *Sit in the first row. Sedni si do první řady (lavice). Tento příklad z americké angličtiny by mohl ilustrovat rozdíl mezi line a row: People stand in lines (BE – in queues) and sit in rows. Lidé stojí ve frontách a sedí v řadách.*

➤ Who is on duty in class? *Kdo má službu?*

➤ All together/everybody. *Všichni společně.*

➤ Find a new partner. *Najdi si nového partnera.*

➤ Move your chairs. *Přesuňte židle.*

➤ Sit on the floor. *Sedněte si na zem.*

➤ Put your bags on the floor. *Dejte si tašky na zem.*

➤ Put it down. *Polož to.*

➤ Put your desks back. *Dejte lavice zpátky.*

➤ Could you arrange the desks into rows, please?
Můžete dát lavice do řady?

➤ Put the chairs here. *Postavte židle sem.*

➤ Pick up your chair and put it here. *Možné také: Get/take your chair and put it here. Vezmi si židli a postav ji sem.*

- Come here and make a row. *Pojďte sem a udělejte řadu.*
- Move your desks. *Přesuňte lavice.*
- Come in. *Pojď dál.*
- If you are ready to answer, put your hand up. *Když znáte odpověď, zvedněte ruku. Můžeme také použít sloveso raise: When you are ready to answer, raise your hand. Nebo: If/when you know the answer, raise your hand. Když znáš odpověď, zvedni ruku.*
- Make a circle. *Utvořte kroužek.*
- Stay outside your classroom. *Zůstaňte před třídou.*
- Put your things in your bags. *Dejte si věci do tašek.*
- Join the desks. *„Spojte lavice (stoly) dohromady“ by se řeklo: Join the desks together.*
- Go and sit on your own. *Posadte se po jednom.*
- Go back to your place. *Jdi zpátky na své místo.*

3 commands

PŘÍKAZY

- Open your books. *Otevřete si učebnice.*
- Close/shut your books. *Zavřete učebnice.*
- Finish your work. *Ukončete práci.*

- Put everything away. *Dejte všechno pryč.*
- Point to the door. *Ukažte na dveře.*
- Clean the blackboard. *Smažte tabuli.*
- Just clean this section. *Smaž jen tuto část.*
- Clean just the top/bottom, please. *Smaž jen hořejšek/dolejšek.*
- Wipe off the second sentence, please. *It's wrong. Smaž prosím jen druhou větu. Je špatně.*
- Rub everything off, please. *Vymaž prosím všechno.*
- Sit down. *Posadte se.*
- Sit in your seats. *Posadte se na svá místa.*
- Go back to your seats, please. *Jděte zpátky na místa.*
- Go and sit next to Tom. *Sedni si vedle Toma.*
- Go back to your desk, please. *Jdi do své lavice, prosím.*
- Write as many words as possible in one minute. *Za jednu minutu napište co nejvíc slov.*
- Go on. *Pokračuj.*
- Come here. *Pojď sem.*
- Come to the front. *Pojď dopředu.*
- You can sit down. *Můžete se posadit.*
- Stand up. *Postavte se.*
- Stand with your back to the class. *Otoč se zády ke třídě.*

- Turn round. *Otoč se.*
- Hop on one leg. *Poskakuj na jedné noze.*
- Touch your nose. *Sáhni si na nos.*
- Point to your ears. *Ukaž si na uši.*
- Close your eyes. *Zavři oči.*
- Bring me your exercise book. *Přines mi svůj sešit.*
- Draw/repeat/answer. *Nakresli/zopakuj/odpověz.*
- Write it on the board. *Napiš to na tabuli.*
- Write the alphabet from A to K. *Napište abecedu od A do K.*
- Change place with your neighbour. *Je nutné množné číslo: Change places/seats with your neighbour. Vyměň si místo se sousedem.*
- Speak it aloud. *„Mluv nahlas“ řekneme: Speak up. Speak more loudly. „Řekni to nahlas“ řekneme: Say it out loud.*
- Say it again. *Zopakuj to.*
- Speak more clearly. *Mluv zřetelněji.*
- Not so quickly. I can't follow. *Ne tak rychle. Nestačím to sledovat.*
- Say me this. *Rozdíl mezi slovesy say a tell je pro české mluvčí jeden z největších problémů. „Říci něco“ se řekne say something, ale „říci něco někomu“ se řekne tell somebody something. Takže věta by správně zněla: Tell me this. Nebo: Say this to me.*

➤ Say something about you. *Say something about yourself. Řekni něco o sobě.*

➤ Read loud. *Read aloud. Čti nahlas.*

➤ Read on. *Čti dál.*

➤ Read out. *„Čti nahlas“ je: Read aloud, případně Read out loud.*

➤ Listen carefully. *Pozorně poslouchej.*

➤ Write down... *Napiš...*

➤ Translate this. *Přelož to.*

➤ Make a dialogue. *Vytvořte rozhovor.*

➤ Do exercise 10. *Udělejte cvičení 10.*

➤ Don't look at the answers. *Nedívejte se na odpovědi.*

V rozkazu se normálně podmět nepoužívá: *Sit down. „Sedni si“.* *Don't do that. „Nedělej to“.* Při zdůraznění ho ovšem použijeme:

➤ You do it, Tom. *Ty to udělej, Tome.*

➤ Don't you talk, you two girls. *Vy dvě holky, přestaňte se bavit.*

➤ Alice, you try number 2. *Alice, zkus číslo 2.*

➤ You say it, Tom. *Řekni to ty, Tome.*

➤ Do be quiet now. *Do se používá pro zdůraznění: Už buďte zticha.*

➤ Just sit down and be quiet. *Sedněte si a buďte zticha.*

- Don't chat. *Nebavte se.*
- Don't be noisy. *Nedělejte hluk.*
- Don't copy (off) from each other. *Neopisujte od druhého.*
- Pay attention. *Dávejte pozor.*
- Write the exercise. *Napište to cvičení. Je v pořádku, má-li se napsat. 'Udělat cvičení' je: Do the exercise.*
- Go to your classroom and keep your voices down. *Jděte do třídy a utište se.*
- Put your ~~name-labels~~ on your desks. *Cedulky se jmény jsou name tags nebo namecards: Take out your namecards and put them on your desks. Vyndejte si cedulky se jmény a dejte si je na lavici.*
- Describe the picture. *Popište obrázek.*
- I want you to finish this off at home. *Checi, abyste to dodělali doma.*
- I would like you to try exercise 2. *Chtěl bych, abyste zkusili cvičení 2.*
- I don't want you to spend too much time on this. *Nechci, abyste na tom trávili moc času.*
- I would prefer you not to use a dictionary. *Byl bych raději, kdybyste nepoužívali slovníky.*
- I insist on this work being done individually. *Tuto práci rozhodně musíte dělat samostatně.*
- All those who got it right, put your hands up. *Ti, co to měli správně, zvednou ruku.*

- I keep seeing the same hands all the time. *Pořád vidím stejné ruce.*
- Put your hands down. *Dejte ruce dolů.*

4 pair-work and group-work

PÁROVÁ A SKUPINOVÁ PRÁCE

- I want you to work in pairs/ small groups of three. *Budete pracovat ve dvojicích/ ve skupinkách po třech.*
- You can work in pairs. *Můžete pracovat ve dvojicích.*
- Now work in pairs. *Teď pracujte ve dvojicích.*
- Make pairs. *Utvořte dvojice.*
- Make three groups. *Utvořte tři skupiny.*
- Make up groups. *Utvořte skupiny.*
- Work in threes/fours/fives. *Pracujte po třech/čtyřech/pěti.*
- I want you to form groups. Three pupils in each group. *Vytvořte skupiny po třech žácích.*
- Get into groups of three. *Rozdělte se do skupin po třech.*
- Form two groups of six. *Utvořte dvě skupiny po šesti.*
- There should only be three people in each group. *V každé skupině budou jen tři lidé.*
- Practise in groups of three. *Procvičujte ve skupinkách po třech.*

- ▶ Ask the partner to check your work. Zde místo čtení raději použijeme přivlastňovací zájmena: Ask your partner to check your work. Požádej partnera o kontrolu.
- ▶ Work with your partner. Pracuj s partnerem/ ve dvojici.
- ▶ ~~Work everybody yourself.~~ Pracujte samostatně vyjadříme např. větou: Work on your own. Případně: I want everyone to work on their own. Další možnosti jsou:
Everybody work individually.
Work by yourselves.
Try to work independently.
- ▶ No cheating, please. Žádné opisování, prosím.
- ▶ There's no need to discuss it with your neighbour. Není nutné to probírat se sousedem.
- ▶ Group number one will... Skupina číslo jedna bude...
- ▶ It's your turn now. Teď jste na řadě vy.
- ▶ Work with your neighbour. Pracuj se sousedem.
- ▶ Work together please. Pracujte společně.
- ▶ ~~Change your partner, please.~~ Change partners, please. Vyměňte si partnery.
- ▶ Ask your partner. Zeptej se partnera.
- ▶ Find a student with whom you have never worked/you would like to work now. Mnohem raději dáme předložku na konec: Find a student you have never worked with. Now find a student you would like to work with. Najdi studenta, se kterým jsi nikdy nepracoval/ se kterým bys chtěl teď pracovat.

- ▶ Wait for your turn. Čekej, až na tebe přijde řada.
- ▶ You will have to ~~join to this group.~~ Sloveso join se pají s předmětem bez předložky, tedy: You will have to join this group. Musíš se přidat k této skupině.
- ▶ ~~Sit down to pairs.~~ Sit down in pairs. Posadte se po dvou.
- ▶ I need you to make/form pairs for this activity. Pro tuto aktivitu potřebujeme vytvořit páry.
- ▶ Choose a partner and practise your dialogues. Najděte si partnera a procvičujte rozhovor.

5 distributing and collecting materials ROZDÁVÁNÍ A VYBÍRÁNÍ MATERIÁLŮ

- ▶ I will give you some handouts. Slovo handout se často používá v češtině v nezměněné podobě, skloube se podle vzoru 'hrad', tedy 'handouty', atd. Jde o materiál, který se rozdává při přednášce a který obsahuje hlavní body přednášky, ilustrativní příklady či použitou literaturu.
- ▶ Give me your exercise books. Dejte mi sešity.
- ▶ Could you give out/ pass out the tests? Můžete rozdat ty testy?
- ▶ Pass out the exercise, please. Rozdejte prosím to cvičení.
- ▶ Has everyone got a copy? Má každý kopii?

