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## Použití mateřského jazyka při výuce anglického jazyka

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**NÁZEV:** Použití mateřského jazyka při výuce anglického jazyka

**ABSTRAKT:** Tato práce se zabývá použitím mateřského jazyka při výuce cizího jazyka, především pak použití českého jazyka při výuce anglického jazyka. První část zkoumá teoretické zázemí z hlediska použití mateřského jazyka v různých metodách. Praktická část se věnuje situaci na školách, míře a četnosti používání mateřského jazyka učiteli angličtiny a příležitostem, kdy k tomuto jevu dochází. Na základě propojení teoretických a praktických poznatků je patrná snaha najít možná řešení a cesty ke změnám a zlepšení současného stavu. Tato diplomová práce obsahuje reálné údaje, které vycházejí z osobních zkušeností autorky získaných na různých školách a z diskusí se studenty a učiteli.

**KLÍČOVÁ SLOVA:** mateřský jazyk – cizí jazyk – překlad – osvojení jazyka – jazykový transfer - interference

**TITLE :** The Use of the Mother Tongue in an English Language Classroom

**ABSTRACT:** This thesis focuses on the use of the mother tongue in foreign language teaching, primarily the use of Czech in an English language classroom. The theoretical part analyses the theoretical background concerning the use of the mother tongue within different teaching methods. The practical part investigates the situation at schools and how much and on what occasions teachers use the mother tongue while teaching English. After combining both theoretical and practical findings, the goal is to figure out possible solutions and suggestions to change or to improve the current situation. This thesis works with real data based on personal experience gained at different schools and also based on personal interviews with students and teachers.

**KEY WORDS:** L1 (mother tongue) – L2 (target language - foreign language) – translation – language acquisition – language transfer – interference

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# 1. Introduction

This thesis deals with the occurrence and role of the native language in foreign language teaching with the emphasis on the English language. The role of the native language in the classroom represents an important issue that should be discussed because it can have a negative influence on the learning process.

The aim of this work is to find out whether the amount of use of the native language is appropriate and if not, what are the reasons for such conditions and what can be done to change the current situation. Another goal is to cover what has been already written on the examined subject in other theoretical works and what is the point of view of general methodology regarding our issue. The findings will be compared with real situations at schools with the data gathered at different kinds of schools in two countries. Possible solutions will be offered as well.

The thesis is divided into two main sections. The first part is theoretical, hence it deals with several aspects relevant to first language acquisition together with second language acquisition and learning and their concepts. Also, it concentrates on the role of the native language in different teaching methods and A brief history of second language teaching is included as well. The second part aims to reflect on my personal experience together with the help of methodological sources as well. It collects data gained during my observational visits at many schools, including my internship in Germany. It concludes with possible solutions and suggestions concerning the current use of native language in the classroom.

The methods used for our purpose were the following: the research of specialized literature available in the Czech Republic, observation, interviews with students, teachers, students' parents and school management. While preparing for the thesis I worked with available resources and materials. The studied materials include – methodology books,

school curricula, year plans, classroom registers, school documents, students' textbooks, exercise-books and report books.

The thesis is intended for students at faculties of education or new teachers to realize the aspects of the presence of native language in foreign language teaching. It should help them to get better acquainted with this topic and the work also proposes ideas and suggestions on how to improve the established situation and what aimed students and teachers can do themselves to change it. This thesis can also serve as a supportive tool for experienced teachers who want to modernize their way of teaching of foreign languages.

## **2. Theoretical Part**

This part of the thesis deals with the theoretical background and serves as an introduction to the following practical part based mostly on my research and experience. The theoretical part concludes findings from different sources available for the intended aim. To make the thesis more simple and clearer, the terms teacher and student in a general sense of the word are going to be used in their male forms or plural forms in order to avoid confusion. When talking about a specific teacher or student, the appropriate grammatical gender will be used.

### **2.1. First Language and Foreign Language Definitions**

In the first chapter, the definitions of key terms that are used in this work will be explained. The distinction between the first and foreign language is, of course, crucial for this work, but there are other terms that need to be clarified at the beginning to avoid confusion. The terms that will be frequently used were selected from a number of different resources. As a result, it may be evident that whereas two different authors use the same term, others may disagree.

#### **First Language**

L1, the mother tongue, the first language or the native language, all those terms denote the language that we learn first from our parents. Lightbown and Spada in their book *How Languages are Learned (1996)* come up with the following definition: *First language mother tongue native language: The language first learned. Many children learn more than one language from birth and may be said to have more than one mother*

tongues. The abbreviation *L1* is often used. All four terms introduced above are equally used in this work referring to the language that students consider as their own. In our case, Czech is most frequent, as we will be able to see in the second part of this thesis, it may also be German.

### **Foreign Language**

L2, foreign language or target language is the language we learn in addition to the first language, usually as a subject at school, but it can be for work purposes or when people move to another country. We can achieve various levels of proficiency in the foreign language but, in most cases, not a higher level of proficiency than we have achieved in the first language and therefore the term foreign language fits best. This does not include the case of bilingualism, for example, when childrens' parents do not share the same mother tongue and a child is raised acquiring both languages simultaneously and the levels of knowledge are almost equal. In this case, we might talk about the second language.

Moreover, the term second language is used in countries where a different language or languages are spoken apart from the mother tongue language, or in case there is more than one official language. Many publications use the term second language as they deal with English as second language. In this work the term second language may be used if referring to various sources as most of the studied literature works with this exact term and many authors do not distinguish even between a second language and a foreign language. As we can see it in Ligthbown, Spada (1996): “*Second language Any language other than the first language learned. The abbreviation L2 is often used.*” Otherwise, when speaking about English as a language taught in the Czech Republic it will be referred to as L2, foreign language or target language.

## **Language Acquisition**

This term will be mostly used to discuss the first language acquisition which is considered to be natural, unconscious and unforced in contrast to intentional and formal foreign language learning. Nevertheless, there also exists foreign language acquisition that occurs non-consciously and without the learners' awareness. There are studies that show that even a foreign language can be acquired in the same way as the native language, but this concerns just some areas of the language and should not be mistaken for the whole process of language learning. Therefore, while talking about acquisition in this thesis, we will talk about the natural process that occurs when a child starts to understand adults' talk and then starts to talk back.

## **Language Learning**

By language learning we mean the formal process of learning a new language at educational institutions or elsewhere with the help of a teacher or teaching materials or aids. Language learning will mostly refer to a foreign language learning process when, for example, Czech students learn English at school. In this thesis, language learning means learning a language at school, attending all kinds of courses (at university, at work, evening classes for immigrants in a foreign country) or simply even individual study from textbooks and video or audio tapes at home. Therefore, we will deal mostly with foreign language learning. Needless to say, there also exists first language learning as first language is formally taught at school, but this is not the type of learning this thesis deals with. It is strictly focused on foreign language learning, in this case, mostly English.

## **2.2. Influence of First Language Transfer, Interference**

The mother tongue interferes with students' minds most of, if not all, the time during the learning process. Students do not only translate most of what they hear or read during lessons, they also constantly compare both L1 and L2, often without realizing it. While learning a new language, students have to learn not only new vocabulary, but also other linguistic disciplines like phonetics, morphology, lexicology, syntax or discourse analysis in order to be able to use the target language properly. Each of the listed disciplines can be influenced by students' native language and its rules. There are phenomena that cannot be avoided during this long process, hence they should not be overlooked as they are closely related to the discussed matter that are language transfer and language interference.

These two terms are really close, actually, one is a hypernym of another. The more general term is transfer which can be simply described as the process in learners' minds when they apply their first language knowledge to the foreign language. Transfer occurs between two foreign languages also when students adapt knowledge from their first foreign language to their second foreign language. The transfer can be either positive, or negative. The latter is often called interference.

Positive transfer is when the effect of L1 does not cause errors in L2 production but facilitates production in the target language, thus the common features of both L1 and L2 enable the correct use of L2. Positive transfer between two languages is, for example, when students aware of the word order in an English sentence, employ this rule in a French sentence and while making a sentence put the subject before the verb. Negative transfer or interference represents negative impact of L1 and is one of the main contributors of errors. It is seen as negative because it inappropriately influences students' performance in the

target language and is difficult to overcome. Interference is one of the concerns of behaviourists which will be discussed in related chapters. Using the prior example, negative transfer is when Czech students apply free word order they know from their mother tongue to English sentences and form structures like *Yesterday came Peter*. Negative transfer can also occur between two foreign languages. In cases when talking about age for example, a student is aware of the different structures in English compared to French but tries to translate too literally from one to the other. So taking *I'm fourteen years old* adapting it to French sentence forming incorrect structure *Je suis quatorze ans* instead of *J'ai quatorze ans* with the verb to have.

## **2.3. First Language Acquisition and Second Language Acquisition / Second Language Learning**

This chapter deals with terms of First Language Acquisition (FLA) and Second Language Acquisition (SLA) or Second Language Learning (SLL). Both FLA and SLA affect the learning process as learners carry their experience with FLA with them while learning a foreign language. For learners, the learning process is a constant confrontation between what they have already mastered as speakers of their mother tongue and what they are about to process as foreign language learners.

### **2.3.1. Definitions**

#### **First Language Acquisition**

FLA happens when children start to understand the language spoken around them and later on they start to use the language themselves to communicate their needs and feelings. It starts with babbling and cooing and continues with first words and then sentences. FLA is what happens naturally, spontaneously and subconsciously in an informal environment of a family. Children not only learn new words, but they are also able to combine them together in meaningful sentences. The way students have acquired their first language influences their later attitude to SLL. Students can see the similarities in both processes and it can facilitate the process itself, for example, learners do not have to panic when they are not able to write what they have already learned as it had happened exactly the same way when they were learning their first language. At the beginning, they could speak as fluently as possible with regard to their age but could not write all they could produce orally.

## **Second Language Acquisition / Second Language Learning**

Apart from FLA, there are two other close terms - Second Language Acquisition (SLA) and Second Language Learning (SLL). This thesis uses the term target language, native language or mother tongue to denote the foreign language that is taught at school, we try to avoid the term second language since that is seen as a language with a different position, i. e. English for the Spanish minority in the United States or English in francophone parts of Canada. Nevertheless, for our purposes, the terms Second Language Acquisition or Second Language Learning both cover the actual process of foreign language learning. Research in this domain originated in the United States where English as a Second Language (ESL) was the main interest and therefore the term remained the same for the actual foreign language acquisition or learning. Research started to explore English as A second language but with English becoming the most taught foreign language the focus shifted to English as A foreign language, however, the term was already established and therefore remained the same. Also, SLA nowadays covers both naturalistic acquisition and formal acquisition without any differences. To sum up, whenever the term second language acquisition is used within the present thesis, second language equals foreign language.

As far as the distinction between SLA and SLL is concerned, in this thesis the two terms are equal. There are theories that work with SLA and SLL as two individual processes, but for our purposes we will concentrate on SLA and SLL as two terms for one process and use the terms as two interchangeable equivalents.

### **2.3.2. Theories**

There are several theories that deal with First Language Acquisition and Second Language Acquisition and as the main part of them is the same they are to be presented in this part of the thesis. They apply to both FLA and SLA identically and can be defined together. According to studied sources there are several theories but the ones chosen and discussed in this chapter are those that were found most relevant to both FLA and SLA.

