



English Native Speakers' Teaching at Lower Secondary Schools

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Cílem diplomové práce je zjistit jaké strategie učení používají rodilí mluvčí ve výuce angličtiny a zda je jejich výuka z hlediska osvojování jazyka efektivní.

Metody:

1. Studium odborné literatury, popis jazykových dovedností a strategií, které rodilí mluvčí při výuce používají.
2. Pozorování a analýza výuky rodilých mluvčích na druhém stupni základních škol.
3. Interview a dotazníkové šetření, do kterého budou zahrnuti rodilí mluvčí, jejich spolupracovníci na školách a žáci.

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Anotace

Diplomová práce se zabývá rodilými mluvčími anglického jazyka a jejich výukou na druhém stupni základních škol. Jejím cílem je zjistit jaké strategie učení rodilí mluvčí používají ve výuce angličtiny a zda je jejich výuka z hlediska osvojování jazyka efektivní.

Teoretická část práce se věnuje vysvětlení důležité terminologie, popisu jazykových dovedností a systémů a samotné definici pojmu rodilý mluvčí. Dále charakterizuje specifické rysy jejich výuky a rozdíly mezi nimi a českými učiteli angličtiny. Praktická část je složena z dotazníkového šetření pro rodilé mluvčí, jejich české kolegy a také z pozorování vyučovacích hodin. Výsledky pozorování jsou dále porovnány s dotazníkovým šetřením a teoretickou částí.

V práci bylo zjištěno, že rodilí mluvčí ve výuce vykazují jistá specifika, která se týkají zejména atmosféry ve třídě, opravování chyb, užití materiálů pro výuku a práce ve skupinách. Za předpokladu důkladné přípravy vyučovací hodiny je proces z hlediska osvojování jazyka efektivní.

Klíčová slova: výuka rodilých mluvčích, nerodilí mluvčí, mluvní dovednosti, plynulost ve vyjadřování, oprava chyb

Abstract

This master thesis examines English native speakers' teaching at lower secondary schools. The main objective is to discover what strategies native speakers use while teaching English. It further aims to identify whether their teaching is effective for language acquisition.

The theoretical part introduces important terminology, the description of language skills and language systems and a definition of the native speaker. It also focuses on specific features of native speakers' teaching and the differences between them and the Czech English teachers. The research part consists of a questionnaire survey for the native speakers, their Czech colleagues and observations of native speakers' lessons. The data from the observations are compared with the theory and the questionnaire survey.

The findings indicate that native speakers' teaching has specific features in common mainly with reference to the classroom atmosphere, error correction, the use of materials and group or pair work. Their lessons – if properly prepared – could be effective for language acquisition.

Key words: native speakers' teaching, non-native speakers, speaking skills, fluency, error correction

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List of abbreviations

EFL: English as a Foreign Language

NEST: Native English-Speaking Teacher

NNS: non-native speakers

Non-NEST: non-Native English-Speaking Teacher

NS: native speakers

TEFL: Teaching English as a Foreign Language

TESOL: Teaching English to Speakers of Other Languages

Introduction

As a future English teacher, I am interested in language methodology and in making each lesson as productive as it can be. During my teaching practice at lower secondary schools, I saw many English lessons led by Czech teachers. Also, I had opportunities to observe lessons taught by English native speakers. And that was the moment when the topic of this thesis came to my mind. Many schools and language institutions take pride in employing native speakers in order to increase the level of their teaching. Why are native speakers so required for language acquisition and what strategies they use while teaching English? And are there any pitfalls of their teaching?

This thesis examines native speakers' teaching at lower secondary schools. The theoretical part introduces the definition of a native speaker. It further focuses on different features of native and non-native teachers. Furthermore, it describes the process of teaching speaking and listening skills as well as vocabulary and pronunciation. The practical part presents research that included four native speakers whose lessons were observed. Due to the unfavourable pandemic situation, the research was done online. The observation focused on strategies used by English native speakers when teaching English. Also, it has been concluded whether their teaching is effective for proper language acquisition. Besides the observation, the research was supported by a questionnaire survey for English native speakers and their Czech-speaking colleagues.

1 Literature review

1.1 Who is a native speaker?

The term native speaker has been understood by many linguists and scholars in different ways. They discussed the possibility of being a native speaker of more languages or the process of acquiring a language. The term native speaker and their acquisition of the native language will be explained in this chapter.

According to Bloomfield (1927, 151), “no language is like the native language that one learned at one's mother's knee; no-one is ever perfectly sure in a language afterwards acquired”. In other words, the first language a child learns to speak is his/her native language. Cook (1999, 187) supports Bloomfield's view and even considers the language which the person learnt first as an “indisputable element” of the native speaker's definition. From the sources above, it can be concluded that a person who did not acquire the language in childhood is thus not a native speaker.

Contrarily, Halliday (1978, 199–200) argues that the process of becoming a native speaker is not a matter of early youth. If we are identified as native speakers of our mother tongue, it does not mean we will not become a native speaker of a second language. He admits that such a process would be much more difficult for an adult but still possible (ibid., 200).

Medgyes (2001, 430) examines whether the place of birth determines one's “language identity”. As he says, it is rather the childhood which lays the foundation of the native speaker. For instance, a child who was born in the United States, was adopted by German parents and moved to Germany at the age of five could not be logically a native speaker of the English language.

Furthermore, Harmer (2007, 22) adds the fact that English varieties complicate the definition of the native speaker. More precisely, each variety has specific vocabulary,

grammar or pronunciation. Native speakers of Irish, Australian or Scottish English may use different phrases or words. Thus the following question arises: “Which of these models can be seen as an appropriate model of an English native speaker?” Based on the author's research it depends on the purpose of learning English and where the learning takes place (ibid.).

It was decided that Davies's description of the native speaker will be followed in this thesis. He (2003, 1) defines native speakers as “people who have a special control over a language, insider knowledge of 'their' language; they are the models we appeal to for the truth about the language, they know what the language is and what the language isn't”. In other words, they unconsciously use the language and decide what is acceptable or not. Moreover, they are considered to be exemplary figures of the language. Nevertheless, the definition above may cause certain disputes between native and non-native teachers. This topic will be elaborated on in the following chapter.

1.2 Native speaker fallacy

As Selvi (2011, 187) points out, native speakers are outnumbered by their non-native colleagues in the context of teaching English. He states that 80 percent of English language teachers worldwide are non-native speakers. Despite such dominance, however, Phillipson (1992, 185) presents the assumption that “the ideal teacher of English is a native speaker”. He calls such prevalent belief the “native speaker fallacy” (ibid.). This concept views the English native speakers as optimal and the only acceptable models for teaching English.

Todd (2009, 24) calls the fallacy a conflict of the educational principle of quality and commercial realities between native and non-native speakers. He reveals that many institutions which focus on language learning, prefer native speakers in their advertisements for teaching positions; some of them even require a native speaker (ibid.).

Medgyes (2001, 432) supports this belief and further adds that institutions may give preferences to native speaker's language proficiency over non-native speaker's experience,

teaching competences and appropriate education. This assumption labels non-native teachers as lower-level professionals compared to their native colleagues. He further mentions that “language schools which advertise themselves as employing only native speakers often do so with the excuse that such teachers are better for public relations and improve business” (ibid.). Such actions correspond with mentioned assumption that native speakers are considered to be ideal teachers.

Selvi (2011, 187) and Kiczkowiak (2019, 4–5) have both agreed that native speakers are preferred for their “nativeness” rather than for their qualification, effectiveness or qualities. This may result in unethical treatment of non-native teachers. To prevent such situations, many authors coined various terms for non-native teachers. For instance, Paikeday (1985, 12) uses the term “proficient user”, Rampton (1990, 98) uses “language expert” and Cook (1999, 190) uses “multicompetent speaker”.

According to Selvi (2011, 188), language institutions, such as ELT, now focus on strengths and weaknesses of both kinds of teachers. It resulted in mutual cooperation between native and non-native speakers which has improved the quality and created opportunities in language learning and teaching.

1.3 Qualities of a good teacher

Harmer (2008, 23) highlights the difficulty of describing good teachers. Each individual has his own strengths and weaknesses. The author further focuses on the importance of student's subjective opinion on this matter. Every learner considers different qualities to be important, which makes the definition of a good teacher far more complicated. Besides, he does not agree with the quote “a good teacher is born, not made” (ibid). He admits that some teachers have innate abilities and competences to succeed in their occupation; but others who “earn their craft through gaining knowledge and experience” could achieve those abilities over time (ibid.). The current academic literature mentioned in this thesis presents diverse

features of good teachers but most of them are related individual's personality, skills and knowledge.

When Scrivener (2011, 15) looks back at the teachers from his childhood, he especially recalls the feeling raised by their presence in the classroom. The author and his classmates appreciated the teacher who showed empathy and whose lectures were held in a positive atmosphere. He calls the teachers' ability to relate to their students “a rapport” (ibid.), which helps to develop an effective learning environment. To be more specific, the author (ibid., 16) states three main qualities that every good teacher should possess and which lead to a positive rapport. Those are: respect for the students, empathy and authenticity. According to Harmer (2007, 114), a “successful interaction with the students depends on four key characteristics: recognizing students, listening to students, respecting students and being even-handed”. In other words, students welcome when the teacher remembers their names and respects every single one of them. Furthermore, learners appreciate teachers who are interested in them and listen to their needs. Being even-handed is understood as treating all students fairly and being unbiased.

Despite the personality features mentioned above, Kiczkowiak (2019, 15) points out the importance of avoiding being too sociable or open. It could lead to losing the respect of the students and slower the progress of learning. A good teacher should find a balance between being friendly and keeping the distance at the same time. Good teachers should not disguise who they really are. However, they have to be careful about how they present themselves in front of the classroom. Findings of Mullock's research (2010, 99) support already identified personality qualities. In the survey, learners appreciated teachers who got on well with their students, understood their difficulties, struggles and their lessons were interesting.

In the context of skills of a good teacher, Kiczkowiak (2019, 3) believes that the crucial one is the ability to raise motivation. An accurate choice of activities or tasks will increase students' interest and participation in the lesson. This opinion is supported with Harmer's

view. He says that “good teachers vary activities and topics over a period of time” (2008, 29). A new activity can raise pupil's attention and engagement more than repeating the one they do every lesson.

Scrivener (2011, 54) highlights the importance of leading effective classroom management. He says that “the skills of creating and managing a successful class may be the key to the whole success of a course” (ibid.). It includes the ability to manage the setting and monitoring a certain activity or giving proper instructions. The teacher also organizes the grouping and seating for each activity. Dealing with unexpected moments during the lesson, usually related to discipline, is another component of leading the lesson successfully. Also, working with classroom equipment effectively increases the productivity of teaching (ibid.).

Nonetheless, the possession of mentioned skills and personality features does not assure the quality of a good teacher. The teachers should be experts in their field, in this case, the English language. Harmer (2008, 30) believes that the teachers who know their subject should be able to provide students with a relevant explanation of grammar and the meaning of vocabulary. According to him, “students have a right to expect that English teachers can explain straightforward grammar concepts, including how and when they are used” (ibid.). However, he notes that even the most experienced teacher might occasionally struggle with providing immediate and instantaneous answers. The cause of such a struggle could be rooted in having insufficient knowledge of the language system or it could emerge during a situation when the question itself asked by the students is irrelevant. In such situations, the author (ibid., 31) suggests the following answer: “That's a very interesting question. I think the answer is X, but I will check to make sure and I will bring you a more complete answer tomorrow”. In this moment, Harmer (ibid.) highlights the importance of knowing where to find acceptable resources for grammar or vocabulary. However, it is a challenge, nowadays, to be well versed in all kinds of resources as the number of them is enormous. Nevertheless,

a good teacher should be able to recommend at least one grammatical publication or learner's dictionary (ibid.).

As modern technology advances rapidly, teachers should keep themselves well-educated on the latest classroom equipment and its use. Harmer (2008, 31) considers computers, overhead projectors, data projectors or interactive whiteboards as common classroom equipment of the 21st century. It enables teachers to use a much broader variety of activities than before. For example, watching videos, showing pictures, using apps on school tablets has moved language teaching onto a more advanced level. Especially nowadays, when distance learning became a significant part of education, appropriate and adequate use of modern technologies is crucially important. In spite of that, he says that the teacher should not be trapped in the modern technologies' environment (ibid.).

It can be concluded that no matter what their native language is, successful teachers listen to their students and understand their needs. They are authentic, helpful, respectful and enthusiastic. They manage to make the class productive and use classroom equipment effectively. They provide their learners with accurate explanations of vocabulary and grammar features. However, teachers should never feel ashamed when being in doubt or experiencing a momentary inability to explain a certain grammar feature or vocabulary item. At the same time, they should be able to refer students to relevant sources.

1.4 Differences between NS and NNS teachers

It has been highlighted that native and non-native speakers could both be equally good teachers. However, there are differences between them that may affect the educational process and thus students' language acquisition. Medgyes (2001, 429) states that “the dichotomy, for all its shortcomings, should not be rejected, overlooked, or blurred, but rather subjected to close scrutiny”. In other words, contrasting elements of native and non-native teachers should be analysed in detail rather than ignored. The author (*ibid.*, 434) conducted research which confirmed differences in language proficiency and teaching behaviour in both groups of teachers. In the case of proficiency, non-native speakers expressed minor insecurities in using idioms and appropriate vocabulary. They also admitted to having difficulties in fluency, pronunciation and listening skills. Despite long-term stays in countries where English is spoken, Medgyes (*ibid.*) describes non-native speakers' troubles to match their native colleagues. Furthermore, in relation to differences in teaching behaviour, he identifies teachers' discrepancy in using English, their attitudes to teaching the language and to teaching the culture. For better clarity, a detailed description of differences is provided in the figure below.