- ...the dictation, please. Honza, vyber prosím diktáty.
- Collect your exercise books, please. Seber sešity, prosím.
 - Hand out the papers. Rozdej ty testy.
 - Prepare your pupils' books, please. Připravte si učebnici.
 - Here you are. Tady máš.
 - Help yourself. Vezmi si.
 - Hand in the exercise books. Odevzdejte sešity.
 - Pick up your exercise books/homework. Vezměte si sešity/domácí úkol.
 - ~~Pass your exercise books, please.~~ Pass in your exercise books, please. Pošlete mi/odevzdejte sešity, prosím.
 - Spread it around, please. Rozdejte to, prosím.
 - I have some worksheets to hand round today. Dnes mám pro vás nějaké pracovní listy.
 - Is there anybody who hasn't got a copy? Je tu někdo, kdo nemá kopii?
 - Could you share with Peter, please? Můžeš se podělit s Petrem?
 - One book between two. Jedna knížka pro dva.
 - One book to every three pupils. Three pupils to each book. Jedna knížka pro tři.
 - I'm afraid I haven't got/there aren't enough copies. Bohužel nemám dost kopií.

- Pass these papers back please. Pošli ty testy dozadu, prosím.
- Take one and pass them on. Vezmi si jeden a pošli je dál.
- They're for you to keep. Můžete si je nechat.
- You must give them in again so please don't write on them. OK? Musíte je vrátit, tak na ně prosím nepište.
- These sheets of paper are for you. Tyhle papíry jsou pro vás.
- I will give you copies of... Dám vám kopie...
- Come here and bring your textbook. Pojď sem a přines si učebnici.
- ~~Give me the papers back.~~ Give the papers back to me. Dejte mi ty písemky zpátky.
- I want the papers back. Chci ty písemky zpátky.
- Fetch the CD player, please. Přines prosím CD přehrávač.
- Send the exercise books to the end of the row. Pošli ty sešity na konec řady.
- Collect your exercise books from my desk. Vezměte si sešity z mého stolu.
- Now, give me your tests, please. Teď mi prosím dejte testy.
- Have you all handed your tests in? Odevzdali všichni testy?
- Take out your textbooks. Vyndejte si učebnice.

CLASS MANAGEMENT

- Distribute these for me, please. *Rozdejte mi je, prosím.*
- Collect all the papers, please. *Seberte prosím všechny testy.*
- Keep this handout. *Ten handout si nechte.*
- Does everybody have one (AE)? Has everybody got one (BE)? *Má každý?*

Appendix no 5 – Classroom English Phrases

Atkinson (1993, p. 99 – 102) uses the following phrases:

99

TABLE 1

Getting students to do things		<i>Responding to the teacher's instructions</i>
Instructions Organising activities	Open your book at page 10. Look at the picture. Get into pairs. You've got 5 mins. I'll give you Okay. That's enough. Have you finished? Everybody should finish by 10.15 am. You hand in the homework on Friday.	
Requesting	Could you stop now? Would you be finishing off now? Will everybody get your books out? their stop talking, please.	<i>Okay, Fritz. Yes, Miss Lee. Right, Maria. Mr Erikson.</i>
Suggesting and advising	Let's do that again? Why don't you use the present perfect? What about a game? a different activity? starting again? doing a dictation?	<i>Yes, okay. do some listening. I'd prefer to finish this exercise. play a game I don't mind!</i>
Eliciting correction	Is that right? Do you think that's correct? No, that's not quite right. Can anyone help? Anyone else? Pronunciation!	
Discipline in the classroom	Could you see me after the lesson, please? Settle down, please. Stop messing about. speaking in French, etc. Okay, that's enough, stop talking and get on with your work. Be quiet!	

TABLE 2

Getting information from the students		Giving the teacher information
Eliciting	<p>What's this?</p> <p>What are they doing?</p> <p>How do you say <i>albero</i> in English?</p>	<p><i>It's a dog.</i> <i>horse.</i> <i>an umbrella.</i></p> <p><i>They're having lunch.</i> <i>waiting for a bus.</i></p> <p><i>It's a tree.</i></p>
Taking the register	<p>Is anyone absent?</p> <p>Does anyone know where X is?</p> <p>yesterday?</p> <p>Were you absent last Tuesday? last week?</p>	<p><i>Yes, X is.</i> <i>X and Y are.</i></p> <p><i>Yes, he's seeing Z.</i> <i>she's taking an exam.</i></p> <p><i>Yes, I</i> <i>my son was ill.</i> <i>my mother</i></p>
Checking answers	<p>Can you answer number X?</p> <p>Did anyone have anything else?</p> <p>Do you agree?</p>	<p><i>Yes, it's</i> <i>No, I'm sorry I don't know.</i> <i>I can't</i> <i>remember.</i></p> <p><i>Yes, I wrote</i> <i>put</i> <i>had</i></p> <p><i>Yes, I do.</i> <i>No, I don't. I think it's</i></p>
Finding out about difficulties and problems	<p>What's the problem? matter?</p> <p>Why are you late?</p> <p>Have you done the homework?</p> <p>Where's your book?</p>	<p><i>I can't see the board.</i> <i>do the exercise.</i> <i>I don't understand.</i> <i>I don't agree.</i> <i>I haven't brought my pen.</i></p> <p><i>I'm sorry, I missed the bus.</i> <i>I got caught in a</i> <i>traffic jam.</i></p> <p><i>No, I'm sorry, I didn't have</i> <i>time.</i></p> <p><i>I'm sorry, I've forgotten it.</i></p>

TABLE 3

<i>Asking the teacher for information and permission</i>		Giving students information and permission
Asking about the lesson	<i>What do we have to do?</i> <i>Which page are we on?</i> <i>When's the homework for?</i> <i>I've finished, what should I do now?</i>	Turn to page 10 please. We're on page 70. Homework is for Friday. Can you carry on with the next exercise, please? Yesterday, we did a role play. Now, we're going to do some reading. That's all for today. See you next Thursday. You can go now.
Asking about language	<i>How do you say X in English?</i> <i>What does Y mean?</i> <i>What's the difference between X and Y?</i> <i>How do you spell X?</i> <i>How do you pronounce this word?</i> <i>Is this correct?</i> <i>Why is it wrong?</i>	If we want to say X in English talk about future arrangements we use the preposition <i>above</i> . the present continuous. Y means 'albero'.
Asking for repetition	<i>Sorry?</i> <i>Could you repeat that?</i> <i>Could you explain that again?</i>	
Requests	<i>Could I leave early?</i> <i>have a piece of paper?</i> <i>have more time?</i> <i>Could you write that?</i> <i>turn the volume up?</i> <i>speak more slowly?</i>	Yes, of course./I'd rather you didn't. Yes, here you are./No, I'm sorry, I haven't got any. Yes, certainly.

TABLE 4

General interaction with the students		<i>General interaction with the teacher</i>
Greetings	Good morning. afternoon. evening. Have a nice weekend. evening. See you tomorrow. on Monday. next week.	<i>The same as the 'teacher' language.</i>
Offering help	Are you okay? there any problems? Do you understand what to do? You don't look very sure. Shall I give you a hand? (Shall I help you?) Does anybody need any help?	<i>Everything's okay, thanks.</i> <i>Yes. / No, not really.</i> <i>I'm having a bit of difficulty with number 6.</i> <i>Yes, I do.</i>
Offering encouragement	Come on. You can do it. It's not as difficult as it looks. Just do your best. (Do as well as you can.)	<i>Okay, I'll try.</i> <i>....., but it really is too difficult.</i>
Praising	Good. Well done. You've worked really hard. Excellent.	<i>Thanks / Thank you very much.</i>
Apologising	Sorry. I'm sorry about that.	<i>That's alright.</i> <i>okay.</i> <i>Never mind, it doesn't matter.</i>
Thanking	I'm very grateful, I really appreciate it, thanks. Thanks very much.	<i>You're welcome.</i> <i>Don't mention it.</i> <i>That's okay.</i>

Note: The language in these tables is based on Standard British English. It will need to be adapted in situations where the students' goal is to learn a different variety, such as Standard American English, West African or Indian English.

Appendix no. 6 – Lesson dotation at ZŠ Studánka

Předmět	Ročník															zkratky
	1	2	3	4	5	6	6 - sport.	6 - AJ	7	7-sport	8	8-sport	8- AJ	9- sport	9- AJ	
Česká jazyk	9	9	9	8	8											ČJ
Český jazyk a literatura						5	5	5	4	4	4	4	4	4	4	ČJ
Anglický jazyk	0	1	3	3	3	3	3	4	4	4	3	3	4	3	3	AJ
2. cizí jazyk											3	3	3	3	3	NJ, RJ
Matematika	4	5	5	5	5	4	4	4	5	5	4	4	4	5	5	M (Ma, Mg)
Informatika				1	1	1	1	1								INF
Člověk a jeho svět	2	2	2	3	3											ČJS
Chemie											2	2	2	2	2	CH
Fyzika						1	1	1	2	2	2	2	2	2	2	F
Přírodopis						2	2	2	2	2	2	2	2	1	1	Př
Zeměpis						2	2	2	2	2				2	2	Z
Regionální a politický zeměpis											2	2	2			RPZ
Dějepis						2	2	2	2	2	2	2	2	2	2	D
Výchova k občanství						1	1	1	1	1				1	1	VkO
Výchova ke zdravým vztahům						1	1	1								VkZV
Hudební výchova	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	HV
Výtvarná výchova	1	1	1	2	2	2	2	2	2	2	1	1	1	1	1	VV
Svět práce	1	1	1	1	1	1	1	1	1	1	1	1	1			SP
Tělesná výchova	2	2	2	2	2	3	4	2	3	4	2	4	2	2	4	TV
Volitelný						1		1	1		2		1	2		VP
Týdenní dotace povinných předm.	20	22	24	26	26	30	30	30	30	30	31	31	31	31	31	
Nepovinné předměty	Ročník															zkratky
	1	2	3	4	5	6	6 - sport.	6-AJ	7	7-sport	8	8-sport	8- AJ	9- sport	9-AJ	
Anglický jazyk	1															AJ
Basketbal							1			1		1			1	Basket

Appendix no 7 (Czech original Questionnaire for 4. C)

Dotazník pro žáky 4.C

Dobrý den,

věnujte prosím několik minut svého času vyplnění následujícího dotazníku.