The theories that were chosen to be introduced here are the following: the behaviourist theory, the cognitive theory, the innatist theory, the interactionist theory and the interlanguage; and each of them has got its place in language acquisition or learning

#### **The Behaviourist theory**

Behaviourists see language learning as a process of imitation and habit formation. Children imitate what they hear from their parents and if encouraged properly they try to reproduce what they have heard, and once their reproduced responses are reinforced, children begin to establish their habits – the process of habit formation is initialized. B. F. Skinner, an American psychologist associated with behaviourism, assumes that “verbal behaviour is controlled by its consequences.” (Brown, 1987) If rewarded, children would keep their behaviour, but if not encouraged enough, they tend to change the behaviour, in our case they would stop trying to use the language. According to behaviourists, language learning depends on imitation and practice. In this case, imitation presents “*a word for word repetition of all or part of someone else's utterance. (Mother – Would you like some bread and butter?//Katie: Some bread and butter.)*” and practice stands for “*repetitive manipulation of form. (Michael - I can handle it. Hannah can handle it. We can handle it.)*” This imitation or repetition is not accidental, children choose properly what to imitate

and how; it is based on what they have already learnt. It is not automatic like, for example, A parrot'S repetition without any stimulus, but the behaviourist position on language acquisition accentuates intuition, in other words, that from all children are exposed to they are able to separate some structures and categorise them for later use.

As mentioned in Brown (1987), an issue connected with the behaviourist approach is the Contrastive Analysis Hypothesis (CAH), a term coined by Robert Lado in his *Linguistics Across Cultures* (1957). The CAH's main concern is the negative impact of L2 in a foreign language teaching process and how students' L2 production is influenced by L1 features that may cause errors. According to CAH, the main problem is the interference of L1 that is the primary source of L2 errors. There is a strong and a weak form of the hypothesis, the strong form assumes that the errors can be prevented, on the other hand the weak form presupposes that not all the errors can be predicted, however, they can be identified thanks to the differences between L1 and L2 (Ellis, 1991). An alternative to the CAH can be seen in Universal Grammar which will be discussed later.

Behaviourist approach serves well as an explanation of how children acquire language at the beginning of language acquisition, however, it cannot provide a reasonable explanation for how more complex grammatical structures are acquired which is why this view of language acquisition is criticized.

## **Cognitive theory**

Cognitive theory which has been developing since 1960 is based on the assumption that second language acquisition is a process of building up knowledge systems that can be retrieved automatically for speaking or understanding purposes. The way it works is that, at the beginning, learners are concerned with every aspect of the language they are about to learn. After having accomplished A certain level of experience and practice, learners start to be able to use some of their knowledge automatically without actually realizing so. This shifts learners' attention to other areas of the target language that will become automatic as well.

Cognitive theory unlike behaviourist theory has an international flavour. Learning, according to cognitivists, is explained in terms of how people think, knowledge is based on reasoning and thought process. Therefore learning is a cognitive process, even if it is not observable. All of the cognitive models, e.g. Cognitive Developmental Model, Information Processing Model, Restructuring, etc. work with the concept of cognitive strategies. One of the listed cognitive strategies is translation. That is the reason why some teachers assume that L1 can be used more frequently during English lessons.

Another phenomenon called 'restructuring' refers to the situation when learners automatically use certain features for communication but it is not clear where their knowledge comes from. This is probably based on interaction of previously achieved knowledge and newly acquired knowledge that somehow match together without a visible explanation for it. This can be both helpful or harmful depending on whether the newly acquired knowledge is incorporated correctly or incorrectly into the already existing systems.

## **The Innatist theory**

Chomsky, one of the representatives of the innatist theory, argues that children acquire languages in a different way - they are programmed to learn a language in the same way they are programmed to learn to walk. All they need is the appropriate environment and conditions. This theory is opposed to the behaviourist approach presented above as according to Chomsky language learning is inborn and guaranteed if provided with the right conditions. On the other hand, behaviourists believe in habit formation regardless of any innate competences. According to behaviourists language learning is established by conditioning and practising, but the innatists see learning as something unconditional. (Lighthown and Spada, 1996)

Chomsky operates with the fact that children are exposed to a language that is far from being perfect and cannot, therefore, be consistent help for children's language improvement. Claiming that parents do not correct their children systematically or even that they do not correct them at all which can only lead to confusion and desperation. But according to Chomsky, children are capable of working with the language themselves and they select what is necessary for them to use the language properly. This special ability was referred to as Language Acquisition Device - LAD. Students are equipped with LAD and other linguistic universals and can use them while learning or acquiring any language. It can be described as an imaginary "little black box" to be found somewhere in the brain. In this "box" there are the universal principles common to all languages. (Brown, 1987). According to McNeill (1966) , LAD consists of four innate linguistic properties:

1. the ability to distinguish speech sounds from other sounds in the environment
2. the ability to organize linguistic events into various classes which can later be refined
3. Knowledge that only a certain kind of linguistic system is possible and that other kinds

are not

4. the ability to engage in constant evaluation of the developing linguistic system so as to construct the simplest possible system out of the linguistic data that are encountered

The LAD is activated once a child is exposed to the samples of the natural language and is able to start to connect what they hear together with their innate knowledge of language. The concept of LAD is related to the concept of Universal Grammar which is a set of principles common to all languages and a child equipped with those sets of principles can use them while acquiring or learning any language.

## **The Interactionist theory**

This third theory of the first language acquisition is based on interaction between the learner's innate capacities and the environment he or she grows up in. The interactionists perceive the language as something that is modified to the learner's capacities. This modified speech is called 'motherese' or 'caretaker talk' in the case of FLA and 'foreigner talk' for foreign language learners. It is the speech that is modified to facilitate comprehension : “slower rate of speech, higher pitch, more varied intonation, shorter, simpler sentences patterns, frequent repetition, and paraphrase. “

The interactionist theory stresses the fact that both the linguistic environment and the learner's internal mechanisms contribute to language development. The learner's mental abilities and the linguistic input are the factors, the interaction of which leads to an effective learning process. In other words, according to the interactionists, learning is an outcome of the learner's mental capacity and linguistic input. Furthermore, it is not only the input that is important for successful learning, but also the interaction between learner and teacher, for example, the talk they construct together is a vital part for the learning process in the same way as the interaction between external and internal factors influencing the learner's expansion of mental abilities.

## **Interlanguage**

Another term connected to the theories of second language acquisition that should be discussed is Interlanguage. The idea of Interlanguage first came up in the mid-1960s but Interlanguage as a term is assigned to Larry Selinker (1972) who was the first to come up with this exact expression for it. It refers to the systematic knowledge of a second language that develops separately from the learner's first language or the target language. It is possible that Interlanguage possesses some features of the learner's mother tongue and different features of the target language. Interlanguage is not only systematic, but also dynamic as it keeps developing constantly together with the input learners receive. Interlanguage is changing continuously, for instance, as the learner encounters new rules he or she forms a new hypothesis taking into account the rules acquired until then.

Interlanguage is closely connected to Universal Grammar theory (McLaughlin, 1993) that is according to Chomsky defined as “the properties inherent in the human mind”. It is a set of principles that is common to all languages.

In Sesnan, Berry: *How To Teach English* (1997) Interlanguage is quoted as one of the most common causes of errors. The errors are caused by the incorrect use of rules of vocabulary based on the students' first language.

McLaughlin (1987) sees Interlanguage as an intermediate theory that deals with a partial description of second language learning issues. Thus, the researchers are mainly concerned with describing learners' systems and they do not care about pedagogical attributes. Nevertheless, even a descriptive theory like Interlanguage has its place in this selection of SLA theories as it can explain students' sources of errors and we can try to avoid those errors by reminding the students to be careful when applying a grammar rule as it is not the same as in their native language.

## **2.4. The Attitudes and Approaches to the Use of L1 in the Classroom in Various Language Teaching Methods**

For this chapter, I decided to work with the methods presented by Diane Larsen-Freeman in her book *Techniques And Principles In Language Teaching, (1986)*. It includes the characteristics of the main teaching methods from the oldest the Grammar-Translation Method to the most recent Communicative Approach. The methods and approaches presented here were selected according to Larsen Freeman's list of methods, but unlike her choice of the chronological order this order is in accordance with the proportion of the use of the mother tongue used within the methods. The methods that make most use of the mother tongue are listed at the top and those with rare use or no use are presented at the end of the list. The stress is put on the use of the L1 within these methods, however, short characterization of all methods are included together with examples of techniques illustrating the role of the mother tongue in the methods and approaches. Additional literature is also indicated and detailed information is to be found in the bibliography.

### **2.4.1. Foreign Language Teaching – Brief History**

In *Approaches and Methods in Language Teaching* (Richards and Rogers, 1996) is said that first languages that were taught were classic languages Greek and Latin and the first known method used for foreign language teaching was the Grammar-Translation Method. In the ancient times, the Greeks were probably the first ones to study foreign languages, but the Romans are supposed to be the leaders in studying a foreign language properly. The language was Greek and they used private tutors or slaves to teach the

language. Whereas the Greeks were more interested in foreign languages from the philosophical point of view, the Romans' interest was more practical. Then, it was Latin, the language studied by the priests. Latin remained the number one language (meaning the language of education, commerce, religion and government) for a long time but was replaced by French and Italian in the sixteenth and seventeenth centuries when French became the *lingua franca*, the mandatory language for members of the court, travellers, traders and soldiers. Around that time the role of Latin transferred from a living language to a dead language, it was no longer the means of communication necessary to learn and the once glorious language became a tool for mental exercise and a model language for learning modern foreign languages. Because that is what happened when modern languages began to be taught, they were taught the same way Latin used to be. Latin was the model language because it has the most developed and elaborated grammar system. Nowadays, it is English that has become the most studied foreign language in the world and in the not too-distant future Spanish can change the status of English as it is one of the most widely spoken language already.

The prevailing method for the teaching of modern languages from the 1840s to the 1940s was the Grammar-Translation Method, originated in Germany and that is why it was sometimes called the Prussian Method. It was used from the 1840s and it is still used today. But when this method appeared to be insufficient the reforms took place and the language was studied more scientifically than before. To name at least one of the most important personalities in that process, we can mention British Henry Sweet who focused on the area that remained almost untouched until his studies in phonetics. The part of language that the Grammar-Translation Method ignores as it focuses on the translation and vocabulary mostly for reading purposes. It was the period when language learning became influenced by other sciences like psychology or linguistics, phonetics included.

This was when the Direct Method developed as a reaction to the Grammar-Translation Method with the following requirements: inductive teaching of grammar, no learning of isolated words. Teaching a language was to start with speaking first and then proceed to other skills. There was no place for translation. Eventually, with the expansion of behaviourism a new approach was created in the United States and that was the Audio-Lingual Method which dominated foreign language teaching in the 1940s and the 1950s. The Audio-Lingual Method was founded on the hypothesis that language learning is habit formation. The most widely used type of exercise was drill.

After World War II, international travelling highly increased and English started to replace French as the number one world language. The 1970s and the 1980s were marked by new approaches like Total Physical Response or Community Language Learning and the 1970s were affected by the discovery of such teaching methods as Silent Way or Suggestopedia. And then, there is the Communicative Approach which took the lead from the 1980s presenting the main aim of a foreign language - teaching communicative competence. Students are supposed to be able to communicate the appropriate message in specific situations to distinguish between talking to younger persons, to their peers at school and talking to authorities.

