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Role mateřského jazyka ve výuce anglického jazyka

The role of the mother tongue in ELT

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Prohlašuji, že jsem závěrečnou práci vypracoval samostatně a použil jen uvedených pramenů a literatury.

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vlastnoruční podpis

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List of abbreviations

CLT	communicative language teaching
ELT	English language teaching
FLT	foreign language teaching
L1	first language
L2	second language
MT	mother tongue
NESTs	native English speaker teachers
non-NESTs	non-native English speaker teachers
non-NSTs	non-native speaker teachers
NSTs	native speaker teachers

ABSTRACT

This thesis deals with the mother tongue and its role in English language teaching. The major objective is to find out whether the mother tongue should be used in ELT classes, and if yes, to what extent and under what circumstances. The theoretical part discusses various ways of presenting language items, gives insights into methods of teaching foreign languages from historical perspective, summarizes current discussions about the use of mother tongue in English classes, studies learner and teacher beliefs as well as their reasons for including their mother tongue in English classes. Advantages and disadvantages of doing so are then discussed, ways of making learners use the target language more in the classroom proposed, and ideal ratio between the use of L1 and L2 in such environment tried to be suggested. Differences between native speaker and non-native speaker English teachers are debated, as well. Views of English teachers, pupils and future teachers (university students of English language teaching) about the problematics are presented and analysed based on their questionnaire answers. Also, two coursebooks are examined with respect to their attitude towards the use of MT.

Introduction

Heated discussions about the appropriateness of incorporation and use of mother tongue in English language teaching and learning have been led over the past decades. Last centuries sparked with various methods either working with mother tongue, or such that avoid it. Current trends, however, show more and more authors dealing with this issue in their books and articles as they start to criticize the outdated views on language teaching and realize that mother tongue plays a role in it. It is definitely common for one to observe that Czech teachers often use and take advantage of their mother tongue in English lessons. Although most of the resourced authors write about terms such as mother tongue, target language, L1 or L2, the information is transferable and applicable to all languages. This thesis concerns the mother tongue being Czech, and English as the target language.

The theoretical part describes methods that were/have been used from historical perspective to see which of them worked/work with mother tongue, and to present their key aspects as well as their application to language teaching. Differences between L1 and L2 acquisition are briefly discussed at the very beginning. Various means of presenting language items – be it verbally or non-verbally – with respect to the use of mother tongue are dealt with. A special chapter is dedicated to delineate current discussions about the use of mother tongue in English classes. Chapters concerning learner and teacher beliefs about language learning and teaching as well as reasons for using mother tongue of both of the groups follow. Substantial attention is paid to advantages and disadvantages of mother tongue employment. Ways of making learners use the target language in the classroom more are suggested and ideal ratio between the

use of mother tongue and target language is tried to be proposed. At the end, differences between native and non-native English speaker teachers are mentioned. The theoretical part thus provides all information necessary for the practical part which tries to find out what the role of mother tongue in English language teaching and learning is.

To do so, the practical part analyses questionnaires taken by English teachers, 9th grade elementary school pupils and university students of ELT. Their answers are presented and discussed, and the outcome is derived. To see how coursebooks work with mother tongue, two commonly used in Czech schools are examined and evaluated.

1. Theoretical part

The theoretical part presents topics essential for understanding the role of mother tongue in FLT/ELT classes. Beside different means of teachers' presentation of language items to their learners, it discusses the most commonly used methods of English language teaching, and/or it studies teachers' and learners' beliefs about L1 and L2 and their reasons for using their mother tongue in the classroom. A special chapter is dedicated to current discussions about the MT use. A significant part of the theoretical background constitutes of advantages and disadvantages of mother tongue in ELT. In the end, it gently touches the topic of English being a dominant language in lessons including ways of making students use the target language more, and a proposal of ideal ration between the two languages as well as the never-ending quarrel about competences of native and non-native English speaker teachers. But first, it is appropriate to take a quick look at the differences of how L1 and L2 are learnt/acquired. Although all written in this thesis is applicable to all languages studied as second, it is primarily meant to discuss English.

1.1 L1 vs L2 learning

There is no doubt that mother tongue is acquired much differently than L2 is learnt. Besides the two languages being stored in different parts of the brain, everyone can see the enormous disproportion of exposure to each of them. Children who are starting to speak usually live in an environment in which they hear the L1 throughout the whole day. The same amount of exposure is hardly to

be achieved in English classes where the teacher is the only proficient English speaker. (Butzkamm and Caldwell, 2009)

Also, children and adults learn languages differently. Adults approach learning with various strategies while children connect the L1 to particular settings (Cook, 2010). Ellis (1994, p. 107) lists several differences between L1 and L2 acquisition:

- children normally master L1 perfectly which L2 learners can only dream of
- children learning their mother tongue normally achieve complete success that is rare for L2 learners
- children develop clear intuitions about accuracy while L2 learners are unlikely to do so
- L2 learners need much help

Based on the above, L2 learners crucially need to be exposed to the language as much as possible, and need to be instructed and helped throughout the whole learning process. The exposure is usually carried out by teachers who present particular language items to their learners so they can learn and understand. Presentation techniques are dealt with next.

1.2 Presenting language items

This part of the thesis deals with techniques used for presentation of language items in English language teaching (ELT). Some of these techniques are presented in this particular chapter. Teachers may present language items either through the target language or via the mother tongue which they have in common with their learners. We do not, however, present items of the target language only through spoken word (verbal expressions), but also by different face expressions, mimes, gestures and other non-verbal ways as suggested by Rewell (1979). This statement is supported by Davies and Pearse (2000) who suggest combination of both verbal and non-verbal techniques when presenting new language items for it makes it easier for learners to really understand the meaning of a word, expression, phrase, sentence, grammar rule etc. They (Davies and Pearse, 2000) add that presenting in the target language can be supported by the abovementioned non-verbal expressions as well as by translation, demonstration and/or paraphrasing. Some of these techniques are introduced below. Verbal methods are discussed further in the thesis.

1.2.1 Demonstration

Demonstrations in ELT take place primarily by two means: performing actions and referring to objects. As Vale and Feunteun (1995) claim, illustrations and demonstrations are exceedingly important when it comes to teaching children a second language since they are used to receiving visual support when being talked to. This helps them understand the message an utterance conveys. On top of that, Vale and Feunteun (ibid.) state that “children grow up expecting their world is visual”, thus it is completely natural for learners to learn via visual aids

and action-based demonstrations for such techniques/methods may be beneficial in terms of their understanding of meaning. Vale and Feunteun (ibid.) go further and prompt situations which the technique of demonstration can be used in. According to them, it can be useful with regards to supporting understanding; expressing meaning; prompting reading, writing, speaking; making visual link between L1 and the target language (for purposes of this thesis English). In addition, Davies and Pearse (2000) agree on the usefulness of demonstrations in ELT and recommend supporting in-class instructions with actions. This means it is advisable to act out, for instance, opening a book while verbally instructing the learners to do so. Closely connected to this are gestures and mimes.

1.2.2 Gestures and mimes

Jane Revell (1979, p. 17) presents a variety of gestures that may be useful for teachers when communicating non-verbally: pointing to/at something, shaking head, shrugging, giving a thumbs up/down sign, or raising the index finger and putting it in front of the mouth to indicate they (the learners) are required to be quiet while saying so and hissing. Similarly, Davies and Pearse (2000, p. 7) imply using familiar gestures such as those we make when we say “Come here!” or “Stand up”.

1.2.3 Paraphrasing and translating

When learners struggle with understanding teachers often incline to paraphrasing the message. The Merriam-Webster¹ online dictionary defines such an act as “a restatement of a text, passage, or work giving the meaning in another form”. Davies and Pearse (2000) see benefit in using such phrases that are similar to learners’ L1 phrases. If paraphrasing does not bring success, we can translate the utterance into the mother tongue, although we risk disrupting the English environment set in class by doing so (see chapter 1.7.2).

If a communication is ought to be successful, it is obvious that it needs to be understood. Such techniques as mentioned above enable teachers to pass the meaning of an utterance onto their learners more effectively. They are often used with beginners who happen to have a low range of vocabulary. Several methods of teaching foreign languages from historical point of view are dealt with in the very next chapter.

¹ <https://www.merriam-webster.com/>

1.3 FLT/ELT methods – historical overview

Foreign languages in the past were learnt primarily by those who truly needed them but nowadays it is a colossal activity performed by many. Using the MT in L2 learning/teaching has been a top topic over the past years. Some authors advise to not use the MT when learning/teaching L2 while others assume it may contribute to efficient learning/teaching. (Cook, 2001)

This passage of the thesis introduces different methods for English language teaching (or teaching and learning any other foreign language) that discuss the use of the mother tongue and offers a brief historical overview of such methods. Although teaching/learning a foreign language with the help of the MT is not a modern attitude, some methods completely abandon it.

To understand where the taboo of using the mother tongue in L2 learning arises from, it is necessary to take a look on methods used in the 19th and 20th century as they are the centuries that abound with monolingual methods – those strictly using the target language only. At the time, foreign language learning was greatly influenced by behaviourists and their theory that saw the L1 as an obstacle or interference in L2 learning.

(Brooks-Lewis 2009)

1.3.1 Monolingual methods

1.3.1.1 The Direct Method

Unlike the Grammar Translation Method, the Direct Method tries to copy the way L1 is acquired. It was the leading methodology in the 20th century developed and popularized by Maximilian Berlitz. In fact, the Direct Method was

fundamental in such classes students of which spoke different MTs. (Deller and Rinvoluceri, 2002)

What is common for this method is the frequent use of demonstration with objects and actions, gestures, mimes (see 1.2.1 and 1.2.2). Following the method, the target language is never translated nor does it use the MT. The learners' MT is considered unnecessary for teaching/learning L2/the target language. The method focuses on active use of the target language as it stresses out the need of improving oral communicative skills. In class, the target language is commonly used for giving instructions. A constant interaction between a teacher and learners and among learners in the target language is recommended. (Richards, 1991)

1.3.1.2 The Audiolingual Method

The principle of this method that was invented during and bloomed after the World War II is to mechanically memorise utterances and drill dialogues in L2. It puts emphasis on studying grammatical structures and avoiding the use of the mother tongue. (Cook 2001)

1.3.1.3 Communicative Language Teaching

The CLT method appeared in 1970s as a new approach to language teaching. It quickly spread around the globe and replaced old-fashioned methods such as Audiolingualism (1.3.1.2) or the Direct Method (1.3.1.1). The importance of

grammar in FLT and learning was questioned. Attention shifted from grammatical competence to the skills and knowledge needed to use all aspects of language for different communicative purposes (e.g. making requests, giving advice, making suggestions, etc.). Thus, it was communicative competence what was desired to achieve. This concept “*included knowing what to say and how to say it appropriately based on the situation, the participants, and their roles and intentions*” (Richards, 2006, p. 9). Thanks to this method, many teachers in the 70s and 80s started to rethink their teaching and their syllabuses as well as their classroom materials (ibid.).

In order to develop learners’ communicative competence, incorporation of the following language aspects into syllabuses was suggested:

- *purposes* – e.g. business purposes, work purposes
- *setting* – e.g. in a restaurant, in a shop
- *role* – e.g. a visitor in a foreign country
- *communicative events* – e.g. making a phone call, casual conversation at a party
- *language functions* – e.g. making requests, asking directions
- *other*

(van Ek and Alexander, 1980 in Richards, 2006)

1.3.2 Bilingual methods

1.3.2.1 The Reading Method

The reading method or reading approach came about in 1930s as a reaction to, or a shift from, the Direct Method (see 1.3.1.1) since quality language teachers

were hard to find at that time. It also emerged because of the arrival of standardized testing. Language taught using this method was not studied because people wanted to be able to communicate with natives when abroad but simply to understand just a little bit of it. As it is apparent from the name, the method focused particularly on reading. Only that vocabulary and grammar needed to understand a certain text was taught. (Arizona State University, n.d.)

Vocabulary was considered much more important than grammar. Texts for beginners contained only a limited number of easy words, and then the vocabulary expanded. Students were not supposed to learn difficult grammar structures, but just to be aware of some rules. It put emphasis on overall comprehension, not much digging into the essence of a language. (Mora, n.d.)

Students usually took turns in reading aloud given texts. Other types of teaching and learning activities include: skimming, scanning, extensive reading or intensive reading. (Anggraini and Lianasari, 2011)

1.3.2.2 The Grammar Translation Method

The key element of this method is translation. It was born in the 18th century and stayed influential throughout the 19th century. Unlike the Direct Method (see 1.3.1.1) that concerns mostly vocabulary, the Grammar Translation Method aims on studying structures of grammar. This method is also centred on the written form of language due to which it was criticized for lacking oral interaction. (Howatt, 1984)

Grammar rules are learnt and exercised via diversified translation activities. L1 and L2 are commonly compared to show similarities between both languages in order to make L2 more comprehensive to learners. (Richards and Rodgers, 1991)

The Grammar Translation Method was criticized by the Reform Movement for its absence of spoken interaction as well as for not working with texts but example sentences. The Reform Movement did not think of translation as an appropriate type of exercise and favoured oral methods instead. The Reform Movement teachers, however, could use the MT when glossing new vocabulary or when explaining new grammar for most of them were not native speakers themselves. (Howatt, 1984)

There is a significant number of other methods of teaching and learning foreign languages. Some of them suggest and are based on using the L1 while supporters of other methods do not recommend it for some reasons. Methods for teaching English as a foreign language (TEFL) keep evolving and it is undisputedly difficult to state that one is better than the other or to say which one is the best. It should be left upon teachers to choose such methods that best fit their needs and the needs of their students. Diversification of used methods is advised.

The following chapter provides a look at current discussions led among teachers, learners and other people concerned about the use of the MT in the classroom, and tries to suggest an ideal degree to which the MT should be used as well as an ideal proportion between L1 and L2/the target language.

1.4 Current discussions

The idea of teaching L2 in the target language stems primarily from two impulses teachers and linguists have come across: to maximize the amount of the target language used in the classroom and the belief that teaching and learning were based on the model of L1 acquisition. The second impulse has been denied by Butzkamm and Caldwell (2009) who claim that the acquisition of the mother tongue cannot be copied and pasted onto the process of L2 learning.

To make a link with the previous chapter, several possible causes of why the use of L1 gets little attention introduced by Atkinson (1989) are mentioned below:

- People think of the use of L1 being connected with the Grammar Translation Method (see 1.3.1) – which is true – however, it does not mean that the target language is utterly omitted, in fact, learners are allowed to use it when they find themselves in a difficult situation in which they cannot express themselves through the target language.
- Many of those teachers who were taught through monolingual methods adopt this way of teaching in their practice, too.
- It is widely believed that successful learning occurs when communication takes place in the target language, thus the right way of teaching/learning a foreign language is teaching/learning in it.

Later, Atkinson (1993) clarifies his stance by stating that *“every second spent using the L1 is a second not spent using English! – And every second counts”* (p.12). This statement may explain some teachers’ positive attitude toward using

monolingual methods only. Such teachers apparently assume that a language is best learnt in its strictly natural environment.