1 Pohlaví:

Nápověda k otázce: *Vyberte jednu odpověď*

- Chlapec
 Dívka

2 Věk:

3 Jak dlouho se učíš anglicky?

Nápověda k otázce: *Vyberte jednu odpověď*

- od mateřské školky od 1. třídy od 2. třídy od 3. třídy

4 Jak moc tě baví angličtina?

Nápověda k otázce: *Vyberte jednu odpověď*

- Baví mě moc.
 Baví mě.
 Jak kdy.
 Moc mě nebaví.
 Vůbec mě nebaví.

5 Jak moc je podle tebe angličtina důležitá? Vyznač na stupnici a zapiš.

Nápověda k otázce: 1 hvězdička - není vůbec důležitá, 10 hvězdiček - je hodně důležitá

☆☆☆☆☆☆☆☆☆☆ / 10

6 Vyhovuje ti, když paní učitelka během hodin angličtiny mluví pouze anglicky?

Nápověda k otázce: Vyberte jednu odpověď

 Ano Ne

7 Jak moc rozumíš paní učitelce během hodin angličtiny, když mluví pouze anglicky?

Nápověda k otázce: Vyberte jednu odpověď

 Rozumím všemu. Rozumím většině. Rozumím občas. Většinou nerozumím. Vůbec ničemu nerozumím.

8 Rozumíš instrukcím (pokynům) zadávaným v angličtině?

Nápověda k otázce: Vyberte jednu odpověď

 Vždy. Většinou. Občas. Málokdy. Nikdy.

9 Co ti pomáhá k porozumění během hodin angličtiny?

Nápověda k otázce: Vyberte jednu nebo více odpovědí

 Gesta, pantomima, řeč těla. Předvedení/Názorná ukázka. Překlad od spolužáka. Obrázky. Jiné (prosím specifikuj):

10 Jak se cítíš, když celá hodina probíhá v angličtině?

Nápověda k otázce: Vyberte jednu odpověď

 Dobře. Jakžtakž. Zmateně. Špatně. Stresovaný/á. Jinak (prosím specifikuj):

11 Myslíš si, že by paní učitelka měla mluvit i česky během hodin angličtiny?

Nápověda k otázce: *Vyberte jednu odpověď*

- Ano
 Ne

12 Pokud jsi na předchozí otázku odpověděl/a ANO, kdy by podle tebe měla paní učitelka používat češtinu během hodin angličtiny?

Nápověda k otázce: *Vyberte jednu nebo více odpovědí*

- | | | | |
|--|---|---|--|
| <input type="checkbox"/> Neměla by vůbec používat češtinu. | <input type="checkbox"/> Při zadávání instrukcí. | <input type="checkbox"/> Když něčemu nerozumím. | <input type="checkbox"/> Při vysvětlení gramatiky. |
| <input type="checkbox"/> Při překladu neznámých slov. | <input type="checkbox"/> Při řešení kázeňských problémů ve třídě. | <input type="checkbox"/> Při organizaci (např. zjišťování absence, rozdělování do skupin, rozdávání sešitů, zadávání a kontrola úkolu, atd.). | <input type="checkbox"/> Hodnocení. |
| <input type="checkbox"/> Jiné (prosím specifikuj): | | | |

13 Jak moc používáš angličtinu během výuky angličtiny?

Nápověda k otázce: *Vyberte jednu odpověď*

- Vždy. Většinou. Občas. Málokdy. Nikdy.

14 Jaký je důvod/y, proč používáš češtinu během výuky angličtiny?

Nápověda k otázce: *Vyberte jednu nebo více odpovědí*

- | | | | |
|---|--|---|--|
| <input type="checkbox"/> Nepoužívám češtinu. | <input type="checkbox"/> Bojím se, že udělám chybu, když budu mluvit anglicky. | <input type="checkbox"/> Bojím se, že se mi spolužáci budou smát, když budu mluvit anglicky. | <input type="checkbox"/> Angličtina mi nejde. |
| <input type="checkbox"/> Je to jednodušší než mluvit anglicky. | <input type="checkbox"/> Je to rychlejší než mluvit anglicky. | <input type="checkbox"/> Angličtina se mi nelíbí. | <input type="checkbox"/> Nejsem si jistý/á svou angličtinou. |
| <input type="checkbox"/> Při dotazech typu: Můžu na záchod? Na jaké jsme straně? Co děláme? | <input type="checkbox"/> Při omlouvách, např. Omlouvám se, nemám úkol. | <input type="checkbox"/> Mám špatné zkušenosti s výukou angličtiny, např. předchozí učitel, srovnávání s ostatními. | <input type="checkbox"/> Jiné (prosím specifikuj): |

15 V jakých situacích bys chtěl/a mluvit česky při hodinách angličtiny?Nápověda k otázce: *Vyberte jednu nebo více odpovědí*

- | | | | |
|--|---|--|---|
| <input type="checkbox"/> Nechci mluvit česky. | <input type="checkbox"/> Ujasnění instrukcí. | <input type="checkbox"/> Ujasnění gramatiky. | <input type="checkbox"/> Příklad neznámých slov. |
| <input type="checkbox"/> Řešení kázeňských problémů. | <input type="checkbox"/> Organizace třídy (např. zjišťování absence, rozdělení do skupin, zadávání a kontrola úkolu, atd.). | <input type="checkbox"/> Hodnocení (co se mi líbilo, co se mi nelíbilo). | <input type="checkbox"/> Dotazy typu: Můžu jít na záchod? Můžu zavřít okno? Na jaké jsme straně? atd. |
| <input type="checkbox"/> Jiné (prosím specifikuj): | | | |

16 Chtěl/a bys být ve skupině, kde se používá i čeština během výuky angličtiny?Nápověda k otázce: *Vyberte jednu odpověď*

- Ano
 Ne

Appendix no 8 (Questionnaire for 4.C – English version)

4.C Questionnaire - English version

1 Gender

Question instructions: *Select one answer*

- Boy Girl

2 Age:

3 How long have you been studying English?

Question instructions: *Select one answer*

- Since kindergarten. Since the 1st grade. Since the 2nd grade. Since the 3rd grade.

4 How much do you enjoy studying English?

Question instructions: *Select one answer*

- Very much. I enjoy it. Sometimes. I don't enjoy it very much. I don't enjoy it at all.

5 To what extent is English important to you? Mark on the scale and write.

Question instructions: *1 star - not important, 10 stars - very important*

☆☆☆☆☆☆☆☆☆☆ / 10

6 Do you feel comfortable when the teacher uses only English during the lessons of English?

Question instructions: *Select one answer*

- Yes No

7 To what extent do you understand your teacher when she uses only English during the lessons of English?

Question instructions: *Select one answer*

- I always understand.
 I often understand.
 I sometimes understand.
 I rarely understand.
 I never understand.

8 Do you understand English instructions?

Question instructions: *Select one answer*

- Always.
 Often.
 Sometimes.
 Rarely.
 Never.

9 What helps you to understand during the lessons of English?

Question instructions: *Select one or more answers*

- Gestures, pantomime, body language.
 Demonstration.
 Classmate's translation.
 Pictures/Drawings.
- Other..

10 How do you feel when the whole lesson is only in English?

Question instructions: *Select one answer*

- I feel ok.
 I feel so-so.
 I feel confused.
 I feel bad.
 I feel stressed.
- Other..

11 Do you think the teacher should use the mother tongue (Czech) during the lessons of English?

Question instructions: *Select one answer*

- Yes
 No

12 If you answered yes, in what situations should the teacher use Czech during the lessons of English?

Question instructions: *Select one or more answers*

- The teacher should never use Czech.
 Instructions.
 When I don't understand.
 Grammar explanation.
- Translation of unknown words.
 Dealing with classroom discipline.
 Dealing with classroom management (e.g. checking attendance, dividing into pairs/groups, testing, homework).
 Feedback.
- Other...

13 To what extent do you use English during lessons of English?

Question instructions: *Select one answer*

- Always.
 Often.
 Sometimes.
 Rarely.
 Never.

14 What are your reasons for using Czech in the lessons of English?

Question instructions: *Select one or more answers*

- I don't use Czech.
 I am afraid of making a mistake when I use English.
 My classmates laugh at me when I make a mistake in English.
 I am not good at English. I am not sure with my English.
- Using Czech is easier than using English.
 Using Czech is faster than using English.
 I don't like English.
- Questions such as: Can I go to the toilette? Can I close the window? Where are we?
 When I apologize, e.g. I am sorry I don't have my books/homework.
 I have bad experience with studying English, e.g. ex-teacher of English, comparing to others.
- Other...

15 In what situations would you like to speak Czech during the lessons of English?

Question instructions: *Select one or more answers*

- I don't want to speak Czech.
 Clarification of instructions.
 Clarification of grammar.
 Translation of unknown words.
- Classroom discipline.
 Classroom management.
 Feedback (e.g. what I like/don't like).
 Questions, such as: Can I go to the toilette? Can I close the window? What page are we at?
- Other...

16 Would you like to be in a group where Czech is used during the lessons of English?

Question instructions: *Select one answer*

Yes No

Appendix no 9 (Dotazník pro žáky 4. D – česká verze)

Dotazník pro žáky 4.D

1 Pohlaví:

Nápověda k otázce: *Vyberte jednu odpověď*

- Chlapec Dívka

2 Věk:

3 Jak dlouho se učíš anglicky?

Nápověda k otázce: *Vyberte jednu odpověď*

- od mateřské školky od 1. třídy od 2. třídy od 3. třídy

4 Jak moc Tě baví angličtina?

Nápověda k otázce: *Vyberte jednu odpověď*

- Moc mě baví. Baví mě. Jak kdy. Moc mě nebaví. Nebaví mě vůbec.

5 Jak moc je podle Tebe angličtina důležitá? Vyznač na stupnici a zapiš.

Nápověda k otázce: *1 hvězdička - není vůbec důležitá, 10 hvězdička - je moc důležitá*

☆☆☆☆☆☆☆☆☆☆ / 10

6 Jak moc používá paní učitelka během hodin angličtiny češtinu?

Nápověda k otázce: *Vyberte jednu odpověď*

- Vůbec nepoužívá češtinu. Málo. Občas. Obvykle. Většinou.