It was necessary to include this short introduction to the history of foreign language teaching to illustrate the changes that occurred during the centuries. The focus shifted from the teacher to students. There are different kinds of languages studied when we compare the 17th century and nowadays. Not only has the most studied foreign language changed, but also the main aims of study have undergone changes. At first, the primary objective was to be able to read literature and that is understandable considering the fact that people were not able to travel and there were not many possibilities to communicate in the target language either. But all this has changed and people learn the language for different reasons today, there are more possibilities to travel or to come in contact with

foreign language speakers and it is more frequent to work abroad.

### **2.4.2. The Use of L1 Discussed in General Methodology Books**

Before the actual list of the methods, it is essential to address an issue related to this chapter. The attention to the use of the mother tongue in the classroom is not enormous in studied materials and publications. Most methodology books do not contain chapters focusing on the use of L1 or its place and role in foreign language teaching. The role of L1 in foreign language teaching is being ignored with the exception of Diane Larsen Freeman's *Techniques And Principles In Language Teaching, (1986)* where the methods are discussed from different points of view including the role of students' native language separately. Another source particularly dealing with the role of L1 is Ellis's *Understanding Second Language Acquisition, 1999*. Otherwise, in general, the entries such as *L1, mother tongue* or *native language* are rare in indices and they usually refer to passages with minor focus on L1. Mother tongue is mostly referred to in the context of the target language and the term interference that was discussed in the preceding section. Chapters dedicated solely to the use of L1 only are very scarce.

## **The Grammar-Translation Method**

As already stated above the Grammar-Translation Method is the oldest method used for foreign language teaching. Another name used for this method is, for example, Classical Method because, originally, it was used for teaching of Latin and Greek. Interestingly, the development of the Grammar-Translation Method shows us that in the beginning, the aims were communicative as students were lead to become proficient in scholastic rhetoric and to master Latin as a means of communication. Therefore, the main focus was on grammar and students were pressured to speak Latin with their teachers, even with their classmates outside the classroom.

Latin was studied with the purpose of being able to translate classical texts and appreciate them. The study of a language was seen as one of the means of developing mental abilities. That is how we know this method today. The stress is put on frequent translation, the use of the mother tongue is not forbidden, the aim is no longer communicative and the teacher does not care what language is used during the lesson, whether it is the native language or the second language.

The oldest known teaching method the Grammar-Translation Method remained the main one until the end of the 19th century when there was a sudden shift in language teaching took place and the Direct Method appeared.

Today, although considered archaic the Grammar-Translation Method is still being used, for example, as a method for teaching of Latin and sad to say many teachers use this method as their only method while teaching modern foreign languages. The disadvantage of the Grammar-Translation Method is that it does not focus on communicative skills and uses too much translation and routine exercises.

The place of the mother tongue in the Grammar-Translation Method is relatively strong comparing to the other methods. Not only is the translation a huge part of most of

the activities, but the native language is used most of the time by both the teacher and the students. Generally, translation is used to clarify the meaning of single words or whole sentences. Instructions are given in the native language and students are allowed to ask questions in it as there is no emphasis on the constant use of the target language contrary to other methods that will be discussed later.

To name some of the techniques used during lessons we can start with translation both from the mother tongue to the target language together with memorization of lists of vocabulary with equivalents in both languages. Students usually translate a passage from the target language to the native language in one lesson and then concentrate on vocabulary and parts of the text in following lessons. The translation occurs in both written and spoken forms. Also, the translation is the main part of the evaluation as the typical test consists of exercises when students are asked to translate from one language to the other and the other way round.

## **Community Language Learning**

In the late 1960s, Charles Curran came up with this new method that sees students more like clients and teachers as counsellors, also the learners should be seen as a group instead of as a class. The success of learning is in features like positive feelings, personalization, imagination and multisensory perception. The teacher's role is to facilitate the learning process. This method is not only about learning a language, but its other aim is to teach students how to study and how to organize their studies. Students are allowed to use their mother tongue in order to help to establish the atmosphere of mutual trust and support that are indispensable for successful learning. Students are often invited to talk about their feelings about the language and how they feel about the learning process itself as well. One of the disadvantages of this method is the presumption that all students are interested in learning the target language, nevertheless this is not always true, therefore this method cannot work properly with groups of students with different needs .

Community Language Learning emphasizes students' security and in order to do so the mother tongue is used at the beginning. In early stages, students are offered equivalents in their native language together with transcription of new words to facilitate comprehension and encourage the students to use new words or structures forming new sentences. Instructions during sessions when students' feelings are discussed are realized in the native language. Also conversations are held in the mother tongue and students are provided with sections in the target language. Later on, the target language is more and more used and conversations in the native language are then realized in the target language. Interestingly, this approach is not used in classes with students with more native languages where the target language is employed from the beginning and, for example, pantomime is used instead of translation. Unlike other methods, for example, Direct Method, Community Language Learning requires the teacher to be fluent in both the

native language and the target language.

## **Suggestopedia**

Suggestopedia was introduced in the late 1970s by the Bulgarian psychologist George Lozanov. It works with the assumption that learners have psychological blocks while learning and that these blocks have to be removed. Learners' worst fear is that they would fail and this fear prevents them from better results. One of the method's specifics is the use of baroque music which Lozanov believed created the necessary relaxed atmosphere. A typical feature is the emphasis on the studying environment - it must be comfortable for the learner, cushioned armchairs and dim light are recommended. Another feature related to the environment is posters around the class with grammatical information and other useful materials in the target language to take advantage of peripheral learning. Teacher's role is dominant, s/he is a controller in order to provide the ambiance contributing to desuggestion of psychological barriers mentioned above. According to Lozanov, this way of learning accelerates the learning process up to five times as quickly as other methods. Unfortunately, the key features that enable students to relax and learn according to the principles of Suggestopedia are not always available as most classrooms are not furnished with comfortable chairs and do not provide the dim light. Furthermore, the audio equipment may not be available for each lesson. Thus this method is not easily affordable for larger use.

Suggestopedia is another method using the mother tongue. The teacher is allowed to use the native language whenever necessary, furthermore the translation is used when the meaning is not clear from the context. As Suggestopedia accentuates the comfort of the students, the use of the native language can be helpful to calm the students and prevent stressful situations arising from frustration when the students do not understand the meaning. Textbooks used by Suggestopedia look like Grammar-Translation Method textbooks, they are bilingual, but organized in two columns.

## **The Audio-Lingual Method**

The Audio-Lingual Method originated in the USA during World War II as a result of the need for American soldiers to be capable to communicate in combatant areas. That is why this method is sometimes called the Army Method as it was first meant for war purposes. The Audio-Lingual Method sees the learning process as a habit-formation process and the main aim is to prepare students to communicate in the target language. One of the key features is so called overlearning when the structure should be learnt by constant repetition and drill. The structures have to become automatic and habitual.

The lessons start with dialogues, the grammar is taught inductively and the last skill to be taught is writing because the stress is put on listening, speaking and then reading. From the beginning great significance is assigned to pronunciation in contrast to the Grammar-Translation Method where pronunciation is regarded as something marginal. The aim is to teach students to learn designated structures with the help of new techniques like audio tapes, hence the name, and exercises in a language laboratory or other visual aids.

One of the main characteristics of this method is the automatic use of the target language together with an effort to overlearn the native language. The main objective is that the students use the target language communicatively, they form new habits in the target language and suppress the old habits of the native language as the old habits are seen as an obstacle to a correct acquisition of the target language. However, the teacher can use a contrastive analysis between the native language and the target language to disclose possible difficulties and interference and figure a way to avoid them.

New grammar and vocabulary are introduced through dialogues. The imitation, repetition, backward build-up, chain, substitution and transformation follow. The drill is a feature that both the Grammar-Translation Method and Audio-Lingual Method have in

common, however all the activities cited above have a form of a drill with no use of the native language in the Audio-Lingual Method. For evaluation, translation is not used as it is not used in other activities.

## **The Communicative Approach**

This approach, also called Communicative Language Teaching, appeared in the 1980s and it seems to be fulfilling what the previous methods have only stated - to teach students communicate. The Communicative Language Teaching aims to teach students to know the language and more importantly to teach them to use the language communicatively. Thus, the main aim of the Communicative Approach is to develop communicative competence in students because their role is perceived as communicators. Here is a list of five basic characteristics of Communicative Language Teaching presented by David Nunan (1991) :

*“(1) An emphasis on learning to communicate through interaction in the target language.*

*(2) The introduction of authentic texts into the learning situation.*

*(3) The provision of opportunities for learners to focus, not only on the language but also on the learning process itself.*

*(4) An enhancement of the learner's own personal experiences as important contributing elements to classroom learning.*

*(5) An attempt to link classroom language learning with language activation outside the classroom.”*

The Communicative Approach puts emphasis on the use of the target language not only for discussions and other communicative activities, but also for small talk like instructions or homework assignment. According to Larsen Freeman, the students' native language has no particular role in the Communicative Approach. The mother tongue is not forbidden explicitly, nevertheless the stress is put on the use of the target language all the

time in the classroom including classroom management talk or an exam evaluation. Such use of the target language should motivate students to see the language as the means of communication and not only the material to be studied. That is also why teachers conduct lessons with communicative intent and integrate many communicative activities, such as games, role-plays and problem solving tasks that should be all executed in the target language, in order to accomplish the communicative intent. Typical features of the Communicative Approach are represented by the use of authentic materials, purposeful communication and smaller-group work.

## **The Silent Way**

The originator of this method is Caleb Gattegno who developed it in the early 1970s. The goal students should achieve is to gain their own independence and ability to solve problems and find solutions themselves. The teacher is supposed to stay silent and not to intervene as much as possible in order to provide the kind of environment that encourages the students to work in their own way their own pace and order. This method also depends on what the students know about their mother tongue and the way they acquired it. This previous experience of language acquisition is presumed to help the students to learn the new language.

In Richards and Rogers (1986), we can find these key learning hypothesis for The Silent Way approach:

*“(1) Learning is facilitated if the learner discovers or creates rather than remembers and repeats what is to be learned.*

*(2) Learning is facilitated by accompanying (mediating) physical objects.*

*(3) Learning is facilitated by problem-solving involving the material to be learned.”*

The comprehension is provided by 'focusing the students' perceptions' , thus the translation is not used, nevertheless, the mother tongue is allowed to be used when it is necessary, for example, to give the students instructions or help them clarify problems with pronunciation. With the beginners, the native language is used to give some feedback. The Silent Way sees the native language as an advantage to be worked with. For example, the teacher knowing the sound system of the mother tongue can anticipate possible difficulties, or on the other hand some similarities would make it easier to introduce new grammar that should not pose obstacles to quick comprehension.

## **The Total Physical Response Method**

The Total Physical Response comes from the 1960s and was brought by James Asher and as it is obvious from the name this method is related to motor activity . It also stresses fun and no stress factors in the learning process. The theory claims that, especially with younger learners, it is better to let them use their right brain for motor skills than their left brain for language skills. The three principles of the Total Physical Response method according to Asher were described in Krashen (1987) :

*(i) Delay speech from students until understanding of spoken language has been extensively internalized.*

*(ii) Achieve understanding of spoken language through utterances by the instructor in the imperative.*

*(iii) Expect that, at some point in the understanding of spoken language, students will indicate a 'readiness' to talk.*

The Total Physical Response is a method using the mother tongue partially. It is used by the teacher at the beginning to explain how the method works and to give the students instructions. Once the instructions are clear, the mother tongue should not be used and the meaning is explained through body movements or other demonstration. For example, when teaching present continuous tense, the teacher has an apple and says *I'm peeling an apple right now* and performs the activity thus peels the apple with the peeler while when cutting the apple with a knife the teacher says *I'm cutting the apple right now*. Regarding the examples above it is possible to convey the meaning without translation even though this method cannot be used every time.