Monolingual approach towards ELT is – according to Phillipson (1992) – based on dominant linguistic principles – “fallacies”. He introduces five of them:

- 1) Monolingual fallacy – the best way to teach and learn English is to use the target language only
- 2) Native Speaker fallacy – A native speaker teacher is the ideal teacher of English
- 3) Early-start fallacy – to achieve as good results as possible, it is important to start early
- 4) Maximum-exposure fallacy – the results are directly proportional to the amount of English taught
- 5) Subtractive fallacy – the more mother tongue is used, the lower will standards of English drop

Understandably, these monolingual principles are supposed to increase the efficiency of the acquisition of the target language via its maximum use in the classroom. This approach aims to exclude the mother tongue as well as non-native English speaker teachers to diminish exposure to L1 for it is seen as a barrier to L2 learning. (Cook, 2001)

Tian and Macaro (2012) inform that the discussion about the use of L1 when teaching and learning L2 was opened in the 1990s. Since then, nobody seems to have answered the question whether we should use the MT in class or not, nor has anybody proposed a universal solution to the issue. Different authors share different beliefs and ideas that do not often go along but rather sheer off from one another; however, the trend of the last decades shows the effort to minimize the use of the MT in L2 teaching. On the other hand, Cook (2001)

figures that using the L1 may have a positive impact on the improvement and development of existing teaching methods as well as it may lead to innovations on the field of methodology. Butzkamm and Caldwell (2009) add that “*any use of the MT needs justifying, simply because we do not learn any language by mostly using another one*”. (p. 25)

A question that arises about the issue nowadays is not *if* to use the MT but *when, how* and *how much* the MT should be incorporated in teaching. In the past, authors agreed on the need of the MT being avoided, later on, they kept ignoring it, and these days, they seek for suitable utilizations of the MT in L2 teaching and learning (Sampson 2011).

Butzkamm and Caldwell (2009) claim that the MT “*should be employed regularly and systematically, and in its fullest form where that is appropriate*” (p. 25). Where that is appropriate is studied further in this text (see 1.7.1).

To sum up, there are various standpoints towards the use of the mother tongue with regards to L2 teaching/learning. Historically, the attitudes changed. At first, the MT was tried to be avoided as much as it could and was quite ignored. Nowadays, authors discuss the potential benefits it can have on language learning and it is becoming a significant part of ELT.

1.5 Learner and teacher beliefs

This passage takes focus on learner and teacher beliefs. It is widely agreed that teachers' beliefs influence the methods or approaches they apply to their language teaching. Attitudes, motivation and/or the proficiency of the target language, on the other hand, are strongly determined by beliefs learners have. Possible sources of beliefs of both teachers and learners are introduced.

1.5.1 Learner beliefs

Authors agree that learning a language is affected by learners' beliefs, therefore studying them is essential when researching principles of language learning. Especially those learner beliefs that are related to the use of the MT and strategies of learning concerning the MT represent one of the key elements of the research part of this thesis. It is truly problematic to measure effectivity in L2 learning and teaching, thus learner beliefs may provide us a good information basis for exploring the processes of learning and teaching.

As an important learner characteristic, learner beliefs were introduced in the early 1980s. Wenden (1986/87) lists three general categories of learner beliefs:

- 1) use of the language – 'learning in a natural way'
- 2) beliefs relating to learning about the language – beliefs about the importance of learning vocabulary and grammar
- 3) the importance of personal factors – feelings about learning, self-concept, the talent for learning (ibid.)

Learner beliefs are seen as a substantial characteristic of a learner by Oxford and Lee (2008): they are beliefs of the strategies learners employ, their attitudes, motivations, and their approach to as well as their success in L2 learning.

1.5.1.1 Sources of learners' beliefs

Ellis (1994) found – based on a research at Trinity College – that “*past experience, both of education in general and of language learning in particular, played a major role in shaping attitudes to language learning*” (p. 479). Another possibility, as Ellis (ibid.) suggests, is that learners' beliefs are determined by their cultural background; however, this thought is dismantled by Horwitz (1999) who states there is no sufficient evidence of learner beliefs being connected to learners' cultural background. Ellis (ibid.) adds that it is also possible that their beliefs are “*influenced by general factors such as personality and cognitive style*” (p. 479).

1.5.2 Teacher beliefs

The information, theories, values, stances/attitudes, expectations, and/or assumptions about learning and teaching are part of what we call belief system. Teachers build it up over time and bring it to classrooms (Richards, 1998). To better understand what is going on in the classroom, it is vital to investigate teachers' beliefs (Borg, 2001).

Teacher belief system is divided into *peripheral* and *core* (Green, 1971 and Pajares, 1992), whilst the second subsystem of beliefs is stable and “*exert a more powerful influence on behaviour than peripheral beliefs*” (Abdi & Asadi, 2015, p. 109). Paying attention to and distinction between the two subsystems may lead to improvement of the study of differences and relationship between teachers’ beliefs and practices (Phillips & Borg, 2009).

What teachers do and how they act in classroom is determined by their beliefs which also serve as a sort of filter via which teachers make judgements and decisions (see 1.5.2.2). (Shavelson & Stern, 1981)

1.5.2.1 Sources of teachers’ beliefs

Several authors have suggested several sources of teachers’ beliefs but, for sole purposes of this thesis, sources proposed by Kindsvatter, Willen, and Ishler (1988) are presented:

- *Teachers’ experience as language learners* – teachers form their beliefs about teaching by considering the way they were taught; all teachers happened to be learners themselves
- *Experience from teaching* – another source of teachers’ beliefs is their own teaching experience; they can try out different methods and see which one works best for their needs and, most importantly, for the needs of their learners
- *Teachers’ personality* – some teachers prefer using a certain method or activity over another just because it fits their personality
- *Experience from the school, parents, the government, and the local society* – particular methods or styles of teaching that are frequently used within

a school may be considered most effective and might be recommended by the school management to teachers to use; the government has also got a say in this as well as learners' parents who might suggest techniques that have previously worked with their children

- *Education-based or research-based principles* – teachers also derive their beliefs from what they have been taught in school or from different research on L2 acquisition, teaching methods, styles, techniques, ...

(ibid.)

1.5.2.2 Decision making

Teachers' decision making is a complex process. It is based on what teachers perceive as their learners' affective needs as well as their cognitive processes. With regards to the affective aspects and the use of the MT, teachers often tend to use the L1 in explanations to reduce the amount of stress on behalf of learners and thus create a harmonious atmosphere in the classroom and provide a more successful experience. (Copland and Neokleous, 2011)

In relation to the cognitive aspects, teachers use the MT to make sure their learners clearly understand the curriculum. This does not quite correspond with their beliefs that the input of the target language should be maximized. Complete understanding being crucial, a momentary steer from the use of the L2 may be helpful. (ibid.)

In education, learner beliefs play an essential role. They directly affect the process of learning and may have both positive and negative results depending on particular beliefs learners have. Their beliefs are influenced by teachers,

therefore talking to them about their learning strategies might be beneficial in terms of being provided advice how to maximize the outcome of their efforts. For this to successfully happen, teachers need to share their own beliefs that they have acquired from several sources with their learners (see 1.5.2.1). Making decision is a significant part of teachers' job for they have to make imminent and just decisions every day even in relation to the use of their and their learner's mother tongue in EFL classrooms for we know that there are many situations in which the MT might be used and be more effective than the target language. Reasons for using the MT are studied in the subsequent chapter.

1.6 Reasons for using the MT

The following paragraphs discuss possible reasons that learners and teachers have for including the mother tongue in English lessons. Although, as discussed in the chapters above, there are methods that use zero amount of the MT and teachers who deny its use, we now know that sometimes it is necessary. Some authors go even further and say that L2 learning can be built on the knowledge of the MT and experience learners have with it. Butzkamm (2003) proclaims that *“the mother tongue is the master key to foreign languages, the tool which gives us the fastest, surest, most precise, and most complete means of accessing a foreign language”* (p. 31). Nevertheless, what leads learners and teachers to use their MT in foreign language, especially English, lessons is taken a look on in this part of the thesis.

1.6.1 Learners' perspective

Butzkamm and Caldwell (2009) assume that learners, especially those in monolingual classes, feel no urgency towards the use of the MT in English lessons. They (ibid.) explain that learners always have another language to fall back on in monolingual environment. In such environment, learners often feel the studied language cannot be used in everyday life and lean on using the MT to, apart from other reasons, please the teacher by communicating with them. Incorporation of as authentic activities as possible may thus compensate the everyday life use. Most authors agree that, in order to provide a natural and authentic use, classroom management should be implemented in the target language. Harmer (2007) writes that when learners use their MT in activities such as role-play or discussion, they do so for they have tendencies to communicate in

the best way they can. This happens frequently with lower-level learners who are unable to express themselves in the target language. Such learners usually translate everything into their MT. Harmer (ibid.) figures that it is a natural way of foreign language learning. Mcloughin (2015) states that it is reasonable to switch into the MT to lower the amount of stress coming from the inability of using the target language in an English class.

Harmer (2009) presents several other tendencies that make learners use their mother tongue. Among translating tasks, instructions and whatever the teacher says for their classmates, he includes the necessity of using the MT by certain learners. Some of them get by learning an L2 in the target language while some need a support of the MT. Another cause Harmer (ibid.) presents is teachers' own MT use. When their learners hear them speak the MT instead of the target language, they often question the importance of speaking the studied language in the classroom.

A good point has been made by Paul Nation (2003) who claims that learner often dodge the target language because they feel embarrassed when they make a mistake. Not only the fear of making mistakes, for some learners, speaking a foreign language may just feel awkward as it does not correspond with their national identity. Atkinson (1993) gives an advice to teachers to assure their learners that making mistakes is an integral part of learning, and that they should definitely not feel embarrassed or scared.

Scrivener (2005) offers similar reasons. He lists the following:

- it is easier to speak the MT
- frequent errors in the target language
- fear of making mistakes
- teachers' pretense of not understanding their learners' own language

1.6.2 Teachers' perspective

The most common reasons of why teachers excessively use the L1, as Moeller and Roberts (2013) suggest, are insufficient language skills, careless approach to language teaching and fear of being misunderstood by their students. They (ibid.) also point out other situations in which teachers frequently lean towards the MT use: when they teach complex grammar (so to make sure learners comprehend all), when they give arduous instructions, when they deal with unruly learners, when checking for understanding or building relationships with the learners. The more the MT is spoken in the classroom, the more learners ignore the L2 for they know that a translation will be provided. Butzkamm and Caldwell (2009) claim that many a teacher have been "*misteaching languages*" (p. 16) and go as far as saying that teachers "*don't master the sophisticated and powerful bilingual techniques necessary to harness the linguistic resources of the learners for effective foreign language learning*" (p. 16). On the other hand, avoiding or even ignoring the MT may feel unnatural in monolingual classes (the teacher shares one MT with their learners), therefore acknowledging the existence of L1 provides a more natural environment, states Cook (2001).

In terms of the reason for comprehension, which is probably the most common reason for MT use, Atkinson (1993) admits that translation can be useful but must be used only when necessary. Teachers should not, however, translate immediately but rather say the utterance a few times more in a different manner and only then they can start thinking about translating.

Learning a foreign language does take time and effort and it is a long-lasting process. Thus, not comprehending a text right away is utterly understandable and teachers should ensure their learners of this fact as they do not have to feel embarrassed or futile when a mistake or an error is made. Since countless of non-native language teachers do not speak perfectly in the target language,

Atkinson (1993) advises them to not care too much about their own accuracy for it often leads to more and more mistakes. Their learners, especially those attending elementary school, have a very limited knowledge of the L2 so they cannot spot every mistake the teacher makes anyway, yet it is better for them to hear imperfect English at least than perfect in terms of grammar and vocabulary but slow, hesitant and tiresome (ibid.).

Teachers and learners have different reasons for using their mother tongue in the classroom. While the learners' concern primarily their insufficient knowledge about the target language, lack of oral skills in the language and fear of making mistakes, those of teachers are mostly connected to the needs of their learners, e.g. to help them understand better, and partly to their own poor language skills as well as to their irresponsible attitude towards teaching.

So far, this thesis has found that MT could be a useful tool and has its place in FLT. But it has its up-sides and down-sides, too. And for that reason, such advantages and disadvantages are examined in the next section.

1.7 Advantages and disadvantages of using MT

The following pages aim to summarize advantages and disadvantages that MT use in FL classes can have.

1.7.1 Advantages

As already indicated, there are situations in which the use of L1 can be beneficial. Use of mother tongue does not necessarily mean a failure of teachers or learners. When used adequately and in appropriate situations and parts of teaching, it can be a helpful tool in language learning and teaching, although, such involvement of learners' native language must be justified and reasonable (see 1.4). Certain classroom situations in which advantage of MT can be taken of are offered by Holthouse (2006) whose ideas, except for the last one (1.7.1.7), correspond with those of Atkinson (1989).

1.7.1.1 Discussions of classroom methodology

Learners may experience a degree of surprise when they get a new teacher and suddenly encounter new language teaching methods different from the previous teacher's ones. It is advised teachers acclimatize their learners to the demands of new learning environment. Probably the most elemental way of doing so is to inform learners about it by explaining some of the philosophical principles of L2 learning that underlie the future classroom activities they will be doing (ibid.). Harbord (1992) puts in that a considerable amount of demotivation on learners'

behalf may be caused by teachers not explaining a new approach their learners are unfamiliar with using L1. Students need to understand the reason and purpose of an activity, otherwise they are less likely to see the benefit of the activity, and moreover they may be led to believe it to be irrelevant. If they do see the benefit, however, they are more likely to engage in the activity more actively, and thus put a genuine effort into performing it. Atkinson (1989) who presents almost identical advantageous situations complements that all students should be allowed to express their thoughts about the used methodology. Since mostly young learners fail doing so in target language, saying it in mother tongue is an ideal solution.

1.7.1.2 Checking comprehension

Holthouse (2006) portrays a typical phenomenon that language teachers stumble upon every day in their practice. And that is telling learners something in target language, asking whether they have understood everything, watching them nod their heads in positive manner, and eventually, after a while, realizing that not much has been comprehended by at least some of them. Even this situation can be solved by translation or paraphrasing in MT. Although not completely, for we know that every use of MT bereaves learners of time L2 can be spoken (see 1.4), and because frequent translation is not considered an effective way of learning by many. Despite that, Holthouse (ibid.) suggest teachers say a sentence or an utterance in general in English and ask their learners how to say the same message in the native language of their own. Holthouse (ibid.) sees giving learners opportunity to observe structural similarities between L1 and L2 as an additional benefit of using MT for checking comprehension for, he writes, that *“they would probably come to notice the futility of relying solely on direct*

translation” (p. 33) from L1 to communicate in target language, and thus reinforcing the widely-agreed idea of studying and learning based on mutual analogies of two languages being quite useless and counterproductive (ibid.).

Atkinson (1989) adds that for checking comprehension, using MT in monolingual classes is far more effective than techniques used with multilingual classes. This is primarily due to learners’ low level of L2 which makes it difficult for them to express themselves in it. This is not, however, an evidence of misunderstanding.

1.7.1.3 Co-operation among students

There are times at which weaker learners experience troubles in understanding what the teacher has said in the target language. At such times, co-operation with their classmates in terms of translating and/or explaining, for instance a grammatical structure related to the main focus of a lesson, to them is reasonable. It is believed that those learners who discuss or compare their work to the work of their peers may gain a valuable insight about the target language. Harbord (1992) provides his thoughts on this: *“The advantages of such activities are so great that at lower levels it will be more beneficial to allow students to do this thoroughly in L1 than to do it tokenistically in L2 or not at all”* (p. 354). (Holthouse, ibid.)