NESTs		Non-NESTs
	<i>own use of English</i>	
<ul style="list-style-type: none"> speak better English use real language use English more confidently 		<ul style="list-style-type: none"> speak poorer English use "bookish" language use English less confidently
	<i>general attitude</i>	
<ul style="list-style-type: none"> adopt a more flexible approach are more innovative are less empathetic attend to perceived needs have far-fetched expectations are more casual are less committed 		<ul style="list-style-type: none"> adopt a more guided approach are more cautious are more empathetic attend to real needs have realistic expectations are stricter are more committed
	<i>attitude to teaching the language</i>	
<ul style="list-style-type: none"> are less insightful focus on: <ul style="list-style-type: none"> fluency meaning language in use oral skills colloquial registers teach items in context prefer free activities favor group work/pair work use a variety of materials tolerate errors set fewer tests use no/less LI resort to no/less translation assign less homework 		<ul style="list-style-type: none"> are more insightful focus on: <ul style="list-style-type: none"> accuracy form grammar rules printed word formal registers teach items in isolation prefer controlled activities favor frontal work use a single textbook correct/punish for errors set more tests use more LI resort to more translation assign more homework
	<i>attitude to teaching culture</i>	
<ul style="list-style-type: none"> supply more cultural information 		<ul style="list-style-type: none"> supply less cultural information

Figure 1 Differences in teaching behaviour between NESTs and non-NESTs

(Medgyes, 2001, 435)

To summarize the features from the figure, Medgyes (2001, 435) divided the findings of his research into four parts. The first one describes teachers' use of English. Undoubtedly, native speakers speak better English and thus feel more confident in the language. Also, their English sounds more real compared to their non-native colleagues. To be more specific, the author stated that non-native teachers use “bookish” language. In other words, compared to their native colleagues, non-native teachers' English is rather formal and usually does not consist of colloquial expressions (ibid).

Speaking of a general attitude, non-native teachers seem to be more committed and cautious. One of the reasons of such attitude could be that “they are more cognizant of the constraints of the national curriculum, the teaching materials available and the examinations to be taken” (Medgyes 2001, 438). In this context, it is necessary to point out Florence's research (2012, 282) where she mentions another significant difference between native and non-native speakers. It is the process of acquiring the language. Native speakers, as mentioned in Chapter 1.1, earned the knowledge of their language in a natural way as children. They did so without any significant effort and thus have more experience with the language. Non-native speakers, however, have gone through the same process as their students. Therefore, it could be difficult for a native speaker to try to anticipate some potential mistakes or struggles of their pupils and also be sensitive to their needs (ibid.). This may result in unrealistic requirements as shown in Figure 1.

The author clarifies contrasting approaches towards error correction. He says that “native speakers generally view the language as means of achieving some communicative goal, they tend not to make a fuss about errors unless it hinders communication” (Medgyes 2001, 438). It means that native speaker's primary focus is on fluency and meaning. On the contrary, non-native teachers are perceived to be significantly stricter; they correct and even punish for errors which indicates that they focus more on accuracy and the form of

language. Moreover, Figure 1 also shows that they assign more homework and tests. Arva concludes (2000, 363) that such an approach views non-native teachers as stricter and more demanding. She says that “non-natives were found to be stricter teachers, possibly because they had an enhanced feeling of responsibility, as well as an awareness of being more restrained by school regulations and administrative tasks like giving marks” (ibid).

Medgyes (2001, 435) further mentions that “as group work and pair work often create unpredictable situations full of linguistic traps, non-native teachers favour more secure forms of class work, such as lock-step activities”. Thus, they prefer more controlled activities and use more coursebook unlike their native colleagues, who are said to be in favour of free tasks and usually work with various materials. According to the author (ibid., 438), native speakers are more competent to provide students with more cultural information, because they come from an English-speaking background.

1.5 Advantages and disadvantages of NS teachers

The dilemma of who makes a better teacher, whether a native or non-native speaker, is justifiable. This chapter summarizes the benefits and difficulties of native speakers' teaching. It is necessary to mention that some qualities and approaches are considered to be advantages and disadvantages at the same time.

Results in Florence's research (2012, 292) show that many students and pupils appreciated a relaxed and lively atmosphere in the classroom. This friendly mood “was created through storytelling, sharing of life experiences, or making jokes in lessons” (ibid.). Also, she mentions that students appreciate that native speakers do not stick to textbooks and coursebooks. They prefer learning through playing so their lessons are full of games and activities. On the other hand, Arva (2000, 362) believes that native speaker's casual attitude disturbs the position of a teacher. Students perceive him or her more as a friend rather than a teacher.

The inability of speaking students' mother tongue is considered both as an advantage and a disadvantage. In the first case, the only way of communication with students is via the target language. According to Florence (2012, 291), using only English helps students to get ready for real-life English and creates a more authentic environment. The speed, accent, intonation and pronunciation of the native speaker will help when encountering other native speakers in everyday situations. Moreover, the research showed that due to the presence of a native speaker, “students had no alternatives but were forced to communicate in English” (ibid).

However, the conversation or setting a task may come to a dead end when both sides misinterpret each other. Florence (ibid., 293) thinks that such a situation could occur when using unknown vocabulary, phrasal verbs, idioms or certain aspects of pronunciation. Students in her research claimed that native teachers used difficult words. Some of them even confirmed that explanation in their mother tongue would help them to understand one particular grammar feature in English. Lower-level learners even expressed anxiety about asking any questions because they did not understand their native English teacher. To be more specific, the speed of talking, an accent and more advanced vocabulary of the teacher complicated the comprehension for some pupils (ibid.).

Arva (2000, 361) highlights the native speaker's struggle in explaining grammar features. Even though native speakers intuitively decide what is grammatically acceptable or not, they are not endowed with the metalanguage which is important for presenting or clarifying the grammar. Thus, they may not be able to provide relevant and satisfactory answers. The author (ibid., 362) immediately notes that “the difference in grammatical knowledge was regarded as a major cause of the distribution of work between native and non-native speakers”. According to him, native speakers teach mostly conversation classes while non-native teachers, also called “chief teachers”, are in charge of everything else (ibid.). As he suggests, students may benefit from a mix of native and non-native teachers' qualities.

This phenomenon indicates the benefit of collaborative teaching facilitated by native and non-native speakers which is commonly applied at Czech schools.

In conclusion, some disadvantages of native speakers are creating the contrary benefits of non-native speakers. To be specific, learners' difficulties in coping with native speakers' English are viewed as their disadvantage. But at the same time, the authors mentioned that native speakers bring an authentic learning environment which encourages pupils to use the target language. Learners welcome a relaxed atmosphere, less homework or fewer tests in the lessons with native speakers. On the other hand, such attitude disrupts the position of the teacher.

2 Language skills

Generally speaking, a language is a way to communicate. Sometimes we do not have to say anything to express our emotions or opinions. Gestures, facial expressions or body language may replace words more appropriately. Nevertheless, in the context of teaching languages, the language is formed by four main skills: listening, reading, speaking and writing.

Even though language skills are presented separately in publications I have studied, it is vital to highlight Hinkel's opinion about teaching skills. She (2006, 113) says that “in meaningful communication people employ incremental language skills not in isolation, but in tandem”. Thus, all skills are rarely separated in our real life. For instance, conversation between two people is based on speaking and listening. A student writes down what he hears from the lecturer; or when we write a response to a message, we need to read it.

As Nunan (2003, 12) says, teaching all four skills has its established steps. No matter what the main task is, it should be preceded by a pre-task. Overall, the pre-task raises interest and motivation for the topic and helps to involve student's schemata. The task itself usually consists of subtasks. Whilst completing the task, the teacher's role is to monitor the class. An exercise should not be finished without feedback. The author (*ibid.*, 13–14) suggests doing so by a follow-up activity. The teacher can ask students to write down words they learned during the lesson or they can also do simple brainstorming. These tasks give feedback not only to students but also to the teacher on how students enjoyed the task or activity (*ibid.*).

Native speakers involved in the research part of this thesis were given a questionnaire. Based on the analysis of their answers, they focus on developing speaking and listening skills in their lessons. Therefore, this chapter describes these skills in detail.

2.1 Receptive skills

Receptive skills are represented by listening and reading. Harmer (2007, 265) describes them as “skills where meaning is extracted from the discourse”. In other words, a learner receives and understands information from a written or a spoken text. Thus, it may be deduced that receptive skills are passive because there is no outcome. Nunan (2003, 24) considers them as active ones – learners have to process what they hear or read and at the same time relate it to information they already know.

2.1.1 Teaching listening

Teacher's constant usage of the target language helps students develop their listening skills unconsciously. There are also listening tasks in the lesson that are targeted to improve students' listening comprehension. As Harmer (2008, 133) says, students' motivation to improve this receptive skill is to be able to understand people who speak English. Besides the fact that listening helps the students to understand a spoken text, they also adopt correct pronunciation, stress and intonation. It enables them to become accustomed to the sound of connected speech. Nonetheless, he points out the necessity of using more resources for listening. “It is important, where possible, for students to be exposed to more than just that one voice, with all its idiosyncrasies” (ibid.). It means that a teacher should include various accents of English which use specific pronunciation or vocabulary. The author (ibid., 134) mentions two kinds of listening: extensive and intensive. Many students do extensive listening in their free time when they listen to music, watch movies or videos. Intensive listening happens mainly in the classroom. Learners listen for specific information or details in order to improve their listening comprehension.

Students naturally encounter some difficulties in listening tasks. According to Bloomfield (2010, 12), “an obvious factor that can influence comprehension of a spoken passage is the overlap between the listener's vocabulary knowledge and the vocabulary of the

passage”. Students may not be familiar with informal expressions used in record and thus this may cause hesitation and confusion.

As Harmer (2007, 271) says, a listening task or activity should begin with a lead-in. It helps students to engage in the activity and stimulate their schemata, in other words, pre-existent knowledge. It gives them a hint about the topic of the listening task. Put into practice, the teacher can show a picture or encourage a discussion to simply familiarize students with the topic. To avoid potential hesitation, teachers should pre-teach a vocabulary which appears in the listening. However, to give the learners an idea of what it is like to listen to real-life English, students must be able to understand the general information even if they do not know every word. The author (*ibid.*, 272) requires a teacher's common sense to assess what words would hinder understanding of the general information during the listening and would thus be necessary to pre-teach.

Nunan (2003, 38) describes a fundamental part of the listening in the classroom – listening for gist as “listening in a global way”. Pupils try to understand the main message of what is being said. As he suggests (*ibid.*), it could be applied as a task itself or as an introductory part of a listening activity. In Harmer's view (2008, 136), thanks to the listening for gist “the student's general understanding and response can be successful – and the stress associated with listening can be reduced”. Analysing the general topic of the task is a prerequisite for finding specific information or details in further stages of the listening. Once the task is finished, Harmer (2007, 271) advises going through the answers in pairs or small groups. He is in favour of this kind of feedback for two reasons. First, it allows learners to interact with each other and work in a group. Also, some individuals may feel insecure about their answers in front of the teacher. Harmer (*ibid.*, 308) considers this to be better for them to share the responsibility of their solutions with their classmates.

2.2 Productive skills

As the name suggests, learners produce a language themselves by employing productive skills, namely speaking and writing. Native speakers involved in the research part of this thesis focus on one of the productive skills – speaking. Thus, this skill and its teaching is elaborated on below.

2.2.1 Teaching speaking

“Speaking in a language other than our own is anything but simple” (Bailey 2003, 48). The author considers this productive skill to be the most difficult one. It happens in a real time and requires an immediate reaction. There is no option to revise the content of our speech and the person whom we are talking to is waiting for the reply. To develop speaking skills, there should be a space for them in the lesson. As Bailey (*ibid.*, 55) mentions, teachers unintentionally speak for up to 80 percent of the time in the class, which rapidly limits opportunities for students to speak. To prevent that, she suggests using pair or group work. Also, during a discussion, teachers should not get carried away and dominate the speaking task (*ibid.*).

As Harmer (2007, 345) claims, encouraging students to speak may be easy if the teacher creates a pleasing, learning-positive atmosphere. But in some cases, the choice of the topic or group composition may not be appropriate. Harmer believes that the most common reason why a speaking activity does not run smoothly is students' reluctance to speak. According to Scrivener (2011, 213), the problem could be that “for many learners, their passive knowledge is much larger than their active language”. It means that despite the learners' knowledge of the vocabulary or grammar, they have difficulties in using them in communication. This may result in a lack of confidence or a fear of making mistakes. In such cases, the author recommends creating a safe and encouraging atmosphere. To do so, a teacher should activate

the learners' language that they already know and understand. This approach prevents students from being stressed or underrated (ibid.).

Thornbury (2005, 90) presents the basic criteria for speaking tasks. The activity has to be productive, in other words, it requires the whole class participation and minimal usage of the learner's first language. The author explains the second criterion – purposefulness as “language productivity can be increased by making sure that the speaking activity has a clear outcome, especially one which requires learners to work together to achieve a common purpose” (ibid.). The outcome could be a mutual agreement in the discussion which needs communication of all speakers in the group. The author (ibid., 91) further points out necessity of the interaction between the speaker and his audience during a speaking activity. Showing interest by eye contact, nodding or asking questions from the audience will prepare the speaker for real-life interaction.

Bailey (2003, 55) highlights the importance of accuracy and fluency to make the conversation smooth and coherent. She describes accuracy as “the extent to which student's speech matches what people actually say when they use the target language” (ibid.). More particularly, it refers to applying correct vocabulary and grammar so the learner speaks with a few mistakes. On the other hand, the author says that fluency is “the extent to which speakers use the language quickly and confidently, with few hesitations or unnatural pauses, false starts, words searches” (ibid.). In other words, the speaker can maintain a smooth flow of his speech. Bailey says that both components should be included in teaching speaking, particularly on beginner and intermediate levels. However, teachers should realize that making mistakes is a natural process of language acquisition (ibid.).