## **The Direct Method**

The title of the Direct Method became official in 1901 when it was officially approved by the French Ministry of Education. Before that it was known as 'Reform Method', 'Natural Method' or 'Gouin's Method', nowadays the most recognized name, especially for the public, is 'Berlitz method'.

From the psychological point of view, this method was mostly influenced by Wilhelm Wundt and his beliefs that foreign language teaching should concentrate on listening and speaking as according to him language is largely dominated by senses and associations.

Hendrich in *Didaktika Cizích Jazyků*, (1988) presents the following as the main principles.

- 1) The second language learning should be performed the same way as the first language acquisition is being done - by intuition. This is what is often criticised in this method that first language acquisition is in fact different from second language learning and thus L2 should be taught differently. Another disadvantage, claimed by opponents, is that the native speakers cannot predict possible problems learners might experience without the knowledge of the learners' mother tongue.
- 2) The mother tongue is therefore completely banned from the teaching process, translation is not permitted and there is a direct connection between new words in the target language.
- 3) The pronunciation is learned systematically based on phonetics.
- 4) If the grammar is taught, it is taught inductively.
- 5) The starting point is a whole sentence, not isolated words.
- 6) Learning happens with the assistance of hearing, listening and speaking therefore proceed to reading and writing.

Here are the Berlitz principles presented in Richards and Rogers (1996) that are still considered as binding in contemporary Berlitz schools:

- 1. Never translate: demonstrate*
- 2. Never explain: act*
- 3. Never make a speech: ask questions*
- 4. Never imitate mistakes: correct*
- 5. Never speak too much: make students speak much*
- 6. Never use the book: use your lesson plan*
- 7. Never jump around: follow your plan*
- 8. Never go too fast: keep, the pace of the student*
- 9. Never speak too slowly: speak normally*
- 10. Never speak too quickly: speak naturally*
- 11. Never speak too loudly: speak naturally*
- 12. Never be impatient: take it easy*

The aim of teachers using the Direct Method is to teach students to communicate in the target language, thus to achieve this aim successfully they want the students to even think in the target language. The significant factor of the learning process includes the necessity that new words are presented in the target language directly and not through translation, as happens in the Grammar-Translation Method. Also, the students speak the target language as much as possible during the lesson and they are exposed to the target language during miscellaneous activities coming from real life situations and preparing the students to deal with these situations. There is no place for the students' native language in classes as it is stated on their web page [www.berlitz.cz](http://www.berlitz.cz) : “*Presenting practical vocabulary and grammar in the context of real-life situations, the Berlitz Method focuses all speaking and learning on a target language.*” This corresponds with Krashen

(1987) who also says that all classroom language is the target language and that the teacher uses the target language for classroom management as well.

A typical activity for the Direct Method is, for example, a question and answer exercise which is conducted in the target language only. Students are asked questions and they answer them using new grammar and vocabulary. There is no translation provided by the teacher or students themselves. Also, evaluation includes interviews or writing exercises, but no translation.

As this enumeration has been arranged for our purpose, two tables following the text enable the awareness of the context regarding two different perspectives. One is to demonstrate the chronological succession the methods were developed with and the other is to summarize the outcome of the realized survey concerning the role of L1 in each selected method.

<b>Method</b>	<b>Originated or dominated in</b>
Grammar – Translation Method	1840s – 1940s =>
Direct Method	1900 =>
Audio – Lingual Method	During and after WW2
Community Language Learning	1970s – 1980s
Total Physical Response	<= 1977 =>
Suggestopedia	<= 1979 =>
Silent Way	1970s – 1980s
Communicative Approach	1980s =>

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## 3. Practical Part

This part is mostly based on my personal experience as a student and teacher trainee. I observed many different teachers, classes and schools during my studies and I talked to many students, teachers and even students' parents or headmasters as well. This part combines both practical experience and theoretical backgrounds to support or explain observed phenomena.

### 3.1. Textbooks Used in the Czech Republic and the Occurrence of L1

This chapter covers an overview of the types of Czech textbooks used for foreign language teaching nowadays and in the past in the Czech Republic. The aim is to introduce various categories of the presentation of grammar, instruction language and exercises teachers and students can encounter, to expose the frequency of the Czech language, and to illustrate possible problems teachers have to deal with, or, on the contrary, the advantages that teachers can profit from. This chapter does not aspire to cover the whole scale of textbooks available for teaching foreign languages, therefore only several textbooks from different periods of time were chosen accordingly. The textbooks will be presented in a chronological order with a short description and the analysis and conclusion will follow after this initial introduction.

The first example is from the late 1960s *Angličtina pro II. ročník středních škol*, Pytelka, Janská, Veselý, , *SPN 1969* (see Appendix A). The most apparent feature you can notice is that all the instructions are in Czech, not in English. Not only are the instructions in Czech, also the grammar is explained in Czech and tables simplifying grammar rules are half Czech and half English as well.

The second example *Angličtina pro ZŠ 1. díl, Polák, Kubičková, SPN 1973* (see Appendix B) differs from the previous one markedly in that the instructions are all in English. But when it concerns grammar explanation and grammar rules it uses Czech again.

*Angličtina pro jazykové školy 3, Peprník, Nangonová, Sparling, SPN 1984* (see Appendix C) and *Angličtina pro základní školy s třídami s rozšířeným vyučováním jazyků, Tandlichová, Kubičková, SPN 1983* (see Appendix D) represent the 1980s. We can observe a significant change concerning the textbook aimed at older and advanced students such as the instructions which are given in the target language, but the part dealing with grammar is again in Czech. The studied example intended for younger learners is using the mother tongue for both instructions and grammar sections, although the example above intended for a similar age and level employs the target language when giving instructions in exercises.

One of the samples representing the era of the 1990s *Angličtina – Jazyková obchodní průprava, Jirků, SPN 1991* (see Appendix E) introduces a textbook fully using English as the language of instruction. Needless to say, we have to take into consideration the fact that the material itself is not a typical textbook as its aim is for students to be able to communicate in their future occupation and it is anticipated that they have already acquired the required grammar needed for the conversational practice.

The last chosen example is *Time to Talk I, Peters, Gráf, Polyglot, 2001* (see Appendix F) and it deals with the use of L1 in a similar way to the previously cited examples with one exception. The language of instruction is not only just Czech, it is not English either, it is both. Each exercise is introduced with Czech (L1) instructions and English (L2) instructions follow immediately. This order does not change within the whole publication. Grammar is explained the same way as observed before, in Czech. But the difference is that the use of L1 is more frequent and present within the whole book. There

are pages where Czech prevails over English especially when it comes to grammar teaching.

In addition to the examples presented above, I would like to add another aid often used in the classroom and that is *Cvičebnice anglické gramatiky, Peters, Gráf, Polyglot, 1993* (see Appendix G). This huge workbook is based on drill translation only and half the pages are filled with sentences in Czech. Students are asked to translate them and the key is right on the next page. The choice of sentences is not random but corresponds to individual chapters each dealing with a particular grammar issue. Even though this is not a typical student's textbook, it has its place in the list as it is frequently used by teachers as has been observed. Teachers usually employ this publication for homework activities or as a drill exercise in the class. I came across this particular volume so many times during my teaching practice that I consider it an important factor related to the discussed subject.

Two of the common features most of the textbooks possess are vocabulary and phrases lists. They are included either in each unit or at the end of the textbook like an appendix. These lists represent another share of L1 in Czech textbooks.

Another common feature is the lack of explanation concerning the use of L1 in those textbooks where L1 is used for purposes other than the vocabulary and phrases lists mentioned above. With the exception of *Time to talk* where the subject of the use of L1 is briefly addressed with reference to the fact that some instructions are only in Czech because the textbook is meant for Czech speaking teachers. This applies solely to the parts of units dealing with grammar explanation as all remaining instructions are always featured in both Czech and English versions as demonstrated earlier. As stated in the author's introduction "*grammar is explained in a traditional way, in Czech.*" Which corresponds with our findings resulting from the studied materials.

Another aspect worth mentioning is that many older textbooks from the 1960s or 1970s have been recycled several times and reprinted with minimal changes in the 1980s

and 1990s and still used in our schools. Some of them can be found even nowadays either as the main textbook or as a part of teaching aids.

To summarize the gathered facts, we can emphasize two main trends seen in Czech textbooks. Firstly, the language of instruction is likely to be Czech, or in fewer cases English, with one exception when both languages were used. Secondly, the explanation of grammar is always in Czech in given examples. The type of the textbook does not have to necessarily impact on the way a teacher guides a lesson from the view of his use of the mother tongue, nonetheless, it can affect students' performances. Once the students see a text in their mother tongue they get confused and tend to mix both languages. Reading instructions in L1 and then performing the tasks in L2 becomes more demanding as some students may encounter difficulties with the quick and repeated forced code switching. Although the teacher does not use L1 in the classroom in any situation, it is not sufficient if the instructions in the mother tongue trigger students' inclination to use their native language which is only natural. It would be more effective for students to receive all their instructions in the target language as a part of the input. The instructions are usually easy and repetitive and there is no need for Czech once students learn the correct meaning. It also encourages the students in the process of learning if they see that they are able to understand anything in the target language.

As stated previously, the role and place of L1 in the classroom is nowadays seen in a more liberal way. Nevertheless, it has been stressed that the tendency is that L2 should prevail in the lessons and teachers should use L2 as much as possible, although in some cases, it is admissible to use L1 without a negative effect on the learning process, the tendency is to use L2 as much as possible and Czech texts in Czech textbooks are directly against this trend and effort. What is gained by teachers' constant use of L2 may be ruined by this unnecessary occurrence of the mother tongue when the target language can be used instead. Therefore, the occurrence of L1 in teaching materials is not seen as preferable for

students as such materials are less helpful in leading students to as frequent use of the target language as possible.

The importance of discussing the amount of L1 in Czech textbooks was significant for one of the the following chapters dealing with suggestions how to reduce the use of L1 and increase the use of L2 in the classroom as one of the factors influencing students' ability to perform in the target language.

## **3.2. My Teaching Practice and Observations**

This section is divided into two parts. The first part reflects various lessons observed in the Czech Republic and the second part covers my stay in Germany as an exchange teacher trainee. The focus is on the use of L1 by both teachers and students as the usage is closely connected as the use of L1 by teachers influence the use of L1 by students. The following sections serve as a summary and generalization of my experience gained in the Czech Republic and Germany. I have seen many different lessons and teachers and some of them were quite unique but this part deals with the most common factors and most frequent phenomena observed during my various stays at schools.

### **3.2.1. My Teaching Practice and Observation in the Czech Republic**

During my many observation and teaching visits at Czech schools I could observe a great deal of lessons conducted by different teachers using different methods and strategies. I had the opportunity to observe them teaching and then to discuss their techniques and their own experience. The age of students I had the possibility to observe is from seven years to eighteen years with the emphasis on older students. The variety of schools I visited spreads from smaller provincial schools to bigger city schools, including some prestigious grammar schools in Prague.

There is not a single trend that can be seen everywhere. During my many visits I noticed several types of teachers or their attitudes towards the use of L1. Each teacher is unique and uses different methods and techniques while teaching, also their approach concerning the use of L1 is individual, but we can notice some similarities and divide teachers into few categories.