Similarly, Atkinson (1989) notes that such situation occurs particularly with children who need as simple explanation as possible to understand an issue properly. They easily get lost in teacher’s complex explanations that quite often confuse them. In this case, the use of MT is just for young lower-level learners who can hardly analyse and discuss curriculum in L2.

1.7.1.4 Eliciting language

According to Holthouse (2006), mother tongue can be useful in terms of vocabulary building, as well. For example, teacher asks their learners how to say a certain (L1) word in English (or any other L2). Unlike gesturing, miming, demonstrating and/or explaining, this form of eliciting language can be much quicker. In the furious pace of dealing with curriculum throughout the school year, time is precious. And it would be wasteful to spend too much of it with intricate mimes and/or descriptions when it could be solved with a simple, uncomplicated translation. All of these claims are supported by Atkinson (1989) as well as Veselý (1970-1971) who insists that absolute exclusion of L1 may result in various complications and losing much of rare time.

1.7.1.5 Giving Instructions

Undoubtedly, learners need to be given every opportunity to hear as real English (or other target language) as much as possible. Classroom language, however, is a different genre characterized, as Sinclair and Coulthard (1975) claim, by Initiation, Response, and Feedback interaction sequence. This sequence cannot be found in other areas of life, thus it is not relatively important for learners (ibid.).

As Holthouse (2006) points out, giving instructions in target language is favourable for it “*amounts to genuine communication*” (p. 34). The problem is again with time (and understanding). When a more complex explanation of a task or an activity is being provided, there is a great chance that some learners will not comprehend the instructions, especially the young and absolute beginners. So mainly two options arise for a teacher: a) to insist on giving instructions in

target language and trying to formulate them differently; b) to incline towards the use of mother tongue. Holthouse (ibid.) suggests letting more proficient learners explain the instructions to their not so proficient classmates as they will, most probably, gain valuable insights (see 1.7.1.3). He also warns us about the type of learners who say they have understood when they actually have not.

Atkinson (1982) suggests progressive replacement of MT with L2 starting with a predominant use of mother tongue with starters, over a balanced proportion of the two languages, to a point in which L2 use outweighs MT with intermediate learners.

1.7.1.6 Development of useful learning strategies

It is a well-known struggle that a person who has learnt a foreign language has used to translate every word after word in their mind. They often get to a point when they cannot remember or do not know a word in target language so they turn to the teacher to help them out. If learners ever speak with a foreigner who is unable to speak their MT, they will not have anybody to turn to, to help them, and therefore it is important that learners and teachers endeavour to find ways how to cope with such situation. (Holthouse, 2006)

Holthouse (2006) presents an activity through which students learn to deal with such difficulties. He divides them into groups of three, two of which lead a conversation with one another, while the third one takes notes. The two are allowed to use MT when they find themselves unable to express an utterance in L2. The note-taker writes down all MT instances. Each group then discusses possible alternatives to replace MT with L2.

1.7.1.7 Generating positive atmosphere

Holthouse (2006) mentions a research done by Critchley (2002) which has found that *“students who like and respect a teacher are far more likely to respond with greater overall effort in his or her class, to actually learn more, and to maintain a positive attitude to that subject years after graduating from that particular teacher’s class.”* (Holthouse, 2006, p. 35)

When teachers face lower-level and/or unmotivated students who are unable of leading a meaningful conversation in English, they can work towards a brief overview through the mother tongue as to generate a positive atmosphere in the classroom that will likely motivate the students into trying harder and studying more. (Holthouse, 2006, p. 35)

1.7.1.8 Other situations suitable for MT use

Atkinson (1989) lists several other instances in which the use of mother tongue may have positive impact. They run as follow:

- Checking for sense

When students are asked to write, for example, an essay, they many a time come up with phrases or sentences that, simply put, do not make any sense. In that case, teachers may recommend changes and explain mistakes in the native language (shared by both teacher and students), usually with a help of translation of what a student has produced. Otherwise, learners will hardly

understand what they have done wrong, and thus their progress in L2 will be slowed down. (Atkinson, 1989)

- Testing

Incorporation of translation activities into tests can examine learners' capability of communicating in the target language in real-life situations, figures Atkinson (1989). He also believes the MT can effectivity of tests by providing task instructions in the mother tongue. (ibid.)

- Presentation and reinforcement of language

The mother tongue and the target language often share a number of similarities as well as differences. There are language items that learners can struggle with. In order to explain them accurately, translation is needed, says Atkinson (1989). This allows teachers to diversify their presentation of such language items. Presentation can thus be given in L2 so that more advanced learners hear the target language, and then translated into the MT for lower-level learners so they clearly understand an item.

Teachers can also let their students to compare the two languages to see differences and similarities both of them share. Vincent Ferrer (2011) has found in his research that cross-linguistic comparisons have their place in presentation of language, however – he stresses out – the use of such comparisons must be justified (a teacher must know when and where to use the technique) and should be only one of the many teachers' tools for presenting and explaining language items.

Mother tongue can also be used in the following situations that are not exclusively related to course: managing conflicts, confirming understanding, discussing policies and administrative information, praising etc. (Paker & Karaağaç, 2015)

1.7.2 Disadvantages

While most authors discuss benefits of MT use in the classroom, not many seem to be concerned about the negatives that unnecessary use of mother tongue can cause.

Those who support strict use of target language argue that communicating in mother tongue diverts the focus off L2 and that it threatens the learning process. Moreover, learners do not need to comprehend everything to get the message. Teaching entirely in the target language makes students perceive it to be real. Otherwise, teachers make their students unable to experience the target language (as in 1.4). (Macaro, 2001)

Mother tongue overuse impoverishes learners of all functions the L2 has. When used for social interaction, learners are exposed to the natural use of the language. In other words, mother tongue used for social contact makes learners unable to encounter a wide range of a language's features (Cook, 2001). This contradicts the idea presented in the last paragraph of 1.7.1.8.

Being used mostly for management, learners may view the classroom language as somewhat artificial, useless for real-life situations. Moreover, when they do not know how to say something in the target language, they can always count on the MT as a back-up (see 1.6.1). This may result in avoiding and refusing to use the L2. Seeing their learners struggle this much, teachers frequently tend to

translate everything for them, and thus, once again, they disrupt the English language environment in the classroom (see 1.2.3 and 1.6.2). When this happens too much, learners lose motivation to continue studying the language. Sampson (2011) offers another point of view on motivation. He claims that if a learner approaches the target language positively, it can result in them feeling rewarded even though they feel anxious when having to speak.

Atkinson (1987, p. 246) lists several potential negative outcomes of MT overuse:

- teachers and/or learners start to think they have not learnt and cannot learn anything of the language without translation
- even when learners are quite capable of sufficient communication in the target language, they still use the MT for it is easier and it gets things done
- students fail to see the importance of the L2 use in the classroom
- students and/or teachers do not see the contrast between form, semantics and pragmatics, which they overlook and simplify to translation

To conclude this chapter, mother tongue can be and often is a part of foreign language teaching. Although it may appear that the use of MT has more advantages than disadvantages, the biggest disadvantage – disruption of the English environment done by teachers' and/or learners' undisciplined behaviour – overpowers the advantages. It is fundamental for a teacher to be able to recognize situations in which MT will help and bring more benefit than harm. The last parts of this thesis deal with L2 (English) being a dominating classroom language. In the opposite case, ways of making learners use the target language are discussed. In the end, ideal ratio between L1 and L2 use is proposed.

1.8 English as a dominating language in the classroom

Butzkamm (2003) claims that nobody learns a language through another one, thus it is obvious that the target language must be used dominantly in the classroom. Atkinson (1993) offers a similar claim and that is that learners will not learn much English if another language is used more.

Atkinson (1993) stresses the importance of active listening as an opportunity for learners to check their knowledge about the target language/English. He also understands the necessity of consistent practice for practice makes perfect. Just like in other areas of life and learning, we can hardly achieve favourable results without responsible training. Atkinson (ibid.) then recognizes that when English is used for real communication in the classroom, learners acknowledge its relevance and do not see it as just another school subject they need to endure. Therefore, overuse of MT can make them feel as if they are not learning to communicate in the target language, but rather learning *about* the language. Additionally, he figures that “*Routine use of English helps learners adapt to ‘real’ situations outside the classroom*” (p. 12).

1.8.1 Ways of making learners use the target language in the classroom

Moeller and Roberts (2013) prompt several strategies to boost the learners’ use of L2 in their article *Keeping It in the Target Language*. Some of them are listed:

- “create a respectful community of learning that promotes risk taking
- use comprehensible input (visualization, gestures, non-verbal cues, prior knowledge)
- reward errors and celebrate self-correction

- exhibit enthusiasm for your students' learning
- teach grammar inductively – 'crack the code'
- personalize lessons by using stories and pictures from your real-life adventures
- connect curriculum to authentic lives of students" (ibid.)

Similarly, Nation (2003) gives advice to teachers who experience their students' excessive use of mother tongue instead of L2. His recommendations are related primarily to tasks as opposed to Moeller and Roberts' who base their strategies around teaching and/or teaching environment including connection to curriculum (1.8.1). He mentions that the given tasks should correspond with the learners' level of English and that teachers should give their students easier tasks first, then proceed to more advanced ones – complexity should be added gradually. Additionally, Nation (ibid.) suggests teachers use such in which the use of L2/English is unavoidable as well as assign similar or same tasks repeatedly, not just once. He also informs about the importance of explaining all the new grammar and vocabulary before teachers ask their students to do a task.

1.8.2 Ideal ratio between L1 and L2

It is understandably difficult to state the ideal balance of L1 and L2 used in the classroom; however, some clues have been noticed in the previous parts of this thesis.

Most authors agree that English should be the predominant language. Chapter 1.4 confirms this claim. Different teaching methods (as in 1.3) are a proof.

Despite this, teachers often come across certain situations in which the use of mother tongue is convenient. Such situations are discussed in 1.7.1. From what has been discussed so far, it follows that mother tongue should not be overused, thus it should be used only in situations requiring it (1.7.1) and the rest of the teaching and learning should be conducted in English (the target language).

If one wishes to learn a foreign language, they need to be exposed to it as much as possible. As we already know, some situations do not allow us that (see 1.6 and 1.7). If their students use very little target language in the classroom, they are advised to use strategies to make their students use it more (see 1.8.1). Based on this, it follows that mother tongue should be used only when necessary while the L2 should be kept as the main language in the classroom.

1.9 Native versus non-native English speaker teachers

Since the beginning of teaching and learning languages, people have been arguing whether native speakers are fundamentally better teachers than non-native speakers. It is genuinely difficult to decide. Even Atkinson (1993) thinks that it is pointless to say that one is better than the other. Moreover, there is no answer to such question. But both groups have their positives and negatives. These attributes are briefly examined below.

- Proficiency – native speaker teachers (henceforth NSTs), unlike a great deal of non-native speaker teachers (henceforth non-NSTs) do not need to worry about accuracy in their speech (Medgyes, 1992). He goes on to say that “non-native speakers can never achieve a native speaker’s competence” (p. 342).
- Students’ preference of NSTs – Kiczkowiak (2014) present this frequent argument that most students prefer NSTs, however, he has not found a single study to support this claim; studies, he says, rather show different teacher characteristics students’ value (e.g. being respectful, helpful etc.)
- Learning strategies – non-NSTs can give advice on successful language learning for they themselves have encountered similar obstacles and difficulties as their learners whom they can help prevent such inconvenience; non-NSTs are thus generally more empathetic to their students (Medgyes, 1994)
- Mother tongue – non-NSTs are free to make use of their students’ mother tongue when they experience struggles in understanding/expression in monolingual classes (Medgyes, 1994); in relation to mother tongue, there exists a phenomenon of negative transfer – Atkinson (1993) believes that mother tongue causes many errors and that it is upon the teacher to decode these errors with the help of the mother tongue they share with their students

Although it may seem that there are more pros on behalf of non-NSTs, they are often held behind by their language abilities that are incomparable to the proficiency of NSTs which is a big factor in terms of efficient teaching. What seems to be more important than all above is teachers' personal characteristics. When a teacher is disliked by their students, efficient learning is threatened.

1.10 Summary of the theoretical part

What follows from the findings in the theoretical part is that mother tongue plays an important role in English language teaching and learning. While it was seen as a crutch at first, the arrival of new methods and techniques made many broaden their horizons in terms of appropriate use and incorporation of mother tongue into EFL classes, especially those monolingual.

Unlike L1 which is acquired primarily by active listening and use of the language, learning an L2 is a winding road full of obstacles uneasy to surmount. Since most L2 learners do not happen to live in an environment in which the L2 is commonly spoken, teachers at schools of all stages teach them. To do so, they present curriculum/language items by various techniques, verbal and non-verbal.

Current discussions prove that mother tongue is no longer a taboo and that its occasional use may be appropriate, even beneficial. Authors, however, warn that it needs justifying and that teachers should be careful to not overuse it at all times.

Unwanted inclusion of MT can be caused by several reasons. Teachers and learners have their own that may or may not correspond with their beliefs about language teaching/learning. Sources of these beliefs vary. Teachers' beliefs are, for instance, rooted in their experience or personality while those of learners, on the other hand, may be influenced by their cultural background.

Many teachers nowadays embrace the use of mother tongue in a number of situations in which it is helpful. Still, we have to abide the rule of judicious and moderate use. The opposite may result in mother tongue becoming the main language, and steering attention away from L2. This can cause minimization of exposure to the target language, and therefore making learners believe that they do not have to use the language when experiencing struggles to express

themselves. No one actually learns a language effectively by using another one. To decrease the frequency of the urge of inclining towards MT use, teachers are advised to follow strategies to boost their students' effort to use L2 only.

The theoretical part has hopefully found a possible solution to whether teachers and learners can use their MT and how often they can use it. All of the text has so far prompted that MT is acceptable only under some conditions (suitable situations). We have also gotten to know that teachers need to aim towards maximum exposure to the target language. Considering this information, teacher should endeavour as much English environment as possible and still they can get occasional and reasonable support in the form of mother tongue.

To decide who makes a better English teacher – native English speaker or non-native – is difficult or even maybe sheer impossible. Each member of the two groups disposes of a different set of qualities and assets. Also, not all learners share the same needs, and thus one native speaker teacher may fit the needs of one learner but miss of another and vice versa.

2. Practical part

The practical part contains information gained from questionnaires taken by English teachers, 9th grade elementary school students and future teachers/university students studying English language teaching. Each group took a questionnaire designed especially for them; thus, three different questionnaires had been prepared. Analyses of the questionnaires are followed by analyses of two different coursebooks which are commonly used by Czech elementary school pupils of the 9th grade.

Each question of each questionnaire is examined and the results/answers are presented and analysed right after the particular researched group is described. The results are summarized at the end of the examination of each questionnaire, then the three are summarized once again, this time altogether.

In terms of the analyses of coursebooks, ways that they work with mother tongue are looked up and investigated. Naturally, both coursebooks are described. The findings are later on summarized as well.