During a speaking activity, Scrivener suggests that teachers should “aim to say nothing while the activity is underway, and save any contributions for before and after” (2011, 225). One of the ways to do so is that the teacher makes notes of errors and familiarizes students with their inaccuracies as soon as the task finishes. He also recommends (ibid., 227) using

scaffolding strategies. Those could be applied during the speaking activity and may help the speaker to continue. To be more specific, he mentions showing interest by nodding or eye contact, asking for clarification, encouraging the speaker or pronouncing the word correctly as a response.

Harmer (2008, 131) agrees that a discussion interrupted by correction may lose its point and flow. It is acceptable, however, in case when a teacher gently and correctly reformulates what the pupil said. He suggests nearly the same procedure for feedback – after the task is finished. Moreover, he adds that a teacher might ask students about how they enjoyed the discussion and whether they noticed any mistakes (ibid.).

Furthermore, Scrivener (2011, 212) warns about “talk-talk loops”. It is a situation when speaking comes to a dead end, and the teacher tries to keep the flow of the discussion going by adding comments or questions. But there is no response from the learner's side. Therefore, the teacher tries to say something over and over again. Taking such steps “can have the opposite effect to that intended, confusing the class and closing down people who were planning to speak” (ibid.).

To summarize, teachers should encourage their students to speak, create a safe, learning-inducing environment and help them realize that making mistakes is a natural process of language acquisition. They should think about the aim of the speaking activity, whether it focuses on fluency or accuracy and consequently use a particular approach to error correction.

3 Language systems

The process of language acquisition not only consists of mastering the language skills but also gaining an understanding of the language system. Scrivener (2011, 24) mentions that knowledge of units of a language system enables looking at the sentence from different perspectives. According to him, there are five language systems which analyse the following: sounds, meaning of words and their interaction, use of words in particular situations and the relation of sentences. These systems are called phonology, lexis, grammar, function and discourse (ibid.).

Teaching grammar, function and discourse was excluded from further description as native speakers' teaching in the research part is focused only on lexis and pronunciation.

3.1 Teaching vocabulary

To start with, a distinction between the terms “vocabulary” and “lexis” needs to be made to enable further understanding. Scrivener (2011, 186) says that “vocabulary” refers to individual words or their combinations. Lexis stands for a more complex concept. “It refers to our internal database of words and complete ready-made fixed/semi-fixed/ typical combinations of words that we can recall and use quite quickly without having to construct new phrases and sentences word by word from scratch using our knowledge of grammar” (ibid.). It includes collocations, chunks or multiword items.

When teaching vocabulary, Nation (2003, 135) recommends focusing on teaching the most used words first. He states that there is one thousand frequent word families. The author specifies that “this vocabulary is so useful that it covers around 75 percent of the running words in academic texts and newspapers, over 80 percent of the running words in novels, and about 85 percent of the running words in conversation” (ibid., 136). The category of next most used thousand words depends, however, on the learner's purpose of learning the language. He (ibid., 144) further suggests using vocabulary on an appropriate level. Before each lesson, the teacher should go through the materials which will be used and detect the

vocabulary which may be difficult or unknown to the learners. If there are such words, the teacher should analyse their frequency as well. The author (*ibid.*) recommends referring to the Academic Word List or computer programmes which focus on the investigation of word families and their frequencies. If a high frequent word occurs in the material, Nation (*ibid.*, 145) suggests spending more time on explaining the meaning than in case of a less frequent word.

Thornbury (2002, 75) discusses the optimal number of words presented to learners within one lesson. The amount is influenced by learners' level, difficulty and teachability of words. Also, the quantity depends on the purpose of learning the vocabulary. Thus, the author (*ibid.*, 76) suggests presenting fewer words for listening or reading tasks than for productive skills. However, he states that at about twelve words is the optimal number to be presented within one lesson (*ibid.*).

Scrivener (2011, 189) describes approaches to introducing vocabulary. A teacher should present words related to the same topic. Also, words having similar use, for instance the same parts of speech, should be introduced at the same time. He further describes a presentation-practice approach for teaching lexis. The teacher first shows students pictures, gives clues or elicits the words from students. It is fundamental to make sure that learners understand the meaning. Then, it is necessary to get it into practise. In general, learners can repeat the word or use it in a dialogue. Scrivener (*ibid.*, 190) says that “if you present lexical items, remember not just to teach isolated items, but to make sure that learners get to hear and use them in realistic sentences”. Thornbury elaborates on this topic as well. He warns that “the greater the gap between the presentation of a word's form and its meaning, the less likely that the learner will make a mental connection between the two” (2002, 75). In order to maximise acquisition of a new vocabulary, teachers should include both meaning and the form of a word.

According to Thornbury (*ibid.* 76), there are two possible sequences in the presentation of vocabulary. The first corresponds with Scrivener's (2011, 189) approach. The teacher

presents the meaning of the chosen word and then the form. In real life, the teacher shows a picture of a house and further explains: *it is a house*. On the other hand, the second approach suggests undergoing this process the other way around. The form is followed by its meaning – the translation of the word into pupils' first language. But sometimes such a strategy is impossible to use. For instance, in multilingual classes or for the teachers who do not speak their students' native language. Thornbury (ibid., 78) offers an alternative to the translation approach – a simple demonstration or an illustration of the vocabulary item. The author (ibid., 81) also advises explaining the word with other words – by offering further description, giving synonyms or antonyms. However, it is necessary to use words that learners are already familiar with. Scrivener (2011, 189) adds a strategy of acting the word out, miming it or drawing a timeline.

When it comes to practising vocabulary, Scrivener (ibid., 191) advises coming up with opportunities where learners can familiarize themselves with new words. For example, discussions and other communicative activities help learners put vocabulary into practice. At the same time, the teacher can use matching pictures to lexical items, making classifications of words, filling in gaps in sentences or playing memory games.

Thornbury (2002, 87) insists on learner's active involvement in teaching vocabulary. This could be achieved by elicitation. The teacher may show a picture and ask the students what they see. Some students, however, may be anxious because of not knowing the answer and could therefore become more passive. According to the author, the teacher should find the balance and avoid overusing the elicitation (ibid., 88). To maximise the learner's participation in presenting vocabulary, he also (ibid., 89) recommends the so called “peer teaching”. In this approach classmates teach each other. In such tasks, there is an information gap and in order to solve it, students must exchange information and communicate together.

3.2 Teaching pronunciation

Even though pronunciation is equally important to the other components of the language system, it is often neglected (Scrivener, 2011, 271). The reason may be that “teachers themselves may feel more uncertain about it than about grammar or lexis, worried that they don't have enough technical knowledge to help students appropriately” (ibid.). It implies that the cause of overlooking teaching pronunciation is not teacher's reluctance but rather not being knowledgeable enough to teach it. Nevertheless, he encourages teachers to include it in their lesson plans. It also closely corresponds with presenting new vocabulary. If there is a new word, proper pronunciation is important to be taught.

Kelly (2000, 13) found out that the emphasis on pronunciation usually happens as a response to errors that students made during other tasks in the lesson rather than as an initially aimed activity. Nevertheless, he says that any language analysis is incomplete without incorporating pronunciation. He further lists techniques and exercises to improve this part of the language system. One of the ways is drilling. “It involves the teacher saying a word or structure, and getting the class to repeat it” (ibid., 16). He says that it should be done before the students see the word in a written form. Usually, choral drilling is done as a first step in the learning process. It gives the learners confidence and allows them to stay anonymous at the same time. During individual drilling students repeat the item on their own. The teacher can hear potential mistakes and hesitations and how well the students adopted correct pronunciation. If the learners face difficulties with saying longer words or sentences, he suggests using chaining. He describes the procedure as “the teacher isolates certain parts of the sentence, modelling them separately for students to repeat, and gradually building the sentence up until it is complete” (ibid., 16). The teacher can use multiple ways of chaining, for example, back or front chaining. In terms of back chaining, the phrase or sentence is drilled from the end and then put together. The principle is the same for front chaining, but it is drilled from the start of the sentence.

Harmer (2007, 253) describes teaching particular parts of pronunciation – sounds, stress, intonation and connected speech. When teachers target the first one, they can make students focus on the particular sound in a list of words. It is possible to choose two contrasting sounds and ask students to focus on their specific aspects. The author (*ibid.*, 256) further mentions the importance of teaching stress. Emphasizing different syllables may change the meaning of a word. Usually, when it comes to teaching stress, teachers have a symbol they consistently use for its marking. If the pupils struggle with the emphasis in the words, Kelly (2000, 75) uses a variety of strategies to adopt correct stress. First, it is the exaggeration of the stress syllable or pupils may mark the stress physically. For instance, by clapping hands, singing or tapping with a pen on the table. According to the author (*ibid.*, 86), it is also necessary for students to realize how using a pitch of our voice defines the meaning. Speaking in different intonation shows the attitude and emotions of the speaker. This could be done by instructing learners to ask their teacher a question and the teacher answers them *yes* in various intonation (Harmer 2007, 259). Learners have to identify the emotions in each change of the tone of their teacher's voice.

A challenging area of pronunciation for students is connected speech. As Harmer says (*ibid.*, 263), each word may sound different if joined to other words in the sentence. Students' attention needs to be paid to this component of pronunciation. In order to do so, the author advises a three-stage procedure. The first one includes a comparison between the isolated words and then the exact words in connected speech. The teacher can play a record with the full sentence and students will be asked to spot the differences. Another stage consists of playing a record with connected speech to students who are instructed to write down what they heard. In the last step, learners will produce the sentence or a phrase themselves, focusing on connecting the sounds (*ibid.*, 264).

4 Research part

4.1 Introduction

As presented in the theoretical part, native speakers differ from their non-native colleagues in approaches to teaching and teaching behaviour. The thesis aims to investigate what strategies native speakers use while teaching English. The data were gathered by using questionnaires and observing lessons taught by native speakers.

The research was carried out at lower secondary schools. Firstly, schools in the Liberec region were contacted through emails asking whether a native English speaker is employed at their institution. Three schools responded with a positive answer and were willing to take part in the research. The schools were, in particular, ZŠ Aloisina Výšina, which employs two native speakers, ZŠ Barvířská and ZŠ Husova. The other two focus on extended language teaching. Overall, four native speakers participated in the study. Furthermore, their Czech colleagues they cooperated with in teaching English took part in the research as well. The research process is described in detail in the following chapter.

4.2 Research method

A structured observation was chosen as the method of carrying out a small-scale study. It was conducted in March and April 2021. Due to the pandemic situation in the Czech Republic, observation of the lessons was done online. The selected schools used two conferencing platforms for distance learning: Microsoft Teams and Google Meet. As it was mentioned in the previous chapter, four teachers were observed. The number of pupils in the virtual classrooms ranged from five to fifteen per group from grades six to grades nine. The total number of observed lessons was eight – two of each native speaker.

Native speakers were contacted as soon as the schools confirmed their participation in the research. They were then further asked to fill in a questionnaire. It consisted of questions regarding their experience in teaching English at lower secondary schools and approaches to teaching. Furthermore, the questionnaire data were analysed, which helped with the preparation of the observation sheets. In order to get valid and reliable information, a questionnaire was also prepared for the Czech teachers of English who cooperate with the native speakers. It included questions regarding their experience with the native speakers and their opinions on native speakers' teaching.

During the observation, I focused on the course of the lesson. Furthermore, it was later assessed whether native speakers had any teaching features in common. The aim of each lesson was discussed before the lesson. As soon as the lesson ended, there was a quick session with both the native speaker and the Czech teacher in which we evaluated the teaching. The data gathered from observations and questionnaires are discussed in Chapter 5.

4.3 Questionnaire survey

4.3.1 Questionnaires for the native speakers

The questionnaire consisted of thirteen questions with mostly multiple-choice answers. It was divided into three sections. The first section regarded native speakers' experience in teaching at lower secondary schools. The second part included questions about their approach to teaching. The last section referred to native speakers' feedback and reflection of their work. In the questionnaire, respondents could choose more options. After receiving filled in questionnaires, a content analysis of some vague comments was made. For example, two native speakers briefly commented on their answers in question 7. Peter wrote he wanted to “enjoy ourselves” and Daniel wanted to “make his lessons as opposed to normal grammar-

focused teaching”. I asked them to elaborate on these phrases so that it could not be interpreted in a wrong way.

In this chapter, the answers of the respondents are summarized and contrasted. The original questionnaire is included in Appendix 1.

1. How long have you been teaching English at lower secondary schools in the Czech Republic?

<i>Peter</i>	<i>Dustin</i>	<i>Bill</i>	<i>Daniel</i>
12 years	8 years	Since September 2020	1 year

2. Did you teach somewhere else before that?

<i>Yes. Please specify.</i>	Dustin, Bill, Daniel
<i>No.</i>	Peter

Two native speakers had international experience in teaching languages. Daniel taught in China for more than three years, while Bill taught in Russia and Georgia always for two years. Dustin was employed in a private language school before.

3. Do you have any education in the field of teaching languages or pedagogy?

<i>Yes. Please specify</i>	Dustin, Bill, Daniel – all held a TEFL certificate
<i>No.</i>	Peter

4. *Do you take part in further education?*

<i>Yes. Please specify.</i>	Daniel (at the time of the research working on a Language Studies degree)
<i>No.</i>	Peter, Bill, Dustin

5. *What kind of English lessons do you teach?*

<i>Regular English lessons</i>	Peter, Dustin
<i>Conversation classes</i>	All respondents

6. *Do you teach the whole lesson or just a part of it?*

<i>The whole lesson</i>	Dustin
<i>Just a part of it</i>	–
<i>Both possibilities</i>	Peter, Bill, Daniel

7. *What are the main objectives of your lessons?*

<i>Develop speaking skills</i>	All respondents
<i>Expand vocabulary</i>	All respondents
<i>Improve pronunciation</i>	Peter, Dustin
<i>Develop listening skills</i>	Bill

Peter mentioned that one of his goals was also to “enjoy ourselves”. He later explained that he aimed to create an enjoyable learning environment for himself and the pupils. He did not want them to be stressed about the lesson but to look forward to it and make it entertaining. Dustin commented that his objective was to “strengthen each pupil's confidence in speaking English”. Daniel further said that he wanted to create a conversational environment as opposed to normal grammar-focused teaching. To be more

specific, he aimed to put the accuracy-focused approach in the background and concentrate on fluency.