I will start with teachers who use Czech quite frequently. Some teachers enter a class and first thing they say is “Dobrý den, sedněte si.” and the last thing they say before leaving the class is “Nezapomeňte na zítřejší písemku. Nemusíte vstávat.” And these are not the only examples of the use of L1 during that particular lesson. Most instructions were in Czech, together with most of the classroom management talk and all kinds of explanation. In lessons like that, students' talk was also mostly in Czech. Whenever they asked a question, asked for permission or tried to explain something, they used Czech. Sometimes, the teacher corrected them and required the use of English, but most of the students' Czech talk went unnoticed.

Then, there is another category of teachers who use English, the target language, from the beginning of a lesson to the end. They refuse to speak Czech and if a student uses his or her mother tongue, they do not react and wait until the student speaks the right language. At language school, I once experienced a teacher who pretended not to speak and understand Czech and when students wanted her translate a word she never gave up and students were convinced that their teacher could not speak Czech. With this type of teachers students seemed to have no problems with their own oral production and they were even able to talk about grammar. Besides, when a teacher was explaining a new word, the students tried really hard to find the meaning and asked questions in English to work it out before asking for word- for- word translation.

Another category consists of teachers who speak both Czech and English, but English is the more frequently used language in the classroom and Czech is used in isolated cases when the teacher has to deal with stuff that does not concern the lesson, i.e. a message from another teacher or in one case the teacher had to talk to students about a school trip he was organizing as a teacher of the second subject. Also, while explaining grammar, teachers start in English and if it is not clear enough and students have

difficulties to understand the rule, they switch into Czech to develop the ideas. Especially with younger learners, it is difficult to explain grammar in English because they have problems understanding grammar rules in their native language.

From the students' point of view, L2 is important to them. But it differs according to the age. Younger learners prefer when a teacher speaks more Czech, but older students appreciate more L2 input. Once, I learned a funny fact from a student who told me that she did not like her English teacher at all because she was too strict and some other reasons, but the only good thing about her was that she was speaking English all the time. A discussion with a younger learner (4th grade) uncovered another aspect of the use of L2. Some teachers do use L2 as a classroom language but they do not adjust it to the appropriate level of learners. This girl finds it difficult to understand her teacher who speaks English and uses “long sentences and difficult words”, younger learners get lost and do not know what they are asked to do or they do not understand a grammar rule because of the complicated used language. But this is not only a problem of younger learners, even advanced students have problems when a teacher speaks English fluently and all the time but they confuse the students by using elaborate language and the final input is not better than the use of L1 as confused students stop listening to the teacher's talk because they cannot follow him. Some students do realize that it is important that teachers use English a lot, but some prefer if teachers speak Czech so they can comprehend what is being taught.

Talking to teachers has resulted in several findings. Some teachers are aware of the fact they should speak more English but argue that students comprehend more quickly if they are spoken to in Czech. Also, according to these teachers, students are more likely to ask a question in Czech as they are not afraid of failure and thanks to the students' questions teachers know what causes difficulties and can anticipate future problems. Other

teachers who spoke English most of the time or the whole time claim that if students get used to lessons conducted only in English, they also get used to ask questions in English and consider it a regular part of a lesson. One teacher uses a strategy when all classroom language is in English, but when explaining grammar she proceeds according to the age of learners. With beginners, most of the explanation is in Czech and the more advanced students get, the less Czech and the more English is involved. At the end, the whole grammar talk is in English.

### **3.2.2. My Teaching Practice and Observation Abroad**

As a participant of a program known as **INCLUDEMe 2007** (Intercultural Learning in Mentoring and Student Teacher training in Europe) I could experience what it is like to teach abroad. **IncludeMe** is an exchange program for future teachers. Its main purpose is to gather teaching experience from teachers and trainee teachers from different parts of Europe and learn from each other. The program is intended for students of teaching faculties in European Union who come to Schleswig-Holstein, the organizing German state, to meet their teaching partners. The aim is for foreign students to spend the first week observing their German colleagues teaching. The participants spend following two weeks apart. Visiting students take over German classes and German students leave for their final destination. After three weeks in Germany, visiting students come back to their countries and spend the fourth week observing their German partners teaching at local schools. The German students were already teachers because there is a different system of teacher training in Germany as you can see in appendix G. Visiting students were taking over the classes taught by German teachers who were more experienced than their guests. (See Appendix N for different teachers' training in Germany)

The school I was assigned to was a relatively big elementary and high school outside

of Hamburg, not a village, but a small town in the outskirts of Hamburg. The students' level of English was average, not too much different from regular Czech students.

During my three weeks stay, I observed a great deal of lessons taught by many different teachers. Almost all lessons I had observed were English lessons, with minor exceptions of French and Russian lessons. I will concentrate only on the use of L1, in this case German, but I find worth mentioning another two aspects of foreign language teaching at my school that might appear as irrelevant, nonetheless, it can be one of the factors that determine the amount of L1 use I observed.

Firstly, in Germany, unlike in the Czech Republic, students are not divided into two groups for foreign language classes and it is not unusual to teach a class of thirty and more students. This system naturally leads to more demands concerning dealing with discipline which requires instant solution in such situations. I had two classes, one of 24 students and the other of 25 students, but I also observed a class with 33 students.

Secondly, students stay in their classes for foreign language lessons. They do not have language classes at all. I noticed only one class with some aiding material on the walls, it was for a French lesson and there were some projects pinned on the wall at the back of class. Otherwise, students stayed in their classes or moved to different classes with no aiding material at all – no maps, no grammar sheets or photos as we can see in the Czech Republic. This is connected to another peculiarity I had experienced and that is that teachers do not have their rooms, they all stay in one room together where they have to accommodate all their requisites. This is typical for Western schools and it starts to spread in the Czech Republic as well. I also noticed that most of the teachers were taking CD players and dictionaries to students, but not so much of visual aids like maps, posters and grammar sheets.

These observed characteristics may partially explain the huge amount of the use of

L1 in the classroom I had noticed. This use of L1 was mostly provided by teachers. There was one teacher who spoke English almost the whole class, but she was rather exceptional. All other teachers used German a lot. It concerns the same areas as observed in the Czech Republic with the difference that in Germany, teachers spent more time explaining grammar. Once they slipped into German language while explaining grammar, they were likely to keep on talking in German for five and more minutes, students started asking questions, in German, and it was not unusual to hear five or more minutes of a German monologue. One time, it took a teacher seven minutes to greet the students, collect their reports, calm the class down and write in the register. This all was in German, of course. Another teacher was using English a lot, but it was with young learners and she was using so many difficult linguistic terms that students were lost in them and did not pay attention to the input they were receiving as they could not understand the grammar the teacher was trying to explain. These presented examples can be interpreted as a proof that the Grammar Translation Method really comes from Germany and it still prevails as a traditional way of foreign language teaching.

Concerning the textbooks, all teachers were using one particular German textbook which was very similar to our *Time to Talk I, Peters, Gráf, Polyglot, 2001*. The textbook was for all classes and an immense quantity of German language is present within the whole book. This also leads to redundant use of German because when students are asked to work with grammar or writing sections of the book, the language used for instructions or explanation is German, not English.

There was no obvious reason for the unnecessary observed use of German language in the classroom since all the teachers were perfectly fluent in English and it was clear that they were capable of an excellent performance in English language. They had no problems or insecurities concerning the level of their English that I encountered in the Czech

Republic and it usually concerned older teachers with little or no experience abroad. But it is not the case in Germany, teachers were confident regarding their knowledge of language and when asked about the L1 use they answered that it is better for students to understand the language.

However, students themselves appreciate the use of the target language. At the end of my stay, I prepared a questionnaire for one of my classes regarding our lessons – what they liked and disliked, suggestions and reflection – and there was one common feature in all of them. The students admitted to be very satisfied with all lessons lead in English only even though the question itself was not directly asked. But the truth is we had all lessons in English and there was just one time when I asked a student for translation of one word, otherwise we explained all grammar and vocabulary in English and they seemed to be very satisfied with this way of learning.

### **3.2.3. Instructions, Grammar Explanation, Controlling Activities – How They Are Presented**

There are common features in the way instructions, grammar explanation and controlling activities are presented. These types of classroom talk were chosen as the most frequent in the classroom. They suitably demonstrate teachers' use of both L1 and L2 as they are the principal source of teacher talking time. This concerns three main ways I have noticed.

Some teachers use the Czech language to instruct students. It means that while giving homework instructions, explaining conditionals or checking the students' work the teacher is using L1 all the time. In lessons conducted this way the teacher's L2 input is reduced to the teacher's dialogue with a student or an occasional reading or correcting students' pronunciation or sentence structure.

There are other teachers that give all instructions in English and especially for simple assignments do not use L1. This way students benefit from as much L2 input as possible. Students get used to the spoken language and this approach facilitates their own L2 production if English is seen as a standard and constant condition in the classroom.

There is a third possibility how to handle discussed issues and that is that a teacher assigns the work in English firstly and then translates the given task into Czech or asks a student to translate it for the class. This way, a teacher makes sure that instructions are clear and understood. This technique is appropriate in cases when a teacher needs to give clear instructions, i.e. more complicated homework or instructions while testing students' knowledge and acquisition of English.

Most teachers used different strategies and if someone was using L1 while explaining grammar, other classroom talk was in English. Other teachers were using L1 or L2 for all the discussed processes and some teachers adjusted the talk with regard to the age of students or the particular situation. An interesting fact is that when teachers called students by their Czech names using declination like "*Pavle! Katko!*" they had the tendency to slip into Czech, but teachers using English names "*Paul! Kate!*" usually stuck with English. The responses from students had similar tendencies, students asked by their Czech names were likely to answer in Czech, but students asked by their English nicknames tried to answer in English.

Comparing Czech and German teachers, the outcome was quite surprising. Both German and Czech teachers often use L1 and they use it in the same situations. Some of them use L1 more than others. However, German teachers seem to be spending more time on explaining grammar and they do so in a traditional way. The explanation is in German, it takes a large part of the lesson and, also, it is usually long and in a form of a teacher's monologue. The difference is in teachers' competences, German teachers do not seem to

have troubles with English at all, on the contrary some Czech teachers have doubts about their level of English and prefer to use more L1 to hide it. The reasons for unnecessary use of L1 are different but the results are similar – too much of L1 and not enough use of L2.

### **3.2.4. The Actual Use of L1 in the Classroom**

Teachers and textbooks are not the only sources of L1 in the classroom. The largest part of L1 talk in foreign language lessons is caused and performed by students and this fact should not be overlooked. It is highly improbable to get rid of all native language in English lessons, nevertheless, it is possible to reduce the amount of the use of L1 to certain level. Decreasing the use of L1 by students during lessons results in more frequent use of L2 which should be one of the intended aims of foreign language teaching.

According to Harmer (2001), there are several reasons why students use L1 in the classroom. To use L1 during a lesson is a completely natural phenomenon and students are helpless against the constant need to translate everything into their mother tongue. But if trained properly, they learn how to avoid the use of L1 and replace it with L2.

When a teacher asks beginners to start a discussion about a particular topic, the students do not have the adequate knowledge to do so and it is therefore unavoidable that they will use L1 as they are not capable of such a fluent discussion yet and it is not their fault they tend to use L1 as they do not know otherwise.

Another typical situation is when a student tries to explain something to another student. Although it is lesson connected, it often happens in mother tongue. Usually, when students do not understand previously given instructions or they do not know them as they did not pay attention as required. This is when they ask their classmates and, naturally, they use their mother tongue because it is quicker and easier than trying to do so in the target language.

Also, an undesirable source of students' use of L1 comes directly from teachers who use the first language more often than it is necessary. They inspire students to follow their example.