7 V jakých situacích paní učitelka používá během hodin angličtiny češtinu?

Nápověda k otázce: *Vyberte jednu nebo více odpovědí.*

- | | | | |
|---|--|---|---|
| <input type="radio"/> Zadávání instrukcí. | <input type="radio"/> Zadávání/kontrola domácího úkolu. | <input type="radio"/> Překlad neznámých slov. | <input type="radio"/> Vysvětlení gramatiky. |
| <input type="radio"/> Řešení kázeňských problémů. | <input type="radio"/> Organizace třídy (zjišťování, kdo chybil; rozdělení do dvojic/skupin; rozdávání sešitů, zadávání a kontrola úkolu, atd.) | <input type="radio"/> Hodnocení Tvé práce. | <input type="radio"/> Jiné (prosím specifikuj): |

8 Uvítal/a bys, kdyby paní učitelka používala angličtinu ve výše zmíněných situacích (viz. otázka 7)?

Nápověda k otázce: *Vyberte jednu odpověď*

- Ano. Spíše ano. Nevím. Spíše ne. Ne.

9 Uvítal/a bys, kdyby paní učitelka používala pouze angličtinu během výuky angličtiny?

Nápověda k otázce: *Vyberte jednu odpověď*

- Ano. Spíše ano. Nevím. Spíše ne. Ne.

10 Jak moc používáš angličtinu během výuky angličtiny?

Nápověda k otázce: *Vyberte jednu odpověď*

- Vždy. Většinou. Občas. Málokdy. Nikdy.

11 Proč během výuky angličtiny používáš češtinu?

Nápověda k otázce: *Vyberte jednu nebo více odpovědí*

- | | | | |
|---|--|---|---|
| <input type="checkbox"/> Nepoužívám češtinu. | <input type="checkbox"/> Mám strach, že udělám chybu, když použiji angličtinu. | <input type="checkbox"/> Nejsem si svou angličtinou jistý/á. | <input type="checkbox"/> Spolužáci se mi posmívají, když udělám chybu. |
| <input type="checkbox"/> Použití češtiny je rychlejší. | <input type="checkbox"/> Použití češtiny je snadnější. | <input type="checkbox"/> Při dotazech typu: Můžu na záchod? Na jaké straně jsme? Co děláme? | <input type="checkbox"/> Při omlouvách, např. Omlouvám se, že nemám úkol. |
| <input type="checkbox"/> Mám špatné zkušenosti s výukou angličtiny, např. předchozí učitel, srovnávání s ostatními. | <input type="checkbox"/> Angličtina se mi nelíbí. | <input type="checkbox"/> Jiné (prosím specifikuj): | <input type="checkbox"/> Angličtina mi nejde. |

12 Chtěl/a bys používat více angličtiny během výuky?

Nápověda k otázce: *Vyberte jednu odpověď*

- Ano. Vyhovuje mi, tak jak to je. Nevím. Spíše ne. Ne.

13 Chtěl/a bys být ve skupině, kde se používá pouze angličtina během výuky?

Nápověda k otázce: *Vyberte jednu odpověď*

- Ano. Ne.

Appendix no 10 (Questionnaire for 4. D – English version)

4.D Questionnaire - English version

1 Gender

Question instructions: *Select one answer*

- Boy Girl

2 Age:

3 How long have you been studying English?

Question instructions: *Select one answer*

- since kindergarten since 1st grade since 2nd grade since 3rd grade

4 How much do you enjoy studying English?

Question instructions: *Select one answer*

- Very much. I enjoy it. It depends. I don't enjoy it very much. I don't enjoy it at all.

5 To what extent is English important to you? Mark on the scale and write.

Question instructions: *1 star - not important, 10 stars - very important*

☆☆☆☆☆☆☆☆☆☆ / 10

6 To what extent does your teacher of English use Czech during the lessons of English?

Question instructions: *Select one answer*

- The teacher never uses Czech. Little. Sometimes. Usually. Often.

7 In what situations does the teacher use Czech during the lessons of English?

Question instructions: *Select one or more answers*

- | | | | |
|--|---|--|---|
| <input type="checkbox"/> Giving instructions. | <input type="checkbox"/> Assigning homework/checking homework. | <input type="checkbox"/> Translation of unknown words. | <input type="checkbox"/> Grammar explanation. |
| <input type="checkbox"/> Classroom discipline. | <input type="checkbox"/> Classroom management (e.g. attendance checking, pair/group work division, testing) | <input type="checkbox"/> Feedback of your work. | |
| <input type="checkbox"/> Other... | <input type="text"/> | | |

8 Would you appreciate if your teacher of English used English in the situations mentioned in the question 7?

Question instructions: *Select one answer*

- Yes. Rather yes. I don't know. Rather no. No.

9 Would you appreciate if your teacher used only English during the lessons of English?

Question instructions: *Select one answer*

- Yes. Rather yes. I don't know. Rather no. No.

10 To what extent do you use English during the lessons of English?

Question instructions: *Select one answer*

- Always. Often. Sometimes. Rarely. Never.

11 Why do you use Czech during the lessons of English?

Question instructions: *Select one or more answers*

- | | | | |
|--|--|--|--|
| <input type="checkbox"/> I don't use Czech. | <input type="checkbox"/> I am afraid of making a mistake in English. | <input type="checkbox"/> My classmates laugh at me when I make a mistake in English. | <input type="checkbox"/> I am not good at English. |
| <input type="checkbox"/> I am not sure with my English. | <input type="checkbox"/> Using Czech is easier than English. | <input type="checkbox"/> Using Czech is faster than English. | <input type="checkbox"/> I don't like English. |
| <input type="checkbox"/> Questions, such as: Can I go to the toilette? Can I close the window? | <input type="checkbox"/> Apologies, such as: I don't have my books/homework. | <input type="checkbox"/> I have bad experience with studying English, e.g. ex-teacher of English, comparing to others. | |
| <input type="checkbox"/> Other... | <input type="text"/> | | |

12 Would you like to use more English during the lessons of English?

Question instructions: *Select one answer*

- Yes. I am satisfied with the way it is. I don't know. Rather no. No.

13 Would you like to be in a group where English is used exclusively?

Question instructions: *Select one answer*

- Yes. No.

Appendix no 11 (The Legal Guardian Agreement)

Vážení rodiče,

jmenuji se Kateřina Hladká a jsem učitelkou anglického jazyka na ZŠ Studánka, Pardubice. V současné době si dokončuji magisterské vzdělání na pedagogické fakultě Univerzity Palackého v Olomouci. Ráda bych Vás požádala o souhlas, aby se Váš syn/dcera zúčastnil/a výzkumného šetření potřebného pro mou diplomovou práci *Použití cílového a/nebo mateřského jazyka v hodinách anglického jazyka na základních školách*. Výzkumné šetření bude probíhat formou dotazníku a testu, které budou zcela anonymní a budou sloužit výhradně k výzkumným účelům mé diplomové práce. Dotazník bude zaměřen na to, jak se děti cítí a jak vnímají, když je hodina anglického jazyka vedena pouze v angličtině nebo v kombinaci s češtinou. Test bude zaměřen na již probranou látku a bude zkoumat, do jaké míry došlo k osvojení probrané látky. Test nebude klasifikačně hodnocen, ani nebude brán v potaz do celkového hodnocení Vašeho syna/dcery. Dotazník a test zaberou 30–40 minut a po celou dobu výzkumného šetření budu dětem k dispozici. Předpokládaný termín výzkumného šetření je začátkem května.

Zároveň bych ráda poprosila i Vás, rodiče, o spoluúčast na výzkumném šetření pro mou diplomovou práci. Třídní učitelka Vašeho syna/dcery Vám zašle email s odkazem na online dotazník, který bude zaměřen na Váš názor ohledně toho, jakým jazykem/jazyky by učitel na základní škole měl s žáky komunikovat během výuky anglického jazyka. I tento dotazník bude zcela anonymní a zabere Vám maximálně 10 minut.

V případě jakýchkoli dotazů mě neváhejte kontaktovat na email katerina.hladka@zs-studanka.cz nebo tel. 777 726 445.

Předem Vám moc děkuji za spolupráci.

Bc. Kateřina Hladká

SOUHLAS ZÁKONNÉHO ZÁSTUPCE

Souhlasím s tím, aby se můj syn/dcera (jméno a příjmení)|
zúčastnil/a výzkumu v rámci diplomové práce Bc. Kateřiny Hladké s názvem *Použití cílového a/nebo mateřského jazyka v hodinách anglického jazyka na základních školách* předkládané na Katedře cizích jazyků Palackého Univerzity v Olomouci.

V Dne Podpis

Appendix 12 – The original Czech questionnaire for primary teachers

Dotazník pro učitele angličtiny na 1. stupni

Dobrý den,

jmenuji se Kateřina Hladká a jsem učitelkou anglického jazyka na ZŠ Studánka, Pardubice. V současné době si dokončuji magisterské vzdělání na pedagogické fakultě Univerzity Palackého v Olomouci.

Touto cestou bych Vás ráda požádala o vyplnění krátkého dotazníku k mé diplomové práci s názvem *Použití cílového a/nebo mateřského jazyka v hodinách anglického jazyka na základních školách*. Dotazník mapuje Vaše postoje a názory k výhradnímu používání cílového jazyka a používání mateřského jazyka během výuky angličtiny na 1. stupni základních škol.

Dotazník Vám zabere maximálně 15 minut a je zcela anonymní.

Předem Vám děkuji za spolupráci a Váš čas.

Bc. Kateřina Hladká

1 Pohlaví

Nápověda k otázce: *Vyberte jednu odpověď*

Muž Žena

2 Věk

Nápověda k otázce: *Vyberte jednu odpověď*

20 - 30 let 31 - 40 let 41 - 50 let 51 - 60 let 61 a více let

3 Délka Vaší učitelské praxe:

Nápověda k otázce: *Vyberte jednu odpověď*

0 - 5 let 6 - 10 let 11 - 15 let 16 - 20 let 21 a více let

4 Jaký je Váš postoj k používání pouze cílového jazyka (angličtiny) během výuky anglického jazyka na 1. stupni?

Nápověda k otázce: *Vyberte jednu odpověď*

Měl by se výhradně používat. Měl by se užívat, ale v kombinaci s mateřským jazykem. Měl by se užívat minimálně.

5 Jaké vidíte výhody ve výhradním používání cílového jazyka (angličtiny) během výuky anglického jazyka na 1. stupni?

Nápověda k otázce: *Vyberte jednu nebo více odpovědí*

- Žáci si osvoji angličtinu rychleji.
 Žáci si rychleji osvoji slovní zásobu.
 Rychlejší rozvoj plynulosti žáků.
 Žáci jsou vystaveni autentickému užití cílového jazyka.
- Zlepšení řečových dovedností žáků (mluvení, psaní, čtení, poslech).
 Žáci si více rozšíří znalosti o kultuře anglicky mluvících zemí.
- Jiné (prosím specifikujte):

6 Jaké vidíte nevýhody, z pohledu učitele, ve výhradním používání cílového jazyka (angličtina) během výuky anglického jazyka na 1. stupni?