The questionnaires were created on the *Survio*² online platform. The survey was conveyed in the Czech language to make sure everyone utterly understands, and was completely anonymous. Some questions required respondents to choose only one answer, whilst other allowed them to choose multiple answers. However, all of the questions had been set as multi-choice since the comment box is recognized by the platform as a solid answer. This was done in order to give respondents opportunity to add a comment aside from a regular answer. Because of this, not all answers for each question make up 100 % in total. Some make up more than that for some respondents answered a question and then added a comment as well. The opposite may be justified by not mentioning all

² <https://www.survio.com/cs/>

comments in the following analyses since not all of them are relevant, and thus it is needless to inform about the percentage of respondents each time. Taking all this information into account is much advised.

2.1 Survey

2.1.1 Teachers

2.1.1.1 Questionnaire description

This questionnaire had been uploaded into different groups on social media and Czech English teachers had been kindly asked to complete it. It consisted of 18 questions and 3 sub-questions (21 questions in total) which were related to the information from the theoretical part of this thesis. The amount of possible answers to choose from ranged from 2 to 10. The questionnaire was completed by 99 English teachers from all around the Czech Republic.

2.1.1.2 Description of the researched group

The questionnaire had been designed strictly for active Czech English elementary school teachers, however it is hard to tell if all the respondents fall into this category since it is impossible to verify their identity. Nevertheless, the groups the questionnaire had been into are dedicated to such teachers. But it is essential to at least point out that not all answers may be valid.

2.1.1.3 Analysis

Each question of the questionnaire is presented and answers to it analysed.

Q1: What method of ELT do you use in your lessons?

The majority of respondents (54.5 %) answered they use primarily the Communicative Language Teaching method (see 1.3.1.3). The second most frequently used method according to the teachers is the Grammar Translation method (see 1.3.2.2) – 36.4 %. Not much less answers – 30.3 % – gained the Direct method (1.3.1.1).

Other methods and their percentual answers are: the Audiolingual method (1.3.1.2) – 18.2 %; the Reading method (1.3.2.1) – 9.1 %.

12.1 % of teachers chose the “other” option and noted predominantly a combination of more methods.

Some decided to share a comment in the comment section. Most of them stated they do not use a particular method or that they use some features of different methods. Some teachers also expressed dissatisfaction of Content and Language Integrated Learning method of teaching being left out.

The answers show that most Czech English teachers tend to lead monolingual lessons – in the target language (English).

Q2: How do you present language items/curriculum to your students?

The option “verbally in English” was chosen by 75.8 % of the teachers. Similar portion of the respondents (72.7 %) answered “by demonstration” (see 1.2.1).

The third most chosen answer was “verbally in Czech” (60.6 %) – see 1.2.3. Around half (48.5 %) claimed to present “by gestures and mimes” (1.2.2).

Some teachers added comments saying they either use all of the techniques (Czech being the final option), or that they use non-verbal or verbal English techniques for vocabulary while in case of grammar they lean on using Czech.

Apparently, most teachers chose two or more options. This explains the alternate switching between methods/techniques by most of them. Nobody or just a few teachers use only one.

Q3: Do you use Czech in your English lessons? If not, please skip to Question 10.

84.8 % of teachers use Czech regularly while 12.1 % claimed to not use Czech at all.

9.1 % decided to comment on this question. The most frequent comments include that: it cannot be determined but English prevails; or only under conditions set by them (teachers).

The 9.1 % thus obviously sometimes use Czech making it 93.9 % teachers who use Czech regularly or at least sometimes.

Q4: How often do you conduct a whole lesson in English?

All three options were chosen by roughly the same number of respondents: “rarely” (33.3%), “sometimes” (30.3 %) and “often” (30.3 %).

12.1 % commented to never do so, however they aim to use as much English as possible. Some stated that it depends on the structure of the class (proficiency of students).

Based on this, we can see that majority of the researched teachers do not often lead whole lessons in the target language. This shows that the use of Czech in English classes is deeply rooted in Czech schools.

Q5: In what stage/stages of the lesson do you use Czech? (multiple-choice question)

Majority (57.6 %) answered they use Czech during/throughout the lesson (when teaching, when checking students' work, when managing the class etc.). "In the end" (summary, homework assignment, farewells etc.) was chosen by 18.2 % of teachers, and "in the beginning" meaning greetings, lesson planning/organizing, checking absence etc. was selected by 12.1 %.

33.3 % of teachers added a comment. The comments relate principally to the students' inability to understand, so this portion of teachers uses Czech whenever necessary.

Q6: Into which of the following situations do you incorporate Czech?

When presenting curriculum (see 1.2 and 1.7.1.8), 72.7 % of teachers use the Czech language. In communication not related to teaching (1.6.2 and 1.7.1.7), it is 54.5 % teachers; 51.5 % use it when explaining meaning of an item (1.6.2); and 27.3 % when giving instructions (1.6.2 and 1.7.1.5).

8.2 % commented that it is a matter of the pupils' level of English, or that they use Czech only after communication in English fails.

Czech teachers use their mother tongue in all of the situations presented.

Q7: Why do you use Czech in English lessons?

The main reason is so that their pupils understand them (see 1.6.2) – 75.8 %. 27.3 % answered that it is easier and faster (1.6.2) than having to speak English at all times. 9.1 % stated that it stems from their beliefs (Czech is useful) – see 1.5.2.1. Being used to it (e.g. own pupil experience) – 1.5.2.1 –received 3.0 % votes as well as because of own language level (1.6.2).

Some commented that pupils are not used to English only lessons. Others noted that it is the pupils who translate to Czech; when an explanation is found ineffective, they switch into Czech; or they use it with pupils with specific learning difficulties.

Q8: In what ratio to English do you use Czech?

More English than Czech is used by 84.8 % of respondents while the rest (15.2 %) use the two languages equally. Luckily, no teacher (out of the 99) uses more Czech than English.

Nobody wished to comment.

The fact that English is the predominating language in class is satisfying, even though the number of teachers who use English and Czech equally to one another could be a little lower. The English environment, and thus efficient learning may be threatened (see 1.2.3, 1.6.2, 1.7.2).

Q9: Do you use Czech more with younger or older learners?

69.7 % use Czech primarily younger pupils. More Czech with older pupils is used 33.3 % of the teachers.

A few teachers commented that they use Czech in roughly the same amount with younger and older learners. One stated to use Czech chiefly with beginners, no matter how old they are.

As briefly touched in 1.7.1.5, this goes hand in hand with Atkinson's belief who suggests teaching beginners using the mother tongue predominantly and decreasing the volume as pupils grow older.

Q10: If you come across students' displeasure to use English, how do you make them do so?

Quite surprisingly, most questioned teachers (90.9 %) stated "by emotional support" (e.g. by telling them it is alright to make mistakes and that they should not be worried, scared or embarrassed). Then, 18.2 % claimed "by altering tasks" and 9.1 % - surprisingly - do not do anything and let them speak Czech. Fortunately, none punish their students. Ways of making learners use the target language more are dealt with in 1.8.1.

A few comments were attached. Some teachers suggested a suitable choice of topic (if the topic is attractive for students, they want to express themselves). Others ignore students speaking Czech and require them to speak English only. One of the researched teachers added a remarkable comment which deserves to be shared: "Even the biggest rascals perceive. Passive vocabulary is important, too. If they will ever understand someone say something, it will mean they learned at least a little."

Q11: Do you figure that Czech has a positive impact on English language teaching and learning?

Nearly half (45.5 %) answered they do, 36.4 % stated the opposite. Apparently, teachers diverge on this question. The comments are a proof of the sparked controversy.

A commentary was included by 21.2 % of teachers. One side claims it is beneficial in a number of situations including grammar explanation, classroom management or when pointing out similarities between the two languages. On the other hand, the second side believes Czech should never be incorporated in English lessons for it spoils the atmosphere of the target language.

This question was intended to interrogate teachers about their beliefs about the language (1.5.2). The teachers do not seem to concur on this one.

Q12: What advantages do you think the use of Czech has?

Checking for comprehension (66.7 %), quick explanation of meaning (63.7 %) and opportunity of comparison between English and Czech (57.6 %) are the top three advantages the teachers agree on. Opportunity to discuss methodology is perceived as advantageous by 21.2 % of them. 18.2 % see the benefit of the use Czech in terms of giving instructions. Generating positive atmosphere received 6.1 % of the teachers' votes. Opportunity of cooperation among learners is seen as advantageous by 12.1 % and by 6.1 % in terms of testing. The same percentage (6.1) noted that using Czech has no advantages. All the necessary information to this topic can be found in 1.7.1.

In the comment section, some of the respondents pointed out that it usually takes too much time to explain/give complex instructions in English, so they turn to Czech, instead. One of the teachers gave a point good to contemplate: "We

often care very little about foreign pupils – most notably Vietnamese – in the Czech education system. So why do Czechs need to be privileged?”

While the teachers diverge on the previous question, it is genuinely surprising that only a fraction of them say there are no advantages to MT use.

Q13: What disadvantages do you think the use of Czech has?

Disruption of English environment obtained 63.6 % and 33.3 % of the teachers think that one can hardly learn a language by using another one.

One teacher warns about negative transfer that the use of Czech can sometimes cause (e.g. Czech word order in an English sentence). Another one claims the use does not make students think in the target language which is exceedingly important in language learning/acquisition.

As emphasized throughout the theoretical part, the biggest of disadvantages seems to be the disturbance of English environment and atmosphere. Negative transfer is marginally mentioned in 1.9.

Q14: Did your English teacher at elementary school use Czech in English classes?

57.6 % experienced excessive use of Czech on behalf of their English teacher and 33.3 out of one hundred stated they did sometimes. Only 3 % noted that their teacher never used Czech.

A number of teachers did not answer and only commented that they did not have English at elementary school.

The use of Czech in EFL lessons once again proves to be somewhat like a tradition in Czech schools.

Q15 (adQ14): If yes, do you consider the incorporation of Czech positive? If not, skip this question.

Slightly more than half of the teachers (53.6 %) feel positive about it, 35.7 % do not.

Some commented they do not know. Others that it slowed them down and the language was not practiced well during lessons.

Q16: Would you say that the methods you use are identical or at least similar to those your English teacher(s) at elementary school used?

The vast majority claim they are not (81.8 %) while 9.1 % say they are.

Some say they do not remember or cannot assess. One of them commented that they try to copy the good and omit the bad.

This one and the sub-question to Q14 investigated teachers' beliefs, namely the point *Teachers' experience as language learners*.

Q17: Do you agree with the following statement? A native English speaker naturally makes a better teacher than Czech.

Only 9.1 % of the questioned agree, 42.4 % do not know or think it cannot be determined, and the majority of 54.5 % teachers disagree with the statement. Some of them explain why in the comment section.

They unanimously admit that natives are better speakers, however such teachers have poor knowledge and experience in terms of methodology. Some add that native English speaker teachers are many a times not full-fledged pedagogues.

Q18 (adQ17): If yes, why? If not or “cannot be determined”, do not answer this question.

Most of the teachers (85.7 %) think that the main reason why native English speaker teachers are better than Czech is because they use authentic language. A significantly lower number of them (42.9 %) chose they outdo the Czechs in terms of pronunciation. A slightly more than a quarter (28.6 %) opine NESTs do not need to worry about the correctness and accuracy of their speech.

This sub-question did not compel anyone to comment.

Q19 (adQ17): If not, why? If yes or “cannot be determined”, do not answer.

54.5 % say NESTs cannot benefit from the common mother tongue with their students. Almost the same portion (45.5 %) see the deficiency in terms of not being able to advise learning strategies to their students for they (NESTs) did not go through the same education process as the students are going through.

The respondents seem to agree that NESTs' only qualification is that they are native speakers and that they generally lack proper pedagogical education. Some of them expressed disapproval with the contemporary trend of preference nativity over general competence.

Question 17 and both its sub-questions (Q18 and Q19) tried to find out the teachers' attitude to the never-ending discussions about NESTs and non-NESTs (see 1.9).

Q20: Are you satisfied with the results of your work in relation to the use of Czech in ELT classes?

81.8 % submitted they are; 12.1% are not.

The rest commented that there is always space for improvement or that they cannot tell.

Q21: Are you planning any changes in your teaching style with respect to the use of Czech?

66.7 % are not. Out of the 33.3 % of those who are, 9.1 % want to make changes such as stop using Czech completely, speak more English than now, or be more consistent.

No other comments other than those above were made.

Answers to both Question 17 and Question 18 tell us that most of the teachers are satisfied with their work and are not planning to make any changes.

2.1.1.4 Summary

Based on the results of the questionnaire, the vast majority of the researched teachers use Czech in their English lessons. Some use it less, some more. The teachers use different methods, most frequently, however, the Communicative Language Teaching method. They present language predominantly verbally in English as well as by demonstration in all stages of a lesson and in various situations, most notably when they present curriculum, manage classroom order or give instructions.

Czech is used significantly less than English in most cases, and more with younger pupils. The teachers seem to be divided over whether Czech has a positive impact on ELT and learning. Some of the biggest advantages of the use of Czech what the teachers think include checking for comprehension, quick explanation of meaning and/or opportunity to compare the target language to Czech. Disruption of English environment is considered as the major threat of the incorporation of the mother tongue into English lessons.

Almost all of the teachers experienced their elementary school English teachers use Czech regularly but do not copy their methods - they rather teach their own way. Not many of the teachers participating in this survey perceive native English speaker teachers as naturally better than Czechs, nevertheless, a big portion of them do not know or say that it cannot be determined which one exceeds the other one. Most of the teachers are satisfied with the results of their work and are not planning any changes in their teaching style with respect to the use of Czech.

2.1.2 Pupils

2.1.2.1 Questionnaire description

This particular questionnaire had been intended for pupils of 9th grade from different schools to find out their attitude towards the use of Czech in English classes and information about their teachers' practices with respect to it to see whether the answers correspond with those of teachers. Also, it tried to examine their beliefs and feelings about English, and views on the subject as well as teacher-pupil relationships.

It consisted of 21 mostly yes/no questions and 2 sub-questions. Again, the respondents had opportunity to comment each of the questions.

2.1.2.2 Description of the researched group

The questionnaire was completed by 9th grade pupils from three different schools in three different regions. It had been sent to English teachers who had re-sent it to the pupils. Not all of them, however, were willing to participate in this survey.

2.1.2.3 Analysis

Q1: Does your teacher use Czech in your English classes?

All of the pupils responded they do. Two commented that their teacher uses Czech only when they (pupils) are unsure about the meaning.

Q2 (adQ1): If yes, to what extent? If no, skip the question.

66.7 % of pupils stated that their teacher speaks more English than Czech in the lessons. The rest (33.3 %) claim that the amount of Czech spoken by their teacher is equivalent to his or her English speaking time.

The answers seemingly compare to those of teachers (1.1.2.3 – Q8), nevertheless the pupils claim their teachers are slightly more equal with the use of Czech and English.

Q3: Does your teacher use Czech when explaining meaning of words?

Majority of teachers – according to the pupils – do (81.0 %). “No” was chosen by 14.3 %.

Others provided comments such as: “sometimes” or “when the vocabulary is new”.

Again, the portion of pupils who claim their teachers use Czech when explaining meaning is higher than what the researched teachers stated in Q6 in 1.1.2.3.