### **3.2.5. The Paradox of the Use of GMT with Communicative Textbooks**

This phenomenon is an unfortunate negative characteristic often encountered in Czech schools. The paradox describes a situation when a teacher uses a communicative textbook full of the target language, however he spends a great deal of lesson speaking Czech and not using the target language as much as possible.

Unfortunately, this is not an unusual phenomenon at our schools. It concerns all kinds of teacher talking time – greetings, instructions, classroom management, explanation, examination and monitoring activities. It is common to see a teacher who comes to a lesson and starts like this: *“Dobrý den, posad’te se. Kde je třídnice? Tomáši, dojdí vedle pro třídnici. A vyberte mi mezitím úkoly.”* and continues like that: *“Teď si přečteme ten článek, co jsme minule začali. Evo, přečti první dva odstavce.”* Students are looking into textbooks written in English, all instructions and texts are in English, but the teacher is constantly using Czech and the only English he uses is when reading an English text himself, or correcting students' performances. Hence, most of the input students receive is from themselves or audio samples if provided.

Moreover, teacher's use of L1 negatively influences students' use of their mother tongue as they would perceive the constant use of L1 as standard and would not feel urged to maximize the use of L2 without a proper example in their teacher. In such case, it does not matter what textbook is used and how much L1 it contains as it is spoiled by the

teacher anyway.

It is safe to conclude that a communicative textbook itself does not guarantee the quality and quantity of L2 input as it is always a complex of several factors and among them, teacher's role is significantly important as it is his L1 and L2 use that influences the final use of both languages in the classroom.

### **3.2.6. The Reasons why Teachers Use L1 More often than Necessary**

When a teacher is nervous or under the pressure of time, he tends to employ the mother tongue in order to move quickly to another phase of a lesson. But this justifiable usage is not the only source of L1 use in a lesson. There are other different motives for teachers' use of L1 when not needed.

Among the most problematic are these two – incapability and laziness. The first comes from teachers' inner doubts about their competences as teachers and as English speakers. The cause of the latter usually originates from the lack of experience abroad or from the lack of contact with native speakers together with a long-term speaking exercise. This applies to older teachers or quite the contrary the beginning teachers with not enough experience. This can be resolved either by a scholarship in an English speaking country or by individual measures including lessons with native speakers, listening and reading exercises, or any contact with the language itself, even if it is one way. The practice makes it easier with time and the basic classroom talk is almost effortlessly learnable.

The latter, laziness, is generally a result of the first. If a teacher without enough competence and ability to conduct a lesson in English is not willing to make an effort to improve his competence there is not much what can be done to change. If such teacher

decides to ignore the fact that he needs to work on himself there are no means to force him. Only teachers who are willing to improve themselves can succeed in this process.

### **3.2.7. Advantages and Disadvantages of the Use of L1 in the Classroom**

First, it should be declared that there will always be some use of L1 in the classroom. It is not possible to avoid it completely. Even with native speakers when the input is in the target language only, teachers cannot prevent students from using their first language from time to time. The use of the mother tongue is something that will not disappear. Therefore teachers should take that fact in account and be ready to deal with it when necessary. There is no point in threatening students not to use their mother tongue at any cost. It is far more efficient to explain to the students what it means for them to use too much of L1 and how profitable it is if a teacher avoids the use of L1 as much as possible. Once students understand that they are not persecuted for using the mother tongue, but that they are being instructed for their own benefit, they will try to monitor their own L1 use themselves which is a best case scenario in foreign language teaching. A teacher should help them to realize why they need to suppress their mother tongue during an English lesson and make it their own responsibility to improve in the target language.

The biggest advantage of L1 use is that it saves time. The use of L1 by a teacher can be seen as a means of time saving. Translation from L2 into L1 is the quickest way for a teacher to explain a new word or to clarify instructions. Students immediately know the correct meaning of the new word or they are perfectly aware of what they are asked to do. This temporal aspect may be considered as the most contributing feature of L1 presence in the classroom. When dealing with discipline, the use of L1 can be the most effective way how to calm down students which brings us back to the time-saving characteristic as

mentioned before.

In other cases, the use of L1 is seen as disadvantageous for students' linguistic progress. Apart from the beneficial sort of L1 employment, we can conclude that L1 is more of a disadvantage for students' learning process. It is considered a disadvantage because it prevents the significant input in L2 that students need.

Sometimes, it is better to explain grammar using the mother tongue because it would be pointlessly long and confusing or misleading for students. But a teacher should try to explain as much as possible using L2 because it counts as desirable input. Teachers should always have on their mind that every use of L1 instead of L2 is a potential loss of L2 input.

### **3.3. Possible Solutions and Suggestions how to Change the Present Situation**

The most obvious and effortless suggestion for teachers would be that they should not use L1 more than necessary and use L2 as much as possible. Hopefully, teachers are aware of that. The difficulty is that they may not know how to avoid this aimless use of L1 because of various personal insecurities as it has been already observed and discussed in previous sections. There are several areas concerning the use of L1 in the classroom - introduction, giving instructions, classroom management talk, setting homework and classroom activities, dealing with discipline, organization, emotional situations and some more.

The preceding part showed that the domain of giving instructions or classroom management talk produce a great deal of L1 talk in the classroom since it can be easily replaced by English talk. If a teacher is not able to give clear and simple instructions in English or has doubts about his performance, there are means to turn to.

A helpful manual will solve this problem. You will find books that deal with classroom talk and management in a library. *A Handbook of Classroom English, Hughes, 1981 OUP* and *Willis, J Teaching English Through English, 1993, Longman Group UK Limited* are two examples of many possible choices.

As declared in its introduction, the first publication is aimed at two kinds of teachers – trainee teachers in order to obtain authentic and valuable classroom language for their future careers and for experienced teachers in order to extend their classroom English. The author is aware of the importance of an adequate L2 input in accordance with our findings. The first unit called *Getting things done in the classroom* contains basic classroom talk like commands, requests and suggestions. The stress is also put on a

beginning (greetings, absences, tardiness) and end (homework, parting) of a lesson. Other units deal, for example, with textbook, blackboard or tape activities. An important feature of this book is the indication of an incorrect form next to the correct version. Common mistakes are clarified right at the beginning, i.e. word order, prepositions or collocations. The wrong sentence is marked by a star: “*Alison, try you the next one. On the last lesson. Who is lacking?*” and the correct version either precedes, or follows the incorrect one: “*Alison, you try number 2. At / in the last lesson. Who is missing / absent / away?*”.

The second guidebook contains units with special sections called Classroom language in them. There are detailed sections covering most of the possible classroom situations, i.e. introduction, first lesson in English, various kinds of teaching techniques (vocabulary, reading, listening, writing, pronunciation), using visual and audio aids, control and discipline, interruptions, or organization of work.

Apart from the sources mentioned previously, there is a Czech manual that can be considered as basic for all English teachers. It has been available for many years and the book in question is *Conducting an English Lesson in English, Mothejzíkuvá, JK, 1992*. It consists of three parts – General Part, Specific part / Skills and Subskills and Teaching Materials. The whole work covers the topics from previously discussed materials, i.e. greetings, unit stages, apologies, discipline, presentation and class management. The chosen phrases are presented in both English and Czech language according to the topic they belong to.

The use of sources like that does not have to be only passive, i.e. reading it for yourself. A practical use for both mentioned sources may be performed during one of the first lessons a teacher has with a new class. The teacher can prepare handouts with elementary phrases in the target language and present the structures to students. Students then work in pairs or groups and act out short conversations between a teacher and students. This way, students will get familiar with the classroom talk and they can keep the

list in their textbooks for further use. It is especially efficient to include phrases students need most frequently, such situations are when they forget their homework or required aids, when they are late for a lesson, when they were absent, when they want to leave the classroom for a specific reason or any other sort of explanation. Even if the student reads it for the first time, it is worth trying as with more frequent use the students become familiar with given structures. With younger learners, simple instructions like *Read, Write, Listen, Speak, Stand up, Sit down, Open your textbooks, Close your textbooks* can be accompanied with pictures indicating requested activities.

As stated in previous part, students often use their mother tongue while explaining instructions to each other. It is an opportunity for a teacher to ask them to explain the whole thing one more time in English to everyone and encourage them. This will represent a valuable L2 input and students get used to their own classroom management talk. Instead of translating directly unknown words, we can try to use pictures, mime, gestures, or explanation through description, antonyms, hypernyms and complementaries.

Another problematic aspect is related to the explanation of grammar. This is not easy to do in English only. It is preferable to work on grammar in English step by step. First of all, students should know the basic grammatical terms – parts of speech, syntactic terms like subject, verb, object and adverbial, lexical terms like suffixes and prefixes, punctuation marks and other elementary vocabulary needed for simple and clear explanation. Beginners and younger learners will need more help – charts, diagrams and even a portion of their mother tongue. But students should have in mind that the distant goal is to be able to work on grammar without help of the mother tongue.

## 4. Conclusion

The main goals of this thesis were on three different levels. The first goal was to find out some theoretical background and tendencies concerning the use of L1 in a foreign language classroom. The second goal was to find out what is the current situation at Czech schools with regard to the use of L1 by teachers in the classroom. Finally, the third goal was to offer suggestions to improve the current situation if necessary.

Regarding the first goal, the studied materials have provided the attitudes towards the mother tongue in different methods of foreign language teaching. The further research showed that there is, indeed, a lack of information for teachers on whether and how to use L1. The reason for this lack of information is based on the fact that most of the researched methodology manuals are written by English speaking methodologists and they are meant for native English speakers as well. The authors suppose that English as a foreign language is taught by native speakers and the lessons are conducted in English only, therefore the L1 comes in question only as a means for translation.

Concerning the second goal, research shows, L1 is used frequently in the classroom. The problem is not in the use of L1 itself but in its redundant use. Some teachers use the mother tongue for tasks that can be done in English instead as a profitable input. The outcome has confirmed the hypothesis that the use of L1 is often unneeded and could be easily replaced by useful L2 input. There are several reasons for this overuse of L1, but the two that prevail are the teacher's own insecurities and time saving and these two do not have to be connected.

This observation leads to the third goal of the thesis and that is to change the current situation, hence various propositions and solutions were suggested. There are, of course, many techniques to achieve the efficient use of L2 as a classroom language and they are discussed in detail in one of the chapters. To name the crucial aspects of this

problem, we do not have to name different techniques, but we should point out to the reasons why L2 should be used instead of L1. The point is that both students and teachers need to know why it is so important to reduce the use of L1 and replace it with a quality L2. The main objective of foreign language teaching is for students to learn a new language. A constant use of L1 will not help to achieve this objective. But it is not enough to order or recommend the use of L2 as much as possible. Once students and teachers are aware of the importance of the target language for a successful learning process, they can work together in order to accomplish the objective of foreign language teaching.

To summarize all the findings, the use of L1 is tolerable in some cases for example under pressure of time or instant translation of a word while working with a text, but it should be used moderately and L2 should prevail as the classroom language. The lessons should be conducted in the target language to provide as much L2 input for learners as possible. Students should be encouraged to fight the urge to speak their native language and to use the target language instead. Also, teachers should realize that it is never late to change their attitude and techniques and if they overuse L1 it is always possible to change it in the ways that are suggested in relevant chapters. The important thing for teachers is to admit their own imperfection and to make an effort to provide students with the most profitable learning experience possible.