Nápověda k otázce: *Vyberte jednu nebo více odpovědí*

- Náročnější příprava.
 Vyšší jazyková vybavenost učitele angličtiny.
 Obtížné řešení kázeňských problémů v cílovém jazyce.
 Náročnější organizace třídy (např. zjišťování absence, rozdělení žáků do dvojic/skupin, zadávání a kontrola domácího úkolu, rozdávání sešitů/pracovní listů, testování).
- Jiné (prosím specifikujte):

7 Myslíte si, že používání Classroom English (každodenní fráze používané ve třídě, např. Open your books. Listen.) může přispět k většímu užívání cílového jazyka během výuky angličtiny na 1. stupni?

Nápověda k otázce: *Vyberte jednu odpověď*

- Ano
 Spíše ano
 Nevím
 Spíše ne
 Ne

8 Používáte pouze angličtinu během svých hodin?

Nápověda k otázce: *Vyberte jednu odpověď*

- Ano
 Ne

9 Jaký je Váš postoj k užívání mateřštiny (češtiny) během výuky anglického jazyka na 1. stupni?

Nápověda k otázce: *Vyberte jednu odpověď*

- Čeština by se měla používat.
 Čeština by se měla používat, ale pouze efektivně.
 Čeština by se měla užívat, ale minimálně.
 Čeština nepatří do hodin anglického jazyka.

10 Jak často se setkáváte s potřebou použít češtinu během Vašich hodin angličtiny?

Nápověda k otázce: *Vyberte jednu odpověď*

- Často.
 Občas.
 Málokdy.
 Nikdy.

11 V jakých situacích používáte během výuky anglického jazyka češtinu?

Nápověda k otázce: *Vyberte jednu nebo více odpovědí*

- Nepoužívám češtinu.
 Zadávání instrukcí.
 Vysvětlení nové aktivity/hry.
 Vysvětlení gramatiky.
- Příklad neznámých slov.
 Kázeňské problémy.
 Organizace třídy (např. informace o absenci, rozdělení do dvojic/skupin, testování, zadávání a kontrola úkolu).
 Hodnocení žákovy práce.
- Jiné (prosím, uveďte):

12 Jak se cítíte, když mluvíte česky ve Vašich hodinách anglického jazyka?

Nápověda k otázce: *Vyberte jednu odpověď*

- Nemluví česky na svých hodinách angličtiny.
 Dobře, češtinu používám efektivně (např. vysvětlování slov a frází, vysvětlení základních gramatických pravidel, srovnávání obou jazyků).
 Nijak speciálně.
 Provinile.
- Jiné (prosím, uveďte):

13 Jak byste se cítili, kdyby Vám bylo zakázáno používat češtinu během svých hodin angličtiny?

Nápověda k otázce: *Vyberte jednu odpověď*

- Velmi by mi to vadilo, nevěděl/a bych, jak bez použití češtiny vyučovat.
 Bylo by mi to nepříjemné, ale snažil/a bych se najít jiné způsoby, jak se svými žáky dorozumět.
 Neměl/a bych s tím problém, respektoval/a bych pravidla.
 Nemám žádný názor.
- Jiná..

14 Mluví Vaši žáci mezi sebou navzájem česky během Vašich hodin anglického jazyka?

Nápověda k otázce: *Vyberte jednu odpověď*

- Ano, často. Ano, občas. Ano, minimálně. Ne, nikdy.

15 Mluví Vaši žáci s Vámi česky během výuky anglického jazyka?

Nápověda k otázce: *Vyberte jednu odpověď*

- Ano, často. Ano, občas. Ano, minimálně. Ne, nikdy.

16 Pokud ano, v jakých situacích s Vámi žáci mluví česky během hodin anglického jazyka?

Nápověda k otázce: *Vyberte jednu nebo více odpovědí*

- Ověření instrukcí. Kázeňské důvody. Nepozornost/neví, co mají dělat. Dotazy typu: Mohu na záchod? Kolik je hodin? Kdy končíme? Mohu zavřít okno?
- Nemluví se mnou česky.
- Jiné (prosím, uveďte):

17 Máte zavedená pravidla, díky kterým žáci vědí, že mohou používat češtinu během výuky anglického jazyka?

Nápověda k otázce: *Vyberte jednu odpověď*

- Ano. Ne.

18 Pokud ano, dodržují žáci tyto pravidla?

Nápověda k otázce: *Vyberte jednu odpověď*

- Vždy. Často. Občas. Minimálně. Nikdy. Nemáme stanovená pravidla pro používání češtiny.

19 Jak důsledně Vy dodržujete tato pravidla o používání češtiny během hodin anglického jazyka?

Nápověda k otázce: *Vyberte jednu odpověď*

- Vždy. Často. Občas. Minimálně. Nikdy. Nemáme stanovena pravidla pro používání češtiny.

20 V jakém jazyce reagujete, když Vás žák osloví česky během hodin anglického jazyka?

Nápověda k otázce: *Vyberte jednu odpověď*

- Odpovím česky. Odpovím anglicky. Jak kdy - někdy česky, někdy anglicky.

21 Vidíte nějaká negativa při používání češtiny během výuky angličtiny na 1. stupni?

Nápověda k otázce: *Vyberte jednu nebo více odpovědí*

- Nadměrné užívání češtiny může vést ke ztrátě motivace naučit se anglicky.
- Nadměrné užívání češtiny může vést ke snížené úrovni anglického jazyka žáků.
- Lenost žáků - i kdy žáci ví, jak se vyjádřit v angličtině, použijí raději češtinu, protože je to rychlejší a snadnější.
- Omezený přístup k anglicky mluvícím prostředkům: Používání češtiny může způsobit, že žáci budou méně motivováni hledat informace v angličtině, a tím snížit jejich přístup k anglicky mluvícím zdrojům a materiálům.
- Jiné (prosím, uveďte):

22 Dle Vašeho názoru, co by bylo potřeba udělat, aby se minimalizovalo užití češtiny během výuky anglického jazyka na 1. stupni?

Nápověda k otázce: *Vyberte jednu nebo více odpovědí*

- Více školení na téma, jak komunikovat se žáky výhradně v angličtině.
- Stanovení přísných pravidel mezi angličtináři na škole o používání češtiny a následné dodržování.
- Nalezení nových metod nebo přístupů, které by vedly k efektivnější komunikaci v hodinách anglického jazyka mezi učiteli a žáky.
- Sdílení zkušeností ohledně minimalizování češtiny během výuky s ostatními učiteli.
- Nenapadá mě nic, jak minimalizovat užití češtiny během výuky anglického jazyka.
- Jiná..

23 Zde je prostor pro Vaše názory nebo připomínky:

Moc Vám děkuji za vyplnění dotazníku. V případě dotazů se na mě obraťte na email katerina.hladka@zs-studanka.cz.

Appendix 13 – English version of the questionnaire for primary teachers

Questionnaire for primary teachers

Dear Sir or Madam,

my name is Kateřina Hladká and I am a teacher of English at ZŠ Studánka, Pardubice. Nowadays, I am finishing my master studies at Pedagogical Faculty of University Palacký in Olomouc.

I would like to ask you to complete the following questionnaire which is necessary to finish my diploma thesis *Using the target language and/or mother tongue at primary school*. The questionnaire is about your attitudes towards the target language use and mother tongue use at primary school.

It will take you about 15 minutes to complete this questionnaire.

Thank you very much.

Bc. Kateřina Hladká

1 Gender

Question instructions: *Select one answer*

Male Female

2 Age

Question instructions: *Select one answer*

20 - 30 years old 31 - 40 years old 41 - 50 years old 51 - 60 years old up to 61 years old

3 The length of your teaching practice

Question instructions: *Select one answer*

0 - 5 years 6 - 10 years 11 - 15 years 16 - 20 years up to 21 years

4 What is your attitude towards using the target language exclusively at primary school?

Question instructions: *Select one answer*

- The target language should be used exclusively.
 The target language should be used in combination with the mother tongue.
 The target language should be used minimally.

5 What advantages do you see in the exclusive target language use at primary school?

Question instructions: *Select one or more answers*

- Young learners can acquire English faster.
 Young learners can acquire English vocabulary faster.
 Young learners become fluent faster.
 Young learners are exposed to authentic language use.
- Young learners develop their language skills (reading, writing, speaking, listening).
 Young learners learn more about the target language culture.
- Other...

6 What disadvantages, as a teacher, do you see in the exclusive target language use?

Question instructions: *Select one or more answers*

- More demanding preparation.
 Teachers need to be advanced in English.
 It is more complicated to deal with discipline problems in English.
 It is more complicated to deal with classroom management (e.g. attendance checking, pair/group division, testing).
- Other...

7 Do you think that Classroom English (everyday phrases used in the classroom, e.g. Open your books. Listen.) can contribute to more exclusive target language use at primary school?

Question instructions: *Select one answer*

- Yes.
 Rather yes.
 I don't know.
 Rather no.
 No.

8 Do you use only English during your lessons of English?

Question instructions: *Select one answer*

- Yes.
 No.

9 What is your attitude towards using the mother tongue (Czech) during lessons of English?

Question instructions: *Select one answer*

- Czech should be used. Czech should be used but only in an effective way. Czech should be used but minimally. Czech needs to be omitted, it is not a part of the lessons of English.

10 How often do you tend to use Czech during your lessons of English?

Question instructions: *Select one answer*

- Often. Sometimes. Rarely. Never.

11 In what situations do you use Czech during your lessons of English at primary school?

Question instructions: *Select one or more answers*

- I don't use Czech. Instructions. New activity/game explanation. Translation of unknown words. Classroom discipline.
 Classroom management. Feedback. Grammar explanation.
 Other..

12 How do you feel when you speak Czech during your lessons of English?

Question instructions: *Select one answer*

- I don't speak Czech. Fine, I use Czech effectively (e.g. translating unknown words, grammar explanation, Czech vs English comparison). Nothing special. Guilty.
 Other..

13 How would you feel if you were banned using Czech during your lessons of English?

Question instructions: *Select one answer*

- I would really mind it, I would have no idea how to teach without Czech. It would not be comfortable but I would try to find ways how to communicate with my young learners. It would not be a problem, I would respect the rules. I have no opinion.
 Other..