8. *Do you choose the content and the aim of the lesson/activity yourself?*

<i>My Czech colleague sets the aim and I choose activities.</i>	Peter, Dustin
<i>I choose both aims and activities but I have to consult it with my Czech colleague.</i>	Daniel, Bill

9. *What materials do you use?*

<i>One's own</i>	All respondents
<i>Coursebooks</i>	Peter
<i>Authentic</i>	Dustin, Bill
<i>What my Czech colleague gives me</i>	Dustin
<i>Other</i>	Dustin (magazines), Daniel (online materials)

10. *According to which criteria do you modify activities/ tasks for individual classes?*

<i>According to pupils' interests.</i>	Bill, Peter, Dustin
<i>According to pupils' level.</i>	All respondents
<i>According to pupils' needs.</i>	Dustin
<i>I use the same activities/ tasks for all groups.</i>	–

11. What approach do you use for error correction?

<i>I correct only major mistakes.</i>	–
<i>I correct all mistakes.</i>	–
<i>I correct mistakes that only hinder understanding.</i>	All respondents
<i>I correct mistakes that occur regularly.</i>	Bill, Peter, Dustin
<i>I do not correct pupil's mistakes.</i>	–

Dustin mentioned that his primary goal was to build confidence while speaking which could be interrupted by correction and even the pupils could stop challenging themselves.

12. Do you reflect on your work?

<i>Yes. (How often?)</i>	All respondents: Bill – on a weekly basis Peter, Dustin, Daniel – after every lesson
<i>No.</i>	–

13. You are a native speaker; how can Czech learners benefit from your lessons? Please write down your answer.

Bill and Peter agreed that Czech learners could benefit from hearing their accents and pronunciation. They can also share cultural information and experience from their lives growing up in English speaking countries.

Daniel and Dustin mentioned that thanks to them the pupils would know what it would be like when they really encounter a native speaker in a foreign country and thus would feel more comfortable speaking to them. From their perspective, having a native speaker in the classroom can also develop their language skills in a natural environment. However, Dustin

admitted to some limitations of his teaching, for instance, not knowing the Czech language or the incompetence to give a proper explanation of grammar. And thus, he highlighted the importance of the cooperation between both Czech and English native teachers.

To summarize, the survey involved respondents of different experience backgrounds. Two of them taught abroad for several years but only one year in the Czech Republic. The other two did not have any international experience; however, they had been teaching in the Czech Republic for eight and fourteen years at the time of the survey. Three native speakers held a TEFL certificate and only one had been working on a language teaching degree at the time of the research. All of them agreed that the main objectives of their teaching were developing speaking skills and expanding the vocabulary bank. It was evident that the Czech teachers supervised planning the native speakers' lessons. They either set the aim or native speakers had to at least discuss the lesson plan with them. All native speakers used their own materials plus two of them worked with authentic ones. Native speakers followed the same approach to error correction; they dealt with mistakes that hinder understanding. Besides, they mostly focused on mistakes that occur regularly. One native speaker reflected on his work on a weekly basis, while the other three did it after every lesson. Native speakers considered different aspects of their teaching to be beneficial for the pupils. They mentioned mainly listening to proper pronunciation and learning about native speakers' cultural backgrounds or contributing to pupils' confidence in speaking English outside the classroom.

4.3.2 Questionnaires for the Czech teachers

The total number of Czech respondents was four, namely Mrs Kadlecová, Ms Šrámková, Mrs Marková and Mrs Kutrová. Mrs Kadlecová cooperated with Peter. Ms Šrámková was Bill's colleague, Mrs Marková worked with Daniel and Mrs Kutrová was Dustin's co-worker. The questionnaire with ten questions was designed after an analysis of answers gathered from the questionnaire for native speakers. Questions regarded to the aim of the native speakers' lessons, used materials, approaches to error correction and benefits of native speakers' teaching were identical in both questionnaires. Question number 8 was the same as well, but this time, the choices of answers were different. I turned the responses of the native speakers into questionnaire options for the Czech teachers.

Also, specific features of native speakers' teaching mentioned in the theoretical part in Chapter 1.4., Figure 1. were added to the questionnaire (question number 9). The Czech teachers were asked to rate the statements on a Likert scale ranging from 1 (strongly agree) to 5 (strongly disagree). They were also asked about the procedure of correcting pupils' mistakes that occurred in the native speakers' lessons. The summaries of the Czech teachers' questionnaires can be found below along with the comparison of their answers with native speakers'. An original questionnaire is included in Appendix 2.

1. *How long have you been cooperating with native speakers?*

<i>Mrs Kadlecová</i>	<i>Mrs Kutrová</i>	<i>Mrs Marková</i>	<i>Ms Šrámková</i>
4 years	12 years (8 with Dustin)	10 years (1 with Daniel)	1 year

2. *Do you take a significant part in setting the aim of the native speaker's lesson?*

<i>Yes, the choice is absolutely up to me.</i>	Ms Šrámková
<i>Yes, but I consult it with the native speaker.</i>	–
<i>I set the aim and the native speaker chooses activities.</i>	Mrs Kutrová, Mrs Kadlecová
<i>No, the native speaker sets the aim and chooses activities himself.</i>	Mrs Marková

3. *What materials do native speakers use?*

<i>Coursebooks</i>	Ms Šrámková
<i>Their own materials</i>	Ms Šrámková, Mrs Kutrová, Mrs Marková
<i>Authentic materials</i>	Mrs Kutrová
<i>I choose the materials</i>	Mrs Kadlecová

4. *What approach do native speakers use for error correction?*

<i>They correct only major mistakes.</i>	–
<i>They correct only mistakes that hinder understanding.</i>	Mrs Kadlecová, Mrs Kutrová, Ms Šrámková
<i>They correct mistakes that occur regularly.</i>	Mrs Kutrová, Mrs Marková, Ms Šrámková
<i>They do not correct pupils' mistakes.</i>	–

5. *How do native speakers assess pupils' work in the classroom?*

<i>They mark them.</i>	–
<i>They give me information about pupils' work in the classroom</i>	–
<i>They do not assess them.</i>	All respondents

6. *In your opinion, the native speaker should improve in...*

<i>the classroom management.</i>	–
<i>the organisation of their lesson plan.</i>	Mrs Marková
<i>the consistency in error correction.</i>	Mrs Kadlecová, Mrs Šrámková
<i>the communication with me or with other English teachers.</i>	Mrs Marková

Mrs Marková commented that Daniel should enhance planning activities for different levels as he usually had one lesson plan for all classes of different levels. Contrarily, Mrs Kutrová was satisfied with the native speaker and thus would not suggest any improvements or changes.

7. *Do you see progress in your pupils' speaking skills?*

<i>Yes. Please, specify</i>	Ms Šrámková, Mrs Kutrová, Mrs Kadlecová
<i>No.</i>	Mrs Marková

Mrs Kadlecová said that “slowly but surely”. She later specified that the progress was not a matter of weeks but rather months. However, it was there and also it depended on the age of the pupils. In general, the more experienced pupils got with the language and with the

teacher, the more they were confident in using it. Mrs Kutrová clarified that the learners were more confident in speaking English and that they increasingly believed in themselves. Mrs Šrámková also saw her pupils' progress because they were not afraid to speak despite making grammar-related mistakes. Mrs Marková later explained her choice. The absence of the improvement could be caused by distance learning, which was not as stimulating as learning in a normal classroom.

8. What do you consider to be the most significant benefit of the native speaker's teaching?

<i>They build pupils' confidence in speaking.</i>	Mrs Kadlecová, Mrs Marková, Ms Šrámková
<i>They offer better cultural understanding.</i>	–
<i>They develop pupils' speaking skills.</i>	Mrs Kutrová

Ms Šrámková further commented that native speaker also supported a positive attitude towards learning the target language. In Mrs Kadlecová's opinion, native speakers built pupil's confidence in understanding and motivated them to learn languages.

9. Please rate the statements below from 1 to 5.

1= strongly agree, 2= agree, 3= neither agree nor disagree, 4= disagree, 5= strongly disagree

<i>Native speakers are able to anticipate learners' potential struggles during the language acquisition.</i>	3, 3, 4, 4
<i>Native speakers focus mainly on fluency and meaning.</i>	1, 1, 1, 2
<i>Native speakers use a variety of materials.</i>	3, 1, 4, 3
<i>Native speakers' lessons are casual.</i>	1, 1, 1, 1
<i>Native speakers are in favour of group work / pair work.</i>	3, 2, 3, 4

10. When pupils make an error in the native speaker's lesson and the error is not corrected, what approach do you follow?

<i>I deal with it briefly in my lesson.</i>	Mrs Kadlecová, Mrs Kutrová
<i>My next lesson is aimed at eliminating the error.</i>	–
<i>I ask the native speaker to be more consistent in error correction next time.</i>	Mrs Marková, Ms Šrámková
<i>I do not reflect on it in my lesson.</i>	–

Having analysed Czech teachers' questionnaires, I concluded that they had diverse experience in lengths of cooperation with native speakers. It varied from one to fourteen years. All respondents agreed that native speakers did not evaluate their pupils. Three teachers found some weak points in the native speakers' teaching. These were the inconsistency in error correction and the organisation of their lesson plans. However, the Czech teachers saw progress in their pupils' speaking skills, except for one. In the case of rating statements about native speakers, all respondents strongly agreed that native speakers' lessons were casual. Also, three of them strongly agreed that the primary focus was on fluency and meaning. Two teachers disagreed with the native speakers' ability to anticipate potential struggles during the language acquisition and two shared a neutral opinion on this assumption. Just like the answers of the Czech teachers and native speakers differed about the materials that native speakers used, the same situation occurred when the Czech teachers were asked to express their opinion on the statements that native speakers use various materials. Only one of the respondents strongly agreed with it, two neither agreed nor disagreed and one disagreed. Contrasting answers were collected on the statement that native speakers prefer group or pair work to a traditional setting. Only one respondent agreed with it, one disagreed and two were neutral. When the pupils made significant grammar errors in native speakers' lessons, which

were not corrected, two of the Czech teachers included a proper correction in their teaching. The other two demanded that the native speaker be more consistent with it the next time.

After the comparison of native speakers' and Czech teachers' answers to the identical questions, it can be concluded that except for slight nuances their answers were the same. For example, all native speakers said that they modified tasks and activities according to pupils' level. However, Mrs Marková answered that her colleague Daniel usually used the same lesson plan for classes of different levels. They concurred in the planning strategies of the lesson plan. The answers of two native speakers and their Czech colleagues were the same. In the case of materials, three respondents agreed with their colleagues about using native speakers' own materials in the lesson. All of them answered that native speakers dealt with mistakes that hinder understanding. In the Czech teachers' opinions, the most significant benefit of native speakers' teaching was developing speaking skills in general, while native speakers also mentioned cultural understanding.

4.4 Observation

The data from eight observed lessons were recorded in the observation sheets. Before each lesson started, its objectives were discussed with the teacher. The observation focused on the general overview of the native speakers' lessons and it further aimed to detect specific features of their teaching. In particular, the features mentioned in the questionnaire for the Czech teachers in question number 9, which were taken from Figure 1 in Chapter 1.4. As soon as the lesson ended, it was assessed whether the goal was achieved or not.

The following chapters reflect on two lessons of each native speaker. Certain words or phrases have been highlighted in bold in the observation sheets. This step was taken to ease the orientation in the document for the reader, which should be helpful in the summary section below.

4.4.1 Peter

Lesson 1

School: ZŠ Aloisina Výšina

Date: 31st March 2021

Grade: 6th

Number of pupils: 6

Length of the lesson: 30 minutes

Aim: Revision of the present simple and present continuous in speaking activities

Stage 1: Introduction of the lesson; the pupils described pictures using the present simple and present continuous

Materials: Flashcards

Timing: 7 minutes

Teacher	Pupil(s)
<p>Hi everyone! How are you?</p> <p>I'm doing great! Thank you for asking.</p> <p>We will revise a lot today. Have a look at this card. What are they doing, Filip?</p> <p>No, no. They are having...</p> <p>Vašek? (the teacher showed another flashcard) What is she doing?</p> <p>Let's have a look at another one. David?</p> <p>(he asked all the pupils)</p> <p>Good. Well done. Now tell me what they do every day. Be careful, every day. For example, she sings every day. (he showed the same set of pictures) Vašek?</p> <p>No, careful. Every day. Present simple.</p>	<p>(several voices) Fine. Good. How are you, Pete?</p> <p>They are have got...</p> <p>They are having breakfast.</p> <p>She is playing the guitar.</p> <p>He is waiting.</p> <p>(the pupils spoke without mistakes)</p> <p>They are...</p>

<p>Yes, exactly. Vašek?</p> <p>(he asked all the pupils)</p>	<p>They have breakfast every morning.</p> <p>They play tennis every day.</p> <p>(all of them used the tense without mistakes)</p>
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Stage 2: Speaking activity; the pupils revised the present simple and present continuous in speaking about themselves

Materials: None

Timing: 10 minutes

Teacher	Pupil(s)
<p>What do you do every day, Vašek?</p>	<p>I eating every day.</p>
<p>Careful, it is every day. I eat every day, right?</p>	<p>OK.</p>
<p>Great! Marek.</p>	<p>Every day I turn on my PC.</p>
<p>You turn on PC every day, good. Zdenek?</p>	<p>Every day I sleep.</p>
<p>You sleep every day, yes. Filip?</p>	<p>Every day I walk</p>
<p>Yes, good...David?</p>	<p>Every day I do my homeworks.</p>
<p>Just homework, singular. You do your homework every day, correct. What about Tomáš?</p>	<p>Every day I learn.</p>
<p>(he asked each pupil twice)</p>	<p>(the pupils answered without mistakes)</p>
<p>Good job! What are you doing now? Zdenek.</p>	<p>I am learning.</p>
<p>Yes, perfect. Tomáš?</p>	<p>I am sitting</p>
<p>Good. Filip, what are you doing now?</p>	<p>I am speaking English.</p>

<p>Yes, you are!</p> <p>(he asked each pupil twice)</p> <p>OK, very good. Do you have any questions?</p> <p>Oh, that's a great question! I am sitting in front of the computer and teaching. Thank you for asking! Well done everybody!</p>	<p>(all of them spoke without mistakes)</p> <p>Yes. What are you doing?</p>
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Stage 3: Final interaction; the pupils talked about their plans for Easters

Materials: None

Timing: 3 minutes

Teacher	Pupil(s)
Marek, what are your plans for your Easter holiday?	I will be with my friends.
Vášek?	I will be with my family and go outside.
That's a good plan. Tomáš?	I go outside with my dog.
Zdenek?	I go to my grandma.
Marek, do you have any special food at Easter?	No.
Well, in England, on Good Friday we eat fish. And on Sunday a lamb. Do you know the word lamb? It's a little sheep.	We have the lamb too.
Oh, yeah, I thought it is the same here. Ok everybody, good job today! We have done everything we were supposed to do. See you next week! Goodbye.	Goodbye Peter. Have a nice day.