## 5. Appendices

### Appendix A

#### 1. Jeden žák opakuje věty po učiteli, druhý je říká česky: ●

1. Do you read the newspaper every day? — Yes, I do, but I don't read everything in it. 2. Does Mrs. Jones live here? — Yes, she does, but she does not live in this house. 3. May I open the window? — Yes, of course, but you must not forget to shut it when you leave the room. 4. Do you have to go to work by tram? — No, I can walk, but it's a long way from here.

#### 2. Vyjádřete stručným „ano — ne“ svůj souhlas nebo nesouhlas:

*Příklad:* A: Is your school far from your home?\*)  
B: **No, it isn't.**  
A: Does Mr. Black know your brother?  
B: **Yes, he does.**

1. Have you any holiday photographs? 2. Was Mr. Bernard in the mountains in July? 3. Did he enjoy his stay there? 4.

#### a) I. Podmínkové věty reálné

if = jestliže, -li, když	<b>If the weather is nice,</b> it is quite pleasant to be here. Why did you ask <b>if you</b> <b>knew it?</b>	<b>Jestliže je pěkné počasí,</b> je docela příjemné zde být. Proč ses ptal, <b>jestliže</b> <b>jsi to věděl?</b>
	It will be better for him <b>if he flies.</b>	Bude pro něho lepší, <b>použije-li letadla.</b>

V podmínkových větách reálných, v nichž anglické *if* odpovídá české spojce „jestliže, -li“, používáme stejných časů jako v češtině. Jediná odchylka je v tom, že budoucnost vyjadřujeme po spojce *if* časem přítomným (viz lekci 8).

a) I. Podmínkové věty reálné

if = jestliže, -li, když	<b>If the weather is nice,</b> it is quite pleasant to be here.	<b>Jestliže je pěkné počasí,</b> je docela příjemné zde být.
	Why did you ask <b>if you knew it?</b>	Proč ses ptal, <b>jestliže jsi to věděl?</b>
	It will be better for him <b>if he flies.</b>	Bude pro něho lepší, <b>použije-li letadla.</b>

V podmínkových větách reálných, v nichž anglické *if* odpovídá české spojce „jestliže, -li“, používáme stejných časů jako v češtině. Jediná odchylka je v tom, že budoucnost vyjadřujeme po spojce *if* časem přítomným (viz lekci 8).

## Appendix B

### 6 Read and write:

That's Dick's cap. / That's Betty's schoolbag. / He's Peggy's friend.  
/ She's Ann's teacher. / That's Miss Hill's car. / That's Mike's bike.  
/ She's Tom's friend. / He's Dick's teacher.

### 7 How old is Dick? (11)

He's eleven.

How old is Ann? (10)

She's ten.

How old is Ted? (9) How old is Kitty? (7) How old is Bill? (8)  
How old is Miss Hill? (28) How old is your friend Tom? (12) How  
old is little Billy? (5)

## ▲ MLUVNICE

### Otázka ve 3. osobě jednotného čísla

#### Porovnejte tyto věty:

Do you like sports?	Yes, I do.
Does Ann like sports?	Yes, she does.
Do they walk to school?	No, they don't.
Does Dick walk to school?	No, he doesn't.

Ve 3. osobě jednotného čísla má pomocné sloveso tvar *does*.

V odpovědi (kladné i záporné) pomocné sloveso obvykle opakujeme.

### Zápor v přítomném čase prostém

Do you live in London?	No, I don't. I don't live in London.
Bydlíš v Londýně?	Nebydlím v Londýně.
Does Mark go to school?	No, he doesn't. He doesn't go to school.

Zápor tvoříme také pomocí slovesa *do*.

## Appendix C

2. Give the substance of the text, using the following points:

- Cultural relations established with many countries; why?
- Czechoslovakia — a country with a rich cultural heritage.
- Regular exhibitions, surveys, and festivals held here.
- Various ways of promoting Czechoslovak culture abroad.
- About 7,000 titles published annually; 250 translations from non-Slavonic languages; exhibitions of book illustrations in Bratislava.

3. Combine suitable pairs in columns A—B and C—D and then explain them or use them in sentences:

A	B	C	D
attend	a meeting	common	goal
hold	an exhibition	collective	reserve

### WORD STUDY

*spolu — spojit*

spolu

**together** (pohromadě)

sit/live together

*sedět/žít spolu*

**jointly** (společně; viz společný)

My brother and I own the farm jointly.

*Vlastníme farmu spolu s bratrem.*

spolu-

coauthor [ˌkəʊləʊθə]

*spoluautor*

roommate

*spolubydlíci*

fellow citizen [ˌfeləʊ ˈsɪtɪzn]

*spoluobčan*

cooperation

*spolupráce*

### GRAMMAR

#### § 14 *Should, would, will* po spojce *if*

V podmínkové větě s *if* (kdyby) *should* dodává slovesu význam „snad“. Vynechá-li se spojka *if*, dochází k inverzi podmětu:

if you should find it ...

*kdybyste to snad (náhodou) našel ...*

should you find it ...

Ve zdvořilé, nepřímé žádosti se užívá po spojce *if* způsobové sloveso *could* (podobně jako české „mohl“), ve formálním stylu a nepříliš často též *would* (po *if* „kdyby“) a *will* (po *if* „jestliže“).

if you could help me

*kdybyste mi mohl pomoci*

if you will help me

*jestliže mi laskavě pomůžete*

if you would help me

*kdybyste mi prosím pomohl*

## Appendix D

### Cvičení

#### 1. Opakujte po učiteli, pak přečtěte:

Bob and Peggy.

My name.

My name is Bob.

What's your name?

My name is Peggy. My name's Peggy.

#### 2. Opakujte po učiteli, pak napište:

Bill                      Betty

Jim                      Ann

David                    Mary

### B.

What is **your** name?

My name is Tom.

Jak se jmenuješ?

Jmenuji se Tom.

#### Všimněte si:

my = můj, má, mé .

your = tvůj, tvá, tvé

### C.

What is your name?

My name is Lucy.

My name is Jim.

What's your name?

My name's Lucy.

My name's Jim.

#### Zapamatujte si:

Jména zvířat a věcí: **what?** = *co?*

What is? zkracujeme What's?

## Appendix E

**I.9 Using a valid train timetable, tell a foreigner how to get from Prague to Karlštejn and back.**

### **4. At an Exchange Office**

Foreigner: Can I cash my traveller's cheques here?

Clerk: Yes, sir. May I have your passport, please? Thank you.

How would you like it?

F: Well, about a half in larger notes and the rest in smaller cash, please.

C: O. K. Will you sign the cheques, please? Here, at the bottom. . .  
Thank you.

### **EXERCISES:**

- I.1 Although presented in the form of a monologue, the above two situations normally require dialogues. Try to add some natural responses of the arriving person.**
- I.2 The first half of the airport monologue is rather formal. Try to make it more natural and friendly, helped by your teacher.**
- I.3 Imagine the guest himself speaks with the receptionist. Act the dialogue, starting: *Excuse me, I've a room reserved here.***

## Appendix F

### 20. Krátké odpovědi. Short replies

#### I. Doplňte. Fill in.

a) Are they from Prague? ~ No, \_\_\_\_ . b) Is his name Philip? ~ No, \_\_\_\_ . c) Is her brother nice? ~ Yes, \_\_\_\_ . d) Is your dog good? ~ Yes, \_\_\_\_ . e) Are you and your friend English? ~ No, \_\_\_\_ .

#### II. Odpovězte na otázky. Answer the questions.

a) Is Nicki seventeen? b) Are Nicki and Cathy from Manchester? c) Is Mr Johnson a writer? d) This is Rob. Is it his birthday today? e) Is Rudolf English?

### 21. Které z těchto slov/frází se pojí se členem *a* a které s *an*? Doplňte je do tabulky. Which of these words/phrases are preceded by *a*, and which by *an*? Write them in the table.

	A	AN
house		
cup		
old university		
evening		
university		
apple		
architect		
school		
brother		
English school		

### 22. Doplňte *a/an* tam, kde je to nutné. Fill in *a/an* where necessary.

a) It is \_\_\_ Czech name. b) This is \_\_\_ school. c) It is \_\_\_ our school. d) She is \_\_\_ secretary. e) She is \_\_\_ good secretary. f) We are \_\_\_ English. g) This is \_\_\_ Michael. h) He is \_\_\_ English writer. i) She is not \_\_\_ writer. j) She is \_\_\_ nice. k) It is \_\_\_ nice house. l) His \_\_\_ house is \_\_\_ nice. m) She is from \_\_\_ London. n) What is it? ~ It's \_\_\_ cup of \_\_\_ tea, \_\_\_ cup of \_\_\_ English tea.

### 20. Emma and Jenny. Prohlédněte si tabulku. Look at the table.

#### I. Napište srovnání Emmy a Jenny. Write a comparison of Emma and Jenny.

Vzor: *Emma bakes good cakes, but Jenny doesn't.*

	Emma	Jenny		Emma	Jenny
Peče dobré koláče?	Ano.	Ne.	Vadí jí chemie?	Ano.	Ne.
Je dobrá v matice?	Ne.	Ano.	Zapomíná všechno?	Ne.	Ano.
Setkává se často se svými přáteli?	Ne.	Ano.	Poslouchá jazz?	Ne.	Ano.
Bydlí na venkově?	Ano.	Ano.	Má ráda kuřecí polévku?	Ano.	Ne.
Dívá se večer obvykle na televizi?	Ano.	Ne.	Mluví francouzsky?	Ne.	Ano.

#### II. Na základě tabulky se ve dvojicích ptejte na Emmu a Jenny a odpovídejte. In pairs ask questions about Emma and Jenny based on the information in the table, and answer.

Vzor: *Does Emma bake good cakes? ~ Yes, she does.*

#### III. Ptejte se na předmět nebo příslovecné určení. Ask questions for object or adjunct.

Vzor: *What does Emma bake? ~ She bakes good cakes.*

#### IV. Nyní vyzkoušejte partnera z tabulky a ptejte se ho, kdo co dělá. Now test your friend's memory as regards the table and ask who does what.

Vzor: *Who bakes good cakes? ~ Emma.*



## G Přítomný prostý čas

**B**  
7-14

**D**  
4-8

I, you, we, they	like...
------------------	---------

he, she, it	likes...
-------------	----------

*I like novels. Mám rád romány.*

*We like our morning walks. Máme rádi (své) ranní procházky.*

*Victoria likes her job. Victoria má ráda svou práci.*

Anglická významová slovesa mají v přítomném prostém čase pouze dva tvary: tvar třetí osoby ješ notného čísla (koncovka **-(e)s**) a tvar shodný s infinitivem bez **to** pro ostatní osoby. Pravopis a slovnost koncovky **-(e)s** se řídí stejnými pravidly jako u množného čísla podstatných jmen (viz 2/A)

### Zapamatujte si!

go [gəʊ] jít - goes [gəʊz] jde do [du:] dělat - does [dʌz] dělá say [seɪ] říkat - says [sez] říká

## Přítomný prostý čas - užití

Přítomný prostý čas užíváme především pro tvrzení, která:

- Popisují činnost, která se pravidelně **opakuje**: *He goes to work on Fridays.* V pátek chodí do práce.
- Popisují **trvalý stav** nebo **postoj**: *Ondřej likes English.* Ondřej má rád angličtinu.
- Mají **obecnou** (nadčasovou) **platnost**: *She draws and paints.* Kreslí a maluje.  
*Journalists travel a lot.* Novináři hodně cestují.