14 Do your young learners talk Czech to each other during your lessons of English?

Question instructions: *Select one answer*

- Yes, often. Yes, sometimes. Yes, minimally. Never.

15 Do your young learners talk Czech to you during your lessons of English?Question instructions: *Select one answer*

- Yes, often. Yes, sometimes. Yes, minimally. Never.

16 If yes, in what situations do young learners talk Czech to you during the lessons of English?Question instructions: *Select one or more answers*

- Instructions clarification. Discipline issues. When they do not know what to do, they do not pay attention. Questions, such as: Can I go to the toilette? What's the time? What time do we finish? Can I close the window?
- They do not talk Czech to me.
- Other..

17 Do you have rules that allow young learners to use Czech during the lessons of English?Question instructions: *Select one answer*

- Yes. No.

18 If yes, do young learners respect the rules?Question instructions: *Select one answer*

- Always. Often. Sometimes. Rarely. Never. We do not have the rules.

19 To what extent do you respect the rules for using Czech during the lessons of English?Question instructions: *Select one answer*

- Always. Often. Sometimes. Rarely. Never. We do not have the rules.

20 In what language do you respond to young learners when they talk Czech to you?Question instructions: *Select one answer*

- Czech. English. It depends - sometimes Czech, sometimes English.

21 In your opinion, what can be the negatives of using Czech during the lessons of English?

Question instructions: *Select one or more answers*

- The overuse of Czech can lead to demotivation to learn English.
- The overuse of Czech can lead to lower language level.
- Young learners can be lazy - even when they know what to say in English, they prefer Czech because it is faster and easier.
- Limited access to English sources: the overuse of Czech can demotivate young learners to find information in English and therefore their access to English sources will lower.
- Other...

22 In your opinion, what needs to be done to minimize the usage of Czech during the lessons of English at primary school?

Question instructions: *Select one or more answers*

- More teacher trainings about this topic - how to communicate exclusively in English.
- Setting strict rules at school about using Czech and respecting them.
- Finding new methods or approaches to English teaching which could to more effective communication during the lessons of English.
- Sharing experience with other teachers about minimizing the usage of Czech.
- I have no idea how to minimize Czech during the lessons of English.
- Other...

23 If you any further comments or opinions, write them below.

Thank you very much for filling in this questionnaire. If you have any questions do not hesitate to contact me via my email address: katerina.hladka@zs-studanka.cz.

Best regards

Bc. Kateřina Hladká

Appendix no 14 – Semi-structured interview (Czech and English questions)

Učitelé Interview

1 Co podle Vás znamená výhradní používání cílového jazyka?/In your opinion, what does it mean to use exclusively the target language?

2 Myslíte si, že pokud jsou žáci obklopeni pouze cílovým jazykem, dojde k rychlejšímu osvojení cílového jazyka?/Do you think that young learners acquire the TL faster when they are surrounded only by the TL?

3 Používáte češtinu během hodin anglického jazyka?/Do you use the L1 in your lessons?

4 Proč si myslíte, že Vaše používání češtiny je efektivní během hodin anglického jazyka?/Why do you think you use the L1 effectively in your lessons?

5 Používáte jiné strategie, než použití češtiny, pro překlad neznámých slov nebo vysvětlení gramatiky?/Do you use other strategies when you need to translate unknown words or explain grammar?

6 V jakých situacích si myslíte, že žáci ocení, když učitel použije češtinu?/In what situations do young learners appreciate the teacher's L1 use?

Appendix no 15 – Parents' questionnaire – the original Czech version

Dotazník pro rodiče žáků

Dobrý den,

Jmenuji se Kateřina Hladká, dokončuji si magisterské vzdělání na Pedagogické fakultě Univerzity Palackého v Olomouci, a ráda bych Vás poprosila o vyplnění krátkého dotazníku k mé diplomové práci *Použití cílového a/nebo mateřského jazyka v hodinách anglického jazyka na základních školách*. Dotazník je zaměřen na Váš pohled ohledně použití anglického jazyka a/nebo mateřského jazyka během výuky angličtiny na 1. stupni základních škol. Dotazník je zcela anonymní a zabere Vám maximálně 10 minut. Předem moc děkuji za spolupráci a Váš čas.

S pozdravem

Bc. Kateřina Hladká

1 Pohlaví

Nápověda k otázce: *Vyberte jednu odpověď*

Muž Žena

2 Jaké je Vaše nejvyšší dosažené vzdělání?

Nápověda k otázce: *Vyberte jednu odpověď*

Základní Střední odborné bez maturity Střední odborné s maturitou Vyšší odborné Vysokoškolské

3 Ovládáte anglický jazyk?

Nápověda k otázce: *Vyberte jednu odpověď*

Ano Částečně Ne

4 Má Váš syn/dcera chuť učit se anglicky?

Nápověda k otázce: *Vyberte jednu odpověď*

Ano, velmi. Spíše ano. Jak kdy. Spíše ne. Ne.

5 V jakém jazyce by podle Vás měla výuka angličtiny probíhat?

Nápověda k otázce: *Vyberte jednu odpověď*

- Pouze v angličtině. Kombinace angličtiny a češtiny.

6 Jak moc důležité pro Vás je, aby učitel angličtiny hovořil výhradně anglicky během výuky angličtiny?

Nápověda k otázce: *Vyberte jednu odpověď*

- Je to pro mě velmi důležité. Je to pro mě důležité. Není to pro mě moc důležité. Nemám na to názor.

7 Myslíte, že si žáci více osvojí angličtinu, když s nimi učitel komunikuje pouze v angličtině?

Nápověda k otázce: *Vyberte jednu odpověď*

- Ano Ne

8 Co je podle Vás dobré na tom, když učitel během výuky angličtiny komunikuje se žáky výhradně v angličtině?

Nápověda k otázce: *Vyberte jednu nebo více odpovědí*

- | | | | |
|--|--|--|--|
| <input type="checkbox"/> Žáci si rychleji osvojí slovní zásobu. | <input type="checkbox"/> Žáci dokáží plynuleji komunikovat v angličtině. | <input type="checkbox"/> Rychlejší rozvoj řečových dovedností žáků (čtení, psaní, mluvení, poslech). | <input type="checkbox"/> Rozvoj sociokulturní kompetence žáků (schopnost porozumět a respektovat kulturní rozdíly a být schopen přizpůsobit své chování a komunikační styl v různých situacích a s různými lidmi). |
| <input type="checkbox"/> Žáci jsou vystaveni autentickému jazyku (přirozené a plynulé používání jazyka, tak jak se užívá v běžném životě). | | | |
| <input type="checkbox"/> Jiné (prosím specifikujte): | <input type="text"/> | | |

9 Co je podle Vás nevýhoda/nevýhody, když učitel angličtiny mluví během výuky na žáky pouze anglicky?

Nápověda k otázce: *Vyberte jednu nebo více odpovědí*

- Žáci nemusí všemu rozumět.
 V angličtině se obtížně řeší kázeňské problémy.
 V angličtině se obtížně organizuje třída, např. zjišťování absence, rozdělení žáků do dvojic/skupin, zadávání a kontrola úkolu, rozdávání sešitů/pracovních listů.
 Frustrace žáků, že všemu nerozumí a těžko se domluví.
- Žáci se mohou cítit nervózní a nejistí při používání angličtiny.
- Jiné (prosím specifikujte):

10 Pokud si myslíte, že by výuka angličtiny měla částečně probíhat v češtině, v jakých situacích by učitel angličtiny měl češtinu používat?

Nápověda k otázce: *Vyberte jednu nebo více odpovědí*

- Při zadávání instrukcí.
 Při vysvětlování gramatiky.
 Při překladu neznámých slov.
 Při řešení kázeňských problémů.
- Při organizaci třídy, např. zjišťování absence, rozdělování žáků do skupin/dvojic, zadávání a kontrola úkolu, rozdávání sešitů/pracovních listů.
 Při hodnocení žáků.
- Jiné (prosím specifikujte):

11 Myslíte si, že používání češtiny během výuky angličtiny může mít negativní vliv na jazykové schopnosti Vašeho dítěte? Pokud ano, jaký?

Nápověda k otázce: *Vyberte jednu odpověď*

- Ano, myslím si, že používání češtiny během výuky angličtiny může negativně ovlivnit jazykové schopnosti mého dítěte. Dítě může spoléhat na češtinu a minimalizovat tak používání angličtiny.
 Ne, nemyslím si, že používání češtiny během výuky angličtiny může negativně ovlivnit jazykové schopnosti mého dítěte. Pokud učitel používá efektivně, např. při překladu neznámých slov nebo vysvětlení gramatiky, tak je to v pořádku a může to pomoci dítěti k porozumění.
 Pokud učitel používá příliš často češtinu, může to jednak negativně ovlivnit jazykové schopnosti mého dítěte, ale také může ztratit motivaci k učení a používání angličtiny.
- Jiné (prosím, specifikujte):

12 Jakým způsobem vyučuje učitel/učitelka angličtiny Vašeho syna/dceru?

Nápověda k otázce: *Vyberte jednu odpověď*

- Výuka probíhá pouze v angličtině. Výuka je kombinací angličtiny a češtiny. Nemám zdání.

13 Souhlasíte s tímto přístupem výuky?

Nápověda k otázce: *Vyberte jednu odpověď*

- Ano Ne Nevím

14 Zde je prostor pro Vaše připomínky/názory:

Moc Vám děkuji za vyplnění dotazníku. V případě dotazů mě kontaktujte na katerina.hladka@zs-studanka.cz. Hezký den přeji.

Bc. Kateřina Hladká

Appendix no 16 – Parents' questionnaire – English version

Questionnaire for parents - English version

1 Gender

Nápověda k otázce: *Select one answer*

- Male Female

2 What is your highest level of education?

Nápověda k otázce: *Select one answer*

- Primary High school with high school diploma High school/Vocational school without high school diploma Higher vocational school
 University

3 Do you speak English?

Nápověda k otázce: *Select one answer*

- Yes, I do. Yes, partly. No, I don't.

4 Does your son/daughter feel like studying English?

Nápověda k otázce: *Select one answer*

- Yes, very much. Rather yes. It depends - sometimes yes, sometimes no. Rather no. No.