Q4: Does your teacher use Czech when explaining grammar?

85.7 % stated yes, 9.5 % no.

19 % grasped the opportunity to comment. Most of which said they use it sometimes or in English at first and only then – when they do not seem to comprehend – Czech.

The answers prove an analogy between this and Q11 (1.1.2.3), in which the teachers expressed the potential helpfulness of Czech in with regards to grammar explanation.

Q5: Does your teacher use Czech when giving instructions for tasks/exercises/activities/tests?

More than a half – 57.1 % – stated they do. The opposite is claimed by 28.6 % of the researched pupils.

Most of those who commented informed that they do from time to time.

The pupils stated that their teachers use Czech for giving instructions more than the researched teachers in 1.1.2.3 (Q6).

Q6: Does your teacher use Czech to see if you understand?

One third (33.3 %) of the pupils answered they do not and 57.1 % that they do.

14.3 % decided to comment. Almost all of them say their teachers sometimes speak Czech in the lessons. That makes a total of 71.4 % pupils claiming their teachers do use Czech. However, the percentages altogether build up more than 100 % so it can be expected that some of them answered positively and commented, too.

This information is complementary to what the researched teachers stated in Q7 (1.1.2.3) for 75.8 % of them admit to use Czech for checking comprehension.

Q7: Are you able to understand curriculum when it is explained in English?

Quite surprisingly, 80 % of the respondents are convinced they are. On the other hand, 9.1 % admit they are not.

A comment was provided by 14.6 % of them. The comments report that they sometimes understand, or they do a little. Thus the 80 % presumably understand much.

Q8 (adQ7): If not, does your teacher provide a translation?

The pupils almost unanimously declare their teachers do – 95.2 %. The rest (4.8 %) contradict. This corresponds with the comments from Q7 in 1.1.2.3. No comments were attached.

Q9: Does your teacher compare English to Czech to point out similarities or differences?

Without any remark, 57.1 % said they do while 42.9 % of the pupils answered in a negative manner.

For further information about the cross-linguistic use of L1 and L2, see 1.7.1.2 and 1.7.1.8. The teachers mentioned this as one of the possible positive use of Czech in Q8 in 1.1.2.3.

Q10: When you were at your beginnings with English, did your teacher speak with you less English and more Czech than now?

71.4 % say yes, 19.0% no. Others commented they do not remember. This supports the claim of the teachers who too use Czech more with younger pupils (see Q9, 1.1.2.3).

Q11: Do you think that English lessons should be conducted only in English?

52.4 % think it rather should, “rather not” was chosen by 23.8 % of the pupils. 19% figure it definitely should not and 9.5 % are convinced it definitely should.

Apparently, this is a controversial topic. Even in the comments the pupils’ points of view differ. Some argue that they would not understand everything if it were

so. Others disagree and assume that efficient learning does not take place when English is not the main language in the classroom.

This question had been aimed to explore the pupils' beliefs about English and learning (see 1.5.1).

Q12: Do you think that the activities and exercises that you do in English classes can be transferred into and used in real-life situations?

The majority of 71.4 % feel that only some can. 24.0 % of the questioned assume that all of them are useful for real-life communication and 8.2 % declare they do not see such use with any of the activities and exercises they do.

Those who commented say that it depends on particular activities. The pupils expressed their feelings, attitude and/or beliefs about their English classes (1.5.1)

Q13: Do you use Czech in your English classes, even though your teacher does not want you to?

61.9 % answered yes and 38.1 % that they do not. Some commented that they do occasionally or rarely.

Q14 (adQ13): If yes, why? If not, skip the question.

According to the questionnaire, the top reason is that they are scared to embarrass themselves (44.6 %). The fear of making mistakes (30.8 %) is followed by the belief that it is easier (15.4 %). Laziness gained 7.7 % of all answers.

A number of comments were made. The most common ones concern the pupils' poor knowledge of the language. Some listed talking to classmates as one of the reasons.

This question and sub-question researched the pupils' reasons for using the mother tongue (see 1.6.1). Strategies suitable for making learners use the target language more are described in 1.8.1 and dealt with within Q10 in 1.1.2.3.

Q15: Does your teacher discuss with you why you are doing a certain exercise?

87.3 % of the pupils claim they do not and the rest (12.7 %) say they do.

Nobody commented.

Q16: Does your teacher discuss ideal learning strategies with you?

Ideal learning strategies are regularly discussed with 47.6 % of the researched pupils. The exact same amount of them (47.6 %) claim that their teachers do not talk with them how to learn properly.

4.8 % of the pupils commented that they sometimes/not all the time/rarely do.

The teachers in 1.1.2.3 (Q12) also consider discussion of classroom methodology (1.7.1.1) as an advantage of Czech use (21.2 %).

Q17: Do you think that your teacher's personality affects your learning?

88.3 % of the respondents answered "yes". The negative answer gained the rest – 11.7 %.

No comments were made at this question.

Q18: What personal characteristics should a good teacher have?

Since answers were required at each question, all of them answered. Most said the characteristics such as being kind, helpful, friendly or caring make a good teacher.

Q19: Choose the statement that you agree with more.

Statement 1: A native speaker is naturally a better English teacher for they speak better than Czech English teachers.

*Statement 2: Better English teachers are Czechs for they can give advice on suitable learning strategies since they went through the same process of education as their pupils are, and they can discuss **discrepancies** in Czech and everyone understands.*

Statement 1 received 33.3 % of all the respondents' answers, while Statement 2 was chosen by 61.9 % of the pupils as the statement they agree with more.

4.8 % of the questioned pupils find it difficult to choose from the two statements saying that they cannot decide or that both NESTs and non-NESTs have their advantages and disadvantages. This topic is discussed in 1.9.

Q20: Do you agree with the following statement? A person needs to have talent for languages to learn one well.

56.4 % of the pupils answered “yes”. The remaining 43.6 % disagree.

Q21: Do you think it is important for one to be able to communicate in English?

Without any comments, the vast majority (90.5 %) do whereas 14.3 % think it is not. All of the answers add up to 104.8 % what means that some pupils answered both yes and no.

Q22: Do you like going to your English classes?

90.5 % claim they do and 23.8 % do not like going there. Again, some of the pupils must have answered both what can be interpreted as they are not sure or have mixed feelings about it.

Some wrote comments that English is their favourite subject. On the other hand, some explained they do not like their English classes because they are not at the level of proficiency they are expected to be, and thus feel stressed.

Q23 (adQ22): If not, suggest changes to improve the situation. If yes, do not answer.

Some say that the activities they do might be more fun. Others think their teacher should be more understanding with regards that not everybody is linguistically gifted, or that some just do not like English as a language. A few account that even though they are able of a decent conversational exchange, their teachers are overly focused on grammar rules. A number of comments also

constitute of admitting that they should study harder in order to feel more comfortable.

2.1.2.4 Summary

All of the researched pupils stated that their teachers do use Czech in English lessons. The situations in which Czech is used by their teachers pretty much correlate with the teachers' answers (see Q2-5 in 2.1.2.3, and Q6 and Q12 in 2.1.1.3). The two languages are compared by more than a half of the pupils' teachers, and ideal learning strategies are discussed by just as many.

Majority of the pupils claim to be able to understand curriculum when explained in the target language. What the pupils believe about the English language is that the ability to communicate in it is definitely important for them, and that lessons should be conducted primarily in the language. They think that the activities and exercises they do can be used in real life. Another thing the pupils believe is that Czech English teachers are more suitable for them than native speakers. As in 1.9, what appears to matter more is teachers' personal characteristics. The 9-graders listed some of the most important from their point of view (see Q15 in 2.1.2.3). Around 9 out of 10 of the pupils like going to their English classes.

2.1.3 Future teachers

2.1.3.1 Questionnaire description

This questionnaire, consisting of 15 questions (some of which are subquestions to previous ones), aimed to find out stances of future teachers towards incorporation of Czech into EFL classes. Attention is paid to see whether their answers coincide with those of the researched teachers (see 2.1.1), or whether and in what way they differ. It was completed by 51 students.

Since most of the future teachers who completed this questionnaire are relatively young, different attitudes towards the use of Czech and teaching methods may be expected.

2.1.3.2 Description of the researched group

By future teachers, university students of English language teaching are meant. The questionnaire had been sent through social media to students of various Czech universities. The respondents have not got or have very little experience from teaching. Only students of master programmes had been asked to participate in the survey, however, it cannot be granted that nobody outside of this group completed it as well.

2.1.3.3 Analysis

Q1: Do you think that the use of Czech is beneficial in EFL classes?

Based on the answers, 62.6 % of the future teachers figure it is. 37.4 % of them do not see any benefit in using Czech in English lessons. Nobody provided a comment.

The portion of those who think that Czech is beneficial is higher with the future teachers than with the active teachers who answered to a similar question (see Q11 in 2.1.1.3).

Q2 (adQ1): If yes, in what situations? If not, skip the question.

In communication not related to teaching (65.4 %), when presenting language (52.3 %) and when explaining meaning (43.7 %) are the answers that received most votes. Giving instructions in Czech is seen as beneficial by only 16.9 % of the respondents.

Most of those who commented stated that Czech might be useful in terms of presentation of complex grammar, by which complete understanding could be enhanced.

To compare with the teachers' answers for Q6 (see 2.1.2.3), the students' answers show similar.

Q3: Are you going to use Czech in your teacher practice?

80.4 % of the students answered they are. The rest (19.6 %) stated they are not planning to use Czech in their English lessons. None of them left a comment. There results are comparable to the teachers' in Q3 (see 2.1.2.3).

Q4 (adQ3): If yes, why? If not, skip the question.

Complete understanding was chosen by 79.1 % as the main reason. 42.7 % of the students believe that Czech is useful and 35.5 % think it is easier and faster. Another reason the students are planning to use Czech in their lessons is that they are used to it (e.g. their own pupil experience). This was answered by 29.2 %. Their own language abilities were chosen as another reason by 16.5 %.

The percentages are seemingly higher than they are in Q (see 2.1.2.3). This may be come from the students choosing multiple answers. No comments were attached.

Q5: What advantages do you think the use of Czech has?

The answers with percentual votes run as follow: checking for comprehension (62.8 %), quick explanation of meaning (60.3 %), opportunity to compare English with Czech (51.6 %), opportunity to discuss methodology (18.6 %), giving instructions (16.5 %), opportunity of cooperation among learners (15.8 %), testing (10.1 %) and generating positive atmosphere (5.8 %). 4.3 % of the students stated that there is no advantage in using Czech in EFL classes.

Some of the students commented about other advantages, such as classroom order management or homework assignment.

The sequence from most chosen answers to the least is identical to the one of the researched teachers in Q12 (see 2.1.2.3).

Q6: What disadvantages do you think the use of Czech has?

The majority (72.3 %) answered that disruption of the English environment in the classroom is a common disadvantage. 41.6 % figure that one can hardly learn a language by using another one.

The two answers above gained more percentual points than in case of the researched teachers. This could have been caused by many of the students choosing both answers.

Some of the students are concerned about the steer of attention from L2 to L1 that the use of Czech causes. Others stated that teachers and learners are supposed to speak English only in English classes, corresponding with the second most chosen answer.

Q7: In what ratio to English are you going to use Czech?

English is going to be predominantly used by 69.8 % of the researched students. On the other hand, more Czech than English is going to be used by 7.3 % of them. 22.9 % of the students are going to use the two languages equally.

The majority of comments say that it depends on particular situations and pupils' needs.

According to Q8 (see 2.1.2.3), the teachers also use more English than Czech in their lessons. Around one fifth of them are equal in terms of the use of the mother tongue and the target language. The only exception is that none of the researched teachers use more Czech than English but some of the university students are going to.

Q8: How are you going to present language items/curriculum to your future pupils?

60.5 % of the students are determined to use demonstration for presenting language items, 43.2 % by gestures and mimes, 39.4 % verbally in English and 28.8 % verbally in Czech.

The future teachers are going to use demonstration as the main means of language item presentation, unlike the active teachers who do so verbally in English. Also, fewer students than teachers are going to present language items verbally in Czech.

The comments say that it largely depends on the particular item to be presented. With respect to complex grammar, they are going to use more Czech than English. When presenting vocabulary, they are going to use the target language more.

Q9: If you ever come across students' displeasure to use English, how are you going to make them do so?

65.5 % of the questioned answered that they are going to deal with such issue by telling their pupils there is no need to be scared nor feel embarrassed (by emotional support). The second largest portion of the students (42.8 %) stated "by altering tasks". 8.9 % would not do anything and let them speak Czech and 4.1 % would solve the problem by implementation of punishment.

The comments the students made for this question suggest motivating pupils as well as letting them speak English and Czech alternately.

In contrast with the responds of the teachers, most of who handle this situation by emotional support, the students are more likely to alter the tasks as well as to implement punishments (see Q10 in 2.1.2.3).

Q10: Did your English teacher at elementary school use Czech?

“Yes, sometimes” was answered by 57.3 % of the students. 34.8 % stated that their teachers used it frequently. The rest (7.9 %) claim their English teachers never used Czech in their lessons. None of the students decided to leave a comment.

To compare with the teachers’ responses to the same question, more of the students’ teachers did not use Czech during lessons (see Q14 in 2.1.2.3).

Q11 (adQ10): If yes, do you consider the incorporation of Czech positive? If not, skip this question.

59.1 % evaluate the teachers’ use of Czech positively whilst 35.2 % do not feel that good about it. A few commented that they do not remember enough to assess. Some stated that it helped them with grammar and overall learning, as well.

Q12: Are you going to be using the same/similar methods as your elementary school English teacher did in your own teaching practice?

Majority of the students (69.3 %) answered they are not going to imitate/copy their teachers’ methods. 25.7 % were so satisfied with their former teacher’s practices that inspired them for their own practice.

The attached comments say that some of the students are going to use similar methods but altered to fit their needs and the needs of their pupils. Some other students complain their teachers used obsolete methods and that they are going to be using different ones.

Q13: Do you agree with the following statement? A native English speaker naturally makes a better teacher than Czech.

The students mostly answered (50.8 %) that they believe that NESTs are not naturally better English teachers. The opposite was answered by 11.0 %. 38.2 % stated they do not know or that it cannot be determined.

The students in the comment section expressed agreement that even though NESTs are better speakers, most of them lack knowledge about methodology.

Q14 (adQ13): If yes, why? If not or “cannot be determined”, do not answer this question.

75.7 % of the researched students think that it is because of the NESTs’ accuracy of speech that they are essentially better English teachers. Thanks to their pronunciation, they are view by 31.6 % of the students as better than Czechs. Using authentic language as a reason for NESTs to be better teachers is seen by 22.2 % of the future teachers.

Q15 (adQ13): If not, why? If yes or “cannot be determined”, do not answer this question.

Being unable to benefit from the common mother tongue with their pupils is seen by 55.3 % of the students as the main reason they disagree with the statement above. The second option – being unable to advise learning strategies to their pupils for they have not undergone the same process of education as their pupils are going through – received 52.7 % of all the answers.

To compare to the active teachers, the future teachers see that the main reason why NESTs are better English teachers is that is that they do not need to worry

about accuracy of their speech unlike the researched teachers who think the main reason is because of their authentic language. On the other hand, the reasons why NESTs are perceived as worse teachers as opposed to Czechs gained roughly equal percentages of votes, with the exception that not having gone through the same process of education gained about 10 % more of the students' answers.