### Přeložte slovesa v závorkách a čtete celá spojení.

I (znám) - she (pracuje) - they (cestují) - we (bydlíme) - he (chodí) - they (vyprávějí) - she (čte) - he (poslouchá) - you (začínáš)

## Otázka

Otázku tvoříme užitím pomocného slovesa **do** [du:], které ve větě stojí před podmětem. Ve třetí osobě jednotného čísla má pomocné sloveso tvar **does** [dʌz]. Významové sloveso je vždy v infinitivním tvaru bez **to**.

Do	I, you, we, they	like..?
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Does	he, she, it	like..?
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*Do you like sport? Máte rád sport?*

*Do they know Enja? Znájí Enja?*

*Does she take photographs? Fotografuje?*

### Doplňte **do**, nebo **does** a přeložte.

a) \_\_\_ Peter like jazz? b) \_\_\_ you travel? c) \_\_\_ she paint? d) \_\_\_ they read? e) \_\_\_ it write?

### C. Čas, datum a řadové číslovky

*Přeložte:*

- 116) Je čtvrt na sedm.
- 117) Je za deset minut čtvrt na čtyři.
- 118) Je za deset minut šest.
- 119) Je půl desáté.
- 120) Je za deset minut půl druhé.
- 121) Je čtvrt na dvanáct.
- 122) Je za deset minut tři čtvrtě na dvanáct.
- 123) Je za pět minut pět.
- 124) Je za dvacet minut osm.
- 125) Je za pět minut čtvrt na jedenáct.

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### C. Time, dates and ordinals

*Translation:*

- 116) It's (a) quarter to seven.
- 117) It's five past three.
- 118) It's ten to six.
- 119) It's half past nine.
- 120) It's twenty past one.
- 121) It's (a) quarter past eleven.
- 122) It's twenty-five to twelve.
- 123) It's five to five.
- 124) It's twenty to eight.
- 125) It's ten past ten.

## Appendix H

• Řešit se	look forward to	✓
• Vyprovodit koho	see somebody off	✓
• Vyhledat	look up	✓
• Starat se o někoho	look after	✓
• Prozkoumat co	look <sup>smth</sup> through	✓
• Zaskočit se podívat	look in	✓
• Rozpoznat	recognize	✓
• Zírat	stare at, gaze	✓
• Povšimnout si, zaregistrovat	notice	✓
• Sledovat	<del>trace</del> watch	✓

9

1

1. Od té doby, co jsem přišla do Prahy, jsem neudělala zkoušku z Aj. x  
*Since I have come to Prague, I didn't pass the exam from English.*
2. Když jsem dělal domácí úkol, přišla Anna. ✓  
*When I was writing <sup>my</sup> homework, Anna arrived.*
3. Jaká byla vaše učitelka? x  
*What How was your teacher? like?*
4. Těším se, až budeme mít více volného času. ✓  
*We looking forward to having more free time.*
5. Nikdy jsem nebyla v Americe. ✓  
*I have never been in America.*
6. V pátek odlétám do Kanady, už jsem si koupila letenky. ✓  
*On Friday I fly to Canada, I have bought tickets yet.*
7. Počkej tady, dokud se nevrátím. ✓  
*Wait here until I'll come.*
8. Když jsem byl studentem gymnázia, hrál jsem fotbal. better I used to...  
*When I was student of Gymnasium!! I was playing football*
9. Kdybych byl tebou, nikdy bych nekoupil ten dům. x  
*If I had been with you, I would have never bought the house.*
10. Ve tři hodiny jdu k zubaři.

## Appendix I

I liked that ... we had to speak english the whole time

I liked that ... we speak English all time

## Appendix J

### 3 A BEGINNING OF LESSON

- 1 ● Teach/expect appropriate replies to suit pupils' abilities:

I don't know/I've no idea  
I haven't seen him today  
He wasn't here yesterday, either  
  
He's ill/not well  
He wasn't feeling very well, so he went home  
  
He's at the doctor's/dentist's  
He's gone for an X-ray/a medical examination/an interview  
He has probably missed the bus  
  
He has got the flu/a cold/a temperature  
He is in bed with the flu/a cold/a temperature

- ★ Who is *lacking*?  
**Who is missing/absent/away?**

- 2 ★ *On* the last lesson.  
**At/in** the last lesson.

- Notice the change of tonic syllable:  
Where were you last time, Bill?  
You weren't here. Where were you?

#### 2.4.8 Passive questions

Where the WH-question refers to the agent in a passive sentence, some learners tend to omit the preposition *by*, which generally takes final position:

Who wrote the book? ⇒ Who was the book written by?

But: ★ *Who was the book written?*

Where the passive consists of a single word only in the learner's language, there is a tendency to use the English equivalent in a similar way.

★ *What is called this book?*  
instead of: **What is this book called?**

# Appendix K

## Classroom language



Practise in pairs, using pictures and other items mentioned to refer to. Make at least 6 sentences, all different, from each table. Table 6 should yield 10 or more.

**NB** Some tables contain both singular and plural nouns, so be careful to select suitable articles and pronouns.

### Displaying visual aids

1	Could Would Will	someone you	go and fetch bring me find get out	the that a	wall chart(s) of the _____ set(s) of flash cards of food and drink magazine picture(s) of people flannel board(s) and figurines box(es) of _____ folder(s) of cue cards	?
	Now, look. I've		got brought	these some		

2	Has anybody seen We need	the	sellotape? sticky tape? blutac? drawing pins? scissors?	They're It's	to	stick this up with. fix this picture up with. cut these out with.
					for	sticking this up. fixing these up. cutting these out.

3	Please could you OK, I'll	put fix stick hang	it them	up here.	Is that	alright? straight? high enough?
					Can you <b>all</b> see it?	

4	Could you	give hand pass	these	magazine pictures flash cards cue cards	out please?	One Two Three	each. per pair. between 2.
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### Referring to visual aids

5	Take Have	a good look at the	poster. picture.	What Why Where How	do you think _____? _____? _____?
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## **Appendix L**

A partial transcript from an interview with a 4<sup>th</sup> grade student:

### **Mluví na vás ve třídě paní učitelka anglicky a líbí se ti to?**

Ano mluví, ale někdy moc rychle a nerozumím. Když něco vysvětluje, tak to říká česky. Mám ráda, když zpíváme písničky a paní učitelka anglicky zpívá a my to opakujeme. A někdy paní učitelka někomu vynadá anglicky, ale mně ne.

### **Když píšete písemky, máte zadání česky nebo anglicky?**

Paní učitelka to napíše česky. Nebo nám česky řekne, co máme dělat.

### **Když se chcete na něco zeptat, mluvíte na paní učitelku anglicky nebo česky?**

Tak když se chceme napít nebo na záchod, tak to říkáme česky. Ale když chceme, aby nám paní učitelka něco zopakovala, musíme říkat *“please, repeat it”*.

### **Jak vás paní učitelka zkouší ze slovíček? Překládáte také něco?**

Ze slovíček u tabule, řekne deset česky a my musíme říct anglicky. A když čteme v knížce, tak to pak překládáme. A do písemky dá, že jsou věty česky a my je musíme napsat anglicky. A někdy slovíčka přeložit z češtiny.

## **Appendix M**

A partial transcript from an interview with a 2<sup>th</sup> grade student (high school):

### **Jak na vás hovoří vyučující anglického jazyka?**

Mluví hodně anglicky. Ale něco vysvětluje česky.

### **Jakou formou se zkouší slovíčka?**

Máme písemky na slovíčka, kde je překládáme z češtiny. Pak také u tabule překládnání slovíček. A někdy vysvětlování, že něco popíše anglicky a my to musíme anglicky říct.

### **Zkouší vyučující překládání?**

Ústně ne. Ale v písemkách překládáme věty z češtiny. Jinak překládáme články, co čteme. Nebo dostaneme za úkol přeložit si nějaký článek a pak je z něj zkoušení. A také dostáváme překládání za úkol. Z takové učebnice, to dostaneme třeba 50 vět, když má učitelka chybět nebo na víkend. A to musíme přeložit do angličtiny, je to na gramatiku, třeba časy. (*pozn. autora Cvičebnice anglické gramatiky, Gráf, Peters, 1993*)

### **Překládáte spíš z češtiny do angličtiny nebo naopak?**

Víc z češtiny. Při zkoušení a písemkách. Do češtiny jen ty texty, co čteme, to není na známku.

### **Pobízí vás vyučující, abyste mluvili hodně anglicky nebo vás nechá se třeba při skupinové práci bavit česky?**

Říká, že máme mluvit anglicky, ale moc to nekontroluje. Tak mluvíme česky a anglicky, když přijde. Ale omlouvat se máme anglicky.

## **Appendix N**

### **Teacher Preparation in Germany**

(source: [www.ltu.se/polopoly\\_fs/1.4767!7c7da33e.pdf](http://www.ltu.se/polopoly_fs/1.4767!7c7da33e.pdf))

Each workday, hundreds of thousands of teachers walk, bike, or drive to schools across Germany (Schulz 1990). With teaching a popular profession in Germany, a large number of incoming university students begin a course of study in education each year. In 1980, for example, more than 20 percent of all incoming students at German universities began a Lehramtstudium (teacher-training program). A decade later, in the face of declining enrollment in the schools and high unemployment for teachers, almost 16 percent of incoming university students were studying to become teachers (Sekretariat der Ständigen Konferenz der Kultusminister der Länder in der Bundesrepublik Deutschland [KMK] 1993a). In 1991, almost 41,500 students entered teacher training programs at German universities out of a total of 254,193 new university students (KMK 1993a).

### **Teacher-Training Programs**

Students who choose to become teachers need to have the Abitur, the qualification for university admission (the comprehensive exit examination at the end of the 12th or 13th grade). There are no entrance examinations or particular requirements to pass in order to enroll in a teacher-training program at a German university. Students apply at the university of their choice. However, due to high enrollment, some states have attempted to limit the number of students entering teacher-training programs at universities. For example, in Nordrhein-Westfalen, prospective students must apply to a central agency (Zentralstelle für die Vergabe von Studienplätzen, ZVS) which handles university admission and sends students to a particular university. In Baden-Württemberg, due to numerus clausus restrictions, only students with above-average grades can count on admission to teacher-training programs.

Teacher training in Germany is the responsibility of the individual states (Länder), operating under guidelines set by the Standing Conference of the Ministers of Education and Cultural Affairs (KMK). The KMK coordinates the work of the ministries of education in each of the 16 states. In each state, however, teacher training consists of two phases: university study and student teaching.

### **Phase 1: University Study (Lehramtstudium)**

At the university, students pursue academic studies in their major subjects—the subjects they will teach—and in educational and social sciences. Students also receive training in didactics specific to their major subject areas and have the opportunity to apply their theoretical knowledge during several practica. The duration of university training depends on the level of school at which the student wants to teach, such as elementary or secondary – a very strange item, which has got nothing to do with his abilities for teaching. University studies for elementary and middle schools require at least 3.5 years, while studies for Gymnasium or vocational schools require at least 4.5 years. University training is completed with a comprehensive exit examination called the First State Examination (Erstes Staatsexamen). Passing the First State Examination is synonymous with attaining a university degree and is the prerequisite for entrance into the second phase of teacher training, directed student teaching.

### **Phase 2: Student Teaching**

The second phase of teacher training, directed student teaching (known as either Vorbereitungsdienst or Referendarzeit), lasts for 1, 5 - 2 years, during which the student teaches in a school under the supervision of a mentor and participates in accompanying seminars on issues related to teaching. Upon completion of student teaching, the student takes the Second State Examination (Zweites Staatsexamen) **(Führ 1989).**

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