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.