Who the researched pupils think is a better English teacher, whether NESTs or non-NESTs, can be found in Q13 in 2.1.2.3.

2.1.3.4 Summary

From the questionnaire it follows that future teachers see the use of Czech as more beneficial than active teachers do as the university students are going to be using Czech in their teaching practice. They agree with their active colleagues on situations suitable for the incorporation. The both groups agree on the same advantages as well as disadvantages of it. English is going to be the predominating language in the future teachers' lessons. Unlike the active ones, some of them are going to use more Czech than English. The main form of language presentation is going to be demonstration. The students convey the impression of being sure about the tactics they are going to implement if they ever come across students unwilling to use the target language in the classroom. Just as the active teachers, neither are the students going to be using methods their elementary English teachers did. Similarly to the results of the two previous questionnaires, even the future teachers/students believe either that NESTs are not essentially better teachers, or that it cannot be determined.

2.1.4 Summary of the survey

The survey has shown that incorporation of Czech into English lessons has got a long tradition, and that it has been part of English language teaching for some time and probably will continue to be in the future. The participants of this survey consider it a useful linguistic tool for it helps learners understand the target language better, thus it may support and reinforce learning.

Teachers use Czech in various situations and stages of a lesson. Reasons for including the mother tongue range from complete understanding, over the conviction that it gets things done fast, to the belief that it is useful, or their own pupil experience.

Teachers are, presumably, aware of all advantages and disadvantages the use of Czech has. Still they tend to use it quite regularly. Advantages, therefore, seem to overpower the potential risks. Different teachers use different methods and ways of presenting items of the target language (English). It is common to switch between a number of methods as well as means of presentation.

The results of the questionnaire for pupils prove the teachers' answers –with some exceptions – true. The questionnaire also tested the pupils' beliefs about learning English.

The future teachers are, apparently, going to use Czech in their lessons, as well. They are not, however, going to copy the methods and ways of teaching of their elementary school English teachers.

None of the researched groups agree that native speaker English teachers are naturally better than non-natives. What they agree on is that both of them dispose of something the other type of teachers does not have.

For more specific information about the results of the survey, see summaries at the end of each questionnaire.

2.2 Coursebooks

This segment of the practical part analyses two different coursebooks – an older and a newer – commonly used in Czech elementary schools by pupils of Year 9. By coursebook, it is meant a set of a student's book, workbook and teacher's book. Each of them is examined with respect to the use of mother tongue. Descriptions of structure of the coursebooks (eg. number of units, division into chapters etc.) are opt out since they are irrelevant for the purposes of this work, however, structural parts in which mother tongue is dealt with are introduced.

2.2.1 Project 3, fourth edition

This one was written by Tom Hutchinson and published by Oxford University Press in the year of 2014 and is intended for 12 – 16-year-old pupils of A2 – B1 level of proficiency.

2.2.1.1 Workbook

None of the descriptions of tasks are given in Czech, nor does any exercise prompt learners to use their mother tongue as well as none do not contain any other language aside of English. However, we can come across Czech in some parts of the workbook. Such are listed below.

- Cover, first and last page

In these parts of this workbook, Czech is used to inform what the material contains. It also involves information about the publisher and/or educational strategies used in it.

The use of Czech at these pages do not, however, serve for English language learning.

- The list of vocabulary and instructions (page 80 – 86)

Vocabulary is here divided according to in which unit and chapter it is mostly dealt with and learners are imposed to in. Both vocabulary and instructions are translated to Czech in order to give learners as exact meaning as possible with as little demand for effort. Also, the list of irregular verbs comes with Czech translations.

- Grammar overview (page 72 – 79)

In this part, learners are provided overview of the basic grammar taught in the workbook. It is well-explained in Czech and offers multiple examples of use. The use of Czech here seems to be necessary for learners' successful and independent home learning.

Noteworthy, in the third edition of this workbook, most task descriptions are written in Czech. It may appear to some as if the authoring team has decided to abandon task translations for there are always examples from which learners can easily understand what they are desired to do.

2.2.1.2 Student's book

As with the workbook, no task description is given in the learners' mother tongue (in our case Czech). Quite understandably, there are no vocabulary or grammar overview parts in the student's book, but unlike in the workbook, there are parts dedicated to pronunciation and reading practice. The only place where one can come across Czech is on the cover which yet again contains basic information about the student's book.

There are, however, a few parts that propose learners compare their L1 to English. Some of these parts are mentioned hereafter:

- Exercise 3b at page 27

Task: *How do you say the expressions in your language?*

The task refers to exercise 3a in which pupils are asked to *match the halves of the expressions*. The two exercises are part of chapter 2D within section *Everyday English – Useful expressions*.

- Exercise 4a at page 39

Task: How do you say these things in your language?

This task is again incorporated in the Everyday English section just like the previously mentioned one.

- Exercise 3a at page 51

Task: How do you say these things in your language?

All of the three tasks/exercises are subduced to the *Everyday English/Useful expressions* section at the last chapter of a unit.

The three above-mentioned tasks propose learners translate common English expressions to mother tongue. Such expressions may be specific to each language and the authors clearly intend learners try and think whether they use similar expressions in their own language as well. The expressions are rather informal.

2.2.1.3 Teacher's book

No other language but English is used in the teacher's book. It follows the student's book in such a way that one double-page is a copy of two pages from the student's book and at the following double-page there are methodology instructions for teachers. Thus, each exercise and task is detailly dismantled.

Throughout the whole teacher's book, teachers are advised to check comprehension (see 1.7.1.2), elicit meaning or rules (see 1.7.1.4 and 1.7.1.8) but they are not told how. It is seemingly left upon teachers to decide what strategies they use, either it is gesturing or miming (see 1.2.2), paraphrasing and translating (see 1.2.3), or demonstration (see 1.2.2).

2.2.2 Bloggers 3

Originally published by Difusión, S.L., Barcelona in 2017 then reworked and re-published by mostly Czech authors of Klett, Prague in 2020, this up-to-date material flourishes with many graphic features (eg. photographs, tables, maps, highlights, etc.) as well as it includes multiple video links. As other learning material analysed in this work, the level of proficiency taught in this one is A2 – B1.

2.2.2.1 Workbook

Unusually, for one student's book there are two workbooks (part 1, and part 2), units of which correspond to those in the student's book.

All tasks in the workbook/s are given both in English and in Czech, probably to prevent misunderstanding. Moreover, there is a great deal of grammar explained in the Czech language in-between exercises via various tables or simple text. Some example sentences in the grammar overviews are translated to Czech in order to demonstrate similarities between the two languages (see 1.3.2.2, 1.7.1.2, 1.7.1.8). Czech can also be come across in other parts of the workbook/s such as the below.

- Cover, first and last page

Similarly to the previously analysed workbook, readers receive information about the contents, the publisher and structure of the workbook/s on the cover and at the above-mentioned pages.

- The list of vocabulary and instructions

Unlike in the workbook by Oxford University Press, there is no list of instructions, however, the vocabulary list comes with the Czech equivalents of the words listed, as well. What is different is that in the first part of the workbook, the list of irregular verbs lacks Czech translation, although there are example sentences from which the meaning is easy to comprehend. But in the second part the verbs are translated.

- Grammar overview

There is no grammar overview part at the end of each of the parts of the workbook. As written a few paragraphs above, grammar is explained throughout the whole workbook in Czech.

2.2.2.2 Student's book

All tasks are assigned in the target language – English. Grammar is explained through tables spreading out across the entire student's book without the help of translation. Graphs, diagrams and/or mind maps are not uncommon as means of grammar teaching. Interestingly, each unit is closed off by a selection of important vocabulary. The vocabulary, however, is not expressed through words but pictures, instead. There are no English words nor are there any Czech. It is, thus, elicited by demonstration (see. With respect to irregular verbs, there are two lists: first only involves a small amount of them without translation –

meaning is conveyed via pictures and example sentences; second copies the one in the workbook/s.

2.2.2.3 Teacher's book

Being written by Czech authors, all methodology instructions are in Czech. The book suggests different ways of presenting language items ranging from demonstration with objects (see 1.2.1) – eg. pictures, flashcards –through miming (see 1.2.2) to paraphrasing and translation (see 1.2.3) since teachers are repeatedly encouraged to give meaning.

Teachers are often times reminded about the necessity of checking for comprehension, and are advised to do so primarily in English while the use of Czech should be minimized. However, Czech is recommended to use when speaking to weaker pupils. Therefore, pupils may demonstrate their understanding via paraphrasing and/or translation (see 1.2.3). More specific strategies are not specified.

The teacher's book emphasizes work with dictionaries. The monolingual ones are said to be more suitable, though. When teachers are proposed to give instructions, they are not told whether they do it in the target language or in Czech. But it can be assumed that English should be the dominant language, however, the just right amount of Czech may help weaker learners better understand instructions.

2.2.3 Summary of the coursebook analysis

None of the two analysed coursebooks does propose an ideal ratio between L1 and L2 spoken on behalf of teachers but *Bloggers 3* is more open towards the use of L1. Even though some strategies of language presentation are suggested, teachers have full control over their lessons and it should be them who decide what ways, strategies or methods they use.

2.3 Summary of the practical part

The survey results show that incorporation of L1 into L2 teaching and learning has got a long tradition and may be viewed as part of language teaching and learning for it may bring many benefits. Both teachers and pupils have reasons for using their mother tongue. Also, in some situations, mother tongue is more preferable than the target language. Various advantages and disadvantages arise from the use of MT, so it is understandable that view on the MT use differ among teachers as well as they differ among pupils.

The analysed coursebooks, too, cannot find an ultimate answer whether we should use the MT or not, or what ratio to the target language it should be used in. It seems as if such answer does not exist. What appears to be important is that teachers possess general awareness of various teaching methods and/or strategies. It is their own choice how they manage their lessons since they know their pupils and their needs best.

For further information about the results of the research, see 2.1 and 2.2.

Conclusion

The main purpose of this thesis was to gather all the necessary information about the use of the mother tongue in ELT classes to find out whether and when it is appropriate to use.

In the theoretical part, the following was accumulated: ways of presenting language items, description of some of the monolingual and bilingual methods, current discussions, learner and teacher beliefs and their reasons for the use of the mother tongue, advantages and disadvantages of doing so, ways of making learners use the target language more, or a proposal of the ideal ratio between L1 and L2 spoken in class, and differences between native and non-native English speaker teachers.

The practical part used all of this information to check teachers', pupils' and ELT students' views, attitudes and experience with respect to the MT use. To do so, they participated in a survey. The survey, however, found that their points of view diverge and that there is no definite answer to the questions in the first paragraph of this conclusion. The vast majority of the researched teachers do use the mother tongue in their classes which proves that it does have a tradition and is part of English language teaching in Czech primary schools. This claim is supported by the pupils' and students' answers, even though the students are going to use the MT less than their predecessors in their own teaching practice. For more detailed information about the results of the survey, see 2.1.

Even the coursebooks differ in their stances towards the MT use. One of them abandons it more than the other one. Bloggers 3 explains grammar in Czech more often whilst Project 3 does so only at the end of the workbook. Both coursebooks, contain vocabulary lists with Czech translation, however, Bloggers 3

tries and approaches presentation of vocabulary a little more unconventionally – through pictures. More information can be found in 2.2.

From this thesis it follows that we *can* use the mother tongue in our teaching practice, but it needs to be done adequately, prudently and with responsibility. Whatever helps the learners is a success.

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Appendices

- **Appendix 1: Survey questions for teacher**

1. Jakou metodu výuky používáte?*

Vyberte jednu nebo více odpovědí

gramaticko-překládová metoda (důraz na pravidla, čtení, psaní, překlad, ale ne na komunikační schopnosti žáka)

přímá metoda (výuka prostřednictvím komunikace, čtení a diskuze v daném jazyce bez překladu a studia formální gramatiky)

audiolingvální metoda (důraz na mluvený jazyk a drilová cvičení, metoda vylučuje mateřský jazyk)

komunikativní výuka jazyků (metoda zaměřená na funkční pojetí jazyka a na schopnost komunikace v reálných situacích, zpravidla nevyužívá mateřštiny)

čtecí metoda (metoda založená na nadměrném čtení a studia slovní zásoby a gramatických pravidel z něj)

jinou/é:

komentář:

Figure 1: Survey questions for teachers – Q1

2. Jak žákům představujete nové učivo (slovní zásoba, gramatika, ...)?*

Vyberte jednu nebo více odpovědí

názornou demonstrací

gestikou, mimikou

verbálně v AJ

verbálně v ČJ

jinak:

komentář:

Figure 2: Survey questions for teachers – Q2

3. Používáte ve svých hodinách angličtiny češtinu? (pokud ne, zvolte možnost a přeskočte k otázce č. 10)*

Vyberte jednu nebo více odpovědí

ano

ne, nikdy

komentář:

Figure 3: Survey questions for teachers – Q3

4. Jak často vedete celou vyučovací hodinu v anglickém jazyce? *

Vyberte jednu nebo více odpovědí

zřídka

občas

často

komentář:



Figure 4: Survey questions for teachers – Q4

5. V jaké fázi vyučování běžně používáte češtinu?*

Vyberte jednu nebo více odpovědí

v úvodu (přivítání, absence, organizace vyučování, ...)

v průběhu (výuka, kontrola práce, organizace pořádku, diskuze, ...)

v závěru (shrnutí, zadání DÚ, rozloučení, ...)

komentář:



Figure 5: Survey questions for teachers – Q5

6. V jakých z následujících situací používáte češtinu?*

Vyberte jednu nebo více odpovědí

- při výkladu nového učiva
- při vysvětlování významu (překlad textu, slov, popis situace, ...)
- při poskytování instrukcí (zadání úkolů, testů aj.)
- při komunikaci nesouvisející s výukou (organizační a administrativní činnosti, udržování kázně, ...)
- v jiné/ých:
- komentář:

Figure 6: Survey questions for teachers – Q6

7. Proč používáte češtinu v hodinách angličtiny?*

Vyberte jednu nebo více odpovědí

- aby mi žáci plně rozuměli
- jsem zvyklý/á (např. vlastní žákovská zkušenost)
- z přesvědčení (ČJ je užitečný)
- je to jednodušší a rychlejší
- z důvodu vlastní jazykové úrovně
- z jiného/jiných důvodů:
- komentář:

Figure 7: Survey questions for teachers – Q7

8. V jakém poměru k AJ používáte ČJ?*

Vyberte jednu nebo více odpovědí

více ČJ než AJ

stejnou měrou

více AJ než ČJ

komentář:

Figure 8: Survey questions for teachers – Q8

9. Používáte češtinu více ve výuce mladších žáků, nebo starších?*

Vyberte jednu nebo více odpovědí

mladších

starších

komentář:

Figure 9: Survey questions for teachers – Q9

10. Pakliže se setkáte s nevolí žáků používat angličtinu, jak docílíte toho, aby ji používali?*

Vyberte jednu nebo více odpovědí

emocionální podporou (např. sdělením, že není třeba se obávat chyb)

změnou cvičení

zavedením trestů

nijak, nechám je mluvit česky

jinak:



komentář:



Figure 10: Survey questions for teachers – Q10

11. Myslíte si, že český jazyk má pozitivní vliv na výuku angličtiny?*

Vyberte jednu nebo více odpovědí

ano

ne

komentář:



Figure 11: Survey questions for teachers – Q11

12. Jaké si myslíte, že jsou výhody užívání češtiny?*

Vyberte jednu nebo více odpovědí

<input type="checkbox"/>	kontrola porozumění žáků	
<input type="checkbox"/>	rychlé sdělení významu	
<input type="checkbox"/>	poskytování instrukcí	
<input type="checkbox"/>	testování (úlohy na překlad)	
<input type="checkbox"/>	možnost spolupráce mezi žáky (navzájem si mohou pomoci)	
<input type="checkbox"/>	vytváření pozitivní atmosféry (např. projevení zájmu o žáky, dotazování se na jejich osobní život, ...)	
<input type="checkbox"/>	diskuze o metodologii (např. výhody a zaměření jednotlivých cvičení)	
<input type="checkbox"/>	možnost porovnání AJ s ČJ	
<input type="checkbox"/>	nemá žádné výhody	
<input type="checkbox"/>	jiné:	<input type="text"/>
<input type="checkbox"/>	komentář:	<input type="text"/>

Figure 12: Survey questions for teachers – Q12

13. Jaká si myslíte, že jsou největší rizika užívání češtiny?*

Vyberte jednu nebo více odpovědí

narušení anglického prostředí

používáním jiného jazyka se anglicky učí ztěžka/pomalou

jiné/á:



komentář:



Figure 13: Survey questions for teachers – Q13

14. Používal Váš učitel/ka angličtiny na základní škole ve výuce češtinu?*

Vyberte jednu nebo více odpovědí

ano, často

ano, občas

ne, nikdy

komentář:



Figure 14: Survey questions for teachers – Q14

15. Pokud ano, hodnotíte zahrnutí mateřského jazyka kladně? Pokud ne, přeskočte otázku.

Vyberte jednu nebo více odpovědí

ano

ne


komentář: 

Figure 15: Survey questions for teachers – Q15

16. Řekl/a byste, že Vaše metody jsou shodné nebo podobné s těmi, které používal Váš učitel na ZŠ, včetně míry užití ČJ?*

Vyberte jednu nebo více odpovědí

ano

ne


komentář: 

Figure 16: Survey questions for teachers – Q16

17. Souhlasíte s následujícím tvrzením? Rodilý mluvčí je přirozeně lepším učitelem angličtiny než Čech.*

Vyberte jednu nebo více odpovědí

ano

ne

nevím/nelze určit (obě skupiny mají své výhody a nevýhody)


komentář: 

Figure 17: Survey questions for teachers – Q17


18. Pokud ano, proč? Pokud ne nebo "nevím/nelze určit", nevyplňujte.

Vyberte jednu nebo více odpovědí

nemusí se obávat o správnost a přesnost své mluvy

má lepší výslovnost

používá autentický jazyk

jiné: 


komentář: 

Figure 18: Survey questions for teachers – Q18

19. Pokud ne, proč? Pokud ano nebo "nevím/nelze určit", neodpovídejte.

Vyberte jednu nebo více odpovědí

nemůže těžit ze společného mateřského jazyka jeho a žáků

nemůže žákům poradit strategie učení, neboť neprošel stejným vzdělávacím procesem jako jeho žáci

jiné:

komentář:

Figure 19: Survey questions for teachers – Q19

20. Jste spokojen s výsledky Vaší práce ve vztahu k používání češtiny ve výuce AJ?*

Vyberte jednu nebo více odpovědí

ano

ne

komentář:

Figure 20: Survey questions for teachers – Q20

21. Plánujete změny ve Vašem stylu výuky s ohledem na používání češtiny?*

Vyberte jednu nebo více odpovědí

ano

ano, následující (vypište):



ne

Figure 21: Survey questions for teachers – Q21

- **Appendix 2: Survey questions for pupils**

1. Používá váš učitel/učitelka v hodinách anglického jazyka češtinu?*

Vyberte jednu nebo více odpovědí

ano

ne

komentář: 

Figure 22: Survey questions for pupils – Q1

2. V jaké míře?*

Vyberte jednu nebo více odpovědí

více ČJ než AJ

stejnou měrou

více AJ než ČJ

komentář: 

Figure 23: Survey questions for pupils – Q2

3. Používá váš učitel/učitelka češtinu při vysvětlování významu slov?*

Vyberte jednu nebo více odpovědí

ano

ne

komentář: 

Figure 24: Survey questions for pupils – Q3

4. Používá váš učitel/učitelka češtinu při vysvětlování gramatiky?*

Vyberte jednu nebo více odpovědí

ano

ne

komentář: 

Figure 25: Survey questions for pupils – Q4

5. Používá váš učitel/učitelka češtinu, když vám dává instrukce k zadání úkolu/cvičení/aktivity/testu?*

Vyberte jednu nebo více odpovědí

ano

ne

komentář: 

Figure 26: Survey questions for pupils – Q5

6. Používá váš učitel/učitelka češtinu, aby zjistil, zdali rozumíte?*

Vyberte jednu nebo více odpovědí

ano

ne

komentář: 

Figure 27: Survey questions for pupils – Q6

7. Dokážete porozumět látce, když je vysvětlena v AJ?*

Vyberte jednu nebo více odpovědí

ano

ne

komentář: 

Figure 28: Survey questions for pupils – Q7

8. Když nerozumíte, poskytně vám učitel/učitelka překlad?*

Vyberte jednu nebo více odpovědí

ano

ne


komentář: 

Figure 29: Survey questions for pupils – Q8

9. Přirovnává váš učitel/ka angličtinu k češtině, abyste viděli podobnosti/rozdílnosti?*

Vyberte jednu nebo více odpovědí

ano

ne

komentář: 

Figure 30: Survey questions for pupils – Q9

10. Když jsi byl/a na prvním stupni, mluvil na vás učitel/učitelka méně anglicky a více česky než teď?*

Vyberte jednu nebo více odpovědí

ano

ne

komentář: 

Figure 31: Survey questions for pupils – Q10

11. Myslíš si, že by výuka měla být vedena pouze v AJ?*

Vyberte jednu nebo více odpovědí

rozhodně ano

spíše ano

spíše ne

rozhodně ne

komentář:



Figure 32: Survey questions for pupils – Q11

12. Myslíš si, že aktivity a cvičení, které ve výuce děláte, mohou být přeneseny do reálného života?*

Vyberte jednu nebo více odpovědí

ano, všechny

pouze některé

ne, žádné

komentář:



Figure 33: Survey questions for pupils – Q12

13. Používáš ve vyučování češtinu, i když se to po tobě nechce?*

Vyberte jednu nebo více odpovědí

ano

ne

komentář:



Figure 34: Survey questions for pupils – Q13

14. Pokud ano, proč? Pokud ne, otázku přeskoč.

Vyberte jednu nebo více odpovědí

bojím se, že udělám chybu

bojím se, že se ztrapním

je to jednodušší

jsem líný/á

jiný/é důvod/y:



komentář:



Figure 35: Survey questions for pupils – Q14

15. Diskutuje s vámi váš učitel/učitelka o důvodech, proč děláte konkrétní cvičení?*

Vyberte jednu nebo více odpovědí

ano

ne

komentář:



Figure 36: Survey questions for pupils – Q15

16. Mluví s vámi váš učitel/učitelka o tom, jak se správně učit?*

Vyberte jednu nebo více odpovědí

ano

ne

komentář:



Figure 37: Survey questions for pupils – Q16

17. Má podle tebe učitelova osobnost vliv na tvé učení?*

Vyberte jednu nebo více odpovědí

ano

ne

komentář:



Figure 38: Survey questions for pupils – Q17

18. Jaké vlastnosti by měl mít dobrý učitel? Vypiš.*

Napište jedno nebo více slov...

500

Figure 39: Survey questions for pupils – Q18

19. Zatrhněte to tvrzení, se kterým souhlasíte více.*

Vyberte jednu nebo více odpovědí

rodilý mluvčí je lepším učitelem angličtiny, neboť umí mluvit lépe než Čech

lepším učitelem angličtiny je Čech, protože může žákům poradit vhodné strategie učení, neboť prošel stejným/podobným vzdělávacím procesem jako jeho žáci a může s nimi prodiskutovat případné nesrovnalosti v ČJ a všichni mu rozumí

komentář:



Figure 40: Survey questions for pupils – Q19

20. Souhlasíte s následujícím tvrzením? Člověk musí mít talent na jazyky, aby se nějaký dobře naučil.*

Vyberte jednu nebo více odpovědí

ano

ne

komentář:



Figure 41: Survey questions for pupils – Q20

21. Myslíš si, že je důležité, aby se člověk uměl dorozumět anglicky?*

Vyberte jednu nebo více odpovědí

ano

ne

komentář:



Figure 42: Survey questions for pupils – Q21

22. Chodíš rád/a do hodin angličtiny?*

Vyberte jednu nebo více odpovědí

ano

ne

komentář:



Figure 43: Survey questions for pupils – Q22

**23. Pokud ne, jaké máš návrhy na zlepšení situace?
Vypiš. Pokud ano, neodpovídej.**

Napište jedno nebo více slov...

500

Figure 44: Survey questions for pupils – Q23

- **Appendix 3: Survey questions for university students**

1. Myslíte si, že český jazyk je přínosný ve výuce angličtiny?*

Vyberte jednu nebo více odpovědí

ano

ne

komentář: 

Figure 45: Survey questions for pupils – Q1

2. Pokud ano, v jakých situacích? Pokud ne, otázku přeskočte.


Vyberte jednu nebo více odpovědí

při výkladu nového učiva

při vysvětlování významu (překlad textu, slov, popis situace, ...)

při poskytování instrukcí (zadání úkolů, testů aj.)

při komunikaci nesouvisející s výukou (organizační a administrativní činnosti, udržování kázně, ...)

v jiné/ých (uvedte): 


komentář: 

Figure 46: Survey questions for pupils – Q2

3. Plánujete ve své učitelské praxi používat češtinu ve výuce angličtiny?*

Vyberte jednu nebo více odpovědí

ano

ne

komentář:



Figure 47: Survey questions for pupils – Q3

4. Pokud ano, z jakého/jakých důvodů? Pokud ne, otázku přeskočte.

Vyberte jednu nebo více odpovědí

aby mi žáci plně rozuměli

jsem zvyklý/á (např. vlastní žákovská zkušenost)

z přesvědčení (ČJ je užitečný)

je to jednodušší a rychlejší

z důvodu vlastní jazykové úrovně

z jiných důvodů (uveďte):



komentář:



Figure 48: Survey questions for pupils – Q4

5. Jaké si myslíte, že jsou hlavní výhody používání ČJ ve výuce AJ?*

Vyberte jednu nebo více odpovědí

kontrola porozumění žáků

rychlé sdělení významu

poskytování instrukcí

testování (úlohy na překlad)

možnost spolupráce mezi žáky (navzájem si mohou pomoci)

vytváření pozitivní atmosféry (např. projevení zájmu o žáky, dotazování se na jejich osobní život, ...)

diskuze o metodologii (např. výhody a zaměření jednotlivých cvičení)

možnost porovnání AJ s ČJ

nemá žádné výhody

jiné (uvedte):



komentář:



Figure 49: Survey questions for pupils – Q5

6. Jaká si myslíte, že jsou největší rizika užívání češtiny?*

Vyberte jednu nebo více odpovědí

narušení anglického prostředí

používáním jiného jazyka se anglicky učí ztěžka/pomalou

jiná (uvedte):



nemá žádná rizika

komentář:



Figure 50: Survey questions for pupils – Q6

7. V jakém poměru k angličtině plánuje využívat český jazyk?*

Vyberte jednu nebo více odpovědí

více ČJ než AJ

stejnou měrou

více AJ než ČJ

komentář:



Figure 51: Survey questions for pupils – Q7

8. Jak žákům budete představovat nové učivo (slovní zásoba, gramatika, ...)?*

Vyberte jednu nebo více odpovědí

názornou demonstrací

gestikou, mimikou

verbálně v AJ

verbálně v ČJ

jinak (uvedte): 

ještě nevím

komentář: 

Figure 52: Survey questions for pupils – Q8

9. Pakliže se někdy setkáte s nevolí žáků používat angličtinu, jak docílíte toho, aby ji používali?*

Vyberte jednu nebo více odpovědí

emocionální podporou (např. sdělením, že není třeba se obávat chyb)

změnou cvičení

zavedením trestů

nijak, nechám je mluvit česky

jinak (uvedte):



komentář:



Figure 53: Survey questions for pupils – Q9

10. Používal Váš učitel/ka angličtiny na základní škole ve výuce češtinu?*

Vyberte jednu nebo více odpovědí

ano, často

ano, občas

ne, nikdy

komentář:



Figure 54: Survey questions for pupils – Q10

11. Pokud ano, hodnotíte zahrnutí mateřského jazyka kladně? Pokud ne, přeskočte otázku.

Vyberte jednu nebo více odpovědí

ano

ne

komentář:



Figure 55: Survey questions for pupils – Q11

12. Plánujete používat podobné/stejné metody, které používal Váš učitel na ZŠ, včetně míry užití ČJ?*

Vyberte jednu nebo více odpovědí

ano

ne

komentář:



Figure 56: Survey questions for pupils – Q12

13. Souhlasíte s následujícím tvrzením? Rodilý mluvčí je přirozeně lepším učitele angličtiny než Čech.*

Vyberte jednu nebo více odpovědí

ano

ne

nevím/nelze určit (obě skupiny mají své výhody a nevýhody)


komentář: 

Figure 57: Survey questions for pupils – Q13


14. Pokud ano, proč? Pokud ne nebo "nevím/nelze určit", nevyplňujte.

Vyberte jednu nebo více odpovědí

nemusí se obávat o správnost a přesnost své mluvy

má lepší výslovnost

používá autentický jazyk

jiné (uvedte): 


komentář: 

Figure 58: Survey questions for pupils – Q14

15. Pokud ne, proč? Pokud ano nebo "nevím/nelze určit", nevyplňujte.

Vyberte jednu nebo více odpovědí

nemůže těžit ze společného mateřského jazyka jeho a žáků

nemůže žákům poradit strategie učení, neboť neprošel stejným vzdělávacím procesem jako jeho žáci

jiné (uvedte):



Figure 59: Survey questions for pupils – Q15

- **Appendix 4: Questionnaire results**

All questions and answers are portrayed in one graph, whereas A stands for answer and Q for question. Answers are numbered accordingly to the order at each question (as in Appendices 1 – 3).