5 In your opinion, what language should be used during the lessons of English at primary school?

Nápověda k otázce: *Select one answer*

- English only. English and Czech combination

6 How important is it to you that the teacher of English uses only English during the lessons of English?

Nápověda k otázce: *Select one answer*

- It is very important. It is important. It is not very important. I do not have an opinion on it.

7 Do you think that young learners can acquire English more when the teacher communicates only in English?

Nápověda k otázce: *Select one answer*

- Yes No

8 According to you, what are the advantages when the teacher communicates exclusively in English with young learners during the lessons of English?

Nápověda k otázce: *Select one or more answers*

- Young learners acquire vocabulary faster.
- Young learners can communicate fluently in English.
- Young learners improve their skills (speaking, writing, reading, listening).
- The development of sociocultural competence of young learners (young learners learn more about the target language culture, they know what and when to say to people in different situations).
- Young learners are exposed to authentic language use.
- Others...

9 According to you, what are the disadvantages when the teacher communicates exclusively in English with young learners?

Nápověda k otázce: *Select one or more answers*

- Young learners do not have to understand.
- It is complicated to deal with discipline problems in English.
- It is complicated to manage the classroom in English (e.g. checking attendance, pair/group division, testing, assessing and checking homework).
- Young learners can get frustrated because they do not understand and do not know what to say in English.
- Young learners might feel nervous and insecure when using English.
- Others...

10 If you think that Czech should be a part of lessons of English, in what situations should the teacher use Czech during lessons of English?

Nápověda k otázce: *Select one or more answers*

- Instructions.
 Grammar explanation.
 Translation of unknown words.
 Classroom discipline.
- Classroom management (checking attendance, pair/group division, testing, assessing and checking homework).
 Feedback.
- Others...

11 Do you think that using Czech during lessons of English can have a negative impact on your son/daughter's language skills? If yes, which one?

Nápověda k otázce: *Select one answer*

- Yes, I think so. Using Czech can affect my son/daughter's language skills. He/she can rely too much on Czech and minimize the usage of English.
 No, I don't think that using Czech can affect my son/daughter's language skills. If Czech is used effectively (e.g. when explaining grammar or translating unknown words), then it is ok because it can help children to understand better.
 If the teacher overuses Czech, not only it can affect my son/daughter's language skills but my son/daughter can be demotivated to learn and use English.
- Others...

12 How does your son/daughter's teacher of English teach?

Nápověda k otázce: *Select one answer*

- She teaches only in English.
 She uses the combination of English and Czech.
 I have no idea.

13 Do you agree with the teacher's method of teaching?

Nápověda k otázce: *Select one answer*


- Yes, I do.
 No, I don't.
 I do not know.

14 If you have any further comments or opinions, write them below.

Appendix no 17 – Non-standardized test

Project

Unit 3 Name: _____ Mark: ___/50

1  Listen and answer the questions.



How old is Mandy?

She is twelve.

1 How many brothers has she got?

2 What pets have they got?

3 What's her brother's pet's name?

4 What's her best friend's name?

5 Who are The Colossal Oranges?

_____ 10

2 Read the text and answer the questions.

Hi, My name's Katy. Actually my full name is Katherine Poulter. Katy is my nickname. It's short for Katherine. I'm in year 8. There are twenty-eight students in my class. We wear a uniform at my school. It's red and grey.

Our school day is from 9.00 to 3.45. My favourite subject is History. Our History teacher Mrs Buckland is very nice. We've got double History on Wednesdays. Wednesdays are my favourite day! We haven't got classes on Saturday and Sunday. There are usually some sports matches on Saturday morning.

I've got two sisters. Their names are Lindy and Rachel. Lindy is ten and Rachel is six. Rachel has got a hamster. Lindy has got a fish. I've got a rabbit. It's black and white. It's got long, black ears. It's name is Barney. I've got an MP3 player and a radio in my bedroom. I haven't got a television.

What colour is Katy's uniform?

Her uniform is red and grey

1 What is her favourite subject?

2 Has she got classes on Saturday?

3 How many sisters has she got?

4 What pet has Katy got?

5 What has she got in her bedroom?

_____ 10

3 Choose the correct words.

We **hasn't** / **haven't** got a DVD player.

1 I **has** / **have** got a camera.

2 Nick **has** / **have** got an MP3 player.

3 They **hasn't** / **haven't** got a pet rabbit.

4 We **has** / **have** got some DVDs.

5 Angela **hasn't** / **haven't** got a watch.

_____ 5

4 Complete the words and phrases. Choose from these words.

phone car ~~console~~ player player board

a games console

1 mobile _____

2 a DVD _____

3 a remote-controlled _____

4 an MP3 _____

5 a skate _____

_____ 5

Be careful with a/an.

old big ~~new~~ white thin good



This is a car.
This is a new car.



1 This is a shirt.



2 This is a bag.



3 This is a camera.



4 He is a student.



5 It's an MP3 player.

_____ 5

6 Match words 1-5 with pictures A-F.

- | | | | |
|----------|-------------------------------------|--------|--------------------------|
| horse | <input checked="" type="checkbox"/> | 1 dog | <input type="checkbox"/> |
| 2 snake | <input type="checkbox"/> | 3 fish | <input type="checkbox"/> |
| 4 budgie | <input type="checkbox"/> | 5 cat | <input type="checkbox"/> |



C



D



E



F



_____ 5

7 Choose the odd word out.

PE Thursday English RE

- French Maths MP3 player Geography
- Citizenship ICT Science rabbit
- Physics pencil History Design and Technology
- Monday Art and Design French Maths
- Chemistry Music RE ninety

_____ 5

8 Correct the mistakes in the dialogue.

- Meg** ~~Have you~~ an Internet friend?
Have you got an Internet friend?
- Anna** (1) Yes, I have. His name Hamish.

- Meg** (2) Where he from?

- Anna** (3) He's from Australia. He've got two brothers.

- Meg** (4) Has got he a pet?

- Anna** (5) Yes, he has. He's three parrots!

_____ 5

RULES


- 1) Stay in your seat unless you have permission to get up.
- 2) Raise your hand to speak.
- 3) Speak English more than Czech.
- 4) Use Czech ONLY when you don't know what to say in English.
- 5) Don't laugh at anybody's mistakes. Mistakes are ok, we learn from them.
- 6) Come to class prepared.
- 7) Pay attention and do your best.
- 8) Always respect your teacher and classmates.
- 9) Finish classwork and homework in a timely manner.
- 10) Help classmates when they need it.
- 11) Don't come late to class.
- 12) Keep the classroom clean.
- 13) Use kind words.
- 14) No food during the lesson.



Appendix no 19 – Sample learners' answers (non-standardized test)

Unit 3

1 Listen and answer the questions.



How old is Mandy?
She is twelve.

1 How many brothers has she got?
SHE HAS GOT 1 BROTHER

2 What pets have they got?
THEY HAVE GOT A CAT

3 What's her brother's pet's name?
HE HAS GOT A HAMSTER


4 What's her best friend's name?
SHE BEST FRIEND'S NAME IS JAVKI

5 Who are The Colossal Oranges?

10

Unit 3

1 Listen and answer the questions.



How old is Mandy?
She is twelve.

1 How many brothers has she got?
MANDY HAS 1 BROTHERS

2 What pets have they got?
CAT FLAPE.


3 What's her brother's pet's name?
HAMSTER

4 What's her best friend's name?

5 Who are The Colossal Oranges?

10

2 Read the text and answer the questions.



How old is Mandy?
She is twelve.

1 How many brothers has she got?
ONE

2 What pets have they got?
CAT

3 What's her brother's pet's name?

4 What's her best friend's name?

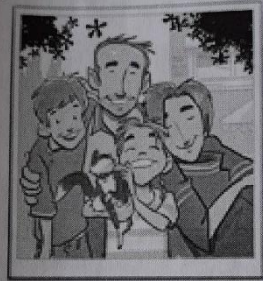
5 Who are The Colossal Oranges?

10

Project

Unit 3

1 Listen and answer the questions.



How old is Mandy?
She is twelve.

1 How many brothers has she got?
I GOT A ONE BROTHER.

2 What pets have they got?
CAT

3 What's her brother's pet's name?
HAMSTER

4 What's her best friend's name?
JAMES

5 Who are The Colossal Oranges?

10

Mark: ___/50

What colour is Katy's uniform?
Her uniform is red and grey

- 1 What is her favourite subject?
favourite subject is History
- 2 Has she got classes on Saturday?

- 3 How many sisters has she got?
she got a two sister
- 4 What pet has Katy got?

- 5 What has she got in her bedroom?

___ 10

3 Choose the correct words.

Mark: ___/50

What colour is Katy's uniform?
Her uniform is red and grey

- 1 What is her favourite subject?
KATY HISTORY TEACHER MRS BUCKLA
- 2 Has she got classes on Saturday?

- 3 How many sisters has she got?
SHE HAS GOT A TWO SISTERS.
- 4 What pet has Katy got?
KATY HAS GOT RABBIT
- 5 What has she got in her bedroom?
KATY HAS GOT MP3 PLAYER AND RADIO.

___ 10

3 Choose the correct words.
 We hasn't / haven't got a DVD player.

Mark: ___/50

What colour is Katy's uniform?
Her uniform is red and grey

- 1 What is her favourite subject?
HISTORY
- 2 Has she got classes on Saturday?
SPORTS MATCHES IN THE MORNIG.
- 3 How many sisters has she got?
I'VE GOT TWO SISTER,
- 4 What pet has Katy got?
I'VE GOT RABBIT.
- 5 What has she got in her bedroom?
I'VE GOT MP3 PLAYER AND A RADIO,

___ 10

3 Choose the correct words.
 We hasn't / haven't got a DVD player.

- 1 I has / have got a camera.
- 2 Nick has / have got an MP3 player.
- 3 They hasn't / haven't got a pet rabbit.

Mark: ___/50

What colour is Katy's uniform?

Her uniform is red and grey

1 What is her favourite subject?

HISTORY

2 Has she got classes on Saturday?

SPORTS

3 How many sisters has she got?

2

4 What pet has Katy got?

BARNEY

5 What has she got in her bedroom?

RADIO

10

3 Choose the correct words.

We hasn't / haven't got a DVD player.

1 I has / have got a camera.

3 Choose the correct words.

We hasn't / haven't got a DVD player.

1 I has / have got a camera.

2 Nick has / have got an MP3 player.

3 They hasn't / haven't got a pet rabbit.

4 We has / have got some DVDs.

5 Angela hasn't / haven't got a watch.

3 Choose the correct words.

We hasn't / haven't got a DVD player.