The lesson started four minutes late due to a problem with the microphone on Peter's computer. Finally, it began with a friendly chat. Then, the native speaker showed flashcards with people doing certain activities. The pupils were asked to describe the pictures using the present continuous and then the present simple. The pupils used these tenses correctly except for one mistake at the very beginning of the activity (*They are have got*).

The body of the lesson was not supported by any visual materials. The pupils answered questions about themselves using the tenses they already practised. Again, only one hesitation appeared (*I eating every day*) and one pupil said “homeworks”. In the first case, the teacher repeated the tenses and made the pupil find out where he made the mistake. After the wrong use of the plural form of the word “homework”, Peter just said the word correctly without the suffix -s. The activity went smoothly and the pupils used the grammar correctly. The teacher made all pupils speak and use the tenses at least twice.

The last part of the lesson consisted of a final interaction about plans for the upcoming Easter holiday. He also shared some cultural information about Easter in England. When the lesson finished, the teacher, mentor and I reflected on it. Peter was satisfied with what the learners did and it was agreed that the aim of the lesson was achieved.

In my opinion, the lesson was very lively, the pupils were not afraid to speak and they enjoyed the lesson. The participation of pupils was even and all of them had opportunities to speak as Peter tried to call on each of them. He spoke clearly; sometimes maybe too quickly. The only material he used were the flashcards in the introductory part of the lesson. He showed them to the camera and some of them were difficult to see. If the pictures had been shared on the screen they would have been more visible. Peter's main focus was put on accuracy in the main body of the lesson, in other words, whether the pupils used the tenses correctly. If a pupil made a mistake, Peter reformulated the phrase correctly. During the final interaction of the lesson he focused on fluency.

Lesson 2

School: ZŠ Aloisina Výšina

Date: 7th April 2021

Grade: 6th

Number of pupils: 6

Length of the lesson: 30 minutes

Aim: Revision of the prepositions of place, the present simple and present continuous in speaking tasks

Stage 1: Introduction of the lesson; the pupils revised the prepositions of place when describing pictures

Materials: Coursebook

Timing: 7 minutes

Teacher	Pupil(s)
Morning!	(several voices at the same time) Hello Peter. Good morning.
We will begin with prepositions today. Open your student's books page 64. There is a big picture. Tell me, where is the sink? Vašek?	The sink is between the bath and the toilet.
Where is the fridge, Zdenek?	It is between the table and the cooker.
Where is the window? David?	It is between the sofa and table.
(he asked each pupil twice)	(the pupils responded without mistakes)
Now look around your room. Tell me the same sentences with the prepositions. Marek?	My computer is on the table.
(he asked each pupil twice)	(each pupil said two sentences, all of them were correct)

Stage 2: The pupils described pictures using the present simple or present continuous

Materials: Flashcards, coursebook

Timing: 12 minutes

Teacher	Pupil(s)
Let's get back to your student's books. Have a look at the picture. What are those people doing?	
He is sitting. Okay, he is sitting (the teacher emphasised is).	He sitting.
Vašek?	They are...dinnering?
No, no, just they are having dinner.	(each pupil said two sentences, the rest of it was correct)
I'm going to show you pictures (the same flashcards as in the previous lesson). Let's play a quick game. Tell me what is the person doing and I will give you a point. Ready? (he showed the first picture)	He is drawing.
Good job! I would say he is painting, but it's correct.	(only 3 pupils participated in the game; their answers were correct)
(he showed another 10 pictures)	Every day he showers.
Now tell me what do they do every day? (he is showing the flashcards)	Every day they play football.
Yes, he showers every day. (he continued with showing the pictures)	Every day he draws.
They play football every day. Good.	(the same three pupils participated in the game)
Paints. He paints every day.	

Stage 3: The pupils spoke about themselves using the present simple or present continuous

Materials: None

Timing: 10 minutes

Teacher	Pupil(s)
Be careful, a very difficult question is coming. What are you doing right now, Vašek?	
Very good. Zdenek?	I am speaking English. I am at home.
Well, yes, but what are you doing?	I am sitting.
Good. David? (he asked each pupil twice)	(the rest answered correctly as well)
What do you do every day? (he asked each pupil twice)	Every day I eat. Every day I play with my dog.
Good job. I have one more. Marek, where is the lamp in your room? (he asked each pupil twice)	The lamp is on the table. (all of them answered using correct prepositions)

A week later, all activities were based on speaking, mainly on describing the pictures. Peter started the lesson with a picture from the coursebook and the learners had to use the prepositions of place correctly (*e.g. the table is opposite the wardrobe*). Further, the pupils were describing their own room. All of them managed to use the target prepositions correctly. The participation in the introductory part was even as Peter asked all pupils to speak up.

In the second stage of the lesson, another picture from the coursebook was used along with the flashcards which were shown in the previous lesson. The pupils were supposed to describe the pictures using the present continuous. There was a hesitation at the beginning when two learners made grammar mistakes (*He sitting; They are dinnering*). Peter responded

to this situation by reformulating the sentences in their correct form. In this part of the lesson, he made each pupil say two sentences. Then it was followed by a game. Peter showed the flashcards and the pupils were supposed to describe the action in the picture as quickly as possible using the present continuous. Three out of six pupils were engaged in the game. The principle of the second round of the game was the same but the pupils used the present simple instead.

The lesson finished with a speaking task. The pupils had to use the present continuous and later the present simple. It was related to a description of their room with the prepositions of place. The pupils did not make any mistakes at this stage.

The lesson was very similar to the previous one. The aim was achieved; all pupils were able to use the present tenses and prepositions of place correctly. The participation was even in the introductory and final part of the lesson. However, three pupils dominated in speaking at the main stage. Peter used clear and intelligible language. When there was a mistake, he gently reformulated the sentence.

Having summarized Peter's lessons, I concluded that his primary focus in these lessons was on accuracy. Regarding the aims of lessons, there was no other option. Thus, he dealt with pupils' mistakes – always by reformulating the sentence with the correct version. He did not use a variety of materials, just the coursebook and a set of flashcards given to him by the Czech teacher. No kind of group work or pair work was included in his teaching. It was obvious that he is supportive of the pupils as they were not afraid to speak. The atmosphere was friendly and the pupils addressed him as “Pete”.

4.4.2 Dustin

Lesson 1

School: ZŠ Husova

Date: 6th April 2021

Grade: 7th

Number of pupils: 15

Length of the lesson: 45 minutes

Aim: Expressing one's opinion on robots

Stage 1: Introduction of the lesson; opening interaction

Materials: picture, presentation

Timing: 7 minutes

Teacher	Pupil(s)
Good morning, how are you? Too early, right? Your cameras are off, I'm sad! Let me count down turning on your cameras!	(the pupils turned on their cameras, several voices spoke at the same time) Hi Dustin.
We are going to speak about exciting and cool things today, and these are robots. (he showed a picture of the robot Number 5). This is what robots looked like when I was a kid!	Dustin you had this robot at home?
No, it's from the movie Short Circuit. Not sure what is the Czech name. Matyáš, will you google it?	Yes. In Czech it is Number 5 is alive.
That's cool. Go and see the movie. I loved it when I was at your age. Ok, but now let me ask you, do you like robots? Write your answers in the chat.	(answering yes/no in the chat)
Anička, why don't you like robots?	Because they are scary.
Marek, your opinion?	I like robots at home but I don't like robots that are like people.
What kind of robots at home you mean?	Robots in the kitchen.

<p>Oh yes, but these are called just machines, okay? Tomáš, do you like robots?</p> <p>Where can you see robots, Valentýna?</p> <p>What games?</p> <p>Oh yes, that's a good point.</p> <p>Come on, tell me!</p> <p>Oh yeah! You are absolutely right! Do you have a robot at home, Anička?</p> <p>It is called a blender in English. What else?</p> <p>Come on, try it! We are gonna help you!</p> <p>Yes, anyone?</p> <p>Great, vacuum cleaner or Hoover. British would say Hoover and Americans say vacuum cleaner. By the way, do you know from what language does robot come from?</p>	<p>Yes, they can help people.</p> <p>In games.</p> <p>From the future.</p> <p>Dustin? I know a place where robots are everywhere.</p> <p>In a robot factory.</p> <p>Yes. I think a mixer.</p> <p>I don't know how to say it...</p> <p>It is cleaning the floor.</p> <p>Vacuum cleaner</p> <p>(several voices speaking at the same time) Czech!</p>
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Stage 2: Listening and a follow-up speaking activity

Materials: presentation, video

Timing: 20 minutes

Teacher	Pupil(s)
<p>Let's watch an interesting video about robots. I am sure you will understand it, but let me just check that you know some, maybe, difficult words. What is "rescue"?</p>	
<p>Yes, great. Who can rescue other people?</p>	<p>It is like saving other people.</p>
<p>Yes. What is a "cheetah"?</p>	<p>Doctors, police. That's super quick animal.</p>
<p>Good, and what is a "surgery"?</p>	
<p>Great! I will send you the link in the chat. Watch the video and once you are ready, let me know in the chat.</p>	<p>Operation. (the same pupil explained the meaning of the vocabulary)</p>
<p>Ok, I can see all of you have finished. What was the video about? Just give me a brief summary, Anička.</p>	<p>(seven pupils wrote in the chat that they had finished)</p>
<p>Can you give me some examples, Valentýna?</p>	<p>It was about robots and how they help people.</p>
<p>Jonáš, could you give me more examples?</p>	<p>They helped people and rescued them.</p>
<p>Earthquake.</p>	<p>Yes. There was a robot arm and helped doctors and there was a robot snake with a camera. And after...</p>
<p>Great. So, robots are a good idea after all. Or are there any disadvantages?</p>	<p>Yeah, after earthquake it helped to find people.</p>
<p>Yes, it can be annoying! What else?</p>	<p>Dustin, it can...I don't know how to say it. Spy?</p>
<p>Yes, it can be annoying! What else?</p>	<p>It can break.</p>

<p>That's a good point.</p> <p>So, you have seen some robot animals in the video. I want you to think about what animals would make a good robot. And please, follow this structure (he showed a model sentence: A.....would make a good robot because...). I will give you one minute to prepare it. (after one minute) Anička?</p> <p>Marek?</p> <p>In the sky, be careful. Very good. Valentýna?</p> <p>Yes the cheetah can run fast. (he asked 7 pupils)</p>	<p>A snake would make a good robot because it can get everywhere.</p> <p>A bird would make a good robot because it can fly on the sky.</p> <p>A cheetah would make a good robot because it can running fast.</p> <p>(the rest of the pupils spoke without mistakes)</p>
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Stage 3: Final interaction

Materials: none

Timing: 12 minutes

Teacher	Pupil(s)
<p>Now, tell me what is difficult for you in these days. What machine would make it easier?</p> <p>Use the whole sentence, Anička. Tell me what is difficult for you and then what would make it easier.</p> <p>Good, what about others? Tom?</p> <p>I know what you mean! Valentýna?</p>	<p>An alarm clock machine.</p> <p>It is difficult to wake up for me. An alarm clock would make it easier.</p> <p>Math is hard for me. A calculator would make it easier.</p> <p>It is hard for me to go to school. A robot clone would make it easier.</p>

<p>What? You have been learning from home for more than three months! You are at home all the time!</p> <p>Just homework. Ok I understand.</p> <p>(he asked 8 pupils)</p> <p>Good job everyone. Did you enjoy your holiday? What did you do? Anything interesting?</p> <p>What game? Tell me about it.</p> <p>Ok, good job today! It was nice to see you! Have a nice day, bye!</p>	<p>No, I mean the robot can help me with my homeworks.</p> <p>(all of the pupils spoke without mistakes)</p> <p>Dustin, I tried a new computer game.</p> <p>(they kept talking about it with another three pupils for 5 minutes)</p> <p>(several voices at the same time) Bye, Dustin.</p>
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The native speaker started the lesson with a brief discussion. He motivated his pupils to speak English from the very beginning. When a girl felt insecure about vocabulary, he really encouraged her to try to explain her thoughts in her own words. He also made a proper explanation of the words “hoover” and “vacuum cleaner”.