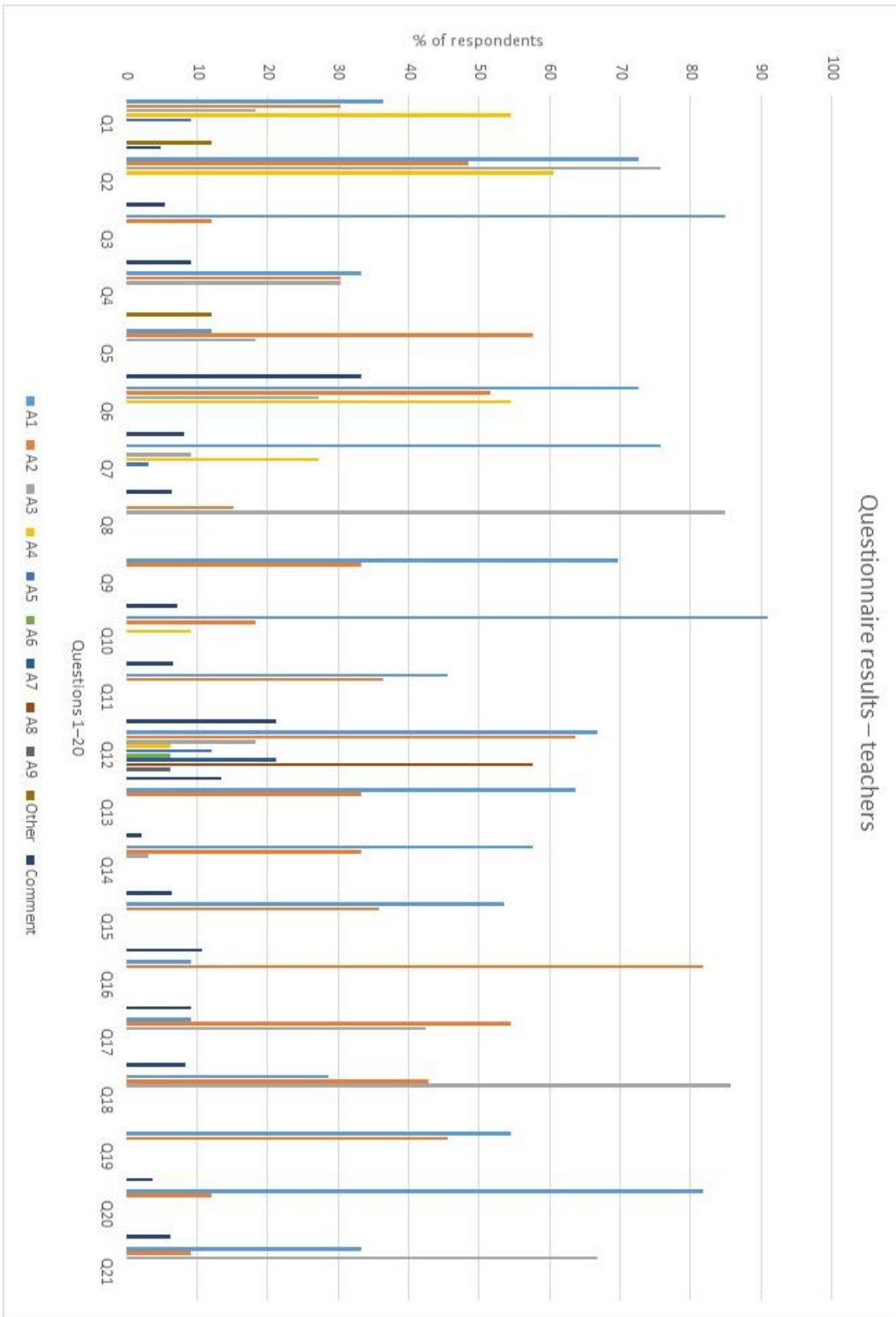


Figure 60: Survey results – teachers

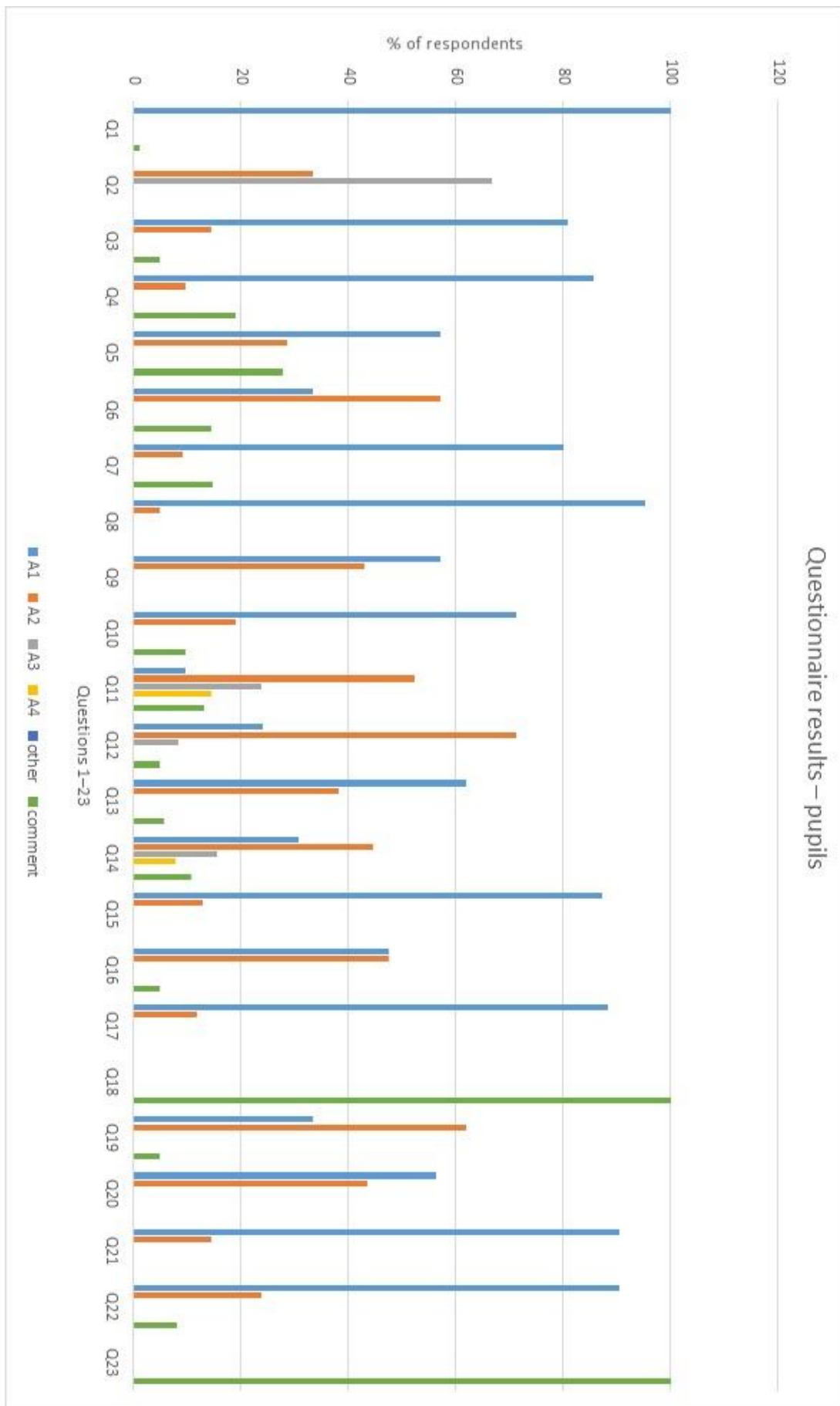


Figure 61: Survey results – pupils

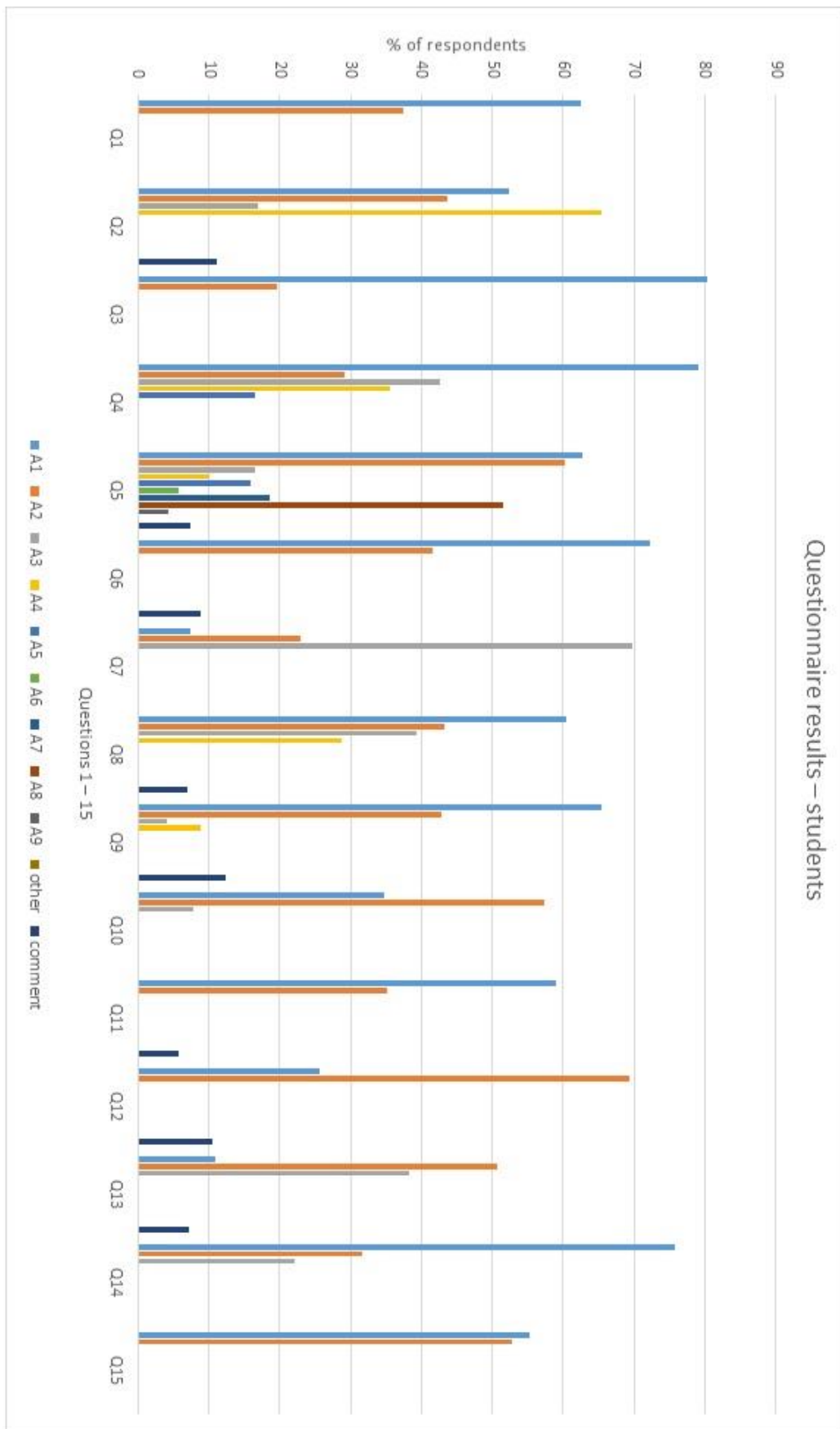


Figure 62: Survey results – students

Résumé

Práce se zabývá úlohou mateřského jazyka ve výuce jazyka anglického. Hlavním cílem bylo zjistit, zda a kdy je vhodné zahrnovat mateřštinu do výuky angličtiny. Názory autorů, z nichž tato práce vychází, se různí. Někteří tvrdí, že mateřský jazyk by neměl ve vzdělávání používán, neboť se někdo jen stěží naučí cizí jazyk, pokud používá jiný. Jiní naopak říkají, že jsou situace, ve kterých je užívání mateřštiny vhodné, ba dokonce přínosné.

V dotazníkovém šetření bylo zjištěno, že čeští učitelé anglického jazyka na základních školách běžně užívají češtinu ve výuce angličtiny. Někteří méně, jiní více. Někteří v jedněch situacích, jiní v druhých. K používání mateřského jazyka se poměrně rozličně staví i dva zkoumané výukové materiály.

Je tedy patrné, že užívání češtiny v hodinách angličtiny má v českých školách jakousi tradici. Učitelé by však měli přistupovat k užívání češtiny s rozvahou. Nicméně, učitelé znají své žáky nejlépe a měli by vědět, co jejich žáci potřebují. Pokud je to důkladné vysvětlení například gramatického pravidla, které vede k žákovu pochopení, zdá se být vše v pořádku. Je ale nutné pamatovat na to, že angličtina by měla být nejvíce používaným jazykem v hodině.

Annotation

Jméno a příjmení:	Dan Konečný
Katedra:	Ústav cizích jazyků
Vedoucí práce:	Mgr. Blanka Babická, Ph.D.
Rok obhajoby:	2021

Název práce:	Role mateřského jazyka ve výuce anglického jazyka
Název v angličtině	The role of the mother tongue in ELT
Anotace práce:	<p>Tato práce se zabývá mateřským jazykem a jeho rolí ve výuce angličtiny. Hlavním cílem je zjistit, zdali by se mateřský jazyk měl ve výuce používat, či nikoli. A pokud ano, taky do jaké míry a za jakých podmínek. Teoretická část se zabývá různými způsoby prezentace jazykových jevů, popisuje základní výukové metody, shrnuje současné diskuze vedené na téma užívání mateřštiny ve výuce angličtiny, zaobírá se přesvědčeními žáků a učitelů o jazyce stejně jako jejich důvody pro užívání mateřského jazyka ve výuce jazyka cizího. Následně jsou diskutovány výhody a nevýhody používání mateřštiny ve výuce a způsoby jak docílit, aby žáci používali cílový jazyk více. Pokouší se rovněž odpovědět na otázku, jaký je ideální poměr mezi oněmi dvěma jazyky ve smyslu používání při výuce. Popsány jsou také rozdíly mezi rodilými a nerodilými mluvčími učiteli angličtiny. Praktická část zjišťuje a analyzuje názory učitelů, žáků a budoucích učitelů (univerzitních studentů učitelství angličtiny) na tuto problematiku. K tomu využívá jejich dotazníkových odpovědí. Praktická část je završena analýzou dvou vybraných sad výukových materiálů.</p>
Klíčová slova:	mateřský jazyk, cílový jazyk, metody, překlad, přesvědčení žáků a učitelů, výhody a nevýhody, ideální poměr, rodilí a nerodilí mluvčí učitelé, studijní strategies
Anotace v angličtině:	This thesis deals with the mother tongue and its role in English language teaching. The major objective is to find out whether the mother tongue should be used in ELT classes, and if yes, to what

	<p>extent and under what circumstances. The theoretical part discusses various ways of presenting language items, gives insights into methods of teaching foreign languages from historical perspective, summarizes current discussions about the use of mother tongue in English classes, studies learner and teacher beliefs as well as their reasons for including their mother tongue in English classes. Advantages and disadvantages of doing so are then discussed, ways of making learners use the target language more in the classroom proposed, and ideal ratio between the use of L1 and L2 in such environment tried to be suggested. Differences between native speaker and non-native speaker English teachers are debated, as well. Views of English teachers, pupils and future teachers (university students of English language teaching) about the problematics are presented and analysed based on their questionnaire answers. In the end, two coursebooks are examined with respect to their attitude towards the use of MT.</p>
Klíčová slova v angličtině:	<p>mother tongue, target language, methods, translation, learner and teacher beliefs, advantages and disadvantages, ideal ratio, native and non-native English speaker teachers, learning strategies</p>
Přílohy vázané v práci:	<p>37 stran</p>
Rozsah práce:	<p>137 stran</p>
Jazyk práce:	<p>anglický</p>