1 I has / have got a camera.

2 Nick has / have got an MP3 player.

3 They hasn't / haven't got a pet rabbit.

4 We has / have got some DVDs.

5 Angela hasn't / haven't got a watch.

5

4 Complete the words and phrases. Choose from these words.

phone car console ~~player~~ player board

- a games console
- 1 mobile phone
 - 2 a DVD player
 - 3 a remote-controlled car
 - 4 an MP3 player
 - 5 a skate board

Complete the words and phrases. Choose from these words.

~~phone~~ ~~car~~ console ~~player~~ ~~player~~ ~~board~~

- a games console
- 1 mobile phone
 - 2 a DVD player
 - 3 a remote-controlled car
 - 4 an MP3 player
 - 5 a skate board

5 Add the correct adjective to the sentence
Be careful with a/an.

old big new white thin good



This is a car.
This is a new car.



1 This is a shirt.
THIS IS A THIN SHIRT.



2 This is a bag.
THIS IS A BIG BAG.



3 This is a camera
THIS IS AN OLD CAMERA



4 He is a student.
HE IS A GOOD STUDENT.



5 It's an MP3 play
IT'S AN WHITE MP3 PLAYE R



This is a car.
This is a new car.



1 This is a shirt.
THIS IS A THIN SHIRT



2 This is a bag.
THIS IS A BIG BAG



3 This is a camera.
THIS IS AN OLD CAMERA



4 He is a student.
HE IS A GOOD STUDENT



5 It's an MP3 player.
IT'S AN WHITE MP3 PLAYE R

5

6 Match words 1-5 with pictures A-F.

- | | | | |
|----------|----------|--------|----------|
| horse | <u>B</u> | 1 dog | <u>F</u> |
| 2 snake | <u>E</u> | 3 fish | <u>D</u> |
| 4 budgie | <u>A</u> | 5 cat | <u>C</u> |

Project Fourth edition

6 Match words 1-5 with pictures A-F.

- | | | | |
|----------|----------|--------|----------|
| horse | <u>B</u> | 1 dog | <u>F</u> |
| 2 snake | <u>E</u> | 3 fish | <u>D</u> |
| 4 budgie | <u>A</u> | 5 cat | <u>C</u> |

Correct the mistakes in the dialogue.

Meg Have you an Internet friend?

Have you got an Internet friend?

Anna (1) Yes, I have. His name Hamish.

YES, I HAVE. HIS NAME IS HAMISH

Meg (2) Where he from?

WHERE IS HE FROM

Anna (3) He's from Australia. He've got two brothers.

H'S FROM AUSTRALIA. HE GOT TWO BROTH

Meg (4) Has got he a pet?

HE HAS GOT A PET?

Anna (5) Yes, he has. He's three parrots!

YES HE HAS. HE GOT A THREE PARRO

_____	5
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8 Correct the mistakes in the dialogue.

Meg Have you an Internet friend?

Have you got an Internet friend?

Anna (1) Yes, I have. His name Hamish.

YES, I HAVE. HIS NAME HAMISH.

Meg (2) Where he from?

ER,

WHERE ARE YOU FROM.

Anna (3) He's from Australia. He've got two brothers.

HE IS A FROM AUSTRALIA.

Meg (4) Has got he a pet?

HAVE YOU GOT A PET.

Anna (5) Yes, he has. He's three parrots!

_____	5
-------	---

PE Thursday English RE

- 1 French Maths MP3 player Geography
- 2 Citizenship ICT Science rabbit
- 3 Physics pencil History Design and Technology
- 4 Monday Art and Design French Maths
- 5 Chemistry Music RE ninety

<u>4</u>	5
----------	---

3 Correct the mistakes in the dialogue.

Meg ~~Have you~~ an Internet friend?
Have you got an Internet friend?

Anna (1) Yes, I have. His name Hamish:

Meg (2) Where ~~he~~ from?

Where are from.

Anna (3) He's from Australia. He've got two brothers.

He's from Australia. He got two brothers.

Meg (4) Has got he a pet?

He got a pet.

Anna (5) Yes, he has. He's three parrots!

Resumé

Tato práce se zabývá používáním cílového a mateřského jazyka během hodin anglického jazyka na základních školách. Cílem práce je zjistit postoj učitelů, žáků a jejich rodičů k cílovému jazyku a zjistit v jakých situacích používají mateřský jazyk. Zároveň tato práce podporuje a vyzývá učitele angličtiny k exkluzivnímu používání cílového jazyka.

Úvod teoretické části práce je věnován kladům a potenciálním záporům využívání mateřštiny během hodin anglického jazyka na základních školách. Podstatná část se zabývá exkluzivním používáním cílového jazyka a jeho výhodami a nevýhodami. Na základě teorie je založen rozsáhlý výzkum této práce, který je proveden formou dotazníkového šetření u žáků, učitelů a rodičů, rozhovoru s učiteli a nestandardizovaným didaktickým testem.

Výsledky u žáků ukazují, že pokud jsou žáci obklopeni pouze cílovým jazykem, v mnohem větší míře ho i produkuje než žáci, kteří jsou vystaveni cílovému a mateřskému jazyku najednou. Výzkum také poukazuje na to, že pokud učitel angličtiny používá mateřštinu během svých hodin, žáci nemají velkou potřebu používat cílový jazyk, protože reflektují svého učitele. Nestandardizovaný didaktický test nepřináší žádné výrazné rozdíly mezi žáky, kde učitel vyučuje pouze v cílovém jazyce, a žáky, kde učitel vyučuje jak anglicky, tak česky. Bylo by potřeba delší časové období ke zkoumání a následné vyhodnocení získaných dat, což je zmíněno i v limitech výzkumu.

Většina učitelů používá mateřský jazyk během výuky anglického jazyka, a to převážně při vysvětlování gramatiky, překladu neznámých slov, řešení disciplíny, organizace třídy či hodnocení žáků. Tyto situace jsou zmíněny i v teoretické části a jedná se o doporučené situace, kdy by se měl mateřský jazyk používat. Nicméně, tato práce a výzkum přináší návrhy, jak učitelé mohou mateřský jazyk ze svých hodin vyloučit nebo alespoň redukovat na minimum.

Rodiče v dotazníkovém šetření uvádějí a schvalují, aby učitelé angličtiny na 1. stupni základních škol používali i mateřský jazyk během výuky. Mnoho rodičů si myslí, že pokud jsou žáci vystaveni pouze cílovému jazyku, přináší to frustraci nebo nepochopení.

Tato diplomová práce slouží jako ucelený celek k podpoře výhradního používání cílového jazyka a přináší doporučení a opatření, které ho podporují a tím eliminují/redukuje využívání mateřského jazyka.

Anotace

Jméno a příjmení:	Kateřina Hladká
Katedra nebo ústav:	Ústav cizích jazyků
Vedoucí práce:	Mgr. Josef Nevařil, Ph.D
Rok obhajoby:	2023

Název práce:	Použití cílového a/nebo mateřského jazyka v hodinách anglického jazyka na základních školách
Název v angličtině:	The usage of the target language and/or the mother tongue in English classes at primary schools
Anotace práce:	Tato práce se zabývá používáním cílového a/nebo mateřského jazyka v hodinách anglického jazyka na 1. stupni základních škol. Hlavním cílem této práce je prozkoumat postoj žáků, učitelů a rodičů k výhradnímu používání cílového jazyka. Současně je tato práce podporuje a vyzývá učitele k výhradnímu používání cílového jazyka na hodinách anglického jazyka. Teoretická část se věnuje používáním mateřského a cílového jazyka, jejich výhodami a nevýhodami. Výzkumná část zkoumá postoje žáků, učitelů a rodičů k výhradnímu použití cílového jazyka a kdy žáci a učitelé upřednostňují použití mateřského jazyka. Data byla získána dotazníkovými šetřeními, rozhovorem s učiteli anglického jazyka na 1.stupni ZŠ Studánka. Obě části této práci prezentují techniky k eliminaci/redukci mateřského jazyka z hodin anglického jazyka na 1.stupni základních škol.
Klíčová slova:	cílový jazyk, mateřský jazyk, žáci, angličtina, čeština, učitelé
Anotace v angličtině:	This thesis deals with the target language use and/or the mother tongue use in English lessons at primary schools. The main objective of this thesis is to examine young learners', teachers', and parents' attitudes towards the exclusive target language use. At the same time, it is aimed at encouraging and enhancing the exclusive target language use in English foreign classes at primary schools. The theoretical part depicts the mother

	tongue use and the target language use in English foreign classes and its advantages and disadvantages. The research part analyses young learners', teachers', and parents' views of the exclusive target language use and when they prefer to use the mother tongue in English foreign classes. Data were collected through questionnaires. Additionally, the primary teachers of English at ZŠ Studánka were interviewed to gain more complex view. Both theoretical and research parts present techniques for solving everything in the English foreign classes in the target language to reduce/eliminate the mother tongue use.
Klíčová slova v angličtině:	target language, mother tongue, young learners, English, Czech, teachers
Rozsah práce:	200 stran
Přílohy vázané v práci:	<p>Příloha 1: Metody a přístupy k výuce anglického jazyka</p> <p>Příloha 2: RVP ZŠ – anglický jazyk</p> <p>Příloha 3: Disciplína ve třídě</p> <p>Příloha 4: Organizace třídy</p> <p>Příloha 5: Angličtina ve třídě/Classroom English</p> <p>Příloha 6: Hodinová dotace na ZŠ Studánka</p> <p>Příloha 7: Dotazník pro žáky 4.C v češtině</p> <p>Příloha 8: Dotazník pro žáky 4.C v angličtině</p> <p>Příloha 9: Dotazník pro žáky 4.D v češtině</p> <p>Příloha 10: Dotazník pro žáky 4.D v angličtině</p> <p>Příloha 11: Souhlas zákonného zástupce</p> <p>Příloha 12: Dotazník pro učitele angličtiny v češtině</p> <p>Příloha 13: Dotazník pro učitele angličtiny v angličtině</p> <p>Příloha 14: Semi-strukturované interview pro učitele</p> <p>Příloha 15: Dotazník pro rodiče v češtině</p> <p>Příloha 16: Dotazník pro rodiče v angličtině</p> <p>Příloha 17: Nestandardizovaný didaktický test (Project Test)</p> <p>Příloha 18: Třídní pravidla</p> <p>Příloha 19: Ukázky odpovědí žáků v testu</p>
Jazyk práce:	angličtina