The main stage of the lesson was based on a video. Before watching it, the teacher elicited vocabulary that might be difficult for the learners. As soon as the video ended, he asked the pupils what it was about. The lesson continued with a speaking activity where learners were given a model sentence according to which they made their own ones (*A ...would make a good robot because...*). All learners used the structure and thus their speaking was fluent and correct. Only two mistakes occurred during these speaking tasks, but they were rather slips of the tongue. The teacher reformulated the sentences correctly.

The final stage included a discussion on how robots can make pupils' life easier. All the pupils who were called on presented their opinions. In the remaining time, the teacher chatted with his pupils about a new computer game.

The topic attracted pupils' attention and all tasks were adequate for their level. Dustin used an appropriate form of language, so the pupils had minimal difficulties coping with him. Even the native speaker himself confirmed that he was satisfied with learners' work and considered the aim to be achieved. The lesson was very well organized, as well as dynamic and lively. The presence of the native speaker was a positive challenge for the learners. The strategy of providing the pupils with model sentences limited the space where children could have made a mistake. Moreover, such "guided fluency" eliminated the anxiety when they did not know what to say. A very pleasant moment was when the lesson ended and three pupils stayed connected in the meeting and kept talking in English with their teacher. The lesson was filled in with a friendly, encouraging and warm atmosphere. Seven pupils actively participated in the lesson and three of them dominated in the speaking parts. The rest spoke just the bare minimum of the lesson, mostly providing answers to yes/no questions. The teacher included diverse activities and various materials. From the methodological point of view, the strategy of pre-teaching vocabulary was insufficient. Only one pupil communicated with the teacher about the meaning of the words. Dustin should have made sure that the other pupils understood the meaning of the words as well. Also, the words were presented only orally and were not written anywhere.

Lesson 2

School: ZŠ Husova

Date: 30th March 2021

Grade: 8th

Number of pupils: 14

Aim: Talking about colours and their meaning

Length of the lesson: 45 minutes

Stage 1: Introduction of the lesson; opening interaction

Materials: presentation

Timing: 10 minutes

Teacher	Pupil(s)
<p>Morning everyone! Before we start, let's check the attendance. In the meanwhile, get ready for the most difficult question of your life. Are you ready?</p>	
<p>What is your favourite colour? (he showed a slide in the presentation with a model sentence with gaps: My favourite colour is because....) (he asked all pupils)</p>	<p>Yes!</p>
<p>I want to know what you associate with each colour. Do you know the word associate? For example, blue – water. So, I say the colour and you will tell me the association. Green</p>	<p>My favourite colour is red because it is the colour of roses. (all the pupils answered the question without mistakes)</p>
<p>red</p>	<p>Three pupils speaking – grass, nature, flowers, trees, garden</p>
<p>blue</p>	<p>The same three pupils speaking – blood, roses, flowers, apples</p>
<p>Sky, it is sky. Well done. (he mentioned another 3 colours)</p>	<p>The same three pupils speaking – water, sky /ski:/, eyes</p>
	<p>(the same three pupils participated, it was on a voluntary basis and the teacher did not try to call on all the pupils)</p>

Stage 2: Listening and a follow-up speaking activity

Materials: video, presentation

Timing: 25 minutes

Teacher	Pupil(s)
Let's watch a video. It is about colours and emotions. It is with English subtitles so make sure you turn it on. Some words may be unknown. What does the word "envy" mean?	
What about "determined"?	"závidět"
If you are determined to do something, it means you really want to do it, no matter what.	(silence)
Alert?	"upozornit"
Good. So, I will send you the link in the chat. Watch the video. Once you are ready, let me know.	
(the video lasted 8 minutes + he waited for two more minutes when all of the pupils were ready)	
So, what was the video about?	How colours determine our emotions.
Great. Very good. So here is my question: what does the colour yellow make you feel? (he showed a slide with a model sentence: The colour makes me feel)	The colour yellow makes me feel happy.
In the USA it is said that yellow makes people hungry. So that's why the logo of McDonald's is yellow. Ok, what about black colour? Ema?	The colour black makes me feel sad.
(he asked 6 pupils)	
Now tell me what colour is connected to...food. (he showed a model sentence: I think the colour is connected to....) Vašek?	I think the colour brown is connected to food.
What about black?	

<p>Sleep, why sleep?</p> <p>That's right, you can't see anything. What about blue?</p> <p>(he asked another 5 pupils)</p>	<p>I think the colour black is connected to sleep.</p> <p>Because I don't see nothing.</p> <p>I think the colour blue is connected to cold. I think the colour blue is connected to ice.</p> <p>(all of them spoke without mistakes)</p>
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Stage 3: Summary of the lesson; final interaction

Materials: none

Timing: 7 minutes

Teacher	Pupil(s)
<p>Good job so far! Let's put all the sentences you mentioned together. For example: My favourite colour is red. It makes me feel curious and it is associated with roses.</p> <p>Ema, are you ready?</p> <p>Yes, I agree! So, who's next?</p> <p>(he asked 7 pupils)</p>	<p>My favourite colour is pink. It makes me feel calm and it is associated with candies.</p> <p>(all of them spoke without mistakes)</p>

The main objective of the lesson in 8th grade was to make pupils talk about colours and their meaning. The lesson was based on the same principle as the previous one. The introductory part included the use of a model sentence as well. All pupils had a chance to talk, but in the next step which was connected to pupils' associations of colours, only three of them communicated with the teacher.

A video was played as the main part of the lesson. Before watching it, Dustin elicited certain vocabulary and asked the pupils to translate the words into Czech. They managed to translate two words and the last one was up to the teacher. He explained it in English, however, he did not make sure that the learners understood. Such an approach is not very

effective for presenting vocabulary as the teacher mentioned only one example of the word in the context. Once the video finished, there was a discussion about what certain colours make us feel like and what the pupils associate with each colour. In both activities, the pupils were instructed to use model sentences.

The final part of the lesson was a summary of the topic as a whole. The learners were asked to choose one colour and use all model sentences to describe it. All of them managed to speak correctly except for some minor mistakes. According to Dustin, the aim was achieved. The pupils were able to talk about colours and associations with them. There were a few pupils who dominated in speaking tasks, especially in the main stage of the lesson. The learners made only two major mistakes; one in the pronunciation of the word “sky” and one in using a double negative (*I don't see nothing*). The teacher reformulated these structures correctly.

Having observed Dustin's teaching, I can conclude that his lessons were properly prepared. They were dynamic enough and included various activities and materials. He preferred guided fluency as he provided the pupils with model sentences. However, the process of pre-teaching vocabulary was not effective. He did not show his pupils written forms of the words and did not practise pronunciation. All pupils called him Dustin and it was apparent that they enjoy the lesson as well as English in general. He did not include group work or pair work in his two lessons. Also, the participation of the learners in both lessons was not even. I was under the impression that he tended to talk to the pupils who were on a better level of English than the others.

4.4.3 Bill

Lesson 1

School: ZŠ Aloisina Výšina

Date: 31st March 2021

Grade: 6.A

Number of pupils: 8

Length of the lesson: 30 minutes

Aim: Revision of vocabulary related to the house and furniture

Stage 1: Introduction of the lesson; a picture description

Materials: a picture of a room

Timing: 2 minutes

Teacher	Pupil(s)
Hello, how are you today?	(several voices at the same time) Hello Bill. Fine and you?
I'm doing great! Do you remember what we did in the last lesson? (he showed a picture of a room)	Room.
Yeah, very good, we spoke about house equipment, furniture. Have a look at the picture and tell me what you see there.	(several voices were speaking at the same time): TV, bed, table, window, door, lamp, mirror...

Stage 2: Describing rooms and activities in the house

Materials: None

Timing: 20 minutes

Teacher	Pupil(s)
Good, very good. Tell me four things you have in your room. For example, I have got a bed in my room. So, Jakub, what do you have in your room?	I have got a computer, bed, window, wardrobe in my room.
Good. Michaela?	I have got a TV, lamp, window and a library in my room.
Oh, you mean a bookshelf. Let's say bookshelf.	(all pupils spoke without mistakes)
(he asked all pupils)	I don't have a sofa in my room.
Let's think about things you don't have in your room. For example, I don't have a toilet in my room. Tomáš?	(all pupils spoke without mistakes)
(he asked all pupils)	(several voices speaking at the same time) Bathroom, bedroom, kitchen, garage, living room.
Great, good job everyone!	You can cooking in the kitchen.
(he showed a picture of the whole house with rooms) What rooms can you see in the picture?	You can singing.
What can you do in the kitchen, Tomáš?	You can showering.
Yes, you can cook in the kitchen. What can you do in the bathroom, Michaela?	You can sleeping and reading.
Yeah, definitely! You can sing in the bathroom. What else?	
What can you do in the bedroom, Klara?	
Is there anything that you don't do in these rooms?	

<p>First, the bathroom.</p> <p>You don't eat breakfast in the bathroom, yes! What about the kitchen?</p> <p>Very good everyone. Now I want you to make a question. For example: What do you do in the bathroom? And ask your friend.</p> <p>Great job! Now let's talk about things you can and can't do. For example, can you sleep in the garage, Tom?</p> <p>(he let each pupil ask one question and also answered a question)</p> <p>Well done guys! Good job</p>	<p>(several voices speaking at the same time)</p> <p>You don't cooking in the bathroom You don't sleeping in the bathroom. I don't eating breakfast in the bathroom.</p> <p>(several voices speaking at the same time)</p> <p>You don't showering in the kitchen. You don't sleeping in the kitchen.</p> <p>What do you do in the bathroom, Klára? I showering in the bathroom. What do you do in the kitchen, Tomáš? I eat dinner in the kitchen. What do you do in the garage, Míša? I helping my dad. What do you do in the living room, Filip? I reading in the living room.</p> <p>No. Can you eat in the bedroom, Kája? No. Can you reading in the living room, Míša? Yes. Can you showering in the kitchen, Filip? No.</p>
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Stage 3: Recalling as many words as possible from the lesson

Materials: None

Timing: 3 minutes

Teacher	Pupil(s)
We are running out of time. Think about as many things as possible that you can find in your room. Come on, tell me!	(several voices speaking at the same time) TV, bed, poster, lamp, library , table, chair, mirror, wardrobe...
Great. Now tell me as many rooms as possible you can find in the house!	(several voices speaking at the same time) Kitchen, living room, bedroom, garage, bathroom...
Perfect. Good job today! Do you have any questions?	(silence)
Ok. Enjoy your Easter holiday everyone and take care! Bye-bye.	

Bill started the lesson by creating a really warm atmosphere and reminded the learners of the content of the previous lesson. He used a picture of a house to engage his pupils in the topic. They named all kinds of furniture and rooms they saw there.

In the main stage of the lesson, the participation of all pupils was even. The teacher asked them to mention a piece of furniture they had in their rooms. The learners used the target vocabulary without any hesitation. However, one of the pupils said: “*I have a library in my room*”. The teacher just reformulated the sentence into: “*Oh, you have a bookshelf in your room*”. He did not explain the difference between the two words. In the speaking tasks where pupils were supposed to mention what activities they do in certain rooms of the house, they made significant grammatical errors (*I eating in the kitchen, I don't sleeping in the garage...*). The teacher did not correct them immediately. He only reformulated the sentence twice without any emphasis on the incorrectly used grammar. It was clear that it affected the pupils

since they repeated the above-mentioned grammatical errors for the whole duration of the lesson. This stage was finished with an interaction between the pupils. They asked their classmates about activities they do in certain rooms in the house.

In the final part, the pupils named as many words as possible related to the house and furniture. From my and the native speaker's perspective, the aim was achieved. All the pupils used the vocabulary correctly and confidently. Moreover, the participation of all the pupils was even and Bill included a quick dialogue between them. However, he used only one picture at the beginning of the lesson; the rest was taught without any visual support.

Lesson 2

School: ZŠ Aloisina Výšina

Date: 6th April 2021

Grade: 6th

Number of pupils: 5

Length: 30 minutes

Aim: Practising vocabulary related to describing people

Stage 1: Opening interaction; naming vocabulary related to physical appearance

Materials: none

Timing: 3 minutes

Teacher	Pupil(s)
<p>Hello, how are you today? What did you do this weekend?</p> <p>OK, so just some normal stuff. Now tell me, what are some words we can say about people?</p> <p>For example, tall.</p> <p>Very good, well done!</p>	<p>(several voices were speaking at the same time) I studying and sleeping. I went out with my friend. I sleep.</p> <p>(silence)</p> <p>(several voices were speaking at the same time, the pupils named around 20 vocabulary items) Short, fat, skinny, old, young, beautiful...</p>

Stage 2: Picture description
Materials: pictures of people
Timing: 15 minutes

Teacher	Pupil(s)
<p>(he shared his screen with the pupils) Have a look at the picture. What do those people look like?</p> <p>She has got short hair, good.</p> <p>She is slim, good. (he asked each pupil)</p> <p>Now tell me about someone in your family. What does the person look like?</p> <p>Yes, well done.</p> <p>(he asked all pupils)</p> <p>She has got blue eyes. Good</p> <p>Let's describe one of your classmates. Martin?</p> <p>And who is it?</p> <p>So Kuba wears glasses. And he is short. Ok, tell me the name as well. Vojta?</p> <p>Very good. (he asked all pupils)</p> <p>Now let's get back to the picture. Tell me what they are wearing.</p>	<p>(all pupils were describing the pictures) He is fat and tall. She has got short hairs.</p> <p>She is slim [slem].</p> <p>My brother have short brown hair. He is tall and have green eyes.</p> <p>My sister is tall. She have glasses, short and brown hair.</p> <p>My sister is small. She have blue eyes.</p> <p>(the rest spoke without mistakes)</p> <p>He has got glasses and is short.</p> <p>Kuba.</p> <p>Eliška is tall and she have got black hair.</p> <p>(the rest spoke without mistakes)</p> <p>(several voices at the same time)</p>

<p>Very good. What is she wearing? (he pointed at a girl with grey trousers)</p> <p>I would say pants.</p> <p>What are you wearing? Martin?</p> <p>Good (he asked other students)</p>	<p>t-shirt, shorts, skirt, hat...</p> <p>grey trousers</p> <p>I wearing t-shirt and shorts.</p> <p>(all of them said: I wearing)</p>
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Stage 3: Practising vocabulary related to fashion

Materials: a picture

Timing: 7 minutes

<p>Teacher</p> <p>Let's test your memory! I will show you a picture with many different kinds of clothes (about 25 items). Look at it for one minute and try to remember as many as possible.</p> <p>(after one minute)</p> <p>Ok, so what do you remember?</p> <p>Good job! You have named all of them.</p> <p>What are you wearing right now?</p> <p>(he asked all pupils)</p> <p>Well done, everybody! Good job today! See you next week. Bye-bye</p>	<p>Pupil(s)</p> <p>(naming the vocabulary)</p> <p>t-shirt, shoes, hat, trousers...</p> <p>I wearing socks, trousers and jumper. I wearing pyjamas.</p> <p>Bye-bye Bill</p>
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The second lesson dealt with vocabulary related to describing physical appearance. After the introduction, the learners first described pictures, then their relatives and also their classmates. During the procedure, the teacher was focused only on the correct use of vocabulary. There were some grammar errors that pupils made (*he have, she have*) and the teacher did not correct them properly, although it was a mistake that occurred repeatedly. Moreover, he insufficiently corrected the pronunciation of the word “slim”. He only repeated it without any drilling. Also, he should have explained the difference between the words “trousers” and “pants”.

The learners used the rest of vocabulary without any hesitation and making any mistakes. The follow-up activity was based on a memory game. The teacher showed a set of pictures of clothes and the pupils had to remember them within a one-minute limit. Then they tried to name all of them. The aim of the lesson was achieved; the pupils were able to use the vocabulary correctly. From the methodological perspective, the teacher left enough space and opportunities for the pupils to use the words. However, the tolerance of grammatical errors in both lessons had an impact on pupils' accuracy. He did not provide learners with an explanation of vocabulary items having similar meaning (library – bookshelf, pants – trousers). The correction without a proper explanation could be confusing for the pupils. They could feel that they were wrong. For example, Bill should have clarified that as an American, he says “pants”, but it did not mean that the word “trousers” was incorrect.

In both Bill's lessons the atmosphere was friendly; he was praising the learners even for making small steps. Bill spoke very clearly and his language corresponded with the learners' level of English. The pupils participated in his lessons equally. The only material Bill used were the pictures for description. There was one pair work in the main body, more specifically a quick dialogue.

4.4.4 Daniel

Lesson 1

School: ZŠ Barvířská

Date: 31st March 2021

Grade: 9th

Number of pupils: 7

Length of the lesson: 30 minutes

Aim: Talking about their free time activities

Stage 1: Opening interaction

Materials: none

Timing 3 minutes

Teacher	Pupil(s)
Hi! I hope you can hear me. How are you guys?	(several voices replied) Hello Dan. Good. Fine.
I'm glad to hear that. What did you do last weekend?	(silence)
Tomáš?	I was...I don't know how to say it...přehrada?
Ok. I'm not gonna help you with that...anyone?	(classmates) It's a dam.
Oh yeah, a dam! What a nice place. What did you do there?	I was there for a walk with my friends.
Good, OK. Who else would like to share his weekend with us?	(silence)
Well, I know it is pretty difficult to spend free time outside these days. But still I want you to talk about your free time today.	
(he checked the attendance)	

Stage 2: The pupils talk about their hobbies

Materials: none

Timing: 12 minutes

Teacher	Pupil(s)
You spend a lot of time at home. Has anybody started doing any new hobbies or activities?	(Silence)
Lukáš? What about you. Have you started any new hobbies?	No.
And what about Týna?	No. I didn't do nothing.
Anyone?	(silence)
(after 30 seconds) Anička?	I read more.
That's good! What type of books do you read?	I like novels.
Filip?	I was just playing video games.
And what kind of video games?	League of Legends.
And Filip, I was wondering, do you get told that you play too much?	Yes.
Who tells you so?	My mum.
And she wants you to ...?	Study more.
And what about Tomáš? I know you play a lot as well.	Yeah, my mum wants me to go out with the dog.
I understand. Klára, what do you do in your free time?	I like watching TV shows on Netflix.
Ok, what kind of shows?	Comedies.

<p>Good. And Týna, what is your favourite activity in your free time?</p>	
<p>Yeah, you mean inline skating. That's great. Has your friend or a family member found a new interest during the pandemic?</p>	<p>I ride a bike and ...inline?</p>
<p>Filip?</p>	<p>(silence for 20 seconds)</p>
<p>(he asked all pupils)</p>	<p>No.</p>
<p>Would you like to try something new in the future?</p>	<p>(all of them said “no”)</p>
<p>Well, I would like to try skydiving one day. Have you heard about it?</p>	<p>(silence)</p>
<p>Would you like to try it?</p>	<p>Yes (one pupil)</p>
<p>Of course, it is. So, anybody? What hobbies would you like to try in the future?</p>	<p>No, it is dangerous.</p>
<p>You are happy with your hobbies you already have?</p>	<p>(silence)</p>
	<p>Yes (one pupil)</p>

Stage 3: Final interaction

Materials: none

Timing: 7 minutes

Teacher	Pupil(s)
You have been at home for more than three months. How things have changed at school?	
When you are back at school, do you think there are going to be any changes?	(silence for 20 seconds)
Does anybody disagree with Filip?	I think it will be the same.
Anička, do you disagree with Filip? (he asked 3 pupils the same question)	(silence for 15 seconds)
Do you think we are now more comfortable with using modern technologies? Anybody?	I don't know.
Do you think teachers will use the technology more in the classroom, Filip?	(silence for 20 seconds)
And what is better, to study from home or be at school?	Yes, we watch more videos.
It's nice to hear that! I prefer the school as well. At least I see your faces! Anička, what is your opinion?	Be at school (3 students at the same time).
Yes, you can't see your friends, I understand.	
What about your classmates? Do you want to study from home or do you want to be at school? (then he asked 3 pupils)	I want to be at school. Because now I can't see my friends.
Ok guys, very good job today! I wish you a nice weekend!	(silence for 20 seconds)
	Bye. Have a nice day Dan.

A quick friendly chat was a part of the introduction. The teacher asked the pupils what they did during the weekend. Only three of them replied and were fully engaged in the speaking for the whole lesson. In order to reach the aim, the teacher chose a conversation between him and the learners. He asked how they spent their free time and they replied to him, usually not using full-sentence answers. During the speaking activities, learners did not make any significant grammar mistakes as they did not speak too much. The follow-up activity was not related to pupils' free time but to their opinion on distance learning.

Even though Daniel mentioned what the aim of the lesson was supposed to be, it made an impression that the lesson did not have a specific goal and was not prepared properly. Pupils only responded to native speaker's questions and were not able to speak about the topic fluently. I considered this to be the main mistake the teacher made. He wanted the pupils to communicate but did not prepare them for it. To engage them in the topic and speaking, he could give them useful phrases or vocabulary. From my perspective, the lesson was monotonous and lacked dynamics. One of the reasons for this conclusion could be the excessive waiting time for an answer. In some cases, he spent up to twenty seconds expecting the answer. Also, when there was no response, he tried to reformulate the question or answered the question himself which increased the teacher's talking time. On the other hand, the atmosphere was friendly and pupils called him by his first name. He spoke clear English, appropriate for the pupils' level.

The teacher did not use any materials or sources to prepare learners for speaking. As soon as the lesson ended, the teacher himself said that it was difficult to make pupils speak during the online classes. The last stage of the lesson was not related to the aim. The reason of the sudden change of the topic from free time to distance learning was that Daniel felt that there was a low interest in the topic. From my point of view, it was not a low interest but insufficient motivation and preparation to speak.

Lesson 2

School: ZŠ Barvířská

Date: 7th April 2021

Grade: 9th

Number of pupils: 7

Length of the lesson: 30 minutes

Aim: Presenting new vocabulary items related to spring

Stage 1: Opening interaction; introduction of the lesson

Materials: none

Timing: 4 minutes

Teacher	Pupil(s)
Hello, how are you?	(two pupils speaking) Hi Dan, I'm good.
What I want to do today is to talk about spring. What seasons of the year do you know?	(silence)
Tomáš?	Winter, spring, summer and autumn.
What is typical for each season?	(Tomáš) Weather, clothes, holiday.
And what are your preferences?	(silence)
Anyone? Anička?	I like summer.
Why?	Because of holiday.
Tomáš, what is your preference?	I like winter. Because of Christmas and the snow.
And how would you describe the last winter we just had?	(silence for 20 seconds)
Anybody?	Less snowy.
Well I think it's true. Anything else you would like to compare?	(silence for 20 seconds)
Was this winter interesting or boring?	(several voices were speaking at the same time) Boring!

<p>I agree. It was also challenging. Ok, let's get back to spring.</p> <p>(he checked the attendance)</p>	
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Stage 2: Presentation of the new vocabulary

Materials: pictures

Timing: 12 minutes

Teacher	Pupil(s)
<p>I want to go through vocabulary about spring. (he showed a set of pictures related to spring) Let's have a look at the first one. What is it?</p> <p>These are buds. Everybody, say buds.</p> <p>What is this?</p> <p>Yes, good. Everybody, say lamb.</p> <p>(he showed another 10 pictures – blossoms, sprouts, daffodils, seeds, puddle, leaf, nest, tulip, planting and did not insist on the pupils repeating the pronunciation after him).</p> <p>So, what can you do in spring?</p> <p>What about nature?</p> <p>What is different in nature? You can use the new vocabulary.</p> <p>Yes, very good. What kind of flowers?</p> <p>Do you like spring? (he asked each pupil)</p> <p>So Lukáš, what do you like about spring?</p>	<p>(silence)</p> <p>(several voices at the same time) Buds.</p> <p>Lamb.</p> <p>(only 3 voices pronounced the word)</p> <p>You can plant flowers.</p> <p>(silence)</p> <p>There are blossoms and flowers.</p> <p>(two pupils speaking at the same time) Tulips. Daffodils.</p> <p>(all of them said “yes”)</p> <p>It is the end of winter and is not cold outside.</p>

<p>(he asked 4 pupils)</p> <p>Very good. I think that we also feel in a better mood in spring. There is more sunshine and you can spend more time outside.</p>	<p>(they did not use the practised vocabulary in their answers)</p>
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Stage 3: Final interaction

Materials: none

Timing: 4 minutes

<p>Teacher</p> <p>We have a few minutes left. What did you do during your Easter holiday? Anything interesting?</p> <p>Anička?</p> <p>(he asked 4 pupils)</p> <p>Unfortunately, it's time to finish. Good job today! See you next week, bye!</p>	<p>Pupil(s)</p> <p>(silence)</p> <p>I visited my grandma.</p> <p>(all of them spoke without mistakes)</p> <p>(several voices at the same time)</p> <p>Bye Dan.</p>
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The second observed lesson aimed to present new vocabulary related to spring. The conversation in the introductory part made an impression that it was heading towards a dead-end. The teacher wanted to talk about spring but the pupils ended up talking about winter. He showed a picture of words related to spring at the beginning of the main body of the lesson. First, Daniel tried to elicit the meaning from the pupils. When he was presenting the new vocabulary, he was not consistent in teaching its pronunciation. The teacher insisted on drilling only at the beginning and he made all pupils repeat the word only once. He later said the word himself and did not ask the pupils to repeat it. Also, Daniel allocated only five minutes to practising the vocabulary. Even though the follow-up activity was about the pupils' plans for Easter, they did not use any of the presented words. Moreover, the lesson ended seven minutes earlier than planned. In the native speaker's opinion, the aim was reached partially. He said that the pupils were able to talk about spring but their use of the new vocabulary was limited.

Having observed Daniel's lessons, I concluded that he uses English adequate for his pupils' level. The learning environment was warm and friendly, however, it was not motivating and encouraging enough. Pupils and the teacher had their cameras off during both of the lessons, which could have been along with excessive waiting times the reason for such low dynamics and participation. Moreover, the choice of topics was not interesting enough for teenagers in 9th grade. However, I am aware that this perspective is too subjective; perhaps a normal lesson in the classroom is much more different.

The native speaker used only one kind of material, a picture for the presentation of vocabulary. In addition, neither group work nor pair work were included in the speaking tasks. He aimed for fluency and meaning in both lessons.

5 Discussion of findings

In this chapter, the data from all observations, questionnaires and theory will be compared and analysed. The emphasis will be put on features of native speakers' teaching which appeared in Figure 1 – Chapter 1.4, the questionnaire survey and what was observed in the native speakers' lessons. It will then be assessed what strategies are used by native speakers for teaching English. Furthermore, it will be concluded whether native speakers' lessons led to effective language acquisition.

5.1 Classroom atmosphere

All lessons taught by native speakers were filled with friendly communication. As mentioned in Chapter 1.4, native speakers' lessons are based on a relaxed atmosphere and a more informal approach. All native speakers involved in the research made a truly kind learning environment. The pupils called their teachers by their first names, which made the lesson very casual. The questionnaire survey completed by the Czech teachers confirmed already mentioned assumptions; the Czech respondents strongly agreed with the statement that native speakers' lessons are more casual than non-native speakers' ones. Another explanation in theory for finding the native speakers as more casual is that they set less homework and fewer tests. None of the teachers assigned homework nor evaluated the pupils during their teaching. The Czech teachers confirmed this statement. There was a complete agreement based on the questionnaires that the native speakers do not assess pupils at all. Therefore, it could be assumed that some pupils do not actively participate in the lesson because of the lack of assessment. Those who are intrinsically motivated and interested in English will speak with the native speaker, unlike those whose motivation is extrinsic and expect to be given a mark or at least that the native speaker gives their assessment to the Czech teacher. Another explanation for the low participation of some pupils could be the feeling of anxiety. They might feel insecure when talking to a native speaker. They could

have difficulties with understanding the teacher. However, this is only a personal presumption and there is limited validity to it.

5.2 Anticipating pupils' potential struggles

Chapter 1.4 mentions that native speakers have difficulties with anticipating pupils' potential struggles during language acquisition. The questionnaire survey confirmed this theory when all four Czech respondents expressed rather a disagreement with the statement. Data gained in the observation partially support this view. Native speakers could not foresee possible difficulties due to their lack of knowledge and understanding of the Czech language. During a quick session with Mrs Kadlecová, Peter's colleague, it was revealed that he did not know that the Czech language does not distinguish the present simple and continuous tenses and thus could not understand why the learners tend to struggle with it. One of the teachers, Bill, did not explain the difference between the words “library” and “bookshelf” or “trousers” and “pants”. In my opinion, it is crucial to clarify why the teacher preferred different words and why he corrected the pupils. The learners might feel confused and think that they used the word completely wrong and might not say anything next time.

5.3 Fluency and error correction

According to Figure 1 in Chapter 1.4, native speakers' primary focus is on fluency and meaning rather than accuracy. Therefore, they are more likely to tolerate errors. This corresponds with the native speakers' answers in their questionnaires. All of them mentioned that they correct only errors that hinder understanding. There were not any conversational breakdowns in their lessons and thus the correction was not necessary. They also said that they wanted to build confidence in speaking, which could be disturbed by an instant correction. As stated in Chapter 2.2.1, a discussion interrupted by correction may lose its point and flow. Moreover, the Czech teachers were asked the same question and their answers did not differ. Two of them added that native speakers also dealt with errors that occurred

regularly. However, the chapter suggests pointing out the mistakes at the end of the speaking tasks in order to familiarize pupils with their mistakes. None of the teachers did so. Moreover, in Bill's lessons, the insufficient reminding of grammar errors led to pupils' internalization of it. More specifically, six pupils used incorrect grammatical structures several times. Furthermore, Bill stated in the questionnaire that he dealt with mistakes that occurred regularly. Despite the mentioned facts, it is necessary to point out the primary goal of native speakers. They want to build confidence in speaking and give their pupils an idea of what it is like when they encounter an English-speaking person outside the classroom. They had succeeded in this goal since most of the learners in observed lessons were not afraid to speak. Nevertheless, the theory in Chapter 2.2.1 presents that both fluency and accuracy should be included in teaching speaking, particularly at beginner and intermediate levels. Moreover, English is a school subject which in further stages of education requires accuracy as well (entrance or final exams). And here comes the importance of the Czech teachers, who focus on accuracy. In the questionnaire survey, two of the Czech teachers mentioned that they dealt with errors their pupils made in native speakers' lessons and provided pupils with proper correction. Such a strategy could lead to the elimination of errors and more successful language acquisition. However, the other two teachers admitted that they only advised the native speaker to be more consistent in error correction and did not reflect on those errors in their own lessons. Such an approach could be a crucial element of failure in maintaining pupils' accuracy.

5.4 Materials

A contrast between theory and the findings of the observation was revealed in the case of using materials. According to Chapter 1.4, native speakers are said to be using various materials. Native speakers confirmed this assumption in the questionnaire survey as well. Nevertheless, conducted research showed that only one native speaker used a variety of materials in his lessons. Dustin included a presentation, video and pictures in his teaching. The rest of them used mainly one kind of material (picture, coursebook); Daniel did not use anything in one of his lessons. This conclusion was further supported by the questionnaire survey among the Czech teachers. Only one respondent agreed that they use a variety of materials, while others expressed a contradicting opinion.

5.5 Effectiveness of native speakers' classes

In the context of developing speaking skills, Daniel's lessons lacked proper introduction. As a result, pupils' language skills were not encouraged enough for the speaking part. In Chapter 2.2.1, it was highlighted that the activity should be preceded by a lead-in where pupils' existing knowledge would be activated. It also helps to eliminate their stress from the speaking. Even though the pupils were not afraid to speak, their participation in Daniel's lesson was not even. It could be due to the above-mentioned absence of assessment or not being ready to speak. Moreover, pupils' encouragement in the lesson might depend on the choice of topics. For example, speaking about free time is not as interesting as speaking about robots. Furthermore, there is a higher chance of effective teaching on the condition that the lesson is prepared properly with various activities and materials.

Dustin included listening sessions in his lessons. He followed the theory mentioned in Chapter 2.1.1. As a pre-listening activity, he encouraged a discussion about the topic. He also elicited vocabulary which he considered to be difficult or unknown for the learners.

The teacher chose three words that could hinder pupils' understanding of what was being said in the video. Nevertheless, only one pupil was able to explain the meaning of words. That gave the native speaker an impression that the rest of the class already knew the words as he did not make sure that the other pupils understood the meaning as well. The listening did not include any tasks for detailed comprehension. The teacher only asked the pupils about the general idea of it. However, it was followed by a discussion activity and other parts of the lesson followed the topic.

Bill's two lessons and one of Daniel's focused on expanding and revising vocabulary. Daniel proceeded in accordance with the theory in Chapter 3.1. He chose presentation-practise approach. In other words, he showed the learners sets of pictures. First of all, he tried to elicit the meaning. However, further practice was not satisfactory. Pupils were not given opportunities to use the words. Moreover, the teacher insisted on drilling just the first two words and later on, only he presented the pronunciation. In Bill's lessons, pupils had enough space to use the vocabulary.

5.6 Group work and pair work

Native speakers' preference of organizing pupils into groups or pairs does not correspond to the observation either. Chapter 2.2.1 states that in order to maximize pupils' talking time, it is necessary to include group or pair work. Moreover, Figure 1 in Chapter 1.4 outlines that native speakers are in favour of these kinds of arrangements. However, only one in all eight observed lessons included such a type of work. Furthermore, the pair work was only a part of Bill's lesson and the dialogue lasted less than five minutes. The rest of all observed lessons was based on the interaction between one pupil and the teacher. Only one Czech teacher found native speakers to be open to group work, while the rest rather disagreed with it. This lack of interaction between the learners could be affected by distance learning. Teaching online offers limited occasions for grouping students. On the other hand, as Chapter 1.3 says, a good teacher is familiar with the latest technological equipment. For instance, there

is a possibility of using so-called “breakout rooms” in the software for online lessons. Moreover, native speakers had been teaching online for more than six months at the time of the research. They could have adapted to new possibilities for teaching in groups or pairs online as it is an area in which native speakers could make their teaching much more effective.

5.7 Summary

The analysis confirmed that native speakers focused on fluency, meaning and that they tended to tolerate errors. Furthermore, they had a casual and encouraging learning environment which raised pupils' speaking confidence. However, the native speakers neither assessed their pupils nor set homework and tests. Due to the lack of knowledge of the Czech language, they could not anticipate potential difficulties in their pupils' language acquisition. The observation and questionnaire survey disproved that native speakers use a variety of materials and that they favour group work. Also, their teaching of vocabulary and listening skills should respect its pre-established procedure.

The teachers did not disturb pupils' speaking by error correction and appreciated their effort to speak. Thanks to such an approach, the pupils will be ready and confident enough to speak English outside the classroom. The importance of accuracy remains in hands of the Czech teachers whose consistency for error correction is crucial for the complete language acquisition. Therefore, based on the research carried-out, it can be assumed that ideally the pupils need both, native and non-native teachers in order to become confident in using a foreign language.

6 Conclusion

The main aim of the thesis was to identify what strategies native speakers of English use when teaching at lower secondary schools. The research further aimed to elaborate on whether native speakers' teaching is effective from the language acquisition point of view. The study composed of observation of native speakers' lessons, a questionnaire survey for them and for their Czech colleagues. The empirically collected data were analysed and compared with the theory.

The analysis identified native speakers' strategies while teaching English. It confirmed that they tended to focus on fluency and meaning rather than on accuracy. Therefore, they tolerated errors. They showed difficulties with anticipating the struggles of their learners during language acquisition. Their lessons were casual and typical for encouraging learners to be confident in speaking English. However, the analysis revealed a contradiction between the theory and the results obtained from the research. The theoretical part perceives native speakers to be in favour of group and pair work and also shows their extended use of various materials. On the other hand, the research showed that only one of the native speakers used such kind of collaborative classroom work. Moreover, most of them did not use a large variety of materials, only a coursebook and pictures and those materials were in the majority of cases prepared for them by the Czech teachers.

From the research that was carried out, it is possible to conclude that native speakers' teaching is effective on the condition that the lesson plan is prepared properly. Pupils gain confidence in using the language and become familiar with meeting and speaking to an English-speaking person outside the classroom. Even though learners made grammatical mistakes, there was no conversational breakdown during the lessons. The research also pointed out areas in which native speakers' teaching should be improved. In particular, they should focus on an appropriate engagement of their pupils for speaking tasks; for example, provide them with useful vocabulary or phrases. The findings suggest setting realistic goals

and keeping already existing close and consistent cooperation between the native speakers and their Czech colleagues.

It was taken into consideration that the lower amount of observed lessons may not have an adequate value. The research was carried out during the time of the Covid-19 pandemic; observing lessons in person was not possible due to health and safety reasons. However, it suggests possibilities of further research as online teaching has its own specific features and native speakers' teaching in the classroom may be slightly different.

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8 Appendices

Appendix 1– Questionnaires for the native speakers

Appendix 2 – Questionnaires for the Czech teachers

Appendix 1

Dear respondent,

this questionnaire is related to your teaching at lower secondary schools.

Please answer the following questions.

Section I – Professional background. Please write down your answer.

1. How long have you been teaching English at lower secondary schools in the Czech Republic?
2. Did you teach somewhere else before that?
 - Yes (please, specify):
 - No.
3. Do you have any education in the field of teaching languages or pedagogy?
 - Yes (please, specify):
 - No.
4. Do you take part in further education?
 - Yes (please, specify):
 - No.

Section 2 – Teaching process. Please highlight a suitable answer.

5. What kind of English lessons do you teach?
 - regular lessons
 - conversation classes
 - other (please, specify):

Appendix 1

6. Do you teach the whole lesson or just a part of it?
 - whole lesson
 - just a part of the lesson
 - a combination of both possibilities

7. What are the main objectives of your lessons? You may choose more than one option.
 - develop speaking skills
 - expand vocabulary
 - improve pronunciation
 - develop listening skills
 - other (please, specify):

8. Do you choose the content and the aim of the lesson/activity yourself?
 - Yes, the choice is absolutely up to me.
 - Yes, but I have to consult it with my Czech colleague.
 - My Czech colleague sets the aim and I can choose activities.
 - No, my Czech colleague tells me the aim and what activities to use.
 - Other (please, specify):

9. What materials do you use? You may choose more options.
 - coursebooks
 - one's own materials
 - authentic materials
 - what my Czech colleague gives me
 - other (please, specify):

Appendix 1

10. According to which criteria do you modify activities/ tasks for individual classes?

- according to pupils' interests
- according to pupils' level
- according to pupils' needs
- I use the same activities/ tasks for all groups.
- Other (please, specify):

Section 3 – Feedback, reflection. Please highlight a suitable answer.

11. What approach do you use for error correction?

- I correct only major mistakes.
- I correct all mistakes.
- I correct only mistakes that hinder understanding.
- I correct mistakes that occur regularly.
- I do not correct pupils' mistakes.
- Other (please, specify)

12. Do you reflect on your work?

- Yes. (how often?)
- No.

13. You are a native speaker; how can Czech learners benefit from your lessons? Please write down your answer.

Thank you for your cooperation.

Appendix 2

Dear respondent,

this questionnaire is related to your cooperation with native speakers of English.

Please answer the following questions. You may choose more options.

1. How long have you been cooperating with native speakers?

2. Do you take a significant part in setting the aim of the native speaker's lesson? Please highlight the correct answer.
 - Yes, the choice is absolutely up to me.
 - Yes, but I consult it with the native speaker.
 - I set the aim and the native speaker chooses activities.
 - No, the native speaker sets the aim and chooses activities himself.
 - Other, please specify:

3. What materials do native speakers use?
 - coursebooks
 - their own materials
 - authentic materials
 - I choose the materials
 - Other, please specify:

4. What approach do native speakers use for error correction?
 - They correct only major mistakes.
 - They correct only mistakes that hinder understanding.
 - They correct mistakes that occur regularly.
 - They do not correct pupils' mistakes.
 - Other, please specify:

Appendix 2

5. How do native speakers assess pupils' work in the classroom?

- They mark them.
- They give me information about pupils' work in the classroom.
- They do not assess them.
- Other, please specify:

6. In your opinion, the native speaker should improve in...

- the classroom management.
- the organisation of their lesson plan.
- the consistency in error correction.
- the communication with me or with other English teachers.
- Other, please specify:

7. Do you see the progress in your pupils' speaking skills?

- Yes. Please, specify:
- No.

8. What do you consider to be the most significant benefit of the native speaker's teaching?

- They build pupils' confidence in speaking.
- They offer better cultural understanding.
- They develop pupils' speaking skills.
- Other, please specify:

9. Please rate statements below from 1 to 5.

1= strongly agree, 2= agree, 3= neither agree nor disagree, 4= disagree, 5= strongly disagree

- Native speakers are able to anticipate learners' potential struggles during language acquisition.
- Native speakers focus mainly on fluency and meaning.
- Native speakers use a variety of materials.

Appendix 2

- Native speakers' lessons are casual (friendly atmosphere, pupils call their teacher by his first name, informal learning environment).
- Native speakers are in favour of group work / pair work.

10. When pupils make an error in the native speaker's lesson and the error is not corrected, what approach do you follow?

- I deal with it briefly in my lesson.
- My next lesson is aimed at eliminating the error.
- I ask the native speaker to be more consistent in error correction next time.
- I do not reflect on it in my lesson.
- Other, please specify.

Thank you for your cooperation.